

University of La Verne
LaFetra College of Education

Prepared for:
California Commission on Teacher Credentialing
October 2021

M.S. School Psychology
Revised Program Proposal

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Program Summary (Exhibit 1)

Introduction

The University of La Verne (ULV) School Psychology Program was established in 2006 and is housed in the LaFetra College of Education (LFCE). Within the program, Candidates earn a Master of Science degree (MS) in School Psychology and professional training toward meeting the requirements for the Pupil Personnel Services credential (PPS) with authorization in School psychology. The California Commission on Teacher Credentialing (CCTC) released new PPS-School Psychology Performance Expectations in 2019. The purpose of this proposal is to align the program with the 2019 CCTC PPS-School Psychology Performance Expectations in order to maintain accreditation status.

The revised program offers a more modern research-based approach to instructional design and content delivery. The offerings incorporate data-informed, culturally responsive school psychology practices and expands behavioral and mental health issues into the curricula for all candidates. These revisions not only meet the newest PPS credentialing standards, they also continue the program's ability to offer the Internship Credential.

The School Psychology program strongly embraces the National Association of School Psychology (NASP) Model for Comprehensive and Integrated School Psychological Services, also known as the NASP Practice Model (2020). It is a comprehensive model of school psychology service delivery that advances the consistent implementation of school psychological services to help ensure their maximum effectiveness. The program also incorporates the NASP Standards for Graduate Preparation of School Psychologists and the NASP Principles for Professional Ethics (2020)

Existing Program

Candidates who complete the PPS program requirements are eligible for both the Master of Science in School Psychology and the CCTC issued PPS Credential in School Psychology. Prior to 2021-2022, the School Psychology program operated under two calendars, one 16-week semester-based calendar on the main campus and one 10-week accelerated semester calendar, also referred to as a term model, on the regional campuses. In a university-led initiative, the main and regional campuses were aligned into a single university calendar. The new calendar encompasses a 17-week semester (fall and spring) with two 8-week sessions embedded in the semester. The new calendar also includes an 8-week summer session. This change aligns academic calendars across all campuses and allows for better coordination and consistency in the delivery of the School Psychology program.

The existing School Psychology PPS Program consists of 65 units designed for delivery over 3.0 years in the 16-week semester format. Regional Online Campuses (ROC) deliver the program in an accelerated 10-week semester format, which candidates complete coursework in 3.0 years.

Revision Process

In preparation for the transition, faculty began meeting in summer 2019 to undertake a full review of the current program and consider the new PPS-School Psychology Performance Expectations (SPPE). During these meetings faculty reviewed program data and discussed the impact of revisions on future enrollment, current candidates, and the ongoing efforts to produce change agents who practice cultural humility in the continually evolving school psychology profession. The process included monthly meetings with the faculty transition team;

- Development of a candidate-led committee to create a new mission and vision for the program;
- Conversations with candidates in all stages of the program to identify areas of interest and need;

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- Conversations with adjunct faculty and community partners via zoom to understand current program strengths and areas of improvement, and;
- Consideration of the university led calendar initiative aligning academic calendars across all campuses.

Revised Program

Design and Structure

The revised School Psychology PPS Program allows main and regional campuses to follow the same 3.0 year sequence for the credential program by utilizing both 17-week semester and 8-week sessions in each semester (Exhibit [2a](#) & [2b](#)).

To accommodate the new university calendar and, most importantly, provide appropriately scaffolded assignments that are increasingly complex and challenging, the School Psychology program will utilize a sequence that includes two 17-week courses, one practicum or fieldwork course, and two content courses. The instructional design for all courses includes student contact, either through face-to-face/in-person meetings in a classroom or through an online meeting platform, such as Zoom or Webex. The scheduled day and times for each meeting are listed in the university schedule. The 8-week session classes are delivered in a hybrid format, including synchronous meetings (50%) and asynchronous coursework (50%) through Blackboard.

The revised program consists of 63 semester units of coursework. Content is developmental and sequenced in a purposeful manner to enhance andragogy while building skills and knowledge. The program will move to a summer and fall admission. The Course Sequence (Exhibit [2a](#) & [2b](#)) reflects the recommended three-year program based on the university's 17-week semester/8-week sessions. The PPS-School Psychology program sequence comprises 27 courses, including 450 hours of practicum and 1200 hours of supervised fieldwork (clinical experience).

