



# CSULB School Psychology Handbook

2004

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## CSULB School Psychology Program:

The CSULB School Psychology program is accredited by the California Commission on Teaching Credentialing (CTC) and National Council for Accreditation of Teacher Education (NCATE). Program faculty expect to seek approval by the National Association of School Psychologists (NASP) in Fall, 2004. The program consists of 16 core School Psychology courses (equal to 51 semester units) and 9 units of graduate-level specialization. This includes 3 units of apprenticeship and 6 units of fieldwork/internship. Students are also expected to demonstrate personal competencies in confidence, persistence, organization, collaboration, and resiliency (see personal competence form in Appendix D). Finally, students are expected to take the National School Psychology Examination (ETS/PRAXIS II #10400) 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, our 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, our students are well versed in the varied conditions of risk and source of resiliency 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, our program teaches future school psychologists to assess a student's prior learning, and cognitive, social, emotional, and perceptual skills in order to make recommendations for accommodations, interventions, and services (Gresham, & Noell, 1999; Kamphaus, Reynolds, & Imperato-McCammon, 1999; Reschly, 1997). More importantly, our program prepares future school psychologists to assist in developing personal competencies such as confidence, perseverance, conflict resolution, and organization among students at-risk for 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, our program emphasizes the proximal and distal environmental influences of family, home-school collaboration, peers, neighborhoods, communities, world of work, public policies and culture. For example, home-school collaboration is correlated with student test scores, grades, self-concept, behaviors, attendance, academic engagement, and suspension rates (Christenson, Rounds, Gorney, 1992; Comer, 1984). Our 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 (Zins & Erchul, 1995; Gutkin & Curtis, 1999). 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 modification 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, our program trains students to respond to crisis 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

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, our program is also grounded in current legal and ethical guidelines for practices (AERA, APA, NCME, 2000; Pryzwanski, 1993). Our students are taught to apply both high quality research results (Phillips, 1999) and the 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 its students for the ever changing role of a 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 our students' theses and the research and writing of the faculty;
3. develop in our 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 our students to provide professional services to students, schools and the community;
5. prepare our 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 of studies, our graduates will:

1. be able to 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. have the ability to listen well, participate in discussions, convey information and work together with others at an individual, group and system level;
3. be able to 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. be able to develop challenging but achievable behavioral, affective or adaptive goals for all students, provide information about ways in which students can achieve these goals, and monitor student progress toward these goals;
5. be aware of, appreciate, and work with individuals and groups with a variety of strengths and needs from a diversity of racial, cultural, ethnic, experiential and linguistic backgrounds;

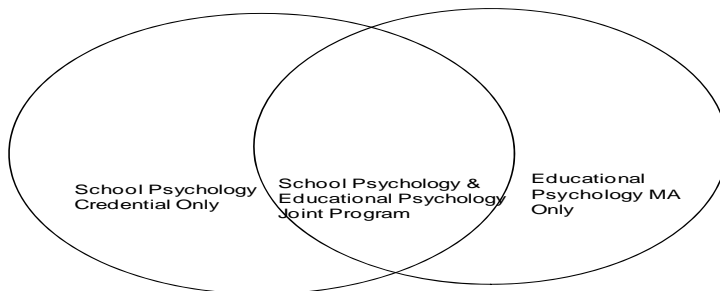
6. have the ability to understand the school as a system and work with individuals and groups to facilitate structures and policies that create and maintain schools as safe, caring and inviting places for members of the school community;
7. have knowledge of child development and psychopathology in order to develop and implement 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 be able to form partnerships between parents, educators and the community;
9. know current literature on various aspects of education and child development, be able to 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 the 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 K-12 California school.

In addition to completing the 54 unit course of study for the School Psychology program, student must complete a master's program. Master's degrees in the behavioral sciences from another accredited University are generally acceptable. Students without a master's degree will complete a master's degree in Educational Psychology while they complete the School Psychology program. The joint School Psychology/Educational Psychology program is the only option available to students entering the program Fall 2003 or later who do not have a master's from another accredited University. Typically the Masters in Educational Psychology is completed the year before students begin fieldwork/internship.

