

Candidates will draft an activities plan with the instructor of EDP 641A & B (who will supervise these activities in collaboration with the school-based school psychologist in the district), meet weekly with the University supervisor (i.e., the instructor of EDP 641A & B) for supervision, and complete specific assignments demonstrating skills acquired during each 150 hour practica. In addition, candidates will keep weekly logs of their activities and submit these (signed by the site supervisor) to their University supervisor. Please note the following catalogue course descriptions and activities required for each course:

EDP 641A: Prerequisites: Admission to the school psychology program, EDP 524A & B, EDP 525A & B, EDP 528. Corequisite: EDP 579. Seminar and completion of 150 contiguous hours of supervised field placement for a minimum of one and maximum of 5 full days per week; with a minimum of 4 weeks and a maximum of 1 year at no more than two sites and with two supervisors. Credit/No Credit grading only. This course is offered only in the Fall.

This course provides candidates with observations of and entry level participation in routine school psychological services. Candidates will:

- Log practicum hours, activities and reflections weekly.
- Research the diversity of their school site, develop a 2-3 page report on the school's population including proportions of students by racial/ethnic, free/reduced cost lunch, English Language Learners, disability group membership and recent state-wide test scores (API and/or reading and math average by grade level). Candidates should begin their research by visiting the State website: <http://data1.cde.ca.gov/dataquest/> and review the school's accountability report card on the web.
- Extensively interview the supervising psychologist and write a two page report. Interview protocol will be provided.
- Observe for at least one hour in each special education program on your school campus and interview site school psychologist supervisor about how he/she services each program. Write a one page summary.
- Attend at least one Student Study Team (SST) meeting and an IEP meeting. Write a one page reflection on your experience.
- Observe in and gather information on a Non-Public School (NPS), preferably one to which your district sends students and write a one page reflection on the experience.
- Begin an evaluation of the effectiveness of a program implemented at your school (e.g., school retention policy, reading program, character education curriculum, etc.). Specific requirements and a rubric for this project will be provided. This project will be started in EDP 641A and completed in EDP 641B.
- Write a reflection of your practicum experience and draft a plan for EDP 641B. Review your ratings of activities devoted to each of the NASP domains from the past semester and refer to these in your reflection and plan. What skills need to be furthered develop? What types of experiences are needed to develop these skills? How will these experiences be gained? Write a 2-3 page report.
- Review and submit to the EDP 641A instructor the site school psychologist supervisor's evaluation.

EDP 641B: Prerequisites: Admission to the school psychology program, EDP 524A & B, EDP 525A & B, EDP 528, EDP 641A. Seminar and completion of 150 contiguous hours of supervised field placement for a minimum of one and maximum of 5 full days per week; with a minimum of 4

weeks and a maximum of 1 year at no more than two sites and with two supervisors. Credit/No Credit grading only. This course is offered only in the Spring.

This course provides candidates with additional supervised participation in routine school psychological services to complete the 450 hour practicum requirement. Candidates will:

- Implement an empirically supported behavioral intervention (requirement met in EDP 560 if course is taken concurrently with EDP 641B).
- Collect Curriculum-Based Measurement academic or behavioral local norms at the class-, grade-, or school-wide basis. Organize and interpret the data in a written report and be prepared to discuss how the norms may be utilized to make data-based decisions regarding students.
- Conduct and write a report on two triennial evaluations; one evaluation should be conducted on a youth with transition planning as a focus.
- Write a reflection of your practicum experience and draft a plan for EDP 642A. Review your ratings of activities devoted to each of the NASP domains from the past semester and refer to these in your reflection and plan. What skills do you need to further develop? What types of experiences do you need to develop these skills? How will you make these experiences happen? Write a 2-3 page report.

Additional activities that will enhance your practica experience, but are not required, include, but are not limited to:

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

Documentation and evaluation of each of the above required (and enhancing) activities and assignments will be maintained by you and your University-based supervisor (e.g., EDP 641A/B instructor). School-site supervisors also will evaluate practica candidates (see the Practica Supervisor Evaluation Form in the Appendix) based on the NASP Domains for Training and Practice.

