



## CSULB School Psychology Program Handbook

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## **CSULB School Psychology Program**

The CSULB School Psychology program is accredited by the National Association of School Psychologists (NASP), Commission on Teacher Credentialing (CTC), and the National Council for the Accreditation of Teacher Education (NCATE). Students completing this program are employed in PreK-12 educational settings and provide direct and indirect psychological and academic support to students. The Educational Specialist degree (Ed.S.) is based on 60 units of course work (plus 6 prerequisites), and includes 4-units of practicum and 6-units of fieldwork/internship. Students in the Ed.S. in School Psychology program concurrently fulfill requirements for the Pupil Personnel Services Credential in School Psychology (PPS/SP). The PPS/SP is required by the California Commission on Teacher Credentialing (CTC) for persons employed in public schools as a School Psychologist. In addition to satisfactorily completing coursework and field experiences while maintaining a 3.0 GPA, candidates are expected to demonstrate personal competencies and professional work characteristics necessary for a successful and effective career in education (see CSULB School Psychology Personal Competencies Review form in the Appendix). A culminating activity (e.g., thesis or comprehensive exam) is required, as well as satisfactory completion of the Internship Portfolio. Finally, all candidates are required to take the National School Psychology Examination (PRAXIS II # 0401) prior to completion of the program.

### **Training Philosophy**

The CSULB School Psychology program is based on an ecological theoretical perspective (Bronfenbrenner, 1979). By promoting an ecological model, candidates learn to understand that student achievement and behavioral difficulties result from a discrepancy between the developing capabilities of the student and the multiple demands of his/her environment (Ogbu, 1981; Sroufe, 1979). Accordingly, candidates are well-versed in the varied conditions of risk and sources of resilience that impact child development, with a particular emphasis on manipulable rather than static conditions (Wang, Haertel, & Walberg, 1993). For example, beginning at the center of an ecological system with the child, the program teaches future school psychologists to assess a student's prior learning, and cognitive, social, emotional, and behavioral skills to make recommendations for accommodations, interventions, and services (Gresham, & Noell, 1999; Kamphaus, Reschly, 1997; Reynolds, & Imperato-McCammon, 1999). Additionally, the program prepares future school psychologists to assist in developing personal competencies such as confidence, perseverance, conflict resolution, and organization for students at-risk of school failure (Bernard, 2000).

An ecological model does not solely focus on the learner. Recognizing that learning is a transactional process in which the learner is affected and affects the learning environment and the learning process, the program emphasizes the proximal and distal environmental influences of the family, home-school relationship, peers, neighborhoods, and communities, world of work, public policies, and culture. For example, degree of home-school collaboration is related to student academic competence, self-concept, behavior, attendance, academic engagement, and suspension rates (Christenson, Rounds, Gorney, 1992; Comer, 1984). CSULB candidates receive extensive preparation in consulting and collaborating with parents and teachers on modifying the learning environment so that the effectiveness of both parents and teachers is maximized (Gutkin & Curtis, 1999; Zins & Erchul, 1995). Recognizing that teacher preparation and competency is as influential on student outcomes as home environment and student characteristics (Darling-Hammond, 1997), the program teaches future school psychologists to identify and promote best practices in instruction and curriculum for all students, including those with exceptional neEd.S. (Gersten & Baker, 2000; Rosenshine, 1997; Swanson, 2000).

School psychologists are often called on during times of crises. Therefore, our program trains candidates to respond to crises according to best practices (Poland, Pitcher & Lazarus, 1995), and more importantly, to be actively involved in crisis prevention programs (Domitrovich & Greenberg, 2000; Meyers & Nastasi, 1999). Training in crisis prevention and intervention is based on the theoretical tenets described above –

increasing personal competency and resiliency among students, forging strong school/home/community partnerships, and preparing teachers to respond to student need. Additionally, candidates are taught within a scientist-practitioner model to apply evidence-based practices, current legal mandates, and established standards of ethical practice (e.g., AERA, APA, NASP) in making decisions about assessment, intervention, and prevention for students with and without disabilities. In summary, the program relies on a variety of knowledge bases to prepare candidates for the ever changing role of the school psychologist.

### **Program Goals**

The following goals of the school psychology program are based on the Philosophy, Values and Beliefs statement presented above, and support the Theme and Mission Statement of the College of Education.

The school psychology program is designed to:

1. provide competent instruction in all areas related to the practice of school psychology;
2. advance the knowledge base in school psychology through candidate research, and the research and writing of faculty;
3. develop in school psychology candidates a sense of the necessity for life-long independent study as well as an appreciation of the value of collaborative interactions;
4. serve the needs of the community by training school psychology candidates to provide professional services to students, schools and the community;
5. prepare school psychology candidates to meet all entry-level and continuing education standards for credentialing and licensure appropriate to their future work settings.

### **Candidate Outcomes**

The program is designed to foster the following candidate outcomes based on the National Association of School Psychologists' *Standards for Graduate Preparation of School Psychologists* (NASP, 2010) and the NASP Practice Model (<http://www.nasponline.org/standards/practice-model/>). Please see the Appendix for an illustration of how coursework maps onto the NASP domains ("Matrix of Courses by NASP Domain").

1. *Data-Based Decision Making and Accountability*: School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

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.

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 evidence-based curriculum and instructional strategies.

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.

5. *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.

6. *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.

7. *Preventive and Responsive Services*: 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.

8. *Family-School Collaboration Services*: 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.

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.

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.

**PROGRAM REQUIREMENTS**

The following details information regarding required coursework, field experiences, personal competencies, and culminating internship activity.

**Coursework**

The School Psychology program at CSULB is a 60-unit course of study that leads to an advanced terminal degree (Ed.S.) and the Pupil Personnel Services (PPS) Credential in School Psychology. Table 1 below summarizes the Ed.S. course requirements.

Table 1: Ed.S. in School Psychology Coursework Requirements

<b>PREREQUISITES</b>		
<b>EDP Course</b>	<b>Units</b>	<b>Course Title</b>
301/302	3	Child (or Adolescent) development and learning.
405	3	Positive strategies for classroom management
<b>SCHOOL PSYCHOLOGY CORE COURSE WORK</b>		
419	3	Educational statistics
517	3	Seminar in school counseling
518	3	School Crisis Response
520	3	Research methods in education
524A	3	Psychoeducational Assessment I - Seminar
524B	2	Psychoeducational Assessment I - Lab
524C	2	Psychoeducational diagnosis in multicultural settings II - Lab

527	3	Advanced assessment for intervention
528	3	Orientation to professional school psychology
536	3	Collaborative consultation in the schools
560	3	Behavioral analysis and positive behavioral interventions
579	4	Curriculum-based academic assessments and interventions
603	3	Developmental Risk & Resilience
643	3	Systemic Approaches to Interventions in Schools
641A/641 B	2/2	School psychology practicum
642A/642B	3/3	School psychology fieldwork/internship
<b>SCHOOL PSYCHOLOGY SPECIALIZATION AND CULMINATING ACTIVITY</b>		
<b>Students with MA:</b>		
Use 9 units in a related field of study from existing MA/MS (i.e., specialization area) per advisor. <b>PLUS</b> Comprehensive Exam <b>and</b> Internship Portfolio <b>OR</b> EDP 698 (6 units) and one course from MA/MS per advisor <b>PLUS</b> Thesis <b>and</b> Internship Portfolio		
<b>Students without existing MA/MS:</b>		
Choose 3 of the following: EDP 519, 541, 595, 596, 604, 605 <b>PLUS</b> Comprehensive Exam <b>and</b> Internship Portfolio <b>OR</b> Choose 1: EDP 595 or 519 <b>PLUS</b> Thesis (6 units of EDP 698) <b>and</b> Internship Portfolio		

In the table below is the recommended course sequence for the Ed.S. program. Please note that many courses have prerequisites; if students deviate from this schedule and do not complete a required prerequisite, they will likely not be able to take the next course in a sequence. Also note that most courses listed below are not offered every semester, with most courses offered once per year. Additionally, courses are scheduled so as to not conflict with other courses typically taken that year and semester in the program (i.e., first-year courses are scheduled so as to not conflict with other first-year courses, etc.). Students planning to complete a first-year recommended course in their second year may experience a course conflict in their second year.

