Chico

Today Decides Tomorrow

School Psychology Program

HANDBOOK
2014-15 Edition

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SCHOOL PSYCHOLOGY PROGRAM/
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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 Goals and Objectives

The program at CSU, Chico is designed to be consistent with systems theory and a preventive approach to service delivery, thus six program training goals have been identified. Each of these goals are related to training school psychologists in acquiring the fundamental knowledge and skills necessary for delivering the highest quality of psychological services to all children and youth. Furthermore, the program emphasizes the significance of students demonstrating strong understanding and effective implementation of ethical practices in the delivery of services to children from diverse backgrounds. These goals and objectives reflect the California Commission on Teacher Credentialing requirements for school psychologists and are based on the National Association of School Psychologists' *Standards for Graduate Preparation of School Psychologists, 2010* and *Model for Comprehensive and Integrated School Psychological Services, 2010*. Specifically, our program's goals and objectives are:

Goal 1: Data-Based Decision Making and Accountability
The program ensures that students will acquire knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. Additionally, school psychology students will gain foundational knowledge and experiences and implement practices and strategies in research and program evaluation.
> Objective 1.1 – Students will demonstrate skills to select and appropriately administer reliable and valid psychological and educational assessment instruments.
> Objective 1.2 – Students will integrate findings from multiple sources into a written document or oral presentation.

Objective 1.3 – Students have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for monitoring individual progress and evaluating intervention/program outcomes.

Objective 1.4 – Students demonstrate skills to evaluate and apply research for service delivery and use various resources for data collection, measurement, analysis, and program evaluation to support effective practices at the group and/or systems levels.

Goal 2: Consultation and Collaboration

The program provides school psychology students with a strong knowledge base in varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems that are used to promote effective implementation of services.

Objective 2.1 – Students will demonstrate knowledge of consultation, collaboration, and communication applicable to individuals, families, groups, and systems.

Objective 2.2 – Students will apply skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

Objective 2.3 – Students will acquire and apply knowledge of principles and research related to methods to develop collaboration between families and schools.

Objective 2.4 – Students demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/ interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.

Goal 3: Academic, Social, and Life Skill Development

The foundation of the program is built on the knowledge of direct interventions that focus on academic and social/emotional interventions for children and families. School psychology students are expected to engage multi-disciplinary teams (including children, teachers, parents, or other school professionals) to develop and implement academic and mental health interventions.

Objective 3.1 – Students demonstrate knowledge of biological, cultural, and social influences on academic, social-emotional, life skills, and mental health.

Objective 3.2 – Students acquire and demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

Objective 3.3 – Students identify and use evidence-based curriculum and instructional strategies to enhance learning.

Objective 3.3 – School psychologists demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, life skills, and mental health.

Objective 3.4 – School psychologists use evidence-based strategies to promote social and life skills and mental health.

Goal 4: Systems Level Services

The program highly values direct and indirect services that focus on knowledge of schools and system structures, and preventive and responsive services. School psychology students are engaged in the implementation of school-wide practices to promote learning and knowledge of principles and research related to resilience and risk factors.

Objective 4.1 – Students will acquire a solid foundation of school and systems structure, organization, and theory including both general and special education.

Objective 4.2 – Students will identify and utilize appropriate evidence-based school practices that promote academic outcomes, learning, social development, and mental health.

Objective 4.3 – School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

Objective 4.3 – Students will demonstrate knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.

Objective 4.4 – Students demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

Goal 5: Diversity in Development and Learning

The program emphasizes human diversity and strives to support school psychology students' recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

Objective 5.1 – Students will acquire knowledge and understand the research regarding individual differences, abilities, disabilities, and other diverse characteristics and the impacts on learning, social adjustment, etc.

Objective 5.2 – Students will provide professional services that are culturally responsive when working with diverse individuals and their families.

Objective 5.3: Students will select and utilize evidence-based strategies to enhance services and address potential influences related to an individual's diverse characteristics.

Objective 5.4 – Students will practice advocacy and social justice into service delivery.

Goal 6: Legal, Ethical, and Professional Practice

Legal, ethical, and professional practices are the cornerstones of effective school psychological practice. School psychology students will demonstrate core foundational knowledge in legal, ethical and professional practice standards.

Objective 6.1 – Students will acquire knowledge of the history and foundations of school psychology.