Fieldwork/Internship:

Our program, CTC, and NASP require candidates to complete a minimum of 1200 hours of school psychology internship to demonstrate competency as a candidate for the school psychology credential. At least 600 internship hours must be in a school setting that includes at least 50% ethnically, culturally, racially, and/or linguistically diverse students. Candidates who do not show evidence of successful completion of the internship may be asked to complete additional hours, or repeat a semester of fieldwork in order to demonstrate professional and/or personal competencies.

For candidates desiring to complete their internship over 2 years (600 hours each year), continuous enrollment and university supervision is required. Thus, during the first year of

internship candidates should enroll in EDP 642A in the fall for 3-units, and EDP 797 (Independent Individual Study) in the spring for 1-unit. The second year of internship, candidates should enroll in 1-unit of EDP 797 in the fall, and 3-units of EDP 642B in the spring. Please note that candidates will receive an “T” in EDP 642A their first year of internship until all requirements are met in EDP 797 in the spring.

Additionally, CTC requires interns to have experience in at least two levels of schooling. The levels referred to are preschool (ages 3-5); elementary (grades K-6); junior high (grades 7-8, or 7-8-9); senior high (grades 9-12); and transition programs (ages 18-22). Any two of those five are acceptable, as long as at least 200 hours are documented in each of the two levels. Please see Internship Guidelines for Field-Based School Psychology Supervisors in the Appendix for additional internship requirements. A District-University Internship/Fieldwork Agreement (See Appendix) must be agreed upon and signed by all involved parties (i.e., District Supervisor, University Supervisor, and Intern) before candidates may begin their internship. Additionally, interns are required to complete the Internship Training Plan (See Appendix) with their field supervisor at the beginning of EDP 642A (fall semester) and B (spring semester) to ensure candidates receive training and experience in each of the NASP domains.

Candidates may complete up to 600 internship hours in a non-school setting. Candidates who wish to complete no more than 600 internship hours in a non-school setting must be supervised by an appropriately credentialed/licensed psychologist for that setting. Internship hours completed in a non-school setting, as well as the candidate’s supervisor, must be approved by the EDP 642A/B University instructor.

Candidates who have completed all prerequisite and core credential coursework (except EDP 527, 536, 560, 642A & B), and the Educational Psychology Master’s Degree for Joint candidates, are eligible to apply for an internship credential. The internship credential is awarded by CTC and may benefit candidates by allowing him/her to earn a salary while completing their internship hours. In short, all graduates of the program complete a fieldwork experience, with some holding the internship credential while others do not. Intern credentials are district specific; they are awarded to the district in which the candidate works on behalf of the candidate. Candidates are responsible for securing their own fieldwork/internship positions and for obtaining the proper internship credential paperwork from their district and the CSULB Credential Office. Interns are evaluated each semester by both their school site supervisor and the University instructor of EDP 642. Please see the Appendix for the University Supervisor Observation and Interview Form and Field Supervisor Evaluation of Fieldworker/Intern Form. After completion of the Educational Psychology Master’s Degree and before beginning internship, candidates will need to be readmitted to the University as a credential-only candidate. Contact Nancy McGlothlin (nmcglath@csulb.edu) in the Graduate Studies office for assistance. Ms. McGlothlin can readmit you without the additional university fee.

