



Department of Special Education, Rehabilitation and Counseling

School Psychology Program Candidate Handbook Class of 2023 May 2020

School Psychology Program

Department of Special Education, Rehabilitation & Counseling

Dr. Sharon Ward, Coordinator

<http://coe.csusb.edu/programs/schoolPsychology/index.html>

California State University, San Bernardino (CSUSB)
5500 University Parkway, San Bernardino, CA 92407
(909) 537-5000



Welcome to the School Psychology Program in the Department of Special Education, Rehabilitation & Counseling at California State University San Bernardino!

According to the California Department of Education, school psychologists are “credentialed professionals whose primary objective is the application of scientific principles of learning and behavior to ameliorate school-related problems and to facilitate the learning and development of children in the public schools of California.” I would say that you all are much more than that. Often times you serve as a direct link between families and school administrators. As a result, you are viewed as an integral component of the lives of the children (and their families), whom you support and help. Your work may go unnoticed to the general public, but realize you have an enormous and positive impact on so many, including our children, school staff and administrators and our society, as a whole.

I want to let you know that your education and future work is wholeheartedly supported by myself and our department. I look forward to getting to know you and I want to welcome you to the School Psychology Program at California State University San Bernardino. If you ever need any assistance, please let me know. I am happy to assist you in this journey in any way possible. Good luck!

Marc Fudge, Ph.D.

Interim-Chair, Department of Special Education, Rehabilitation & Counseling



Dear School Psychology Students,

Welcome to the Ed.S. and PPS Programs in School Psychology! The faculty assigned to the School Psychology program come from a variety of philosophical and professional background and are here to assist you along your educational journey. We look forward to meeting each of you and learning more about your interest areas within the field of assessment, counseling, and interventions.

In addition to your coursework in School Psychology, we encourage you to become actively involved in opportunities afforded to graduate students. This includes joining professional membership in CASP and NASP and attending regional and national conferences.

This handbook will answer many of the questions you have regarding your first year in the Ed.S./PPS School Psychology Program. This manual supplements the orientation and contains the necessary information and forms you will need to effectively complete the coursework and degree. If you have any questions about the material contained within, please contact me at (909) 537-5693 or contact the Department for further assistance. You will receive a second year handbook at the end of your first year that will guide you through the assessment classes and your practicum experiences and an internship handbook that will be very helpful in culminating your degree and or credential.

Again, welcome to the Ed.D. and PPS Programs in School Psychology!

Sincerely,

Cherie Ward, Ph.D.
Coordinator Programs in School Psychology

Where School Psychology Fits In At CSUSB

CSUSB is one of 23 California State Universities. Our President, Dr. Tomas Rivera, is the 4th president since CSUSB was founded in 1965 and oversees both academic and student programs. Currently, there are 7 colleges that make up CSUSB. School Psychology is housed in the College of Education (CE). Dean Chinka DomWachuku is our current leader. There are three departments in CE. One department, The Department of Special Education, Rehabilitation and Counseling (SRC) houses many graduate and credential programs including School Psychology. SRC is located in CE 242. Janet Miller and Lola Cromwell run the office and will be a tremendous help to you during your time here at CSUSB.

Student Services Office

The College of Education Student Services Office is located in CE 102. This office includes the following staff members (a) program admissions advisors (c) credential admissions and processing staff, (d) supervision staff, and (f) masters and advanced credentials program staff.

We are fortunate to have two hard working specialists helping you get into the program and get you graduated from the program. Candice Hrdlicka is the person in CE 102 who will verify your TB test, CBEST, transcripts, program plan, and certificate of clearance. Shani Sims (also in CE 102) will be helping you with advancement to candidacy, enrolling you in your comps class, and will receive your graduate check.

Department of Special Education, Rehabilitation and Counseling Mission Statement

“We prepare professionals to promote knowledge, social justice, and compassion through practice in special education, counseling, school psychology and rehabilitation counseling. Our goal is to inspire professionals to create and champion practical knowledge and theoretical principles.”

School Psychology Defined (CASP)

“School psychologists have specialized training in both psychology and education. They use their training and skills to team with educators, parents, and other mental health professionals to ensure that every child learns in a safe, healthy, and supportive environment. School psychologists understand school systems, effective teaching, and successful learning.”

School Psychology Program Philosophy

The CSU San Bernardino School Psychology Program's philosophical underpinnings is guided by principals relevant to the College of Education at CSU San Bernardino. In addition, our program meets the criteria set by the National Association of School Psychologists (NASP) as well as the California Association of School Psychologists (CASP) and the California Commission on Teaching Credentialing (CTC). During your tenure here at CSUSB, you will be part of the cohort that goes through the rigorous evaluation to be a NASP approved graduate training program.

Our training philosophy is also integrated. Using research (Evidence-Based Interventions and best practices), we employ a balanced approach to training. Our program trains adults to conduct behavioral interventions and consultation in the remediation of problem behaviors with children and adolescents. However, we are also brain based and utilize a cognitive approach to understanding the behavior of children. Hence, Response to Intervention and School Neuropsychology are both emphasized in our training. Finally, we train students to be accurate in diagnosing and assessing educational disabilities.

What to Expect Your First Year

Year 1 will cover foundations of school psychology, your counseling classes, research methodology and your class on psychometrics (Tests and Measurements). A combination of these classes will prepare you for year 2 where the focus shifts to assessment, diagnosing, and behavioral interventions.

