

School Psychology Program Candidate Handbook



Graduate and Professional Studies in Education
College of Education
California State University, Sacramento

April 2024

School Psychology Program Milestones

Year	Semester	Milestone
1	1	1. Complete Prerequisite Guidance Form 2. Obtain Certificate of Clearance 3. Pass the CBEST 4. Complete GVAR, Step 1 ¹
	2	5. All prerequisites must be satisfied
2	3	6. M.A. & Ed.S. degrees Candidacy (Ed.S. Candidacy for individuals who already have a master's degree)
	4	7. M.A. degree requirements 8. Enroll in Internship Program
3	5	9. Begin 1,200 hour Internship Program
	6	10. Complete Internship Program 11. Obtain School Psychology Credential 12. Obtain Ed.S. Degree

Optional Post Graduation Milestones

Year	Milestone
4	1. National School Psychologist Certification 2. Begin 3000 hour LPCC Internship as an Associate Professional Clinical Counselor
5	3. Licensed Educational Psychologist Eligibility
6	4. Licensed Professional Clinical Counselor Eligibility

¹ The GVAR exam will be replaced by EPSY 201 starting in the fall of 2021.

College of Education's Mission

As a comprehensive college of education, we collaborate with our professional communities in preparing educators, counselors, and leaders, to serve as agents of positive social change. We give access to professional careers to students with diverse identities and backgrounds, and contribute to their personal growth. We provide informed advice and applied research services to the local educational community.

College of Education's Vision

- Our graduates will be sought after for their knowledge, practical skills, ability to work in interprofessional teams, and lead social change in diverse communities.
- Our faculty will be sought after to partner with and consult for their expertise in research, policy, and practice.
- We will achieve financial stability and invest in innovation.
- We will create a forward-looking, student-centered organizational culture, and enjoy each other's company.

If You Are Struggling, We Recommend

We expect you will find participation in the school psychology program very rewarding. However, if you find yourself struggling with any aspect of the program we recommend:

- Contacting a faculty member and discussing the concern. There are many supports available. While you should feel free to contact any faculty member with your concerns, faculty advisors are assigned by candidate last name and identified for you at the time of admission.
- Contacting and consulting with your candidate mentor. Often times the challenges you are facing are those that other candidates have faced.
- Educate yourself on resources available to you within the School Psychology Program, the College of Education, and the University, such as the
 - Reading and Writing Center (<https://www.csus.edu/writingcenter/>)
 - Counseling Center at the Well (<https://www.csus.edu/shcs/>)
 - English Language Institute (<https://www.cce.csus.edu/english-language-institute>)
 - Services for Students with Disabilities (<https://www.csus.edu/sswd/>)
 - Student Affairs' Financial Wellness link (<https://www.csus.edu/student-affairs/centers-programs/financial-wellness/>).
- If you are experiencing challenges with food, housing, finances or other unique circumstances that are impacting your education, help is just a phone call or email away! The CARES office provides case management support for any enrolled student. Email the CARES office at cares@csus.edu to speak with a case manager about the resources available to you. Check out the [CARES website](#).
- Your success is the Program's success. There are options if you are having a hard time for any reason within the Program, including going part-time. Consult with a faculty member, your advisor, or the program coordinator for more information.

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Every attempt has been made to ensure the accuracy of information in this Handbook. However, specific information can and does change over time. Consequently, it is critical that users of this Handbook double-check crucial information through other sources (e.g., Office of Graduate Studies for due dates). Ultimately, candidates themselves are responsible for knowing and following all degree and credential requirements, and all program deadlines.

PROGRAM OVERVIEW

California State University, Sacramento, School Psychology Program Mission Statement

The mission of the California State University, Sacramento (CSUS), School Psychology Program is to promote school psychology practices that lead to positive learning and life outcomes for children and adolescents. To that end, the program engages in research, the dissemination of knowledge, the promotion of culturally competent practice, and professional and community services that advance school psychology practices in Sacramento, California, the United States, and internationally.

Professional Preparation Model, Philosophy, and Knowledge Base

The CSUS School Psychology Program's professional preparation model is based on an applied problem-solving approach. The course of study is designed to convey the knowledge, skills, and abilities, and provide the practice necessary, to identify, understand, and address student learning and school adjustment challenges. Given the applied orientation of the program, practicum and fieldwork experiences are core components of the training model. Documenting the attainment of these practical skills is a professional practice portfolio kept by all candidates and evaluated at the end of each semester by school psychology faculty (See Appendix A for *The School Psychology Portfolio*). Completion of this portfolio is an essential element of the faculty's determination of readiness to begin practice as a credentialed school psychologist.

Effective interpersonal skills form a basis for effective practice. However, to be effective problem solvers, school psychologists must also have a broad knowledge base. This includes an understanding of human development, learning theory, socio-cultural and biological influences on development and behavior, psychoeducational assessment, consultation skills, and individual and group counseling abilities. Developing skills in program development and evaluation, research methods, inter-disciplinary collaboration, and utilization of community resources are also elements of the CSUS model.

The program is designed with the unique needs of the greater Sacramento region in mind. California has an ethnically, culturally, and linguistically diverse population. Therefore, it is imperative that school psychologists develop the knowledge, skills, and attitudes necessary for culturally competent practice. As a result, consideration of the special assets and needs of minoritized populations, such as Black, indigenous, and people of color (BIPOC) lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) youth, and foster youth, is infused into coursework.

We believe it is important for our school psychology candidates to become self-directed life-long learners, in addition to developing the specific professional skills that allow them to begin their school psychology practice. To that end, the program includes self-directed learning activities and provides first-hand experiences applying knowledge to practice. Therefore, as candidates progress through the program they have increasing opportunities to work in applied settings that complement university-based coursework.

Consistent with the goal of developing lifelong learners, the program's model is also designed to develop reflective practitioners. The ability to reflect on one's practice is critical to ongoing professional development. Therefore, we design learning experiences that stimulate reflection

about learning, practicum, and field experiences. By doing so, we hope that CSUS school psychology candidates come to better understand themselves, learn strategies for applying knowledge to practice, and develop an evolving professional identity.

Learning Outcomes

Consistent with *The Professional Standards of the National Association of School Psychologists*, it is expected that as practicing school psychologists program graduates will:

- Apply professional practice dispositions (including advocating in the best interest of the children served by their organizations).
- Apply professional skills through reflective practice, critical thinking, and attention to current research.
- Analyze the structure of schools and other agencies that serve students with special needs (including both general and special education student populations);
- Apply knowledge and skills when working within a multi-tiered system of support.
- Analyze and systemize data to provide a broad range of prevention, early intervention, and longer-term school psychological services
- Apply a wide range of methods in assessing the needs of school aged youth.
- Evaluate programs and services with an awareness of organizational change strategies.
- Apply empirically supported individual and group counseling approaches that reframe problems with the goal of developing strategies for solutions.
- Apply empirically supported consultation approaches that reframe problems with the goal of developing strategies for solutions.
- Apply knowledge and skills necessary to provide immediate mental health crisis interventions.
- Demonstrate knowledge of the specialized needs of diverse student populations, including issues of culture, unique learning needs, and diverse lifestyles and orientations.
- Demonstrate the ability to apply collaborative consultation with schools and families in implementing interventions.
- Apply practices that are consistent with ethical and legal standards of the profession, including demonstrating understanding of special education regulations.
- Apply effective instructional practices and use this knowledge in fostering student emotional, cognitive, and academic development.

Alignment with the NASP (2020 and CCTC 2019) Standards²

The CSUS School Psychology Program is a National Association of School Psychologists (NASP) Accredited Program. The following Table documents how the program is consistent with the NASP (2020) *Standards for Graduate Preparation of School Psychologists* and the 10 domains of school psychology practice.

² See pages 11 and 12 for course sequence and course titles

School Psychology Background Knowledge

Domain	Year	CSUS School Psychology Course
1. Data-Based Decision Making	1	EPSY 250, EPSY 201, EPSY 231, EPSY 241, EPSY 242A, EPSY 245, EPSY 248, EPSY 440
	2	EPSY 240, EPSY 243A/B, EPSY 244, EPSY 246A, EPSY 247, EPSY 439A/B
	Intern	EPSY 239, EPSY 441A/B
2. Consultation and Collaboration	1	EPSY 201; EPSY 231, EPSY 242A, EPSY 245, EPSY 248, EPSY 440
	2	EPSY 240, EPSY 243A/B, EPSY 246A, EPSY 246B, EPSY 247, EPSY 439A/B
	Intern	EPSY 441A/B
3. Academic Interventions and Instructional Supports	1	EPSY 245
	2	EPSY 244, EPSY 246A, EPSY 247, EPSY 439A/B
	Intern	EPSY 441A/B
4. Mental and Behavioral Health Services and Interventions	1	EPSY 220, EPSY 231, EPSY 241, EPSY 245; EPSY 440
	2	EPSY 240, EPSY 246B, EPSY 439A/B
	Intern	EPSY 441A/B
5. School-Wide Practices to Promote Learning	1	EPSY 231, EPSY 245
	2	EPSY 240, EPSY 244, EPSY 246A, EPSY 439A/B
	Intern	EPSY 441A/B
6. Services to Promote Safe and Supportive Schools	1	EPSY 220, EPSY 201, EPSY 231, EPSY 245
	2	EPSY 240, EPSY 246B, EPSY 247, EPSY 439A/B
	Intern	EPSY 441A/B
7. Family, School, and Community Collaboration	1	EPSY 250, EPSY 231, EPSY 241, EPSY 245, EPSY 248, EPSY 440
	2	EPSY 244, EPSY 247, EPSY 439A/B
	Intern	EPSY 441A/B
8. Equitable Practices for Diverse Student Populations	1	EPSY 221, EPSY 201, EPSY 231, EPSY 241, EPSY 242A, EPSY 245, EPSY 248, EPSY 440
	2	EPSY 240, EPSY 244, EPSY 246B, EPSY 247, EPSY 439A/B
	Intern	EPSY 239, EPSY 441A/B, EPSY 541
9. Research and Evidence-Based Practice	1	EPSY 250, EPSY 201, EPSY 231, EPSY 241, EPSY 242A, EPSY 245, EPSY 246A, EPSY 248, EPSY 440
	2	EPSY 243A/B, EPSY 244
	Intern	EPSY 239, EPSY 540 or 542, EPSY 541
10. Legal, Ethical, and Professional Practice	1	EPSY 220, EPSY 201, EPSY 231, EPSY 241, EPSY 242A, EPSY 245, EPSY 248, EPSY 440
	2	EPSY 240, EPSY 243A/B, EPSY 244, EPSY 246B, EPSY 247, EPSY 439A/B
	Intern	EPSY 239, EPSY 441A/B, EPSY 541

School Psychology Applied Skill Practice

Domain	Year	CSUS School Psychology Course
1. Data-Based Decision Making	1	EPSY 201, EPSY 231, EPSY 241, EPSY 242B, EPSY 440
	2	EPSY 240, EPSY 243A/B, EPSY 244, EPSY 246A, EPSY 249, EPSY 439A/B
	Intern	EPSY 239, EPSY 441A/B, EPSY 540 or 542
2. Consultation and Collaboration	1	EPSY 201, EPSY 231, EPSY 241, EPSY 440
	2	EPSY 240, EPSY 239, EPSY 243A/B, EPSY 246A, EPSY 439A/B,
	Intern	EPSY 441A/B
3. Academic Interventions and Instructional Supports	1	EPSY 440
	2	EPSY 243A/B, EPSY 244, EPSY 246A, EPSY 249, EPSY 439A/B
	Intern	EPSY 441A/B
4. Mental and Behavioral Health Services and Interventions	1	EPSY 231, EPSY 241, EPSY 440
	2	EPSY 240, EPSY 243A/B, EPSY 244, EPSY 246B, EPSY 249, EPSY 439A/B
	Intern	EPSY 441A/B
5. School-Wide Practices to Promote Learning	1	EPSY 231
	2	EPSY 240, EPSY 439A/B
	Intern	EPSY 441A/B
6. Services to Promote Safe and Supportive Schools	1	EPSY 201, EPSY 231
	2	EPSY 439A/B
	Intern	EPSY 441A/B
7. Family, School, and Community Collaboration	1	EPSY 231, EPSY 241, EPSY 440
	2	EPSY 243A/B, EPSY 439A/B
	Intern	EPSY 441A/B
8. Equitable Practices for Diverse Student Populations	1	EPSY 201, EPSY 231, EPSY 241, EPSY 440, EPSY 221
	2	EPSY 243A/B, EPSY 439A/B, EPSY 201
	Intern	EPSY 239, EPSY 441A/B, EPSY 541
9. Research and Evidence-Based Practice	1	EPSY 201, EPSY 231, EPSY 241, EPSY 440
	2	EPSY 243A/B, EPSY 244, EPSY 249, EPSY 439A/B
	Intern	EPSY 239, EPSY 441A/B, EPSY 540 or 542, EPSY 541
10. Legal, Ethical, and Professional Practice	1	EPSY 201, EPSY 231, EPSY 241, EPSY 440
	2	EPSY 243A/B, EPSY 244, EPSY 249, EPSY 439A/B
	Intern	EPSY 239, EPSY 441A/B, EPSY 541

Each of these NASP domains align with the California Commission on Teacher Credentialing’s (CCTC) School Psychology Performance Expectations (SPPE). Depending upon the instructor additional NASP Domains may be addressed within a given course in a given semester.

Admission Criteria

The CSUS School Psychology Program uses the following criteria and weights for graduate admissions:

1. Scholastic achievement (20 points; primarily based on GPA. GRE scores may also be used, but only to increase the rating. Prerequisite course performance factors into this rating.)
2. Statement of purpose (15 points; 50% Writing, i.e., well written; no grammar, spelling, or syntax errors; and 50% knowledge of the field of school psychology). Note: A separate writing sample is obtained immediately after the interview and may be used to adjust this rating.
3. Work experience (10 points; professional school-based mental health or special education work is optimal. Teaching experience preferred. Some work within schools and/or with children expected.)
4. Letters of reference (15 points)
5. Language facility in a language other than English and demonstration of cultural competence (10 points)
6. Interview (30 points; Elements included in this rating are (a) interview arrival time demonstrates punctuality; (b) presents a professional appearance; (c) arrives prepared for interview (e.g., brings necessary documents); (d) listens actively to interviewers' questions and comments; (e) demonstrates ability in oral expression with interview committee; (f) asks questions that suggest thorough preparation; (g) responses suggest the ability to respond to difficult situations with self-control; (h) responses suggest good judgment and common sense; (i) responses suggest the ability to relate well to children and adolescents; (j) responses suggest the ability to relate well to school personnel; (k) responses suggest ability to relate well with culturally/linguistically diverse students, families, and colleagues; (l) responses suggests initiative and resourcefulness; (m) responses suggest an awareness of personal capabilities and limitations; (n) responses suggest an awareness of the scope and limitations of the role of school psychologist; (o) shows evidence of continuing self-evaluation and commitment to professional growth

The school psychology program's Graduate Admission Committee members review and rank application materials. All tenure/tenure-track faculty members participate in paper screening all applications and select candidates for individual interviews and are involved in the interview process. The branch chairperson serves as the programs appeal officer.

Candidates who fail to meet basic qualification standards (e.g., missing many prerequisites, low GPA) are not interviewed and on the basis of these clear deficiencies are not be granted admission to the program.

The highest ranked candidates (number dependent upon on number of qualified candidates) who meet basic qualification standards are interviewed. The interview teams typically include one tenured faculty member, one practicing school psychologist, and one second year school psychology candidates. However, the composition of the interview committees may be altered if interviewers to fill each of these categories are not available. Although elements 1, 2, 3, and 4 of the above listed admission criteria are rated by tenure/tenure track faculty during the paper screening process. All interview panel members have the authority to conduct independent reviews of all materials and can adjust the ratings for evaluation criteria 1 through 4. No committee member sees the rankings of others until all panel members have made their initial admission recommendations. Each panel uses standard interview questions, and all candidates are asked identical questions and are expected to provide ratings for items 5 and 6 of the above

listed admissions criteria. The interviews are scored according to demonstration of meeting the above listed criteria.

After the interviews, candidate performance is evaluated using the criteria described above. Graduate committee admissions members review applicants and rank all qualified candidates. Candidates judged not to be qualified for admission are not ranked. Depending on space available in the School Psychology Program the top ranked candidates will be offered admission. Lower ranked candidates will be placed on a waiting list.

Course of Study

There are two possible degrees offered, completion of which is also associated with obtaining a Pupil Personnel Services (PPS) School Psychology credential. The two degrees are:

1. Master of Arts (M.A.) in School Psychology
2. Specialist in Education (Ed.S.) in School Psychology

Completion of all of the coursework required for the M.A. in School Psychology, as well as additional course work specific to the PPS credential, results in eligibility for the School Psychology Program's Internship Program. Successful completion of the Internship Program results in eligibility for the PPS School Psychology credential. The Ed.S. in School Psychology requires all of M.A. and PPS coursework, as well as an additional seminar and culminating experience. Candidates who already possess an advanced degree may be able to waive some courses specific to the M.A. in School Psychology and/or Ed.S. in School Psychology degrees. However, when doing so candidates are cautioned to attend to the University's rules for the "currency" of graduate course work applied to a graduate degree awarded by CSUS.³

Upon admission to the program, candidates are assigned to an advisor who helps plan the course of studies. Full-time candidates can complete the entire degree and credential sequence in six semesters. Part-time candidates can complete the entire degree and credential sequence in ten semesters. The planned course of study is based upon two considerations. First, courses that are foundational to later course work are taken in the appropriate order. Second, courses that provide complementary learning opportunities are offered within the same semester.

Prerequisite Requirements

Prerequisite coursework and experiences provide school psychology credential candidates with background knowledge judged important to successfully completing the program. Candidates should consult with an advisor if they have questions about whether or not any of their prior coursework or work experiences have provided this necessary background knowledge. Once admitted to the program, candidates are required to submit to their advisor a *Prerequisite Guidance Form* (Appendix B), and it is expected that all prerequisites are met by the end of their first year as a student in the program. An outline of the prerequisite experiences, and specific CSUS undergraduate courses that would meet these prerequisites, are as follows:

³ For additional information on currency go to https://www.csus.edu/graduate-studies/current-students/internal/documents/graduate_course_currency_certform.pdf

Experience (course)⁴

1. A basic understanding of abnormal psychology (e.g., PSY 168)
2. Knowledge of special education and the education of exceptional learners (e.g., EDUC 100A)
3. Experience with exceptional learners in a special education setting (e.g., EDUC 100B)
4. Knowledge of descriptive statistics (e.g., STAT 1)
5. An introduction to the counseling profession (e.g., EDUC 155)
6. Instruction regarding issues of diversity (e.g., EDUC 156)
7. Instruction and/or experiences teaching school aged youth (e.g., EDUC 125A and EDUC 125B)
8. Taking and passing the California Basic Educational Skills Test (CBEST)

Incoming school psychology candidates should obtain a *Prerequisite Guidance Form* (from this handbook) complete and review it with their advisor. With this form School Psychology Program advisors monitor completion of prerequisites until they are completed, at which time they are passed on to the Program Coordinator.

Master's of Arts (M.A.) in School Psychology Requirements

The M.A. in School Psychology requires completion of the program prerequisites or their equivalents and 42-45 units⁵ of coursework with a minimum cumulative 3.0 GPA. No single course in which a candidate receives a grade below "B-" will be counted as credit toward the degree unless the candidate has petitioned for acceptance of the course, and the petition has been approved by the School Psychology Program faculty. A minimum of 21 of these units must be taken in residence at CSUS. Use of extension courses must be approved by the advisor. Enrollment in Special Problems (EPSY 299) will only be granted under exceptional circumstances.

Successful completion of the following courses are required for the M.A. in School Psychology:

Units	Course	Title
3	EPSY 221	Equity Considerations for School Psychologists
3	EPSY 231	Group Process in School Psychology
3	EPSY 245	Psychology in the Schools
3	EPSY 248	Human Development and Learning
3	EPSY 201	Legal Issues in Special Education
3	EPSY 241	Counseling and Psychotherapy for School Psychologists
3	EPSY 242A	Cognitive Assessment
3	EPSY 250	Educational Research
3	EPSY 440	Practicum in Counseling for School Psychologists
3	EPSY 240	Functional Assessment of Behavior
3	EPSY 244	Social, Emotional, and Behavioral Assessment
3	EPSY 246A	Preventive Academic Interventions
3	EPSY 246B	Preventive Mental Health Interventions
3	EPSY 247	Assessment of Special Needs
3	EPSY 249	Special Seminar: School Psychology ⁶ - OR -
4-6	EPSY 541	Master's Project: Education (School Psychology) ⁷

⁴ Effective fall 2022.

⁵ To also obtain the Pupil Personnel Services School Psychology credential additional course work is required resulting in a minimum total of 61 units.

⁶ EPSY 249 credit received upon passage of the Culminating Exam.

⁷ Both the *Special Seminar: School Psychology* (EPSY 249) course and the *Master's Project: Education* (School Psychology, EPSY 541) meet the M.A. School Psychology culminating experience requirement. Candidates select one or the other.

Advancement to Candidacy

Students working toward a master's degree must file an application for *Advancement to Candidacy*, indicating a proposed program of study. This procedure should begin as soon as the classified graduate student has:

- been assigned an advisor;
- removed any deficiencies in admission requirements;
- completed 24 units of content knowledge elective units with a minimum 3.0 GPA; and
- satisfied the Writing Placement for Graduate Students (WPG) requirement within the first two semesters of coursework at California State University, Sacramento.⁸

Advancement to Candidacy forms are available on the Office of Graduate Studies website. The candidate fills out the form after planning a degree program in consultation with a faculty advisor and approved by the Graduate Coordinator. The completed form is then returned to the Office of Graduate Studies for approval. Please note deadline dates posted by the Office of Graduate Studies for submission of this form.

Reservation for Culminating Experience

The M.A. Seminar EPSY 249 and M.A. Project EPSY 541 require candidates to file and have approved a *Reservation Form* the semester before intended registration. Enrollment in this culminating experience (Project or M.A. Seminar) may occur only after advancement to candidacy.

Applying for Graduation

Prior to graduation, an *Application for Graduation* must be filed in the Office of Graduate Studies by the deadline and all coursework leading to this master's degree must be completed within a seven year period. Please note deadline dates posted by the Office of Graduate Studies for submission of this form. When filling out this form select M.A. as the degree designation and write School Psychology under program name (there is no “concentration”).

Pupil Personnel Services (PPS) School Psychology Credential Requirements

The PPS School Psychology Credential requires completion of the program prerequisites or their equivalents and 61-68 units of course work with a minimum cumulative 3.0 GPA. No single course in which the candidate receives a grade below “B-“ will be counted toward meeting credential requirements unless the candidate has petitioned for acceptance of the course, and the petition has been approved by School Psychology Program faculty.

Successful completion of the program outlined above for the M.A. in School Psychology, plus the additional coursework listed below, are required to be recommended for the PPS School Psychology credential. Credential candidates who had taken graduate course work prior to beginning the PPS School Psychology Credential program may (with the approval of relevant faculty) substitute such course work for selected courses. In addition to all M.A. in School Psychology course work, to be eligible for the Internship Program credential candidates must successfully complete the following:

⁸ Effective fall 2021 this requirement can be met by obtaining a grade of “B” or higher in EPSY 201, Legal Issues in Special Education.

Units	Course	Title
4	EPSY 242B	<i>Cognitive Assessment Lab</i>
3	EPSY 243A	<i>Assessment Practicum</i>
3	EPSY 243B	<i>Assessment Practicum</i>
3-6	EPSY 439A	<i>Early Fieldwork in School Psychology</i>
3-6	EPSY 439B	<i>Early Fieldwork in School Psychology</i>
Passing the <i>Praxis Series</i> ® School Psychologist examination ⁹		

The PPS School Psychology Credential requires completion of the program outlined above for the M.A. in School Psychology and the School Psychology Internship Program, plus the following:

Units	Course	Title
15	EPSY 441A	<i>Internship in School Psychology</i>
15	EPSY 441B	<i>Internship in School Psychology</i>

Specialist in Education (Ed.S.) in School Psychology Requirements

Finally, the Specialist in Education (Ed.S.) in School Psychology requires the completion of the program prerequisites and 100-107 units with a minimum cumulative 3.0 GPA. No single course in which a candidate receives a grade below "B-" will be counted as credit toward the degree unless the candidate has petitioned for acceptance of the course, and the petition has been approved by School Psychology Program faculty.

Required course work includes all of the coursework for the M.A. in School Psychology, the School Psychology Internship and having been recommended for the PPS School Psychology credential, plus the following courses.

Units	Course	Title
3	EPSY 239	<i>Education Specialist Seminar</i>
4-6	EPSY 540	<i>Education Specialist Thesis: School Psychology -OR-</i>
4-6	EPSY 542	<i>Education Specialist Project: School Psychology</i> ¹⁰

For students who were awarded an appropriate M.A. degree before beginning the Ed.S. in School Psychology Program, a faculty approved 3 unit elective is substituted for EPSY 249 or EPSY 541.

⁹ For full-time students, the *Praxis Series*® School Psychologist examination is typically taken during the spring semester of the second year or, for part-time students, during the semester that all coursework necessary for the Internship is to be completed. Passing this exam also meets half of the Master's Exam option for the M.A. in School Psychology culminating experience (with the other half being the Master's Case Study exam that is associated with EPSY 249, *Special Seminar: School Psychology*). As of September 2016, the passing *Praxis Series*® School Psychologist examination score is 147.

¹⁰ Both the *Education Specialist Thesis: School Psychology* (EPSY 540) and the *Education Specialist Project: School Psychology* (EPSY 542) meet the Ed.S. in School Psychology degree culminating experience requirement. Candidates select one or the other. Candidates who plan to complete a Thesis or Project within one semester should always enroll in these courses for six (6) units.

Advancement to Candidacy

Students must advance to candidacy prior to enrolling in EPSY 540 or EPSY 542 and typically do so at the same time they were advanced to M.A. candidate status. *Advancement to Candidacy* forms are available in the Department office and the Office of Graduate Studies website.

Reservation for Culminating Experience

The Ed.S. Thesis (EPSY 540) and Project (EPSY 542) require candidates to file and have approved a *Reservation Form* the semester before intended registration. Enrollment in this culminating experience (Thesis or Project) may occur only after advancement to candidacy.

Applying for Graduation

Before graduation, an *Application for Graduation* with an Ed.S. in School Psychology must be filed in the Office of Graduate Studies by the deadline date published in the Schedule of Classes. When filling out this form select Ed.S. as the degree designation and write School Psychology under program name (there is no “concentration”).

Recommended Course Sequence

The following Table offers the suggested course sequence for the M.A. in School Psychology and Ed.S. in School Psychology degrees, and the School Psychology Internship Program and Pupil Personnel Services School Psychology credential for candidates planning on full time enrollment status. Part time candidates, and those who already completed graduate course work at the time of admission, are to consult with an advisor to determine their specific courses and course sequence. The part-time course sequence is offered on the following page.

Full-Time Candidate Required Course Sequence (starting Fall 2023)

MA in School Psychology, Ed.S.in School Psychology, and PPS School Psychology Credential

<i>First Semester</i>	Course Title	Units	
EPSY 221	<i>Equity Considerations for School Psychologists</i>	3	
EPSY 231	<i>Group Process in School Psychology</i>	3	
EPSY 245	<i>Psychology in the Schools</i>	3	
EPSY 248	<i>Human Development and Learning</i>	3	
EPSY 201	<i>Legal Aspects of Special Education</i>	3	
			15 Semester Units
<i>Second Semester</i>			
EPSY 241	<i>Counseling and Psychotherapy for School Psychologists</i>	3	
EPSY 242A	<i>Cognitive Assessment</i>	3	
EPSY 242B	<i>Cognitive Assessment Lab</i>	4	60 hrs. of on-campus agency practicum
EPSY 250	<i>Educational Research</i>	3	
EPSY 440	<i>Practicum in Counseling for School Psychologists</i>	3	64 hrs. of P-12 fieldwork
			16 Semester Units
<i>Third Semester</i>			
EPSY 240	<i>Functional Assessment of Behavior</i>	3	10 hrs. of P-12 fieldwork
EPSY 243A	<i>Assessment Practicum</i>	3	60 hrs. of on-campus agency practicum
EPSY 244	<i>Social, Emotional, and Behavioral Assessment</i>	3	
EPSY 246A	<i>Preventive Academic Interventions</i>	3	10 hrs. of P-12 fieldwork
EPSY 439A	<i>Early Fieldwork in School Psychology (3 unit min.)</i>	3-6	112.5 hrs. of P-12 fieldwork (7.5 hrs. per week)
			15-18 Semester Units
<i>Fourth Semester</i>			
EPSY 243B	<i>Assessment Practicum</i>	3	60 hrs. of on-campus agency practicum
EPSY 247	<i>Assessment of Special Needs</i>	3	
EPSY 246B	<i>Preventive Psychological Interventions</i>	3	
EPSY 439B	<i>Early Fieldwork in School Psychology (3 unit min.)</i>	3-6	112.5 hrs. of P-12 fieldwork (7.5 hrs. per week)
EPSY 249	<i>Special Seminar: School Psychology</i>	3-6	3 units for Special Seminar
or EPSY 541	<i>Master's Project: Education/School Psychology</i>	3-6	6 units if completing a Project in one semester
			15-21 Semester Units
<i>Fifth Semester</i>			
EPSY 441A	<i>Internship in School Psychology</i>	15	
EPSY 239	<i>Education Specialist Seminar</i>	3	
			18 Semester Units
<i>Sixth Semester</i>			
EPSY 441B	<i>Internship in School Psychology</i>	15	
EPSY 540	<i>Education Specialist Thesis: School Psychology</i>	4-6	6 units if completing in 1 semester
or EPSY 542	<i>Education Specialist Project: School Psychology</i>	4-6	6 units if completing in 1 semester
			21 Semester Units
PROGRAM TOTAL			100-109 Semester Units

Part-Time Candidate Required Course Sequence (starting Fall 2023)

MA in School Psychology, Ed.S.in School Psychology, and PPS School Psychology Credential

<i>First Semester</i>	Course Title	Units	
EPSY 245	<i>Psychology in the Schools</i>	3	
EPSY 201	<i>Legal Aspects of Special Education</i>	3	
			6 Semester Units
<i>Second Semester</i>			
EPSY 241	<i>Counseling and Psychotherapy for School Psychologists</i>	3	
EPSY 250	<i>Educational Research</i>	3	
EPSY 440	<i>Practicum in Counseling for School Psychologists</i>	3	64 hrs. of P-12 fieldwork
			9 Semester Units
<i>Third Semester</i>			
EPSY 231	<i>Group Process in School Psychology</i>	3	
EPSY 248	<i>Human Development and Learning</i>	3	
EPSY 221	<i>Equity Considerations for School Psychologists</i>	3	
			9 Semester Units
<i>Fourth Semester</i>			
EPSY 242A	<i>Cognitive Assessment</i>	3	
EPSY 242B	<i>Cognitive Assessment Lab</i>	4	60 hrs. of on-campus agency practicum
			7 Semester Units
<i>Fifth Semester</i>			
EPSY 243A	<i>Practicum in Assessment</i>	3	60 hrs. of on-campus agency practicum
EPSY 244	<i>Social, Emotional, and Behavioral Assessment</i>	3	
EPSY 246A	<i>Preventive Academic Interventions</i>	3	10 hrs. of P-12 fieldwork
EPSY 439A	<i>Early Fieldwork in School Psychology (2 unit min.)</i>	2-4	75 hrs. of P-12 fieldwork (5 hrs. per week)
			11-13 Semester Units
<i>Sixth Semester</i>			
EPSY 243B	<i>Practicum Assessment</i>	3	60 hrs. of on-campus agency practicum
EPSY 247	<i>Assessment of Special Needs</i>	3	
EPSY 246B	<i>Preventive Mental Health Interventions</i>	3	
			9 Semester Units
<i>Seventh Semester</i>			
EPSY 240	<i>Functional Assessment of Behavior</i>	3	10 hrs. of P-12 fieldwork
EPSY 439B	<i>Early Fieldwork in School Psychology</i>	2-4	75 hrs. of P-12 fieldwork (5 hrs. per week)
			5-7 Semester Units
<i>Eighth Semester</i>			
EPSY 439C	<i>Early Fieldwork in School Psychology (2 unit min.)</i>	2-4	75 hrs. of P-12 fieldwork (5 hrs. per week)
EPSY 249, or	<i>Special Seminar: School Psychology</i>	3-6	3 units for Special Seminar 6 units if completing a Project in one semester
EPSY 541	<i>Master's Project: Education (School Psychology)*</i>		
			5-10 Semester Units
<i>Ninth Semester</i>			
EPSY 441A	<i>Internship in School Psychology</i>	15	
EPSY 239	<i>Education Specialist Seminar</i>	3	
			18 Semester Units
<i>Tenth Semester</i>			
EPSY 441B	<i>Internship in School Psychology</i>	15	
EPSY 540 or EPSY 542	<i>Education Specialist Thesis: School Psychology Education Specialist Project: School Psychology</i>	4-6	6 units if completing in 1 semester
			21 Semester Units
PROGRAM TOTAL			100-107 Semester Units

Preschool-Grade 12 Field-Based and University Clinic Practicum Experiences (485 Hours)¹¹

Opportunities to practice providing school psychological services is an integral part of the CSUS School Psychology Program and is designed to complement and extend classroom-based instruction and learning. It is through field experiences, and the processing of those experiences, that candidates integrate theory and practice, and develop the skill of reflection. Field-based experiences occur through the sequence of instruction and as a part of didactic courses.

