The Master’s of Arts Program in Psychology

Applied Option

School Psychology

PROGRAM HANDBOOK

Department of Psychology
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# SCHOOL PSYCHOLOGY PROGRAM/
# PUPIL PERSONNEL SERVICES CREDENTIAL

## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Role and Function of the School Psychologist</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Psychology Program at CSU, Chico</td>
<td>3</td>
</tr>
<tr>
<td>Program History and Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>Program Mission</td>
<td>4</td>
</tr>
<tr>
<td>Program Design and Rationale</td>
<td>4</td>
</tr>
<tr>
<td>Competency-Based Program</td>
<td></td>
</tr>
<tr>
<td>Application and Admission to the Credential Program</td>
<td>5</td>
</tr>
<tr>
<td>Maintaining a Place in the Program</td>
<td>7</td>
</tr>
<tr>
<td>Applicants with Advanced Training</td>
<td>7</td>
</tr>
<tr>
<td>Student Advising</td>
<td>7</td>
</tr>
<tr>
<td>Course Master Schedule</td>
<td>8</td>
</tr>
<tr>
<td>Master Schedule Days and Times</td>
<td>9</td>
</tr>
<tr>
<td>Program Timelines and Contacts</td>
<td>10</td>
</tr>
<tr>
<td>Writing Proficiency Test</td>
<td>12</td>
</tr>
<tr>
<td>California Basic Educational Skills Test (CBEST)</td>
<td>12</td>
</tr>
<tr>
<td>Culminating Field Experience</td>
<td>12</td>
</tr>
<tr>
<td>Evaluation of Student Progress</td>
<td>13</td>
</tr>
<tr>
<td>Student Portfolio/Portfolio Checklist</td>
<td>13/14</td>
</tr>
<tr>
<td>Weekly Fieldwork Logs and Activity Reports</td>
<td>16</td>
</tr>
<tr>
<td>Monthly Individual Conferences</td>
<td>16</td>
</tr>
<tr>
<td>Field-Site Evaluations</td>
<td>16</td>
</tr>
<tr>
<td>Culminating Activity (Comprehensive Exam/Thesis)</td>
<td>17</td>
</tr>
<tr>
<td>National School Psychology Exam</td>
<td>18</td>
</tr>
<tr>
<td>Determination of Candidate Competence</td>
<td>18</td>
</tr>
<tr>
<td>Participating Practicum and Internship Sites</td>
<td>19</td>
</tr>
<tr>
<td>NASP Standard II Domains as Addressed by Program Courses</td>
<td>20</td>
</tr>
<tr>
<td>Faculty</td>
<td>23</td>
</tr>
<tr>
<td>School Psychology Advisory Board</td>
<td>25</td>
</tr>
<tr>
<td>Student Support</td>
<td>26</td>
</tr>
<tr>
<td>Credential Analyst Office</td>
<td>26</td>
</tr>
<tr>
<td>Other Financial Aid</td>
<td>26</td>
</tr>
<tr>
<td>School of Education Conceptual Framework</td>
<td>28</td>
</tr>
</tbody>
</table>
ROLE AND FUNCTION OF THE SCHOOL PSYCHOLOGIST

School psychologists work with children from infancy through adolescence, and with their parents, teachers, and other professionals to enhance the quality of their educational experience and healthy development. In a typical day, a school psychologist might confer with teachers or parents about students, observe a student in a classroom, make a presentation in a classroom about social or study skills, meet with children individually for psychoeducational assessment or counseling, and handle a half dozen calls to parents and other professionals. School psychologists receive advanced education in child development, learning, mental health, and education. Professional skills include consultation, assessment, instruction, program development, counseling, and research.

SCHOOL PSYCHOLOGY PROGRAM AT CSU, CHICO

Program History and Philosophy
Graduate level work in School Psychology/Pupil Personnel Services has a long and distinguished history at California State University, Chico. The program was founded by Dr. Hugh M. Bell and was the first graduate program offered by the Department of Psychology. Subsequent to that time, the department has been strengthened by the addition of graduate offerings in other areas of specialization. The School Psychology program is accredited both by the state of California and the National Association of School Psychologists, and prepares trainees for excellent employment prospects as school psychologists with a California Pupil Personnel Services (PPS) Credential in School Psychology. We are particularly interested in attracting students with backgrounds in or knowledge of minority languages and cultures to help meet the tremendous need for such school psychologists in California’s schools.

Our School Psychology program is based on a philosophy of preparation derived from a model which combines systems theory with a preventive approach to service delivery. This model combines levels of service delivery, from primary prevention to tertiary intervention, with numerous systemic levels ranging from specific individuals to the community at large. The Program is based on the belief that school psychological services should be proactive and prevention-oriented in order to reduce the potential for academic, emotional, and social problems of children and adolescents enrolled in California schools. As such, we emphasize and provide practice in a variety of skills which enable school psychologists to serve all children, to work proactively to prevent problems and provide coping skills to children, and to provide consultation to teachers. At the same time, our students receive very solid training in skills such as assessment
and counseling to serve students whose development and education is of concern. Trainees work in schools several days a week during two and one-half years of School Psychology practica and internship. During that time, close on-site and university-based supervision and instruction provide practice in program development, behavioral and instructional consultation, instruction, assessment, counseling, collaboration with other professionals, and crisis intervention. School sites in the area provide experience with a variety of cultural groups.

Program Mission
It is the mission of the School Psychology Program to provide instruction and training experiences to graduate students who are seeking the California Credential in School Psychology, and to serve the educational, emotional, social and cognitive development needs of the children of California in preschool, elementary and secondary schools. In terms of its values in professional service delivery and preparation, the School Psychology Program also articulates a clear vision in its emphasis on preventive programs and intervention at all systemic levels in order to serve all children. This program philosophy is reflected in the nature of the training and the competencies which credential candidates are required to demonstrate.

Program Design and Rationale
The School Psychology program is composed of a logical sequence of coursework and field experience closely supervised by faculty whose primary professional identification and training is in the field of School Psychology. A knowledge base in the psychological foundations of school psychology is provided through graduate coursework in developmental psychology, human learning, and research and statistical methods. A three-course sequence in professional service delivery covers a variety of topics including basic professional roles and standards, preventive programs, exceptionalities, biological and educational foundations for school psychology, legal codes and ethical decision-making. Strands of coursework provide substantial supervised practice in the professional skills of counseling, assessment and consultation. In practica, fieldwork, and internship, skills and knowledge are applied, practiced and polished. The emphasis is on instruction that forms a cohesive program rather than a collection of individual courses. Instruction is sequenced so that students will matriculate effectively from one experience to another, and receive intensive supervision and feedback in all applied work.

