Graduate Program in School Psychology

Graduate Student Handbook

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This version of the program handbook is intended for the Fall 2018 cohort [updated July 2018]
# Table of Contents

## I. Program Resources

## II. Program Overview
- A. Welcome
- B. Getting Started: myCalStateLA Account & E-mail
- C. Additional University Resources
- D. Program Mission and Objectives
- E. Charter College of Education Conceptual Framework
- F. Professional Standards
- G. Financial Support
  1. College and Division Scholarships
  2. Professional Scholarships and Activities

## III. Admission
- A. Criteria and Selection
- B. University and Program Application Process
- C. “Conditional Admission” Status
  1. Grade Standards
  2. CBEST, TB test, and Certificate of Clearance Requirements
- D. Formal Admission to Program
- E. Admission: Frequently Asked Questions

## IV. Program Description and Requirements
- A. Academic Coursework
  1. Cohorts and Scheduling
  2. Curriculum and Course Sequence: Overview
  3. Year 1 Coursework
  4. Year 2 Coursework
  5. Year 3 Coursework
- B. Applied Experience
  1. Year 2 Practicum
  2. Year 3 Internship
    a. Preparing for Intern Year
    b. Intern Site Selection
    c. Child Welfare and Attendance (CWA) Requirement
- C. Portfolio Requirement
- D. Mandatory Liability Insurance
- E. Degree, Certification, & Licensure
- F. School Psychology Web Resources
V. Applied Behavior Analysis Certificate
   A. Certificate requirements and coursework

VI. Getting Involved
   A. Student Representation in Program and College Governance
      1. School Psychology Student Association
      2. CCOE Student Representative Opportunities
   B. Membership in Professional Associations

VII. Administrative (Degree) Requirements
   A. Residency
   B. Grade Standards
   C. Advisors
   D. Class Registration and Permits
   E. Program Plans
   F. Time Limitation/Withdrawal from Program
   G. Dismissal from the Program

VIII. Making Changes
   A. Changing Grade from “Incomplete”/”Report in Progress”
   B. Changing the Program Plan

IX. Demonstration of Competency
   A. Portfolio Requirement
   B. School Psychology Assessment System
   C. Master's Comprehensive Exams
      1. Applying for the Comprehensive Exam
      2. Application Deadlines
   D. Exams Sequence & Notification of Results
   E. Thesis Option to the Comprehensive Exams
   F. Praxis II (NASP) Examination Requirement
   G. Certification of Candidacy for the Master's Degree
   H. Portfolio Evaluation

X. Degree, PPS Credential, and Graduation Requirements
   A. Diploma/Degree Process and Fees
   B. Credential Process and Fees
   C. Graduation/Regalia Rental Process and Fees

Final Notes

Appendix A Portfolio Guidelines
Appendix B Portfolio Evaluation Forms
Appendix C Counselor Competencies Scale
Bulleted List of Evidence for Preconditions

Pupil Personnel Services: School Counseling and School Psychology

Specialization Requirements

PPS a. In order to meet the scholastic needs of school pupils with a diverse range of needs, abilities and expectations, all programs approved as preparation in pupil personnel services shall give primary emphasis to helping public school pupils to achieve academic success by emphasizing the importance of academic advising.

- Program Description and Requirements

Persons admitted to programs must have a minimum of a baccalaureate degree from an accredited college or university in a subject other than Education.

- Admission Criteria and Selection

PPS d. Credit for successful completion of a program of study for the school psychologist specialization shall be: Equivalent to a minimum of 60 semester units or 90 quarter units; or 900 classroom hours of postgraduate study.

- School Psychology Course Requirements

PPS e. Credit for successful completion of a program of study for the added child welfare and attendance services specialization shall be: Equivalent to a minimum of 9 semester units or 13 quarter units; or 135 classroom hours of postgraduate study.

- Child Welfare and Attendance (CWA) Requirement
Program Resources

The School Psychology Program is housed within the Division of Special Education and Counseling in the Charter College of Education. The Division Office is located in KHC1064 (King Hall, C Wing, Room #1064). Faculty mailboxes are located in this office.

Program Address:

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Los Angeles, CA 90032-8144

Important Contact Information:

Division of Special Education & Counseling Office 323-343-4400
Dr. Holly Menzies, Division Chair
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Agustin Cervantes, Director

Dean’s Office, Charter College of Education, King Hall D2069 323-343-4300
Dr. Cheryl Ney, Dean

Associate Dean’s Office, King Hall D2070 323-343-4303
Dr. Diane Fazzi, Associate Dean
Program Overview

A. Welcome

The faculty and students of the Cal State LA School Psychology program extend a warm welcome and congratulate you on your entrance to our full-time program. Embarking on your graduate education is an important decision and demonstrates your commitment over the next three years to attaining a Master of Science (MS) degree in Counseling with an Option in School Psychology and a PPS credential in School Psychology and Child Welfare and Attendance.

B. Getting Started: MyCalStateLA & E-mail

To settle in to your role as a School Psychology graduate student at Cal State LA, you will need to navigate several systems to register for classes and view online grades (GET), access class notes and information (Moodle), and obtain a Cal State LA email account and library materials (myCalStateLA). You will also need a valid student ID. Below are resources to help you in each area:

- **MyCalStateLA**: A MyCalStateLA account is a computer account that allows you access to campus network and resources, including e-mail and library databases that you will need access to for your graduate research. **All students in the program must obtain a MyCalStateLA account.** The MyCalStateLA account is automatically created when you set up your email account.

- **GET**: The Golden Eagle Territory (GET) is a self-service website designed for students. Access to GET can be found at: [https://get.calstatela.edu/](https://get.calstatela.edu/). You can also access GET through My CSULA portal.

- **Moodle**: Moodle is the online course management system that faculty use to post class notes, syllabi, and resources. To use Moodle, you enter through your My CSULA portal.

- **Student ID (Golden Eagle) Card**: The Golden Eagle One Card is a multipurpose identification card with features that allow access to all university services. You can obtain your card by visiting the Golden Eagle Service Center located at the first floor of the University Student Union, (323) 343-6800.
C. Additional University Resources

- **Office for Students with Disabilities:** Gonzalo Centeno, Director
  The Office for Students with Disabilities (OSD) provides services designed to make the educational and social experiences of students with disabilities as similar as possible to those of students without apparent disabilities. Students with verified permanent disabilities are provided appropriate disability-related services. For a complete listing of all services, go to OSD website, call (323) 343-3140; TDD (323) 343-3139; FAX (323) 343-6429, or visit the office at Administration 127.

- **Counseling Services:** The main goal of Cal State L.A. personal counseling services is to provide psychological services to assist students in becoming successful graduates of our University. Social or emotional concerns can sometimes interfere with effective functioning and academic performance. Problems in interpersonal relationships, juggling family responsibilities, illness, conflicts about sexuality, the effects of racism or sexism, feelings of inadequacy, depression and loneliness are issues we all encounter. Talking with a counselor in a confidential, interactive and non-judgmental atmosphere can aid self-understanding and resolution of personal issues. Psychiatric medication evaluations are available when needed. Personal Counseling services are offered at the Student Health Center at no cost to currently enrolled students. Appointments can be made by calling (323) 343-3302 or stopping by our reception desk. You can also check out the website: [http://www.calstatela.edu/univ/hlth_ctr/counseling.php](http://www.calstatela.edu/univ/hlth_ctr/counseling.php)

D. Program Mission and Objectives

The mission of the School Psychology Program at Cal State LA is to facilitate complete access to the schooling process for all children, youth, and their families with recognition of their diverse multicultural and linguistic backgrounds. Graduates of the program obtain the Master of Science (MS) degree in Counseling and the Pupil Personnel Services (PPS) Credential in School Psychology and Child Welfare and Attendance (CWA). Students obtaining paid internships during their third year of study also obtain the School Psychology Internship Credential.

Our vision of the role of the school psychologist is one who will take a proactive stance in the profession and who will be able to perform successfully in the areas of consultation, in-service education, research, assessment, and intervention. As such, the following objectives guide our curriculum:

1. Understanding and application of principles of educational and psychological measurement and evaluations across school settings, populations, and research endeavors.

2. Knowledge of major areas of psychological foundations including child growth and development, both normal and atypical, exceptionalities, psychopathology, learning, and cultural, social and biological influences on development.
3. Knowledge of major areas of educational foundations including education of exceptional learners, instruction and remediation, and operation of the school system in a variety of settings including regular and special education from preschool through high school.

4. Mastery of major psychological and educational interventions and techniques including consultation, in-service education, counseling, and assessment with primary emphasis in behavioral and family systems approaches.

5. Integration of the various roles of the professional school psychologist including knowledge of the history and foundations of school psychology, legal, ethical, and professional issues and standards.

6. Support of, and competence in, traditional and alternative modes of assessment (applied to multicultural, linguistically diverse populations) and service delivery (pre-referral intervention, regular and special education collaboration) and expanded role responsibilities of the school psychologist (consulting, counseling, mental health).

The Cal State LA School Psychology Program is a full-time program; part-time candidates are not admitted into the program. Our student body is ethnically and culturally diverse and is largely representative of the diversity inherent in the greater Los Angeles area. About half of our candidates work full-time and most others hold part-time employment. Many of them work in the public schools as classroom teachers or with agencies providing consulting services for students with severe disabilities.

E. Charter College of Education Conceptual Framework

VISION STATEMENT

The Charter College of Education (CCOE) is a learning community of faculty, administrators, staff, CCOE students, and community members that work collaboratively to ensure that all CCOE students receive a high-quality education, honor the diversity of all learners, advocate for educational and community reforms, develop reflective practices that promote equity, and facilitate the maximum learning and achievement potential of all children and adults.

MISSION STATEMENT

The CCOE mission is to develop in CCOE students the professional knowledge, skills, and dispositions to promote the academic, social, and psychological development of diverse learners in urban schools and related agencies. CCOE graduates become teachers, special educators, school administrators, educational technologists, researchers, program evaluators, school psychologists, counselors, rehabilitation professionals, higher education faculty, and other educational specialists. Within an environment of shared governance, CCOE professional preparation programs utilize data-driven decision-making, technology-integrated instruction, meaningful curricula, and outcome-based assessments to ensure high-quality educational opportunities for all CCOE students.

CORE VALUES
EDUCATIONAL EQUITY: We believe in creating inclusive learning environments with equitable educational opportunities for all learners, including those with disabilities and those from diverse cultural, linguistic, and socio-economic backgrounds. We believe everyone can learn if given the opportunity and support. We honor the dignity of every individual and hold high academic expectations for all learners. We value diversity because it enriches the quality of everyone’s learning.

PROFESSIONALISM: We believe professionalism is mastery of the body of knowledge for one’s discipline and the demonstration of cultural, technological, ethical, and professional competencies. CCOE courses and professional preparation programs are designed to teach professional dispositions, skills, and/or knowledge.

REFLECTIVE PRACTICE: We believe all CCOE students should develop reflective practices, including self-assessment strategies to foster professional growth. We promote the deliberate application of knowledge to practice and the constant reflective analysis of one’s practice in relation to school and/or community needs.

COLLABORATION: We believe that collaborations and partnerships among CCOE faculty and staff, CCOE students, schools, families, and community organizations enhance educational excellence, urban school and related agency transformations, and educational access and equity for all learners. Meaningful and lasting educational collaborations and partnerships are grounded in understanding the complexity of all stakeholders’ needs and their interdependence, and we advocate that all CCOE professional preparation programs build collaborations and partnerships.

F. Professional Standards

The School Psychology program at Cal State LA is committed to all legal and ethical guidelines, and professional and state standards relevant to the school psychology profession and the internship. Over your course of study, you will acquire knowledge of professional standards, ethical standards, and legal issues as they relate to the provision of school psychological services and educational and psychological research.

These standards are reviewed in your academic and professional courses, as well as reviewed in regularly scheduled seminar meetings for all students on internship; however, it is your responsibility to become knowledgeable of these guidelines and to understand fully how your professional plans and individual program of study must comply with these guidelines and standards.

Both the National Association of School Psychologists (NASP) and the California Association of School Psychologists (CASP) publish ethical practice standards to which professionals and students must adhere. The California Commission on Teacher Credentialing publishes state standards for graduate programs in school psychology to which Cal State LA’s program adheres.

Take the time to find and review these documents at the following websites, as you are required to include selected portions of these documents for your School Psychology Portfolio (see Portfolio Handbook).
- California Association of School Psychologist Principles for Professional Ethics
- [California Commission on Teacher Credentialing Standards of Quality and Effectiveness for Pupil Personnel Services Credentials](#) (school counseling, school psychology, school social work, child welfare and attendance)

**G. Financial Support**

1. **College and Division Scholarships**

   Students who demonstrate financial need and/or who excel in a certain area can apply for both college and division scholarships. Applications can be obtained through the Financial Aid office, and all students applying for scholarships must have applied through the Financial Aid office and qualified as a student needing financial assistance. For more information go to: [http://www.calstatela.edu/univ/finaid/](http://www.calstatela.edu/univ/finaid/)

   Information for specific scholarships, including the Glenda Vittimberga Memorial Scholarship, can be found in the Division office and/or the Office of Student Services. Applications are typically due in the Spring and selected for the following year.

2. **Professional Scholarships and Activities**

   Many school psychology students apply for scholarships offered through school psychology professional associations to help cover tuition, expenses, and travel to professional conferences. In the past, students from our program have been awarded the California Association of School Psychologist’s (CASP) Cultural and Linguistic Diversity Scholarship (renewable for three years) and the Paul Henkin Scholarship Award (covering travel expenses to a school psychology conference). We have also had students successfully compete for and win various scholarships at the regional, state, and national levels, including the NASP Minority Scholarship Program Award.

   Website Information on several scholarships are listed below; however, we encourage you to be proactive in learning about new and existing scholarship awards available for graduate students.