Personal Competencies

Candidates must demonstrate specific professional work characteristics to ensure that school psychology candidates possess the knowledge, skills, and dispositions required for successful careers in education. Both CTC and NASP require that approved programs “employ a systematic, valid process to ensure that all candidates, prior to the conclusion of the internship experience, are able to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services evidenced by measurable positive impact on

children, youth, families, and other consumers” (NASP Training Standard 4.3). See Appendix for CSULB School Psychology Personal Competencies Review. Faculty meet as a group to evaluate candidates’ personal competencies or “professional work characteristics” at the beginning of each academic year in October/November. In addition to program faculty evaluating candidates’ professional work characteristics, practicum and internship field-based supervisors evaluate candidates’ professional competencies at the end of each semester of practicum and internship. Field supervisor ratings are reviewed and considered during each candidate review. Faculty-completed competency reviews will be sent to all candidates by the beginning of the spring semester. If a candidate is rated a ‘2’ (minimal) or lower in any area, or receives a total score of 24 or less (minimal or unsatisfactory), the program director and/or faculty members will meet with the candidate to discuss the identified area(s) of concern, and develop an intervention plan and timeline for remediation. Please see Appendix for CSULB School Psychology Candidate Intervention Plan. Occasionally, faculty may meet and complete a candidate competency review outside of the benchmark period due to immediate concerns regarding a candidate’s professional work characteristics. In these cases, candidates will be immediately notified and requested to meet with the program director and/or faculty. Please be advised that candidates who fail two or more times to achieve satisfactory ratings on the personal competency review, despite the development, agreement, and implementation of a Candidate Intervention Plan, may not be recommended for the internship credential and/or PPS credential.

Communication

Program newsletters, required advising forms, and other communiqués throughout the year are be sent via email by the program coordinator. University policy recognizes e-mail as an official form of communication; thus, most information will be disseminated electronically and NOT through the U.S. mail. Candidates are responsible for checking their e-mail regularly and informing the program coordinator regarding changes to their e-mail address. Individual instructor course announcements and notifications are typically sent through BeachBoard and thus, are sent to the email address that is listed on MyCSULB. It is the candidate’s responsibility to ensure that the contact information on MyCSULB is current. Candidates are eligible for, but are not required to have, a CSULB email account. In addition, it is important that the Graduate Studies Office (ED1 – 7) and the Credential Office (ED1-42) have your current email and mailing addresses. If you move, alert University Admissions, College of Education Graduate Studies Office, and Credential Office.

Additional Requirements

- You must be **admitted as a graduate student to the University** prior to registering for courses.
- Candidates must take the **CBEST** their first year in the program, and **pass the CBEST prior to beginning fieldwork/internship**. Please go to <http://www.cbest.nesinc.com/> for more information and to register to take the CBEST.
- Candidates must obtain a **Certificate of Clearance** from the state prior to beginning any school-based activities, including practica, fieldwork/internship, and coursework activities. You are encouraged to obtain the certificate of clearance and open a file with the Credential Office at the beginning of your first semester (ED1-42). You will be required to show proof of filing for your certificate of clearance prior to beginning your practicum activities. Please see the Appendix for Applying for a Certificate of Clearance On-Line.

