



CSULB School Psychology Program Handbook

2021-2022

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CSULB School Psychology Program

The CSULB School Psychology program is accredited by the National Association of School Psychologists (NASP), Commission on Teacher Credentialing (CTC). Students completing this program are employed in PreK-12 educational settings and provide direct and indirect psychological and academic support to students. The Educational Specialist degree (Ed.S.) is based on 60 units of course work (plus 6-units of prerequisites), and includes 4-units of practicum and 6-units of fieldwork/internship. Students in the Ed.S. in School Psychology program concurrently fulfill requirements for the Pupil Personnel Services Credential in School Psychology (PPS/SP). The PPS/SP is required by the California Commission on Teacher Credentialing (CTC) for persons employed in public schools as a School Psychologist. In addition to satisfactorily completing coursework and field experiences while maintaining a 3.0 GPA, candidates are expected to demonstrate personal competencies and professional work characteristics necessary for a successful and effective career in education (see CSULB School Psychology Personal Competencies Review form in the Appendix) that are aligned with NASP Standards and CTC Performance Expectations. A culminating activity (e.g., thesis or comprehensive exam) is required, as well as satisfactory completion of the Internship Portfolio. [Finally, all candidates are required to take the National School Psychology Examination \(Praxis\)](#) prior to completion of the program.

Training Philosophy

The CSULB School Psychology program is based on an ecological theoretical perspective (Bronfenbrenner, 1979). By promoting an ecological model, candidates learn to understand that student achievement and behavioral difficulties result from a discrepancy between the developing capabilities of the student and

to be actively involved in crisis prevention programs (Domitrovich & Greenberg, 2000; Meyers & Nastasi, 1999). Training in crisis prevention and intervention is based on the theoretical tenets described above increasing personal competency and resiliency among students, forging strong school/home/community partnerships, and preparing teachers to respond to student need. Additionally, candidates are taught within a scientist-practitioner model to apply evidence-based practices, current legal mandates, and established standards of ethical practice (e.g., AERA, APA, NASP) in making decisions about assessment, intervention, and prevention for students with and without disabilities. In summary, the program relies on a variety of knowledge bases to prepare candidates for the ever changing role of the school psychologist.

Program Goals

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

The school psychology program is designed to:

- 1.

Coursework

The School Psychology program at CSULB is a 60-unit course of study that leads to an advanced terminal degree (Ed.S.) and the Pupil Personnel Services (PPS) Credential in School Psychology. Table 1 below summarizes the Ed.S. course requirements.

Table 1: Ed.S. in School Psychology Coursework Requirements

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

planning to complete a first-year recommended course in their second year may experience a course conflict in their second year.

Table 2. Ed.S. in School Psychology Program Recommended Course Sequence

Semester	Year 1	Year 2	Year 3
Fall	301/302 (if not waived) 405 419 524A/B 528 Units: 11-14	517 or 536 579 641A 519 or 596 or 595 (comps option) or 519 or 595 and 698 (thesis) Units: 12-14	642A 695 Units: 6
Spring	560 520 524C 603 604 (comps option) Units: 11-14	517 or 536 527 641B 518 596 or 595 (comps option) or 698 (thesis) Units: 12	642B 643 Units: 6

Register and confirm your class schedule at www.MyCSULB.edu. Do not wait to register. Classes with low enrollment will be cancelled. You must be admitted as a graduate student to the University prior to registering for courses. Once the University has admitted you, you will receive information on registering via MyCSULB.edu. Please be advised that candidates may not choose the Credit/No Credit grading option for required program coursework. Some coursework (EdP 301, 405, 520) may be taken, if it is offered, in the summer. During spring semester of the first year, students will be assigned by the program coordinator to enroll in a specific section of EDP 536 and EDP 517 to balance the class size of these courses. Additionally, students are not guaranteed choice of instructor for multi-section courses offered during the same semester; the program coordinator might ask students to move sections if balancing enrollment is necessary after registration.

