PART I- Description of current program

1. The initial program document approved on August 15, 2005 has been thoroughly reviewed and revised.

2. Changes were made in the program document based on the following changes in the program:

<table>
<thead>
<tr>
<th>Change in School Psychology Program</th>
<th>Reason for Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Revised sequence of courses</td>
<td>• Recommendations from faculty, Advisory Committee, and student focus group</td>
</tr>
<tr>
<td>• Revised school psychology competency skills evaluation assessments</td>
<td>• For specificity in the competencies-reviewed and approved by Advisory Committee</td>
</tr>
<tr>
<td>• Transitioned combined classes from Educational Counseling Program to</td>
<td>• Growth of the program</td>
</tr>
<tr>
<td>create a separate School Psychology Program with a separate program chair</td>
<td>• To meet the unique needs of the school psychology trainees in course curriculum</td>
</tr>
<tr>
<td></td>
<td>• Request of the Educational Counseling Program</td>
</tr>
<tr>
<td>• Consolidated and revised Evidence of Learning Outcomes in several classes</td>
<td>• To be more specific to the unique needs of the school psychology trainees</td>
</tr>
<tr>
<td></td>
<td>• Streamline the Evidence of Learning Outcome process</td>
</tr>
<tr>
<td>• Established a separate Counseling Diverse Populations-EDUC 573 class</td>
<td>• Tailored the class to the unique needs of school psychology trainees and added</td>
</tr>
<tr>
<td>for school psychology trainees</td>
<td>additional emphasis on assessment</td>
</tr>
<tr>
<td>• Established a separate Instruction and Achievement- EDUC 564 class for</td>
<td>• Tailored the class to the unique needs of school psychology trainees and added</td>
</tr>
<tr>
<td>school psychology trainees</td>
<td>additional emphasis on interventions</td>
</tr>
<tr>
<td></td>
<td>• Separation from the Educational Counseling Program</td>
</tr>
<tr>
<td>• Revised the curriculum in the School</td>
<td>• Tailored the class to the unique needs</td>
</tr>
</tbody>
</table>
| Safety and Crisis Prevention class- EDUC 567 | of school psychology trainees  
• Separation from the Educational Counseling Program |
|---|---|
| • Revised all 5 School Psychology Program handbooks | • To be consistent with program changes  
• Reviewed and approved by the Advisory Committee |
| • Developed a School Psychology Program Web site | • To provide trainee access to more program documents and to promote the School Psychology Program |

There has only been one change in the program matrix (Vol. I, Part I –Program Overview): Education 548 Program Planning and Evaluation has been included as a secondary course under Specialization Standard 22—Individual Evaluation and Assessment. All CCTC standards continue to be met by the specific courses indicated on the program matrix.

**Part II- Current course syllabi and updated program faculty vitae**

Full Time Faculty from Education Department teaching classes in the program:

- Dr. Jackie M. Allen  School Counselor, School Psychologist, LMFT
- Dr. Robert Burns
- Dr. Anita Flemington
- Dr. Tom McGuire
- Dr. Mark Matzaginian
- Dr. Barbara Nicole
- Dr. Regina Schaefer  School Counselor, Licensed Marriage Family Therapist

Adjunct Faculty:

- Tony Kazan  Special Education Teacher
- Sam Bouman, M.S.  School Counselor and School Psychologist credentials, Licensed Educational Psychologist
- Dr. Barbara Fraley  School Psychologist, Administration, and Teaching credentials, Licensed Marriage Family Therapist
Maureen Goff, M.S.

Roger McCoy, M.S.  School Psychologist

Dr. Veronica Runnels School Psychologist, Licensed Educational Psychologist

Dr. Michael Salce  School Psychologist, Licensed Educational Psychologist

Fieldwork/Internship  Supervisors: Fall 2008

<table>
<thead>
<tr>
<th>NAME</th>
<th>CREDENTIALS</th>
<th>SCHOOL DISTRICT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chris Estrada</td>
<td>School Psychology</td>
<td>Azusa Unified School District</td>
</tr>
<tr>
<td>Sue Gottschalk, Ph.D.</td>
<td>School Psychology &amp; Child Welfare and Attendance</td>
<td>El Monte City School District</td>
</tr>
<tr>
<td>Lori Sortino-Williams, Ph.D.</td>
<td>School Psychology M.S. Counseling</td>
<td>Upland Unified School District</td>
</tr>
<tr>
<td></td>
<td>Ryan Multi-Subject Spec. Ed. Learning Handicapped</td>
<td></td>
</tr>
<tr>
<td>Shauna Allen</td>
<td>School Counseling School Psychology</td>
<td>Whittier City School District</td>
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<tr>
<td>Shelby Sangadeo</td>
<td>School Psychologist</td>
<td>West Covina Unified School District</td>
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<tr>
<td>Ilona Kupecz, M.S.</td>
<td>School Psychologist</td>
<td>Bonita Unified School District</td>
</tr>
<tr>
<td>Gregory B. Endelman, M.A.</td>
<td>School Psychologist &amp; Administration credentials</td>
<td>Fullerton Joint Union High School</td>
</tr>
<tr>
<td></td>
<td>Licensed Educational Psychologist</td>
<td></td>
</tr>
<tr>
<td>Mary Gallup</td>
<td>School Psychologist</td>
<td>Claremont Unified School District</td>
</tr>
<tr>
<td>Jule Debrower</td>
<td>School Psychologist</td>
<td>Glendora Unified School District</td>
</tr>
</tbody>
</table>
Part III- Documentation that supports the program’s Biennial Report.

1. Alignment of key assessments with state standards.

   a. Key Assessments are used to determine:

<table>
<thead>
<tr>
<th>TRANSITION POINT</th>
<th>KEY ASSESSMENT</th>
<th>EVALUATION TOOL</th>
<th>STATE STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transition Point #2</td>
<td>Candidate competencies evaluation by course and university supervisors- 1st year EDUC 586A Practicum A</td>
<td>Rubric- Appendix A</td>
<td>Readiness to assume fieldwork- Primary Standards 16 &amp; 25; Secondary Standards 14, 17, 19, 20, 21, 22, 27</td>
</tr>
<tr>
<td>Transition Point #2</td>
<td>Candidate competencies evaluation by course and university supervisors- 2nd year EDUC 586B Practicum B</td>
<td>Rubric- Appendix B</td>
<td>Readiness to assume fieldwork-Primary Standards 16 &amp; 25; Secondary Standards 14, 17, 19, 20, 22, 27</td>
</tr>
<tr>
<td>Transition Point #2</td>
<td>Candidate research project-evaluation by course instructor in EDUC 548- Program Planning and Evaluation</td>
<td>Rubric- Appendix C</td>
<td>Readiness to assume fieldwork- Primary Standards 12 &amp; 23; Secondary Standards 4, 9, 15, 18, 22, 27</td>
</tr>
<tr>
<td>Transition Point #3</td>
<td>Fieldwork/Internship Demonstrated Skills Evaluation by On-site Supervisor in EDUC 589A &amp; 589B- Fieldwork in School Psychology</td>
<td>Rubric- Appendix D</td>
<td>Performance in fieldwork- Primary Standards 14, 16, 26, 27; Secondary Standards3-13, 15, 19-23</td>
</tr>
<tr>
<td>Transition Point #3</td>
<td>Portfolio Assignment- culminating record of Candidate competencies-evaluation by Graduate Seminar course instructor</td>
<td>Rubric- Appendix E</td>
<td>Culmination record of student competencies-recommendation for the PPS credential- Standard 27 (includes all PPS credential standards)</td>
</tr>
</tbody>
</table>

b. Common considerations

   1) Rubrics- rubrics are found in Appendices A-E

   2) Training information- for use of rubrics
      • University supervisors are provided with a Handbook for University Supervisors and given instruction (mentoring) before beginning supervision now that the School
Psychology Program is a separate program.
• On site supervisors are provided with a *Handbook for On-Site Supervisors* and are invited to an orientation meeting at the beginning of the school year where instruction in completing evaluation rubrics is provided.
• Full-time and adjunct faculty are given instruction at faculty meetings and provided with the *Handbook for School Psychology Trainees* and other handbooks as appropriate.

3) Calibration activities
• School Psychology Program Level
  o Evaluation rubrics are reviewed and revised with input from the faculty and School Psychology Program Advisory Committee on at least a semi-annual basis.
• Education Department Level:
  o An ongoing discussion of calibration has taken place at the Assessment Committee meetings (twice monthly)
  o Department standardized evaluation levels of student performance have been established: 1-Not Present; 2-Emerging; 3-Competent, 4- Exceptional
  o Currently Assessment Committee members are having conversations about putting assessment instruments into Task Stream.

2. How is data assessed for use in program improvement?

Ongoing assessment is used for program improvement.

All key assessments included in this report are used to ascertain program effectiveness as it relates to candidate competence. In addition, student grades and grade point averages as well as other specific course requirements are used. An Individual Education Program simulated presentation is made by every student at the end of their Individual and Advanced Assessment courses. Students submit 15 assessment reports during the assessment courses and make case presentations as part of class assignments.

Data is provided for the School Psychology Program faculty and School Psychology Program Advisory Committee- recommendations are incorporated into the design of the program - sequence of courses, course syllabi, handbooks, evaluation procedures and instruments, and hiring of adjunct faculty.

Student focus groups are held through supervision classes and recommendations are incorporated into the design of the program - sequence of courses, course syllabi, handbooks, and hiring of adjunct faculty.

At this time there have only been 3 completers. The first two completers graduated in May 2008 and a third completer finished all course work in August 2008. One candidate was on an internship credential and subsequently hired as a full time school psychologist in November 2007 of her internship year in the same school district, attesting to the viability for employment of candidates. One is continuing in her part time counseling job and raising her family, and the
recent completer is teaching in her school district until a job becomes available in that school district. Assessment of completers included Praxis Exam, Portfolio Rubric, and Demonstrated Skills Evaluation of Fieldwork (Internship).

It is too early to ascertain employee satisfaction of the new program. An evaluation form will be developed and used at the end of the 2008-2009 academic year with the current third year graduating class.

The following changes have been suggested for the 2009-2010 school year to improve candidate and program performance:

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Plan of Action or Proposed Changes Made</th>
<th>Applicable Program or Common Standard(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Praxis Exam Results</td>
<td>• More emphasis on Educational Psychology information</td>
<td>Common Standard 11- Learning Theory &amp; Educational Psychology</td>
</tr>
<tr>
<td></td>
<td>• Introduction of Praxis Exam requirement earlier in the sequence of courses</td>
<td>Standard 17- Psychological Foundations</td>
</tr>
<tr>
<td>Portfolio Assessment</td>
<td>• Provide Portfolio Outline during 2\textsuperscript{nd} year</td>
<td>Standard 23- Program Planning and Evaluation</td>
</tr>
<tr>
<td></td>
<td>• Include instruction in explaining and graphing Delivery of School Psychological Services in 2\textsuperscript{nd} year course work</td>
<td></td>
</tr>
<tr>
<td>Evaluation of Practicum A</td>
<td>• Revise Evaluation rubric</td>
<td>Standard 25- Practica</td>
</tr>
<tr>
<td></td>
<td>• Inservice all instructors to improve inter-rater reliability</td>
<td></td>
</tr>
<tr>
<td>Evaluation for Practicum B</td>
<td>• Improve criteria for assessing skills in diversity and possibly develop a separate instrument in connection with Counseling Diverse Populations class</td>
<td>Common Standard 3- Socio-Cultural Competence</td>
</tr>
<tr>
<td>Action Research Project</td>
<td>• Develop a separate assessment for technology skills including ability to use technology in class presentations and assessment</td>
<td>Common Standard 15- Technology</td>
</tr>
<tr>
<td>Technology Skills</td>
<td></td>
<td>Standard 24- Research, Measurement, and Technology</td>
</tr>
</tbody>
</table>
PROGRAM PROPOSAL
FOR
CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

MASTER OF SCIENCE IN SCHOOL PSYCHOLOGY
PUPIL PERSONNEL SERVICES CREDENTIAL
(WITH ADVANCED SPECIALIZATION IN SCHOOL PSYCHOLOGY)

UNIVERSITY OF LA VERNE
COLLEGE OF EDUCATION AND ORGANIZATIONAL LEADERSHIP

REVISED NOVEMBER 2008
VOLUME I

PROGRAM OVERVIEW

GENERIC PROGRAM STANDARDS

SCHOOL PSYCHOLOGY SPECIALIZATION STANDARDS

COMMON STANDARDS FOR INTERNSHIP PROGRAMS AND PUPIL PERSONNEL SERVICES
INITIAL PROGRAM PROPOSAL CONTRIBUTORS

It would have been impossible to complete the Program Proposal for the Pupil Personnel Services Credential in School Psychology, including the Internship Credential, without the cooperation, dedication, and expertise of the contributors. The contributors have expertise as practitioners in the fields of counseling and school psychology, in county offices of education, in higher education, and as subject matter specialists.

Steering Committee

Jackie Allen, Ed.D.—Dr. Allen is Associate Professor at the University of La Verne where she teaches School Safety and Crisis Prevention, Supervision, and the lead developer of the School Psychology Preparation Program. She previously was an Education Programs Consultant in School Counseling and School Psychology at the California Department of Education and Core Adjunct Faculty at National University-Sacramento Campus. She has served as the President of the American School Counselor Association, President of the California Association for Counseling and Development, President of the California School Counselor Association, Chair of the California Alliance for Pupil Service Organizations, and is the Editor of the California School Counselor. Prior to her career in higher education, Dr. Allen served as a teacher, counselor, and school psychologist for over thirty years in several California public school districts.

Lynne Aung, Ed.D.—Dr. Aung was a practicing school psychologist in the San Diego City School District and adjunct faculty at Chapman University. She is a Past President of the California Association of School Psychologists and has provided leadership in CASP for the last ten years. Prior to working as a school psychologist, she was a school teacher, counselor and vice principal.

Robert D. Hansen, Ed.D.—Dr. Hansen is Professor of Education and Chair of the School Counseling Program at the University of La Verne where he teaches courses in Introduction to School Counseling, Career Development, School Guidance Seminar, School Law, and Organizational Leadership and School-Community Collaboration. He has served on the executive boards of both the California School Counseling Association and the California Association of School Counselors, and is Past President of the California Association of Counselor Education and Supervision. Prior to his career in higher education, Dr. Hansen served as a teacher and counselor through superintendent for thirty years in five California public school districts.

Laura Wiggins, MFT, LEP—Mrs. Wiggins is a University Supervisor of Field Experience for the University of La Verne. She also trains new university supervisors.
Prior to coming to the University, she served as a teacher, counselor, school psychologist, director of student services, and SELPA Director in several California school districts.

Other Contributors

Jean Albaum, MFT, LEP, Ph.D.—Dr. Albaum is a counselor and school psychologist for the Claremont Unified School District. She is a Senior Adjunct Professor Education at the University of La Verne where she teaches Counseling Diverse Populations.

Robert Burns, Ed.D.—Dr. Burns is Professor of Education at the University of La Verne where he teaches Educational Assessment.

Linda C. Hansen, Ed.D.—Mrs. Hansen is Coordinator of State and Federal Projects and ESL for the Walnut Valley Unified School District. She is on the adjunct faculty at Azusa-Pacific University and the University of California, Los Angeles where she teaches courses in culture, second language acquisition, and curriculum and instruction.

Thomas McGuire, Ed.D.—Dr. McGuire is Professor of Education and Chair of the Education Department at the University of La Verne where he teaches courses in Educational Research and Graduate Seminar.

Barbara Nicoll, Ph.D.—Dr. Nicoll is Professor of Education at the University of La Verne where she teaches courses in Human Development and Educational Psychology.

Michael Pines, Ph.D.—Dr. Pines is a retired Consultant, Emergency Mental Health Services, Los Angeles County Office of Education and currently providing consultation in crisis management and suicide prevention through the Pines Institute.

Robert Tyra, M.A.—Mr. Tyra is Consultant, Counseling, Guidance, and School-to-Career Programs for the Los Angeles County Office of Education. He is a national trainer for the American School Counseling Association on the National Standards for School Counseling. He is the creator of the Student Support Accountability Report Card (SPARC). Mr. Tyra is also on the adjunct faculty at California State University, Los Angeles. Prior to becoming a county office consultant, he served as a teacher, counselor, and assistant principal.

Loretta Whitson, M.S.—Ms. Whitson is Director of Student Support Services for the Monrovia Unified School District. She is an Adjunct Professor of Education at the University of La Verne where she teaches Facilitation/Consultation Skills. Ms. Whitson is currently the Executive Director of the California Association of School Counselors and served as President of the California Association of School Counselors and the California School Counselor Association. From 1998-2000 she served on the Pupil Personnel Services Advisory Panel for Pupil Services Standards of Program Quality and Effectiveness, California Commission on Teacher Credentialing. She is currently a commissioner on the California Commission for Teacher Credentialing representing pupil personnel services.
RECENT PROGRAM CONTRIBUTORS

SCHOOL PSYCHOLOGY PROGRAM ADVISORY COMMITTEE

Dr. Jackie M. Allen, LMFT, NCC, NCSC- is chair of the School Psychology Program and was the lead developer of the program. Dr. Allen is Associate Professor at the University of La Verne and has taught all the school psychology classes in the school psychology program curriculum as well as supervision in counseling and school safety and crisis prevention. Currently she teaches the assessment classes and Learning Disabilities and Neurology and supervises fieldwork. She previously was an Education Programs Consultant in School Counseling and School Psychology at the California Department of Education and Core Adjunct Faculty at National University-Sacramento Campus. She has served as the President of the American School Counselor Association, President of the California Association for Counseling and Development, President of the California School Counselor Association, Chair of the California Alliance for Pupil Service Organizations, and is the Editor of the California School Counselor. She recently authored Empowering the 21st Century Professional School Counselor. Dr. Allen is a member of the California Commission on Teacher Credentialing Board of Institutional Review. Prior to her career in higher education, Dr. Allen served as a teacher, counselor, and school psychologist for over thirty years in several California public school districts. She is a certified neuropsychologist.

Sam Bauman, M.S.- is a school psychologist in the Glendora Unified School District. He is a doctoral student at Claremont Graduate School and is completing his dissertation with his study in Response to Intervention. He is a former school counselor. He is adjunct faculty for the School Psychology Program at the University of La Verne and teaches Individual Counseling Skills and Group Counseling Skills and supervises students in Practicum A.

Dr. Liza Carillo- Dr. Carillo is head psychologist in the Claremont Unified School District. She is a certified neuropsychologist.

Cindy Cary, M.Ed.- (Doctoral candidate) Cindy Carey is an Assistant Professor of Education at the University of La Verne. She teaches in the child development program and is the Early Childhood Supervisor at the Fairplex Child Development Center. She was a former preschool teacher, director of a preschool, and an elementary school teacher.

Dr. Barbara Fraley, LMFT- Dr. Fraley is a school psychologist in the Pomona Unified School District. She is adjunct faculty for the School Psychology Program at the University of La Verne and teaches Counseling Theories, Child Psychopathology, and supervises students in Practicum B. She has taught counseling, parent education, and school psychology classes at several institutions of higher education.
Roger McCoy, M.S.- Roger McCoy is a school psychologist for Riverside County. He has been the Region Representative for Riverside County for the California Association of School Psychologists and is the current program chair of the 2009 CASP Conference. Roger is adjunct faculty for the School Psychology Program at the University of La Verne and has taught Introduction to School Psychology, Counseling Theories, and supervised students in Practicum A.

Dr. Veronica Runnels, LEP – Dr. Runnels is a school psychologist in the Newport Mesa School District and has been a program specialist in Corona Norco School District. She is adjunct faculty in the School Psychology Program at the University of La Verne and teaches Introduction to School Psychology and Program Planning and Assessment. She also supervises Practicum B students.

Dr. Michael Salce, LEP- Dr. Salce is a school psychologist in the Baldwin Park School District. He is adjunct faculty in the School Psychology Program at the University of La Verne and teaches School Safety and Crisis Prevention and supervises Practicum A students.

Dr. Regina Schaefer, LMFT- Dr. Schaefer is Associate Professor at the University of La Verne where she teaches Counseling Diverse Populations in the School Psychology Program and Facilitation, Consultation, and Collaboration classes in the Educational Counseling Program and supervises the fieldwork program for the on campus counseling students. She is a former school counselor.
TABLE OF CONTENTS

PROGRAM PROPOSAL CONTRIBUTORS

PART I – RESPONSES TO THE COMMON STANDARDS

PART II – PROGRAM OVERVIEW

PART III – GENERIC PROGRAM STANDARDS 1-16

PART IV – SCHOOL PSYCHOLOGY SPECIALIZATION
STANDARDS 17-27

PART V – COMMON STANDARDS FOR INTERNSHIP
PROGRAMS AND PUPIL PERSONNEL SERVICES 1-8
PART I

PROGRAM OVERVIEW
PART I

SCHOOL PSYCHOLOGIST PREPARATION PROGRAM OVERVIEW

1. The Pupil Personnel Services Credential in School Psychology will consist of sixty-one (61) semester units of course work.

2. Students who complete the program will receive both the Master of Science in School Psychology and the Pupil Personnel Services Credential in School Psychology.

3. There will be twenty-three (23) courses required in the School Psychology Preparation Program, including 450 hours of practicum and 1,200 hours of supervised field work experience (See Appendices A-U for course outlines and syllabi templates).

4. Table I displays the recommended sequence of courses for the School Psychology Preparation Program. As can be seen, the program can be completed in nine or ten semesters.

5. Table II displays the recommended sequence of courses for those candidates who have already completed the Pupil Personnel Services Credential in School Counseling. The program can be completed in five or six semesters.

6. Table III is a Curriculum Alignment Matrix for Generic Program Standards. It matches the sixteen (16) Generic Program Standards with specific courses in the School Psychology Preparation Program. The Generic Program Standards will be addressed in depth in Part II of this document.

7. Table IV is a Curriculum Alignment Matrix for the School Psychology Specialization Standards. It matches the eleven (11) School Psychology Specialization Standards with specific courses in the School Psychology Preparation Program. The School Psychology Specialization Standards will be addressed in detail in Part III of this document.

8. The Pupil Personnel Services Internship Credential with Specialization in School Psychology is discussed in Part IV of this document under Common Standards for Internship Programs and Pupil Personnel Services.

UNIVERSITY OF LA VERNE
College of Education and Organizational Leadership

Table I
SCHOOL PSYCHOLOGY PREPARATION PROGRAM

RECOMMENDED SEQUENCE OF COURSES

<table>
<thead>
<tr>
<th>General Courses</th>
<th>Fall Year 1</th>
<th>Spring Year 1</th>
<th>Summer Year 1</th>
<th>Fall Year 2</th>
<th>Spring Year 2</th>
<th>Summer Year 2</th>
<th>Fall Year 3</th>
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<td>Educ 502</td>
<td>Educ 573</td>
<td>Educ 504</td>
<td>Educ 578</td>
<td>Educ 548</td>
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<tr>
<td>Educ 571</td>
<td>Educ 572</td>
<td>Educ 577</td>
<td>Educ 535</td>
<td>Educ 586B</td>
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<tr>
<td>Educ 586A</td>
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<td>(Practicum A Cont.)</td>
<td>Educ 586B</td>
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<td>6 units</td>
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UNIVERSITY OF LA VERNE
College of Education and Organizational Leadership

Table II
SCHOOL PSYCHOLOGY PREPARATION PROGRAM
(For Students with PPS Credential in School Counseling)

RECOMMENDED SEQUENCE OF COURSES

<table>
<thead>
<tr>
<th>Fall Year 1</th>
<th>Spring Year 1</th>
<th>Summer Year 1</th>
<th>Fall Year 2</th>
<th>Spring Year 2</th>
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<td>Educ 547</td>
<td>Educ 548</td>
<td>Educ 502</td>
<td>Educ 579</td>
<td>Educ 598</td>
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<td>Educ 577</td>
<td>Educ 578</td>
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<td>Educ 586B</td>
<td>(Practicum B Cont.)</td>
<td>(Practicum B Cont.)</td>
<td>Educ 589A</td>
<td>Educ 589B</td>
<td>(Field Work Cont)</td>
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<tr>
<td>7 units</td>
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# UNIVERSITY OF LA VERNE
College of Education and Organizational Leadership

SCHOOL PSYCHOLOGY PREPARATION PROGRAM

## COURSE TITLES

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<thead>
<tr>
<th>Course Number</th>
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<th>Units</th>
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<tbody>
<tr>
<td>Educ 501</td>
<td>Educational Assessment</td>
<td>3</td>
</tr>
<tr>
<td>Educ 502</td>
<td>Learning Disabilities and Neurology</td>
<td>3</td>
</tr>
<tr>
<td>Educ 503</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Educ 504</td>
<td>Methods of Research</td>
<td>3</td>
</tr>
<tr>
<td>Educ 535</td>
<td>Child Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>Educ 547</td>
<td>Introduction to School Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Educ 548</td>
<td>Program Planning and Evaluation</td>
<td>3</td>
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<tr>
<td>Educ 549</td>
<td>School Counseling Theories</td>
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<td>Educ 550</td>
<td>Human Development</td>
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<td>Educ 567</td>
<td>School Safety and Crisis Prevention</td>
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<td>Individual Counseling Skills</td>
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<td>Educ 572</td>
<td>Group Counseling Skills</td>
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<td>Counseling Diverse Populations</td>
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</tr>
<tr>
<td>Educ 574</td>
<td>Facilitation, Consultation, and Collaboration Skills</td>
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<td>Individual Assessment</td>
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</tr>
<tr>
<td>Educ 578</td>
<td>Advanced Assessment</td>
<td>3</td>
</tr>
<tr>
<td>Educ 579</td>
<td>Alternative Assessment and Behavior Intervention</td>
<td>3</td>
</tr>
<tr>
<td>Educ 586 A &amp; B</td>
<td>Practicum A &amp; B</td>
<td>2</td>
</tr>
<tr>
<td>Educ 589 A &amp; B</td>
<td>Supervised Field Work—Levels I &amp; II</td>
<td>4</td>
</tr>
<tr>
<td>Educ 598</td>
<td>Graduate Seminar in School Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>
PART II

GENERIC PROGRAM STANDARDS
STANDARD I

PROGRAM DESIGN, RATIONALE AND COORDINATION

The program is coordinated effectively in accordance with a cohesive design that has a cogent rationale. Foundation and theoretical courses precede and are designed to be taken prior to more specialized and advanced courses.

Rationale and Aims of the School Psychology Preparation Program:

The Mission Statement of the University of La Verne declares that, “Graduate programs at ULV are...aimed at the practicing professional, and seek to integrate theory and practice.” The University is committed philosophically to emphasize four major areas “that affirm a positive and rewarding life for its students: a values orientation, community and diversity, lifelong learning, and community service.” The tenets contained in the Mission Statement are fully embraced by the College of Education and Organizational Leadership.

The University has a strong commitment to being a leader in the field of education. The Department of Education at the University of La Verne celebrated its Diamond Jubilee on June 29, 2002. Elementary and junior high school teaching credentials were first offered in 1927. They were followed by programs in secondary teaching, reading, early childhood education, administration, and special education. The Pupil Personnel Services Credential has been offered at the University since 1974.

The School Psychology Preparation Program is designed to meet the standards for the California Commission on Teacher Credentialing for the Pupil Personnel Services Credential in School Psychology, including the Internship Credential, and the requirements for the Master of Science in School Psychology. Graduates of the program will be able to effectively function at any entry-level position as a professional school psychologist. The School Psychology Preparation Program strongly embraces the National Association of School Psychologists (NASP) domains of school psychology training and practice standards. It is expected that program graduates will continue professional development throughout their careers as school psychologists.

