



UNIVERSITY OF  
LA VERNE

# CATALOG

2016 - 2017

# ADDENDUM

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## **Addendum Statement**

The University of La Verne Addendum represents course and program revisions made since the last publication of the catalog, updates important for students planning on enrolling to The University of La Verne, and corrections to the 2016-17 Catalog.

The content of this catalog addendum, along with the remainder of the existing 2016-2017 catalog, should now be used by students, faculty, and staff.

Students are strongly encouraged to seek advice from the Academic Advising and department chairs regarding program requirements. While every effort has been made to ensure the accuracy of the information provided in the catalog and the addendum, The University of La Verne reserves the right to make changes as necessary, and to change, without notice, any of the information, requirements, and regulations as required for compliance with State regulations.

## Degree Chart

Addendum to page 10 of the 2016-17 catalog (Remove Pupil Personnel Service Credential and Preliminary Services Credential from the “Degree/Credential Programs Offered at Regional and On-Line Campuses”).

	La Verne Online	Education Programs	High Desert	Inland Empire	Kern County	Orange County	Point Mugu Naval Base**	San Fernando Valley	Vandenberg	Ventura
B.A. Accounting					KC	OC		SF		
B.A. Business Administration	OL		HD	IE	KC	OC	PM	SF	VN	VC
B.S. Child Development			HD	IE		OC		SF		VC
B.S. Criminology							PM			
B.A. Educational Studies			HD	IE	KC	OC		SF		VC
B.S. Health Administration			HD	IE		OC				
B.S. Organizational Management	OL		HD	IE	KC	OC	PM	SF	VN	VC
B.S. Psychology							PM			
B.S. Public Administration	OL			IE		OC			VN	
M.B.A. For Experienced Professionals	OL		HD	IE	KC	OC		SF	VN	VC
M.ED. Educational Leadership		ED			KC					
M.ED. Special Emphasis		ED	HD		KC	OC				VC
M.H.A. Health Administration						OC				
M.S. Child Development	OL*									
M.S. Leadership and Management	OL		HD	IE	KC	OC	PM	SF	VN	VC
M.S. Educational Counseling		ED	HD		KC	OC		SF		VC
M.S. Special Education		ED			KC					
CRED Educational Specialist – Mild/Mod.		ED			KC					
CRED Multiple and Single Subject		ED	HD		KC	OC				VC

\*Offered by the La Fetra College of Education

\*\*Associate Degree (AA) offered at the Naval Base Ventura County Regional Campus only.

## **Honors Travel Award**

Addendum to page 38 of the 2016-17 catalog (Add after La Verne Performance Scholarship).

To be eligible for the Honors Program a student must be admitted through the Office of Undergraduate Admission at the central campus and be enrolled as a first-year, full-time student. Upon the completion of Honors 101, eligible students are able to participate in a study-away experience which combines their curricular and co-curricular experiences in Honors 102 during the subsequent spring semester. The Honors Program covers related airfare only to the select study destination.

## **General Education Requirements**

Addendum to page 75 of the 2016-17 catalog (Add under the General Requirements).

1. A minimum of 128 semester hours, including all the general education requirements listed below and the appropriate major requirements listed in the Undergraduate Programs section of this catalog.
2. A minimum of 44 semester hours must be successfully completed at the University of La Verne in residence. See Residency Requirement section of this catalog for details
3. A minimum of 44 semester hours at the upper-division level (300-400 level) courses must be successfully completed. See Upper Division Requirements section of this catalog for details.

## **Upper Division Requirement:**

Addendum to page 75 of the 2016-17 catalog (Add under Residency Requirement).

Students must enroll and successfully complete a minimum of 44 semester hours of upper division coursework. This includes a minimum of 24 semester hours of upper division coursework in the student's major(s) and 5 semester hours in general education coursework. Students need to consult the major requirement section of this catalog for any other program specific upper division requirements. Students who are have interest in adding a minor need to review the Bachelor's Degree Minors section of this catalog for additional upper division requirements. Upper division courses at the University of La Verne are defined as 300- 400 level courses.

## **Credential Programs**

Addendum to page 136 of the 2016-17 catalog.

Remove the following 3 programs from the lists of Credentials:

- a. Preliminary Administrative Services
- b. Pupil Personnel Services
- c. Reading and Language Arts Specialist

## **MASTER DEGREES**

### **EDUCATIONAL COUNSELING PROGRAM**

Addendum to page 163-165 of the 2016-17 catalog (replace all text under Educational Counseling Programs).

