

# **School Psychology Program Student Handbook**



**Educational Specialist in Psychology**

*Department of Psychology  
California State University, Fresno*

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Dear School Psychology Student:

Welcome to the School Psychology Program at California State University, Fresno. School psychology is a dynamic field and graduates are in demand nationally. School psychologists work with children, families, teachers, and school systems to make a difference. This handbook contains a description of the courses and requirements for the Educational Specialist's degree program in School Psychology.

The Educational Specialist (Ed.S) program with an emphasis in School Psychology requires a minimum of 71 semester hours over three years. During the first two years students are engaged in coursework and applying their newly acquired skills on practicum. During the third year of the program candidates are engaged in a fulltime internship at a school site with weekly university for supervision classes.

The handbook is designed to provide an overview of the goals of the program, course requirements, and necessary forms. Please keep it handy for reference.

Sincerely,

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*Students will be expected to save and copy school psychology program forms for use on practicum, internship, and throughout the program. Most university forms are available online through the Division of Graduate Studies.*

## **SCHOOL PSYCHOLOGY PROGRAM OVERVIEW**

### **Mission**

The School Psychology Program at California State University, Fresno is dedicated to preparing highly competent professional psychologists according to the scientist practitioner model. Graduates, as a result of their broad-based training, are prepared to make significant contributions to this challenging field through professional practice.

The following statement reflects the philosophy and purpose of the School Psychology Program at California State University, Fresno:

Psychologists respect the dignity and worth of the individual and strive for the preservation and protection of fundamental human rights. They are committed to increasing knowledge of human behavior and of people's understanding of themselves and others and to the utilization of such knowledge for the promotion of human welfare. While pursuing these objectives, they make every effort to protect research participants that may be the object of study. They use their skills only for the purposes consistent with these values and do not knowingly permit their misuse by others. While demanding for themselves freedom of inquiry and communication, psychologists accept the responsibility of this freedom which requires: competence, objectivity in the application of skills, and concern for the best interests of clients, colleagues, students, research participants, and society at all times.

The School Psychology Program is founded in the principles summarized above, taken from the Preamble of the APA Ethical Principles of Psychologists, and strives to prepare school psychologists who will model these ideals.

The Educational Specialist (Ed.S) program provides future school psychologists (candidates) with a solid professional and academic foundation reflecting depth and diversity in both psychology and education. All students develop an understanding, respect for, and responsiveness to culture and individual differences. The program emphasizes the importance of delivering school psychological services from a consultation framework to prevent and remediate learning and adjustment problems experienced by children and adolescents. Candidates are taught to link assessment methodologies to the development of empirically-based interventions. They learn to view problems from a systems/ecological perspective focusing on the child, the family, the school, and the community, and to use a scientific problem-solving approach in their work. Both the theoretical and the empirical bases of professional practice are emphasized, in a diverse range of settings including inner city, suburban, and rural. Furthermore, the program provides future school psychologists with a solid professional and academic foundation reflecting depth and diversity in both psychology and education. The Program fosters special sensitivity to cultural

diversity of all people and respect for the uniqueness and human dignity of each person. Self-awareness, regard for others, and respect for cultural and individual differences are actively cultivated and expected of all candidates.

Professional preparation also concentrates on specific skill development in a number of service function areas, but the major emphasis of the Program is the preparation of the school psychologist as a highly competent problem solver. Thus, rather than being trained to respond to specific problems in specific ways, candidates are prepared to draw upon a personal foundation in psychology and education to effectively develop, implement, and evaluate strategies for preventing or resolving problems as they occur. Additionally, candidates learn to collaborate with other helping professionals and with parents in serving the mental health and educational needs of all children and youth.

The Educational Specialist (Ed.S) program in Psychology with an emphasis in School Psychology is a three-year full-time minimum 71 credit unit program that prepares candidates for practice as school psychologists. At program completion candidates earn the Ed.S. degree in School Psychology, are given institutional recommendations for the Pupil Personnel Services Credential with Advanced Specialization in School Psychology and are eligible to apply for National Certification in School Psychology (NCSP). Nine undergraduate courses are recommended as prerequisites; all courses for the Ed.S program in school psychology are at the graduate level. Credit is not given for undergraduate classes, remedial classes, or coursework designed to remove deficiencies. A minimum of 450 to 600 clock hours of supervised practicum experience is required during the first two years of coursework. During the third year of the Program, students complete one full year of supervised internship experience consisting of a minimum of 1200 clock hours, at least 600 of which must be in a school setting. This information is further delineated throughout this handbook.

The School Psychology Program at California State University, Fresno is a specialist level program fully approved by the National Association of School Psychologists (NASP) and accredited by the California Commission on Teacher Credentialing (CCTC).

This program handbook describes the elements of graduate study in School Psychology including training objectives, coursework requirements, evaluation plans, procedural issues, and timelines.

## **SCHOOL PSYCHOLOGY PROGRAM REQUIREMENTS**

### **Admission**

Admission to the graduate program in psychology is based on the evaluation of an applicant's capacity to successfully complete graduate level work. The department graduate committee uses multiple criteria to assess an applicant's qualifications including coursework completed, grades, test scores, essays, previous experiences, and letters of recommendation. In addition, an applicant's professional interests and goals are evaluated in terms of the interests of the faculty and resources of the Department of Psychology. Although many applicants meet our minimum admission requirements, we are limited in the number of positions available and some qualified students may not be offered admission.

### **Prerequisites for the School Psychology Program**

Applicants to the School Psychology Program should take the following classes or equivalent courses at another university as undergraduates or prior to admittance to the program. These classes may be taken as a part of the Undergraduate Major where applicable. In some cases work experience may substitute for coursework.

<b>Critical Courses and/or Knowledge (One course in each area is preferred)</b>	<b>Suggested Fresno State Courses – Similar courses from other universities are acceptable</b>
Learning and/or Memory	Psych 136 – Human Learning & Behavior Psych 121 – Learning & Memory Psych 128 – Cognitive Psychology
Child Development	Psych 155 – Developmental Psych Psych101/ CFS 39 – Child Development Psych 102 – Adolescent Development
Statistics	Psych 42 - Introduction to Statistics
Research Design	Psych 144 - Research Methods
Abnormal Psychology	Psych 166 - Abnormal Psychology
Applied Behavior Analysis	Psych 172 - Applied Behavior Analysis
Tests and Measurement	Psych 149 - Psychological Testing
<b>Recommended Courses and/or Knowledge</b>	<b>Suggested Fresno State Courses – Similar courses from other universities are acceptable</b>
Biological Basis of Behavior	Psych 36 or 125 – Psychopharmacology, Neuropsychology
Counseling	Psych 174 - Introduction to Counseling Psych 175 – Family Counseling
Exceptional Children	Psych 169 – Psych of Disability SPED 120 – Intro to Special Education
<b>Recommended Experiences</b>	
*Shadow and/or interview at least one school psychologist	
*Research the field online via <a href="http://www.nasponline.org">www.nasponline.org</a>	
Volunteer or work experience with children, such as working with afterschool programs or summer recreation programs, as a special education aide, behavior therapist, or group home counselor, tutoring, substitute or fulltime teaching experience	

Research experience with a professor or graduate student
Talk to current graduate students in the school psychology program
Attend recruitment events
Meet the school psychology faculty

**Courses Completed at Other Institutions**

The Graduate Committee of the Department of Psychology carefully evaluates all transcripts submitted from other institutions. The Graduate Committee reserves the right to request documentation of coursework from applicants to determine that course's equivalency to CSU, Fresno Psychology courses. The following materials may be requested by the Graduate Committee:

1. A catalog description of the course containing the course content.
2. A course syllabus or outline.
3. A copy of the textbook(s) or a complete bibliographic citation of the text(s).
4. Copies of work completed in the course (e.g., examinations, papers).

**Requirements**

**GRADE POINT AVERAGE (GPA)**

A four-year undergraduate degree from a regionally accredited college or university is required for acceptance as a graduate student. A GPA of 3.0 or better in psychology undergraduate courses as well as a 3.0 overall undergraduate GPA are typically minimal expectations for successful applicants. One official copy of transcripts of all previous undergraduate and graduate work is required, to be sent to the University's Graduate Admissions Office.

**International Students**

In addition to fulfilling the above requirements, International Students must possess the equivalent of a four year U.S. degree, must present TOEFL scores of at least 79-80 (paper-based=550), and must have adequate financial support. Please refer to the webpage <http://www.csufresno.edu/issp/> for more information.



## ADMISSION PROCEDURES

### Deadlines

Applications are only accepted one time per year for the School Psychology Program. All application materials must be received by February 1<sup>st</sup> for fall entry. **Please note that the Psychology Departmental application deadlines differ (they are earlier) from the University application deadlines; contact the Graduate Admissions office for more information at 559-278-4073.**

### UNIVERSITY AND DEPARTMENT APPLICATIONS

All applicants are required to complete applications for both the University Graduate Admissions Office and the Department of Psychology. The applications are combined at [www.calstate.apply](http://www.calstate.apply).

### CONTACT INFORMATION

Graduate Programs  
Department of Psychology  
CSU, Fresno  
2576 E. San Ramon ST 11  
Fresno, CA 93740-8039  
(559) 278-2691  
[psych.csufresno.edu](http://psych.csufresno.edu)

Graduate Admissions Office  
CSU, Fresno  
5150 N. Maple Ave JA 57  
Fresno, CA 93740-8026  
(559) 278-4073  
[www.csufresno.edu](http://www.csufresno.edu)

At least three letters of recommendation are required from individuals familiar with the applicant's previous *academic* work. Letters of recommendation for applicants to the School Psychology Program should also include comments related to the applicant's ability to work closely with people in the human services area. Recommenders will submit their letters online as part of the [calstate.apply](http://calstate.apply) system.

No standardized tests are now required. Successful applicants will document the Basic Skills Requirement that was formerly met with the California Basic Skills Test (CBEST) by a grade of B in identified undergraduate courses. The GRE is not required.

### Personal Interviews

Complete application packages are screened by the Psychology Graduate Committee. Selected applicants are invited to participate in either personal or zoom interviews before final selection of candidates is complete. Interviews are held on campus, or via zoom if an on-campus interview is not convenient for candidates. Selected applicants will be interviewed by a panel of faculty and practitioners in March. Applicants will be notified of admission decisions by April 1.

## TYPES OF ADMISSION

### Classified Standing

Applicants to the Ed.S. degree program in School Psychology are evaluated and granted classified standing by the members of the Department of Psychology Graduate Committee. Admission to the Program is a competitive process and students are selected from the

applicant pool based on the strength of their application materials and personal interviews. Classified standing enables the student to pursue all scholarly and professional requirements for the completion of a graduate degree. An average of 10 -12 students are admitted each year.

## **GOALS and STUDENT LEARNING OUTCOMES FOR ALL GRADUATE STUDENTS IN PSYCHOLOGY**

### **Goal 1: Data**

Students will gain in-depth knowledge of statistical analysis, interpretation, and application.

- **Learning Outcome 1:** Students can evaluate the appropriate use of various data analytic techniques for addressing different types of questions and hypotheses.
- **Learning Outcome 2:** Students can enter and analyze data using a computer statistical package and interpret basic descriptive and inferential statistics.

### **Goal 2: Research**

Students will learn to investigate relevant questions and hypotheses and evaluate findings.

- **Learning Outcome 3:** Students can use the library, data-bases, and the internet to locate relevant research, theory, and information necessary to interpret results of research studies and plan research and interventions.

### **Goal 3: Written Communication**

Students will learn APA style and develop graduate level writing skills.

- **Learning Outcome 4:** Students can produce well-organized papers and essays without grammatical errors.

## **STUDENT LEARNING OUTCOMES FOR SCHOOL PSYCHOLOGY**

### **Goal 4: Professional Knowledge.**

Students will develop knowledge of schools and systems, legal and ethical issues, and interventions.

- **Learning Outcome 8:** Students will demonstrate knowledge of professional practice, educational systems, and direct and indirect services (e.g., assessment, intervention, mental health, and prevention/intervention).

### **Goal 5: Professional Skills**

Students will develop increasing professional skills throughout the program. They will demonstrate caring and tact to all those with whom they interact.

- **Learning Outcome 5: Professional Characteristics.** Students demonstrate industry, punctuality, and responsibility in class and fieldwork
- **Learning Outcome 6:** Students demonstrate understanding of, respect for, and responsiveness to cultural and individual differences by describing the perspectives of those of other ages, abilities, gender, or ethnicities.
- **Learning Outcome 7:** Students will demonstrate empirically based skills in assessment, intervention, counseling, and prevention/intervention.

## **SCHOOL PSYCHOLOGY PROGRAM OBJECTIVES**

The California State University, Fresno School Psychology Program has adopted a scientist–practitioner model with an emphasis on problem-solving. At the completion to the program candidates are expected to be able to:

- Operate within a scientist-practitioner framework by using the scientific method and research to guide practice and demonstrate accountability.
- Demonstrate respect for and sensitivity to cultural and individual differences.
- Deliver school psychological services from a consultation framework with an emphasis on problem-solving to prevent and remediate learning and adjustment problems experienced by children and youth.
- Link assessment methodologies to the development, implementation, and evaluation of research-based interventions.
- View problems from a systems/ecological perspective focusing on the child, family, school, and community.
- Demonstrate a theoretical and empirical basis for professional practice.
- Engage in evaluation of individual practice and school-based and/or community based programs.

**LINKING California Commission on Teacher Credentialing (CCTC) and National Association of School Psychologists (NASP) STANDARDS TO COURSES**

The following table describes the linkage of accreditation domains and courses.