Additionally, you will enroll in a practicum class each semester. In the fall, please enroll in EDSP 6620: Introduction to Practicum. This class will have you shadowing a school psychologist for 110 hours allowing you the opportunity to see firsthand what the school psychologist does on a day to day basis. You will need to find your own site for this class so please start making the connections by August to be ready to start in September. During the COVID19 social distancing, we accrue practicum hours via indirect services. More on this during your orientation.

Attendance

Attendance is considered to be a part of professional training. Much of our training includes activities in class and in the community. Students must attend class or contact the instructor.

Professional students are prepared BEFORE classes, training or meetings start. Being on time is not the same as being prepared to start on time.

Assessment Library

The CSU San Bernardino School Psychology PPS Program has received generous support from the Dean of Education as well as money from the GEAR UP Grant and University Center for Developmental Disabilities to fund a rather impressive assessment library. The library boasts instruments worth over \$450,000, allowing students to take home assessment instruments and tests for long periods of time. Each class that uses the testing materials have a laboratory fee that allows the program to restock test protocols and buy new testing kits. You should be aware that tests protocols are copyrighted and costs run between three and fifteen dollars to purchase. When students conduct full assessments, they will use approximately five different instruments to evaluate a child, with well over 30 assessments required as part of the coursework. Our assessment library is located in CE 219. Some of the major instruments in our library include the following:

- Wechsler Intelligence Scale for Children, Fifth Edition (WISC V)
- Wechsler Preschool and Primary Scales of Intelligence, Third Edition (WPPSI III)
- Cognitive Assessment System (CAS)
- Wechsler Memory Scales (WMS)
- Wide Range Assessment of Memory and Learning (WRAML)
- Comprehensive Test of Phonological Processing (CTOPP)
- Woodcock Johnson Tests of Intelligence and Academics (WJ III)
- Wechsler Individual Achievement Test, Third Edition (WIAT III)
- Beery Test of Visual Motor Integration (VMI)
- Vineland Tests of Adaptive Behavior
- Child Behavior Checklist (CBC)
- BASC II
- Connor's Rating Scales

CSUSB and College of Education E-mail Policy

All students have an e-mail account with CSUSB. It is your responsibility to check the messages on this account regularly as this is the only address that will be used by faculty and staff at CSUSB to communicate with you. Some faculty may also require all electronic correspondences with them to be via the CSUSB e-mail address.

You may set up your account so that all correspondences are forwarded to another e-mail address. This procedure will work well for monitoring your incoming messages, but if your e-mail to an instructor is not from a CSUSB address, it may not be read. The steps for forwarding your CSUSB Coyote e-mail to another account are as follow:

- Go to mail.coyote.csusb.edu
- Type your log in (sent to you in the mail. You can find it from department office or office of Records)
- Type your password (last six digits of your student ID)
- Click OPTIONS
- Click SETTINGS
- Check ENABLE FORWARDING
- Check DON'T LEAVE COPY ON SERVER
- Type the address you wish your emails to be forwarded to
- Click SAVE CHANGES

Semester Program Plan

The Program Plan is a tool used for advising. It goes into the Program Admission File (PAF) for review at critical points in the School Psychology program. It is used by you to monitor your own progression through the program requirements. It is used by the Credential Services to determine if you have satisfied the coursework requirements to be recommended for a credential. And it will be used to generate your Advancement to Candidacy (if needed) and your Graduate Check (if needed). As you were admitted into the program as a cohort, the courses must be completed in the sequence as advised. If you need to take fewer classes than advised it is your responsibility to take all classes, you need, in a timely manner.

The School Psychology Program Plans for both Ed.S. and PPS are identical. A copy of the program plan will be included as an attachment to this handbook and can be obtained on our program website. You will need to fill this out during fall semester of your second year (fall 2021).

RoadMap

On the program website you can easily view our class “RoadMaps.” The RoadMap is how our classes are offered and allow you to know what class you should enroll in.

Think of the RoadMap as the map to follow to complete your Program Plan. This is especially true during our transition to semesters. A copy of your three-year coursework is included in this handbook and can also be obtained on our program website. Please note that the current RoadMap is for our quarter program. Due to COVID19, your RoadMap will be posted on the website the first week of classes in August 2020. However you will be advised during our orientation exactly what classes to register for in Fall 2020.

Program Advisement

Students must take responsibility for the decisions which affect their academic progress. Faculty and staff at the university are available to assist students by providing academic advisement during their office hours or by appointment. However, before a student meets with an advisor, the following steps are highly recommended:

1. Become knowledgeable about university policies, procedures and requirements.
2. Bring a copy of the Coursework Plan to the advising appointment.
3. Gather all relevant decision-making information such as work schedules or other time commitments.
4. Prepare a list of questions or topics to discuss with the advisor. This is a good opportunity to discuss educational and career goals.

The program coordinator will hold at least one brief program advising each semester. Additional meetings will occur prior to any critical program changes. For example, you will have a program advising meeting prior to starting your internship year, prior to your program plan being filed, and prior to filing the necessary paperwork to obtain your degree.

Course Substitutions

Candidates who have completed any required coursework at another institution may petition to have one or more courses they have completed with a grade of B or better for their credential program course requirements. The substitution may be made on the Coursework Plan with documentation attached or it may be made at some later date by using the Course Substitution Request form. This form may be obtained from COE Student Services (CE-102) or from the Credential Services web pages at: <http://coe.csusb.edu/forms/index.html>.

The following documentation must be attached to your request: 1) A course description (that is consistent with the year that course was/will be completed) from the college/university catalog (if the course description is vague, it is recommended that a copy of the course syllabus also be attached); 2) Verification of grade (i.e., transcript or grade card). Students are recommended to seek faculty advisement prior to submitting the form to the program coordinator for their review and signature. We cannot accept coursework older than 7 years (per university policy).

