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UNIVERSITY

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Addendum to the 2002-03 Graduate Catalog

School Counseling and School Psychology

AZUSA PACIFIC UNIVERSITY

Department of School Counseling and School Psychology

Department Chair:
Barbara Wynne-Sorenson, Ed.D.
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Introduction

Today's classroom environment encompasses a wide array of cultural backgrounds, social levels, and learning abilities. The Master of Arts in Education with emphases in school counseling and school psychology prepares professionals with in-depth understanding of the numerous issues facing students today, and insight into the myriad forces that impact young students. Graduates with this degree are better able to communicate with students and families as they facilitate the learning process for children.

Upon completion of the master's program, candidates must present a final growth assessment which includes a formal research paper. The content summarizes a topic which the student has chosen to study in depth, describes the student's personal and professional growth, projects the student's plan to apply knowledge toward future growth, and provides program evaluation.

While the master's degree without the corresponding credential does not qualify one to serve as a school counselor or school psychologist, it does offer career advancement and a highly marketable specialty. The school counseling or school psychology credential can be obtained simultaneously along with the corresponding master's degree. A school counseling or school psychology credential is essential to obtaining a position as a school counselor or school psychologist in the public school setting. The significant differences between our master's degree and credential program requirements are the fieldwork hours and mandatory comprehensive examination. Please see the combination program requirements for greater detail.

Azusa Pacific University graduates with preparation in school counseling and school psychology are aggressively employed by school districts due to the great need and high regard in the field for this exceptional program.

The M.A. in Education with an emphasis in Educational Counseling and the Pupil Personnel Services Credential: School Counseling is offered at the following locations:

Azusa
High Desert
Inland Empire
Murrieta
Orange County
San Diego
Ventura

The M.A. in Education with an emphasis in School Psychology and the Pupil Personnel Services Credential: School Psychology is offered at the following locations:

Azusa
High Desert
Inland Empire
Murrieta
Orange County
Ventura

General Application Requirements for all Programs

University graduate and program admission requirements must be met before an application is complete. (See "Graduate Admission to the University.")

Prospective students must submit the following directly to the Graduate Center after attending a mandatory informational meeting to receive initial group advising:

1. Completed Application for Graduate Admission
2. A \$45 nonrefundable application fee
3. Official transcripts from all institutions leading to and awarding the applicant's baccalaureate degree (bachelor's degree from a regionally accredited institution) and all post-baccalaureate study (To be considered official, a transcript must be mailed directly from the Office of the Registrar of the institution attended to the Graduate Center at Azusa Pacific University. Students' sealed copies will not be considered official. Undergraduate or graduate degree grade-point average (GPA) should be at least 3.0 on a 4.0 scale. Provisional admittance may be granted to individuals with a GPA between 2.5 and 2.9 if competency can be shown using multiple measures.)
4. Three recommendation forms submitted by supervisors who have current knowledge of the applicant's academic

To uphold the excellence of APU's academic offerings, programs undergo periodic review. Please contact the individual program director for updated information.

ability and potential for service within the credential area

5. A five-page essay/autobiography describing personal and professional history
6. Résumé, vita (preferred), or Statement of Experience, including most relevant work and volunteer experience
7. Proof of Certificate of Clearance [Submit photocopy of most current Emergency Permit or Certificate of Clearance (fingerprint check for CCTC) application to the Graduate Center. For more information, please contact Credential Analyst Wendy Ramsey at (626) 815-5455, wramsey@apu.edu.]
8. Successful completion of the CBEST (proof of completion; test scores and/or CBEST card)
9. International students have a separate application procedure that precedes the admission process. If international students have graduated from a college or university where English was not the principal language, they must provide proof of a minimum TOEFL score of 550. For more information, please contact the Office of International Student Services at (626) 812-3055 or email iss@apu.edu.
10. After all above materials have been received by the Office of Graduate Admissions, the Department of School Counseling and Psychology reviews the file and returns it to Graduate Center: Admissions with a final recommendation. A letter is then generated and sent to the student regarding admission status.

All materials should be sent to:

Graduate Center: Admissions
 Azusa Pacific University
 901 E. Alostia Ave.
 PO Box 7000
 Azusa, CA 91702-7000

Located at:
 568 E. Foothill Blvd.
 Azusa, CA 91702-7000
 (626) 815-4570
 Fax (626) 815-4571
 graduatecenter@apu.edu
 www.apu.edu

International applicants send forms to:

Office of International Student Services
 Azusa Pacific University
 901 E. Alostia Ave.
 PO Box 7000
 Azusa, CA 91702-7000 USA
 (626) 812-3055
 Fax (626) 815-3801
 iss@apu.edu

Credential Programs

Pupil Personnel Services Credential: School Counseling

Program Director:

Dianne Saurenman, Ed.D.
 (626) 815-5361
 dsaurman@apu.edu

Students in this 48-unit program earn a School Counseling Credential. This credential program is application-oriented and emphasizes techniques that help young students make the decision to stay in school. Students in this program explore the various support agencies available to school counselors and their students. Parent programs and substance abuse programs are researched to determine their availability within the community and for their innovative methods for caring for today's youth and their families. Problem solving skills, discipline procedures, and crisis and routine intervention are explored in depth with hands-on activities to support theory. The field courses provide the opportunity to work side-by-side with a practicing school counselor, offering the benefits of on-the-job-training. This credential program requires a final comprehensive examination. The Pupil Personnel Services Credential: School Counseling Program is offered at the following locations:

- Azusa
- High Desert
- Inland Empire
- Murrieta
- Orange County
- San Diego
- Ventura

Admission Requirements

Please refer to the General Application Requirements for all programs at the beginning of the Department of School Counseling and School Psychology addendum.