Competency-Based Program
The School Psychology Program is competency based. In each required course, a number of specific competencies must be mastered in order to obtain the credential. Occasionally, a student may not complete all competencies for a course by the end of the semester. In such a case, competencies must be completed in a course which is prerequisite to another course before the succeeding course can be taken. Further, incomplete competencies must be completed within the following semester. Failure to complete competencies within the prescribed time limit will result in the student being withdrawn from or denied admission to the School Psychology Program.
Course grades and the completion of competencies are not always congruent. In most courses there will be requirements beyond the minimum competencies. Further, many instructors follow the practice of assigning grades on the basis of a student's first attempt at a competency.

At times there may be students who believe they possess the competencies required in certain courses. If they wish to have an official determination made, they must go through the procedure for challenging a course. This entails enrollment in the course and a decision by the instructor as to whether or not a student has the required competencies. If the instructor determines the course competencies have been met, a signed statement to that effect will be placed in the student's file, and the course will appear on the official transcript as having been completed. If the instructor determines that required competencies have not been met, several options may be utilized. Such options include permitting the student to continue in the course as a regularly enrolled student or the assignment of F, W (withdraw), or I (incomplete) grade. No student may challenge competencies more than once.

APPLICATION AND ADMISSION TO THE CREDENTIAL PROGRAM

Admission to the School Psychology Program at CSU, Chico is a two-step process, which ensures adequate screening for the highly responsible and demanding roles for which we are preparing our School Psychology candidates.

**Step 1.** Students are initially admitted to the Department of Psychology’s MA Program, which is 30 units. All of these units are included within the 68-71 units required by the School Psychology Program. Admission to and progress through the MA Program is administered by the Graduate Committee of the Psychology Department. No student may enter the School Psychology program who has not regularly been admitted to the Graduate School of the University and to the MA program, Applied Psychology Option, and matriculated as an MA student in preparatory School Psychology courses. Therefore, the student's first application should be made to the Graduate School (including the Psychology Department application form). The application deadline is **March 1** and admission requirements are as follows:

- An acceptable baccalaureate from an accredited institution.
- An undergraduate GPA of at least 3.0 in the last 30 semester units, or 2.75 in the last 60 semester units, or a post baccalaureate GPA of 3.0 in a minimum of 12 departmentally specified units of letter-graded graduate-level coursework. (Note: A GPA of 3.0 in all post baccalaureate, graduate-level coursework, including transfer units, taken within seven years prior to admission to classified status is also required.)
- Completion of the application process and approval by the Department of Psychology and the Graduate School.
- Completion of either the Graduate Record Examination Aptitude Test (GRE) or the Miller Analogies Test (MAT). The GRE Advanced Test is not required, but will be considered if available.
- A letter of interest including statement of purpose and relevant experiences.
• Three letters of recommendation.
• Although an undergraduate major in Psychology is not required, one course in each of the following areas is prerequisite to classified status:
  a. Psychology of Learning
  b. Developmental or Child Psychology
  c. Statistics for Psychology
  d. Abnormal Psychology, Psychology of Personality or Social Psychology
  e. Psychological Tests and Measurement

Students who have not met the prerequisites may be admitted as conditionally classified and take certain graduate-level courses if space is available. However, it is generally not possible to complete the School Psychology Program in three years in such cases.

In addition, the committee will give specific consideration to performance in School Psychology related courses and applied areas. In the final analysis, the committee will exercise its professional judgment with respect to whether or not applicants show general promise of becoming effective school psychologists.

The School Psychology Program is costly to implement and appropriate field placements are difficult to secure. For these reasons, a limited number of candidates are accepted each year. When there are more qualified applicants than openings, priority will be given to those students who best fulfill the criteria outlined above.

**Step 2.** By April 1 of their first year in the program, after students have neared completion of a year of required course work, and their academic performance and interpersonal skills have been observed closely, they apply to the School Psychology committee for formal admission to the School Psychology Credential Program. This enables us to admit, and provide field placements for only those we expect to succeed as school psychologists. Thus, prior to their School Psychology Practicum and Internship, just as upon admission to the program, students are evaluated and screened.
MAINTAINING A PLACE IN THE PROGRAM

Students who carry less than an eight-unit load in the credential sequence in any semester will lose their candidacy and will need to reapply to the program. At that time, their qualifications will be evaluated against others applying during that particular year. Hardship cases (e.g., illness, serious financial problems) will be considered on an individual basis by the School Psychology Committee upon receipt of a written statement from the student.

In order to remain in good standing in the School Psychology Program, students must meet all relevant criteria established by the Graduate School and Department of Psychology. In addition, students must maintain a minimum cumulative GPA of 3.4 in required School Psychology courses. Students who do not meet this criterion will be reviewed by the School Psychology Committee which, depending on the nature of the circumstances in specific cases, may either place them on probation or withdraw them from the program. In order to continue in the program, students placed on probation must raise their GPA in required School Psychology courses to the satisfactory (cum. 3.4) level by the end of the first semester following their placement on probation.

Candidates receive the Pupil Personnel Services credential in School Psychology at the end of the three-year program (one year in the MA, two in the credential program itself). Candidates must complete the MA degree in order to be recommended for the School Psychology Credential. The occasional student who already has an MA or MS degree should consult with the School Psychology Program Coordinator regarding the possible equivalence of their master's degree in meeting the culminating activity requirement for the School Psychology Program.

Applications with Advanced Training
In instances when the School Psychology Committee can clearly evaluate competencies demonstrated elsewhere through extensive coursework and experience, these factors will be considered. This is not undertaken on a routine basis, and acceptance into the program is also dependent on the availability of space in necessary courses and whether applicants meet basic admission criteria.

STUDENT ADVISING

Advisement is continuous throughout the program, both prior to and after formal School Psychology Program admission. Advisement consists of guidance in selection of coursework and orientation to the field. Undergraduate students considering applying to the Program are encouraged to seek advising during their undergraduate years to ensure that appropriate prerequisite courses are taken. During the first graduate year, advising includes discussion of the field of School Psychology in terms of students' personal and professional goals in order to help students evaluate their career choice. The School Psychology Program faculty believe it is essential that students who matriculate into the Program are appropriately suited to the profession of School Psychology. Once students are formally admitted to the Program, curriculum
advisement takes place every semester. Feedback and advisement regarding professional development also occurs on an ongoing basis during the second and third years, through individual conferences scheduled as a part of the practica and internship courses. This is a very small, intensive program with typical cohorts of 8-10 students, so that close advising and mentoring are natural.