Practical experiences occur throughout the program. They are outlined below according to the semester during which they generally take place for the full-time school psychology credential candidate (as delineated on p. 10, the part-time schedule expands the six full time semesters to ten semesters).

Semester One

As a part of *Psychology in the Schools* (EPSY 245), candidates spend a minimum of 16 hours in field-based directed observations designed to acquaint candidates with the operation of schools, the role of school psychologists, and the variety of special education programs available. As part of *Group Process in School Psychology* (EPSY 231), candidates observe a school-based counseling group.

Semester Two

As part of *Cognitive Assessment* (EPSY 242B), candidates first practice using different testing instruments and, when proficient, test clients referred to the CSUS Center for Counseling and Diagnostic Services (CCDS) for a minimum of 60 hours. Individual rooms with one-way mirrors allow supervisors to provide real-time supervision to school psychology candidates. In the *Practicum in Counseling for School Psychologists* (EPSY 440), candidates work with children and/or families referred to a school-based clinic for a minimum of 64 hours.

Semester Three

Early Fieldwork in School Psychology (EPSY 439A) requires candidates to spend a minimum of 112.5 hours in a school setting. Placements are mutually agreed upon by the university, the fieldworker, and the participating school district. The *School Psychology Early Fieldwork Expectations Form* (Appendix C) outlines the respective responsibilities of fieldworkers, school districts, and the university. Fieldwork experiences include counseling, and behavioral and academic consultations/intervention design (which are also assignments in *Functional Assessment of Behavior*, EPSY 240 (10 additional hours), and *Preventive Academic Interventions*, EPSY 246A (10 additional hours); which add an additional 20 hours toward the preschool to 12th grade fieldwork total. University based seminar discussions facilitate the integration of theory and real-life practice. This semester candidates also begin the first of two semesters in the CSUS CCDS. This semester candidates spend 60 hours evaluating clients referred to our university based clinic due to school related difficulties and gain practice writing psychoeducational reports (*Assessment Practicum*, EPSY 243A).

¹¹ Per the CCTC a “minimum of 450 clock hours of practicum is required” before beginning the School Psychology Internship Program.

Semester Four

Candidates continue with *Early Fieldwork in School Psychology* assignments (EPSY 439B) and are required to spend a minimum of 112.5 hours engaging in more complex activities as their competencies increase. At this point, candidates are able to practice all aspects of the school psychologist's role (including psychoeducational assessment); and many have become an integral part of Student Study Teams at their school sites. By the end of this semester candidates typically have a minimum of 309 hours of fieldwork in preschool to grade 12 settings (across EPSY 439A, 439B, and inclusive of EPSY 440's 64 hours of school-based counseling practicum, EPSY 240's 10 hours of functional behavior assessment, and EPSY 246A's 10 hours of single case academic intervention) before being eligible for the school psychology internship.

This semester candidates also spend a second semester (60 hours) conducting evaluations and writing complete psychoeducational reports in the CCDS (*Assessment Practicum*, EPSY 243B), and complete at least three complete evaluations and one additional cognitive assessment at their early fieldwork site (*Early Fieldwork in School Psychology*, EPSY 439B). By the end of this semester candidates must have a minimum of 180 hours of work in our university's CCDS clinic (across EPSY 242B, 243A, and 243B) before being eligible for the school psychology internship.¹² School district supervisors complete the electronic *CSUS School Psychology Program Early Fieldwork Evaluation* (Appendix D) at the conclusion of each semester of fieldwork (EPSY 439A and 439B). This document serves to alert fieldworkers and their supervisors to areas of strength and weakness, and to any areas in which candidates are lacking experience. Fieldworkers and supervisors also complete a *Fieldwork Hours Log* (Appendix E) documenting practice and supervision hours, and activities for the fieldworker.

Assessment and Counseling Practica

As presented above, the Assessment Practicum experiences take place both in the field (as part of EPSY 439B) and at the CCDS (as part of EPSY 242B, EPSY 243A and EPSY 243B). Under the supervision of CSUS faculty, the CCDS experience provides opportunities for candidates to not only practice psychoeducational assessment skills, but also to provide a community service. In the assessment practica, the use of assessment instruments is taught with hands-on experience in administration, scoring, and interpretation. Candidates assess children from the community, consult with their families, interpret assessment results, and write comprehensive psychoeducational reports. Because of the demands to learn new assessment tools and to write comprehensive reports, this practica is often viewed as one of the most demanding elements of the School Psychology Program.

All counseling practicums take place at local school sites, and places an emphasis on the application of counseling theories and integration of one's own counseling approach into practical application. As mentioned above, a total of 64 school-based fieldwork hours are obtained during this counseling practicum.

¹² Per the CCTC, "up to 150 hours of [practicum] experience may be offered through on-campus agencies (for example, child study center, psychology clinic, relevant educational research or evaluation activities), or community agencies (for example, private schools, community mental health centers)."

There are ethical and legal standards guiding practica activities. These standards protect clients, supervisors, and candidates. The issue of confidentiality is both an ethical and legal issue. Information obtained during practica is considered privileged, must be protected, and should never be discussed outside practica without signed consent of the parent. Protecting client confidentiality includes ensuring that such information is not transmitted electronically nor permanently stored on personal computers. Exceptions to this rule include suspected child abuse, elder abuse, dependent adult abuse, and imminent danger of harm to oneself or another. Supervisor should be advised immediately of any cases suspected of falling into one of these categories. Under such circumstances, disclosure is mandatory and is not a violation of professional ethics or the law.

School Psychology Internship Program

Before beginning the Internship Program, candidates must have a minimum of 485 hours of school-based (preschool - grade 12 fieldwork; EPSY 439A/B, 6 units, 305 school-based hours)¹³ and assessment practica (EPSY 242B, 243A/B, 13 units, 180 hours), they must have passed all semester one through four courses¹⁴ (61 units minimum), and have passed the *Praxis Series*® School Psychologist examination. These experiences are designed as preparation for assuming the variety of roles and functions available to school psychologists. At the start of the Internship Program, credential candidates already have had applied experience in counseling, academic and behavioral consultation, academic and behavioral intervention design, and psychoeducational assessment.

The Internship Program requires a minimum of 1,200 hours of supervised experience. Placements are mutually agreed upon by the university, the intern, and the participating school district, and are formalized by Memorandums of Understanding with the CSUS College of Education. The *School Psychology Internship Expectations Form* (Appendix F) outline the respective responsibilities of interns, school districts, and the university. In addition, all participating districts appoint a representative with regards to internship matters. The CASP Internship Manual (http://www.casponline.org/pdfs/pdfs/internship_manual.pdf) and this Handbook are used as guiding documents for the Internship Program. Credential candidates are directed to consult with the Fieldwork and Internship or Program Coordinator for additional guidance on procedures to follow when obtaining a school psychology internship.

Intern seminars are held with university-based supervisors (each of whom have a minimum of three years work experience as a credentialed school psychologist) during the internship. These seminars provide the opportunity for guided discussions during which candidates process experiences and develop skills of collegial consultation. School district supervisors (each of whom have a minimum of three years work experience as a credentialed school psychologist) complete the electronic *CSUS School Psychology Program Intern Evaluation* (Appendix G) each semester. This document serves to alert interns and their supervisors to areas of strength and weakness, and to any areas in which candidates are lacking experience. Interns and supervisors

¹³ Per the CCTC credential candidates must spend a “minimum of three hundred (300) clock hours [of practicum] in a preschool to grade 12 school setting providing direct and indirect pupil services” before beginning the School Psychology Internship Program.

¹⁴ For students who already have a master’s degree course work specific to this degree (i.e., EPSY 250 and EPSY 249) can be waived if equivalent course work was a part of their prior graduate study).

also complete an *Intern Hours Log* (Appendix H) documenting practice and supervision hours, and activities for the intern. It is essential that candidates explore a variety of different responsibilities. The evaluations, faculty contact with district supervisors, candidate feedback, and the intern logs are all avenues for adjusting an internship experience to ensure that the candidate is engaged in a balanced and diverse internship experience.

General expectations of CSUS School Psychology Program candidates as they advance to the school psychology internship include the following: ...

1. Taking primary responsibility for finding an acceptable internship placement.
2. Not beginning interviewing for an internship position until after they have confirmed with their advisor that they are ready to begin this process. Typically, full time candidates begin to interview for internship positions in the spring semester of their second year, or during their 4th semester of course work. However, this does not mean that candidates cannot engage in informal conversations with school districts at any time during their training about the POSSIBILITY of an internship placement.
3. Understanding that they are released to their internship after successful completion of ALL course work, obtaining a Praxis score of 147 or higher, obtaining satisfactory final *School Psychology Early Fieldwork Evaluation* (Appendix D), AND have received the approval of the school psychology faculty. Candidates will typically be allowed to interview for an internship placement before a final decision is made by faculty regarding eligibility for the Internship Program, which takes place only after all coursework is completed.
4. Completing their internship in a placement that is no more than 60 miles (by car) from the CSUS campus (as documented by Goggle Maps).¹⁵
5. Finding an internship that meets the CSUS School Psychology Program's expectations for breadth. This means that an internship plan must be developed and must clearly indicate that, after taking into account Early Fieldwork placements, the intern has the potential to complete at least 200 hours in 3 of the 4 school settings authorized by their credential (i.e., preschool, elementary, middle school, high school).
6. Obtaining an Internship Credential. This requires obtaining a Certificate of Clearance.
7. Ensuring that an *Internship Expectations Form* (Appendix F) has been signed by at least one of the school psychologists that will be providing direct supervision at the internship placement site.
8. Not providing direct school psychological services to students until at least two weeks before the start of the CSUS academic year.
9. Submitting the completed *Practicum/School-Based & Internship Plan Hours Documentation Form* (Appendix I) to the CSUS Fieldwork and Internship Coordinator before accepting an internship placement offer from a school district. It is this form that documents the internship placement has been approved. **It is only after this form is signed by the Fieldwork and Internship and School Psychology Program Coordinators that internship hours worked, will count toward the 1,200 hours required for PPS School Psychology credential eligibility.** It is required that all internships be approved by the CSUS school psychology faculty before an internship contract is signed. Approval is typically based upon the above listed items 4, 5, 6, and 7.

¹⁵ This requirement can be waived if local paid internships are not available.

10. Submitting *Intern Hours Logs* (Appendix H; signed by field-based supervisors), including specification of how many hours are spent in each of the four school psychology settings and the number of field-based supervision hours received, to their CSUS field supervisor on a monthly basis.
11. Enrolling in the *Internship in School Psychology* seminar (EPSY 441A and 441B) for both the fall and spring semesters (for 15 units if the internship is full time) and physically attend all seminar meetings. This seminar also requires candidates to complete and turn in at least one behavior intervention and one academic intervention with data to support the effectiveness of school psychological services offered. Candidates are also required to turn in at least one sample psychoeducational evaluation that they believe demonstrated their competency in this area of practice.
12. Ensuring that the *CSUS School Psychology Program Intern Evaluation* (Appendix G) has been submitted at the end of the fall and spring semesters. By the end of the internship all areas on this form **MUST** be evaluated and the rating must be at a 3, which reflects “standard performance,” or higher before the candidate can be recommended for the school psychology credential.
13. Understanding that the CSUS school psychology faculty sign-off on school psychology credential applications based upon meeting the following standards:
 - a. Successful completion of all credential related coursework.
 - b. Meeting all requirements of the *Internship in School Psychology* (as specified on EPSY 441A and 441B syllabi).
 - c. Submission of a satisfactory Internship Evaluation (i.e., signed by a field-based supervisor, AND all areas are rated, AND the ratings are 3 or higher).
 - d. Internship Logs indicate at least 1,200 internship hours have been completed.
 - e. Internship Logs indicate that at least 200 hours of fieldwork/internship have been completed in three of the four school settings authorized by the credential (these hours may include Early Fieldwork hours).
 - f. Successful completion of a *The School Psychology Portfolio* (Appendix A). All items on the portfolio evaluation are signed off on by faculty (indicating that the item is adequate).

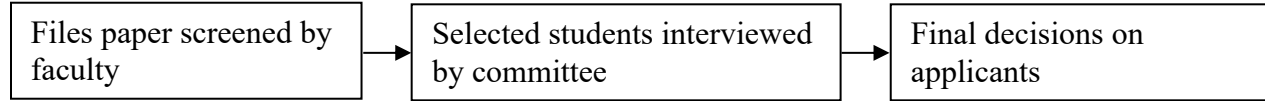
Liability Insurance

Graduate students in designated classes are automatically added to the university liability policy. Candidates are billed individually by the university after the beginning of the semester. Candidates completing their school psychology internship are generally covered by the school district for which they work. However, many school psychologists (including most of the school psychology faculty) carry their own, personal (and personally funded) liability insurance. A vendor that provides such insurance and is also associated with the National Association of School Psychologists is Forest T. Jones and Company. For more information go to <http://www.ftj.com/nasp>.

Degrees and Credential Flow Chart

To summarize the course of study and to illustrate the CSUS school psychology Program in its entirety the following flow chart is offered.

PROGRAM APPLICATIONS DUE FEBRUARY 1st FOR FALL ADMITTANCE



PREREQUISITES¹⁶

- A basic understanding of abnormal psychology (e.g., PSY 168)
- Knowledge of special education and the education of exceptional learners (e.g., EDUC 100A)
- Experience with exceptional learners in a special education setting (e.g., EDUC 100B)
- Knowledge of descriptive statistics (e.g., STAT 1)
- An introduction to the counseling profession (e.g., EDUC 155)
- Instruction regarding issues of diversity (e.g., EDUC 156)
- Instruction and/or experiences teaching school aged youth (e.g., EDUC 125A and EDUC 125B)
- California Basic Educational Skills Test (CBEST)

SEMESTER ONE

COURSES	FIELD EXPERIENCES	COURSE SPECIFIC METHODS OF EVALUATION
1. EPSY 245, <i>Psychology in the Schools</i>	1. 16 hrs. of field observations	1. Group project (Hotsheet)*
2. EPSY 248, <i>Human Development & Learning</i>		3. Health and developmental history questionnaire*
3. EPSY 231, <i>Group Processes in School Psychology</i>	3. Observe/co-lead school-based group	3. Group curriculum project (abstract)*
4. EPSY 221 <i>Equity Considerations for School Psychologists</i>		OTHER GENERAL METHODS OF EVALUATION
5. EPSY 201, <i>Legal Issues in Special Education</i>		Papers Class presentations Exams
Candidate Progress Review		
1. Portfolio evaluation (*indicates required portfolio elements).		

¹⁶ Starting with fall 2022 admissions

SEMESTER TWO

COURSES	FIELD EXPERIENCES	COURSE SPECIFIC METHODS OF EVALUATION
1. EPSY 250, <i>Educational Research</i> 2. EPSY 242A, <i>Cognitive Assessment Seminar</i> 3. EPSY 242B, <i>Cognitive Assessment Practicum</i> 4. EPSY 241, <i>Counseling & Psychotherapy for School Psychs.</i> 5. EPSY 440, <i>Practicum in Counseling for School Psychologists</i>	3. 60 hrs. of Assessment practicum 5. 64 hrs. of Counseling practicum	3. GATE evaluations* & Clinic supervision 5. Field supervision OTHER GENERAL METHODS OF EVALUATION Exams Papers Case studies
Candidate Progress Review		
1. Portfolio evaluation (*indicates required elements).		

SEMESTER THREE

COURSES	FIELD EXPERIENCES	COURSE SPECIFIC METHODS OF EVALUATION
1. EPSY 240, <i>Functional Assessment of Behavior</i> 2. EPSY 244, <i>Social, Emotional & Behavioral Assessment</i> 3. EPSY 246A, <i>Preventive Academic Interventions</i> 4. EPSY 243A, <i>Assessment Practicum</i> 5. EPSY 439A, <i>Early Fieldwork in School Psychology</i>	1. 10 hrs. of behavior observation/consult 3. 10 hrs. of academic consultation 4. 60 hrs. of assessment practicum 5. 112.5 hrs. of early fieldwork	1. Functional assessment and behavior intervention plan* 3. Academic intervention case study* 4. Early Fieldwork Formative Evaluation* 5. Psychoeducational evaluation* & clinic supervision OTHER GENERAL METHODS OF EVALUATION Exams Papers
Candidate Progress Review		
1. Portfolio evaluation (*indicates required portfolio elements). 2. Faculty review candidate transcripts. 3. Core faculty meet as a group, with all candidate to discuss progress. 4. As indicated, faculty hold individual meetings with candidates at beginning of spring semester to discuss progress.		

SEMESTER FOUR

COURSES	FIELD EXPERIENCES	COURSE SPECIFIC METHODS OF EVALUATION
<ol style="list-style-type: none"> 1. EPSY 247, <i>Assessment of Special Needs</i> 2. EPSY 246B, <i>Preventive Psychological Interventions</i> 3. EPSY 249/541: <i>Master’s Exam/Project</i> 4. EPSY 243B, <i>Assessment Practicum</i> 5. EPSY 439B, <i>Early Fieldwork in School Psychology</i> 	<ol style="list-style-type: none"> 4. 60 hrs. of assessment practicum 5. 112.5 hrs. of early fieldwork 	<ol style="list-style-type: none"> 1. Low incidence disability pamphlet* 2. Crisis and suicide intervention scripts* 3. Psycho-educational evaluation* 4. Completion of M.A. Exam or Project 5. Early Fieldwork Summative Evaluation*
		<p style="text-align: center;">OTHER GENERAL METHODS OF EVALUATION</p> <p>Exams Papers</p>
<p>Candidate Progress Review</p> <ol style="list-style-type: none"> 1. Portfolio evaluation (*indicates required portfolio elements). 2. Evaluation of M.A. in School Psychology degree requirements: All candidates take the <i>Praxis Series®</i> School Psychologist examination and the Master’s Case Study examination (administered by CSUS) or complete a Master’s Project. Transcripts and examination results are reviewed to assure that all candidates have met course requirements for their master’s degree. 3. Evaluation of Internship Program Requirements: All candidates take the <i>Praxis Series®</i> School Psychologist examination. Faculty members meet to discuss each candidate’s overall progress and review Early Fieldwork Evaluation Forms. Transcripts and examination results are reviewed to assure that all candidates have met the course requirements for their School Psychology Internship Program. 4. As indicated, faculty hold individual meetings with candidates at beginning of the semester to discuss progress. 		

SEMESTER FIVE

COURSES	FIELD EXPERIENCE	COURSE SPECIFIC METHODS OF EVALUATION
<ol style="list-style-type: none"> 1. EPSY 441A, <i>Internship in School Psychology</i> 2. EPSY 239 (optional), <i>Education Specialist Seminar</i> 	<ol style="list-style-type: none"> 1. 600 hrs. of internship 	<ol style="list-style-type: none"> 1. Review of Internship Plan, Review of Internship Log, Formative supervisor evaluation* 2. Completion of Ed.S. Project Literature Review
<p>Candidate Progress Review</p> <ol style="list-style-type: none"> 1. Portfolio evaluation (*indicates required elements). 		

SEMESTER SIX

COURSES	FIELD EXPERIENCE	COURSE SPECIFIC METHODS OF EVALUATION
1. EPSY 441B, <i>Internship in School Psychology</i>	1. 600 hrs. of internship	1. Review of Internship Log, Summative supervisor evaluation*, psycho-educational evaluation*, academic intervention*, behavioral intervention*
2. EPSY 540/542 (optional), <i>Education Specialist Thesis/Project</i>		2. Completion of Ed.S. Thesis or Project
<p style="text-align: center;">Candidate Progress Review</p> <ol style="list-style-type: none"> 1. Final portfolio evaluation (*indicates required elements). 2. Evaluation of PPS School Psychology credential requirements: Internship coordinator and credentials office review all candidate records to assure that credential candidates have completed required coursework. Faculty members meet to discuss candidate progress and review Summative Internship Evaluation. 3. Evaluation of Ed.S. in School Psychology degree requirements. Candidates complete an Ed.S. in School Psychology Project or Thesis. Transcripts are reviewed to assure that candidates have met course requirements for their Ed.S. in School Psychology, which includes successful completion of the internship. This degree option is optional as long as the candidate has obtained a master's degree. 		

SCHOOL PSYCHOLOGY PROGRAM CATALOG DESCRIPITONS

Master's of Arts Degree in School Psychology

The Master's of Arts in School Psychology offers the opportunity to gain skills in working with preschool through grade 12 students, teachers, and parents in the school setting. Graduates of this degree who also complete practicum and fieldwork requirements (described in Pupil Personnel Services School Psychology Endorsement Credential) are eligible for the Pupil Personnel Services School Psychology Endorsement Credential, offered by the California Commission on Teacher Credentialing (CCTC). Possession of the MA in Education (School Psychology) and the Pupil Personnel Services School Psychology Endorsement Credential also prepares an individual to meet the academic requirements for the Licensed Educational Psychologist (LEP) license administered by the California Board of Behavioral Science Examiners, Department of Consumer Affairs.

The program includes training in counseling techniques, the use of individual academic and psychological assessment tools, behavioral interventions in the school and the home, consultation skills, techniques of program development and evaluation, special education law, and instructional strategies.

Pupil Personnel Services School Psychology Endorsement

The Pupil Personnel Services School Psychology Endorsement Credential is administered by the California Commission on Teacher Credentialing (CCTC). California State University, Sacramento is accredited by the CCTC to award this credential to students meeting program requirements. The credential is required to practice as a school psychologist in the state of California. Possession of the MA in Education (School Psychology) or its equivalent, and the Pupil Personnel Services School Psychology Endorsement Credential also prepares an individual to meet the academic requirements for the California's Licensed Educational Psychologist license administered by the Board of Behavioral Science Examiners, Department of Consumer Affairs.

Unique strengths of the program include supervised training in a clinic setting, early field experience in schools that includes a minimum 200-hour field placement in public school settings, and instruction by faculty who hold school psychology credentials.

The program also offers a CCTC approved internship in school psychology. The internship is typically paid and interns are selected by employing districts. Students are not eligible for the CCTC internship option until they are ready to register for EPSY 441A, usually in the fifth semester of the program. A minimum 1200-hour internship, completed in not more than four semesters, is required and must be approved by the Internship Coordinator.

Ed.S. in School Psychology

The Specialist in Education, School Psychology (Ed.S.) is an advanced degree that requires students to have completed both the MA in Education (School Psychology) or its equivalent, and the Pupil Personnel Services School Psychology Endorsement Credential. Completion of the Ed.S. requires additional coursework (beyond the MA and Credential requirements) focused on identifying and addressing school-related issues that arise during school psychology practice. The School Psychology program at CSUS is approved as a Specialist level program by the National Association of School Psychologists.

SCHOOL PSYCHOLOGY PROGRAM CATALOG COURSE DESCRIPTIONS

EPSY 201. Legal Aspects of Special Education. Legislative provisions related to implementation of special education programs and procedures will be a primary focus. Additional emphasis will be given to pertinent judicial decisions and to law as it relates to special education in a multicultural context. **Graded:** Graded Student. **Units:** 3.0

EPSY 221. Equity Considerations for School Psychologists. To practice in a culturally responsive manner, school psychologists must understand the myriad ways in which racism and social stigma influence public schooling in the United States. This course covers the historical context of education in the United States for individuals who hold minoritized racial, ethnic, gender, sexual orientation, and/or disability-related identities. The course also addresses considerations for working with underrepresented individuals across all domains of school psychologists' practice (e.g., counseling, assessment, consultation). Evidence-based policies, practices, and programs are emphasized.

EPSY 231. Group Process in School Psychology. Designed to equip students with the group process skills and understanding essential to the practice of school psychology. Focus on both developing counseling groups within the schools and on the understanding of group process necessary to being an effective agent in the school setting. Topics include the logistics of working within a school system, balancing groups, soliciting referrals, sharing information, participating in staff meeting, and facilitating parent teacher and other school level meetings such as Individualized Education Program Planning meetings. **Graded:** Graded Student. **Units:** 3.0

EPSY 239. Education Specialist Seminar. Explores leadership roles of school psychologists. **Prerequisite:** Approval as a candidate in the Education Specialist program, completion of courses required for the School Psychology Internship credential, approval of advisor, and department petition. **Graded:** Credit / No Credit. **Units:** 3.0

EPSY 240. Functional Assessment of Behavior. Assessment of behaviors using the techniques of applied behavior analysis. Students will learn how to do functional assessments of behavior. Methods appropriate for assessment of children in the school setting are emphasized. **Prerequisite:** Instructor permission. **Graded:** Graded Student. **Units:** 3.0

EPSY 241. Counseling and Psychotherapy for School Psychologists. Examination of basic theories of counseling and therapy used by school psychologists, with emphasis on children and youths in an educational setting and their families. Refinement of one's own counseling orientation is required. **Corequisite:** EPSY 440. **Graded:** Graded Student. **Units:** 3.0

EPSY 242A. Cognitive Assessment. Designed to introduce prospective school psychologists to both theory and practice in the assessment of cognitive abilities. Students will be exposed to various approaches to cognitive assessment including information processing, CBA, dynamic, and psychometric. Students will learn to administer and interpret major standardized cognitive assessment instruments including the WISC-R, WAIS-R, Stanford-Binet FE, K-ABC, and others. Lecture. **Corequisite:** EPSY 242B. **Graded:** Graded Student. **Units:** 3.0

EPSY 242B. Cognitive Assessment Lab. Clinic based practice lab. Lab will be a synthesis and application of course content in the assessment of cognitive function. Students will be assigned clients for purposes of administering, scoring, evaluating and reporting assessment data. **Corequisite:** EPSY 242A. **Graded:** Credit / No Credit. **Units:** 4.0

EPSY 243. Assessment Practicum. Administration, scoring, and interpretation of tests taught in EPSY 242A-B, EPSY 244, or EPSY 247. Students will be assigned five to seven cases. They will assess the children, meet with the families to gather history, and render interpretation. **Note:** Must be taken concurrently with EPSY 242A, EPSY 242B, EPSY 244, and EPSY 247. May be taken twice for credit. **Graded:** Graded Student. **Units:** 3.0

EPSY 243A. Assessment Practicum A. Administration, scoring, and interpretation of tests taught in EPSY 242A and B and EPSY 244. Students will be assigned five cases. They will assess the children, meet with the families to gather history, and render interpretation. **Note:** Taken concurrently with EPSY 244, unless granted special permission of faculty. **Graded:** Graded Student. **Units:** 3.0

EPSY 243B. Assessment Practicum. Advanced practice in administration, scoring, and interpretation of tests taught in EPSY 242A-B, EPSY 243A, EPSY 244, and EPSY 247. Students will be assigned five to seven cases (with some cases in Fieldwork placements). Development of skills in assessment, analysis of data, intervention planning and conveying results orally and in writing. **Note:** Taken concurrently with EPSY 247, unless granted special permission of faculty. **Prerequisite:** EPSY 243A **Corequisite:** EPSY 247 **Graded:** Graded Student. **Units:** 3.0

EPSY 243C. Assessment Practicum. Continued training in development of advanced skills in administration, scoring, and interpretation of tests taught in EPSY 242 A-B, EPSY 243A, EPSY 243B, EPSY 244, or EPSY 247. Students will be assigned cases by the practicum supervisor as appropriate. Students are expected to successfully engage in all stages of assessment process with clients. **Note:** Taken with permission of faculty after completion of EPSY 243A and EPSY 243B. **Prerequisite:** EPSY 243B **Graded:** Graded Student. **Units:** 3.0

EPSY 244. Social, Emotional and Behavioral Assessment. Examines social/emotional assessment strategies and instruments appropriate for working with students in schools. Topics include clinical interviewing, social-emotional functioning, conduct disorder, and effective report writing. Students use course information during concurrent enrollment in EPSY 243: Assessment Practicum. **Note:** Must be admitted to School Psychology Program. **Prerequisite:** EPSY 242A and EPSY 242B. **Corequisite:** EPSY 243. **Graded:** Graded Student. **Units:** 3.0

EPSY 245. Psychology in the Schools. Overview of psychology in the schools. Topics include school systems, program development, service delivery models and the role of the school psychologist. Students will engage in systematic school observations. **Prerequisite:** Must be admitted to School Psychology Program. **Graded:** Graded Student. **Units:** 3.0

EPSY 246A. Preventive Academic Interventions. Study and application of various primary, secondary, and tertiary academic interventions designed to prevent school failure and/or learning challenges. Examines techniques of identifying pupils who are experiencing academic difficulties that interfere with school functioning, and intervention techniques designed to remediate or ameliorate these problems. **Prerequisite:** Instructor permission. **Graded:** Graded Student. **Units:** 3.0

EPSY 246B. Preventive Mental Health (“Psychological” is listed on transcripts) Interventions. Study and application of various primary, secondary, and tertiary psychological interventions designed to prevent school failure and/or emotional challenges. Examines techniques of identifying pupils who are experiencing mental health difficulties that interfere with school functioning, and intervention techniques designed to address these problems. **Prerequisite:** Instructor permission. **Graded:** Graded Student. **Units:** 3.0

EPSY 247. Assessment of Special Needs. Assessment of client behavior using formal and non-formal methods based on neuropsychological principles. Students will learn to use interview techniques, standardized cognitive and projective tests, and neuropsychological screening procedures to assess students with special needs. Report writing, parent conferences, and consultation strategies will be stressed. **Graded:** Graded Student. **Units:** 3.0

EPSY 248. Human Development and Learning. Cognitive, socio-emotional and personality development through the lifespan (with emphasis on birth through early adulthood) as influences on the learning process. Includes analysis of theories, empirical research and current issues in human development and learning as applied to school learning. **Graded:** Graded Student. **Units:** 3.0

EPSY 249. Special Seminar: School Psychology. Individual projects or directed reading. **Note:** Departmental petition required. **Graded:** Credit / No Credit. **Units:** 1.0 - 3.0.