*Relationship between school psychology and educational psychology programs:*



## SCHOOL PSYCHOLOGY COURSE WORK

### PREREQUISITES

EDP Course	Units	Title
301/302	3	Child (or Adolescent) development and learning.
305	3	Educational Psychology
350	3	Education of exceptional children
419	3	Educational statistics
420	3	Tests, measurement and evaluation

### SCHOOL PSYCHOLOGY PROGRAM CORE COURSE WORK

EDP Course	Units	Title
405	3	Positive strategies for classroom management
517	3	Seminar in school counseling
520	3	Research methods in education
524	4	Psychoeducational assessment
525	4	Psychoeducational diagnosis in multicultural settings
527	3	Clinical practice in school psychology
528	3	Orientation to professional school psychology
536	3	Collaborative consultation in the schools
560	3	Behavioral analysis and positive behavioral interventions
579A	4	Curriculum-based academic assessments and interventions
596	3	Program evaluation in education
601	3	Trauma and grief counseling
605	3	Seminar on consultation in school learning
641A, B, C	1,1,1	School psychology practicum
642A/642B	3/3	School psychology field work

Plus 9 units in related field of study = 60 units.

**ADDITIONAL COURSES FOR  
EDUCATIONAL PSYCHOLOGY MASTERS DEGREE**

EDP Course	Units	Title
519	3	Quantitative educational data analysis I
541	3	Seminar in educational measurement and assessment
595	3	Qualitative research methods
604	3	Seminar in human development
698 or Comp. Exam	6	Thesis

**Length of Program**

On average, students complete the credential program in 3 - 4 years. This includes 2 - 3 years of full time (9-12 credits per semester) and one year of full-time internship or fieldwork. Students who are completing the joint School Psychology/Educational Psychology masters program may take more time to complete the credential program than students who have earned a masters degree in a related field at another university. Furthermore, the program will be shorter for students who have some classes waived by the instructor of the course. See the following course sequence plan:

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

<b>Summer Year 1</b>	<b>Fall Year 1</b>	<b>Spring Year 1</b>
(Any prerequisites) 305, 419, 420 301/302, 350, or 405	528 601 517	520* 596* 605*
<b>Summer Year 2</b>	<b>Fall Year 2</b>	<b>Spring Year 2</b>
405	524 579A 641A**	525 560** 641B
<b>Summer Year 3</b>	<b>Fall Year 3</b>	<b>Spring Year 3</b>
641C	642A 527	642B 536

**Students Beginning CSULB School Psychology Program and  
Educational Psychology Masters Degree Program:**

<b>Summer First Year</b>	<b>Fall First Year</b>	<b>Spring First Year</b>
(Any prerequisites)  305, 419, 420 301/302, 350, or 405	528 601 519*	595* 520* Any prerequisites left
<b>Summer Second Year</b>	<b>Fall Second Year</b>	<b>Spring Second Year</b>
Any prerequisites left	604 596 517	605 541 (698 Thesis)
<b>Summer Third Year</b>	<b>Fall Third Year</b>	<b>Spring Third Year</b>
	524 579A 641A** (698 Thesis)	525 560** (Comps or finish Thesis) (EdPsy Masters complete)
<b>Summer Fourth Year</b>	<b>Fall Fourth Year</b>	<b>Spring Fourth year</b>
641B & C	642A 527	642B 536

**Note:** Each course has prerequisites, if you deviate from this schedule, check the prerequisite requirements for each course listed in the Catalogue.

\* note prerequisites include 419, 420, 305

\*\* note you must be working or able to work in a public school to enroll in this course.

**Registering for Classes**

Register and confirm class schedule at [www.mysulb.edu](http://www.mysulb.edu). Do not wait to register. Classes with low enrollment are being canceled. You may register and wait as long as a month to pay the tuition, so do not let finances deter you from enrolling. You may take a summer class if you choose. 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 [mysulb.edu](http://mysulb.edu).

