

# **School Psychology Program Student Handbook**



**Educational Specialist in Psychology**

*Department of Psychology  
California State University, Fresno*

**Fall 2013**

California State University, Fresno  
College of Science and Mathematics  
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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 73 to 76 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 spend four days per week at a school site and meet at the university for supervision on Fridays.

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 skills 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 73 to 76 credit unit program that prepares candidates for practice as school psychologists. At program completion candidates 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 required as prerequisites and all courses for the Ed.S program with an emphasis 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 500 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 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, 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.

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

Applicants to the School Psychology Program should take the following classes prior to admittance to the program. These classes may be taken as a part of the Undergraduate Major where applicable.

#### **Biological Bases of Behavior:**

**One** of the following courses:

Biological Psychology	Psych 36
Behavioral Neuroscience	Psych 125

#### **Human Learning:**

**One** of the following courses:

Learning and Memory	Psych 121
Cognitive Psychology	Psych 128
Human Learning and Behavior	Psych 136

#### **Psychology Knowledge and Application:**

**All** of the following courses:

Introduction to Statistics	Psych 42
Research Methods	Psych 144
Psychological Testing	Psych 149
Developmental Psychology	Psych 155
Abnormal Psychology	Psych 166

#### **Recommended:**

The following courses are also recommended:

Intermediate Statistics	Psych 143
Applied Behavior Analysis	Psych 172
Introduction to Counseling	Psych 174

### **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 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.

#### **GRADUATE RECORD EXAMINATION (GRE)**

All applicants are required to take the Graduate Record Exam (GRE) for admission to a graduate program in Psychology. Students must submit scores for the General Test only; not the Subject Test in Psychology. The GRE General Test is considered an opportunity for applicants to demonstrate their potential for future academic success. Acceptance into the graduate programs in the Psychology Department is based on multiple criteria and there are no absolute cutoff scores for admission. Students should access the ETS website at [www.gre.org](http://www.gre.org) for testing dates, deadlines, and registration. Graduate applications will not be reviewed if GRE scores are missing. Original GRE test scores from ETS must be submitted directly to the Graduate Admissions Office. Applications, including GRE scores, must be received by **February 1**.

#### **CBEST SCORES**

Students applying to the School Psychology Program must also take the California Basic Educational Skills Test (CBEST). Scores are to be sent directly to the Department of Psychology. This examination must be taken no later than December for the February 1st deadline. Passing scores must accompany application materials in order for a student to be considered for the School Psychology Program. Information on the CBEST test can be obtained at

[www.cbest.nesinc.com](http://www.cbest.nesinc.com)

or CBEST Program  
National Evaluation Systems, Inc  
P.O. Box 340880  
Sacramento, CA 95834-0880

### **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 January 15<sup>th</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, then the Department of Psychology. Both applications can be found at [www.csumentor.edu](http://www.csumentor.edu). After completing the University application, a link will be found to complete the Psychology Department graduate program application.

### **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)  
**\*application available on-line at  
[www.csumentor.edu](http://www.csumentor.edu)**

**In addition to the University and Department applications, applicants will need to obtain the following information and mail it to the Psychology Department by the appropriate deadline:**

1. 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. Letters should be on letterhead stationery and should be mailed directly from the recommender to the Department of Psychology at the following address:

Graduate Programs  
Department of Psychology  
California State University, Fresno  
2576 E. San Ramon ST 11  
Fresno, CA 93740-8039

2. Applicants to the School Psychology Program must also take the California Basic Educational Skills Test (C-BEST). Scores are to be sent directly to the Department of Psychology. This examination must be taken no later than December for the February 1<sup>st</sup> deadline. Passing scores must accompany application materials in order for a student to be considered for the School Psychology Program.

## **Personal Interviews**

Complete application packages are screened by the Psychology Graduate Committee. Selected applicants are invited to participate in either personal or telephone interviews before final selection of candidates is complete. Interviews are held on campus, or by telephone if an on-campus interview is not convenient for candidates. Selected applicants will be interviewed by at least two faculty members approximately one month after materials are reviewed by the Psychology Graduate Committee. 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 students are admitted each year.

## **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.

The Blueprint has recently been revised with a more integrated model focusing on outcomes and incorporating a three-tiered delivery service, *Blueprint for Training and Practice III* (Ysseldyke, Burns, Dawson, Kelley, Morrison, Ortiz, Rosenfield, & Telzrow, 2006). In 2010 NASP adopted the new standards.