EPSY 299. Special Problems. Individual projects at graduate level especially for students capable of independent study. **Note:** Departmental petition required. **Graded:** Credit / No Credit. **Units:** 1.0 - 3.0.

EPSY 439. Early Fieldwork in School Psychology. Fieldwork experience is designed to allow students to explore roles in public schools and to gain experience in the organization and operation of schools, classrooms, and special services. The field placement allows students to work with pupils in public school settings that offer individual and group counseling; consultation with teachers, parents, and other school staff, and special accommodations for students with special needs. Students will work under the supervision of a credentialed school psychologist or school counselor at local school sites. A faculty supervisor from the School Psychology Training Program will work closely with students and field supervisor. **Note:** May be repeated for credit. **Prerequisite:** Satisfactory completion of first year coursework. **Graded:** Credit / No Credit. **Units:** 1.0 - 10.0.

EPSY 439A. Early Fieldwork in School Psychology. Fieldwork experience is designed to allow students to explore roles in public schools and to gain experience in the organization and operation of schools, classrooms, and special services. The field placement allows students to work with pupils in public school settings that offer individual and group counseling; consultation with teachers, parents, and other school staff, and special accommodations for students with special needs. Students will work under the supervision of a credentialed school psychologist or school counselor at local school sites. A faculty supervisor from the School Psychology Training Program will work closely with students and field supervisor. **Note:** May be repeated for credit. **Prerequisite:** Satisfactory completion of first year coursework. **Graded:** Credit / No Credit **Units:** 1.0 - 10.0 **Graded:** Credit / No Credit. **Units:** 1.0 - 10.0.

EPSY 439B. Early Fieldwork in School Psychology. Advanced fieldwork experience providing the opportunity for students to engage in the following activities: individual and group counseling; consultation with teachers, parents, and other school staff, and assessment of students. Students will work under the supervision of a credentialed school psychologist. A faculty supervisor from the School Psychology Training Program will work with students and field supervisor. **Prerequisite:** Satisfactory completion of first year coursework and EPSY 439A **Graded:** Credit / No Credit **Units:** 1.0 -10.0 **Graded:** Credit / No Credit. **Units:** 1.0 - 10.0.

EPSY 439C. Early Fieldwork in School Psychology. Ongoing fieldwork experience providing the opportunity for students to more fully develop their skills in: individual and group counseling; consultation with teachers, parents, and other school staff, and assessment of students. Students will work under the supervision of a credentialed school psychologist and a faculty supervisor from the School Psychology Training Program. **Prerequisite:** Satisfactory completion of first year coursework and EPSY 439B **Graded:** Credit / No Credit **Units:** 1.0 - 10.0 **Graded:** Credit / No Credit. **Units:** 1.0 - 10.0.

EPSY 440. Practicum in Individual Counseling/School Psychology. Supervised practice in individual counseling. **Prerequisite:** Approval as a candidate in School Psychology program, approval of advisor, and department petition. **Graded:** Credit / No Credit. **Units:** 3.0

EPSY 441. Internship in School Psychology. Directed field study for school psychologists. Supervised experiences are arranged in school psychology. **Prerequisite:** Approval as a candidate in the School Psychology program, completion of courses required for the School Psychology Internship credential, approval of advisor, and department petition. May be repeated for credit. **Graded:** Credit / No Credit. **Units:** 3.0 - 15.0.

EPSY 441A. Internship in School Psychology. Directed field study for school psychologists. Supervised experiences are arranged in school psychology. **Prerequisite:** Approval as a candidate in the School Psychology program, completion of courses required for the School Psychology Internship credential, approval of advisor, and department petition. **Graded:** Credit / No Credit **Units:** 3.0 - 15.0 **Graded:** Credit / No Credit. **Units:** 3.0 - 15.0.

EPSY 441B. Internship in School Psychology. Advanced field study for school psychologists interns. Supervised experiences are arranged in school psychology. **Prerequisite:** EPSY 441A **Graded:** Credit / No Credit **Units:** 3.0 - 15.0 **Graded:** Credit / No Credit. **Units:** 3.0 - 15.0.

EPSY 441C. Internship in School Psychology. Third semester of advanced field study for school psychologist interns. Supervised experiences are arranged in school psychology. **Prerequisite:** EPSY 441B **Graded:** Credit / No Credit **Units:** 3.0 - 15.0 **Graded:** Credit / No Credit. **Units:** 3.0 - 15.0.

EPSY 441D. Internship in School Psychology. Fourth semester of advanced field study for school psychologists interns. Final semester in which candidates may accrue hours. Supervised experiences are arranged in school psychology. **Prerequisite:** EPSY 441C **Graded:** Credit/ No Credit **Units:** 3.0 - 15.0 **Graded:** Credit / No Credit. **Units:** 3.0 - 15.0.

EPSY 540. Education Specialist Thesis: School Psychology. Credit given upon successful completion of a thesis approved for the education specialist degree. **Note:** Open only to the graduate students who have been advanced to candidacy for the education specialist degree. Number of units of credit is determined by the candidate's education specialist advisory committee. **Graded:** Credit / No Credit. **Units:** 4.0 - 6.0.

EPSY 541. Master's Project: Education/School Psychology (Plan B). Credit given upon successful completion of a project approved for the M.A. in Education/School Psychology option. **Prerequisite:** Advanced to candidacy. **Graded:** Thesis in Progress. **Units:** 4.0 - 6.0.

EPSY 542. Education Specialist Project: School Psychology. Credit given upon successful completion of a project approved for the Education Specialist degree. **Note:** Open only to the graduate student who has been advanced to candidacy. Department petition is required. Number of units of credit is determined by the candidate's advisor. **Graded:** Credit / No Credit. **Units:** 4.0 - 6.0.

EPSY 250. Education Research. Studies qualitative and quantitative methods in the development of reliable knowledge in the field of education. Includes identification and formulation of research problems, research designs and presentation of reports representative of different research strategies. Classified students are encouraged to take this course early in their graduate programs. **Prerequisite:** **Graded:** Graded Student. **Units:** 3.0

CSUS OPTIONAL PROGRAM ELEMENTS

Degree and Credential Options

At the time of application all prospective students were given two enrollment options. They were the (a) **Pupil Personnel Services (PPS) Credential: School Psychology option**, which is available **only** for candidates who already have a graduate degree, and the (b) **Specialist in Education (Ed.S.) in School Psychology option**. This option is open to candidates who do not hold a graduate degree and to those who already hold a master's level degree and want to earn the more advanced Ed.S. in School Psychology degree.

Candidates who do not have an advanced degree would earn the M.A. in School Psychology and complete the School Psychology Internship Program as a part of their progression toward the Specialist in Education (Ed.S.) in School Psychology degree. If successful, all of these candidates would earn both their M.A. degree and PPS School Psychology credential (which allows for independent practice as a school psychologist in a public school setting) as a part of completing Ed.S. in School Psychology degree requirements.

Candidates may opt out of the Ed.S. in School Psychology culminating experience requirements if they choose to do so. These candidates would then receive only the M.A. in School Psychology degree and Pupil Personnel Services Credential: School Psychology. This allows for practice in a public school setting as a school psychologist. Candidates who decide not to pursue the Ed.S. in School Psychology are asked to contact the School Psychology Program Coordinator ASAP so that they can notify the Office of Graduate Studies that the M.A. in School Psychology will be the candidate's terminal degree.

Candidates who already hold a master's level degree would earn an Ed.S. in School Psychology degree and a Pupil Personnel Services Credential: School Psychology, but not another master's. **University policy does not allow granting of a second master's degree in the same field.** In other words, a candidate who already has a master's degree in Education cannot get a second master's degree through the School Psychology Program. However, a candidate with a master's in a field other than Education may receive a second master's (e.g., someone with a master's in Social Work would be allowed to earn the M.A. in School Psychology). For candidates who have the option of obtaining a second master's degree, upon request, a candidate may be allowed to do so, but are only able to count up to 9 units from their previous master's toward the new M.A. in School Psychology. **If a candidate selects this option none of their previous master's degree units count toward the higher Ed.S. in School Psychology degree.**

As mentioned above, if a candidate already has a master's degree and wants to earn a second master's at CSUS then they can only transfer in 9 units from their prior coursework to this new master's degree. However, if a candidate is not getting a second master's degree and is instead only working toward a new and more advanced Ed.S. in School Psychology degree then they can claim equivalency for up to 40% of their prior course work. In other words, 60% of the course work leading toward an Ed.S. in School Psychology degree at CSUS needs to be taken at CSUS, while a candidate in the School Psychology Program. If a candidate wants to do both another master's and an Ed.S. in School Psychology, he or she would not be able to count any units transferred and used in the second master's toward the Ed.S. in School Psychology.

If candidates are transferring units from their prior educational setting, and they were on a quarter system, attention must be paid as to whether they will have sufficient units to satisfy degree and credential requirements. Transcripts need to be reviewed to determine if two (2) courses are needed to satisfy the needed semester system units, or, alternatively, the candidate must engage in an independent study (i.e., EPSY 299. *Special Problems*) during their CSUS School Psychology program in the area that is deficient in units to make up for the deficiency.

Finally, it is important to note that graduate students have seven (7) years, inclusive of the semester in which they took their earliest courses counted toward their graduate degrees (even if those courses were taken at another university), to complete all requirements for their graduate degree. The end of this seven-year period is determined by adding 14 semesters onto the term of the oldest course listed on the *Advancement to Candidacy Form* (discussed later in this handbook within the “Required Forms” section). For example, if a candidate began their coursework in fall 2022, their seven-year deadline would be spring 2020. If a candidate exceeds their seven-year limit, only those courses that are older than seven years are out of currency, and thus expired. At this point, the candidate may repeat the expired course(s) or request an exception to the seven-year deadline using the *Currency Petition Form*. The form must be signed by the GPSE Branch, declaring that the candidate has been tested and is current in the course content. Currency is extended on out-of-date courses for one semester only. In requesting currency, the School Psychology Program must sign the petition for currency and attach a copy of the documentation used to establish currency in course content. The Dean of Graduate Studies must approve the petition. If approved, the Office of Graduate Studies would then regard the candidates as still current in the material for the expired course(s), and effectively retain degree credit for these courses. The Graduate Council has recommended that the Dean of Graduate Studies approve only one (1) semester currency for up to a maximum of six (6) units. Programs may, of course, refuse to reestablish currency for such courses and instead require that the candidate take replacement courses, or the program may opt to declassify the candidate for lack of sufficient progress toward the degree. For more information on the topic of currency go to the following webpage: <https://www.csus.edu/graduate-studies/current-students/graduate-student-guide.html>

Private Practice Licensure Options

While the primary focus of the CSUS School Psychology Program is to facilitate the attainment of the credential required to practice as a school psychologist in the public school setting, there are two private practice licensure options available to CSUS school psychology graduates. These licenses, administered by California’s Board of Behavioral Science Examiners, allows program graduates to operate an independent private practice.

Licensed Educational Psychologist

The first license is the Licensed Educational Psychologist (LEP). To become a LEP you must complete three years of full time experience (or the equivalent to three years of experience) working as a school psychologist. The three years of required experience may be satisfied as follows:

1. Two years of full time (or equivalent) experience as a credentialed school psychologist in public schools. This experience can be unsupervised and needs to be obtained in the most recent six years from the time a person applies for licensure.

AND

- 2.A. One year of supervised professional experience in an accredited school psychology program (e.g., participation in the CSUS School Psychology Internship Program);

Or,

2. B. One year of full time (or equivalent) experience as a credentialed school psychologist in public schools obtained under the direction of a licensed educational psychologist or a licensed psychologist. The experience in 2A and 2B can be older than six years from the time a person applies for examination eligibility.

Example: Susan applies for LEP examination eligibility. The Board receives her application on 4/27/2020. Two years worth of experience as a credentialed school psychologist in the public schools will be accepted if obtained between 4/27/2014 and 4/27/2020 (#1). For the additional experience requirement (#2), she can claim *either* one year of supervised professional experience obtained in her school psychology program (#2A) *or* one year of experience as a credentialed school psychologist obtained under the direction of a license educational psychologist or licensed psychologist (#2B).

Once eligible to take the LEP Written Examination, applicants receive a *LEP Written Examination Candidate Handbook*. On the back of this handbook is the deadline by which the applicant must take the exam. An applicant must take the exam at least once a year until he or she passes. Meeting examination deadlines is critical. The Board abandons applications if the applicant fails to sit for the examination by their deadline. To become re-eligible, the applicant would need to re-submit an application for [examination eligibility](#) and meet all requirements.

Upon passing the LEP Written Examination, the applicant submits an application for LEP initial licensure. This application will be available at the test site center. Once the Board processes this form, the applicant receives a LEP license number.

Licensed Professional Clinical Counselor

To become a Licensed Professional Clinical Counselor (LPCC), individuals first need to become eligible to register with the Board of Behavioral Science Examiners (BBS) as an Associate Professional Clinical Counselor (APCC). To do so they need a total of 280 hours of “face-to-face supervised clinical experience counseling individuals” (which is up to an additional 200 hours beyond what school psychology credential candidates typically obtain in EPSY 440, *Practicum in Counseling and Psychotherapy for School Psychologists*; EPSY 243, *Assessment Practicum*) and take at least two additional courses **before being awarded the master’s degree.**¹⁷

Specifically, before being awarded the M.A. in School Psychology degree candidates must

¹⁷ The BBS does not recognize the Ed.S. degree, consequently training required for APCC registration must be completed before the M.A. in School Psychology degree is awarded, which is typically at the end of the second year and before beginning the school psychology internship.

complete the following additional requirements (beyond what is already completed during standard School Psychology Program course work):

1. **Take a total of 200 additional hours of EPSY 439A/B, *Early Fieldwork in School Psychology*.** This would be achieved by taking an extra full day (7.5 hours, 3 units) of EPSY 439A and 439B *Early Fieldwork in School Psychology* beyond the one day per week required for the School Psychology Internship Program. This would be reflected in unit course load by signing up for a total of six (6) units of EPSY 439A and a total of six (6) units of EPSY 439B. These extra fieldwork hours must be “face-to-face supervised clinical experience counseling individuals counseling” and do not need to be in a school-based setting. Again, these hours must be collected as a part of the 60+ unit M.A. in School Psychology degree.
2. **Take EDC 231, *Diagnosis and Treatment Planning*.** This course must be taken as a part of the 60+ unit M.A. in School Psychology degree. It must be taken prior to enrollment in EDC 254.
3. **Take EDC 254, *Counseling and Psychotropic Medicine*.** This course is offered spring semester only, and must be taken as part of the 60+ unit M.A. in School Psychology degree. Note that EDC 231 is prerequisite to EDC 254.

The two above listed courses are core Counselor Education classes and are thus made available to school psychology students on a space available basis. **After obtaining the M.A. in School Psychology degree and before LPCC licensure**, additional requirements that must be met are:

1. Take a 3 unit graduate course in career counseling (www.aatbs.com may have this course; on a space available basis you could also enroll in EDC 260, *Career Development* to meet this requirement).
2. Take a 3 unit graduate course in addictions counseling (on a space available basis you could enroll in EDC 233, *Substance Abuse and Addiction* to meet this requirement).
3. Register with the BBS as an APCC. You can do this as soon as you complete your career counseling and addictions counseling course work, which theoretically could be during your school psychology internship.
4. Complete a minimum of 3,000 post-degree hours of supervised experience, provided by a LPCC, LMFT, LCSW, LEP, licensed psychologist or licensed physician and surgeon (who is certified in psychiatry by the American Board of Psychiatry and Neurology, over a period of not less than two years). Note that LPCC supervisors must have been licensed in California for two years and must also have completed six hours of supervision coursework. LEPs may only supervised the provision of educationally related mental health services consistent with the LEP scope of practices up to a maximum of 1,200 hours.
5. Not less than 1,750 hours of direct counseling with individuals or groups in a clinical mental health counseling setting (which can be a public school wherein the APCC provides school psychological services).
6. At least 150 hours in a hospital or community mental health setting.
7. Obtain a passing score on the National Clinical Mental Health Counselor Examination (NCMHCE), adopted as the licensure exam for California LPCCs.

8. Obtain a passing score on the California LPCC Law and Ethics exam within the first year of registration as an APCC.

How to Become an Associate Professional Clinical Counselor

1. After the M.A. in School Psychology degree is awarded, and assuming the applicant has met the additional requirements specified above, candidates apply to the BBS for registration as an APCC. Once registered, and having secured the appropriate supervision, individuals are able to begin counting hours towards the 3,000 hour requirement. APCC registration applications are available from the BBS. The application contains an *In-State Degree Program Certification Form B*.
2. As part of the application process, each applicant needs to submit to the BBS (among other items):
 - A sealed transcript with the posted M.A. degree. You will need to order this from the CSUS Registrar after completing all graduation requirements.
 - Proof of LiveScan.
 - A sealed envelope containing a completed and signed *In-State Degree Program Certification Form B*.
3. The applicant completes the entire *In-State Degree Program Certification Form B*, including the box on the top of the page (including the enrollment date, which is the date the applicant took their first course counting toward their M.A. degree; do not include prerequisite courses) and checking the yes/no boxes. The CSUS School Psychology Program is approved by the BBS, and so all curriculum has already been reviewed. Check “yes” for all of these questions. Leave the signature blank.
4. Bring the completed *In-State Degree Program Certification Form B* and a blank envelope to Elizabeth Christian, the Chief Academic Officer’s Designee, to sign. Elizabeth’s office is located in Eureka Hall, Room 414.

Individuals earning a M.A. degree from CSUS (regardless of specialization) who plan to live in a state other than California may meet most or all of the qualifications to become licensed (LPC or equivalent) in that state after accomplishing the following: (a) completing a post-graduate internship under the supervision of a licensed counselor, and (b) passing the national and/or state counseling licensure examination. For more information on professional counseling licensure in other states, one should contact the American Counseling Association for a list of designated licensing boards.

Additional information regarding the CSUS School Psychology Program elements and how they are consistent with LPCC requirements, as well as further clarification on how to obtain this private practice license is provided in Appendix J: *Educational Requirements for the Licensed Professional Clinical Counselor*.

**GENERAL EXPECTATIONS OF CANDIDATES
APPLICABLE TO ALL SCHOOL PSYCHOLOGY
COURSES**

While each CSUS School Psychology Program course has their own course specific requirements, there are some general expectations of school psychology candidates that are applicable to all program classes. These expectations are summarized below.

Attendance

Interactional learning cannot be duplicated outside the classroom. Please note that students missing 2 classes cannot receive a grade of 'A.' Students missing 3 or more classes (1/5 or more of a semester) cannot receive a grade of 'B,' and will need to retake the given class to advance in the program. Attendance includes the definition of attending the entire class period (no more than 15 minutes late).

Cell Phones

At the start of each class graduate students are required to either turn off cell phones (preferred) or, if they need to be available for emergency phone calls, put phones on silent mode. Individuals are required to leave their classroom if they need to respond to a phone call or text.

Computers

Emailing, social media, web surfing is not allowed unless it is a directed part of a classroom activity. If an individual needs to use their computer for notetaking during a class, they are asked to check with the instructor prior to doing so.

Grading

Assigned grades shall be consistent with the CSUS grading policy as described in the university catalog.

Late Assignments

All late assignments (as defined in the course syllabi) shall have a minimum of a one full letter grade deduction (i.e., an assignment that might otherwise have been graded a "B" would receive a grade of "C").

Special Accommodations:

Sacramento State is committed to ensuring an accessible learning environment where course or instructional content are usable by all students and faculty. If you believe that you require disability-related academic adjustments for this class (including pregnancy-related disabilities), please immediately contact Disability Access Center (DAC) to discuss eligibility. A current accommodation letter from DAC is required before any modifications, above and beyond what is otherwise available for all other students in this class will be provided. Please be advised that disability-related academic adjustments are not retroactive. DAC is located on the first floor of Lassen Hall 1008. Phone is 916-278-6955 and e-mail is dac@csus.edu. For a complete listing of services and current business hours visit <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>

Academic Honesty

Academic Honesty Policy: Go to

<http://www.csus.edu/umannual/AcademicHonestyPolicyandProcedures.htm> for the CSUS

Academic Honesty Policy and Procedures. Per University Policy all students are responsible for:

- a) Understanding the rules that preserve academic honesty and abiding by them at all times. This includes learning and following the particular rules associated with specific classes, exams, and course assignments. Ignorance of these rules is not a defense to a charge of academic dishonesty.
- b) Understanding what cheating and plagiarism are and taking steps to avoid them. Students are expected to do this whether working individually or as part of a group.
- c) Not taking credit for academic work that is not their own.
- d) Not knowingly encouraging or making possible cheating or plagiarism by others.

Please refer to <http://library.csus.edu/content2.asp?pageID=353> for a student tutorial on how not to plagiarize.

At Sacramento State, academic dishonesty is a serious offense, a violation of the Student Conduct Code (<https://www.csus.edu/umannual/student/ums16150.htm>) and will not be tolerated. Academic dishonesty is defined as any act of cheating or plagiarism, **including the use of artificial intelligence or ChatGPT** to generate or complete work. All students are expected to be familiar with and adhere to the Academic Honesty Policy as outlined in the Academic Honesty Policy (<https://www.csus.edu/umannual/student/stu-100.htm>). Violations of the policy will result in disciplinary action and/or academic sanctions. Academic sanctions may include an oral reprimand, reduction in an assigned grade or failing grade, or referral for administrative/disciplinary sanctions.

Determination of Fitness to Provide School Psychological Services

The faculty of the School Psychology Program is ultimately responsible to the children and families whom our graduates serve. Therefore, it is imperative that program faculty consider the fitness of school psychology candidates for the job of school psychologist. The CSUS School Psychology Program faculty take this charge very seriously. These considerations often require faculty to look beyond academic coursework and consider personal characteristics critical to being an effective school psychologist. In selecting candidates for the program, faculty attend closely to these requirements. However, faculty may also require a candidate to leave under specified terms, terminate a candidate'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 community that school psychology serves. Additionally, a candidate may be required to leave if it is determined that they are not qualified for admission to the school psychology profession because of factors other than academic standing. Determination of factors other than academic standing are made in accordance with the National Association of School Psychologists' (2020) *The Professional Standards* (<https://www.nasponline.org/standards-and-certification>)

All school psychology candidates are asked to sign a form (see Appendix K: *Determination of Fitness Acknowledgement Form*) documenting their knowledge of faculty's need to make a

“determination of fitness” during their first semester in the program. Once signed, these documents are maintained by the School Psychology Program Coordinator.

Should faculty have concerns regarding a candidate’s ability to successfully complete the School Psychology Program a Statement of Concern will be written and a Performance Contract developed. As indicated documents will be developed for practical experience settings and/or coursework. The templates for these documents are available for review by contacting the School Psychology Program and/or Fieldwork and Internship Coordinator.

PROGRAM ADMINISTRATION

The CSUS School Psychology Program is housed within the College of Education's Graduate and Professional Studies group. The Program Coordinator of the School Psychology Program reports directly to the GPSE Branch Chair who, in turn, reports to the Dean of the College of Education. The Dean reports to the CSUS Provost. Faculty, staff, and candidates have direct access to the Program Coordinator, GPSE Branch Chair, and Dean of the College. The Program Coordinator is responsible for course and staff scheduling, arranging faculty area group meetings, and addressing and coordinating response to candidate or staff concerns.

The school psychology faculty is a combination of tenure/tenure-track professors and part-time instructors who currently work, or have worked, as public school psychologists. All faculty members have university level teaching experience and (as a part of their community service) are expected to be active in professional organizations. All share in some aspect of program development and coordination. As detailed throughout this Handbook, the program faculty holds authority over matters of curriculum and candidate competency. The faculty meets as needed (but no less than one time each month during fall and spring semesters) to address candidate concerns, to confer about candidate needs, and to discuss policy issues related to the program. The faculty meets as needed (but no less than once per month) to hear candidate concerns, to confer with candidates, and to discuss policy issues related to the program.

Grievance Procedures

Grades

Student grievances should be addressed by first approaching the instructor who assigned the disputed grade. If resolution at this level fails, the graduate student should contact the Program Coordinator. If resolution at this level fails, the individual should then approach the Graduate and Professional Studies Chairperson, and finally, the College of Education's Dean. Student grievance procedures are described in section 3.8 of the School Policy Folder (available in the GPSE Branch Office). The procedures establish the authority of the Professional Development and Community/Student Affairs Committee. The procedures also reference further appeal once remedies within the school have been exhausted. When further appeal involves a grade, the candidate initiates the procedures for a hearing before a university-wide Grade Appeal Review Panel (see http://www.csus.edu/umannual/Acad%20Affairs/Grade_Appeal_Policy.htm for more information).

Sexual Harassment

It is the policy of California State University, Sacramento, to maintain a working and learning environment free from sexual harassment of all students, staff, and faculty. If sexual harassment is suspected, the case should be referred immediately to the campus Affirmative Action Office. This office will initiate investigation procedures. Sexual harassment is not only a violation of the law, it is also behavior subject to disciplinary action at the campus level.

SCHOOL PSYCHOLOGY CANDIDATE RESOURCES

Bulletin Board

Outside the School Psychology Program faculty Offices, Rooms 225 and 227 in Brighton Hall, a bulletin board has been established to disseminate information. This board should be checked periodically for information regarding petition deadlines, class information, job opportunities, meetings, and other pertinent information.

School Psychology Listserv

The program maintains a listserv for school psychology students. This listserv is used as the primary means of communication among faculty and candidates for general program information. It is therefore imperative that all school psychology students join the list and check their e-mail regularly for information. To sign up for the listserv:

1. Send a message from your primary e-mail account to listserv@listserv.csus.edu
2. In the body of the message write:
subscribe schoolpsych-l Firstname Lastname
(note that “l” in “schoolpsych-l” is a lower case “L” not a number “1”)

For example, Jane Doe would write the following in an email:

To...	listserv@listserv.csus.edu
Cc...	
Subject	
subscribe schoolpsych-l Jane Doe	

NOTE: after graduation you will eventually lose your CSUS email so if you want to continue to be a part of our communications (and you are always welcome to do so) at some point you will want to sign-up to this listserv using a personal email address.

SacLink Accounts

SacLink is the CSUS system that provides electronic identification and authentication. It is the University's current method of identifying on-line users to the campus network and servers. SacLink provides you access to My Sac State. However, you **MUST** have a SacLink account to logon to My Sac State (even if you don't use it for anything else). A SacLink account can be established either on or off campus.

Detailed information on setting up a SacLink account is available at

<https://www.csus.edu/information-resources-technology/accounts-access/my-account.html>

Official university email messages from your instructors and offices such as the GPSE Branch, Office of Graduate Studies, Registrar's Office, and Financial Aid will be sent to your SacLink account. Therefore, it is essential that you check this account frequently as many messages require timely response.

Student Association

The School Psychology Student Association was developed to fulfill candidates' requests for information and communication. The Association covers a range of student interests. Through the Association, first year school psychology students are given opportunities to be paired with second year mentors for guidance on such issues as class selection, program policies and expectations, and moral support. Meetings and social gatherings are open to both candidates and instructors. Many of the liaisons developed through the Association form a network for professional life.

Professional Organizations

Professional organizations for school psychologists exist at the state, national, and international levels. Student membership in the follow associations is encouraged.

California Association for School Psychologists

3841 North Freeway Blvd., Suite #100
Sacramento, CA 95834
Phone: (916) 444-1595
Fax: (916) 444-1597
www.casponline.org

National Association for School Psychologists

4340 East West Highway, Suite 402
Bethesda, MD 20814
Phone: 301-657-0270
Toll Free: 866-331-NASP
Fax: 301-657-0275
www.nasponline.org

American Psychological Association

750 First Street, NE
Washington, DC 20002-4242
Phone: 202-336-5500
Toll Free: 800-374-2721
TDD/TTY: 202-336-6123
www.apa.org

International School Psychologists Association

Leidseplein 5
1017 PR Amsterdam
The Netherlands
Phone: +31 20 623 3677
Fax: +31 20 625 5979
E-mail: ispcentraloffice@ispaweb.org
www.ispaweb.org

Professional Communications

Please use the following signature line for all professional communications:

Full Name, Degrees | School Psychology Graduate Student

Pronouns: he/him/his

School Psychology Program

College of Education

California State University, Sacramento

6000 J Street, Brighton Hall 225

Sacramento, CA 95819-6079

E: address@csus.edu

Also, be sure to include this confidentiality statement at the end of all email.