**Practica (Formerly Apprenticeship):**

Students must complete a practicum experience under the supervision of a credentialed and experienced (>2 years) school psychologists. Students are required to find their own practica site. Program professors can assist by providing students with leads. Students interested in practica

opportunities in LBUSD should send a letter of interest directly to Mr. Hoffman, the lead psychologist.

Students who began the program prior to Fall 2002 must complete 120 practica hours in addition to those completed in EDP 517, 524, 525, and 579A, unless the program coordinator and the instructor of EDP 641 have sign a course equivalency form for you to waive the class based on prior public school experience. Since practicum experience has become a standard in the training of school psychologists, equivalencies based on public school experience as a teacher, counselor, etc. will no longer be granted.

Students beginning the program Fall 2002 or later are required to complete a minimum of 450 practica hours prior to beginning their fieldwork/internship due to new CTC requirements. CSULB school psychology students will complete 168 hours during clinical experiences (EDP 517, 524, 525, 579A, 560), 22 hours during school-based practica experiences that supplement a course (EDP 405, 528, 517), and 300 hours during the Practica courses (EDP 641 A,B, & C) for a total of 512 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.

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

Course	Hours	Activities
405	8 hrs. (school)	Consult with classroom teacher or implement a behavioral intervention in public school setting
517	23 hrs (clinic)	On-going counseling with student (8 weeks@ 1 hr – 8hrs) in clinic Consultation with parent/teacher (4 Xs @ 15 min = 1 hr) Prepare and write-up results of each counseling session (8 hrs.) Write final report (3hrs) Consultation with 2 <sup>nd</sup> parent or teacher (1 hr) Write final report (2hrs)
524	54 hrs. (clinic)	Administration of standardized tests in clinic Report writing
525	50 hrs. (clinic)	Administration of standardized tests in clinic Report writing Consultation with parent
528	6 hrs. (school)	Shadow school psychologist for 1 day. Students discuss their observations though-out the course as they relate to the domains of training and practices identified by NASP.
605	8 hrs (school)	Consultation with teach and/or parent regarding an under performing student
579A	41 hrs. (clinic)	Provide direct academic intervention services (10 wks X2 times per week @60 min = 20 hrs) in clinic Prepare lesson plans and write logs about results (15 hrs) Write intervention plan and summary reports (6 hrs.)
641 A, B & C	300 hrs. (school)	100 hours = 1 credit course; <u>300 hours</u> needed to complete all three 1 credit courses
Total	168 hrs	Clinic Hours

322 hrs.	Hours in K-12 public school
490 hrs.	Total

With the exception of 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), by watching video tape of the performance, and by observing them through the one-way windows of the clinic. In addition to program faculty, a site school psychologist supervises students completing the Apprenticeship courses (ED P 641 A, B, & C). These field-based supervisors are experienced (minimum of two years) professionals who possesses background, training and credentials appropriate to the practicum experience.

Three hundred practica hours are met by completing EDP 641A, B, and C for one unit each, please note the following catalogue descriptions:

EDP 641A: Prerequisites: Admission to the school psychology program and EDP 528. Students will complete 100 hours of field placement with experienced school psychologist(s). EDP 641A, B, & C may be taken concurrently, however, recorded practicum hours may not be duplicated. This course is currently only offered in the Fall.

EDP 641B: Prerequisites: Admission to the school psychology program and EDP 528. Co-requisites: EDP 524. Students will complete 100 contiguous hours of field placement with experienced school psychologist(s). A contiguous practicum consist of a minimum of one full day and a maximum of 5 full days per week, a minimum of 4 weeks and a maximum of 1 year, at no more than two sites and with no more than two supervisors. EDP 641A, B, & C may be taken concurrently, however, recorded practicum hours may not be duplicated. This course is currently offered only in the Spring and Summer.

EDP 641C: Prerequisites: Admission to the school psychology program, EDP 524 and EDP 528. Students will complete 100 contiguous hours of field placement with experienced school psychologist(s). A contiguous practicum consist of a minimum of one full day and a maximum of 5 full days per week, a minimum of 4 weeks and a maximum of 1 year, at no more than two sites and with no more than two supervisors. EDP 641A, B, & C may be taken concurrently, however, recorded practicum hours may not be duplicated. This course is currently offered only in the Spring and Summer.