<b>CTC School Psychology Performance Expectations</b>	<b>NASP Standards</b>	<b>Courses</b>
<p><b>Data-Based Decision-Making and Accountability – SPPE 1</b></p> <p><i>Candidates have knowledge of varied models and methods of assessment and data collection 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, candidates 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, programs, and interventions.</i></p>	<p><b>Data-Based Decision-Making and Accountability – Standard 2</b></p> <p><i>School psychologists have knowledge of varied models and methods of assessment and data collection 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.</i></p>	<p>Psychology 267: Internship in School Psychology</p> <p>Psychology 278: Intervention and Prevention in School Psychology</p> <p>Psychology 284: Assessment of Intellectual Abilities</p> <p>Psychology 285: Assessment of Learning and Developmental Problems</p> <p>Psychology 286: Instructional Consultation</p> <p>Psychology 288: Applied Behavior Analysis</p> <p>Psychology 287: Practicum</p>
<p><b>Consultation and Collaboration – SPPE 2</b></p> <p><i>Candidates have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, school staff, and community agencies across academic, behavioral and social/emotional domains. Candidates promote effective coordination and implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service</i></p>	<p><b>Consultation and Collaboration – Standard 3</b></p> <p><i>School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.</i></p> <p><i>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</i></p>	<p>Psychology 267: Internship in School Psychology</p> <p>Psychology 277: Roles and Functions of the School Psychologist</p> <p>Psychology 279: Consultation and Supervision in School Psychology</p> <p>Psychology 286: Instructional Consultation</p> <p>Psychology 278: Intervention and Prevention</p>

<p><i>delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs. Candidates engage in multi-disciplinary teams (including children, teachers, parents, other school professionals, and outside service providers) to develop and implement academic, interventions, promoting student engagement and positive school climate.</i></p>	<p><i>skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.</i></p>	
<p><b>Behavior Interventions and Mental Health Services to Develop Social and Life Skills-Element – SPPE 4</b></p> <p><i>Candidates have knowledge of direct interventions that focus on behavioral, and social/emotional interventions for children and families. Candidates engage multi-disciplinary teams (including students, teachers, parents, other school professionals, and outside service providers) to develop and implement mental health interventions. Candidates 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. Candidates, in collaboration with others, demonstrate skills to use assessment and data-collection methods (e.g., California School Dashboard) and to implement and evaluate services that</i></p>	<p><b>Interventions and Mental Health Services to Develop Social and Life Skills - Element 4.2</b></p> <p><i>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.</i></p>	<p>Psychology 204: Dev. Psychopathology Psychology</p> <p>Psychology 267: Internship in School Psychology</p> <p>Psychology 277: Roles and Functions of the School Psychologist</p> <p>Psychology 278: Intervention and Prevention</p> <p>Psychology 279: Consultation and Supervision in School Psychology</p> <p>Psychology 282: Cognitive and Behavioral Therapy</p> <p>Psychology 281: Group Counseling</p> <p>Psychology 288: Applied Behavior Analysis</p> <p>Psychology 280: Seminar in Counseling Techniques</p>

<p><i>support socialization, learning, and mental health.</i></p>		
<p><b>Direct and Indirect Services - School-Wide Practices to Promote Learning – SPPE 5</b></p> <p><i>Candidates have knowledge of direct and indirect services that focus on knowledge of school and systems structure, and preventative and responsive services. Candidates have knowledge of dual language learner needs in promoting learning and social skills development. Candidates implement school-wide multi-tiered systems of support to promote learning. Candidates have knowledge of schools as organizations, and the role of the school psychologist as change agents within these environments. Candidates have knowledge of general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. Candidates, 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.</i></p>	<p><b>School-Wide Practices to Promote Learning – Element 5.1</b></p> <p><i>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 learning 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.</i></p>	<p>Psychology 267: Internship in School Psychology</p> <p>Psychology 277: Role and Function of the School Psychologist</p> <p>Psychology 286: Instructional Consultation</p> <p>Psychology 287: Practicum in School Psychology</p>
<p><b>School-wide Practices to Promote Behavioral and Mental Health – SPPE 6</b></p> <p><i>Candidates have knowledge of principles and research related to resilience and risk factors, mental health services in schools and communities, school response and recovery, and discipline policies to support multi-tiered</i></p>	<p><b>Prevention, and Responsive Services – Element 5.2</b></p> <p><i>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</i></p>	<p>Psychology 267: Internship in School Psychology</p> <p>Psychology 278: Intervention and Prevention</p> <p>Psychology 282: Cognitive and Behavior Therapy</p> <p>Psychology 281: Group Counseling</p>

<p><i>prevention. Candidates have knowledge of evidence-based strategies for effective crisis response including threat and risk assessments. to support multitiered prevention, and evidence-based strategies for effective crisis response. Candidates, 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.</i></p>	<p><i>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.</i></p>	<p>Psychology 280: Seminar in Counseling Techniques</p>
<p><b>Family - School Collaborative Services– Standard 6</b></p> <p><i>Candidates 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. Candidates utilize effective methods to develop collaboration between families and schools. Candidates, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partner- ship/ interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.</i></p>	<p><b>Family - School Collaborative Services– Standard 6</b></p> <p><i>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 and mental health; and strategies 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 partner- ship/ interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.</i></p>	<p>267: Internship in School Psychology</p> <p>Psychology 277: Roles and Functions of the School Psychologist</p> <p>Psychology 278: Intervention and Prevention</p> <p>Psychology 279: Consultation and Supervision in School Psychology</p> <p>Psychology 287: Practicum in School Psychology</p>
<p><b>Human Diversity -SPPE 8</b></p> <p><i>Candidates have knowledge of individual differences and research related to diversity factors for children and identify evidence-based strategies to enhance services and address potential influences related to diversity. Candidates</i></p>	<p><b>Student Diversity in Development and Learning – Standard 7</b></p> <p><i>School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity</i></p>	<p>Psychology 204: Dev. Psychopathology</p> <p>Psychology 267: Internship in School Psychology</p> <p>Psychology 274S: Multicultural Psychology</p>

<p><i>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. Candidates respect diversity in child-development and advocacy for social justice and equity in all aspects of service delivery.</i></p>	<p><i>factors for children, families, and schools, including factors related to culture, context, and individual and role difference; 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.</i></p>	<p>Psychology 277: Roles and Functions of the School Psychologist</p> <p>Psychology 284: Assessment of Intellectual Abilities</p> <p>Psychology 285: Assessment of Learning and Developmental Problems</p> <p>Psychology 287: Practicum</p>
<p><b>Research and Program Evaluation -SPPE 9</b></p> <p><i>Candidates have core foundational knowledge and experiences to implement practices and strategies in research and program evaluation. Candidates have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings. Candidates 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</i></p>	<p><b>Research and Program Evaluation – Element 8.1</b></p> <p><i>School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation 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, and/or systems levels.</i></p>	<p>Psychology 244A: Seminar in Research Methods and Theoretical Issues</p> <p>Psychology 267: Internship in School Psychology</p> <p>Psychology 278: Intervention and Prevention</p> <p>Psychology 286: Instructional Consultation</p> <p>Psychology 284: Assessment of Intellectual Abilities</p> <p>Psychology 285: Assessment of Learning and Developmental Problems</p>



<i>the individual, group, and/or systems levels.</i>		
<p><b>Legal, Ethical, and Professional Practice &amp; Disposition – SPPE 10</b></p> <p><i>Candidates have core foundational knowledge and experiences to implement best practices and strategies in legal, ethical, and professional practice. Candidates 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, demonstrating professional disposition, responsibility, adaptability, initiative, and self-care.</i></p>	<p><b>Legal, Ethical, and Professional Practice – Element 8.2</b></p> <p><i>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.</i></p>	<p>Psychology 267: Internship in School Psychology</p> <p>Psychology 277: Roles and Functions of the School Psychologist</p> <p>Psychology 279: Consultation and Supervision in School Psychology</p> <p>Psychology 287: Practicum in School Psychology</p>

## **STUDENT ADVISING**

### **Model of Advising**

The School Psychology Program emphasizes a model of student advising that requires candidates to take responsibility for decisions regarding their program and progress while the School Psychology Program Coordinator, who serves as the primary advisor, and program faculty members, assists candidates in the decision-making process. The Program follows a cohort model wherein the majority of the students in each cohort take all courses together and are encouraged to support their peers.

### **Contents and Timelines of Advising**

All candidates meet with the School Psychology Program faculty members for orientation. Requirements of the Program are explained at that time. Students meet individually with Program faculty once at the end of each semester to plan coursework, discuss practicum/internship, and to review and update Advisee Record (see Appendix A). The Advisee Record specifies the candidate's practicum experience and site, training experiences, skills level, thesis ideas, skills in progress, and

semester goals. Candidates are expected to provide the faculty members with any other evaluative material deemed helpful in their semi-annual evaluation. The content of these meetings is evaluative in terms of candidate experiences and competencies to date. The evaluation is formative in nature (e.g., the evaluation is designed to improve the candidate's skills).

## **SCHOOL PSYCHOLOGY RESOURCES AVAILABLE**

The Test Library located within the Department of Psychology has numerous resources available for candidates in the School Psychology Program to check out. The resources include professional books and journals, testing kits, and instructional materials. These materials can be checked out through the test librarian during his/her regular office hours.

## **FINANCIAL AID**

### **Graduate Student Research Awards**

Limited awards of \$750 are available each semester on a competitive basis to candidates in the form of grants for special merit and quality scholarship of graduate student research proposals associated with a thesis. For further information, contact the Division of Research and Graduate Studies, (559) 278-2448. Application materials are available on their website.

### **Graduate Student Travel Grants**

Travel grants are available to candidates who have had papers and/or posters accepted for presentation at major, professional conferences or society meetings. For further information, contact the Division of Research and Graduate Studies, (559) 278-2448. Travel funds may also be available through the College of Science and Mathematics.

### **California Graduate Equity Fellowship Program**

Fellowships ranging in amounts of up to \$4,500 are available for underrepresented graduate students who qualify. The California Graduate Equity Fellowship Program seeks to increase the diversity of students completing graduate degree programs at California State University, Fresno and encourages continuation to doctoral programs and consideration of university faculty careers. It provides fellowships for economically disadvantaged graduate students (especially those from groups that are underrepresented among graduate degree recipients in their areas of study) and promotes faculty mentoring and research opportunities. Filing deadlines are in the spring for funding in the following academic year. For further information, contact the Division of Graduate Studies (559)-278-2448.

### **State Graduate Fellowship**

The Student Aid Commission administers the State Graduate Fellowship Program for tuition assistance for Master's students. To apply, students must complete the Free Application for Federal Student Aid (FAFSA) and return it by March 1. In addition, students must complete and mail the Student Aid Commission GPA Verification Form to the Commission by March 1. These forms are available at the Financial Aid Office (Joyal Administration, Room 262).

### **California Pre-Doctoral Program for Graduate Students**

The California Pre-Doctoral Program is designed to increase the pool of potential faculty by supporting the doctoral aspirations of California State University students who have experienced economic and educational disadvantages. The program provides travel funds for qualified students to visit institutions that grant the doctorate and/or attend professional meetings with a faculty sponsor.

Students in the program may also be considered to participate in a summer research program at a UC or CSU campus. Additional information can be obtained through the Division of Graduate Studies, (559) 278-2448.

### **University Scholarships for Graduate Students**

**Graduate students may apply for scholarships through the Scholarship Office (Joyal Administration, Room 274) between September 1 and November 19 each academic year. Such an application is necessary to complete for award monies available from the University and from Departmental resources.**

In addition, each year California State University, Fresno, also awards entering graduate students two President's Graduate Scholar Fellowships of \$3,500 each and one Leon S. Peters Scholarship of \$1,000 to continuing graduate students. President's Graduate Scholars may obtain a second year of funding if satisfactory progress is maintained. Nominations for the Peters awards originate from the Graduate degree Program Directors.

### **College and Department Support**

**([www.studentaffairs.csufresno.edu/scholarships/science\\_math](http://www.studentaffairs.csufresno.edu/scholarships/science_math))**

#### *Roger Bailey Memorial Scholarship*

This goes to an outstanding continuing graduate student through an endowment fund established by the family and friends of Roger Bailey. One scholarship (approximately \$500) is awarded to a graduate student who is pursuing a degree in Psychology or Counseling.

#### *Pickford Memorial Fund*

Established from the estate of Vivian I. Pickford, this scholarship (approximately \$1000) is awarded to 10-12 psychology students per academic year. Scholarships are awarded to both undergraduate and graduate students.

#### *Lee J. Cronbach Scholarship*

This award goes to a full-time undergraduate or graduate student. The student must have a cumulative minimum GPA of 3.5 earned over the last two years of academic instruction and must demonstrate a strong interest and ability in research involving psychological measurement methods used in psychological research.

#### *The John Thomas Memorial Scholarship*

This award goes to a continuing full-time graduate student in school psychology through an endowment fund established by the family and friends of John Thomas, a graduate of this program. One scholarship is awarded to a student who has demonstrated a commitment to service to children and an exemplary work ethic.

#### *The Michael Herrera Memorial Scholarship*

This award goes to a continuing full-time graduate student in school psychology through an endowment fund established by the family and friends of Michael Herrera, a graduate of this program. One scholarship is awarded to a student who has demonstrated a commitment to service with children and families from underrepresented groups.

### *Departmental Teaching Assistantships*

The Department of Psychology offers several teaching and graduate assistantships each year. Approximately 6-8 graduate students are given teaching assistantships for PSYCH 144 (students work 5 hours per lab: 3 hrs. teaching; 1 office hour; 1 hour prep). Six graduate assistantships are available for assisting instructors with PSYCH 10. These students are required to work 10 hours per week; the flexible schedule makes this assistantship more appropriate for interested school psychology students.

### *School Psychology Program*

Limited assistantships are available to second year students in the program. The test librarian position manages the test library and is a TA for school psychology faculty (5 hrs/week). One or two students are hired as TAs for Psych 284, the cognitive testing course.

## PROFESSIONAL ORGANIZATIONS

### **National Association of School Psychologists (NASP)**

Membership in the NASP provides opportunities for professional and career enhancement. Networking with school psychologists from across the nation, conventions providing professional development, employment opportunities, and professional publications are offered through NASP membership.

### **California Association of School Psychologists (CASP)**

The CASP also offers professional growth opportunities for the student of school psychology. Issues pertinent to the state are addressed by CASP and the organization operates as an advocate for school psychologists in California. An annual convention is held and students are encouraged to attend.

Students are **required** to join NASP and CASP each year of enrollment in the program and will be required to provide a copy of their membership card to the Coordinator of the School Psychology Program.

### **Other Professional Organizations**

School psychology students are encouraged to join CVA-CASP. This is the local (Central Valley Affiliate) organization of our state organization, CASP. Meetings are held approximately twice per year and offer opportunities for professional development as well as meeting students from other programs and local school psychologists.

Other professional organizations focusing on psychology and children with disabilities may be of interest. While you are a student is an excellent time to explore what these organizations have to offer regarding publications and conferences, as student dues are much less expensive than those for professionals. One is Council for Exceptional Children (CEC) - <http://www.cec.sped.org>. CEC publishes a research journal and one that is more practitioner oriented. There are also subdivisions for specific interests such as learning disabilities, behavior disorders, and developmental disabilities. The American Psychological Association (APA) has a student organization; Division 16 is for school psychologists, <http://www.apa.org/about/division/div16.html> and publishes *School Psychology Quarterly*. The *Journal of Applied Behavior Analysis* is an excellent resource <http://seab.envmed.rochester.edu/jaba/index.html>. The California Association of Applied Behavior Analysis, <http://www.calaba.org/> holds a conference every year.

### **International School Psychology Association (ISPA)**

The ISPA is an international organization of psychologists providing services to students in schools. An annual convention is held in July, generally in a foreign country. Countries that have hosted the convention in recent years include China, Great Britain, Greece, Sweden, and South Africa.