Additionally, students obtaining their degree cannot bring in more than 30% of required coursework.

Many of you will need course substitutions. To do this please make an appointment with Dr. Ward. Bring the information above and a good attitude. One concern many students have is that the name of the classes might be similar or even identical. The name of the class is not our criteria for class substitution, rather the content covered in the classes. We pay attention to the class learning objectives to determine if the class meets or exceeds the CTC standards covered in the class. Therefore, course substitutions will be made if 1) the class complies with the policy outlined above, 2) if CTC standards have been met and 3) meets CSUSB Graduate Study policies regarding course substitutions.

Education Specialist Degree (Ed.S.), School Psychology

The Ed.S. in school Psychology is a 63-semester hour program designed for students who have an appropriate undergraduate degree in child development, psychology or related field. In addition to the two years of coursework in developmental science, neuroscience, evidence-based intervention, assessment, multicultural counseling, research, measurement and cognitive assessment, students must complete 450 hours of applied practica and a 1200-hour internship in a school setting the third year. A comprehensive examination given by NASP consistent with Nationally Certified School Psychologists must be passed during the third year.

Students admitted to the School Psychology Ed.S. Program will complete coursework needed to comply with the common and generic standards for the Pupil Personnel Services Credential as well as advanced coursework which meets the state standards for school psychology specialization. Students must have evidence of completing 450 clock hours of practica prior to beginning 1200 hours of internship.

Advancement to Candidacy

1. After completing your first year of coursework and successfully completing EDSP 6607, you can formally request Advancement to Candidacy. In your last year in this program you will need to file a Graduation Requirement Check (AKA Grad Check). You should know now that the Office of Records, Registration, and Evaluation cannot process a grad check until they have your Advancement to Candidacy form. Therefore, this form is very important. Once filed, any changes to your program plan must include a Change of Program Plan form (yes, there are many forms required to complete your degree!).
2. When you apply for Advancement to Candidacy, your performance in the program will be evaluated by the program coordinator, in consultation with your major advisor. If your performance is deemed satisfactory, you will be advanced. If your performance is unsatisfactory, you may be declassified from the program.
3. If there are any courses you have taken as an unclassified graduate student or transfer student that you want to be counted towards your degree, be sure to submit a Petition for Acceptance of Coursework form.

4. To be formally advance to candidacy, a student must, to the satisfaction of the program coordinator, have:
 1. Achieved classified status;
 2. Successfully completed all mandatory 1st year coursework and maintained a 3.0 GPA in the coursework;
 3. Satisfied the candidacy writing requirement (EDSP 6607)
 4. Filed an approved Advancement to Candidacy form
5. As you fill out this form you will note the quarter you plan on taking every required course. Specifically, if the course has not yet been complete, the quarter in which you plan to take the course must be listed.
6. Important Information

7-Year Limit: Classified graduate students must complete their degree requirements within seven years of admission to the program.

Quarterly/Semester Registration: Graduate students who fail to register in at least one course in the School Psych program will automatically be declassified. If you cannot take classes, please file a Leave of absence from the program.
7. During spring semester 2022 you will fill out an affirmation of practica experience form. This form summarizes your first two years and outlines a plan for completing your internship experience. This will be your first of two program evaluation. More information will be presented in spring 2021 in the Practica Handbook.

Requirements for Graduation

1. Completion of all coursework with a grade of B or better;
2. Completion of 1200 hour internship;
3. Comprehensive examination that consists of a passing score on the Praxis exam put out by ETS for the National Association of School Psychologists, which indicates student knowledge level is equivalent to programs across the country. A passing score is one-half standard deviation below the national mean of 147. The Praxis exam can be taken any time after the student advances to candidacy. Students who do not receive a passing score may petition the College of Education to retake the examination. Students who do not receive a passing score the second time must petition the Dean of Graduate Studies to retake the exam. Approval to retake the examination may be, at any time, contingent on completion of additional designated courses;
4. Completion of a graduation requirement check filed with the university.

Recommendation for the PPS School Psychology Credential

In order to be recommended for a credential, a student must have:

1. Completed all prescribed coursework with a grade of "B" (3.0) or better;
2. Completed all requirements for the 1200-hour internship including the specific competencies in the program as mandated by the California Commission for Teacher Credentialing.

Candidates who have completed all credential requirements must apply for the credential recommendation in the College of Education, Jim and Judy Watson Student Services Center in CE-102 from the Credential Processing staff. Forms and instructions are available on the webpages at <https://coe.csusb.edu/teacher-education/credential-processing> . The application packet with full instructions for applying for the Pupil Personnel Services (PPS) credential can be downloaded from <https://coe.csusb.edu/sites/default/files/PPS%20Packet%205-15.pdf> .

Pupil Personnel Services Credential: School Psychology

The School Psychology program at California State University, San Bernardino provides professional preparation for the Pupil Personnel Services Credential with Specialization in School Psychology. This program is designed to meet the mandates for the Pupil Personnel Services Credential in School Psychology (PPS) established by the California Commission on Teacher Credentialing (CCTC). The program is also designed to meet the national accreditation standards of the National Association of School Psychologists (NASP).

The School Psychologist Credential program is a 63-semester unit sequence of training designed for professionals who already possess a master's or doctoral degree in Educational Counseling, Psychology, Special Education, Education, Marriage/Family Therapy, and Social Work, or are in the final stages of training for such a discipline (e.g. final year of coursework, thesis to complete, etc.). Students must complete the common, standard courses as well as the school psychology specialization standards courses. The sequence also includes a 1200-hour internship in a school setting.