**Course Master Schedule**
The following courses are required for those pursuing the School Psychology credential. Variations from the sequence shown will result in a program that will take more than three years. It is strongly recommended that students follow precisely the Master Schedule of School Psychology courses. Days and times on that schedule may vary. **It is mandatory that you consult the School Psychology Coordinator before planning your program of courses for each semester.**

### Fall, Year 1
- PSYC 605 Advanced Human Learning
- PSYC 573 Counseling Psychology
- PSYC 680 School Psychology: Introduction to the Profession, the Education System, and Prevention
- PSYC 600 Research and Evaluation Methods

### Spring, Year 1
- PSYC 681 School Psychology: Study of Childhood Exceptionalities
- PSYC 660 Instructionally Focused Assessment in the Schools
- PSYC 670 Seminar in Group Counseling
- PSYC 673A Practicum in Individual Counseling

### Fall, Year 2
- PSYC 661 Assessment of Intelligence and Cognition
- PSYC 661P Practicum in Assessment of Intelligence and Cognition
- PSYC 672 Cross Cultural Issues in Counseling and Research
- PSYC 634 Practicum in School Counseling Interventions
- PSYC 636 Practicum in Behavioral Consultation in Schools

### Spring, Year 2
- PSYC 603 Advanced Developmental Psychology
- PSYC 662 Social and Emotional Assessment
- PSYC 662P Practicum in Social and Emotional Assessment
- PSYC 682 School Psychology: Legal and Ethical Principles and Preventive Service Delivery
- PSYC 688 Practicum in School Psychology

### Fall, Year 3
- PSYC 663 Advanced Supervision in Psychological Assessment
- PSYC 639 Practicum in Academic Intervention
- PSYC 689A Internship in School Psychology I
- *PSYC 699T Master’s Thesis

### Spring, Year 3
- PSYC 689B Internship in School Psychology II
- *PSYC 699T Master’s Thesis OR
- *PSYC 696 School Psychology: Comprehensive Exam

* Year 3: 4 days a week School Psychology Internship
* Students have the option of completing a thesis (699T) or taking the comprehensive exam (696).
### Master Schedule Days and Times

#### FIRST YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>Day</th>
<th>Time</th>
<th>Course</th>
<th>Day</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 680</td>
<td>W</td>
<td>2:00-4:50</td>
<td>PSY 681</td>
<td>W</td>
<td>11:00-1:50</td>
</tr>
<tr>
<td>PSY 600</td>
<td>TR</td>
<td>2:00-3:15</td>
<td>PSY 660</td>
<td>M</td>
<td>11:00-1:50</td>
</tr>
<tr>
<td>PSY 605</td>
<td>TR</td>
<td>3:30-4:45</td>
<td>PSY 670</td>
<td>M</td>
<td>3:00-4:50</td>
</tr>
<tr>
<td>PSY 573A</td>
<td>M</td>
<td>9:00-10:50</td>
<td>LAB</td>
<td>T</td>
<td>8:00-10:50</td>
</tr>
<tr>
<td>LAB</td>
<td>W or R</td>
<td>11:00-1:50</td>
<td>PSY 673A</td>
<td>R or M</td>
<td>8:00-10:50</td>
</tr>
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</table>

#### SECOND YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>Day</th>
<th>Time</th>
<th>Course</th>
<th>Day</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 661(P)</td>
<td>T</td>
<td>11:00-1:50</td>
<td>PSY 603</td>
<td>F</td>
<td>11:00-1:50</td>
</tr>
<tr>
<td>PSY 672</td>
<td>M</td>
<td>8:00-10:50</td>
<td>PSY 682</td>
<td>T</td>
<td>12:30-3:20</td>
</tr>
<tr>
<td>PSY 634*</td>
<td>F</td>
<td>9:00-11:50</td>
<td>PSY 662(P)</td>
<td>T</td>
<td>9:00-11:50</td>
</tr>
<tr>
<td>PSY 636*</td>
<td>M</td>
<td>11:00-1:50</td>
<td>PSY 688</td>
<td>M</td>
<td>3:00-5:50</td>
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</table>

Two days per week school placement for academic year

#### THIRD YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>Day</th>
<th>Time</th>
<th>Course</th>
<th>Day</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 663*</td>
<td>M</td>
<td>11:00-1:50</td>
<td>PSY 689B</td>
<td>M</td>
<td>3:00-5:50</td>
</tr>
<tr>
<td>PSY 639*</td>
<td>M</td>
<td>9:00-10:50</td>
<td>PSY 699T</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>PSY 689A*</td>
<td>M</td>
<td>3:00-5:50</td>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 699T**</td>
<td>TBA</td>
<td></td>
<td>PSY 696**</td>
<td>TBA</td>
<td></td>
</tr>
</tbody>
</table>

Four days per week School Psychology Internship

* Courses which must be taken concurrently.
** Students have the option of completing a thesis (699T) or taking the comprehensive exam (696).