Table 2. Ed.S. in School Psychology Program Recommended Course Sequence

Semester	Year 1	Year 2	Year 3
Fall	301/302 (if not waived) 405 419 524A/B 528  Units: 11-14	517 or 536 579 641A 519 or 596 or 595 (comps) or 519 or 595 and 698 (thesis)  Units: 12-14	642A 643 Units: 6
Spring	560 520 524C 603 604 (comps)  Units: 11-14	517 or 536 527 641B 596 or 595 (comps) or 698 (thesis)  Units: 12	642B 518 Units: 6

Register and confirm your class schedule at [www.MyCSULB.edu](http://www.MyCSULB.edu). Do not wait to register. Classes with low enrollment will be cancelled. You must be admitted as a graduate student to the University prior to registering for courses. Once the University has admitted you, you will receive information on registering via MyCSULB.edu. Please be advised that candidates may not choose the Credit/No Credit grading option for required program coursework. Some coursework (EdP 301, 405, 520) may be taken, if it is offered, in the summer. During spring semester of the first year, students will be assigned by the program coordinator to enroll in a specific sections of EdP 536 and EdP 517 in order to balance the class size of these courses.

### Waiving Coursework

Students may waive courses based on prior coursework that is equivalent. However, the following courses cannot be waived:

- EDP 527 Advanced assessment for intervention
- EDP 528 Introduction to school psychology
- EDP 560 Functional behavioral assessment and positive behavioral support
- EDP 579 Curriculum-based academic assessments and interventions
- EDP 536 Collaborative consultation in the schools
- EDP 641A/B School psychology practicum
- EDP 642A/B School psychology fieldwork/internship
- EDP 643 Systematic approaches to interventions in schools

To determine which courses you might petition for equivalency, review the official University catalogue description of the course you think may meet our requirement and compare it to the CSULB official catalogue description, found at <http://www.csulb.edu/divisions/aa/catalog/current/coed/advanced/coedes01.html>. If the description is similar, the class may be waivable<sup>1</sup>. Please note that program faculty do not typically have the decision power to decide whether a course is equivalent. The College of Education requires students to follow the procedure described below for course waiver considerations.

1. Print and complete a Petition for Course Equivalency form <http://www.ced.csulb.edu/graduate/petitions-course-equivalency>
2. Attach supporting documents as outlined in the petition (e.g., official catalogue description, official transcripts showing you took the course and your grade; copy of the course numbering system; copy of syllabus is recommended)
3. Submit documents to the Graduate Studies Office (EED-7 or [ced-gradstudies@csulb.edu](mailto:ced-gradstudies@csulb.edu)) for consideration. The documents will be routed to the instructor who teaches the class who will determine if the course you took previously meets the objectives of our classes.
4. The Graduate Studies Office will notify you by email of the outcome, and will provide a copy of approved petitions to the Credential Center.

In addition to any equivalent coursework, students with a masters' degree in a related program may waive the 9 unit emphasis with approval from their advisor. The student and advisor may select up to 9 units of coursework from the master's degree to replace 9 units specialization coursework of the 60 units required to complete the PPS credential program. The students' Education Specialist degree would then be conferred based on the lower number of units earned in the CSULB School Psychology program (e.g., 51). Note, a minimum of 30 units must be completed in the CSULB School Psychology program.

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<sup>1</sup> Note: the "waiver" is for the EdS, which would then be reduced by the number of units for the degree. The PPS still requires 60 units, and can 'count' the course equivalencies.

In both cases, (coursework equivalency and/or masters' degree in related field) the course must have been completed no longer than 7 years prior to graduation from the school psychology program. If the courses were taken longer ago, the student must write a revalidation memo for each course describing how they stayed current in the content of the course. The memo is sent with an advisor's approval memo to the Graduate Studies Office (ced-gradstudies@csulb.edu) prior to filing advancement to candidacy.

## **Fieldwork**

CTC and NASP require school psychology candidates to complete two field experiences: practica (2<sup>nd</sup> year; 450 hours) and fieldwork/internship (3<sup>rd</sup> year; 1200 hours). General requirements for all fieldwork experiences as well as specific requirements for each experience are outlined below.

### General Field Work Requirements

1. *Proof of Basic Skills Proficiency*: California Education Code and Title V Regulations specify that applicants for a credential to serve in public schools must verify basic skills proficiency before the credential will be issued. Options for satisfying basic skills requirement include passing the CBEST or CSU Early Assessment Program or the CSU Placement Examinations, achieve a qualifying score on the SAT or ACT or College Board Advanced Placement (AP) Examination. For detailed information, please go to <https://www.ced.csulb.edu/credential-center/general-requirements#Basic%20Skills>
2. *Certificate of Clearance*: Candidates must obtain a Certificate of Clearance from CTC prior to beginning any school-based activities, including practica, fieldwork/internship, and coursework activities. You will be required to show proof of filing for a Certificate of Clearance prior to beginning practicum activities. For information regarding applying for a certificate of clearance, please go to <https://www.ced.csulb.edu/credential-center/general-requirements#Certificate%20of%20Clearance>
3. *School-based Supervision*: field-based supervisors are professionals who possess the background, training and credentials appropriate to the fieldwork experience and have at least two years of school psychological experience in the setting and specific site in which they are supervising the school psychology practica student or intern.
4. *University Supervision*: candidates meet weekly as a group with their University supervisor (i.e., instructor of EDP 641A/B, EDP 642A/B) for supervision, and complete specific assignments at their practica or internship site(s) based on the NASP standards for training and practice. In addition, candidates keep weekly logs of their activities and submit these (signed by their site supervisor) to their University supervisor. A weekly reflection also is due.
5. *Securing Fieldwork Placements*: although program faculty must approve all fieldwork experiences prior to candidates accruing hours, candidates are required to find their own fieldwork site(s). Prior student evaluations of practica and internship supervisors are located in the Clinician Room across from the Community Clinic in a locked file drawer. Students seeking practica or intern placements may ask the Graduate Assistant, Clinic Coordinator or any school psychology faculty member to unlock the drawer to review the evaluations, which are filed by district. In addition, the School Psychology Student Association (SPSA) hosts a Friday afternoon meeting in February-March for districts who are interested in securing practica students and/or interns the following fall. This is a great opportunity for students to meet with potential fieldwork supervisors and obtain information regarding unique training experiences.
6. *Expected Activities*: engage in an array of activities based on the NASP Standards for Training and Practice found at <http://www.nasponline.org/standards/practice-model/> with a range of populations based on age, race, ethnicity, linguistic proficiency, socioeconomic status, gender identity, and ability.
7. The School Psychology Program is a face-to-face program for its entire duration. Students are expected to attend all classes in person. Students are expected to complete their fieldwork and

internship experience at approved sites for which CSULB has affiliation agreements that are located within Los Angeles and Orange Counties. Students may contact the Dennis Esmeralda at the Office of Clinical Practice for a listing of approved fieldwork sites. Students who wish to complete fieldwork experiences outside of these two counties must complete the College of Education petition for Out-of-Area Fieldwork. Please see the Appendix for the official policy statement.

### Practica

Candidates must complete a practicum experience under the supervision of a credentialed and experienced (>2 years) school psychologist. Candidates are required by CTC and NASP to complete a minimum of 450 practica hours prior to beginning fieldwork/internship. At least 100 practica hours must be in a school setting that includes at least 50% ethnically, culturally, racially, economically, and/or linguistically diverse students. CSULB school psychology candidates complete 111 practica hours in a clinic setting (EDP 524B, 524C, 579, 527, 517); 43 hours in a school setting that supplement a course (EDP 528, 517, 536); and 300 hours in a school setting supervised by a university practica instructor (EDP 641A & B) for a total of 454 practica hours. Candidates are required to keep a log of all activities and the number of practica hours engaged each semester.

The 2016-2017 practica policy and courses that include the completion of practica hours is summarized below.