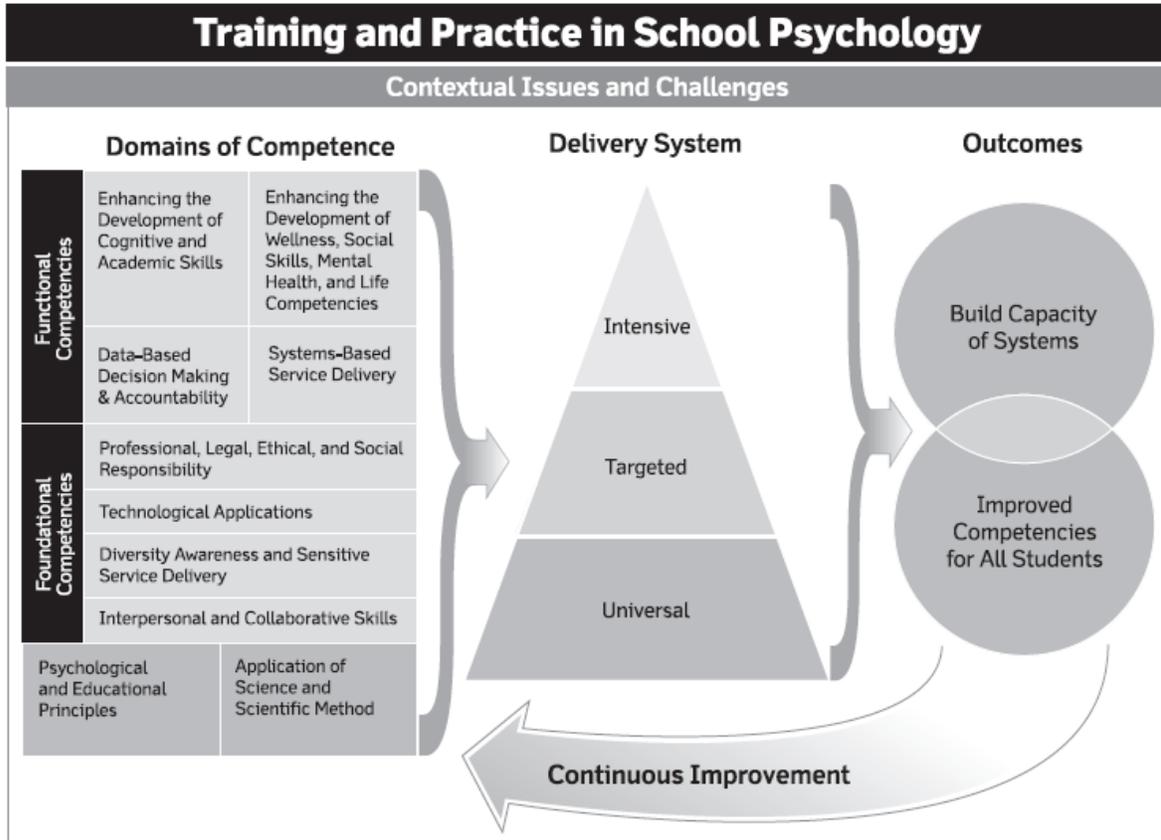


Figure 1: Ysseldyke et al.,

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

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

CCTC Common Standards for All Credential Programs	CCTC School Psychologist Specialization	NASP Domains	Courses
<p><b>Growth and Development - 2</b></p> <p>The program provides candidates with opportunities and experiences to acquire an understanding of typical and atypical growth and development, including relevant theories, research, and other information related to pupils' strengths and weaknesses that affect learning in school, community and family environments. The program provides candidates with an understanding of the effects of (a) health and developmental factors, (b) language, (c) cultural variables, (d) diversity, (e) socioeconomic status, and (f) factors of resiliency on pupil development.</p>	<p><b>Psychological Foundations - 17</b></p> <p>The program provides candidates with a strong foundation in the knowledge base for the discipline of psychology in order to facilitate the individual development of all pupils. This knowledge base includes biological foundations of behavior, human learning, social and cultural bases of behavior, child and adolescent development, and the diversity of individual differences in development and learning.</p>	<p><b>Socialization and Development of Life Skills – 2.4</b></p> <p>The School Psychologist is able to develop and implement preventative and remediation programs in order to maximize students' affective, adaptive, and social skills development at the individual, group, and systems levels.</p> <p>The School Psychologist is able to facilitate development of achievable behavioral, affective, adaptive and social skills for ALL students.</p> <p>The School Psychologist is able to facilitate the implementation of a broad array of empirically based interventions.</p>	<p>Psychology 200T: Dev. Psychopathology or Psychology 205: Seminar in Developmental Psychology</p> <p>Psychology 255T: Seminar in Social Psychology</p> <p>Psychology 267: Internship in School Psychology</p> <p>Psychology 277: Role and Function 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 Behavior Therapy</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>Counseling 200: Seminar in Counseling Techniques</p>
<p><b>Socio-Cultural Competence - 3</b></p> <p>The program provides candidates with opportunities and experiences to display an understanding of ways in which ethnic, cultural, socioeconomic, and environmental factors influence pupil learning and achievement. Candidates will learn skills to work effectively with pupils and their families from diverse backgrounds. The program provides candidates with an understanding and appreciation for diversity.</p> <p>An understanding of the importance of developing cultural competence is provided to candidates in order to effectively serve diverse and changing communities. The program provides candidates with an understanding of the ways in which educational policies, programs and practices can be developed, adapted, and modified to be culturally congruent with the needs of pupils and their families.</p>		<p><b>Student Diversity in Development and Learning – 2.5</b></p> <p>The School Psychologist is able to understand the potential bidirectional influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related; and linguistic factors on development and learning.</p> <p>The School Psychologist is able to work effectively with individuals from a variety of diverse backgrounds by considering individual characteristics, strengths, and needs.</p>	<p>Psychology 200T: Dev. Psychopathology or Psychology 205: Seminar in Developmental Psychology</p> <p>Psychology 225T: Seminar in Biological Bases of Behavior</p> <p>Psychology 267: Internship in School Psychology</p> <p>Psychology 274S: Multicultural School Psychology</p> <p>Psychology 277: Role and Function 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</p>

			<p>Behavior Therapy</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>Counseling 200: Seminar in Counseling Techniques</p>
<p><b>Assessment - 4</b></p> <p>The program provides candidates with the knowledge of current theories and methods of using assessment data to support data-based decision making for the purpose of understanding, valuating and promoting positive pupil performance, program outcomes, and school climate. Candidates develop an understanding of the influence of multiple factors on pupil achievement. The program requires candidates to analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual</p>	<p><b>Individual Evaluation and Assessment - 22</b></p> <p>Candidates are well versed in a variety of assessment methods, including formal and informal test administration, behavioral assessment, interview, ecological or environmental assessment, as well as assessment methodologies to define a student’s problems and needs, to assess current status, and to measure the effects of the problems-solving process. Candidates also understand contextual influences on outcomes, such as: (a) personal</p>	<p><b>Data-Based Decision-Making and Accountability – 2.1</b></p> <p>The School Psychologist can define current problem areas, strengths, and needs at the individual, school, family, and system levels.</p> <p>The School Psychologist can assess and empirically measure the effects of the decisions that result from the problem-solving process.</p> <p>The School Psychologist can</p>	<p>Psychology 267: Internship in School Psychology</p> <p>Psychology 277: Role and Function of the School Psychologist</p> <p>Psychology 278: Intervention and Prevention in School Psychology</p> <p>Psychology 279: Consultation and Supervision in School Psychology</p> <p>Psychology 282: Cognitive and Behavior Therapy</p>