- To maintain your enrollment in the university and program, candidates are required to take a minimum of one prerequisite, master's degree, or core program course per semester (excluding summer). Exceptions are made for medical or personal leave. **Candidates requesting a leave must file a "leave of absence" with University Enrollment Services (BH-101) and College Graduate Studies Office (ED1-7), and contact their school psychology advisor and the program coordinator.** Candidates who fail to file a leave of absence will be dropped from the University and the program and will need to re-apply if they plan to return to the program.
- Candidates may complete the program on a full-time or part-time basis. In accordance with University regulations governing Master's degree programs, the school psychology credential program must be completed within seven years of the date the candidate's program was initiated.
- Candidates must maintain a 3.0 GPA to remain in good standing in the program. Failure to do so may place the candidate on academic probation.
- Candidates must have completed a **Master's degree** prior to completing the School Psychology credential program.
- Candidates in the Joint School Psychology/Educational Psychology Master's program must pass the CSULB **Writing Proficiency Exam (WPE)** prior to advancement to candidacy. Please go to http://www.csulb.edu/divisions/students2/testing/test_information/wpe/ for information and registration to take the WPE. Please note that if you have passed the Writing Proficiency Exam at another CSU campus, or obtained a 4 or higher on the GRE writing portion, you are exempt from this requirement. Please take proof of exemption to University Enrollment Services office (BH-101) and the College Graduate Studies Office (ED1-7).
- All School Psychology candidates must take the **National School Psychology Examination** (Praxis Test #10400 from ETS) before completing the program. Candidates must ensure that their scores (Overall Score and Test Category Scores) are forwarded by ETS to program faculty and the Credential Center. A passing score on this test may allow the candidate to obtain certification as a Nationally Certified School Psychologist (NCSP). Performance on this exam does not impact candidate grades, promotion, or graduation from the CSULB School Psychology program. Most candidates take this exam during their final (fieldwork/internship) semester of study. The 2007-2008 Praxis Bulletin may be downloaded from <http://www.ets.org/Media/Tests/PRAXIS/pdf/01361.pdf>.
- All School Psychology candidates in the spring of their last semester in the program must participate in the program's **Performance-Based Exit Interviews**. Individual, 20-minute interviews are conducted by three members of the School Psychology Community Advisory Team. The candidate will be asked a set of open-ended interview questions based on the NASP Domains for Training and Practice. Questions are in the form of vignettes on topics such as assessment linked to intervention, student diversity and development, and legal and ethical standards. Preparation for the interview, as well as professional conduct and appearance, is expected. Candidate interview performance does not impact candidate grades, promotion, or graduation from the CSULB School Psychology program.

Deadlines to Remember for Joint School Psychology Credential and Educational Psychology Master's Degree Candidates

Advancement to Candidacy: Completion of all prerequisites and 6 units of core courses; passing score on WPE or exemption; and enrollment in at least one course during the semester of advancement.

Thesis Application: October 1st – Spring enrollment; March 1st – Summer and Fall enrollment.

IRB Approval: Thesis Candidates: applications received by the last Thursday of the preceding month are agendaed for the next monthly meeting on the 2nd Thursday of the month. Agendas and application materials are sent to all IRB members two weeks prior to meeting.

Comprehensive Exam Application: Comprehensive Exam Candidates: October 1st – Spring enrollment; March 1st - Summer and Fall enrollment.

Request to Graduate: For graduation in spring or summer, file between May 1 and October 1 of the preceding year. For Fall graduation, file between December 1 and March 1 of the preceding year.

Credential Center

The Credential Center, located in ED1-42, evaluates and processes records for fulfillment of credential requirements and recommends candidates for the intern and/or full PPS School Psychology credentials. It is highly recommended that candidates open a credential file their first semester in the program and simultaneously obtain their certificate of clearance. Once you begin a file with the Credential Center, the center periodically generates and sends to the candidate and program director individual candidate progress reports indicating course and other requirements that have been fulfilled, and those that need to be completed to be recommended for the credential. All requirements for completion of the school psychology credential program (including Praxis Exam results) must be received by the Credential Center before a candidate is recommended for the PPS school psychology credential to CTC.

Course Waivers

Prerequisites and some program core courses may be waived for equivalent courses completed at another accredited University within the past 7 years. Candidates seeking a course waiver are required to follow the College of Education's waiver process. To obtain a course waiver, candidates must 1) obtain and complete a *Petition for Course Equivalency* available in the EDPAC office (ED1-10); 2) attach supporting documents as outlined in the petition, e.g., official catalogue description, official transcripts showing you took the course and your grade, and syllabus (recommended but not required); and 3) return the documents to the EDPAC office for consideration. The documents will be routed to the instructor who teaches the class the candidate is seeking to waive. It is not the decision of the program director or faculty on whether a course you took at another university meets the objectives of the course you seek to waive. The instructor of that course makes the final decision. Please note, University and College policy dictate that a **maximum** of six units may be waived or substituted, not including prerequisites.

Copies of all signed *Petition for Course Equivalency* forms for each course that has been approved for waiver must be submitted to the Credential Center. If you waive a course required by both the Educational Psychology Master's program and the School Psychology Credential program, a copy of the equivalency form must be placed in both your graduate file (located in the Graduate Studies Office) and your credential file (located in the Credential Center).