Table 3. Summary of Practica Hours and Activities

Course	Hours	Activities
517	15 hrs. (clinic) 15 hrs. (school)	Engage in individual counseling in clinic; conduct group counseling at a school site; consult with parent, teacher(s), and administrator(s) regarding student needs and progress.
524B	10 hrs. (clinic)	Administration of published, norm-referenced assessments in clinic; report writing.
524C	20 hrs. (clinic)	Administration of published, norm-referenced assessments in clinic; report writing; consultation with parent.
528	8 hrs. (school)	Shadow a school psychologist and discuss observations as they relate to the NASP domains of training and practice; observe for 2 hours in at least two different special education programs on a school campus.
536	20 hrs. (school)	Consult with school staff regarding the academic and behavioral needs of students; consult on the implementation of an intervention based on the identified needs of an individual, group, or class.
527	25 hrs. (clinic)	Administration of a developmental assessment and early childhood curriculum-based assessments in the clinic; report writing. Engage in transition assessment and planning with a secondary student with disabilities in the clinic; report writing.
579	41 hrs. (clinic)	Provide direct academic intervention services (10 wks x 2 times per week @60 min = 20 hrs) in clinic; prepare lesson plans and keep logs regarding results (15 hrs); write intervention plan and summary reports (6 hrs).
641 A & B	300 hrs. (school)	150 hours each semester
Total	111 hrs.	Clinic
	343 hrs.	PreK-12 public school



	454 hrs.	Total Hours
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With the exception of EDP 641A and EDP 641B, the instructor of each course listed above primarily provides supervision of practica activities. Candidate performance is evaluated through the completion of school-based and clinic-related course requirements. University instructors ensure that candidates meet course objectives by examining candidate work (permanent products), watching candidates' recorded performance via video recordings, and observing through the one-way windows in the Community Clinic for Counseling and Educational Services. In addition to program faculty, a field-based school psychologist supervises candidates completing the Practicum courses (ED P 641A & B).

Three hundred practica hours are met by completing EDP 641A & B for two units each. Candidates who concurrently work in public schools may complete the first 150 hours of EDP 641A while working at their school site, engaged in school psychology-related activities under the supervision of their site school psychologist. The remaining 150 hours must be completed in a formalized practicum wherein the candidate commits considerable time to learning the profession from an experienced school psychologist. These 150 hours cannot be completed in the school in which the candidate has worked or is currently working. To ensure that this placement provides sufficient consistency to allow the candidate to manage cases, run counseling groups, etc. the contiguous placement must include:

- A minimum of one full day (~8 hours) and a maximum of 5 full days per week.
- A minimum of 10 weeks and a maximum of 1 year.
- No more than two sites or two supervisors.

Additional activities that enhance students' practica experiences but are not required include, but are not limited to:

- Provide direct academic intervention(s) to a student or group of students
- Co-facilitate a parent education group
- Participate in your school's SST, grade-level meetings, and/or retention/promotion meetings
- Provide staff development trainings on class-wide behavior management, academic interventions, special education referral policy, etc.
- Draft a paper for submission and publication to *CASP Today* or the *Communiqué*, a paper or poster presentation proposal to CASP (California Association of School Psychologists) and/or NASP (National Association of School Psychologists) annual conventions.

Documentation and evaluation of each of the above required (and enhancing) activities and assignments will be maintained by you and your University-based supervisor (e.g., EDP 641A/B instructor). School-site supervisors also will evaluate practica candidates based on the NASP Domains for Training and Practice. Candidates who do not show evidence of successful completion of required practica activities and/or experiences, or who do not demonstrate professional and personal competencies as outlined in the CSULB School Psychology Personal Competencies Evaluation (see below for more information), may be required to complete additional practica hours, repeat a semester of practica, and/or may not be recommended for internship.

### Fieldwork/Internship

The school psychology program, CTC, and NASP require candidates to complete a minimum of 1200 hours of internship to demonstrate competency as a candidate for the PPS School Psychology Credential. CTC requires at least 800 hours be accrued in a setting providing direct and indirect services to students in a school setting (PreK-12), and allows remaining hours to be acquired in another setting such as a private school, community agency serving school-age children and youth, or engagement in relevant research and evaluation experiences. The CSULB School Psychology program requires that at

least 600 hours be accrued in a school setting that includes at least 50% ethnically, culturally, racially, economically, and/or linguistically diverse students. Candidates who do not show evidence of successful completion of the internship based on University and/or fieldwork supervisor observations, completion of course and program requirements, and/or evaluations of professional and personal competencies may be asked to complete additional hours, repeat a semester of fieldwork, or may not be recommended for the PPS Credential.

To enroll in fieldwork/internship (EDP 642A and EDP 642B), students must submit a completed application for fieldwork to the Graduate Studies Office (EED-7) by March 1<sup>st</sup> of the year internship will be completed. Please note that students must complete EDP 642A (fall enrollment only) prior to enrolling in EDP 642B (spring enrollment only). For information and an application, please go to <https://www.ced.csulb.edu/graduate/fieldwork-application>. All school psychology candidates must complete 6 units of internship credits (EDP 642A=3 units; EDP 642B=3 units). However, candidates may choose to complete their internship over two consecutive years (600 hours each year). In so doing, candidates must register for 1-2 units of ED P 642A (fall) and/or ED P 642B (spring) each semester and year they are engaged in fieldwork/internship for a total of six units of fieldwork/internship. That is, students completing their fieldwork/internship over two years (maximum time allowable), enroll in both EDP 642A and 642B for a maximum of 3 units each over two years.

CTC requires school psychology interns to have experience in at least two levels of schooling. The levels referred to are preschool (ages 3-5); elementary (grades K-6); middle or junior high (grades 6-8, 7-8, or 7-8-9); and senior high (grades 9-12). Any two of those four levels are acceptable as long as at least 200 hours are documented in at least one other level during either practicum or internship. Please see Internship Guidelines for Field-Based School Psychology Supervisors in the Appendix for additional internship requirements. A District-University Internship/Fieldwork Agreement must be agreed upon and signed by all involved parties (i.e., District Supervisor, University Supervisor, Intern) before a candidate begins their internship. Additionally, interns are required to complete the Internship/Fieldwork Training Plan with their field supervisor at the beginning of EDP 642A (fall) and B (spring) to ensure candidates receive training and experience in each of the NASP domains. Prior student evaluations of intern supervisors are located in the Clinician Room across from the Community Clinic in a locked file drawer. Students seeking intern placements may ask the Graduate Assistant, Clinic Coordinator or any school psychology faculty member to unlock the drawer to review the evaluations, which are filed by district.

Interns may complete up to 400 hours in a non-school setting under the supervision of an appropriately credentialed/licensed psychologist for that setting. Non-school based internship settings and supervisor must be approved by the EDP 642A/B University instructor and/or program coordinator.

Some candidates may be required to obtain an Internship Credential if the district in which they are completing their fieldwork hours is offering a paid internship experience. Intern Credentials are district-specific and are awarded to the district in which the candidate will be completing his/her internship. Intern Credentials are processed through the College of Education Credential Center. For information on how to obtain an Internship Credential, please go to <https://www.ced.csulb.edu/credential-center/university-internships>.

To ensure optimal training experiences, the CSULB School Psychology training program has established the following general guidelines for any student completing an internship.

1. Paid/Under Paid internships. Currently, there is a paucity of paid internships. It has become more common for students to complete the fieldwork requirement as unpaid or underpaid<sup>2</sup>, yet many of the demands placed on them have remained the same. To provide un/under paid interns time to complete class assignments, reflect, and possibly obtain paid employment elsewhere, they now have the option to work 4 days a week at their internship sites.
2. Restricted Number of School Sites. Interns will be assigned to no more than 2 sites per semester. Interns should have an opportunity to develop meaningful connections with a small number of school staff, programs and students by focusing on one or two schools per semester. Itinerant assignments at more than two schools are inappropriate for interns.
3. Program Requirements Take Precedence. Completing the fieldwork/internship is one of many program requirements. Attending class, completing assignments, and participating in program events also are important requirements and should be supported and accommodated by fieldwork/internship sites.
4. Diverse Training Experiences. The intern should be provided opportunities to develop a broad and diverse role, including development of professional competence in, for example, assessment, intervention, counseling, consultation, research, and in-service, and develop professional competencies with a broad range of programs and populations, including but not limited to general education, special education, bilingual education, age, disabilities, and cultures. The intern is not to devote more than 40% of his/her time to one type of activity such as psychoeducational evaluations or counseling services.
5. Quality Supervision. The intern's primary supervisor should serve as a model school psychologist engaging in broad and diverse service delivery. The designation of a credentialed school psychologist as the intern's primary site supervisor is subject to the approval of the University program faculty.
6. Ongoing Communication. Training programs and school districts must work together to mutually enhance each other's work. Regular communication about training program policies and district practices should occur so that the best collaboration can occur in support of training practices.

### **Internship Portfolio**

As a graduate student in the NASP-approved CSULB School Psychology program, interns are required to complete and submit an Internship Portfolio at the conclusion of their internship experience. The Portfolio includes work samples completed at the internship site(s) that meet specific criteria outlined by the School Psychology faculty and NASP standards for training and practice. The Portfolio serves as an opportunity for faculty to review, analyze, and aggregate culminating student data for program improvement while also providing graduate students structured feedback on the attainment of skills critical to effective practice in the schools. Please see Internship Portfolio Description in Appendix.