#### **Interim Program Chairperson: Loretta Whitson**

**Regular Faculty:** Kathy Elderson, John Gruenewald, Laura Ibarra , Rita Marinoble, Adonay Montes, Laurie Schroeder, Janet Trotter

There are four Masters of Science degrees offered within educational counseling in the LaFetra College of Education. Each degree is designed to develop academically well-prepared counselors in a school setting, stressing the development of candidates who can be leaders, advocates and social change agents in education and the larger community. Foundation and mastery courses within these programs are designed to meet the needs of California's diverse community. A benefit is that candidates have the opportunity to complete a California Pupil Personnel Service Credential (PPS), specialization in School Counseling offering the potential to garner employment while finishing the Master's degree. Candidates also have the opportunity to pursue a Licensed Professional Clinical Counselors (LPCC) issued by the Board of Behavioral Sciences to garner additional employment opportunities while finishing the Master's degree

**Admission Requirements:** In addition to the requirements and application materials listed in the Graduate Admission section of this catalog, the following are required:

1. A 2.75 or above undergraduate GPA and a 3.0 cumulative GPA for any graduate work. Those who demonstrate academic and professional promise but do not meet the preferred GPA may be admitted with stipulations required by the department, including prerequisites.
2. Possession of ONE of the following:
  - a. A bachelor's degree in a behavioral science
  - b. A valid teaching credential with a minimum of one year of full-time classroom teaching experience
  - c. Successful coursework or experience demonstrating basic knowledge of general psychology, human learning and development, and human behavior.
3. A completed Statement of Purpose that includes an autobiography and explains the applicant's motivation in seeking admission to the program. Applicants without prior teaching experience are strongly encouraged to have at least one year of volunteer or paid experience working with children or adolescents. The experience should be detailed in the Statement of Purpose and demonstrate an ability to write at an acceptable level for graduate study.
4. Three letters of reference addressing the candidate's potential in the field of educational counseling. One must be from the candidate's immediate supervisor.

5. A personal interview with the program chair or designated faculty member.
6. Evidence of a Certificate of Clearance or a valid teaching credential issued by the California Commission on Teacher Credentialing (CCTC) must be on file with the University before entrance into the program.
7. TB clearance

### **Additional Program Information**

**Maximum Course Load.** Students are advised that the maximum load is 8 units per semester or term; all exceptions must be approved by the program chair.

**Course Sequence and Availability.** Students are advised to be mindful that each course may only be offered once a year. Students are advised to plan their course sequence with their advisor to ensure it matches the availability of courses and are also advised to monitor prerequisites and co-requisites.

**Advanced Standing.** Students must receive advanced standing in order to enroll in Graduate Seminar in School Counseling (PPS 597). Students must have completed all provisions or conditions of admission in order to apply for Advanced Standing. Applicants must have completed a minimum of 30 semester hours of coursework, completed 583A and 583B (Supervised Field Work Level I & II), be in academic good standing, and have attained a minimum GPA of 3.0 for all work applicable in the degree program.

### **Degree Programs**

#### **M.S. Educational Counseling**

Program Length Full-Time: 2.5 Years

Program Length Part-Time: 3 Years

The Masters of Science in Educational Counseling degree program is a 46 semester unit program designed for individuals interested in working in the private school system or at the community college level. Through a comprehensive curriculum you will learn the foundations of school counseling, counseling theory and process, counseling diverse populations, group dynamics, career and program development and evaluation. Your foundation and core coursework will also include distinct practicum and internship experiences to support your career aspirations within the field of educational counseling.

**Foundation courses:** Completing the foundation courses is a program requirement that must be completed in order to be eligible to begin the fieldwork experience. Each foundation course requires students to complete 25 hours of practicum experience. Candidates must demonstrate

dispositional competence in the school counseling program prior to entering PPS 583A (Supervised Field Work Level I).

