

The Capella Coursework Alignment is a resource to assist in understanding a states educational requirements for licensure, certification, or endorsement. The alignment will provide an individual states unique coursework requirements in comparison to Capella's program.

Where to Start: We recommend that you begin by locating a copy of your states application and/or coursework sheet from your state board's website and then use this document to assist you in matching Capella's coursework with your states educational requirements.

How to Read the Alignment: The Alignment is broken into 7 different columns:

State required content areas: Outlines the state board's required content areas that need to be met for licensure

State definition of content area: The explanation of the required state content area to be met for licensure

State coursework requirement: The number of courses or credits required to meet the state content area

Capella course number: The course number of the Capella course that we feel meets the state content definition and content area

Capella course title: The course name of the Capella course that we feel meets the state content definition and content area

Capella quarter credit: The number of credits for the Capella course that we feel meets the state content definition and content area

Notes: Additional information about a particular course or requirement.

Important: The information provided in this document is for guidance only and is not intended to be authoritative. State licensing boards determine whether coursework is sufficient to meet state specific educational requirements as part of the application process. No state board has "approved" of the coursework alignment suggested in this document as meeting any state's educational requirements. Capella University cannot guarantee licensure, certification, or endorsement.

If you need further assistance, please contact Enrollment Services if you are considering enrolling in a Capella program or Academic Advising if you are a current Capella Learner.

General NASP Alignment as of 10.2019

Documentation: Complete the Domain Response Matrix to explain how you meet knowledge and professional competency requirements in each of the 10 domains. For each domain include: (a) evidence of knowledge (reflected through coursework and supported by your syllabi and transcript), and (b) evidence of professional competency using actual artifacts demonstrating application of skills.

GENERAL CONTENT AREAS	GENERAL DEFINITION	COURSEWORK REQUIREMENT	COURSE NUMBER	COURSE TITLE	QTR CREDITS	Notes
Domain 1: Data-Based Decision-Making and Accountability.	School psychologists have knowledge of varied models and methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.	Identify no more than 5 graduate courses that best demonstrate knowledge in this domain.	PSY8233	Psychological Assessments for School Psychologists 1	5	
			PSY8234	Psychological Assessments for School Psychologists 2	5	
			PSY8235	Psychological Assessments for School Psychologists 3	5	
			PSY8230	Psychological Testing	5	
			PSY8251	Neuropsychological Assessment	5	
			PSY7610*	Tests and Measurements	5	
Domain 2: Consultation and Collaboration	School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others during design, implementation, and evaluation of services and programs.		PSY9970	Doctoral School Psychology Integrative Project	5	
			PSY8371	Strategies of Clinical Supervision and Consultation	5	
			PSY8375	Professional Development and Supervision of School Psychologists	5	
			PSY8335	Consultation and Collaboration in the School	5	

GENERAL CONTENT AREAS	GENERAL DEFINITION	COURSEWORK REQUIREMENT	COURSE NUMBER	COURSE TITLE	QTR CREDITS	Notes
Domain 3: Interventions and Instructional Support to Develop Academic Skills	School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidencebased curriculum and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.		PSY8233	Psychological Assessments for School Psychologists 1	*	
			PSY8234	Psychological Assessments for School Psychologists 2	*	
			PSY8251	Neuropsychological Assessment	*	
Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills	School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health		PSY8212	Childhood Mental Health, Counseling, and Crisis Intervention/Prevention	5	
			PSY8235	Psychological Assessments for School Psychologists 3	*	
Domain 5: School-Wide Practices to Promote Learning	School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.		PSY8338	Child and Adolescent Development	5	
			PSY8332	Advanced Methods in School Psychology	5	

GENERAL CONTENT AREAS	GENERAL DEFINITION	COURSEWORK REQUIREMENT	COURSE NUMBER	COURSE TITLE	QTR CREDITS	Notes
Domain 6: Preventive and Responsive Services	<p>School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.</p>		PSY8212	Childhood Mental Health, Counseling, and Crisis Intervention/Prevention	*	
Domain 7: Family–School Collaboration Services	<p>School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.</p>		PSY8212	Childhood Mental Health, Counseling, and Crisis Intervention/Prevention	*	

GENERAL CONTENT AREAS	GENERAL DEFINITION	COURSEWORK REQUIREMENT	COURSE NUMBER	COURSE TITLE	QTR CREDITS	Notes
Domain 8: Diversity in Development and Learning	School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.		PSY8001	Orientation to Professional Psychology	5	
			PSY8338	Child and Adolescent Development	*	
			PSY7421	Cognitive/Affective Psychology	5	
			PSY5420	Multicultural Perspectives in Human Behavior	5	
			PSY8220	Advanced Psychopathology	5	
Domain 9: Research and Program Evaluation	School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels		PSY7610*	Tests and Measurements	*	
			PSY8501	Advanced Research Methods and Statistics for Professional Psychology	5	

GENERAL CONTENT AREAS	GENERAL DEFINITION	COURSEWORK REQUIREMENT	COURSE NUMBER	COURSE TITLE	QTR CREDITS	Notes
Domain 10: Legal, Ethical, and Professional Practice	School psychologists 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 as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.		PSY8001	Orientation to Professional Psychology	*	
			PSY8331	Principles of School Psychology	5	
			PSY7320	Advanced Biological Psychology	5	
			PSY8337	Legal and Ethical Issues in the School	5	
unassigned			PSY9965	School Psychology Doctoral Learner Comprehensive Examination	5	
			PSY8960	School Psychology PsyD Practicum 1	5	
			PSY8961	School Psychology PsyD Practicum 2	5	
			PSY8962	School Psychology PsyD Internship 1	5	
			PSY8963	School Psychology PsyD Internship 2	5	
			PSY8964	School Psychology PsyD Internship 3	5	
			PSY8965	School Psychology PsyD Internship 4	5	
			PSY6095	Theories of Counseling and Psychotherapy	5	
			PSY7708	Basic Foundations in Applied Behavior Analysis	*	
			PSY7330	Psychopharmacology	*	
			PSY8110	The Psychology of Teaching	*	
			PSY5244	Play Therapy 1: The History and Systems of Play Therapy	*	
		TOTAL CREDITS				