Table 3 lists coursework that must appear on CSULB transcripts or be waived through an approved course equivalency form. Please note courses that are not eligible for waiver.

Table 3 Coursework that must appear on transcripts

EDP 560*	EDP 579*
EDP 517*	COUN 601
EDP 520	EDP 605
EDP 524A/B	EDP 641A/B
EDP 525A*/B*	EDP 527*
EDP 528*	EDP 642A*/B*
EDP 536*	

*Courses not eligible for waiver or substitution.

The following requirements must be completed and evidence provided to the Credential Center to be recommended for the PPS School Psychology Credential:

- Bachelor Degree
- Master’s Degree
- Certificate of Clearance or Valid Basic Credential
- Coordinator Clearance of Prerequisite and Specialization Clearance (School Psychology Credential Only Candidates; available in the Appendix)
- Passing CBEST Scores
- Take and submit scores from the School Psychology Praxis II Exam
- Participate in Performance-Based Exit Interview
- Approval of School Psychology Coordinator based on demonstration of personal competencies.

Advisement

All candidates should meet with their advisor prior to beginning the program. In this meeting a 2- to 3-year schedule of courses will be drafted (see Initial Advisement Form in the Appendix). Every Fall, all candidates are required to complete and submit a course-taking plan (i.e., Calyx Memo) in November and return it to their advisor before the Thanksgiving holiday. Advisors will review the Memo, which details the candidate’s plan for taking courses, practicum, and fieldwork/internship, and address any questions or concerns of the candidate. Advisors will respond to the candidate via e-mail if there are any concerns or questions that need to be addressed. Advisors also are available to meet during scheduled office hours or by appointment regarding program planning. Please see Calyx Memo in the Appendix.

Educational Psychology Clinic

Candidates will provide assessment and intervention services to preschool, elementary, and secondary students in the Educational Psychology Clinic as part of their coursework. The CSULB Educational Psychology Clinic is an excellent facility, and includes one-way mirrored windows, the capability for video recording and playback, and extensive assessment and

intervention materials. The school psychology program uses the clinic facilities for four of its courses: EDP 524B, 525B, 527, and 579.

Candidate Scholarships

Below is a partial list of candidate scholarships available through professional organizations and the College and University.

Awarding Institution	Amount	Deadline
NASP Graduate Minority Scholarship www.nasponline.org	\$5,000.00	December 1
CASP Cultural and Linguistic Diversity Scholarship www.casponline.org	\$1,000.00 (renewable for 3 years)	January 31
Paul Henkin Scholarship www.casponline.org	Up to \$750.00 to attend CASP convention	January 31
CSULB College of Education Scholarships www.ced.csulb.edu	One application for 10 – 20 individual scholarships ranging from \$500 to \$2000	Second week in February

Nationally Certified School Psychologist (NCSP)

Candidates are encouraged to pursue the NCSP credential through NASP. This credential can facilitate obtaining licensure in other states, and some districts/states offer an additional stipend for school psychologists who hold the NCSP. For more information, please go to http://nasponline.org/certification/becoming_NCSP.aspx.

Professional Memberships

Joining the following professional organizations is highly recommended: National Association of School Psychologists (<http://www.nasponline.org/>); California Association of School Psychologists (<http://www.casponline.org/>); Council for Exceptional Children (<http://www.cec.sped.org/>), and American Educational Research Association (<http://www.aera.net/>). Student memberships are very economical and it is never too early to begin to build your professional library. In addition, local associations such as the Greater Long Beach Association of School Psychologists (GLBASP) provide candidates with useful local networking and leadership opportunities. Candidates are strongly encouraged to attend state and national conferences held by these and related professional organizations.