CONFIDENTIALITY NOTICE:

The information contained in this email and any document attached hereto is intended only for the above named recipient(s). If you are not the intended recipient(s), you are hereby notified you have obtained this information in error or improperly. Any review, dissemination, distribution, or copying of this information or its attachments is strictly prohibited. If you have received this information in error, please notify YOUR NAME HERE for approval of any further dissemination. If you have received this email and or attachments in error, please notify YOUR NAME HERE immediately at YOUR EMAIL ADDRESS HERE.

REQUIRED FORMS AND CERTIFICATES

Listed below is a summary of required forms for the CSUS School Psychology Program followed by pertinent information and specific prerequisites. The semester(s) indicated as being when given forms are due, assumes successful completion of School Psychology Program requirements and unclassified student status. Candidates should see an advisor for required form due dates if their program has been modified in anyway (e.g., they are enrolled in the program as a part time student).

First Semester

1. Certificate of Clearance

This certificate is administered through the Credential Analyst's Office (Eureka Hall, Room 414) and **should be completed this semester, if not before** candidates formally start the program. All candidates must obtain a Certificate of Clearance issued by the Commission on Teacher Credentialing (CTC) to obtain a Pupil Personnel Services Credential: School Psychology. California residents must apply for their Certificate of Clearance online.

a. First Step

- i. Go to: www.ctc.ca.gov
- ii. Put the cursor over **“Apply for a New Document” on the left**
- iii. **Then click on “Submit an Online Application.”** Scroll down to “Certificate of Clearance” and follow instructions. Information on how to create a log in for the CTC and a video of how to apply for the Certificate of Clearance are also found here.
- iv. Click on “Livescan 41-LS form.” Print three copies of this form to take with you when you get your LiveScan done.
- v. Get Live Scanned at one agency, for example:
 - The Department of Justice (DOJ), [4949 Broadway, Sacramento, CA](http://www.doj.ca.gov) (916) 227-3354, Rolling Fee: \$10.00. First come, First serve basis: Hours: 7:30am to 4:00pm
 - Sacramento State University Police Department, (916) 278-6851 Rolling Fee: \$10.00. By appointment only. <https://www.csus.edu/campus-safety/police-department/units-functions/live-scan-fingerprinting-services.html>
 - Or for a referral to a LiveScan service operator in your area, go to the link “Click here for a listing of LiveScan locations.”
- vi. Pay Fees: \$32.00 DOJ + \$19.00 FBI + Rolling Fee (fees subject to change without notice) payable by cashier's check or money order to the appropriate agency. The rolling fee is determined by the fingerprinting agency.

b. Second Step

- i. Go to same page as above: <https://www.ctc.ca.gov/credentials/submit-online>.
- ii. Proceed with "Submit Your ApplicationOnline".
- iii. Before continuing to the fee payment page, print the “Summary, Oath & Affidavit” page.
- iv. Pay Fee of \$52.65 online.
- v. Print the confirmation page.

**Both Steps Must Be Completed To Process Your Certificate Of Clearance.
Please keep copies of all paperwork submitted for your personal records.**

End of Second Semester or Beginning of Third Semester

2. Advancement to Candidacy

This form is found at <https://www.csus.edu/graduate-studies/current-students/forms.html>. The Advancement to Candidacy forms must be filed no later than **October 1** of the 3rd semester. Each candidate working toward a graduate degree (M.A. in School Psychology and/or Ed.S. in School Psychology) must file an application for Advancement to Candidacy, indicating a proposed program of graduate study and specifying any course equivalencies that were granted by the school psychology faculty.

This procedure should begin as soon as the classified graduate student has: (a) removed any deficiencies in Admission Requirements (e.g., completed any missing program prerequisites), (b) completed at least 24 units at the 200 level in the School Psychology Program with a minimum 3.0 grade point average, and (d) successfully met the first step of the Graduation Writing Assessment Requirement (Earning a grade of “B” or higher in EPSY 201).

For candidates who do not already have a master’s degree, this application would result in them being given M.A. in School Psychology candidate status. Once these candidates complete their M.A. they are automatically advanced to candidacy for the Ed.S. in School Psychology degree (there will be no need to file a second Advancement form). School Psychology faculty will note which candidates already have a master’s, and alert Office of Graduate Studies staff that these candidates should be advanced immediately to Ed.S. in School Psychology candidacy without the posting of the M.A. in School Psychology degree. This is necessary as it is typically the posting of the M.A. in School Psychology that triggers advancement to Ed.S. in School Psychology.

Beginning of the Third Semester

3. Reservation for EPSY 249 (*Special Seminar: School Psychology*) or EPSY 541 (*Master’s Project*)

Due by **November 1**, this form is required to be enrolled in the units that lead to the M.A. in School Psychology degree. Most candidates opt for the Master’s Exam option offered only in the spring semester. If selecting the Master’s Project option, candidates must first contact a faculty member and ask them to be a project committee chair if enrolling in EPSY 541. For more information on these two culminating experience options refer to the “Options for Culminating Experience” section. The reservations form is found at https://csus.co1.qualtrics.com/jfe/form/SV_eaKXpDMGbdRChBX. It may take several weeks for the reservation process to be completed so it is recommended that you start it at the very beginning of the third semester.

Beginning of Fourth Semester

4. Application for M.A. in School Psychology Graduation

This form is found at <https://www.csus.edu/graduate-studies/current-students/forms.html>. It must be submitted to the Office of Graduate Studies by **February 1st** for spring or summer graduation.

Candidates must have approved Advancement to Candidacy forms (see form number 2 above) on file in the Office of Graduate Studies before submitting an Application for Graduation. More specifically, for most full time candidates, no later than February 1st of the 4th semester they would apply for M.A. in School Psychology degree graduation. Upon completion and posting of the M.A. degree to their transcripts the Office of Graduate Studies automatically advances these candidates to candidacy for the Ed.S. in School Psychology.

5. Reservation for EPSY 239 (*Education Specialist Seminar*)

This is automatically completed after completion of the master's degree. However, if a candidate is **not** going on to get their Ed.S. degree, and their highest degree will be their master's degree, they should let the School Psychology Program Coordinator know this by **March 1**. The coordinator will, in turn, inform the Office of Graduate Studies of this decision.

End of the Fourth Semester

6. Credential Request Form

At the conclusion of the fourth semester and assuming that all courses have been passed with a grade of B- or higher (with a minimum overall GPA of 3.0), that the *Praxis Series*® School Psychologist examination has been taken and passed (as of May 2017 the passing score is 147), and the final Early Fieldwork Evaluation form indicates readiness for the internship, and with the approval of the school psychology faculty, candidates are informed via email that they are eligible for the School Psychology Internship Program. At that time it is appropriate for them to contact the Credential Analyst (<https://www.csus.edu/college/education/student-support/credential-analyst-office.html>) in Eureka Hall, Room 414.

Beginning of the Fifth Semester

7. Reservation for EPSY 540 or 542 (*Education Specialist Thesis or Project*)

Due by **October 1**, this form is required to be enrolled in the units that lead to the Ed.S. in School Psychology degree option's culminating experience. Candidates who plan to complete their thesis or project in one semester should enroll for six units. Candidates must first contact a faculty member to be their project or thesis committee chair before submitting the reservation form. For more information on these two culminating experience options refer to the "Options for Culminating Experience" section. The reservation form is found at https://csus.co1.qualtrics.com/jfe/form/SV_eaKXpDMGbdRChBX. It may take several weeks for the reservation process to be completed so it is recommended that you start it at the very beginning of the third semesters.

Beginning of Sixth Semester

8. Application for Ed.S. in School Psychology Graduation

This form is found at <https://www.csus.edu/graduate-studies/current-students/forms.html>. It must be submitted to the Office of Graduate Studies by Submit by **February 1st** for spring or summer graduation. Candidates must have approved Advancement to Candidacy forms (see form number 2 above) on file in the Office of Graduate Studies before submitting an Application for Graduation. More specifically, typically no later than February 1st of the 6th semester (the last semester of the school psychology internship), candidates who have successfully completed their first semester of internship, who have successfully completed the *Education Specialist Seminar*

(EPSY 239), and who anticipate completing their Ed.S. in School Psychology Thesis or Project by the end of the 6th semester would apply for Ed.S. in School Psychology graduation. If a candidate decides to not complete the Ed.S. degree requirements, and thus does not apply for Ed.S. in School Psychology graduation, they must notify the School Psychology Program Coordinator as soon as possible. At that point a memo, to be written by the Program Coordinator, to the Dean of Graduate Studies, indicates the candidate is not going to progress beyond the M.A. in School Psychology degree option.

End of the Sixth Semester

9. PPS: School Psychology Coursework Completion Form

This form (AKA “Program Planning Sheet”) is available on your program Canvas Page and lists school psychology coursework/equivalencies required for the School Psychology Credential. The date the course requirement was met, units completed, and identification of any waived or equivalent courses must be completed. After the Credential Completion Form is approved by the candidate’s school psychology advisor, it is to be sent to the Fieldwork and Internship Coordinator and also uploaded to your SPP file. The Coordinator will look over your form and then submit your name to the Credentials Office as having completed the coursework requirements.

10. Checklist for Clear Pupil Personnel Services Credential Application.

This form is available through the Credential Analyst’s Office (Eureka Hall, room 414, 916-278-4567).

11. Credential Request Form.

This form is available through the Credential Analyst’s Office (Eureka Hall, room 414, 916-278-4567).

Required Certificate/Credentials

12. Certificate of Clearance

This certificate is required before any individual is allowed to work in the schools. Therefore, it is important to begin this process as soon as possible. Details on applying for this certificate are discussed above and at <https://www.ctc.ca.gov/credentials/submit-online>. In addition, the Credentials Analyst’s office (Eureka Hall, room 414, 916-278-4567) can assist you with this process.

13. School Psychologist Internship Credential

Before beginning an internship, candidates need to be approved for an Internship Credential. This process is handled through the Credentials Analyst’s office in Eureka Hall, room 414. Candidates need to have completed course work, passed the *Praxis Series*® School Psychologist examination, have satisfactory early fieldwork evaluations, and have approval of all program faculty before they can receive an Internship Credential. There is an application fee for this credential.

14. Pupil Personnel Services (PPS) School Psychology Credential

This credential is also administered through the Credentials Analyst’s office (Eureka Hall, room 414, 916-278-4567). Credential applications should be completed following the successful completion of the school psychology internship. There is an application fee for this credential.

OPTIONS FOR CULMINATING EXPERIENCE

Master's of Arts (M.A.) in School Psychology

In addition to successfully completing all applicable coursework, to earn the M.A. in School Psychology degree, candidates must complete one of two culminating experiences (Plan B or Plan C). Faculty judge both options to be rigorous and consistent with culminating experience requirements. These experiences are designed to assess the ability to engage in scholarly activities consistent with both the practice of school psychology and the academic rigor associated with a graduate degree. Each experience has a slightly different focus. Following are descriptions of both options:

1. M.A. in School Psychology Comprehensive Examination (Plan C). According to the California Code of Regulations: Title 5 Education, Section 40510:

A comprehensive examination should test the range of subject matter covered in the student's graduate program. The department may opt for an examination that is written, oral, or a combination of written and oral. Ordinarily the examination will be given in the student's last semester before the student plans to receive the degree, and in no instance can a student who has not been advanced to candidacy take the examination. At least three examiners must certify to the success or failure of the student in the examination, and the results of the examination must be submitted promptly to the Dean for Graduate Studies on the "Report of Comprehensive Examination" form. A simple majority determines whether the student has passed or failed.

CSUS School Psychology Program degree candidates opting to participate in the Comprehensive Examination as their culminating experience are required to pass two separate examinations. Typically, the *Praxis Series*® School Psychologist examination is taken first, sometime during the final (typically fourth) semester before the school psychology internship begins (Note: passing this exam is also a requirement that must be met before the candidate is released to the internship). However, because the *Praxis Series*® School Psychologist examination is offered at several different times throughout the year it is appropriate to take this test after the Master's Case Study examination described below. Guidance on preparing for this element of the Comprehensive Examination is offered on the NASP website (e.g., <http://apps.nasponline.org/resources-and-publications/podcasts/podcast.aspx?id=252>; and <http://www.nasponline.org/publications/periodicals/communique/issues/volume-43-issue-3/preparing-for-the-praxis-a-review-of-study-resources>).

The second part of the Comprehensive Examination requires degree candidates to enroll in EPSY 249, *Special Seminar: School Psychology*, and take a Case Study Examination. EPSY249 is offered during spring semester of what is typically the second year for full time candidates (Note: passing this exam is NOT a requirement that must be met before the candidate is released to the internship). As part of EPSY 249 degree candidates meet with a core school psychology program faculty member and other school psychology candidates, and engage in activities designed to prepare them for the Case Study Examination element. At the end of the semester degree candidates who meet the requirements of EPSY 249 are allowed to take the five (5) hour Case Study examination during which they respond to case study data and demonstrate their ability to apply the empirically supported psychoeducational assessment practices that have been disseminated throughout the school psychology program. In particular, this element assesses

mastery of concepts taught and practiced in EPSY 248, 242a, 242b, 244, 243a, 247, 243b, and 439b. The purpose of the exam is to assess degree candidates' understanding of how to apply school psychology principles and knowledge to practice.

Because all CSUS school psychology candidates are already required to pass the *Praxis Series*® School Psychologist examination to be eligible for the school psychology internship, most candidates select this option. However, candidates selecting this option should keep in mind that according to the CSUS Catalog:

...a student may repeat the examination once after a failure, provided that at least four calendar months have lapsed since the previous examination. A third trial is not allowed unless extreme extenuating circumstances are demonstrated by the department to the Dean for Graduate Studies and the culminating experience option cannot be changed once the initial examination has been administered.

2. M.A. in School Psychology Project (Plan B). Degree candidates opting for this experience enroll in EPSY 541, *Master's Project: Education/School Psychology*, generally during the first and/or second semester(s) of the second year for full-time degree candidates. It is reasonable to expect that candidates will need two semesters to finish a project (however, it can be completed in one semester and if such is the case, candidates should enroll in 6 units of EPSY 541 for the semester during which they complete their work). According to the California Code of Regulations: Title 5 Education, Section 40510 a project is:

A significant undertaking appropriate to the fine and applied arts or to professional fields. It evidences originality and independent thinking, appropriate form and organization, and rationale. It is described and summarized in a written abstract that includes the project's significance, objectives, methodology, and a conclusion or recommendation.

In the CSUS School Psychology Program projects require a scholarly approach to a practical problem. For example, candidates may develop a curriculum or handbook as part of a project. To do so, they would need to review the literature and provide background information on their project (e.g., importance, purpose, rationale, methods) in APA format. This option allows candidates to develop something that is of practical use to the field. Because all CSUS school psychology candidates are already required to pass the *Praxis Series*® School Psychologist examination to be eligible for the school psychology internship, most candidates do not select this option.

Deciding which option is best

For the reasons specified above, we expect that most candidates will opt for the Comprehensive Exam as a culminating experience. Candidates are advised to consult with an advisor if they have questions about which option (Plan B or Plan C) to select.

Specialist in Education (Ed.S.) in School Psychology

In addition to successfully completing all applicable coursework, to earn the Ed.S. in School Psychology degree candidates must complete one of two culminating experiences. These experiences are designed to assess the ability to engage in scholarly activity. Each experience has a slightly different focus. Following are descriptions of both options:

1. Ed.S. Project. Candidates opting for this experience first enroll in EPSY 239, *Education Specialist Seminar*, which explores leadership roles of school psychologists. It does so by having candidates complete a literature review that will later serve as the foundation Chapter 2 of the Ed.S. Project. Subsequently, candidates enroll in EPSY 542, *Education Specialist Project: School Psychology*, generally during second semester of the third year (also known as the internship year). Because this work is typically completed in one semester candidates are encourage to enroll in EPSY 542 for six (6) units. Again, according to the California Code of Regulations: Title 5 Education, Section 40510 a project is defined as:

A significant undertaking appropriate to the fine and applied arts or to professional fields. It evidences originality and independent thinking, appropriate form and organization, and rationale. It is described and summarized in a written abstract that includes the project's significance, objectives, methodology, and a conclusion or recommendation.

In the CSUS School Psychology Program projects require a scholarly approach to a practical problem. For example, candidates may develop a curriculum or handbook as part of a project. To do so, they would need to review the literature (a task facilitated by the successful completion of EPSY 239) and provide background information on their project (e.g., importance, purpose, rationale, methods) in APA format. Other projects have included development of a website, a pilot implementation of a social skills program, and development of electronic resources for school psychologists. This option allows candidates to develop something that will be of practical use to the field. Projects can be done alone or in collaboration with one other candidate.

2. Ed.S. in School Psychology Thesis. Candidates opting for this experience first enroll in EPSY 239, *Education Specialist Seminar*, which explores leadership roles of school psychologists. It does so by having candidates complete a literature review that will later serve as the foundation for Chapter 2 of the Ed.S. in School Psychology Thesis. Subsequently, candidates enroll in EPSY 540, *Education Specialist Thesis: School Psychology*, generally during second semester of the third year (also known as the internship year). Because this work is typically completed in one semester candidates are encourage to enroll in EPSY 540 for six (6) units. According to the California Code of Regulations: Title 5 Education, Section 40510 a thesis is:

The written product of a systematic study of a significant problem. It identifies the problem, states the major assumptions, explains the significance of the undertaking, sets forth the sources for and methods of gathering information, analyzes the data, and offers a conclusion or recommendation. The finished project [product] evidences originality, critical and independent thinking, appropriate organization and format, and thorough documentation.

In the CSUS School Psychology Program theses require candidates to have a specific question they wish to address via a qualitative and/or quantitative investigation. As part of a thesis a candidate most likely collects and analyzes data to provide information regarding a scholarly question that they have posed. A thesis requires the author to engage in a review of the literature (a task facilitated by the successful completion of EPSY 239) as well as provide the reader with complete information on the purpose of the thesis, the methods of data collection, and the results. The thesis must also be written in APA format following GPSE Branch guidelines. This option allows candidates to explore one topic in depth.

Before beginning work on either a thesis or project (i.e., before collecting any data) all candidates need to go to the “Human Subjects Review for Student Research” web page (<https://www.csus.edu/compliance/research-integrity-compliance/human-subjects-research.html>). From a review of this web page and its “exempt decision tree” they determine if the thesis or project is “student exempt research” and so indicate on the required form. Some research projects do not meet the federal definition of research reviewable by the human subjects committee. Research projects that do NOT involve; (a) **interaction** or **intervention** with people, or (b) obtaining private, individually identifiable information about living individuals are not required to be reviewed. If this is the case, fill out the **student exempt form** and submit that to the College Research Review Committee (CRRC) chair. Please note that many research projects involve interaction or intervention while collecting data; these projects must be submitted and approved by the CRRC.

If the project is not exempt the candidate must complete a Human Subjects Research Application found in the Human Subject Research Page (<https://www.csus.edu/compliance/research-integrity-compliance/human-subjects-research.html>).

Deciding which option is best

Candidates are advised to consult with an advisor if they have questions about which option (Project or Thesis) to select.

Policy on Multiple Authors

Whether choosing to complete a project or a thesis in the CSUS School Psychology Program, students can opt to do the work alone or in collaboration with another student. If students make the choice to work in a dyad, they must complete the Justification Of Multiple Authors Thesis/Project Proposal Form (typically completed during work in EPSY 239 (Education Specialist Seminar). This form must include information surrounding the breadth and depth of the topic to be explored and the justification for why it is necessary for more than one author to work on the thesis/project. Each author’s role must be delineated for each of the five Chapters. All student authors must sign the Justification Form and submit the form to their thesis or project advisor. Work will be evaluated by each advisor and the advisor will determine if the project/thesis necessitates more than one author due to the scope of the work to be completed.

When to Enroll

For the M.A. in School Psychology, candidates must complete a reservation form for EPSY 249 or EPSY 541 in the semester prior to taking these courses. **Especially important for candidates**

who select the M.A. in School Psychology Project option (EPSY 541), the reservation form requires that candidates have selected their topic and committee chair. It must be submitted to the GPSE Branch office, by the deadline, the semester prior to enrollment.

Prior to enrolling in these courses candidates also need to have been “*Advanced to Candidacy M.A.*” Advancement to Candidacy forms are completed by candidates and signed by their faculty advisor. These forms are available in the GPSE Branch office and should be completed toward the end of the program’s second semester.

For the Ed.S. in School Psychology candidates must complete a reservation form for EPSY 540 or 542 in the semester prior to taking these courses. For EPSY 540 or 542 the reservation form requires that candidates have selected their topic and committee chair. It must be submitted to the GPSE Branch office, by the deadline, the semester prior to enrollment. Prior to enrolling in these courses candidates also need to have been “*Advanced to Candidacy Ed.S.*,” which should happen automatically after completion of the M.A. in School Psychology degree. For candidates who already have a graduate degree and are earning only the Ed.S. in School Psychology degree, Advancement to Candidacy forms are completed by candidates and signed by their faculty advisor. These forms are available in the GPSE Branch office and should be completed toward the end of the program’s second semester.

Continuous Enrollment

Continuous Enrollment (599) is a place holder (there are no units attached), which allows candidates access to the library services on campus without paying full tuition. This option is **ONLY** available to candidates who no longer require significant time from their advisor and only with faculty permission. Candidates **do not enroll** in Continuous Enrollment (599). Candidates must have their continuous enrollment form signed by the GPSE Graduate Coordinator and will then submit the completed form and payment (check, money order, or cashier’s check only) to the Office of Graduate Studies (OGS). OGS will verify continuous enrollment eligibility and submit the form to the College of Continuing Education (CCE) who will enroll the candidate in 599 and process the check/money order payment.

Candidates who choose to pay by credit/debit card, will submit the signed Continuous Enrollment form to OGS without payment, after CCE enrolls the candidate in (599), they will have 14 days to pay electronically from their My Sac State student service center. It is the candidate’s responsibility to monitor 599 enrollment and make the appropriate payment on time to avoid being dropped. For fall 2020, the continuous enrollment deadlines was September 10, 2020 (a \$25.00 late fee was charged for applications submitted after September 10 and were not accepted after October 31). For the M.A. degree the Continuous Enrollment fee was \$281.00 and for the Ed.S. degree the fee was \$438.00. The Continuous Enrollment form can be found at: https://www.csus.edu/graduate-studies/current-students/_internal/_documents/continuous-enrollment-form07172020.pdf.

EARLY FIELDWORK AND SCHOOL PSYCHOLOGY INTERNSHIP PROGRAMS

This section of the handbook describes the differences between an *early fieldwork* and a *school psychology internship* placement; it also describes the necessary steps to follow when obtaining fieldwork and internship positions. This section is designed to provide an overall description of what candidates are required to do during field placements, as well as how state and national standards for these programs are met. Although fieldwork and internship are similar, in that they are both primarily preschool through grade-12 school experiences, credential candidates should be aware that they have significant differences.

Early Fieldwork vs. Internship

Credential candidates typically enroll in *Early Fieldwork in School Psychology* during their third (EPSY 439A) and fourth (EPSY 439B) semesters. Fieldwork experiences are designed for candidates who have not completed their sequence of instruction, so they will not initially be expected to be competent in all aspects of the school psychologists role. Field placements let candidates gain experiences they may have not had in a school setting. Individuals can enroll in fieldwork more than twice (i.e., EPSY 439C and EPSY 439D) and for up to 6 units per semester (although full time candidates only need to enroll in 3 units for two semesters). Several courses take advantage of fieldwork placements including *Functional Assessment* (EPSY 240) and *Preventive Academic Interventions* (EPSY 246A). In addition, while enrolled in *Early Fieldwork* candidates must attend a seminar that provides opportunities to discuss with peers and university supervisors their field experiences. The CSUS School Psychology Program requires completion of a minimum of *six units* of fieldwork (three units per semester). A *Fieldwork Hours Log* (See sample in Appendix E) is used to document field placement hours and types of experiences. Appendix F offers the expectations form used to clarify school psychology fieldworker, university, and participating institution (the district, county office, or agency) responsibilities. A total of 309 school-based practicum hours¹⁸ are typically obtained (inclusive of hours obtained in EPSY 439A/B, EPSY 440, EPSY 240, and EPSY 246A) before beginning the School Psychology Internship Program. When combined with university-based practica (i.e., EPSY 242B, 243A/B), candidates typically have 485 hours¹⁹ of practicum experiences before beginning the internship.

Credential candidates typically begin the Internship Program when they enroll in *Internship in School Psychology* during their fifth (EPSY 441A) and sixth (441B) semesters, after all coursework has been completed (with the possible exceptions of project, thesis or comprehensive examination). By this time credential candidates have successfully completed (obtained passing grades) in three university-based practica (for at least 10 units, 180 hours), and obtained credit for at least two semesters of school-based early fieldwork and one semester of a school-based counseling practicum (for at least 9 units, 309 hours). In addition, they must have passed the *Praxis Series*® School Psychologist examination prior to functioning as an intern school psychologist. Interns are expected to abide by the personnel policies of the district or agency. They are required to enroll in *30 units* of internship (15 units per semester).

There are several documents that comprise a written plan for the culminating internship

¹⁸ Again, per the CCTC, credential candidates must spend a “minimum of three hundred (300) clock hours [of practicum] in a preschool to grade 12 school setting providing direct and indirect pupil services” before beginning the School Psychology Internship Program.

¹⁹ Again, per the CCTC, credential candidates must have “a minimum of 450 hours of practicum” required before beginning the School Psychology Internship Program.

experience.²⁰ They include (a) the *Practicum/School-Based Experiences & Internship Plan Documentation Form* (Appendix I, which ensures a breadth of preschool – grade 12 experiences), (b) the *School Psychology Internship Expectations Form* (Appendix F, which specifies the internship experience objectives and the responsibilities for both CSUS faculty and school/agency-based supervisors), (c) the *Intern Hours Log* (Appendix H, which documents that internship hours are spent in a variety of settings), and the formative *School Psychology Program Intern Evaluation* (Appendix G, which evaluates progress toward meeting all internship expectations and a range of school psychology practice experiences). This last element, the Evaluation, is used to assess progress toward attainment of internship objectives and, as indicated, to make adjustments to the candidate’s internship program.

As mentioned above, the *Intern Hours Log* (Appendix H) is used to document internship hours and experiences. The Internship requires a minimum of 1,200 hours of supervised experience. Typically, these hours are obtained during one academic year; however, it is possible to complete them across two years. Placements are mutually agreed upon by the university, the credential candidate, and the participating school district, county office, and/or agency. Internship agreements with partner school districts, county offices of education, and other agencies outline the respective responsibilities of interns, school districts, and the university. The internship must include one thousand (1,000) clock hours in preschool through grade 12 school settings providing direct and indirect services to pupils.²¹ Up to two hundred (200) hours of field experience may be acquired in other settings.²² Appendix F offers the expectations form used to clarify school psychologist intern, university, and participating institution (the district, county office, or agency) responsibilities.

Intern seminars are typically held bi-weekly with university supervisors. These seminars provide the opportunity for guided discussions in which candidates can process experiences and develop skills of collegial consultation. Interns and their school district supervisors complete the *School Psychology Program Intern Evaluation* each semester (Appendix G). This document serves to alert candidates and their university supervisors to areas of strength and weakness and to any areas in which candidates are lacking experience. As mentioned above the formative evaluation (completed toward the end of the first semester of internship) is important in adjusting an internship experience to ensure that candidates attain desired competencies and gain experience in a variety of different responsibilities.

A field-based professional holding a current and valid Pupil Personnel Services Credential authorizing service as a school psychologist provides intern supervision. The primary supervisor

²⁰ Per the CCTC, a “written plan for the culminating field (or intern) experience is prepared and agreed upon by representatives of the local educational agency, the field (or intern) supervisor(s), and program supervisory staff. The field experience plan is completed early in the field experience and is periodically reviewed and revised. The plan identifies the field experience objectives, describes appropriate experiences for the achievement of the objectives across settings, and outlines the evaluation plan for determining the achievement of each objective. The plan also delineates the responsibilities of both the university and the local supervisory personnel.”

²¹ Per the CCTC, “[t]he culminating field experience or internship must include a minimum of one thousand (1000) clock hours in a preschool – grade 12 school setting providing direct and indirect services to pupils.”

²² Per the CCTC, “[u]p to two hundred (200) hours of field experience may be acquired in other settings such as (a) private, state-approved educational programs; (b) other appropriate mental health-related program settings involved in the education of pupils; (c) relevant educational research or evaluation activities. Supervision and principal responsibility for the field experience in other settings is the responsibility of the off-campus agency.”

must have at least the equivalent of three (3) years of full-time experience as a credentialed school psychologist. A field experience placement site is approved by CSUS and provides experiences that are consistent with the School Psychology Program's training objectives. In those few instances when an appropriate field experience site is located outside of California, the field experience site supervisor must be a Nationally Certified School Psychologist, or a graduate of a program approved by the National Association of School Psychologists.²³

Field experiences (both *Early Fieldwork* and *Internship*) are an integral part of the CSUS School Psychology Program and are designed to complement and extend "classroom based" learning experiences. It is through field experiences and the processing of those experiences that credential candidates integrate theory and practice, and develop the skill of reflection. Activities such as response papers, self-reflections, focused projects, discussions, and individual debriefing promote field experience learning.

Early Fieldwork and *internship* positions must allow for a breadth of experience. It is the credential candidate's responsibility to make sure that they engage in assessment, consultation, and counseling activities; and work in a variety of field settings. The four basic field settings include (a) preschool, (b) elementary, (c) middle school or junior high, and (d) high school. It is expected at the conclusion of fieldwork and internship experiences CSUS School Psychology Program credential candidates have had experiences in three (3) of these four (4) practice settings. A minimum of 200 hours is required for the second and third field settings when combining all early fieldwork and internship experiences. At least 10% of the students with whom the credential candidate works must be from a socio-cultural group different from their own. The CSUS School Psychology Program is committed to cross cultural experiences to promote competence in working with the diverse cultural groups that populate California's schools.