<p>pupils and assessing the effectiveness of educational programs.</p>	<p>attributes of the pupil; (b) types of aptitude; and (c) community, cultural, gender, and language influences, and (d) classroom climate and instructional practices. Candidates understand how to use assessment information in a problem solving process and are able to convey findings in an articulate way to a diverse audience. Candidates are able to use data-based decision making to improve outcomes for instruction, development of cognitive and academic skills, and the development of life competencies. Candidates also demonstrate an understanding of the process and procedures identified in federal and state laws related to special education services, such as the Individuals with Disabilities Education Act (IDEA).</p>	<p>collect data relevant to:</p> <ul style="list-style-type: none"> <li>• Identify students considered to be at-risk;</li> <li>• Create effective evidence-based interventions;</li> <li>• Monitor student progress;</li> </ul> <p>Monitor effectiveness of evidenced based interventions.</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><b>Wellness Promotion, Crisis Intervention, and Counseling - 21</b></p> <p>Candidates are prepared to help design, implement and evaluate wellness, prevention, intervention, and other mental health programs at the</p>	<p><b>Prevention, Crisis Intervention, &amp; Mental Health – 2.7</b></p> <p>The School Psychologist has knowledge of child and adolescent development, normal and abnormal.</p> <p>The School Psychologist is able</p>	<p>Psychology 267: Internship in School Psychology</p> <p>Psychology 277: Role and Function of the School Psychologist</p> <p>Psychology 278: Intervention and</p>

	<p>individual, group and system levels. They are knowledgeable about academic, behavioral, and serious personal difficulties. As primary mental health service providers, candidates are able to recognize the behaviors and contexts that are precursors to the development of internalizing disorders, externalizing disorders, and dropping out of school. Candidates can design programs and implement prevention, intervention, and treatment services across the hierarchy of pupils' development needs. Candidates can work with school personnel, pupils, parents, and the general community in the aftermath of personal, school and community crises.</p>	<p>to approach problem solving from a proactive/preventative perspective to facilitate mental health for all students' at the individual, group, and systems level.</p> <p>The School Psychologist is able to effectively facilitate the creation and implementation of empirically based crisis prevention and intervention strategies, and monitor their effectiveness.</p>	<p>Prevention</p> <p>Psychology 279: Consultation and Supervision in School Psychology</p> <p>Psychology 282: Cognitive and Behavior Therapy</p> <p>Counseling 200: Seminar in Counseling Techniques</p>
<p><b>Comprehensive Prevention and Early Intervention for Achievement - 5</b></p> <p>The program provides candidates with opportunities and experiences to display an understanding of the factors that contribute to successful learning. In order to help pupils attain high learning goals, the program provides candidates with the knowledge to identify problems</p>		<p><b>Effective Instruction and Development of Cognitive/Academic Skills – 2.3</b></p> <p>The School Psychologist is able to develop and implement preventative and remediation programs in order to maximize students' cognitive/academic skills development at the individual, group, and systems</p>	<p>Psychology 200T: Dev. Psychopathology or Psychology 205: Seminar in Developmental Psychology</p> <p>Psychology 267: Internship in School Psychology</p> <p>Psychology 277: Role and Function of the School Psychologist</p>

