

**PSYCHOLOGY DEPARTMENT
HUMBOLDT STATE UNIVERSITY**

**GRADUATE PROGRAM IN
PSYCHOLOGY
WITH A SPECIALIZATION IN
SCHOOL PSYCHOLOGY**

STUDENT HANDBOOK

2015 - 2018

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Humboldt State University
Department Of Psychology
Master's Degree and Credential Program In School Psychology

Introduction and Program History

The School Psychology Program at Humboldt State University has been an approved graduate program within the Department of Psychology for the past 49 years. The program is designed and administered by Psychology Department faculty utilizing guidelines set forth by the California Commission on Teacher Credentialing and the National Association of School Psychologists. The current program is a 96-semester unit sequence consisting of coursework, field experience and research training that requires a minimum of three years to complete. The first two years combine coursework and supervised fieldwork, while the third year consists of a supervised internship. At HSU, the internship occurs only after all other course requirements have been completed. Applicants must have completed a baccalaureate degree prior to beginning the program. Applicants must also submit evidence of having taken certain prerequisite courses prior to admission. Occasionally, students are conditionally admitted with no more than one program prerequisite outstanding. Every prerequisite must be completed prior to beginning the second semester in the program.

The program combines a master's degree in Psychology (M.A.) with a credential authorizing service in California as a school psychologist. The program is accredited by the California Commission on Teacher Credentialing (CCTC), and has been fully approved as a Specialist Level Program by the National Association of School Psychologists (NASP) since 1995. As a nationally approved program, candidates are eligible to sit for the national licensing exam, and upon graduation, to apply for national certification (NCSP) without having to document that their training meets the standards set by the National School Psychology Certification System.

Program Philosophy and Mission Statement

Our training program is grounded in the belief that development is the goal of education. School psychologists play a vital role in assisting schools to maximize the educational and personal development of their pupils. School psychologists apply psychological knowledge and professional skills to improve educational and behavioral outcomes for *each child* and for *all children and youth*. At Humboldt State University, we believe that a primary goal for school psychology is the prevention of school failure for all children. We believe that school psychologists can be of enormous assistance in the design of developmentally appropriate school programs for children from California's diverse socioeconomic, cultural, and linguistic backgrounds; for children with and without disabilities or handicaps; and for those whose behavior or social-emotional skill impedes their own learning or the learning of others. Our primary goal as a training program is to produce professionals who can apply psychological principles and empirical knowledge regarding children and school environments in a preventative, proactive, responsive and helpful manner. Through the skilled application of their knowledge, HSU trained school psychologists work with children, parents, teachers and other school professionals to identify, clarify and resolve difficulties regarding the educational and mental health needs of children. Using academic knowledge and professional skills, school

psychologists help solve problems through both direct work with children, and indirectly by assisting others to gain knowledge, skills and insight that can result in a more successful public school experience for all children.

The general objectives of the training program progress along two lines: 1) the development of a sound theoretical and empirical knowledge base about the typical and atypical development of children; 2) the skilled application of this knowledge within the dynamic context of public education in an effort to maximize success and prevent school failure. Through coursework and supervised fieldwork, graduate students develop skills in data collection, problem analysis, consultation, intervention design and implementation, psychoeducational assessment, instructional and mental health intervention, program development and evaluation, research, and other forms of direct and indirect intervention.

Faculty members recognize that knowledge in all domains related to the practice of school psychology is growing and evolving at a rapid pace. Expanding knowledge about child development, developmental psychopathology, curriculum and instruction, biomedical research, new methods and tools for conducting culturally sensitive assessment and developing empirically sound interventions, and the evolving political and legal framework for public education require continual professional development and renewal. An important result of sound pre-service training is the recognition of the need to continue to learn new information and skills, and solve problems that were not encountered in formal training. HSU trained school psychologists are able to plan for their continuing professional development by identifying areas where additional training is needed, and assimilating new information regarding best practices in the legal and ethical practice of professional school psychology within the public school system.