Expectations for Graduates of the School Psychology Preparation Program:

By the conclusion of the School Psychology Preparation Program, it is expected that all program graduates will be able to:

1. Provide psychological services in grades 12 and below, including preschool, and in programs organized primarily for adults;
2. Provide services that enhance academic performance;
3. Design strategies and programs to address problems of adjustment;
4. Consult with other educators and parents on issues of social development, behavioral and academic difficulties;
5. Conduct psycho-educational assessments for purposes of identifying special needs;
6. Provide psychological counseling for individuals, groups and families;
7. Coordinate intervention strategies for management of individual and school-wide crises;
8. Continually increase their socio-cultural competence by recognizing that it is an active and ongoing process;
9. Develop a professional identity by engaging in ongoing professional development;
10. Effectively utilize technology, especially the resources on the World Wide Web;
11. Professionally apply relevant laws and ethical standards.

How School Psychology Candidates Are Systematically Assessed on an Ongoing Basis:

School psychology candidates are systematically assessed on an ongoing basis in three ways: (1) comprehensive student assessment in courses; (2) assessment during practica and field work; and (3) portfolio assessments.

1. Comprehensive Student Assessment Plan in Courses: The Course outlines and Syllabi Templates for every course contain the following language regarding comprehensive student assessment (See Appendices A-U in Volume II of the Proposal):

   The syllabus developed by the instructor will include the following:
   1. Specific policies related to classroom attendance
   2. Weighting of activities in grading (e.g., points)
   3. Participation in assigned field trips and classroom presentations
   4. Assigned research papers, and other writing assignments, or projects
   5. Examinations, papers, and/or projects based upon the learning outcomes noted
   6. Statement regarding academic honesty
   7. In addition, part of the evaluation shall include the following documents to be turned in to the instructor at the conclusion of the course:
      a. Evidence of how and to what extent knowledge, experiences, and/or skills under each learning objective in the course outline were met by the student.
      b. Statement of self-reflection on expectations/needs for future growth under each of the learning outcomes in the course. If none is needed under a specific learning outcome, "not applicable" should be written by the student.
      c. Students are to be specific and detailed under 7a. and 7b. above.

After being critiqued by the instructor, these documents are to be signed, dated, and returned to the student in order that they can be placed in the student’s Exit Portfolio for School Psychology Candidates (See Number 3 below).
2. **Assessment during Practica:** School psychology candidates are given written formative and summative assessment during practica by university supervisors (See Appendices in Volume II of the Proposal). In addition, students will be given a "credit" or "no credit" grade at the completion of Education 586A and 586B.

3. **Assessment during Field Work:** School psychology candidates are given written formative and summative assessments during field work by both university supervisors and on-site supervisors (See Appendices X and Y in Volume II of the Proposal). In addition, students will be given a "credit" or "no credit" grade at the completion of Education 589A and 589B.

4. **Portfolio Assessments:** In Graduate Seminar in School Psychology, school psychology candidates demonstrate their knowledge, experiences, and/or skills gained in the entire School Psychology Preparation Program by means of developing an Exit Portfolio which includes numerous artifacts. The Portfolio is started during the first course in the program and then added to in subsequent courses. It includes a demonstration of student competence for all courses in the school psychology preparation program, practica, supervised field work, and a culminating essay.

In addition, school psychology candidates also develop a Professional Employment Portfolio containing a professional chronological resume, cover letter for a school psychology position, personal philosophy of school psychology, and delivery of school psychology services. (See Appendices in Volume II of the Proposal).

Students will be given a "credit" or "no credit" grade at the completion of Education 598.

**Scope and Sequence of Courses (See Tables I and II in Part I):**
During the first year, the following courses four (4) general courses are taken:
- Education 550—Human Development
- Education 503—Educational Psychology
- Education 535—Child Psychopathology
- Education 502—Learning Disabilities and Neurology

The following six (6) school psychology foundation and theory courses are taken during the first and second years:
- Education 547—Introduction to School Psychology (Law & Ethics)
- Education 549—Theories of Counseling
- Education 571—Individual Counseling Skills
- Education 572—Group Counseling Skills
- Education 573—Counseling Diverse Populations
- Education 504—Methods of Research

Starting in the second semester of the first year candidates begin to take the following seven (7) specialized assessment courses and other advanced courses in the School Psychology Preparation Program including:
- Education 548—Program Planning and Evaluation
Education 577—Individual Assessment
Education 578—Advanced Assessment
Education 579—Alternative Assessment and Behavior Interventions
Education 567—School Safety and Crisis Prevention
Education 574—Leadership, Consultation, and Collaboration
Education 596—Graduate Seminar in School Psychology

Four (4) collateral classes with emphasis on education, learning, and educational leadership are integrated throughout the program:
   Education 501—Educational Assessment
   Education 503—Educational Psychology
   Education 550—Human Development
   Education 564—Instruction and Achievement

The course outlines and syllabi templates in Appendices A-U clearly delineate prerequisites and co-requisites required for all classes.

Practica:
Four hundred and fifty (450) hours of Practica are required before beginning field work. Practica consists of a series of supervised experiences that occur prior to the field work, are conducted in laboratory and/or field-based settings, and provide for the application of knowledge and mastery of distinct skills. (See Appendix S for Course Outline and Syllabus Template)

Supervised Field Work:
As has been previously stated, after the completion of the four hundred and fifty (450) hours of Practica and Education 574, 573, Planning and Evaluation, Individual Assessment, and Advanced Assessment, Supervised Field Work under the direction of a University Supervisor of Field Work Experience may be started. These two courses (Supervised Field Work Level I & II) are divided into 600 clock hours of field work per course, for a total of 1,200 hours. Learning outcomes are outlined in Appendix T.

Academic and Administrative Oversight:
The Chair of the School Psychology Preparation Program has academic oversight responsibilities over the program. The administrative oversight of the program rests with the Chair of the Education Department and the Dean of the College of Education and Organizational Leadership.

Admissions and Advisement:
The Chair of the School Psychology Program is responsible for admitting all students into the School Psychology Preparation Program. The chair also provides advisement to students.
Program Evaluation and Needed Modifications:
The program is evaluated annually by the Chair of the School Psychology Preparation Program, program faculty, School Psychology Program Advisory Committee, Chair of the Education Department, and Dean of the College of Education and Organizational Leadership. In addition, students evaluate the program in focus groups, at the conclusion of their program, and after they secure employment in school psychology. Needed programmatic modifications (e.g., course content due to changes in the educational landscape in California and the nation and student recommendations) are made annually.

Candidate Assessment:
Candidates are assessed on an on-going basis by instructors in the program, by the University Supervisor of Field Experience, and by school psychology site supervisors during field work.

Coordination between Program Faculty and Staff and Local Districts and Schools:
Full-time faculty in the School Psychology Preparation Program are chosen by the Education Department staff and Dean of the College of Education and Organizational Leadership with input from the Chair of the School Psychology Preparation Program. All part-time faculty members are hired and supervised by the Chair of the School Psychology Preparation Program.

Full-time program faculty meet at least on a bi-monthly basis. Part-time faculty meetings are held bi-annually. In addition, part-time instructors receive course outlines and syllabi templates prior to teaching a course. On-going support from the program chair is provided when needed.

Five (5) of the courses offered in the program are taken with students in the larger Education Department and active collaboration occurs between the School Psychology Program and the Special Education Program. Both of these entities are in the College of Education and Organizational Leadership. Thus, there is a seamless movement of candidates throughout the program.

University Supervisors of Field Experience interact on a regular basis with representatives from institutions and local school districts to ensure that a student’s field work experience is effectively coordinated.
STANDARD 2

GROWTH AND DEVELOPMENT

The program provides candidates with opportunities and experiences to acquire an understanding of typical and atypical growth and development, including relevant theories, research, and other information related to pupils' strengths and weaknesses that affect learning in schools, community and family environments. The program provides candidates with an understanding of the effects of (a) health and developmental factors, (b) language, (c) cultural variables, (d) diversity, (e) socioeconomic status, and (f) factors of resiliency on pupil development.

This standard is met primarily by Education 550—Human Development (See Appendix G for Course Outline and Syllabus Template) and secondarily by Education 503—Educational Psychology (See Appendix B for Course Outline and Syllabus Template), Education 573—Counseling Diverse Populations (See Appendix L for Course Outline and Syllabus Template), and Education 502—Learning Disabilities and Neurology (See Appendix E for Course Outline and Syllabus Template).

Course Description for Education 550: This course is a review of life-span human development that includes the physical, social-emotional, factors of resiliency, cognitive, cultural, economic and environmental factors that interact to promote or hinder development. Current theory and research, which relates to typical and atypical developmental patterns and their effect on student learning, will be studied.

Course Description for Education 503: This course covers theories and practices related to the psychology of learning, including issues such as cognition, memory, attention, perception, emotion, motivation, organization, gender, culture and language, self-esteem, and other learning differences. Strategies for promoting academic success as well as prevention and early intervention strategies will be reviewed. Classroom management theory and practice will be integrated with an understanding of the entire learning community's contribution to student success.

Course Description for Education 573: This course is an examination of diversity in a school setting from the culture-general to the culture-specific. Emphasis is placed on previously learned counseling skills as applied to culturally diverse populations including, but not limited to, racial/ethnic, socio-economic status, environmental factors, religious, sexual orientation, differently abled, educationally handicapped, and children in non-traditional homes.

Course Description for Education 502: This course emphasizes basic knowledge of neurology as it pertains to learning disabilities. A balance of theoretical background and current research will be studied.
Evidence of Learning Outcomes from Course Outline and Syllabus Template
Designed to Meet Standard 2 and Address “Questions to Consider” for the Standard:

1. **Understanding of typical and atypical growth and development**—

Demonstrate knowledge and understanding of the life-long sequential aspects and mechanisms of the developmental process by studying the factors for typical and atypical individuals. *(Education 550)*

Identify atypical patterns of development (risk factors) that limit an individual’s potential growth such as bullying, aggressiveness, limited language, stereotyping, discrimination, negative school climate, or anti-social behavior and develop programs, which can promote positive psychosocial and cognitive outcomes. *(Education 550)*

Discuss and analyze the exceptionalities of children including, but not limited to: multicultural and bilingual aspects of special education, mental retardation, learning disabilities, attention deficit hyperactivity disorder, emotional or behavior disorders, communication disorders, hearing impairment, visual impairment, physical disabilities, and special gifts and talents. *(Education 573)*

2. **Relevant theories, research, and other information related to pupils’ strengths and weaknesses that affect learning in school, community and family environments**—

Be able to describe current theoretical perspectives regarding human development with special emphasis on recent research and methodology as it relates to schools, communities, and pupil progress. *(Education 550)*

Describe the influences of school, family and community on the learning of the child. *(Education 550)*

Demonstrate knowledge of potential barriers to learning including social, cultural, gender, learning styles, school culture and other community issues and develop strategies for promoting student achievement through increased self-esteem, autonomy, and personal goal setting. *(Education 503)*

Demonstrate knowledge of current research on learning disabilities. *(Education 502)*

3. **Effects of (a) health and developmental factors, (b) language, (c) cultural variables, (d) diversity, (e) socioeconomic status, and (f) factors of resiliency on pupil development**—

Identify the transitions, which occur throughout life, express recognition of the effects of social, psychological, cognitive, physical, cultural, economic, and environmental factors on the development of the individual. *(Education 550)*
Demonstrate knowledge of positive influences in an individual’s development including nutrition and fitness; factors of resiliency; home; family and community; diversity; peer and mentor relationships. (Education 550)

Demonstrate knowledge of the divergent cultural expectations of age levels from infancy to old age and the effect of those patterns on learning and education. (Education 550)

Develop strategies for implementing developmental principles in the counseling and educational process, especially informing school staff and parents about developmental trajectories such as anti-social or aggressive behavior. (Education 550)

Demonstrate basic knowledge of bio-neurology as it pertains to learning disabilities and other mild-moderate disabilities. (Education 502)

Course Activities:
Course activities in Education 503, 550, 573, and 502 will include: group discussions, individual and group presentations, assigned field trips, visiting lecturers, role-playing, simulations, readings, projects, papers, and/or videotapes.

Assessment Plan:
The assessment plan in Education 503, 550, 573, and 502 to measure evidence of meeting learning outcomes outlined above will include: active class participation, participation in assigned field trips, class presentations, research papers, writing assignments, projects, and/or examinations.

In addition, part of the evaluation in these courses shall include the following documents to be turned in to the instructor by the student at the conclusion of the course:

1. Evidence of how and to what extent knowledge, experiences, and/or skills under each learning outcome contained in the course outline were met by the student.

2. Statement of self-reflection on expectations/needs for future growth under each of the learning outcomes in the course. If none is needed for a specific learning outcome, “not applicable” should be written by the student.

3. Students are to be specific and detailed under numbers one and two above.

After being critiqued by the instructors, these documents are to be signed, dated, and returned to the student in order that they can be placed in the student’s Professional Portfolios for School Psychology Candidates (See Standard 27—Demonstration of Candidate Competence below and Appendix U).
**Texts, Materials, and Resources:**

In addition to a required text, the course outline and syllabus template for Education 503, 550, 573, and 502 include recommended readings, suggested research journals, and Internet resources. It is mandatory for students to have access to the Internet in this course.
STANDARD 3

SOCIO-CULTURAL COMPETENCE

The program provides candidates with opportunities and experiences to display an understanding of ways in which ethnic, cultural, socioeconomic, and environmental factors influence pupil learning and achievement. Candidates will learn skills to work effectively with pupils and their families from diverse backgrounds. The program provides candidates with an understanding and appreciation for diversity.

An understanding of the importance of developing cultural competence is provided to candidates in order to serve diverse and changing communities. The program provides candidates with an understanding of the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of pupils and their families.

This standard is primarily met by Education 573—Counseling Diverse Populations (See Appendix L for Course Outline and Syllabus Template), and secondarily by Education 589A & B—Supervised Field Work (See Appendix T for Course Outline and Syllabus Template).

In addition, the following statement appears on all course outlines and syllabi templates in the School Psychology Preparation Program: “NOTE: Since the demographics of California public schools are continually changing, it is the policy of the School Psychology Preparation Program that socio-cultural competence be appropriately addressed in all courses. Socio-cultural competence is defined as involving counselor trainees in the continual development of attitudes, beliefs, knowledge, and skills related to: (a) awareness of one’s own assumptions, values, and biases; (b) understanding the worldview of the culturally different client; (c) culturally appropriate intervention strategies and techniques; and (d) sociopolitical influences that impinge upon the life of racial/ethnic minorities [based on Sue (2001)].”

Course Description for Education 573: This course is an examination of diversity in a school setting from the culture-general to the culture-specific. Emphasis is placed on previously learned counseling skills as applied to culturally diverse populations including, but not limited to, racial/ethnic, socio-economic status, environmental factors, religious, sexual orientation, differently abled, educationally handicapped, and children in non-traditional homes.

Course Description for Education 589A & B: This course provides school psychology candidates with 1200 hours of supervised field work in school and/or community settings. This course emphasizes collaboration and consultation, wellness promotion, counseling and crisis intervention, individual assessment, educational planning and evaluation, program planning and evaluation, and research and measurement.
Evidence of Learning Outcomes from Course Outline and Syllabus Template
Designed to Meet Standard 3 and Address “Questions to Consider” for the
Standard:

1. **Opportunities and experiences to display an understanding of ways in which ethnic, cultural, socioeconomic, and environmental factors influence pupil learning and achievement**—

Demonstrate knowledge, understanding, and acceptance of the culture, lifestyle, stereotyping, socio-economic status, gender, age, sexual orientation, disability, family language, national origin, immigration status, values and mores influencing pupil success and achievement in a school setting. *(Education 573)*

Demonstrate knowledge of the effects of various aspects of diversity on a pupil’s achievement in a school setting. *(Education 573)*

Demonstrate knowledge and understanding of the impact of bias and prejudice, processes of intentional and unintentional imposition, entitlement, and discrimination on pupils’ growth and learning. *(Education 573)*

2. **Will learn skills to work effectively with pupils and their families from diverse backgrounds**—

Demonstrate various counseling approaches appropriate for individuals from diverse backgrounds. *(Education 573)*

Effectively demonstrate knowledge of the dynamics of culturally sensitive strategies for involving parents and families in their children’s education. *(Education 573)*

Establish effective relationships with client communities. *(Education 573)*

3. **An understanding and appreciation for diversity**—

Demonstrate knowledge, understanding, and appreciate the socio-cultural diversity of major groups (e.g. African American, Asian American, European American, Hispanic/Latin American, and Native American). *(Education 573)*

Develop skills to demonstrate high levels of advocating educational equity, social justice, and fairness while addressing the issues of diversity in school settings. *(Education 573)*

4. **Understanding of the importance of developing cultural competence is provided to the candidates in order to effectively serve diverse and changing communities**—
Develop cultural competence and communication skills through relevant literature. (Education 573)

Demonstrate knowledge and understanding of the manner in which diverse individuals and groups of people may perceive the world; formulate their belief system, their sensitivities, their perceptions; evaluate objects, ideas, experiences, and how they behave. (Education 573)

Distinguish between the various degrees of acculturation and assimilation into the American mainstream exhibited by individuals from diverse backgrounds. (Education 573)

Identify the theories underlying various aspects of cultural development of diverse populations. (Education 573)

Demonstrate knowledge and understanding of how their own personal values and biases influence their ability to work effectively with pupils who have different values and beliefs. (Education 573)

Demonstrate socio-cultural competence by (a) acceptance and respect for differences; (b) ongoing assessment of one's own and the organizations' culture; (c) attention to the dynamics of difference; (d) continuous expansion of socio-cultural knowledge and resources; (e) using culturally appropriate assessment and evaluation methods; (f) using culturally appropriate intervention strategies; and/or (g) the adaptation of one's values and behaviors. (Education 589A & B)

5. Understanding of the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of pupils and their families—

Demonstrate knowledge of the concepts and theories underlying the delivery of pupil personnel services to a diverse population. (Education 573)

Engage in and facilitate appropriate dialogue concerning the specific needs and strategies to meet the needs of specified diverse populations. (Education 573)

Identify, develop, and implement specific intervention strategies to meet the needs of specified diverse populations. (Education 573)

Demonstrate effective ways to assess and manage diverse community contexts to create effective learning environments. (Education 573)

Demonstrate knowledge and understanding of the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of pupils and their families. (Education 573)
Understand the role and importance of the Student Study Team. (Education 573)

Become familiar with, and practice, the day-to-day service delivery skills and procedures used by school psychologists in the field, especially in a multi-cultural environment. (Education 589A & B)

6. Other key learnings—

Understand the application of the Education for all Handicapped Act (Public Law 94-142), Individualized Educational Plans (IEPs), Individuals with Disabilities Act and recent revisions (IDEA), and Section 504 of the Rehabilitation Act. (Education 573)

Understand the demographic shifts in California and the effects these changes have on pupil learning. (Education 573)

Course Activities:
Course activities in Education 573 and 589A & B will include: group discussions, individual and group presentations, assigned field trips, visiting lecturers, role-playing, simulations, readings, projects, papers, and/or videotapes.

Assessment Plan:
The assessment plan in Education 573 and 589A & B to measure evidence of meeting learning outcomes outlined above will include: active class participation, participation in assigned field trips, class presentations, research papers, writing assignments, projects, and/or examinations.

In addition, part of the evaluation in these courses shall include the following documents to be turned in to the instructor by the student at the conclusion of the course:

1. Evidence of how and to what extent knowledge, experiences, and/or skills under each learning outcome contained in the course outline were met by the student.

2. Statement of self-reflection on expectations/needs for future growth under each of the learning outcomes in the course. If none is needed for a specific learning outcome, “not applicable” should be written by the student.

3. Students are to be specific and detailed under numbers one and two above.

After being critiqued by the instructors, these documents are to be signed, dated, and returned to the student in order that they can be placed in the student's Professional Portfolios for School Psychology Candidates (See Standard 27—Demonstration of Candidate Competence below and Appendix U).
Texts, Materials, and Resources:

In addition to a required text, the course outline and syllabus template for Education 573 and 589A & B include recommended readings, suggested research journals, and Internet resources. It is mandatory for students to have access to the Internet in this course.
STANDARD 4

ASSESSMENT

The program provides candidates with the knowledge of current theories and methods of using assessment data and support data-based decision making for the purpose of understanding, evaluating, and promoting positive pupil performance, program outcomes, and school climate. Candidates develop an understanding of the influence of multiple factors on pupil achievement. The program requires candidates to analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual pupils and assessing the effectiveness of educational programs.

This standard is primarily met by Education 501—Educational Assessment (See Appendix A for Course Outline and Syllabus Template); and secondarily by Education 577—Individual Assessment (See Appendix P for Course Outline and Syllabus Template), Education 548—Program Planning and Evaluation (See Appendix O for Course Outline and Syllabus Template), and Education 589A & B—Supervised Field Work (See Appendix T for Course Outline and Syllabus Template).

Course Description for Education 501: This course presents basic principles in assessing student educational accomplishment (qualitative and quantitative), and construction and evaluation of educational and psychological evaluation instruments. Provides hands-on experience in the use of selected well-known measurement tests in education and counseling.

Course Description for Education 577: This course is the first of three assessment courses. The course introduces individual assessment of cognitive abilities. The emphasis of this course is on the administration, scoring, and understanding of the results of cognitive assessment instruments such as the WISC IV and the Woodcock-Johnson III. Non-verbal cognitive assessment with concern for cultural and linguistic issues will also be discussed. Students will be required to administer practice tests to school age students and will learn how to produce comprehensive cognitive reports.

Course Description for Education 548: This course is designed to provide school psychology candidates with an understanding of the school as a system and how to work with individuals and groups to facilitate organizational structures and policies that create and maintain safe school environments that promote learning and enhance positive educational outcomes for students.

Course Description for Education 589A & B: This course provides school psychology candidates with 1200 hours of supervised field work in school and/or community settings. This course emphasizes collaboration and consultation, wellness promotion, counseling and crisis intervention, individual assessment, educational planning and evaluation, program planning and evaluation, and research and measurement.
Evidence of Learning Outcomes from Course Outline and Syllabus Template
Designed to Meet Standard 4 and Address “Questions to Consider” for the Standard:

1. Knowledge of current theories and methods of using assessment data and support data-based decision making for the purpose of understanding, evaluating, and promoting positive pupil performance, program outcomes, and school climate—

Identify the contributions of major theorists in assessment, tests, and measurements. (Education 501)

Demonstrate knowledge and understanding of the philosophical background, history, and issues in assessment. (Education 577)

Define and interpret educational and psychological statistical methods and psychometric concepts. (Education 501)

Demonstrate knowledge and understanding of how to interpret, and to communicate test results. (Education 501)

Discuss, review, interpret, communicate, and evaluate testing instruments and methods, including quantitative (e.g. SAT-9), portfolios, aptitude, record reviews, observations, interviews, psychological interest surveys, and graduation proficiency (or exit) tests. (Education 501)

Demonstrate knowledge and understanding of the link between curriculum, testing, and evaluation. (Education 501)

Demonstrate knowledge and understanding of the IEP development process and discuss information gathering, analysis, and instruments. (Education 501)

Use assessment data to support decision making for the purpose of understanding, evaluating, planning, and promoting positive pupil performance, program outcomes, and school climate development. (Education 501)

Demonstrate knowledge of program evaluation theories and demonstrate comprehension of program evaluation theories and techniques. (Education 548)

Develop and demonstrate competence in required experience/skill areas necessary for the delivery of professional school psychology services (e.g., individual assessment and evaluation, program planning and evaluation). (Education 589A & B)

2. Develop an understanding of the influence of multiple factors on pupil achievement—
Discuss, analyze, and evaluate the influence of multiple factors in student’s achievement, including, but not limited to: cultural, linguistic, ethnic, socio-economic status, gender, peer groups, medical, motivational factors, levels of emotional health and support, parental support, school and community support, and school climate and safety. (Education 501)

Describe the advantages and disadvantages to assessing for educational or psychological decisions on a diverse pupil population. (Education 501)

Navigate and utilize of common sources of school system accountability data such as Academic Performance Index scores, School Accountability Report Card, standardized test scores, individual assessment, surveys, and observations to make informed decisions for student development in social, affective, and academic domains. (Education 548)

3. Analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual pupils and assessing the effectiveness of educational programs—

Demonstrate skills in individual assessment techniques and interventions. (Education 577)

Demonstrate knowledge of individual differences among children (i.e., cultural, linguistic, etc.). (Education 577)

Analyze assessment information in order to produce valid inferences when evaluating the needs of individual students. (Education 501)

Demonstrate leadership skills in designing, conducting, and reporting the results of program evaluations. (Education 548)

Evaluate prevention, intervention, and postvention program models and make choices based on appropriateness, empirically based data, and results-based student outcomes. (Education 548)

4. Other key learnings—

Discuss the applications and limitations of different types of educational and psychological assessment instruments, both quantitative and qualitative. (Education 501)

Prepare criterion-referenced test items, which distinguish between different levels of the cognitive domain. (Education 501)

Examine and discuss various evaluative perspectives and related testing information gathering methods and instruments/tools. (Education 501)

Demonstrate how to apply the principles of test selection and use. (Education 501)
Demonstrate knowledge of assessment programs and techniques related to academic, career, personal, and social counseling. (Education 501)

Demonstrate comprehension of the statistical and measurement concepts that underlie assessment instruments. (Education 577)

Comprehend and calculate basic ‘descriptive’ statistics, including percentiles, standard scores, mean, median, mode, range, quartiles, and standard deviation. (Education 501)

Demonstrate knowledge and application of professional standards for the legal and ethical use of tests and other methods of assessment. (Education 501)

Course Activities:
Course activities in Education 501, 548, 577, and 589A & B will include: group discussions, individual and group presentations, assigned field trips, visiting lecturers, role-playing, simulations, readings, projects, papers, and/or videotapes.

Assessment Plan:
The assessment plan in Education 501, 548, 577, and 589A & B to measure evidence of meeting learning outcomes outlined above will include: active class participation, participation in assigned field trips, class presentations, research papers, writing assignments, projects, and/or examinations.

In addition, part of the evaluation in these courses shall include the following documents to be turned in to the instructor by the student at the conclusion of the course:

1. Evidence of how and to what extent knowledge, experiences, and/or skills under each learning outcome contained in the course outline were met by the student.

2. Statement of self-reflection on expectations/needs for future growth under each of the learning outcomes in the course. If none is needed for a specific learning outcome, “not applicable” should be written by the student.

3. Students are to be specific and detailed under numbers one and two above.

After being critiqued by the instructors, these documents are to be signed, dated, and returned to the student in order that they can be placed in the student’s Professional Portfolios for School Psychology Candidates (See Standard 27—Demonstration of Candidate Competence below and Appendix U).

Texts, Materials, and Resources:
In addition to a required text, the course outline and syllabus template for Education 501, 548, 577, and 589A & B recommended readings, suggested research journals, and
Internet resources. It is mandatory for students to have access to the Internet in this course.
STANDARD 5

COMPREHENSIVE PREVENTION AND EARLY INTERVENTION FOR ACHIEVEMENT

The program provides candidates with opportunities and experiences to display an understanding of the factors that contribute to successful learning. In order to help pupils attain high learning goals, the program provides candidates with the knowledge to identify problems in their earliest stages and to implement prevention and early intervention strategies addressing these problems. The program requires candidates to demonstrate knowledge of classroom, school, family, and community factors that support pupil learning and develop skills to assist pupils who experience learning difficulties.

