

SCHOOL PSYCHOLOGY CREDENTIAL PROGRAM



CSULB School Psychology Handbook

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SCHOOL PSYCHOLOGY CREDENTIAL PROGRAM

CSULB School Psychology Program:

The CSULB School Psychology program is accredited by the National Association of School Psychologists (NASP), California Commission on Teacher Credentialing (CCTC), and the National Council for Accreditation of Teacher Education (NCATE). The program consists of 15 core School Psychology courses (equal to 48 semester units) and 12-units of graduate-level specialization. This includes 4-units of apprenticeship and 6-units of fieldwork/internship. In addition to satisfactorily completing coursework, students are expected to demonstrate personal competencies in confidence, persistence, organization, collaboration, and resiliency (see Personal Competency Form in Appendix D). Finally, students are expected to take the National School Psychology Examination (ETS/PRAXIS II #10400) and participate in the Performance-Based Exit Interview prior to completion of the credential program.

Training Philosophy

The CSULB School Psychology program is based on an ecological theoretical perspective (Bronfenbrenner, 1979). By promoting an ecological model, students learn to understand that student achievement and behavioral difficulties result from a discrepancy between the developing capabilities of the student and the multiple demands of his/her environment (Ogbu, 1981; Sroufe, 1979). Accordingly, students are well-versed in the varied conditions of risk and sources of resilience that impact child development, with a particular emphasis on manipulable rather than static conditions (Wang, Haertel, & Walberg, 1993). For example, beginning at the center of an ecological system with the child, the program teaches future school psychologists to assess a student's prior learning, and cognitive, social, emotional, and behavioral skills to make recommendations for accommodations, interventions, and services (Gresham, & Noell, 1999; Kamphaus, Reschly, 1997; Reynolds, & Imperato-McCammon, 1999). Additionally, the program prepares future school psychologists to assist in developing personal competencies such as confidence, perseverance, conflict resolution, and organization for students at-risk of school failure (Bernard, 2000).

An ecological model does not solely focus on the learner. Recognizing that learning is a transactional process in which the learner is affected and affects the learning environment and the learning process, the program emphasizes the proximal and distal environmental influences of the family, home-school relationship, peers, neighborhoods, communities, world of work, public policies, and culture. For example, degree of home-school collaboration is related to student academic competence, self-concept, behavior, attendance, academic engagement, and suspension rates (Christenson, Rounds, Gorney, 1992; Comer, 1984). CSULB students receive extensive preparation in consulting and collaborating with parents and teachers on modifying the learning environment so that the effectiveness of both parents and teachers is maximized (Gutkin & Curtis, 1999; Zins & Erchul, 1995). Recognizing that teacher preparation and competency is as influential on student outcomes as home environment and student characteristics (Darling-Hammond, 1997), the program teaches future school psychologists to identify and promote best practices in instruction and curriculum for all students, including those with exceptional needs (Gersten & Baker, 2000; Rosenshine, 1997; Swanson, 2000).

School psychologists are often called on during times of crises. Therefore, the program trains students to respond to crises according to best practices (Poland, Pitcher & Lazarus, 1995), and more importantly, to be actively involved in crisis prevention programs (Domitrovich & Greenberg, 2000; Meyers & Nastasi, 1999). Training in crisis prevention and intervention is based on the theoretical tenets described above – increasing personal competency and resiliency

SCHOOL PSYCHOLOGY CREDENTIAL PROGRAM

among students, forging strong school/home/community partnerships, and preparing teachers to respond to student need.

Because School Psychology has become an increasingly litigious profession, the program also is grounded in current legal and ethical guidelines for practice (NASP, AERA, APA, NCME, 2000; Pryzwanski, 1993). Students are taught to apply both high quality research results (Phillips, 1999) and current legal requirements in making decisions about assessment and interventions for students with and without disabilities. In summary, the program relies on a variety of knowledge bases to prepare students for the ever changing role of the school psychologist.

Program Goals

The following goals of the school psychology program are based on the Philosophy, Values and Beliefs statement presented above, and support the Theme and Mission Statement of the College of Education.