## **ETHICS AND STANDARDS**

### **Violation of Ethics and Standards**

1. Violations of university policy (e.g., cheating, plagiarism, and sexual harassment) will be reported to the Department Chair and referred to the appropriate University Committee. Other violations will be reported to the Psychology Department Chair and to the Department of Psychology Graduate Committee. In case of other (department, non-university wide) violations of ethics and standards, the Department Graduate Committee will discuss the alleged violation and make a recommendation for dismissal of charges, remediation, or disciplinary action.
2. A copy of the Graduate Committee recommendation will be sent to the student and the Department Chair and placed in the student's file.
3. If the student wishes to appeal the decision or recommendation, the case will be presented to an independent committee composed of members of the department graduate faculty group. Members will be selected to avoid any conflicts of interest.
4. The student will present his/her case to the independent committee which will then make a decision and recommend dismissal of charges, a remedial plan, or disciplinary action.
5. The next level of appeal for the student would be to the Dean of Student Affairs.

## **ACADEMIC PROBATION AND DISQUALIFICATION**

### **University Policy on Academic Probation**

Students enrolled in graduate programs may be placed on Administrative Academic Probation for the following reasons:

1. Failure to maintain a minimum GPA of 3.0 by Title 5, California State Education Code;
2. Withdrawal from a substantial portion of a program in two successive terms or in any three terms;
3. Repeated failure to make progress toward the Master's degree; and
4. Failure to comply with an academic requirement or regulation that is routine for all students or for a defined group of students.

Upon report of any of the above, a Graduate Evaluator will notify the graduate coordinator that a permanent note of probation will be placed on the student's transcript unless the coordinator asks in writing, by the specified due date, that the student instead be granted "informal probation." The department will be asked to monitor the student's progress in meeting the requisite goals for continuing achievement toward the degree.

### **University Policy on Disqualification**

Students enrolled in graduate programs are required to maintain a minimum 3.0 post baccalaureate cumulative grade point average (GPA) prior to advancement to candidacy. Once students have advanced to candidacy, they must maintain a minimum 3.0 program GPA, which includes only coursework listed on the Petition for Advancement to Candidacy.

Students who do not meet the above criteria will be placed on Administrative Academic Probation (AAP). Effective Fall 2007, students who are on AAP will be disqualified if they do not raise their respective GPA to 3.0 by the completion of the second regular semester following the semester that their GPA fell below the 3.0 minimum. In addition, students will be disqualified if their semester GPA falls below 3.0 in any two terms.

### **Program Policy – Academic**

A student will be disqualified from the Educational Specialist Program in School Psychology if at any time he/she has accumulated two grades of “D” or below in required coursework. A student may retake **one** course in which he/she has obtained a grade of D or F in an attempt to raise the grade. However, there is no grade replacement in graduate coursework and if a student earns another D in any required coursework he/she will be automatically disqualified from the Program.

### **Program Policy – Field Supervision**

1. If a student receives a total of 3 or more ratings of 1 (on a rubric or scale of 1=unacceptable, 2=needs improvement, 3=average (meets program expectations), and 4=exemplary) on practicum or internship evaluation forms during one semester, a plan detailing remediation of deficiencies of the student must be developed.
2. If the student receives any ratings of 1 the subsequent semester he/she will be placed on probation.
3. If at any time in the Program a student accrues two semesters of 3 or more ratings of 1, or at any time in the Program the student has accumulated 6 or more ratings of 1, he/she will be recommended for disqualification from the Program.

### **Appeals and Petitions**

Graduate candidates wishing to request substitutions or modifications in the Department’s degree requirements should initiate their request through the Department’s Graduate Committee. Requests for exceptions to established university policies governing graduate study may be addressed to the Dean, Division of Graduate Studies and also to the University Graduate Committee. Grade protests must be submitted to the Student Academic Petitions Committee through the Director of Advising Services according to university policy. Information concerning grade protest procedures and dispute resolution is available in the Office of the Dean of Student Affairs (Joyal Administration, Room 262).

**PUPIL PERSONNEL SERVICES CREDENTIAL WITH  
ADVANCED SPECIALIZATION IN SCHOOL PSYCHOLOGY  
AND EDUCATIONAL SPECIALIST DEGREE**

**FIRST YEAR: FALL SEMESTER**

PSYCH 244A	Research Methods	4
PSYCH 277	Role and Function of the School Psychologist	4
PSYCH 274S	Multicultural Psychology	4
PSYCH 287	Practicum in School Psychology	1
PSYCH 288	Advanced Applied Behavior Analysis	<u>4</u>
<b>1 DAY PER WEEK PRACTICUM</b>		
Total		17

**FIRST YEAR: SPRING SEMESTER**

PSYCH 279	Consultation and Supervision in School Psychology	4
PSYCH 284	Assessment of Intellectual Abilities	4
PSYCH 287	Practicum in School Psychology	1
PYSCH 204	Developmental Psychopathology	3
Coun 234D	Psychopharmacology	2
<b>1 DAY PER WEEK PRACTICUM</b>		
Total		14

**COUNSELING COURSES**

(may be taken during regular semesters or summer if available)

\*Coun 234D may be taken semester 2, 3, or 4

**SECOND YEAR: FALL SEMESTER**

PSYCH 278	Intervention & Prevention in School Psychology	4
PSYCH 285	Assessment of Learning and Developmental Problems	4
PSYCH 287	Practicum in School Psychology	2
PSYCH 280	Intro to Counseling for School Psychologists	3
Elective**		(3-4)
<b>1½ DAYS PER WEEK PRACTICUM</b>		
Total		16

**Apply for Advancement to Candidacy fall semester.**



**SECOND YEAR: SPRING SEMESTER**

PSYCH 286: Instructional Consultation	4
PSYCH 282 Cognitive and Behavior Therapy	4
PSYCH 287 Practicum in School Psychology	2
PSYCH 281 Group Counseling	2
Elective**	(3-4)
<b>1½ DAYS PER WEEK PRACTICUM</b>	
Total	12-16

**\*\* 3 units of elective (Counseling or ABA course) required if Comprehensive Exam option. This can be taken Fall or Spring Year 2**

**Take NCSP PRAXIS II Exam (January recommended)**  
**Apply for Internship Credential (June-July)**

**THIRD YEAR: FALL SEMESTER**

PSYCH 267 Internship in School Psychology	6
PSYCH 299/298 Thesis or Project (If chose that option)	<u>3-6</u>
Total	6 - 9

**THIRD YEAR: SPRING SEMESTER**

PSYCH 267 Internship in School Psychology	6
Total	6

**TOTAL UNITS: 71 minimum**

**CULMINATING ACTIVITY CHOICES**

- **Thesis (299) - 3 units**
- **Project (298) – 3 units**
- **Comprehensive exam + Elective (counseling or ABA course) - 3 units**

## PRACTICA

The practicum is designed to:

1. provide the candidate with experiences that facilitate the integration of coursework and theory with the practical aspects of applied practice; and
2. provide a framework for the gradual shaping of the candidate's skills, allowing the candidate to evolve to an independently functioning professional.

Along with courses in basic concepts and theory and specialized techniques, candidates participate in practicum experiences that provide supervised applications of their skills. All candidates must complete supervised practice of 600-clock hours of practica prior to internship.

The practicum process involves four stages:

1. observation
2. assisting the field-based credentialed school psychologist
3. performing with assistance from the field-based credentialed school psychologist
4. working independently

Candidates are placed on practicum each semester of the first two years in the program by the Program Coordinator; sites will rotate for each of the four semesters to ensure diverse experiences. Candidates receive field supervision from their assigned local school psychologist. University supervision is provided by the California State University, Fresno, School Psychology Program Faculty through practicum class, Psychology 287. Candidates register for practicum (PSYCH 287) each semester of Years 1 and 2.

### **School Psychology Program Courses**

The following courses have practicum requirements:

Psychology 277:	Role and Function of the School Psychologist
Psychology 278:	Intervention and Prevention in School Psychology
Psychology 279:	Consultation and Supervision in School Psychology
Psychology 282:	Cognitive and Behavior Therapy
Psychology 285:	Assessment of Learning and Developmental Problems
Psychology 286:	Instructional Consultation
Psychology 287:	Practicum in School Psychology
Psychology 274S:	Multicultural Psychology – Service Learning Practicum

Candidates are assigned to practicum placements for one day per week (or two half days) during the first year and 2 days per week during the second year. A day is considered at least 8 hours per week in the schools for a minimum of 120 hours for the semester during the first year and 180 hours per semester during the second year. Total practicum hours for the program = minimum of 600. First year students will have two practicum sites in the fall; one will be with a school psychologist and the other at a service-learning site. Combined practicum time from the two sites will equal or exceed 120 hours per semester. Second year students will typically be placed with one school psychologist for the two days of practicum per week. Practicum logs will be maintained each week and summarized each semester.

### **Practicum Placement**

The faculty members in the School Psychology Program assign candidates to their practicum sites. Students will be given the opportunity to request districts for practicum. Field-based credentialed school psychologists serve as site supervisors. Candidates are assigned to specific site supervisors based on their progress in the program, their interests, the needs of the candidate as judged by the faculty members, and the appropriateness of the field-based site. The Central Valley of California is a large area, and car travel is a necessity. Appropriate dress is expected for practicum; no cleavage or short short skirts, no visible tattoos, no hair dyed an unnatural color, and no visible body piercing except earrings for females. Jeans are not acceptable unless recommended by your field supervisor. If you have questions, please discuss with your university and field supervisors.

### **Evaluation of Practicum and Program Progress**

Candidate performance of practicum is evaluated twice each year using multiple products. Five products constitute the evaluation material:

1. All candidates must maintain a daily log of their practicum activities. The Practicum Log form is in Appendix C of this document. Time, activities, and student contacts are recorded.
2. Candidates are evaluated by the Program Faculty within the context of the competencies specified on the School Psychology Faculty Evaluation of Students. The form is located in Appendix D of this document.
3. Candidates are evaluated by the field-based credentialed school psychologist each semester using the School Psychology Practicum Student Evaluation (see Appendix E). The candidate is responsible for insuring that the evaluation form is returned to the Coordinator of the School Psychology Program prior to finals week of each semester.
4. Candidates complete the Student Evaluation of Field-Based Supervisor form located in Appendix F.
5. Candidate performance is reviewed on the Advisee Record (see Appendix A) by the faculty members each semester. The Program faculty meet with each candidate to review the practicum logs, the School Psychology Practicum Student Evaluation Year 1 or Year 2, and the Student Evaluation of Field-Based Supervisor. The Advisee Record form is completed with the faculty and candidate at that time. Specific areas of strength and areas for improvement are outlined for the candidate.

### **Remediation Plans Related to Practica Experience**

Should there be areas of weakness or concern in a Practicum student’s skills, knowledge, social skills, dress, punctuality, and/or other competency areas, the student and the Program Faculty are responsible for developing a Remediation Plan (see Appendix G). The Plan may include more on-campus supervised activity, coursework, or additional practicum hours. See page 31 of this handbook for information on Program disqualification.

**Sources of Practicum Evaluation Data**

<b>Sources of Data</b>	<b>Timeline</b>	<b>Person Responsible</b>
Practicum Log (Appendix C)	Each Week and End of Each Semester	Student
School Psychology Practicum Student Evaluation Form (Appendix E)	End of Each Semester	Student and On-site Supervisor
Faculty Rating (See Appendix D)	End of Each Semester	Program Faculty

Depending on the course for which the student has practicum assignments, results of the products will be evaluated by the faculty member of record for the course and be considered during the evaluation with the student. These evaluations occur during finals week of each semester.

**Coronavirus Notes**

The school closures due to the coronavirus pandemic required a rapid transition to virtual instruction and services in spring 2020. K-12 schools were mainly in distance learning until April 2021 which mandated remote field experiences. For Fall 2021 schools are anticipating return to in-person instruction. However, things could change depending on the spread of the virus and recommendations from the CDC and County Board of Health. Recognize that practices and expectations need to be flexible. It is critical to maintain safe practices for everyone: children, teachers, families, and graduate students. Masks will be required.

As a practicum student or intern, participate as much as possible. Talk to your supervisor about what you were able to do last year and what you may have missed. Learn new ways to practice! If you are 2<sup>nd</sup> year or interns it is critical you have as much assessment and report writing experience as possible. Class assignments will be modified as necessary, but we hope you will be able to develop and implement interventions.

We appreciate the incredible community support of the school districts and your field supervisors and your creativity and energy in becoming the next generation of school psychologists!

## INTERNSHIP

Commensurate with the National Association of School Psychologists requirement, candidates complete an internship of a minimum of 1200 hours. This requirement can be completed on a full-time basis for 1 year or on a half-time basis for 2 years. School-based internships are typically 10 months in duration. The internship is a collaboration between the School Psychology Program and the field site that assures the completion of activities consistent with the goals of the Program. A written plan specifies the responsibilities of the Program and the internship site in providing supervision, support, and evaluation of intern performance (see Appendix H). In addition, interns receive a minimum of two hours of field-based supervision each week from a credentialed school psychologist with a minimum of three years of experience. The internship site provides appropriate support for the internship experience including:

- a) a written agreement specifying the period of appointment and any terms of compensation;
  - b) a schedule of appointments, expense reimbursement, a safe and secure work environment, adequate office space, and support services consistent with that afforded agency school psychologists;
  - c) provision for participation in continuing professional development activities;
  - d) release time for internship supervision; and
  - e) a commitment to the internship as a diversified training experience.
- (NASP, Training Standards, 2010)

### **Procedure for Applying for an Internship**

Before beginning internship, the student must:

- a) Be advanced to candidacy
  - a. 3.0 GPA
  - b. "B" or above in Psychology 244A
- b) Have taken the PRAXIS II Exam; student must retake if not passed at NCSP criteria
  - a. Submit scores to the School Psychology Program Coordinator
- c) Have completed all required coursework with grade of "C" or better
- d) Have applied for the Commission on Teaching Credentialing Internship Credential in School Psychology for internships in California

Internship positions are competitive. Individual interviews and internship offers are arranged by districts and often advertised on EDJOIN. Students and districts are encouraged to consult with School Psychology Program Faculty members to facilitate appropriate internship placements.

### **Internship Goals**

The internship experience is intended to ensure that students achieve proficiency in the following general areas: (1) assessment and data-based decision making; (2) consultation and collaboration; (3) interventions and instructional support to develop academic skills; (4) interventions and mental health services to develop social and life skills; (5) school-wide practices to promote learning, (6) preventive and responsive services, (7) family-school collaboration services, (8) diversity in development and learning, (9) research and program evaluation, (10) legal and ethical practice, and (11) professional dispositions including communications and interpersonal skills.