Students who work in public schools may complete the first 100 hours of the practica requirement (i.e., EDP 641A) while working at their site with the supervision of their site school psychologist. The remaining two hundred hours must be completed in a formalized apprenticeship wherein the student commits considerable time to learning the profession from an experienced school psychologist. These 200 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 & C) 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

The students will draft a plan with the EDP 641 Instructor (who would supervise these activities in collaboration with a psychologist from the LEA), meet monthly with the University supervisor (i.e., the instructor of EDP 641) for supervision, and complete a portfolio demonstrating the skills he/she acquired during each 100 hour practica. . In addition, students will keep weekly logs of their activities and submit these (signed by the site supervisor) to the University supervisor). The following activities are required for each course:

#### EDP 641A:

- Research the diversity in your school site, develop 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/>
- Observe in each special education program on campus and interview site school psychologist supervisor about how he/she services each program.
- Lead or co-facilitate a social skills group (either pull-out or entire class) following a published program (e.g., Think First, You can do it, Second Step, etc.)
- Attend a Student Study Team (SST) meeting and an IEP meeting
- Attend back-to-school night or interview a parent for a SST, IEP or psychoeducational evaluation.
- Conduct a brief program evaluation of a program implemented at your school (e.g., the school retention policy, a reading program, character education curriculum, etc.).
- Write a reflection on the practica experiences and draft plan for next practica experience.

#### EDP 641B

- Implement an empirically supported behavioral intervention (requirement and 30 hours met in 560 if course is completed successfully prior to fieldwork/internship).
- Implement an empirically supported academic intervention (individual, small group or class wide).
- Administer a minimum of 3 commercially developed, individually administered, tests of achievement or intelligence/cognition (do not 'count' test administered for EDP 524 or 525) for a psychoeducational evaluation. Discuss how the test results inform or fail to inform the referral question.
- Write a reflection on the practica experiences and draft plan for next practica experience.

#### EDP 641C

- Conduct and write-up a minimum of 2 triennial evaluations (1 should have been conducted on a high school youth with transition planning as a focus).
- Assist in the evaluation of a preschool youth (or a youth from another specialized population such as autism, DHH, etc. if you do not have access to a preschool youth with a suspected disability)
- Describe the ecological influences (i.e., home, school, community) on the school performance of a group of students and make recommendations.
- Visit a special education non-public school.
- Write a reflection on the practica experiences and draft plan for your fieldwork/internship.

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

- Provide direct instruction in an after school tutoring program
- Co-facilitate a parent education group
- Participate in retention/promotion meetings
- Provide staff development trainings on ADHD, behavior management, etc.
- Observe a special education related due process hearing.
- Interview a teacher, principal and district administrator about NCLB.
- Draft a submission paper to CASP Today or CASP convention.

Documentation of each of the above required (and enhancing) activities will be maintained in your portfolio.

The district site supervisors evaluate practica students (see the practica supervisor evaluation form in the Appendix). Likewise, the University supervisor evaluates the practica student based on their portfolio submissions and the reflections they share in class and their final reflection paper and future plan.

### **Fieldwork and Internship:**

Our program and the California Teaching Credential (CTC) regulations require students to complete a minimum of 1200 hours of School Psychology fieldwork. 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 CTC and generally benefits the student by allowing them to earn more money while completing their fieldwork hours. In short, all graduates of the program complete a fieldwork experience, some hold internship credentials while they are fieldworkers and others do not. Intern credentials are district specific, they are awarded to the district the student works for 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 642. New initiatives involving fieldwork/internship include (1) LBUSD gear-up school psychology internship positions; and (2) interactive website and joint supervision meetings with Loyola Marymount faculty and interns. 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 Pat Everett (peverett@csulb.edu) in the Graduate Studies office for assistance. She can readmit you without additional university paperwork or fees.