The school psychology program is designed to:

1. provide competent instruction in all areas related to the practice of school psychology;
2. advance the knowledge base in school psychology through student research, and the research and writing of faculty;
3. develop in school psychology graduate students a sense of the necessity for life-long independent study as well as an appreciation of the value of collaborative interactions;
4. serve the needs of the community by training school psychology graduate students to provide professional services to students, schools and the community;
5. prepare school psychology graduate students to meet all entry-level and continuing education standards for credentialing and licensure appropriate to their future work settings.

Student Outcomes

The program is designed to foster the following student outcomes, which are based on the National Association of School Psychologists' eleven "Domains" for training programs. From the training experiences provided by the program, graduates will:

1. define current problem areas, strengths and needs at the individual, group, and system level through assessment, and measure the effects of decisions that result from the problem solving process;
2. listen well, participate in discussions, convey information and work collaboratively with others at an individual, group and system level;
3. develop challenging but achievable cognitive and academic goals for all students, provide information about ways in which students can achieve these goals, and monitor student progress toward these goals;
4. develop challenging but achievable behavioral, affective or adaptive goals for all students, and provide information about ways in which students can achieve these goals and monitor student progress toward these goals;
5. be aware of, respect, and work with individuals and groups with a variety of strengths and needs from diverse racial, cultural, ethnic, experiential and linguistic backgrounds;
6. understand the school as a system and work with individuals and groups to facilitate structures and policies that create and maintain schools as safe, caring and inviting places for members of the school community;

SCHOOL PSYCHOLOGY CREDENTIAL PROGRAM

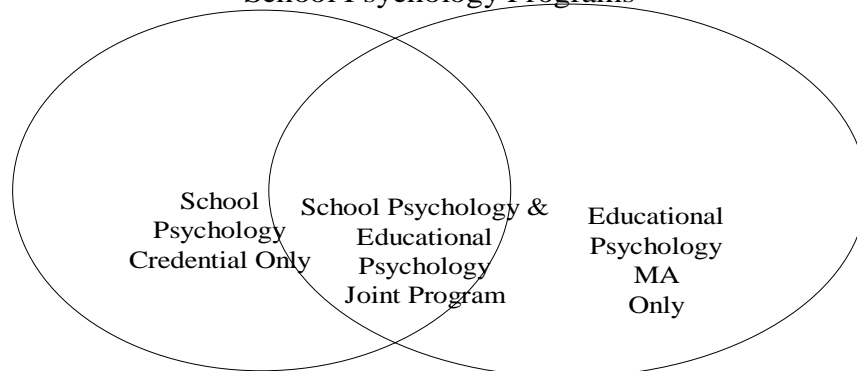
7. have knowledge of child development and psychopathology developing and implementing prevention and intervention programs for students with a wide range of needs and disorders;
8. have knowledge of family influences that affect students' wellness, learning and achievement, and form partnerships between parents, educators and the community;
9. be well-versed in current literature on various aspects of education and child development, translate research into practice, and understand research design and statistics in sufficient depth to conduct investigations relevant to their own work;
10. assume responsibility for developing as professionals and practice in ways which meet all appropriate ethical, professional and legal standards to enhance the quality of services, and to protect the rights of all parties.
11. have knowledge of information sources and technology that can safeguard or enhance the quality of services they provide.

The Joint School Psychology Credential and Educational Psychology Masters Program

The School Psychology program at CSULB is not a degree-granting program. Upon completion, students are eligible to be recommended to receive the California Pupil Personnel Services (PPS) credential in School Psychology, which is required to work as a school psychologist in any public PreK-12 California school.

In addition to completing the 48 unit course of study for the School Psychology program, students must complete a master's program. Master's degrees in the behavioral sciences from other accredited Universities are generally acceptable. Students without a master's degree must complete the master's degree in Educational Psychology at CSULB while completing the School Psychology program. The joint School Psychology/Educational Psychology program is the only option available to students entering the program without a master's degree in a behavioral science from another accredited University. Typically, the Master's Degree in Educational Psychology is completed the year before students begin fieldwork/internship.