Students who have graduated from CSU, San Bernardino with an M.S. in Counseling and Guidance degree will have already taken the common, standard coursework as part of their program. Candidates from other programs and universities will have transcripts individually evaluated to ascertain how thoroughly previous graduate work complies with the common and generic standards which are required by the state for certification. Previous course work will be substituted with appropriate verification using transcripts and course catalog descriptions from the college or university where this course work was completed.

Students admitted to the School Psychology Credential Program will design a two-year schedule with their advisor to make up any coursework needed to comply with the common and generic standards for the Pupil Personnel Services Credential as well as advanced coursework which meets the state standards for school psychology specialization. Included in this sequence are 1200 hours of internship in a school setting (K-12). Students must have evidence of completing 450 clock hours of practica prior to beginning 1200 hours of internship.

Supervision is provided on site a minimum of two hours per week by a credentialed school psychologist with at least three years of experience in the field. The student is also supervised on the university site two hours per week by a university faculty member during the internship. If a student intends to obtain a paid internship in school psychology, they must apply for the internship credential from the Credentials Office.

Recommendation for the Credential

In order to be recommended for a credential, a student must have:

1. Completed all prescribed coursework with a grade of "B" (3.0) or better;
2. Completed all requirements for the 1200-hour internship including the specific competencies in the program as mandated by the California Commission for Teacher Credentialing.

Candidates who have completed all credential requirements must apply for the credential recommendation in the College of Education, Jim and Judy Watson Student Services Center in CE-102 from the Credential Processing staff. Forms and instructions are available on the webpages at <https://coe.csusb.edu/teacher-education/credential-processing> . The application packet with full instructions for applying for the Pupil Personnel Services (PPS) credential can be downloaded from <https://coe.csusb.edu/sites/default/files/PPS%20Packet%205-15.pdf> .

Practicum

Prior to starting your internship all students must document 450 hours of Practicum experiences. Practica prepares you for your internship. During your first year you will have one class in the fall that will start you on the road to finishing this important criterion.

According to CTC the Practicum experience must comply with the following (adopted in April 2019 by the CA Commission):

Prior to starting your internship year “A minimum of 450 clock hours of practicum is required.”

- 1) A minimum of 300 clock hours in preschool to grade 12 setting providing direct and indirect services to students
- 2) Up to 150 hours of experience may be counted outside the school setting.
- 3) Practicum is a “direct extension of program training goals and objectives.”
- 4) All practicum experiences are evaluated.

CSUSB School Psychology Ed.S. and PPS requires 450 hours of practicum, successfully documented and signed off, prior to starting internship hours. We expect students to accumulate approximately 225 hours each year you are a full time student. Hours are accumulated in 4 semester classes.

It is the student’s responsibility to use the practicum hours to prepare for internship hours. That means a variety of settings, job skills, clientele are expected.

Adaptations to these requirements will be covered in EDSP 6620 in fall 2020. Specifically, any adjustments due to pandemics do not exempt you from practica but adaptations are allotted.

CSUSB Student Conduct Policies

CSUSB College of Education Professional Expectations and Dismissal Procedures

The faculty members in the College of Education are committed to holding our students accountable for exemplary ethical and professional dispositions and conduct. Academic dishonesty or an evidenced failure to exhibit dispositions consistent with the profession are grounds for disciplinary action or dismissal from any COE program. In addition to other University policies for adherence to regulations for student conduct, the College of Education specifies further standards of integrity and professional dispositions.

1. Academic Standards of Integrity Any form of cheating or plagiarism is incompatible with academic integrity and the expectations of those taking courses in the College of Education. Plagiarism is the act of presenting the ideas and writings of another person as one's own. Cheating is the act of obtaining or attempting to obtain credit for academic work through dishonest, deceptive, or fraudulent means. Plagiarism and cheating include but are not limited to:

- a. Representing the work of another person as one's own either through the attempt to deceive or a failure to sufficiently document the original sources in one's own work.
- b. Copying, in part or in whole, from another's test, software, or other evaluation instrument.
- c. Submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy.
- d. Submitting work simultaneously presented in two courses, including fieldwork observation hours, unless this has been approved by both course instructors or by the department policies of both departments.
- e. Falsification of information or documents submitted for any university, college, program, or credential purpose.
- f. Using or consulting during an examination sources or materials not authorized by the instructor.
- g. Altering or interfering with grading or grading instructions.
- h. Sitting for an examination by a surrogate, or as a surrogate.
- i. Using unauthorized materials during an examination or assessment.
- j. Falsification of any documents or assignments submitted to any instructor, such as but not limited to, fieldwork observation, fieldwork assignments, supporting documentation for fieldwork hours, fieldwork reports, evaluations and medical notes.
- k. Falsifying or inventing information used in an academic exercise with the intent to suggest that the information or citation is legitimate.
- l. Any other act committed by a student in the course of academic work which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

CSUSB COE Professional Expectations and Dismissal Procedures

Dispositional Standards and Conduct

All degree and credential candidates are expected to exhibit professionalism and ethical conduct. In this case of teacher credential programs, this is an expression of the California Code of Regulations, Title 5 section 41100 which states that the teacher credential candidate must "demonstrate suitable aptitude for teaching in public schools" (b)(3) and that teacher credential candidates "shall demonstrate personality and character traits that satisfy the standards of the teaching profession. The assessment of the candidate shall be made by the teacher education faculty of the campus, who may also consider information from public school personnel and others" (California Code of Regulations, Title 5 section 41100 (b)(6)).