Obtaining Early Fieldwork or Internship Placements

While different school districts have different requirements, the following steps are typically followed before beginning Early Fieldwork or Internship:

1. As required by the school district, obtain a cleared *TB Test* from the health center (or other medical facility). If using results from a previous test, they must be **within the last year**.
2. As required by the school district, obtain a *Certificate of Clearance*. This certificate is administered through the Credential Analyst's Office (Eureka Hall, Room 414). This ensures that there are no legal barriers to prevent work with children. Credential candidates must fill out the application and go to the Department of Justice or Sheriff's Office to be fingerprinted. The application and fingerprints are investigated by the Department of Justice. A fee is charged for this process. **Due to processing time, this application and fingerprinting is often completed the semester before a field placement.**
3. Obtain *Professional Liability Coverage*. This gives professional coverage to work in the field (either fieldwork or internship). This should be renewed throughout the program. **Due to processing time, this application is often completed the semester before field placement.**

²³ Per the CCTC, "[t]he program assigns qualified practicum supervisors. Qualifications for practicum supervisors must include but are not limited to:

- Minimum of 3 years of experience as professional in the field
- Possession of a PPS School Psychology Credential
- Knowledge of context and content appropriate to the practicum experience."

4. During the enrollment period, enroll in the appropriate course. When registering for *Early Fieldwork in School Psychology*, enroll in EPSY 439A for three (3) units in the first semester and EPSY 439B for three (3) units in the second semester of full time study. When registering for *Internship in School Psychology*, enroll in EPSY 441A for fifteen (15) units in the first semester and EPSY 441B for fifteen (15) units in the second semester of full time study (part time students refer to p. 13).

Credential candidates are responsible for keeping track of all fieldwork and internship placement hours. See Appendices E and H for the appropriate documentation forms. These forms are to be submitted to the Fieldwork and Internship Coordinator regularly during the semesters of enrollment. It is a good idea to keep photocopies of documented hours and have supervisors sign the original and the photocopy.

Forms to Complete During Early Fieldwork and Internship Placements

1. Complete the *Hours Log* forms (Appendices E or H). This documents hours by the week. Within this form, indicate a weekly summary of activities performed. It is to be signed by the supervising school psychologist.
2. At the end of each semester, field supervisor(s) fill out a *CSUS School Psychology Program Early Fieldwork Evaluation* (Appendix D) or a *CSUS School Psychology Intern Evaluation* (Appendix G). These forms allow supervisors to evaluate candidate progress. This form should be submitted along with documented hours.

Another important responsibility during any field placement is for the candidate to hold regular meetings with their field supervisors to discuss relevant cases and issues. Field supervisors should meet with interns at an average of two hours per week minimum. Interns may need more supervision in the beginning. By the end of the internship, they should be ready to function with minimal supervision.

Choose placements carefully and thoughtfully. This is an important decision because each district placement provides a different set of experiences. Credential candidates are encouraged to find out as much as they can about each placement before making a commitment. Faculty members help to identify available placements.

CASP Position Statement Regarding Internship Placements

The CASP Board acknowledges the critical importance of the internship as the culminating fieldwork experience of school psychology trainees. The internship provides a unique opportunity for school psychology candidates to demonstrate field-based competence in the learning goals of their respective training programs. As such, it is important that internship placements provide experiences that allow candidates to engage in a variety of activities utilizing the skills and knowledge they have developed in their training programs. Such skills and knowledge cover a wide range of competencies as outlined in the program standards from both the California Commission on Teacher Credentialing (CCTC) and the National Association of School Psychologists (NASP). Standards from CCTC and NASP require candidates to engage in a variety of activities related to the multiple areas of competency they are developing. In addition, the CASP Internship Manual stresses the importance of a broad range of experiences (California Association of School Psychologists Internship Task Force) during the internship. These statements include the following.

- ❑ *School psychology candidates have the opportunity to demonstrate, under conditions of appropriate supervision, their ability to apply their knowledge, to develop specific skills needed for effective school psychological service delivery, and to integrate competencies that address the domains of professional preparation outlined in these standards and the goals and objectives of their training program (NASP, 2000)*
- ❑ *(c) provision for participation in continuing professional development activities; (d) release time for supervision; and (e) a commitment to the internship as a diversified training experience (NASP, 2000)*
- ❑ *During the culminating field experience, candidates have the opportunity to demonstrate the full range of skills acquired during formal training, and to acquire additional knowledge and skills most appropriately gained through supervised professional experience. Under the supervision of a credentialed school psychologist, candidates provide direct and indirect services to pupils, parents, and school staff in all areas of training (CCTC, 2001).*
- ❑ *Competencies identified by CCTC that must be included in training school psychologists are broad and include areas relevant to all PPS programs (e.g. knowledge of family-school collaboration, socio-cultural competence, comprehensive prevention and early intervention for achievement, consultation, human relations) and areas of training specific to school psychology. Professional skills and training identified by CCTC which should be demonstrated during an internship (as noted above) include: collaborative consultation; wellness promotion, crisis intervention and counseling; individual evaluation and assessment; program planning and evaluation; and research, measurement and technology (CCTC, 2001)*
- ❑ *Seek a broad range of experiences for the intern, even if it is not within the typical assignment of school psychologists in the district (CASP, 2001).*
- ❑ *...develop a viable internship plan that addresses the CTC school psychology training standards (CASP, 2001).*

- CCTC Standards also note the importance of experience in more than one setting. Specifically, candidates are to have a minimum of 200 hours field experience (including practica and internship) in two of the following settings: preschool, elementary, middle school, high school.

To encourage internships that allow candidates to provide the range of services for which they are capable, the Board strongly encourages districts to work with university trainers in developing comprehensive internship experiences. The CASP Board recognizes that individual assessment (including traditional psycho-educational evaluation, progress monitoring, and participation in school-wide testing) is perceived as a critical role for school psychologists and may likely constitute a significant portion of an internship. At the same time, the Board supports internship placements that adhere to the above guidelines by providing candidates with the opportunity to engage in an appropriate blend of direct and indirect services such as collaboration, consultation, intervention planning, crisis intervention, counseling, and program evaluation. These activities should involve, when appropriate, general and special education candidates.

The Board also recognizes that during an internship the psycho-educational evaluation process may be more time consuming than for experienced school psychologists. This fact should be considered when determining intern workload assignments. To encourage internships that allow candidates to provide the range of services for which they are capable, the Board strongly encourages districts to work with university trainers in developing comprehensive internship experiences. According to CCTC Standards, for each intern, a written plan *is prepared and agreed upon by the local educational agency* (CCTC, 2001). This plan can serve as a useful vehicle for clearly delineating the training goals for individual candidates. Finally, the CASP Board suggests that trainers and districts refer to the CASP Internship Manual for further guidelines in designing successful internship experiences.

References:

California Association of School Psychologists Internship Task Force (2001). *School Psychology Internship Manual; 2nd Edition*. CASP.

California Commission on Teacher Credentialing (2001). *Standards of Quality and Effectiveness for Pupil Personnel Services Credentials*.

National Association of School Psychologists (2000). *Standards for Training and Field Placement Programs in School Psychology*.

SCHOLARSHIPS AND FINANCIAL AID

The College of Education offers a variety of scholarships and candidates are encouraged to go to <https://www.csus.edu/college/education/student-support/scholarships.html> or more information about these and other financial aid resources. However, three scholarships in particular are dedicated for school psychology candidates. The following provides brief summaries of the school psychology program scholarships.

Capital Region School Psychologists Association Scholarship

Amount	Eligibility	Supplemental Materials
Variable	<ol style="list-style-type: none"> 1. good academic standing 2. must be a graduate student who is a candidate for a School Psychology Credential 3. must be enrolled at time of award 	Submit a minimum 300 word essay describing how the use of these funds will benefit your future professional practice as a school psychologist. Include a listing of academics, employment, extracurricular experiences and achievements.

Clarence "Cotton" Johnson Memorial Scholarship

Amount	Eligibility	Supplemental Materials
\$300	<ol style="list-style-type: none"> 1. minimum 3.0 overall GPA; 2. limited to students accepted or enrolled in the Master's of Science in Counseling, School Psychology, or the School Psychology Credential; 3. financial need not required; 4. may be enrolled full or part time 5. must be enrolled at time of award 	Submit a minimum 300 word essay describing how the use of these funds will benefit your future professional practice as a school psychologist. Include a listing of academics, employment, extracurricular experiences and achievements.
About the Sponsor	<p>Clarence "Cotton" Johnson grew up in Davis, CA and, after high school, joined the Marines to serve in the South Pacific. Cotton was an avid student of military history and displayed the "Semper Fi" on every car and boat he owned. He attended Sacramento Community College and Sacramento State in its fledgling years when the campus was downtown. He helped break ground at the new site on the American River. He received his Ph.D. from Stanford.</p> <p>Cotton had a very productive career. For 12 years he was a School Psychologist and Director of Special Education Services for Sacramento County Superintendent of Schools. In 1966, he joined the faculty of Sac State where he directed many programs and projects. Cotton loved sailing and boating and, because of his love for the water, served with the Coast Guard auxiliary. He was also a prolific and talented artist.</p> <p>Cotton is remembered as a person who demonstrated leadership in the field and made significant contributions. He was a pragmatic visionary who was</p>	

	<p>action-oriented. He is remembered as a person who would often get straight to the point, identify what needed to be accomplished, and then initiate the measures to get it done.</p> <p>The Clarence “Cotton” Johnson Memorial Scholarship will be given to that student who exhibits strong leadership qualities, the capacity for successful collaboration with colleagues, and the ability to bring out the best in people.</p>
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Gale Beeman Scholarship

Amount	Eligibility	Supplemental Materials
Variable	<ol style="list-style-type: none"> 1. must be in good academic standing; 2. must be accepted or enrolled in the School Psychology program; 3. financial need may be considered but is not required; 4. may be enrolled full or part time; 5. must be enrolled at time of award; 	<p>Submit a minimum 300 word essay describing how the use of these funds will benefit your future professional practice as a school psychologist. Include a listing of academics, employment, extracurricular experiences and achievements.</p>
About the Sponsor	<p>Gale Beeman was born October 18, 1911 in Portland, Maine. She grew up in Hawaii, where her father was principal of Maui High School, and in Burlingame, although she later lived over 50 years in Sacramento. Gale completed the coursework for her bachelors degree at Mills College, University of Arizona and San Jose State, with a collection of courses her advisors warned her would never lead to employment. She received her master’s degree from Stanford University.</p> <p>Gale worked as the Supervisor of Speech and Guidance in the Burlingame Schools, using her speech and teaching credentials and overseeing remedial reading. She was the first school psychologist in the Sacramento City Schools, and we suspect she may have been the first school psychologist in California, following 1948 legislation creating the credential and the role, to regulate the placement in classes for students with mental retardation.</p> <p>Gale Beeman never married or had children and never used the title Ms. but it certainly would have suited her. Her accomplishments were such that clippings in her scrapbook sometimes refer to her as Dr. Beeman although she did not complete her PhD. She did, however, explore a plethora of other interests, including international travel, oil painting, writing poems, creating a children's board game, and attempting to patent a chemical substance the purpose of which has been lost. She built much of her second home in Tahoe</p>	

	<p>by hand. To top all this off, Gale got her Screen Actors; Guild card while in her 70's and appeared in a few commercials, plus a 1987 movie.</p> <p>Gale passed away in November of 2005 and was buried on a windy hillside in Colma, California. Her family considers her a Renaissance Woman and is proud that she chose to bequeath a scholarship to the School Psychology Program at Sacramento State.</p>
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RULES FOR SCHOOL PSYCHOLOGY

Rules for School Psychology

By Stephen E. Brock, PhD, NCSP, LEP

In this paper I share my personal “Rules for School Psychology,” which are the product of almost 20 years of school psychology practice and just short of 20 years of experiences training new school psychologists. These rules are nothing new or earth shaking, but as you begin your school psychology graduate education, I thought it important to share my “rules for school psychology” with you.

Rule 1. Focus on student needs.

- *Student needs dictate my recommended interventions, not what is desired by adults.*

Especially as a young 25-year-old school psychologist, I think I may not have had this rule clearly in mind. As a result, at times I found myself challenged when trying to wade through the sometimes divergent views of parents and my fellow educators. This remained the case until it became clear to me that while relevant, the needs of adults (e.g., parents, teachers, administrators) were never the bottom line. If I wanted to sleep soundly at night I needed to ensure that my recommendations were student centered. It was one thing to have adults mad at me because of my recommendations, but it was entirely something different if, in an effort to pacify an angry parent or educator, I made a recommendation that I did not feel was primarily focused on the student’s needs. That caused me to lose sleep at night. With attention to this rule, an angry administrator, parent, or teacher (while still not pleasant) did not.

Rule 2. There is no such thing as bad data.

- *However, I can make bad data interpretations.*

From time to time my fellow school psychology colleagues, and now my graduate students, have come to me and said something to the effect of: “This data is a mess, it’s bad.” We all know what the psychologist means when they utter these words. Typically, they are referring to the fact that an obtained test score is judged to be an invalid estimate of a student’s true skills or abilities (or the construct the assessment tool purports to measure). However, over time, as I reflected on my own cases wherein I obtained scores judged to be poor estimates, I realized that they nevertheless had interpretive value. It was not my “score” that was potentially flawed rather it was my interpretation of that statistic that could be labeled “bad.” For example, consider the achievement test scores generated by the student who had very poor motivation, was extremely impulsive, and/or inattentive. While likely not a reflection of the construct the test purports to measure (i.e., academic skill level), such results told me a lot about the effect of the observed behavior on academic functioning. To the extent observed test taking behaviors are displayed in other learning environments (which they typically are) they tell me a lot about how, and to what degree, they affect student performance.

Rule 3. Look for information that guides interventions.

- *Truly meaningful data about a student provides me with guidance that leads to student success.*

The most valuable assessment data provides me with information that generates meaningful intervention guidance. “Interesting” data is not necessarily “meaningful” data. Just because a given test score, observation, or other assessment finding is judged to be significantly different from the population the student is being compared to, does not mean it should direct my action. I

need to always ask “so what?” when evaluating the relative importance of any given assessment finding.

Rule 4. Be prepared to ask difficult questions and deliver bad news.

- *This will make me uncomfortable.*

From time to time I have had to deliver bad news (e.g., “Your child has an intellectual disability”), and ask challenging questions (e.g., is there a family history of mental illness). This will never get easy for me, nor should it. Consequently, over the course of my career I needed to learn to cope with my own feelings when it came to delivering bad news and asking difficult questions. Just because it is difficult for me to ask a teacher hard questions (e.g., “have you implemented the IEP”) or to deliver challenging news to a parent (e.g., “your child is having thoughts of suicide”), does not excuse me from my responsibility to do so. I have learned to recognize that asking difficult questions and delivering bad news is an important means to the end of success at school (although it still does and always will make me feel uncomfortable).

Rule 5. Everything is data.

- *There are many ways through which I can understand a student and develop my psychoeducational recommendations.*

Assessment is much more than simply administering tests. To reinforce this fact Dr. Brian P. Leung (of Loyola Marymount University, Los Angeles, and a past CASP President) offers his school psychology graduate students the “RIOT” acronym, which stands for records, interviews, observations, and testing to help define assessment. However, despite such explicit instruction, for the new school psychology student, who quite literally spends hundreds of hours learning to use psychological tests and measures, there is an understandable tendency to place too much stock in obtained test scores. After all anything that takes so much time learning how to do must be incredibly important. Correct? And while, in fact, the ability to administer, score, and interpret psychological tests is part of what makes the school psychologist special, it is essential that I not view them as the only data source. In fact, there will be instances wherein the obtained test scores are not the most important result. For example, behavior while taking a psychological test often tells me just as much, if not more, about the student than any test score. I need to always keep in mind that everything I collect as I review records, observe students, interview the student and their significant others, and administer psychoeducational tests is a potentially powerful data source and consequently should not be ignored or overlooked. Testing is a part of the assessment process; it is not all there is to assessment.

Rule 6. Statistics do not dictate actions.

- *Tests don't make psycho-educational recommendations, I do!*

Rule 5 directs me to recognize that “everything is data.” And complementing that rule, I also argue that the results, numbers, or statistics, obtained from any assessment measure are in and of themselves meaningless. It is my interpretation of these data that is informative. Without a competent psychologist to make interpretations, the results of any assessment are not just meaningless they are dangerous. For example, in the case of an intellectual disability evaluation, just because an obtained score falls two standard deviations below the mean does not automatically identify a student as a person with an intellectual disability. Similarly, just because an obtained IQ score is above 70 does not necessarily rule out this eligibility determination. Factors such as the measures’ standard error of measure, the nature of the standardization sample

and, in the case of an IQ test, the Flynn Effect are among the factors that need to be considered when determining if the student is functioning two or more standard deviations below the current population mean.

Rule 7. Never draw a conclusion from a single data source.

- *I need to look for multiple sources of agreement before coming to any conclusion.*

Most psychoeducational data sources, in and of themselves, do not allow me to generate answers or definitive conclusions. As was suggested in Rule 5, the data I typically use (as I strive to understand a student) are the subject of interpretation. Consequently, I find it essential to never come to a conclusion from any single data source. I recognize the multiple sources of error that can influence any single result and thus look to triangulate different data sources before coming to psychoeducational conclusions.

Rule 8. There is no such thing as an “un-testable” student.

- *There are students for whom my standardized tests are psychometrically invalid.*

Consistent with Rule 2, which asserts that there is no such thing as bad data, my experience has also found that there is no such thing as an “un-testable” student. While there may be instances wherein the statistics or numbers generated by a series of psychoeducational tests do not reflect the constructs the tests purport to measure, this is very different from concluding a student is un-testable. Remember rule #5? Everything is data! Even the psychoeducational assessment finding that is judged to not be “valid” still generates interpretable data. Because there are so many ways (including but not limited to traditional psychoeducational measures) to understand a student, when you get right down to it there is no such thing as an un-testable student.

Rule 9. Earn the privilege of sharing an “expert” opinion.

- *Just because I am a “school psychologist” doesn’t mean I will always be listened to.*

The title “school psychologist” gives me some initial credibility with many (but not all) consumers of my services. Consequently, it is important for me to be deliberate about earning the privilege of having my psychoeducational recommendations at least considered and hopefully followed. This often times does not occur right away, and I have found that one of the most effective ways to earn this privilege is listening (and I mean truly listening) to the parents and teachers who are the typical consumers of my recommendations. I have found that when these individuals feel that I have understood what they are telling me, they are much more likely to consider and follow my recommendations.

Rule 10. Strive to give away school psychology.

- *My psycho-educational strategies should be understood by all.*

Psycho-educational strategies are not covert. My goal is to help teachers, administrators, parents, and students themselves understand learning, learning processes, and how to best ensure student success. Consequently, I view all psychoeducational consultations as teaching opportunities. The more administrators, teachers, and parents I can help to understand the methods behind my recommendations, the greater will be my reach. For when I am successful in giving away school psychology the consumers of my services will increasingly be able to independently meet the learning needs of students, which in turn frees me to work with others.

Rule 11. Be attentive to what students do well.

- *I need to assertively identify student strengths and use this information to guide my recommended interventions.*

I strive to avoid simply telling parents and teachers what a student cannot do. Rather I use psychoeducational data to assertively identify strengths and use such information to guide interventions. Each and every student, no matter how severe their learning challenges, has their islands of strength. I need to find and use them.

Rule 12. Always tell students what to do.

- *I need to avoid simply telling students what not to do.*

Consistent with the strength based approach suggested by Rule 11, I also strive to always tell students themselves what it is that I want them to do and avoid simply telling them what they should stop doing. What is the student doing right? What is the student doing well? Each and every student has something that we can celebrate and that helps guide them toward greater school success.

Rule 13. Ask good questions and be a life-long learner.

- *I should never think I have all the answers*

Arguably, school psychologists are among the best-informed class of educators working in the schools. It is my opinion, and granted I may be a bit biased, that the school psychology credential is among the most demanding to earn. That said I always strive to be humble, and never assume that I know it all. There will always be that next new advance that I need to attend to. And if I listen to each and every one of my colleagues (not to mention the parents and students I serve) they can teach me valuable lessons. But such learning will take place if, and only if, I recognize the importance of life-long learning and the fact I will never have all of the answers.

Rule 14. Be a critical consumer of psycho-educational tools and interventions.

- *I strive to use empirically supported tools and interventions, but at the same time remain open to new approaches.*

And finally, while it is important to be attentive to the empirical literature and make use of tools and interventions with documented efficacy, I strive to always be open to the next new discovery. It is important to be a critical consumer of psychoeducational interventions, but I recognize the possibility that today's unproved theory can be (with the appropriate study) tomorrows empirically supported best practice. For example, dyslexia was poorly understood when I was originally trained, yet because of my attention to the literature I was able to give rapid naming and phoneme deletion tasks long before today's well standardized measures of phonological processing were available.

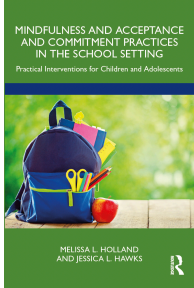
Well that's it. You now know the 14 rules that guide my school psychology practice. I suspect that many of my rules will be consistent with principles that will guide your practice. But I am also sure that there are other rules that will become important to your school psychology practice, and during our time together I hope you will share those rules with me.

SCHOLARSHIP AT CSUS

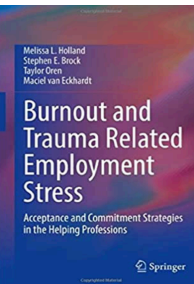
The CSUS School Psychology Program is a specialist level program. As such its primary focus is on the development of applied skills. Nevertheless, the school psychology faculty strives to provide students with opportunities for academic scholarship and is motivated to assist those students who wish to advance to doctoral level studies. Students interested in such scholarship should talk to a faculty member who shares one of their areas of interest. To provide a sense of school psychology program faculty interests, the following list offers books that CSUS School Psychology Program faculty have published:

Books Published by School Psychology Faculty Members

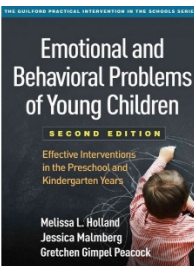
Books by Melissa L Holland, PhD, Professor and School Psychology Program Coordinator



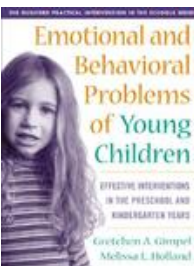
Holland, M. L. & Hawks, J. L. (2023). *Mindfulness and acceptance and commitment practices in the school setting: Practical interventions for children and adolescents*. Routledge.



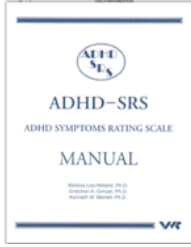
Holland, M., Brock, S. E., Oren, T., & van Eckhardt. (2022). *Burnout and trauma related employment stress: Acceptance and commitment strategies in the helping professions*. Springer.
<https://www.springer.com/us/book/9783030834913>



Holland, M. L., Malmberg, J., & Gimpel, G. (2017). *Emotional and behavioral problems of young children: Effective interventions in the preschool and kindergarten years* (2nd ed.). Guilford Press.

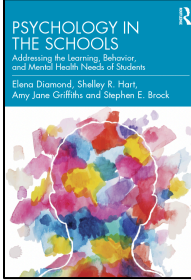


Gimpel, G. A., & Holland, M. L. (2003). *Emotional and behavioral problems of young children: Effective interventions in the preschool and kindergarten years*. Guilford Press.

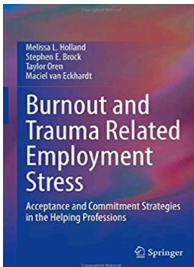


Holland, M. L., Gimpel, G. A., & Merrell, K. W. (2001). *ADHD symptoms rating scale*. PAR.

Books by Stephen E. Brock, PhD, NCSP, LEP, Professor Emeritus

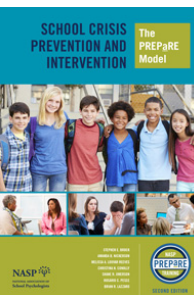


Diamond, E., Hart, S. R., Griffiths, A. J., & Brock, S. E. (in press). *Psychology in the schools: Addressing the learning, behavior, and mental health needs of students*. Routledge.

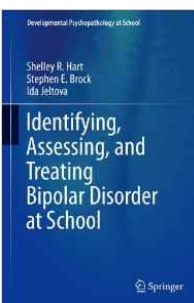


Holland, M., Brock, S. E., Oren, T., & van Eckhardt. (2022). *Burnout and trauma related employment stress: Acceptance and commitment strategies in the helping professions*. Springer.

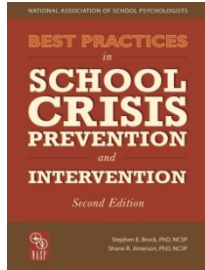
<https://www.springer.com/us/book/9783030834913>



Brock, S. E., Nickerson, A. B., M. Louvar Reeves, C. Conolly, S. Jimerson, R. Pesce, & B. Lazzaro. (2016). *School crisis prevention and intervention: The PREPaRE Model* (2nd ed.). National Association of School Psychologists.



Hart, S., Brock, S. E., & Jeltova, I. (2013). *Identifying, assessing, and treating bipolar disorder at school*. Springer.



Brock, S. E., & Jimerson, S. R. (Eds.). (2012). *Best practices in school crisis prevention and intervention* (2nd ed.). National Association of School Psychologists.



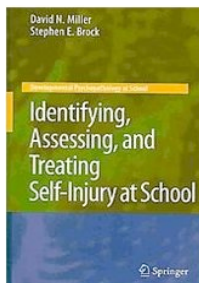
Nickerson, A. B., Reeves, M. A., Brock, S. E., & Jimerson, S. R. (2012). 识别评估和治疗: 中小學生創傷後應激障礙 [*Identifying, assessing, and treating posttraumatic stress disorder at school*]. (H. Tingting & X. Qian, Trans.). China Light Industry Press/Beijing Multi-Million Electronic Graphics & Information. (Original work published in 2009).



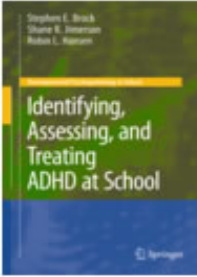
Miller, D. N., & Brock, S. E. (2012). 识别评估和治疗: 中小學生自傷問題 [*Identifying, assessing, and treating self-injury at school*]. (T. Suquin & H. Zijuan, Trans.). China Light Industry Press/Beijing Multi-Million Electronic Graphics & Information. (Original work published in 2010).



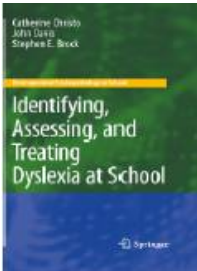
Brock, S. E., Jimerson, S. R., & Hansen, R. L. (2012). 识别评估和治疗: 中小學生注意缺陷多动障碍 [*Identifying, assessing, and treating attention-deficit/hyperactivity disorder at school*]. (T. Chuan & S. Yu, Trans.). China Light Industry Press/Beijing Multi-Million Electronic Graphics & Information. (Original work published in 2009).



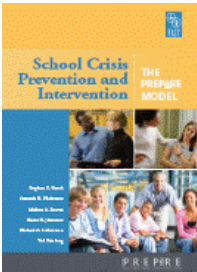
Miller, D. N., & Brock, S. E. (2010). *Identifying, assessing, and treating self-injury at school*. Springer.



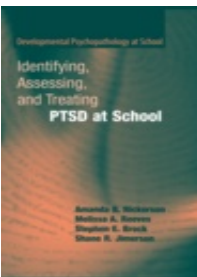
Brock, S. E., Jimerson, S. R., & Hansen, R. (2009). *Identifying, assessing, and treating ADHD at school*. Springer.



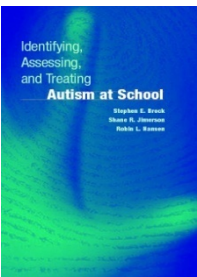
Christo, C., Davis, J., & Brock, S. E. (2009). *Identifying, assessing, and treating Dyslexia at school*. Springer.



Brock, S. E., Nickerson, A. B., Reeves, M. A., Jimerson, S. R., Lieberman, R., & Feinberg, T. (2009). *School crisis prevention and intervention: The PREPaRE Model*. National Association of School Psychologists.



Nickerson, A. B., Reeves, M. A., Brock, S. E., & Jimerson, S. R. (2009). *Identifying, assessing, and treating PTSD at school*. Springer.



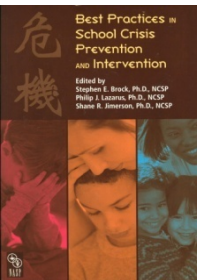
Brock, S. E., Jimerson, S. R., & Hansen, R. L. (2006). *Identifying, assessing, and treating autism at school*. Springer.



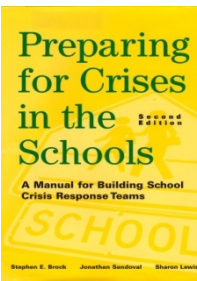
Brock, S. E., Sandoval, J., & Lewis, S. (2006). 学校心理学による問題対応マニュアル—学校で起きる事件・事故・災害にチームで備え、対処する [*Preparing for Crises in the Schools: A manual for building school crisis response teams*]. (R. Imada & Y. Yoshida, Trans.). Seishin Shobo.



Brock, S. E., Sandoval, J., & Lewis, S. (2005). Διαχείριση κρίσεων στο σχολείο: Εγχειρίδιο για τη δημιουργία ομάδων διαχείρισης κρίσεων στο σχολείο [*Preparing for crises in the schools: A manual for building school crisis response teams*] (2nd ed., C. Hatzichristo Ed., E. Theoharakis, Trans.). Tipothito.



Brock, S. E., Lazarus, P. J., & Jimerson, S. R. (Eds.). (2002). *Best practices in school crisis prevention and intervention*. National Association of School Psychologists.

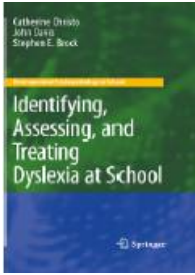


Brock, S. E., Sandoval, J., & Lewis, S. (2001). *Preparing for crises in the schools: A manual for building school crisis response teams* (2nd ed.). Wiley.



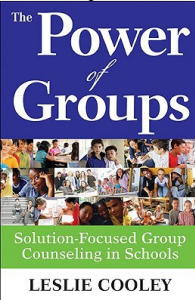
Brock, S. E., Sandoval, J., & Lewis, S. (1969). *Preparing for crises in the schools: A manual for building school crisis response teams*. CCPS.

Book by Catherine Christo, PhD, NCSP, LEP, Professor Emeritus



Christo, C., Davis, J., & Brock, S. E. (2009). *Identifying, assessing, and treating Dyslexia at school*. Springer.

Book by Leslie Cooley, PhD, NCSP, Professor Emeritus



Cooley, L. (2009). *The power of groups: Solution-focused group counseling in schools*. Sage.