Objective 6.2 – Students will apply professional work characteristics needed for effective practice as school psychologists.

<u>Objective 6.3</u> – Students will demonstrate compliance with ethical, legal, and professional standards and requirements.

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 may 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.

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.

Students should first complete the online general graduate school application at www.csumentor.edu and then submit the Psychology application form (http://www.csuchico.edu/psy/_assets/docs/AppPPS) directly to the department. Applications received by the priority filing deadline of **January 15th** will be given full consideration. The extended filing period is January 16th to March 1st and applications received in this period may be considered if priority applications did not exhaust program capacity. 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 1st** of their first year in the program, after students have neared completion of a year of required course work, 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.

Applicants 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 likely 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

Fall, Year 2 (continued)

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 (4 days/week)
* PSYC 699T	Master's Thesis

Spring, Year 3

PSYC 689B	Internship in School Psychology II (4 days/week)
* PSYC 699T	Master's Thesis **OR**

* PSYC 696   School Psychology: Comprehensive Exam

*   Students have the option of completing a thesis (699T) or taking the comprehensive exam (696).

Master Schedule Days and Times

FIRST YEAR

FALL			SPRING		
Course	Day	Time	Course	Day	Time
PSY 680	W	6:00-8:50	PSY 681	T	2:00-4:50
PSY 600	TR	2:00-3:15	PSY 660	T	5:00-7:50
PSY 605	TR	3:30-4:45	PSY 670	M	2:00-3:50
PSY 573A	T	12:00-1:50	LAB	T	11:00-1:50
LAB	W	8:00-10:50	PSY 673A	M	8:00-10:50
		11:00-1:50			

SECOND YEAR

FALL			SPRING		
Course	Day	Time	Course	Day	Time
PSY 661(P)	M	5:00-7:50	PSY 603	F	11:00-1:50
PSY 672	M	8:00-10:50	PSY 682	T	12:30-3:20
PSY 634*	T	5:00-7:50	PSY 662(P)	M	11:00-1:50
PSY 636*	M	11:00-1:50	PSY 688	M	3:00-5:50

Two days per week school placement for academic year

THIRD YEAR

FALL			SPRING		
Course	Day	Time	Course	Day	Time
PSY 663*	M	11:00-1:50	PSY 689B	M	3:00-5:50
PSY 639*	M	2:00-3:50	PSY 699T	TBA	
PSY 689A*	M	5:00-7:50	or		
PSY 699T**		TBA	PSY 696**	TBA	

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).

Program Timelines and Contacts

WHEN	WHAT	WHERE/WHO
Year One		
Fall	Complete Writing Proficiency Test	Check with Graduate Chair
Fall	Take CBEST	Applications from Testing Office (SSC 420)
Early December	Apply for Classified status (if not already classified)	Forms from Psychology Dept. Office
	Course advising for spring	SP/PPS Coordinator
Fall & Spring	Consider possible thesis topics and chairs*	Faculty
April 1	Application to SP/PPS Program due	Department Office
Late April	If accepted to SP/PPS, immediately apply for certificate of clearance to work in schools	Applications from Credential Office (THMA 209)
1st week in May	If completing thesis, complete Application for Candidacy Program Plan (for 30 unit MA, include PSY 600, 605, 660, & 699T); select thesis chair and committee member/s*	Forms from Dept. Office
May	Contact upcoming year's practicum site for walk-through; contact current site intern for consult	
Summer	Thesis work or comp exam prep	

WHEN	WHAT	WHERE/WHO
Year Two		
Fall	If completing thesis, set regular meetings with thesis chair*	
Fall	If taking exam, complete Application for Candidacy Program Plan (for 30 unit MA, include PSY 600,	Forms from Dept. Office

605, 660, & 696)

February	Begin application process for School Psychology Internship Credential	Credential Analyst Office (THMA 209)

Late Spring/Summer Contact upcoming year's internship
site for interview and walk-through;
contact current site intern for consult

Summer	Work on thesis or comprehensive exam prep	

Year Three

Fall	Check timelines for graduation	Graduate school
Fall	Start placement file (optional)	Placement Center
Spring	Praxis II(National Exam)	Arranged
February	Apply for graduation	Graduate school
February	Begin application process for School Psychology Credential	Credential Analyst Office (THMA 209)
March	Comprehensive exam (oral)	Arranged
	Register for Praxis II (National Exam)	http://www.ets.org/praxis/nasp
Mid Spring	Comprehensive exam (written) *	Arranged
Late April	Complete and defend thesis by grad school deadline; provide signature pages to committee; contact formatter in early spring if needed. *	

* 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 in the first year, preferably in the fall, 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 or you can visit http://www.ctcexams.nesinc.com/test_info_CBEST.asp . Students can choose to take the paper exam which is administered several times per year or the computer-based (check website for availability). The School Psychology Program requires that all students take the CBEST during their first graduate year and 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.