The CSUSB College of Education holds all degree, certificate, and credential candidates to the professional and ethical standards outlined below. a. Adhere to local, state, federal laws, CA Education codes, and professional codes of ethics applicable to their field of study and practice. b. Protect the privacy of those within the professional setting except in cases where the safety of another person is compromised by doing so. This includes protecting the privacy of others when using the internet and social media. c. Exhibit a commitment to respect diversity and a willingness to serve, evidenced through behavior, the educational and developmental needs of students and community members irrespective of race, ethnicity, nationality, economic class, language, sex, gender identity, gender expression, sexual orientation, religion, physical/mental ability, or age. d. Promote the safety of all K-12 students and work to insure that all students are protected from harassment, discrimination, or bullying. e. Promote the safety of professional colleagues, fellow CSUSB students, staff, and faculty and work to insure that they are protected from harassment, discrimination, and bullying. f. Exhibit professional behaviors and attitudes such as respectful treatment of others at the university and in field settings, punctuality, exemplary attendance, adherence to deadlines, professional appearance, and working collaboratively with others. g. Exhibit a willingness to accept feedback and change one's behaviors to align with course or program expectations, dispositions, and professional standards.

3. Disciplinary Process Whenever a faculty member, adjunct faculty, field supervisor, principal, resident teacher/supervisor (aka, CSUSB representative) has concerns regarding a student's academic performance, conduct, or professionalism, the CSUSB representative should first attempt to meet with the student to resolve the concerns. If the concern cannot be resolved or is of a very serious nature, such as physical, sexual, or emotional harassment, the concern is referred to the program coordinator and department chair.

CSUSB COE Professional Expectations and Dismissal Procedures 3.23.2016 3

At this time the student may also be referred to entities outside the College of Education (e.g., Student Affairs, Title 9, or campus police) as is appropriate or warranted.

If the above attempts by the CSUSB representative to address misconduct, unprofessionalism, or adherence to the program's expected dispositions are unsuccessful, the program coordinator can request that the department chair form a Student Review Committee (SRC). The request is activated when the Student Conduct Referral is submitted to the department chair. Once the department chair receives the Student Conduct Referral, the chair has 10 working days to form the SRC. The SRC is composed of the program coordinator (who acts as chair) and at least two other faculty members not parties to the problem. If the program coordinator is involved in the situation beyond the role of coordinator and cannot be impartial, the department chair will appoint another faculty member to replace the coordinator.

Within 10 working days of being formed, the Student Review Committee reviews supporting documentation and meets with the student(s) to hear all perspectives on the situation. During this meeting, the committee will ask the student to attend as well as other parties involved in the situation. The student may bring one representative to the meeting as well. After consideration of the information, the Student Review Committee can recommend that no action be taken, that the student(s) continue in the program with conditions (articulated in the Student Improvement Plan outlined below), or be dismissed from the program.

Decisions

a. Continuation with Conditions: If the decision is to continue with conditions, the program coordinator works with the student to develop a Student Improvement Plan. The plan includes the following:

- i. detailed description of the concerns or misconduct;
- ii. description of any actions to be undertaken by the student;
- iii. deadline by which the student must demonstrate the required level of knowledge, skill, behavior, or ethical conduct;
- iv. a description of what type of evidence provided by the student would indicate that the concern has been addressed and student improvement has occurred;
- v. signature sheet signed by the department chair, program coordinator, and the student indicating agreement with the plan and that failure to complete plan may result in dismissal from the program.

The plan will be filed in the student's file and, if appropriate, a hold placed upon the student's registration until the conditions outlined in the plan have been met. The program coordinator shall, on or before the date specified in the plan for completion of the remediation, review student progress based upon evidence provided by the student and/or a faculty member. One or two actions must be taken to resolve the concern.

If the plan is met and the concern is alleviated, the student will be notified and no further action will be taken.

If the concern is not alleviated as determined by the program coordinator or representative, the Student Review Committee meets to consider further action. The Student Review Committee can recommend (a) the creation of a new plan or (b) that the student be dismissed from the program. If the recommendation is for the creation of a new plan, the committee simply repeats the procedure outlined above. If the Student Review Committee recommends dismissal, the case is referred to a meeting of the program faculty.

b. Dismissal: The SRC can recommend dismissal if the student fails to meet the conditions of the Student Improvement Plan. Alternatively, if by agreement of the SRC the misconduct was serious enough to warrant immediate dismissal without further intervention, the SRC can recommend dismissal without the development of a Student Improvement Plan. In either case, the recommendation for dismissal, along with supporting documentation, is forwarded to a meeting of the program faculty for consideration. The recommendation for dismissal may be for immediate dismissal or dismissal at the completion of the current academic quarter or semester. After examining the documentation presented by the program coordinator, the decision for dismissal is determined by a simple majority of program faculty present in the meeting. The decision is then communicated to the student and the record of the decision placed in the student's file.

Procedure for forming the Student Review Committee (SRC): At the beginning of each academic year each department chair recruits for four faculty members to join a college-wide pool of department faculty. These faculty members will potentially serve on ad hoc Student Review Committees. When the need arises, chairs recruit from among the members of the pool, excluding faculty who may be involved in the situation.

University Policies

There are several University Policies that may impact you during your credential program. Please become familiar with the Financial Aid requirements and the Graduate Studies requirements by regularly checking the web pages on the CSUSB website. All petitions and waivers must be submitted to the School Psychology Program in COE Student Services for the signature of the Graduate Program Coordinator. These forms will be forwarded to Graduate Studies for the final decision and candidates will be contacted by their Coyote e-mail when a decision is made.