   - **CASP Cultural and Linguistic Scholarship Award, CASP Paul Henkin Scholarship Award**
   - **APA Division 16 (School Psychology) Paul Henkin School Psychology Travel Award**
   - **NASP Scholarships and Awards**
A. Criteria and Selection

The School Psychology program at Cal State LA highly competitive. Over the years, it has earned a well-regarded reputation in California for the preparedness and quality of its graduates. The program receives about 60–120 applications each year. The minimum requirements to be accepted into the program are:

1) Minimum of a baccalaureate degree from an accredited college or university in a subject other than Education. [return]

2) Minimum 2.75 GPA for the last 90 quarter units/60 semester units;

3) Submit the Division and College application forms

3) Complete an undergraduate level statistics course (e.g., EDFN 4520: Statistics in Education). This course may be completed the summer prior to enrollment or during the first year in the program.

Each application is read by program faculty and screened according to the candidate’s ability and minimum admission requirements. Only applicants who meet the minimum requirements and who have complete applications are offered an interview. If the majority of applicants meet the minimum requirements, then only applicants who hold a GPA above 3.0 for last 60 semester units or 90 quarter units are offered an interview.

Once candidates are chosen for an interview, they are contacted and interviews are held around March-April. An orientation meeting of accepted applicants is held in May or June, at which time candidates meet their advisors, meet their cohorts, and ask questions.

B. University and Program Application Process

In order to apply to the program, each candidate must complete a 1) University application (not seen by program faculty/staff) accessed at the following site: http://www.csumentor.edu/AdmissionApp/; 2) College/Program application (including personal essay); 3) Two letters of recommendation; and 4) ALL post-secondary transcripts. Deadline: School Psychology Program Applications are due mid-January each year. The Program only accepts applications once each year. Incomplete applications are considered late. Late applications are given less priority.
C. “Conditional” Admission Status

1. Grade Standards

Every candidate who accepts an offer of admission is admitted into the program contingent upon satisfactory completion of fall semester coursework. This is not only to ensure that the candidate has demonstrated the commitment and competency needed to begin a rigorous program of study, but to help illuminate those candidates who may not be ready for the demands of a full-time graduate program.

Each candidate is required to enroll in and pass the fall semester classes with a grade of “C” or better (or Credit). These classes include: COUN 5385 – Seminar: Leadership in Pupil Personnel Services, COUN 5300 – Theoretical and Developmental Aspects of Behavior, COUN 5016 – Applied Behavior Analysis, and COUN 5005 – Individual Counseling Strategies. Candidates who fail to meet the above requirements will not be allowed to continue in the program.

Grades of “C” or better are considered passing for graduate level courses. Students who earn a grade of “C-” or lower must re-take the class. Students have two opportunities to pass a course. Students who do not obtain a grade of “C” or better after two attempts may be dismissed from the school psychology program.

2. CBEST, TB test, and Certificate of Clearance Requirements

Candidates must also obtain Certificates of Clearance, undergo current (and obtain results from) TB testing, and take the California Basic Educational Skills – Test (CBEST) (with passing results; see CCTC website for criteria of passing scores on overall test and individual subtests) in order to advance from conditional to full admission into the program. PLEASE NOTE: do not obtain your TB test prior to the August of the year you begin your program. You will need a more recent test result for counseling at a school site in the spring.

Submit verification that you possess a valid credential, permit or Certificate of Clearance issued by the California Commission on Teacher Credentialing (CCTC). If you do not have a credential, permit, or Certificate of Clearance, you will need to apply on-line.

To apply for a Certificate of Clearance online simply follow these steps:

1. Print three copies of Livescan 41-LS form http://www.ctc.ca.gov/credentials/leaflets/41-LS.pdf
2. Submit the three copies of the Livescan 41-LS form and processing fees to the operator where the prints will be imaged. (Click to view a listing of Livescan locations http://caag.state.ca.us/fingerprints/publications/contact.html. The Cal State LA Department of Public Safety also offers Livescan services http://www.calstatela.edu/police/fingerprinting-services)
4. Complete the online application.
5. Using a VISA or Mastercard debit or credit card, complete the authorized transaction fee of $35 plus a $2.50 service fee for a total of $37.50.
6. Immediately following the successful submission of the online application, an e-mail will be sent containing a confirmation number and a link to the Track Payment web page.

• You must provide proof of on-line submission by printing out the e-mail confirmation number or printing out a copy of the Certificate of Clearance once it is issued.

• Submit a verification of a negative T.B. test taken during the Winter Break of your first year. The currently approved school site for the counseling practicum you will do Spring Semester (COUN 5307) requires negative T.B. test results within 60 days of beginning the practicum (which begins approximately January 20th). This means that tests should be done between December and January. The T.B. test (skin or x-ray) may be taken at the Cal State LA Health Center (self reading tests are unacceptable) if currently a Cal State LA student.

D. Formal Admission to Program

Once candidates have completed Fall Semester requirements as outlined above, they are considered formally admitted into the School Psychology program. This milestone is marked by the completion of a program plan with your academic advisor.

E. Admission: Frequently Asked Questions

• Will I be okay if I only meet the minimum GPA requirement?
  Most years we receive well over a hundred applications with GPAs above the minimum 2.75 requirement. During those times we tend to interview applicants whose GPA is above 3.0, consistent with the minimum GPA that graduate students are expected to maintain. If one has taken graduate coursework, those units and GPA are considered; however, the undergraduate record is still evaluated as part of the last 60 semester units or 90 quarter units.

• Do you require the GREs?
  We do not require GRE scores.

  ▪ What are you looking for in a candidate for your program?
  We are looking for candidates with a strong commitment to become a School Psychologist, a willingness and readiness to study on a full-time basis, an appreciation for cultural and linguistic diversity, excellent communication skills (oral and written), a desire to work with children and adolescents – including students with special needs, good interpersonal skills, and shared values with the Charter College of Education & Division of Special Education & Counseling.

  ▪ If I have a low GPA, will my experience or letters of recommendation be considered?
We always take experience and letters of recommendation into consideration when evaluating candidates for our program. We do not, however, consider such experience as compensatory for scholastic achievement. Advisors are available to recommend ways to improve academic performance.

- **If I miss the deadline, can I start taking classes in the program until I can apply next year?**
If you have been accepted to the University, you will have status as an unclassified graduate student and that will allow you to enroll into 4000-level courses. However, all of our coursework is at the 5000-level and you will need instructor consent to enroll in them. Even if the coursework is taken here at Cal State L.A., all coursework taken prior to formally being admitted into the program will have to be considered transfer units.

- **How can I tell if a course I took at another university meets the prerequisite requirement?**
Meet with the program coordinator or a program advisor. Bring transcript and course description for the course in question. You may also meet with the instructor of the course and obtain a brief letter in which the instructor indicates that the course you took is the equivalent.

- **If I already have a Masters or Doctorate degree, can I apply for only the PPS credential?**
Our program offers the Master of Science degree in Counseling or a related field. If your degree is in an unrelated field, then you should apply for the degree as well as the credential. If you obtained a Master of Arts degree (45 semester units or 60 quarter units) in a related field such as Psychology or Special Education, then again, you should be applying for the Master of Science degree and the credential. If you have a M.S. degree or Doctorate in a related field, then you can apply for the PPS credential only. Credential-only candidates are evaluated based on their fitness to enter into the second year of our training program. Thus, it is highly recommended to meet with an advisor to determine whether you have completed the first year program requirements.
Program Description & Requirements

A. Academic Coursework

Note: Download the Student Advisement Handbook for Masters Degree Programs at the Office of Curriculum and Assessment website
http://www.calstatela.edu/academic/ccoe/off_curriculum_assessment_gradstudies.htm

Cohorts and Scheduling

Cohorts: A cohort approach is used for sequencing the experiences school psychology candidates will have through coursework, practica, and the internship. Candidates are assigned to one of two cohorts when they are admitted into the program. Each cohort is made up of 12 candidates who are expected to enroll in the same courses. This promotes collegiality among the candidates and allows program faculty to monitor candidate progress or concerns.

Scheduling: The School Psychology Program is designed as a three-year full-time program. Courses offered to school psychology students are taken in a hierarchical sequence leading to more advanced and specialized knowledge and practice. There is very little room in the schedule for deviation from the presented structure. Candidates not taking a required course when indicated may result in delaying their internship for an entire year. It is critical to speak to an advisor to plan your options if you find that you are unable to attend on a full-time basis.
## Curriculum & Course Sequence

### Course Sequence: Overview

The following two pages of the handbook provide an overview of the courses taken in the School Psychology Program. Below is a chronological sequence of courses taken, along with timelines for application to program requirements (in boxes, below). The following page lists the titles of all school psychology courses required in the Program.

*Prerequisite course taken prior to Second Year Fall Semester: EDFN 4520 (Statistics in Education) or equivalent*

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**Complete Program Plan**

**Advance to Candidacy**

- Attempt CBEST
- Apply for COUN 5370
- Pass CBEST

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**Apply for COUN 5370**

- Apply for COUN 5380/5287
- Apply for comprehensive exam
- Take Praxis Exam
- Apply for intern credential (if applicable)

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**Apply for COUN 5380/5287**

- Apply for graduation
- Apply for PPS credential
- Pass Praxis Exam
School Psychology Course Requirements

Prerequisite Courses (No Unit Credit)
EDFN 4520  Statistics in Education

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>UNITS</th>
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<tr>
<td><strong>Counseling Core courses (38 Semester units)</strong></td>
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<td>EDSP 4000  Foundations of Special Education</td>
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<td>COUN 5005  Individual Counseling Strategies</td>
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<td>COUN 5300  Theoretical and Developmental Aspects of Behavior</td>
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<td>COUN 5150  Ethical, Legal, &amp; Professional Issues in Counseling</td>
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<td>COUN 5016  Applied Behavior Analysis</td>
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<td>COUN 5020  Behavioral Consultation</td>
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<td>COUN 5307  Individual Clinical Counseling</td>
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<td>COUN 5310  Assessment and Case Study Techniques</td>
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<tr>
<td>COUN 5311  Assessment and Case Study Techniques Lab</td>
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<tr>
<td>COUN 5320  Assessment of Disabilities and Evidence Based Interventions</td>
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</tr>
<tr>
<td>COUN 5340  Assessment of Social, Emotional, and Behavioral Disorders</td>
<td>3</td>
</tr>
<tr>
<td>COUN 5360  Practicum: School-Based Consultation</td>
<td>2</td>
</tr>
<tr>
<td>COUN 5370  Practicum: School Psychology</td>
<td>4</td>
</tr>
<tr>
<td>COUN 5281  Seminar: Leadership in Pupil Personnel Services</td>
<td>3</td>
</tr>
<tr>
<td>COUN 5385  Seminar: School Psychology</td>
<td>3</td>
</tr>
<tr>
<td>COUN 5287  Supervised Field Experience Child Welfare and Attendance</td>
<td>2</td>
</tr>
<tr>
<td>COUN 5018  Behavioral Assessment and Interventions</td>
<td>3</td>
</tr>
<tr>
<td>COUN 5129  Principles of Research and Program Evaluation in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 5380  Supervised Field Experience in School Psychology</td>
<td>16</td>
</tr>
</tbody>
</table>

**Comprehensive Examination (0 units) or Thesis (4)**
COUN 5960  Comprehensive Examination or 0
COUN 5990  Thesis or Project Planning and 2
COUN 5991  Thesis or Project 2

Total Units: 72-76
School Psychology Program
1st Year Course of Study

Fall Semester

- COUN 5005 (4)  Individual Counseling Strategies
- COUN 5300 (3)  Theoretical & Developmental Aspects of Behavior
- COUN 5016 (3)  Applied Behavior Analysis
- COUN 5385 (3)  Seminar: School Psychology

➢ Upon completing and passing with CREDIT or at least a “C” grade, you must complete a Program Plan with your advisor.

➢ Submit the Charter College of Education Application Processing Fee of $65.00

➢ Submit student portfolio for review to Program Advisor at completion of Fall Semester. Advisor will use the First Year Candidate Program Evaluation Form.

➢ Purchase Student Professional Liability Insurance.

➢ Take CBEST.

Spring Semester

- COUN 5020 (3)  Behavioral Consultation
- COUN 5150 (3)  Ethical, Legal, & Professional Issues in Counseling
- COUN 5307 (3)  Individual Clinical Counseling
- EDSP 4000 (3)  Foundations of Special Education

➢ By Spring Semester, you should request for change in classification to G-3, Advanced to Candidacy, by submitting Form GS-10. By this time, you should have satisfied 16 units on your program with a GPA of 3.0 or higher.

➢ Pass CBEST.

Summer Session

- COUN 5160 (3)  Group Counseling
- COUN 5129 (3)  Principles of Research & Program Evaluation in Counseling

➢ Update Student Professional Liability Insurance.
School Psychology Program
2nd Year Course of Study

Fall Semester

- COUN 5310 (3) Assessment and Case Study Techniques
- COUN 5311 (1) Assessment and Case Study Techniques Lab
- COUN 5360 (2) Practicum: School-Based Consultation
- COUN 5281 (3) Seminar: Leadership in Pupil Personnel Services
- COUN 5370 (2) School Psychology Practicum

Spring Semester

- COUN 5018 (3) Behavioral Assessment and Interventions
- COUN 5320 (4) Diagnosis of Learning Problems and Remedial Procedures
- COUN 5340 (3) Assessment of Social, Emotional, and Behavioral Disorders
- COUN 5370 (2) School Psychology Practicum

- Apply for the School Psychology Internship Credential in the Spring Semester if you obtain a paid internship. Check with the Office for Student Services for credential application deadlines.

- Submit student portfolio for review to Program Advisor at completion of Spring Semester. Advisor will use the Second Year Candidate Program Evaluation Form.

- Apply for COUN 5380 by the published deadline (See Division Office).

- Update Student Professional Liability Insurance.

Summer Session

- No coursework

- Apply for Comprehensive Exam by the published deadline (See Division Office).