<p>in their earliest stages and to implement prevention and early intervention strategies for addressing these problems. The program requires candidates to demonstrate knowledge of classroom, school, family, and community factors that support pupil learning and to develop skills to assist pupils who experience learning difficulties.</p>		<p>level.</p> <p>The School Psychologist is able to develop achievable cognitive/ academic goals for ALL students.</p> <p>The School Psychologist is able to facilitate the implementation of a broad array of empirically based interventions.</p> <p>The School Psychologist is able to facilitate the monitoring of student progress toward these goals and efficacy of interventions.</p>	<p>Psychology 278: Intervention and Prevention</p> <p>Psychology 279: Consultation and Supervision in School Psychology</p> <p>Psychology 282: Cognitive and Behavior Therapy</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>
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<p><b>Family-School Collaboration - 7</b></p> <p>The program provides candidates with opportunities and experiences to display an understanding of the ways in which pupil development, well being, and learning are enhanced by family-school collaboration. The program requires candidates to work with parents to foster respectful and productive family-school collaboration.</p>		<p><b>Home/School/Community Collaboration – 2.8</b></p> <p>The School Psychologist is knowledgeable of family influences that effect the student’s learning and achievement.</p> <p>The School Psychologist is able to conduct problem-solving consultations with parents, teachers, administrators, and other professionals.</p> <p>The School Psychologist is able to facilitate the formation of partnerships among family, school, and community.</p>	<p>Psychology 200T: Dev. Psychopathology or Psychology 205: Seminar in Developmental Psychology</p> <p>Psychology 267: Internship in School Psychology</p> <p>Psychology 274S: Multicultural School Psychology</p> <p>Psychology 277: Role and Function 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 Behavior Therapy</p> <p>Psychology 287: Practicum in School Psychology</p> <p>Counseling 200: Seminar in Counseling Techniques</p>
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<p><b>Professional Ethics and Legal Mandates - 6</b></p> <p>The program provides candidates with opportunities and experiences to display an understanding of professional codes of ethics and current legal mandates, as well as an awareness of the range of legal issues, such as, statutory, regulatory, and case law affecting the delivery of pupil services. The program requires candidates to demonstrate the ability to access information about legal and ethical matters.</p>	<p><b>Legal, Ethical and Professional Foundations - 19</b></p> <p>The program provides candidates with the knowledge base specific to the professional specialty of school psychology. This knowledge base includes (a) the history and foundations of school psychology, (b) legal and ethical issues, (c) professional issues and standards, (d) alternative models for the delivery of school psychological services, (e) emergent technologies, and (f) the roles and functions of the school psychologist. The program requires candidates to understand the diverse values that influence the lives of people, and to be prepared to practice in schools in ways that meet all appropriate ethical, professional, and legal standards both to enhance the quality of services and to protect the rights of all parties.</p>	<p><b>School Psychology Practice and Development – 2.10</b></p> <p>The School Psychologist understands all appropriate legal, ethical, and professional standards pertaining to the practice of school psychology in both field experience (practicum and internship) and professional post-graduation contexts.</p> <p>The School Psychologist understands the history and foundations of the profession; is aware of major factors/influences which have had an impact on the development of the profession and proactively creates and advocates for empirically based, effective service delivery models that protect and preserve the rights of ALL students and their families as well as the rights of all parties with whom they work.</p> <p>The School Psychologist must take responsibility for continuing professional development.</p>	<p>Psychology 267: Internship in School Psychology</p> <p>Psychology 277: Role and Function 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>
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<p><b>School Safety and Violence Prevention - -9</b></p> <p>The program provides candidates with opportunities and experiences to understand ways in which school environments can enhance the safety and wellbeing of all pupils. The program provides candidates with the knowledge and models of systematic school safety planning that include comprehensive school climate and crisis response plans addressing elements of prevention, intervention, and treatment. The program provides candidates with opportunities and experiences to demonstrate knowledge and skills to assist in the development and implementation of a comprehensive program to reduce the incidence of school site violence. The program provides candidates with knowledge and skills that address the needs of witnesses, victims and perpetrators of violence as they relate to improved behavior and enhanced teaching and learning.</p>			<p>Psychology 278</p> <p>Psychology 267</p>
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<p><b>Consultation - 10</b></p> <p>The program provides candidates with opportunities and experiences to demonstrate knowledge and application of theories, models, and processes of consultation. The program provides candidates with opportunities and experiences to display the ability to use communication, interpersonal, and problem-solving skills in consultation with teachers, administrators, other school personnel, family members, community groups, and agencies. Candidates demonstrate skills in using a decision-making process when consulting and collaborating with others to (a) identify problem areas, (b) collect and analyze information to understand problems, (c) make decisions about service delivery, and (d) evaluate the implementation and outcome of the service delivery plan.</p>	<p><b>Collaboration and Consultation - 20</b></p> <p>Candidates have positive interpersonal skills with which to facilitate communication for the purposes of consultation and collaboration with teachers, teams of school personnel, community professionals, agencies, and families. Candidates are prepared to listen, adapt, deal with ambiguity, and be patient in difficult situations. Candidates are able to clearly present and exchange information in a variety of contexts with diverse audiences such as families, teachers, school boards, policy makers, business leaders, and fellow school pupil service providers.</p>	<p><b>Consultation and Collaboration – 2.2</b></p> <p>The School Psychologist is able to develop and implement preventative and remediation programs in order to maximize students’ cognitive/academic skills development at the individual, group, and systems level.</p> <p>The School Psychologist is able to develop achievable goals for ALL students.</p> <p>The School Psychologist is able to facilitate the implementation of a broad array of empirically based interventions.</p> <p>The School Psychologist is able to facilitate the monitoring of student progress toward these goals and efficacy of interventions.</p>	<p>Psychology 267: Internship in School Psychology</p> <p>Psychology 277: Role and Function of the School Psychologist</p> <p>Psychology 279: Consultation and Supervision in School Psychology</p> <p>Psychology 282: Cognitive and Behavior Therapy</p> <p>Psychology 286: Instructional Consultation</p> <p>Counseling 200: Seminar in Counseling Techniques</p>
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<p><b>Learning Theory and Educational Psychology - 11</b></p> <p>The program provides candidates with opportunities and experiences to display an understanding of learning theories and factors influencing learning and teaching such as cognition, memory, attention skills, perceptual-sensory processes, emotional state, motivation, organizational skills, gender, cultural differences, and linguistic differences. Candidates know how to evaluate the congruence between instructional strategies and pupil learning assets and deficits.</p>	<p><b>Educational Foundations - 18</b></p> <p>The program provides candidates with a foundation in the knowledge base of education concerning the organization and operation of schools, school and community-based resources, as well as alternative service delivery systems. The program requires candidates to be prepared to help design and operate programs to promote school-family interactions. The program requires candidates to be knowledgeable about: (a) family influences on pupil cognitive, motivational, and social characteristics that affect classroom performance; (b) family involvement in education; (c) ways to promote partnerships between parents and educators to improve outcomes for pupils; (d) cultural issues that impact home-school collaboration; and (e) methods to facilitate safe and caring school communities.</p>		<p>Psychology 285</p> <p>Psychology 282</p> <p>Psychology 286</p> <p>Psychology 287</p> <p>Psychology 267</p> <p>Psychology 278</p>
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<p><b>Professional Leadership Development - 12</b></p> <p>The program provides candidates with opportunities and experiences to display an understanding of the development, improvement and evaluation of programs that support effective pupil learning. The program also provides candidates with an understanding of the importance of leadership by the pupil personnel services provider in operating as a systems change agent.</p>	<p><b>Program Planning and Evaluation - 23</b></p> <p>Candidates understand the school as a system. Candidates work with individuals and groups to facilitate organizational structures and policies that create and maintain safe school environments that promote learning and enhance positive educational outcomes for pupils. Candidates utilize data-based decision making skills to (a) assist in the development of challenging but achievable goals for all pupils; (b) provide information about ways in which pupils can achieve these goals; and (c) monitor pupil progress toward these goals. Candidates are skillful in evaluating local school programs and in interpreting findings to other educators and to the public.</p>	<p><b>School and Systems Organization, Policy Development and Climate – 2.6</b></p> <p>The School Psychologist is able to effectively work with individuals and groups to facilitate structure and policies that create and maintain schools as safe, caring, and inviting places for members of the school community.</p> <p>The School Psychologist understands the school as a system.</p> <p>The School Psychologist is able to facilitate the development and implementation of preventative and remediation strategies at the systems level for school and agencies serving children, youth, and families.</p>	<p>Psychology 267: Internship in School Psychology</p> <p>Psychology 277: Role and Function of the School Psychologist</p> <p>Psychology 278: Intervention and Prevention</p> <p>Psychology 279: Consultation and Supervision in School Psychology</p> <p>Psychology 286: Instructional Consultation</p> <p>Psychology 287: Practicum in School Psychology</p>
<p><b>Collaboration and Coordination of Pupil Support Systems - 13</b></p> <p>The program provides candidates with opportunities and experiences to collaborate effectively with community-based organizations, agencies, and other professionals.</p>	<p><b>Collaboration and Consultation - 20</b></p> <p>Candidates have positive interpersonal skills with which to facilitate communication for the purposes of consultation and collaboration with teachers,</p>		

