CSULB School Psychology Program Handbook

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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 K-12 education settings and provide direct and indirect psychological and academic support for students. The Educational Specialist degree (EdS) is based on units of coursework (plus 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

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

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

Register and confirm your class schedule at www.MyCSULB.edu. Do not wait to register. Classes with low enrollment will be canceled. 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 ad

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 le

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, 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.
engaging in broad and diverse service delivery. The designation of a credentialed school

Program faculty meet each month and a designated time is devoted to discussing student issues or

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 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 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

Opening a File at the Credential Center

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

College of Education Graduate Student Areas and Research Competitions
https://www.ced.csulb.edu/graduate/graduate-student-awards-and-research-competitions-0

College of Education Applications or 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.

with University Enrollment Services (BH 101) and notify their school psychology advisor and the

CED Graduate Studies Office https://www.ced.csulb.edu/graduate/welcome-newly-admitted-students
Located in EE-2, 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, prospective graduate students. Located on the 5th floor of the library, the GRSC 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 5th floor of the Library, the Thesis and Dissertation Office helps students prepare manuscripts using proper University formatting 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 two-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.htm) 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

Jonquil Student Advising Form
Educational Specialist Degree Program in School Psychology

Name: _____Advisor: _____Date: _____

CSULB School Psychology Program
Personal Competencies Review

Candidate: _____   Date: _____   Raters: _____

Review Period: Ratings:
<30 units and/or prior to practicum   **1 =** *Unsatisfactory; rarely demonstrates competency*
Completion of practica and prior to internship   **2 =** *Minimal; occasionally demonstrates competency*
Mid-internship or conclusion of internship   **3 =** *Satisfactory; usually demonstrates competency*
Other _____   **4 =** *Proficient; consistently demonstrates competency*

Competency	Unsatisfactory 1	Minimal 2	Satisfactory 3	Proficient	Points

Competency	Unsatisfactory 1	Minimal 2	Satisfactory 3	Proficient 4	Points
Reflective	Rarely, if ever, willing to suspend initial judgments, receptive to critical examination of multiple perspectives, generate effective/productive options, makes reasoned decisions with supporting evidence, make connections to previous reading, courses, and/or experiences.	Occasionally willing to suspend initial judgments, receptive to critical examination of multiple perspectives, generate effective/productive options, makes reasoned decisions, make connections to previous reading, courses, experiences.	Usually willing to suspend initial judgments, receptive to critical examination of multiple perspectives, generate effective/productive options, makes reasoned decisions with supporting evidence, make connections to previous reading, courses, and/or experiences.	Consistently willing to suspend initial judgments, receptive to critical examination of multiple perspectives, generate effective/productive options, makes reasoned decisions with supporting evidence, make connections to previous reading, courses, and/or experiences.	
Thoughtful & Responsive Listener	Rarely, if ever, demonstrates ability to thoughtfully listen and respond insights, needs, and concerns (e.g., ask questions, summarize points)	Occasionally demonstrates ability to thoughtfully listen and respond insights, needs, and concerns (e.g., ask questions, etc.)	Usually demonstrates ability to thoughtfully listen and respond insights, needs, and concerns (e.g., ask questions, summarize points)	Consistently demonstrates ability to thoughtfully listen and respond insights, needs, and concerns (e.g., ask questions, summarize points)	
Cooperative & Collaborative	Rarely, if ever, works to keep group on task, maximize individual talents, evenly distribute responsibility, etc.	Occasionally works to keep group on task, maximize individual talents, evenly distribute responsibility, etc	Usually works to keep group on task, maximize individual talents, evenly distribute responsibility, etc	Consistently works to keep group on task, maximize individual talents, evenly distribute responsibility, etc	
Respectful	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.	
Program Participation	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; seek 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.).	

Total Score: _____

Candidate:		Date:
Faculty:		

Area of concern: 　　　Attendance 　　　Preparedness 　　　Continuous learning 　　　Positive climate 　　　Reflective 　　　Thoughtful & responsive listening 　　　Cooperative/collaborative 　　　Respectful 　　　Other	Identify and describe the specific competency that initiated the concern:

Candidate Input: *candidate response/action related to identified area(s) of concern.*
1.
2.
3.
4.

Intervention: *course of action, person(s) responsible, and timeline to be accomplished.*	
1.	Date:
2.	Date:
3.	Date:

4.	Date:
Approval: *All parties agree to the course of action outlined above and agree to fulfill stated responsibilities.*	
	Date:
	Date:
Faculty Signature(s):	Date:
Other:	Date:
Next review scheduled for:	

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 Internship Portfolio, including all required documents, is due to the instructor of EDP 642B no later than March 1. The final Internship Portfolio is due to the instructor of ED P 642B by May 1st.

Guiding Principles

1) The College of Education recognizes that developing scholarly writing skills is an essential component of graduate educati

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.

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										