- You must take the National Exam in School Psychology (ETS/PRAXIS-II).
3rd Year Course of Study

Fall Semester

- COUN 5380 (8) School Psychology Internship
- COUN 5287 (1) Child Welfare and Attendance
- COUN 5960 (0) Comprehensive Examination

➢ Apply for Graduation by published deadline (see Schedule of Classes).

➢ Apply for PPS Credential in School Psychology with advanced authorization in Child Welfare & Attendance. Check with the Office for Student Services for credential application deadlines.

Spring Semester

- COUN 5386 (8) School Psychology Internship
- COUN 5287 (1) Child Welfare and Attendance
- COUN 5960 (0) Comprehensive Examination

➢ You must have taken the National Exam in School Psychology (ETS/Praxis-II) no later than the first week of Spring semester; otherwise, you will be scheduled for a comprehensive oral exam.

➢ Submit student portfolio for review to Program Advisor at completion of Spring Semester. Advisor will use the Third Year Candidate Program Evaluation Form.

➢ Commencement & Hooding Ceremonies.
Program Description & Requirements

B. Applied Experience

The School Psychology Program provides its graduate students with the opportunity to transfer methodology and theories into applied situations by their participation in a practicum experience that meets the California Commission on Teacher Credentialing (CCTC) standards for School Psychology. In order to meet the scholastic needs of school pupils with a diverse range of needs, abilities and expectations, the pupil personnel services credential in school psychology includes an emphasis on helping public school pupils to achieve academic success by emphasizing the importance of academic advising. Practicum experiences are arranged to provide opportunities for students to a graduated sequence of experiences, progressing from introduction, orientation, and observation to basic skill acquisition, assuming professional responsibilities, and development of proficiency in multiple areas of competence.

Second Year Practicum

You will complete at least 300 clock hours of school-based experience during your practicum during the second year of the program; the remaining 150 hours required by CCTC will be completed within your academic and professional coursework over the two-year period prior to internship, for a total of 450 clock hours.

Any Master of Science in Counseling student receiving a no credit in an early fieldwork experience will be placed on academic probation and must complete an academic improvement plan with their advisor before they may enroll in subsequent fieldwork courses. Receiving two separate no credit grades in any fieldwork experiences is cause for dismissal.

All of the requirements for the Practicum Experience are provided in a separate Fieldwork Manual.

Third Year Internship

The internship provides a planned, culminating set of professional development opportunities involving the integration of theoretical knowledge with professional practice.

Internships are intended to prepare students for entry-level professional practice in school psychology. Students will obtain experience by participating in each of the major categories listed in the Internship Checklist of Experiences (see Intern Manual). The student’s internship supervisor will initial each specific activity in which the intern has engaged. Each activity must be completed prior to final internship credit.
NOTE: California requirements for the PPS credential with Advanced Authorization in School Psychology require that the 1650 hours of practica and internship must include experience in at least three out of the following four types of sites: Preschool, Elementary, Middle, and Secondary Schools. The majority of the 1500 hours in public schools can be at one school level, but a minimum of 200 hours must occur at a second and third setting.

a. Preparing for Intern Year

Program faculty and current interns will assist you in preparation, planning, and knowledge related to your internship experience. In addition, each year, the School Psychology Student Association (SPSA) also organizes an “Internship Day” to help you know what to expect during the competitive interview process.

The following pages provide a brief reference to common questions related to preparing for the internship experience. For more detailed information on school psychology internship requirements – as well as final evaluation forms, application materials, and competencies to be achieved—see The School Psychology Internship manual. Copies are located in the Division of Special Education and Counseling Office. It is strongly advised that during your 2nd year of study, you review the Fieldwork Manual cover-to-cover to familiarize yourself with expectations, applications, and requirements for the year ahead.

Intern Prerequisites: The following are all prerequisites to conducting a School Psychology Internship:

- Admission to the School Psychology Program
- Advancement to Candidacy
- Successful completion (pass) of CBEST
- A grade of “C” or better in all requirements
- Completion of 450 hours of practica with a minimum of 300 hours in public school settings
- Application approved by the program coordinator
- District Agreement and Memorandum of Understanding (MOU) with university

Internship Application: An application for internship in school psychology must be filed by the published deadline of the semester preceding the internship. Applications must be submitted each semester that internship is to be undertaken. The application must be signed and approved by the faculty advisor and the option coordinator. It is important to note that candidates expecting to begin an internship in the fall semester of their 3rd year should apply for the School Psychology Internship Credential early in the spring semester of their 2nd year.

Length of Internship: Your school psychology internship should be completed full-time (40 hours/week) in one year. That is the completion of 1,200 hours minimum in public school settings PreK-12th grade. It is possible, under unusual circumstances, to complete the internship over a two-year period; however, you must discuss this and have approval from your program advisor prior to making this arrangement. You are expected to complete internship for the
duration of the school district’s academic year, even if your hours exceed the minimum 1,200 hours.

**Paid Internships:** Some districts offer paid internships and some do not. This is controlled by the district and not by the University. Districts are more likely to offer paid internships to candidates with school or agency experience than to candidates with no or very limited experience. Technically, CCTC uses the term “Field Experience” for unpaid internships. The term “Internship” infers that one holds a School Psychology Internship Credential. The Internship Credential can only be obtained when a school district has provided a specific job offer with pay.

**Finding your Internship:** Because it is a competitive process similar to applying for a professional position, candidates are expected to find and secure their own internships. However, the program does have internship agreements with many Los Angeles area districts and all internship sites are subject to approval by the university supervisor. You will be given assistance from program faculty and the School Psychology Student Association in preparing for the application and interview process.

**Question:** So what does it mean to “apply” for an internship? What should I do?

**Answer:** There are 3 different and *required* ways to apply for the internship:

- **Apply to the Division of Special Education and Counseling**
  To apply to the Division of Special Education and Counseling, you will need to obtain the School Psychology Internship Manual. You are responsible for knowing all the information in the Manual. For the Fall Semester, Internship applications are due by the published deadline of the previous semester. If you do not have an internship site by then, you still need to submit the application to obtain permission to enroll in COUN 5380 in the Fall. *This step is required for all internships or culminating field experience.*

- **Apply to the California Commission on Teacher Credentialing (CCTC)**
  To apply to CCTC, obtain a credential application from the Student Services website at http://www.calstatela.edu/academic/ccoe/off_studentservices_cred_eval.htm. Download the Evaluation and Processing form for the credential you are seeking. You are applying for the **School Psychology Internship credential**, not the PPS in School Psychology but the same form is used for either credential. Submit the application by the published deadline. Currently you are not eligible and will be denied the credential until you complete this semester, but the credentials analyst will have processed your application and can simply update it once you have met the requirements. Keep in mind there are many teaching credentials being processed, and having your application in process is better than waiting until you have finished the requirements. Once your credential is processed, you will be notified via Email by CCTC that you can apply online and they will include the steps for doing so. *This step is required for paid internships and not required for unpaid internships, better known as fieldwork.*

- **Apply to a School District**
  To apply to a school district contact the Personnel Office for application materials, unless otherwise specified. Check **EDJOIN** for possible internship postings. Also contact directors
of Psychological Services, Special Education, or Pupil Personnel Services if you are interested in working in a district and the Personnel Office is indicating that paid internships are not available. Once you have been offered an internship and you accept it, then take the “job offer” letter to the Student Services Office so that your credential will be processed – assuming all else is complete. The CCOE must have a District Agreement on file in order to approve the internship site.

b. Intern Site Selection

The School Psychology Program has identified a number of work sites that have been specifically designed as “approved internship sites.” These sites are located throughout the Greater Los Angeles area so as to be available conveniently for most students. The sites have been selected because of the supervision that is available. The criteria on the following page are utilized in selecting sites:

At least 800 clock hours of the internship experience shall occur in a school setting and shall provide a balanced exposure to general and special education programs.

- The site has a qualified supervisor who is available on the site for at least five hours per week.
- The site provides adequate facilities, equipment and materials so that the student can function at a professional level.
- The site provides an atmosphere that facilitates the interaction of the student with other professionals on the staff.
- The site provides sufficient time for site supervision to monitor student progress effectively.
- The site serves a population where a minimum of 25% of the population served is from a racial/ethnic and cultural background different from the credential candidate’s background.
- The site provides an opportunity for the student to participate in staff meetings, in-service training, and relevant inter-personal and inter-professional contacts.

It is recognized that there may be a few students, who, for one reason or another, cannot be accommodated by one of the recommended internship sites with district MOUs in place. In these circumstances, students must petition the Program for a waiver and to submit for approval an internship site where they wish to undertake their internship. This approval must be obtained in the semester preceding the semester that the student assumes his or her internship agreement.
c. Child Welfare and Attendance (CWA) Requirement

Upon completion of the Program, you will obtain the Pupil Personnel Services (PPS) Credential program with specializations in School Psychology and School Child Welfare and Attendance (CWA) Services. The CWA specialization means that you have acquired skill and knowledge in removing learning barriers that interfere with students’ daily school attendance and disrupt their academic, psychological and social success.

You must complete **150 clock hours of field placement** experience in Child Welfare and Attendance (CWA) in order to meet the requirements for this specialization. The majority (90-120 hours) of the CWA field placement hours will be completed by you directly at your assigned school sites during your internship year. The selection of learning experiences to fulfill the CWA requirements is a shared responsibility of the PPS candidate, supervising school psychologist, and the faculty supervisor. **Please note that professional conferences, trainings and seminars do not meet the requirements as described above.** Examples of appropriate assignments for the 90-120 CWA hours include:

- Use of California School Attendance Laws
- Assessment and intervention in response to attendance problems
- Ability to interpret and apply to practice both state and federal laws regarding parent and pupil rights, child labor, child custody and child abuse
- Ability to effectively link students and families to appropriate community resources.

The remaining 30-60 hours of CWA field experience must be completed **outside of the field of education** (i.e., not at a school site). As such, you must discuss learning interests and needs with your site and university supervisors and have a plan for completing these experiences. The Log form must be used to verify completion of all hours outside of education and must clearly indicate the setting and activity for CWA experiences. The intent of the 30-60 hours outside of education is to expose PPS candidates to interdisciplinary experiences closely related to child welfare and attendance that involve school-age pupils. This exposure is presumed to better prepare the PPS practitioner to effectively collaborate with other professionals outside of education in addressing child welfare and attendance issues. Appropriate learning experiences may include:

- Ride-alongs with law enforcement on matters pertaining to truancy, child abuse or juvenile delinquency.
- Shadowing a worker at California Youth Authority, Juvenile Hall, Juvenile Probation, CPS, mental health, etc.
- Participating in student related interdisciplinary meeting at an outside agency. From: [http://www.csufresno.edu/socwork/Templates/PPS%20Candidate%20Handbook.doc](http://www.csufresno.edu/socwork/Templates/PPS%20Candidate%20Handbook.doc)

For further information, see the Fieldwork Manual.
Program Description
& Requirements

C. Portfolio Requirement

All degree and credential candidates in the School Psychology Program must develop and maintain a cumulative portfolio beginning with the first semester of the program. The Portfolio Handbook is a comprehensive (semester-by-semester) guide for organizing and updating your portfolio. The Handbook lists the materials you will need, instructions for putting your portfolio together, evaluation deadlines in which the Portfolios are due, and key documents that you must include to show demonstration of competency in program courses.

The portfolio is designed to serve as a resource for yourself and potential intern/professional employers; it is also be used as a core measurement of the program’s assessment system of students. Portfolios will be due at three distinct evaluation periods: the entrance (end of 1st semester); mid-point (2nd year); and exit (end of final semester), and will demonstrate your competency to meet core academic and professional requirements at these key periods in the program.

Please note that ALL materials included in your portfolio, e.g., counseling notes, plans, psychological reports, etc., must be free from any information that identifies students or clients with whom you have worked. You are responsible for protecting the anonymity of the people who serve as your clients throughout your training.

D. Mandatory Liability Insurance

All students in the program are required to purchase student professional liability insurance. Student Liability Insurance ranges from $15 - $30 per year depending on the plan. However, currently the University has purchased an insurance plan through Catlin Syndicate. Due to the large number of students, the fee is only $20 per year and covers: 1) Medical Professional Liability; 2) Educator’s Errors and Omissions Liability; and 3) Personal Liability. Thus, it is highly recommended that you purchase the University plan.

It is recommended that you purchase this insurance during winter break; however, you MUST show proof of purchase Spring Semester of your 1st Year in order to counsel clients in COUN 5307: Individual Clinical Counseling. This insurance is a required prerequisite to enrollment in COUN 5307. This must be updated yearly and active for the duration of your graduate program.
E. Degree, Certification, and Licensure

DEGREE:
The California Commission on Teacher Credentialing (CCTC) has established specific standards for the training of School Psychologists in California. Upon completion of this program, you will obtain a Master’s of Science Degree in Counseling with Option in School Psychology; and a Pupil Personnel Services (PPS) Credential with advanced authorization in School Psychology and specialization in Child Welfare and Attendance (CWA).

CERTIFICATION:
Graduates of our MS Programs in School Psychology are eligible to apply for status as a Nationally Certified School Psychologist (NCSP). NASP created the National School Psychology Certification System (NSPCS) to provide a national standard that can be used as a measure of professionalism by interested agencies, groups and individuals. In addition to course and internship requirements (that you will meet upon successful completion of the School Psychology program at Cal State LA), NCSP applicants must achieve a passing score on the National School Psychology Examination (Praxis II) administered by the Educational Testing Service. *NOTE: This is the same test that you are required to take along with your comprehensive examination for our MS Program in School Psychology.* Schedules of test administration, registration materials, and sample questions for the NASP NCSP Praxis II examination are available online at: www.ets.org/praxis/prxnasp.html.