<p>Candidates demonstrate knowledge of programs and services within a comprehensive model of support at the school site level designed to promote high expectations and increase pupil learning and achievement.</p>	<p>teams of school personnel, community professionals, agencies, and families. Candidates are prepared to listen, adapt, deal with ambiguity, and be patient in difficult situations. Candidates are able to clearly present and exchange information in a variety of contexts with diverse audiences such as families, teachers, school boards, policy makers, business leaders, and fellow school pupil service providers.</p>		
<p><b>Human Relations - 14</b></p> <p>The program provides candidates with opportunities and experiences to demonstrate self-awareness, sensitivity to others, and skillfulness in relating to individuals and groups. The program provides candidates with opportunities and experiences to understand the importance of socio-psychological concepts of group formation, reference groups, inter-group and intra-group relations and conflict. The program provides candidates with opportunities and experiences to demonstrate an ability to facilitate group process and mediate conflict.</p>			

	<p><b>Research, Measurement, and Technology = 24</b></p> <p>Candidates know basic principles of research design. This includes traditional experimental designs as well as qualitative and single-subject designs. Candidates are able to differentiate high quality from inadequate research, and understand measurement and statistics in sufficient depth to evaluate published research and conduct investigations relevant to their work. Candidates understand and utilize computer technology and attendant technological applications.</p>	<p><b>Research and Program Evaluation – 2.9</b></p> <p>The School Psychologist understands research design and processes in order to become a critical and competent consumer of research.</p> <p>The School Psychologist has the research design and process skills necessary to create and conduct effective research to add to the professional body of knowledge.</p> <p>The School Psychologist has the research design and process skills to effectively conduct program evaluation at the individual and systems levels.</p> <p>The School Psychologist demonstrates the skills of disseminating empirically determined outcomes within the schools, community, and profession in which they serve.</p>	<p>Psychology 244: Seminar in Research Methods and Theoretical Issues</p> <p>Psychology 267: Internship in School Psychology</p> <p>Psychology 277: Role and Function of the School Psychologist</p> <p>Psychology 278: Intervention and Prevention</p> <p>Psychology 284: Assessment of Intellectual Abilities</p> <p>Psychology 285: Assessment of Learning and Developmental Problems</p> <p>Psychology 299: Thesis or Psychology 298: Project</p>
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	<p><b>Technological Literacy - 15</b></p> <p>The program provides candidates with opportunities to understand and demonstrate skills in current technology for communication and collecting, organizing, distributing and analyzing data and resources in order to facilitate effective and appropriate outcomes in program management and individual student achievement.</p>	<p><b>Information Technology – 2.11 (now embedded in other domains)</b></p> <p>The School Psychologist is aware of and demonstrates skills in accessing information and resources via technology to enhance professional performance.</p> <p>The School Psychologist is able to critically evaluate technology information sources to enhance quality of services.</p> <p>The School Psychologist is able to effectively use technology enhanced strategies and systems to deliver services and disseminate professional knowledge.</p>	<p>Psychology 244: Seminar in Research Methods and Theoretical Issues</p> <p>Psychology 267: Internship in School Psychology</p> <p>Psychology 277: Role and Function of the School Psychologist</p> <p>Psychology 278: Intervention and Prevention</p> <p>Psychology 282: Cognitive and Behavior Therapy</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>
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**Supervision and Mentoring - 16**

The program provides candidates with opportunities and experiences to demonstrate knowledge of models of supervision used to mentor preprofessionals in practica and field experience placements. Candidates recognize the important role that field-site supervisors play in pre-professional training of future pupil personnel service providers.

Psychology 267: Internship in School Psychology

Psychology 279: Consultation and Supervision in School Psychology

## **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, assist candidates in the decision-making process. The Program follows a cohort model wherein the majority of the student 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 beginning of each semester to plan coursework, discuss practicum/internship, and to review and update the School Psychology Program Practicum and Internship Checklist (see Appendix A) and Advisee Record (see Appendix B). 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**

The Psychology Department typically have a few teaching assistantships and graduate assistantships available to qualified classified graduate students who are enrolled in Master's degree programs and whose previous records show outstanding achievement in academic work, outstanding subject matter competence in their major fields, and the special qualities necessary to the duties assigned.

Eligibility for an assistantship appointment requires possession of a baccalaureate degree and admission to the Master's degree program with classified standing. Subsequent appointments require the candidates maintain a 3.0 GPA, be enrolled in coursework toward their graduate degree, and demonstrate satisfactory progress toward completion of their graduate degree.

