



California State University, Sacramento  
 College of Education • Graduate and Professional Studies • School Psychology Program  
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## Practicum Hours Documentation Form

Student: \_\_\_\_\_ Advisor: \_\_\_\_\_

### University Based Practicum Experiences

Course	Dates	Hours
Cognitive Assessment Lab (EDS 242b)		60
Assessment Practicum (EDS 243a)		60
Assessment Practicum (EDS 243b)		60
<b>Totals</b>		

### Counseling Practicum Experiences

Course	Dates	Hours
Practicum in Individual Counseling (EDS 440)		60
<b>Totals</b>		

### Early Fieldwork in School Psychology (EDS 439a, 439b)

District(s)	Dates	Preschool Hrs.	Elementary Hrs.	Middle School Hrs.	High School Hrs.
<b>Totals</b>					

### Plan for Internship in School Psychology (EDS 441a, 441b)<sup>1</sup>

District/Agency	Letter of Support on File	Internship Expectations Signed	Internship Settings <sup>2</sup>	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 _____	<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 _____	<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 Program, the California Commission on Teacher Credentialing (CCTC), and the National Association of School Psychologists (NASP).

\_\_\_\_\_  
 Stephen E. Brock, Ph.D., NCSP, LEP  
 School Psychology Program Coordinator

\_\_\_\_\_  
 Date

<sup>1</sup> 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 field-based practicum count toward these totals, but not toward the 1200 internship hours. During the internship a minimum of 800 clock hours must be obtained in a preschool to grade-12 school setting providing direct and indirect services to pupils. No more than 400 clock hours can be completed in a non-school setting.

*CCTC Pupil Services Standards of Program Quality and Effectiveness*

Standard 26

Culminating Field Experience (Internship)

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. Note: This culminating field experience is called an “internship” when the candidate is granted an Internship Credential issued from the California Commission on Teacher Credentialing and receives a salary from a school district. A minimum of twelve hundred (1,200) clock hours of field experience is required according to the following standards and guidelines:

1. The field experience is typically completed within one (1) academic year but shall be completed within no more than two (2) consecutive academic years.
2. The field experience must include eight hundred (800) clock hours in a preschool-grade 12 school setting providing direct and indirect services to pupils.
3. Up to four hundred (400) hours of field experience may be acquired in other settings. Other acceptable field experiences may be acquired in (a) private, state-approved educational programs; (b) other appropriate mental health related program settings involved in the education of pupils; or (c) relevant educational research or evaluation activities.
4. Supervision and principle responsibility for the field experience typically is the responsibility of the off-campus educational agency, although training program faculty provides indirect supervision.
5. 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 must have at least the equivalent of two (2) years of full-time experience as a school psychologist. A field experience placement site is approved by the candidate’s credential-granting institution and provides experiences that are consistent with the credential granting institution’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.
6. A written plan for the field (or intern) experience is prepared and agreed upon by representatives of the local educational agency, the field (or intern) supervisor(s), training program supervisory staff. The field experience plan is completed early in the field experience and 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.
7. Candidates receive academic credit for the field experience, and the experience is recognized primarily as a training activity with appropriate supervision by the cooperating school district. On-campus course work is reduced in proportion to the demands of the field experience.

The four basic field experience settings for school psychologists include (a) preschool, (b) elementary, (c) middle school or junior high, and (d) high school. It is expected that candidates will complete a total of 450 clock hours of practica and 1,200 clock hours of culminating field experience (called “internship” when completed for pay using an Internship Credential). Although candidates are encouraged to obtain diverse field experiences, it is recognized that many candidates will accrue most of their 1,650 clock hours of field experience in one primary setting. To ensure that candidates have a breadth of field experience, candidates are required to complete a minimum of 200 clock hours across a second, third, or fourth field experience setting. These 200 hours can be accrued in both practica and the culminating field experience (internship) settings combined.