LICENSURE:
If you wish to become a Licensed Educational Psychologist after graduating from our program, you must furnish proof of your credentials, coursework and degree; must furnish proof of three years of fulltime experience as a credentialed school psychologist in the public schools or experience which the board deems equivalent (your full-time internship can count as one year); AND must take and pass a written examination. To obtain additional information regarding LEP licensure, contact the Board of Behavioral Sciences office at (916) 445-4933.

F. School Psychology Web Resources

For student convenience, a (non-exhaustive) list of web resources related to the field of school psychology and to the Cal State LA School Psychology program is below. It is a good idea to bookmark these sites on your browser and to check them periodically for conferences, activities and new resources in the field.

Cal State LA School Psychology Program Web Resources:

- Information on the PRAXIS II exam in School Psychology
  http://www.ets.org/praxis/prxreg.html
- GET
  https://get.calstatela.edu/

- Moodle
  http://www.calstatela.edu/academic/aa/cetl/cetlmoodle.php

- CCOE Graduate Studies info (including access to Degree Handbook)
  http://www.calstatela.edu/academic/aa/gsr/

School Psychology Field Web Resources:

- National Association of School Psychologists
  http://www.nasponline.org/

- California Association of School Psychologists
  http://www.casponline.org/

- American Psychological Association
  http://www.apa.org

- California Association of Behavior Analysts
  http://www.calaba.org

- Behavior Analyst Certification Board
  http://www.bacb.com/

- Educational Job Opportunities in California
  http://www.edjoin.org

- School Psychology Resources Online
  http://www.schoolpsychologynet.org

- disABILITY Information and Resources
  http://www.makoa.org/index.htm

- Disability Scoop News Stories
  www.disabilityscoop.com

- The Council for Exceptional Children
  http://www.cec.sped.org/

- LDOntline.Org
  http://www.ldonline.org/
Applied Behavior Analysis Certificate

**A. Optional ABA Certificate Requirements and Coursework**

The Charter College of Education offers a variety of optional certificates, which students can pursue in addition to their degree and credential. Among them, School Psychology students most commonly pursue the Applied Behavior Analysis Certificate. The ABA certificate requires the following 6 courses:

- COUN 5010: Experimental Foundations of Applied Behavior Analysis 3 units
- COUN 5012: Legal and Ethical Issues in Applied Behavior Analysis 3 units
- COUN 5016: Applied Behavior Analysis 3 units
- COUN 5018: Behavioral Assessment and Interventions 3 units
- COUN 5022: Analysis and Application of Verbal Behavior 3 units
- COUN 6010: Research Methods in Single Subject Design 3 units

Of the required ABA certificate coursework, 2 are requirements for the School Psychology Program (COUN 5016 and COUN 5018), so students who are interested in pursuing the ABA certificate will take 4 additional courses, in addition to the school psychology program courses.

The 4 additional ABA certificate courses are offered during the following semesters:
- 1st year Spring Semester: COUN 5012
- 3rd year Fall Semester: COUN 5010, COUN 6010
- 3rd Year Spring Semester: COUN 5022

Students must take these additional courses during the designated semesters above to prevent scheduling conflicts and delaying graduation. Additionally, students may return to Cal State LA after graduating from the School Psychology Program to pursue the ABA certificate.

**B. Optional BCBA Exam Requirements**

If interested in applying to become a Board Certified Behavior Analyst (BCBA) after completion of your degree and certificate, you will need to complete the following additional steps:

- Complete 1500 hours of field-based experience with a BCBA supervisor. You may accrue these hours as part of a related job, practica, or internship experience.
- Apply for and take the BCBA exam (including documentation of all required coursework and fieldwork hours).

You may begin accruing supervised fieldwork hours after you enroll in your first ABA course. For details on paperwork, application process, BCBA exam, and supervision requirements, see the BACB website (www.bacb.com). If you have questions about the ABA Certificate or the BCBA exam, contact the ABA program coordinator, Dr. Michele Wallace.
A. Student Representation in Program & College Governance

1. School Psychology Student Association

The School Psychology Student Association (SPSA) at Cal State LA is a student-run organization comprised of students in the School Psychology Program. SPSA serves several purposes: 1) To promote and support the pursuit of professional preparation in the field of School Psychology, with special emphasis on those serving linguistically and culturally diverse populations in urban schools; 2) to encourage collaboration and cooperation among graduate students, alumni and professionals in the field of School Psychology; and 3) to nurture continued professional growth through the exchange of scholarly ideas and applied research.

SPSA membership is open to all Cal State LA students. The association sponsors several events throughout the year, including an Annual Fall Picnic, which allows entering students to meet current students, graduates, and program faculty. SPSA also works with the Program faculty to organize a “Mock Interview” Day each Spring for students applying for internships to learn resume ideas, interview tips, and materials. SPSA also sets up a peer-mentoring directory and holds fundraisers for scholarships.

As per the SPSA constitutional by-laws (see next page), SPSA elects members each year to serve as leaders of the organization: President; Vice President; Treasurer; Historian; and Cohort Representatives. SPSA student members can pay each semester (~$5) or annual ($10-$15) dues.
Cal State LA School Psychology Student Association  
Constitution – February, 1993  
Revised February 2009

Purpose
The purpose of this organization shall be:
1. To promote and support the pursuit of professional preparation in the field of School Psychology, with special emphasis with those serving linguistically and culturally diverse populations in urban schools.
2. To encourage the collaboration and cooperation amongst graduate students, alumni and professionals in the field of School Psychology.
3. To nurture continued professional growth through the exchange of scholarly ideas and applied research.

Membership
Regular voting membership in this student organization shall be open to all currently enrolled and continuing students of California State University, Los Angeles, particularly those who are interested in pursuing preparation in the field of School Psychology. An organization or its membership may not discriminate on the basis of race, religion, sex, sexual orientation, color, disability, national origin, age, or marital status, except in cases of fraternity and sorority organizations which are exempt by federal law from Title IX Regulations concerning discrimination on the basis of sex. All members of the organization are required to comply with University Policies including but not limited to the Alcohol Policy, Hazing Policy, Non-Discrimination Policy, Prohibition of Sexual Harassment, and the University Rules Governing Student Organizations. Faculty, staff and alumni of Cal State L.A., as well as non-students may be considered for non-voting membership in this organization. Only currently enrolled or continuing students of Cal State L.A. may be voting members.

Officers
Only currently enrolled or continuing students at Cal State University, Los Angeles may serve as officers of this organization. Club Presidents and Treasurers must be enrolled at Cal State LA and earn a minimum of 9 quarter units for undergraduate students or 4 quarter units for graduate/credential students per term while holding office and must maintain a minimum cumulative 2.0 grade point average. The officers shall be: 1) President; 2) Vice-President; 3) Secretary; 4) Treasurer; and 5) Historian. Officers of this organization shall be elected by a majority vote (51%) of the regular student membership of this organization. Elections shall take place once a year and they will be held at the next to the last meeting of the Spring Quarter of each year. According to by laws, the officers of this organization shall serve a one year term of office beginning the first day of the Summer Quarter and ending the last day preceding the Summer Quarter of the subsequent year.

Authority and Responsibility
President:
A) Shall call all meetings to order and preside over all meetings
B) Shall co-sign all association financial documents.
Vice-President:
A) Shall call meetings to order and preside over meetings in the absence of the President, or at this request.
B) Shall supervise and coordinate the activities of all standing and ad hoc committees.
Secretary:
A) Shall attend and take accurate minutes at all association meetings.
B) Shall handle all correspondence and keeping a notebook of minutes and related documents.
Treasurer:
A) Shall attend all meetings and be responsible for all financial matters of the association.
B) Shall create and maintain on a regular basis a financial record of the association.
C) Shall be responsible for presenting a Treasurer’s report at each meeting of the association.
D) Shall be co-signatory with the President on all association financial documents.

Historian:
A) Shall be responsible for the safekeeping of all historical documents and items of the association.
B) Shall serve as official photographer for the association.
C) Shall attend all events and programs of the association.

Nominations and Election of Officers
Nominations for the elected offices of President, Vice-President, Secretary, Treasurer, and Historian shall be made during the normal order of business at the meeting proceeding the last meeting of the Spring Quarter. The election of officers to fill the above position shall take place at the last meeting of the Spring Quarter. All voting will be by secret written ballot. Officers must be elected by a majority vote (51%) of the regular members.
Recall: Any officer may be recalled from office by a 2/3 vote of the entire regular membership of the School Psychology Association.

Standing Committees

Social Committee: Shall plan and produce at least two social events each school year. Any social event planned by this committee must be brought before the entire membership of the association and be approved by a majority of the regular members before the event can be held.

Fund Raising Committee: Shall plan and produce at least one fund-raising event per school year. Any fund-raising events proposed by this committee must be brought before the entire membership of the association and be approved by a majority of the regular members before the event can be held.

Dues
Each regular member of the association shall pay $15.00 in dues. This amount is due and payable to the Treasurer on or before the adjournment of the seventh week of the Fall Quarter of each year.

Meeting
Regular and executive meetings shall be held at least once a month during the school year, excluding quarter breaks and final examination weeks. Meetings shall be held on campus unless a majority of the regular members vote to change the location. Emergency or special meetings may be called by the President as needed.

Advisors
The SPSA Advisor is selected from among the full-time Faculty to the School Psychology program in the Fall, every three academic years. The Advisor is selected based upon availability, interest, and expertise in the field of school psychology.

Amendments
This constitution may be amended by a 2/3 vote of the entire student membership. The actions and opinions of this organization do not necessarily reflect those of the students, faculty, or administration of Cal State L.A.
2. CCOE Student Representative Opportunities

The Charter College of Education uses a "school as a whole" or SAW model of democratic governance, and welcomes and encourages student representatives to serve on various school committees.

As a student representative, you participate in committee meetings and have voting privileges on most issues pertaining to the committee. Not only does this experience provide valuable insight into the workings of the College, it provides a necessary student perspective on governance matters pertaining to your College, Division and program and enables you to meet and engage with faculty and staff in a team effort. It also provides you with substantial collaboration and leadership experience that can indicate to potential employers your abilities in these areas.

In particular, the six committees listed below search for a current student to serve as representative for their committees each year.

1. Steering Committee  
2. Faculty/Staff Committee  
3. Student Development Committee  
4. Innovation, Curriculum & Assessment Committee  
5. Fiscal Resource Development Committee  
6. Academic Information Resources Committee

If you are interested in serving as a Student Representative to one of the above committees, contact the Dean’s Office in the Charter College of Education at 323-343-4300. The Dean’s Office can also provide you with more information on the responsibilities of each committee and your expected role as a student representative.

B. Membership in Professional Associations

One of the main ways to learn about the school psychology profession and create valuable professional and student contacts is to become a member of a professional association. In addition to enabling you to attend professional conferences at a student member rate, and read affiliate journals and newsletters, associations provide an opportunity to keep up with new knowledge in the field and can be included on your resume as a demonstration of your professional activity. Moreover, each professional organization has their own philosophy and ethical guidelines; these guidelines provide a framework for appropriate psychological practice and are a useful reminder of that which you learned in your graduate education.

The table on the following page lists the main associations for the field of school psychology. Most of our students become members of CASP, NASP, or both during the program; others also join the APA’s Division 16 (School Psychology).
### School Psychology Professional Associations

<table>
<thead>
<tr>
<th>Organization</th>
<th>Contact Information</th>
<th>Web Page</th>
<th>Comments</th>
</tr>
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<tbody>
<tr>
<td><strong>American Psychological Association, Division 16</strong></td>
<td>Div 16 101 Reynolds Ct, Bastrop, TX 78602 Ph: 512-656-5075 Fax: 512-321-4785</td>
<td><a href="#">School Psychology Division 16</a></td>
<td>The APA is divided into 50+ specialty divisions. Division 16 is the school psychology specialty organization. Student in School Psychology Affiliate pay $30.00 annually (must be enrolled in a psychology program and receive the endorsement of a faculty member who is a member of APA). Members receive the <em>School Psychology Quarterly</em> journal and a quarterly newsletter, <em>The School Psychologist</em>. Membership in APA is not required for student members of Div. 16.</td>
</tr>
<tr>
<td><strong>National Association of School Psychologists (NASP)</strong></td>
<td>4340 East West Highway, Suite 402 Bethesda, MD 20814 (301) 657-0270 (301) 657-0275</td>
<td><a href="#">www.nasponline.org</a></td>
<td>NASP is the largest non-profit organization representing school psychologists in the world. As a member, you receive the newspaper, Communiqué, 8 times yearly. and the quarterly <em>School Psychology Review</em>. NASP holds an annual convention attended by members across the country. Student Member status: $50 and requires annual verification.</td>
</tr>
<tr>
<td><strong>California Association of School Psychologists (CASP)</strong></td>
<td>1400 K Street, Suite 311 Sacramento, CA 95814 (916) 444-1595 (916) 444-1597</td>
<td><a href="#">www.casponline.org</a></td>
<td>CASP is the state affiliate of NASP and also holds an annual conference (varying between No. and So. CA). Student Member: $50. Applicants in this category must secure the signature of a university advisor. Students receive <em>The California School Psychologist</em> journal quarterly.</td>
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*Note: Be sure to check the organization website for the most up-to-date information on dues and contact information, as professional organizations periodically increase their membership dues.*
Administrative (Degree) Requirements

A. Residency

The Cal State LA campus, along with all other CSU campuses, make distinctions between in-state and out-of-state residents in tuition requirements. California residents at Cal State LA pay in-state tuition requirements; non-residents must pay an additional fee per unit. The Office of University Admissions at Cal State LA can assist you in answering questions you may have about CA residency and in preparing forms and documents required to submit should you need to establish proof of residency. The Admissions website, “California Residency Forms and Information” available at http://www.calstatela.edu/univ/admiss/resforms.htm can help answer questions you have about residency requirements. Prospective students with questions about admission to Cal State LA school psychology program may also e-mail the Office at Admission@CalStateLA.edu.