This standard is met primarily by Education 503—Educational Psychology (See Appendix B for Course Outline and Syllabus Template) and Education 567—School Safety and Crisis Prevention (See Appendix I for Course Outline and Syllabus Template), and secondarily by Education 501—Educational Assessment (See Appendix A for Course Outline and Syllabus Template), Education 564—Instruction and Achievement (See Appendix H for Course Outline and Syllabus Template), Education 573—Counseling Diverse Populations (see Appendix L for Course Outline and Syllabus Template), Education 574—Facilitation, Consultation, and Collaboration Skills (see Appendix M for Course Outline and Syllabus Template), and Education 589A & B—Supervised Field Work—Level I and II (See Appendix T for Course Outline and Syllabus Template).

Course Description for Education 503: This course covers theories and practices related to the psychology of learning, including issues such as cognition, memory, attention, perception, emotion, motivation, organization, gender, culture and language, self-esteem, and other learning differences. Strategies for promoting academic success as well as prevention and early intervention strategies will be reviewed. Classroom management theory and practice will be integrated with an understanding of the entire learning community’s contribution to student success.

Course Description for Education 567: This course introduces theories, methods, strategies, and materials used in school safety, crisis intervention and conflict management, and violence prevention strategies and programs. Current issues and life events that impact student experiences in schools, and the treatment of such things as violence, gang activity, child abuse, sexual harassment, violence in the home, and suicide will be explored. Involvement in crisis intervention teams will be highlighted.

Course Description for Education 501: This course presents basic principles in assessing student educational accomplishment (qualitative and quantitative), and construction and evaluation of educational and psychological evaluation instruments. Provides hands-on experience in the use of selected well-known measurement tests in education and counseling.
Course Description for Education 564: This course is designed to provide school psychology candidates with an overview of curriculum standards, instructional strategies, and how to assist all teachers, both regular and special education teachers. These strategies are looked at in the context of student achievement with emphasis on techniques in teaching reading, written language, and math to support learner success in core curriculum and the development of relevant Individual Education Programs.

Course Description for Education 573: This course is an examination of diversity in a school setting from the culture-general to the culture specific. Emphasis is placed on previously learned counseling skills as applied to culturally diverse populations including, but not limited to, racial/ethnic, socio-economic status, environmental factors, religious, sexual orientation, differently abled, educationally handicapped, and children in non-traditional homes.

Course Description for Education 574: This course covers theories, models, and processes of consultation. It introduces methods, strategies, and skills to effectively coordinate and facilitate task groups, consult with parents and staff, coordinate comprehensive pupil support systems, manage a collaborative system with the school and throughout the school community, and build effective teams. These skills will be applied in developing effective prevention education programs.

Course Description for Education 589A & B: This course provides school psychology candidates with 1200 hours of supervised field work in school and/or community settings. This course emphasizes collaboration and consultation, wellness promotion, counseling and crisis intervention, individual assessment, educational planning and evaluation, program planning and evaluation, and research and measurement.

Evidence of Learning Outcomes from Course Outlines and Syllabi Templates Designed to Meet Standard 5 and Address “Questions to Consider” for the Standard:

1. **Opportunities and experiences to display an understanding of the factors that contribute to successful learning—**

   Apply learning theories to teaching practice by becoming knowledgeable about cognition, memory, attention, perception, emotion, motivation, organization, gender, culture and language; and develop strategies for application of those issues in order to advocate for successful student learning. (Education 503)

   Apply knowledge of learning and teaching to the development of culturally sensitive learning environments, which promote student self-esteem, family involvement, and student responsibility. (Education 564)

   Demonstrate an ability to apply current research on cognitive functioning, brain functioning, and critical thinking to teaching practices that promote academic achievement. (Education 503)
Discuss, analyze, and evaluate the influence of multiple factors in student achievement, including, but not limited to: cultural, linguistic, ethnic, socio-economic status, gender, peer groups, medical, motivational factors, levels of emotional health and support, parental support, school and community support, and school climate and safety. (Education 501)

Demonstrate knowledge and culturally appropriate ability to identify and address diversity issues related to safety and use methods and techniques for resolving conflict between and among students and groups of students and promote positive intercultural intervention relationships among pupils, family, and school staff. (Education 567)

2. In order to help pupils attain high learning goals, the program provides candidates with the knowledge to identify problems in their earliest stages and to implement prevention and early intervention strategies addressing these problems—

Demonstrate knowledge of the effects of grade retention on achievement, learning, and social-emotional development. (Education 503)

Discuss, analyze, and evaluate the efficacy of the following strategies and programs for comprehensive prevention and early intervention for student learning and success: collaborative, community-based prevention/early intervention efforts, child abuse prevention programs, home visitations, domestic violence programs, conflict resolution, mentors/role models, “asset building,” anti-violence/bullying curricula, preschool programs, parenting skills classes, family therapy, peer counseling, tutoring, homework clubs, and student success (study) teams. (Education 567)

Demonstrate knowledge of how the unique qualities of each individual are accepted, appreciated, affirmed, and used as a bridge to positive personal relations and the role of resiliency in comprehensive and early intervention for student learning and school success. (Education 567)

Discuss, analyze, and evaluate the role of the American Psychological Association’s “Warning Signs” and the U.S. Department of Education’s “Early Warning Signs” in relationship to prevention and early intervention programs. (Education 567)

Plan, organize, and evaluate suicide and crisis prevention, intervention, and postvention programs to enable students and school staff to acquire attitudes and interpersonal skills that help them understand and respect themselves and others, understand and develop safety and survival skills, and to collaborate on school wide implementation of prevention programs. (Education 589A & B)

3. Demonstrate knowledge of classroom, school, family, and community factors that support pupil learning and develop skills to assist pupils who experience learning difficulties
Demonstrate knowledge and understanding of the role of parents and other caregivers in the support of pupil learning, including conferenceing, parent tutoring, and homework support. (Education 564)

Demonstrate knowledge of potential barriers to learning including social, cultural, gender learning styles, school culture, and other community issues and develop strategies for promoting student achievement through increased student self-esteem, autonomy, and personal goal setting. (Education 503)

Apply knowledge of learning and teaching to the development of culturally sensitive learning environments, which promote student self-esteem, family involvement, and student responsibility. (Education 564)

Demonstrate knowledge and understanding of the role and importance of the Student Study Team. (Education 573)

Demonstrate knowledge and understanding of the application of the Education for All Handicapped Act (Public Law 94-142), Individualized Educational Plans (IEPs), Individuals with Disabilities Act and recent revisions (IDEA) and revisions, and Section 504 of the Rehabilitation Act. (Education 573)

Demonstrate knowledge on the organization and dissemination of information about a school or district's comprehensive pupil support services plan. (Education 574)

Discuss, review, interpret, communicate, and evaluate testing instruments and methods, including quantitative (e.g. SAT-9), portfolios, aptitude, record reviews, observations, interviews, psychological, interest surveys, and graduation proficiency (or exit) tests. (Education 501)

**Course Activities:**
Course activities in Education 501, 503, 564, 567, 573, 574, and 589A & B will include: group discussions, individual and group presentations, assigned field trips, visiting lecturers, role-playing, simulations, readings, projects, papers, and/or videotapes.

**Assessment Plan:**
The assessment plan in Education 501, 503, 564, 567, 573, 574, and 589A & B to measure evidence of meeting learning outcomes outlined above will include: active class participation, participation in assigned field trips, class presentations, research papers, writing assignments, projects, and/or examinations.

In addition, part of the evaluation in these courses shall include the following documents to be turned in to the instructor by the student at the conclusion of the course:

1. Evidence of how and to what extent knowledge, experiences, and/or skills under each learning outcome contained in the course outline were met by the student.
2. Statement of self-reflection on expectations/needs for future growth under each of the learning outcomes in the course. If none is needed for a specific learning outcome, "not applicable" should be written by the student.

3. Students are to be specific and detailed under numbers one and two above.

After being critiqued by the instructors, these documents are to be signed, dated, and returned to the student in order that they can be placed in the student's Professional Portfolios for School Psychology Candidates (See Standard 27—Demonstration of Candidate Competence below and Appendix U).

**Texts, Materials, and Resources:**

In addition to a required text, the course outline and syllabus template for Education 501, 503, 564, 567, 573, 574, and 589A & B include recommended readings, suggested research journals, and Internet resources. It is mandatory for students to have access to the Internet in this course.
STANDARD 6

PROFESSIONAL ETHICS AND LEGAL MANDATES

The program provides candidates with opportunities and experiences to display an understanding of professional codes of ethics and current legal mandates, as well as an awareness of the range of legal issues, such as statutory, regulatory, and case law affecting the delivery of pupil personnel services. The program requires candidates to demonstrate the ability to access information about legal and ethical matters.

This standard is met primarily by Education 547—Introduction to School Psychology (See Appendix N for Course Outline and Syllabus Template) and secondarily by Education 571—Individual Counseling Skills (See Appendix J for Course Outline and Syllabus Template, Education 572—Group Counseling Skills (See Appendix K for Course Outline and Syllabus Template), and Education 589A & B—Supervised Field Work (See Appendix T for Course Outline and Syllabus Template).

Course Description for Education 547: This course is designed to provide school psychology candidates with the basic knowledge specific to the professional specialty of school psychology. The role and functions of the school psychologist, the history and foundations of school psychology, legal and ethical issues, professional issues and standards, alternative service delivery models, and emergent technologies will be studied.

Course Description for Education 571: This course is designed to provide candidates with knowledge and skills of the elements of effective counseling and the interpersonal skills to assist pupils academically and personally.

Course Description for Education 572: This course is designed to provide candidates with knowledge of group dynamics and the skills to facilitate group work.

Course Description for Education 589A & B: This course provides school psychology candidates with 1200 hours of supervised field work in school and/or community settings. This course emphasizes collaboration and consultation, wellness promotion, counseling and crisis intervention, individual assessment, educational planning and evaluation, program planning and evaluation, and research and measurement.

Evidence of Learning Outcomes from Course Outline and Syllabus Template Designed to Meet Standard 6 and Address “Questions to Consider” for the Standard:

1. Display an understanding of professional codes of ethics and current legal mandates, as well as an awareness of the range of legal issues, such as statutory, regulatory, and case law affecting the delivery of pupil personnel services—
Demonstrate ability to develop and implement Section 504 plans in the school setting. (Education 547)

Demonstrate knowledge of ethical and legal issues impacting the counseling process. (Education 571)

Demonstrate knowledge of legal and ethical issues impacting group work. (Education 572)

Demonstrate knowledge and understanding of the legal requirements that determine the pupil’s rights, parents’ rights, standards in assessment, consultation, eligibility for special education services (IDEA), and due process. (Education 547)

Develop and demonstrate competence in required experience/skill areas necessary for the delivery of professional school psychology services: (e.g., legal and ethical issues). (Education 589A & B)

2. Demonstrate the ability to access information about legal and ethical matters—

Demonstrate use of emergent technologies including computer-based resources to locate legal documents, regulations, ethical codes, practice standards, and service delivery models. (Education 547)

Demonstrate knowledge of the state and national codes of ethics and delivery standards of professional organizations. (Education 547)

Demonstrate knowledge of current literature and practices regarding assessment, legal and ethical issues, program planning and evaluation, special education eligibility and rules and regulations, crisis prevention and intervention, student support models, and professional growth and development in preparation for the future role as supervisor. (Education 589A & B)

Course Activities:
Course activities in Education 547, 571, 572, and 589A & B will include: group discussions, individual and group presentations, assigned field trips, visiting lecturers, role-playing, simulations, readings, projects, papers, and/or videotapes.

Assessment Plan:
The assessment plan in Education 547, 571, 572, and 589A & B to measure evidence of meeting learning outcomes outlined above will include: active class participation, participation in assigned field trips, class presentations, research papers, writing assignments, projects, and/or examinations.

In addition, part of the evaluation in these courses shall include the following documents to be turned in to the instructor by the student at the conclusion of the course:
1. Evidence of how and to what extent knowledge, experiences, and/or skills under each learning outcome contained in the course outline were met by the student.

2. Statement of self-reflection on expectations/needs for future growth under each of the learning outcomes in the course. If none is needed for a specific learning outcome, “not applicable” should be written by the student.

3. Students are to be specific and detailed under numbers one and two above.

After being critiqued by the instructors, these documents are to be signed, dated, and returned to the student in order that they can be placed in the student’s Professional Portfolios for School Psychology Candidates (See Standard 27—Demonstration of Candidate Competence below and Appendix U).

Texts, Materials, and Resources:

In addition to a required text, the course outline and syllabus template for Education 547, 571, 572, and 589A & B include recommended readings, suggested research journals, and Internet resources. It is mandatory for students to have access to the Internet in this course.
STANDARD 7

FAMILY-SCHOOL COLLABORATION

The program provides candidates with opportunities and experiences to display an understanding of the ways in which pupil development, well being, and learning are enhanced by family-school collaboration. The program requires candidates to work with parents to foster respectful and productive family-school collaboration.

This standard is met primarily by Education 574—Facilitation, Consultation and Collaboration Skills (See Appendix M for Course Outline and Syllabus Template), and secondarily by Education 550—Human Development (See Appendix G for Course Outline and Syllabus Template), and Education 564—Instruction and Achievement—(See Appendix H for Course Outline and Syllabus Template) and Education 589A & B—Supervised Field Work (See Appendix T for Course Outline and Syllabus Template).

Course Description for Education 574: This course covers theories, models, and processes of consultation. It introduces methods, strategies, and skills to effectively coordinate and facilitate task groups, consult with parents and staff, coordinate comprehensive pupil support systems, manage a collaborative system with the school and throughout the school community, and build effective teams. These skills will be applied in developing effective prevention education programs.

Course Description for Education 550: This course is a review of life-span human development that includes the physical, social-emotional, factors of resiliency, cognitive, cultural, economic and environmental factors that interact to promote or hinder development. Current theory and research, which relates to typical and atypical developmental patterns and their effect on student learning, will be studied.

Course Description for Education 564: This course is designed to provide school psychology candidates with an overview of curriculum standards, instructional strategies, and how to assist all teachers, both regular and special education teachers. These strategies are looked at in the context of student achievement with emphasis on techniques in teaching reading written language, and math to support learner success in core curriculum and the development of relevant Individual Education Programs.

Course Description for Education 589A & B: This course provides school psychology candidates with 1200 hours of supervised field work in school and/or community settings. This course emphasizes collaboration and consultation, wellness promotion, counseling and crisis intervention, individual assessment, educational planning and evaluation, program planning and evaluation, and research and measurement.

Evidence of Learning Outcomes from Course Outlines and Syllabi Templates Designed to Meet Standard 7 and Address "Questions to Consider" for the Standard:
1. **Opportunities and experiences to display an understanding of the ways in which pupil development, well being, and learning are enhanced by family-school collaboration**—

Demonstrate knowledge of community based organizations, agencies, and parents and the integral part they play in supporting student learning and achievement. *(Education 574)*

Demonstrate knowledge of student, parent, and family resources in the school and community that provide general and focused support of student learning and educational achievement. *(Education 574)*

Demonstrate knowledge of developing programs that facilitate parent involvement in schools, including strategies for reaching hard-to-reach parents as well as addressing particular family systems, and cultural, and language differences. *(Education 574)*

Demonstrate knowledge of and skills in designing and supporting programs that help families, especially from diverse cultures and language groups, and school staff to effectively communicate and collaborate in student learning and development. *(Education 574)*

Describe the influences of school, family, and community on the learning of the child. *(Education 550)*

Demonstrate knowledge of positive influences in an individual's development including nutrition and fitness; factors of resiliency; home, family and community; diversity, peer and mentor relationships. *(Education 550)*

Demonstrate knowledge and understanding of the role of parents and other caregivers in the support of pupil learning, including conferencing, parent tutoring, and homework support. *(Education 564)*

Apply knowledge of learning and teaching to the development of culturally sensitive learning environments which promote student self-esteem, family involvement, and student responsibility. *(Education 564)*

Demonstrate an ability to identify learning, emotional, physical, and behavioral problems early and develop effective intervention strategies within a variety of school, community, and family environments. *(Education 589A & B)*

2. **Work with parents to foster respectful and productive family-school collaboration**—

Demonstrate skills in assessing and working with students, parents, and families from diverse backgrounds. *(Education 589A & B)*
Develop and demonstrate the ability to work effectively and professionally with other school staff, parents, community members, and other groups to carry out the mission of the school site/district. (Education 589A & B)

Demonstrate ability to use communication skills to facilitate pupils’ efforts to learn and develop positive learning behaviors in student study and IEP meetings, and in consultation with staff and parents. (Education 589A & B)

Course Activities:
Course activities in Education 550, 564, 574, and 589A & B will include: group discussions, individual and group presentations, assigned field trips, visiting lecturers, role-playing, simulations, readings, projects, papers, and/or videotapes.

Assessment Plan:
The assessment plan in Education 550, 564, 574, and 589A & B to measure evidence of meeting learning outcomes outlined above will include: active class participation, participation in assigned field trips, class presentations, research papers, writing assignments, projects, and/or examinations.

In addition, part of the evaluation in these courses shall include the following documents to be turned in to the instructor by the student at the conclusion of the course:

1. Evidence of how and to what extent knowledge, experiences, and/or skills under each learning outcome contained in the course outline were met by the student.

2. Statement of self-reflection on expectations/needs for future growth under each of the learning outcomes in the course. If none is needed for a specific learning outcome, “not applicable” should be written by the student.

3. Students are to be specific and detailed under numbers one and two above.

After being critiqued by the instructors, these documents are to be signed, dated, and returned to the student in order that they can be placed in the student’s Professional Portfolio for School Psychology Candidates (See Standard 27—Demonstration of Candidate Competence below and Appendix U).

Texts, Materials, and Resources:
In addition to a required text, the course outline and syllabus template for Education 550, 564, 574, and 589A & B include recommended readings, suggested research journals, and Internet resources. It is mandatory for students to have access to the Internet in this course.
STANDARD 8

SELF-ESTEEM AND PERSONAL AND SOCIAL RESPONSIBILITY

The program provides candidates with opportunities and experiences to assess their own self-esteem and to demonstrate an understanding of principles associated with the building of (a) self-esteem, (b) personal and social responsibility, and (c) their relationship to the life-long learning process.

This standard is met primarily by Education 503—Educational Psychology (See Appendix B for Course Outline and Syllabus Template) and Education 567—School Safety and Crisis Prevention (See Appendix I for Course Outline and Syllabus Template), and secondarily by Education 589A & B—Supervised Field Work (See Appendix T for Course Outline and Syllabus Template).

Course Description for Education 503: This course covers theories and practices related to the psychology of learning, including issues such as cognition, memory, attention, perception, emotion, motivation, organization, gender, culture and language, self-esteem, and other learning differences. Strategies for promoting academic success as well as prevention and early intervention strategies will be reviewed. Classroom management theory and practice will be integrated with an understanding of the entire learning community’s contribution to student success.

Course Description for Education 567: This course introduces theories, methods, strategies, and materials used in school safety, crisis intervention and conflict management, and violence prevention strategies and programs. Current issues and life events that impact student experiences in schools, and the treatment of such things as violence, gang activity, child abuse, sexual harassment, violence in the home, and suicide will be explored. Involvement in crisis intervention teams will be highlighted.

Course Description for Education 589A & B: This course provides school psychology candidates with 1200 hours of supervised field work in school and/or community settings. This course emphasizes collaboration and consultation, wellness promotion, counseling and crisis intervention, individual assessment, educational planning and evaluation, program planning and evaluation, and research and measurement.

Evidence of Learning Outcomes from Course Outlines and Syllabi Templates Designed to Meet Standard 8 and Address “Questions to Consider” for the Standard:

Opportunities and experiences to assess their own self-esteem and to demonstrate an understanding of principles associated with the building of (a) self-esteem, (b) personal and social responsibility, and (c) their relationship to the life-long learning process—
Demonstrate knowledge of current classroom management practices, including the role of discipline, be able to relate those practices to learning theories, and demonstrate an ability to teach classroom management practices to others. (Education 503)

Critically assess their own self-esteem through an inventory and demonstrate an understanding of principles associated with self-esteem. (Education 503)

Demonstrate knowledge of potential barriers to learning including social, cultural, gender, learning styles, school culture, and other community issues and develop strategies for promoting student achievement through increased self-esteem, autonomy, and personal goal setting. (Education 503)

Demonstrate knowledge of how the unique qualities of each individual are accepted, appreciated, affirmed, and used as a bridge to positive personal relations and the role of resiliency in comprehensive and early intervention for student learning and school success. (Education 567)

Demonstrate knowledge of curriculum and other resources related to self-esteem, personal and social responsibility, decision-making, and their relationship to life-long learning, academic success, and resiliency. (Education 567)

Develop, practice, and demonstrate personal values, attitudes, and behaviors, which promote the healthy cognitive, emotional, physical, and social development of children and adolescents. (Education 589A & B)

**Course Activities:**
Course activities in Education 503, 567, and 589A & B will include: group discussions, individual and group presentations, assigned field trips, visiting lecturers, role-playing, simulations, readings, projects, papers, and/or videotapes.

**Assessment Plan:**
The assessment plan in Education 503, 567, and 589A & B to measure evidence of meeting learning outcomes outlined above will include: active class participation, participation in assigned field trips, class presentations, research papers, writing assignments, projects, and/or examinations.

In addition, part of the evaluation in these courses shall include the following documents to be turned in to the instructor by the student at the conclusion of the course:

1. Evidence of how and to what extent knowledge, experiences, and/or skills under each learning outcome contained in the course outline were met by the student.

2. Statement of self-reflection on expectations/needs for future growth under each of the learning outcomes in the course. If none is needed for a specific learning outcome, "not applicable" should be written by the student.
3. Students are to be specific and detailed under numbers one and two above.

After being critiqued by the instructors, these documents are to be signed, dated, and returned to the student in order that they can be placed in the student's Professional Portfolios for School Psychology Candidates (See Standard 27—Demonstration of Candidate Competence below and Appendix U).

Texts, Materials, and Resources:

In addition to a required text, the course outline and syllabus template for Education 503, 567, and 589A & B include recommended readings, suggested research journals, and Internet resources. It is mandatory for students to have access to the Internet in this course.
STANDARD 9

SCHOOL SAFETY AND VIOLENCE PREVENTION

The program provides candidates with opportunities and experiences to understand ways in which school environments can enhance the safety and well-being of all pupils. The program provides candidates with knowledge and models of systematic school safety planning that include comprehensive school climate and crisis response plans addressing elements of prevention, intervention, and treatment. The program provides candidates with opportunities and experiences to demonstrate knowledge and skills to assist in the development and implementation of a comprehensive program to reduce the incidence of school site violence. The program provides candidates with knowledge and skills that address the needs of witnesses, victims and perpetrators of violence as they relate to improve behavior and enhanced teaching and learning.

This standard is primarily met by Education 567—School Safety and Violence Prevention (See Appendix I for Course Outline and Syllabus Template) and secondarily by Education 550—Human Development (See Appendix G for Course Outline and Syllabus Template), Education 548—Program Planning and Evaluation (See Appendix O for Course Outline and Syllabus Template), and Education 589A & B—Supervised Field Work (See Appendix T for Course Outline and Syllabus Template).

Course Description for Education 567: This course introduces theories, methods, strategies, and materials used in school safety, crisis intervention and conflict management, and violence prevention strategies and programs. Current issues and life events that impact student experiences in schools, and the treatment of such things as violence, gang activity, child abuse, sexual harassment, violence in the home, and suicide will be explored. Involvement in crisis intervention teams will be highlighted.

Course Description for Education 550: This course is a review of life-span human development that includes the physical, social-emotional, factors of resiliency, cognitive, cultural, economic and environmental factors that interact to promote or hinder development. Current theory and research, which relates to typical and atypical developmental patterns and their effect on student learning, will be studied.

Course Description for Education 548: This course is designed to provide school psychology candidates with an understanding of the school as a system and how to work with individuals and groups to facilitate organizational structures and policies that create and maintain safe school environments that promote learning and enhance positive educational outcomes for students.

Course Description for Education 589A & B: This course provides school psychology candidates with 1200 hours of supervised field work in school and/or community settings. This course emphasizes collaboration and consultation, wellness promotion,
counseling and crisis intervention, individual assessment, educational planning and evaluation, program planning and evaluation, and research and measurement.

Evidence of Learning Outcomes from Course Outlines and Syllabi Templates Designed to Meet Standard 9 and Address “Questions to Consider” for the Standard:

1. **Opportunities and experiences to understand ways in which school environments can enhance the safety and well being of all pupils**—

Examine and analyze factors, processes, and environmental conditions that enhance the safety and well-being of all pupils and those factors that place students at risk. *(Education 567)*

Demonstrate knowledge of curriculum and other resources related to self-esteem, personal and social responsibility, decision-making, and their relationship to life-long learning, academic success, and resiliency. *(Education 567)*

Identify atypical patterns (risk factors) of development that limit an individual’s potential growth such as bullying, aggressiveness, limited language, or antisocial behavior and develop programs which can promote positive psychosocial and cognitive outcomes. *(Education 550)*

2. **Knowledge and models of systematic school safety planning that include comprehensive school climate and crisis response plans addressing elements of prevention, intervention, and treatment**—

Gain knowledge of state and federal school and safety requirements, laws pertaining to crisis management, and models of systematic school safety planning that include comprehensive school climate, crisis response plans, and mental health crisis intervention teams addressing elements of prevention, intervention, and treatment. *(Education 567)*

Identify roles and functions of various professionals making up the pupil personnel services team, teachers, administrators, parents, and community members, and their role in school emergency response systems. *(Education 567)*

Demonstrate knowledge of effective systems and strategies for delivering developmentally appropriate consultation programs and services designed to reduce school site violence that facilitate knowledge and personal/social growth, including conflict management and psychological first aid. *(Education 567)*

Be able to use negotiation skills, conflict management skills, and mediation skills to help school staff communicate with difficult and/or angry parents, students, teachers, and support staff. *(Education 567)*
3. **Opportunities and experiences to demonstrate knowledge and skills to assist in the development and implementation of a comprehensive program to reduce the incidence of school site violence**—

Demonstrate knowledge of effective systems and strategies for delivering developmentally appropriate consultation programs and services designed to reduce school site violence that facilitate learning and personal/social growth, including conflict management and psychological first aid. (Education 567)

Demonstrate knowledge and culturally appropriate ability to identify and address diversity issues related to safety and use methods and techniques for resolving conflict between and among students and groups of students and promote positive intercultural, interethnic relationships among pupils, family, and school staff. (Education 567)

Evaluate prevention, intervention, and postvention program models and utilize the information to make informed decisions based on appropriateness, empirically based data, and results-based student outcomes. (Education 548)

Demonstrate knowledge of current literature and practices regarding (e.g. crisis prevention and intervention). (Education 589A & B)

Plan, organize, and evaluate suicide and crisis prevention, intervention, and postvention programs to enable students and school staff to acquire attitudes and interpersonal skills that help them understand and respect themselves and others, understand and develop safety and survival skills, and to collaborate on school wide implementation of violence prevention programs. (Education 589A & B)

4. **Knowledge and skills that address the needs of witnesses, victims and perpetrators of violence as they relate to improved behavior and enhanced teaching and learning**—

Demonstrate knowledge and skills that address the needs of witnesses, victims and perpetrators of violence as they relate to improved behavior and enhanced teaching and learning. (Education 567)

**Course Activities:**
Course activities in Education 550, 548, 567, and 589A & B will include: group discussions, individual and group presentations, assigned field trips, visiting lecturers, role-playing, simulations, readings, projects, papers, and/or videotapes.

