



California State University, Sacramento
College of Education, School Psychology Program
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<http://edweb.csus.edu/eds/psychology/index.html>

NOTIFICATION TO SCHOOL PSYCHOLOGY STUDENTS IN CREDENTIAL, MASTER’S, AND Ed.S. COURSES & CLINICAL PRACTICE REGARDING FACULTY COMMUNICATION FOR INDIVIDUAL ACADEMIC AND DISPOSITIONAL GROWTH AND DEVELOPMENT

The College of Education considers it essential to engage in ongoing evaluation of a student’s performance in both coursework and clinical practice experiences. To fairly evaluate school psychology candidates and support their preparation for careers in education, we use a variety of data to gain a sense of the academic and professional performance of the candidate. Our communication regarding your development follows the National Association of School Psychologists Standards for Graduate Preparation, which specifically states:

Extensive, intensive, and individualized faculty advisement, supervision, and mentoring of candidates during all components of coursework, practica, internships, and other program activities that are available from and provided primarily by school psychology program faculty members, as defined in Standard 1.2 (4.2)

Regular assessment in our program allows us to examine students’ skills through various skill development and clinical classes. Didactic courses provide a theoretical foundation and content development while clinical classes facilitate the development of appropriate skills and dispositions within a practice setting. Our ethics dictate that we attend to the development of skills, traits, knowledge, and dispositions through close supervision of our candidates. National Association of School Psychologist Standards for Graduate Preparation specify:

Close supervision of candidates by program faculty and qualified practicum supervisors, including appropriate performance-based evaluation, to ensure that candidates are developing professional work characteristics and designated competencies (3.1)

As part of this supervision it is important for faculty and supervisors (both CCDS and field-based supervisors who share the training responsibilities of school psychology students) to be able to discuss the performance of individual students. All faculty members (including part time faculty and non-paid field-based supervisors) are required to ensure that the CSUS school psychology program graduates only high quality professionals.

Finally, the field of school psychology dictates that we are to “do no harm.” The CSUS School Psychology Student Handbook states:

Determination of Fitness

The faculty of the School Psychology program is ultimately responsible to the children and families whom our graduates serve. Therefore, it is imperative that we consider the fitness of our candidates for the job of school psychologist. Such consideration requires us to look beyond academic work and consider personal characteristics critical to being a successful school psychologist. In selecting candidates for our program, we attend closely to these requirements. However, the faculty may also require a student to leave under specified terms, terminate a student's enrollment, or decline to award a degree or credential if faculty as a whole determines that this is in the best interests of the department or the community that it serves. Additionally, a student may be required to leave if it is determined that he/she is not qualified for admission to the school psychology profession because of factors other than academic standing. Determination about factors other than academic standing are made in accordance with the National Association of School Psychologists’ Principles for Professional Practice (http://www.nasponline.org/standards/2010standards/1_%20Ethical%20Principles.pdf) and the Standards for School Psychology (<http://www.nasponline.org/standards/2010standards.aspx>).

_____ (initial) I adhere to the NASP code of ethics and understand that I am also held to the *Standards of Student Conduct* as delineated under Title 5, California Code of Regulations, Section 41301 (which can be found in the Appendix C of the CSUS Catalog). In addition, students in school psychology are required to have read the School Psychology Student Handbook and are held to these policies regarding student conduct and ethical behavior.

_____ (initial) I give permission for instructors (including faculty members and field-based supervisors) to communicate with each other concerning my academic and/or professional performance and development during my enrollment in courses at California State University, Sacramento.

Student Signature: _____

Date: _____

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