

SCHOOL PSYCHOLOGY (EDS/MED)

Health and Human Enrichment

The EdS/MEd in School Psychology is a National Association of School Psychologists (NASP)-approved 69-credit program designed for individuals who desire K-12 certification in school psychology at the state and/or national level. Those who already possess a master's degree in a related field (e.g., general education, special education, counseling) should apply to the program at the EdS level. All others should apply to the program at the EdS/MEd level. The MEd is earned after completion of 33 credits toward the EdS. The PSU School Psychology Program meets the NASP 2020 Professional Standards and the New Hampshire Department of Education Certification Standards for school psychologists.

The program aims to prepare school psychologists who understand and are sensitive to the needs of the individuals with whom they work and emphasizes those abilities that enable practitioners to not only promote the development and psychological well-being of children and adolescents in direct ways, but also through consultation and the initiation of systemic change. In addition, this program aims to nurture social and emotional development and increase democratic participation and intellectual curiosity in both emerging school psychologists and the students they serve. An emphasis of the program is on working as a member of a collaborative team. Coursework focuses on underpinnings of neurological development and its' impact on learning and behavior.

The school psychology program's vision is consistent with the School Psychology Counselor Education Organizational Leadership Department's vision: "The Programs envision a world that cultivates human worth and dignity that honors all dimensions of diversity by fostering greater democratic participation and empowering individual and collective voices."

In this professional preparation program, emphasis is placed on personal and interpersonal growth in addition to academic excellence. The program is structured so that candidates progress through a foundational core of knowledge, skill development, and application. This is facilitated by a sequence of field experiences that progressively assist students to connect theory with practice. The pre-practicum experience is integrated into Foundations of School Psychology (SY 6010 (<https://coursecatalog.plymouth.edu/graduate-courses/sy/>)) and includes 25 hours of shadowing a school psychologist in a school setting. Students complete two practicum experiences, each 150 hours, prior to enrolling in internship. Finally, the 1,200-hour internship places students in settings allowing them to experience the full range of activities that are associated with the role of the school psychologist. While completing their internship experiences, students must be able to attend weekly seminars.

Internship

All required foundational and professional courses must be successfully completed before students can enroll in the internship experience. Candidates must contact the program coordinator during the term prior to their internship experience in order to make appropriate arrangements. The deadlines are October 1 for the winter and spring

terms and February 1 for the fall term (or the first business day of those months).

Candidates in the School Psychology program must successfully complete a 1,200-hour comprehensive public-school internship in school psychology that spans the K-12 grade levels in order to demonstrate and further develop relevant competencies. Students may complete up to 600 hours in a clinical setting. In order to be recommended for certification as a school psychologist, students must complete 12 credits of School Psychology Internship and Seminar (SY 7800 (<https://coursecatalog.plymouth.edu/graduate-courses/sy/>)).

Comprehensive Assessment & Praxis II

School psychology candidates are expected to develop an electronic portfolio based on the New Hampshire Department of Education School Psychology Standards and the NASP 2020 Model for Comprehensive and Integrated School Psychological Services. This portfolio will be reviewed and completed during the internship. Candidates must also submit a passing score of 147 on the Praxis School Psychologist test #5402 prior to completion of the program.

Requirements for certification may change, subject to changes made by the New Hampshire Department of Education (NHDOE). School Psychology candidates can find the latest NHDOE standards at education.nh.gov/index.htm (Ed 614.06).

Admission Requirements

The School Psychology programs require the following materials to be submitted through our online application (<https://www.plymouth.edu/apply/>):

- Recommended 3.0 or better GPA in undergraduate coursework
- Official transcripts from any/all college level work
- Three professional recommendations
- Participation in the Group Interview (<https://www.plymouth.edu/node/1287/>)
- Current Resume
- Statement of interest
- NH Residency Verification form (NH residents only)

Deadlines

Students pursuing School Psychology can apply for admission to any of the upcoming semesters.

- Fall – August 1
- Spring – December 1
- Summer – April 15

**We suggest submitting your documentation at least two weeks prior to the posted date to ensure your application is complete and can be reviewed by the deadline.*

Degree Requirements

Those who hold a master's degree in a closely related area (e.g., special education, counseling) should apply directly to the EdS program. All others should apply to the MEd and EdS programs.

EdS in School Psychology, K-12 Certification Curriculum Requirements

Course	Title	Credits
Professional Component		
SY 7000	Cognition and Learning: From Theory to Practice	3
SY 7100	Behavioral Assessment, Analysis, and Intervention	3
SY 7200	Administering Individual Intelligence Tests	3
SY 7300	Educational Assessment & Consultation	3
SY 7400	Social/Emotional/Behavioral Assessment	3
SY 7500	Principles of School Neuropsychology	3
K-12 Certification Component		
SY 7600	Practicum I: Assessment, Intervention, & Consultation	3
SY 7700	Practicum II: Integration and Case Studies	3
SY 7800	School Psychology Internship and Seminar	12
Total Credits		36

Note: Students who complete the program will be eligible to apply for national certification in School Psychology (NCSP), which is granted by the National School Psychology Certification Board. The University's school psychology graduate program is approved by the New Hampshire Department of Education and is approved by the National Association of School Psychologists (NASP).