B. Grade Standards

Upon entrance, mid-point, and at your exit of the program, students are evaluated per their demonstration of competency via the School Psychology assessment system. Classes at the entrance to the program (COUN 5300, COUN 5005, COUN 5300, COUN 5016) MUST be passed with a grade of “B” or better in order to gain formal acceptance into the program. Finally, supervision and intern requirements nearing the exit of the program must all be met satisfactorily -- according to the university and field supervisors -- in order to successfully graduate from the program.

At all times, grades in courses offered for the program in school psychology at Cal State LA must average 3.0 (“B”) grade point average or above on a 4.0 scale. If at any time a student’s GPA drops below the 3.0 minimum average, program faculty will meet with the student individually to determine the appropriate course of action. “C” grades may be accepted for certain courses within the program as long as the average GPA is maintained at a 3.0 or above; however, as indicated above, grades of “B” or better are considered to indicate an adequate demonstration of your competency in the course material. Thus, students who receive a “C” or lower in certain classes will likely be asked to demonstrate their competency of the material via additional means, or to repeat the course for credit.

C. Advisors

The Faculty Advisor is the faculty member to whom the student has been assigned at the time of admission. Your Advisor will guide and advise you throughout your program of study. The Faculty Advisor serves as a key person in your graduate career. They will assist in planning training goals and practice experiences and can greatly facilitate your movement past the various milestones involved in Graduate School. A list of assigned advisors is given to all students at the Orientation meeting for new students each Spring.
D. Class Registration and Permits

Each term, students are required to register for classes through the University’s GET system, to pay all required fees and tuition, and to purchase required books and materials for the semester. As students have pre-determined class schedules (see Program Requirements section), it will be straightforward to know what classes should be taken well in advance.

However, since each student is part of a cohort system-- and various classes are for school psychology students only--you will typically need permits to register for core classes. Permits are submitted in advance to the Division Office by the course instructor(s). After permits have been added, you can enroll via GET. Permits do expire once the term begins.

If you are unable to add a class because the GET system indicates it is “Permit Only,” do not panic. This typically means that you are attempting to register too soon OR permits have not yet gone through the system. Try again at a later time, or simply send a quick email to the instructor of the course noting this. If you cannot register for the class because the GET system indicates that the permit has expired (e.g. after the 3-day period), you must contact the course instructor and request an additional permit. Note: permits do not replace your need to actually enroll in the course. Also, it is a good idea to double check that you are enrolled in a course even if you think you did everything right.

E. Program Plans

During the 1st semester of the program in School Psychology, you must meet with your assigned advisor to file a program plan. The program plan is a one-page document outlining your individual requirements to complete the program. Your program advisor will verify that you have met all prerequisite and admission requirements before approving the program plan.

If you believe you have met a particular course requirement through prior graduate study, you must provide your advisor with the relevant transcript and course description early in the Fall semester of your first year. You must also complete a Request for Course Level Evaluation with the Office of Admissions and Records. After validation, the course may be substituted on the program plan. This may reduce the total unit requirement, however, no more than 30% of your program can be transfer courses. Also, no course can be older than 7 years at the time of graduation.

After you have met with your adviser and planned your program, your adviser will send your signed program plan to the Division Chairperson who will review/approve it and send it to the Office of Curriculum and Assessment (KH D2070) for approval of the Associate Dean. Your Charter College of Education application with attached documents will be filed in your official file in the Office of Student Services. When the Office of Curriculum and Assessment verifies that your program plan has been approved by the Associate Dean for Curriculum and Assessment and that you have completed the requirements for admission to a master’s degree
program, you will be notified. Your University status will change from G-1 (unclassified graduate student) to G-2 (Classified).

**F. Time Limitation/Withdrawal from Program**

The Cal State LA School Psychology Program is a full-time program; part-time candidates are not admitted into the program. Each semester includes about four classes plus practica. Summer semester between the first and second years includes two classes.

At times, due to life circumstances, a candidate cannot carry a full load or needs to take a leave of absence. In such cases, it will take the candidate more than three years to complete the program. If this occurs, the candidate must speak directly with their faculty advisor and/or the Program Coordinator to discuss an alternative plan prior to stopping out of the program.

**G. Discontinuance or Dismissal from the Program**

Once formally admitted to the School Psychology program, your instructors and advisors make every effort to support your success. If at any time you find yourself struggling to meet program requirements it is critical that you speak to a program advisor to plan strategies for success. Please keep in mind that we make decisions based on your actual performance and not based on your promise. For instance, if you fail to obtain a grade of “C” or better in a required course, you must re-take that course, without exception. Further, you will not be approved for an internship until you have passed all required coursework with a grade of “C” or better. You may have very good reasons for demonstrating less than acceptable performance, but that does not allow us to assume that you would have been successful had you not been facing unusual challenges. Our support of your success will come in the form of providing time and opportunities for remediation.

As described in the next section of the handbook, there are specific times during which you will meet with your advisor to discuss your current performance. Please do not wait until these points if you have more immediate concerns. Further, if you do not feel comfortable approaching your assigned advisor, please talk to another program advisor. All program advisors are available to address your concerns.

Recommendation for dismissal from the program may be discussed and appropriate actions may be warranted if a student repeatedly fails to demonstrate competency in meeting the knowledge, skills, and/or dispositions for the school psychology profession. For example, if a student does not pass a class with a grade of “C” or better after two attempts (i.e., taking the course two different times), is dismissed from two different practicum or internship sites, or fails to meet expectations on the Counselor Competencies Scale, the student may be dismissed from the program. In such cases, the faculty and program coordinator comply with all university and college policies and procedures regarding recommendation of dismissal of a student from the program, and the student is advised of his/her right to due process. This includes the student’s right to come before the CCOE Student Development Committee for review. Information on the
policies and procedures of dismissal from the program, including a student’s rights to due process, can be obtained from the Dean’s Office, 323-343-4300.
Making Changes

A. Changing Grade from “Incomplete”/ “Report in Progress”

A student obtaining a grade of “Incomplete” must complete the requirements of the course, submit these requirements to the course instructor, and allow the instructor ample time to review the requirements before earning a grade change from “Incomplete.” The course instructor then must file a “Grade Change” form to the Division Office, and this form must be processed before the grade change will be evident on the student’s transcript. If requirements are not fulfilled in one year, then the grade of “Incomplete” will automatically change to a grade of “Fail.”

If a student receives a grade of “RP” (Report in Progress), similar requirements as above must be met (e.g. the student must complete and submit all necessary coursework/hours and provide ample time for the instructor to review and grade these requirements). However, if the student has completed and submitted all course requirements and received a grade of “RP,” be advised that this “RP” may also be the result of an administrative difficulty in processing grades, and may be changed over the course of a few days. Students can inquire about the RP grade to the course instructor to determine the reason for the delay.

B. Changing the Program Plan

1. Program Plan Change Forms

If a student wishes to change their program plan, they must first speak with their faculty advisor regarding the changes and gain signed approval. Program plan change forms (e.g., “Course Substitution” form) must be submitted. Administrative information on the process of changing a Program Plan, and the necessary forms to do so, can be obtained in the Division Office but you should begin by seeing your advisor or the program coordinator if your advisor is unavailable.
Demonstration of Competency

A. Portfolio Requirement

All degree and credential candidates in the School Psychology Program must develop and maintain a cumulative portfolio beginning with the first semester of the program. The portfolio will be due at several evaluation periods and will serve as a resource for yourself, professors, advisors, and potential intern/professional employers. Refer to the Portfolio Guidelines in Appendix A of this handbook for specific requirements.

Students are expected to demonstrate competency in several ways, and faculty monitor progress routinely on an ongoing basis. All students must earn acceptable course grades and maintain an acceptable 3.0 grade point average (e.g. obtain an average of “B” or better). In addition, practicum (COUN 5370) supervisors evaluate the skill development of students each semester based on communication with and evaluations from on-site supervisors.

B. School Psychology Assessment System

The School Psychology Assessment System serves two major purposes: 1) Evaluation of candidate knowledge, skills, and dispositions; and 2) Evaluation of the program. All program requirements were developed to address:

- National (NCATE, NASP) and State (CCTC) standards for the training of school psychologists
- The CCOE Conceptual Framework
- The School Psychology Program mission and objectives

In evaluating candidate performance, all candidates are reviewed:

- Prior to conditional admission to the program
  - Program application and interview
- Prior to formal admission to the program
  - Performance in COUN 5300, COUN 5005, COUN 5281, and COUN 5016
- Advancement to candidacy/Spring Semester advisor portfolio review
  - Performance in coursework and practica
- Application for internship
  - Portfolio review of all pre-internship program requirements
- Counseling Skills and Professional Dispositions
  - Scores on Counselor Competencies Scale
- Comprehensive Portfolio Review
  - Review of Internship evaluations and hourly logs
  - Comprehensive examination or thesis
  - Performance in all areas of the profession (NASP Domains of Practice)
  - PRAXIS II Exam in School Psychology
In evaluating the program, the following data are reviewed:

- Aggregated scores for admissions interview of admitted students
- Average GPA for last 90 semester units of admitted students
- CBEST pass rates
- Counselor Competencies Scale aggregated scores
- Prerequisite coursework completion
- Aggregated Scores for First Year Practica Students
- Aggregated Scores for Second Year Practica Students
- Aggregated Scores for Internship Evaluations
- Aggregated Scores for Final Case Study
- Aggregated Scores for Functional Behavior Assessment
- Aggregated PRAXIS I – School Psychology Exam scores

Specific questions from the interview forms, practica evaluation forms, and internship evaluation forms serve to evaluate different standards in knowledge, skills, and disposition. Additional program evaluation data is obtained through 1) student, graduate, and employer surveys; 2) course evaluation; 3) community advisory meetings; and 4) exit interviews.

C. Master's Comprehensive Exams

As a student enrolled in a Master’s of Science in Counseling program, you are required to pass written master’s examinations when your formal coursework is nearly completed.

1. Applying for the Comprehensive Exam

Students must submit an application to sit for the comprehensive exam. Applications can be obtained online. Once your application is approved, you will be permitted to enroll in COUN 5960. Do not apply for the Comprehensive exam if you have chosen to do a thesis.

2. Application Deadlines

- Students may take the Comprehensive Exam in Fall or Spring Semester of your 3rd year. The deadline to apply for the Comprehensive Exam is typically the semester prior to when you plan on taking the Comprehensive Exam. There will be no extensions for late applicants. Check with the Division of Special Education & Counseling Office for the Comprehensive Exam Application Deadline.

D. Exams Sequence & Notification of Results

The comprehensive examinations are scored by Division personnel as soon as possible after all examinations are completed. You will receive written notice of your examination results at that time, usually one month after the exam.

If a candidate does not receive a passing score on the Comprehensive exam in the Spring Semester, then he or she is expected to take the Comprehensive exam again the following year.
Candidates are given three opportunities to pass the comprehensive exam. Opportunities to take an oral exam are made available in some cases.

E. Thesis Option to the Comprehensive Exams

Candidates have a choice to complete either a thesis or take the comprehensive examinations. Given the rigor of the academic and professional demands placed upon students during the program, nearly all School Psychology candidates choose the comprehensive exams. However, should you be interested in completing a thesis in lieu of comprehensive exams, speak with your advisor regarding thesis requirements.

Students are expected to follow the university Guide to Preparation of Master’s Theses and Project Reports (July 1, 1993), available for purchase in the Cal State LA Bookstore and the Charter College of Education Guidelines for Students Preparing Theses or Projects. Some programs also have separate guidelines. The following procedures are required for candidates completing theses or projects in the Charter College of Education.

- Consult with your adviser to determine when to begin planning your thesis or project.
- Select a full-time faculty member from your division in the Charter College of Education who is willing to serve as the Thesis/Project Committee Chair. With the Chair’s guidance, select two other persons to complete the Committee. At least one of the remaining members must be from outside your program option. This member could be either from another Division in the Charter College of Education, from another Department in the University, from another University, or represent a specialty important to the study or project undertaken. If member is not a Cal State LA faculty, a resume must be submitted. The Committee membership requires the approval of the Committee members, the Division Chair, and the Charter College of Education Associate Dean for Curriculum and Assessment. Submit Request for Approval of Thesis/Project Topic and Committee (Form GS-12) to the college Office of Curriculum and Assessment. If a Committee member is ever changed, this form must be re-submitted. Attach a resume to GS-12 when the outside committee member is not a Cal State LA faculty member.
- Register for a COUN 5990, COUN 5991 sequence in your division under the supervision of your Thesis/Project Committee Chair. You are expected to register for this thesis/project sequence and complete the thesis or project normally within one year. You may not register for COUN 5990 or 5991 if you have not been advanced to candidacy. If you have previously enrolled in all allowable thesis/project units but must use university facilities or consult with faculty, you must register for approved and submitted to the University Thesis Coordinator. You must be officially registered in the semester in which you intend to graduate. Students who have exceeded the one calendar year time limitation associated with the SP grading symbol for research/project units (5990), must petition to register for UNIV 9000. Petitions/forms are available in the division offices.
- Attend a workshop about thesis and project writing offered by the Library.
- Present your thesis/project proposal and an abstract (not to exceed 150 words) to your Committee Chair and other Committee members for their approvals. Submit Form GS-
14. Approval of Thesis/Project Proposal, to the college Office of Curriculum and Assessment after you have secured the required signatures from your Committee.

- If your study involves human subjects, your proposal must go through the university Institutional Review Board for the Protection of Human Subjects in Research. Consult carefully with your thesis committee chair about the required procedures. Documents and information related to this procedure may be obtained from the Office of Research and Sponsored Programs, ADM 301 or telephone (323) 343-5366.

- Complete the thesis or project, following both the University Guide to Preparation of Master’s Theses and Project Reports, which can be purchased from the Bookstore, the Charter College of Education Guidelines for Students Preparing Theses and Projects, and the Charter College of Education requirements listed here. If required, present an oral defense of your completed thesis or project in an open meeting to your Thesis/Project Committee. You may also be invited to make a presentation of your completed thesis or project at the Charter College of Education Annual Research Colloquium.