Recent Program Developments (2003 – 2015)

There has been a great deal of change during the past dozen years in training standards and practices for school psychology in California and across the nation. In October 2000, the California Commission on Teacher Credentialing (CCTC) adopted new program standards for accrediting training programs in School Psychology. A task force of 8 trainers and practitioners that included an HSU graduate and field supervisor, the current program director, and a Past-President of NASP drafted the initial standards in monthly meetings over a 2 year period (1998 – 2000). The National Association of School Psychologists also adopted new training standards in July 2010. The revisions of both state and national standards represent new directions in the content, methods, and outcomes expected for school psychology credential candidates, requiring relatively dramatic changes in the training methods.

At HSU, we conducted a comprehensive program review to compare our program to new state and national standards. Courses were redesigned, and fieldwork expectations were revised. CCTC conducted a site visit in April 2015 to review our implementation of California standards, and found all California standards to be fully met.

In order to prepare for the successful review of our Program by NASP in 2010, the School Psychology Program Curriculum Committee conducted an additional review during the 2008 – 2010 academic years to evaluate our current program, and revise our model of training to more

closely align our curriculum with NASP's *Standards for Training and Field Placement Programs in School Psychology* (2010). Planning retreats were held with faculty, supervisors, staff, graduate students and community partners. Each NASP Standard area was compared to our current course matrix, and recommendations for curriculum change were discussed. Data was analyzed from feedback received from the most recent 3 cohorts of interns regarding their perceptions of the strengths and shortcomings of their training. Nearly 300 work products completed by these same interns were aggregated across cohort, and analyzed in comparison to NASP domains of training. A comprehensive list of the specific skills and competencies expected of students within each domain was written, and a rubric for assessing professional competence was developed. Several proposals regarding program curriculum and evaluation methods emerged, which were then discussed, amended, and eventually adopted by the School Psychology Program Curriculum Committee. The most significant change was the adoption of a framework for the creation and evaluation of candidate portfolios required of all students entering the program beginning in August 2004. The instructional and experiential changes implemented during the past 10 years represent a significant shift toward defining and measuring the outcomes of our training, thus aligning our program more carefully with accreditation standards.

The courses and field-based experiences that make up the program are shown on subsequent pages. **Additional changes in course sequencing and content should be anticipated.** If changes are implemented during a student's time in the program, they will be scheduled and implemented to create as smooth a transition as possible. If a course is discontinued, the content from that course will be blended into a new or existing course. Under no circumstances will a change in program content or sequence affect a student's normative time to degree, as long as a student remains in residence. Please maintain close contact with program faculty and the program director. In particular, make sure to inform the program director regarding any planned or unplanned life events that necessitate a change in your academic plans, and an extension of the time needed to complete your degree and credential.

Much of our program is sequenced, and deviations from the academic schedule must be planned carefully. Field experiences in school and community settings are a critically important and integrating aspect of the program. Courses and seminars are sequenced to enhance and integrate the field experience with classroom learning.

School Psychology Program Curriculum Committee

The School Psychology Program Curriculum Committee is responsible for all aspects of the school psychology program. This committee is an official committee of the Department of Psychology, and has delegated jurisdiction for program and curriculum planning, developing admission standards and recommending students for admission, recommending continued matriculation of admitted students, approving and coordinating field experiences, and recommending candidates to the California Commission on Teacher Credentialing for the issuance of a credential. Students should know that they are evaluated by the committee at the end of each semester re: their progress in the program. From these evaluations, it is determined whether they 1) continue in the program toward successful graduation and eligibility for credential, 2) continue in the program to receive a masters degree without eligibility for credential, or 3) are dismissed from the program. The committee is chaired by the program director, who is responsible for coordinating the work of the committee. The Program Director

also serves as the official advisor to all students in the program. The chair of the student's portfolio project committee and the student's university and field supervisors serve as additional academic and professional advisors. Following all California, University, College, and Departmental policies and regulations regarding graduate education, the faculty members of this committee make all decisions regarding curriculum, faculty, fieldwork, and assessment of student progress. Meetings are held every other week, at a time that is arranged each semester. This committee routinely and regularly discusses program direction and development, student requests for course waivers, fieldwork, program needs, curriculum design, student progress, student concerns, student grievances and appeals.