MEd in School Psychology, non-certification

Course	Title	Credits
CO 5020	Counseling Skills	3
CO 5040	Diversity and Advocacy in Helping Relationships	3
CO 5050	Advanced Human Development	3
CO 5070	Research Design in the Helping Professions	3
CO 5130	Psychopharmacology and the Biological Basis of Mental Health	3
CO 5260	Counseling Theories and Personality	3
CO 5650	Critical Issues in Schools	3
CO 5770	Psychopathology: Disorders of Childhood, Adolescence and Adulthood	3
CO 5780	Working with Youth and Systems	3
SY 5300	Foundations and Multicultural Aspects of Parenting	3
SY 6010	Foundations-School Psychology	3
Total Credits		33

Optional Concentrations in this Major

EdS in School Psychology, Eating Disorders Institute

Course	Title	Credits
CO 5150	Eating Disorders Clinical	3
CO 5160	Eating Disorders: Awareness and Prevention	3
CO 5170	Treatment Modalities for Eating Disorders	3
CO 5180	Nutrition Fundamentals and Counseling in the Recovery of Eating Disorders	3

CO 5190	Medical and Physiological Aspects of Eating Disorders	3
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Total Credits	15
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EdS in School Psychology, Play Therapy

Course	Title	Credits
CO 5210	Dynamic Play Therapies	1
CO 5220	Child Centered Play Therapy	1
CO 5240	Expressive Play Therapies	1
CO 5250	Special Populations in Play Therapy	1
Add 4 Elective Play Therapy Courses		4
CO 5200	Adlerian Play Therapy	
CO 5270	Special Topics: Play Therapy	
CO 5280	Group Play Therapy	
CO 5290	Nature Based Play Therapy	
CO 5370	Play Therapy in School	
CO 5380	Family Play Therapy	
CO 5390	Play Therapy with Traumatized Children	
Total Credits		8

EdS in School Psychology, Positive Behavioral Interventions and Support (PBIS)

Course	Title	Credits
SE 5563	Multi-Tiered System of Supports: Universal Interventions	3
SE 5564	Multi-Tiered System of Supports: Comprehensive and Intensive Interventions	3
SE 5566		3
SE 5568	Multi-Tiered Systems of Support: Facilitation and Leadership	3
Total Credits		12

Learning Outcomes

School Psychology Training Objectives. Graduate of PSU's School Psychology program...

1. Understand and utilize assessment methods for identifying strengths and needs; for developing effective interventions, services, and programs; and for measuring progress and outcomes withing a multitiered system of supports.
2. Understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services.
3. Understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.
4. Understand the biological, cultural, developmental, and social influences on mental and behavioral health.
5. Understand systems' structures, organization, and theory; general and special education programming; implementation science; and evidence-based school-wide practices that promote learning, positive behavior, and mental health.
6. Understand principles and research related to social-emotional well-being, resilience, and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered

prevention and health promotion, and evidence-based strategies for creating safe and supportive schools.

7. Understand principles and research related to family systems, strengths, needs, and cultures; evidence based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools.
8. Have knowledge of and inherent respect for individual differences, abilities, disabilities, and other diverse characteristics and the effects that they have on development and learning.
9. Have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings.
10. Have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice.

Career Pathways

The EdS in School Psychology is a National Association of School Psychologists (NASP) approved 69-credit program designed for individuals who desire certification in school psychology at the state and national level.

Our program focuses on preparing school psychologists who are uniquely qualified members of school teams that support students' ability to learn and teachers' ability to teach. By applying expertise in mental health, learning, and behavior, school psychologists are able to help children and youth succeed academically, behaviorally, and emotionally. As a school psychologist you will partner with families, teachers, school administrators, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community.

The EdS in School Psychology is open to students who hold a master's degree in a closely related area (e.g., special education, counseling) by applying directly to the EdS program with the post-master's option. All other applicants should select the EdS with master's program option.

PSU was recently awarded a \$1.9 million Federal Behavioral Health and Workforce Education Training program grant – Learn More! The EdS in School Psychology is a professional preparation program with an emphasis on personal and interpersonal growth in addition to academic excellence. Our program is structured for students to progress through a foundational core of knowledge, skill development, and application.

A sequence of field experiences progressively assist students to connect theory with practice. The pre-practicum experience is integrated into Foundations of School Psychology (SY 6010) and includes shadowing a school psychologist in a school setting. Finally, the 1,200-hour internship places students in settings that allow them to experience the full range of activities that are associated with the role of the school psychologist. While completing their internship experiences, students must be able to attend weekly seminars in Plymouth.

The program can be completed in three years of full-time coursework by taking 3 classes each semester (fall/spring/summer). Many students opt to complete the program through part-time study taking 1-2 classes each semester over the course of 4-6 years.