Waiving Coursework

Students may waive courses based on prior coursework that is equivalent. However, the following courses cannot be waived:

x

[catalogue description](#). If the description is similar, the class may be waivable¹. Please note that program faculty do not typically have the decision power to decide whether a course is equivalent. The College of Education (CED) requires students to follow the procedure described below for course waiver considerations. In consultation with your advisor, you may submit a Petition for Course Equivalency to the Graduate Studies Office (GSO). The course equivalent must be upper-division- this is 300 level or higher at CSULB. [Please find detailed instructions and a portal to submit petitions on the GSO website](#). Be prepared to include the following as attachments:

1. Copy of transcript that has the course on it (this can be unofficial copy or a copy of an official transcript)
2. Transcript key
3. Course description, syllabus recommended (could be from a course catalog and/or a syllabus.
4. Submit documents to the Graduate Studies Office (EED-7 or ced-gradstudies@csulb.edu) for consideration. The documents will be routed to the instructor who teaches the class who will determine if the course you took previously meets the objectives of our classes.
5. The Graduate Studies Office will notify you by email of the outcome and will provide a copy of approved petitions to the Credential Center.

waive the 9-unit emphasis with approval from their advisor. The student and advisor may select up to 9 -units specialization coursework of the 60 alist degree would then be conferred based on the lower number of units earned in the CSULB School Psychology program (e.g., 51). Note, a minimum of 42 units must be completed in the CSULB School Psychology program.

In both cases, (coursework equivalency been completed no longer than 7 years prior to graduation from the school psychology program. If the courses were taken longer ago, the student must write a revalidation memo for each course describing memo to the Graduate Studies Office (ced-gradstudies@csulb.edu) prior to filing advancement to candidacy.

General Fieldwork Requirements

CTC and NASP require all school psychology candidates to demonstrate the application of knowledge and skills in relevant settings and under appropriate supervision, evaluation, and support in both practica and internship. General requirements for all fieldwork experiences as well as specific requirements for each experience are outlined below. Detailed information on the internship experience can be found in the Internship Handbook.

1. **Proof of Basic Skills Proficiency** California Education Code and Title V Regulations specify that applicants for a credential to serve in public schools must verify basic skills proficiency before the credential will be issued. Options for satisfying basic skills requirement include passing the CBEST or CSU Early Assessment Program or the CSU Placement Examinations, achieve a qualifying score on the SAT or ACT or College Board Advanced Placement (AP) Examination. [Please find detailed information here](#).
2. **Certificate of Clearance** Candidates must obtain a Certificate of Clearance from CTC prior to beginning any school-based activities, including practica, fieldwork/internship, and coursework

activities. Because some first-year, fall courses include school observations and interviews, new candidates should obtain their Certificate of Clearance the summer before their fall semester begins. Failing to report prior convictions, even if they have been expunged, will likely result in a delay or even possible denial of your application. You will be required to show proof of filing for a Certificate of Clearance prior to engaging in any activities in a school setting. [Please find detailed information regarding applying for a certificate of clearance here.](#)

- 3. Schoolbased Supervision** field-based supervisors are professionals who possess the background, training and credentials appropriate to the fieldwork experience and have at least three years of school psychological experience in the setting and specific site in which they are supervising the

experiences, or who do not demonstrate professional and personal competencies as outlined in the CSULB School Psychology Personal Competencies Evaluation (see below for more information), may be required to complete additional practica hours, repeat a semester of practica, and/or may not be recommended for internship.

Fieldwork/Internship

The school psychology program, CTC, and NASP require candidates to complete a minimum of 1200 hours of internship to demonstrate competency as a candidate for the PPS School Psychology Credential. See Internship Handbook for more details on this training requirement.

Internship Portfolio

As a graduate student in the NASP-approved CSULB School Psychology program, interns are required to complete and submit an Internship Portfolio at the conclusion of their internship experience. The Portfolio includes work samples completed at the internship site(s) that meet specific criteria outlined by the School Psychology faculty and NASP standards for training and practice. The Portfolio serves as an opportunity for faculty to review, analyze, and aggregate culminating student data for program improvement while also providing graduate students structured feedback on the attainment of skills critical to effective practice in the schools. Please see the Internship Handbook for details.

Personal Competencies

Candidates must demonstrate specific professional and personal competencies to ensure school psychology candidates possess the knowledge, skills, and dispositions required for successful careers as school psychologists. CTC- and NASP-accredited programs are required to assess professional work

COLLEGE AND UNIVERSITY REQUIREMENTS

Candidates must submit a thesis proposal to the program director by February 1st of their first-year. Program faculty will review proposals and collaborate to find thesis chairs. Proposal submission does not

Important College and University Policies, Regulations, and Resources

[College of Education Expectations for Professional Conduct](#)

Professional conduct and ethical dispositions are expected of all CED students at all stages of program

having to report the assault to campus authorities.

program coordinator. Candidates who fail to file a leave of absence will be dropped from the University and the program and will need to re-apply if they plan to return to the program.

students become more effective and independent writers. [Information on scheduling an appointment can be found here.](#)

[Thesis and Dissertation Office](#)

Located on the 5th floor of the Library, the Thesis and Dissertation Office helps students prepare manuscripts using proper University format guidelines and the style guide approved by individual departments.