Conference Presentations

One of the more consistent ways school psychology faculty supports academic scholarship is by mentoring presentations at state (CASP) and national (NASP) conferences. The following is a listing of current and former CSUS School Psychology Program student and faculty involvement in refereed/invited state and national conference presentations.

- Alcantara, J., Braga Guerra, A., Ballesteros, C., & Muniz, L. (2016). *Resiliency life skills: A 6th grade group curriculum on building positive relationships*. Poster presentation at the Annual Meeting of the California Association of School Psychologists. Newport Beach, CA.
- Alcantara, J., Braga Guerra, A., Ballesteros, C., & Muniz, L. (2017, February). *A group approach to building positive relationships among adolescent females*. Poster presented at the Annual Convention of the National Association of School Psychologists, San Antonio, TX.
- Anderson, L., & Wylie, B. (2010, March). *School wide positive behavior supports: Where to start?* Paper presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.
- Andrew, M. E., & Lausier, J. A. (2011, February). *Developing a caregiver training as a school crisis intervention*. Paper presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA.
- Andrew, M. E., & Lausier, J. A. (2011, February). *Crisis intervention in schools: The PREPaRE Model*. Paper presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA.
- Atkins, M. K., & Calkins, A. A. (2019, February). *Student voice interventions for school climate improvement*. Poster presented at the annual meeting of the National Association of School Psychologists, Atlanta, GA.
- Avelar, M. (2011, February). *Disproportion of cultural and linguistically diverse students in special education*. Poster presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA.
- Baisden, K., & Patenaude, A., (2020, February). *Bridging the home-school gap through positive discipline* [Mini-skills presentation]. Annual Convention of the National Association of School Psychologists, Baltimore, MD. <https://apps.nasponline.org/professional-development/convention/session-detail.aspx?ID=18336>
- Balcom, B., & Acosta, M. (2014, February). *Addressing adolescent dating violence: A school-based prevention curriculum*. Paper presented at the annual convention of the National Association of School Psychologists, Washington, DC.

- Berryman, M. Malagon, J., Maldenik, C., & Hernandez, M. (2016, February). *A suspension alternative: Promoting school-wide success through positive supports*. Poster presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.
- Blazer, A. L., Noyes, H. A., & Burgess, C. (2008, March). *Bullying intervention programs in elementary schools*. Paper presented at the annual meeting of the California Association of School Psychologist, Burlingame, CA.
- Bolnik, L., & Brock, S. E. (2005, March). *The effects of crisis intervention work on school psychologists*. Poster presented at the annual meeting of the California Association of School Psychologists, Riverside, CA.
- Bonta, M., Jankans, S., Lopes, L., & Villasenor, D. (2008, March). *Self-injury interventions for school psychologists*. Paper presented at the annual meeting of the California Association of School Psychologist, Burlingame, CA.
- Borisov, N., Balcom, B., To, M., & Sibert, M. (2013, February). *Success in US-group counseling curriculum for English language learners*. Paper presented at the annual meeting of the National Association of School Psychologists, Seattle, WA.
- *Brock, S. E., & Woitaszewski, S. (2024, February). *PREPaRE workshop 2 training of trainers (ToT). Crisis intervention and recovery: The roles of school-based mental health professionals* [Workshop]. Annual Convention of the National Association of School Psychologists, New Orleans, LA, United States.
- Brock, S. E., Chang, C., & Gatewood, V. (2005, April). *The identification of autism spectrum disorders*. Mini-skills workshop presented at the annual meeting of the National Association of School Psychologists, Atlanta, GA.
- Brock, S. E., Chang, C., Poitz, A., & Gatewood, V. (2005, March). *Autism spectrum disorders (Part 2): Diagnostic assessment and the psycho-educational evaluation*. Workshop presented at the annual meeting of the California Association of School Psychologists, Riverside, CA.
- Brock, S. E., & Coffey, L. (2022, February). *Mental health crisis interventions: Responding to an acute traumatic stressor in schools* [Workshop]. Annual Convention of the National Association of School Psychologists, Boston, MA.
- Brock, S. E., Cummings, C. A., & Seiver, J. (2004, March). *A behavioral intervention for increasing on-task behavior*. Paper presented at the annual meeting of the California Association of School Psychologists, Burlingame, CA.
- Brock, S. E., & Fernandez, B. (2019, February). *School suicide postvention*. Documented session presented at the annual meeting of the National Association of School Psychologists, Atlanta, GA.
- Brock, S. E., Grove, B., & Searls, M. (2008, February). *The identification, assessment, & treatment of ADHD*. Mini-skills session presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.
- Brock, S. E., Grove, B., Searls, M., & Martinez, E. (2008, March). *The identification, assessment, and treatment of ADHD*. Workshop presented at the annual meeting of the California Association of School Psychologists, Burlingame, CA.
- Brock, S. E., & Hart, S. (2004, March). *Helping the student with ADHD in the classroom*. Paper presented at the annual meeting of the National Association of School Psychologists, Dallas, TX.
- Brock, S. E., & Hart, S. (2005, April). *Suicidal ideation and behaviors*. Mini-skills workshop presented at the annual meeting of the National Association of School Psychologists, Atlanta, GA.
- Brock, S. E., & Hart, S. (2006, March). *School suicide postvention: The school's response to the student suicide*. Mini-skills session presented at the annual meeting of the National Association of School Psychologists, Anaheim, CA.
- Brock, S. E., & Hart, S. (2014, March). *DSM-5 and school psychology*. Workshop presented at the California Association of School Psychologists Spring Conference, Santa Clara, CA.
- Brock, S. E., Holland, M. L., Rodriguez, C., & Barokha, A. (2018, October). *Mindfulness and trauma informed practice in the schools*. Mini-skills workshop presented at the annual meeting of the California Association of School Psychologists conference, San Diego, CA.
- Brock, S. E., Jimerson, S. R., & Stein, S. A. (2015, June). *School crisis intervention using the PREPaRE model*. Workshop presented at the 37th Annual International School Psychology Association Conference, São Paulo, Brazil.
- Brock, S. E., & Louvar Reeves, M. A. (2019, February). *Crisis intervention in a time of social media*. Documented session presented at the annual meeting of the National Association of School Psychologists, Atlanta, GA.

- Brock, S. E., & Stein, S. (2019, February). *Student psychoeducational groups in crisis intervention*. Field-based skill session presented at the annual meeting of the National Association of School Psychologists, Atlanta, GA.
- Brock, S. E., Navarro, L., & Teran, E. (2008, March). *The English to Spanish translation of psycho-educational materials for use during school crisis intervention*. Poster presented at the annual meeting of the California Association of School Psychologists, Burlingame, CA.
- Brock, S. E., & O'Malley, M. (2005, March). *The nature and consequences of victimization*. Paper presented at the annual meeting of the California Association of School Psychologists, Riverside, CA.
- Brock, S. E., & Pachenar, D. (2006, February). *The assessment and diagnosis of attention-deficit/hyperactivity disorder*. Workshop presented at the annual meeting of the California Association of School Psychologists, Monterey, CA.
- Brock, S. E., Puopolo, M., Cummings, C. A., & Husted, D. A. (2004, March). *Helping the student with ADHD in the classroom*. Paper presented at the annual meeting of the California Association of School Psychologists, Burlingame, CA.
- Brock, S. E., & Slone, M. (2005, March). *Autism spectrum disorders (Part 1): Case finding and screening*. Workshop presented at the annual meeting of the California Association of School Psychologists, Riverside, CA.
- Brock, S. E., Slone, M., & Tuttle, C. (2007, March). *The psycho-educational assessment of students with autism spectrum disorders*. Workshop presented at the annual meeting of the California Association of School Psychologists, Los Angeles, CA.
- Brock, S. E., & Stein, S. (2019, February). *Student psychoeducational groups in crisis intervention*. Field-based skill session presented at the annual meeting of the National Association of School Psychologists, Atlanta, GA.
- Camp, E. A., & Wu, A. (2008, March). *Girl power: Self-esteem group curriculum for 5th grade girls*. Paper presented at the annual meeting of the California Association of School Psychologist, Burlingame, CA.
- Christo, C., Borisov, N., & Sibert, M. (2012, February). *Identifying English learners with dyslexia*. Mini-skills workshop presented at the annual meeting of the National Association of School Psychologists, Seattle, WA.
- Christo, C., Chang, C., & Leaman, S. (2004, March). *Using CBM for progress monitoring in regular and special education*. Workshop presented at the annual meeting of the California Association of School Psychologists, Burlingame, CA.
- Christo, C., & Christy, D. (2007, March). *Research update: From reading readiness to reading disability*. Workshop presented at the annual meeting of the California Association of School Psychologists, Los Angeles, CA.
- Christo, C., Cummings, C., & Hunter, D. (2004, March). *Overview of computer based early reading interventions*. Paper presented at the annual meeting of the California Association of School Psychologists, Burlingame, CA.
- Christo, C., & Gatewood, V. (2004, March). *What works: An overview of reading intervention programs*. Paper presented at the annual meeting of the National Association of School Psychologists, Dallas, TX.
- Christo, C. & Goodson, T. (2009, February). *Choosing the 'best' interventions*. Paper presentation at the annual meeting of the National Association of School Psychologists, Boston, MA.
- Christo, C. & Goodson, T. (2009, March). *Framework for reading skills analysis*. Poster presentation at the annual meeting of the California Association of School Psychologists, Riverside, CA.
- Christo, C., Goodson, T., Iacuniello-Mullen, J., & Moore, C. (2009, February). *Useful reading assessments within an RTI model*. Mini-skills presentation at the annual meeting of the National Association of School Psychologists, Boston, MA.
- Christo, C., & Hart, S. (2004, March). *Measurement matters*. Paper presented at the annual meeting of the National Association of School Psychologists, Dallas, TX.
- Christo, C., O'Malley, M. D., & Husted, D. (2006, March). *The joy of data*. Workshop presented at the annual meeting of National Association of School Psychologists, Los Angeles, CA.
- Cooley, L., Clovis, B., Leiber, S., Randell, W., Rivera, M., & Sanders, K. (2006, March). *Solution-focused counseling: Creative approaches with you (K-4) children*. Paper presented at the annual meeting of the California Association of School Psychologists, Monterey, CA.
- Cooley, L., Diggins, J., Farr, J., Nehrer, E., Slone, M., & Snow, C. (2002, March). *Solution-focused counseling: Creative approaches with young children*. Paper presented at the annual meeting of the California Association of School Psychologists, Sacramento, CA.
- Cooley, L., & Martinez, E. (2009, March). *Emotional disturbance: Current dilemmas examined*. Paper presented at the annual meeting of the California Association of School Psychologists, Riverside, CA.

- Cooley, L., & Stoddard, K. (2007, March). *Overview of computer based early reading interventions*. Paper presented at the annual meeting of the California Association of School Psychologists, Burlingame, CA.
- Cooley, L., & Yates, C. B. (2007, March). *Children in foster care: What school psychologists need to know*. Paper presented at the annual meeting of the California Association of School Psychologist, Los Angeles, CA.
- Courtney, M., & Waller, S. (2017). *Supporting students with social-emotional health: Redefining success*. Poster presentation at the Annual Meeting of the National association of School Psychologists, San Antonio, TX.
- Cummings, C., Brock, S. E., & Puopolo, M. (2003, April). *Using observations, interviews, and rating scales to identify antecedents of problem behaviors*. Paper presented at the annual meeting of the California Association of School Psychologists, Los Angeles, CA.
- Cyhanenko, N., & Gomez, J. M. (2009, March). *Cyberbullying: What Schools can do to Prevent and Intervene*. Paper presentation at the annual meeting of the California Association of School Psychologists, Riverside, CA.
- Davis, J. (2007, March) *Psychotherapeutic interventions for children suffering from PTSD: Recommendations for school psychologists*. Paper presentation at the annual meeting of the California Association of School Psychologists, Los Angeles, CA.
- DeCarl, A., Lopez, T. & Wolf, J. Holland, M. L. (February, 2012). *Using Student Perspectives to Create Tolerance and Bullying Preventative Strategies*. Paper presented at the meeting of the National Association of School Psychologists, Philadelphia, PA.
- DePaulo, M., Reis, O., & Swarts, M. R. (2016). *Positive Actions Connecting Teens: Group counseling curriculum for students experiencing divorce*. Poster presentation at the Annual Meeting of the California Association of School Psychologists. Newport Beach, CA.
- Deurloo, S. C., Harrington, D. N., & Tennison, J. D. (2011, February). *Parent involvement in reading*. Paper presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA.
- Dubitsky, M., Macias, G., & Quintero, C., T. (2009, March). *Change your focus: Solution-focused brief therapy in the classroom*. Paper presented at the annual meeting of the California Association of School Psychologists, Riverside, CA.
- Fernandez, B., & Brock, S. E. (2022, February). *Addressing special needs, An essential element of comprehensive safety planning* [Mini-skills Workshop]. Annual Convention of the National Association of School Psychologists, Boston, MA.
- Flitsch, E. A., Acosta, M., Balcom, B., & Sheehy, C. (2012, October 25). *Addressing adolescent dating violence in schools*. Poster presented and the annual meeting of the California Association of School Psychologists, Costa Mesa, CA
- Flitsch, E. A., Balcom, B., Acosta, M., & Conheim, C. (2013, February). *Addressing adolescent dating violence in schools*. Poster presented and the annual meeting of the National Association of School Psychologists, Seattle, WA
- Flitsch, E. A., Magnesi, J. R., & Brock, S. E. (2013, February). *Social media and crisis prevention and intervention*. Mini-skills workshop presented at the annual meeting of the National Association of School Psychologists, Seattle, WA.
- Gomez, J. M., & Cyhanenko, N. (2009, March). *Intervention outcomes for students with emotional disturbance and behavior problems*. Paper presentation at the annual meeting of the California Association of School Psychologists, Riverside, CA.
- Goodson, T., IacuanIELLO, J., Moore, C., & Christo, C. (2009, March). *Framework for reading skill analysis*. Poster presented at the annual meeting of the California Association of School Psychologists, Riverside, CA.
- Goodson, T., IacuanIELLO, J., Moore, C., & Christo, C. (2009, March). *Useful reading assessments within an RTI model*. Panel presented at the annual meeting of the California Association of School Psychologists, Riverside, CA.
- Furlong, M. J., Brock, S. E., & O'Malley, M. D. (2005, December). *Peer victimization in schools*. Symposium presented at the California School Counseling Research Summit, San Diego, CA.
- Handleson, A., & Pape, L. (2009, March). *Differentiated instruction for the gifted student in the general education classroom*. Poster presented at the annual meeting of the California Association of School Psychologists, Riverside, CA.
- Hann, J., & Freitas, K. (2019, February). *Do it: Positive effects of social skills*. Poster presented at the annual meeting of the National Association of School Psychologist, Atlanta, GA.
- Hart, S., & Brock, S. E. (2008, March). *Bipolar disorder: How to differentiate it from other disorders*. Paper presented at the annual meeting of the California Association of School Psychologists, Burlingame, CA.
- Hart, S., & Brock, S. E. (2009, March). *Treatments and interventions for youth with bipolar disorder*. Workshop presented at the annual meeting of the California Association of School Psychologists, Riverside, CA.

- Hart S., & Brock, S. E. (2014, March). *Identifying, assessing, and treating bipolar disorder at school*. Workshop presented at the California Association of School Psychologists Spring Conference, Santa Clara, CA.
- Hass, M., Cooley, L., Eseltine, T., Jasinski, N., & Tamblyn, C. (2005, March). *Practical applications of a strength based approach to school psychology practice*. Panel presentation at the annual meeting of the California Association of School Psychologists, Burlingame, CA.
- Hass, M., Cooley, L., Hunter, D., & Tamblyn, C. (2005, April). *Practical applications of a strength based approach to school psychology practice*. Mini-skills presentation at the annual meeting of the National Association of School Psychologists, Atlanta, GA.
- Hass, M., Cooley, L., Hunter, D., & Tamblyn, C. (2005, April). *Strength-based approaches to school psychology practice*. Panel presentation at the annual meeting of the National Association of School Psychologists, Atlanta, GA.
- Hazen, S., Smith, S., Sisson, H. (2017, February). *Adapting PMII as an intervention for students with social-emotional challenges*. Poster presented at the Annual Convention of the National Association of School Psychologists, San Antonio, TX.
- Henney, S. R., & Weathers, A. S. (2011, February). *Using bibliotherapy to address bullying in schools*. Paper presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA.
- Holland, M.L. (2024, February). *Acceptance and commitment (ACT) strategies in the schools*. Paper presented to the National Association of School Psychologist's annual conference in New Orleans, LA.
- Holland, M. (2019, October). *Burnout and self-care: Strategies for the school psychologist*. Mini-skills presentation at the Annual Convention of the California Association of School Psychologists, Long Beach, CA.
- Holland, M. L., Badalyan, L., Morales, V., & Torres, C. (2018, October). *Youth anxiety in the schools*. Poster presented at the annual meeting of the California Association of School Psychologists, San Diego, CA.
- Holland, M. L., Badalyan, L., Morales, V., & Torres, C. (2019, February). *Youth anxiety in the schools*. Poster presented at the annual meeting of the National Association of School Psychologists, Atlanta, GA.
- Holland, M. L., Brock, S. E., & Hazen, S. (2017, February). *School-based mindfulness practices*. Miniskills session presented at the Annual Convention of the National Association of School Psychologists, San Antonio, TX
- Holland, M. L., Hernandez, M., & Lujano, D. (2018, October). *Sleep and academic demands: Preliminary research in grades 3-6*. Poster presented at the annual meeting of the California Association of School Psychologists, San Diego, CA.
- Holland, M. L., Martinez, K., Xiong, A., & Shergill, G. (2022, February). *Community-based mentoring for children experiencing homelessness* [Poster]. Annual Convention of the National Association of School Psychologists, Boston, MA.
- Holland, M., Morelli, L. C., & Khan, Z. (2021, February). *Risk assessment and crisis intervention in a time of telehealth*. Poster presented at the annual meeting of the National Association of School Psychologist (virtual convention).
- Holland, M. L. & Sisson, H. (February, 2015). *Mindfulness and acceptance practices in the schools*. Workshop presented at the National Association of School Psychologists, Orlando, FL.
- Holland, M. L. & Sisson, H. (February, 2014). *Academic Demands and Youth Social-Emotional Health: New Directions*. Paper presented at the meeting of the National Association of School Psychologists, Washington DC.
- Holland, M., & Larkin, A. K. (2014, February). *A three-tiered prevention-intervention school based mindfulness program*. Miniskills presentation at the annual convention of the National Association of School Psychologists, Washington, DC.
- Holland, M. L., McIntyre, D., & Marion, A. (2018, October). *Parent-teacher partnership: New directions in managing academic demands*. Paper presented at the annual meeting of the California Association of School Psychologists, San Diego, CA.
- Holland, M. L., Riddle, S. (2022, February). *Mindfulness applications for parents and students: MAPS* [Poster]. Annual Convention of the National Association of School Psychologists, Boston, MA.
- Holland, M., & Sisson, H. (2013, November). *Academic demands and youth social-emotional health: New directions*. Paper presented at the annual convention of the California Association of School Psychologists, Newport Beach, CA.
- Holland, M., Vergara, J., DeMarcho, N., & Morelli, L. (2019, October). *A culture of frustration: Academic demands in the elementary grades*. Poster presented at the Annual Convention of the California Association of School Psychologists, Long Beach, CA.

- Holland, M. L., Vergara, J., Morelli, L. C., & DeMarco, N. (2020, February). *A culture of frustration: Academic demands in the elementary grades* [Poster presentation]. Annual Convention of the National Association of School Psychologists, Baltimore, MD.
- Horning, S., Crisologo, C., Her, C., & Greenwood, B. (2016, February). *Increasing school engagement for adolescent males*. Poster presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.
- Horning, S., Crisologo, C., Tobon, A., & Greenwood, B. (2016, February). *Sleep disturbances: Prevention, screening, and intervention*. Poster presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.
- Jones, M. A., Brock, S. E., & Vernon-Cole, E. (2014, February). *Using the PREPaRE model to respond to bereavement at school*. Miniskills presentation at the annual convention of the National Association of School Psychologists, Washington, DC.
- Kraft, N. D., & Scoggan, P. L. (2019, February). *Mind full or Mindful? Benefits of school wide mindfulness interventions*. Poster presented at the annual meeting of the National Association of School Psychologists, Atlanta, GA.
- Larkin, A. K., Bryan, A., & Brock, S. E. (2013, November). *Responding to student suicide: Effective school suicide postvention*. Paper presented at the annual convention of the California Association of School Psychologists, Newport Beach, CA.
- Larkin, A. K., & Deurloo, S. C. (2012, February). *Variable populations and child find: Advancing the search*. Paper presented at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.
- Larkin, A. K., Sisson, H., Judy, J., & Holland, M. (2013, November). *Middle school early intervention group therapy curriculum: Teaching tolerance*. Paper presented at the annual convention of the California Association of School Psychologists, Newport Beach, CA.
- Levine, M., & Kachagin, S. (2016, February). *The stigmatization of males in the field of education*. Poster presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.
- Magnesi, J. R., Flitsch, E. A., & Brock, S. E. (2012, October 25). *Social media and crisis prevention and intervention*. Mini-skills workshop presented at the annual meeting of the California Association of School Psychologists, Costa Mesa, CA.
- Martinez, E., & Brock, S. E. (2007, April). *Suicide postvention*. Paper presented at the annual meeting of the National Association of School Psychologists, New York, NY.
- Madrigal, L., & Yu, R. (2009, March). *Factors influencing parental involvement in schools*. Poster presented at the annual meeting of the California Association of School Psychologists, Riverside, CA.
- Mladenik, C., & Mueller, N. (2016, February). *Group Counseling Approach for Students Experiencing Parental Separation or Divorce*. Poster presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.
- Munoz, M., & Bhatti, W. (2009, March). *Perceptions regarding school psychologists among parent of student diagnosed with autism*. Poster presented at the annual meeting of the California Association of School Psychologists, Riverside, CA.
- Nickerson, A. B., Brock, S. E., O'Malley, M. D., Furlong, M. J., Demaray, M. K., Malecki, C. K. (2005, August). *Enhancing social support for victims of school bullying*. Symposium presented at the annual meeting of the American Psychological Association, Washington, DC.
- O'Malley, M. (2010, March). *Psychometric Analyses of the California School Climate Survey*. Paper presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.
- O'Malley, M. (2010, March). *Interventions for Bullying at School: A Study of School Psychologists*. Paper presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.
- O'Malley, M., & Brock, S. E. (2014, February). *Crisis prevention through climate promotion: Tools and techniques*. Miniskills presentation at the annual convention of the National Association of School Psychologists, Washington, DC.
- O'Malley, M., Ortiz, A. A., & Levine, M. (2019, February). *Challenges and opportunities in establishing a university psychoeducational clinic*. Poster session to be presented at the annual meeting of the National Association of School Psychologists, Atlanta, GA.
- O'Malley, M., & Swarts, M. R. (2018, February). *Cultural competency considerations in threat assessment*. Paper presented at the National Association of School Psychologists Annual Convention, Chicago, IL.
- O'Malley, M. & Torres, C. (2019, February). *Equity considerations in school-based threat assessment*. Professional conversation session presented at the annual meeting of the National Association of School Psychologists, Atlanta, GA.

- O'Malley, M. D., & Romero, L. (2020, February). *Latinx school climate perceptions: Latent classes and their correlates* [Paper Presentation]. Annual Convention of the National Association of School Psychologists, Baltimore, MD.
- O'Malley, M., & Stein, S. (2022, February). *Strengths-based measures in psychoeducational assessment: Worthy cause or fruitless endeavor?* [Paper Presentation]. Annual Convention of the National Association of School Psychologists, Boston, MA.
- Onaka, L. A., Esparza, M. B., & Sandoval, M. (2014, February). *Social media influence and integration in social and academic learning*. Paper presented at the annual convention of the National Association of School Psychologists, Washington, DC.
- Oren, T., van Eckhard, M., Holland, M., & Brock, S. E. (2019, October). *Secondary traumatic stress (STS) I schools*. Poster presented at the Annual Convention of the California Association of School Psychologists, Long Beach, CA.
- Oren, T., van Eckhard, M., Holland, M., & Brock, S. E. (2019, October). *Secondary traumatic stress (STS) in the school setting*. Mini-skills presentation at the Annual Convention of the California Association of School Psychologists, Long Beach, CA.
- Oren, T., Van Eckhardt, M., Holland, M. L., & Brock, S. E. (2022, February). *Disrupting consequences of school-based burnout and trauma related employment stress* [Mini-skills Workshop]. Annual Convention of the National Association of School Psychologists, Boston, MA.
- Ortiz, A., & Camozzi, H. (2021, February). *Comparing the WJ-IV Cog between minority and white students*. Poster presented at the annual meeting of the National Association of School Psychologist (virtual convention).
- Ortiz, A., Calkins, A. A., Chang, K., & Quecan, C. (2019, February). *Cognitive assessment of dual language learners: A beginner's guide to the Culture-Language Interpretive Matrix (C-LIM)*. Mini-skills workshop presented at the annual meeting of the National Association of School Psychologists, Atlanta, Georgia.
- Ortiz, A., DePaulo, M., Reis, O., & Swarts, M. R. (2017, February). *Reducing oppositional behaviors in young children through a MTSS framework*. Miniskills session presented at the Annual Convention of the National Association of School Psychologists, San Antonio, TX.
- Ortiz, A., Ortuno-Garcia, V., Berg, N., & Ramirez, J. C. (2020, February). *Evidence-based instructional strategies for dual language learners* [Mini-skills presentation]. Annual Convention of the National Association of School Psychologists, Baltimore, MD.
- Owens, O. W., & Arnett, M. A. (2014, February). *Emotional disturbance: Collaboration and support in the classroom*. Miniskills presentation at the annual convention of the National Association of School Psychologists, Washington, DC.
- Pastor, J. (2010, March). *Children becoming readers in a digital age*. Paper presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.
- Pettersen, K. L., Grace, D., Sizelove, G. D., Mathur, D., & Figueroa, A. (2020, February). *Making schools equitable and inclusive for transgender and genderqueer youth*. [Mini-skills presentation]. Annual Convention of the National Association of School Psychologists, Baltimore, MD.
- Ponce, M., & Romo, V. (2013, February). *The effects of foster care transitions: Guided practice*. Poster presented at the annual meeting of the National Association of School Psychologists, Seattle, WA.
- Poppoff, A., Borisov, M., Sayklay, J., & Scott, C. (2017, February). *Social-emotional awareness group curriculum for preschool and kindergarten students*. Poster presented at the Annual Convention of the National Association of School Psychologists, San Antonio, TX.
- Reed, K. & Guilar, K (2024, February). *Many shades of us*. Paper presented to the National Association of School Psychologist's annual conference in New Orleans, LA.
- Renshaw, T. L., Jimerson, S. R., Hart, S., & O'Malley, M. D. (2009, August). *Promoting positive peer relationships to reduce bullying: Student outcomes*. Poster presented at the annual convention of American Psychological Association, Toronto, Canada,
- Robles, C. C., & Koch, T. M. (2011, February). *Promoting the social and emotional wellness of students with learning disabilities*. Poster presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA.
- Rodriguez, R., & Brock, S. E. (2009, March). *Manifestations, Symptoms, and Recommendations for PTSD*. Paper presented at the annual meeting of the California Association of School Psychologists, Riverside, CA.

- Scaffidi, M. A., & Tzikas, K. C. (2012, February). *Prescription and over-the-counter drug abuse among students*. Paper presented at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.
- Schaughnesy, M., Crosby, E., Zozaya, M., & Moore, E. (2012, February). *Social skills interventions for students with autism*. Paper presented at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.
- Sevier, J., Hourigan, K., & Christo, C. (2005, April). *Comparing commonly used measures of phonological processing and rapid naming*. Paper presented at the annual meeting of the National Association of School Psychologists, Atlanta, GA.
- Shergill, G., Holland, M., Hernandez, M., & Morales, V.. (2021, February). *Homework implications across diverse student populations*. Poster presented at the annual meeting of the National Association of School Psychologist (virtual convention).
- Smith, L., Courtright, C., & Brock, S. E. (2012, October 25). *School suicide prevention, intervention, and postvention*. Mini-skills workshop presented at the annual meeting of the California Association of School Psychologists, Costa Mesa, CA.
- Smith, L., Courtright, C., & Brock, S. E. (2013, February). *School suicide prevention, intervention, and postvention*. Mini-skills workshop presented at the annual meeting of the National Association of School Psychologists, Seattle, WA.
- Smith, L., & Holland, M. L., Courtright, C. (April, 2015). *Social justice for African American and Hispanic students in secondary schools*. Paper presented at the meeting of the 21st Annual Multicultural Education Conference, California State University, Sacramento, CA.
- Smith, L., Courtright, C., & Holland, M.L. (October, 2015). *Using Restorative Justice in Schools to create positive change: Promising Interventions for School Psychologists*. Paper presented at the October 2015 California Association of School Psychologists Conference, Riverside, CA.
- Stein, S., & Brock, S. E. (2017, February). *Student psychoeducation groups in school crisis intervention*. Workshop presented at the Annual Convention of the National Association of School Psychologists, San Antonio, TX.
- Stein, S., Chiolan, K., Campisi, A., & Brock, S. E. (2015, February). *Implementing PREPaRE student psychoeducational groups differentiated for multiple grade levels*. Mini-skills workshop presented at the Annual Meeting of the National Association of School Psychologists, Orlando, FL.
- Tanner, L., & Chhana, S. (2010, March). *Emotional first aid: A classroom approach for teachers*. Paper presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.
- Tanner, L., & Holland, M.L. (February, 2012). *Beyond Discipline: Depression and Suicide-risk in Students Involved in Cyberbullying*. Paper presented at the meeting of the National Association of School Psychologists, Philadelphia, PA.
- Teller, C. A., & Harrington, D. N. (2012, February). *Building partnerships with schools through educational staff trainings*. Poster presented at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.
- Teller, C. A., & Opel, A. K. (2011, February). *Current trends in RTI practices in California*. Poster presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA.
- To, H., Novakovskiy, Y., Anderson, L., & Brock, S. E. (2009, March). *Understanding adolescent depression: Consulting with a parent*. Paper presented at the annual meeting of the California Association of School Psychologists, Riverside, CA.
- Tzikas, K. C., & Weckworth, S. A. (2011, February). *Canine-assisted therapy in schools*. Poster presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA.
- Valenzuela, J., & Massey, R. (2016, February). *Building an LGBTQ inclusive school climate*. Poster presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.
- Van Eckhardt, M., Oren, T., Holland, M. L., Yelavich, E. A.. (2020, February). *Secondary traumatic stress (STS) in schools* [Poster presentation]. Annual Convention of the National Association of School Psychologists, Baltimore, MD.
- Van Eckhardt, M., Oren, T., Holland, M. L., & Brock, S. E. (2020, February). *Secondary traumatic stress (STS) in the school setting*. [Mini-skills presentation]. Annual Convention of the National Association of School Psychologists, Baltimore, MD.
- Villasenor, D., Brock, S. E., & Hopper, B. M. (2008, March). *Bipolar disorder in the classroom*. Paper presented at the annual meeting of the California Association of School Psychologists, Burlingame, CA.
- Yates, C. B., Corti, F., Linsheid, H., & Lopes, L. (2008, March). *Transition skills for middle schoolers*. Paper presented at the annual meeting of the California Association of School Psychologist, Burlingame, CA.

