

SCHOOL PSYCHOLOGY PROGRAM APPLICATION INFORMATION (Code 804)

Program Coordinator: Kristi Hagans (ED2-Room 190)
(562) 985-4435 khagansm@csulb.edu
www.ced.csulb.edu/school-psych

FALL 2010 APPLICATION DEADLINE: FEBRUARY 15, 2010

The program coordinator holds monthly informational meetings for prospective applicants. Please attend one of these meetings for more information. Please read the answers to the most frequently asked questions posted on the program website.

IMPORTANT INFORMATION

You must apply to both the University and the program.

1. Submit a Graduate/Post-Baccalaureate Admissions Application to the University, accompanied by the \$55 nonrefundable application fee. We strongly encourage you to apply online by visiting CSUMentor. To apply online, go to <http://www.csumentor.edu/> and select "Apply online." Follow the instructions to create an account and complete the graduate application online. Be sure to select the correct term (Fall 2010) then click on the box "Select a Campus and Major." Select "Long Beach Campus" then click "Set Campus." The intended major box will appear. If you are applying to the Joint School Psychology/Educational Psychology Program, be sure to select "EDUC-Educational Psych MA" from the pull down menu. If you are applying only to the School Psychology Credential Program, indicate "Credential: Service" for the major. Students applying to the Credential only should indicate "none" for Degree Objective in the area marked "Degree Objective" and select "PPS – School Psychology" under the area marked "Education credential objective." When the application is complete, click submit. Remember to print a copy of the application confirmation number, and print out a copy of the application for your records. Be sure to send an official transcript for each institution previously attended to the University Office of Admissions (CSULB, 1250 Bellflower Boulevard, Long Beach, CA 90840-0106).

2. Submit your school psychology program application to the College of Education Graduate Studies and Research Office. All materials should be sent as ONE COMPLETE PACKET.

School Psychology Application Checklist:

- Enclose the following in one envelope:
 - Essay (Personal Statement or Topic Essay)
 - Three letters of recommendation sealed in envelope with the author's signature across the seal
 - Sealed copy of official transcripts (have transcripts sent to you, do not open them, and include them in your packet)
 - Resume or vita
 - School Psychology Credential Program Application
 - Self-addressed, postage paid post card to be mailed confirming your application has been received (optional)
- Send GRE scores if applying to the Joint Educational Psychology and School Psychology program
- Mail complete packet to:
 - CSULB, Graduate Studies and Research Office, ED1-Room 7
 - 1250 Bellflower Blvd.
 - Long Beach, CA 90840-2201

We may not consider your application if you omit any of the above procedures. More detail on these procedures follows:

Transcripts: Official transcripts of all college/university courses up to the time of application are required. On the University application, list the course(s) you are taking the semester you apply. Photocopies are **not** acceptable. **WE CANNOT OBTAIN TRANSCRIPTS FROM OTHER CSULB OFFICES.**

References: We require three (3) references from professionals who can attest to your potential, interest, activity, and past accomplishments relating to your specific objective. Individuals who have had you as a student in college or graduate school and/or supervised or worked with you in the human services field are most appropriate. These letters or forms must be included in your application packet. Have the author seal the letter/form and sign the seal. A form for these references is provided with this application. Use of this form is not required and instead, a letter from the referring person will suffice.

Essay: Choose one of the following two options for an essay topic - a personal statement or a topic essay. The essay should be typewritten, double-spaced, with 12-point font and focused on **either** the personal statement or the topic essay as described below. This is a presentation of yourself as a prospective professional thus, a clear and comprehensive essay is essential. Please adhere to the 3-5 page limit.

PERSONAL STATEMENT

- Describe your educational background along with your interests and special skills.
- Describe how your past experience with family, friends, education, work, and leisure have contributed to your decision to select the field of school psychology as your goal.
- Describe your paid work and/or volunteer experiences.
- Describe other experiences and information that have influenced your decision to select school psychology.
- Describe your perception of the school psychologists' roles and functions.