Relationship between Educational Psychology and School Psychology Programs



SCHOOL PSYCHOLOGY CREDENTIAL PROGRAM

PREREQUISITES		
EDP Course	Units	Course Title
301/302	3	Child (or Adolescent) development and learning.
405	3	Positive strategies for classroom management
419	3	Educational statistics
SCHOOL PSYCHOLOGY CORE COURSE WORK		
EDP Course	Units	Course Title
517	3	Seminar in school counseling
520	3	Research methods in education
524A	3	Psychoeducational Assessment I - Seminar
524B	2	Psychoeducational Assessment I - Lab
525A	3	Psychoeducational diagnosis in multicultural settings II - Seminar
525B	2	Psychoeducational diagnosis in multicultural settings II - Lab
527	3	Advanced assessment for intervention
528	3	Orientation to professional school psychology
536	3	Collaborative consultation in the schools
560	3	Behavioral analysis and positive behavioral interventions
579	4	Curriculum-based academic assessments and interventions
COUN 601	3	Trauma and grief counseling
605	3	Learning, motivation, cognition, and social development theories
641A/641 B	2/2	School psychology practicum
642A/642B	3/3	School psychology fieldwork/internship
Plus 12 units in a related field of study = 60 units.		

ADDITIONAL COURSES FOR EDUCATIONAL PSYCHOLOGY MASTER'S DEGREE

EDP Course	Units	Course Title
519	3	Quantitative educational data analysis I (comps req/thesis elective)
541	3	Seminar in educational measurement and assessment (comps req/thesis elective)
595	3	Qualitative research methods (thesis elective)
596	3	Program evaluation (comps req/thesis elective)
604	3	Seminar in human development
696	3	Directed research (thesis elective)
698	6	Thesis (thesis requirement)

Note: comps req = course requirement for students electing to take comprehensive exams; thesis elective = course option for students electing to complete a thesis. Thesis students must complete 6 units of EDP 698 and a 3-unit elective to fulfill the master's degree requirement.

SCHOOL PSYCHOLOGY CREDENTIAL PROGRAM

Length of Program

On average, students complete the credential program in 3 - 4 years. This includes 2 - 3 years of full time coursework (9-12 credits per semester) and one year of full-time internship or fieldwork. Students who are completing the joint School Psychology/Educational Psychology master's program may take more time to complete the credential program than students who have earned a master's degree in a related field at another university. Furthermore, the program may be shorter for students who obtain approved course equivalencies (Please see page 13 on procedures for obtaining course equivalencies) and attend summer school. Below is a suggested course sequence plan:

Students Beginning CSULB School Psychology Program with a Masters Degree in a Related Field:

Year 1			Year 2			Year 3	
Summer	Fall	Spring	Summer	Fall	Spring	Fall	Spring
EDP 301 or 302 EDP 405 EDP 419	EDP 528 EDP 524A EDP 524B EDP 520 or COUN 601	EDP 525A EDP 525B EDP 520 or COUN 601	Any prerequisites	EDP 579 *EDP 641A **EDP 536 **EDP 517	EDP 605 EDP 641B **EDP 560	EDP 642A ***EDP 527	EDP 642B

Students Beginning CSULB Joint School Psychology Credential and Educational Psychology Master's Degree Program:

Year 1			Year 2			Year 3	
Summer	Fall	Spring	Summer	Fall	Spring	Fall	Spring
EDP 301 or 302 EDP 405 EDP 419	EDP 528 EDP 524A EDP 524B EDP 604 or 520 or COUN 601	EDP 525A EDP 525B EDP 519 or thesis elective or EDP 520 or COUN 601	Any preqs EDP 604 EDP 596 or thesis elective	EDP 579 *EDP 641A **EDP 517 EDP 698 (thesis req) or EDP 536	EDP 605 EDP 641B **EDP 560 EDP 698 (thesis req) or EDP 541 or thesis elective or EDP 536 Comprehensive Exam	EDP 642A ***EDP 527	EDP 642B

Note: Many courses have prerequisites; if you deviate from this schedule, check the prerequisite requirements for each course listed in the CSULB Undergraduate & Graduate Catalogue.

*Note: requires volunteer work in a public school under the supervision of a school psychologist to enroll in this course.