Course Requirements

(Please obtain academic advising prior to registration.)

Core Requirements 9 units

EDUC 571	Curriculum Foundations	3
EDUC 573	Philosophy/Ethics and History of Education	3
EDUC 592	Educational Psychology: Theory into Practice*	3

Concentration Courses 33 units

EDUC 528	Community, Family, and School Collaboration*	3
EDUC 531	Tests and Measurements and Instructional Planning	3
EDUC 533	Basic School Counseling*	3
EDUC 545	Intervention and Prevention*	3
EDUC 549	Career Development and Technology in School Counseling*	3
EDUC 550	Issues in School Counseling*	3
EDUC 557	Child and Adolescent Development and Learning*	3
EDUC 579	Sociocultural Issues in Counseling*	3
EDUC 582	Schools and the Law**	3
EDUC 583	Intervention through Consultation*	3
EDUC 587	PPS Leadership, Ethics, and Professionalism*	3

*Prerequisite for fieldwork (courses can be taken in any order)

** Must have been taken within the past five years

Supervised Field Experience 6 units

EDUC 564	School Counseling Fieldwork 1 (300 hours)	3
EDUC 568	School Counseling Fieldwork 2 (300 hours)	3
— OR —		
EDUC 594	School Counseling Internship 1 (300 hours)	3
EDUC 595	School Counseling Internship 2 (300 hours)	3

Total 48 units

A 15-unit residency requirement exists.

Advisory Notes

- A student who does not work in a multi-cultural school must obtain experience at a site where such an opportunity exists.
- A written comprehensive examination covering the content of the concentration is required.
- To apply for the Pupil Personnel Services Credential: School Counseling, please obtain an application from the credential analyst in the School of Education and Behavioral Studies. All credential requirements must be completed in order to apply for the credential.
- A needs assessment is made for each candidate. Certain courses may be waived based on previous course work, and fieldwork may be waived based upon previous experience and demonstrated competency. Electives may then be taken to fulfill degree requirements. All requests for waivers must be submitted in writing to the director of the program.

Internship Program

Please note that the Department of School Counseling and School Psychology has proposed a new internship program in both School Counseling and School Psychology. Students may currently apply for an internship credential through the California Commission on Teacher Credentialing when they have obtained approval for a position as a school counselor in a school district. Students interested in the program should contact a program director for further information.

Pupil Personnel Services Credential: School Psychology

Program Director:

Randy Fall, Ph.D.
(626) 815-5399
rfall@apu.edu

Students in this 60-unit program earn a School Psychology Credential. School Psychologists serve schools by administering psychoeducational assessments, identifying learning disabilities, consulting with teachers and parents, and developing interventions for students. Because seven of the courses in the School Psychology Program are also

requirements for the School Counseling Credential, students may want to consider earning both credentials. The School Psychology Program requires a final comprehensive exam and is offered at the following locations:

- Azusa
- High Desert
- Inland Empire
- Murrieta
- Orange County
- Ventura

Admission Requirements

Please refer to the General Application Requirements for all programs at the beginning of the Department of School Counseling and School Psychology addendum.

Course Requirements

(Please obtain academic advising prior to registration.)

Concentration Courses 24 units

EDUC 528	Community, Family, and School Collaboration*	3
EDUC 533	Basic School Counseling*	3
EDUC 545	Intervention and Prevention*	3
EDUC 550	Issues in School Counseling*	3
EDUC 557	Child and Adolescent Development and Learning*	3
EDUC 582	Schools and the Law*/**	3
EDUC 583	Intervention through Consultation*	3
EDUC 592	Educational Psychology: Theory into Practice*	3

Advanced Courses 24 units

EDUC 624	Disabilities in Children (Mild, Moderate, and Severe)*	3
EDUC 633	Multicultural and Bilingual: Assessment and Intervention*	3
EDUC 635	Role and Function of the School Psychologist	3
EDUC 636	Research and Evaluation in School Psychology	3
EDUC 637	Child Psychopathology: Assessment and Treatment*	3
EDUC 681	Psychoeducational Assessment I*/***	3
EDUC 682	Psychoeducational Assessment II*/***	3
EDUC 683	Psychoeducational Assessment III*/***	3

*Prerequisite for fieldwork (courses can be taken in any order)

**Must have been taken within the past five years

***The Psychoeducational Assessment series must be taken in order: EDUC 681 Psychoeducational Assessment I is a prerequisite for EDUC 682 Psychoeducational Assessment II; EDUC 682 Psychoeducational Assessment II is a prerequisite for EDUC 683 Psychoeducational Assessment III.

Supervised Field Experience

12 units

EDUC 685	School Psychology: Fieldwork 1 (300 hours)	3
EDUC 686	School Psychology: Fieldwork 2 (300 hours)	3
EDUC 687	School Psychology: Fieldwork 3 (300 hours)	3
EDUC 688	School Psychology: Fieldwork 4 (300 hours)	3
— OR —		
EDUC 651	School Psychology: Internship 1 (300 hours)	3
EDUC 652	School Psychology: Internship 2 (300 hours)	3
EDUC 653	School Psychology: Internship 3 (300 hours)	3
EDUC 654	School Psychology: Internship 4 (300 hours)	3

Total 60 units

A 30-unit residency requirement exists.

Advisory Notes

- A student who does not work in a multi-cultural school must obtain experience at a site where such an opportunity exists.
- A written comprehensive examination covering the content of the concentration is required.
- To apply for the Pupil Personnel Services Credential: School Psychology, please obtain an application from the credential analyst in the School of Education and Behavioral Studies. All credential requirements must be completed in order to apply for the credential.
- A needs assessment is made for each candidate. Certain courses may be waived based on previous course work, and fieldwork may be waived based upon previous experience and demonstrated competency. Electives may then be taken to fulfill degree requirements. All requests for waivers must be submitted in writing to the director.