(Effective 2005-06)
# Program Timelines and Contacts

<table>
<thead>
<tr>
<th>WHEN</th>
<th>WHAT</th>
<th>WHERE/WHO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year One</strong></td>
<td><strong>Fall</strong></td>
<td>Complete Writing Proficiency Test</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Take CBEST</td>
</tr>
<tr>
<td></td>
<td>Early December</td>
<td>Apply for Classified status (if not already classified)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Course advising for spring</td>
</tr>
<tr>
<td></td>
<td>Fall &amp; Spring</td>
<td>Consider possible thesis topics and chairs*</td>
</tr>
<tr>
<td></td>
<td>April 1</td>
<td>Application to SP/PPS Program due</td>
</tr>
<tr>
<td></td>
<td>Late April</td>
<td>If accepted to SP/PPS, immediately apply for certificate of clearance to work in schools</td>
</tr>
<tr>
<td></td>
<td>1st week in May</td>
<td>If completing thesis, complete Application for Candidacy Program Plan (for 30 unit MA, include PSY 600, 605, 660, &amp; 699T); select thesis chair and committee member/s*</td>
</tr>
<tr>
<td></td>
<td>Late Spring/Summer</td>
<td>Contact upcoming year’s practicum site for interview and walk-through; contact current site intern for consult</td>
</tr>
<tr>
<td></td>
<td>Summer</td>
<td>Work on thesis or comprehensive exam prep</td>
</tr>
<tr>
<td>WHEN</td>
<td>WHAT</td>
<td>WHERE/WHO</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td><strong>Year Two</strong></td>
<td>If completing thesis, set regular meetings with thesis chair*</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>If taking exam, complete Application for Candidacy Program Plan (for 30 unit MA, include PSY 600, 605, 660, &amp; 696)</td>
<td>Forms from Dept. Office</td>
</tr>
<tr>
<td>February</td>
<td>Begin application process for School Psychology Internship Credential</td>
<td>Credential Analyst Office (MLIB 180)</td>
</tr>
<tr>
<td>Late Spring/Summer</td>
<td>Contact upcoming year’s internship site for interview and walk-through; contact current site intern for consult</td>
<td></td>
</tr>
<tr>
<td>Summer</td>
<td>Work on thesis or comprehensive exam prep</td>
<td></td>
</tr>
<tr>
<td><strong>Year Three</strong></td>
<td>Check timelines for graduation</td>
<td>Graduate school</td>
</tr>
<tr>
<td>Fall</td>
<td>Start placement file (optional)</td>
<td>Placement Center</td>
</tr>
<tr>
<td>Early spring</td>
<td>Comprehensive exam (written)</td>
<td>Arranged</td>
</tr>
<tr>
<td>February</td>
<td>Apply for graduation</td>
<td>Graduate school</td>
</tr>
<tr>
<td>February</td>
<td>Begin application process for School Psychology Credential</td>
<td>Credential Analyst Office (MLIB 180)</td>
</tr>
<tr>
<td>March</td>
<td>Comprehensive exam (oral)</td>
<td>Arranged</td>
</tr>
<tr>
<td></td>
<td>Register for Praxis II (National Exam)</td>
<td><a href="http://www.nasponline.org/certification/etsinfo.aspx">http://www.nasponline.org/certification/etsinfo.aspx</a></td>
</tr>
<tr>
<td>April</td>
<td>Praxis II (National Exam)</td>
<td>Arranged</td>
</tr>
<tr>
<td>Late April</td>
<td>Complete and defend thesis by grad school deadline; provide signature pages to committee; contact formatter in early spring if needed *</td>
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* Students have option of writing a thesis or taking a comprehensive exam
**Writing Proficiency Exam**
Writing proficiency is a graduation requirement. School Psychology/PPS students will demonstrate their writing competence through an essay examination offered once a semester by the Department of Psychology's graduate committee. This requirement must be completed prior to advancement to candidacy.

**California Basic Educational Skills Test (CBEST)**
Applicants to the School Psychology Credential Program are required to take the CBEST during their first graduate year in the MA, while they are taking coursework preparing them for formal admission to the credential program. Registration booklets for this exam are available in the CSUC Testing office. The exam is administered several times per year and students are encouraged to schedule the exam during their first graduate year. The School Psychology Program requires that all students take the CBEST prior to formal entry to our program, and pass the CBEST prior to obtaining their School Psychology Internship credential.

**CULMINATING FIELD EXPERIENCE**
Prior to their internship placement, School Psychology students are provided with appropriate preparatory experiences. They have had extensive training in consultation, assessment and counseling, including spending substantial time in school placements in highly supervised practica. Other coursework provides background information about the educational system, service delivery systems, the school psychology profession, and relevant legal and ethical principles and decision-making.

The School Psychology internship experience comes in the final year of formal training. Due to our program philosophy of close guidance of and involvement with students' internship experience, we have limited the service days to four per week so that students can attend supervision seminars on campus each week. This results in 1200 hours of service in the field. In addition, their on-campus supervision of that experience (8 hours per week in the first semester, 3 in the second), results in an additional 176 hours (in two 16-week University semesters) of credited internship hours. Students also take the units for the comprehensive exam or thesis in this final year, as well as the national credentialing exam.

All internships are served in public school settings in northern California, so that students are prepared to provide service when they are credentialed for employment in the public schools of California. In accordance with standards of the Commission on Teacher Credentialing, students must serve a variety of age levels from preschool to high school and gain experience with pupils of diverse cultural backgrounds. Students generally complete most of their 1200 hours in a K-12 public school setting with some having the opportunity for some preschool work.
All internship supervisors are credentialed school psychologists with a minimum of two years of experience in the field. Students typically have contact on a daily basis with these supervisors in the school district, as well as weekly supervision meetings, so that their average weekly supervision time is two or more hours per week. Additional supervision is provided by University faculty, all of whom were trained in School Psychology programs, and who are highly involved in supervision on a weekly basis. Fieldwork instructors also have monthly conversations with field supervisors, which, along with the competencies, provide guidance for their supervisory process.

Students are required to provide a wide range of services during their year of internship, are required to work with diverse populations and issues, and collaborate with many other professionals and agencies. These services include but are not limited to (a) behavioral and instructional consultation, (b) psychoeducational assessment of various learning, behavior and other difficulties, (c) prevention and early intervention program design and implementation, (d) individual, group and crises counseling, (e) in-service training, (f) facilitation and/or participation in IEP, SST and other meetings, and (g) community collaboration. Student activities are documented in their weekly activity reports and logs and in our monthly contact with their field supervisors, in which their competencies are discussed.

**EVALUATION OF STUDENT PROGRESS**

Together with the grades and competency checks associated with each course in the School Psychology program, a variety of other indices and assessments are gathered to monitor student progress and performance both in the classroom as well as the field.

**Student Portfolio – Checklist and NASP Standard II Domains Addressed**

At the end of the spring semester of the second and third years in the program, students compile and submit a portfolio of various projects, papers, case studies and other assignments to the school psychology committee. A short reflection paper on how these various assignments have contributed to their professional development is also included. Below is a list of the assignments and elements of the NASP Standard II domains that are addressed by each.
Portfolio - Due Spring of Year Two

1. Research paper on *behavioral intervention* or PowerPoint lecture on *theories related to classroom learning* (PSYC 605).
   2.1 Data-Based Decision-Making and Accountability
   2.2 Consultation and Collaboration
   2.3 Effective Instruction and Development of Cognitive/Academic Skills

2. Research paper on *school psychology service delivery model* (PSYC 680).
   2.2 Consultation and Collaboration
   2.6 School and Systems Organization, Policy Development, and Climate
   2.10 School Psychology Practice and Development

3. Presentation outline/PowerPoint on area of *childhood exceptionalities* (PSYC 681).
   2.5 Student Diversity in Development and Learning

4. *Individual counseling* case study (edited; PSYC 673A)
   2.4 Socialization and Development of Life Skills
   2.7 Prevention, Crisis Intervention, and Mental Health

5. *Educational test review* paper (PSYC 660).
   2.1 Data-Based Decision-Making and Accountability
   2.9 Research and Program Evaluation

   2.1 Data-Based Decision-Making and Accountability
   2.3 Effective Instruction and Development of Cognitive/Academic Skills

7. Final section of *culture identification workbook* (edited; PSYC 672).
   2.5 Student Diversity in Development and Learning
   2.8 Home/School/Community Collaboration