**Assessment Plan:**
The assessment plan in Education 550, 548, 567, and 589A & B to measure evidence of meeting learning outcomes outlined above will include: active class participation, participation in assigned field trips, class presentations, research papers, writing assignments, projects, and/or examinations.
In addition, part of the evaluation in these courses shall include the following documents to be turned in to the instructor by the student at the conclusion of the course:

1. Evidence of how and to what extent knowledge, experiences, and/or skills under each learning outcome contained in the course outline were met by the student.

2. Statement of self-reflection on expectations/needs for future growth under each of the learning outcomes in the course. If none is needed for a specific learning outcome, “not applicable” should be written by the student.

3. Students are to be specific and detailed under numbers one and two above.

After being critiqued by the instructors, these documents are to be signed, dated, and returned to the student in order that they can be placed in the student’s Professional Portfolios for School Psychology Candidates (See Standard 27—Demonstration of Candidate Competence below and Appendix U).

Texts, Materials, and Resources:

In addition to a required text, the course outline and syllabus template for Education 550, 548, 567, and 589A & B include recommended readings, suggested research journals, and Internet resources. It is mandatory for students to have access to the Internet in this course.
STANDARD 10

CONSULTATION

The program provides candidates with opportunities and experiences to demonstrate knowledge and application of theories, models, and processes of consultation. The program provides candidates with opportunities and experiences to display the ability to use communication, interpersonal, and problem-solving skills in consultation with teachers, administrators, other school personnel, family members, community groups, and agencies. Candidates demonstrate skills in using a decision-making process when consulting and collaborating with others to (a) identify problem areas, (b) collect and analyze information to understand problems, (c) make decisions about service delivery, and (d) evaluate the implementation and outcome of the service delivery plan.

This standard is met primarily by Education 574—Facilitation, Consultation, and Collaboration Skills (See Appendix M for Course Outline and Syllabus Template), and secondarily by Education 504—Methods of Research (See Appendix C for Course Outline and Syllabus Template), Education 564—Instruction and Achievement (See Appendix H for Course Outline and Syllabus Template), and Education 589A & B—Supervised Field Work (See Appendix T for Course Outline and Syllabus Template).

Course Description for Education 574: This course covers theories, models, and processes of consultation. It introduces methods, strategies, and skills to effectively coordinate and facilitate task groups, consult with parents and staff, coordinate comprehensive pupil support systems, manage a collaborative system with the school and throughout the school community, and build effective teams. These skills will be applied in developing effective prevention education programs.

Course Description of Education 504: This course deals with criteria for the evaluation of research, critical analysis of representative research reports, study of nature of scientific thinking, survey methods employed in research, critiques, and assigned projects.

Course Description for Education 564: This course is designed to provide school psychology candidates with an overview of curriculum standards, instructional strategies, and how to assist all teachers, both regular and special education teachers. These strategies are looked at in the context of student achievement with emphasis on techniques in teaching reading written language, and math to support learner success in core curriculum and the development of relevant Individual Education Programs.

Course Description for Education 589A & B: This course provides school psychology candidates with 1200 hours of supervised field work in school and/or community settings. This course emphasizes collaboration and consultation, wellness promotion, counseling and crisis intervention, individual assessment, educational planning and evaluation, program planning and evaluation, and research and measurement.
Evidence of Learning Outcomes from Course Outlines and Syllabi Templates Designed to Meet Standard 10 and Address “Questions to Consider” for the Standard:

1. **Opportunities and experiences to demonstrate knowledge and application of theories, models, and processes of consultation**—

Demonstrate knowledge of theories and practices related to individual and organizational consultation processes. *(Education 574)*

Demonstrate knowledge of the application of consultation principles and practices (e.g. behavioral, mental health, organizational or collaborative consultation approaches). *(Education 574)*

2. **Opportunities and experiences to display the ability to use communication, interpersonal, and problem-solving skills in consultation with teachers, administrators, other school personnel, family members, community groups, and agencies**—

Demonstrate skills in the processes of consultation and collaboration (preschool through adult) with teachers, administrators, and other school personnel, parents, community groups, agencies, and pupils as appropriate. *(Education 574)*

Demonstrate knowledge of and skill in designing and supporting programs that help families, especially from diverse cultures and language groups, and school staff to effectively communicate and collaborate in student learning and development. *(Education 574)*

Develop and demonstrate competence in required experience/skill areas necessary for the delivery of professional school psychology services: (e.g. consultation). *(Education 589A & B)*

Apply knowledge of learning and teaching to the development of culturally sensitive learning environments, which promote student self-esteem, family involvement, and student responsibility. *(Education 564)*

3. **Demonstrate skills in using a decision-making process when consulting and collaborating with others to (a) identify problem areas, (b) collect and analyze information to understand problems, (c) make decisions about service delivery, and (d) evaluate the implementation and outcome of the service delivery plan**—

Demonstrate skills in using decision making when consulting and collaborating with others to identify problem areas, collect and evaluate information to understand problems, make decisions about service delivery, and evaluate the outcomes of the service delivery plan. *(Education 574)*
Demonstrate use of relevant technology in order to conduct and disseminate research, access information, conduct program evaluation, and evaluate student progress.

(Education 504)

Become familiar with, and practice, the day-to-day service delivery skills and procedures used by school psychologists in the field, especially in a multi-cultural environment.

(Education 589A & B)

Course Activities:
Course activities in Education 504, 564, 574, and 589A & B will include: group discussions, individual and group presentations, assigned field trips, visiting lecturers, role-playing, simulations, readings, projects, papers, and/or videotapes.

Assessment Plan:
The assessment plan in Education 504, 564, 574, and 589A & B to measure evidence of meeting learning outcomes outlined above will include: active class participation, participation in assigned field trips, class presentations, research papers, writing assignments, projects, and/or examinations.

In addition, part of the evaluation in these courses shall include the following documents to be turned in to the instructor by the student at the conclusion of the course:

1. Evidence of how and to what extent knowledge, experiences, and/or skills under each learning outcome contained in the course outline were met by the student.

2. Statement of self-reflection on expectations/needs for future growth under each of the learning outcomes in the course. If none is needed for a specific learning outcome, "not applicable" should be written by the student.

3. Students are to be specific and detailed under numbers one and two above.

After being critiqued by the instructors, these documents are to be signed, dated, and returned to the student in order that they can be placed in the student’s Professional Portfolios for School Psychology Candidates (See Standard 27—Demonstration of Candidate Competence below and Appendix U).

Texts, Materials, and Resources:
In addition to a required text, the course outline and syllabus template for Education 504, 564, 574, and 589A & B include recommended readings, suggested research journals, and Internet resources. It is mandatory for students to have access to the Internet in this course.
STANDARD 11
LEARNING THEORY AND EDUCATIONAL PSYCHOLOGY

The program provides candidates with opportunities and experiences to display an understanding of learning theories and factors influencing learning and teaching such as cognition, memory, attention skills, perceptual-sensory processes, emotional state, motivation, organizational skills, gender, cultural differences, and linguistic differences. Candidates know how to evaluate the congruence between instructional strategies and pupil learning assets and deficits.

This standard is met primarily by Education 503—Educational Psychology (See Appendix B for Course Outline and Syllabus Template), and secondarily by Education 564—Instruction and Achievement (See Appendix H for Course Outline and Syllabus Template), Education 502—Learning Disabilities and Neurology (See Appendix E for Course Outline and Syllabus Template), and Education 589A & B—Supervised Field Work (See Appendix T for Course Outline and Syllabus Template).

Course Description for Education 503: This course covers theories and practices related to the psychology of learning, including issues such as cognition, memory, attention, perception, emotion, motivation, organization, gender, culture and language, self-esteem, and other learning differences. Strategies for promoting academic success as well as prevention and early intervention strategies will be reviewed. Classroom management theory and practice will be integrated with an understanding of the entire learning community’s contribution to student success.

Course Description for Education 564: This course is designed to provide school psychology candidates with an overview of curriculum standards, instructional strategies, and how to assist all teachers, both regular and special education teachers. These strategies are looked at in the context of student achievement with emphasis on techniques in teaching reading written language, and math to support learner success in core curriculum and the development of relevant Individual Education Programs.

Course Description for Education 502: This course emphasizes basic knowledge of bio-neurology as it pertains to learning disabilities. A balance of theoretical background and current research will be studied.

Course Description for Education 589A & B: This course provides school psychology candidates with 1200 hours of supervised field work in school and/or community settings. This course emphasizes collaboration and consultation, wellness promotion, counseling and crisis intervention, individual assessment, educational planning and evaluation, program planning and evaluation, and research and measurement.
Evidence of Learning Outcomes from Course Outlines and Syllabi Templates
Designed to Meet Standard 11 and Address “Questions to Consider” for the Standard:

1. **Opportunities and experiences to display an understanding of learning theories and factors influencing learning and teaching such as cognition, memory, attention skills, perceptual-sensory processes, emotional state, motivation, organizational skills, gender, cultural differences, and linguistic differences**—

   Apply learning theories to teaching practice by becoming knowledgeable about cognition, memory, attention, perception, emotion, motivation, organization, gender, culture and language; and develop strategies for application of those issues in order to advocate for successful student learning. *(Education 503)*

   Analyze the cognitive and psychological theories of Erikson, Vygotsky, Piaget, Bruner, Glasser, Gardner, Skinner, Bandura and others and apply them to sound educational principles which promote student achievement. *(Education 503)*

   Demonstrate knowledge of learning styles. *(Education 564)*

   Demonstrate knowledge and understanding of the role of parents and other caregivers in the support of pupil learning, including conferencing, parent tutoring, and homework support. *(Education 564)*

   Demonstrate basic knowledge of neuropsychology as it pertains to learning disabilities and other mild-moderate disabilities. *(Education 502)*

2. **Know how to evaluate the congruence between instructional strategies and pupil learning assets and deficits**—

   Demonstrate knowledge of potential barriers to learning including social, cultural, gender, learning styles, school culture, and other community issues, and develop strategies for promoting student achievement through increased student self-esteem, autonomy, and personal goal setting. *(Education 503)*

   Demonstrate the ability to select appropriate assessment methods, especially with multicultural and language minority students and students with low incidence disabilities to evaluate student cognitive ability, learning potential, academic performance, behavior, and emotional development. *(Education 589A & B)*

   Apply knowledge of cognitive, academic, psycho-educational processing, behavioral, emotional, and adaptive behavior assessment methods and procedures in the diagnosis of learning disabilities and other handicapping conditions. *(Education 589A & B)*
Demonstrate an ability to identify learning, emotional, physical, and behavioral problems early and develop effective intervention strategies within a variety of school, community, and family environments. (Education 589A & B)

Demonstrate knowledge of current research on learning disabilities. (Education 502)

3. Other key learnings—

Demonstrate an understanding of the strategies and techniques to help students accept responsibilities for their own learning. (Education 503)

Demonstrate knowledge about how feelings and emotions influence the learning process and impacts student self-esteem. (Education 503)

Apply knowledge of learning and teaching to the development of culturally sensitive learning environments, which promote student self-esteem, family involvement, and student responsibility. (Education 564)

Course Activities:
Course activities in Education 503, 564, 589A & B, and 502 will include: group discussions, individual and group presentations, assigned field trips, visiting lecturers, role-playing, simulations, readings, projects, papers, and/or videotapes.

Assessment Plan:
The assessment plan in Education 503, 564, 589A & B, and 502 to measure evidence of meeting learning outcomes outlined above will include: active class participation, participation in assigned field trips, class presentations, research papers, writing assignments, projects, and/or examinations.

In addition, part of the evaluation in these courses shall include the following documents to be turned in to the instructor by the student at the conclusion of the course:

1. Evidence of how and to what extent knowledge, experiences, and/or skills under each learning outcome contained in the course outline were met by the student.

2. Statement of self-reflection on expectations/needs for future growth under each of the learning outcomes in the course. If none is needed for a specific learning outcome, “not applicable” should be written by the student.

3. Students are to be specific and detailed under numbers one and two above.

After being critiqued by the instructors, these documents are to be signed, dated, and returned to the student in order that they can be placed in the student’s Professional Portfolios for School Psychology Candidates (See Standard 27—Demonstration of Candidate Competence below and Appendix U).
Texts, Materials, and Resources:

In addition to a required text, the course outline and syllabus template for Education 503, 564, 589A & B, and 502 include recommended readings, suggested research journals, and Internet resources. It is mandatory for students to have access to the Internet in this course.
STANDARD 12

PROFESSIONAL LEADERSHIP DEVELOPMENT

This program provides candidates with opportunities and experiences to display an understanding of the development, improvement and evaluation of programs that support effective pupil learning. The program also provides candidates with an understanding of the importance of leadership by the pupil personnel services provider in operating as a systems change agent.

This standard is met primarily by Education 548—Program Planning and Evaluation (See Appendix O for Course Outline and Syllabus Template), and secondarily by Education 504—Methods of Research (See Appendix C for Course Outline and Syllabus Template), Education 547—Introduction to School Psychology (See Appendix N for Course Outline and Syllabus Template), and Education 589A & B—Supervised Field Work (See Appendix T for Course Outline and Syllabus Template).

Course Description for Education 548: This course is designed to provide school psychology candidates with an understanding of the school as a system and how to work with individuals and groups to facilitate organizational structures and policies that create and maintain safe school environments that promote learning and enhance positive educational outcomes for students.

Course Description for Education 504: This course deals with criteria for the evaluation of research, critical analysis of representative research reports, study of nature of scientific thinking, survey methods employed in research, critiques, and assigned projects.

Course Description for Education 547: This course is designed to provide school psychology candidates with the basic knowledge specific to the professional specialty of school psychology. The role and functions of the school psychologist, the history and foundations of school psychology, legal and ethical issues, professional issues and standards, alternative service delivery models, and emergent technologies will be studied.

Course Description for Education 589A & B: This course provides school psychology candidates with 1200 hours of supervised field work in school and/or community settings. This course emphasizes collaboration and consultation, wellness promotion, counseling and crisis intervention, individual assessment, educational planning and evaluation, program planning and evaluation, and research and measurement.

Evidence of Learning Outcomes from Course Outlines and Syllabi Templates Designed to Meet Standard 12 and Address “Questions to Consider” for the Standard:
1. **Opportunities and experiences to display an understanding of the development, improvement, and evaluation of programs that support effective pupil learning**—

Demonstrate knowledge and understanding of the school as a system and describe how program evaluation is appropriate as a function of the school psychologist. *(Education 548)*

Demonstrate leadership skills in designing, conducting, and reporting the results of program evaluations. *(Education 548)*

Acquire and demonstrate consultation skills in evaluating school environments to facilitate developmentally appropriate systems and individual student learning goals. *(Education 548)*

Demonstrate use of relevant technology in order to conduct and disseminate research, access information, conduct program evaluation, and evaluate student progress. *(Education 504)*

2. **Understanding of the importance of leadership by the pupil personnel services provider in operating as a systems change agent**—

Demonstrate leadership skills in designing, conducting, and reporting the results of program evaluations. *(Education 548)*

Demonstrate knowledge and understanding of the roles and functions of the school psychologist as a leader in pupil personnel services for school system change. *(Education 547)*

Develop and demonstrate competence in required experience/skill areas necessary for the delivery of professional school psychology services: individual assessment and evaluation; wellness promotion; crisis prevention and intervention; psychological counseling; diagnosis of learning disabilities; consultation; collaboration; program planning and evaluation; legal and ethical issues; and research, measurement, and technology. *(Education 589A & B)*

Demonstrate skills in organizing and implementing inservice education programs for school staff focused on the issues related to school psychology. *(Education 589A & B)*

**Course Activities:**

Course activities in Education 504, 547, 548, and 589A & B will include: group discussions, individual and group presentations, assigned field trips, visiting lecturers, role-playing, simulations, readings, projects, papers, and/or videotapes.

**Assessment Plan:**

The assessment plan in 504, 547, 548, and 589A & B to measure evidence of meeting learning outcomes outlined above will include: active class participation, participation in
assigned field trips, class presentations, research papers, writing assignments, projects, and/or examinations.

In addition, part of the evaluation in these courses shall include the following documents to be turned in to the instructor by the student at the conclusion of the course:

1. Evidence of how and to what extent knowledge, experiences, and/or skills under each learning outcome contained in the course outline were met by the student.

2. Statement of self-reflection on expectations/needs for future growth under each of the learning outcomes in the course. If none is needed for a specific learning outcome, "not applicable" should be written by the student.

3. Students are to be specific and detailed under numbers one and two above.

After being critiqued by the instructors, these documents are to be signed, dated, and returned to the student in order that they can be placed in the student’s Professional Portfolios for School Psychology Candidates (See Standard 27—Demonstration of Candidate Competence below and Appendix U).

Texts, Materials, and Resources:

In addition to a required text, the course outline and syllabus template for 504, 547, 548, and 589A & B include recommended readings, suggested research journals, and Internet resources. It is mandatory for students to have access to the Internet in this course.
STANDARD 13

COLLABORATION AND COORDINATION OF PUPIL SUPPORT SYSTEMS

The program provides candidates with opportunities and experiences to collaborate effectively with community-based organizations, agencies, and other professionals. Candidates demonstrate knowledge of programs and services within a comprehensive model of support at the school site level designed to promote high expectations and increase pupil learning and achievement.

This standard is met primarily by Education 574—Facilitation, Consultation, and Collaboration Skills (See Appendix M for Course Outline and Syllabus Template) and secondarily by Education 589A & B—Supervised Field Work (See Appendix T for Course Outline and Syllabus Template).

Course Description for Education 574: This course covers theories, models, and processes of consultation. It introduces methods, strategies, and skills to effectively coordinate and facilitate task groups, consult with parents and staff, coordinate comprehensive pupil support systems, manage a collaborative system with the school and throughout the school community, and build effective teams. These skills will be applied in developing effective prevention education programs.

Course Description for Education 589A & B: This course provides school psychology candidates with 1200 hours of supervised field work in school and/or community settings. This course emphasizes collaboration and consultation, wellness promotion, counseling and crisis intervention, individual assessment, educational planning and evaluation, program planning and evaluation, and research and measurement.

Evidence of Learning Outcomes from Course Outlines and Syllabi Templates Designed to Meet Standard 13 and Address “Questions to Consider” for the Standard:

1. Opportunities and experiences to collaborate effectively with community-based organization, agencies, and other professional—

Demonstrate skills in the process of consultation and collaboration (preschool through adult) with teachers, administrators, and other school personnel, parents, community groups, agencies, and pupils as appropriate. (Education 574)

Demonstrate knowledge of community based organizations, agencies, and parents and the integral part they play in supporting student learning and achievement. (Education 574)

Develop and demonstrate competence in required experience/skill areas necessary for the delivery of professional school psychology services: individual assessment and evaluation; wellness promotion; crisis prevention and intervention; psychological counseling; diagnosis of learning disabilities; consultation; collaboration; program
planning and evaluation; legal and ethical issues; and research, measurement, and technology. *(Education 589A & B)*

2. **Demonstrate knowledge of programs and services within a comprehensive model of support at the school site level designed to promote high expectations and increase pupil learning and achievement**—

Demonstrate knowledge on the organization and dissemination of information about a school or district’s comprehensive pupil support service plan. *(Education 574)*

Demonstrate skills in using decision making when consulting and collaborating with others to identify problem areas, collect and evaluate information and understand problems, make decisions about service delivery, and evaluate the outcomes of the service plan. *(Education 574)*

Demonstrate knowledge of the role of school counselors/school psychologists in coordinating school and community services including writing formal memoranda of understanding. *(Education 574)*

Demonstrate knowledge of student, parent, and family resources in the school and community that provide general and focused support of student learning and educational achievement. *(Education 574)*

Demonstrate knowledge of and skills in building multi-disciplinary teams including members from all school stakeholder groups and community-based organizations. *(Education 574)*

**Course Activities:**

Course activities in Education 574 and 589A & B will include: group discussions, individual and group presentations, assigned field trips, visiting lecturers, role-playing, simulations, readings, projects, papers, and/or videotapes.

**Assessment Plan:**

The assessment plan in Education 574 and 589A & B to measure evidence of meeting learning outcomes outlined above will include: active class participation, participation in assigned field trips, class presentations, research papers, writing assignments, projects, and/or examinations.

In addition, part of the evaluation in these courses shall include the following documents to be turned in to the instructor by the student at the conclusion of the course:

1. Evidence of how and to what extent knowledge, experiences, and/or skills under each learning outcome contained in the course outline were met by the student.
2. Statement of self-reflection on expectations/needs for future growth under each of the learning outcomes in the course. If none is needed for a specific learning outcome, “not applicable” should be written by the student.

3. Students are to be specific and detailed under numbers one and two above.

After being critiqued by the instructors, these documents are to be signed, dated, and returned to the student in order that they can be placed in the student’s Professional Portfolios for School Psychology Candidates (See Standard 27—Demonstration of Candidate Competence below and Appendix U).

**Texts, Materials, and Resources:**

In addition to a required text, the course outline and syllabus template for Education 574 and 589A & B include recommended readings, suggested research journals, and Internet resources. It is mandatory for students to have access to the Internet in this course.
STANDARD 14
HUMAN RELATIONS

The program provides candidates with opportunities and experiences to demonstrate self-awareness, sensitivity to others, and skillfulness in relating to individuals and groups. The program provides candidates with opportunities and experiences to understand the importance of socio-psychological concepts of group formation, reference groups, inter-group and intra-group relations and conflict. The program provides candidates with opportunities and experiences to demonstrate an ability to facilitate group process and mediate conflict.

This standard is met primarily by Education 571—Individual Counseling Skills (See Appendix J for Course Outline and Syllabus Template), Education 572—Group Counseling Skills (See Appendix K for Course Outline and Syllabus Template), and Education 589A & B—Supervised Field Work (See Appendix T for Course Outline and Syllabus Template); and secondarily by Education 573—Counseling Diverse Populations (See Appendix L for Course Outline and Syllabus Template), and Education 586A & B—Practicum (See Appendix S for Course Outline and Syllabus Template).

Course Description for Education 571: This course is designed to provide candidates with knowledge and skills of the elements of effective counseling and the interpersonal skills to assist pupils academically and personally.

Course Description for Education 572: This course is designed to provide candidates with knowledge of group dynamics and the skills to facilitate group work in a school setting.

Course Description for Education 589A & B: This course provides school psychology candidates with 1200 hours of supervised field work in school and/or community settings. This course emphasizes collaboration and consultation, wellness promotion, counseling and crisis intervention, individual assessment, educational planning and evaluation, program planning and evaluation, and research and measurement.

Course Description for Education 573: This course is an examination of diversity in a school setting from the culture-general to the culture specific. Emphasis is placed on previously learned counseling skills as applied to culturally diverse populations including, but not limited to, racial/ethnic, socio-economic status, environmental factors, religious, sexual orientation, differently abled, educationally handicapped, and children in non-traditional homes.

Course Description for Education 586 A & B: A series of supervised experiences that occur prior to the field work, are conducted in laboratory and/or field-based settings, and provide for the application of knowledge and mastery of distinct skills.
Evidence of Learning Outcomes from Course Outline and Syllabus Template
Designed to Meet Standard 14 and Address “Questions to Consider” for the
Standard:

1. Opportunities and experiences to demonstrate self-awareness, sensitivity to others,
and skillfulness in relating to individuals and groups—

Demonstrate skills in initiating, maintaining and terminating the counseling relationship.  
(Education 571)

Develop knowledge, understanding and acceptance of the culture, lifestyle, stereotyping,
socio-economic status, gender, sexual orientation, disability, family language, national 
origin, immigration status, values, and mores influencing pupil success and achievement 
in a school setting. (Education 573)

Develop and demonstrate the ability to work effectively and professionally with other 
school staff, parents, community members, and other groups to carry out the mission of 
the school site/district. (Education 589A & B)

Solicit professional feedback on their performance from supervisors and co-workers, and 
respond constructively to suggestions for improvement and growth. (Education 589A & 
B)

Demonstrate ability to use communication skills to facilitate pupils' efforts to learn and 
develop positive learning behaviors in student study and IEP meetings, and in 
consultation with staff and parents. (Education 589A & B)

2. Opportunities and experiences to understand the importance of socio-
psychological concepts of group formation, reference groups, inter-group and intra-
group relations and conflict—

Demonstrate skills in helping students cope with personal and social problems as well as 
skills in crisis intervention in response to personal, school, and community crises.  
(Education 571)

Demonstrate knowledge of group dynamics and group theory, including group formation, 
reference groups, and inter-group and intra-group relations. (Education 572)

Plan, organize, and evaluate suicide and crisis prevention, intervention, and postvention 
(aftermath) programs to enable students and school staff to acquire attitudes and 
interpersonal skills that help them understand and respect themselves and others, 
understand and develop safety and survival skills, and to collaborate on school wide 
implementation of violence prevention programs. (Education 589A & B)

Demonstrate socio-cultural competence by (a) acceptance and respect for differences; (b) 
ongoing assessment of one's own and the organization's culture; (c) attention to the
dynamics of difference; (d) continuous expansion of socio-cultural knowledge and resources; (e) using culturally appropriate assessment and evaluation methods; (f) using culturally appropriate intervention strategies; and/or (g) the adaptation of one's values and behaviors. (Education 589A & B)

Develop effective interpersonal skills through interactions with pupils, parents, school staff and other professionals working with pupils. (Education 586A & B)

3. Opportunities and experiences to demonstrate an ability to facilitate group process and mediate conflict—

Demonstrate skills in drawing out, evoking feeling, working through problems, improving self-esteem, and crisis management. (Education 571)

Demonstrate skills in facilitating group process, including counseling, psycho-educational, task, team, and peer helping groups. (Education 572)

Demonstrate skills in facilitating teams to enable students to overcome barriers and impediments to learning for academic achievement and success. (Education 572)

Demonstrate the ability to collaborate in the development and monitoring of individual education programs (IEPS) and behavior intervention plans for students from diverse backgrounds and with different abilities from preschool through high school. (Education 589 A & B)

Course Activities:
Course activities in Education 571, 572, 573, 586A & B, and 589A & B will include: group discussions, individual and group presentations, assigned field trips, visiting lecturers, role-playing, simulations, readings, projects, papers, and/or videotapes.

Assessment Plan:
The assessment plan in Education 571, 572, 573, 586A & B, and 589A & B to measure evidence of meeting learning outcomes outlined above will include: active class participation, participation in assigned field trips, class presentations, research papers, writing assignments, projects, and/or examinations.

In addition, part of the evaluation in these courses shall include the following documents to be turned in to the instructor by the student at the conclusion of the course:

1. Evidence of how and to what extent knowledge, experiences, and/or skills under each learning outcome contained in the course outline were met by the student.

2. Statement of self-reflection on expectations/needs for future growth under each of the learning outcomes in the course. If none is needed for a specific learning outcome, “not applicable” should be written by the student.
3. Students are to be specific and detailed under numbers one and two above.

After being critiqued by the instructors, these documents are to be signed, dated, and returned to the student in order that they can be placed in the student's Professional Portfolios for School Psychology Candidates (See Standard 27—Demonstration of Candidate Competence below and Appendix U).

Texts, Materials, and Resources:

In addition to a required text, the course outline and syllabus template for Education 571, 572, 573, 586A & B, and 589A & B include recommended readings, suggested research journals, and Internet resources. It is mandatory for students to have access to the Internet in this course.
STANDARD 15
TECHNOLOGICAL LITERACY

The program provides candidates with opportunities to understand and demonstrate skills in current technology for communication and collecting, organizing, distributing and analyzing data and resources in order to facilitate effective and appropriate outcomes in program management and individual student achievement.