Total Program: 46 Semester Hours

Foundation Courses: 12 semester hours

PPS 546	Introduction to School Counseling	(3)
PPS 549	School Counseling Theories	(3)
PPS 571	Individual Counseling Skills	(3)
PPS 572	Group Counseling Skills	(3)

Mastery Courses: 32 semester hours

ASCD 503	Educational Psychology	(3)
ASCD 550	Human Development	(3)
EDUC 501	Educational Assessment	(3)
PPS 504	Methods of Research	(3)
PPS 543	School Counseling Program & Legal Mandates	(3)
PPS 565	Career Development	(3)
PPS 567	School Safety & Crisis Prevention	(2)
PPS 573	Counseling Diverse Populations	(3)
PPS 574	Facilitation, Consultation and Collaboration Skills	(3)
PPS 576	Organizational Mgmt. and School/Community Collaboration	(2)
PPS 583A	Supervised Field Work Level I **	(2)
PPS 583B	Supervised Field Work Level II**	(2)
PPS 583C	Supervised Field Work Level III**	(2)

Culminating Activity: 2 Semester Hours

PPS 597	Graduate Seminar in School Counseling	(2)
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## **M.S. Educational Counseling and Pupil Personnel Services**

Program Length Full-Time: 3 Years

Program Length Part-Time: 3.3 Years

The Master of Science in Educational Counseling and Pupil Personal Services is a 49 unit program designed for aspiring school counselors. Candidates will be trained to be advocates for students to achieve their personal and academic goals. Through a comprehensive curriculum candidates learn the foundations of school counseling, counseling theory and process, counseling diverse



populations, group dynamics, career and program development and evaluation. Coursework is supported by hands-on learning during practicum and internship placements at schools in or near your community. A benefit of this program is that candidates have the opportunity to complete a California Pupil Personnel Service Credential (PPS), specialization in School Counseling offering the potential to garner employment while finishing the Master's degree.

**Foundation courses:** Foundation courses must be completed for candidates to be eligible to begin their fieldwork experience. Each foundation course requires candidates to complete 25 hours of practicum experience. Candidates must demonstrate dispositional competence in the school counseling program prior to entering PPS 583A (Supervised Field Work Level I).

**Total Program: 48 Semester Hours**

Foundation Courses: 12 semester hours

- PPS 546 Introduction to School Counseling (3)
- PPS 549 School Counseling Theories (3)
- PPS 571 Individual Counseling Skills (3)
- PPS 572 Group Counseling Skills (3)

Mastery Courses: 34 semester hours

- ASCD 503 Educational Psychology (3)
- ASCD 550 Human Development (3)
- EDUC 501 Educational Assessment (3)
- PPS 504 Methods of Research (3)
- PPS 543\* School Counseling Program & Legal Mandates (3)
- PPS 565 Career Development (3)
- PPS 567 School Safety & Crisis Prevention (2)
- PPS 573 Counseling Diverse Populations (3)
- PPS 574 Facilitation, Consultation and Collaboration Skills (3)
- PPS 576 Organizational Mgmt. and School/Community Collaboration (2)
- PPS 583A Supervised Field Work Level I \*\* (2)
- PPS 583B Supervised Field Work Level II\*\* (2)
- PPS 583C Supervised Field Work – Level III\*\* (2)

Culminating Activity: 2 Semester Hours

- PPS 597 Graduate Seminar in School Counseling (2)

\*\* Students who have not passed the CBEST may not complete their fieldwork in public K-12 schools.

## **M.S. Education Counseling and Pupil Personnel Services with a concentration in School and Family Based Counseling (SFBC)**

Program Length Full-Time: 3.3 Years

Program Length Part-Time: 3.5 Years

**M.S. in Educational Counseling and Pupil Personnel Services Degree with a concentration in School and Family based Counseling (SFBC):** A 60 unit master's degree which satisfies the educational requirements of the Board of Behavioral Sciences toward the Licensed Professional Clinical Counselor (LPCC). Coursework is supported by hands-on learning during practicum and internship placements at schools in or near your community. A benefit of this program is that candidates have the opportunity to complete a California Pupil Personnel Service Credential (PPS), specialization in School Counseling along with the Professional Clinical Counselor (LPCC) Trainee License, offering the potential to garner employment while finishing the Master's degree program.

Foundational and Mastery Courses - 48 semester hours plus 12 Semester Hours\*.

**Foundation courses:** Completing the foundation courses is required in order for candidates to be eligible to begin the fieldwork experience. Each foundation course requires candidates to complete 25 hours of practicum experience. Candidates must demonstrate dispositional competence in the school counseling program prior to entering PPS 583A (Supervised Field Work Level I). SFBC candidates are advised to be mindful that each SFBC course will be offered at least once a year, but candidates need to plan the sequence with their advisor to ensure it matches the availability of courses.