Internship Program

Please note that the Department of School Counseling and School Psychology has proposed a new internship program in both School Counseling and School Psychology. Students may currently apply for an internship credential through the California Commission on Teacher Credentialing when they have obtained approval for a position as a school psychologist in a school district. Students interested in the program should contact a program director for further information.

Master of Arts in Education Programs

Master of Arts in Education: Educational Counseling

Program Director:

Dianne Saurenman, Ed.D.
(626) 815-5361
dsaurenman@apu.edu

Students in this 42-unit program earn a Master of Arts in Education: Educational Counseling. While the master's degree without the corresponding credential does not qualify one to serve as a school counselor, it does offer career advancement opportunities and a highly marketable speciality. Upon completing the master's degree program, candidates must present a final growth assessment. The content summarizes a topic that the student has chosen to study in depth, describes the student's personal and professional growth, projects the student's plan to apply knowledge toward future growth, and provides program evaluation feedback. The M.A in Educational Counseling is offered at the following locations:

- Azusa
- High Desert
- Inland Empire
- Murrieta
- Orange County
- San Diego
- Ventura

Admission Requirements

Please refer to the General Application Requirements for all Programs at the beginning of the Department of School Counseling and School Psychology addendum.

Course Requirements

(Please obtain academic advising prior to registration.)

Core Courses 9 units

EDUC 571	Curriculum Foundations	3
EDUC 573	Philosophy/Ethics and History of Education	3
EDUC 592	Educational Psychology: Theory into Practice	3

Concentration Courses 33 units

EDUC 528	Community, Family, and School Collaboration	3
EDUC 531	Tests and Measurements and Instructional Planning	3
EDUC 533	Basic School Counseling	3
EDUC 545	Intervention and Prevention	3
EDUC 549	Career Development and Technology in School Counseling	3
EDUC 550	Issues in School Counseling	3
EDUC 557	Child and Adolescent Development and Learning	3
EDUC 579	Sociocultural Issues in Counseling	3
EDUC 582	Schools and the Law*	3
EDUC 583	Intervention through Consultation	3
EDUC 587	PPS Leadership, Ethics, and Professionalism	3

*Must have been taken within the past five years

Total 42 units

A 30-unit residency requirement exists.

Students intending to pursue two Master of Arts in Education degrees should review the university requirements for additional master's degrees as stated in the Graduate Catalog. Specifically, students *cannot* pursue the Master of Arts in Education: Educational Counseling as a second master's degree *after* completing the requirements for the Master of Arts in Education: School Psychology. However, the Master of Arts in Education: School Psychology *can* be pursued as a second master's degree *after* completing the requirements for the Master of Arts in Education: Educational Counseling. Because these programs are separate, students must be admitted to each program individually.

Neither completion of the Master of Arts in Education: Educational Counseling (master's only or combined program), nor completion of the Master of Arts in Education: School Psychology (master's only or combined program) alone results in the awarding of two master's degrees.

Advisory Notes

- Near the conclusion of their degree programs, students submit a written growth assessment which demonstrates their learning and development and includes tentative plans for continued growth in their post-degree lives.
- Each master's degree program requires a final oral evaluation interview. Each concentration (except physical education) requires final oral evaluations in which three or four students meet with a faculty member. The purpose of the experience is to evaluate students' growth and learning.
- Graduation is not automatic upon completion of all course work. Students who intend to graduate must complete an "Intent to Graduate" form and file it with the Office of the Graduate Registrar in the Graduate Center at least 90 days prior to degree posting.
- A needs assessment is made for each candidate. Certain courses may be waived based on previous course work, and fieldwork may be waived based upon previous experience and demonstrated competency. Electives may then be taken to fulfill degree requirements. All requests for waivers must be submitted in writing to the director of the Pupil Personnel Services: School Counseling Program. Waiving courses does not automatically grant a student units toward their program. A maximum of six units can be transferred into a master's degree program through the Office of the Registrar. Please seek academic advising upon waiving units.

Masters of Arts in Education: School Psychology

Program Director:

Randy Fall, Ph.D.
 (626) 815-5399
 rfall@apu.edu

Students in this 54-unit program earn a Master of Arts in Education: School Psychology. While the master's degree without the corresponding credential does not qualify one to serve as a school psychologist, it does offer career advancement opportunities and a highly marketable speciality. Upon completing the master's degree program, candidates must present a final growth assessment. The content summarizes a topic which the student has chosen to study in depth, describes the student's personal and professional growth, projects the student's plan to apply knowledge toward future growth, and provides program evaluation feedback. The M.A in School Psychology is offered at the following locations:

- Azusa
- High Desert
- Inland Empire
- Murrieta
- Orange County
- Ventura

Admission Requirements

Please refer to the General Application Requirements for all programs at the beginning of the Department of School Counseling and School Psychology addendum.

Course Requirements

(Please obtain academic advising prior to registration.)