The School Psychology program coordinator is solely responsible for setting up all internship placements. 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

6. **Self-evaluation/video critique on *intelligence test administration* (PSYC 661P).**
    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

9. **PowerPoint presentation on *behavioral consultation* case study (PSYC 636).**
    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

11.   **Research paper presentation/PowerPoint on review of _socio-emotional assessment measure_ (PSYC 662P).**
   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

14.   **_Final psychoeducational assessment_ report (PSYC 663).**
   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 5402, is administered through the Praxis Series of Educational Testing Service (ETS). ETS can be reached at https://www.ets.org/praxis or by calling 800-772-9476. Online registration for the exam is available. The main content areas of the test include professional practices, practices that permeate all aspects of service delivery; direct and indirect services for children, families, and schools (student-level services); systems-level services; and foundations of school psychological service delivery. In measuring the four 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 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 High 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

Shasta Union High School District
2200 Eureka Way Suite B,
Redding, CA 96001

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

NASP STANDARDS AS ADDRESSED BY PROGRAM COURSES

STANDARDS OF SCHOOL PSYCHOLOGY GRADUATE EDUCATION AND PRACTICE School psychologists provide comprehensive and integrated services across the seven general standards/elements of school psychology. The school psychology program ensures that all candidates demonstrate basic professional competencies, including both *knowledge* and *skills,* in NASP Standards/elements II-VIII of school psychology as a result of their graduate preparation in the program.	
STANDARD II – PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY: Data-Based Decision Making and Accountability School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.	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 PSYC 688 Practicum in School Psychology PSYC 689A Internship in School Psychology I PSYC 689B Internship in School Psychology II PSYC 696 School Psychology: Comprehensive Exam PSYC 699T Master's Thesis
STANDARD III – PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY: Consultation and Collaboration School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.	Addressed in: PSYC 634 Practicum in School Counseling Interventions PSYC 636 Practicum in Behavioral Consultation in Schools PSYC 639 Practicum in Academic Intervention PSYC 660 Instructionally Focused Assessment in the Schools 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 PSYC 696 School Psychology: Comprehensive Exam
STANDARD IV – DIRECT AND INDIRECT SERVICES: STUDENT LEVEL SERVICES School psychologists have knowledge of direct interventions that focus on academic and social/emotional interventions for children and families. School psychologists engage multi-disciplinary teams (including children, teachers, parents, other school professionals) to develop and implement academic and mental health interventions. **Element 4.1 Interventions and Instructional Support to Develop Academic Skills:** School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills**.**	Addressed in: 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 PSYC 688 Practicum in School Psychology PSYC 689A Internship in School Psychology I PSYC 689B Internship in School Psychology II PSYC 696 School Psychology: Comprehensive Exam

Element 4.2 Interventions and Mental Health Services to Develop Social and Life Skills: School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.	Addressed in: 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 662 Social and Emotional Assessment PSYC 662P Practicum in Social and Emotional Assessment 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 PSYC 696 School Psychology: Comprehensive Exam
STANDARD V – DIRECT AND INDIRECT SERVICES: SYSTEMS LEVEL SERVICES – SCHOOLS School psychologists have knowledge of direct and indirect services that focus on knowledge of schools and system structures, and preventive and responsive services. School psychologists implement school-wide practices to promote learning and knowledge of principles and research related to resilience and risk factors. **Element 5.1 School-Wide Practices to Promote Learning:** School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.	Addressed in: 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 661 Assessment of Intelligence and Cognition 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 PSYC 696 School Psychology: Comprehensive Exam
Element 5.2 Preventive and Responsive Services: School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.	Addressed in: 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 PSYC 688 Practicum in School Psychology PSYC 689A Internship in School Psychology I PSYC 689B Internship in School Psychology II PSYC 696 School Psychology: Comprehensive Exam