Foundation Courses: 12 semester hours

PPS 546	Introduction to School Counseling	(3)
PPS 549	School Counseling Theories	(3)
PPS 571	Individual Counseling Skills	(3)
PPS 572	Group Counseling Skills	(3)

Mastery Courses: 29 semester hours

ASCD 503	Educational Psychology	(3)
ASCD 550	Human Development	(3)
EDUC 501	Educational Assessment	(3)
PPS 504	Methods of Research	(3)
PPS 565	Career Development	(3)
PPS 567	School Safety & Crisis Prevention	(2)
PPS 573	Counseling Diverse Populations	(3)
PPS 574	Facilitation, Consultation and	

	Collaboration Skills	(3)
PPS 576	Organizational Mgmt. and School/Community Collaboration	(2)
PPS 583A	Supervised Field Work Level I **	(2)
PPS 583B	Supervised Field Work Level II**	(2)

Concentration Courses: 17 Semester Hours

PPS 544*	Law & Ethics in Counseling	(3)
PPS 551	Diagnosis & Treatment of Psychopathology	(3)
PPS 554	Advanced Theories in Counseling	(3)
PPS 558	Psychopharmacology for School and Family Based Counseling	(3)
PPS 559	Substance Abuse Counseling	(3)
PPS 584	Clinical Practicum	(2)

Culminating Activity: 2 semester hours

PPS 597	Graduate Seminar in School Counseling	(2)
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\*\* Students who have not passed the CBEST may not complete their fieldwork in public K-12 schools

### **M.S. Educational Counseling and Pupil Personnel Services - with a concentration in Spanish Bilingual Bicultural Counseling (SBBC)**

Program Length Full-Time: 3.25 Years

Program Length Part-Time: 3.5 Years

**SBBC Director:** Adonay Montes

**M.S. Educational Counseling and—Pupil Personnel Services with a concentration in Spanish Bilingual Bicultural Counseling (SBBC):** A 57 unit master’s degree uniquely prepares qualified candidates for working with Latina/o students in California schools. Candidates learn how to approach counseling situations with cultural sensitivity and learn how to address challenges faced by Spanish speaking students and their families in the school system. Coursework is supported by hands-on learning during practicum and internship placements at schools in or near your community. A benefit of this program is that candidates have the opportunity to complete a California Pupil Personnel Service Credential (PPS), specialization in School Counseling offering the potential to garner employment while finishing the Master’s degree.

Foundation and Mastery courses - 48 semester hours plus 9 Semester Hours\*\*

**Foundation courses:** Completing the foundation courses is required in order for candidates to be eligible to begin the fieldwork experience. Each foundation course requires candidates to complete 25 hours of practicum experience. Candidates must demonstrate dispositional competence in the school counseling program prior to entering PPS 583A (Supervised Field Work Level I).

SBBC candidates are advised to be mindful that each required course will be offered at least once a year, but candidates need to plan the sequence with their advisor to ensure it matches the availability of courses.

Total Program: 57 semester hours

Foundation Courses: 12 semester hours

PPS 546	Introduction to School Counseling	(3)
PPS 549	School Counseling Theories	(3)
PPS 571	Individual Counseling Skills	(3)
PPS 572	Group Counseling Skills	(3)

Mastery Courses: 32 semester hours

ASCD 503	Educational Psychology	(3)
ASCD 550	Human Development	(3)
EDUC 501	Educational Assessment	(3)
PPS 504	Methods of Research	(3)
PPS 543*	School Counseling Program & Legal Mandates	(3)
PPS 565	Career Development	(3)
PPS 567	School Safety & Crisis Prevention	(2)
PPS 573	Counseling Diverse Populations	(3)
PPS 574	Facilitation, Consultation and Collaboration Skills	(3)
PPS 576	Organizational Mgmt. and School/Community Collaboration	(2)
PPS 583A	Supervised Field Work Level I**	(2)
PPS 583B	Supervised Field Work Level II**	(2)

Concentration Courses: 9 Semester Hours

PPS 532	The World of Immigrant Youth	(3)
PPS 533	Counseling Latino Immigrant Youth and Families	(3)
PPS 534	Bilingual Educational Theories	(3)

Culminating Activity: 2 semester hours

PPS 597	Graduate Seminar in School Counseling	(2)
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\*\* Students who have not passed the CBEST may not complete their fieldwork in public K-12 schools

## **EDUCATIONAL LEADERSHIP PROGRAM**

Addendum to page 165-166 of the 2016-17 catalog (replace all text under Educational Leadership Program).