Graduate assistants work under the direction of an assigned faculty member and assist in such functions as the supervision of laboratories or other small groups, the evaluation of student coursework, the preparation of course materials, or the conduct of authorized research.

### **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 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 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.

### **Office of Special Education Program Grant: TRAIN: Tools to Reach Adolscents and Children in High Need (2012-2017)**

Marilyn Wilson, Ph.D., is the Project Director for this federal grant from the Office of Special Education to enhance and support the training of special education personnel. Dr. Hong Ni is the Co-PI. The grant provides stipends and travel funding for students in the first and second year of the school psychology program. Students receive intense training in working with children from high need backgrounds, including migrant, foster youth, and those who are incarcerated. The grant includes a summer course and special practica.

**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.

*The Janet Cisneros Memorial Scholarship*

This award goes to a graduate student in school psychology or applied behavior analysis in memory of Janet Cisneros, a school psychology graduate student. One scholarship is awarded to a student who has demonstrated a commitment to service to working with persons with disabilities.

*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.

## 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 or 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. Contact Dr. Marilyn Wilson for membership information.

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. Contact Dr. Hong Ni for additional information.

## **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 or 2 (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 and the student will be placed on probation within the Program.
2. If the student does not receive any ratings of 1 or 2 the following semester, he/she will be reinstated.
3. If the student receives any ratings of 1 or 2 he/she will remain on probation.
4. If at any time in the Program a student accrues two semesters of 3 or more ratings of 1 or 2, or at any time in the Program the student has accumulated 6 or more ratings of 1 or 2, he/she will be disqualified 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 School 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 245	Research Methods in Applied Behavior Analysis	4
	Or PSYCH 222/290 Thesis Proposal Development	2
PSYCH 279	Consultation and Supervision in School Psychology	4
PSYCH 284	Assessment of Intellectual Abilities	4
PSYCH 287	Practicum in School Psychology	<u>1</u>
<b>1 DAY PER WEEK PRACTICUM</b>		
Total		11-13

**COUNSELING COURSES**

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

COUN 200	Seminar in Counseling Techniques	<u>3</u>
Total		3

**SECOND YEAR: FALL SEMESTER**

PSYCH 225T	Seminar in Psychobiological Bases of Behavior	3-4
	Or COUN 234D Psychopharmacology	2
PSYCH 278	Intervention & Prevention in School Psychology	4
PSYCH 285	Assessment of Learning and Developmental Problems	4
PSYCH 287	Practicum in School Psychology	1
PSYCH 283T	Group Counseling	2
PSYCH 231	Ethics and Philosophy of Behaviorism (Optional)	(3)
<b>1½ DAYS PER WEEK PRACTICUM</b>		
Total		13-15

**Apply for Advancement to Candidacy by the end of the fall semester.****Have Thesis Proposal Meeting by the end of the fall semester (recommended)**

**SECOND YEAR: SPRING SEMESTER**

PSYCH 205	Seminar in Developmental Psychology	4
	or	
PYSCH 200T	Developmental Psychopathology	3-4
PSYCH 282	Cognitive and Behavior Therapy	4
PSYCH 286:	Instructional Consultation	4
PSYCH 287	Practicum in School Psychology	1
PSYCH 289	Functional Assessment and Intervention (Optional)	(4)
	<b>1½ DAYS PER WEEK PRACTICUM</b>	
	Total	12-13

**Take NCSP PRAXIS II Exam (January recommended)****Apply for Internship Credential (June-July)****MUST HAVE Thesis Proposal Meeting Prior to Internship Interviews****THIRD YEAR: FALL SEMESTER**

PSYCH 267	Internship in School Psychology	6
PSYCH 299/298	Thesis or Project	<u>3</u>
	Total	9

**THIRD YEAR: SPRING SEMESTER**

PSYCH 267	Internship in School Psychology	6
PSYCH 299/298	Thesis or Project (Optional)	<u>(3)</u>
	Total	6

TOTAL UNITS: 71-76

## **PORTFOLIO REQUIREMENT**

Students will collect work samples and field-based evaluations throughout the Program. These will be compiled into a portfolio which will be evaluated by Program faculty every spring. See Appendix C for NASP Portfolio requirements and the Portfolio Scoring Rubric, and Appendix D for the Internship Portfolio Requirements.

## **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 500-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. 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.

### **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

Candidates are assigned to practicum placements for one day per week (or two half days) during the first year and 1½ days per week during the second year. A day is considered at least 7 hours per week in the schools for a minimum of 100 hours for the semester during the first year and 150 hours per semester during the second year. Practicum logs will be maintained each week and summarized each semester. Afternoons and Fridays are not ideal times for practicum, so students should not plan to do practicum only at these times.

### **Practicum Placement**

The faculty members in the School Psychology Program assign candidates to their practicum sites. Field-based credentialed school psychologists with a minimum of two years of experience serve as site supervisors. Candidates are assigned to specific site supervisors based on their progress in the program, 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 E of this document. Time, activities, and student contacts are recorded.
2. Candidates are evaluated by the field-based credentialed school psychologist each semester using the School Psychology Practicum Student Evaluation (see Appendix G). 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.
3. Candidates complete the Student Evaluation of Field-Based Supervisor form located in Appendix H.
4. 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 F of this document.
5. Candidate performance is reviewed on the Advisee Record (see Appendix B) by the faculty members each semester.

The Program faculty review the evaluations and meet with each candidate to review the practicum logs, School Psychology Program Practicum and Internship Checklist, 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 I). The Plan may include more on-campus supervised activity, coursework, or additional practicum hours. See page 33 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 E)	Each Week and End of Each Semester	Student
School Psychology Program Practicum and Internship Checklist (Appendix	End of Each Semester	Student
School Psychology Practicum Student Evaluation Form (Appendix G)	End of Each Semester	Student and On-site Supervisor
Supervisor Evaluation Form (Appendix H)	End of Each Semester	Student
Advisee Record (Appendix B)	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 at the beginning of each semester to review the previous semester's work.