- Follow the Library requirements for signatures on final approval page and for filing of theses and projects. Check with the University Thesis Coordinator for each semester’s deadline for filing. This deadline is usually published in the Schedule of Classes each semester. **No exceptions to the deadline date are allowed.** Approved GS-12 (step 2) and GS-14 (step 4) forms must be on file in the college Office of Curriculum and Assessment before a graduation application will be processed.

*Note: Choosing the Thesis instead of the Comprehensive Exam does not exclude you from the PRAXIS II exam in School Psychology requirement.*

### F. Praxis II (NASP) Examination Requirement

In order to successfully complete the School Psychology program, ALL students are required to take the School Psychologist Examination, owned and administered by the Educational Testing Service (ETS) as part of the Praxis Series II program (commonly known as the “Praxis” exam). This is the same examination that is required by the National School Psychology Certification System (for designation as a Nationally Certified School Psychologist [NCSP]; see “Degree, Certification, and Licensure” section). Schedules of test administration, registration materials, and sample questions are available online at: [www.ets.org/praxis/prxnasp.html](http://www.ets.org/praxis/prxnasp.html).

A passing score is set by the National School Psychology Certification Board (NSPCB) upon recommendation of the NASP examination validation panel. The passing score is reviewed annually by the NSPCB and is modified as warranted. **NOTE: You do not need to obtain a passing score on this examination in order to graduate from the School Psychology program; however, you do need to attempt the exam (although the required M.S. Comprehensive Exams will prepare you to do well on the Praxis).** Currently, your scores are analyzed as an evaluation of the program, not as an evaluation of your individual achievement.
G. Certification of Candidacy for the Master's Degree

By Spring Semester of your 1st year in the program, you should request for a change in classification to “G-3,” Advanced to Candidacy by submitting Form GS-10: Advance to Candidacy for the Master’s Degree. This form is available in the Office of Student Services on the second floor of King Hall. In order to advance to candidacy, you must have satisfied 12 units on your program plan with a GPA of 3.0 or higher.

H. Portfolio Review

See Portfolio Guidelines in Appendix A of this manual.
M.S. Degree, PPS Credential, & Graduation Requirements

A. Diploma/Degree Process and Fees

Note that your graduate academic degrees are not granted automatically when you complete their requirements. You must apply for graduation within the application filing periods noted for your degree. For June degrees, the filing period is typically from January – February. Check the Schedule of Classes, or the University Graduation Office website, for filing periods and details: http://www.calstatela.edu/academic/registrar/grad_off.htm#graduate

Below is a list of the Graduation Application Procedures for Graduate Degrees:

1. Complete a Graduation Application, also known as “The Graduation Check” (“Grad Check”). It is a checklist that specifies graduation requirements and indicates degree requirements that have been met and/or needs to be completed prior to degree issuance. This application for graduation is available in the Office of Enrollment Services, Adm. 146 in person; or download it from http://www.calstatela.edu/sites/default/files/groups/Graduation/Docs/graduation_application.pdf.

2. Submit the completed Graduation Application to the Cashier's Office with the required $20 application fee and $10 diploma fee (for students who desire a diploma). A cashier will stamp the Graduation Application to indicate that you have paid the required fee.

3. Take the paid Graduation Application to your school or department/division office. (Each school has its' own procedures for completing the application process.)

4. Your school or department/division office will forward the paid Graduation Application and supporting documentation to the Graduation Office for processing.

5. The Graduation Office will notify you of the receipt of your Graduation Application and supporting documents. All incomplete applications will be returned to the appropriate school office for completion and submission during the next open filing period.

6. Students whose complete major program is entered into On-Course will receive the results of their graduation check in the mail no later then the last day of final examinations prior to their anticipated final semester. Direct any questions about the graduation check procedure or results to your school graduate studies office or your major department or division.

7. If you enrolled in the semester you expect to graduate but you do not complete all degree requirements, your graduation application "automatically" will be transferred to the next semester for processing. If you are still ineligible to graduate at the end of the second semester,
you must file another graduation application with the required $20 application fee, and all required supporting documents.

**B. Credential Process and Fees**

At the end of the successful completion of your 1st semester in the program, you will submit your Charter College of Education (CCOE) Application Processing Fee of $65.00 (as well as the University Application Fee of $35.00).

Note that a portion of your $65 CCOE Application Fee goes toward the processing of your PPS credential. However, if you applied for the PPS Intern Credential, then the portion of this fee goes to the processing of this Intern credential; and you must then submit additional fees for the College to process your PPS Clear (Advanced) Credential.

If you did not apply for the PPS Intern Credential, then a portion of the $65 fee will go toward the processing of your PPS Clear Credential, and you will not have to pay additional credential processing fees.

Note that only students who have received a job offer of employment can obtain a PPS Intern Credential. If you accept an unpaid internship and no official job offer, you will not be granted an Intern credential.

**C. Graduation/Regalia Rental Process and Fees**

Information about graduation, tickets, and regalia are given to you once you complete the Grad Check (Application for Graduation). Commencement Exercises are held at the end of spring semester (June). Please see the University General Catalog for more information. All school psychology students are strongly encouraged to attend this event to receive final recognition in academic regalia from the University and to attend the informal photo opportunity/mingling with faculty and other graduates that occurs afterwards in front of King Hall.

Caps and gowns can be rented from the University Bookstore; please be aware of the deadlines to rent regalia during the Spring Semester, as there are only certain dates in which the gowns will be rented to students.
Final Notes

This handbook is intended to provide you with specific information about the School Psychology Program but it does not contain all the information you will need to be a successful student at Cal State L.A. You have rights and responsibilities as a graduate student at this University. Please refer to the University Handbook [http://www.calstatela.edu/graduatesudies](http://www.calstatela.edu/graduatesudies), or the Charter College of Education Student Advisement Handbook for Masters Degree Programs.

Along the way to earning your degree, you will receive information or requests for information from various parts of the University. You may be notified by University offices such as the Registrar’s Office. You may be contacted by the Charter College of Education about your degree requirements (Associate Dean, Office of Curriculum and Assessment) or about your credential requirements (Office of Student Services). You may also receive information from the Division of Special Education and Counseling or by the School Psychology Program. If in doubt, see your program advisor, otherwise contact the specific office that sent you notice in question.

_The school psychology faculty created this handbook as a resource for our students. Please direct any questions or comments regarding this handbook to the program coordinator, and we will make every effort to improve this handbook based on the feedback we receive._
Appendix A

California State University, Los Angeles
Charter College of Education
Division of Special Education and Counseling

School Psychology Program
Portfolio Guidelines

Introduction

All degree and credential candidates in the School Psychology Program must develop and maintain a cumulative portfolio beginning with the first semester of the program. The portfolio will be due at several evaluation periods (see below), and will serve as a resource for yourself, professors, advisors, and potential intern/professional employers.

This handbook serves as a guide for understanding and organizing the portfolio requirements.

Materials Needed:
- Flash drive

All portfolio documents must be maintained in a flash drive, which will be submitted to your program advisor at each point in the evaluation period. The flash drive should be organized using folders for each year and semester.

*All courses with an (*) indicate courses where practicum hours can be accumulated through direct contact with students, teachers, and school providers.

NOTE: All materials included in your portfolio must be free from any information that identifies students or clients with whom you have worked. You are responsible for protecting the anonymity of the people who serve as your clients throughout your training.

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<td>Program</td>
<td>Course Requirements</td>
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<td>Resume/Vita</td>
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CTC Certificate of Clearance

Results TB test

Advisor Program Plan

COUN 5005 instructor Counselor Competencies Scale

NASP; ACA Liability Insurance

NASP, CASP Ethics Codes

Membership cards Professional Assoc. Membership -NASP, CASP, CalABA

Letters Grants/Awards

COUN 5300 Syllabus
  DRP Outline and Materials

COUN 5016 Syllabus
  Behavior Change Project

COUN 5385 Syllabus
  Professional Presentation

COUN 5005 Syllabus
  Transcript Analysis Summary
  Counselor Evaluation Form

*** Portfolio Due to Program Advisor***

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<tr>
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**FIRST YEAR**  
**Summer Session**

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**Fall Semester**

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**SECOND YEAR**  
**Spring Semester**

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<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 5320*</td>
<td>Syllabus</td>
</tr>
<tr>
<td></td>
<td>Two Psychoeducational Reports</td>
</tr>
<tr>
<td></td>
<td>Research Paper</td>
</tr>
<tr>
<td>COUN 5340*</td>
<td>Syllabus</td>
</tr>
<tr>
<td></td>
<td>Two Case Reports</td>
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<tr>
<td>COUN 5018</td>
<td>Syllabus</td>
</tr>
<tr>
<td></td>
<td>Full Functional Assessment and Intervention Project</td>
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<tr>
<td>COUN 5370*</td>
<td>Syllabus</td>
</tr>
<tr>
<td></td>
<td>Site Information Sheet</td>
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<tr>
<td></td>
<td>Log Sheet</td>
</tr>
</tbody>
</table>
Evaluation Form

Advisor Pre-Internship Progress Check
Advisor Counselor Competencies Scale
Student Services Credential Application
Division Office Internship Application forms
School Districts District Application Materials
Self Cover Letter to School Districts

*** Portfolio Due to Program Advisor***

---

THIRD YEAR
Fall Semester

COUN 5380 Syllabus
Internship Site Information
Internship Requirements
Final Evaluation Forms
Log Sheets

COUN 5287 Syllabus
Fieldwork Site Information
Fieldwork Requirements
Log Sheets

COUN 5960 School Psychology Comprehensive Exam
Results (if taken)

COUN 5380 Instructor Counselor Competencies Scale

Internship Work Samples
Case Reports
Observational Data
Consultation Report
Counseling Group Report

ETS Praxis II School Psychology Exam Results

Student Services Internship Credential

University Grad Check Application
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>COUN 5380</td>
<td>Syllabus</td>
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<tr>
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<td>Internship Site Information</td>
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<td></td>
<td>Internship Requirements</td>
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<td></td>
<td>Final Evaluation Forms</td>
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<td>Log Sheets</td>
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<tr>
<td>COUN 5287</td>
<td>Syllabus</td>
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<tr>
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<td>Fieldwork Site Information</td>
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<td>Fieldwork Requirements</td>
</tr>
<tr>
<td></td>
<td>Log Sheets</td>
</tr>
<tr>
<td>COUN 5960</td>
<td>School Psychology Comprehensive Exam Results</td>
</tr>
</tbody>
</table>

**Internship**

- Work Samples
  - Case Reports
  - Observational Data
  - Consultation Report
  - Special Project
  - Inservice Presentation

**ETS**

- PRAXIS II School Psychology National Exam Results

**Advisor**

- Exit Interview / Final Evaluation

**Student Services**

- PPS Credential Application

---

***Portfolio Due to Program Advisor***
Appendix B

School Psychology Portfolio Evaluation Forms for First, Second, and Internship Reviews
Cal State LA SCHOOL PSYCHOLOGY PROGRAM
First Year Candidate/Program Evaluation

Candidate: _______________________________________

Date of Review: _______________ Advisor/Reviewer: _______________________

Includes:
• Portfolio review
• Transcript review (course grades, graduate status)
• Program Evaluation Interview

PORTFOLIO REVIEW:
Professional Preparation Materials
____ Program Course Requirements
____ Resume/Vita
____ Transcripts (BA; post-graduate)
____ CBEST Test Results
____ CTC Certificate of Clearance OR Teaching Credential
____ TB Test Results
____ Advisor Program Plan
____ Liability Insurance
____ NASP Ethics Codes and/or CASP Ethics Codes (Relevant Sections)
____ Membership cards from Professional Assoc. Memberships (NASP, CASP, CalABA)
____ Letters Re: Grants, Awards, or Fellowships
____ Counselor Competencies Scale

COUN 5300                Grade in Course______
____ Syllabus
____ DRP Outline and PPT/HANDOUT Materials (Developmental Research Project requires one to conduct a level of research, analysis and presentation preparation that is acceptable for future professional school psychology activities)

COUN 5005                Grade in Course______
____ Syllabus
____ Transcript Analysis Summary (Skill in evaluating specific counseling and interviewing skills with particular attention to attending, paraphrasing, summarizing, reflecting, structuring, and goal-setting).
____ Counselor Evaluation Form (Provide direct feedback from your assigned counselee)

COUN 5385                Grade in Course______
____ Syllabus
____ Professional Presentation (Written paper and corresponding in-service presentation on the selected training topic for your school site.)
COUN 5016  Grade in Course______
   ___Syllabus
   ___ Behavior Change Project (Demonstrate knowledge and skill in developing a behavioral objective, selecting and justifying an observational method, constructing a graph to include baseline data points, assess the environment for support and resources, describe treatment options, identify and apply elements of stimulus control, present the results)

COUN 5020  Grade in Course______
   ___Syllabus
   ___Consulting Project (Apply a behavioral model of consultation by describing all parties involved, all ethical safeguards taken, skills used to establish rapport and a professional relationship, skills used to identify the behavior of concern, and determine consultee objectives. Demonstrate skills in the identification of a target behavior and the identification of contingencies, identify procedural strategies, describe results objectively, discuss the implications, need for revision and offer corrections.)

COUN 5307  Grade in Course______
   ___Syllabus
   ___Client Case Management File (Demonstrate knowledge and skills in conducting a client intake interview, develop a treatment plan, maintain weekly progress notes using the S.O.A.P. method, maintain standards of ethics and confidentiality while recording sessions, obtain client satisfaction information, prepare a termination report that includes an evaluation of the treatment.)