TOPIC ESSAY

Choose a problem facing public K-12 education today. Describe this problem including each of the following:

- Some of the factors that contribute to this problem;
- Possible methods for overcoming this challenge;
- Ways in which school psychologists may contribute to negotiating this and other challenges to effective PreK-12 education; and
- Draw upon any special training or experiences you have had in describing both the problem and the solution. You should choose an issue or topic that you have experienced first-hand. In choosing the topic, it is more important that you choose a topic that you are knowledgeable about rather than attempting to identify a predominant issue(s) facing PreK-12 education.

Screening Interview: Some applicants will be invited to an interview. Interviews are conducted individually with program faculty. The purpose of the interview is to observe you in an interactive situation. Be prepared to verbalize your ideas and opinions. If you are selected, you will be notified of the interview time and date via e-mail.

Notification: Applicants will be notified by e-mail of the School Psychology faculty's decision about whether or not to admit them to the program. Please note that all correspondence may be through e-mail and thus, failure to provide an e-mail address or to read your e-mail on a regular basis may compromise your acceptance into the program.

CSULB admits students of any race, religion, age, color, creed, gender, handicap, sexual orientation, or national or ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at CSULB. CSULB does not discriminate on the basis of race, religion, age, color, gender, handicap, sexual orientation, or national or ethnic origin in the administration of its educational policies, admission policies, employment policies, or any other programs administered by the University.

In addition to meeting fully its obligations of nondiscrimination under federal and state law, CSULB is committed to creating a community in which a diverse population can live and work, in an atmosphere of tolerance, civility, and respect for the rights and sensibilities of each individual, without regard to economic status, ethnic background, political views, sexual orientation, or other personal characteristics or beliefs.

SCHOOL PSYCHOLOGY CREDENTIAL PROGRAM APPLICATION

APPLICATION DEADLINE FOR FALL 2010 IS FEBRUARY 15, 2010

PLEASE INCLUDE ALL OF THE FOLLOWING I AM APPLYING TO THE (CHECK ONE):

- Official transcript(s)
 - Three letters of recommendation
 - Personal Statement
 - Resume or Vita
 - GRE scores (MA in Ed Psych only)
- School Psychology program only (I have a master's degree)
 - School Psychology program only (currently admitted to the CSULB Educational Psychology master's program)
 - School Psychology/Educational Psychology joint program

Application for: Academic Year Beginning 20 _____

Date of Application _____

PERSONAL DATA

NAME: _____ SOC. SEC _____

ADDRESS _____

CITY _____ ZIP CODE _____

HOME PHONE: _____ DAY PHONE _____

E-MAIL ADDRESS (required, please write neatly): _____

Note: The School Psychology PPS Intern Credential requires that an appropriate master's degree be completed prior to enrollment in fieldwork or internship. If you have a master's degree from an accredited institution in Education or a behavioral science, you do not need to earn another master's degree. If you do not have a master's degree, you must also apply to the Joint School Psychology/Educational Psychology program by completing this application and sending your GRE scores.

EDUCATIONAL BACKGROUND

Undergraduate preparation. List each college attended, starting with the most recent. (Include CSULB)

<u>College</u>	<u>Location</u>	<u>Sem./Qtr.</u>	<u>Dates</u>	<u>Degree Earned</u>	<u>Date of Degree</u>
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Graduate preparation. List each college attended as a graduate student. (Include CSULB)

<u>College</u>	<u>Location</u>	<u>Sem./Qtr.</u>	<u>Dates</u>	<u>Degree Earned</u>	<u>Date of Degree</u>
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Earned Master's degree (University _____);

Area _____ Date of Degree _____

REQUIREMENTS

Please check the following (A= 4.0; B=3.0; C=2.0; D=1.0; F=0.0; Pass/Credit = N/A)

- (1) _____ 3.0 or above for the last 60 semester units/hours (or 90 quarter units/hours) of course work.
- (2) _____ If applying to the Educational Psychology/School Psychology joint program – a total verbal and quantitative score of at least 1000 on the GRE.

PAID WORK EXPERIENCE

Start with the most recent position. Include positins that were at least **two months duration** on a full-time or part-time basis.

<u>Employer</u>	<u>Location</u>	<u>Nature of Experience</u>	<u>Full/Part Time</u>	<u>Dates</u>

VOLUNTEER EXPERIENCE (Those experiences which stressed interaction with people).