**Note: requires concurrent enrollment in EDP 641 A or B, or EDP 642A or B.

*** Note: must be concurrently enrolled in EDP 642A.

SCHOOL PSYCHOLOGY CREDENTIAL PROGRAM

Registering for Classes

Register and confirm your class schedule at www.MyCSULB.edu. Do not wait to register. Classes with low enrollment will be cancelled. You may register and wait as long as a month to pay the tuition, so do not let finances deter you from enrolling. If you choose to take courses in the summer (and we encourage you to do so), you can register for summer classes without being admitted to the University as a graduate student by enrolling through Open University. You must be admitted as a graduate student to the University prior to registering for fall and spring courses. Once the University has admitted you, you will receive information on registering via MyCSULB.edu.

Practica:

Students must complete a practicum experience under the supervision of a credentialed and experienced (>2 years) school psychologist. Students are required to find their own practica site. At least 100 practica hours must be in a school setting that includes at least 50% ethnically, culturally, racially, and/or linguistically diverse students. Program professors can assist with practicum placement by providing students with leads.

Students are required by the California Commission on Teaching Credentialing (CCTC) and the National Association of School Psychologists (NASP) to complete a minimum of 450 practica hours prior to beginning their fieldwork/internship. CSULB school psychology students will complete 145 hours during clinical experiences (EDP 524B, 525B, 579), 89 hours during school-based practica experiences that supplement a course (EDP 528, 517, 536), and 300 hours during the Practica courses (EDP 641 A & B) for a total of 504 practica hours. An additional thirty hours of school-based practica is required by EDP 560 which may be counted toward the requirements of EDP 641B (i.e., implement an empirically supported behavioral intervention) if the course is completed prior to fieldwork/internship (recommended).

The practica hours, courses, activities and targeted skills are described in the following table.

Course	Hours	Activities
517	30 hrs. (school)	Facilitate a group counseling intervention at school site; consult with teachers and administration on student needs and progress.
524A	54 hrs. (clinic)	Administration of published, norm-referenced assessments in clinic; Report writing.
525A	50 hrs. (clinic)	Administration of published, norm-referenced assessments in clinic; Report writing; Consultation with parent.
528	15 hrs. (school) 4 hrs. (school)	Shadow a school psychologist and discuss observations as they relate to the NASP domains of training and practice; Observe for 2 hours in at least two different special education programs on a school campus.
536	20 hrs. (school)	Consult with school staff regarding the academic and behavioral needs of students; Consult on the implementation of an intervention based on identified needs of an individual, group, or class.
560	20 hrs. (school)	Conduct a Functional Analysis Assessment on a school-age child; implement and monitor the behavior intervention plan.
579	41 hrs.	Provide direct academic intervention services (10 wks x 2 times per

SCHOOL PSYCHOLOGY CREDENTIAL PROGRAM

	(clinic)	week @60 min = 20 hrs) in clinic; Prepare lesson plans and write logs regarding results (15 hrs); Write intervention plan and summary reports (6 hrs).
641 A & B	300 hrs. (school)	150 hours = 2 credit course; <u>300 hours</u> needed to fulfill practica requirements.
Total	145 hrs. 389 hrs. 534 hrs.	Clinic PreK-12 public school Total Hours

With the exception of EDP 641, the instructor of each course listed above primarily provides supervision of the practica activities. Student performance is evaluated through completion of school-based and clinic-related course requirements. Instructors ensure that students meet course objectives by examining student work (permanent product), watching a video tape of their performance, and observing them through the one-way windows in the Educational Psychology Clinic. In addition to program faculty, a field-based school psychologist supervises students completing the Practicum courses (ED P 641 A & B). Field-based supervisors are professionals who possess the background, training and credentials appropriate to the practicum experience and have at least two years of school psychological experience.

Three hundred practica hours are met by completing EDP 641A & B for two units each. Students who work in public schools may complete the first 100 hours of EDP 641A & B while working at their site under the supervision of their site school psychologist. The remaining 100 hundred hours must be completed in a formalized practicum wherein the student commits considerable time to learning the profession from an experienced school psychologist. These 100 hours can not be completed in the school in which the student has or currently works. To ensure that this placement provides sufficient consistency to allow the student to manage cases, run groups, etc. the contiguous placement (associated with 641 B) must include:

- A minimum of one full day and a maximum of 5 full days per week
- A minimum of 4 weeks and a maximum of 2 years
- No more than two sites or two supervisors

Students 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 641) for supervision, and complete specific assignments demonstrating the skills he/she acquired during each 150 hour practica. In addition, students will keep weekly logs of their activities and submit these (signed by the site supervisor) to the 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 currently only offered in the Fall.