### **Personal Competencies**

Candidates must demonstrate specific professional and personal competencies to ensure school psychology candidates possess the knowledge, skills, and dispositions required for successful careers in education. CTC- and NASP-approved programs are required to "employ a systematic, valid process to ensure that all candidates, prior to the conclusion of the internship experience, are able to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services evidenced by measurable positive impact on children, youth, families, and other consumers" (NASP Training Standard 4.3).

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<sup>2</sup> Underpaid is defined here as less than \$12,331 based on the 2015 Federal Register's definition of the poverty rate for a single person

Program faculty meet each month and a designated time is devoted to discussing student issues or concerns. At that time, faculty consider whether an evaluation of a student's competencies is warranted. If a student competency evaluation is warranted, the candidate will be immediately notified and requested to meet with the program director and/or faculty, and his/her advisor. Please see Appendix for a copy of the CSULB School Psychology Personal Competencies Evaluation. If a candidate is rated a '2' (minimal) or lower in any area, or receives a total score of 24 or less (minimal or unsatisfactory), an intervention plan and timeline for remediation will be developed. Please see Appendix for CSULB School Psychology Candidate Intervention Plan. Please be advised that candidates who fail two or more times to achieve satisfactory ratings on a personal competency review, despite the development, agreement, and implementation of a Candidate Intervention Plan, may not be recommended for internship and/or the PPS School Psychology credential.

### **Faculty Advising**

All candidates are required to meet with their advisor in the spring or summer prior to beginning the program in fall. In this meeting a 2- to 3-year schedule of courses will be drafted (see Jonquil Student Advisement Form in the Appendix). Every November, all candidates receive an email from the program director regarding fall mandatory advising. Candidates are required to complete and submit a course-taking plan (i.e., Jonquil Student Advisement Form; emailed by program coordinator to all candidates) to their advisor before the Thanksgiving holiday. Advisors will review the Memo, which details the candidate's plan for courses, practicum, and fieldwork/internship, and address any candidate questions or concerns. Advisors will respond to the candidate via e-mail if there are any concerns or questions that need addressing, and may request an in-person meeting with the candidate. Candidates may request an in-person meeting with their advisor at any time. Advisors are available to meet during scheduled office hours or by appointment. Please see Jonquil Student Advisement Form in the Appendix.

### **COLLEGE AND UNIVERSITY REQUIREMENTS**

The following is a summary of activities required of graduate students in the College of Education and California State University, Long Beach.

#### **Advancement to Candidacy**

All candidates must file for Advancement to Candidacy that represents the formulation of an official program of study for a master's degree in the College of Education. It is the process that establishes candidates' catalog rights and forms the basis of your degree audit when you are ready to graduate. While there is no specific deadline to advance to candidacy, it is important to advance to candidacy as soon as possible. Prior to having advanced to candidacy, students are subject to any new CSULB Catalog requirements that may go into effect while enrolled. Advancement to candidacy is a prerequisite to enrolling in thesis coursework (EDP 698) or applying for comprehensive exams, and must occur at least one semester prior to the semester in which you enroll in EDP 698 or complete comprehensive exams. Advancement is also required prior to applying for fieldwork/internship. Applications for Advancement to Candidacy may be found at <http://www.ced.csulb.edu/graduate/advancement-candidacy-information-and-forms>

#### **Culminating Activity: Thesis or Comprehensive Exams**

All students must complete a culminating degree activity of either thesis or comprehensive exam. The comprehensive exam includes a written, in-house exam (administered in early spring of the final program year) and a passing score on the National School Psychology Examination (Praxis II Exam #5402), typically taken in late fall or spring of the last year in the program. Although all School Psychology candidates must take the National School Psychology Examination prior to completing the

program, students who opt to take comprehensive exams must obtain a passing score on the exam, as well as pass the written, in-house exam to successfully meet the requirements of the culminating activity. A passing score on the National School Psychology Examination allows candidates to obtain certification as a Nationally Certified School Psychologist (NCSP). For additional information regarding the National School Psychology Examination, please go to <http://www.ets.org/praxis/nasp/requirements>. Candidates must submit a request to take comprehensive exams to the Graduate Studies Office by **October 1<sup>st</sup>** prior to sitting for the exam in spring. Applications and additional information regarding comprehensive exams may be found on the Graduate Studies Office website at <https://www.ced.csulb.edu/graduate/comprehensive-examination-information-and-forms>. The in house comprehensive exam is typically held during the first week of the Spring semester with a re-take in late April. Students can take the PRAXIS on their own any time after the second year. Results are due to the Graduate Studies Office by May 1<sup>st</sup> of the year they want to graduate.

The second option for completing the culminating activity is thesis, a written document of an independent research study. A thesis committee is formed by the candidate which includes a “Chair” (full-time, tenured or tenure-track CED faculty) and 2-3 “Readers,” faculty members in the program, department, College or University. A third reader may be a member of the community with relevant knowledge and experience of the thesis topic. Candidates typically enroll in thesis units (EDP 698) in both fall and spring (3 units each=6 units total) of their second year; however, solidifying a thesis topic and reviewing the literature should occur in the spring and summer prior to enrolling in thesis units. Please note that final approval of Chapters 1-3 by your Thesis Chair as well as data collection must be completed prior to going on internship. School Psychology students are required to attend College of Education Thesis and Project Seminars, which meets on Thursdays at 7 PM approximately twice a month for from April of their first year in the program until March of their second year in the program, including summer. Failure to attend the seminars will result in being discontinued from completing a thesis by your Thesis Chair. Candidates must submit a request to complete a thesis to the Graduate Studies Office by **March 1<sup>st</sup>** prior to enrolling in thesis units (EDP 698) the following fall. Applications and additional information regarding thesis may be found on the website of the Graduate Studies Office at <https://www.ced.csulb.edu/graduate/ced-thesis-and-project-information-and-forms>. Completion and submission of the Praxis exam is a requirement for the degree; thus, thesis students must take the Praxis II exam to be eligible to receive the Ed.S. however, they are not required to pass the exam to receive their degree and be recommended for the credential.

### **District Affiliation Agreements**

Due to the potential for injury to the student, as well as property damage and liability exposure for the University, an Affiliation Agreement must be in place at the district, community agency, or institution in which the candidate is completing a field experience. Prior to accruing field hours, an Affiliation Agreement must be in writing and specify minimum insurance requirements applicable to the contracting parties and include appropriate hold harmless provisions based upon the needs of the contracting parties.

Agreements are legally binding documents that commit the University and the district to explicit terms and conditions and thus, must be reviewed for legal requirements. Although most local districts have a current Affiliation Agreement with CSULB, smaller districts or those located on the edges of Los Angeles and Orange County areas may not. Agreements typically require the written consent of a district’s Board of Education as well as the University’s Office of Risk Management; thus, it is imperative that candidates check with the Office of Clinical Practice prior to beginning their field experience if they intend to complete a field experience in a smaller or remote district.

### **Opening a File at the Credential Center**

To be recommended to receive the PPS School Psychology Credential, candidates must open a file at the Credential Office. Please go to [http://www.ced.csulb.edu/sites/default/files/documents/pps-  
psychology-eval-packet\\_2013-06-11.pdf](http://www.ced.csulb.edu/sites/default/files/documents/pps-psychology-eval-packet_2013-06-11.pdf) for required documentation and an application. Opening a file should be completed immediately following advancement to candidacy. Do not wait until you have almost completed the Ed.S. degree to open a file. Once you begin a file with the Credential Center, the Center periodically generates and sends to the candidates progress reports indicating course and other requirements that have been fulfilled, and those that need to be completed. All requirements for completion of the school psychology program (including approved course waivers, successful completion of thesis or comprehensive exams, Praxis exam results) must be received by the Credential Center before a candidate is recommended for the PPS Credential in School Psychology.

### **Graduate Writing Assessment Requirement (GWAR)**

Graduate students who were (1) awarded an undergraduate or graduate degree from an accredited college or university in the United States; or (2) awarded an undergraduate or graduate degree from an accredited non-US institution located in a country where English is a primary language of communication; or (3) attained a score of 4 or higher on the analytical writing test of the GRE or GMAT are exempt from the GWAR Placement Exam (GPE). Enrollment Services will determine at the time of admission whether students are exempt from the GPE and will indicate their exempt status on the student's Test Score Summary in MyCSULB.

