

Online Certificate of Advanced Graduate Studies in School Psychology

36 Credit Hours

Admission Requirements:

- Completed application and application fee of \$50.
- Official transcript of all previous colleges attended.
The transcript must indicate an earned master's degree from a regionally accredited college or university or equivalent.
- Cumulative undergraduate GPA of at least 3.5 on a 4.0 scale. Probationary status may be granted.
- Submit a 600–800 word personal statement describing professional goals and motivation.
- Have 3+ years of school-based experience in public or private settings.
- Provide three letters of recommendation, including one from the most current or recent school-based supervisor.
- Complete a video interview with ACU psychology faculty.
- GRE is not required.



Graduation Requirements:

Students must earn a 3.0 GPA or higher to meet graduation requirements.

Cost:

- Per Credit: \$700
- Total Tuition Per Course: \$2,100
- Resource Fee: \$200 resource fee per part of term
- Estimated Total Tuition: \$27,600

Job Outlook in Texas:



14.2% Job Growth
2018-2028



\$77,939 per year
Median Earnings

Source: myTexasFuture.org

Acquired Skills:

Top Hard Skills

- School Psychology
- Psychology
- Individualized Education Program (IEP)
- Project Management

Top Common Skills

- Communication
- Management
- Leadership
- Planning

*Filtered by the proportion of the national workforce in these occupations with a Bachelor's degree.
Source Lightcast 2025.

Core Curriculum:

Introduction to School Psychology: Organization, Operation and Ethics The purpose of this course is to provide students with an introduction to the field of school psychology. The history, systems, roles, and functions of school psychologists will be discussed, along with professional, legal, and ethical issues within the field. Readings in contemporary issues and historical events provide the foundation for graduate preparation in school psychology. Pre-practicum activities will be required in order to obtain knowledge and experience about the organization and operation of schools.

Academic Assessment This course focuses on academic assessment and intervention strategies for groups and individuals across educational and clinical settings. Principles and procedures included in the course content include reliability, validity, data collection methods, cognitive, affective, and systematic assessments, interventions, and conducting curriculum-based measurement and intervention.

Child/Adolescent Development and Psychopathology This course offers an overview of conceptual, theoretical, and methodological issues in the study of human development across childhood and adolescence. Topics include social, emotional, biological, cognitive, and moral development from prenatal to early adulthood. Overview of conceptual and diagnostic issues in understanding children and adolescents who experience emotional and behavioral disorders. Emphasis on the development of diagnostic skills using the DSM and associated assessment strategies in school settings.

Cognitive Assessment An advanced study of the theory, principles, and practice of cognitive assessment. Substantial experience in administration, scoring, interpretation, and report-writing for the most commonly used cognitive assessment tools.

Child & Adolescent Assessment This course offers advanced training in the use of psychological assessment instruments for the evaluation of children and adolescents experiencing emotional, behavioral, or academic problems. Preparation of evaluations, recommendations, and report writing for presentation of information to family and professionals is emphasized.

Biological Bases of Behavior and Intervention This course will discuss the biological bases of behavior, including definitions of learning and memory, and the basics of physiological neuroscience. It will go on to provide students with the knowledge and comprehension of the principles and procedures of behavior modification. In addition, the students will demonstrate the ability to analyze and modify inappropriate behaviors and evaluate intervention programs.

Research Methods and Statistics Clinical Research Methods and Statistics is a graduate course focused on developing an understanding and appreciation for applied psychological research in the field school psychology. An introduction to basic formulas, methods, and interpretations of statistical measures, both descriptive and inferential.

Social and Multicultural Bases of Behavior This course is designed to help you engage cultural differences appropriately and effectively. It has two areas of focus. First, the course will help you develop a multicultural orientation that values cultural diversity and social justice. Second, the course will help you improve competence and skill for working with clients from diverse cultural backgrounds.

School Consultation and Counseling This course focuses on understanding family dynamics and communicating and collaborating effectively with parents and other professionals in the educational environment. Emphasizes training in problem identification and problem solving, consensus building, conflict resolution, consultation, and effective communication skills in the context of educating exceptional children. Surveys psychotherapeutic approaches and techniques for child and adolescent problems and how they can be addressed in the school setting.

Practicum The purpose of this course is to provide a solid foundation of basic skills in all areas of school psychology: counseling, consultation, behavior management, cognitive and achievement assessment, and emotional/behavioral assessment. Each skill is shaped individually under close faculty supervision and integrated in a full-service model under field and faculty supervision in the secondary practicum. After completing this course, students will be prepared for future practicum and intern experiences.

Internship I The opportunity to demonstrate, under conditions of appropriate supervision, the application of knowledge, development of skills for effective school psychological service delivery, and integration of competencies addressing professional preparation and practice. A minimum of 1200 clock hours required, with 600 in the public school setting.

Internship II The second semester of internship: The opportunity to demonstrate, under conditions of appropriate supervision, the ability to apply knowledge, to develop specific skills needed for effective school psychological service delivery, and to integrate competencies that address the domains of professional preparation and practice. The internship may be completed over one year on a full-time basis or two years on a half-time basis.

Please note: This program is pending approval from the university's academic council.