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

SCHOOL PSYCHOLOGY CREDENTIAL PROGRAM

- Log practicum hours, activities and reflections weekly.
- Research the diversity of your 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). Students 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 your 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 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.
- Review and submit to the Instructor the site 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 students with increasing supervised participation in routine school psychological services. Students will:

- Implement an empirically supported behavioral intervention (requirement met in EDP 560 if course is completed successfully prior to fieldwork/internship).
- 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 can 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

SCHOOL PSYCHOLOGY CREDENTIAL PROGRAM

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 a paper or poster presentation to the CASP (California Association of School Psychologists) and/or NASP conventions.

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

Fieldwork and Internship:

Our program, the California Commission on Teacher Credentialing (CCTC) regulations, and NASP require students to complete a minimum of 1200 hours of School Psychology fieldwork. At least 600 fieldwork hours must be in a school setting that includes at least 50% ethnically, culturally, racially, and/or linguistically diverse students. Students who have completed all prerequisite and core credential coursework (except 527, 536, 560, 642A and B) and a master's degree are eligible to apply for an internship credential. The internship credential is awarded by CCTC and may benefit the student by allowing them to earn a salary while completing their fieldwork 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 the student works on behalf of the student. Students are responsible for securing their own fieldwork/internship positions. Fieldwork/interns are evaluated each semester by both the site supervisor and the University instructor of EDP 642. Students who complete their master's degree at CSULB prior to completing the school psychology credential program may need to be readmitted to the University as a credential-only student. Contact Nancy McGlothlin (nmcgloth@csulb.edu) in the Graduate Studies office for assistance. Ms. McGlothlin can readmit you without the additional university fee.

Communication

The program coordinator, Dr. Hagans, will disseminate two program newsletters per year. In addition, all students are required to submit a course-taking plan (i.e., Calyx Memo) in November. Program newsletters, the required Calyx Memo, and other communiqués throughout the year will be sent via email. University policy now recognizes e-mail as an official form of communication; thus, most information will be disseminated electronically and NOT through the U.S. mail. Students are responsible for checking their e-mail regularly and informing the program coordinator regarding changes to their e-mail address. Instructor announcements and notifications are typically sent through BeachBoard and thus, are sent to the email address that is listed on MyCSULB. It is the student's responsibility to ensure that the contact information on MyCSULB is current. Students are eligible for, but are not required to have, a CSULB internet

SCHOOL PSYCHOLOGY CREDENTIAL PROGRAM

account. In addition, it is important that the Graduate Studies and Research Office (ED1 – 7) has your current email and mailing addresses. If you move, alert the University and the Graduate Studies office.

Additional Requirements

- You must be **admitted as a graduate student to the University** prior to registering for fall courses. For an application to the University as a graduate student, contact the Office of Admissions and Records (562/985-5471), ED 1 room 17, or you may apply on-line.
- Students must take the **CBEST** their first year, and **pass the CBEST prior to beginning fieldwork or internship.**
- Student must obtain a **certificate of clearance** from the state prior to beginning any school-based activities, including practica, fieldwork or internship, and coursework activities. You are encouraged to obtain the certificate of clearance and open a file with the Credential Office your first semester (ED1-42).
- To maintain your enrollment in the university and program, students 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. **Students requesting a leave must file a "leave of absence" with the University enrollment services and contact their school psychology advisor and the program coordinator.** Students who fail to file a leave of absence or inform the appropriate program faculty will be dropped from the University and the program and will need to re-apply if they plan to return.
- Students must **demonstrate personal competencies** in confidence, persistence, organization, collaboration, and resiliency (see Personal Competence Form in the Appendix). In EDP 528, students will conduct, but not submit, a self-survey and develop their own personal development plan in areas of weakness. Students will be offered opportunities to discuss/seek help for areas of weakness on a confidential basis with their program advisor. From time to time, students will be given feedback --especially when their performance does not reveal sufficient levels of development in one or more of the personal competencies. Program faculty meet each semester to discuss student progress. Students whose level of personal development fails to achieve a satisfactory threshold will meet with their program advisor for guidance and support, and to develop a personal development plan. However, it is, in part, students' responsibility to seek advice/help as advisors may not be fully aware. Students who fail to achieve minimum standards of personal competence will not be recommended for fieldwork and/or the credential.
- Students must complete a **Master's degree** prior to completing the School Psychology credential program.
- Students in the joint School Psychology/Educational Psychology master's program must pass the CSULB **Writing Proficiency Exam (WPE)** prior to advancement to candidacy.
- All School Psychology students must take the **National School Psychology Examination** (Praxis Test #10400 from ETS) before completing the program. Students must ensure that their scores are forwarded by ETS to program faculty for use in making improvements to the program. A passing score on this test may allow the student to obtain certification as a Nationally Certified School Psychologist (NCSP). Performance on this exam does not impact student grades, promotion, or graduation from the CSULB