For the 2015 – 2016 academic year, the committee is composed of the following faculty and staff members:

Lisa Miller, Faculty and Program Co-Director
Emily Sommerman, Faculty and Program Co-Director
Cortney Koors, Graduate Program Coordinator
Sangwon Kim, Faculty
Jeff Lough, Faculty
Peter Stoll, Faculty

A close relationship is cultivated between faculty and students, and graduate students are invited to attend meetings of the committee. Students are encouraged to provide feedback regarding all curricula and policy decisions, and may recommend policy to the committee. Students do not participate in any discussion regarding the progress or program of fellow students.

Admissions Policy

1. All applicants must have a bachelor's degree from a regionally accredited college or university with a major in a subject other than education. Applicants must have an overall undergraduate grade point average of at least 3.0 on a 4.0 scale. Regardless of their undergraduate major, applicants must have substantive preparation in Psychology, having taken the prerequisite courses listed below.
2. It is recommended, but NOT required, that applicants submit Graduate Record Exam (GRE) scores for the General exam.
3. Applicants from California must have taken the California Basic Educational Skills Test (CBEST) prior to admission. California residents must submit evidence of having taken the CBEST with their application. Out-of-state applicants may be conditionally admitted without taking the CBEST, but must take the exam upon relocating to California. All successful applicants must submit official evidence of their having passed all sections of the CBEST before the end of their first semester in the program. Students will not be unconditionally admitted, and will not be allowed to engage in fieldwork until they submit official confirmation of having passed this exam.
4. Applicants must submit a statement of intent outlining their motivation and goals for graduate study. This statement should specify how an applicant's prior education and work experience relate to the profession of school psychology. In addition, this statement should include a discussion of the areas of personal, academic and professional strength or competence that the applicant believes they will bring to the program, as well as those areas of weaknesses that the applicant would like to improve while in graduate school.
5. Applicants must submit three current letters of recommendation. Letters should be obtained from individuals who can address academic, as well as personal and professional competence and potential.

Prerequisites: General Psychology, Research Methods, Developmental Psychology, Introductory Statistics, Psychological Testing, Personality Theory or Abnormal Psychology. Equivalent coursework, volunteer or work-related experiences from other disciplines will be considered. In such cases, a request for a waiver of the above prerequisite must be submitted. Prerequisites should be completed prior to beginning the program. No student may begin the program with more than 1 prerequisite outstanding.

A. To the University

1. California State University application form (On-line).
2. Official transcripts of all college work.

B. To the Psychology Department (Attention: Graduate Secretary)

1. Scores on all sections of the CBEST

2. Statement of Intent (current address & phone number on first page).
3. Three current letters of recommendation.
4. GRE scores (recommended, but not required).

Program Outline

M.A. IN PSYCHOLOGY WITH AN ADVANCED SPECIALIZATION IN SCHOOL PSYCHOLOGY 93 units

YEAR ONE

FIRST SEMESTER

PSYC	(Units)	Course Title
518	(3)	Advanced Developmental Psychopathology
605	(3)	Psychological Foundations for School Psychology
616	(3)	Cognitive Assessment I
641	(3)	Research Methods: Philosophy & Design
654	(3)	Interviewing & Counseling Techniques
692	(1)	School Psychology Project (Portfolio – Formative Evaluation)
16 Total units/semester]		

SECOND SEMESTER

PSYC	(Units)	Course Title
606	(2)	Educational Foundations/School Psychology
617	(3)	Cognitive Assessment II
651	(3)	Diagnosis and Intervention/School Psychology I. Cognitive & Academic Development
669	(3)	Legal & Ethical Foundations/School Psychology
783	(6)	School Psychology Practicum*
17 Total units/semester		

