

Program Design: Ed.S. in School Psychology

The Attallah College of Educational Studies' graduate programs in Counseling and School Psychology seeks to develop skilled and reflective school-based mental health professionals who are effective change agents and advocates for youth of varying abilities, cultural heritages, and socioeconomic backgrounds. The Ed.S in School Psychology program at Chapman includes all domains and standards required by our accreditors. This includes the California Credential on Teacher Credentialing (CCTC), [National Association of School Psychologists](#) (NASP) and the [International School Psychology Association](#) (ISPA). The curriculum is built on the [NASP Domains of Training and Practice](#) as well as eight "Big Ideas":

1. Collaboration
2. Oral Communication
3. Self-reflection and tolerance for complexity and ambiguity
4. Written Communication
5. Commitment to service and advocacy
6. Building solutions for children through an appreciation of their strengths and resources
7. Understanding children both as individuals and as participants in systems
8. Time management and organizational skills

The program design includes the following:

- One cohort with entry in fall semester.
- A 69-unit program that can be completed in 3 years of full-time study or 4 years of part-time study.
- 600 hours of practicum and 1,200 hours of internship for a total of 1,800 hours of fieldwork.
- Dual degree program plus credential. Candidates can earn a MA in Educational Psychology after two years and an Educational Specialist (Ed.S.) in School Psychology after three years. Candidates also earn the [California Pupil Personnel Services Credential in School Psychology](#) at the same time as the Ed.S. degree.
- Option for an emphasis in Professional Clinical Counseling, which fulfills the educational requirements for the California license as a **Licensed Professional Clinical Counselor (LPCC)**.
- Option to apply for the [Ph.D. in Education with an emphasis in School Psychology](#).

Overview of Structure

Table 1.

School Psychology and School Counseling. Location, Delivery Models, and Pathways

Location	Delivery Model	Pathway
Chapman Main Campus	In person	Traditional
Chapman Main Campus	In person	Intern

- *Leadership within the credential program:* The School Psychology and School Counseling credential pathways are led by [expert faculty](#) (please see Program Faculty and Staff under the dropdown menu) in School Psychology and Counseling. [Kelly Kennedy](#), Ph.D., assumes overall responsibility for the program as the director of Psychology and Counseling Programs with the support of the School Counseling Coordinator [Randelle Kirkemo, Ph.D.](#) The director is responsible for managing and guiding the overall direction and operation of the programs with the support and leadership of the School Counseling Coordinator who oversees student advising and day-to-day program coordination.
- *Communication within the credential program and the institution:* The credential program is embedded within the Attallah College and larger Chapman institution. The director and coordinator of the School Psychology and Counseling programs participate in regularly scheduled Attallah College dean's cabinet, curriculum committee, and program directors and coordinators meetings that allow for college leadership to share information and make collaborative decisions regarding the unit's credential programs. Additionally, the director holds meetings with program faculty monthly to ensure they are supported and to discuss program feedback and make decisions about improvements to the program.
- *Means for stakeholder input:* The Attallah College works in conjunction with our stakeholders through multiple means, including working with our Superintendents and Presidents' Advisory Council (SPAC), which includes local education leaders at the PK–12 and community college levels. Additionally, we survey our alumni and current candidates about their experiences and use these findings to inform our annual program improvement process. Further, we also solicit feedback from fieldwork supervisors and are working to expand our feedback from employers. Additionally, each spring we invite stakeholders to an annual stakeholder meeting where we review program updates, needs, concerns, and seek feedback.