SCHOOL PSYCHOLOGY CREDENTIAL PROGRAM

School Psychology program. Most students will take this exam during their final (fieldwork) semester of study.

- All School Psychology students in the spring semester of their last semester in the program must participate in the program's **Performance-Based Exit Interviews**. Individual student interviews are conducted by three members of our Community Advisory Team. The candidate will be asked a set of interview questions based on the NASP Domains for Training and Practice. Candidate interview performance does not impact student grades, promotion, or graduation from the CSULB School Psychology program.

Deadlines to Remember for Joint Educational Psychology Master's Students

Advancement to Candidacy: Complete all prerequisites and 6 units of the program; WPE and enrolled in a course during the semester of advancement.

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

IRB Approval: Thesis students: 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 students: October 1st – Spring Enrollment; March 1st - Summer and Fall

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

Credential Center

The Credential Center, located in ED1 room 42 (985-4109; credentials@csulb.edu), evaluates and processes records for fulfillment of credential requirements and recommends students for the intern or full PPS School Psychology credentials. It is highly recommended that students open a credential file their first year and obtain a current certificate of clearance if they do not already have one. Once you begin a file with the Credential Center, the center can create a report that indicates course and other requirements you have fulfilled, and those you need to complete to be recommended for the credential. These reports are completed when you apply for an intern or full credential. A copy of a signed *Petition for Course Equivalency* form for each course that has been approved for waiver must be submitted to the credential office. If you waive a course required by both the Educational Psychology master's program and the school psychology credential program, a copy of the form must be placed in both your graduate file (Graduate Office) and your credential file (Credential office). The following table lists the requirements for students entering the program after Fall 2002:

SCHOOL PSYCHOLOGY CREDENTIAL PROGRAM

The following coursework must appear on CSULB transcripts or be waived through an approved and signed course equivalency form:

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

*Courses not eligible for waiver.

The following requirements must be completed to be recommended to receive the School Psychology Credential:

- Bachelor Degree
- Master's Degree
- Certificate of Clearance or Valid Basic Credential
- Coordinator Clearance of Prerequisite and Specialization Clearance*
- Pass CBEST
- Take and submit School Psychology Praxis Exam
- Participate in Performance-Based Exit Interview
- Approval of School Psychology Coordinator based on demonstration of personal competencies

* Coordinator Clearance of Prerequisite and Specialization Clearance located in the Appendix.

Course Equivalencies

Prerequisites and some program core courses may be waived for equivalent courses completed at another accredited University within the past 7 years. Prerequisite and core school psychology courses can be waived by petitioning for course equivalency. Complete the "Petition for Course Equivalency" available in the EDPAC office and include an official transcript showing the course was completed and the grade, and an official catalogue description describing the course. Including a course syllabus also is recommended. The EDPAC staff will route the petition to the appropriate instructor who will review your petition. Check with the department office in 4 to 6 weeks if you have not received notice about your petition. The following courses can not be waived: EDP 517, 525, 527, 528, 536, 560, 579, and 642 A & B.

Advisement

All students 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 Advisement Form in the Appendix). Every Fall, students are required to complete the "Calyx Memo" (see Calyx Memo in the Appendix) and return it to their advisor before the Thanksgiving holiday. Advisors will review the Memo, which details the student's plan for taking courses and completing other requirements, and