### **Internship Evaluation**

Candidate performance of Internship is evaluated during the internship year using multiple products. Five products constitute the evaluation material:

1. All candidates must maintain a log of their internship activities. The Internship Log form is in Appendix J of this document. Each intern is also responsible for turning in daily logs and the Monthly Summary of Internship Log.
2. Candidate progress is reviewed on the Advisee Record (see Appendix A) by the faculty members each semester.
3. Candidates are evaluated by the field-based credentialed school psychologist each semester using the Field Supervisor/Administrator Form (*all* field supervisors must submit forms for each student and one must be submitted from a site administrator) (see Appendices K & M), the School Psychology Intern Evaluation Parent Form (one must be submitted (see Appendix L), and the School Psychology Intern Evaluation Teacher Form (two must be submitted (see Appendix M). The candidate is responsible for ensuring that these evaluation forms are returned to the University Internship Class Instructor and Coordinator of the School Psychology Program, prior to finals week of each semester.
4. Interns are enrolled in Internship class each semester. The class meets weekly; 2/3 are in person and 1/3 online.
5. Interns complete the activities to document attainment of NASP standards for internship class. See NASP Standards (Appendix B).

At the end of each semester, the Program faculty review the evaluations and meet with each candidate to discuss the internship logs, and the School Psychology Intern Evaluation Forms. The Advisee Record form is completed with the faculty and candidate at that time. Specific areas of strength and areas for improvement are outlined for the candidate.

### **Remediation Plans Related to Internship Experience**

Should there be areas of weakness or concern in an Internship student's skills, knowledge, social skills, dress, punctuality, and/or other competency areas, the student and the Program Faculty are responsible for developing a Remediation Plan (see Appendix G). The Plan may include more on-campus supervised activity, coursework, or additional internship hours. See page 31 of this handbook for information on Program disqualification.

## **MASTER'S DEGREE REQUIREMENTS ESTABLISHED BY THE DIVISION OF RESEARCH AND GRADUATE STUDIES**

1. Time Limit: A period of five years is allowed for the completion of all requirements for the Master's degree.
2. Continuous Enrollment: University policy requires graduate students to be continuously enrolled at the University (1) while completing a grade of SP in either thesis or project or grade of SP or I in any other course; (2) while preparing to take a comprehensive examination; or (3) during the semester in which an application for the degree to be granted is filed.
3. Credit by examination may not apply toward the Master's degree.
4. Units taken as part of an undergraduate program may not apply toward the Master's Degree Program.
5. No courses used to obtain another Master's degree in this or any other department may be included in the Program.
6. You must attain Advancement to Candidacy prior to the semester in which you register for thesis units.
7. Required minimum GPA of 3.0 for good standing in the Graduate Program, for Advancement to Candidacy, and for Graduation.

### **PSYCHOLOGY DEPARTMENT REQUIREMENTS**

1. Standardized Test Requirements: Includes the C-BEST, GRE, NCSP PRAXIS II.
2. Completion of a B or higher in Psychology 244A
3. Thesis, Project, or Comprehensive Exam + Elective course

### **ADVANCEMENT TO CANDIDACY**

Advancement to candidacy gives a candidate permission to proceed toward qualifying for the degree and provides the candidate with a program of study that has been officially reviewed and approved by both the candidate's faculty and by the Graduate Dean. This important step confers on the candidate the status of candidate for the degree and represents a commitment both on the part of the candidate and the degree program to complete the degree within a specified time limit according to requirements published in a specific university catalog year. Advancement to candidacy is essential to the candidate in planning and registering for courses. (The Advancement to Candidacy Form can be found in Appendix N.)

Advancement to candidacy must be attained no later than the semester preceding the semester in which the candidate applies for the Master's degree. Campus policy requires a candidate to petition for advancement to candidacy as soon as he/she becomes eligible to do so. Compliance with this policy is necessary for a potential candidate to remain in good standing. All potential candidates must also demonstrate a satisfactory level of scholastic, professional, and ethical competence as determined by program faculty to be eligible to continue in the graduate program. Eligibility requirements for advancement to candidacy included the following:

1. Classified graduate standing.

2. A minimum GPA of 3.0 (both overall and at CSU, Fresno) on all graduate coursework beginning from date of embarking on the first course of the Master's degree.
3. Completion of Psychology 244A, Seminar in Research Methods and Theoretical Issues, with a grade of B or higher.
4. Pass the Graduate Writing Requirement
5. At least 58 of the 71 units must be taken at CSU, Fresno. No more than 13 units of transfer may be included in the Program.
6. All courses for the Educational Specialist degree must be 200 level (graduate). Undergraduate coursework will not count toward the graduate degree.
7. Courses may not be included on the Advancement to Candidacy form if they do not fall within the 5 year limit for the completion of all Master's degree requirements.
8. Department recommendation for advancement to candidacy. In making this recommendation, the Psychology Department Graduate Committee takes into account professional and personal standards as well as scholastic achievement.

## **THESIS or PROJECT**

### **(Optional for EdS Students; you may choose the Exam option + extra coursework)**

The Department of Psychology, School Psychology Program requires that M.A. candidates complete a Master's thesis or project. This is an option for Ed.S. candidates. Ed.S. candidates may also choose the comprehensive exam option. The Instructor of Record for the thesis/project must issue a letter grade on the Master's Degree Clearance form through the Division of Graduate Studies.

When preparing a thesis/project it should be noted that quality of work accomplished is a major consideration in judging acceptability. The finished thesis/project must evidence originality, appropriate organization, clarity of purpose, critical analysis, and accuracy and completeness of documentation where needed. Critical and independent thinking must characterize the thesis. Mere description, cataloging, compilation, and other superficial procedures are not adequate.

The quality of writing, format, and documentation must meet standards of the American Psychological Association's publication style, consistent with scholarly journals in the field.

All forms are available on the Division of Graduate Studies website. **Students are encouraged to visit the Division of Graduate Studies website often for the most recent information on thesis and graduation requirements. All forms and policies can be found there. [www.csufresno.edu/gradstudies](http://www.csufresno.edu/gradstudies)**

### **A. Requirements for Thesis/Project Enrollment (Psych 299/298)**



1. Advancement to candidacy by the Division of Graduate Studies. Students must be advanced to candidacy at least four weeks before the start of the semester in which they plan to register for thesis/project units (Psychology 299/298).
2. Maintain a GPA of 3.0 overall on all coursework completed in the Program
3. Select a committee chair and committee members; obtain approval of thesis proposal by the committee during the Thesis Proposal meeting.
4. Submit to the Division of Graduate Studies the Graduate Studies Thesis Committee Assignment Form with appropriate signatures.
5. Approval of thesis proposal by Psychology Human Subjects Committee (this can take two to three weeks). Guidelines and forms can be obtained from the Department of Psychology office. If conducting the thesis with children or engaging in data collection considered to be at-risk, approval of the thesis proposal from the University Committee on Protection of Human Subjects (CPHS)/Institutional Review Board (IRB) prior to data collection (this can take up to four months).

### **B. Enrollment in Thesis/Project Units**

Enrollment in thesis/project units may be processed any semester after the requirements listed above have been met; school psychology students typically enroll during the internship year. A student planning to register for thesis after a break in regular session attendance must be readmitted to the University.

If work in 299/298 is not completed at the end of the term of registration, but the student is progressing satisfactorily, an SP (Satisfactory Progress) grade is recorded. If the SP grade is not replaced every two years by a letter grade, the department may require the student to re-register for the course.

**Students who do not complete their thesis/project concurrently with coursework will be required to register for 0-6 units for each semester until completion. This does not include summers unless graduation is planned for summer.**

## **PROGRAM COMPLETION**

### **Time Limits**

Students must complete their graduate degree five years from the semester that they begin the Program. If the deadline is missed, students will be required to re-take coursework. A maximum of 10 units may be reinstated.

### **Graduation Requirements**

All graduate students will be held to the scholarship standards listed under Academic Regulations in the University Catalog. The following provisions also apply:

- a) A student admitted to the Ed.S Degree Program in classified standing is required to maintain a minimum GPA of 3.0 on all work taken subsequent to admission to the Program
- b) No course with a grade below C may apply on any approved program for the Master's degree.
- c) To be eligible for advancement to candidacy, a student must have earned at least a B average (overall, and California State University, Fresno) on all coursework completed after the date of embarking on the first course to be included in the Master's Degree Program.
- d) To be eligible for enrollment in thesis units, a student must have been advanced to candidacy and must have maintained a minimum overall GPA of 3.0 and a program GPA of 3.0.
- e) To be eligible for the granting of the Ed.S. Degree, a student must have maintained a B average on his/her complete approved program as well as on all courses taken, beginning with the first term listed on the Petition of Advancement to Candidacy.
- f) To be eligible to receive the Ed.S. Degree with Distinction, a student must have earned at least a 3.9 GPA on all coursework taken from the first semester of the approved Master's Degree Program. A minimum GPA of 3.9 must also be attained on the approved program to qualify.

### **Application for the Degree to be Granted**

An application for the Ed.S Degree to be granted (which includes the graduation fee payable at the Cashier's Window in the Joyal Administration Building) must be filed within the first two weeks of the semester in which the work is to be completed. In addition, applicants must be enrolled. Graduation application forms are available in the Division of Graduate Studies Office and on the Division of Graduate Studies website. Prior to filing a request for the Ed.S Degree to be granted, the candidate should check with the Program Advisor to ensure that all requirements have been, or will soon be, completed.

Once all requirements for the Degree to be granted have been met, it is the candidate's responsibility to ensure that all necessary paperwork, including the Ed.S Degree Clearance form is submitted to the Division of Graduate Studies by the published deadlines. Diplomas for those completing degree requirements will be awarded approximately two to four months after the end of the semester.

Failure to complete requirements for the degree during the sequence of the application necessitates the filing of a new application, including a reapplication fee, for the term of actual completion. Such reapplication is subject to the same time schedule as the original application.

### **Procedure for Graduation**

- A. **File Application for Graduation form during the first two weeks of the semester** in which you plan to graduate. Forms and information are available online at the Division of Graduate Studies website.

- B. If doing a thesis, final draft of thesis (approved by your thesis committee) must be turned in to the Thesis consultant in the Division of Graduate Studies by approximately the 9<sup>th</sup> week of instruction. Check the Division of Graduate Studies website for exact dates.
- C. For Projects (298) – optional for Ed.S. candidates, the deadline is May 1<sup>st</sup>.
- D. File clearance for Ed.S Degree from with the Division of Graduate Studies. The form is available online and must be submitted by the last day of the semester.

**NOTE: GRADUATE STUDENTS ARE RESPONSIBLE FOR OBTAINING NECESSARY FACULTY SIGNATURES ON ALL FORMS AND SUBMITTING THEM TO THE APPROPRIATE OFFICE BY THE DEADLINES STATED IN THE SCHEDULE OF COURSES. DEADLINES ARE ALSO AVAILABLE ONLINE AT THE DIVISION OF GRADUATE STUDIES WEBSITE.**

<http://www.csufresno.edu/gradstudies/requirements/deadline.htm>



# SCHOOL PSYCHOLOGY PROGRAM CHECKLIST

## General

- € Join CASP and NASP – maintain membership each year throughout the program
- € Attend one professional workshop each semester

## Year 1 - Fall

- € August - Obtain Certificate of Clearance for practicum (May need to repeat fingerprints for some practicum placements) (Save Certificate of Clearance for credential)
- € August - Attend program graduate orientation
- € August/September - Fill out paperwork for practicum placement site
- € August/September - TB test evidence (within last 12 months) if required by practicum district
- € Attend a plagiarism workshop; submit certificate (through Psych 244A).
- € December - Pass Graduate Writing Requirement (GWR) (administered in Psych 244A)

## Year 1 - Spring

- € Repeat practicum placement paperwork (fingerprints, volunteer form, TB test) as required by new placement
- € *Complete thesis/project proposal if doing that option.*
- € *Complete Institutional Review Board (IRB) training for thesis.*

## Year 2 - Fall

- € Repeat practicum placement paperwork (fingerprints, volunteer form, TB test) as required by new placement
- € Complete Advancement to Candidacy Form (Available on Division of Graduate Studies website)
- € Document coursework needed to demonstrate Basic Skill Requirement if you do not have passing CBEST scores; this will be needed for the internship credential
- € *Form a thesis/project committee –if doing that option*
- € *Defend thesis/project proposal - if doing that option*
- € *Submit Thesis Committee Form – if doing thesis*
- € *Submit proposal for Humans Subjects and IRB approval – if doing thesis*
- € Register for NCSP/PRAXIS II exam (Take in January)

## Year 2 - Spring

- € Repeat practicum placement paperwork (fingerprints, volunteer form, TB test) as required by new placement
- € Take NCSP/PRAXIS II exam
- € **Print PRAXIS scores immediately when received online!!** Submit scores to program coordinator
- € *Thesis/project proposal must be successfully defended (if applicable)*
- € Develop resume and internship portfolio
- € Interview for internships

- € Obtain signatures on CSUF internship agreement and District internship contract.
- € Submit materials for PPS internship credential following grade posting for spring semester
- € All required coursework except internship supervision class must be completed prior to internship; electives are allowed during internship.

### Year 3 - Fall

- € Register for Internship class (Psych 267) *and thesis/project (Psych 299/298) if option.*
- € View a thesis formatting webinar through Division of Graduate Studies if option.

### Year 3 – Spring

- € *If thesis/project was not defended in fall, sign up for thesis (Psych 299/298)*
- € Apply for graduation at beginning of semester of graduation
- € *Thesis must be completed and defended by mid-March for spring graduation*
- € *Projects may be completed up to May 1st.*
- € *If finishing in summer or fall, apply for graduation then. Continue to sign up for 299/298 each semester until graduation*
- € Initiate Program Clearance form in month prior to graduation
- € Following completion of internship, submit paperwork for PPS credential. Program completion data will be submitted to credential analyst by the Program Coordinator **after grades are posted and all logs (May and June) are received.**
- € Upon graduation and completion of internship hours, you should apply for the NCSP. Have paperwork signed by field supervisor and university program coordinator. Form is available on the NASP website.

## **APPENDIX A**

This will be completed each semester to document your evaluation meeting.