Payment Policy

Payment must be received by the Bursar's Office before the designated due date to prevent an administrative drop of your courses. The university will not be responsible for cash payments sent by mail or deposited at drop boxes. Postmarks will be disregarded.

Registration fees paid by check or credit card are not considered valid until the bank has cleared the payment. Checks and credit cards not cleared by the bank, including "stop payment" checks, may cancel your registration. It is each student's responsibility to formally withdraw from classes prior to the refund deadline dates. Failure to withdraw will result in a "balance due" on your account and prevent you from registering in future quarters. For more information, see the Bursars web page at: <http://sfs.csusb.edu/paymentMethods.html#paymentPolicy>.

Grade Standards for Graduate Study

Grade Requirements

Students must earn at least a “B” in all required courses and at least a “C” in elective courses in order to receive credit towards graduation. Additionally, students are required to maintain a 3.0 (B) GPA in all courses taken to satisfy the requirement for the degree.

Failure to maintain the appropriate GPA will result in being placed on academic probation. Students on probation must raise their GPA to 3.0 or above by the end of the subsequent quarter or they will be declassified from the program.

Students may only repeat ONE course for a higher grade. To discount a grade lower than a B- (in a required class) the student must submit a petition and obtain approval from both the program coordinator and the Dean of Graduate Studies.

Students who receive substandard grades in two or more required courses will be dismissed from the program.

CSUSB Graduate Policies

Administrative Academic Disqualification

A graduate student may also be placed on probation or may be disqualified by appropriate campus authorities for unsatisfactory scholastic progress regardless of cumulative grade point average or progress in the program. Such action shall be limited to those arising from repeated withdrawal, failure to progress toward an educational objective and noncompliance with an academic requirement and shall be consistent with guidelines issued by the chancellor.

Administrative Drop

Faculty members may initiate an administrative drop of a student in their courses based on any one of the following criteria.

Lack of attendance. Students who fail to attend two consecutive class meetings during the first three weeks of the term without contacting the faculty member or making special arrangements may be dropped.

Prerequisites not met. Students who are unable to show completion of required courses or who do not have the background needed to succeed in the course may be dropped. This means if you do not have your CBEST, COC or TB test on file you are subject to administrative drop.

Students who are administratively dropped will receive a notice from the Office of Records, Registration, and Evaluation. Students should not assume they are automatically disenrolled unless written confirmation is received.

Drop After the Census Date

Withdrawal from a Course after Census Date

Permission is rarely given to withdraw from a course(s) after the final drop (census) date has passed. Extenuating circumstances must be shown to have prevented withdrawal from class(es) in a more timely manner. Reasons, which must be documented, include accident, illness (physical or mental), serious personal or family problems, or military transfer. Employment-related withdrawals are valid only when the waiver is filed before the end of the term in question. Your lack of awareness of withdrawal procedures is not a valid reason. Your official transcripts will indicate a "W" for this dropped class.

The form is available for pick-up in the Office of Graduate Studies or the Office of Records, Registration and Evaluations (UH-178). Please call (909) 537-5200 if you would like one mailed to you.

Retroactive Withdrawal

Requests for withdrawal from a course(s) following the close of the term (retroactive withdrawal) will be considered only for: accident or illness (physical or mental), serious personal or family problems, or military transfer. Documentation is required. In addition, extenuating circumstances must be shown to have prevented withdrawal in a more timely fashion. Partial withdrawal of grades during a term is not permissible for any reason. All courses must be withdrawn and will be noted with a "W" on the official transcript. Lack of awareness of the withdrawal procedures is not an extenuating circumstance.

Employment-related reasons are not acceptable. Requests by graduate students, unclassified postbaccalaureate and credential candidates and must be made in writing to the Dean of Graduate Studies, CH-123.

Repeat of a Course (Discount of Grade)

Classified and conditionally classified graduate students may be permitted to repeat one course at CSUSB that was taken for graduate credit (i.e., that is applied towards a master's degree) one time only by petition to and approval of the college or department graduate committee. The petition requesting permission includes an automatic request to discount the first attempt. When approved, the original course grade on the student's permanent record will be discounted. Only the second grade earned shall apply to the student's cumulative postbaccalaureate grade point average. The first attempt will appear on the transcript with the repeat (discount) noted. Subsequent repeats of course will be averaged.

Classified postbaccalaureate students (for example, students officially admitted to teaching credential programs) may be permitted to repeat a course taken for postbaccalaureate credit by petition to and approval of the appropriate college or department committee. The petition

requesting permission includes an automatic request to discount the first attempt. When approved, the original course grade on the student's permanent record will be discounted. Only the second grade earned shall apply to the student's cumulative postbaccalaureate grade point average. The first attempt will appear on the transcript with the repeat (discount) noted. Courses taken for Subsequent repeats of course will be averaged. The petition for a Discount of Grade is available at the following website:

<http://gradstudies.csusb.edu/currentStudents/discountGrade.htm> it must be completed and submitted to the Special Education Program for approval and then it will be forwarded to Graduate Studies for final approval.

Grade Grievance/Complaint Procedures

<http://studentaffairs.csusb.edu/policies.html>

Information concerning academic or nonacademic matters may be obtained from the Office of Advising and Academic Services. Generally, a grade grievance must be initiated by the student within no more than 40 calendar days after the grade is recorded. The complete policy statement is available from the Associate Dean of Undergraduate Studies, AD-183.