<u>Agency/Organization</u>	<u>Location</u>	<u>Nature of Experience</u>	<u>Full/Part Time</u>	<u>Dates</u>

CREDENTIALS HELD

<u>Credential</u>	<u>College</u>	<u>State</u>	<u>Date Granted</u>

CERTIFICATE OF CLEARANCE

Please Note: The issuance of a credential by the State of California may be precluded by a criminal record. However, in certain cases, special consideration may be obtained by the California Commission on Teacher Credentialing. Please check if you have a criminal record which may possibly preclude the issuance of a credential.

_____Yes _____No

If you checked "yes", please direct your specific questions regarding your particular situation to the Commission on Teacher Credentialing. P.O. Box 944270, Sacramento, 94244-2700 (Telephone: 916-445-0243).

Applicant's Signature _____ Date: _____

OPTIONAL

What is your gender? _____ Female _____ Male _____ Decline to indicate

Are you fluent in another language other than English? _____ No _____ Yes (please specify) _____

What is your race/ethnicity (select as many as apply)?

- _____ Hispanic/Latina
- _____ White
- _____ Black or African American
- _____ Asian
- _____ Native Hawaiian or Other Pacific Islander
- _____ American Indian or Alaska Native
- _____ Two or more races
- _____ Other (please specify) _____
- _____ Decline to state

CALIFORNIA STATE UNIVERSITY, LONG BEACH
 Graduate Studies and Research Office, ED 1 – Room 7, CSULB
 1250 Bellflower Blvd., Long Beach, CA 90840-2201
RECOMMENDATION FOR SCHOOL PSYCHOLOGY CREDENTIAL PROGRAM

FALL 2010 DEADLINE: FEBRUARY 15, 2010

Directions to Student: Complete the information requested below. Give to faculty member or supervisor or other individual who is familiar with your work. Recommendations must be submitted as part of the application packet to the Graduate Studies office by February 15, 2010.

Application for: Academic Year Beginning 20_____

Name: _____ Social Security # _____
Last First

All records, which include recommendations, shall be kept by the campus in accordance with the requirements of the Family Educational Rights and Privacy Act of 1974, as amended, which allows students access to their records.

Student Waiver of Right to Access to Letters of Recommendation

I do do not waive my right to access this confidential letter of recommendation and similar evaluative statements received in connection with my admission to the School Psychology Program at California State University, Long Beach. I understand that I am not required to waive my right to access to these materials as a condition of receipt of any service or benefit provided by the campus and that this waiver does not preclude my requesting the names of those individuals who provide confidential statements or evaluations.

Signature _____ Date _____

Directions to the Writer of the Recommendation: Please complete the information requested below on this form regarding the applicant who is seeking admission to the CSULB School Psychology Program. Please return this form and, if desired, a letter of recommendation to the applicant in a sealed envelope with your signature across the flap. Thank you.

My knowledge of the applicant is based on (indicate source of acquaintance and time period):

Based on your knowledge of the applicant, please circle the rating that best describes him/her in each category below.

Attendance			
Proficient - 4	Satisfactory - 3	Minimal - 2	Unsatisfactory - 1
Timely and consistent presence in class or work	Few late arrivals/early departures or absences from class or work	Several late arrivals/ early departures or absences from class or work	Numerous late arrivals/ early departures or absences from class or work
Preparedness			
Proficient - 4	Satisfactory - 3	Minimal - 2	Unsatisfactory - 1
Consistently completes assignments or duties on time; consistently contributes to class or work	Usually completes assignments or duties on time; usually contributes to class or work	Occasionally completes assignments or duties on time; occasionally contributes to class or work	Rarely, if ever, completes assignments or duties on time; rarely contributes to class or work
Positive Climate			
Proficient - 4	Satisfactory - 3	Minimal - 2	Unsatisfactory - 1
Consistently views feedback & situations maturely; consistently makes appropriate adjustments based on feedback to enhance growth & learning, and to promote a positive class or work environment	Usually views feedback & situations maturely; usually makes appropriate adjustments based on feedback to enhance growth & learning, and to promote a positive class or work environment	Occasionally views feedback & situations maturely; occasionally makes appropriate adjustments based on feedback to enhance growth & learning, and to promote a positive class or work environment	Rarely views feedback & situations maturely; rarely makes appropriate adjustments based on feedback to enhance growth & learning, and to promote a positive class or work environment