Core courses	9 units
EDUC 571 Curriculum Foundations	3
EDUC 573 Philosophy/Ethics and History of Education	3
EDUC 592 Educational Psychology: Theory into Practice	3

Concentration Courses 21 units

EDUC 528 Community, Family, and School Collaboration	3
EDUC 533 Basic School Counseling	3
EDUC 545 Intervention and Prevention	3
EDUC 550 Issues in School Counseling	3
EDUC 557 Child and Adolescent Development and Learning	3
EDUC 582 Schools and the Law*	3
EDUC 583 Intervention Through Consultation	3

Advanced Courses 24 units

EDUC 624 Disabilities in Children (Mild, Moderate, and Severe)	3
EDUC 633 Multicultural and Bilingual: Assessment and Intervention	3
EDUC 635 Role and Function of the School Psychologist	3
EDUC 636 Research and Evaluation in School Psychology	3
EDUC 637 Child Psychopathology: Assessment and Treatment	3
EDUC 681 Psychoeducational Assessment I**	3
EDUC 682 Psychoeducational Assessment II**	3
EDUC 683 Psychoeducational Assessment III**	3

*Must have been taken within the past five years
 **The Psychoeducational Assessment series must be taken in order: EDUC 681 Psychoeducational Assessment I is a prerequisite for EDUC 682 Psychoeducational Assessment II; EDUC 682 Psychoeducational Assessment II is a prerequisite for EDUC683 Psychoeducational Assessment III.

Total 54 units
A 30-unit residency requirement exists.

Students intending to pursue two Master of Arts in Education degrees should review the university requirements for additional master's degrees as stated in the Graduate Catalog. Specifically, students cannot pursue the Master of Arts in Education: Educational Counseling as a second master's degree *after* completing the requirements for the Master of Arts in Education: School Psychology. However, the Master of Arts in Education: School Psychology can be pursued as a second master's degree *after* completing the requirements for the Master of Arts in

Education: Educational Counseling. Because these programs are separate, students must be admitted to each program individually. Neither completion of the Master of Arts in Education: School Counseling (master's only or combined program), nor completion of the Master of Arts in Education: School Psychology (master's only or combined program) alone results in the awarding of two master's degrees.

Advisory Notes

- Near the conclusion of their degree programs, students submit a written growth assessment, which demonstrates their learning and development and includes tentative plans for continued growth in their post-degree lives.
- Each master's degree program requires a final oral evaluation interview. Each concentration (except physical education) requires final oral evaluations in which three or four students meet with a faculty member. The purpose of the experience is to evaluate students' growth and learning.
- Graduation is not automatic upon completion of all course work. Students who intend to graduate must complete an "Intent to Graduate" form and file it with the Office of the Graduate Registrar in the Graduate Center at least 90 days prior to degree posting.
- A needs assessment is made for each candidate. Certain courses may be waived based on previous course work, and fieldwork may be waived based upon previous experience and demonstrated competency. Electives may then be taken to fulfill degree requirements. All requests for waivers must be submitted in writing to the director of the Pupil Personnel Services: School Psychology Program. Waiving courses does not automatically grant a student units toward their program. A maximum of six units can be transferred into a master's degree program through the Office of the Registrar. Please seek academic advising upon waiving units.

Combined Master of Arts Degrees and Credential Programs

Azusa Pacific University recognizes the need to provide quality academic programs for graduate students with divergent professional goals and differing educational needs. The degree and credential programs are designed for a limited number of individuals eager to pursue a Master of Arts degree and a credential program concurrently. These combined degree/credential programs are restrictive and faculty advisement is required prior to enrollment in the program. The combined program is not appropriate for an individual serving on an emergency credential with an urgent need to complete a Clear Preliminary Credential in one year. This combined program requires more than one academic year.

Master of Arts in Education: Educational Counseling and Pupil Personnel Services Credential: School Counseling

Program Director:
Dianne Saurenman, Ed.D.
(626) 815-5361
dsaurenman@apu.edu

Azusa Pacific University's combined degree and credential program pairs the Master of Arts in Education: Educational Counseling and the Pupil Personnel Services Credential: School Counseling for a more efficient path to a school counseling career. Because the master's degree alone does not qualify one to serve as a school counselor, many opt to obtain the credential as well. This program conveniently couples the two.

The Master of Arts in Education: Educational Counseling equips candidates with in-depth understanding of the numerous issues and pressures facing young students today. With a solid background in this area, candidates are better able to communicate with students of all cultures, socio-economic levels, and learning abilities.

The master's degree coupled with the Pupil Personnel Services Credential: School Counseling significantly increases one's marketability. Six additional field units beyond the required course work for the master's degree immerse the candidate into the world of school counseling, emphasizing practical techniques to help young students stay in school. Candidates explore problem-solving skills, discipline procedures, and crisis and routine intervention, and work side-by-side with practicing school counselors. This combination program produces well-rounded, yet highly specialized professionals and is offered at the following locations:

- Azusa
- High Desert
- Inland Empire
- Murrieta
- Orange County
- San Diego
- Ventura

Admission Requirements

Please refer to the General Application Requirements for all programs at the beginning of the Department of School Counseling and School Psychology addendum.

Course Requirements

(Please obtain academic advising prior to registration.)

Core courses 9 units

EDUC 571	Curriculum Foundations	3
EDUC 573	Philosophy/Ethics and History Education	3
EDUC 592	Educational Psychology: Theory into Practice*	3

Concentration Courses 33 units

EDUC 528	Community, Family, and School Collaboration*	3
EDUC 531	Tests and Measurements and Instructional Planning	3
EDUC 533	Basic School Counseling*	3
EDUC 545	Intervention and Prevention*	3
EDUC 549	Career Development and Technology in School Counseling*	3
EDUC 550	Issues in School Counseling*	3
EDUC 557	Child Adolescent Development and Learning*	3
EDUC 579	Sociocultural Issues in Counseling*	3

EDUC 582	Schools and the Law**	3
EDUC 583	Intervention through Consultation*	3
EDUC 587	PPS Leadership, Ethics, and Professionalism*	3

*Prerequisite for fieldwork (courses can be taken in any order)