8. Two *group counseling* summary papers (edited; PSYC 634).
   2.3 Effective Instruction and Development of Cognitive/Academic Skills
   2.4 Socialization and Development of Life Skills
   2.7 Prevention, Crisis Intervention, and Mental Health

   2.1 Data-Based Decision-Making and Accountability
   2.2 Consultation and Collaboration
   2.4 Socialization and Development of Life Skills
   2.11 Information Technology
Portfolio - Due Spring of Year Three

10. Research paper on area of developmental psychology (PSYC 603).
   2.4 Socialization and Development of Life Skills
   2.5 Student Diversity in Development and Learning

   2.1 Data-Based Decision-Making and Accountability
   2.4 Socialization and Development of Life Skills

12. Research paper on school district prevention program (PSYC 682).
   2.6 School and Systems Organization, Policy Development, and Climate
   2.7 Prevention, Crisis Intervention, and Mental Health
   2.9 Research and Program Evaluation

13. Paper/PowerPoint presentation on teacher/staff in-service presentation (PSYC 688).
   2.6 School and Systems Organization, Policy Development, and Climate
   2.9 Research and Program Evaluation

   2.1 Data-Based Decision-Making and Accountability
   2.3 Effective Instruction and Development of Cognitive/Academic Skills

15. PowerPoint presentation from instructional consultation case study (PSYC 639).
   2.1 Data-Based Decision-Making and Accountability
   2.2 Consultation and Collaboration
   2.3 Effective Instruction and Development of Cognitive/Academic Skills
   2.11 Information Technology

16. Paper from community collaboration project (PSYC 689B).
   2.2 Consultation and Collaboration
   2.8 Home/School/Community Collaboration
**Weekly Fieldwork Logs and Activity Reports**
Throughout their school psychology practicum and internship experiences, students are required to submit a weekly copy of the following:

- A fairly precise account of their activities in the field including time spent in the areas of consultation (instructional, behavioral, SST), assessment (cognitive, achievement, processing, social/emotional, CBM, etc.), report writing, prevention/early intervention, instruction (classroom, in-service), student observations, administrative/program planning, supervision/training, community collaboration, and other.
- A completed chart of activities reflecting the percentage of time spent in primary, secondary, and tertiary service delivery, at various system levels.
- A record of the amount of time spent with ethnically diverse students and those from a cultural group different from their own.
- A written log of reflections on experiences in the educational system and the events and people involved.

**Monthly Individual Conferences**
All school psychology practicum (PSYC 688) and internship (PSYC 689 A&B) students meet for individual conferences monthly with their practicum or internship instructor. These conferences focus on the individual concerns of the intern regarding field placement, as well as their progress in the field as viewed by their instructor and/or field supervisor. **Field supervisors will be contacted prior to each conference.**

**Field–Site Evaluations**
In an effort to measure their professional development, candidates are evaluated regularly by their field-site supervisors. Rating scales are completed at the end of the school psychology practicum as well as at the end of the fall and spring semester of the school psychology internship. The school psychology committee uses this information, together with grades, portfolios, observations, monthly individual student conferences, and monthly field-site supervisor contacts to assess candidate competence throughout their field experiences. Candidates are evaluated by their field-site supervisors in the following areas:

- Personal and professional qualities
- Communication and rapport
- Behavioral and instructional consultation
- Assessment
- Counseling
- Prevention and early intervention
- Teacher and staff in-service training
- Program development
- Community collaboration
- Ethical practice
Culminating Activity
As a culminating activity to their program, students have the option of taking and passing a comprehensive exam (written and oral), OR completing and defending a thesis.

Comprehensive Exam
The comprehensive exam has both written and oral components. The written exam will be administered twice each spring (if necessary), and will be composed of five integrative essay questions. Exam questions will be drawn from the following topical areas, and will also include definitions of critical concepts.

1. Trends in the school psychology literature in the past five years, and implications for the future of the profession;
2. Cognitive and academic assessment: case analysis;
3. Social, emotional and personality assessment: case analysis;
4. Legal and ethical issues: case analysis;
5. Behavior analysis and intervention; case analysis;
6. Instructional intervention: case analysis;
7. Comprehensive and prevention-oriented service delivery and program evaluation;
8. Childhood exceptionalities/neuropsychology;
9. Knowledge of 10 critical concepts

Following successful completion of the written portion of the examination, the candidate will meet with his or her graduate advisory committee and at least one of the PPS co-coordinators for an oral follow-up examination addressing:
• any weak areas in the (passing) written exam;
• an exit interview regarding their preparation in the program, comprehensiveness of their field training, and other appropriate issues or concerns.

Thesis
Students may explore a topic of interest to them and approved by their thesis chair, and conduct a research study of this area. They will then collect data and present their findings in a written paper and an oral defense. All research projects that involve human participants must be reviewed for adherence to ethical guidelines as outlined in departmental and university policies. No project may proceed without prior approval by the department's Ethical Treatment in Human Investigations Committee. All research with animals must adhere to the guidelines outlined in the University Animal Welfare Policy.
**National School Psychology Exam**

At the end of their Internship year, all students in the School Psychology program are required to take the National School Psychology Exam. The School Psychologist test, code 10400, is administered through the Praxis Series of Educational Testing Service (ETS). ETS can be reached at [http://www.ets.org/praxis/index.html](http://www.ets.org/praxis/index.html) or by calling 800-772-9476. Online registration for the exam is available. The main content areas of the test include diagnosis and fact finding, prevention and intervention, psychological foundations, educational foundations, and legal and ethical issues. In measuring the five content areas, a variety of contexts are used as settings: consultation, assessment, intervention, research, professional standards, and in-service. Check [http://www.nasponline.org/certification/etsinfo.aspx](http://www.nasponline.org/certification/etsinfo.aspx) for information leading to test dates, centers and test preparation materials.

**Determination of Candidate Competence**

School Psychology students are evaluated on a continuous basis by four major groups. These groups consist of (a) course instructors, (b) designated School Psychology Program faculty, (c) the School Psychology Committee, and (d) fieldwork supervisors. Course instructors evaluate student performance via standard procedures of coursework grading, consisting of the evaluation of designated performance measures in class. More important to our monitoring of students’ direct demonstration of competency is the fact that the competencies tied to each course directly reflect School Psychology training standards and objectives. All students must also maintain a 3.40 GPA throughout their matriculation in the program.