* 1 unit of practica = 2 clock hours per week in fieldwork (180 contact hours/semester)

YEAR TWO

Third Semester

PSYC (Units) Course Title

607	(2)	Theories/Methods of Consultation & Collaboration	
652	(3)	Diagnosis & Assessment of Social & Emotional Difficulties	676 (3)
		Cross-cultural Counseling	
783	(6)	School Psychology Practicum*	

14 Total units/semester

* 1 unit of practica = 2 clock hours per week in fieldwork (180 contact hours/semester)

Fourth Semester

PSYC (Units) Course Title

608	(2)	Advanced Assessment/Case Presentation	
655	(3)	Social, Emotional & Behavioral Assessment, Analysis & Intervention	659 (3)
		Mental Health Services in K-12 Schools	692 (4) School Psychology Project
		[Portfolio – Formative Evaluation]	
783	(6)	School Psychology Practicum*	

18 Total units/semester

* 1 unit of practica = 2 clock hours per week in fieldwork (180 contact hours/semester)

YEAR THREE

Fifth Semester

PSYC (Units) Course Title

784	(12)	School Psychology Internship**	
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12 Total units/semester

Sixth Semester

PSYC (Units) Course Title

692	(4)	School Psychology Project [Portfolio – Summative Evaluation]	
784	(12)	School Psychology Internship**	

16 Total units/semester

** Students should enroll in this course during each semester of their internship experience. If you have a full-time internship, you should enroll for 12 units for 2 consecutive semesters. The entire internship must encompass a minimum of 1200 hours of work experience, and must be completed within no more than four consecutive semesters.

Course Descriptions

- 518. Advanced Developmental Psychopathology.** (3 units) Advanced coverage of psychological problems in children and adolescents with particular focus on evidence-based practices. Contemporary research on assessment, treatment, prevention, and intervention are key areas of exploration.
- 605. Psychological Foundations for School Psychology.** (3 units) Comprehensive study of school psychological services and practices in elementary/secondary schools. A public health framework is presented. Topics include a history of psychology in the schools, theories of prevention, developmental psychopathology, models of assessment and data-based decision making, psychological approaches to intervention.
- 606. Educational Foundations for School Psychology.** (2 units) Orientation to public schooling, and the practice of school psychology in California elementary and secondary schools. Focus on understanding roles of the school psychologist, school environments, needs of students from diverse ethnic, linguistic and cultural backgrounds, roles of other professionals in the schools, working with parents and data-based decision making.
- 607. Theories and Methods of Consultation & Collaboration.** (2 units). Small group seminar to assist first year graduate students to acquire professional skills related to the practice of school psychology. Emphasis on consultation, collaboration and indirect service delivery in schools, prevention of psychological difficulties.
- 608. Advanced Diagnosis/Case Presentation.** (2 units) Small group seminar to assist second year students to acquire professional skills related to the practice of school psychology. Emphasis on integrating assessment data from multiple perspectives, low incidence disabilities, assessment of students with limited proficiency in English, supervision, and integration of scientific knowledge into one's professional practice.
- 616. Cognitive Assessment I.** (3 units) Theories, methods and techniques for understanding and assessing cognitive development and intelligence. Supervised practice in test administration, scoring and interpretation.
- 617. Cognitive Assessment II.** (3 units) Continuation of PSYC 616. Study of major theories and methods of cognitive and neuropsychological assessment. Supervised practice in test administration, scoring, and interpretation and integration of findings in reports and presentations.
- 641. Research Methods: Philosophy and Design.** (3 units) Epistemological foundations of research methods applicable to various areas of psychology: experimental, clinical/counseling and school psychology. Attention to practical problems of research, including design, sampling and control.
- 651. Diagnosis and Intervention with Children for the School Psychologist I - Cognitive and Academic Difficulties.** (3 units) An introduction to theoretical and professional issues

involved in the evaluation and treatment of children who are experiencing difficulty in school. Analysis of current assessment practices, development of professional skills in conducting diagnostic evaluations of children, and development of intervention programs for children experiencing academic difficulties, particularly in the area of reading.