Reflective			
Proficient - 4	Satisfactory - 3	Minimal - 2	Unsatisfactory - 1
Consistently suspends initial judgments; receptive to critical examination of multiple perspectives; makes decisions based on evidence; makes connections to previous reading, courses, and/or experiences	Usually suspends initial judgments; usually receptive to critical examination of multiple perspectives; usually makes decisions based on evidence; usually makes connections to previous reading, courses, and/or experiences	Occasionally suspends initial judgments; occasionally receptive to critical examination of multiple perspectives; occasionally makes decisions based on evidence; occasionally makes connections to previous reading, courses, and/or experiences.	Rarely suspends initial judgments; rarely receptive to critical examination of multiple perspectives; rarely makes decisions based on evidence; rarely makes connections to previous reading, courses, and/or experiences.
Thoughtful and Responsive Listener			
Proficient - 4	Satisfactory - 3	Minimal - 2	Unsatisfactory - 1
Consistently listens and responds to people's insights, needs, and concerns (e.g., asks questions, summarizes points, etc.)	Usually listens and responds to people's insights, needs, and concerns (e.g., asks questions, summarizes points, etc.)	Occasionally listens and responds to people's insights, needs, and concerns (e.g., asks questions, summarizes points, etc.)	Rarely listens and responds to people's insights, needs, and concerns (e.g., asks questions, summarizes points, etc.)
Cooperative and Collaborative			
Proficient - 4	Satisfactory - 3	Minimal - 2	Unsatisfactory - 1
Consistently works to keep group on task; maximizes individual talents, and distributes responsibility evenly	Usually works to keep group on task; usually maximizes individual talents, and distributes responsibility evenly	Occasionally works to keep group on task; occasionally maximizes individual talents, and evenly distributes responsibility	Rarely works to keep group on task; rarely maximizes individual talents, and distributes responsibility evenly
Respectful			
Proficient - 4	Satisfactory - 3	Minimal - 2	Unsatisfactory - 1
Consistently shows courtesy/consideration for people & ideas; consistently demonstrates sensitivity with respect to appropriate use of language	Usually shows courtesy/consideration for people & ideas; usually demonstrates sensitivity with respect to appropriate use of language	Occasionally shows courtesy/consideration for people & ideas; occasionally demonstrates sensitivity with respect to appropriate use of language	Rarely shows courtesy/consideration for people & ideas; rarely demonstrates sensitivity with respect to appropriate use of language

_____ Recommended for admission to the CSULB School Psychology Program

_____ Recommended with qualifications (comments below or see attached letter of recommendation)

_____ Not recommend for admission to the CSULB School Psychology Program

Please make specific comments regarding the application below or in letter form. We are especially interested in the applicant's strengths and areas in need of improvement in regard to potential for graduate study and future success in the field of school psychology.

Signature

Please Print Name

Title

Date

SCHOOL PSYCHOLOGY COURSE WORK

PREREQUISITES

EDP Course	Units	Title
301/ 302	3	Child (or Adolescent) development and learning.
405	3	Positive strategies for classroom management
419	3	Educational statistics

SCHOOL PSYCHOLOGY PROGRAM COURSE WORK¹

EDP Course	Units	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 - Seminar
525B	2	Psychoeducational diagnosis in multicultural settings - 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	Theories of learning, cognition, motivation, and social development
641 A & B	2/2	School psychology practicum
642A	3/3	Field work – School psychology
642B		

Plus 12 units in a related field of study = 60 units.

ADDITIONAL EDUCATIONAL PSYCHOLOGY COURSES FOR JOINT PROGRAM

EDP Course	Units	Title
519	3	Quantitative Analysis (comprehensive exam requirement/thesis elective)
541	3	Educational Measurement and Assessment (comprehensive exam requirement/thesis elective)
595	3	Qualitative research methods (thesis elective only)
596	3	Program evaluation (comprehensive exam requirement/thesis elective)
604	3	Human development (all Ed Psych students)
696	3	Thesis study: Plan development and organization (thesis elective only)
698	6	Thesis (thesis only)