**Fresno State School Psychology Program  
Advisee Record**

Name: \_\_\_\_\_

Semester: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty: \_\_\_\_\_

District: \_\_\_\_\_ Site: \_\_\_\_\_ Grade: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Skills in progress:

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Faculty Comments:

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Candidate Comments:

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## **APPENDIX B**



California State University, Fresno  
Department of Psychology  
School Psychology Program NASP Internship Requirements

<i>NASP STANDARD</i>	<i>DESCRIPTION</i>	<i>ACTIVITY &amp; DOCUMENTATION</i>
2. Data based decision making and accountability	Use assessment and data collection results to design, implement, and evaluate response to services and programs	Assessment reports Intervention cases
3. Consultation and Collaboration	Demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.	Intervention cases
4.1. Interventions and Instructional Support to Develop Academic Skills	Use assessment and data collection methods to implement and evaluate services that support cognitive and academic skills	Academic Intervention
4.2. Interventions and Mental Health Services to Develop Social and Life Skills	Use assessment and data collection methods to implement and evaluate services that support socialization, learning, and mental health	Behavioral Intervention Mental Health Interventions
5. 1. School-Wide Practices to Promote Learning	Ability to work with individuals and groups to develop and implement practices to create and maintain effective and supportive learning environments for children and others.	Faculty ratings
5.2. Preventive and Responsive Services	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	Presentations/in-services (trauma) [Syllabus]
6. Family-School Collaborative Services	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	Parental input on assessments (Reports) Community resources [Syllabus]
7. Diversity in Development and Learning	Demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds, with respect for diversity in development and learning and advocacy for social justice.	Diversity in assessments; consideration of culture in interventions [Syllabus]
8.1. Research and Program Evaluation	Demonstrate skills to evaluate and apply research, for service delivery; use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels	Program Evaluation Single Subject design in interventions, graphing See Interventions
8.2. Legal, Ethical, and Professional Practice	Provide services consistent with ethical, legal, and professional standards, engage in ethical and professional decision-making, collaborate with other professionals, apply professional work characteristics (e.g., respect for diversity and social justice, communication skills, interpersonal skills, responsibility, adaptability, initiate, dependability, and technology skills),	Legal/ethical assignments [Syllabus]

<b>NASP STANDARD</b>	<b>DESCRIPTION</b>	<b>ACTIVITY &amp; DOCUMENTATION</b>
2. Data based decision making and accountability	Use assessment and data collection results to design, implement, and evaluate response to services and programs	Assessment reports (287) Intervention cases (278,286)
3. Consultation and Collaboration	Demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.	Intervention cases (279, 278, 286)
4.1. Interventions and Instructional Support to Develop Academic Skills	Use assessment and data collection methods to implement and evaluate services that support cognitive and academic skills	Academic Intervention (286)
4.2. Interventions and Mental Health Services to Develop Social and Life Skills	Use assessment and data collection methods to implement and evaluate services that support socialization, learning, and mental health	Behavioral Intervention (279, 278) Mental Health Interventions (282)
5. 1. School-Wide Practices to Promote Learning	Ability to work with individuals and groups to develop and implement practices to create and maintain effective and supportive learning environments for children and others.	Faculty ratings (each semester)
5.2. Preventive and Responsive Services	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	Presentations/in-services (277, 278, 204, 286)
6. Family-School Collaborative Services	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	Parental input on assessments (Reports) (287) Collaboration (279)
7. Diversity in Development and Learning	Demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds, with respect for diversity in development and learning and advocacy for social justice.	Diversity in assessments (284, 285); 274S
8.1. Research and Program Evaluation	Demonstrate skills to evaluate and apply research, for service delivery; use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels	288, 244A
8.2. Legal, Ethical, and Professional Practice	Provide services consistent with ethical, legal, and professional standards, engage in ethical and professional decision-making, collaborate with other professionals, apply professional work characteristics (e.g., respect for diversity and social justice, communication skills, interpersonal skills, responsibility, adaptability, initiate, dependability, and technology skills),	277

## **APPENDIX C**

Logs are to be turned in each week; summaries each semester.

NAME \_\_\_\_\_

DATE \_\_\_\_\_

Field Supervisor Signature: \_\_\_\_\_

PRACTICUM LOG  
SCHOOL PSYCHOLOGY PROGRAM  
California State University, Fresno

TIME	SITE/AGENCY	TASK/ACTIVITY	Activity Code	POPULATION*
7:00				
7:30				
8:00				
8:30				
9:00				
9:30				
10:00				
10:30				
11:00				
11:30				
12:00				
12:30				
1:00				
1:30				
2:00				
2:30				
3:00				
3:30				
4:00				
4:30				

\*CODE: (1) W=Caucasian, H=Hispanic, AA=African American, A=Asian (Cambodian, Lao, Hmong, Japanese, Chinese, Indian); NA = Native American. Use O for other, or add your own code. (2) Grade or age of student

HOURS TODAY \_\_\_\_\_ SEMESTER HOURS \_\_\_\_\_ YEAR TO DATE \_\_\_\_\_

### Practicum Log Summary

		DATE	DATE	add columns		Total
<b>CODE</b>	<b>ACTIVITY</b>					
1a	Cognitive Assessment					
1b	Social emotional Assessment					
1c	Academic Assessment					
1d	CBA/DIBELS					
2	File review					
3a	Interview - teacher					
3b	Interview - parent					
4	Report writing					
5	IEP meetings					
6	Behavioral observations					
7a	Consultation/SST - teacher					
7b	Consultation/SST - family					
8	Intervention					
9a	Individual counseling					
9b	Group counseling					
10	Professional development					
13a	Supervision (field - formal)					
13b	Supervision - informal					
14	Travel					
15	Other					
<b>Total</b>						

## **APPENDIX D**

School psychology faculty will complete this each semester and review at your evaluation meeting.

## SCHOOL PSYCHOLOGY STUDENT EVALUATION

Students should be prepared in terms of these characteristics prior to internship (from NASP Standards).

Student \_\_\_\_\_ Rater \_\_\_\_\_ Date/Semester \_\_\_\_\_

*Please rate the student according to the following scale: 5=excellent, 4=good, 3=average, 2=needs improvement, 1= unacceptable, NA= not applicable*

ADAPTABILITY (e.g., to changes in schedule or placement)		
COMMUNICATION SKILLS (Written and oral, presentations, diplomatic in stating problems & presenting information, sensitive to cultural and linguistic diversity)		
CONSCIENTIOUSNESS (Neatness, accuracy, work is completed on time, organized)		
COOPERATION (With peers, faculty, staff, field supervisors, teachers, parents, students)		
ETHICAL CONDUCT (In class & practicum/internship, respects confidentiality)		
INDEPENDENCE (Initiative, problem solving, thesis on schedule)		
KNOWLEDGE OF THE FIELD (School psychology, special education, assessment, consultation, intervention)		
MATURITY (Life experience, empathy, decision making)		
MOTIVATION (Curiosity, interest in the field, desire to learn and to work, takes advantage of professional development opportunities)		
PERSONAL STABILITY (Receptive to feedback, emotional well-being)		
PROFESSIONAL CONDUCT (Appropriate dress and behavior, pleasant, cooperative, courteous)		
PROFESSIONAL JUDGMENT (Use of knowledge, class and practicum attendance)		
PROFESSIONAL SKILLS (Application of knowledge in evaluation, prevention, intervention, report writing)		
RESPONSIBILITY (Punctual, keeps up with coursework, makes appointments, notification of change in plans)		

*General Comments:*

## **APPENDIX E**

To be copied and distributed to your field supervisor(s) each semester.



SCHOOL PSYCHOLOGY PRACTICUM STUDENT EVALUATION – YR 1  
CALIFORNIA STATE UNIVERSITY, FRESNO  
Field Supervisor Form

Practicum student: \_\_\_\_\_ Date: \_\_\_\_\_

Field Supervisor: \_\_\_\_\_

Placement: \_\_\_\_\_

Circle the number corresponding to the observed behaviors according to the following scale:

**3. Accomplished**

Exhibits evidence of knowledge and competence that exceed expectations for a beginning practicum student.

**2. Emerging**

Beginning to function more independently.

**1. Not Met**

Competence below the level expected of a practicum student

**NA.** Not applicable or observed

1.	Practicum student works with teacher as consultee to identify target problem. (NASP Standard 3, 4.1, 4.2)	1	2	3	NA
2.	Practicum student works with parent/family to support individual student goals. (NASP Standard 3, 4.1, 4.2, 6)	1	2	3	NA
3.	Practicum student considers culture when developing interventions. (NASP Standard 7)	1	2	3	NA
4.	Practicum student works with consultee to analyze baseline data, develop intervention plan, and helps obtain necessary materials. (NASP Standard 3, 4.1, 4.2)	1	2	3	NA
6.	Practicum student displays skills in using technology to monitor progress and graph results. (NASP Standard, 8.1)	1	2	3	NA
7.	Practicum student utilizes data for intervention evaluation. (NASP Standard 2, 4.1, 4.2, 8.1)	1	2	3	NA
8.	Practicum student displays knowledge of biological, cultural, developmental, and social influences on behavior and mental health. (NASP Standard 4.2, 7)	1	2	3	NA
9.	Practicum student displays knowledge of empirically based behavioral interventions and techniques. (NASP Standard 4.2)	1	2	3	NA
10	Practicum student effectively interviews teachers, parents, and students. (NASP Standard 2, 3, 6)	1	2	3	NA

11.	Practicum student displays knowledge of biological, cultural, developmental, and social influences on development and learning. (NASP 4.1, 7)	1	2	3	NA
12	Practicum student displays knowledge of learning principles (e.g., reinforcement, repetition) and how these can be used to support students. (NASP 4.1, 4.2)	1	2	3	NA

13	Practicum student displays skills in observations of students. (NASP Standard 2)	1	2	3	NA
14	Practicum student participates in system-wide academic data collection (e.g., DIBELS). (NASP Standard 2, 5.1)	1	2	3	NA

15	Practicum student establishes rapport with students. (NASP Standard 3, 5.2)	1	2	3	NA
16	Practicum student displays skills in conducting groups. (NASP Standard 4.2, 5.2)	1	2	3	NA
17	Practicum student is sensitive to cultural and linguistic diversity of students and families. (NASP Standard 7)	1	2	3	NA

18	Practicum students displays knowledge of legal procedures. (NASP Standard 8.2)	1	2	3	
19	Practicum student report sections are thorough and well written. (NASP Standard 8.2)	1	2	3	NA
20	Practicum student demonstrates understanding of school culture and systems. (NASP Standard 5.1)	1	2	3	NA
21	Practicum student contributes to staffing conferences and IEP meetings. (NASP Standard 3, 8.2)	1	2	3	NA
22	Practicum student demonstrates confidentiality and ethical behavior in counseling. (NASP Standard 8.2)	1	2	3	NA
23	Practicum student engages in appropriate actions when confronted with an ethical dilemma. (NASP Standard 8.2)	1	2	3	

a.	Interactions with staff in terms of pleasantness, cooperation, courtesy.	1	2	3	4
b.	Assertive and tactful in stating concerns and asking questions.	1	2	3	4
c.	Initiative and enthusiasm for the field.	1	2	3	4
d.	Rapport and respect with students.	1	2	3	4
e.	Professional dress.	1	2	3	4
f.	Responds appropriately to feedback	1	2	3	4
g.	Organization, reliability, punctuality, responsibility.	1	2	3	4

4 = Exemplary; 3 = Average; 2 = Needs Improvement; 1 = Unacceptable

SCHOOL PSYCHOLOGY PRACTICUM STUDENT EVALUATION – YR 2  
CALIFORNIA STATE UNIVERSITY, FRESNO  
Field Supervisor Form

Practicum student: \_\_\_\_\_ Date: \_\_\_\_\_

Field Supervisor: \_\_\_\_\_

Placement: \_\_\_\_\_

Circle the number corresponding to the observed behaviors according to the following scale:

**3. Accomplished**

Exhibits evidence of knowledge and competence that exceed expectations for a beginning practicum student.

**2. Emerging**

Beginning to function more independently.

**1. Not Met**

Competence below the level expected of a practicum student.

**NA.** Not applicable or observed

1.	Practicum student effectively communicates and collaborates with teachers, parents, and other school professionals. (NASP Standard 3)	1	2	3	NA
2.	Practicum student works with teacher/parent as consultee to identify target problem. (NASP Standard 3 & 6)	1	2	3	NA
3.	Practicum student considers culture in consultation process, e.g., identifying and analyzing problems and developing interventions. (NASP Standard 3 & 7)	1	2	3	NA
4.	Practicum student works with consultee to analyze baseline and progress monitoring data, develop intervention plan, and helps obtain necessary materials. (NASP Standard 3, 4.1, 4.2)	1	2	3	NA
6.	Practicum student displays skills in using technology to monitor progress and graph results. (NASP Standard, 8.1)	1	2	3	NA
7.	Practicum student utilizes data for intervention evaluation and intervention integrity. (NASP Standard 2, 4.1, 4.2, 8.1)	1	2	3	NA
8.	Practicum student displays knowledge of biological, cultural, developmental, and social influences on behavior and mental health. (NASP Standard 4.2, 7)	1	2	3	NA
9.	Practicum student displays knowledge of empirically based behavioral interventions and techniques. (NASP Standard 4.2)	1	2	3	NA
10.	Practicum student displays knowledge in systems level consultation and intervention, e.g., classroom, grade level, and school-level. (NASP Standard 3, 5.1, 6)	1	2	3	NA
11.	Practicum student effectively interviews teachers, parents, and students. (NASP Standard 2, 3, 6)	1	2	3	NA

12	Practicum student displays knowledge of biological, cultural, developmental, and social influences on development and learning. (NASP 4.1, 7)	1	2	3	NA
13	Practicum student displays knowledge of learning principles (e.g., reinforcement, repetition) and how these can be used to support students. (NASP 4.1, 4.2)	1	2	3	NA
14	Practicum student displays skills in systematic observations of students. (NASP Standard 2)	1	2	3	NA
15	Practicum student displays knowledge in selecting appropriate assessment measures for the purpose of identifying educational strengths and needs, and special education eligibility. (NASP Standard 2, 8.2)	1	2	3	NA
16	Practicum student conducts valid and reliable assessments for the purpose of identifying student's eligibility for special education services and/or intervention. (NASP Standard 2, 8.2)	1	2	3	NA
17	Practicum student displays knowledge in synthesizing assessment information for intervention development in evaluating student's eligibility for special education services and other educational services. (NASP Standard 4.1, 4.2)	1	2	3	NA
18	Practicum student participates in system-wide data collection (e.g., DIBELS). (NASP Standard 5.1)	1	2	3	NA

19	Practicum student establishes rapport with students. (NASP Standard 3, 5.2)	1	2	3	NA
20	Practicum student displays effective skills in individual counseling. (NASP Standard 5.2)	1	2	3	NA
21	Practicum student integrates behavioral support and mental health services with academic and learning goals for students. (NASP Standard 5.2, 6)	1	2	3	NA
22	Practicum student facilitates the design and delivery of interventions to help students to develop effective social and life skills. (NASP Standard 4.2, 5.2)	1	2	3	NA
23	Practicum student displays skills in conducting groups. (NASP Standard 4.2, 5.2)	1	2	3	NA
24	Practicum student displays knowledge and/or skills in counseling culturally and linguistically diverse students and families. (NASP Standard 6, 7)	1	2	3	NA

25.	Practicum student displays knowledge of legal procedures. (NASP Standard 8.2)	1	2	3	
26.	Practicum student report sections are thorough and well written. (NASP Standard 8.2)	1	2	3	
27.	Practicum student demonstrates understanding of school culture and systems. (NASP Standard 5.1)	1	2	3	
28.	Practicum student contributes to staffing conferences and IEP meetings. (NASP Standard 3, 8.2)	1	2	3	
29.	Practicum student demonstrates confidentiality and ethical behavior in counseling. (NASP Standard 8.2)	1	2	3	NA
30.	Practicum student engages in appropriate actions when confronted with an ethical dilemma. (NASP Standard 8.2)	1	2	3	



4 =Exemplary; 3=Average; 2 = Needs Improvement; 1 = Unacceptable

Professional Characteristics					
a.	Interactions with staff in terms of pleasantness, cooperation, courtesy.	1	2	3	4
b.	Assertive and tactful in stating concerns and asking questions.	1	2	3	4
c.	Displayed initiative and enthusiasm for the field.	1	2	3	4
d.	Rapport and respect with students.	1	2	3	4
e.	Professional dress.	1	2	3	4
f.	Responds appropriately to feedback	1	2	3	4
g.	Organization, reliability, punctuality, responsibility.	1	2	3	4

What would you consider to be the practicum student's major strengths?

