The program consists of a curriculum that meets national and local employment requirements and prepares students for professional certification and licensure. Concentration schemes are set based on the standards from the National Association of School Psychology (NASP).

Overview & Purpose
The School Psychology program at Howard University has three central goals, which are to: (a) “diversify the profession” by increasing the representation of African American and minority individuals in the field of School Psychology, (b) produce culturally competent School Psychology scientist-practitioners who are able to respond to the educational and mental health needs of ALL students in an increasingly diverse society, and (c) produce psychologists who use research and evaluation to build evidence-based practice. Guided by the scientist-practitioner model of training, and nested in a behavioral-ecological approach to service delivery, the Howard University School Psychology training program (SPP) is rooted in an extensive knowledge base that infuses science and culturally responsive training to better respond to the growing needs of diverse students, families, and communities. In addition, the conceptual foundations of our curriculum are rooted primarily in contemporary theories, evidence-based practices, and research in psychology and education, especially cultural competency. The courses emphasize (a) the interplay between theory, research, and practice (using science to inform practice and practice to inform science), (b) proactive and preventive approaches to meet the complex needs of an increasingly diverse school population, (c) shared responsibility of schools, homes, and communities; (d) attending to the entire student population, with a special attention to the needs of minorities and other traditionally underserved student groups, and (e) the integration of traditional and non-traditional service delivery models that are solution-focused rather than deficit oriented.

Required coursework for School Psychology (Specialist level)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HUDE 222</td>
<td>Introduction to School Psychology</td>
<td>(3 credits)</td>
</tr>
<tr>
<td>HUDE 327</td>
<td>Developmental Psychopathology</td>
<td>(3 credits)</td>
</tr>
<tr>
<td>HUDE 201</td>
<td>Human Development</td>
<td>(3 credits)</td>
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<tr>
<td>HUDE 320</td>
<td>Human Learning</td>
<td>(3 credits)</td>
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<tr>
<td>HUDE 322</td>
<td>Cognitive Abilities I: Individual Assessment</td>
<td>(3 credits)</td>
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<tr>
<td>HUDE 432</td>
<td>Cognitive Abilities II: Culturally Competent Assessment</td>
<td>(3 credits)</td>
</tr>
<tr>
<td>HUDE 421</td>
<td>Introduction to Applied Behavior Analysis</td>
<td>(3 credits)</td>
</tr>
<tr>
<td>HUDE 504</td>
<td>Advanced Applied Behavior Analysis</td>
<td>(3 credits)</td>
</tr>
<tr>
<td>HUDE 227</td>
<td>Personality and Social Psychology</td>
<td>(3 credits)</td>
</tr>
<tr>
<td>HUDE 521</td>
<td>Theories and Methods of Mental Health Prevention &amp; Intervention</td>
<td>(3 credits)</td>
</tr>
<tr>
<td>HUDE 429</td>
<td>Psychoeducational Assessment</td>
<td>(3 credits)</td>
</tr>
<tr>
<td>HUDE 430</td>
<td>Culturally Competent Consultation in School Psychology</td>
<td>(3 credits)</td>
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<tr>
<td>HUDE 229</td>
<td>Contemporary School Counseling</td>
<td>(3 credits)</td>
</tr>
<tr>
<td>HUDE 246</td>
<td>Professional, Ethical, and Legal Issues in Clinical Practice</td>
<td>(3 credits)</td>
</tr>
<tr>
<td>HUDE 330</td>
<td>Seminar in School Psychology</td>
<td>(3 credits)</td>
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</tbody>
</table>
Counseling & Psychotherapy (choose 1)
HUDE 343  Group Counseling  (3 credits)
HUDE 341  Family Counseling & Psychotherapy  (3 credits)

Research course (choose 2)
HUDE 225  Advanced Measurements and Evaluation  (3 credits)
HUDE 200  Introduction to Educational Research
HUDE 205  Introduction to Statistical Methods
HUDE 400  Intermediate Statistics

Special Education course (choose 2)
EDUC 695  Teaching Exceptional Children
EDUC 550  Survey of Exceptional Populations
EDUC 653  Behavior & Classroom Management

Field Experiences (500 total hours of Practicum; 1200 hour Internship)
HUDE 333/01  Practicum in School Psychology Assessment (150 hours)  (1 credit)
HUDE 333/02  Practicum in School Psychology Assess & Intervention (150-200 hours)  (2 credits)
HUDE 519  Internship in School Psychology (1200 hours)  (6 credits)

(TOTAL: 71)

Required coursework for School Psychology (ME.d level)
HUDE 222  Introduction to School Psychology  (3 credits)
HUDE 327  Developmental Psychopathology  (3 credits)
HUDE 201  Human Development or HUDE 320 Human Learning  (3 credits)
HUDE 227  Personality and Social Psychology  (3 credits)
HUDE 322  Individual Assessment of Cognitive Abilities I  (3 credits)
HUDE 521  Theories and Methods of Mental Health Prevention and Intervention  (3 credits)
HUDE 430  Culturally Competent Consultation in School Psychology  (3 credits)
HUDE 421  Introduction to Applied Behavior Analysis  (3 credits)
EDUC 501  Diversity in American Education  (3 credits)
HUDE 343  Group Counseling  (3 credits)
HUDE 330  Advanced Seminar in School Psychology  (3 credits)

(choose 1)
HUDE 529  Child Abuse and Neglect: Prevention & Intervention
HUDE 208  Expressive Therapies & Approaches in the Helping Profession

Special Education course (choose 2)
EDUC 695  Teaching Exceptional Children
EDUC 550  Survey of Exceptional Populations
EDUC 653  Behavior & Classroom Management

Field Experiences (500 total hours of Practicum)
HUDE 333/01  Practicum in School Psychology Assessment (150 hours)  (1 credit)
HUDE 333/02  Practicum in School Psychology Assess & Intervention (150-200 hours)  (2 credits)
HUDE 333/02  Practicum in School Psychology Assess & Intervention (150-200 hours)  (2 credits)

Elective
HUDE 306  Independent Study (Professional Development Activities)  (1-3 credits)

(Minimum: 51)