### **M.Ed. Educational Leadership**

Program Length: 2 Years

**Administrator:** Jaymi Abusham

**Senior Adjunct Faculty:** E. Janeane Dimpel, Patricia D. Whitman

**Adjunct Faculty:** Darren Knowles, Carol Pilgren, Charlayne Sprague

This program is intended for teachers and other credentialed school personnel who seek leadership positions in elementary and secondary schools and districts. The program is designed to help prospective leaders gain the knowledge and skills necessary for success in leadership roles. Coursework emphasizes the human dimensions of educational leadership in schools. Completion of the Preliminary Administrative Services Credential and the potential to garner employment while finishing the Master's degree is a benefit of this program.

#### **Students have two options:**

1. M.Ed. in Educational Leadership
2. M.Ed. in Educational Leadership and Preliminary Administrative Services

#### **Prerequisites:**

1. A bachelor's degree from a regionally accredited institution with a preferred GPA of 2.75 or above in undergraduate work and a cumulative GPA of 3.0 or above in any graduate work;
2. Demonstrated writing competency in response to required prompt;
3. Current résumé;
4. Three positive letters of reference, two of which must be from active school district administrators;
5. Possession of a valid California teaching or related services (such as pupil personnel, health, library services) credential;
6. A minimum of three years of full time experience in teaching and/or related services;
7. Verification of having passed the CBEST; and
8. An interview with the program administrator.

## **Educational Leadership- M. Ed.**

**Total Program: 33 semester hours**

### **Foundation Requirements: 9 semester hours**

EDLD 570	Curriculum, Instruction, and Assessment*	(3)
EDLD 572	Foundations of Educational Leadership*	(3)
EDLD 573	Contemporary Issues in CA Schools*	(3)

### **Administrative Leadership Concentration: 15 semester hours**

EDLD 571	Human Resource Administration*	(3)
EDLD 574	A, B, C Field Experience*	(1, 1, 1)
EDLD 581	Education-A World View (Master's degree only)	(3)
EDLD 576	Organizational Management and School/Community Collaboration*	(3)
EDLD 577	Fiscal Resources Management and Policy Development*	(3)
EDLD 578	School Law*	(3)

### **Research and Culminating Courses: 9 semester hours**

EDLD 504	Methods of Research	(3)
EDLD 596	Graduate Seminar	(3)
EDUC 501	Educational Assessment	(3)

\*Required for the California State Preliminary Administrative Services Credential

## **READING PROGRAM**

Addendum to page 167 of the 2016-17 catalog (replace all text under Reading Program).

**Interim Program Chairperson:** Sarah Pfenninger

**Regular Faculty:** Sarah Pfenninger

## **M.Ed. — Reading**

Program Length: 2.5 Years

This program is designed for professional educators who wish to increase their effectiveness in areas of literacy as classroom teachers, reading specialists, or administrators. This program is for students who want to become an influential expert in the teaching of reading and writing, while nurturing literacy leadership skills. Students learn specialized assessment skills and instructional strategies for tutoring, whole class, and intervention purposes.

**Prerequisites:**

1. Completion of a California state-approved Teaching of Reading course
2. Satisfactory interview with the Reading Program Chairperson
3. Minimum GPA of 3.0
4. Statement of purpose with autobiographical information

**Total Program: 30 semester hours**

**Core Courses: 27 semester hours**

RDG 510	Foundations of Emergent Literacy Instruction	(3)
RDG 514	Literacy Assessment and Interpretation	(3)
RDG 516	Processes of Comprehending and Composing	(3)
RDG 518	Language Acquisition and Schema Development	(3)
RDG 520	Principles of Adolescent Literacy Development	(3)
RDG 521	Literature for Children and Young Adults	(3)
RDG 524	Research Design and Statistical Procedures	(3)
RDG 525	Literacy Research, Theory, and Applications	(3)
RDG 530	Reading Specialist Leadership Roles	(3)

**Culminating Activity: 3 semester hours**

RDG 598	Development of Reading Intervention Programs	(3)
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## **SCHOOL PSYCHOLOGY PROGRAM**

Addendum to page 168 of the 2016-17 catalog (replace all text under School Psychology Program).