In what areas could the practicum student show improvement?

In what area(s) has progress been most marked during practicum?

Other comments relevant to evaluation of this student's practicum experience

\_\_\_\_\_  
(Supervisor) (Date)

\_\_\_\_\_  
(Practicum student) (Date)

## **APPENDIX F**

To be completed by practicum student each semester.

## STUDENT EVALUATION OF FIELD-BASED SUPERVISOR

Student: \_\_\_\_\_ Supervisor: \_\_\_\_\_

Semester: \_\_\_\_\_ Date: \_\_\_\_\_

*Please rate the performance according to the following scale: 5=excellent, 4=good, 3=average, 2=needs improvement, 1=unacceptable, NA = not applicable*

### Professional Behavior

	Professional behavior with you, the student: was receptive to your questions, diplomatic in assisting you, pleasant, cooperative, and courteous.
	Professional behavior with school staff (administrators, teachers): receptive to your questions, diplomatic in working with others, modeled 'best practice.'
	Good working relationship with administrative assistants.
	Was on time; notified you of change in plans, adaptable to your schedule.
	Interested in the field, eager to work with students, motivated to attend workshops and other professional development opportunities.
	Professional image: clean, neat, appropriate dress.
	Good work ethic.
	Respects children and your rights and confidentiality.

### Communication

	Demonstrated sensitivity to cultural and linguistic diversity.
	Made appropriate comments during meetings and acted in a professional manner in all meetings.
	Information was presented with tact and diplomacy.
	Organized and well prepared.

### Skills

	Demonstrated good to excellent knowledge of the field and modeled best practices.
	Conducted behavioral observations on a regular basis.
	Demonstrated problem-solving skills focusing on assessment and intervention of learning and behavior problems.
	Assessment tools were appropriate and administered properly.
	Demonstrated individual and group counseling skills.



Please add any additional comments on the back.

## **APPENDIX G**

Used by school psychology faculty as needed.

SCHOOL PSYCHOLOGY PROGRAM  
REMEDIATION PLAN

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Members: \_\_\_\_\_

Area(s) in Need of Remediation:

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Remediation Plan:

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Date of Plan Review: \_\_\_\_\_

\_\_\_\_\_  
(student)

\_\_\_\_\_  
(faculty)

\_\_\_\_\_  
(faculty)

\_\_\_\_\_  
(faculty)

## APPENDIX H

### INTERNSHIP AGREEMENT

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Intern: \_\_\_\_\_

District: \_\_\_\_\_

University Supervisor: \_\_\_\_\_ Year: \_\_\_\_\_

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1. The above named intern has agreed to work a minimum of 32 hours per week on average for a total of 600 hours per semester. A total of 1200 clock hours over the full academic year are required for program completion. *NOTE: CSUF internship supervision classes are held on Fridays and are mandatory.*
2. The district must provide the intern with a minimum of two hours of supervision each week.
  - a. Intern supervisors must have a minimum of three years' full-time experience as a credentialed school psychologist.
  - b. Field supervisors are not assigned to supervise more than two interns unless given release time to do so.
3. The Intern, the Field Based Supervisor, and the University Supervisor will meet at least once each semester at the school site if feasible.
4. The Intern will meet three hours per week with the CSU, Fresno University Supervisor including class time, online communication, and individual supervision. Additional supervision will be scheduled as needed.
5. The School District and Field Based Supervisor will ensure that the Intern is provided:
  - a. A written agreement from the School District specifying the terms of compensation;
  - b. A written agreement from the School District specifying the terms of the internship (hours, duties, benefits, and supervision)
  - c. Expense reimbursements;
  - d. A safe and secure work environment and adequate office space;
  - e. Support services consistent with that afforded agency school psychologists;
  - f. Provisions for participating in continuing professional development activities;

- g. Release time for internship supervision; and
- h. A commitment to the internship as a diversified training experience (see #6).

6. It has been agreed by the undersigned parties that the Intern will gain experience in the following areas:

- a. Psycho-educational assessment
- b. IEP meetings & related paperwork
- c. Report writing

TOTAL TRADITIONAL ASSESSMENT TIME = MAXIMUM 40%

- d. Consultation/Student Study Team Meetings
- e. Intervention Design, Implementation, Evaluation
- f. Individual Counseling (Special & General Education Students)
- g. Group Counseling, Social Skills Training, etc.
- h. Classroom Observations
- i. Alternative assessments (CBM, RTI)

TOTAL PROBLEM SOLVING TIME = MINIMUM 25%

- j. Continuing Professional Development (workshops, conventions, research)
- k. Supervision (Field and University)

TOTAL PROFESSIONAL DEVELOPMENT = MINIMUM 15%

8. The signing of the internship agreement by the three parties demonstrates each individual's commitment to pursuing the objectives of the School Psychology Program.

At the completion of the program, students are expected to be able to:

- a. Operate within a scientist-practitioner framework by using problem-solving methods that stem from the scientific method and research to guide practice. The end result also leads to accountability;
- b. Demonstrate respect for and sensitivity to cultural and individual differences;
- c. Deliver school psychological services from a consultation framework with an emphasis on problem-solving to prevent and remediate learning and adjustment problems experienced by children and youth;
- d. Link assessment methodologies to the development of research-based interventions;
- e. View problems from a systems/ecological perspective focusing on the child, the family, the school, and the community, and to use a scientific problem-solving approach in their work; and
- f. Engage in evaluation of individual practice and school-based or community-based programs.

**If at any time during the year the Internship School District should fail to live up to the terms of the internship placement this agreement may be terminated.**

**If the Intern does not perform his or her duties satisfactorily, this agreement may be terminated.**

(Intern)	(Date)
(District Representative)	(Date)
(University Supervisor)	(Date)

## **APPENDIX I**

(Sample only:  
Please see Division of Graduate Studies Website to fill in this form.  
(Only for students doing the thesis for the culminating event)

California State University, Fresno  
Division of Graduate Studies

MASTER'S THESIS (299) COMMITTEE ASSIGNMENT

Candidate \_\_\_\_\_ Date \_\_\_\_\_

Local Phone Number (\_\_\_\_) \_\_\_\_\_ ID # \_\_\_\_\_

E-mail address \_\_\_\_\_ Estimated graduation date \_\_\_\_\_  
Semester/Term Year

The above student has been officially *ADVANCED TO CANDIDACY*, is in good graduate standing, and is recommended for Thesis 299 assignment.

Student and thesis committee members have read the attached Thesis Committee Guidelines and approve the following proposed Thesis 299 topic:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Human Subjects Clearance has been obtained: Yes  No  Not Applicable   
Animal Subjects Clearance has been obtained: Yes  No  Not Applicable

**Thesis 299 Committee:**

<u>o</u> Typed/Printed Name Approval	Department	Signature of
_____	_____	_____
<u>o</u> Chair	_____	_____
_____	_____	_____
<u>o</u> Member	_____	_____
_____	_____	_____
<u>o</u> Member	_____	_____

**Review and Approval of Assignment and Planned Thesis Topic:**

Signature \_\_\_\_\_ Date \_\_\_\_\_  
Graduate Program Coordinator/Director or Dept. Chair

Signature \_\_\_\_\_ Date \_\_\_\_\_  
College Dean (for Agricultural Sci. & Tech.; Arts and Humanities;  
Science and Mathematics)

Review Signature \_\_\_\_\_ Date \_\_\_\_\_  
Thesis Consultant (for Dean, Division of Graduate Studies)



**Note: Changes in committee membership or topic require submitting a CHANGE IN MASTER'S THESIS (299) COMMITTEE AND/OR TOPIC form.**

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Final Thesis Clearance \_\_\_\_\_ Date \_\_\_\_\_  
Thesis Consultant

Attachment

DGS/rev. 09/03

## Thesis/Dissertation Committees

Thesis/dissertation committees have an established place in the academic world and play a vital role in the guidance and direction of graduate student research. One member of the committee, the chairperson, has a more formal administrative relationship with the student because of the way the university recognizes the chairperson's responsibilities. On occasion, the roles of the chairperson and the committee members require clarification.

### 1.0 Thesis/Dissertation Committee Structure

**The Psychology Department uses the same committee structure for projects (298).**

#### 1.1 Number of Members

- 1.11 Each master's thesis and doctoral dissertation committee shall be composed of a minimum of three members.
- 1.12. Under extenuating circumstances (e.g., member's death or sudden leave), to be noted by the graduate program coordinator<sup>1\*</sup> in a letter to the graduate dean, an individual student in the final stages of the thesis/dissertation may request to have fewer than three members on the committee.
- 1.13 A fourth and/or fifth member may be added to the committee when deemed appropriate/necessary to provide required expertise.

#### 1.2 Committee Membership

- 1.21 Two of the three required committee members, including the chair, shall be members of the *Master's Graduate Faculty Group* of the student's degree program. Only members of this group are allowed to chair a thesis. In order for a member to chair a thesis, he/she must have previously served as a second or third member of a thesis committee (per APM 226-2, III. *Criteria for Membership in a Master's Graduate Faculty Group*, par. 3).

The Graduate Group in the program, with the approval of the department, may invite their Faculty Early Retirement Program (FERP) faculty members to participate on thesis/dissertation committees as second or third readers, with the stipulation that they demonstrate a personal commitment to function in this capacity and that they have been appointed as members of the consultative body. Graduate faculty members whose status has been terminated due to retirement or who are in FERP status may complete outstanding examining committee, thesis committee, and advising assignments as chair if they wish to do so, but they may not accept new assignments to chair such committees (see APM 226-3, III. *Criteria for Membership in a Master's*

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<sup>1\*</sup> The terms *Program coordinator* and *Program director* are interchangeable in this document.

*Graduate Faculty Group*, par. 8). *Note:* In order for the thesis/dissertation committee to function as required, the program must appoint FERP faculty serving on these committees as adjunct faculty during each of the academic terms in which they have inactive status.

- 1.22 An individual who possesses requisite expertise, but who is not a member of the department faculty in the student's program, may serve as a third reader on a thesis or dissertation committee with the approval of the department chair. This may include part-time and adjunct faculty, retired program faculty, faculty from other programs or universities, and community professionals. In such cases, a curriculum vita of the individual concerned must accompany the submitted Master's Thesis (299) Committee Assignment form.
- 1.23 Each graduate program committee may establish additional procedures for the appointment of thesis committee members. It is recommended that these procedures be published and be made available to incoming graduate students and new faculty members.
- 1.24 The committee chair shall be a faculty member of the graduate faculty from the student's program. A faculty member from another department may assume the role of committee chair only if eligible for and appropriately appointed as program graduate faculty (see APM 226) in the student's degree program.
- 1.25 For the doctorate degree, the committee chair must be a member of the *Doctoral Graduate Faculty Group*, and possess requisite knowledge and experience in discipline-based research theory and methodologies at the doctoral level, knowledge of the requirements for doctoral dissertations in the discipline, and a demonstrated ability to successfully direct others in research activities. The first time an individual is being considered as a chair of a doctoral dissertation committee, supporting documentation must accompany the recommendation through all levels of review (per APM 227-2, III. *Criteria for Membership in a Doctoral Graduate Faculty Group*, par. 6c).
- 1.26 Each graduate program's graduate group should establish a reasonable maximum for the number of theses an individual faculty member may supervise.
- 1.27 The department chair should ensure that work of the thesis or dissertation committee chair is calculated as part of the faculty's required regular workload.

## **APPENDIX J**

Samples only; the internship logs will be completed electronically and submitted monthly.

NAME \_\_\_\_\_

Date \_\_\_\_\_

**PROFESSIONAL PRACTICE LOG  
SCHOOL PSYCHOLOGY PROGRAM - CSUF**

TIME	SITE/ AGENCY	TASK/ACTIVITY	POPULA- TION*	HOURS	CODE
7 or <					
7:30					
8:00					
8:30					
9:00					
9:30					
10:00					
10:30					
11:00					
11:30					
12:00					
12:30					
1:00					
1:30					
2:00					
2:30					
3:00					
3:30					
4:00					
4:30					
5:00					
5:30					
6:00					
LATER					

		TOTAL HOURS FOR DAY		
--	--	---------------------	--	--

\*CODE: (1) W=Caucasian, H=Hispanic, AA=African American, A= Asian (Cambodian, Lao, Hmong, Japanese, Chinese, Indian); NA = Native American. Use O for other, or add your own code. (2) Grade or age of student

## INTERNSHIP LOG CODING

CODE	ACTIVITY	DESCRIPTION
1	Psychoeducational Assessment (Traditional)	Any norm-referenced testing: preparing, administering, and scoring
2	File review, interviews	Background information for special education evaluation, record reviews, interviews, phone calls
3	Report writing	At work or at home
4	Behavioral observations for assessment	Structured and anecdotal observations for assessment: classroom, home, recess, etc.
5	IEP meetings	Time prepping for and at meeting
	<i>TRADITIONAL ASSESSMENT TIME</i>	<i>Maximum of 50%</i>
6	Behavioral observations	Structured and anecdotal observations for intervention: classroom, home, recess, etc.
7	CBA/DIBELS	Data collection, recording, and/or graphing for norming, assessment, intervention, progress monitoring, evaluation
	<i>DATA COLLECTION TIME</i>	<i>For Assessment or Intervention</i>
8	Consultation/SST	Interviews for intervention; SST meetings
9	Individual or Small Group Intervention	Research for intervention, designing the intervention, implementation, progress monitoring, evaluation
10	System-Wide Intervention	(e.g., RTI, PBIS, crisis) Research, training, collaboration meetings, data collection, implementation, evaluation
11	Individual counseling	Counseling with either special education (DIS) or general education students (prep time and direct contact)
12	Group counseling	Groups: e.g., social skills, anger management, grief (prep time and direct contact)
	<i>PROBLEM SOLVING</i>	<i>Recommended Minimum 25% Problem Solving and Data Collection</i>
13	Professional development	Workshops, professional meetings (e.g., CVA-CASP, CASP, NASP, ABA), district in-services and other training
14	Alternative activities	Webinars (e.g., IRIS modules) (Submit documentation)
15	Supervision (University)	University supervision including internship class, prep for internship class, on line activities for class
16	Supervision (Field)	School based field supervision – individual or group; one hour in person, also code phone and email contacts <b>(NASP requires minimum 2 hrs/wk)</b>
	<i>PROFESSIONAL DEVELOPMENT</i>	<i>Recommended Minimum 5 hours/week</i>
17	Travel	Between school sites + 30 minutes commute time
18	Other	E.g., lunch, coding logs

19	Home contact	E.g., Talking with or interviewing parents in person or phone. This will overlap with another category (e.g., interviews -#2, SST - #8)
	<i>TOTAL</i>	<i>Average at least 35 hours/week; 140-150 hours for 4 week month. Minimum 36 weeks = minimum 1200 hours</i>

## **APPENDIX K**

To be distributed to field supervisor(s) each semester.