Designated School Psychology Program faculty also evaluate student performance during the school psychology practicum and internship in face-to-face individual meetings with students on a monthly basis following telephone consultation with a field site supervisor. Strengths and weaknesses of student performance and targeted objectives for desired change are clarified, and then discussed with the student. If students do not make adequate progress toward the satisfaction of these objectives, regular matriculation through the Program is stopped or modified. At the end of the fall semester, the School Psychology Committee discusses each student’s progress and informs the student in writing of any concerns. At the end of the internship experience, the evaluations are summative. The School Psychology Committee aggregates all information from fieldwork supervisors, School Psychology Program faculty and course instructors, as well as grades and student portfolios, and uses this information to make decisions about recommendations for the School Psychology Credential.

Competencies guide all instructional experiences and requirements and clearly communicate expectations to students. While the introductory courses include numerous academic competencies, the program as a whole includes a large proportion of competencies met through actual practice. In addition to the competencies, these conditions of both formal and informal observation and close communication provide a great deal of feedback about student performance from a wide variety of perspectives, including unusually close University contact with both students and supervising psychologists continuing through the school psychology practicum and internship.
PARTICIPATING PRACTICUM AND INTERNSHIP SITES

Cascade Union Elementary School District
1645 W. Mill Street
Anderson, CA 96007

Chico Unified School District
1163 E. 7th Street
Chico, CA 95928

Colusa County Office of Education
400A Fremont Street
Colusa, CA 95932

Corning Union Elementary School District
1590 South Street
Corning, CA 96021

Cottonwood School District
20412 W. First St., Drawer 500
Cottonwood, CA 96022

Durham Unified School District
P.O. Box 300
Durham, CA 95938

Glenn County Office of Education
525 W. Sycamore St.
Willows, CA 95988

Lassen County Office of Education
472-013 Johnstonville Rd. North
Susanville, CA 96130

Marysville Unified School District
750 Palora Avenue
Yuba City, CA 95991

Orland Unified School District
1320 Sixth Street
Orland, CA 95963

Oroville Elementary School District
2795 Yard Street
Oroville, CA 95966-6096

Palermo Union School District
7390 Bulldog Way
Palermo, CA 95968

Paradise Unified School District
6696 Clark Road
Paradise, CA 95969

Rocklin Unified School District
2615 Sierra Meadows Drive
Rocklin, CA 95677

Tehama Co. Office of Education
P. O. Box 68
Red Bluff, CA 96080

Thermalito Union School District
( Elementary)
400 Grand Avenue
Oroville, CA 95965

Willits Unified School District
120 Pearl Street
Willits, CA 95490

Yuba City Unified School District
1919 B Street
Marysville, CA 95901
### II. DOMAINS OF SCHOOL PSYCHOLOGY TRAINING AND PRACTICE

School Psychology candidates demonstrate entry-level competency in each of the following domains of professional practice. Competency requires both knowledge and skills. School Psychology programs ensure that candidates have a foundation in the knowledge base for psychology and education, including theories, models, empirical findings, and techniques in each domain. School Psychology programs ensure that candidates demonstrate the professional skills necessary to deliver effective services that result in positive outcomes in each domain. The domains below are not mutually exclusive and should be fully integrated into graduate level curricula, practica, and internship.

#### 2.1 Data-Based Decision-Making and Accountability

School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.

**Addressed in:**
- PSYC 636 Practicum in Behavioral Consultation in Schools
- PSYC 639 Practicum in Academic Intervention
- PSYC 660 Instructionally Focused Assessment in the Schools
- PSYC 661 Assessment of Intelligence and Cognition
- PSYC 661P Practicum in Assessment of Intelligence and Cognition
- PSYC 662 Social and Emotional Assessment
- PSYC 662P Practicum in Social and Emotional Assessment
- PSYC 663 Advanced Supervision in Psychological Assessment

#### 2.2 Consultation and Collaboration

School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.

**Addressed:**
- PSYC 634 Practicum in School Counseling Interventions
- PSYC 636 Practicum in Behavioral Consultation in Schools
- PSYC 639 Practicum in Academic Intervention
- PSYC 682 School Psychology: Legal and Ethical Principles and Preventive Service Delivery
- PSYC 688 Practicum in School Psychology
- PSYC 689A Internship in School Psychology I
- PSYC 689B Internship in School Psychology II

#### 2.3 Effective Instruction and Development of Cognitive/Academic Skills

School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.

**Addressed:**
- PSYC 605 Advanced Human Learning
- PSYC 639 Practicum in Academic Intervention
- PSYC 660 Instructionally Focused Assessment in the Schools
- PSYC 661 Assessment of Intelligence and Cognition
- PSYC 661P Practicum in Assessment of Intelligence and Cognition
- PSYC 663 Advanced Supervision in Psychological Assessment
### 2.4 Socialization and Development of Life Skills:
School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

**Addressed:**
- PSYC 573 Counseling Psychology
- PSYC 603 Advanced Developmental Psychology
- PSYC 605 Advanced Human Learning
- PSYC 634 Practicum in School Counseling Interventions
- PSYC 636 Practicum in Behavioral Consultation in Schools
- PSYC 639 Practicum in Academic Intervention
- PSYC 670 Seminar in Group Counseling
- PSYC 673A Practicum in Individual Counseling
- PSYC 680 School Psychology: Introduction to the Profession, the Education System, and Prevention
- PSYC 682 School Psychology: Legal and Ethical Principles and Preventive Service Delivery
- PSYC 688 Practicum in School Psychology
- PSYC 689A Internship in School Psychology I
- PSYC 689B Internship in School Psychology II

### 2.5 Student Diversity in Development and Learning:
School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

**Addressed:**
- PSYC 603 Advanced Developmental Psychology
- PSYC 660 Instructionally Focused Assessment in the Schools
- PSYC 661 Assessment of Intelligence and Cognition
- PSYC 662 Social and Emotional Assessment
- PSYC 663 Advanced Supervision in Psychological Assessment
- PSYC 672 Cross Cultural Issues in Counseling and Research
- PSYC 681 School Psychology: Study of Childhood Exceptionalities

### 2.6 School and Systems Organization, Policy Development, and Climate:
School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

**Addressed:**
- PSYC 603 Advanced Developmental Psychology
- PSYC 634 Practicum in School Counseling Interventions
- PSYC 639 Practicum in Academic Intervention
- PSYC 660 Instructionally Focused Assessment in the Schools
- PSYC 662 Social and Emotional Assessment
- PSYC 680 School Psychology: Introduction to the Profession, the Education System, and Prevention
- PSYC 681 School Psychology: Study of Childhood Exceptionalities
- PSYC 682 School Psychology: Legal and Ethical Principles and Preventive Service Delivery
- PSYC 688 Practicum in School Psychology
- PSYC 689A Internship in School Psychology I
- PSYC 689B Internship in School Psychology II