This standard is primarily met by one of the prerequisites to enter the School Psychology Preparation Program, the completion of a computer course(s) with demonstration of competence in the following six (6) areas: (1) word processing (e.g., Word), (2) database (e.g., Excel), (3) computer presentation applications (e.g., PowerPoint), (4) downloading files, (5) Internet, and (6) E-mail. Computer courses taken from colleges and universities, county offices of education, and school districts are subject to the approval of the Chair of the Educational Counselor/School Psychology Program. Courses from county offices of education and school districts must be documented by means of certificates of attendance and/or original letters on official letterhead stationary outlining course content.

All course outlines and syllabi templates in the School Psychology Preparation Program (See Appendices A through U) contain the following Internet resources:

1. Proquest Direct and EBSCO Host—Over 300 downloadable professional journals in education, counseling, and psychology, many in full text, available to University of La Verne students through the electronic databases contained on the Wilson Library Web site.
2. Specific websites (e.g., Educator's Reference Desk, California Department of Education, Safe Schools and Violence Prevention Office, Special Education Resources on the Internet, School Psychology Resources on the Internet, Occupational Information Network (ONET), American Psychological Association and other professional association websites)

All course outlines and syllabi templates also contain the following statement: “NOTE: It is mandatory for students to have access to the Internet in this course.”

In addition, this standard is reinforced in Education 504—Methods of Research (See Appendix C for Course Outline and Syllabus Template), Education 547—Introduction to School Psychology (See Appendix N for Course Outline and Syllabus Template), Education 548—Program Planning and Evaluation (See Appendix O for Course Outline and Syllabus Template), and Education 589A & B—Supervised Field Work (See Appendix T for Course Outline and Syllabus Template).

Course Description of Education 504: This course deals with criteria for the evaluation of research, critical analysis of representative research reports, study of nature of
scientific thinking, survey methods employed in research, critiques, and assigned projects.

Course Description of Education 547: This course is designed to provide school psychology candidates with the basic knowledge specific to the professional specialty of school psychology. The role and functions of the school psychologist, the history and foundations of school psychology, legal and ethical issues, professional issues and standards, alternative service delivery models, and emergent technologies will be studied.

Course Description of Education 548: This course is designed to provide school psychology candidates with an understanding of the school as a system and how to work with individuals and groups to facilitate organizational structures and policies that create and maintain safe school environments that promote learning and enhance positive educational outcomes for students.

Course Description for Education 589A & B: This course provides school psychology candidates with 1200 hours of supervised field work in school and/or community settings. This course emphasizes collaboration and consultation, wellness promotion, counseling and crisis intervention, individual assessment, educational planning and evaluation, program planning and evaluation, and research and measurement.

Evidence of Learning Outcomes from Course Outline and Syllabus Template Designed to Meet Standard 15 and Address “Questions to Consider” for the Standard:

Understand and demonstrate skills in current technology for communication and collecting, organizing, distributing and analyzing data and resources in order to facilitate effective and appropriate outcomes in program management and individual student achievement—

Use research findings for education and psychological decisions, especially in regard to student learning and achievement. (Education 504)

Identify relevant resources on the World Wide Web for education, especially school counseling/school psychology. (Education 504)

Demonstrate use of relevant technology in order to conduct and disseminate research, access information, conduct program evaluation, and evaluate student progress. (Education 504)

Demonstrate use of emergent technologies including computer-based resources to locate legal documents, regulations, ethical codes, practice standards, and service delivery models. (Education 547)

Navigate and utilize common sources of school system data such as Academic Performance Index scores, School Accountability Report Card, standardized test scores,
individual assessment, surveys, and observations to make informed decisions for student development in social, affective, and academic domains. (Education 548)

Develop and demonstrate competence in required experience/skill areas necessary for the delivery of professional school psychology services (e.g. research, measurement, and technology). (Education 589A & B)

Course Activities:
Course activities in Education 504, 547, 548, and 589A & B will include: group discussions, individual and group presentations, assigned field trips, visiting lecturers, role-playing, simulations, readings, projects, papers, and/or videotapes.

Assessment Plan:
The assessment plan in Education 504, 547, 548, and 589A & B to measure evidence of meeting learning outcomes outlined above will include: active class participation, participation in assigned field trips, class presentations, research papers, writing assignments, projects, and/or examinations.

In addition, part of the evaluation in these courses shall include the following documents to be turned in to the instructor by the student at the conclusion of the course:

1. Evidence of how and to what extent knowledge, experiences, and/or skills under each learning outcome contained in the course outline were met by the student.

2. Statement of self-reflection on expectations/needs for future growth under each of the learning outcomes in the course. If none is needed for a specific learning outcome, “not applicable” should be written by the student.

3. Students are to be specific and detailed under numbers one and two above.

After being critiqued by the instructors, these documents are to be signed, dated, and returned to the student in order that they can be placed in the student's Professional Portfolios for School Psychology Candidates (See Standard 27—Demonstration of Candidate Competence below and Appendix U).

Texts, Materials, and Resources:
In addition to a required text, the course outline and syllabus template for Education 504, 547, 548, and 589A & B include recommended readings, suggested research journals, and Internet resources. It is mandatory for students to have access to the Internet in this course.
STANDARD 16

SUPERVISION AND MENTORING

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

This standard is met by Education 586A & B—Practicum (See Appendix S for Course Outline and Syllabus Template) and Education 589A & B—Supervised Field Work (See Appendix T for Course Outline and Syllabus Template).

Course Description for Education 586A & B: A series of supervised experiences that occur prior to the field work, are conducted in laboratory and/or field-based settings, and provide for the application of knowledge and mastery of distinct skills.

Course Description for Education 589A & B: This course provides school psychology candidates with 1200 hours of supervised field work in school and/or community settings. This course emphasizes collaboration and consultation, wellness promotion, counseling and crisis intervention, individual assessment, educational planning and evaluation, program planning and evaluation, and research and measurement.

Evidence of Learning Outcomes from Course Outline and Syllabus Template Designed to Meet Standard 16 and Address “Questions to Consider” for the Standard:

1. Opportunities and experiences to demonstrate knowledge of models of supervision used to mentor pre-professionals in practica and field experience placement—

Participate in regular evaluations regarding their field experience performance from field-based and university-based supervisors. (Education 586A & B)

Demonstrate knowledge of current literature and practices regarding assessment, legal and ethical issues, program planning and evaluation, special education eligibility and rules and regulations, crisis prevention and intervention, student support models, and professional growth and development in preparation for the future roles as supervisors. (Education 589A & B)

2. Recognize the important role that field-site supervisors play in pre-professional training of future pupil personnel service providers—

Regularly log field experiences and self-evaluate progress. (Education 586A & B)

Gain appreciation for the vital role that site supervisors play in the professional training of candidates in a school psychology preparation program. (Education 589A & B)
3. **Other key learnings**—

Demonstrate and document, with the assistance of the university Supervisor of Field Work Experience and Site Level Supervisors, the professional standards for the Pupil Personnel Services credential required by the California Commission on Teacher Credentialing. *(Education 589A & B)*

**Course Activities:**
Course activities in Education 586A & B and 589A & B will include: group discussions, individual and group presentations, assigned field trips, visiting lecturers, role-playing, simulations, readings, projects, papers, and/or videotapes.

**Assessment Plan:**
The assessment plan in Education 586A & B and 589A & B measure evidence of meeting learning outcomes outlined above will include: active class participation, participation in assigned field trips, class presentations, research papers, writing assignments, projects, and/or examinations.

In addition, part of the evaluation in these courses shall include the following documents to be turned in to the instructor by the student at the conclusion of the course:

1. Evidence of how and to what extent knowledge, experiences, and/or skills under each learning outcome contained in the course outline were met by the student.

2. Statement of self-reflection on expectations/needs for future growth under each of the learning outcomes in the course. If none is needed for a specific learning outcome, "not applicable" should be written by the student.

3. Students are to be specific and detailed under numbers one and two above.

After being critiqued by the instructors, these documents are to be signed, dated, and returned to the student in order that they can be placed in the student's Professional Portfolios for School Psychology Candidates *(See Standard 27—Demonstration of Candidate Competence below and Appendix U).*

**Texts, Materials, and Resources:**
In addition to a required text, the course outline and syllabus templates for Education 586A & B and 589A & B include recommended readings, suggested research journals, and Internet resources. It is mandatory for students to have access to the Internet in this course.
PART IV

SCHOOL PSYCHOLOGY SPECIALIZATION
STANDARDS
PART III

SCHOOL PSYCHOLOGY SPECIALIZATION
STANDARDS
STANDARD 17

PSYCHOLOGICAL FOUNDATIONS

The program provides candidates with a strong foundation in the knowledge base for the discipline of psychology in order to facilitate the individual development of all pupils. This knowledge base includes biological foundations of behavior, human learning, social and cultural bases of behavior, child and adolescent development, and the diversity of individual differences in development and learning.

This standard is primarily met by Education 503—Educational Psychology (See Appendix B for Course Outline and Syllabus Template) Education 550—Human Development (See Appendix G for Course Outline and Syllabus Template), and Education 535—Child Psychopathology (See Appendix D for Course Outline and Syllabus Template), and secondarily by Education 502—Learning Disabilities and Neurology (See Appendix E for Course Outline and Syllabus Template), Education 564—Instruction and Achievement (See Appendix H for Course Outline and Syllabus Template), Education 567—School Safety and Crisis Prevention (See Appendix I for Course Outline and Syllabus Template), Education 579—Alternative Assessment and Behavior Intervention (See Appendix R for Course Outline and Syllabus Template), and Education 586A & B—Practicum (See Appendix S for Course Outline and Syllabus Template).

Course Description for Education 503: This course covers theories and practices related to the psychology of learning, including issues such as cognition, memory, attention, perception, emotion, motivation, organization, gender, culture and language, self-esteem, and other learning differences. Strategies for promoting academic success as well as prevention and early intervention strategies will be reviewed. Classroom management theory and practice will be integrated with an understanding of the entire learning community’s contribution to student success.

Course Description for Education 550: This course is a review of life-span human development that includes the physical, social-emotional, factors of resiliency, cognitive, cultural, economic and environmental factors that interact to promote or hinder development. Current theory and research, which relates to typical and atypical developmental patterns and their effect on student learning, will be studied.

Course Description for Education 535: This course will increase the student’s knowledge and understanding of the various psychological disorders of childhood. A development approach will be used to present the impact of psychopathology on the child and adolescent’s success at school.

Course Description for Education 502: This course emphasizes basic knowledge of bio-neurology as it pertains to learning disabilities. A balance of theoretical background and current research will be studied.
Course Description for Education 564: This course is designed to provide school psychology candidates with an overview of curriculum standards, instructional strategies, and how to assist all teachers, both regular and special education teachers. These strategies are looked at in the context of student achievement with emphasis on techniques in teaching reading written language, and math to support learner success in core curriculum and the development of relevant Individual Education Programs.

Course Description for Education 567: This course introduces theories, methods, strategies, and materials used in school safety, crisis intervention and conflict management, and violence prevention strategies and programs. Current issues and life events that impact student experiences in schools, and the treatment of such things as violence, gang activity, child abuse, sexual harassment, violence in the home, and suicide will be explored. Involvement in crisis intervention teams will be highlighted.

Course Description for Education 579: This course is the third in a series of three assessment courses. The focus of the course is on alternative modes of assessment for behavioral and emotional disorders, preschool assessment, and assessment of low incidence populations. The course is designed to prepare students for the assessment, diagnosis of disabling conditions according to state and federal guidelines, and practical recommendations for remedial techniques and IEP development.

Course Description for Education 586A & B: A series of supervised experiences that occur prior to the field work, are conducted in laboratory and/or field-based settings, and provide for the application of knowledge and mastery of distinct skills.

Evidence of Learning Outcomes from Course Outlines and Syllabi Templates Designed to Meet Standard 17 and Address “Questions to Consider” for the Standard:

1. Strong foundation in the knowledge base for the discipline of psychology in order to facilitate the individual development of all pupils

   Analyze the cognitive and psychological theories of Erikson, Vygotsky, Piaget, Bruner, Glasser, Gardner, Skinner, Bandura and others and apply them to sound educational principles, which promote student achievement. (Education 503)

   Demonstrate knowledge and understanding of the life-long sequential aspects and mechanisms of the developmental process by studying the factors of change for typical and atypical individuals. (Education 550)

   Be able to describe current theoretical perspectives regarding human development with special emphasis on recent research and methodology as it relates to schools, communities, and student progress. (Education 550)
Demonstrate the use of the DSM-IV-TR as a resource for the understanding of the diagnosis of psychological disorders of childhood. (Education 535)

Demonstrate knowledge about a variety of low-incidence and severe disabilities. (Education 579)

2. Biological foundations of behavior, human learning, social and cultural bases of behavior, child and adolescent development, and the diversity of individual differences in development and learning

Apply learning theories to teaching practice by becoming knowledgeable about cognition, memory, attention, perception, emotion, motivation, organization, gender, culture and language; and develop strategies for application of those issues in order to advocate for successful student learning. (Education 503)

Identify the transitions, which occur throughout life, expressing recognition of the effects of social, psychological, cognitive, physical, cultural, language, economic, and environmental factors on the development of the individual. (Education 550)

Demonstrate knowledge of the divergent cultural expectations of age levels from infancy to old age and the effect of those patterns on learning and education. (Education 550)

Demonstrate knowledge of the etiology and characteristics of various child and adolescent behavior disorders, emotional and social disorders, developmental and learning disorders, and eating and health-related disorders. (Education 535)

Demonstrate basic knowledge of neuropsychology as it pertains to learning disabilities and other mild-moderate disabilities. (Education 502)

Plan and conduct assessments of children with behavioral and emotional disorders and severe disabilities such as mental retardation, autism, cerebral palsy, and developmental delays. (Education 579)

3. Other key learnings

Discuss and analyze the exceptionalities of children, including, but not limited to: multicultural and bilingual aspects of special education, mental retardation, learning disabilities, attention deficit disorder, emotional or behavior disorders, communication disorders, hearing impairment, visual impairment, physical disabilities, and special gifts and talents. (Education 573)

Demonstrate knowledge and skills related to curriculum design, lesson plan development, and instructional strategies to support learner success in reading, math, and written language and the development of interventions and Individual Education Program goals. (Education 564)
Demonstrate an understanding of classroom dynamics and instructional activities and materials that are appropriate for pupils with diverse needs, interests, and learning styles. (Education 564)

Demonstrate knowledge of the biological foundations of behavior, including neuropsychology, physiology, psychology, and psychopharmacology. (Education 579)

Develop effective interpersonal skills to communicate with parents, school staff, and other professionals to improve student instruction and achievement. (Education 586A & B)

Course Activities:
Course activities in Education 503, 535, 550, 564, 567, 579, 586A & B, and 502 will include: group discussions, individual and group presentations, assigned field trips/observations, visiting lecturers, role-playing, simulations, readings, projects, papers, practicum activities, case studies, supervised field work, assessment reports, and/or videos and tapes.

Assessment Plan:
The assessment plan in Education 503, 535, 550, 564, 567, 579, 586A & B, and 502 to measure evidence of meeting learning outcomes outlined above will include: active class participation, participation in assigned field trip or observations, class presentations, research papers, assessment reports, writing assignments, projects, logging practicum activities, examinations, and/or successful supervised field work.

In addition, part of the evaluation in these courses shall include the following documents to be turned in to the instructors by the student at the conclusion of the courses:

1. Evidence of how and to what extent knowledge, experiences, and/or skills under each learning outcome in the course outlines were met by the student.

2. Statement of self-reflection on expectations/needs for future growth under each of the learning outcomes in these courses. If none is needed for a specific outcome, "not applicable" should be written by the student.

3. Students are to be specific and detailed under numbers one and two above.

After being critiqued by the instructors, these documents are to be signed, dated, and returned to the student and placed in the student's Professional Portfolios for School Psychology Candidates (See Standard 27—Determination of Candidate Competence and Appendix U)

Texts, Materials, and Resources:
In addition to required texts, the course outlines and syllabi templates Education 503, 535, 550, 564, 567, 579, 586A & B, and 502 include readings, suggested research
journals, and Internet resources. It is mandatory for students to have access to the Internet in these courses.
STANDARD 18

EDUCATIONAL FOUNDATIONS

The program provides candidates with a foundation in the knowledge base of education concerning the organization and operation of schools, school and community-based resources, as well as alternative service delivery systems. The program requires candidates to be prepared to help design and operate programs to promote school-family interactions. The program requires candidates to be knowledgeable about: (a) family influences on pupil cognitive, motivational, and social characteristics that affect classroom performance; (b) family involvement in education; (c) ways to promote partnerships between parents and educators to improve outcomes for pupils; (d) cultural issues that impact home-school collaboration; and (e) methods to facilitate safe and caring school communities.

This standard is primarily met by Education 550—Human Development (See Appendix G for Course Outline and Syllabus Template) and Education 574—Facilitation, Consultation, and Collaboration (See Appendix M for Course Outline and Syllabus Template); and secondarily by Education 564—Instruction and Achievement (See Appendix H for Course Outline and Syllabus Template), Education 567—School Safety and Crisis Prevention (See Appendix I for Course Outline and Syllabus Template), Education 573—Counseling Diverse Populations (See Appendix L for Course Outline and Syllabus Template), Education 504—Methods of Research (See Appendix C for Course Outline and Syllabus Template), and Education 548—Program Planning and Evaluation (See Appendix O for Course Outline and Syllabus Template), and Education 547—Introduction to School Psychology (See Appendix N for Course Outline and Syllabus Template).

**Course Description for Education 550:** This course is a review of life-span human development that includes the physical, social-emotional, factors of resiliency, cognitive, cultural, economic and environmental factors that interact to promote or hinder development. Current theory and research, which relates to typical and atypical developmental patterns and their effect on student learning will be studied.

**Course Description for Education 574:** This course covers theories, models, and processes of consultation. It introduces methods, strategies, and skills to effectively coordinate and facilitate task groups, consult with parents and staff, coordinate comprehensive pupil support systems, manage a collaborative system with the school and throughout the school community, and build effective teams. These skills will be applied in developing effective prevention education programs.

**Course Description for Education 564:** This course is designed to provide school psychology candidates with an overview of curriculum standards, instructional strategies, and how to assist all teachers, both regular and special education teachers. These strategies are looked at in the context of student achievement with emphasis on
techniques in teaching reading written language, and math to support learner success in core curriculum and the development of relevant Individual Education Programs.

**Course Description for Education 567:** This course introduces theories, methods, strategies, and materials used in school safety, crisis intervention and conflict management, and violence prevention strategies and programs. Current issues and life events that impact student experiences in schools, and the treatment of such things as violence, gang activity, child abuse, sexual harassment, violence in the home, and suicide will be explored. Involvement in crisis intervention teams will be highlighted.

**Course Description for Education 573:** This course is an examination of diversity in a school setting from the culture-general to the culture specific. Emphasis is placed on previously learned counseling skills as applied to culturally diverse populations including, but not limited to, racial/ethnic, socio-economic status, environmental factors, religious, sexual orientation, differently abled, educationally handicapped, and children in non-traditional homes.

**Course Description for Education 504:** This course deals with criteria for the evaluation of research, critical analysis of representative research reports, study of nature of scientific thinking, survey methods employed in research, critiques, and assigned projects.

**Course Description for Education 548:** This course is designed to provide school psychology candidates with an understanding of the school as a system and how to work with individuals and groups to facilitate organizational structures and policies that create and maintain safe school environments that promote learning and enhance positive educational outcomes for students.

**Course Description for Education 547:** This course is designed to provide school psychology candidates with the basic knowledge specific to the professional specialty of school psychology. The role and functions of the school psychologist, the history and foundations of school psychology, legal and ethical issues, professional issues and standards, alternative service delivery models, and emergent technologies will be studied.

**Evidence of Learning Outcomes from Course Outlines and Syllabi Templates Designed to Meet Standard 18 and Address “Questions to Consider” for the Standard:**

1. *Foundation in the knowledge base of education concerning the organization and operation of schools, school and community-based resources, as well as alternative service delivery systems*

Demonstrate knowledge and understanding of positive influences in an individual’s development including nutrition and fitness; factors of resiliency; home, family and community; diversity, peer and mentor relationships. *(Education 550)*
Demonstrate knowledge of theories and practices related to individual and organizational consultation processes. (Education 574)

Demonstrate knowledge of student, parent, and family resources in the school and community that provide general and focused support of student learning and achievement. (Education 574)

Demonstrate knowledge of and skill in the planning, organizing, presenting, implementing, and evaluating of educational programs for school staff, parents, student, family and community, and agency personnel designed to promote student learning and academic achievement. (Education 574)

Demonstrate knowledge of alternative models for the delivery of school psychological services. (Education 547)

2. Be prepared to help design and operate programs to promote school-family interactions

Develop strategies for implementing developmental principles in the counseling and educational process, especially informing school staff and parents about developmental trajectories such as anti-social or aggressive behavior. (Education 550)

Demonstrate knowledge of and skill in designing and supporting programs that help families, especially from diverse cultures and language groups, and school staff to effectively communicate and collaborate in pupil learning and development. (Education 574)

Demonstrate skills in using decision making when consulting and collaborating with others to identify problem areas, collect and evaluate information to understand problems, make decisions about service delivery, and evaluate the outcomes of the service delivery plan. (Education 574)

Demonstrate skills in coordinating in a collaborative manner the services of community members, agency personnel, and parents within a comprehensive student support services program. (Education 574)

Acquire and demonstrate consultation skills in evaluating school environments to facilitate developmentally appropriate systems and individual student goals. (Education 548)

3. Knowledgeable about: (a) family influences on pupil cognitive, motivational, and social characteristics that affect classroom performance; (b) family involvement in education: (c) ways to promote partnerships between parents and educators to improve outcomes for pupils; (d) cultural issues that impact home-school collaboration; and (e) methods to facilitate safe and caring school communities.
Describe the influences of school, family and community on the learning of the child. (Education 550)

Demonstrate knowledge and understanding of the role of parents and other caregivers in the support of pupil learning, including conferencing, parent tutoring, and homework support. (Education 564)

Apply knowledge of learning and teaching to the development of culturally sensitive learning environments, which promote student self-esteem, family involvement, and student responsibility. (Education 564)

Demonstrate knowledge and skills in working with school staffs, parents, and family members to enable them to eliminate barriers to learning and achievement. (Education 574)

Demonstrate knowledge of developing programs that facilitate parent involvement in schools, including strategies for reaching hard-to-reach parents as well as addressing particular family systems, and cultural and language differences. (Education 574)

Demonstrate knowledge and culturally appropriate ability to identify and address diversity issues related to safety and use methods and techniques for resolving conflict between and among students and groups of students and promote positive intercultural, interethnic relationships among pupils, family, and school staff. (Education 567)

Examine and analyze factors, processes, and environmental conditions that enhance the safety and well-being of all pupils and those factors that place students at risk. (Education 567)

Demonstrate knowledge and understanding and acceptance of the culture, lifestyle, stereotyping, socio-economic status, gender, age, sexual orientation, disability, family language, national origin, immigration status, values, and mores influencing pupil success and achievement in a school setting. (Education 573)

Effectively demonstrate knowledge of the dynamics of culturally sensitive strategies for involving parents and families in their children’s education. (Education 573)

4. Other key learnings——

Demonstrate use of relevant technology in order to conduct and disseminate research, access information, conduct program evaluation, and evaluate student progress. (Education 504)

Course Activities:
Course activities in Education 504, 547, 548, 550, 564, 567, 573, and 574 will include: group discussions, individual and group presentations, assigned field trips/observations,
visiting lecturers, role-playing, simulations, readings, projects, papers, practicum activities, case studies, supervised field work, and/or videos and tapes.

**Assessment Plan:**
The assessment plan in Education 504, 547, 548, 550, 564, 567, 573, and 574 to measure evidence of meeting learning outcomes outlined above will include: active class participation, participation in assigned field trip or observations, class presentations, research papers, assessment reports, writing assignments, projects, logging practicum activities, examinations, and/or successful supervised field work.

In addition, part of the evaluation in these courses shall include the following documents to be turned in to the instructors by the student at the conclusion of the courses:

1. **Evidence of how and to what extent knowledge, experiences, and/or skills under each learning outcome in the course outlines were met by the student.**

2. **Statement of self-reflection on expectations/needs for future growth under each of the learning outcomes in these courses.** If none is needed for a specific outcome, "not applicable" should be written by the student.

3. **Students are to be specific and detailed under numbers one and two above.**

After being critiqued by the instructors, these documents are to be signed, dated, and returned to the student and placed in the student's Professional Portfolios for School Psychology Candidates (See Standard 27—Determination of Candidate Competence and Appendix U)

**Texts, Materials, and Resources:**
In addition to required texts, the course outlines and syllabi templates for Education 504, 547, 548, 550, 564, 567, 573, and 574 include readings, suggested research journals, and Internet resources. It is mandatory for students to have access to the Internet in these courses.
STANDARD 19

LEGAL, ETHICAL AND PROFESSIONAL FOUNDATIONS

The program provides candidates with the knowledge base specific to the professional specialty of school psychology. This knowledge base includes (a) the history and foundations of school psychology, (b) legal and ethical issues, (c) professional issues and standards, (d) alternative models for the delivery of school psychological services, (e) emergent technologies, and (f) the roles and functions of the school psychologist. The program requires candidates to understand the diverse values that influence the lives of people, and to be prepared to practice in schools in ways that meet all appropriate ethical, professional, and legal standards both to enhance the quality of services and to protect the rights of all parties.

This standard is primarily met by Education 547—Introduction to School Psychology (See Appendix N for Course Outline and Syllabus Template) and secondarily by Education 586A & B—Practicum (See Appendix S for Course Outline and Syllabus Template), and Education 589A & B—Supervised Field Work (See Appendix T for Course Outline and Syllabus Template).

Course Description for Education 547: This course is designed to provide school psychology candidates with the basic knowledge specific to the professional specialty of school psychology. The role and functions of the school psychologist, the history and foundations of school psychology, legal and ethical issues, professional issues and standards, alternative service delivery models, and emergent technologies will be studied.

Course Description for Education 586A & B: A series of supervised experiences that occur prior to the field work, are conducted in laboratory and/or field-based settings, and provide for the application of knowledge and mastery of distinct skills.

Course Description for Education 589A & B: This course provides school psychology candidates with 1200 hours of supervised field work in school and/or community settings. This course emphasizes collaboration and consultation, wellness promotion, counseling and crisis intervention, individual assessment, educational planning and evaluation, program planning and evaluation, and research and measurement.

Evidence of Learning Outcomes from Course Outlines and Syllabi Templates Designed to Meet Standard 17 and Address “Questions to Consider” for the Standard:

1. **Knowledge base specific to the professional specialty of school psychology**

Demonstrate the ability to select and apply core knowledge regarding psychological foundations, educational foundations, and legal, ethical, and professional foundations in their work in schools. (Education 586A & B)
Become familiar with, and practice, the day-to-day service delivery skills and procedures used by school psychologists in the field, especially in a multi-cultural environment. (Education 589A & B)

2. (a) the history and foundations of school psychology, (b) legal and ethical issues, (c) professional issues and standards, (d) alternative models for the delivery of school psychological services, (e) emergent technologies, and (f) the roles and functions of the school psychologist

Demonstrate knowledge of the history and foundations of school psychology. (Education 547)

Demonstrate use of emergent technologies including computer-based resources to locate legal documents, regulations, ethical codes, practice standards, and service delivery models. (Education 547)

Demonstrate knowledge of the state and national codes of ethics and delivery standards of professional organizations. (Education 547)

Demonstrate knowledge and understanding of the roles and functions of the school psychologist as leader in pupil personnel services for school system change. (Education 547)

3. Understand the diverse values that influence the lives of people, and to be prepared to practice in schools in ways that meet all appropriate ethical, professional, and legal standards both to enhance the quality of services and to protect the rights of all parties

Demonstrate knowledge and understanding of personal strengths and weaknesses as they relate to the role of the school psychologist. (Education 547)

Demonstrate knowledge and understanding of the legal requirements that determine the pupil’s rights, parents’ rights, standards in assessment, consultation, eligibility for special education services (IDEA), and due process. (Education 547)

Develop and demonstrate competence in required experience/skill areas necessary for the delivery of professional school psychology services...legal and ethical issues... (Education 589A & B)

4. Other key learnings—

Demonstrate ability to develop and implement Section 504 plans in the school setting. (Education 547)
**Course Activities:**
Course activities in Education 547, 586A & B, and 589A & B will include: group discussions, individual group presentations, assigned field trips/observations, visiting lecturers, role-playing, simulations, readings, projects, papers, practicum activities, case studies, supervised field work, and/or videos and tapes.