**Interim Program Chairperson:** Veronica Escoffery-Runnels

**Regular Faculty:** Jackie Allen, Veronica Escoffery-Runnels

**Adjunct Faculty:** Sam Bouman, Barbara Fraley , Keith Belton, Amy Alfonso, Samantha Pellitteri

### **M.S. School Psychology**

Program Length: 3 Years

The program prepares individuals for a career utilizing expertise in mental health, learning, and behavior to support children from infancy through adolescence in developing their full scholastic potential. The curriculum is designed to train school psychologists to apply consultation skills, psychological practices, leadership skills, and collaborative practices to collectively build supportive, safe, diverse learning environments where all children can succeed academically, socially, emotionally, and thrive. This degree program has been approved by the California Commission on Teacher Credentialing.

Successful advancement within the curriculum and applying for the Internship credential enhances the potential to garner employment while finishing the Master's in School Psychology degree is a benefit of this program.

#### **Admission Requirements:**

1. A bachelor's degree from a regionally accredited institution of higher learning with a GPA of 2.75 or above (3.0 is preferred) in undergraduate work and a cumulative GPA of 3.0 or above for any graduate work.
2. Possession of ONE of the following:
  - (a) An undergraduate major in psychology or an- other behavioral science
  - (b) A valid teaching credential with a minimum of one year of full-time classroom teaching experience
  - (c) Successful coursework or experience demonstrating basic knowledge of general psychology, human learning and development, and human behavior
  - (d) A pupil personnel services credential in school counseling.
3. Internet access and facility with technology.
4. A 3-5 page statement of purpose that includes a autobiography and explains the candidates motivations for seeking admission to the School Psychology Program.
5. Applicants without prior teaching or counseling experience are strongly encouraged to have at least one year of volunteer or paid experience working with children or adolescents. This experience should be described in the statement of purpose and autobiography.



6. Three letters of reference from current/prior professors or colleagues who are familiar with the candidates academic skills, professional abilities, and potential to be a school psychologist. At least one of these references must be from the candidate's immediate supervisor.
7. A personal interview with the program chairperson or designated faculty member.
8. Evidence of a Certificate of Clearance or a valid California teaching credential issued by the California Commission on Teacher Credentialing must be on file with the University
9. A professional resume

**Additional Requirements:**

1. Candidates seeking the Pupil Personnel Services Credential must show evidence of having passed the CBEST prior to registering for SPSY 587A
2. Demonstrated suitability for the profession of school psychology by completing SPSY 578, prior to entering SPSY 589A.
3. A Certificate of Clearance or a valid California Teaching Credential before registering for SPSY 586A.
4. A signed LFCE Dispositions Agreement Form
5. A writing competency sample.
6. Clear TB verification must be on file with the University of Laverne before candidate registers for SPSY 586 A

**Total Program:** 65 semester hours

**Core Courses:** 60 semester hours

ASCD 503	Educational Psychology	(3)
ASCD 550	Human Development	(3)
SPSY 502	Learning Disabilities & Neurology	(3)
SPSY 535	Child Psychopathology	(3)
SPSY 547	Introduction to School Psychology	(3)
SPSY 548	Program Planning & Evaluation	(3)
SPSY 549	Counseling and Psychological Theories	(3)
SPSY 560	Behavioral Interventions for Academic Success	(3)
SPSY 564	Instruction and Intervention	(3)
SPSY 567	Crisis Prevention and Intervention	(3)
SPSY 571	Individual Counseling in Schools	(3)
SPSY 572	Group Counseling in Schools	(3)
SPSY 573	Psychology of Multiculturalism in Schools	(3)

SPSY 574	Consultation Skills for School Psychologists	(3)
SPSY 577	Individual Assessment	(3)
SPSY 578	Advanced Assessment	(3)
SPSY 579	Alternative Assessment & Behavior Intervention	(3)
Elective from	recommended LFCE classes	(3)
SPSY 586A	Practicum I in School Psychology	(1)
SPSY 586B	Practicum II in School Psychology	(1)
SPSY 587A	Practicum III in School Psychology	(1)
SPSY 587B	Practicum IV in School Psychology	(1)
SPSY 589A	Supervised Field Work in School Psychology Level I*	(2)
SPSY 589B	Supervised Field Work in School Psychology Level II*	(2)
SPSY 599	Independent Study in School Psychology	(1-4)

**Culminating Activity:** 3 semester hours

SPSY 598	Graduate Seminar in School Psychology	(3)
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Passing National School Psychology Praxis Exam for eligibility for PPS Credential in School Psychology.

\*Fieldwork/Internship is typically completed within one academic year but shall be completed within no more than two consecutive academic years. (This is a mandate from the California Commission on Teacher Credentialing).