### 2.7 Prevention, Crisis Intervention, and Mental Health:
School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.

**Addressed:**
- PSYC 603 Advanced Developmental Psychology
- PSYC 605 Advanced Human Learning
- PSYC 634 Practicum in School Counseling Interventions
- PSYC 662 Social and Emotional Assessment
- PSYC 680 School Psychology: Introduction to the Profession, the Education System, and Prevention
- PSYC 681 School Psychology: Study of Childhood Exceptionalities
- PSYC 682 School Psychology: Legal and Ethical Principles and Preventive Service Delivery
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- PSYC 689A Internship in School Psychology I
- PSYC 689B Internship in School Psychology II
<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Addressed Courses</th>
</tr>
</thead>
</table>
| 2.8 | **Home/School/Community Collaboration**: School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families. | PSYC 634 Practicum in School Counseling Interventions  
PSYC 660 Instructionally Focused Assessment in the Schools  
PSYC 680 School Psychology: Introduction to the Profession, the Education System, and Prevention  
PSYC 681 School Psychology: Study of Childhood Exceptionalities  
PSYC 682 School Psychology: Legal and Ethical Principles and Preventive Service Delivery  
PSYC 688 Practicum in School Psychology  
PSYC 689A Internship in School Psychology I  
PSYC 689B Internship in School Psychology II |
| 2.9 | **Research and Program Evaluation**: School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services. | PSYC 600 Research and Evaluation Methods  
PSYC 605 Advanced Human Learning  
PSYC 636 Practicum in Behavioral Consultation in Schools  
PSYC 639 Practicum in Academic Intervention  
PSYC 660 Instructionally Focused Assessment in the Schools  
PSYC 661 Assessment of Intelligence and Cognition  
PSYC 661P Practicum in Assessment of Intelligence and Cognition  
PSYC 662 Social and Emotional Assessment  
PSYC 662P Practicum in Social and Emotional Assessment  
PSYC 680 School Psychology: Introduction to the Profession, the Education System, and Prevention  
PSYC 682 School Psychology: Legal and Ethical Principles and Preventive Service Delivery  
PSYC 689B Internship in School Psychology II |
| 2.10 | **School Psychology Practice and Development**: School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development. | PSYC 680 School Psychology: Introduction to the Profession, the Education System, and Prevention  
PSYC 682 School Psychology: Legal and Ethical Principles and Preventive Service Delivery  
PSYC 688 Practicum in School Psychology  
PSYC 689A Internship in School Psychology I  
PSYC 689B Internship in School Psychology II |
| 2.11 | **Information Technology**: School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services. | PSYC 636 Practicum in Behavioral Consultation in Schools  
PSYC 639 Practicum in Academic Intervention  
PSYC 660 Instructionally Focused Assessment in the Schools  
PSYC 661 Assessment of Intelligence and Cognition  
PSYC 662P Practicum in Social and Emotional Assessment  
PSYC 688 Practicum in School Psychology  
PSYC 689A Internship in School Psychology I  
PSYC 689B Internship in School Psychology II |
All School Psychology Program courses are taught by fully qualified faculty. Over half of the program courses are taught by four core faculty who were trained in School Psychology doctoral programs. Additional courses in counseling skills and practica, research methods, human learning, etc. are taught by experts in those areas, guided by competencies developed by the School Psychology Program Committee. These faculty are diverse in ethnic and gender background. Local School Psychology credential holders also teach several of our courses at times as part-time adjunct faculty. This provides additional access to current practice issues; however, the Department prefers to limit the use of part-time faculty in its graduate programs, so that program integrity is maintained through consistent course assignment and regular contact with fellow faculty.

JAMES NICHOLAS WOLFE, PH.D.
Professor
Coordinator, School Psychology/Pupil Personnel Services Program

Academic Preparation/Degrees:

<table>
<thead>
<tr>
<th>Degree</th>
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<tr>
<td>Ph.D.</td>
<td>University of Georgia</td>
<td>School Psychology</td>
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<td>M.A.</td>
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</tr>
<tr>
<td>B.A.</td>
<td>University of Montana</td>
<td>Psychology</td>
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</table>

Areas of Specialty:
- School Psychology
- Psychoeducational Assessment
- Neuropsychology

LEESA V. HUANG, PH.D.
Assistant Professor

Academic Preparation/Degrees:

<table>
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<tr>
<th>Degree</th>
<th>Institution</th>
<th>Field</th>
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<tr>
<td>Ph.D.</td>
<td>University of Northern Colorado</td>
<td>School Psychology</td>
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<tr>
<td>E.S.</td>
<td>University of Northern Colorado</td>
<td>School Psychology</td>
</tr>
<tr>
<td>B.A.</td>
<td>University of Colorado at Boulder</td>
<td>Molecular Biology &amp; Biochemistry</td>
</tr>
</tbody>
</table>

Areas of Specialty:
- School Psychology
- Assessment
- Systemic Interventions

DENISE M. WORTH, PH.D.
Professor Emerita
Faculty Early Retirement Program, teaching Spring semesters only

Academic Preparation/Degrees:

<table>
<thead>
<tr>
<th>Degree</th>
<th>Institution</th>
<th>Field</th>
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<tr>
<td>Ph.D.</td>
<td>University of Tennessee</td>
<td>School Psychology</td>
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<tr>
<td>B.A.</td>
<td>University of California, Santa Cruz</td>
<td>Psychology</td>
</tr>
</tbody>
</table>

Areas of Specialty:
- School Psychology
- Child Counseling
NEIL H. SCHWARTZ, PH.D.
Professor
Academic Preparation/Degrees:
  Ph.D. 1981 Arizona State University  Educational Psychology
  M.A. 1979 Arizona State University
  B.S. 1975 Southern Oregon University  Psychology

Areas of Specialty:
  Learning, Cognition & Instruction
  Behavioral and Instructional Consultation

MARGARET BIERLY, Ph.D.
Professor
Academic Preparation/degrees:
  Ph.D. 1975 Stanford University  Educational Psychology
  B.A. 1971 California State University, San Jose  Psychology

Areas of Specialty:
  Developmental Psychology
  Attachment Issues throughout the Lifespan
  Childhood Exceptionalities

KATHERINE S. CUSHING, PH.D.
Associate Professor
Academic Preparation/Degrees:
  Ph.D. 1988 University of Arizona  Educational Psychology
  M.A. 1977 University of Colorado, Boulder  School Psychology
  B.A. 1971 Western Washington University  History & Elementary Education