**Assessment Plan:**
The assessment plan in Education 547, 586A & B, and 589A & B will include: active class participation, participation in assigned field trip or observations, class presentations, research papers, assessment reports, writing assignments, projects, logging practicum activities, examinations, and/or successful supervised field work.

In addition, part of the evaluation in these courses shall include the following documents to be turned in to the instructors by the student at the conclusion of the courses:

1. Evidence of how and to what extent knowledge, experiences, and/or skills under each learning outcome in the course outlines were met by the student.

2. Statement of self-reflection on expectations/needs for future growth under each of the learning outcomes in these courses. If none is needed for a specific outcome, “not applicable” should be written by the student.

3. Students are to be specific and detailed under numbers one and two above.

After being critiqued by the instructors, these documents are to be signed, dated, and returned to the student and placed in the student’s Professional Portfolios for School Psychology Candidates (See Standard 27—Determination of Candidate Competence and Appendix U)

**Texts, Materials, and Resources:**
In addition to required texts, the course outlines and syllabi templates for Education 547, 586A & B, and 589A & B include readings, suggested research journals, and Internet resources. It is mandatory for students to have access to the Internet in these courses.
STANDARD 20

COLLABORATION AND CONSULTATION

Candidates have positive interpersonal skills with which to facilitate communication for the purposes of consultation and collaboration with teachers, teams of school personnel, community professionals, agencies, and families. Candidates are prepared to listen, adapt, deal with ambiguity, and be patient in difficult situations. Candidates are able to clearly present and exchange information in a variety of contexts with diverse audiences such as families, teachers, school boards, policy makers, business leaders, and fellow school pupil service providers.

This standard is primarily met by Education 574—Facilitation, Consultation, and Collaboration (See Appendix M for Course Outline and Syllabus Template) and secondarily by Education 573—Counseling Diverse Populations (See Appendix L for Course Outline and Syllabus Template), Education 567—School Safety and Crisis Prevention (See Appendix I for Course Outline and Syllabus Template), Education 586A & B—Practicum (See Appendix S for Course Outline and Syllabus Template), and Education 589A & B—Supervised Field Work (See Appendix T for Course Outline and Syllabus Template).

Course Description for Education 574: This course covers theories, models, and processes of consultation. It introduces methods, strategies, and skills to effectively coordinate and facilitate task groups, consult with parents and staff, coordinate comprehensive pupil support systems, manage a collaborative system with the school and throughout the school community, and build effective teams. These skills will be applied in developing effective prevention education programs.

Course Description for Education 573: This course is an examination of diversity in a school setting from the culture-general to the culture specific. Emphasis is placed on previously learned counseling skills as applied to culturally diverse populations including, but not limited to, racial/ethnic, socio-economic status, environmental factors, religious, sexual orientation, differently abled, educationally handicapped, and children in non-traditional homes.

Course Description for Education 567: This course introduces theories, methods, strategies, and materials used in school safety, crisis intervention and conflict management, and violence prevention strategies and programs. Current issues and life events that impact student experiences in schools, and the treatment of such things as violence, gang activity, child abuse, sexual harassment, violence in the home, and suicide will be explored. Involvement in crisis intervention teams will be highlighted.

Course Description for Education 586A & B: A series of supervised experiences that occur prior to the field work, are conducted in laboratory and/or field-based settings, and provide for the application of knowledge and mastery of distinct skills.
Course Description for Education 589A & B: This course provides school psychology candidates with 1200 hours of supervised field work in school and/or community settings. This course emphasizes collaboration and consultation, wellness promotion, counseling and crisis intervention, individual assessment, educational planning and evaluation, program planning and evaluation, and research and measurement.

Evidence of Learning Outcomes from Course Outlines and Syllabi Templates Designed to Meet Standard 20 and Address “Questions to Consider” for the Standard:

1. Positive interpersonal skills with which to facilitate communication for the purposes of consultation and collaboration with teachers, teams of school personnel, community professionals, agencies, and families.

Demonstrate skills in the processes of consultation and collaboration (preschool through adult) with teachers, administrators, and other school personnel, parents, community groups, agencies, and pupils as appropriate. (Education 574)

Develop effective interpersonal skills to communicate with parents, school staff, and other professionals to improve student instruction and achievement. (Education 586A & B)

Develop and demonstrate competence in required experience/skill areas necessary for the delivery of professional school psychology services: (e.g. consultation; collaboration) (Education 589A & B)

Demonstrate ability to use communication skills to facilitate pupils’ efforts to learn and develop positive learning behaviors in student study and IEP meetings, and in consultation with staff and parents. (Education 589A & B)

2. Prepared to listen, adapt, deal with ambiguity, and be patient in difficult situations.

Demonstrate effective ways to assess and manage diverse community contexts to create effective learning environments. (Education 573)

Demonstrate knowledge of how the unique qualities of each individual are accepted, appreciated, affirmed, and used as a bridge to positive personal relations and the role of resiliency in comprehensive and early intervention for student learning and school success. (Education 567)

Be able to use negotiations skills, conflict management skills, and mediation skills to help school staff communicate with difficult and/or angry parents, pupils, teachers, and support staff. (Education 567)
3. Clearly present and exchange information in a variety of contexts with diverse audiences such as families, teachers, school boards, policy makers, business leaders, and fellow school pupil service providers.

Demonstrate knowledge and skills in developing, implementing and evaluating education strategies and programs designed to prevent problems from occurring. (Education 574)

Demonstrate knowledge of and skill in designing and supporting programs that help families, especially from diverse cultures and language groups, and school staff to effectively communicate and collaborate in student learning and development. (Education 574)

Demonstrate knowledge of and skills in building multi-disciplinary teams including members from all school stakeholder groups and community based organizations designed to increase academic achievement and learning success. (Education 574)

4. Other key learnings—

Demonstrate knowledge of theories and practices related to individual and organizational consultation processes. (Education 574)

Demonstrate knowledge of the application of consultation principles and practices (e.g. behavioral, mental health, organizational or collaborative approaches). (Education 574)

Course Activities:
Course activities in Education 567, 573, 574, 586A & B, and 589A & B will include: group discussions, individual and group presentations, assigned field trips/observations, visiting lecturers, role-playing, simulations, readings, projects, papers, practicum activities, case studies, supervised field work, and/or videos and tapes.

Assessment Plan:
The assessment plan in Education 567, 573, 574, 586A & B, and 589A & B to measure evidence of meeting learning outcomes outlined above will include: active class participation, participation in assigned field trip or observations, class presentations, research papers, assessment reports, writing assignments, projects, logging practicum activities, examinations, and/or successful supervised field work.

In addition, part of the evaluation in these courses shall include the following documents to be turned in to the instructors by the student at the conclusion of the courses:

1. Evidence of how and to what extent knowledge, experiences, and/or skills under each learning outcome in the course outlines were met by the student.

2. Statement of self-reflection on expectations/needs for future growth under each of the learning outcomes in these courses. If none is needed for a specific outcome, "not applicable" should be written by the student.
3. Students are to be specific and detailed under numbers one and two above.

After being critiqued by the instructors, these documents are to be signed, dated, and returned to the student and placed in the student's Professional Portfolios for School Psychology Candidates (See Standard 27—Determination of Candidate Competence and Appendix U)

Texts, Materials, and Resources:
In addition to required texts, the course outlines and syllabi templates for Education 567, 573, 574, 586A & B, and 589A & B include readings, suggested research journals, and Internet resources. It is mandatory for students to have access to the Internet in these courses.
STANDARD 21

WELLNESS PROMOTION, CRISIS INTERVENTION, AND COUNSELING

Candidates are prepared to help design, implement and evaluate wellness, prevention, intervention, and other mental health programs at the individual, group, and system levels. They are knowledgeable about academic, behavioral, and serious personal difficulties. As primary mental health service providers, candidates are able to recognize the behaviors and contexts that are precursors to the development of internalizing disorders, externalizing disorders, and dropping out of school. Candidates can design programs and implement prevention, intervention, and treatment services across the hierarchy of pupils' development needs. Candidates can work with school personnel, pupils, parents, and the general community in the aftermath of personal, school, and community crises.

This standard is met primarily by Education 567—School Safety and Crisis Prevention (See Appendix I for Course Outline and Syllabus Template) and Education 571—Individual Counseling Skills (See Appendix J for Course Outline and Syllabus Template), and secondarily by Education 503—Educational Psychology (See Appendix B for Course Outline and Syllabus Template), Education 549—School Counseling Theories (See Appendix F for Course Outline and Syllabus Template), Education 550—Human Development (See Appendix G for Course Outline and Syllabus Template), Education 564—Instruction and Achievement, Education 572—Group Counseling Skills (See Appendix K for Course Outline and Syllabus Template), Education 573—Counseling Diverse Populations (See Appendix L for Course Outline and Syllabus Template), Education 574—Facilitation, Consultation, and Collaboration Skills (See Appendix M for Course Outline and Syllabus Template), Education 535—Child Psychopathology (See Appendix D for Course Outline and Syllabus Template), Education 579—Alternative Assessment and Behavior Intervention (See Appendix R for Course Outline and Syllabus Template), Education 586A & B—Practicum (See Appendix S for Course Outline and Syllabus Template), and Education 589A & B—Supervised Field Work (See Appendix T for Course Outline and Syllabus Template).

Course Description for Education 567: This course introduces theories, methods, strategies, and materials used in school safety, crisis intervention and conflict management, and violence prevention strategies and programs. Current issues and life events that impact student experiences in schools, and the treatment of such things as violence, gang activity, child abuse, sexual harassment, violence in the home, and suicide will be explored. Involvement in crisis intervention teams will be highlighted.

Course Description for Education 571: This course is designed to provide candidates with knowledge and skills of the elements of effective counseling and the interpersonal skills to assist pupils academically and personally.
Course Description for Education 503: This course covers theories and practices related to the psychology of learning, including issues such as cognition, memory, attention, perception, emotion, motivation, organization, gender, culture and language, self-esteem, and other learning differences. Strategies for promoting academic success as well as prevention and early intervention strategies will be reviewed. Classroom management theory and practice will be integrated with an understanding of the entire learning community’s contribution to student success.

Course Description for Education 549: This course presents and examines various theories of counseling that form the foundation for the work of the school counselor/school psychologist. The major theories are studied from both a historical and current application viewpoint. New theories are also covered as well as ethical and diversity issues.

Course Description for Education 550: This course is a review of life-span human development that includes the physical, social-emotional, factors of resiliency, cognitive, cultural, economic and environmental factors that interact to promote or hinder development. Current theory and research, which relates to typical and atypical developmental patterns and their effect on student learning, will be studied.

Course Description for Education 564: This course is designed to provide school psychology candidates with an overview of curriculum standards, instructional strategies, and how to assist all teachers, both regular and special education teachers. These strategies are looked at in the context of student achievement with emphasis on techniques in teaching reading written language, and math to support learner success in core curriculum and the development of relevant Individual Education Programs.

Course Description for Education 572: This course is designed to provide candidates with knowledge of group dynamics and the skills to facilitate group work in a school setting.

Course Description for Education 573: This course is an examination of diversity in a school setting from the culture-general to the culture specific. Emphasis is placed on previously learned counseling skills as applied to culturally diverse populations including, but not limited to, racial/ethnic, socio-economic status, environmental factors, religious, sexual orientation, differently abled, educationally handicapped, and children in non-traditional homes.

Course Description for Education 574: This course covers theories, models, and processes of consultation. It introduces methods, strategies, and skills to effectively coordinate and facilitate task groups, consult with parents and staff, coordinate comprehensive pupil support systems, manage a collaborative system with the school and throughout the school community, and build effective teams. These skills will be applied in developing effective prevention education programs.
Course Description for Education 535: This course will increase the student’s knowledge and understanding of the various psychological disorders of childhood. A development approach will be used to present the impact of psychopathology on the child and adolescent’s success at school.

Course Description for Education 579: This course is the third in a series of three assessment courses. The focus of the course is on alternative modes of assessment for behavioral and emotional disorders, preschool assessment, and assessment of low incidence populations. The course is designed to prepare students for the assessment, diagnosis of disabling conditions according to state and federal guidelines, and practical recommendations for remedial techniques and IEP development.

Course Description for Education 586A & B: A series of supervised experiences that occur prior to the field work, are conducted in laboratory and/or field-based settings, and provide for the application of knowledge and mastery of distinct skills.

Course Description for Education 589A & B: This course provides school psychology candidates with 1200 hours of supervised field work in school and/or community settings. This course emphasizes collaboration and consultation, wellness promotion, counseling and crisis intervention, individual assessment, educational planning and evaluation, program planning and evaluation, and research and measurement.

Evidence of Learning Outcomes from Course Outlines and Syllabi Templates Designed to Meet Standard 21 and Address “Questions to Consider” for the Standard:

1. Help design, implement and evaluate wellness, prevention, intervention, and other mental health programs at the individual, group and system levels.

Examine and analyze factors, processes and environmental conditions that enhance the safety and well-being of all pupils and those factors that place students at risk. (Education 567)

Demonstrate knowledge of effective systems and strategies for delivering developmentally appropriate consultation programs and services designed to reduce school site violence that facilitate learning and personal/social growth, including conflict management and psychological first aid. (Education 567)

Demonstrate knowledge of community-based mental health referral resources and effective referral practices. (Education 574)

Demonstrate knowledge of and skills in advocating for the structuring of prevention and intervention programs, including the examination of research on effective practices that could lead to systemic changes necessary to effectively address barriers to learning. (Education 574)
Identify roles and functions of various professionals making up the pupil personnel services team—teachers, administrators, parents, and community members, and their role in school emergency response systems. (Education 567)

Develop and demonstrate competence in required experience/skill areas necessary for the delivery of professional school psychology services: individual assessment and evaluation; wellness promotion; crisis prevention and intervention; psychological counseling; diagnosis of learning disabilities; consultation; collaboration; program planning and evaluation; legal and ethical issues; and research, measurement, and technology. (Education 589A & B)

2. Knowledgeable about academic, behavioral, and serious personal difficulties.

Apply knowledge of learning and teaching to the development of culturally sensitive learning environments, which promote student self-esteem, family involvement, and student responsibility. (Education 564)

Demonstrate ability to assess pupil cognitive and emotional status, as well as behavioral functioning and identify appropriate intervention when indicated. (Education 567)

3. Recognize the behaviors and contexts that are precursors to the development of internalizing disorders, externalizing disorders, and dropping out of school

Identify atypical patterns (risk factors) of development that limit an individual’s potential growth such as bullying, aggressiveness, limited language, stereotyping, discrimination, negative school climate, or antisocial behavior; and develop programs, which can promote positive psychosocial and cognitive outcomes. (Education 550)

Demonstrate knowledge of the etiology and characteristics of various child and adolescent behavior disorders, emotional and social disorders, developmental and learning disorders, and eating and health-related disorders. (Education 535)

Demonstrate knowledge and understanding of and be able to administer early childhood assessments, adaptive behavior scales, and behavior checklists appropriate for specific disabilities. (Education 579)

Observe individual pupil differences in cognitive, social, emotional and physical development in different settings from early childhood through late adolescence. (Education 586A & B)

Collect data using a behavioral/functional assessment method and be able to present the data and discuss implications. (Education 579)

Demonstrate an ability to identify learning, emotional, physical, and behavioral problems early and develop effective intervention strategies within a variety of school, community, and family environments. (Education 589A & B)
4. **Design programs and implement prevention, intervention, and treatment services across the hierarchy of pupils' development needs.**

Demonstrate knowledge of effective systems and strategies for delivering developmentally appropriate consultation programs and services that facilitate knowledge and personal/social growth, including conflict management and psychological first aid. *(Education 567)*

Gain knowledge of state and federal school and safety requirements, laws pertaining to crisis management, and models of systematic school safety planning that include comprehensive school climate, crisis response plans, and mental health crisis intervention teams addressing elements of prevention, intervention, and treatment. *(Education 567)*

Demonstrate skills in drawing out, evoking feelings, working through problems, improving self-esteem and crisis management. *(Education 571)*

5. **Work with school personnel, pupils, parents, and the general community in the aftermath of personal, school and community crises.**

Identify roles and functions and collaborate with various professionals making up the pupil personnel services team, teachers, administrators, parents, and community members, and their role in school emergency response systems. *(Education 567)*

Demonstrate skills in helping students cope with personal and social problems as well as skills in crisis intervention in response to personal, school, and community crises. *(Education 571)*

Plan, organize, and evaluate suicide and crisis prevention, intervention, and postvention (aftermath) programs to enable students and school staff to acquire attitudes and interpersonal skills that help them understand and respect themselves and others, understand and develop safety and survival skills, and to collaborate on school wide implementation of prevention programs. *(Education 589A & B)*

6. **Other key learnings**—

Demonstrate the use of the DSM-IV-TR as a resource for the understanding of the diagnosis of psychological disorders of childhood. *(Education 535)*

Demonstrate knowledge of current counseling theories and their shared and divergent precepts. (Theories included are psychodynamic, behavioral, humanistic, cognitive, and family systems). *(Education 549)*

Demonstrate knowledge and understanding of how each theory's ideas of "therapeutic intervention" are rooted in its view of "personality development"—maturation, stability, change and pathology. *(Education 549)*
Demonstrate knowledge of the concepts and processes contributing to effective counseling and interventions and intervention programs related to personal/social, educational, and career domains. (Education 571)

Demonstrate skills in helping students cope with personal (e.g., depression, anxiety, suicide) and social problems as well as skills in crisis intervention in response to personal, school, and community crises. (Education 571)

Demonstrate the ability to plan and design groups directed toward promoting personal/social, developmental, and educational skills in pupils. (Education 572)

Develop, practice, and demonstrate personal values, attitudes, and behaviors, which promote the healthy cognitive, emotional, physical, and social development of children and adolescents. (Education 589A & B)

Demonstrate knowledge and understanding of how their own personal values and biases influence their ability to work effectively with pupils who have different values and beliefs. (Education 573)

Demonstrate knowledge of current classroom management practices, including discipline, be able to relate those practices to learning theories, and demonstrate an ability to teach classroom management practices to others. (Education 503)

Demonstrate knowledge and skills related to curriculum design, lesson plan development, and instructional strategies to support learner success in reading, math, and written language and the development of interventions and Individual Education Program goals. (Education 564)

Demonstrate knowledge and understanding of behavioral assessment and the use of Functional Behavioral Analysis and be able to assist teachers with behavior management problems. (Education 579)

Course Activities:
Course activities in Education 503, 535, 549, 550, 564, 567, 571, 572, 573, 574, 579, 586A & B, and 589A & B will include: group discussions, individual and group presentations, assigned field trips/observations, visiting lecturers, role-playing, simulations, readings, projects, papers, practicum activities, case studies, supervised field work, assessment reports, and/or videos and tapes.

Assessment Plan:
The assessment plan in Education 503, 535, 549, 550, 564, 567, 571, 572, 573, 574, 579, 586A & B, and 589A & B to measure evidence of meeting learning outcomes outlined above will include: active class participation, participation in assigned field trip or observations, class presentations, research papers, assessment reports, writing
assignments, projects, logging practicum activities, examinations, and/or successful supervised field work.

In addition, part of the evaluation in these courses shall include the following documents to be turned in to the instructors by the student at the conclusion of the courses:

1. Evidence of how and to what extent knowledge, experiences, and/or skills under each learning outcome in the course outlines were met by the student.

2. Statement of self-reflection on expectations/needs for future growth under each of the learning outcomes in these courses. If none is needed for a specific outcome, “not applicable” should be written by the student.

3. Students are to be specific and detailed under numbers one and two above.

After being critiqued by the instructors, these documents are to be signed, dated, and returned to the student and placed in the student’s Professional Portfolios for School Psychology Candidates (See Standard 27—Determination of Candidate Competence and Appendix U)

**Texts, Materials, and Resources:**
In addition to required texts, the course outlines and syllabi templates for Education 503, 535, 549, 550, 564, 567, 571, 572, 573, 574, 579, 586A & B, and 589A & B include readings, suggested research journals, and Internet resources. It is mandatory for students to have access to the Internet in these courses.
STANDARD 22

INDIVIDUAL EVALUATION AND ASSESSMENT

Candidates are well versed in a variety of assessment methods, including formal and informal test administration, behavioral assessment, interview, ecological or environmental assessment, as well as assessment methodologies to define a student’s problems and needs, to assess current status, and to measure the effects of the problems-solving process. Candidates also understand contextual influences on outcomes, such as: (a) personal attributes of the pupil; (b) types of aptitude; and (c) community, cultural, gender, and language influences, and (d) classroom climate and instructional practices. Candidates understand how to use assessment information in a problem solving process and are able to convey findings in an articulate way to a diverse audience. Candidates are able to use data-based decision making to improve outcomes for instruction, development of cognitive and academic skills, and the development of life competencies. Candidates also demonstrate an understanding of the process and procedures identified in federal and state laws related to special education services, such as the Individuals with Disabilities Education Act (IDEA).

The standard is primarily met by Education 547—Introduction to School Psychology (See Appendix N for Course Outline and Syllabus Template), Education 577—Individual Assessment (See Appendix P for Course Outline and Syllabus Template), Education 578—Advanced Assessment (See Appendix Q for Course Outline and Syllabus Template), and Education 579—Alternative Assessment and Behavior Interventions (See Appendix R for Course Outline and Syllabus Template); and secondarily by Education 501—Educational Assessment (See Appendix A for Course Outline and Syllabus Template), Education 503—Educational Psychology (See Appendix B for Course Outline and Syllabus Template), Education 547—Program Planning and Evaluation (See Appendix O for Course Outline and Syllabus), Education 573—Counseling Diverse Populations (See Appendix L for Course Outline and Syllabus Template), Education 586A & B—Practicum (See Appendix S for Course Outline and Syllabus Template), and Education 589A & B—Supervised Field Work (See Appendix T for Course Outline and Syllabus Template).

Course Description for Education 547: This course is designed to provide school psychology candidates with the basic knowledge specific to the professional specialty of school psychology. The role and functions of the school psychologist, the history and foundations of school psychology, legal and ethical issues, professional issues and standards, alternative service delivery models, and emergent technologies will be studied.

Course Description for Education 577: This course is the first of three assessment courses. The course introduces individual assessment of cognitive abilities. The emphasis of this course is on the administration, scoring, and understanding of the results of cognitive assessment instruments such as the WISC IV and the Woodcock-Johnson III. Non-verbal cognitive assessment with concern for cultural and linguistic issues will also
be discussed. Students will be required to administer practice tests to school age students and will learn how to produce comprehensive cognitive reports.

**Course Description for Education 578:** This course is second in the series of three assessment courses. The focus of the course is on administering a full assessment battery, diagnosing handicapping conditions, developing a comprehensive report that integrates information from a variety of sources, communicating results, and developing appropriate intervention strategies. Students will be required to administer practice tests to school age students.

**Course Description for Education 579:** This course is the third in a series of three assessment courses. The focus of the course is on alternative modes of assessment for behavioral and emotional disorders, preschool assessment, and assessment of low incidence populations. The course is designed to prepare students for the assessment, diagnosis of disabling conditions according to state and federal guidelines, and practical recommendations for remedial techniques and IEP development.

**Course Description for Education 501:** This course presents basic principles in assessing student educational accomplishment (qualitative and quantitative), and construction and evaluation of educational and psychological evaluation instruments. Provides hands-on experience in the use of selected well-known measurement tests in education and counseling.

**Course Description for Education 503:** This course covers theories and practices related to the psychology of learning, including issues such as cognition, memory, attention, perception, emotion, motivation, organization, gender, culture and language, self-esteem, and other learning differences. Strategies for promoting academic success as well as prevention and early intervention strategies will be reviewed. Classroom management theory and practice will be integrated with an understanding of the entire learning community's contribution to student success.

**Course Description for Education 548:** This course is designed to provide school psychology candidates with an understanding of the school as a system and how to work with individuals and small groups to facilitate organizational structures and policies that create and maintain safe school environments that promote learning and enhance positive educational outcomes for students.

**Course Description for Education 573:** This course is an examination of diversity in a school setting from the culture-general to the culture specific. Emphasis is placed on previously learned counseling skills as applied to culturally diverse populations including, but not limited to, racial/ethnic, socio-economic status, environmental factors, religious, sexual orientation, differently abled, educationally handicapped, and children in non-traditional homes.
Course Description for Education 586A & B: A series of supervised experiences that occur prior to the field work, are conducted in laboratory and/or field-based settings, and provide for the application of knowledge and mastery of distinct skills.

Course Description for Education 589A & B: This course provides school psychology candidates with 1200 hours of supervised field work in school and/or community settings. This course emphasizes collaboration and consultation, wellness promotion, counseling and crisis intervention, individual assessment, educational planning and evaluation, program planning and evaluation, and research and measurement.

Evidence of Learning Outcomes from Course Outlines and Syllabi Templates Designed to Meet Standard 22 and Address "Questions to Consider" for the Standard:

1. Well versed in a variety of assessment methods, including formal and informal test administration, behavioral assessment, interview, ecological or environmental assessment, as well as assessment methodologies to define a student's problems and needs, to assess current status, and to measure the effects of the problems-solving process.

Demonstrate an ability to identify learning, emotional, physical, and behavioral problems early and develop effective intervention strategies within a variety of school, community, and family environments. (Education 589A & B)

Apply knowledge of cognitive, academic, psycho-educational processing, behavioral, emotional, and adaptive behavior assessment methods and procedures in the diagnosis of learning disabilities and other handicapping conditions. (Education 589A & B)

Demonstrate knowledge of alternative models for the delivery of school psychological services. (Education 547)

Increase their repertoire of assessment methods to include dynamic assessment strategies such as curriculum-based assessment. (Education 578)

Demonstrate ability to conduct ecological assessment; observation; and interviews with students, teachers, and parents; and report results. (Education 578)

Practice skills acquired in field based activities, acquired in coursework (e.g. classroom observation, interviewing of teachers and pupils, participation on Student Study and IEP Teams, counseling and crisis intervention, individual assessment and educational planning and evaluation, consultation and collaboration, intervention planning with parents and school staff, wellness promotion, and research and measurement). (Education 586A & B)
2. Understand contextual influences on outcomes, such as: (a) personal attributes of the pupil; (b) types of aptitude; and (c) community, cultural, gender, and language influences, and (d) classroom climate and instructional practices.