- Wilson, H. (2012, February). *Impacts of school readiness*. Poster presented at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.
- Wolf, J. S., Scaffidi, M. A., & DeCarl, A. R. (2011, February). *Individual crisis intervention*. Paper presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA.
- Zehnder, N., Gatten, K., & Crain, E. (2008, March). Art therapy for crisis intervention with elementary school children. Paper presented at the meeting of the California Association of School Psychologists annual convention, Burlingame, CA.

Candidate & Recent Program Graduate Publications

The School Psychology Program at CSUS also provides opportunities for candidate research, and many of our current and former students have authored scholarly publications. The following is a partial listing of publications with current and former candidate involvement.

- Bolnik, L., & Brock, S. E. (2005). The self-reported effects of crisis intervention work on school psychologists. *The California School Psychologist*, 10, 117-124. <https://doi.org/10.1007/BF03340900>
- Boullion, A., Brott, H., Oren, T., van Edkhardt, M., Holland, M.L., Brock, S.E., & Incaudo, G.A.. (in preparation). *Transgenerational impact of maternal adverse childhood experiences on children mental health among*
- Brock, S. E., Christo, C., & Cummings, C. (2004). Time on task: Classroom strategies to increase learning time. In A. S. Canter, L. Z. Paige, M. E. Roth, I Romero, & S. A. Carroll (Eds.), *Helping children at home and school II: Handouts for families and educators* (pp. S3: 159-162). National Association of School Psychologists.
- Brock, S. E., & Davis, J. (2008). Best practices in school crisis intervention. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology* (pp. 781-798). National Association of School Psychologists.
- Brock, S. E., Grove, B., & Searls, M. (2010). ADHD: Classroom interventions. In A. S. Canter, L. Z. Paige, M. E. Roth, I Romero, & S. A. Carroll (Eds.), *Helping children at home and school II: Handouts for families and educators* (pp. S8H5-1 – S8H5-5). National Association of School Psychologists.
- Brock, S. E., Holly, E., Sisson, H., & Ybarra, L. A. (2013, November). Medical model perspectives on autism. In H. Montgomery (Ed.), *Oxford Bibliographies in Childhood Studies*. Oxford University Press. <http://www.oxfordbibliographies.com>
- Brock, S. E., Jimerson, S. R., & Hart, S. R. (2006). Preventing, preparing for, and responding to school violence with the National Incident Management System. In S. R. Jimerson & M. J. Furlong (Eds.), *Handbook of school violence and school safety: From research to practice* (pp. 443-458). Erlbaum.
- Brock, S. E., Jimerson, S. R., Lieberman, R., & Sharp, E. (2004). Preventing suicide: Information for caregivers and educators. In A. S. Canter, L. Z. Paige, M. E. Roth, I Romero, & S. A. Carroll (Eds.), *Helping children at home and school II: Handouts for families and educators* (pp. S9: 33-35). National Association of School Psychologists.
- Brock, S. E., Martinez, E. L., Navarro, L., & Teran, E. (2010). Collaboration in school-based crisis intervention. In J. Kaufman & T. L. Hughes (Eds.), *The handbook of education, training and supervision of school psychologists in school and community. Volume II. Contemporary school psychology training: University/Field Collaboration* (pp. 263-289). Taylor Francis/Routledge.
- Brock, S. E., Nickerson, A. B., O'Malley, M. D., & Chang, Y. (2006). Understanding children victimized by their peers. *Journal of School Violence*, 5(3), 3-18. <https://doi.org/10.1080/15388220.2010.519268>
- Brock, S. E., Puopolo, M, Cummings, C., & Husted, D. (2004). ADHD: Classroom interventions. In A. S. Canter, L. Z. Paige, M. E. Roth, I Romero, & S. A. Carroll (Eds.), *Helping children at home and school II: Handouts for families and educators* (pp. S8: 25-28). National Association of School Psychologists.
- Brock, S. E., & Riffey, M. A. (2010). Responding to suicidal ideation and behavior at school. In A. S. Canter, L. Z. Paige, M. E. Roth, I Romero, & S. A. Carroll (Eds.), *Helping children at home and school II: Handouts for families and educators* (pp. S9H16-1 – S9H16-3). National Association of School Psychologists.
- Brock, S. E., Saad, C., & Ballard, Q. (2012). Natural disasters. In J. Sandoval (Ed.), *Handbook of crisis counseling, intervention, and prevention in the schools* (3rd ed.). Lawrence Erlbaum Associates.
- Brock, S. E., Sandoval, J., & Hart, S. R. (2006). Suicidal ideation and behaviors. In G. Bear & K. Minke (Eds.), *Children's needs III: Understanding and addressing the developmental needs of children* (pp. 225-238). National Association of School Psychologists.
- Brock, S. E., Sevier, J., & Puopolo, M. (2004). Group psychological first aid: Strategies for school mental health professionals. In A. S. Canter, L. Z. Paige, M. E. Roth, I Romero, & S. A. Carroll (Eds.), *Helping children*

- at home and school II: Handouts for families and educators* (pp. S9: 29-31). National Association of School Psychologists.
- Cooley, L., & Harrison, M. (2003). *Research summary Family resilience: Strengths forged through adversity. Communiqué.*
- Flitsch, E., Magnesi, J., & Brock, S. E. (2012). Social media and crisis intervention. In S. E. Brock & S. R. Jimerson (Eds.), *Best practices in school crisis prevention and intervention* (2nd ed.). National Association of School Psychologists.
- Goodson, T., Leung, B., & Hass, M. (2009, Spring). CASP Student Leadership Council convened at convention 2009. *CASP Today*, 59(2).
- Hart, S. R., & Brock. (2010). Suicide risk assessment. In A. S. Canter, L. Z. Paige, M. E. Roth, I Romero, & S. A. Carroll (Eds.), *Helping children at home and school II: Handouts for families and educators*. National Association of School Psychologists.
- Hart, S. R., Brock, S. E., & Jeltova, I. (2013). *Identifying, assessing, and treating bipolar disorder at school*. Springer.
- Holland, M. L. & Brock, S. E., Oren, T. & van Eckhardt, M. (2021). *Burnout and Trauma Related Employment Stress: Acceptance and commitment strategies in the helping professions*. Springer.
- Holland, M., Courtney, M., Vergara, J. McIntyre, D., Nix, S., Marion, A., & Shergill, G. (2021) Homework and children in grades 3–6: Purpose, policy and non-academic impact. *Child Youth Care Forum*, 50, 631-65. <https://doi.org/10.1007/s10566-021-09602-8>
- Holland, M. L., Hawks, J. L., Morelli, L., & Kahn, Z. (2021). Risk assessment and crisis intervention for youth in a time of telehealth. *Contemporary School Psychology*, 25, 12-26. <https://doi.org/10.1007/s40688-020-00341-6>
- Holland, M. L., Sisson, H., & Abeles, V. (2015). Academic demands, homework, and social-emotional health. *NASP Communiqué*, 45(5), 10.
- Jimerson, S. R., Renshaw, T. L., Stewart, K., Hart, S., & O'Malley, M. (2009). Promoting school completion through understanding school failure: A multi-factorial model of dropping out as a developmental process. *Romanian Journal of School Psychology*, 2, 12-29.
- Martinez, E., & Brock, S. E. (2008). Time on task. In E. Anderman (Ed.), *Psychology of classroom learning: An encyclopedia*. Macmillan Reference.
- Martinez, E., & Brock, S. E. (2010). Suicide postvention strategies for school personnel. In A. S. Canter, L. Z. Paige, & S. Shaw (Eds.), *Helping children at home and school III: Handouts for families and educators* (pp. S9H17-1 – S9H17-3). National Association of School Psychologists.
- Nickerson, A. B., Brock, S. E., Chang, Y., & O'Malley, M. D. (2006). Responding to children victimized by their peers. *Journal of School Violence*, 5(3), 19-32. https://doi.org/10.1300/J202v5n03_03
- O'Malley, M. D. (2009). Prevailing interventions for peer victimization. *The California School Psychologist* 14, 47-57.
- Renshaw, T. L., & O'Malley, M. D. (2009). Toward ecological assessment: Advancing the “right science” in school psychology. *School Psychology: From Science to Practice*, 1(2), 5-9.
- Saad, C., Brock, S. E., Ballard, Q., Yocum, L. C., Yates, C. B., & Wu, A. (2011). Using the PREP_aRE model of school crisis prevention and intervention to respond to sudden and unexpected death. *Grief Matters*, 14, 12-17.
- Sandoval, J., Brock, S. E., & Knifton, K. (2012). School violence and disasters. In J. Sandoval (Ed.), *Handbook of crisis counseling intervention and prevention in the schools* (3rd ed.). Lawrence Erlbaum Associates.
- Weekly, N., & Brock, S. E. (2004). Suicide postvention. In A. S. Canter, L. Z. Paige, M. E. Roth, I Romero, & S. A. Carroll (Eds.), *Helping children at home and school II: Handouts for families and educators*. National Association of School Psychologists.
- Weekley, N., & Brock, S. E. (2004). Suicide: postvention strategies for school personnel. In A. S. Canter, L. Z. Paige, M. E. Roth, I Romero, & S. A. Carroll (Eds.), *Helping children at home and school II: Handouts for families and educators* (pp. S9: 45-47). National Association of School Psychologists.

APPENDICES

Appendix A: The School Psychology Portfolio

The School Psychology Portfolio is used as a **formative** evaluation tool throughout the candidate’s enrollment in the CSUS school psychology training program. At the conclusion of the Internship Program it is used as a **summative** evaluation. During the internship year a Behavior Intervention Case Study, an Academic Intervention Case Study, and a Psycho-educational Evaluation will be submitted by all interns and evaluated using criteria similar to that employed in EPSY 240, EPSY 243, and EPSY 246A. It will also include an updated resume and the final School Psychology Internship Evaluation Form. The Portfolio is aligned with *NASP’s 2020 Domains of School Psychology Graduate Education* and the *CCTC’s School Psychology Performance Expectations* approximately as follows:

NASP Domain/CCTC Performance/Expectation	Applicable Items from Portfolio
<p><u>Domain 1/SPPE 1</u> <i>Data-Based Decision-Making and Accountability</i></p>	<ol style="list-style-type: none"> 1. Developmental and Health History Questionnaire (element #2) 2. GATE Evaluation (element #5) 3. Psychoeducational Evaluations (elements #8, 14, & 21) 4. FBA (element #9) 5. BIP (elements #10 & 19) 6. Academic Intervention Case Study (elements #11 & 20) 7. Formative and Summative Early Fieldwork Evaluations (elements #12 & 17) 8. Final Intern Evaluation (element #18)
<p><u>Domain 2/SPPE 2</u> <i>Consultation and Collaboration</i></p>	<ol style="list-style-type: none"> 1. FBA (element #9) 2. BIP (elements #10 & 19) 3. Academic Intervention Case Study (elements #11 & 20) 4. Formative and Summative Early Fieldwork Evaluations (elements #12 & 17) 5. Final Intern Evaluation (element #19)
<p><u>Domain 3/SPPE 3</u> <i>Interventions and Instructional Support to Develop Academic Skills</i></p>	<ol style="list-style-type: none"> 1. Developmental and Health History Questionnaire (element #2) 2. CHC Handout (element #6) 3. Psychoeducational Evaluations (elements #8, 14, & 21) 4. FBA (element #9) 5. BIP(elements #10 & 19) 6. Disability Information pamphlet (element # 13) 7. Formative and Summative Early Fieldwork Evaluations (elements #12 & 17) 8. Final Intern Evaluation (element #18)
<p><u>Domain 4/SPPE 4</u> <i>Interventions and Mental Health Services to Develop Social and Life Skills</i></p>	<ol style="list-style-type: none"> 1. Abstract of group curriculum (element #4) 2. Client Case Study (element #7) 3. Formative and Summative Early Fieldwork Evaluations (elements #12 & 17) 4. Final Intern Evaluation (element #18) 5. Crisis Intervention Script (element #15) 6. Suicide Intervention Script (element #16)
<p><u>Domain 5/SPPE 5</u> <i>School-Wide Practices to Promote Learning</i></p>	<ol style="list-style-type: none"> 1. Formative and Summative Early Fieldwork Evaluations (elements #12 & 17) 2. Final Intern Evaluation (element #18)
<p><u>Domain 6/SPPE 6</u> <i>School-Wide Practices to Promote Behavioral/Mental Health</i></p>	<ol style="list-style-type: none"> 1. Crisis Intervention Script (element #15) 2. Academic Intervention Case Study (element #11) 3. Formative and Summative Early Fieldwork Evaluations (elements #12 & 17) 4. Suicide Intervention Script (element #16) 5. Final Intern Evaluation (element #18)
<p><u>Domain 7/SPPE 7</u> <i>Family-School Collaboration</i></p>	<ol style="list-style-type: none"> 1. Disability Information Pamphlet (element #13) 2. Final Intern Evaluation (element #18) 3. Academic Intervention Case Study (elements #11 & 20)
<p><u>Domain 8/SPPE 8</u> <i>Diversity in Development and Learning</i></p>	<ol style="list-style-type: none"> 1. Disability Information pamphlet (element # 13) 2. CHC Handout (element #6) 3. Academic Intervention Case Study (element #11) 4. Formative and Summative Early Fieldwork Evaluations (elements #12 & 17) 5. Final Intern Evaluation (element #18)
<p><u>Domain 9/SPPE 9</u> <i>Research and Program Evaluation</i></p>	<ol style="list-style-type: none"> 1. Formative and Summative Early Fieldwork Evaluations (elements #12 & 17) 2. Final Intern Evaluation (element #18)
<p><u>Domain 10</u> <i>Legal, Ethical, and Professional Practice</i></p>	<ol style="list-style-type: none"> 1. Resume (element #1a, b, c, d, e) 2. School Psychology Issue Brief (element #3) 3. Abstract of Group Curriculum (element # 4) 4. Psychoeducational Evaluations (elements #8, 14, & 21) 5. Formative and Summative Early Fieldwork Evaluations (elements #12 & 17) 6. Final Intern Evaluation (element #18)

PORTFOLIO OUTLINE

The portfolio serves several purposes:

- First, it provides documentation of competencies that candidates have developed while in the CSUS School Psychology Program.
- Second, it allows candidates and the faculty to note any omissions in instruction or competencies.
- Third, it helps candidates to better understand the knowledge base and skills pertinent to their school psychology practice.
- Fourth, it is a valuable document for presenting to prospective employers competencies and experiences.
- Fifth, it is a useful tool as individuals begin their school psychology practice.

Each semester candidates are expected to add to their portfolio and have it reviewed by a faculty member. At the conclusion of coursework, during the internship year, faculty advisors verify that the portfolio has been completed.

There are several approaches to constructing the portfolio and each candidate should have their own approach. Because the portfolio is both a personal and public document it is important that it reflect the candidate's individuality as well as meeting the content expectations. This is a suggestion for organizing the portfolio.

1. Current Resume
2. The following sections are the ones wherein you would place the examples of your work listed on the following page. You also might include in each section a list of relevant coursework completed:
 - i. Semester 1
 - ii. Semester 2
 - iii. Semester 3
 - iv. Semester 4
 - v. Internship
3. A list of course work and/or a copy of transcripts
4. Workshop certificates/professional credentials/honors and awards
5. Other items that reflect strengths, talents, unique achievements, or special skills. For example, CASP or NASP presentations.

PORTFOLIO EVALUATION

The Portfolio must include, but shall not be limited to, the following documents

Keep this sheet in the front of your binder so that faculty can review and check off that the required documents are present.

Name: _____ Advisor: _____

Items initialed by instructor have been adequately met and are included in the portfolio.

Semester One: Fall semester, first year

- _____ 1a. Resume (to be updated each semester)
- _____ 2. Developmental/Health History Questionnaire (from EPSY 248)
- _____ 3. School Psychology Issue Brief (from EPSY 245)
- _____ 4. Abstract of group curriculum (from EPSY 231)
- _____ _____

Semester Two: Spring semester, first year

- _____ 1b. Updated Resume
- _____ 5. Cognitive Evaluation (from EPSY 242B)
- _____ 6. CHC Handout (from EPSY 242A)
- _____ 7. Client Case Study (from EPSY 241)
- _____ _____

Semester Three: Fall semester, second year

- _____ 1c. Updated Resume
- _____ 8. Psychoeducational Evaluation (from EPSY 243A)
- _____ 9. Functional Behavioral Assessment (from EPSY 240)
- _____ 10. Behavior Intervention Plan (PENT BIP, from EPSY 240)
- _____ 11. Individual Academic Intervention Case Study (from EPSY 246A)*
- _____ 12. Early Fieldwork in School Psychology Evaluation Form (from EPSY 439A)
- _____ _____

Semester Four: Spring semester, second year

- _____ 1d. Updated Resume
- _____ 13. Disability Information Pamphlet (from EPSY 247)
- _____ 14. Psychoeducational Evaluation (from EPSY 243B)
- _____ 15. Crisis Intervention Script (from EPSY 246B)
- _____ 16. Suicide Intervention Script (from EPSY 246B)
- _____ 17. Early Fieldwork Evaluation Form (from EPSY 439B)
- _____ _____

Semesters Five & Six: Internship, third year

- _____ 1e. Updated Resume
- _____ 18. School Psychology Internship Evaluation Form
- _____ 19. Behavioral Intervention Case Study
- _____ 20. Individual Academic Intervention Case Study
- _____ 21. Psychoeducational evaluation
- _____ _____ Selected materials (determined by supervisor & intern)
- _____ _____

* Not required for fall 2020 semester

Appendix B: Prerequisite Guidance Form

CSUS School Psychology Prerequisite	Institution and Course #	Catalog Course Description	Description of Work/Volunteer Experience (organization, job title, description of job duties, # hours/week, length of experience)
1. Knowledge of the relationship between drugs and behavior (e.g., PSYC 117)			
2. A basic understanding of abnormal psychology (e.g., PSY 168)			
3. Knowledge of special education and the education of exceptional learners (e.g., EDUC 100A)			
4. Experience with exceptional learners in a special education setting (e.g., EDUC 100B)			
5. Knowledge of descriptive statistics (e.g., STAT 1)			
6. An introduction to counseling profession (e.g., EDUC 155)			
7. Instruction regarding issues of diversity (e.g., EDUC 156)			
8. Instruction and/or experiences teaching school aged youth (e.g., EDUC 125A and EDUC 125B)			
Other Requirements	Date Completed/Obtained		
9. California Basic Educational Skills Test (CBEST)			
10. Certificate of Clearance			

Appendix C: School Psychology Early Fieldwork Expectations Form



California State University, Sacramento
 College of Education • Graduate and Professional Studies • School Psychology Program
 6000 J Street • Eureka Hall 401 • Sacramento, CA 95819-6079
 (916) 278-5942 • (916) 278-5993 FAX • <http://edweb.csus.edu>

FIELDWORK EXPECTATIONS FORM

Form Updated: January 2020

This document outlines the expectations for school psychology student fieldworkers, school districts/county agencies, and California State University, Sacramento (Sacramento State) in the early fieldwork partnership. This information is intended to serve as a general guideline. Circumstances unique to specific students and districts will be addressed by discussion between the district, the fieldwork student, and Sacramento State.

Name of Student:

Name of Field Supervisor:

District:

Contact Information for Field Site Supervisor:

Fieldwork Start and End Date:

CSUS Fieldwork Expectations

As described in the CSUS School Psychology program handbook, third semester full-time school psychology students are required to enroll in EDS 439A, and are required to spend a minimum of 100 hours in a school setting. Fieldwork experiences include behavioral and academic consultations/intervention design (which are also assignments in Functional Assessment of Behavior, EDS 240, and Preventive Academic Interventions, EDS 246A), and counseling. University based seminar discussions facilitate the integration of theory and real-life practice. During their third semester students also begin the first of two semesters in the CSUS Center for Counseling and Diagnostic Services evaluating clients referred due to school-related difficulties and writing complete psychoeducational reports (Assessment Practicum, EDS 243A). In their fourth semester, students continue with Early Fieldwork assignment (EDS 439B), engaging in more complex activities as their competencies increase, and are required to spend a minimum of 100 hours in a school setting. At this point, students are able to practice all aspects of the school psychologist's role (including psychoeducational assessments); and many have become an integral part of Student Study Teams at their school sites. By the end of this semester students must have a minimum of 300 hours of fieldwork (across EDS 439A and 439B) before being eligible for the school psychology internship. Students working toward registration with the Board of Behavioral Science as an Associate Professional Clinical Counselor for the will need to get an addition 206 fieldwork hours.

Appendix D: CSUS School Psychology Program Fieldworker Evaluation

SUPERVISORS: Thank you for your valuable contributions to the training of a CSUS School Psychology Fieldworker. Please use the following electronic form to evaluate fieldworker progress. You may save your responses and return to complete the evaluation over several days. At a minimum the fieldworker should receive an evaluation using this form in fall/winter (in or around late November) and spring/summer (in or around May). The fieldworker is not required to be rated at the highest level in any area, but we do expect ratings of 3 or 4 in most areas by the end of the fieldwork experience.

Please review all evaluation items carefully; response is required on all items involving a rating scale. If you have not had the opportunity to observe the fieldworker in a given activity, rate it as N/A. While N/A ratings may exist on fall semester evaluations, every effort should be made to rate all items in the spring evaluation. While they are not required, comments in each of the functional areas listed below would be most helpful to both the fieldworker and to the CSUS school psychology faculty.

To retain a signed copy of your completed evaluation, please select "Download PDF" on the final evaluation submission page. Please rate the School Psychology Fieldworker's performance based on the following scale:

- N/A Not applicable or not observed.** This rating should be used when the activity in question is not part of placement expectations or the rater has not had the opportunity to observe or rate the intern on this item.
- 1 Poor.** Fails to meet expectations. Consistently performs poorly and needs improvement. A specific plan and period of time should be established to improve performance. If improvement is not made, then the fieldworker's suitability for this field of work should be evaluated. Bottom 5%.
 - 2 Below Standard.** Performance is below average. A fieldworker whose performance consistently falls in this range requires improvement to function effectively in a professional environment. Bottom 15%.
 - 3 Standard.** Most fieldworkers will possess skills and judgment sufficient to meet professional demands in this area and a large proportion will remain in this range. The performance of fieldworkers in this range meets normal expectations. Middle 50%.
 - 4 Above Standard.** Performance and judgment of fieldworkers in this category is decidedly better than average. Shows sensitivity, judgment, and skill beyond what is normally expected or displayed by peers. Upper 15%.
 - 5 Outstanding.** Performance is recognizably and decidedly better than a large proportion of other fieldworkers. Upper 5%.

NASP Domain 1: Data-Based Decision Making

- Q1 The fieldworker has knowledge of varied models and methods of assessment that yield information useful in identifying a young person's strengths and needs, in understanding problems, and in measuring progress and accomplishments.
- Q2 The fieldworker uses such models and methods as part of a systematic process to collect data and other information, translates assessment results into empirically-based decisions about service delivery, and evaluates the outcomes of services.
- Q3 Data-based decision-making permeates every aspect of the fieldworker's professional practice.
- Q4 The fieldworker demonstrates knowledge of procedures for using norm-referenced test instruments.
- Q5 The fieldworker is able to organize test data into written reports.

- Q6 The fieldworker demonstrates the ability to interpret test data for teachers, parents, and other professionals.
- Q7 The fieldworker demonstrates the ability to integrate norm-referenced test results with data collected from other sources (i.e., academic and medical records, interviews with parents, classroom observations).
- Q8 The fieldworker demonstrates the ability to evaluate the adequacy of available test data in a given case in order to identify gaps.
- Q9 The fieldworker demonstrates competency in the selection, administration, and interpretation of alternative assessment techniques.

NASP Domain 2: Consultation & Collaboration

- Q10 The fieldworker is knowledgeable about behavioral, mental health, collaborative, and/or other consultation models and methods and of applies them appropriately in unique scenarios.
- Q11 The fieldworker collaborates effectively with others in planning and decision-making processes at the individual, group, and system level.
- Q12 The fieldworker develops professional relationships with consultees that involve open and effective communication.
- Q13 The fieldworker exhibits comfort, clarity of expression, and mutuality of discussion in work with consultees.
- Q14 The fieldworker shows respect for consultees.
- Q15 The fieldworker demonstrates adaptability in working with consultees from diverse racial, ethnic, and socioeconomic backgrounds.
- Q16 The fieldworker utilizes the consulting relationship to explore facets of the problem and possible alternatives for dealing with the problem.
- Q17 The fieldworker demonstrates adaptability in addressing a variety of challenges that occur in a school setting (e.g., student behavioral or social-emotional concerns; classroom management concerns).
- Q18 The fieldworker maintains visibility and accessibility within assigned schools.

NASP Domain 3: Interventions & Instructional Support to Develop Academic Skills

- Q19 The fieldworker demonstrates knowledge of human learning processes, techniques to assess these
- Q20 The fieldworker, in collaboration with others...
 1. Develops appropriate goals for students with different cognitive and academic profiles.
 2. Matches evidence-based interventions to identified cognitive and academic skill deficits.
 3. Monitors implementation of interventions for cognitive and academic skill deficits.
 4. Evaluates the effectiveness of interventions for cognitive and academic skill deficits.

NASP Domain 4: Interventions & Mental Health Services to Develop Social & Life Skills

- Q21 The fieldworker demonstrates knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills.
- Q22 The fieldworker, in collaboration with others...
 1. Develops appropriate behavioral, affective, adaptive, and social goals for students with various profiles of strengths and needs.
 2. Matches evidence-based interventions to identified behavioral, affective, adaptive, and social skill deficits.
 3. Monitors implementation of behavioral, affective, adaptive, and social skills interventions.
 4. Evaluates the effectiveness of behavioral, affective, adaptive, and social skills interventions.

NASP Domain 5: School Wide Practices to Promote Learning

- Q23 The fieldworker demonstrates knowledge of general education, special education, and other educational and related services.
- Q24 The fieldworker demonstrates understanding of schools and other settings as systems.
- Q25 The fieldworker works with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.
- Q26 The fieldworker works to develop school-wide positive behavior systems of support.

NASP Domain 6: Preventive & Responsive Services

- Q27 The fieldworker has knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior.
- Q28 The fieldworker provides or contributes to the selection and implementation of prevention and intervention programs that promote the mental health and physical well-being of students.

NASP Domain 7: Family School Collaboration Services

- Q29 The fieldworker has knowledge of family systems, including family strengths and influences on student development, learning, and behaviors, and of methods to involve families in education and service delivery.
- Q30 The fieldworker works effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.
- Q31 The fieldworker demonstrates the ability to identify and access school and community resources.
- Q32 The fieldworker shows concern, respect, and sensitivity for the needs of staff, students, and families.

NASP Domain 8: Diversity in Development and Learning

- Q33 The fieldworker demonstrates knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning.
- Q34 The fieldworker demonstrates the sensitivity and skills needed to work with individuals of diverse backgrounds and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.
- Q35 The fieldworker demonstrates acceptance of others' values and viewpoints.
- Q36 The fieldworker reflects an attitude of inquiry through consistent personal effort to seek further knowledge concerning aspects of cultural identity.

NASP Domain 9: Research & Program Evaluation

- Q37 The fieldworker demonstrates knowledge of research, statistics, and evaluation methods.
- Q38 The fieldworker evaluates research, translates research into practice, and understands research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

NASP Domain 10: Legal, Ethical, & Professional Practice

- Q39 The fieldworker has knowledge of the history and foundations of the profession.
- Q40 The fieldworker demonstrates knowledge of public policy development applicable to services for children and families.
- Q41 The fieldworker demonstrates knowledge of ethical, professional, and legal standards.
- Q42 The fieldworker practices in ways that are consistent with applicable standards, is involved in the profession, and has the knowledge and skills needed to acquire career-long professional development, including:

1. Presenting a good personal appearance
 2. Demonstrating dependability
 3. Meeting difficult situations with self-control
 4. Demonstrating good judgment and common sense
 5. Communicating and listening effectively
 6. Relating well to children
 7. Using constructive criticism
 8. Displaying initiative and resourcefulness
 9. Showing evidence of continuing self-evaluation
 10. Showing an awareness of the scope and limitations of his/her role as a school psychologist
- Q43 The fieldworker practices in ways that are consistent with applicable standards, is involved in the profession, and has the knowledge and skills needed to acquire career-long professional development, including:
1. Demonstrating an awareness of personal capabilities and limitations
 2. Observing scheduled hours and appointments at assigned school(s) in a punctual manner
 3. Consistently following through when additional action is needed
 4. Seeking guidance and assistance from supervisor(s)
 5. Establishing appropriate work priorities and managing time effectively
 6. Promptly meeting deadlines, responding to referrals, and submitting written reports
 7. Demonstrating ability in oral expression with individuals
 8. Demonstrating ability in oral expression with groups
 9. Demonstrating ability in written expression
 10. Demonstrating knowledge of school's recording and reporting procedures

Overall School Psychology Fieldworker Evaluation

- Q44 I would recommend this fieldworker for employment as an intern school psychologist in our district. Yes No Maybe
- Q45 The checklists below will serve to assure that the fieldworker is obtaining experience in a broad array of services. Any experience(s) not provided at the time of the initial evaluation should be provided before the final evaluation. Please check all experiences that apply related to Assessment Experiences.
1. Learning Disabled
 2. Emotional Disturbed
 3. Severely Handicapped
 4. Alternative
 5. Section 504
 6. Bilingual
 7. Preschool
 8. Manifestation Determination
 9. Autism
 10. Low Incidence
 11. Other
- Q46 Please check all experiences that apply related to Counseling Experiences.
1. Individual
 2. Group

3. Elementary School
4. Middle School
5. High School (Comprehensive)
6. High School (Alternative)
7. Other (clarify below)

Q47 Please check all experiences that apply related to Consultation Experiences.