**Must have been taken within the past five years

Supervised Field Experience 6 units

EDUC 564	School Counseling Fieldwork 1 (300 hours)	3
EDUC 568	School Counseling Fieldwork 2 (300 hours)	3

— OR —

EDUC 594	School Counseling Internship 1 (300 hours)	3
EDUC 595	School Counseling Internship 2 (300 hours)	3

Total 48 units

Students intending to pursue two Master of Arts in Education degrees should review the university requirements for additional master's degrees as stated in the Graduate Catalog. Specifically, students cannot pursue the Master of Arts in Education: Educational Counseling as a second master's degree *after* completing the requirements for the Master of Arts in Education: School Psychology. However, the Master of Arts in Education: School Psychology can be pursued as a second master's degree *after* completing the requirements for the Master of Arts in Education: Educational Counseling. Because these programs are separate, students must be admitted to each program individually. Neither completion of the Master of Arts in Education: School Counseling (master's only or combined program), nor completion of the Master of Arts in Education: School Psychology (master's only or combined program) alone results in the awarding of two master's degrees.

Advisory Notes

- A student who does not work in a multi-cultural school must obtain experience at a site where such an opportunity exists.
- A written comprehensive examination covering the content of the concentration is required.
- To apply for the Pupil Personnel Services Credential: School Psychology, please obtain an application from the credential analyst in the School of Education and

Behavioral Studies. All credential requirements must be completed in order to apply for the credential.

- Near the conclusion of their degree programs, students submit a written growth assessment, which demonstrates their learning and development and includes tentative plans for continued growth in their post-degree lives.
- Each master's degree program requires a final oral evaluation interview. Each concentration (except physical education) requires final oral evaluations in which three or four students meet with a faculty member. The purpose of the experience is to evaluate student's growth and learning.
- Graduation is not automatic upon completion of all course work. Students who intend to graduate must complete an "Intent to Graduate" form and file it with the Office of the Graduate Registrar in the Graduate Center at least 90 days prior to degree posting.
- A needs assessment is made for each candidate. Certain courses may be waived based on previous course work, and fieldwork may be waived based upon previous experience and demonstrated competency. Electives may then be taken to fulfill degree requirements. All requests for waivers must be submitted in writing to the director of the Pupil Personnel Services: School Counseling Program. Waiving courses does not automatically grant a student units toward their program. A maximum of six units can be transferred into a combination program through the Office of the Registrar. Please seek academic advisement upon waiving units.

Internship Program

Please note that the Department of School Counseling and School Psychology has proposed a new internship program in both School Counseling and School Psychology. Students may currently apply for an internship credential through the California Commission on Teacher Credentialing when they have obtained approval for a position as a school counselor in a school district. Students interested in the program should contact a program director for further information.

Master of Arts in Education: School Psychology and Pupil Personnel Services Credential: School Psychology

Program Director:

Randy Fall, Ph.D.
(626) 815-5399
fall@apu.edu

Azusa Pacific University's combined degree program pairs the Master of Arts in Education: School Psychology and Pupil Personnel Services: School Psychology for a broader, more marketable approach for school psychologists.

The Master of Arts in Education: School Psychology equips candidates with the ability to receive career advancement opportunities and gives them a highly marketable speciality. With a solid background in this area, candidates are able to assess students of all cultures, social levels, and learning abilities more effectively.

The Pupil Personnel Services Credential: School Psychology qualifies one to serve as a school psychologist at the district level, responsible for overseeing several schools. School psychologists make psychological assessments, identify learning disabilities, and place students in special education programs. The master's degree coupled with the Pupil Personnel Services Credential: School Psychology significantly increases one's marketability and is offered at the following locations:

Azusa
High Desert
Inland Empire
Murrieta
Orange County
Ventura

Admission Requirements

Please refer to the General Application Requirements for all programs at the beginning of the Department of School Counseling and School Psychology addendum.

Course Requirements

(Please obtain academic advising prior to registration.)

Core Courses 9 units

EDUC 571	Curriculum Foundations	3
EDUC 573	Philosophy/Ethics and History Education	3
EDUC 592	Educational Psychology: Theory into Practice*	3

Concentration Courses 21 units

EDUC 528	Community, Family, and School Collaboration*	3
EDUC 533	Basic School Counseling*	3
EDUC 545	Intervention and Prevention*	3
EDUC 550	Issues in School Counseling*	3
EDUC 557	Child and Adolescent Development and Learning*	3
EDUC 582	Schools and the Law*/**	3
EDUC 583	Intervention Through Consultation*	3

Advanced Courses 24 units

EDUC 624	Disabilities in Children (Mild, Moderate, and Severe)*	3
EDUC 633	Multicultural and Bilingual: Assessment and Intervention*	3
EDUC 635	Role and Function of the School Psychologist	3
EDUC 636	Research and Evaluation in School Psychology	3
EDUC 637	Child Psychopathology: Assessment and Treatment*	3
EDUC 681	Psychoeducational Assessment I*/***	3
EDUC 682	Psychoeducational Assessment II*/***	3
EDUC 683	Psychoeducational Assessment III*/***	3

*Prerequisite for fieldwork (courses can be taken in any order)

**Must have been taken in the past five years

***The Psychoeducational Assessment series must be taken in order: EDUC 681 Psychoeducational Assessment I is a prerequisite for EDUC 682 Psychoeducational Assessment II; EDUC 682 Psychoeducational Assessment II is a prerequisite for EDUC 683 Psychoeducational Assessment III.

PLEASE NOTE: EDUC 681 Psychoeducational Assessment I and EDUC 682 Psychoeducational Assessment II are also prerequisites to fieldwork.