Demonstrate the ability to select appropriate assessment methods, especially in a multicultural and language minority students and students with low incidence disabilities to evaluate student cognitive ability, learning potential, academic performance, behavior, and emotional development. (Education 589A & B)

Analyze assessment information from a variety of sources, interpret pupil strengths and weaknesses, and diagnose disabling conditions according to federal and state guidelines. (Education 579)

Analyze assessment information from a variety of sources; interpret strengths and weaknesses, learning styles, and cognitive abilities in a consistent manner. (Education 578)

Demonstrate knowledge of potential barriers to learning including social, cultural, gender, learning styles, school culture, and other community issues and develop strategies for promoting student achievement through increased student self-esteem, autonomy, and personal goal setting. (Education 503)

Become familiar with a wide range of classroom instructional settings designed for pupils from diverse backgrounds and with different abilities from preschool through high school. (Education 586A & B)

Discuss, analyze, and evaluate the influence of multiple factors in student achievement, including, but not limited to: cultural, linguistic, ethnic, socio-economic status, gender, peer groups, medical, motivational factors, levels of emotional health and support, parental support, school and community support, and school climate and safety. (Education 501)

3. Understand how to use assessment information in a problem solving process and are able to convey findings in an articulate way to a diverse audience

Effectively communicate the results of the assessments including a statement of handicapping condition, strategies for improving academic and social performance, IEP goals and objectives, and recommendations for teachers and parents in a simulated IEP meeting. (Education 578 and 579)

Demonstrate the ability to collaborate in the development of individual education programs and behavior intervention plans for students from diverse backgrounds and with different abilities from preschool through high school. (Education 589A & B)

4. Use data-based decision making to improve outcomes for instruction, development of cognitive and academic skills, and the development of life competencies
Evaluate prevention, intervention, and postvention program models and utilize the information to make informed decisions based on appropriateness, empirically based data and results-based student outcomes. (Education 548)

Use assessment data to support decision-making for the purpose of understanding, evaluating, planning, and promoting positive pupil performance, program outcomes, and school climate development. (Educational 501)

5. **Demonstrate an understanding of the process and procedures identified in federal and state laws related to special education services, such as the Individuals with Disabilities Education Act (IDEA).**

Demonstrate knowledge and understanding of the legal requirements that determine the pupil’s rights, parents’ rights, standards in assessment, consultation, eligibility for special education services, for example Individuals with Disabilities Education Act (IDEA), and due process. (Education 547)

Demonstrate knowledge of the laws and government regulations concerning cognitive assessment and placement of special education students. (Education 577)

6. **Other key learnings—**

Collect data using a behavioral/functional assessment method and be able to present the data and discuss implications. (Education 579)

Demonstrate knowledge and understanding of the application of the Education for All Handicapped Act (Public Law 94-142), Individualized Education Programs (IEPs), Individuals with Disabilities Education Act and recent revisions (IDEA), and Section 504 of the Rehabilitation Act. (Education 573)

Demonstrate knowledge of the guidelines for developing legally correct and educationally useful Individual Education Programs and be able to suggest effective interventions. (Education 578)

Demonstrate ability to develop and implement Section 504 plans in the school setting. (Education 547)

**Course Activities:**
Course activities in Education 501, 503, 547, 548, 573, 577, 578, 579, 586A & B, and 589A & B will include: group discussions, individual and group presentations, assigned field trips/observations, visiting lecturers, role-playing, simulations, readings, projects, papers, practicum activities, case studies, supervised field work, assessment reports, and/or videos and tapes.
**Assessment Plan:**
The assessment plan in Education 501, 503, 547, 548, 573, 577, 578, 579, 586A & B, and 589A & B to measure evidence of meeting learning outcomes outlined above will include: active class participation, participation in assigned field trip or observations, class presentations, research papers, assessment reports, writing assignments, projects, logging practicum activities, examinations, and/or successful supervised field work.

In addition, part of the evaluation in these courses shall include the following documents to be turned in to the instructors by the student at the conclusion of the courses:

1. Evidence of how **and** to what extent knowledge, experiences, and/or skills under each learning outcome in the course outlines were met by the student.

2. Statement of self-reflection on expectations/needs for future growth under each of the learning outcomes in these courses. If none is needed for a specific outcome, “not applicable” should be written by the student.

3. Students are to be specific and detailed under numbers one and two above.

After being critiqued by the instructors, these documents are to be signed, dated, and returned to the student's Professional Portfolios for School Psychology Candidates (See Standard 27—Determination of Candidate Competence and Appendix U)

**Texts, Materials, and Resources:**
In addition to required texts, the course outlines and syllabi templates for Education 501, 503, 547, 573, 577, 578, 579, 586A & B, and 589A & B include readings, suggested research journals, and Internet resources. It is mandatory for students to have access to the Internet in these courses.
STANDARD 23
PROGRAM PLANNING AND EVALUATION

Candidates understand the school as a system. Candidates work with individuals and groups to facilitate organizational structures and policies that create and maintain safe school environments that promote learning and enhance positive educational outcomes for pupils. Candidates utilize data-based decision making skills to (a) assist in the development of challenging but achievable goals for all pupils; (b) provide information about ways in which pupils can achieve these goals; and (c) monitor pupil progress toward these goals. Candidates are skillful in evaluating local school programs and in interpreting findings to other educators and to the public.

This standard is primarily met by Education 548—Program Planning and Evaluation (See Appendix O for Course Outline and Syllabus Template) and secondarily by Education 501—Educational Assessment (See Appendix A for Course Outline and Syllabus Template), Education 550—Human Development (See Appendix G for Course Outline and Syllabus Template), and Education 589A & B—Supervised Field Work Levels (See Appendix T for Course Outline and Syllabus Template).

Course Description for Education 548: This course is designed to provide school psychology candidates with an understanding of the school as a system and how to work with individuals and groups to facilitate organizational structures and policies that create and maintain safe school environments that promote learning and enhance positive educational outcomes for students.

Course Description for Education 501: This course presents basic principles in assessing student educational accomplishment (qualitative and quantitative), and construction and evaluation of educational and psychological evaluation instruments. Provides hands-on experience in the use of selected well-known measurement tests in education and counseling.

Course Description for Education 550: This course is a review of life-span human development that includes the physical, social-emotional, factors of resiliency, cognitive, cultural, economic and environmental factors that interact to promote or hinder development. Current theory and research, which relates to typical and atypical developmental patterns and their effect on student learning, will be studied.

Course Description for Education 589A & B: This course provides school psychology candidates with 1200 hours of supervised field work in school and/or community settings. This course emphasizes collaboration and consultation, wellness promotion, counseling and crisis intervention, individual assessment, educational planning and evaluation, program planning and evaluation, and research and measurement.
Evidence of Learning Outcomes from Course Outlines and Syllabi Templates
Designed to Meet Standard 23 and Address "Questions to Consider" for the Standard:

1. **Understand the school as a system.**

Demonstrate knowledge and understanding of the school as a system and describe how program evaluation is appropriate as a function of the school psychologist. *(Education 548)*

2. **Work with individuals and groups to facilitate organizational structures and policies that create and maintain safe school environments that promote learning and enhance positive educational outcomes for pupils.**

Demonstrate knowledge of program evaluation and demonstrate comprehension of program evaluation theories and techniques. *(Education 548)*

Acquire and demonstrate consultation skills in evaluating school environments to facilitate developmentally appropriate systems and individual student goals. *(Education 548)*

3. **Utilize data-based decision making skills to (a) assist in the development of challenging but achievable goals for all pupils; (b) provide information about ways in which pupils can achieve these goals; and (c) monitor pupil progress toward these goals.**

Evaluate prevention, intervention, and postvention program models and utilize the information to make informed decisions based on appropriateness, empirically based data and results-based student outcomes. *(Education 548)*

Use assessment data to support decision making for the purpose of understanding, evaluating, planning, and promoting positive pupil performance, program outcomes, and school climate development. *(Education 501)*

Develop and monitor student individual and group interventions using data-based decision making skills for a variety of academic and personal-social concerns. *(Education 589A & B)*

4. **Skillful in evaluating local school programs and in interpreting findings to other educators and to the public.**

Demonstrate leadership skills in designing, conducting, and reporting the results of program evaluations. *(Education 548)*

5. **Other key learnings—**
Plan, organize, and evaluate suicide and crisis prevention, intervention, and postvention (aftermath) programs to enable students and school staff to acquire attitudes and interpersonal skills that help them understand and respect themselves and others, understand and develop safety and survival skills, and to collaborate on school wide implementation of violence prevention programs. (Education 589A & B)

Identify atypical patterns (risk factors) of development that limit an individual’s potential growth such as bullying, aggressiveness, limited language, stereotyping, discrimination, negative school climate, or antisocial behavior and develop programs, which can promote positive psychosocial and cognitive outcomes. (Education 550)

Course Activities:
Course activities in Education 501, 548, 550, and 589A & B will include: group discussions, individual and group presentations, assigned field trips/observations, visiting lecturers, role-playing, simulations, readings, projects, papers, practicum activities, case studies, supervised field work, assessment reports, and/or videos and tapes.

Assessment Plan:
The assessment plan in Education 501, 548, 550, and 589A & B measure evidence of meeting learning outcomes outlined above will include: active class participation, participation in assigned field trip or observations, class presentations, research papers, assessment reports, writing assignments, projects, logging practicum activities, examinations, and/or successful supervised field work.

In addition, part of the evaluation in these courses shall include the following documents to be turned in to the instructors by the student at the conclusion of the courses:

1. Evidence of how and to what extent knowledge, experiences, and/or skills under each learning outcome in the course outlines were met by the student.

2. Statement of self-reflection on expectations/needs for future growth under each of the learning outcomes in these courses. If none is needed for a specific outcome, “not applicable” should be written by the student.

3. Students are to be specific and detailed under numbers one and two above.

After being critiqued by the instructors, these documents are to be signed, dated, and returned to the student and placed in the student’s Professional Portfolios for School Psychology Candidates (See Standard 27—Determination of Candidate Competence and Appendix U)

Texts, Materials, and Resources:
In addition to required texts, the course outlines and syllabi templates for Education 501, 548, 550, and 589A & B include readings, suggested research journals, and Internet resources. It is mandatory for students to have access to the Internet in these courses.
STANDARD 24

RESEARCH, MEASUREMENT, AND TECHNOLOGY

Candidates know basic principles of research design. This includes traditional experimental designs as well as qualitative and single-subject designs. Candidates are able to differentiate high quality from inadequate research, and understand measurement and statistics in sufficient depth to evaluate published research and conduct investigations relevant to their work. Candidates understand and utilize computer technology and attendant technological applications.

This standard is primarily met by Education 504—Methods of Research (See Appendix for Course Outline and Syllabus Template) and secondarily by Education 501—Educational Assessment (See Appendix for Course Outline and Syllabus Template, Education 577—Individual Assessment (See Appendix for Course Outline and Syllabus Template), and Education 502—Learning Disabilities and Neurology (See Appendix E for Course Outline and Syllabus Template).

Note: It is required that in all classes, all students have access to the Internet and understand and utilize computer technology and attendant technological applications. Research papers or projects are required as part of class assignments.

Course Description for Education 504: This course deals with criteria for the evaluation of research, critical analysis of representative research reports, study of nature of scientific thinking, survey methods employed in research, critiques, and assigned projects.

Course Description for Education 501: This course presents basic principles in assessing student educational accomplishment (qualitative and quantitative), and construction and evaluation of educational and psychological evaluation instruments. Provides hands-on experience in the use of selected well-known measurement tests in education and counseling.

Course Description for Education 577: This course is the first of three assessment courses. The course introduces individual assessment of cognitive abilities. The emphasis of this course is on the administration, scoring, and understanding of the results of cognitive assessment instruments such as the WISC IV and the Woodcock-Johnson III. Non-verbal cognitive assessment with concern for cultural and linguistic issues will also be discussed. Students will be required to administer practice tests to school age students and will learn how to produce comprehensive cognitive reports.

Course Description for Education 502: This course emphasizes basic knowledge of neuropsychology as it pertains to learning disabilities. A balance of theoretical background and current research will be studied.
Evidence of Learning Outcomes from Course Outlines and Syllabi Templates
Designed to Meet Standard 24 and Address "Questions to Consider" for the Standard:

1. Know basic principles of research design. This includes traditional experimental designs as well as qualitative and single-subject designs.

Demonstrate knowledge about valid research studies and design and discuss the advantages and limitations of various research designs. (Education 504)

Demonstrate knowledge of the nature of research, action research, needs assessment, research design, data collection, analysis and interpretation of research findings. (Education 504)

Demonstrate knowledge about sampling theory, data collection and analysis. (Education 504)

Discuss the applications and limitations of different types of educational and psychological assessment instruments, both quantitative and qualitative. (Education 501)

2. Differentiate high quality from inadequate research, and understand measurement and statistics in sufficient depth to evaluate published research and conduct investigations relevant to their work.

Identify a topic in school psychology and review the research literature on that topic. (Education 504)

Use research findings for educational and psychological decisions, especially in regard to student learning and achievement. (Education 504)

Differentiate between high quality and inadequate research. (Education 504)

Become knowledgeable about valid research studies and designs and discuss the advantages and limitations of various research designs. (Education 504)

Develop appropriate research designs for selected research topics. (Education 504)

Demonstrate comprehension of the statistical and measurement concepts that underlie assessment instruments. (Education 577)

Demonstrate knowledge of current research on learning disabilities. (Education 502)

3. Understand and utilize computer technology and attendant technological applications.
Demonstrate use of relevant technology in order to conduct and disseminate research, access information, conduct program evaluation, and evaluate student progress. (Education 504)

Identify relevant resources on the World Wide Web for education, especially school psychology. (Education 504)

**Course Activities:**
Course activities in Education 501, 504, 577, and 502 will include: group discussions, individual and group presentations, assigned field trips/observations, visiting lecturers, role-playing, simulations, readings, projects, papers, practicum activities, case studies, supervised field work, assessment reports, and/or videos and tapes.

**Assessment Plan:**
The assessment plan in Education 501, 504, 577 and 502 to measure evidence of meeting learning outcomes outlined above will include: active class participation, participation in assigned field trip or observations, class presentations, research papers, assessment reports, writing assignments, projects, logging practicum activities, examinations, and/or successful supervised field work.

In addition, part of the evaluation in these courses shall include the following documents to be turned in to the instructors by the student at the conclusion of the courses:

1. Evidence of how and to what extent knowledge, experiences, and/or skills under each learning outcome in the course outlines were met by the student.
2. Statement of self-reflection on expectations/needs for future growth under each of the learning outcomes in these courses. If none is needed for a specific outcome, "not applicable" should be written by the student.
3. Students are to be specific and detailed under numbers one and two above.

After being critiqued by the instructors, these documents are to be signed, dated, and returned to the student and placed in the student's Professional Portfolios for School Psychology Candidates (See Standard 27—Determination of Candidate Competence and Appendix U).

**Texts, Materials, and Resources:**
In addition to required texts, the course outlines and syllabi templates for Education 501, 504, 577, and Education 502 include readings, suggested research journals, and Internet resources. It is mandatory for students to have access to the Internet in these courses.
STANDARD 25

PRACTICA

Candidates are provided the opportunity to engage in field-based activities in all areas of professional training. Specifically, candidates are provided with practica experiences in the areas of (a) collaboration and consultation, (b) wellness promotion, (c) counseling and crisis intervention, (d) individual assessment, (e) educational planning and evaluation, (f) program planning and evaluation, (g) and research and measurement. Candidates demonstrate the ability to select and apply core knowledge regarding psychological foundations, education foundations, and legal, ethical, and professional foundations in their work in schools.

Practica consists of a series of supervised experiences that occur prior to the field experience, are conducted in laboratory or field-based settings or both. They provide for the application of knowledge and mastery of distinct skills. There must be a systematic means of evaluating the practica experiences that seeks to ensure the acquisition of desired skills by pupils.

A minimum of 450 clock hours of practicum is required according to the following standards and guidelines:

1. A minimum of three hundred (300) clock hours in a preschool to grade 12 school setting providing direct and indirect pupil services.

2. Up to 150 hours of experience may be offered through on-campus agencies (for example, child study center, psychology clinic, relevant educational research or evaluation activities, or community agencies (for example, private schools, community mental health centers).

3. The supervision and principle responsibility for the practicum experience typically remains with faculty of the training program, in coordination with field-based professionals. Whether provided by faculty or a field-based professional, practicum supervision must be provided by an experienced (minimum of two years) professional who possesses background, training and credentials appropriate to the practicum experience.

4. Practicum is offered for academic credit, or is a part of a course for which a candidate receives credit. However organized, the experience is a direct extension of program training goals and objectives, and concurrent instruction is provided as a part of the experience.

5. All practica experiences are evaluated. Practica evaluations are appropriate to the program objectives, whether the experience is accomplished through on-campus or off-campus placements or through practical application components of separate courses. The evaluation also seeks to clarify the utility of the experience in terms
of setting, supervision, and appropriateness of experiences. In this manner, the evaluation process is twofold, evaluating both the candidate’s progress and the suitability of the various characteristics of the experience.

The four basic field experience settings for school psychologists include (a) preschool, (b) elementary, (c) middle school/junior high, and (d) high school. It is expected that candidates will complete a total of 450 clock hours of practica and 1,200 clock hours of culminating field experience. Although candidates are encouraged to obtain diverse field experiences, it is recognized that many candidates will accrue most of their 1,650 clock hours of field experience in one primary setting. To ensure that candidates have a breadth of field experience, candidates are required to complete a minimum of 200 clock hours across a second, third, or fourth field experience setting. These 200 hours can be accrued in both practica and the culminating field experience settings combined.

This standard is met primarily by Education 586A & B—Practicum (See Appendix S for Course Outline and Syllabus Template); and secondarily by Education 571—Individual Counseling Skills (See Appendix J for Course Outline and Syllabus Template), and Education 572—Group Counseling Skills (See Appendix K for Course Outline and Syllabus Template).

Course Description for Education 586A & B: A series of supervised experiences that occur prior to the field work, are conducted in laboratory and/or field-based settings, and provide for the application of knowledge and mastery of distinct skills.

Course Description for Education 571: This course is designed to provide candidates with knowledge and skills of the elements of effective counseling and the interpersonal skills to assist pupils academically and personally.

Course Description for Education 572: This course is designed to provide candidates with knowledge of group dynamics and the skills to facilitate group work in a school setting.

Evidence of Learning Outcomes from Course Outlines and Syllabi Templates Designed to Meet Standard 25 and Address “Questions to Consider” for the Standard:

1. Candidates are provided the opportunity to engage in field-based activities in all areas of professional training.

Observe individual pupil differences in cognitive, social, emotional and physical development in different settings from early childhood through late adolescence. (Education 586A &B)
Become familiar with a wide range of classroom instructional settings designed for pupils from diverse backgrounds and with different abilities from preschool through high school. (Education 586A & B)

Demonstrate the ability to select and apply core knowledge regarding psychological foundations, educational foundations, and legal, ethical and professional foundations in their work in schools. (Education 586A & B)

2. Specifically, candidates are provided with practica experiences in the areas of (a) collaboration and consultation, (b) wellness promotion, (c) counseling and crisis intervention (d) individual assessment, (e) educational planning and evaluation, (f) program planning and evaluation, (g) and research and measurement provided the opportunity to engage in field-based activities in all areas of professional training.

Practice skills, in field-based activities, acquired in coursework (e.g. classroom observation, interviewing of teachers and pupils, participation on Student Study and IEP Teams, counseling and crisis intervention, individual assessment, educational planning and evaluation, consultation and collaboration, intervention planning with parents and school staff, wellness promotion, and research and measurement). (Education 586A & B)

Students will log a minimum of twenty-five (25) practicum hours in relevant activities… (Education 571 Syllabus)

Students will log a minimum of twenty-five (25) practicum hours in relevant activities… (Education 572 Syllabus)

3. Demonstrate the ability to select and apply core knowledge regarding psychological foundations, education foundations, and legal, ethical, and professional foundations in their work in schools.

Demonstrate the ability to select and apply core knowledge regarding psychological foundations, educational foundations, and legal, ethical and professional foundations in their work in schools. (Education 586A & B)

4. Practica consists of a series of supervised experiences that occur prior to the field experience, are conducted in laboratory or field-based settings or both.

A minimum of 450 clock hours of practicum is required prior to field work, including a minimum of three hundred (300) clock hours in a preschool to grade 12 school setting providing direct and indirect pupil services. The additional 150 hours of experience may be obtained through on-campus agencies (e.g. child study center, psychology clinic, relevant educational research or evaluation activities), or community agencies (e.g. private schools, community mental health centers). Candidates are encouraged to obtain diverse field experiences. To ensure this breadth of experience, candidates are required to complete a minimum of 200 clock hours across a second, third, or fourth field
experience setting that can be accrued in both practica and the culminating field experience setting combined. (Education 586A & B Syllabus)

Students are expected to complete 225 hours during their first year of classes and another 225 hours during their second year of classes. All 450 practica hours must be completed before starting Supervised Field Work. (Education 586A & B Syllabus)

5. **Provide for the application of knowledge and mastery of distinct skills.**

Practice skills, in field-based activities, acquired in coursework (e.g. classroom observation, interviewing of teachers and pupils, participation on Student Study and IEP Teams, counseling and crisis intervention, individual assessment, educational planning and evaluation, consultation and collaboration, intervention planning with parents and school staff, wellness promotion, and research and measurement). (Education 586A & B)

Develop effective interpersonal skills through interactions with pupils, parents, school staff and other professionals working with pupils. (Education 586A & B)

Demonstrate the ability to select and apply core knowledge regarding psychological formulations, educational foundations, and legal, ethical and professional foundations in their work in schools. (Education 586A & B)

6. **Must be a systematic means of evaluating the practica experiences that seeks to ensure the acquisition of desired skills by pupils.**

All practica experiences are evaluated. The evaluation process is twofold, evaluating both the candidate’s progress and the suitability of the various characteristics of the experience. School psychology candidates are given written formative and summative assessment during practica by university supervisors (See Assessment Plan below). In addition students will be given a “credit” or “no credit grade at the completion of Practicum A & B. (Education 586A & B Syllabus)

University Supervisors of Field Experience interact on a regular basis with representatives from institutions and local school districts to ensure that a student’s field experiences are effectively coordinated. (Education 586A & B Syllabus)

Practicum supervision is provided by an experienced (minimum of two years) professional who possesses background, training and credentials appropriate to the practicum experience. (Education 586A & B Syllabus)

**Course Activities:**

Course activities in Education 571, 572, and 586A & B will include: group discussions, individual and group presentations, assigned field trips/observations, visiting lecturers,
role-playing, simulations, readings, projects, papers, practicum activities, case studies, supervised field work, assessment reports, and/or videos and tapes.

**Assessment Plan:**
The assessment plan in Education 571, 572, and 586A & B to measure evidence of meeting learning outcomes outlined above will include: active class participation, participation in assigned field trip or observations, class presentations, research papers, assessment reports, writing assignments, projects, logging practicum activities, examinations, and/or successful supervised field work.

In addition, part of the evaluation in these courses shall include the following documents to be turned in to the instructors by the student at the conclusion of the courses:

1. Evidence of how and to what extent knowledge, experiences, and/or skills under each learning outcome in the course outlines were met by the student.

2. Statement of self-reflection on expectations/needs for future growth under each of the learning outcomes in these courses. If none is needed for a specific outcome, “not applicable” should be written by the student.

3. Students are to be specific and detailed under numbers one and two above.

After being critiqued by the instructors, these documents are to be signed, dated, and returned to the student and placed in the student's Professional Portfolios for School Psychology Candidates (See Standard 27—Determination of Candidate Competence and Appendix U)

**Texts, Materials, and Resources:**
In addition to required texts, the course outlines and syllabi templates for Education 571, 572, and 586A & B include readings, suggested research journals, and Internet resources. It is mandatory for students to have access to the Internet in these courses.
STANDARD 26

CULMINATING FIELD EXPERIENCE

During the culminating field experience, candidates have the opportunity to demonstrate the full range of skills acquired during formal training, and to acquire additional knowledge and skills most appropriately gained through supervised professional experience. Under the supervision of a credentialed school psychologist, candidates provide direct and indirect services to pupils, parents, and school staff in all areas of training.

Note: This culminating field experience is called an “internship” when the candidate is granted an Internship Credential issued from the California Commission on Teacher Credentialing and receives a salary from a school district.

A minimum of twelve hundred (1,200) clock hours of field experience is required according to the following standards and guidelines:

1. The field experience is typically completed within one (1) academic year but shall be completed within no more than two (2) consecutive academic years.

2. The field experience must include eight hundred (800) clock hours in a preschool-grade 12 school setting providing direct and indirect services to pupils.

3. Up to four hundred (400) hours of field experience may be acquired in other settings. Other acceptable field experiences may be acquired in (a) private, state-approved educational programs; (b) other appropriate mental health-related program settings involved in the education of pupils; or (c) relevant educational research or evaluation activities.

4. Supervision and principle responsibility for the field experience typically is the responsibility of the off-campus educational agency, although training program faculty provides indirect supervision.

5. A field-based professional holding a current and valid Pupil Personnel Services Credential authorizing service as a school psychologist provides intern supervision. The primary supervisor must have at least the equivalent of two (2) years of full-time experience as a school psychologist. A field experience placement site is approved by the candidate’s credential-granting institution and provides experiences that are consistent with the credential-granting institution’s training objectives. In those few instances when an appropriate field experience site is located outside of California, the field experience site supervisor must be a Nationally Certified School Psychologist, or a graduate of a program approved by the National Association of School Psychologists.
6. A written plan for the field (or intern) experience is prepared and agreed upon by representatives of the local educational agency, the field (or intern) supervisor(s), and training program supervisory staff. The field experience plan is completed early in the field experience and periodically reviewed and revised. The plan identifies the field experience objectives, describes appropriate experiences for the achievement of the objectives across settings, and outlines the evaluation plan for determining the achievement of each objective. The plan also delineates the responsibilities of both the university and the local supervisory personnel.

7. Candidates receive academic credit for the field experience, and the experience is recognized primarily as a training activity with appropriate supervision by the cooperating school district. On-campus course work is reduced in proportion to the demands of the field experience.

The four basic field experience settings for school psychologists include (a) preschool, (b) elementary, (c) middle school or junior high, and (d) high school. It is expected that candidates will complete a total of 450 clock hours of practica and 1,200 clock hours of culminating field experience (called “internship” when completed for pay using an Internship Credential). Although candidates are encouraged to obtain diverse field experiences, it is recognized that many candidates will accrue most of their 1,650 clock hours of field experience in one primary setting. To ensure that candidates have a breadth of field experience, candidates are required to complete a minimum of 200 clock hours across a second, third, or fourth field experience setting. These 200 hours can be accrued in both practica and the culminating field experience (internship) settings combined.

This standard is met by Education 589A & B—Supervised Field Work (See Appendix T for Course Outline and Syllabus Template).

**Course Description for Education 589A & B:** This course provides school psychology candidates with 1200 hours of supervised field work in school and/or community settings. This course emphasizes collaboration and consultation, wellness promotion, counseling and crisis intervention, individual assessment, educational planning and evaluation, program planning and evaluation, and research and measurement.

**NOTE:** Supervised Field Work consists of two semesters of field experience (Levels I & II). Students receive academic credit for the field experience. A written plan for the field (or intern) experience is prepared and agreed upon by representatives of the local educational agency, the field (or intern) supervisor(s), training program supervisory staff. The field experience plan is completed early in the field experience and periodically reviewed and revised. The plan identifies the field experience objectives, describes appropriate experiences for the achievement of the objectives across settings, and outlines the evaluation plan for determining the achievement of each objective. The plan also delineates the responsibilities of both the university and the local supervisory personnel.
Preparation for Supervised Field Work:
School psychology candidates are prepared for supervised field work by: (1) core course work; (2) practica activities; and (3) the Handbook for School Psychology Trainees. It is expected that candidates will complete a total of 450 clock hours of practica and 1,200 clock hours of culminating field experience (called “internship” when completed for pay using an Internship Credential).