APPENDIX

Form	Procedure
<p>Joint School Psych/Ed Psych New Student Advising Form (pg. 19)</p> <p>School Psychology Credential Only New Student Advising Form (pg. 20)</p>	Completed with your advisor upon beginning the program; updated as needed.
Calyx Memo (pgs. 22-22)	Completed every November and returned to your advisor before Thanksgiving for approval.
Personal Competencies Review Form (pgs. 23-25)	Completed by the program director and faculty on each candidate at regular benchmark periods.
Candidate Intervention Plan (pg. 26)	Action plan to remediate areas of concern as noted on the Personal Competencies Review form.
Prerequisite and Specialization Clearance Form (pgs. 27-28)	Credential Only Candidates: completed with School Psychology Program Coordinator prior to graduation and returned to the Credential Office.
Field Supervisor Evaluation of Practicum Candidate Form (pgs. 29-32)	Completed at the end of EDP 641A and end of EDP 641B by your practicum supervisor and returned to your university supervisor.
University Supervisor Observation and Interview Form (pg. 33)	Completed at least once each semester of internship by your university supervisor.
Internship Guidelines for Field-Based School Psychology Supervisor (pgs. 34-37)	Information regarding internship requirements to be provided to School Psychology Field Supervisors who are supervising interns.
Field Supervisor Evaluation of Fieldworker/Intern Form (pgs. 38-41)	Completed at the end of EDP 642A and end of EDP 642B by your fieldwork/intern supervisor and returned to your university supervisor.
Fieldworker/Intern Evaluation of Fieldwork Supervisor Form (pg. 42)	Completed at the end of EDP 642A and end of EDP 642B by you and returned to your university supervisor.
Internship Training Plan (pg. 43-44)	Interns are required to complete a training plan with their field supervisor at the beginning of EDP 642A and B to ensure candidates receive training and experience in each NASP domain..
Practica and Internship Field Experience Log & Summary of Internship/Fieldwork Activities (pg. 45-46)	Candidates are required to complete a log of practica and internship activities twice monthly for each semester enrolled in EDP 641A/B and EDP 642A/B. Summaries are completed every six weeks of internship/fieldwork only

District-University Internship/Fieldwork Agreement (pg. 47-50)	Agreement between the District and University completed at the beginning of the internship experience that specifies the responsibilities of the training program and the field site in providing supervision, support, and evaluation of the intern's performance
Applying for a Certificate of Clearance On-Line (pg. 51)	Completed the first year in the program, before engaging in field-related activities.
Matrix of Courses by NASP Domain (pg. 52)	Illustrates relation between coursework and NASP Domains for Training and Practice.

FALL 2008 NEW STUDENT ADVISING
Joint School Psychology and Education Psychology Program

Name: _____ Advisor: _____

Date of entry into school psychology program _____

Date of expected completion of the program _____

Phone: _____ E-mail: _____ Date: _____

Courses	Waived	Fall 08	Spring 09	Summer 09	Fall 09	Spring 10
EDP 301/ 302 – child/adol dev.						
EDP 419 – ed. statistics						
EDP 405 – classroom mgnt.						
EDP 517 – school counseling sem						
EDP 520 – research methods						
EDP 524A- psychoed. assmt I						
EDP 524B (2 units)– psychoed. lab						
EDP 525A-psychoed diag. II						
EDP 525B – (2 units) psychoed. lab						
EDP 527 – advanced assmt for int						
EDP 528 – orientation to the field						
EDP 536- consultation						
EDP 560 – behavior assmt & int						
EDP 579 -CBM & intervention						
COUN 601 – trauma/grief couns.						
EDP 605 – Theories of learning, cognition, motivation, and social development						
EDP 641A/B (2 units each) - Practica						
EDP 642A/B – (3 units each) fieldwork						
Additional MA Requirements						
EDP 519 (comps req)						
EDP 541 (comps req/thesis elective)						
EDP 595 (thesis elective only)						
EDP 604						
EDP 596 (comps req/thesis elective)						
EDP 696 (thesis elective only)						
EDP 698 (6 units) Thesis						

Check one:

I _____ have/ _____ have not passed the CBEST.