1. Behavioral
2. Learning Skills
3. Social Skills
4. Parent
5. Teacher
6. Other (clarify below)

Q48 Please check all experiences that apply related to Program Observation Experiences.

1. Resource Specialist Program
2. Special Day Class
3. Low Incidence Programs
4. General Education
5. Autism Programs
6. Infant/Preschool Programs
7. Other (clarify below)

DIRECTIONS FOR SUBMISSION: Thank you for completing the CSUS Fieldworker Evaluation. On the next page, you will have an option to download all your ratings. Please download your ratings, print a copy, discuss it with the CSUS fieldworker, and provide a physical copy with supervisor and fieldworker signatures to the CSUS faculty. Please also scroll to the bottom of the summary sheet and press the forward button to submit your final responses.

Q49 Supervisor Signature.

Q50 Fieldworker Signature. Note: The candidate's signature indicates that he or she has read the evaluation with the supervisor's feedback. It does not indicate agreement or disagreement with the supervisor's ratings.

Appendix E: Fieldwork Hours Log

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1														
2	Name													
3	Supervisor													
4	School District													
5														
6	Purpose of the Fieldwork Hours Log: Fieldworkers are required to have collected 200 hours by the end of their fieldwork experience. This Fieldwork Hours Log is meant to help you track your													
7	hours over the months. It is also used by the CSUS School Psychology program to inform the California Commission on Teacher Credentialing and the National Association of School													
8	Psychologists.													
9														
10	Directions for completing the Fieldwork Hours Log: Each month you will record the number of hours you completed in each of the following settings: Preschool (PS), Elementary (EL), Middle													
11	School (MS), and High School (HS). For each week that you work you will specify the week's dates (e.g., Monday, August 5 - Friday, August 9). For each day you will specify the setting in													
12	which your hours were spent (e.g., 2 hours PS, 5 hours MS, and 1 hour HS). You will also need to specify the number of hours of supervision you received during the month (you do not need													
13	to specify dates for supervision hours, just a cumulative sum for the month). You will complete the remainder of the sheet (checklist of activities, narrative responses where needed), print a													
14	copy, and then obtain a physical signature from your supervisor. You will bring a physical copy with signatures into the university, where it will be maintained in your fieldwork file. You will													
15	retain the electronic copy.													
16														
17														
18	Need Help? If you are experiencing technical difficulties completing this form, please first ask a peer if he/she is having similar trouble (rule out user error). If your technical difficulties are													
19	shared with others, reach out to Dr. O'Malley for help.													
20														
21														
22														
23														
24														
25														
	◀ ▶	Directions	Sample	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr		

Appendix F: School Psychology Internship Expectations Form



California State University, Sacramento
 College of Education • Graduate and Professional Studies • School Psychology Program
 6000 J Street • Eureka Hall 401 • Sacramento, CA 95819-6079
 (916) 278-5942 • (916) 278-5993 FAX • <http://edweb.csus.edu>

INTERNSHIP EXPECTATIONS FORM

Form Updated: January 2020

Name of Intern:

Name of Field Supervisor:

School District / Education Agency:

Contact Information for Field Site Supervisor:

Internship Start and End Date:

Total Anticipated Work Days:

Work Day Length:

This document outlines the expectations for interns, school districts/county agencies, and California State University, Sacramento (Sacramento State) in the Internship partnership. This information is intended to serve as a general guideline. Circumstances unique to specific interns and districts will be addressed by agreement between the district, the intern, and Sacramento State.

The following comprise the services to be **provided by school psychology interns** to participating school districts¹. These services include, but are not limited to:

1. Evaluations performed by the intern(s) for the purposes of:
 - a. Special education placement.
 - b. Special education re-evaluation.
 - c. Guidance and consultation.
 - d. Developing special intervention plans such as those related to 504 accommodations and functional behavioral assessments.
2. Observation of students for the purpose of:
 - a. Providing consultation services to teachers, parents, and other support staff.
 - b. Providing direct therapeutic interventions to students identified as "at risk."
3. Participation in school-based Student Success Teams in order to:

Appendix G: CSUS School Psychology Program Intern Evaluation

SUPERVISORS: Thank you for your valuable contributions to the training of a CSUS School Psychology Intern. Please use the following electronic form to evaluate intern progress. You may save your responses and return to complete the evaluation over several days. At a minimum the intern should receive an evaluation using this form in fall/winter (in or around late November) and spring/summer (in or around May). The intern is not required to be rated at the highest level in any area, but we do expect ratings of 3 or 4 in most areas by the end of the internship experience.

Please review all evaluation items carefully; response is required on all items involving a rating scale. If you have not had the opportunity to observe the intern in a given activity, rate it as N/A. While N/A ratings may exist on fall semester evaluations, every effort should be made to rate all items in the spring evaluation. While they are not required, comments in each of the functional areas listed below would be most helpful to both the intern and to the CSUS school psychology faculty.

To retain a signed copy of your completed evaluation, please select "Download PDF" on the final evaluation submission page.

Please rate the School Psychology Intern's performance based on the following scale:

N/A Not applicable or not observed. This rating should be used when the activity in question is not part of placement expectations or the rater has not had the opportunity to observe or rate the intern on this item.

- 1 Poor.** Fails to meet expectations. Consistently performs poorly and needs improvement. A specific plan and period of time should be established to improve performance. If improvement is not made, then the intern's suitability for this field of work should be evaluated. Bottom 5%.
- 2 Below Standard.** Performance is below average. An intern whose performance consistently falls in this range requires improvement to function effectively in a professional environment. Bottom 15%.
- 3 Standard.** Most interns will possess skills and judgment sufficient to meet professional demands in this area and a large proportion will remain in this range. The performance of interns in this range meets normal expectations. Middle 50%.
- 4 Above Standard.** Performance and judgment of interns in this category is decidedly better than average. Shows sensitivity, judgment, and skill beyond what is normally expected or displayed by peers. Upper 15%.
- 5 Outstanding.** Performance is recognizably and decidedly better than a large proportion of other interns. Upper 5%.

NASP Domain 1: Data-Based Decision Making

- Q1 The intern has knowledge of varied models and methods of assessment that yield information useful in identifying a young person's strengths and needs, in understanding problems, and in measuring progress and accomplishments.
- Q2 The intern uses such models and methods as part of a systematic process to collect data and other information, translates assessment results into empirically-based decisions about service delivery, and evaluates the outcomes of services.
- Q3 Data-based decision-making permeates every aspect of the intern's professional practice.
- Q4 The intern demonstrates knowledge of procedures for using norm-referenced test instruments.
- Q5 The intern is able to organize test data into written reports.

- Q6 The intern demonstrates the ability to interpret test data for teachers, parents, and other professionals.
- Q7 The intern demonstrates the ability to integrate norm-referenced test results with data collected from other sources (i.e., academic and medical records, interviews with parents, classroom observations).
- Q8 The intern demonstrates the ability to evaluate the adequacy of available test data in a given case in order to identify gaps.
- Q9 The intern demonstrates competency in the selection, administration, and interpretation of alternative assessment techniques.

NASP Domain 2: Consultation & Collaboration

- Q10 The intern is knowledgeable about behavioral, mental health, collaborative, and/or other consultation models and methods and of applies them appropriately in unique scenarios.
- Q11 The intern collaborates effectively with others in planning and decision-making processes at the individual, group, and system level.
- Q12 The intern develops professional relationships with consultees that involve open and effective communication.
- Q13 The intern exhibits comfort, clarity of expression, and mutuality of discussion in work with consultees.
- Q14 The intern shows respect for consultees.
- Q15 The intern demonstrates adaptability in working with consultees from diverse racial, ethnic, and socioeconomic backgrounds.
- Q16 The intern utilizes the consulting relationship to explore facets of the problem and possible alternatives for dealing with the problem.
- Q17 The intern demonstrates adaptability in addressing a variety of challenges that occur in a school setting (e.g., student behavioral or social-emotional concerns; classroom management concerns).
- Q18 The intern maintains visibility and accessibility within assigned schools.

NASP Domain 3: Interventions & Instructional Support to Develop Academic Skills

- Q19 The intern demonstrates knowledge of human learning processes, techniques to assess these processes, and school-based services applicable to the development of cognitive and academic skills.
- Q20 The intern, in collaboration with others...
 1. Develops appropriate goals for students with different cognitive and academic profiles.
 2. Matches evidence-based interventions to identified cognitive and academic skill deficits.
 3. Monitors implementation of interventions for cognitive and academic skill deficits.
 4. Evaluates the effectiveness of interventions for cognitive and academic skill deficits.

NASP Domain 4: Interventions & Mental Health Services to Develop Social & Life Skills

- Q21 The intern demonstrates knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills.
- Q22 The intern, in collaboration with others...
 1. Develops appropriate behavioral, affective, adaptive, and social goals for students with various profiles of strengths and needs.
 2. Matches evidence-based interventions to identified behavioral, affective, adaptive, and social skill deficits.
 3. Monitors implementation of behavioral, affective, adaptive, and social skills interventions.
 4. Evaluates the effectiveness of behavioral, affective, adaptive, and social skills interventions.

NASP Domain 5: School Wide Practices to Promote Learning

- Q23 The intern demonstrates knowledge of general education, special education, and other educational and related services.
- Q24 The intern demonstrates understanding of schools and other settings as systems.
- Q25 The intern works with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.
- Q26 The intern works to develop school-wide positive behavior systems of support.

NASP Domain 6: Preventive & Responsive Services

- Q27 The intern has knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior.
- Q28 The intern provides or contributes to the selection and implementation of prevention and intervention programs that promote the mental health and physical well-being of students.

NASP Domain 7: Family School Collaboration Services

- Q29 The intern has knowledge of family systems, including family strengths and influences on student development, learning, and behaviors, and of methods to involve families in education and service delivery.
- Q30 The intern works effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.
- Q31 The intern demonstrates the ability to identify and access school and community resources.
- Q32 The intern shows concern, respect, and sensitivity for the needs of staff, students, and families.

NASP Domain 8: Diversity in Development and Learning

- Q33 The intern demonstrates knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning.
- Q34 The intern demonstrates the sensitivity and skills needed to work with individuals of diverse backgrounds and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.
- Q35 The intern demonstrates acceptance of others' values and viewpoints.
- Q36 The intern reflects an attitude of inquiry through consistent personal effort to seek further knowledge concerning aspects of cultural identity.

NASP Domain 9: Research & Program Evaluation

- Q37 The intern demonstrates knowledge of research, statistics, and evaluation methods.
- Q38 The intern evaluates research, translates research into practice, and understands research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

NASP Domain 10: Legal, Ethical, & Professional Practice

- Q39 The intern has knowledge of the history and foundations of the profession.
- Q40 The intern demonstrates knowledge of public policy development applicable to services for children and families.
- Q41 The intern demonstrates knowledge of ethical, professional, and legal standards.
- Q42 The intern practices in ways that are consistent with applicable standards, is involved in the profession, and has the knowledge and skills needed to acquire career-long professional development, including:
1. Presenting a good personal appearance
 2. Demonstrating dependability
 3. Meeting difficult situations with self-control

4. Demonstrating good judgment and common sense
5. Communicating and listening effectively
6. Relating well to children
7. Using constructive criticism
8. Displaying initiative and resourcefulness
9. Showing evidence of continuing self-evaluation
10. Showing an awareness of the scope and limitations of his/her role as a school psychologist

Q43 The intern practices in ways that are consistent with applicable standards, is involved in the profession, and has the knowledge and skills needed to acquire career-long professional development, including:

1. Demonstrating an awareness of personal capabilities and limitations
2. Observing scheduled hours and appointments at assigned school(s) in a punctual manner
3. Consistently following through when additional action is needed
4. Seeking guidance and assistance from supervisor(s)
5. Establishing appropriate work priorities and managing time effectively
6. Promptly meeting deadlines, responding to referrals, and submitting written reports
7. Demonstrating ability in oral expression with individuals
8. Demonstrating ability in oral expression with groups
9. Demonstrating ability in written expression
10. Demonstrating knowledge of school's recording and reporting procedures

Overall School Psychology Intern Evaluation

Q44 I would recommend this intern for employment as a school psychologist in our district.

Yes No Maybe

Q45 The checklists below will serve to assure that the intern is obtaining experience in a broad array of services. Any experience(s) not provided at the time of the initial evaluation should be provided before the final evaluation. Please check all experiences that apply related to Assessment Experiences.

1. Learning Disabled
2. Emotional Disturbed
3. Severely Handicapped
4. Alternative
5. Section 504
6. Bilingual
7. Preschool
8. Manifestation Determination
9. Autism
10. Low Incidence
11. Other

Q46 Please check all experiences that apply related to Counseling Experiences.

1. Individual
2. Group
3. Elementary School
4. Middle School

5. High School (Comprehensive)
6. High School (Alternative)
7. Other (clarify below)

Q47 Please check all experiences that apply related to Consultation Experiences.

1. Behavioral
2. Learning Skills
3. Social Skills
4. Parent
5. Teacher
6. Other (clarify below)

Q48 Please check all experiences that apply related to Program Observation Experiences.

1. Resource Specialist Program
2. Special Day Class
3. Low Incidence Programs
4. General Education
5. Autism Programs
6. Infant/Preschool Programs
7. Other (clarify below)

DIRECTIONS FOR SUBMISSION: Thank you for completing the CSUS Intern Evaluation. On the next page, you will have an option to download all your ratings. Please download your ratings, print a copy, discuss it with the CSUS intern, and provide a physical copy with supervisor and fieldworker signatures to the CSUS faculty. Please also scroll to the bottom of the summary sheet and press the forward button to submit your final responses.

Q49 Supervisor Signature.

Q50 Intern Signature. Note: The student's signature indicates that he or she has read the evaluation with the supervisor's feedback. It does not indicate agreement or disagreement with the supervisor's ratings.

Appendix H: Intern Hours Log

	A	B	C	D	E	F	G	
1	User Information			Fieldwork Hours				
2	Name			Preschool (PS)		Middle School (MS)		
3	Supervisor			Elementary School (EL)		High School (HS)		
4	School District							
5								
6	<p>Purpose of the Internship Hours Log: Interns are required to have collected 1200 hours by the end of their internship. CSUS School Psychology students are required to have a <u>minimum of 200 hours in three of the four settings</u>. This Internship Hours Log is meant to help you track your hours over the months. It is also used by the CSUS School Psychology program to inform the California Commission on Teacher Credentialing and the National Association of School Psychologists.</p>							
7	<p>Directions for completing the Internship Hours Log: First begin by inputting your 'Name', 'Supervisor', and 'School District' in the 'User Information' table. Next input the cumulative total of hours completed in each school setting from your 2019-2020 fieldwork year in the table above. Each month you will record the number of hours you completed in each of the following settings: Preschool (PS), Elementary (EL), Middle School (MS), and High School (HS). For each week that you work you will specify the week's dates (e.g., Monday, August 5 - Friday, August 9). For each day you will specify the setting in which your hours were spent (e.g., 2 hours PS, 5 hours MS, and 1 hour HS). You will also need to specify the number of hours of supervision you received during the month (you do not need to specify dates for supervision hours, just a cumulative sum for the month). You will complete the remainder of the sheet (checklist of activities, narrative responses where needed), print a copy, and then obtain a physical signature from your supervisor. You will bring a physical copy with signatures into the university, where it will be maintained in your internship file. You will retain the electronic copy.</p>							
8	<p>Need Help? If you are experiencing technical difficulties completing this form, please first ask a peer if he/she is having similar trouble (rule out user error). If your technical difficulties are shared with others', reach out to Dr. O'Malley for help.</p>							
9								
10								
11								
12								
13								
	Directions Sample		Aug	Sep	Oct	Nov	Dec	Jan

Appendix I: Practicum/School-Based Experiences & Internship Plan Documentation Form

Candidate: _____

Advisor: _____

University-based Practicum Experiences

Course	Dates	Hours
Cognitive Assessment Lab (EPSY 242B)		60
Assessment Practicum (EPSY 243A)		60
Assessment Practicum (EPSY 243B)		60
Assessment Practicum (EPSY 243C)		
Totals		

Preschool-Grade 12 Field-based Practicum Experiences

Course	School/District	Dates	Preschool Hrs.	Elementary Hrs.	Middle School Hrs.	High School Hrs.
EPSY 240						
EPSY 246A						
EPSY 439A						
EPSY 439B						
EPSY 439C						
EPSY 440						
Totals						

Plan for Internship in School Psychology (EPSY 441a, 441b)

District/Agency	Letter of Support on File	Internship Expectations Signed	Proposed Internship Setting Hours*	Faculty Approval	Internship Coordinator Signature
			<input type="checkbox"/> P.S. _____ hrs. <input type="checkbox"/> Elm. _____ hrs. <input type="checkbox"/> M.S. _____ hrs. <input type="checkbox"/> H.S. _____ hrs. <input type="checkbox"/> Other _____ hrs.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
			<input type="checkbox"/> P.S. _____ hrs. <input type="checkbox"/> Elm. _____ hrs. <input type="checkbox"/> M.S. _____ hrs. <input type="checkbox"/> H.S. _____ hrs. <input type="checkbox"/> Other _____ hrs.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
			<input type="checkbox"/> P.S. _____ hrs. <input type="checkbox"/> Elm. _____ hrs. <input type="checkbox"/> M.S. _____ hrs. <input type="checkbox"/> H.S. _____ hrs. <input type="checkbox"/> Other _____ hrs.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

The School Psychology Program agrees that the Internship Plan developed for _____ (and listed above) will meet the training standards specified by the CSUS School Psychology Program, the California Commission on Teacher Credentialing, and the National Association of School Psychologists.

 School Psychology Program Coordinator

 Date

*Indicate the setting and corresponding hours you plan to work in during this internship. The majority of internship hours may be obtained in one primary setting (preschool, elementary, middle school, or high school). However, **the CSUS School Psychology Program requires that candidates submit a plan specifying field experiences in 3 of these 4 settings.** A minimum of 200 hours must be planned for in both the second and third field experience settings **when combining all practica and field experiences.** Hours obtained during school-based practicum count toward these totals, but not toward the 1,200 internship hours. During the internship a minimum of 1,000 clock hours must be obtained in a preschool to grade-12 school setting providing direct and indirect services to pupils. No more than 200 clock hours can be completed in a non-school setting.

CCTC Pupil Services School Psychology Program Standards and Performance Expectations

Precondition

An entity that operates an approved program of preparation for a PPS credential with an intern option shall require each candidate who is admitted into the intern program to have completed sufficient coursework so that the candidate is ready for supervised practice in the schools. The intern must be supervised and supported by both the employer and the commission-approved program.

Program Standard 4: Clinical Practice

A. Practica/Fieldwork in School Psychology

The program provides candidates with field based opportunities and specific experiences aligned with the SPPEs, including, but not limited to the following (a) data-based decision making, (b) consultation and collaboration, (c) interventions and support to develop academic skills, (d) behavior interventions and mental health services to develop social and life skills (e) direct and indirect services-school wide practice to promote learning, (f) school-wide practices to promote behavioral and mental health (g) family-school collaboration, (h) human diversity, (i) research and program evaluation, and (j) legal, ethical and professional practices and dispositions.

There are two required levels of field based activities. The first level, practicum, consists of a series of supervised experiences that occur prior to the culminating field experience or internship, and is conducted in field-based settings. The practicum provides for the application of pedagogical knowledge, skills and abilities as identified in the SPPEs. The program has systematic means of evaluating the practicum experiences to ensure the acquisition of the performance expectations by candidates.

A minimum of 450 clock hours of practicum is required according to the following standards and guidelines:

1. A minimum of **three hundred (300) clock hours in a preschool to grade 12 school setting** providing direct and indirect pupil services.
2. Up to **150 hours of experience may be offered through on-campus agencies** (for example, child study center, psychology clinic, relevant educational research or evaluation activities), or community agencies (for example, private schools, community mental health centers).
3. Practicum is offered for academic credit, or is a part of a course for which a candidate receives credit. This experience is a direct extension of program training goals and objectives, and concurrent instruction is provided as a part of the experience.

All practicum experiences are evaluated. Practicum evaluations are appropriate to the program design, objectives, candidate placement and candidate performance expectations.

B. Internship or Culminating Field Experience

The second level of field based experiences is the culminating field experience, or internship which provides candidates the opportunity to demonstrate the full range of skills acquired during formal training, and to acquire additional knowledge and skills most appropriately gained through supervised professional experience. Under the supervision of a credentialed school psychologist, candidates provide direct and indirect services to pupils, parents, and school staff in all areas of training.

A minimum of **twelve hundred (1,200) clock hours** of field experience is required according to the following guidelines:

1. The culminating field experience or internship is typically completed within one (1) academic year but **shall be completed within no more than two (2) consecutive academic years**.
2. The culminating field experience or internship must include a minimum of **one thousand (1000) clock hours in a preschool – grade 12 school setting** providing direct and indirect services to pupils.
3. Up to two hundred (200) hours of field experience may be acquired in other settings such as (a) private, state-approved educational programs; (b) other appropriate mental health-related program settings involved in the education of pupils; (c) relevant educational research or evaluation activities. Supervision and principal responsibility for the field experience in other settings is the responsibility of the off-campus agency.
4. A **written plan** for the culminating field (or intern) experience is prepared and agreed upon by representatives of the local educational agency, the field (or intern) supervisor(s), and program supervisory staff. The field experience plan is completed early in the field experience and is periodically reviewed and revised. The plan identifies the field experience objectives, describes appropriate experiences for the achievement of the objectives across settings, and outlines the evaluation plan for determining the achievement of each objective. The plan also delineates the responsibilities of both the university and the local supervisory personnel.
5. Candidates receive academic credit for the culminating field experience or internship, and the experience is recognized primarily as a training activity with appropriate supervision by the cooperating school district and the program

Qualifications and Training of Site Supervisors

The program assigns qualified practicum supervisors. Qualifications for practicum supervisors must include but are not limited to:

- Minimum of 3 years of experience as professional in the field
- Possession of a PPS School Psychology Credential
- Knowledge of context and content appropriate to the practicum experience.

A field-based professional holding a current and valid credential authorizing service as a school psychologist provides direct culminating fieldwork or internship supervision. This **supervisor must have at least the equivalent of three (3) years of full-time experience as a school psychologist**. A field experience placement site is approved by the program and provides experiences that are consistent with the program design and objectives.

Appendix J: Educational Requirements for the Licensed Professional Clinical Counselor

1. A **60** semester unit master's degree from an accredited or approved institution, which is counseling or psychotherapy in content.
2. Including **6** semester units of supervised practicum or field work study.
3. Contains at least **3** semester units of coursework in 10 of 13 core content areas, all of which must be completed before licensure.

Core Content Areas

Each core content area requires a 3 semester unit course.

	LPCC Core Content Area	Course Number	CSUS Course Name	Number of units
A	Counseling Theory and Practice	EPSY 241	<i>Counseling and Psychotherapy for School Psychologists</i>	3
B	Human Development	EPSY 248	<i>Human Development and Learning</i>	3
C	Career Development Theories	EDC 260	<i>Career Development</i> Typically completed post master's degree and outside of the program before Licensure	3
D	Group Counseling	EPSY 231	<i>Group Process in School Psychology</i>	3
E	Psychological Assessment & Testing	EPSY 242A	<i>Cognitive Assessment</i>	3
F	Multicultural Counseling	EPSY 221	<i>Equity Considerations for School Psychologists</i>	3
G	Principles of Diagnostic Process	EDC 231	<i>Diagnosis and Treatment Planning</i>	3
H	Research & Evaluation	EPSY 250	<i>Educational Research</i>	3
I	Professional Orientation, Law and Ethics in Counseling; including CA Law	EPSY 201 EPSY 245	<i>Legal Aspects of Special Education Psychology in the Schools</i>	3 3
J	Psychopharmacology	EDC 254	<i>Counseling and Psychotropic Medicine</i>	3
K	Addictions Counseling, Co-occurring Disorders	EDC 233	<i>Substance Abuse and Addiction</i> Typically completed post master's degree and outside of the program before Licensure	3
L	Crisis or Trauma Counseling	EPSY 246B	<i>Preventive Mental Health Interventions</i>	3
M	Advanced Counseling and Psychotherapeutic Theories and Techniques	EPSY 240 EPSY 249	<i>Functional Assessment of Behavior</i> <i>Special Seminar: School Psychology</i>	3 3

Advanced Coursework

In addition to items A - M above, each program **must have 15 semester units** of advanced coursework, not previously listed in the core content section.

Course Number	Course Name	Number of units
EPSY 242B	<i>Cognitive Assessment Lab</i>	4
EPSY 243A	<i>Practicum in Assessment</i>	3
EPSY 244	<i>Social, Emotional and Behavioral Assessment</i>	3
EPSY 246A	<i>Preventive Academic Interventions</i>	3
EPSY 247	<i>Assessment of Special Needs</i>	3

Practicum

Includes a minimum of 6 semester units of supervised practicum or field study in a clinical setting that provides a range of clinical counseling experiences, including the following: (a) applied psychotherapeutic techniques; (b) assessment; (c) diagnosis; (d) prognosis; (e) treatment; (f) issues of

development, adjustment, and maladjustment; (g) health and wellness promotion; (h) professional writing including documentation of services, treatment plans, and progress notes; (i) how to find and use resources; (j) other recognized counseling interventions; and (k) a minimum of 280 hours of face-to-face supervised clinical experience counseling individuals, families, or groups

Course Number	Course Name	Number of units
EPSY 243B	<i>Practicum in Assessment</i>	3
EPSY 439A	<i>Early Fieldwork in School Psychology</i>	6
EPSY 439B	<i>Early Fieldwork in School Psychology</i>	6
EPSY 440	<i>Practicum in Counseling for School Psychologists</i>	3

Additional Required Content

The program offers instruction in each of the following areas (There are no specific unit requirements for this content):

	Course Number	Course Name
Socio Economic Status Impact	EPSY 221	<i>Equity Considerations for School Psychologists</i>
Cultural Competency (California specific)	EPSY 220 EPSY 248 EPSY 247	<i>Equity Considerations for School Psychologists Human Development and Learning Assessment of Special Needs</i>
Spousal or Partner Abuse Assessment, Intervention and Dynamics	EPSY 246B	<i>Preventive Mental Health Interventions</i>
Child Abuse Assessment and Reporting CA (7 clock hours) BPC Section 4999.33(c) (2)(3)(d)(9)	EPSY 246B	<i>Preventive Mental Health Interventions</i>
Aging and Long-term Care; Including Elder Abuse and Neglect	EPSY 248	<i>Human Development and Learning</i>
Human Sexuality	EPSY 248 EDC 231	<i>Human Development and Learning Diagnosis and Treatment Planning</i>
Mental Health Recovery-Oriented Care, Resiliency, Case Management and Systems of Care	EDC 231 EPSY 245 EPSY 246A EPSY 246B EDC 254 EPSY 439A/B	<i>Diagnosis and Treatment Planning Psychology in the Schools Preventive Academic Interventions Preventive Mental Health Interventions Counseling and Psychotropic Medicine Early Fieldwork in School Psychology</i>
Students have opportunity to meet with consumers of mental health services and their families	EPSY 221 EPSY 243A/B EPSY 439A/B	<i>Equity Considerations for School Psychologists Practicum in Assessment Early Fieldwork in School Psychology</i>

Supervision

A minimum of 3,000 post-degree hours of supervised experience, by a LPCC, LMFT, LCSW, LEP, licensed psychologist or licensed physician and surgeon, who is certified in psychiatry by the American Board of Psychiatry and Neurology, over a period of not less than two years. LEPs may only supervised the provision of educationally related mental health services consistent with the LEP scope of practices up to a maximum of 1,200 hours.

1. Not less than 1,750 hours of direct counseling with individuals or groups in a clinical mental health counseling setting.
2. At least 150 hours in a hospital or community mental health setting.

All supervisors must have:

- Have been licensed in California or any other state for at least two (2) years out of the last five (5) years prior to the commencement of supervision.
- Have practiced psychotherapy during at least two (2) years out of the last five (5) years prior to the commencement of supervision (or, if an LEP, has provided psychological counseling pursuant to Business and Professions Code section 4989.14) **OR**

- Provided direct supervision to APCCs, Marriage and Family Therapist Trainees, Associate Marriage and Family Therapists, or Associate Clinical Social Workers who perform psychotherapy during at least two (2) years out of the last five (5) years prior to the commencement of supervision. Supervision of psychotherapy performed by a student shall be accepted if substantially equivalent to the supervision required for registrants.
- Sign and comply with the *Supervisor Responsibility Statement*
- LMFTs, LCSWs, LPCCs and LEPs must complete a minimum of six (6) hours of supervision training within 60 days of commencement of supervision, and six (6) hours of supervision training each renewal period. *Licensed Clinical Psychologists and Psychiatrists are exempt from this requirement.*

Examination:

1. Passing score on the **National Clinical Mental Health Counselor Examination (NCMHCE)**.
2. Passing score on the **California Law and Ethics Exam**

Appendix K: Determination of Fitness Acknowledgement Form

NOTIFICATION TO SCHOOL PSYCHOLOGY CANDIDATES 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 candidate'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 *Standards for Graduate Preparation of School Psychologists* (National Association of School Psychologists, 2020), which 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 (p. 23)

Regular assessment in our program allows us to examine candidates' 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. The *Standards for Graduate Preparation of School Psychologists* (National Association of School Psychologists, 2020) specify:

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 Program Standard 1.2 (p. 23).

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 candidates) to be able to discuss the performance of individual candidates. 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, appreciating the fact that the decisions made by school psychologists often significantly affect the welfare of children and families, the CSUS *School Psychology Program Handbook* (p. 38) 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 program faculty consider the fitness of school psychology candidates for the job of school psychologist. The CSUS School Psychology Program faculty take this charge very seriously. These considerations often require faculty to look beyond academic coursework and consider personal characteristics critical to being a effective school psychologist. In selecting candidates for the program, faculty attend closely to these requirements. However, faculty may also require a candidate to leave under specified terms, terminate a candidate'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 community that school psychology serves. Additionally, a candidate may be required to leave if it is determined that they are not qualified for admission to the school psychology profession because of factors other than academic standing. Determination of factors other than academic standing are made in accordance with the National Association of School Psychologists' (2020) The Professional Standards (<https://www.nasponline.org/standards-and-certification>)

_____ (initial) I adhere to the NASP principles for professional 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. In addition, candidates for the school psychology credential are required to have read the *School Psychology Program Handbook* and are held to these policies regarding 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 in the School Psychology Program at California State University, Sacramento.

Candidate Signature: _____

Date: _____