## 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 J). In addition, interns receive a minimum of two hours of field-based supervision each week from a field-based 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, July 2000, p. 18)

### **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 and Psychology 244B
- b) Have an approved thesis/project proposal meeting
  - a. Turn in committee form to Psychology Department and Division of Graduate Studies (see Appendix K).
- c) Have taken and passed the PRAXIS II Exam
  - a. Submit scores to the School Psychology Program Coordinator
- d) Have completed all required coursework with grade of "C" or better
- e) 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 Evaluation**

Candidate performance of Internship is evaluated twice 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 L of this document. Each intern is also responsible for turning in the Monthly Summary of Internship Log.
2. Candidate progress is reviewed on the Advisee Record (see Appendix B) 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 Appendix M), the School Psychology Intern Evaluation Parent Form (one must be submitted (see Appendix N), and the School Psychology Intern Evaluation Teacher Form (two must be submitted (see Appendix O). The candidate is responsible for ensuring that these evaluation forms are 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 H of this document.
5. Interns complete the NASP Portfolio as documentation of activities meeting NASP Standards (Appendix C).

At the end of each semester, the Program faculty review the evaluations and meet with each candidate to discuss the internship logs, School Psychology Program Practicum and Internship Checklist, the School Psychology Intern Evaluation Forms, 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 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 I). The Plan may include more on-campus supervised activity, coursework, or additional internship hours. See page 33 of this handbook for information on Program disqualification.

## **MASTER'S DEGREE REQUIREMENTS ESTABLISHED BY THE DIVISION OF 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 and Psychology 244B.
3. Thesis.

### **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 P.)

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 and 244B, Seminar in Research Methods and Theoretical Issues, with a grade of B or higher.
4. At least 60 of the 75 units must be taken at CSU, Fresno. No more than 15 units of transfer may be included in the Program.
5. All courses for the Educational Specialist degree must be 200 level (graduate). Undergraduate coursework will not count toward the graduate degree.
6. 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.
7. 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**

The Department of Psychology, School Psychology Program requires that all candidates complete a Master's thesis or project. 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, cataloguing, 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.

### *Process for Conducting the Master's Thesis/Project*

1. Identify a topic in cooperation with your faculty mentor.  
Topics selected for the thesis should reflect a solid understanding of the research literature and a potential to make a contribution to the field of behavior analysis. Reviews of the literature, content from courses, conversations with faculty, and

- practicum experiences all are viable sources for generating thesis ideas. Students should meet regularly with their faculty mentors to discuss research ideas and progress on identifying a topic. Students in the school psychology program are expected to write a draft of their literature review for their paper the first semester in PSYCH 277, Role and Function. During the second semester of the program, students will work on the methodology section in PSYCH 244B, Research Methods.
2. Write the thesis/project proposal.

The thesis/project proposal provides a comprehensive rationale and plan for the research. It should include an introduction (comprised of an overview of the purpose and rationale for the study and a clear statement of the research question), a literature review (comprised of a clearly organized description of the literature related to the proposed study), and a method section (comprised of a technological description of the plan for conducting the study). The proposal also should include a brief description of how data will be analyzed and discussed or project developed. Although different faculty members may have differing styles of supervising this process, all students should expect to maintain regular contact with their faculty mentor while writing and to submit several drafts and revisions of the proposal.
  3. Form a thesis/project committee.

The committee should be formed simultaneously with the writing of the proposal (Spring YR 1 – Fall YR 2). Thesis/project committees are formed according to guidelines established by the Graduate Committee of the Academic Senate (see Appendix K). The committee consists of three members; the chair and at least one other committee member must be appointed members of the department of the student's degree program (i.e., tenured or tenure-track faculty). All members should have expertise in the area of the student's research. With requisite expertise, an individual who is not a member of the department faculty in the student's program may serve as a member, with approval of the department chair. Additional information on thesis committee membership is available at [www.csufresno.edu/gradstudies/handbook/frm/thesiscomm](http://www.csufresno.edu/gradstudies/handbook/frm/thesiscomm).
  4. Defend the thesis/project proposal.

Once your faculty mentor has approved the final draft of the thesis proposal, a thesis proposal defense meeting may be scheduled. The student is responsible for contacting all committee members to arrange a meeting time and to reserve an appropriate location for the meeting (e.g., the Psychology Department conference room). Students should deliver a copy of the proposal document to each committee member at least two weeks prior to the defense date. They should also inform the Psychology Department staff of the title of the proposal, names of committee members, and the time, date, and location of the defense. They also should expect to present a brief (10-15 minutes) overview of the proposal during the defense. The remaining portion of the defense will be used for questions from committee members. Generally, proposal defenses last about an hour. Based on the student's responses to questions and the quality of the written document, the committee may choose to approve or disapprove the proposal. Approved proposals may require revisions, and committee members may reserve the right to see the revised document prior to granting formal approval. Proposals that are not approved by the committee will require substantial revision and a second defense meeting.

5. Obtain formal approval of the proposal by the committee.

When the committee accepts the student's proposal, the student and committee members will sign the Thesis Committee form (Appendix K). This form can be obtained in the Psychology Department office or the Division of Graduate Studies website and should be brought to the defense meeting. The signed Thesis Committee form and a copy of the approved proposal should be submitted to the Department of Psychology so that it may be placed in the student's file and sent to the Division of Graduate Studies. By signing the form, the student agrees to conduct the thesis/project as proposed. Should substantial changes be made to the original plan of the study, approval by the committee must be obtained in writing and placed in the student's file. Changes in committee membership should be documented on a Change in Master's Thesis Committee form (Appendix Q).
6. Obtain appropriate human subjects clearances.