Information concerning non-academic grievances and discrimination complaints against the university and its employees by a student may be obtained from the Office of the Vice President for Student Affairs, UH-231, the Women's Resource Center, the Adult Re-Entry Center, the Cross-Cultural Center, Vice Presidents' offices, and College Deans' offices. A grievance or complaint must be filed within no more than 40 calendar days after the student learned or reasonably should have learned of the occurrence of the grievance/complaint event.

Leave of Absence Policy

Any student who plans to be absent from the university must file a leave of absence to preserve the student's current catalog rights (Title 5, Article 5, Sec. 40401). A petition must be filed by a graduate student and approved at the Office of the Dean of Graduate Studies. This petition may be obtained from the Graduate Studies web pages on the CSUSB website at:

<http://gradstudies.csusb.edu/leave2.html> The form must be completed and submitted to the Special Education Program in CE-102 for the Program Director's signature and then it will be sent to the Office of the Dean of Graduate Studies.

The leave of absence policy covers interruptions which are involuntary (medical) or voluntary (military, personal or planned educational leave) if related to the graduate student's educational objective. With an approved leave of absence, the student may be absent from the campus without losing rights to specific degree requirements under an earlier catalog, which may be more advantageous for the student.

Petitions for leave of absence should be filed with their program office in advance of the interruption in enrollment. While medical and military leaves may be considered retroactively if supported by individual circumstances, planned educational leaves cannot since they constitute an agreement or "contract" which must be set in advance.

Students returning from a medical or military leave of absence of more than one term must file an application for admission and must also pay the current application fee. The maximum duration of a planned educational leave is two calendar years, with no application fee charged at readmission

filed within the two-year limit. Applications for readmission must be filed within the term of return. Filing periods for fall term begin the preceding November 1, for winter term the preceding June 1, and for spring term the preceding August 1.

Students who do not return to CSU, San Bernardino at the conclusion of their planned leaves and those who enroll elsewhere without permission of the Office of Records, Registration and Evaluations will be considered to have withdrawn for the university at the end of their last term of regular enrollment.

Leaves of absence will not be approved for students subject to disqualification or dismissal due to academic deficiencies or disciplinary action. Disqualified students reinstated immediately or readmitted after one term may retain catalog rights.

Students not completing any degree applicable course work or who are enrolling only in Summer Session or extension courses or who are auditing courses are not eligible for leaves of absence.

Medical Leave of Absence: requests must be accompanied by a statement from a medical doctor explaining why the student must interrupt enrollment. No limit exists on the number of terms of absence allowed, except that leave for pregnancy is restricted to the term of delivery unless verified medical circumstances indicate a longer time is required for a recuperation. **An application fee is charged at readmission for a leave of three or more terms.**

Military Leave of Absence: requests must be accompanied by a copy of military orders indicating induction date. Twelve terms of absence are the maximum that can be approved. **An application fee is charged at readmission for a leave of three or more terms.**

Planned Educational Leave of Absence: is defined as a planned interruption or pause in a student's regular education during which the student temporarily ceases his or her formal studies at CSU, San Bernardino **to pursue other educational activities that contribute to particular educational goals and objectives.** This will not jeopardize the rights and privileges normally associated with continuous attendance. The student must plan to return to CSU, San Bernardino at the end of the leave. Such activities may be for the purpose of clarifying or enriching educational goals and may include travel for educational purposes, on-the-job experience in the area of vocational or educational opportunities, or undertaking expanded responsibilities in an activity related to the student's educational or career goals.

Since students will maintain their catalog rights as when they left, they **MUST** take courses that would transfer back. Therefore, a student must also file a concurrent enrollment form with the Office of Records, Registration and Evaluations for prior approval of the courses they plan to take. Students under an educational leave who do not file a concurrent enrollment form and who take courses which are not transferable, will fall under any revised major requirements when they return. An application for readmission must be filed by students returning from leaves of one or two terms only if another college or university was attended during the absence. No application fee is charged at readmission for a leave within the two year limit with an approved Planned Educational Leave of Absence. Postbaccalaureate students pursuing a second bachelor's degree are eligible for a leave of absence.

Financial Aid Eligibility (Satisfactory Academic Progress)

Financial Aid may be a viable option to pay for your course of study. Please note: If you are in the PPS only program you probably will not be eligible for financial aid as your credential does not lead to a degree. To determine your eligibility please seek out financial aid advising.

Students pursuing a degree or credential at the postbaccalaureate level are limited up to a maximum of nine quarters. Read more about financial aid policy and procedures on the Financial Aid website at <http://finaid.csusb.edu/>. Lack of Satisfactory Academic Progress may affect Financial Aid Eligibility. Many credential candidates take longer than the 9 quarters allotted to complete all of the requirements for credentials and the Master's degree so they come under review by the Financial Aid Office. To comply with federal and state requirements, California State University, San Bernardino established an Annual Satisfactory Academic Progress (SAP) Policy. This policy applies reasonable standards for measuring whether a student, who is otherwise eligible for financial aid, is maintaining SAP toward the completion of his/her educational objective.

During this review, which is conducted every summer, your academic progress will be reviewed in the following areas:

- **Qualitative Standard:** students must maintain good academic standing by meeting the GPA requirements as they are outlined in the Financial Aid Office Satisfactory Academic Progress Policy and
- **Quantitative Standard:** comparing the number of units attempted versus the number of units earned on an annual basis and time limits to complete a degree on a cumulative basis (see Eligibility and Duration of Eligibility in the SAP Policy section).

Failure to meet SAP standards in these areas will constitute ineligibility to receive financial aid.