### **Important College and University Policies, Regulations, and Resources**

Policy on Cheating and Plagiarism

[http://www.csulb.edu/divisions/aa/catalog/current/academic\\_information/cheating\\_plagiarism.html](http://www.csulb.edu/divisions/aa/catalog/current/academic_information/cheating_plagiarism.html)

Class Attendance

[http://www.csulb.edu/divisions/aa/catalog/current/academic\\_information/class\\_attendance.html](http://www.csulb.edu/divisions/aa/catalog/current/academic_information/class_attendance.html)

University Regulations Governing the Master's Degree

[http://www.csulb.edu/divisions/aa/catalog/current/graduate\\_information/university\\_regulations\\_masters.html](http://www.csulb.edu/divisions/aa/catalog/current/graduate_information/university_regulations_masters.html)

Final Comprehensive Examination

[http://www.csulb.edu/divisions/aa/catalog/current/graduate\\_information/comprehensive\\_examination.html](http://www.csulb.edu/divisions/aa/catalog/current/graduate_information/comprehensive_examination.html)

Thesis

[http://web.csulb.edu/divisions/aa/catalog/current/graduate\\_information/theses\\_projects.html](http://web.csulb.edu/divisions/aa/catalog/current/graduate_information/theses_projects.html)

Academic Probation and Disqualification

[http://www.csulb.edu/divisions/aa/catalog/current/graduate\\_information/academic\\_probation.html](http://www.csulb.edu/divisions/aa/catalog/current/graduate_information/academic_probation.html)

Academic Credit

[http://www.csulb.edu/divisions/aa/catalog/current/graduate\\_information/academic\\_credit.html](http://www.csulb.edu/divisions/aa/catalog/current/graduate_information/academic_credit.html)

College of Education New Student Resources

<https://www.ced.csulb.edu/graduate/welcome-newly-admitted-students>

College of Education Graduate Culture Initiative

<https://www.ced.csulb.edu/graduate/graduate-culture-initiative>

College of Education Graduate Student Awards and Research Competitions

<https://www.ced.csulb.edu/graduate/graduate-student-awards-and-research-competitions-0>

College of Education Applications and Forms

<https://www.ced.csulb.edu/graduate/current-students-1>

Applying for the PPS School Psychology Credential

<https://www.ced.csulb.edu/credential-center/applying-your-service-or-specialist-credential>

### **Additional Requirements**

- To maintain your enrollment in the university and program, all candidates are required to take a minimum of one prerequisite or core program course per semester (excluding summer). Exceptions are made for medical or personal leave. Candidates requesting a leave must file a “leave of absence” with University Enrollment Services (BH-101) and notify their school psychology advisor and the program coordinator. Candidates who fail to file a leave of absence will be dropped from the University and the program and will need to re-apply if they plan to return to the program. Information regarding filing for a leave of absence may be found at <http://www.ced.csulb.edu/graduate/university-forms-leave-absence-and-graduation>.
- Candidates may complete the program on a full- or part-time basis. In accordance with University regulations governing Master’s degree programs, the school psychology program must be completed within seven years of the date the candidate’s program was initiated.
- All candidates must maintain a 3.0 GPA to remain in good standing in the program. Failure to do so may place the candidate on academic probation.

### **GENERAL INFORMATION**

Knowledge of the following information will ensure your successful and timely completion of the CSULB Ed.S. degree and receipt of the PPS Credential in School Psychology.

#### **Communication**

Program announcements and requirements, job opportunities, professional development opportunities, and other communiqués throughout the year are sent via email by the program coordinator. University policy recognizes e-mail as an official form of communication; thus, most information is disseminated electronically and NOT through the U.S. mail. Candidates are responsible for checking their e-mail regularly and informing the program coordinator regarding changes to their e-mail address. Individual instructor course announcements and notifications are typically sent through BeachBoard and thus, are sent to the email address listed on MyCSULB. It is the candidate’s responsibility to ensure that the contact information on MyCSULB is current. Candidates are eligible for, but are not required to have, a CSULB email account. In addition, it is important that the Graduate Studies Office (EE-7) and the Credential Office (EE-42) have your current email and mailing addresses. If you move, alert University Admissions, College of Education Graduate Studies Office, and the Credential Office.

**CED Credential Center** <http://www.ced.csulb.edu/credentials/>

The Credential Center, located in EED-42, evaluates and processes records for fulfillment of credential requirements and recommends candidates for the intern and/or full PPS School Psychology credentials to CTC.



**CED Graduate Studies Office** <https://www.ced.csulb.edu/graduate/welcome-newly-admitted-students>

Located in EED-7, the Graduate Studies Office assists prospective and current students with questions about graduate program applications and admissions, petition for course equivalencies, graduate culture initiative activities and events, advancement to candidacy, program changes, application for thesis or comprehensive examinations, application for fieldwork, maintaining continuous enrollment in the program through GS 700, applying for a leave of absence, and completing university graduation requirements and filing for graduation.

**CSULB Graduate Studies Resource Center (GSRC)** <http://www.csulb.edu/graduate-studies-resource-center>

The GSRC offers a wide array of information and resources for current and prospective graduate students. Located on the 5th floor of the library, the GSRC provide information regarding campus events, workshops, research opportunities, and funding.

**The Writer's Resource Lab (WRL)** <http://www.cla.csulb.edu/departments/english/wrl/>

The WRL provides ongoing writing instruction to any currently enrolled CSULB student via one-on-one tutorials. As an integral part of writing-across-the-curriculum program at CSULB, the WRL exists to help students become more effective and independent writers. Information on scheduling an appointment can be found at <http://www.cla.csulb.edu/departments/english/wrl/drop-in-appointment-policy/>

**Thesis and Dissertation Office** <http://web.csulb.edu/library/guide/serv/>

Located on the 5<sup>th</sup> floor of the Library, the Thesis and Dissertation Office helps students prepare manuscripts using proper University format guidelines and the style guide approved by individual departments.

**Center for Scholarship Information (CSI)**

<http://web.csulb.edu/divisions/students/scholarships/students/graduate.htm>

CSI is the main source for information regarding on- and off-campus scholarships at CSULB. Information on Graduate Assistantships and Fellowships also are available.

**Community Clinic for Counseling and Educational Services** <http://www.ced.csulb.edu/clinic>

Candidates provide assessment and intervention services to preschool, elementary, secondary, and post-secondary students in the Community Clinic as part of their coursework in the program. The CSULB Community Clinic is a training facility that includes 24 individual client rooms with one-way mirrored windows with speaker and headphone capability. Video recording and playback, and extensive assessment and intervention materials also are available. The school psychology program uses the clinic facilities for four of its courses: EDP 517, 524B, 525B, 527, and 579.

**Nationally Certified School Psychologist (NCSP)**

<http://www.nasponline.org/certification/becomeNCSP.aspx>

Candidates are encouraged to pursue the NCSP credential through NASP. This credential can facilitate obtaining licensure in other states, and some districts/states offer an additional stipend for school psychologists who hold the NCSP.

**Memberships in Professional Associations**

Joining the following professional organizations is highly recommended: National Association of School Psychologists (<http://www.nasponline.org/>); California Association of School Psychologists (<http://www.casponline.org>); Council for Exceptional Children (<http://www.cec.sped.org>), and American Educational Research Association (<http://www.aera.net>). Student memberships are very economical and it is never too early to begin to build your professional library. In addition, local



associations such as the Greater Long Beach Association of School Psychologists (GLBASP; <http://www.glbasp.com/Welcome.html>) and the Orange County Association of School Psychologists (OCASP; <http://ocasp.net/>) provide candidates with useful local networking and leadership opportunities. Candidates are strongly encouraged to attend state and national conferences held by these and related professional organizations.

## APPENDIX

Form	Procedure
ASEC Department Code of Civility	Read prior to beginning coursework
Ed.S. Jonquil Student Advising Form	Completed with your advisor upon beginning the program; and every Thanksgiving
Personal Competencies Review Form	Completed as needed by the program director and faculty on identified candidates.
Candidate Intervention Plan	Action plan to remediate area(s) of concern as noted on the Personal Competencies form
Internship Portfolio Description	Completed throughout the internship year to show attainment of critical competencies required of school psychology practitioners
CED Plagiarism Policy	College-wide policy of plagiarism and cheating
Matrix of Courses by NASP Domain	Coursework by NASP Domains for Training and Practice
Benchmarks for Ed.S. Degree	List of key requirements and deadlines



CALIFORNIA STATE UNIVERSITY, LONG BEACH

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COLLEGE OF EDUCATION  
Advanced Studies in Education and Counseling Department

*Code of Civility:*

*Our Department values respect, responsibility, preparation, involvement, and work ethic.*

We expect the following:

Faculty and students will come to class prepared to learn, teach and collaboratively engage with each other.