[Financial Aid and Scholarships Office](#)

Information regarding on- and off-campus scholarships at CSULB. Information on Graduate Assistantships and Fellowships also are available.

[Community Clinic for Counseling and Educational Services](#)

Candidates provide assessment and intervention services to preschool, elementary, secondary, and post-secondary students in the Community Clinic as part of their coursework in the program. The CSULB Community Clinic is a training facility that includes 24 individual client rooms with one-way mirrored windows with speaker and headphone capability. Video recording and playback, and extensive assessment and intervention materials also are available. The school psychology program uses the clinic facilities for several courses: EDP 517, 524B, 524C, 527, and 579.

[Nationally Certified School Psychologist \(NCSP\)](#)

Candidates are encouraged to pursue the NCSP credential through NASP. This credential can facilitate obtaining licensure in other states, and some districts/states offer an additional stipend for school psychologists who hold the NCSP. Passing the Praxis exam is a requirement.

Memberships in Professional Associations

Joining the following professional organizations is highly recommended: National Association of School Psychologists (<http://www.nasponline.org/>); California Association of School Psychologists (<http://www.casponline.org>); Council for Exceptional Children (<http://www.cec.sped.org>), and American Educational Research Association (<http://www.aera.net>). Student memberships are very economical and it is never too early to begin to build your professional library. In addition, local associations such as the Greater Long Beach Association of School Psychologists (GLBASP; <http://www.glbasp.com/Welcome.html>) and the Orange County Association of School Psychologists (OCASP; <http://ocasp.net/>) provide candidates with useful local networking and leadership

APPENDIX

Form	Procedure
ASEC Department Code of Civility	

CALIFORNIA STATE UNIVERSITY, LONG BEACH

COLLEGE OF EDUCATION
Advanced Studies in Education and Counseling Department

Code of Civility:

Our

Jonquil Student Advising Form (SAMPLE)
Educational Specialist Degree Program in School Psychology

Name:		Date:
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To determine courses you might petition for equivalency, review the official University catalog description of the course you think may meet our requirement and compare it to the CSULB official [2021-22 catalog description](#).

If the description is

Competency	Unsatisfactory	Minimal	Satisfactory	Proficient	Points
	1	2	3	4	
Reflective	Rarely, if ever, willing to suspend initial judgments, receptive to critical examination of multiple perspectives, generates effective/productive options, makes reasoned decisions with supporting evidence, makes connections to previous reading, courses, and/or experiences.	Occasionally willing to suspend initial judgments, receptive to critical examination of multiple perspectives, generates effective/productive options, makes reasoned decisions, makes connections to previous reading, courses, experiences.	Usually willing to suspend initial judgments, receptive to critical examination of multiple perspectives, generates effective/productive options, makes reasoned decisions with supporting evidence, makes connections to previous reading, courses, and/or experiences.	Consistently willing to suspend initial judgments, receptive to critical examination of multiple perspectives, generates effective/productive options, makes reasoned decisions with supporting evidence, makes connections to previous reading, courses, and/or experiences.	
Thoughtful & Responsive Listener	Rarely, if ever, demonstrates ability to thoughtfully listen and respond concerns (e.g., asks questions, summarizes points)	Occasionally demonstrates ability to thoughtfully listen and respond concerns (e.g., asks questions, etc.)	Usually demonstrates ability to thoughtfully listen and respond concerns (e.g., ask questions, summarize points)	Consistently demonstrates ability to thoughtfully listen and respond concerns (e.g., asks questions, summarize points)	
Cooperative & Collaborative	Rarely, if ever, works to keep group on task, maximizes individual talents, evenly distributes				

Unsatisfactory Level: 8-15 points
 Minimal Level: 16-23 points
 Satisfactory Level: 24-31 points
 Proficient Level: 32 points

Total Score: _____

CSULB School Psychology Candidate Intervention Plan

Candidate:

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March 1st+

Apply for Thesis (if applicable)