EDSP 4000  Grade in Course______
   ___Syllabus
   ___Final Culminating Project

COUN 5150  Grade in Course______
   ___Syllabus
   ___Professional Issues Project (paper and poster which describes a professional issue or ethical challenge in school psychology)
Summary:
GPA:

Page 3 is ____ attached with concerns ____ not attached/no concerns

Please identify any areas of need or concern in the areas of: 1) Meeting program requirements; 2) Advisement materials; 3) Advisement in general; and/or 4) Other. Concerns may be from the candidate’s perspective, the advisor’s perspective, or mutual.

<table>
<thead>
<tr>
<th>Area of Concern:</th>
<th>Recommendations to Address Concern:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
Cal State LA SCHOOL PSYCHOLOGY PROGRAM
Second Year Candidate/Pre-Internship Evaluation

Candidate: _______________________________________

Date of Review: _______________ Advisor/Reviewer: ______________________

Includes:
• Portfolio review
• Transcript review (course grades, graduate status)
• Program Evaluation Interview

PORTFOLIO REVIEW:

Professional Preparation Materials
  ____Program Course Requirements
  ____Resume/Vita
  ____Transcripts (BA; post-graduate)
  ____CBEST Test Results
  ____CTC Certificate of Clearance OR Teaching Credential
  ____TB Test Results
  ____Advisor Program Plan
  ____Liability Insurance
  ____NASP Ethics Codes and/or CASP Ethics Codes (Relevant Sections)
  ____Membership cards from Professional Assoc. Memberships (NASP, CASP, CalABA)
  ____Letters Re: Grants, Awards, or Fellowships
  ____Counselor Competencies Scale

Maintain First Year Portfolio Elements

COUN 5160                Grade in Course______
  ____Syllabus
  ____Written Project (Demonstrate ability to prepare a written proposal for running a group in a school setting, including specification of the rationale, type of group, goals, membership criteria and recruitment, specific objectives, topics/activities for each session, and means of evaluating the outcomes)

COUN 5129                Grade in Course______
  ____Syllabus
  ____Research or Evaluation Proposal (Demonstrate knowledge and ability to identify and articulate key components in program evaluation, phases of program evaluation, select the appropriate evaluation model, and writing a program evaluation proposal)

COUN 5310/5311          Grade in Course______
  ____Syllabus
Three Psycho-Educational Reports with at least one errorless performance (Demonstrate knowledge and skill in the administration, scoring, and interpretation of results from a standardized, published set of tests. Demonstrate skill in presenting findings in a comprehensive report that includes data from a review of records, interview with caregivers, direct observations, and assessments)

COUN 5281  
Grade in Course______  
_Syllabus  
_Comprehensive Counseling & Guidance Project (Demonstrate knowledge and skill in the development of a result-based comprehensive counseling and guidance program)  
_PowerPoint Presentation (Provide an oral presentation of your comprehensive guidance project with visual aids; conduct yourself as though presenting to a local school board and parents)

COUN 5360  
Grade in Course______  
_Syllabus  
_Consultation Project (Demonstrate knowledge and skill in designing and implementing a consultation process with a client and/or consultee in a school-based setting)  
_Consultation & Collaboration Logs (Demonstrate skill in implementing 3 consultation experiences in a school-based setting)

COUN 5320  
Grade in Course______  
_Syllabus  
_Two Psycho-Educational Reports (Demonstrate knowledge and skill in the assessment of a child referred for special education; Demonstrate knowledge about various models of assessment for eligibility including RTI and discrepancy models; Provide recommendations for intervention based on data collected and analyzed from various sources.)  
_Research Paper (Demonstrate knowledge and skills in critiquing academic intervention methods based on scientific, empirically-based research methods; Describe the limitations as well as the best practices in applying the particular intervention method.)

COUN 5340  
Grade in Course______  
_Syllabus  
_Psycho-Educational Case Report for a student referred for consideration of special education eligibility in the area of emotional disturbance. (Demonstrate knowledge and skill in the appropriate selection, administration, scoring, interpretation, and reporting of projective measures of assessment as well as structured surveys, interviews, observations, and scales; Demonstrate knowledge about and skill in applying the criteria for eligibility for special education under emotional disturbance.)

COUN 5018  
Grade in Course______  
_Syllabus  
_Full Functional Assessment & Intervention Project (See the guidelines for the functional assessment within the Internship portfolio requirements)
COUN 5370-Fall

Grade in Course_____

___Syllabus
___Site Information Sheet
___Log Sheet
___Evaluation Form

COUN 5370-Spring

Grade in Course_____

___Syllabus
___Site Information Sheet
___Log Sheet
___Evaluation Form

___School Psychology Internship Credential Application (required of all paid internships)

___Completed Internship Application forms (see School Psychology Internship Manual)

___District Application Materials

___Sample Cover Letter to School Districts regarding Internship Application

___Sample request for Letter of Recommendation

Summary Analysis:

➢ Candidate has a cumulative G.P.A. of 3.0 or above:

    _____ YES    _____ NO

➢ Candidate earned a grade of C or better in all of the above coursework:

    _____ YES    _____ NO

    If the answer is NO, Candidate has retaken courses for which a grade of C- or lower was earned.

    _____ YES    _____ NO

➢ Candidate has advanced to candidacy (G3 Status):

    _____ YES    _____ NO
- Candidate has completed 450 hours of practica by successfully completing practicum courses.
  
  _____ YES  _____ NO

- Candidate has completed a minimum of 300 hours of practicum in a public school setting:

  _____ YES  _____ NO

- Candidate has passed the CBEST.

  _____ YES  _____ NO

- Candidate has met all requirements to begin a full-time Internship in School Psychology:

  _____ YES  _____ NO

Please use reverse of page to include additional comments.
Cal State LA SCHOOL PSYCHOLOGY PROGRAM
Candidate Comprehensive Evaluation
Completed Third Year Spring Semester

Candidate: _______________________________________

Date of Review: _______________ Advisor/Reviewer: ______________________

Includes:
- COUN 5380/5287 portfolio documents with instructor review
- Transcript review (course grades, graduate status)
- Praxis results
- PPS credential application

PORTFOLIO REVIEW:

This evaluation will not include a re-evaluation of pre-internship requirements. All projects and case studies should be part of the internship experience and conducted within a school or agency setting. However, the work products are expected to demonstrate competency in all areas of knowledge, skills, and dispositions delineated in program degree and credential requirements and consistent with the University, the California Commission on Teacher Credentialing, NCATE, NASP, the Charter College of Education, Division of Special Education and Counseling, and the School Psychology Program.

A1. COUN 5380—Supervised Field Experience in School Psychology
   ____Internship Site Information including site supervisor names and contact information
   ____Final Internship Evaluation Forms for Fall and Spring Semesters
      ____Spring Semester Evaluations (endpoint) must include at least average performance across all items.
   ____Log Sheets totaling 1200 hours of supervised experience

A2. COUN 5287—Fieldwork Requirements for Child Welfare and Attendance
   ____Fieldwork logs total 150 hours of experience
   ____Fieldwork includes a minimum of 30 hours conducted in non-school settings
   ____Summary of all non-school settings with specific locations and number of hours
   ____Supervision and evaluation provided by someone holding a PPS credential with authorization in Child Welfare and Attendance. This may be someone who is not a school psychologist.

B. Experience in 3 out of 4 settings (includes practicum)
   ____Preschool
   ____Elementary school
   ____Middle school
   ____High school

C. Work Samples: all work samples must be completed during internship
Portfolio review completed by COUN 5380/5287 instructor

D1. Comprehensive Exam Results
   - Passed the comprehensive exam according to criteria set by the Division of Special Education and Counseling faculty.
   - N/A (thesis track)

D2. Thesis or Thesis Project
   - Met all requirements as established in the Charter College of Education for Thesis or Thesis projects (COUN 5990 and 5991)
   - N/A (comprehensive exam track)

E. PRAXIS II in School Psychology
   - Provide evidence of taking the National Exam in School Psychology administered through ETS. Provide documentation to include:
     - Total Score:
     - Category Scores
       I. Professional practices, practices that permeate all aspects of service
       II. Direct and indirect services for children, families, and schools
       III. Systems-level services
       IV. Foundations of school psychological service delivery

F. Graduation Check Application

Summary Analysis:

- Candidate earned a grade of C or better in all of the above coursework:
  - YES
  - NO

- Candidate has met all University and CCOE requirements for the Master’s degree in Counseling, Option in School Psychology.
  - YES
  - NO

- Candidate has completed 1200 hours of internship within a two-year period.
  - YES
  - NO

- Candidate has met all requirements for the Pupil Personnel Services Credential with Advanced Authorization in School Psychology and Child Welfare and Attendance.
____ YES  ______ NO

Please use reverse of page to include additional comments.

__________________________________  __________________________
University Supervisor Signature       Date

__________________________________  __________________________
Intern Signature                     Date
Appendix C

Counselor Competencies Scale
## Part I: Counseling Skills & Therapeutic Conditions

<table>
<thead>
<tr>
<th>#</th>
<th>Score</th>
<th>Primary Counseling Skill(s)</th>
<th>Specific Counseling Descriptors</th>
<th>Exceeds Expectations / Demonstrates Competencies (5)</th>
<th>Meets Expectations / Demonstrates Competencies (4)</th>
<th>Near Expectations / Developing towards Competencies (3)</th>
<th>Below Expectations / Unacceptable (2)</th>
<th>Harmful (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A</td>
<td>Nonverbal Skills</td>
<td>Includes Body Position, Eye Contact, Posture, Distance from Client, Voice Tone, Rate of Speech, Use of silence, etc. (matches client)</td>
<td>Demonstrates effective nonverbal communication skills, conveying connectedness &amp; empathy (85%).</td>
<td>Demonstrates effective nonverbal communication skills for the majority of counseling sessions (70%).</td>
<td>Demonstrates inconsistency in his or her nonverbal communication skills.</td>
<td>Demonstrates inconsistent nonverbal communication skills.</td>
<td>Ignores client &amp;/or gives judgmental looks.</td>
<td></td>
</tr>
<tr>
<td>1. B</td>
<td>Encouragers</td>
<td>Includes Minimal Encouragers &amp; Door Openers such as “Tell me more about...”, “Hmm”</td>
<td>Demonstrates appropriate use of encouragers, which supports development of a therapeutic relationship (85%).</td>
<td>Demonstrates appropriate use of encouragers for the majority of counseling sessions, which supports development of a therapeutic relationship (70%)</td>
<td>Demonstrates inconsistency in his or her use of appropriate encouragers.</td>
<td>Demonstrates limited ability to use appropriate encouragers.</td>
<td>Uses skills in a judgmental manner.</td>
<td></td>
</tr>
<tr>
<td>1. C</td>
<td>Questions</td>
<td>Use of Appropriate Open &amp; Closed Questioning (e.g., avoidance of double questions)</td>
<td>Demonstrates appropriate use of open &amp; close-ended questions, with an emphasis on open-ended question (85%).</td>
<td>Demonstrates appropriate use of open &amp; close-ended questions for the majority of counseling sessions (70%).</td>
<td>Demonstrates inconsistency in using open-ended questions &amp; may use closed questions for prolonged periods.</td>
<td>Uses open-ended questions sparingly &amp; with limited effectiveness.</td>
<td>Uses multiple questions at one time.</td>
<td></td>
</tr>
<tr>
<td>1. D</td>
<td>Reflecting a Paraphrasing</td>
<td>Basic Reflection of Content – Paraphrasing</td>
<td>Demonstrates appropriate use of paraphrasing as a primary therapeutic approach (85%).</td>
<td>Demonstrates appropriate use of paraphrasing (majority of counseling sessions; 70%).</td>
<td>Demonstrates paraphrasing inconsistently &amp; inaccurately or mechanical or parroted responses.</td>
<td>Demonstrates limited proficiency in paraphrasing or is often inaccurate.</td>
<td>Judgmental, dismissing, &amp;/or overshoots</td>
<td></td>
</tr>
<tr>
<td>1. E</td>
<td>Reflecting b Reflection of Meaning</td>
<td>Reflection of Feelings</td>
<td>Demonstrates appropriate use of reflection of feelings as a primary approach (85%).</td>
<td>Demonstrates appropriate use of reflection of feelings (majority of counseling sessions; 70%).</td>
<td>Demonstrates reflection of feelings inconsistently &amp; is not matching the client.</td>
<td>Demonstrates limited proficiency in reflecting feelings &amp;/or is often inaccurate.</td>
<td>Judgmental, dismissing, &amp;/or overshoots</td>
<td></td>
</tr>
<tr>
<td>1. F</td>
<td>Reflecting c Summarizing</td>
<td>Summarizing content, feelings, behaviors, &amp; future plans</td>
<td>Demonstrates consistent ability to use summarization to include content, feelings, behaviors, and future plans (85%).</td>
<td>Demonstrates ability to appropriately use summarization to include content, feelings, behaviors, and future plans (majority of counseling sessions; 70%).</td>
<td>Demonstrates inconsistent &amp; inaccurate ability to use summarization.</td>
<td>Demonstrates limited ability to use summarization.</td>
<td>Judgmental, dismissing, &amp;/or overshoots</td>
<td></td>
</tr>
<tr>
<td>1. G</td>
<td>Advanced Reflection (Meaning)</td>
<td>Advanced Reflection of Meaning including Values and Core Beliefs (taking counseling to a deeper level)</td>
<td>Demonstrates consistent use of advanced reflection &amp; promotes discussions of greater depth during counseling sessions (85%).</td>
<td>Demonstrates ability to appropriately use advanced reflection, supporting increased exploration in session (majority of counseling sessions; 70%).</td>
<td>Demonstrates inconsistent &amp; inaccurate ability to use advanced reflection. Counseling sessions appear superficial.</td>
<td>Demonstrates limited ability to use advanced reflection &amp;/or switches topics in counseling often.</td>
<td>Judgmental, dismissing, &amp;/or overshoots</td>
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<tr>
<td>#</td>
<td>Score</td>
<td>Primary Counseling Skill(s)</td>
<td>Specific Counseling Descriptors</td>
<td>Exceeds Expectations / Demonstrates Competencies (5)</td>
<td>Meets Expectations / Demonstrates Competencies (4)</td>
<td>Near Expectations / Developing towards Competencies (3)</td>
<td>Below Expectations / Unacceptable (2)</td>
<td>Harmful (1)</td>
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<tr>
<td>1.</td>
<td>H</td>
<td>Confrontation</td>
<td>Counselor challenges client to recognize &amp; evaluate inconsistencies.</td>
<td>Demonstrates the ability to challenge clients through verbalizing inconsistencies &amp; discrepancies in the client’s words &amp;/or actions in a supportive fashion. Balance of challenge &amp; support (85%).</td>
<td>Demonstrates the ability to challenge clients through verbalizing inconsistencies &amp; discrepancies in the client’s words &amp;/or actions in a supportive fashion (can confront, but hesitant). or was not needed and therefore appropriately not used (majority of counseling sessions; 70%).</td>
<td>Demonstrates inconsistent ability to challenge clients through verbalizing inconsistencies &amp; discrepancies in client’s words &amp;/or actions in a supportive fashion. Used minimally/missed opportunity.</td>
<td>Demonstrates limited ability to challenge clients through verbalizing discrepancies in the client’s words &amp;/or actions in a supportive &amp; caring fashion, &amp;/or skill is lacking.</td>
<td>Degrading client, harsh, judgmental, &amp;/or being aggressive</td>
</tr>
<tr>
<td>1.</td>
<td>I</td>
<td>Goal Setting</td>
<td>Counselor collaborates with client to establish realistic, appropriate, &amp; attainable therapeutic goals</td>
<td>Demonstrates consistent ability to establish collaborative &amp; appropriate therapeutic goals with client (85%).</td>
<td>Demonstrates ability to establish collaborative &amp; appropriate therapeutic goals with client (majority of counseling sessions; 70%).</td>
<td>Demonstrates inconsistent ability to establish collaborative &amp; appropriate therapeutic goals with client.</td>
<td>Demonstrates limited ability to establish collaborative, appropriate therapeutic goals with client.</td>
<td>No therapeutic goals collaboratively established</td>
</tr>
<tr>
<td>1.</td>
<td>J</td>
<td>Focus of Counseling</td>
<td>Counselor focuses (or refocuses) client on his or her therapeutic goals – i.e., purposeful counseling</td>
<td>Demonstrates consistent ability to focus &amp;/or refocus counseling on client’s goal attainment (85%).</td>
<td>Demonstrates ability to focus &amp;/or refocus counseling on client’s goal attainment (majority of counseling sessions; 70%).</td>
<td>Demonstrates inconsistent ability to focus &amp;/or refocus counseling on client’s therapeutic goal attainment.</td>
<td>Demonstrates limited ability to focus &amp;/or refocus counseling on client’s therapeutic goal attainment.</td>
<td>Superficial, &amp;/or moves focus away from client</td>
</tr>
<tr>
<td>1.</td>
<td>K</td>
<td>Facilitate Therapeutic Environment</td>
<td>Expresses accurate empathy &amp; care. Counselor is “present” and open to client. (includes immediacy and concreteness)</td>
<td>Demonstrates consistent ability to be empathic &amp; uses appropriate responses (85%).</td>
<td>Demonstrates ability to be empathic &amp; uses appropriate responses (majority of counseling sessions; 70%).</td>
<td>Demonstrates inconsistent ability to be empathic &amp;/or use appropriate responses.</td>
<td>Demonstrates limited ability to be empathic &amp;/or uses appropriate responses.</td>
<td>Creates unsafe space for client</td>
</tr>
<tr>
<td>1.</td>
<td>L</td>
<td>Facilitate Therapeutic Environment</td>
<td>Counselor expresses appropriate respect &amp; unconditional positive regard</td>
<td>Demonstrates consistent ability to be respectful, accepting, &amp; caring with clients (85%).</td>
<td>Demonstrates ability to be respectful, accepting, &amp; caring with clients (majority of counseling sessions; 70%).</td>
<td>Demonstrates inconsistent ability to be respectful, accepting, &amp; caring.</td>
<td>Demonstrates limited ability to be respectful, accepting, &amp;/or caring.</td>
<td>Demonstrates conditional or negative respect for client</td>
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</tbody>
</table>