All theses/projects involving the use of human participants require approval by the Department of Psychology's Human Subjects Committee. Research that poses more than minimal risk to participants or involves children as participants also requires approval by the University Institutional Review Board (IRB). Application procedures and forms for departmental and university review are located in Appendix R. The faculty mentor should be listed as the primary investigator, and the student should work closely with the mentor to complete the form and submit it to the appropriate committee/board. The United States Department of Health and Human Services requires that all faculty and students who conduct research with human subjects complete federally-approved training modules on the protection of human subjects. Both the department and university human subjects committees require documentation of training completion to accompany all requests for review. Links to application forms, training modules, and additional information about the IRB can be found at [www.csufresno.edu/humansubjects](http://www.csufresno.edu/humansubjects) . Collection of any data on human subjects prior to obtaining the appropriate approvals is an ethical violation and can result in dismissal from the program.
7. Register for thesis units (PSYCH 299) or project units (PSYCH 298).

Upon final approval by the thesis committee and human subjects committee(s), students should obtain a course number for thesis/project units from the Psychology Department office. Students must be advanced to candidacy prior to registering for thesis/project units. You do not need to be registered for thesis/project units in order to work on your thesis/project. Typically students in the school psychology program register for thesis units fall and if needed, spring, of their internship year.
8. Conduct the research and write the final manuscript.

During all steps of conducting the thesis/project research, students should communicate frequently with their faculty mentor. Once the data have been collected and analyzed, a final thesis manuscript can be written. This manuscript will include five chapters: 1) an introduction chapter (comprised of an overview of the purpose and rationale for the study and a clear statement of the research question); 2) a literature review chapter (comprised of a clearly organized description of the relevant literature related to the proposed study); 3) a method chapter (comprised of a technological description of all procedures used in the study); 4) a results chapter (comprised of a description of all outcomes, including relevant figures and tables);

and 5) a discussion chapter (comprised of a critical analysis of the research findings and identification of particular strengths and weaknesses of the study). For projects the completed project will be in an appendix. Similar to the proposal writing process, students should expect to submit several drafts and revisions prior to obtaining approval from the faculty mentor to schedule a final defense meeting.

9. Defend the final thesis/project.

Once your faculty mentor has approved the final draft of the manuscript, a defense meeting may be scheduled. The student is responsible for contacting all committee members to arrange a meeting time and to reserve an appropriate location for the meeting (e.g., the Psychology Department conference room). They should also inform the Psychology Department staff of the title of the study, names of committee members, and the time, date, and location of the defense. Students should deliver a copy of the document to each committee member at least two weeks prior to the defense date. They also should expect to present a brief (15-20 minutes) overview of the thesis during the defense. The remaining portion of the defense will be used for questions from committee members. Generally, final defenses require about 60 minutes. Based on the student's responses to questions and the quality of the written document, the committee may choose to approve or disapprove the thesis/project. Approved theses/projects may require revisions, and committee members may reserve the right to see the revised document prior to granting formal approval. Theses/projects that are not approved by the committee will require substantial revision and a second defense meeting.

10. Obtain final committee approval.

Once the final version of the thesis/project manuscript has been approved by the committee, all committee members should sign the thesis approval form. Students should make sure that the format of the document is consistent with the APA Publication Manual and university standards. The Division of Graduate Studies Thesis Office employs thesis consultants to assist students with final manuscript preparation. The final approval form and formatting templates can be found at [www.csufresno.edu/gradstudies/thesis/templates](http://www.csufresno.edu/gradstudies/thesis/templates) . Students may also complete online formatting tutorials at [www.csufresno.edu/gradstudies/thesis/ttt](http://www.csufresno.edu/gradstudies/thesis/ttt) .

11. Submit a copy of the final draft to the Office of Graduate Studies for review.

The Office of Graduate Studies reviews all thesis documents for consistency with formatting guidelines. Projects will also be submitted to the Office of Graduate Studies. See online guidelines for electronic submission.

12. Submit the final manuscript.

If there are problems with manuscript format, the Division of Graduate Studies Thesis Office will request changes and assign a deadline for completion.

13. Submit all necessary paperwork for final thesis clearance.

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 Master's 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.

### **A. 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. 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. 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

- Pass CBEST prior to program acceptance (Needed for credential)
- Join CASP or 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 proof for credential)
- August - Attend graduate and program orientations
- August/September - Fill out volunteer paperwork for practicum placement site if required by practicum district
- August/September - TB test evidence (within last 12 months) if required by practicum district
- Attend a plagiarism workshop; submit certificate (through Psych 244).
- 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 through Psych 222 or 245
- Complete Institutional Review Board (IRB) training through Psych 222 or 245
- Turn in NASP portfolio and practicum/internship checklist.

### 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)
- Form a thesis/project committee
- Defend thesis/project proposal
- Submit Thesis Committee Form
- Submit proposal for Humans Subjects and IRB approval
- Register for NCSP/PRAXIS II exam (Take in November, January or March)

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!!** There is a 45 day window. Submit scores to program coordinator
- Thesis/project proposal must be successfully defended and student must obtain a passing score (165) on PRAXIS II prior to interviewing for internships
- 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 coursework except internship supervision class must be completed prior to internship
- Turn in updated NASP portfolio and practicum/internship checklist.

Year 3 - Fall

- Register for Internship class (Psych 267) and thesis/project (Psych 299/298)
- Attend a thesis formatting webinar through Division of Graduate Studies if not completed earlier

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 finals week.
- 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
- Complete department and Kremen School of Education exit surveys
- Turn in completed NASP portfolio and practicum/internship checklist
- 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 may apply for the NCSP. Have paperwork signed by field supervisor and university program coordinator. Form is available on the NASP website.