STANDARD VI – DIRECT AND INDIRECT SERVICES: SYSTEMS LEVEL SERVICES: Family–School Collaboration Services School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/ interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.	Addressed in: 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 PSYC 696 School Psychology: Comprehensive Exam
STANDARD VII – FOUNDATIONS OF SCHOOL PSYCHOLOGISTS' SERVICE DELIVERY: Diversity in Development and Learning School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.	Addressed in: 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 PSYC 688 Practicum in School Psychology PSYC 689A Internship in School Psychology I PSYC 689B Internship in School Psychology II PSYC 696 School Psychology: Comprehensive Exam
STANDARD VIII – FOUNDATIONS OF SCHOOL PSYCHOLOGISTS' SERVICE DELIVERY: RESEARCH, PROGRAM EVALUATION, LEGAL, EHTICAL AND PROFESSIONAL PRACTICE School psychologists have core foundational knowledge and experiences and implement practices and strategies in research, program evaluation, and legal, ethical and professional practice. **Element 8.1 Research and Program Evaluation**: School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group,	Addressed in: 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 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 688 Practicum in School Psychology PSYC 689A Internship in School Psychology I PSYC 689B Internship in School Psychology II PSYC 696 School Psychology: Comprehensive Exam

Element 8.2 Legal, Ethical, and Professional Practice: School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.	Addressed in: 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 PSYC 696 School Psychology: Comprehensive Exam

FACULTY

All School Psychology Program courses are taught by fully qualified faculty. Over half of the program courses are taught by two 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:

Ph.D.	1991	University of Georgia	School Psychology
M.A.	1983	University of Montana	School Psychology
B.A.	1979	University of Montana	Psychology

Areas of Specialty:
    School Psychology
    Psychoeducational Assessment
    Neuropsychology

LEESA V. HUANG, PH.D.
Associate Professor
Academic Preparation/Degrees:

Ph.D.	2004	University of Northern Colorado	School Psychology
E.S.	1998	University of Northern Colorado	School Psychology
B.A.	1995	University of Colorado at Boulder	Molecular Biology & Biochemistry

Areas of Specialty:
    School Psychology

Low Incidence Disabilities
Prevention and Intervention

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

SCHOOL PSYCHOLOGY ADVISORY BOARD

Dr. Roy Applegate
Assistant Superintendent/SELPA Director
Glenn County Office of Education

Special Education Administrator/
Former School Psychologist
Program graduate
Former CASP president

Mary Byrd
Glenn County Office of Eduation

Program Specialist

Norelia Caldera
Chico Unified School District

School Psychologist
Program Graduate, 2000

Sarah Daniel
Butte County Office of Education

Program Specialist, Instructor
Program Graduate 2007

Mary Ficcardi
Paradise Unified School District

Special Education Coordinator

Patty Hunter
School of Social Work
CSU, Chico

CSUC Faculty, Social Work
School Psychology, School of
Social Work

Mary LaGrandeur
Chico Unified School District

School Psychologist, Chico
Unified, Program Graduate

Angel Minto
Paradise Unified School District

School Psychologist
Program Graduate, 1997

Matt McLaughlin
Chico Unified School District

School Psychologist
Instructor, Private Practice
Program Graduate

Dr. Cynthia Ratekin
Child Development Program (CSUC)
CSUC, Chico

Child Development faculty
EC Special Ed. Certificate Program

David Scott
Chico Unified School District

Special Services Director
Former School Psychologist &
Principal

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STUDENT SUPPORT

Credential Analyst Office
The Credential Analyst's Office is located in Room 209 of Tehama Hall. Students will be required to obtain the following materials from the Credential Analyst as they matriculate through the program.

- 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

You may be eligible for: Federal Work–Study
State University Grant (SUG)
Graduate Fellowship
Federal Perkins Loan
Federal Direct Subsidized Stafford Loans
Federal Direct Unsubsidized Stafford Loans

If your program of study is: Credential or Certificate

And your classification is: Multiple Subjects
Single Subject
FLEX Program (if regularly matriculated)
Specialist/Services
Theory & Practice of College Composition
Certificate

You may be eligible for: Federal Pell Grant (for students working toward first credential)
Federal Work–Study
State University Grant (SUG)
Cal Grant (for some credential programs)
Federal Perkins Loan
Federal Direct Subsidized Stafford Loans
Federal Direct Unsubsidized Stafford Loans

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.

Conceptual Bases

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.