### **Program Orientation**

A mandatory joint School Psychology and Educational Psychology program orientation will be during the first week of classes during the Orientation to Professional School Psychology class (E DP 528). Many of the questions that arise the first week or two of school will be addressed during this orientation. A reminder and the room location will be sent to you in late August.

### **Communication**

The program coordinator, Dr. Powers, will disseminate two program newsletters per year. In addition, you will be sent a course-taking plan (i.e., Rose Memo) in November and other communiqués through-out the year as needed. Every spring you will be sent a *Satisfaction Survey* that you should complete and send back to the coordinator so that we may continuously

improve our program. University policy now recognizes e-mail as an official form of communication, so 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 about changes to their e-mail address. Students are eligible for a CSULB internet account and must provide e-mail address they currently use to the program coordinator. In addition, it is important that the Graduate Studies and Research Office (ED1 – 7) has your current mail address. If you move, alert the University and the Graduate Studies office.

### **Additional Requirements**

- Students must be **admitted as a graduate student to the University** prior to registering for fall courses. For an application to the University at a graduate student contact the Office of Admissions and Records (562/985-5471), ED 1 room 17, or you can 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 practica, fieldwork or internship. You are encouraged to obtain the certificate of clearance and open a file with the Credential Office your first semester (ED1-42).
- 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 may be dropped from the University and the program and will need to re-apply if they plan to return.
- Student must **demonstrate personal competencies** in confidence, persistence, organization, collaboration, and resiliency (see personal competence form in the Appendix). In EDP528, students will conduct a self-survey and develop their own personal development plan in areas of weakness (without sharing). Students will be offered opportunity 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 level of development of one or more of the personal development competencies. Students whose level of personal development fails to achieve satisfactory threshold will be offered guidance and support throughout program. 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 credential.
- Students must complete a **Master's degree** prior to completing the School Psychology credential program.
- Students in a the joint School Psychology/Educational Psychology masters program must pass the CSULB **Writing Proficiency Exam** (WPE) prior to advancement to candidacy.
- All School Psychology students beginning the program after Fall 2001 must take the **National School Psychology Examination** (Praxis Test #10400 from ETS) before completing the program. Scores will be forwarded by ETS to program faculty to use in

making improvements to the program. A passing score on this test may allow the student to attain the National Certification for School Psychologists (NCSP). Performance on this exam does not impact students' grades, promotion or graduation from the CSULB School Psychology program. Most students will take this exam during the final (fieldwork) year of study.

### **Deadlines to Remember for Joint Master's Students**

Advancement to Candidacy: Complete all prerequisites and 6 units of the program; WPE and enrolled during the semester

Thesis Application: October 1<sup>st</sup> – Spring Enrollment; March 1<sup>st</sup> – Summer and Fall

IRB Approval: Applications received by the Last Thursday of preceding month are agendaized for the next monthly meeting on 2nd Thursday of month. Agendas and application materials sent to all IRB members two weeks prior to meeting.

Comprehensive Exam Application: October 1<sup>st</sup> – Spring Enrollment; March 1<sup>st</sup> - 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](mailto:credentials@csulb.edu)), evaluates and process records in order to recommend students for the intern or full PPS school psychology credentials. Students should 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, they 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. An example report is contained in the Appendix. A copy of a signed *Petition for Course Equivalency* form for each course you waive 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 before Fall 2002 and those who enter the program on or after Fall, 2002:

Admitted Before Fall 2002		Admitted After Fall 2002	
EDP 301 or 302	EDP 525EDP 527	EDP 405	EDP 536
EDP 305	EDP 528	EDP 430 (601)	EDP 560
EDP 350	EDP 536	EDP 517	EDP 579A
EDP 405	EDP 555	EDP 520	EDP 596
EDP 419	EDP 560	EDP 524	EDP 605
EDP 420	EDP 579A	EDP 525	EDP 641 (3 units)
EDP 430	EDP 604	EDP 527	EDP 642A
EDP 515	EDP 605	EDP 528	EDP 642B
EDP 517	EDP 641		
EDP 520	EDP 642A		
EDP 524	EDP 642B		
Above coursework must appear on CSULB transcripts or be waived through a signed course equivalency form.		Above coursework must appear on CSULB transcripts or be waived through a signed course equivalency form.	
<ul style="list-style-type: none"> <li>• Bachelor Degree</li> <li>• Master’s Degree</li> <li>• Certificate of Clearance or Valid Basic Credential</li> <li>• Pass CBEST</li> <li>• Approval of School Psychology Coordinator</li> </ul>		<ul style="list-style-type: none"> <li>• Bachelor Degree</li> <li>• Master’s Degree</li> <li>• Certificate of Clearance or Valid Basic Credential</li> <li>• Coordinator Clearance of Prerequisite and Specialization Clearance*</li> <li>• Pass CBEST</li> <li>• Take Praxis Exam</li> <li>• Approval of School Psychology Coordinator based on demonstration of personal competencies</li> </ul>	

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

### Course Equivalencies

Electives and some core courses may be waived for equivalent courses completed at other accredited Universities 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” at the EDPAC office. The EDPAC staff will route the petition to the appropriate instructor who will review your petition. You must attach transcripts and catalogue copy describing the course you wish to petition. Check with the department office in 4 to 6 weeks if you have not received notice about you petition. **The following courses can not be waived: EDP 517, 525, 527, 528, 536, 560, 579A, 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 for courses will be drafted (see Advisement form in the Appendix). Every fall, students are to complete the “Rose Memo” (see Rose Memo in the Appendix) and return it to their advisor. Their advisor will review the Memo, which details the student’s plan for taking courses and completing other requirements, and respond to the student via e-mail or telephone if there are any concerns. Advisors are also available to meet during their office hours and by appointment.

## Educational Psychology Clinic

Students will provide assessment and intervention services to elementary and secondary students at the Educational Psychology Clinic as part of their coursework. The CSULB Educational Psychology Clinic is an excellent facility, and includes one-way mirror windows, the capability for video recording and playback, and extensive testing and remedial materials. The school psychology program uses the clinic facilities for five of its courses: ED P 517, 524, 525, 527, and 579A.

## Student Scholarships

Awarding Institution	Amount	Deadline
NASP Graduate Minority Scholarship Program <a href="http://www.nasponline.org">www.nasponline.org</a>	\$5,0000.00	December 1
CASP cultural and linguistic Diversity Scholarship Application <a href="http://www.casponline.org">www.casponline.org</a>	\$1,000.00 (renewable for 3 years)	January 31
Paul Henkin Scholarship Application <a href="http://www.casponline.org">www.casponline.org</a>	Up to \$750.00 to attend CASP convention	January 31
CSULB College of Education Scholarships Applications available outside of Graduate Office	One application for 10 – 20 individual scholarships ranging from \$500 to \$2000	Second week in February

## Nationally Certified School Psychologist (NCSP)

Students are encouraged to pursue the Nationally Certified School Psychologist (NCSP) credential through the National Association of School Psychologists (NASP). This credential can facilitate obtaining licensure in other state.

## Professional Membership

Joining following professional organizations are highly encouraged: National Association of School Psychologists (<http://www.nasponline.org/>); California Association of School Psychologists (<http://www.casponline.org/main.htm>); 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, going local affiliates such as the

Long Beach School Psychologist Association (LBSPA) provide students with useful networking and leadership opportunities. Students are also encouraged to attend state and national conferences held by these and related professional organizations.

## APPENDIX

<u>Form</u>	<u>Procedure</u>
Credential Only Advisement Advisement for Joint School Psych/Ed Psych Students	Completed with your advisor upon beginning the program and updated as needed.
Rose Memo	Complete every November and return to advisor before Thanksgiving.
Personal Competency Form	On going, must demonstrate competency in these areas to be recommended for fieldwork or credential.
Prerequisite and Specialization Clearance	Complete with School Psychology Program Coordinator prior to graduation, turn into Credential Office
Practica Evaluation Fieldwork/Internship Evaluation	Completed once per semester at the end of the semester, returned to instructor.
District-University Fieldwork/Internship Agreement	Completed beginning of Fall semester, returned to instructor.