Supervised Field Experience

12 units

EDUC 685	School Psychology: Fieldwork 1 (300 hours)	3
EDUC 686	School Psychology: Fieldwork 2 (300 hours)	3
EDUC 687	School Psychology: Fieldwork 3 (300 hours)	3
EDUC 688	School Psychology: Fieldwork 4 (300 hours)	3
— OR —		
EDUC 651	School Psychology: Internship 1 (300 hours)	3
EDUC 652	School Psychology: Internship 2 (300 hours)	3
EDUC 653	School Psychology: Internship 3 (300 hours)	3
EDUC 654	School Psychology: Internship 4 (300 hours)	3

Total 66 units

Students intending to pursue two Master of Arts in Education degrees should review the university requirements for additional master's degrees as stated in the Graduate Catalog. Specifically, students cannot pursue the Master of Arts in Education: Educational Counseling as a second master's degree *after* completing the requirements for the Master of Arts in Education: School Psychology. However, the Master of Arts in Education: School Psychology can be pursued as a second master's degree *after* completing the requirements for the Master of Arts in Education: Educational Counseling degree. Because these programs are separate, students must be admitted to each program individually. Neither completion of the Master of Arts in Education: School Counseling (master's only or combined program), nor completion of the Master of Arts in Education: School Psychology (master's only or combined program) alone results in the awarding of two master's degrees.

Advisory Notes

- A student who does not work in a multi-cultural school must obtain experience at a site where such an opportunity exists.
- A written comprehensive examination covering the content of the concentration is required.
- To apply for the Pupil Personnel Services Credential: School Psychology, please obtain an application from the credential

analyst in the School of Education and Behavioral Studies. All credential requirements must be completed in order to apply for the credential.

- Near the conclusion of their degree program, students submit a written growth assessment, which demonstrates their learning and development and includes tentative plans for continued growth in their post-degree lives.
- Each Master's degree program requires a final oral evaluation interview. Each concentration (except physical education) requires final oral evaluations in which three or four students meet with a faculty member. The purpose of the experience is to evaluate student's growth and learning.
- Graduation is not automatic upon completion of all course work. Students who intend to graduate must complete an "Intent to Graduate" form and file it with the Office of the Graduate Registrar in the Graduate Center at least 90 days prior to degree posting.
- A needs assessment is made for each candidate. Certain courses may be waived based on previous course work, and fieldwork may be waived based upon previous experience and demonstrated competency. Electives may then be taken to fulfill degree requirements. All requests for waivers must be submitted in writing to the director of the Pupil Personnel Services: School Psychology Program. Waiving courses does not automatically grant a student units toward their program. A maximum of six units can be transferred into a master's degree program through the Office of the Registrar. Please seek academic advisement upon waiving units.

Internship Program

Please note that the Department of School Counseling and School Psychology has proposed a new internship program in both School Counseling and School Psychology. Students may currently apply for an internship credential through the California Commission on Teacher Credentialing when they have obtained approval for a position as a school psychologist in a school district. Students interested in the program should contact a program director for further information.

Course Descriptions

EDUC 528 Community, Family, and School Collaboration (3)

Students become aware of comprehensive models for forming partnerships or collaborations between schools/districts and community stakeholders to strengthen school improvement and reform efforts. The course investigates the importance of parent and community involvement in children's education from birth through high school including an overview of exemplary parent involvement programs; resources for family involvement activities and programs; knowledge of existing and possible partnerships between school/districts and public/private community representatives including mental health, government, advocacy and law enforcement agencies; knowledge of district/school programs that support student achievement through academics and mental health, grant writing to support school/ community collaborations.

EDUC 531 Tests, Measurements, and Instructional Planning (3)

Students study the validity and reliability of current tests, interpretation of test results, and their application to the instructional planning analysis of norm- and criterion-referenced measurement and development of objective-based programs.

EDUC 533 Basic School Counseling (3)

This course provides an examination of the varied counseling theories and techniques needed by school counselors for a variety of counseling roles and functions. The focus is on the application of basic skills in the domains of academic, career, personal and social development. Each student will demonstrate knowledge of how school counseling programs and services promote student development, learning and achievement in diverse populations with the context of professional ethics. Concepts, attitudes, and values held by the counselor which most influence the counseling relationship and outcome will be explored. A holistic, ecosystemic model for viewing counseling issues, the school community and the understanding of family processes will be studied. It will focus on acquiring knowledge and practicing skills related to individual and group counseling within a multicultural context. A prerequisite for EDUC 550 and EDUC 583

EDUC 545 Intervention and Prevention (3)

In this course, students view learning, behavior, and social problems from behavioral, cognitive, ecosystemic, personal/self-esteem, and family system perspectives. Using these perspectives, the student learns to select, design, implement and evaluate prevention, intervention and postvention programs and techniques that prevent learning failure and enhance learning success with a multicultural context. Students learn social skills training to develop resiliency. Action plans and techniques are explored to help children and the school community prevent school violence and cope with other crisis in the school setting.

EDUC 549 Career Development and Technology in School Counseling (3)

This course is an orientation to occupational and career education trends, theories and practices which ensure that all pupils receive equitable guidance which transcends cultural and gender stereotypes and is reflective of the National Standards. This will include computer-based technology, data management systems and data-based research which support career development services.

EDUC 550 Issues in School Counseling (3)

Culturally appropriate counseling, classroom, and school related techniques and methods for developing and maintaining a peaceable school, and for the prevention, intervention, and postvention of such factors as crisis, trauma, violence, gang activity, bullying, conflict, depression, suicide, alcohol and substance abuse, and sexual harassment will be examined within an ecosystemic context.