Students who fail to make satisfactory academic progress will be notified via their CSUSB e-mail address, via U.S. Postal mail and via their MyCoyote. To view the policy, please see the following web page: <http://finaid.csusb.edu/apply/Eligibility.aspx#sap>

Outcomes Assessment for Ed.S. in School Psychology and PPS in School Psychology			
It should be noted that this assessment plan is a simplified version of the requirements necessary for the accreditation of this program with CTC. Every CTC standard for the PPS in School Psychology is assessed and linked to coursework in the program. The current documentation is over 400 pages long. Therefore this simplified version was created.			
	Curriculum Alignment	Assessment	Time line for Decisions
Program Goal #1 Assessment and diagnosing Educational Disabilities Candidates are well versed in a variety of assessment methods, including formal and informal test	The courses that introduce and instruct this goal are: <ul style="list-style-type: none">• EDSP 6619, Tests and Measurement• EDSP 6663, Human Development over the Lifespan	Exams addressing psychometric properties. Classroom presentations to graduate student peers demonstrating a particularly specialty test. All students will	Once every 3 years: Program learning outcomes 1 and 3 Classroom presentations will be

<p>administration, behavioral assessment, interview, ecological or environmental assessment, as well as assessment methodologies to define a student's problems and needs, to assess current status, and to measure the effects of the problem-solving process.</p> <p>Program learning outcomes 1: School Psych students will be able to correctly administer a variety of restricted and nonrestricted assessment tools.</p> <p>Program learning outcomes 2: School Psych students will correctly score a variety of restricted and nonrestricted assessment tools.</p> <p>Program learning outcomes 3: School Psych students will be able to communicate their assessment findings via written reports.</p>	<ul style="list-style-type: none"> • EDSP 6632 Psychological Foundations of Education <p>The courses where students master this goal are:</p> <ul style="list-style-type: none"> • EDSP 6660 Identification and Treatment of Exceptional Learners • EDSP 6688 Behavioral Assessment and Intervention • EDSP 6656 School Practicum 1 and II 	<p>evaluate the presentations using a rubric.</p> <p>Accurate scoring of protocols relative to administration of instruments.</p> <p>Written psycho-educational reports.</p> <p>Case study presentations in Internship</p>	<p>examined by students. Rubric (TBD) will highlight areas of concern.</p> <p>Consultation with instructors teaching EDSP 6688 will examine exam questions</p> <p>Program learning outcomes 2</p> <p>Case studies will be collected. A random sampling will be examined using rubric (TBD). Evaluated area will include scoring accuracy.</p>
<p>Program Goal # 2</p> <p>Counseling and Consultation</p> <p>School psychologists must employ exceptional skills in counseling and consultation and collaboration between various systems in the child's life such as home, school, and community.</p>	<p>The courses that introduce and instruct this goal are:</p> <ul style="list-style-type: none"> • EDSP 6687- School Psychologist as Change Agent • EDSP 6660- Seminar in Child Psychopathology • EDSP 6688- Advanced Behavioral 	<p>Counseling logs and supervisory evaluations</p> <p>NASP Subtest scores</p>	<p>Once every three years</p> <p>Program learning outcomes 1 & 2</p> <p>Supervisor evaluations will be quantified to determine student knowledge of various</p>

<p>Program learning outcomes 1 Use of taxonomic approach includes IDEA (Individuals with Disabilities Education ACT-Revised) and DSM-V (Diagnostic Statistical Manual- Fifth Edition).accurately</p> <p>Program learning outcomes 2 Students are trained as primary mental health providers from the introductory course through their culminating experience in internship</p> <p>Program learning outcomes 3 Students will gain counseling experience with children in a variety of settings.</p>	<p>Intervention and Consultation</p> <ul style="list-style-type: none"> • EDSP 6632- Psychological Foundations of Education <p>The courses where students master this goal are:</p> <ul style="list-style-type: none"> • EDSP 6656- Counseling practicum • EDSP 6658- Consultation 		<p>approaches and determine competency</p> <p>Program learning outcomes 2 & 3 Counseling logs used in practicum will be purged of personal identifiers and summed to indicate the total hours, placement types, and age of children.</p>
<p>Program Goal #3 Application of coursework to applied setting</p> <p>Program learning outcomes 3.1 Students will complete 1200 hours in one (1) academic year but shall be completed within no more than two (2) consecutive academic years.</p> <p>Program learning outcome 3.2 The field experience must include eight hundred (800) clock hours in a preschool- grade 12 school setting providing</p>	<p>The courses that introduce and instruct this goal are:</p> <ul style="list-style-type: none"> • EDSP 6679 A XXX • EDSP 6686- Seminar/Practicum in Counseling Children and Parents • EDSP 6687- School Psychologist as Change Agent • ESDP 6660- Seminar in Child Psychopathology <p>The courses where students master this goal are:</p> <ul style="list-style-type: none"> • EDSP 647- Individual Testing and Case Study Techniques I 	<p>Internship Evaluations</p> <p>Internship logs</p>	<p>Annually assessment of intern evaluations and logs</p> <p>Feedback is provided to faculty and college</p> <p>Internship logs are examined prior to graduation and will be used to quantify types of placement used</p>

<p>direct and indirect services to pupils.</p> <p>Program learning outcome 3.3</p> <p>Students will be competent in all standards according to the PPS guidelines published by CTC</p>	<ul style="list-style-type: none"> • EDSP 6648- Ecological Assessment • EDSP 6688 - Behavioral Interventions and Consultation • EDSP 6689 Fieldwork/Internship • 		