SCHOOL PSYCHOLOGY INTERN EVALUATION  
CALIFORNIA STATE UNIVERSITY, FRESNO  
Field Supervisor Form

Intern: \_\_\_\_\_ Date: \_\_\_\_\_

Field Supervisor: \_\_\_\_\_

Placement: \_\_\_\_\_

Circle the number corresponding to the observed behaviors according to the following scale:

**4. Exemplary**

Demonstrates the highest level of knowledge, competence, and understanding that clearly exceeds the independent expectations of an intern and can function with minimal supervision required.

**3. Accomplished**

Exhibits evidence of knowledge, competence, understanding that exceeds expectations for a beginning pre-service intern, but not yet able to practice without occasional or more on-going supervision.

**2. Emerging**

Displays competence that meets expectations for a beginning pre-service intern but not yet at an initial professional level and still requires on-going supervision.

**1. Not Met**

Competence below the level expected of an intern, or minimal or no competence noted

NA – No opportunity

1.	Intern works with teacher as consultee to identify target problem. (NASP Standard 3, 4.1, 4.2)	1	2	3	4	NA
2.	Intern works with parent/family as consultee to identify target problem. (NASP Standard 3, 4.1, 4.2, 6)	1	2	3	4	NA
3.	Intern considers culture when developing interventions. (NASP Standard 7)	1	2	3	4	NA
4.	Intern works with consultee to analyze baseline data, develop intervention plan and helps obtain necessary materials. (NASP Standard 3, 4.1, 4.2)	1	2	3	4	NA
5.	Intern follows up on progress of intervention regularly; modifies as needed. (NASP Standard 4.2)	1	2	3	4	NA
6.	Intern displays skills in using technology to monitor progress and graph results. (NASP Standard, 8.1)	1	2	3	4	NA
7.	Intern utilizes data for intervention evaluation; makes plans for maintenance and generalization. (NASP Standard 2, 4.1, 4.2, 8.1)	1	2	3	4	NA
8.	Intern displays knowledge of biological, cultural, developmental, and social influences on behavior. (NASP Standard 4.2, 7)	1	2	3	4	NA
9.	Intern displays knowledge of behavioral assessment and techniques. (NASP Standard 2, 4.2)	1	2	3	4	NA
10.	Intern implements and evaluates prevention programs. (NASP Standard 5.2, 8.1)	1	2	3	4	NA

11.	Intern is involved with school-wide multi-tier behavior support models. (NASP Standard 5.2)	1	2	3	4	NA
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12.	Intern displays knowledge of biological, cultural, developmental, and social influences on development and learning. (NASP 4.1, 7)	1	2	3	4	NA
13.	Intern selects appropriate assessment measures. (NASP Standard 2)	1	2	3	4	NA
14.	Intern is skilled in individual assessment (e.g., cognitive, academic, memory). (NASP Standard 2)	1	2	3	4	NA
15.	Intern displays appropriate use and interpretation of adaptive and behavior rating scales. (NASP Standard 2, 4.1)	1	2	3	4	NA
16.	Intern incorporates assessment of the instructional environment. (NASP Standard 2, 4.1, 5.1)	1	2	3	4	NA
17.	Intern is skilled in observations of students. (NASP Standard 2)	1	2	3	4	NA
18.	Intern displays ability to integrate information and make recommendations. (NASP Standard 2, 4.1)	1	2	3	4	NA
19.	Intern uses data to develop academic interventions. (NASP Standard 2, 4.1)	1	2	3	4	NA
20.	Intern follows up on progress of intervention and modifies as needed. (NASP Standard 4.1)	1	2	3	4	NA
21.	Intern participates in system-wide academic data collection and development, and/or evaluation of academic intervention programs. (NASP Standard 5.1, 8.1)	1	2	3	4	NA

22.	Intern is skilled in assessment of social and emotional development. (NASP Standard 2, 4.2)	1	2	3	4	NA
23.	Intern selects appropriate counseling techniques. (NASP Standard 5.2)	1	2	3	4	NA
24.	Intern establishes clear communication with parents and teachers about counseling process. (NASP Standard 3, 5.2, 6)	1	2	3	4	NA
25.	Intern establishes rapport with students. (NASP Standard 3, 5.2)	1	2	3	4	NA
26.	Intern develops goals and objectives for counseling and evaluates progress. (NASP Standard 2, 5.2, 8.1)	1	2	3	4	NA
27.	Intern displays skills in conducting groups. (NASP Standard 4.2, 5.2)	1	2	3	4	NA
28.	Intern is sensitive to cultural and linguistic diversity of students and families. (NASP Standard 7)	1	2	3	4	NA
29.	Intern utilizes school and community resources to aid students and families. (NASP Standard 5.2, 6)	1	2	3	4	NA
30.	Intern participates in threat assessments and crisis interventions. (NASP Standard 5.2)	1	2	3	4	NA

31.	Interns displays knowledge of legal procedures and proper forms. (NASP Standard 8.2)	1	2	3	4
32.	Intern reports are completed ahead of time, thorough and well organized. (NASP Standard 8.2)	1	2	3	4
33.	Intern contributes to staffing conferences and IEP meetings. (NASP Standard 3, 8.2)	1	2	3	4
34.	Intern demonstrates confidentiality and ethical behavior in counseling. (NASP Standard 8.2)	1	2	3	4

a.	Interactions with staff in terms of pleasantness, cooperation, courtesy.	1	2	3	4
b.	Working relationship with administrators and other professionals.	1	2	3	4
c.	Communication with parents.	1	2	3	4
d.	Rapport and respect with students.	1	2	3	4
e.	Professional dress.	1	2	3	4
f.	Responds appropriately to feedback	1	2	3	4
g.	Organization, reliability, punctuality, responsibility.	1	2	3	4

*4=Exemplary; 3=Average; 2 = Needs Improvement; 1 = Unacceptable*

What would you consider to be the intern's major strengths?

In what areas could the intern show most improvement?

In what area(s) has progress been most marked during internship?

Other comments relevant to evaluation of this student's internship experience.

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(Supervisor)

---

(Date)

---

(Intern)

---

(Date)

**APPENDIX L**

**SCHOOL PSYCHOLOGY INTERN EVALUATION (Parent)**  
**CALIFORNIA STATE UNIVERSITY, FRESNO**

Intern Name: \_\_\_\_\_ Year: \_\_\_\_\_

Parent Name: \_\_\_\_\_ School: \_\_\_\_\_

*Based on your interactions, please evaluate the School Psychology Intern according to this scale:*

5	Excellent	2	Needs Improvement
4	Good	1	Unacceptable
3	Average	NA	Not applicable/not observed

1. \_\_\_\_\_ Contact with you was courteous and convenient (phone, written, or personal).
2. \_\_\_\_\_ The intern communicated information to you clearly and answered questions.
3. \_\_\_\_\_ The intern demonstrated flexibility and sensitivity to your needs and those of your child.
4. \_\_\_\_\_ The intern prepared you for interviews, assessment procedures, and meetings by explaining why this was necessary and what would happen.
5. \_\_\_\_\_ The intern appeared competent and knowledgeable of assessment procedures in interviews, assessment, and written and oral reports.
6. \_\_\_\_\_ The recommendations made were clear, appropriate, and manageable.
7. \_\_\_\_\_ The intern was reliable and punctual regarding appointments and any material promised.
8. \_\_\_\_\_ The intern appeared to have a cooperative and professional relationship with teachers and other school personnel.
9. \_\_\_\_\_ The intern obtained information regarding resources that would assist you in helping your child succeed in school.
10. \_\_\_\_\_ The intern assisted you in setting up a behavior management plan, homework schedule, or other intervention at home.

**Other Comments:**

## **APPENDIX M**

**SCHOOL PSYCHOLOGY INTERN EVALUATION  
(Teacher/Administrator)  
CALIFORNIA STATE UNIVERSITY, FRESNO**

Intern: \_\_\_\_\_ Date: \_\_\_\_\_

Name / Position of Evaluator: \_\_\_\_\_

School: \_\_\_\_\_

*Directions: The ratings of the intern should be based on observations and/or reports from staff, parents, and students. Please use the rating guide below:*

5	Excellent	2	Needs Improvement
4	Good	1	Unacceptable
3	Average	NA	Not applicable/not observed

1. \_\_\_\_\_ Respects student rights and confidentiality.
2. \_\_\_\_\_ Has a pleasant cooperative working relationship with other professionals.
3. \_\_\_\_\_ Dresses appropriately.
4. \_\_\_\_\_ Displays rapport and respect with students.
5. \_\_\_\_\_ Demonstrates ability to put parents at ease, using terms that are appropriate and not threatening or unclear.
6. \_\_\_\_\_ Accepts feedback and suggestions for change.
7. \_\_\_\_\_ Respects teacher and class schedules; arranges meetings and observations in advance and at teacher convenience.
8. \_\_\_\_\_ Keeps appointments, is punctual and reliable.
9. \_\_\_\_\_ Materials and written work are delivered when promised.
10. \_\_\_\_\_ During staffing and parent meetings the intern presents information in a clear, well organized, and thoughtful manner.
11. \_\_\_\_\_ Demonstrates adequate preparation for assessment procedures.
12. \_\_\_\_\_ Is knowledgeable of intervention techniques.
13. \_\_\_\_\_ Makes recommendations that are clear, appropriate, and manageable.

**Other Comments:**

## **APPENDIX N**

Sample only; see Division of Graduate Studies for current form  
which will be completed electronically.



## **Guidelines for the Completion of the Advancement to Candidacy Petition**

This information is provided to assist you in the completion of the Petition of Advancement to Candidacy form. It will be necessary for you to make an appointment with your graduate adviser, and, if needed, obtain a copy of your California State University, Fresno transcript from the University Records Office to refer to when filling out the advancement petition. Complete both sides of the attached petition. If more space for listing coursework is needed, attach an additional advancement petition with the required signatures as a second page to this form. Return the petition to the Division of Graduate Studies office, Thomas Administration Building, room 132. You will receive a written response of approval or denial from one of the evaluators in the Division of Graduate Studies within six to eight weeks after submission of the petition.

### **Filing Deadline**

Advancement to candidacy gives a student permission to proceed toward qualifying for the master's degree and should be accomplished as soon as you are eligible. Your Petition of Advancement to Candidacy must be received in the Division of Graduate Studies no later than the sixth week of the semester **prior** to the semester in which you register for the culminating experience (thesis, project, or comprehensive exam) or apply for the master's degree to be granted. Check the Academic Calendar in the current *California State University, Fresno General Catalog* for exact deadlines.

### **Eligibility**

In order to be eligible for advancement to candidacy you must have accomplished the following: attained classified standing; completed at least 9 units at Fresno State toward your proposed program; achieved a minimum grade point average of 3.0 in all coursework listed on the Petition of Advancement to Candidacy; fulfilled the Graduate Writing Skills Requirement; passed the Subject GRE (if required); passed the Department Qualifying Examination (if required); and completed the foreign language requirement (if required).

### **Degree Title**

List the official degree title and designated option (if applicable) of your graduate program.

### **Classified Graduate Standing**

If you were admitted to your program with *conditionally classified graduate standing*, you will need to attain *classified graduate standing*. You may do so by contacting your graduate coordinator and requesting the submission of the Classified Graduate Standing Request form to the Division of Graduate Studies. Please note that no more than 10 units (including transfer and postbaccalaureate credit) completed before achieving *classified graduate standing* may be listed on the Petition of Advancement to Candidacy.

### **Graduate Writing Skills Requirement**

In keeping with the university's graduate-level writing proficiency requirement, all graduate students must demonstrate their competence with regard to writing skills prior to advancement to candidacy. Each graduate program has a different method for fulfilling the writing requirement. Consult with your graduate adviser to determine how this requirement is met, and indicate the date this requirement was completed in the appropriate section of the advancement petition.

### **Subject GRE**

The Subject GRE is required prior to advancement to candidacy by the following programs: Physics and Psychology. List the exact date the Subject GRE was taken on the advancement petition. Please note that the Subject GRE is **not** the same as the General GRE that is required prior to admission to a graduate program.

### **Departmental Qualifying Examination (DQE)**

The DQE is required prior to advancement to candidacy by the following programs: Art, Civil Engineering, Computer Science, Kinesiology, Linguistics, Mathematics, Plant Science, and Viticulture and Enology. List the exact date the DQE was passed on the advancement petition.

### **Foreign Language Examination**

The Foreign Language Exam is required prior to advancement to candidacy by the following programs: Creative Writing, English, and Music (only if completing the Performance option with an emphasis in Vocal Performance or Choral Conducting). List the exact date the foreign language requirement was met on the advancement petition.

### **Substitutions**

If your proposed program of study departs from the department's master's degree program description in the current *California State University, Fresno General Catalog*, your graduate coordinator must note all substitutions of required coursework on the front of the advancement petition under the *Approved Substitutions for Required Courses* section.

### **Catalog Year**

Usually students are advanced to candidacy under the departmental requirements listed in the current *California State University, Fresno General Catalog*. If your graduate adviser has recommended that you be permitted to follow the requirements from a previous catalog, please indicate the catalog year used in the space provided on the reverse side of the advancement petition.

### **Time Limit**

A maximum time limit of five years is allowed for completion of master's degree requirements. The five years begins with the earliest course listed on the advancement petition. Courses older than five years may *not* be listed on your advancement petition. Your time limit will be noted by an evaluator in the space provided on the petition upon approval of your advancement.

### **Course Listings**

Type or print (in ink) a list of your master's program coursework (courses already taken and those anticipated) in chronological order, beginning with the earliest course taken. It is important to list all course prefixes, numbers, titles, institutions, terms and years when taken, unit values, and grades for those courses completed. All of this information, with the exception of grades, should also be listed for courses you plan to take at a later date.