Revised Program Summary of Changes:

- Program Overview
 - 3.0 years for all campuses
 - Summer and Fall starts
 - One sequence for all campuses
- Total Units 63
 - 6-11 units per semester
 - 8-units during 2 summer sessions
- Credentials
 - PPS-School Psychology
- Clinical Experience
 - 450 hours for Practicum experience
 - 1200 hours for Internship/ PPS credential

Curricula

Curricula for the revised program is based on the 2019 CCTC PPS-School Psychology Performance Expectations (Exhibit [3.1](#), [3.2](#)). In an effort to support adjunct faculty and provide consistency for candidates, the revision team designed a syllabus template. The syllabus template standardizes the look and information for all courses in the program and follows guidelines from the university's Center for

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Teaching and Learning. In addition, to the university guidelines listed in the Syllabus and Course Curriculum Self-Assessment and Audit Tool (2020), which was developed to support faculty in implementing the ideals of diversity and inclusivity.

Each syllabus template includes two parts. The first part contains basic course-specific information, including learning outcomes. Each learning outcome listed in the syllabus template notes whether the SPPE is introduced (I), practiced (P), or assessed (A) within the course (Exhibits [5a](#), [5b](#)).

The second part of the syllabus contains department, college, and university-level policy and regulations. The information in this part of the syllabus may not be changed by an instructor or lead course faculty without permission from the program director. In addition to the syllabus template, the transition team prepared a Blackboard Ultra template. The purpose of the Blackboard Ultra template is to provide easy access to resources and information for students and adjunct faculty (Exhibits [5a](#), [5b](#)).

After a thorough review of the existing content and conversations with course instructors, changes were made to the course offerings to accommodate the new SPPEs. All courses will have new course numbers, titles, and new course descriptions to provide clarity and current terminology. The Learning Outcomes have been updated in all courses to reflect the new 2019 SPPEs. The information below provides an overview of the changes. Registrar forms will be submitted once the revised program is approved.

Continuous Improvement

The LaFetra College of Education (LFCE) uses TaskStream data collection software to inform continuous program improvement and accreditation decisions. The School Psychology Program has identified key assessments ([Exhibit 6](#)) to provide evidence that CCTC standards are met. Candidates must upload these key assessments to TaskStream to receive a final course grade. Written instructions and video demonstrations for using TaskStream are located in a Blackboard Ultra template and available to all faculty.

Implementation Timeline & Teach-out Plan

Transition to the revised program based on the 2019 CCTC, PPS-School Psychology Standards & Performance Expectations requires a formal *Transition Plan for Implementation* to be submitted to the CCTC no later than January 31, 2022, with an effective date of July 1, 2022. To adhere to the CCTC timeline and regulations for an orderly teach-out schedule, the Educational Counseling Program will use the following transition plan.

Roll Out Timeline/Teach-out Plan:

- The revised courses will be placed in the 2022-2023 catalog
- Candidates admitted in Fall 2022 or subsequent years will adhere to their admission catalog year, aligning with the new 2019 CCTC requirements
- Candidates admitted in Fall 2021 or before will follow their admission catalog year, which aligns to the old 2001 CCTC requirements. The program will teach-out the 2001 course sequence giving candidates the opportunity to complete the program catalog they were admitted under.
- Candidates admitted in Spring 2022 must opt-in to the 2022-2023 catalog and start classes in Fall 2022.

To comply with the CCTC requirement for July 1, 2022 implementation and provide a clear teach-out schedule, students admitted in spring 2022 will need to opt in to the fall 2022 catalog and begin classes in fall 2022 when the revised program starts.

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The rationale for the opt in is based on the following. The existing Educational Counseling Program designed in 2001 was based on the 16-week semester calendar with scaffolded content and a single fall admission. Over time, program faculty were asked to accommodate students interested in spring admission. As a result, the program began allowing candidates to take spring courses that met the CCTC (2001) generic PPS program standards (ASCD 550, ASCD 503). These candidates would then start the School Psychology Specialization coursework in the subsequent fall semester.

The new 2019 CCTC PPS-School Psychology Performance Expectations no longer have generic PPS standards for all programs. The CCTC incorporated the generic theoretical content standards into the current 2019 SPPE. The coursework candidates were allowed to take in the spring, as part of the 2001 program, before moving on to the school psychology content classes are no longer stand-alone classes that can be taken before starting the school psychology content coursework. To qualify for the teach out under the 2001 program, therefore students would need to start Year One coursework work by Fall 2021.

All candidates admitted in the spring will sign an opt-in form advising them of their catalog year, 2022-2023.