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

**FALL 2008 NEW STUDENT ADVISING
School Psychology Credential Only Program**

Name: _____ Advisor: _____

Date of entry into school psychology program _____

Date of expected completion of the program _____

Phone: _____ E-mail: _____ Date: _____

Courses	Waived	Fall 08	Spring 09	Summer 09	Fall 09	Spring 10
EDP 301/ 302 – child/adol dev.						
EDP 419 – ed. statistics						
EDP 405 – classroom mgnt.						
EDP 517 – school counseling sem						
EDP 520 – research methods						
EDP 524A- psychoed. assmt I						
EDP 524B (2 units)– psychoed. lab						
EDP 525A-psychoed diag. II						
EDP 525B – (2 units) psychoed. lab						
EDP 527 – advanced assmt for int						
EDP 528 – orientation to the field						
EDP 536- consultation						
EDP 560 – behavior assmt & int						
EDP 579 -CBM & intervention						
COUN 601 – trauma/grief couns.						
EDP 605 – Theories of learning, cognition, motivation, and social development						
EDP 641A/B (2 units each) - Practica						
EDP 642A/B – (3 units each) fieldwork						
Specialization (12 units from MA/MS Degree)						

Check one:

I _____ have _____ have not passed the CBEST. Date: _____

I _____ have _____ have not obtained a state certificate of clearance.

I completed my master’s degree in _____ Date: _____

2008 CALYX MEMO
Mandatory School Psychology Advisement Survey

Please complete both pages and return to your advisor by **Thanksgiving**.

Name: _____ Advisor: _____ Date: _____

Date of entry into school psychology program: _____

Date of expected completion of the program: _____

Phone: _____ E-mail: _____

Course code and abbreviation	Completed	Waived	Currently Enrolled Fall 2008	Plan to take Spring 2009	Plan to take Summer or Fall 2009
EDP 301/ 302 – child/adol dev.					
EDP 419 – ed. statistics					
EDP 405 – classroom mgnt.					
EDP 517 – school counseling sem					
EDP 520 – research methods					
EDP 524A - psychoed. assmt - sem					
EDP 524B – psychoed. assmt - lab					
EDP 525A -psychoed diag. - sem					
EDP 525B – psychoed diag. - lab					
EDP 527 – advanced assmt for int					
EDP 528 – orientation to the field					
EDP 536- consultation					
EDP 560 – behavior assmt & int					
EDP 579 -CBM & intervention					
EDP 596 – program eval					
COUN 601 – trauma/grief couns.					
EDP 605 – Learn, motivation, cognition, social dev. theories					
EDP 641A/B - Practica					
EDP 642A/B -fieldwork					
MA Requirements (Joint Candidates Only)					
EDP 519 (comps req)					
EDP 541 (comps req/thesis elective)					
EDP 595 (thesis elective only)					
EDP 604					
EDP 596 (comps req/thesis elective)					
EDP 696 (thesis elective only)					
EDP 698 (6 units) Thesis					
Specialization (Credential Only Candidates)					

I _____ have/ _____ have not passed the CBEST.

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

Check one:

_____ I completed my master's degree at _____ in _____
Date completed: _____ (University) (field of specialization)

_____ I am currently enrolled in the Joint Educational Psychology Master's/School
Psychology Credential Program at CSULB.

I plan to: take comprehensive exams ____ OR write a thesis _____ ;
undecided _____

When do you expect to complete the master's degree (pass comprehensive exams or
finish thesis and file for graduation)? _____

Practicum:

Semester/Year you plan to begin EDP 641A: _____

Semester/Year you plan to complete EDP 641B: _____

Plan (where, when, number of hours at each setting, who will supervise?):

Fieldwork/Internship:

When do you plan to begin EDP 642A? _____

When do you plan to complete EDP 642B? _____

Plan (where, when, number of hours at each setting, who will supervise?):

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

Advisors comments:

Advisor Signature: _____ Date: _____