Students and faculty will actively serve the educational community.

Students and faculty will display professional ethical behavior and academic honesty (i.e., no plagiarism).

Students will come to class on time and prepared to learn with organized course materials and assignments.

Faculty will effectively manage class time by beginning and ending the class on time.

Students will honor and adhere to deadlines by completing assigned readings and submitting assignments as listed in the course syllabus.

Faculty will honor deadlines by returning assignments with constructive feedback within a reasonable time period (generally 1-2 weeks) of assignment submission.

Faculty, students, and staff will honor each other's perspectives, respect each other, and display common courtesy.

**Jonquil Student Advising Form**  
**Educational Specialist Degree Program in School Psychology**

Name: \_\_\_\_\_ Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

Courses	Waived Or Sum	Fall Y1	Spring Y1	Fall Y2	Spring Y2
EDP 301/ 302 Child or Adol Dev					
EDP 405 Classroom Management					
EDP 419 Educational Statistics					
EDP 517 Counseling					
EDP 520 Research Methods					
EDP 524A Psychoed Assessment					
EDP 524B (2 units) Psychoed Lab I					
EDP 524C (2 units) Psychoed Lab II					
EDP 527 Advanced Assmt for Interv					
EDP 528 Intro to School Psychology					
EDP 536 Consultation					
EDP 560 Behavior Assmt & Interv					
EDP 579 CBM-Intervention (4 units)					
EDP 518 Crisis Response					
EDP 603 Risk & Resilience					
EDP 641A/B (2 units each) Practica					
EDP 642A/B (3 units each) Internship					
EDP 643 Systemic Approaches					
<b>Culminating Activity</b> <i>Students with MA:</i> <ul style="list-style-type: none"> <li>• Use 9 units for specialization PLUS Comprehensive Exam and Internship Portfolio <u>OR</u></li> <li>• One elective from below or equivalent, 6 units of EDP 698 PLUS Thesis and Internship Portfolio</li> </ul> <i>Students without MA:</i> <ul style="list-style-type: none"> <li>• Three electives from below PLUS Comprehensive Exam and Internship Portfolio <u>OR</u></li> <li>• One elective from below, 6 units of EDP 698 PLUS Thesis and Internship Portfolio</li> </ul>					
EDP 519 (comps/thesis elective)					
EDP 541 (comps elective)					
EDP 595 (comps/thesis elective)					
EDP 604 (comps elective)					
EDP 605 (comps elective)					
EDP 596 (comps elective)					
EDP 698 (6 units; thesis requirement)					
MTSS Grant Only (EdP 490 or 590)					

Total number of units to complete the EdS program: \_\_\_\_\_ Total units waived: \_\_\_\_\_

Expected equivalency coursework: \_\_\_\_\_

Highlight courses for which a revalidation memo is needed because it was completed 7 years prior to expected date of graduation.

Incoming students should consult the program handbook on how to petition for course equivalencies.

I \_\_\_\_\_ have/ \_\_\_\_\_ have not passed the CBEST or equivalent.

I \_\_\_\_\_ have/ \_\_\_\_\_ have not obtained a certificate of clearance from the state.

Check one:

I plan to:      Take comprehensive exams \_\_\_\_\_      Test Date: Spring 20\_\_\_\_\_

**or** Write a thesis \_\_\_\_\_      Defense Date: Fall/Spring/Sum 20\_\_\_\_\_

**or** I'm undecided \_\_\_\_\_

Practicum:

Year you plan to begin EDP 641A: \_\_\_\_\_

Year you plan to complete EDP 641B: \_\_\_\_\_

Plan (potential districts or settings; experiences you would like to obtain, etc.):

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Fieldwork/Internship:

Year you plan to begin EDP 642A: \_\_\_\_\_

Year you plan to complete EDP 642B: \_\_\_\_\_

Plan (potential districts or settings; experiences you would like to obtain, etc.):

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What comments, concerns or questions do you have at this time regarding your progress in the school psychology program?

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Advisor comments:

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Advisor Signature: \_\_\_\_\_      Date: \_\_\_\_\_

**CSULB School Psychology Program  
Personal Competencies Review**

Candidate: \_\_\_\_\_ Date: \_\_\_\_\_ Raters: \_\_\_\_\_

- Review Period:**
- <30 units and/or prior to practicum
  - Completion of practica and prior to internship
  - Mid-internship or conclusion of internship
  - Other \_\_\_\_\_

- Ratings:**
- 1 = *Unsatisfactory; rarely demonstrates competency*
  - 2 = *Minimal; occasionally demonstrates competency*
  - 3 = *Satisfactory; usually demonstrates competency*
  - 4 = *Proficient; consistently demonstrates competency*

Competency	Unsatisfactory	Minimal	Satisfactory	Proficient	Points
	1	2	3	4	
<b>Attendance</b>	Numerous tardies/early departures <b>OR</b> 4+ absences.	Several tardies/early departures <b>OR</b> 3 absences.	Few tardies/early departures <b>OR</b> 2 absences.	Timely and consistent presence in class/supervision.	
<b>Preparedness</b>	Rarely, if ever, well prepared for class/supervision, e.g., evidence of reading & assignment completion; note taking; contributing to class discussion; asking questions.	Occasionally well-prepared for class/supervision; e.g., evidence of reading & assignment completion; note taking; contributing to class discussion; asking questions.	Usually well-prepared for class/supervision; e.g., evidence of reading & assignment completion; note taking; contributing to class discussion; asking questions.	Consistently well-prepared for class/supervision; e.g., evidence of reading & assignment completion; note taking; contributing to class discussion; asking questions.	
<b>Continuous Learning</b>	Rarely, if ever, demonstrates curiosity, creativity, & flexibility regarding course content, processes and tasks; sets high expectations.	Occasionally demonstrates curiosity, creativity & flexibility regarding course content, processes & tasks; sets high expectations.	Usually demonstrates curiosity, creativity & flexibility regarding course content, processes & tasks; sets high expectations.	Consistently demonstrates curiosity, creativity & flexibility regarding course content, processes & tasks; sets high expectations.	
<b>Positive Climate</b>	Rarely, if ever, views feedback & situations maturely; analyzes feedback & makes appropriate adjustments to enhance personal growth & learning; analyzes comments & interactions to make adjustments to promote a positive learning environ.	Occasionally views feedback & situations maturely; analyzes feedback & makes adjustments to enhance personal growth & learning; analyzes comments & interactions to make adjustments to promote a positive learning environment.	Usually views feedback & situations maturely; analyzes feedback and makes appropriate adjustments to enhance personal growth & learning; analyzes comments & interactions to make adjustments to promote a positive learning environment.	Consistently views feedback & situations maturely; analyzes feedback and makes appropriate adjustments to enhance personal growth & learning; analyzes comments & interactions to make adjustments to promote a positive learning environment.	

Used with permission from the University of Wisconsin-Stout School Psychology program, 2007.