EDUC 557 Child and Adolescent Development and Learning (3)

Taking an ecosystemic perspective, this course exposes the student to the transactions between biological, psychosocial, cultural, and environmental factors affecting human growth, development, and learning from conception through adolescence. The focus is on the student's achievement of the integrated, holistic, and multicultural understanding, and emphasizes the application of theory to real life situations and problems.

EDUC 564 School Counseling Fieldwork 1 (3)

This course provides each student with firsthand, supervised pupil personnel experience. Each student is involved in on-site experiences that include application of theory to counseling and consultation practice with individuals, groups, families, children, adolescents, and exceptional and nonexceptional pupils.

EDUC 568 School Counseling Fieldwork 2 (3)

This course provides each student with firsthand, supervised pupil personnel experience. Each student is involved in on-site experiences that include application of theory to counseling and consultation practice with individuals, groups, families, children, adolescents, and exceptional and nonexceptional pupils.

EDUC 571 Curriculum Foundations (3)

This master's degree core course is designed to prepare candidates with both practical and theoretical understanding of curriculum in schooling. The course offers a study of the various approaches of curriculum construction and organization in the schools by examining the principles of curriculum improvement, change, and evaluation. The focus is on the theories, research, and best practice related to planning and developing curriculum and its implementation in schools and classrooms in order to address the needs of students in diverse communities.

EDUC 573 Philosophy/Ethics and History of Education (3)

This course is a survey of the historical and philosophical ideas that guide educational theory and practice. Emphasis is on ethical clarification and practical application of ideas in current, diverse educational settings. Basic to the course is the notion that valuable insights into American education can be obtained through a close examination of its historical development from the colonial era to the present. Emphases on various philosophical systems in education and on the related issue of worldviews are especially helpful in illuminating ever-present tensions in American education. American education cannot be adequately understood, nor can well-informed decisions be made by administrators, instructional staff, or others responsible for education, without the benefit of both historical and philosophical perspectives.

EDUC 579 Sociocultural Issues in School Counseling (3)

School counselors require awareness of, and sensitivity to, the social and cultural diversity of the various ethnic groups represented in the districts and communities in which they serve. Everyday issues from levels of family-school involvement to communication to body language can take on new meaning when cultural origins are considered. This course helps students to develop a multi-cultural perspective by becoming aware of their own cultures, the nuances of other cultures, and counseling considerations and perspective when working with individuals from diverse social and cultural backgrounds.

EDUC 582 Schools and the Law (3)

The student acquires knowledge of federal, state, and local laws; court cases and legal opinions; and their applicability to the schools. Included are legal principles relating to youth conduct, contracts, liability, tort, employer-employee relations, equality of educational opportunity, and control of education.

EDUC 583 Intervention Through Consultation (3)

This course examines (1) the strengths and weaknesses of several prominent models of consultation as they relate both to setting requirements and the individual consultant's style of functioning; (2) the roles of consultant, consultee, and client systems; and (3) the consultative role and techniques contrasted with those involving supervision, assessment, teaching, and counseling/therapy. A collaborative model of consultation is emphasized. Further areas of emphasis include, but are not limited to, the following: types of consultative intervention, evaluation of consultation, relevant research, legal, and ethical issues, consultation with minority groups, resistance to consultation, and specific communication skills and staff development.

Prerequisites: EDUC 533 and EDUC 550

EDUC 587 PPS Leadership, Ethics, and Professionalism (3)

This course is an orientation to the concepts and procedures which define and encompass pupil personnel management systems. This includes the ethics which guide the coordination and supervision of comprehensive counseling and guidance in a multicultural school setting. Standards of professionalism which support successful leadership are incorporated into the instruction.

EDUC 592 Educational Psychology: Theory into Practice (3)

School counselors and school psychologists should demonstrate familiarity with contemporary issues and pertinent research in the field of educational psychology. This course provides future professionals in those fields with comprehensive knowledge in the areas of learning theory and motivation including humanist, behaviorist, and cognitive approaches; human growth and development; and instructional and classroom management strategies. The course emphasizes practical application of these various areas for use in professional contexts.

EDUC 594 School Counseling: Internship 1 (300 hours) (3)

Students enrolled in this fieldwork course are under a paid internship with their school district. In this course students will receive exposure to individual differences, involvement with testing and case studies, participation in parent conferences and IEP/E & P meetings, and provision of counseling and/or consultation as appropriate to students, staff, and parents.

EDUC 595 School Counseling: Internship 2 (300 hours) (3)

Students enrolled in this fieldwork course are under a paid internship with their school district. This course provides each student with firsthand, supervised pupil personnel experience. Each student is involved in on-site experiences that include application of theory to counseling and consultation practice with individuals, groups, families, children, adolescents, and exceptional and non-exceptional pupils.

EDUC 624 Disabilities in Children (Mild, Moderate, and Severe) (3)

School psychologists are required to have an understanding of the spectrum of individual differences among potential students, particularly individuals with exceptional needs. This course introduces students to individuals defined by cultural differences, socio-economic disadvantages, sexual biases and developmental psychopathology in order to achieve sensitivity to the needs and feelings of persons with differing experiences. There is an introduction to the legal requirements of educating learners in the least restrictive environments and consideration of current issues and future trends in special education.

EDUC 633 Multicultural and Bilingual: Assessment and Intervention (3)

This course focuses on the assessment of multicultural and bilingual students, including assessment models and practices, test bias, and social and psychological aspects associated with the differences and similarities of ethnic and cultural groups.

EDUC 635 Role and Function of the School Psychologist (3)

Major theories and models of educational evaluation are surveyed. Consultation theories are considered to help students acquire the knowledge and skills necessary for a productive consultation relationship with school staff, parents, and community agency representatives.