_____ : Total Score (out of a possible 60 points)
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<tr>
<th>#</th>
<th>Score</th>
<th>Primary Professional Dispositions</th>
<th>Specific Professional Disposition Descriptors</th>
<th>Exceeds Expectations / Demonstrates Competencies (5)</th>
<th>Meets Expectations / Demonstrates Competencies (4)</th>
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<th>Harmful (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. A</td>
<td>Professional Ethics</td>
<td>Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, &amp; NBCC; including practices within competencies.</td>
<td>Demonstrates consistent &amp; advanced (i.e., exploration &amp; deliberation) ethical behavior &amp; judgments.</td>
<td>Demonstrates consistent ethical behavior &amp; judgments.</td>
<td>Demonstrates ethical behavior &amp; judgments, but on a concrete level with a basic ethical decision-making process.</td>
<td>Demonstrates limited ethical behavior &amp; judgment, and a limited ethical decision-making process.</td>
<td>Repeatedly violates the ethical codes &amp;/or makes poor decisions</td>
<td></td>
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<tr>
<td>2. B</td>
<td>Professional Behavior</td>
<td>Behaves in a professional manner towards supervisors, peers, &amp; clients (includes appropriate dress &amp; attitudes). Able to collaborate with others.</td>
<td>Demonstrates consistent &amp; advanced respectfulness and thoughtfulness, &amp; appropriate within all professional interactions.</td>
<td>Demonstrates consistent respectfulness and thoughtfulness, &amp; appropriate within all professional interactions.</td>
<td>Demonstrates inconsistent respectfulness and thoughtfulness, &amp; appropriate within professional interactions.</td>
<td>Demonstrates limited respectfulness and thoughtfulness &amp; acts inappropriate within some professional interactions.</td>
<td>Dresses inappropriately after discussed &amp;/or repeatedly disrespects of others.</td>
<td></td>
</tr>
<tr>
<td>2. C</td>
<td>Professional &amp; Personal Boundaries</td>
<td>Maintains appropriate boundaries with supervisors, peers, &amp; clients.</td>
<td>Demonstrates consistent &amp; strong appropriate boundaries.</td>
<td>Demonstrates consistent appropriate boundaries.</td>
<td>Demonstrates appropriate boundaries inconsistently.</td>
<td>Demonstrates inappropriate boundaries.</td>
<td>Harmful relationship with others</td>
<td></td>
</tr>
<tr>
<td>2. D</td>
<td>Knowledge &amp; Adherence to Site Policies</td>
<td>Demonstrates an understanding &amp; appreciation for all counseling site policies &amp; procedures.</td>
<td>Demonstrates consistent adherence to all counseling site policies &amp; procedures, including strong attendance and engagement.</td>
<td>Demonstrates adherence to most counseling site policies &amp; procedures, including strong attendance and engagement.</td>
<td>Demonstrates inconsistent adherence to all counseling site policies &amp; procedures, including attendance and engagement.</td>
<td>Demonstrates limited adherence to all counseling site policies &amp; procedures, including attendance and engagement.</td>
<td>Failure to adhere to policies after discussed with supervisor.</td>
<td></td>
</tr>
<tr>
<td>2. E</td>
<td>Record Keeping &amp; Task Completion</td>
<td>Completes all weekly record keeping &amp; tasks correctly &amp; promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report).</td>
<td>Completes all required record keeping, documentation, and assigned tasks in a through, timely, &amp; comprehensive fashion.</td>
<td>Completes all required record keeping, documentation, and tasks in a competent &amp; timely fashion.</td>
<td>Completes all required record keeping, documentation, and tasks, but in an inconsistent &amp; questionable fashion.</td>
<td>Completes required record keeping, documentation, and tasks inconsistently &amp; in a poor fashion.</td>
<td>Failure to complete paperwork &amp;/or tasks by specified deadline.</td>
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<td>#</td>
<td>Score</td>
<td>Primary Professional Dispositions</td>
<td>Specific Professional Disposition Descriptors</td>
<td>Exceeds Expectations / Demonstrates Competencies</td>
<td>Meets Expectations / Demonstrates Competencies</td>
<td>Near Expectations / Developing towards Competencies</td>
<td>Below Expectations / Insufficient / Unacceptable</td>
<td>Harmful</td>
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<td>2. F</td>
<td>MULTICULTURAL COMPETENCIES</td>
<td>Demonstrates multicultural awareness, appreciation, &amp; respect of cultural difference (e.g., race, ethnicity, spirituality, sexual orientation, disability, SES, etc.)</td>
<td>Demonstrates consistent &amp; advanced multicultural competencies (knowledge, self-awareness, appreciation, &amp; skills) in interactions with clients, peers, and supervisors.</td>
<td>Demonstrates multicultural competencies (knowledge, self-awareness, appreciation, &amp; skills) in interactions with clients, peers, and supervisors.</td>
<td>Demonstrates inconsistent multicultural competencies (knowledge, self-awareness, appreciation, &amp; skills) in interactions with clients, peers, and supervisors.</td>
<td>Demonstrates limited multicultural competencies (knowledge, self-awareness, appreciation, &amp; skills) in interactions with clients, peers, and supervisors.</td>
<td>Not accepting worldviews of others</td>
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<td>2. G</td>
<td>EMOTIONAL STABILITY &amp; SELF-CONTROL</td>
<td>Demonstrates emotional stability (i.e., congruence between mood &amp; affect) &amp; self-control (i.e., impulse control) in relationships with supervisor, peers, &amp; clients.</td>
<td>Demonstrates consistent emotional resiliency &amp; appropriateness in interpersonal interactions with clients, peers, and supervisors.</td>
<td>Demonstrates emotional stability &amp; appropriateness in interpersonal interactions with clients, peers, and supervisors.</td>
<td>Demonstrates inconsistent emotional stability &amp; appropriateness in interpersonal interactions with clients, peers, and supervisors.</td>
<td>Demonstrates limited emotional stability &amp; appropriateness in interpersonal interactions with clients, peers, and supervisors.</td>
<td>Inappropriate interactions with others</td>
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<td>2. H</td>
<td>MOTIVATED TO LEARN &amp; GROW / INITIATIVE</td>
<td>Demonstrates engagement in learning &amp; development of his or her counseling competencies.</td>
<td>Demonstrates consistent and strong engagement in promoting his or her professional and personal growth &amp; development.</td>
<td>Demonstrates consistent engagement in promoting his or her professional and personal growth &amp; development.</td>
<td>Demonstrates inconsistent engagement in promoting his or her professional and personal growth &amp; development.</td>
<td>Demonstrates limited engagement in promoting his or her professional and personal growth &amp; development.</td>
<td>Expresses lack of appreciation for the profession &amp;/or is apathetic in promoting his or her professional and personal growth &amp; development.</td>
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<td>2. I</td>
<td>OPENNESS TO FEEDBACK</td>
<td>Responds non-defensively &amp; alters behavior in accordance with supervisory feedback.</td>
<td>Demonstrates consistent and strong openness to supervisory feedback &amp; implements suggested changes.</td>
<td>Demonstrates consistent openness to supervisory feedback &amp; implements suggested changes.</td>
<td>Demonstrates openness to supervisory feedback; however, does not implement suggested changes.</td>
<td>Demonstrates a lack of openness to supervisory feedback &amp; does not implement suggested changes.</td>
<td>Defensive &amp;/or disrespectful when given supervisory feedback.</td>
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<td>2. J</td>
<td>FLEXIBILITY &amp; ADAPTABILITY</td>
<td>Demonstrates ability to flex to changing circumstance, unexpected events, &amp; new situations.</td>
<td>Demonstrates consistent and strong ability to adapt &amp; “reads-&amp;-flexes” appropriately.</td>
<td>Demonstrates consistent ability to adapt &amp; “reads-&amp;-flexes” appropriately.</td>
<td>Demonstrated an inconsistent ability to adapt &amp; flex to his or her clients’ diverse changing needs.</td>
<td>Demonstrates a limited ability to adapt &amp; flex to his or her clients’ diverse changing needs.</td>
<td>Not flexible, demonstrates rigidity in work with clients.</td>
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<td>2. K</td>
<td>CONGRUENCE &amp; GENUINENESS</td>
<td>Demonstrates ability to be present and “be true to oneself”</td>
<td>Demonstrates consistent and strong ability to be genuine &amp; accepting of self &amp; others.</td>
<td>Demonstrates consistent ability to be genuine &amp; accepting of self &amp; others.</td>
<td>Demonstrates inconsistent ability to be genuine &amp; accepting of self &amp; others.</td>
<td>Demonstrates a limited ability to be genuine &amp; accepting of self &amp; others (incongruent).</td>
<td>Incongruent and not genuine</td>
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</tbody>
</table>

_____ : Total Score (out of a possible 55 points)
Narrative Feedback from Supervising Instructor / Clinical Supervisor

Please note the counselor’s or trainee’s areas of strength, which you have observed:

Please note the counselor’s or trainee’s areas that warrant improvement, which you have observed:

Please comment on the counselor’s or trainee’s general performance during his or her clinical experience to this point:

______________________________  _________________________________
Counselor’s or Trainee’s Name (print)  Date

______________________________  _________________________________
Supervisor’s Name (print)  Date

Date CCS was reviewed with Counselor or Trainee –

______________________________  _________________________________
Counselor’s or Trainee’s Signature  Date

______________________________  _________________________________
Supervisor’s Signature  Date

*Note. If the supervising instructor / clinical supervisor is concerned about the counselor’s or trainee’s progress in demonstrating the appropriate counseling competencies, he or she should have another appropriately trained supervisor observe the counselor’s or trainee’s work with clients to provide additional feedback to the counselor or trainee.*