Competency	Unsatisfactory	Minimal	Satisfactory	Proficient	Points
	1	2	3	4	
<b>Reflective</b>	Rarely, if ever, willing to suspend initial judgments, receptive to critical examination of multiple perspectives, generates effective/productive options, makes reasoned decisions with supporting evidence, makes connections to previous reading, courses, and/or experiences.	Occasionally willing to suspend initial judgments, receptive to critical examination of multiple perspectives, generates effective/productive options, makes reasoned decisions, makes connections to previous reading, courses, experiences.	Usually willing to suspend initial judgments, receptive to critical examination of multiple perspectives, generates effective/productive options, makes reasoned decisions with supporting evidence, makes connections to previous reading, courses, and/or experiences.	Consistently willing to suspend initial judgments, receptive to critical examination of multiple perspectives, generates effective/productive options, makes reasoned decisions with supporting evidence, makes connections to previous reading, courses, and/or experiences.	
<b>Thoughtful &amp; Responsive Listener</b>	Rarely, if ever, demonstrates ability to thoughtfully listen and respond to people's insights, needs, and concerns (e.g., asks questions, summarizes points)	Occasionally demonstrates ability to thoughtfully listen and respond to people's insights, needs, and concerns (e.g., asks questions, etc.)	Usually demonstrates ability to thoughtfully listen and respond to people's insights, needs., and concerns (e.g., ask questions, summarize points)	Consistently demonstrates ability to thoughtfully listen and respond to people's insights, needs., and concerns (e.g., asks questions, summarize points)	
<b>Cooperative &amp; Collaborative</b>	Rarely, if ever, works to keep group on task, maximizes individual talents, evenly distributes responsibility, etc.	Occasionally works to keep group on task, maximizes individual talents, evenly distributes responsibility, etc	Usually works to keep group on task, maximizes individual talents, evenly distributes responsibility, etc	Consistently works to keep group on task, maximizes individual talents, evenly distributes responsibility, etc	
<b>Respectful</b>	Rarely, if ever, shows courtesy & consideration for people & ideas; demonstrates sensitivity with respect to appropriate use of language.	Occasionally shows courtesy & consideration for people & ideas; demonstrates sensitivity with respect to appropriate use of language.	Usually shows courtesy & consideration for people & ideas; demonstrates sensitivity with respect to appropriate use of language.	Consistently shows courtesy & consideration for people & ideas; demonstrates sensitivity with respect to appropriate use of language.	
<b>Program Participation</b>	Rarely, if ever, participates in program retreats/orientations; completes advising memos; seeks advisor input when appropriate; follows program handbook & catalogue (e.g., takes courses in sequence, completes fieldwork hours in required settings, etc.).	Occasionally participates in program retreats/orientations; completes advising memos; seeks advisor input when appropriate; follows program handbook & catalogue (e.g., takes courses in sequence, completes fieldwork hours in required settings, etc.).	Usually participates in program retreats/orientations; completes advising memos; seeks advisor input when appropriate; follows program handbook & catalogue (e.g., takes courses in sequence, completes fieldwork hours in required settings, etc.).	Participates in program retreats/orientations; completes advising memos; seeks advisor input when appropriate; follows program handbook & catalogue (e.g., takes courses in sequence, completes fieldwork hours in required settings, etc.).	

**Unsatisfactory Level: 8-15 points**  
**Minimal Level: 16-23 points**  
**Satisfactory Level: 24-31 points**  
**Proficient Level: 32 points**

**Total Score: \_\_\_\_\_**

**CSULB School Psychology Candidate Intervention Plan**

<b>Candidate:</b>		<b>Date:</b>
<b>Faculty:</b>		
<b>Area of concern:</b> <input type="checkbox"/> Attendance <input type="checkbox"/> Preparedness <input type="checkbox"/> Continuous learning <input type="checkbox"/> Positive climate <input type="checkbox"/> Reflective <input type="checkbox"/> Thoughtful & responsive listening <input type="checkbox"/> Cooperative/collaborative <input type="checkbox"/> Respectful <input type="checkbox"/> Other	<b>Identify and describe the specific competency that initiated the concern:</b>	
<b>Candidate Input:</b> <i>candidate response/action related to identified area(s) of concern.</i>		
1.		
2.		
3.		
4.		
<b>Intervention:</b> <i>course of action, person(s) responsible, and timeline to be accomplished.</i>		
1.	Date:	
2.	Date:	
3.	Date:	



4.	Date:
<b>Approval:</b> <i>All parties agree to the course of action outlined above and agree to fulfill stated responsibilities.</i>	
Candidate's Signature:	Date:
Program Director's Signature:	Date:
Faculty Signature(s):	Date:
Other:	Date:
<b>Next review scheduled for:</b>	

## CSULB School Psychology Program INTERNSHIP PORTFOLIO

As a graduate student in the NASP-approved CSULB School Psychology program, you are required to complete and submit an Internship Portfolio at the conclusion of your internship experience. The Portfolio will include work samples completed at your internship site(s) that meet specific criteria outlined by the School Psychology faculty and NASP standards for training and practice. The purpose of the Portfolio is to provide School Psychology faculty an opportunity to provide graduate students structured feedback on the attainment of skills critical to effective practice in the schools. Faculty also will review, analyze, and aggregate Portfolio data for program improvement. The Portfolio also provides an opportunity for graduate students to self-reflect and evaluate the myriad of skills learned throughout the program.

The Internship Portfolio is submitted to the instructor of ED P 642B in one PDF document. A draft Internship Portfolio, including all required documents, is due to the instructor of EDP 642B no later than March 1<sup>st</sup>. The final Internship Portfolio is due to the instructor of ED P 642B by May 1<sup>st</sup>. At least one complete Case Study (behavior or academic) and resume or CV are due to the ED P 642A instructor by the end of the fall semester (specific date to be announced by the instructor).

### REQUIRED DOCUMENTS

1. Title Page
2. Table of Contents
3. Current Resume/CV
4. Behavioral Intervention Case Study, including
  - 5-7 page Case Study report organized by NCSP Rubric, including the following headers: Problem Identification, Problem Analysis, Intervention and Evaluation
  - Baseline and intervention data in an Excel spreadsheet, including
    - Cohen's *d* effect size calculation
    - Percent Non-Overlapping (PNOD) effect size calculation
5. Academic Intervention Case Study, including
  - 5-7 page Case Study report organized by NCSP Rubric, including the following headers: Problem Identification, Problem Analysis, Intervention and Evaluation
  - Baseline and intervention data in an Excel spreadsheet, including
    - Cohen's *d* effect size calculation
    - Percent Non-Overlapping (PNOD) effect size calculation

## 6. Final Reflection and Professional Development Plan

### FORMATING REQUIREMENTS

The portfolio should be written and submitted as follows:

- Submit in one PDF document
- APA style
- 12-point font
- Double-spaced (except resume/CV)
- No grammar and spelling errors
- All identifying information redacted
- Case Study reports should be no longer than 7 pages
- Professional Development Plan should be based on the Final Reflection. Together, they should not exceed 4 pages
- Resume or CV should not exceed 3 pages

### EVALUATION CRITERIA

The Internship Portfolio is reviewed and evaluated by the instructors of EDP 642B as either “Pass” or “No Pass.” To obtain a passing score, the following criteria must be met:

1. Passing score on both the Academic and Behavior Case Studies (see NCSP Case Study Rubric for criteria).
2. Attain at least a medium effect size on either the Academic or Behavior Case Study using Cohen’s  $d$  (.30-2.80) or PNOD (46%-98%).
3. Resume or CV
4. Reflection and Professional Development Plan
5. Adherence to formatting requirements (e.g., page limit, inclusive of all required documents, error free, etc.)

Portfolios rated as “No Pass” will be evaluated by an additional school psychology faculty member. Students who receive a second “No Pass” rating on the Portfolio will be required to resubmit any portion of the Portfolio not meeting the minimum criteria described above.

**College of Education**  
**Graduate Programs Policy on Academic Integrity**  
**Approved 4.8.15, Amended 5.3.17**

#### Guiding Principles

- 1) The College of Education recognizes that developing scholarly writing skills is an essential component of graduate education. The College offers resources and support throughout students' careers so that they may learn and practice proper attribution skills and develop as scholarly writers.
- 2) An essential element in having a positive graduate learning experience is taking seriously one's educational responsibilities and adhering to principles of academic integrity. As with other forms of academic misconduct, cheating and plagiarism are considered to be a serious breach of academic integrity and may have serious consequences for a student's course grade and/or progress toward the degree.

#### Cheating and Plagiarism

Plagiarism occurs when a student presents the intellectual property of another person/s as if it were one's own, without giving the original author/s due credit for their work. This may occur unintentionally if a student is not careful while taking notes and/or appropriately citing sources for one's work. Students must paraphrase, summarize, or acknowledge another's work using appropriate references and citations following American Psychological Association (APA) style, which is the most frequently used citation style in educational research. Students are encouraged to review closely Academic Senate Policy 08-02 on Cheating and Plagiarism available at: [http://www.csulb.edu/divisions/aa/grad\\_undergrad/senate/documents/policy/2008/02/](http://www.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2008/02/)

#### Self-Plagiarism

Self-plagiarism is a form of plagiarism in which students submit portions of their previously submitted work as original work or build upon previously submitted work for a new assignment, doctoral qualifying paper, or culminating project (comprehensive exam, master's thesis or project, doctoral dissertation) without the consent of the current instructor, program, or supervisor of the culminating activity. The College of Education acknowledges that many assignments and projects are developmental in nature and that building upon prior work may be allowed or encouraged by faculty, programs, and supervisors in certain cases. Re-submission of previously submitted work as original or building upon previously submitted work without the approval of the instructor, program, or supervisor of the culminating activity constitutes self-plagiarism and will be addressed according to Academic Senate Policy 08-02.