EDUC 636 Research and Evaluation in School Psychology (3)

Students gain advanced skills in understanding and applying statistical techniques to the analysis of educational research data related to school psychology. Strategies for conducting effective evaluations are considered as students plan an evaluation using appropriate statistical analysis as related to educational psychological research. Students gain additional experience in the use of computers for statistical analysis.

EDUC 637 Child Psychopathology: Assessment and Treatment (3)

This course provides a systematic approach to the description and assessment of and planning for children with emotional and behavioral problems. The emphasis is on the psychological disorders of children in school settings most commonly encountered in the delivery of psychological services.

EDUC 651 School Psychology Internship 1 (300 hours) (3)

With State Department of Education approval of a candidate's application for an Internship Credential, the intern proceeds to gain experience in accepting responsibilities of a school psychologist. Regularly mentored by on-site and university staff, the intern gains skill in planning and implementing programs consistent with IDEA guidelines and State of California Regulations. This includes participating in student study teams, planning and implementing psychoeducational assessments of pupils, and making recommendations for interventions in regular and special education. In addition, the intern gains skill in counseling pupils, consulting with parents, and accessing community resources.

EDUC 652 School Psychology Internship 2 (300 hours) (3)

Regularly mentored by on-site and university staff, the intern refines skill in planning and implementing programs consistent with IDEA guidelines and State of California Regulations. This includes participating in student study teams, planning and implementing psychoeducational assessments of pupils, and making recommendations for interventions in regular and

special education. In addition, the intern refines skill in counseling pupils, consulting with parents, and accessing community resources.

EDUC 653 School Psychology Internship 3 (300 hours) (3)

Regularly coached by on-site and university staff, the intern accepts increasing responsibility for planning and implementing programs consistent with IDEA guidelines and State of California Regulations. This includes participating in student study teams, planning and implementing psychoeducational assessments of pupils, and making recommendations for interventions in regular and special education. It includes demonstrating a high level of skill in counseling pupils, consulting with parents, and accessing community resources. In addition, the intern gains experience in planning and implementing school-wide assessment programs and evaluating program outcomes.

EDUC 654 School Psychology Internship 4 (300 hours) (3)

Regularly coached by on-site and university staff, the intern accepts independent responsibility for planning and implementing programs consistent with IDEA guidelines and State of California Regulations. This includes participating in student study teams, planning and implementing psychoeducational assessments of pupils, and making recommendations for interventions in regular and special education. It includes demonstrating a high level of skill in counseling pupils, consulting with parents, and accessing community resources. In addition, the intern is responsible for planning and implementing school-wide assessment programs and evaluating program outcomes.

EDUC 681 Psychoeducational Assessment I (3)

This course is the first in a series of three courses structured to develop competence in the assessment of pre-school and school-age children and adults. Students will become aware of the multifaceted and culturally defined nature of human intelligence, of research and theory regarding the development and measurement of human intellectual ability, and of the construction, uses and limitations of assessment tools and methods. Upon completion of this series of courses the students should have attained competence in a wide range of assessment techniques in the assessment of intelligence, processing abilities, adaptive behavior, social-emotional functioning and achievement. Students will gain experience in developing interventions and recommendations based on assessment data, and in communicating the results of assessments to diverse audiences.

EDUC 682 Psychoeducational Assessment II (3)

This course is the second in a series of three courses structured to develop competence in the assessment of pre-school and school-age children and adults. Students will become aware of the multifaceted and culturally defined nature of human intelligence, of research and theory regarding the development and measurement of human intellectual ability, and of the construction, uses and limitations of assessment tools and methods. Upon

completion of this series of courses the students should have attained competence in a wide range of scales in assessing intelligence, processing abilities, adaptive behavior, social-emotional functioning and achievement. Students will gain experience in developing interventions and recommendations based on assessment data, and in communicating the results of assessments to diverse audiences.

EDUC 683 Psychoeducational Assessment III (3)

This course is the third in a series of three courses structured to develop competence in the assessment of preschool and school-age children and adults. Students will become aware of the multifaceted and culturally defined nature of human intelligence, of research and theory regarding the development and measurement of human intellectual ability, and of the construction, uses and limitations of assessment tools and methods. Upon completion of this series of courses the students should have attained competence in a wide range of assessment techniques in the assessment of intelligence, processing abilities, adaptive behavior, social-emotional functioning and achievement. Students will gain experience in developing interventions and recommendations based on assessment data, and in communicating the results of assessments to diverse audiences.

EDUC 685 School Psychology Fieldwork I (3)

Students are provided with on-site experience leading to the acquisition of skills and knowledge of school counselors and psychologists involving special and regular education students. Such experience includes working with IDEA regulations and procedures, assessing and counseling exceptional students, consulting with teachers and parents, and supervising of counseling services.

EDUC 686 School Psychology Fieldwork 2 (3)

Through on-site supervision, students experience directly the role and function of school psychologists. This includes conducting student assessment; writing reports; consulting with staff and parents; designing prevention, interventions, and postvention strategies; working with exceptional students; completing progress evaluations; and interacting with community agencies.

EDUC 687 School Psychology Fieldwork 3 (3)

With continued on-site supervision, field experience students acquire increasing responsibility for planning, implementing, and reporting psychoeducational assessments of pupils. Students continue to gain experience collaborating with multidisciplinary colleagues. Students participate in planning prevention, intervention, and evaluation activities related to the responsibilities of a school psychologist.

EDUC 688 School Psychology Fieldwork 4 (3)

With continued on-site mentoring, field experience students take independent responsibility for planning, implementing, and reporting psychoeducational assessment of pupils. Students take independent responsibility for initiating and collaborating with multidisciplinary colleagues in prevention, intervention, and evaluation activities related to the responsibilities of a school psychologist.