1. Core Course Work. Prior to starting field work the following six (6) foundation and theory courses in counseling and school psychology, four (4) assessment and advanced courses in school psychology, and practica must be completed:

   **Foundation and Theory Courses**
   - Education 548—Introduction to School Psychology (Law & Ethics)
   - Education 549—School Counseling Theories
   - Education 571—Individual Counseling Skills
   - Education 572—Group Counseling Skills
   - Education 573—Counseling Diverse Populations
   - Education 504—Methods of Research

   **Assessment and Advanced Courses**
   - Education 548—Program Planning and Evaluation
   - Education 577—Individual Assessment
   - Education 578—Advanced Assessment
   - Education 574—Facilitation, Consultation, and Collaboration Skills

Introduction to School Psychology provides an overview of what will follow in the program. The course provides candidates with the basic knowledge specific to the professional specialty of school psychology. The roles and functions of the school psychologist, the history and foundations of school psychology, legal and ethical issues, professional issues and standards, alternative service delivery models, and emergent technologies are studied. The other foundation and theory courses provide candidates with counseling skills and a foundation in research methods. The advanced courses provide candidates with assessment, program planning and evaluation, and consultation skills.

2. Practica. Prior to taking Education 589A & B—Supervised Field Work four hundred and fifty (450) hours of required practica will be completed. The required 450 hours are covered in two courses; two hundred and twenty-five (225) hours to be completed during the first year of course work and the remaining 225 hours to be completed during the second year of course work. Students will take the following four (4) general courses during their first year:

   - Education 503—Educational Psychology
   - Education 550—Human Development
Practica consists of a series of supervised experiences that occur prior to the field work, are conducted in laboratory and/or field-based settings, and provide for the application of knowledge and mastery of distinct skills. (See Appendix S for Course Outline and Syllabus Template). These practice activities are designed to prepare school psychology candidates for supervised field work by providing a variety of experiences which familiarize them with the role and responsibilities of a professional school psychologist and other school personnel, as well as an understanding of the complexities of the school culture.

3. **Handbook.** During the first several session of Supervised Field Work—Level I, the *Handbook for School Psychology Trainees* (found in Appendix W of Volume II of the Proposal) is discussed in depth. This Handbook was specifically developed with the new standards in mind. Sufficient time is provided during field work meetings by University Supervisors of Field Experience for question and answer periods. Follow-up time is provided for questions regarding supervised field work throughout the duration of this experience.

**Breakdown of Supervised Field Experience Requirements:**

1. A minimum of twelve hundred (1,200) clock hours of field experience is required.
2. The field experience is typically completed within one (1) academic year but shall be completed within no more than two (2) consecutive academic years.
3. The four basic field experience settings for school psychologists include (a) preschool, (b) elementary, (c) middle school or junior high, and (d) high school.
4. The field experience must include eight hundred (800) clock hours in a preschool-grade 12 school setting providing direct and indirect services to pupils.
5. Up to four hundred (400) hours of field experience may be acquired in other settings. Other acceptable field experiences may be acquired in (a) private, state-approved educational programs; (b) other appropriate mental health-related program settings involved in the education of pupils; or (c) relevant educational research or evaluation activities.
6. To ensure that candidates have a breadth of field experience, candidates are required to complete a minimum of 200 clock hours across a second, third, or fourth field experience setting. These 200 hours can be accrued in both practica and the culminating field experience (internship) settings combined.

**Planning Documents:**
The *Handbook for School Psychology Trainees* is found in Appendix W. It contains: an open letter to the school psychology trainee; goals; expectations of the school psychology trainee; expectations of the on-site supervisor; expectations of the University Supervisor of Experience; problems and cancellation of field experience and placement; field experience requirements; required documentation; assessment and evaluation;
requirements for M.S., School Psychology/Pupil Personnel Services Credential;
Standards of Program Quality and Effectiveness for Pupil Personnel Services Credential;
and copies of required forms and documents.

The *Handbook for On-Site Supervisors* is found in Appendix X. It contains: an open letter to on-site supervisors; expectations of on-site supervisors; expectations of the school psychology trainee; expectations of the University Supervisor of Field Experience; problems and cancellation of field experience placement; field experience requirements; requirements for M.S., School Psychology/Pupil Personnel Services Credential; course sequence; Standards of Program Quality and Effectiveness for Pupil Personnel Services Credential; required documentation; and copies of required forms and documents.

The *Handbook for University Supervisors of Field Experience* is found in Appendix Y. It contains: an introduction; expectations of the University Supervisor of Field Experience; expectations of the school psychology trainee; guidelines for University Supervisors; activities of the University Supervisor of Field Experience; documentation for the University Supervisor; documentation for the school psychology trainee; Pupil Services Standards of Program Quality and Effectiveness for Pupil Personnel Services Credential; supervised field experience issues; course sequence; and copies of required forms and documents.

The *Handbook for Internship Programs* is found in Appendix Z. It contains: admission requirements; education leadership; resources; evaluation; advice and assistance; school collaboration; district field supervisors; compensation; memorandum of understanding; and field experience planning document.

**NOTE:** Interns are also issued the *Handbook for Counselor Trainees.*

**Evidence of Learning Outcomes from Course Outline and Syllabus Template Designed to Meet Standard 26 and Address “Questions to Consider” for the Standard:**

1. **Demonstrate the full range of skills acquired during formal training, and to acquire additional knowledge and skills most appropriately gained through supervised professional experience**

Become familiar with, and practice, the day-to-day service delivery skills and procedures used by school psychologists in the field, especially in a multi-cultural environment. (*Education 589A & B*)

Apply classroom learning in carrying out the responsibilities of a credentialed school psychologist. (*Education 589A & B*)

Demonstrate and document, with the assistance of the university Supervisor of Field Work Experience and Site Level Supervisors, the professional standards for the Pupil
Personnel Services credential required by the California Commission on Teacher Credentialing. (Education 589A & B)

Solicit professional feedback on their performance from supervisors and co-workers, and respond constructively to suggestions for improvement and growth. (Education 589A & B)

Gain appreciation for the vital role that site supervisors play in the professional training of candidates in a school psychology preparation program. (Education 589A & B)

2. Provide direct and indirect services to pupils, parents, and school staff in all areas of training

Develop and demonstrate competence in required experience/skill areas necessary for the delivery of professional school psychology services: individual assessment and evaluation; wellness promotion; crisis prevention and intervention; psychological counseling; diagnosis of learning disabilities; consultation; collaboration; program planning and evaluation; legal and ethical issues; and research, measurement, and technology. (Education 589A & B)

Demonstrate skills in assessing and working with students, parents, and families from diverse backgrounds. (Education 589A & B)

Develop and demonstrate the ability to work effectively and professionally with other school staff, parents, community members, and other groups to carry out the mission of the school site/district. (Education 589A & B)

Demonstrate socio-cultural competence by (a) acceptance and respect for differences; (b) ongoing assessment of one’s own and the organizations’ culture; (c) attention to the dynamics of difference; (d) continuous expansion of socio-cultural knowledge and resources; (e) using culturally appropriate assessment and evaluation methods; (f) using culturally appropriate intervention strategies; and/or (g) the adaptation of one’s values and behaviors. (Education 589A & B)

Develop, practice, and demonstrate personal values, attitudes, and behaviors which promote the healthy cognitive, emotional, physical, and social development of children and adolescents. (Education 589A & B)

Develop and monitor individual and group interventions for students using data-based decision-making skills for a variety of academic and personal-social concerns. (Education 589A & B)

Demonstrate the ability to use outside resources and make appropriate referrals. (Education 589A & B)
Demonstrate ability to use communication skills to facilitate pupils' efforts to learn and develop positive learning behaviors in student study and IEP meetings, and in consultation with staff and parents. \textit{(Education 589A & B)}

Demonstrate knowledge of current literature and practices regarding assessment, legal and ethical issues, program planning and evaluation, special education eligibility and rules and regulations, crisis prevention and intervention, student support models, and professional growth and development in preparation for the future role as supervisor. \textit{(Education 589A & B)}

Plan, organize, and evaluate suicide and crisis prevention, intervention, and postvention programs to enable students and school staff to acquire attitudes and interpersonal skills that help them understand and respect themselves and others, understand and develop safety and survival skills, and to collaborate on school wide implementation of violence prevention programs. \textit{(Education 589A & B)}

Demonstrate and document, with the assistance of the university Supervisor of Field Work Experience and Site Level Supervisors, the professional standards for the Pupil Personnel Services credential required by the California Commission on Teacher Credentialing. \textit{(Education 589A & B)}

Demonstrate the ability to select appropriate assessment methods, especially in with multicultural and language minority students and students with low incidence disabilities to evaluate student cognitive ability, learning potential, academic performance, behavior, and emotional development. \textit{(Education 589A & B)}

Apply knowledge of cognitive, academic, psycho-educational processing, behavioral, emotional, and adaptive behavior assessment methods and procedures in the diagnosis of learning disabilities and other handicapping conditions. \textit{(Education 589A & B)}

Demonstrate the ability to collaborate in the development and monitoring of individual education programs \textit{(IEPs)} and behavior intervention plans for students from diverse backgrounds and with different abilities from preschool through high school. \textit{(Education 589A & B)}

Demonstrate skills in organizing and implementing inservice education programs for school staff focused on the issues related to school psychology. \textit{(Education 589A & B)}

Demonstrate an ability to identify learning, emotional, physical, and behavioral problems early and develop effective intervention strategies within a variety of school, community, and family environments. \textit{(Education 589A & B)}
Course Activities:
Course activities in Education 589A & B will include: individual and group discussions, presentations from the instructor and visiting lecturers, logging field work activity, and carrying out the duties assigned by the University Supervisor of Field Experience and the On-Site Supervisor.

Assessment Plan:
The assessment plan in Education 589A & B is based primarily on practical demonstration of the knowledge, skills, and/or experiences identified under “Evidence of Learning Outcomes,” completion of all supervised field experience hours, and in-class activities scheduled for the courses.

In addition, part of the evaluation in these courses shall include the following documents to be turned in to the instructor by the student at the conclusion of the course:

1. Evidence of how and to what extent knowledge, experiences, and/or skills under each learning outcome contained in the course outline were met by the student.

2. Statement of self-reflection on expectations/needs for future growth under each of the learning outcomes in the course. If none is needed for a specific learning outcome, “not applicable” should be written by the student.

3. Students are to be specific and detailed under numbers one and two above.

After being critiqued by the instructors, these documents are to be signed, dated, and returned to the student in order that they can be placed in the student’s Professional Portfolios for School Psychology Candidates (See Standard 27—Demonstration of Candidate Competence below and Appendix U).

Texts, Materials, and Resources:
The course outlines and syllabi templates in Education 589A & B include recommended readings, suggested research journals, and Internet resources. It is mandatory for students to have access to the Internet in these courses.
STANDARD 27

DETERMINATION OF CANDIDATE COMPETENCE

Prior to recommending candidates for a School Psychologist Credential, one or more persons who are responsible for the program determine that candidates have satisfied each professional standard. This determination is based on thorough documentation and written verification by at least one district supervisor and one institutional supervisor. Candidates have also documented that they have earned an appropriate graduate degree from an accredited institution of higher learning.

This standard is met by three methods. First, at the conclusion of each class in the School Psychology Preparation Program, with the exception of Education 598—Graduate Seminar in School Psychology, all students must provide the following documentation to their instructor as part of the assessment process (See Appendices A-U for Course Outlines and Syllabi Templates) as evidence of learning outcomes designed to meet each professional standard:

1. Evidence of how and to what extent knowledge, experiences, and/or skills under each learning outcome contained in the course outlines were met by the students.
2. Statement of self-reflection on expectations/needs for future growth under each of the learning outcomes in these courses.
3. Students are to be specific and detailed under numbers one and two above.

After being critiqued by the instructors, these documents are to be signed, dated, and returned to the student in order that they can be placed in the student’s Professional Portfolios for School Psychology Candidates (See Appendix V).

Second, Education 598—Graduate Seminar in School Psychology (See Appendix U for Course Outline and Syllabus Template) requires that the Professional Portfolios for School Psychology Candidates be completed to document knowledge, experiences, and skills gained in the entire School Psychology Preparation Program designed to meet each professional standard.

Third, Education 589A & B—Supervised Field Work—(See Appendix T) reinforces all Standards of Quality and Effectiveness for the Pupil Personnel Services Credential by requiring demonstration of competence by means of documentation. This determination is made by the University Supervisor of Field Experience and Site Supervisors based on thorough documentation and written verification (See Appendices W through Z for Handbook for School Psychology Trainees, Handbook for On-Site Supervisors, Handbook for University Supervisors of Field Experience, and Handbook for Internship Programs).

Course Description for Education 598: This is the culminating activity for the M.S. in School Psychology. The seminar is organized in a presentation, discussion, and
evaluation format. Each student develops a portfolio demonstrating his/her knowledge, experiences, and skills gained in the School Psychology Preparation Program and a professional employment portfolio.

**Course Description for Education 589A & B:** This course provides school psychology candidates with 1200 hours of supervised field work in school and/or community settings. This course emphasizes collaboration and consultation, wellness promotion, counseling and crisis intervention, individual assessment, educational planning and evaluation, program planning and evaluation, and research and measurement.

Components of “Professional Portfolios for School Psychology” (e.g., artifacts which document the applicant’s on-going growth in acquiring knowledge, experiences, and/or skills gained in the School Psychology Preparation Program, philosophy of counseling and school psychology, planning and carrying out an assessment, psycho-educational reports, resume and cover letter in order to conduct a job search)—(Education 598)

**NOTE:** An overview of the requirements for the portfolio must be given during the first semester in the School Psychology Preparation Program in order that students can commence work on the project.

Demonstrate and document, with the assistance of the university Supervisor of Field Work Experience and Site Level Supervisors, the professional standards for the Pupil Personnel Services credential required by the California Commission on Teacher Credentialing—(Education 589A & B)

**Assessment Plan:**
The assessment plan in Education 598 and 589A & B will include a critique of the portfolio and a creative oral presentation of the portfolio with emphasis on self-reflection of the knowledge, experiences, and skills acquired in the School Psychology Preparation Program.

A “Credit” grade will be granted in Supervised Field Work upon completion of the following (See Appendices X, Y, and Z)

a. Completion of all supervised field experience hours and in-class activities scheduled for the course.

b. Receipt by the University Supervisor of Field Work Experience of a signed Planning Document and Competency Evaluation Rating Form completed by the On-Site Supervisor at each site used during the course.

c. A rating of “3” (Adequate) or higher on all competency areas identified on the Competency Rating Form(s).

d. Completion and verified Field Experience Log covering all hours accomplished during the course.
Texts, Materials, and Resources:

In addition to required texts, the course outlines and syllabi templates for Education 598 and 589A & B include readings, research journals, and Internet resources. It is mandatory for students to have access to the Internet in these courses.
PART IV

COMMON STANDARDS FOR INTERNSHIP PROGRAMS AND PUPIL PERSONNEL SERVICES
COMMON STANDARD 1

EDUCATION LEADERSHIP

INTERNSHIP PROGRAMS

For an internship program: The leadership and governance are shared responsibilities, thus each participating school district works with the institution to give appropriate attention to the effective operation of the program. Because interns function as employees of the school district, it is important that the school district ensures that the program is operating in a manner to further the educational goals of the district. The employing school district supports the goals and purposes of the program and assures the college or university that the appropriate support for the intern is available in the district.

Shared Governance and Leadership:

In order for an internship to be initiated, the University of La Verne and the participating school district must execute a Memorandum of Understanding (M.O.U.) outlining the roles and responsibilities of the University and the school district to effectively implement the internship program. The M.O.U. must be signed by an administrative representative of the school district, school site administrator where the intern will be working, site mentor of the intern, intern, a representative of the certificated bargaining unit in the school district, and the Chair of the School Psychology Preparation Program or his/her designee (See Appendix Z—Handbook for Internship Programs for the Memorandum of Understanding).

Support of the Educational Goals of the Participating School District:

Since the intern functions as an employee of the participating school district, the M.O.U. incorporates language that the district agrees to “Operate the internship program in a manner to further its educational goals.”

Support of the Goals and Purposes of the Internship Program:

In the M.O.U., the participating school district agrees to, “support the goals and purposes of the University of La Verne Internship Program.”

Appropriate Support for the Intern by the Participating School District:

In the M.O.U., the participating school district agrees to:

1. Provide a qualified and experienced site mentor with a Pupil Personnel Services Credential to work with the intern on an on-going basis and to interact on a regular basis with the University Supervisor of Field Work Experience regarding program issues.
2. Have the site mentor assist the University Supervisor of Field Work Experience and intern in developing an individual plan outlining how professional development, including meeting Pupil Personnel Services Standards enumerated by the California Commission on Teacher Credentialing, and mentoring experiences, will be addressed during the internship experience.

3. Provide necessary resources for the intern (e.g., an orientation session to the school and school district, office space, adequate computer hardware and software).

4. Have a district representative and site mentor evaluate the internship program at the conclusion of the intern's tenure.
COMMON STANDARD 2
RESOURCES

INTERNERSHIP PROGRAMS

For an internship program: Each participating school district works with the institution to provide sufficient resources to fulfill the needs of the programs. Because interns function as employees of the school district, it is important that the school district provides sufficient resources to assure the success of the program. The employing school district provides access to the resources to allow the intern to perform successfully in his or her position.

Provide Sufficient Resources to Assure the Success of the Program and Interns Access to These Resources:

As has been pointed out in Common Standard 1, in the Memorandum of Understanding between the University of La Verne and the participating school district (See Appendices X, Y, and Z), the district agrees to:

1. Provide a qualified and experienced site mentor with a Pupil Personnel Services Credential to work with the intern on an on-going basis and to interact on a regular basis with the University Supervisor of Field Work Experience regarding program issues.

2. Have the site mentor assist the University Supervisor of Field Work Experience and intern in developing an individual plan outlining how professional development, including meeting Pupil Personnel Services Standards enumerated by the California Commission on Teacher Credentialing, and mentoring experiences, will be addressed during the internship experience.

3. Provide necessary resources for the intern (e.g., an orientation session to the school and school district, office space, adequate computer hardware and software).

4. Have a district representative and site mentor evaluate the internship program at the conclusion of the intern’s tenure.
Faculty members who teach and supervise field experience in Pupil Personnel Services Program have appropriate academic preparation and at least two years of successful experience as a PPS provider, or service provider in a related field, and possess current knowledge in the field in which they teach. The institution attempts to recruit faculty that represent the diverse population of California pupils.

Faculty members who teach one or more specialized school related courses in a PPS program demonstrate active participation in Pre-K-12 schools appropriate to his or her service credential. This participation should be sufficient to enable demonstration of faculty currency in the state of professional practice and an understanding of current issues facing the schools.

**Academic Preparation and Experience of Full and Part-Time Faculty Members in School Psychology Preparation Program:**

All full and part-time faculty members in the School Psychology Preparation Program hold necessary degrees (master's or doctoral), credentials, and/or licenses in their academic area and have a minimum of two years of successful experience as a Pupil Personnel Services provider.

The University of La Verne as an institution, the College of Education and Organizational Leadership, the Education Department, and the Chair of the School Psychology Preparation Program, attempt to recruit faculty that represents the diverse population of California pupils by means of advertising as well as direct contact with prospective faculty candidates.

**Active Participation in Pre-K-12 Schools:**

Faculty members are required to demonstrate currency in the state of professional practice and have an understanding of current issues facing pre-K-12 schools in the following manner:

- Part-time faculty members are required to either be employed by a California school district, consult/articulate/collaborate in the area of school psychology with a California public school or school district and/or participate in job shadowing with a California public school psychologist a minimum of one day per year;
- Full time faculty members are required to consult/articulate/collaborate in the area of school psychology with a California public school or school district and/or participate in job shadowing with a California public school psychologist a minimum of one day per year.
COMMON STANDARD 4

EVALUATION

INTERNSHIP PROGRAMS

For an internship program: The system of program evaluation and development includes representatives of the participating district(s), and representatives of persons who hold the affected credential from the participating district(s). Because interns perform the duties of fully certificated holders of the credential, it is important, that representatives of these certificated employees, along with district representatives, participate fully in the development and evaluation of the internship program. The ongoing evaluation and development system includes substantive involvement from the institution, participating school districts, and representatives (the certificated exclusive bargaining representatives, if applicable) of holders of the affected credential.

Program Development and Evaluation:

The Memorandum of Understanding (M.O.U.—See Appendix Z) between the University of La Verne and the participating school district outlines the roles and responsibilities of the University and the school district in implementing and developing the internship program. The M.O.U. must be signed by an administrative representative of the school district, school site administrator where the intern will be working, school site mentor, a representative of the certificated bargaining unit in the school district, and the Chair of the School Psychology Preparation Program.

In the M.O.U., the participating school district agrees to have the site mentor assist the University Supervisor of Field Work Experience in developing an individual plan outlining how professional development, including Pupil Personnel Services Program Standards enumerated by the California Commission on Teacher Credentialing, and mentoring experiences will be addressed during the internship experience. In addition, the district agrees to interact with the University on an on-going basis regarding program issues, and have a district representative and site mentor evaluate the internship program at the conclusion of the intern’s tenure.

Furthermore, the representative of the certificated bargaining unit will also be involved in evaluating the internship program at the conclusion of the intern’s tenure.
Each individual has had sufficient prior experiences and qualifications to enable performance at the level of responsibility required of an intern. Because interns perform the duties of fully certificated holders of the credential prior to the completion of a preparation program, it is important that they have prior experiences that would adequately prepare them for the actual responsibilities of the position. When applicant’s qualifications are evaluated, the program’s admission criteria shall consider relevant experience and background to account for the increased responsibility of interns.

Admission to the School Counselor Internship Program:

The following factors shall be considered for admission to the School Psychology Internship Program:

1. Passing score on the California Basic Educational Skills Test (CBEST);
2. Certificate of Clearance;
3. Successful completion of:
   - Education 501—Educational Assessment
   - Education 502—Learning Disabilities and Neurology
   - Education 503—Educational Psychology
   - Education 504—Methods of Research
   - Education 535—Child Psychopathology
   - Education 547—Introduction to School Psychology
   - Education 548—Program Planning and Evaluation
   - Education 549—School Counseling Theories
   - Education 550—Human Development
   - Education 564—Instruction and Achievement
   - Education 571—Individual Counseling Skills
   - Education 572—Group Counseling Skills
   - Education 573—Counseling Diverse Populations
   - Education 574—Facilitation, Consultation, and Collaboration Skills
   - Education 577—Individual Assessment
   - Education 578—Advanced Assessment
   - Education 586A & B—Practicum A & B
4. A cumulative grade point average of at least 3.0 (“B”) in the School Psychology Preparation Program;
5. Two letters of recommendation, on official letterhead stationery, from any of the following individuals: University Supervisor of Field Work Experience, School Site-Supervisor, instructor in Individual Assessment, or instructor in Advanced Assessment attesting that the school psychology candidate has the professional maturity, readiness, and preparation to take on the actual responsibilities of an intern in a school district;

6. A detailed statement from the school psychology candidate describing relevant prior personal experiences, qualifications, and background factors which have prepared him/her to take on the actual responsibilities of a school psychology intern in a school district.

The Chair of the School Psychology Preparation Program will make the final decision as to whether a candidate is admitted into the School Psychology Internship Program based on a careful evaluation of the documentation outlined above.
COMMUNI COMMON STANDARD 6
ADVICE AND ASSISTANCE
INTERNSHI INTERNSHIP PROGRAMS
For an internship program: Faculty from the institution develops an individual plan for the mentoring support and professional development of each intern while in the program. Because interns perform the duties of fully certificated holders of the credential, it is important that they have the support in the performance of their tasks and the planning for their professional development. This support should be similar to that which is provided for new pupil service providers hired by the district. Specifically, they should have an individual plan for professional development and the support of one or more appropriately credentialed mentor PPS provider. The individual plan for support and professional development is developed by each intern in consultation with the intern and the employing school district. The individual plan includes the provision for mentoring experiences.

Incorporation of Advice, Assistance, and Mentoring in the School Psychology Internship Program:
The Memorandum of Understanding (See Appendix Z), which is executed by the University of La Verne and a participating district, specifically provides for the advice, assistance, and mentoring of an intern. The district agrees to:

1. Provide a qualified and experienced site mentor with a Pupil Personnel Services Credential to work with the intern on an on-going basis and to interact on a regular basis with the University Supervisor of Field Work Experience regarding program issues.

2. Have the site mentor assist the University Supervisor and intern in developing an individual plan outlining how professional development, including meeting Pupil Personnel Standards enumerated by the California Commission on Teacher Credentialing, and mentoring experiences, will be addressed during the internship program. The individual plan can be amended on an as needed basis during the internship experience by the respective parties.

In addition, the University Supervisor of Field Work Experience meets at least once a month individually and/or in a seminar format with the school psychology intern for ongoing advice, assistance, and mentoring regarding professional development.
COMMON STANDARD 7

SCHOOL COLLABORATION

INTERNSHIP PROGRAMS

For an internship program: The very nature of an internship program requires collaboration at every stage of the program. This includes the selection of district supervisors of interns, placement of interns in fieldwork experience and shaping and evaluating the internship assignments.

Collaboration and Cooperation with Local School Districts in Internship Programs:

It would be impossible for the University of La Verne to have a successful School Psychology Internship Program without the collaborative and cooperative efforts of the local school districts. In shaping the Memorandum of Understanding (M.O.U.) with local school districts (See Appendix Z), collaboration and cooperation are paramount in determining the suitability of site mentors, drafting the individual plan for the internship experience, as well as evaluating internship assignments. The University Supervisor of Field Work Experience collaborates on a regular basis with the participating district through the site mentor of the intern.

An exclusive representative of certificated employees agrees to name an advisor to meet with the District and University representative to periodically review the training program of the candidate (See Appendix Z).

According to the M.O.U., "In the event that the relationship between the University and the participating district is deemed "unworkable," the internship can be terminated at the request of either the University or the participating district with ten (10) days notice."
COMMON STANDARD 8

DISTRICT FIELD SUPERVISORS

INTERNERSHIP PROGRAMS

Each intern receives support from one or more certificated person(s) who are assigned at the same school, at least one of whom is experienced in the specialty area(s) of the intern’s assignment. Each person who supports one or more interns is trained in support techniques, oriented to the support role and appropriately evaluated, recognized and rewarded by the institution and the district. Support personnel are particularly important because interns do not have the benefit of the assistance of a cooperating (supervisor) faculty person on site.

Role, Recognition, and Evaluation of Site Supervisor/Mentor of Interns:

The site mentor of school psychology interns plays an integral role in the School Psychology Internship Program. In recognition of the efforts of this individual, the University will award him/her an honorarium of $100.00 a semester and present a certificate of appreciation and a University of La Verne memento at the conclusion of the intern’s program.

The University Supervisor of Field Work Experience will provide inservice to the site mentor on an initial basis by discussing roles, responsibilities, and expectations, and, thereafter, through regular interaction with him/her. Participating school districts formally evaluate and reward site mentors by means of California’s Stull Law and through collective bargaining agreements.
NOTES

1. Standard 26—Culminating Field Experience—discussed in Part IV in Volume I under School Psychology Specialization Standards is also applicable to interns.

2. In addition to receiving the *Handbook for Internship Programs* found in Appendix Z of Volume II, interns also are issued and responsible for the contents of the *Handbook for School Psychology Trainees* in Appendix W of Volume II.