### **Transfer Work**

Transfer work includes courses taken from other accredited institutions and/or coursework taken through Continuing and Global Education (Extension and/or Open University) at Fresno State. If you have included coursework from another institution on the advancement petition, you must attach xerographic copies from the other institution's catalog of the following: course description; master's degree program description to demonstrate that the course could have been used toward the master's degree at the other institution; the course numbering and grading systems; and information clarifying whether the institution used the semester or quarter system. Official transcripts of transfer work must be on file in the Office of Admissions and Records at Fresno State. Please note that the amount of transfer work listed on the advancement petition may not exceed 9 units on a 30-unit program, or 18 units on a 60-unit program.

### **Grade Point Average**

Graduate students must maintain a minimum program grade point average of 3.0 to be eligible for advancement to candidacy. The *program GPA* includes only those courses listed on the Petition of Advancement to Candidacy.

### **Signatures**

Check with your graduate coordinator to determine which signatures are required on your advancement petition. It is also important for you to sign the petition! Faculty and student signatures indicate an agreement that approved requirements will be completed within the five-year program time limit.

### **Questions**

Many questions regarding advancement to candidacy may be answered by consulting the *California State University, Fresno General Catalog*, and by accessing our Web site, [www.csufresno.edu/gradstudies/](http://www.csufresno.edu/gradstudies/). For an interpretation of requirements for advancement to candidacy, see your graduate adviser.

**NOTE:** If you need to make changes to the attached advancement petition after it has been approved by the dean of the Division of Graduate Studies, you must file an approved Program Adjustment Request form in the Division of Graduate Studies.

DGS/9-06

California State University, Fresno  
 Division of Graduate Studies  
 Thomas Administration Building, Room 132  
 5241 North Maple Avenue M/S TA51  
 Fresno, CA 93740-8027

## PETITION OF ADVANCEMENT TO CANDIDACY FOR THE MASTER'S DEGREE

*Type or print in ink*

NAME \_\_\_\_\_  
last first middle previous

ADDRESS \_\_\_\_\_ TELEPHONE \_\_\_\_\_  
street city state zip

STUDENT ID# \_\_\_\_\_ SS# \_\_\_\_\_  MALE  FEMALE

OFFICIAL DEGREE TITLE MS in Psychology

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### DEPARTMENTAL/UNIVERSITY REQUIREMENTS (complete as required)

Classified Graduate Standing Attained \_\_\_\_\_  
Term/Year

Graduate Writing Skills Requirement (writing component of PSYCH 244) has been met: \_\_\_\_\_  
Date completed

Subject GRE:  not required

Departmental Qualifying Examination:  not required

Foreign Language Examination:  not required

---

### SUBSTITUTIONS FOR REQUIRED COURSES

\_\_\_\_\_ for \_\_\_\_\_  
course prefix number title term/year taken units course prefix & number

\_\_\_\_\_ for \_\_\_\_\_  
course prefix number title term/year taken units course prefix & number

\_\_\_\_\_ for \_\_\_\_\_  
course prefix number title term/year taken units course prefix & number

\_\_\_\_\_ for \_\_\_\_\_  
course prefix number title term/year taken units course prefix & number

\_\_\_\_\_ for \_\_\_\_\_  
course prefix number title term/year taken units course prefix & number

---

**Complete the reverse side of this petition.**

**Proposed Program of Courses for the Master's Degree**

#

Note: Be sure to list a complete program of study below, including all other remaining electives and/or required coursework (excluding prerequisites).

University Catalog Year Used 2018-2019 Time Limit for Completion of Degree Requirements \_\_\_\_\_

COURSE PREFIX, NUMBER, TITLE	INSTITUTION	TERM/YEAR	UNITS	GRADE	OFFICE USE ONLY
PSYCH 204, Developmental Psychopathology	Fresno State	/	3		
COUN 234D Psychopharmacology	Fresno State	/	2		
PSYCH 281 Group Counseling in Schools	Fresno State	/	2		CR/NC only
PSYCH 244A, Sem. in Research Methods and Theoretical Issues	Fresno State	/	4		A or B required
PSYCH 288, Advanced Applied Behavior Analysis	Fresno State	/	4		
PSYCH 267, Internship in School Psychology	Fresno State	/	6		
PSYCH 267, Internship in School Psychology	Fresno State	/	6		
PSYCH 274S, Multicultural Psychology	Fresno State	/	4		
PSYCH 280, Counseling Techniques for School Psychologists	Fresno State	/	3		
PSYCH 277, Role and Function of the School Psychologist	Fresno State	/	4		
PSYCH 278, Intervention and Prevention in School Psychology	Fresno State	/	4		
PSYCH 279, Consultation and Supervision	Fresno State	/	4		
PSYCH 282, Cognitive and Behavior Therapy	Fresno State	/	4		
PSYCH 284, Assessment of Intellectual Abilities	Fresno State	/	4		
PSYCH 285, Assess. of Learning and Developmental Problems	Fresno State	/	4		
PSYCH 286, Instructional Consultation and Intervention	Fresno State	/	4		
PSYCH 287, Practicum in School Psychology	Fresno State	/	1		CR/NC only
PSYCH 287, Practicum in School Psychology	Fresno State	/	1		CR/NC only
PSYCH 287, Practicum in School Psychology	Fresno State	/	1		CR/NC only
PSYCH 287, Practicum in School Psychology	Fresno State	/	1		CR/NC only
	/				
		/			
		/			
		/			

**Culminating Experience:**

Choose one Fresno State / \_\_\_\_\_

RECOMMENDED BY: \_\_\_\_\_ and \_\_\_\_\_

Graduate Program Adviser (if required) Date Graduate Program Coordinator/Director Date

APPROVED BY: \_\_\_\_\_

Department Chair (if required) Date Student Date

APPROVED BY: \_\_\_\_\_ APPROVED BY UNIVERSITY GRADUATE COMMITTEE

College/School Dean (if required) Date

\_\_\_\_\_  
Dean, Division of Graduate Studies Date

Evaluator's Comments \_\_\_\_\_

## **APPENDIX O**

(Only for candidates completing the thesis option)

California State University, Fresno

Division of Graduate Studies

CHANGE IN MASTER'S THESIS (299) COMMITTEE AND/OR TOPIC

Candidate Name \_\_\_\_\_ Phone Number (\_\_\_\_) \_\_\_\_\_ ID# \_\_\_\_\_

\_\_\_\_\_ Date \_\_\_\_\_

This represents a change in topic committee.

Thesis 299 new topic: \_\_\_\_\_

Thesis 299 Committee Notification and Acceptance of Revision:

\_\_\_\_\_ Continuing/New Committee  Former Committee  
(for committee changes only)

<input type="radio"/> Name Committee Name	Signature of Agreement Dept acceptance	Initial of	to Serve on
_____	_____	_____	_____
<input type="radio"/> Chair	—		Chair
_____	_____	_____	_____
<input type="radio"/> Member	—		Member
_____	_____	_____	_____
<input type="radio"/> Member	—		Member

The justification for this committee substitution is as follows: \_\_\_\_\_

Approval Signatures: \_\_\_\_\_ Date \_\_\_\_\_

Graduate Program Coordinator

\_\_\_\_\_ Date \_\_\_\_\_

Department Chair

\_\_\_\_\_ Date \_\_\_\_\_

Thesis Consultant (for Dean, Division of Graduate Studies)

Final Thesis Clearance \_\_\_\_\_ Date \_\_\_\_\_

Thesis Consultant (DGS)

## Thesis/Dissertation Committees

Thesis/dissertation committees have an established place in the academic world and play a vital role in the guidance and direction of graduate student research. One member of the committee, the chairperson, has a more formal administrative relationship with the student because of the way the university recognizes the chairperson's responsibilities. On occasion, the roles of the chairperson and the committee members require clarification.

### 1.0 Thesis/Dissertation Committee Structure

#### 1.1 Number of Members

- 1.11 Each master's thesis and doctoral dissertation committee shall be composed of a minimum of three members.
- 1.12. Under extenuating circumstances (e.g., member's death or sudden leave), to be noted by the graduate program coordinator<sup>2\*</sup> in a letter to the graduate dean, an individual student in the final stages of the thesis/dissertation may request to have fewer than three members on the committee.
- 1.13 A fourth and/or fifth member may be added to the committee when deemed appropriate/necessary to provide required expertise.

#### 1.2 Committee Membership

- 1.21 Two of the three required committee members, including the chair, shall be members of the *Master's Graduate Faculty Group* of the student's degree program. Only members of this group are allowed to chair a thesis. In order for a member to chair a thesis, he/she must have previously served as a second or third member of a thesis committee (per APM 226-2, III. *Criteria for Membership in a Master's Graduate Faculty Group*, par. 3).

The Graduate Group in the program, with the approval of the department, may invite their Faculty Early Retirement Program (FERP) faculty members to participate on thesis/dissertation committees as second or third readers, with the stipulation that they demonstrate a personal commitment to function in this capacity and that they have been appointed as members of the consultative body. Graduate faculty members whose status has been terminated due to retirement or who are in FERP status may complete outstanding examining committee, thesis committee, and advising assignments as chair if they wish to do so, but they may not accept new assignments to chair such committees (see APM 226-3, III. *Criteria for Membership in a Master's Graduate Faculty Group*, par. 8). *Note:* In order for the thesis/dissertation committee to function as required, the program must appoint FERP faculty serving on these committees as adjunct faculty during each of the academic terms in which they have inactive status.

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<sup>2\*</sup> The terms *Program coordinator* and *Program director* are interchangeable in this document.



- 1.22 An individual who possesses requisite expertise, but who is not a member of the department faculty in the student's program, may serve as a third reader on a thesis or dissertation committee with the approval of the department chair. This may include part-time and adjunct faculty, retired program faculty, faculty from other programs or universities, and community professionals. In such cases, a curriculum vita of the individual concerned must accompany the submitted Master's Thesis (299) Committee Assignment form.
- 1.23 Each graduate program committee may establish additional procedures for the appointment of thesis committee members. It is recommended that these procedures be published and be made available to incoming graduate students and new faculty members.
- 1.24 The committee chair shall be a faculty member of the graduate faculty from the student's program. A faculty member from another department may assume the role of committee chair only if eligible for and appropriately appointed as program graduate faculty (see APM 226) in the student's degree program.
- 1.25 For the doctorate degree, the committee chair must be a member of the *Doctoral Graduate Faculty Group*, and possess requisite knowledge and experience in discipline-based research theory and methodologies at the doctoral level, knowledge of the requirements for doctoral dissertations in the discipline, and a demonstrated ability to successfully direct others in research activities. The first time an individual is being considered as a chair of a doctoral dissertation committee, supporting documentation must accompany the recommendation through all levels of review (per APM 227-2, III. *Criteria for Membership in a Doctoral Graduate Faculty Group*, par. 6c).
- 1.26 Each graduate program's graduate group should establish a reasonable maximum for the number of theses an individual faculty member may supervise.
- 1.27 The department chair should ensure that work of the thesis or dissertation committee chair is calculated as part of the faculty's required regular workload.

## **APPENDIX P**

**APPENDIX 5.1**

**Application Form for**

**UNFUNDED RESEARCH—CALIFORNIA STATE UNIVERSITY, FRESNO  
COMMITTEE ON THE PROTECTION OF HUMAN SUBJECTS**

*Please type*

PRINCIPAL INVESTIGATOR

Name	Department (unit)	Mail Stop
Telephone Number	Dept Telephone Number	

Student's Name or collaborator(s) \_\_\_\_\_  
(if applicable) (if a graduate school thesis, so indicate) (affiliation if collaborative research)

Telephone Number	Telephone Number
------------------	------------------

**TITLE**

The Principal Investigator is responsible for fully understanding the **Policy and Procedures** of the CPHS. Below indicate your judgment as Principal Investigator as to the RISK category of the present study. (See definitions on the reverse of this sheet.) (If exempt see 3.52)

Minimal Risk

**PROCEDURES**

1. Attach your protocol and submit to your department chair for review by your human subjects committee.
2. Your departmental committee will review the protocol status and if it agrees with the determination of "minimal risk" status (see Appendix 5.3), then
3. Your department chair will keep the forms for 5 years.
4. Your responsibilities have been satisfied.

HOWEVER,

(If the departmental review changes the determination to "At Risk," follow the procedure to the right of this page.)

At Risk

**PROCEDURES**

1. Attach your protocol and submit to your department chair for review by your human subjects committee. (A sample informed consent must be included.)
2. Submit the department review form(s) with this form to the CPHS.

3. Transmit all reviews and ten (10) copies of the protocol to the CPHS for review. Send one additional copy to the Dean.
4. Allow two weeks during the school year for your response from the CPHS.

## **"Exempt" Research.**

If "exempt", see Section 3.5.2.

## **"Minimal Risk" Research.**

Research IN WHICH THE RISKS OF HARM ANTICIPATED ARE NOT GREATER, PROBABILITY AND MAGNITUDE, THAN THOSE ORDINARILY ENCOUNTERED IN DAILY LIFE OR DURING THE PERFORMANCE OF ROUTINE PHYSICAL OR PSYCHOLOGICAL EXAMINATIONS OR TESTS. No research involving any item listed as being "at risk" can be determined to be minimal risk. A department or other unit review committee may determine that a research proposal submitted, in the judgment of the principal investigator as "minimal risk," is actually "AT RISK."

## **"At Risk" Research.**

"A subject is considered to be 'at risk' if he/she is exposed to the possibility of harm-physical, psychological, sociological, or other as a consequence of any activity that goes beyond the application of those established and accepted methods necessary to meet his/her needs. The determination of when an individual is 'at risk' requires application of sound professional judgment of the activity in question and the ethical principles contained herein. Responsibility for this determination resides at all levels of institutional and departmental review."

*(The Institutional Guide to DHEW Policy on Protection of Human Subjects, Washington, D.C., 1971, p.2.)*

An illustrative, but not inclusive, list of "at risk" procedures would include experiments involving any aspect, degree, quality, or amount of any of the following:

Deception, mental stress, including subjection to public embarrassment, humiliation, discomfort, irritation, or harassment, hypnosis, sensory deprivation, sleep deprivation, normally ingested or inhaled materials in excess or less than normal amounts, injection, ingestion or inhalation of toxic materials, including all drugs, alcohol or placebos; strenuous physical exertion; use of physical stimuli in abnormal amounts (e.g., noise, vibration, shock, heat, magnetic fields, radiation); violation of anonymity or confidentiality of subjects and data; OBSERVATIONS RECORDED ABOUT THE INDIVIDUAL WHICH, IF THEY BECAME KNOWN OUTSIDE THE RESEARCH, COULD MAKE THE SUBJECT LIABLE TO CRIMINAL OR CIVIL ACTION OR DAMAGE THE SUBJECT'S FINANCIAL OR EMPLOYMENT STATUS; OR ABROGATION OF ANY CIVIL RIGHT.