



Policy Coursework Requirements (School Psychologists)	Replaces former policy: <input checked="" type="checkbox"/> Title: Coursework Requirements (School Psychologists) <input type="checkbox"/> N/A
	Psychology
	Date Effective: 2026-05-01
	Last Update: 2026-04-30
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Policy Statement

An applicant for a Full Licence in School Psychology must demonstrate completion of 3 or more graduate-level, Canadian credits (where 13 classroom contact hours are equivalent to 1 semester hour) in each course category listed below.

Conferences, fieldwork, laboratory, and school and clinic-based practicum and internship hours do not count towards coursework requirements.

An applicant with current certification from the National Association of School Psychologists (NASP) is deemed to have met the coursework requirements.

Course Categories

- Cognitive Assessment (Level C tests)
- Professional Ethics (for Psychology or School Psychology)
- Academic Assessment and Intervention
- Typical and Atypical Child Development
- Psychometric Principles
- Consultation
- Social-Emotional Behavioural Assessment and Intervention
- Psychopathology and Diagnosis of Intellectual Disability and Learning Disorders

1. Policy Rationale and Purpose

The College of Health and Care Professionals of BC (CHCPBC) is responsible for ensuring school psychologist applicants completed an education program that covers the core competencies required for entry-to-practise as a school psychologist.



This policy identifies the core course requirements that applicants must demonstrate to meet the requirements of the CHCPBC Bylaws, Schedule 8: Equivalency Determination Process and Criteria, School Psychology criterion 2.

2. Policy Scope

This policy applies to applicants for a Full Licence in School Psychology.

3. Duties and Responsibilities

Licensure Team members

Licensure Team members are responsible for ensuring relevant application forms align with this policy.

Practice Advisor/Subject Matter Expert

The Practice Advisor – Psychology, or other subject matter expert, is responsible for evaluating an application against the coursework requirements described in this policy.

4. Legal and Regulatory Authority

This policy is linked to the following legislation and regulatory documents:

- CHCPBC Bylaws, Schedule 8: Equivalency Determination Process and Criteria, School Psychology criterion 2

5. Other Relevant Policies and Documents

None identified at this time.

6. Key Partnerships

Key partnerships include:

- National Association of School Psychologists (NASP)

7. Definitions

Level C Tests refer to psychoeducational assessment instruments that require the highest level of expertise in test interpretation and include tests of cognitive abilities, such as intelligence tests. Psychoeducational assessment instruments are classified by publishers and test developers into one of three levels (A, B, or C), differentiating tests according to their complexity of administration, scoring and interpretation, as well as training requirements.

8. Process Check

The following documents have been consulted and applied to this policy.



- Policy Development Framework (required)
- Anti-Discrimination Measures (S14/15 HPOA) (required if applicable)
- Health Standards Organization BC Cultural Safety and Humility Standard policy best practices (required if applicable)
- Safe Spaces Playbook (required if applicable)
- In Plain Sight Report and Recommendations (required if applicable)

9. Resources/References

None identified at this time.

Reviewed by the Board on:		<input checked="" type="checkbox"/> N/A
Reviewed by the Registrar/Deputy Registrar on:		<input checked="" type="checkbox"/> N/A
Date Approved 2026-05-01	Approved By <input type="checkbox"/> Board <input type="checkbox"/> Committee (<i>Licence Committee</i>) OR Name Title	
Date Effective 2026-05-01	Revision history	Last Updated: 2026-04-30
Next Review 2028-05-01		Previous Update: Previous Update:
Drafted by: Name <i>Policy Development Team</i>		