Areas of Specialty:
  Performance Assessment
  Research on Teaching
  Instructional Strategies to Improve Student Learning
  School Leadership
  Expert/Novice Research in Education
  Emotional Intelligence
<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Details</th>
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</thead>
<tbody>
<tr>
<td>Dr. Roy Applegate</td>
<td>Special Education Administrator/Former School Psychologist</td>
</tr>
<tr>
<td>Jamie Batha</td>
<td>School Psychologist Program Graduate</td>
</tr>
<tr>
<td>Norelia Caldera</td>
<td>School Psychologist Program Graduate, 2000</td>
</tr>
<tr>
<td>Patty Hunter</td>
<td>CSUC Faculty, Social Work School Psychology, School of Social Work</td>
</tr>
<tr>
<td>Dr. Judith Kerrins</td>
<td>CSUC Faculty, Education</td>
</tr>
<tr>
<td>Mary LaGrandeur</td>
<td>School Psychologist, Chico Program Graduate</td>
</tr>
<tr>
<td>Tere Lawrence</td>
<td>School Counselor</td>
</tr>
<tr>
<td>Angel Minto</td>
<td>School Psychologist Program Graduate, 1997</td>
</tr>
<tr>
<td>Matt McLaughlin</td>
<td>School Psychologist Instructor, Private Practice Program Graduate</td>
</tr>
<tr>
<td>Dr. Cynthia Ratekin</td>
<td>Child Development faculty EC Special Ed. Certificate Program</td>
</tr>
<tr>
<td>David Scott</td>
<td>Special Services Director Former School Psychologist &amp; Principal</td>
</tr>
<tr>
<td>Susan Silva</td>
<td>School Psychologist Program Graduate, 1997</td>
</tr>
<tr>
<td>Linda Wallace</td>
<td>SELPA Director Former School Psychologist</td>
</tr>
</tbody>
</table>
STUDENT SUPPORT

Credential Analyst Office
The Credential Analyst’s Office is located in Room 180 of the Mirriam Library (MLIB 180). Students will be required to obtain the following materials from the Credential Analyst as they matriculate through the program.

- In the fall of the first year of the Master’s program, student should obtain an application for the California Basic Education Skills Test (CBEST).
- Prior to participating in practica work in the schools in the fall of year two of the program, it is required by the Commission on Teacher Credentialing that all students obtain a Certificate of Clearance. Students planning to enroll in PSYC 634 and/or 636 should therefore contact the Credentials Office in the prior semester (Spring, Year 1) to obtain the necessary materials.
- In February of year two, students should contact the Credential Analyst’s Office to obtain application materials for their School Psychology Internship Credential.
- In February of year three, students should contact the Credential Analyst’s Office to obtain application materials for their School Psychology Credential.

Financial Aid

School Psychology Internship

Every effort is made, and program coordinators have been quite successful, in securing paid placements for students completing the School Psychology internship. Paid placements, however, cannot be guaranteed. To be eligible for a paid School Psychology internship, the intern must obtain a School Psychology internship credential valid in the State of California. Applications for this credential can be obtained through the Credential Analyst’s Office on campus.

Other Opportunities through the Campus Financial Aid Office

Eligibility Requirements for Graduate Students:

If you have a bachelor's degree you are considered a postbaccalaureate student for enrollment purposes, but you may be considered an undergraduate for financial aid purposes. See the chart below to determine your financial aid eligibility based on your classification with the Office of Graduate and International Programs.

If your program of study is: Master's Program
And your classification is: Conditionally Classified
Classified
Advanced to Candidacy
<table>
<thead>
<tr>
<th>You may be eligible for:</th>
<th>Federal Work–Study</th>
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<tr>
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<td>State University Grant (SUG)</td>
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<td>Graduate Fellowship</td>
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<td>Federal Perkins Loan</td>
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<td>Federal Direct Subsidized Stafford Loans</td>
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<td>Federal Direct Unsubsidized Stafford Loans</td>
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<tr>
<td>If your program of study is:</td>
<td>Credential or Certificate</td>
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<td>And your classification is:</td>
<td>Multiple Subjects</td>
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<td>Single Subject</td>
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<td>FLEX Program (if regularly matriculated)</td>
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<td>Specialist/Services</td>
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<td>Theory &amp; Practice of College Composition</td>
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<td>Certificate</td>
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<tr>
<td>You may be eligible for:</td>
<td>Federal Pell Grant (for students working toward first credential)</td>
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<td></td>
<td>Federal Work–Study</td>
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<td>State University Grant (SUG)</td>
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<td>Cal Grant (for some credential programs)</td>
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<td></td>
<td>Federal Perkins Loan</td>
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<td>Federal Direct Subsidized Stafford Loans</td>
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<td>Federal Direct Unsubsidized Stafford Loans</td>
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SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

Preparing Educators to Be
Effective ♦ Reflective ♦ Engaged

The Pupil Personnel Program is committed to the following conceptual framework endorsed by the CSU, Chico School of Education.

<table>
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<tr>
<th>Conceptual Bases</th>
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**Effective Practice**

1. **Subject Matter Knowledge:** Candidates demonstrate solid knowledge of and currency in their subject matter/academic discipline and a commitment to continue to expand their depth and range of understandings.

2. **Pedagogical/Professional Practice:** Candidates demonstrate a sizeable repertoire of professional practice and select strategies, techniques and technological resources appropriately in relation to the learners.

3. **Diversity:** Candidates are knowledgeable about and responsive to the needs of all learners, including linguistically and culturally diverse learners and special populations.

4. **Assessment:** Candidates have expertise in the assessment and evaluation of pupil needs and achievements and use data in decision-making.

**Reflective Practice:**

5. **Reflection:** Candidates have learned to reflect appropriately on their professional practice and exhibit evidence of having established a habit of self-examination that results in continual improvement of that practice.

**Engaged Practice:**

6. **Collaboration:** Candidates actively engage in collaborative partnerships with teachers, colleagues, parents, community agencies and professional organizations.

7. **Civic Engagement:** Candidates promote civic engagement and community partnerships and take an active leadership role in advocating for all learners.
Dispositions of Educators

In addition to credentialing standards, we also assess our candidates on personal characteristics or dispositions that the CSU, Chico School of Education has identified as critical to effective educators.

We encourage our candidates to:

1. Appreciate and value human diversity, recognize community and cultural norms, show respect for students’ varied talents and perspectives, seek to foster culturally-appropriate communications and demonstrate best practices in the field of school psychology.

2. Believe that all children can learn, appreciate their varying abilities, and persist in helping all children achieve success.

3. Commit to continuous, self-directed learning, critical thinking and reflection in order to refine professional skills and deepen knowledge in the field of school psychology.

4. Demonstrate pride in the profession of school psychology and participate in collaborative relationships with teachers, colleagues, students, parents, and social and professional communities and agencies.

5. Commit to the expression and use of democratic values and help create a learning environment that fosters active engagement in learning and positive social interaction.