#### Cheating or Plagiarism in Coursework

When a faculty member suspects a student of cheating or plagiarism, that faculty member has a recommended sequence of actions to take as outlined in Academic Senate Policy 08-02. The College of Education faculty agree that minimally the faculty member will:

1. Thoroughly investigate the work in question, including careful examination of any originality analysis reports (e.g., TurnItIn.com).

2. Meet with the student to discuss the issue to gain an understanding of the student's intent and explanation. As a result of the meeting, the faculty member may suggest skill development and referral to writing coaches, on-line resources, and/or the APA manual.
3. Make a decision on whether to pursue formal action, as outlined in Academic Senate Policy 08-02.
4. Complete the Student Academic Integrity Form, forwarding a copy to the student, department chair, and the Office of the Vice President of Student Affairs (VPSA) and the Office of the Provost.

#### Cheating and Plagiarism in Doctoral Qualifying Papers and Culminating Projects

Doctoral qualifying papers and culminating projects (comprehensive exams, master's theses and projects, doctoral dissertations) represent the highest level of graduate work and are outside the confines of a specific class and the purview of a single faculty member.

1. Doctoral qualifying papers and some culminating projects, such as comprehensive exams, master's theses and projects, doctoral dissertation proposals, and final dissertations may be submitted to a department created and moderated digital submission platform to be examined by originality analysis software.
2. When the detection report suggests that there is material from other sources, the appropriate program coordinator or administrator will notify the department chair and, if applicable, the appropriate supervising faculty member.
3. The appropriate supervising faculty member or department chair will conduct a thorough investigation of the document. If the faculty member/department chair finds that there is sufficient evidence to indicate plagiarism, a meeting will occur with the student to discuss the concern. At the conclusion of that meeting, the faculty member/department chair makes a decision as to whether plagiarism has occurred.

When plagiarism occurs in a qualifying paper or culminating project, the faculty member/department chair follows the guidelines below. Note that administrative-academic probation, which outlines specific actions and expectations that need to be completed in order to satisfactorily complete the program, will be used in all cases of plagiarism of qualifying papers and culminating projects.

1. Comprehensive Exams: student fails the exam, is referred to VPSA/Judicial Affairs for possible academic probation, suspension or expulsion, and is placed on administrative-academic probation via the College of Education.
2. Qualifying Papers: student fails the exam, is referred to VPSA/Judicial Affairs for possible academic probation, suspension or expulsion, and is placed on administrative-academic probation via the College of Education.
3. Master's Project or Thesis: student fails the course, is referred to VPSA/Judicial Affairs for possible academic probation, suspension or expulsion, and is placed on administrative-academic probation via the College of Education.
4. Dissertation Proposal: student fails the proposal defense, is referred to VPSA/Judicial Affairs for possible academic probation, suspension or expulsion, and is placed on administrative-academic probation via the College of Education.

5. Final Dissertation or Thesis: student fails the defense, is referred to VPSA/Judicial Affairs for possible academic probation, suspension or expulsion, and is placed on administrative-academic probation via the College of Education.

If, at any time while on administrative-academic probation related to cheating or plagiarism in a qualifying paper or culminating project, a subsequent violation occurs, action will be taken as outlined in the standing administrative-academic probation letter.

Cases of egregious plagiarism in doctoral qualifying papers and culminating projects may result in dismissal from the program.

### Matrix of Courses by NASP Domain

EDP Course	NASP DOMAIN									
	(1) Data-Based Decision Making and Accountability	(2) Consultation and Collaboration	(3) Intervention and Instructional Support to Develop Academic Skills	(4) Intervention and Mental Health Services to Develop Social and Life Skills	(5) Diversity in Development and Learning	(6) School-Wide Practices to Promote Learning	(7) Preventive and Responsive Services	(8) Family-School Collaboration Services	(9) Research and Program Evaluation	(10) Legal, Ethical, and Professional Practice
301/302				X	X		X			
419									X	
405	X	X		X		X				
517		X		X	X		X	X		X
520									X	
524A/B	X									X
524C	X		X		X					X
527	X	X	X		X	X				X
528	X	X	X	X	X	X	X	X	X	X
536	X	X		X		X		X		
560	X	X		X	X	X	X			X
579	X		X		X					X
518				X	X		X			
603				X	X		X			
641A/B	X				X	X			X	X
642A/B	X	X	X	X						X
643		X		X	X	X	X			X

### BENCHMARKS FOR ED.S DEGREE IN SCHOOL PSYCHOLOGY

The CSULB University Catalog (<http://www.csulb.edu/divisions/aa/catalog/current/index.html>) and CSULB School Psychology Program Student Handbook contain additional information regarding graduate study and the school psychology program at CSULB. Students are responsible for knowing the contents of these two documents.

Deadline	Activity	Document/Resource
Prior to enrollment	Meet with assigned advisor to schedule first year of courses (at minimum)	CSULB School Psychology Student Handbook pg. 20
YEAR 1		
Fall	Petition for Course Equivalencies (if any)	<a href="https://www.ced.csulb.edu/graduate/petition-course-equivalency">https://www.ced.csulb.edu/graduate/petition-course-equivalency</a>
Fall	Obtain Certificate of Clearance from CTC	<a href="https://www.ced.csulb.edu/credential-center/general-requirements">https://www.ced.csulb.edu/credential-center/general-requirements</a>
November	Complete and return Jonquil Memo	CSULB School Psychology Student Handbook
February 1 <sup>st</sup> *	Advancement to Candidacy (if thesis)	<a href="https://www.ced.csulb.edu/graduate/advancement-candidacy-information-and-forms">https://www.ced.csulb.edu/graduate/advancement-candidacy-information-and-forms</a>
March 1 <sup>st</sup> *	Apply for Thesis (if applicable)	<a href="https://www.ced.csulb.edu/graduate/ced-thesis-and-project-information-and-forms">https://www.ced.csulb.edu/graduate/ced-thesis-and-project-information-and-forms</a>
Spring	Secure Practica Placement	CSULB School Psychology Student Handbook
YEAR 2		
March 1 <sup>st</sup>	Apply for Fieldwork/Internship	<a href="https://www.ced.csulb.edu/graduate/fieldwork-application">https://www.ced.csulb.edu/graduate/fieldwork-application</a>
Spring	Secure Fieldwork/Internship Placement	CSULB School Psychology Student Handbook pgs.
February 1 <sup>st</sup> +	Advancement to Candidacy (if comps)	<a href="https://www.ced.csulb.edu/graduate/advancement-candidacy-information-and-forms">https://www.ced.csulb.edu/graduate/advancement-candidacy-information-and-forms</a>
March 1 <sup>st</sup> +	Apply for Thesis (if applicable)	<a href="https://www.ced.csulb.edu/graduate/ced-thesis-and-project-information-and-forms">https://www.ced.csulb.edu/graduate/ced-thesis-and-project-information-and-forms</a>
Spring <sup>^</sup>	Advancement to Candidacy (if comps)	<a href="https://www.ced.csulb.edu/graduate/advancement-candidacy-information-and-forms">https://www.ced.csulb.edu/graduate/advancement-candidacy-information-and-forms</a>
YEAR 3		
October 1 <sup>st</sup> ^	Apply for Comprehensive Exam (if applicable)	<a href="https://www.ced.csulb.edu/graduate/comprehensive-examination-information-and-forms">https://www.ced.csulb.edu/graduate/comprehensive-examination-information-and-forms</a>



October 15 <sup>th</sup>	Apply for Graduation	<a href="http://www.csulb.edu/registration-and-records/apply-graduate-graduate-students">http://www.csulb.edu/registration-and-records/apply-graduate-graduate-students</a>
Fall/Spring	Take Praxis II Exam	<a href="http://www.ets.org/praxis/nasp?WT.ac=praxishome_states_121126">http://www.ets.org/praxis/nasp?WT.ac=praxishome_states_121126</a>
Fall/Spring	Defend Thesis (if applicable)	
Spring <sup>^</sup>	Take Comprehensive Exam (if applicable)	

- \* If enrolling in EDP 698 Year 2
- + If enrolling in EDP 698 Year 3
- <sup>^</sup>If taking comprehensive exams