- 652. Diagnosis and Treatment of Children for the School Psychologist II - Social, Emotional and Behavioral Development.** (3 units) A continuation of Psychology 651 with an emphasis on social, emotional, or behavioral problems.
- 654. Interviewing and Counseling Techniques.** (3 units) Introduction to interviewing and counseling processes and techniques. Supervised practice of basic skills, including video and audio taping with instructor feedback sessions. Emphasis on applications in school and community counseling settings and on research findings regarding counseling effectiveness.
- 655. Social, Emotional & Behavioral Assessment, Analysis & Intervention.** (3 units) Evaluation of social-emotional and behavioral competence in children. Techniques, empirical findings and ethical considerations in using empirical tools and behavior analysis for intervention planning regarding child behavior and school environments.
- 659. Mental Health Interventions/Child.** Theories and methods for development of mental health interventions for children in school settings. Primary prevention, collaboration with social service agencies, state and federal legal mandates, mental health financing.
- 669. Legal Issues in Pupil Personnel Services.** (3 units) Comprehensive focus on laws pertaining to special and regular education, district procedures for compliance, parent/child rights, child neglect and abuse reporting, confidentiality and their impact on school policy, climate, the student, family and community.
- 676. Cross Cultural Counseling.** (3 units) Research regarding diversity within minority communities as well as their modal characteristics. Theoretical approaches and professional skills designed to make mental health interventions more congruent with minority clients.
- 690. Thesis.** (4-6 units) Guided investigation of research problems of a psychological nature, culminating in a formal report written in compliance with standards established by HSU. (May be repeated up to a total of 12 units) ***[This is an optional course, taken by only those School Psychology students who choose to complete a formal thesis in addition to the required School Psychology Portfolio Project.]***
- 692. School Psychology Portfolio Project.** (1-4 units) Each candidate for the school psychology credential will construct a portfolio consisting of work products representative of both coursework and fieldwork across all California and NASP domains of practice. Must be repeated a minimum of 3 times for a total of 12 units. Formative evaluation during the 2nd and 4th semesters in residence. Final summative evaluation of the performance portfolio, which includes an oral defense before a committee of 2 to 3 approved members

and the submission of a Digital Scholar summary for HSU, occurs in the 6th semester, prior to the awarding of the M.A. degree, and the California School Psychology Credential.

- 783. School Psychology Practica.** (4-6 units) Comprehensive field experience in School Psychology. Placement in a local school setting with accompanying supervision by school and university staff. Attention to prevention, assessment, and indirect and direct treatment of pre-school, school-aged (K-8, 9-12) and post-secondary aged pupils. May involve part-time placement in community or agency setting. (May be repeated up to a total of 18 units)
- 784 School Psychology Internship.** (1-18 units) Final culminating experience prior to obtaining a California Credential in Pupil Personnel Services with authorization as a School Psychologist. Designed to meet State of California and National (NASP) standards for supervised experience in School Psychology. Supervision by HSU faculty and district employed school psychologists. (May be repeated up to a total of 36 units)

Course Substitutions and Waivers

If a student wishes to substitute a course taken at another university for a required course in the program, s/he must complete the "School Psychology Program Petition to Substitute a Course" form. This request should be discussed with the Program Director, who will consult as necessary with the instructor currently teaching the course. The final approval for all substitutions or waivers must come from the School Psychology Program Committee, whose decision shall be final.

Policy on Grades and Incompletes

According to California Title 5 requirements as implemented by the Office for Research and Graduate Studies at H.S.U., students must maintain a minimum 3.0 grade point average in all courses taken as a graduate student. Any student whose cumulative G.P.A. falls below 3.0 will be placed on probation by the University. Two consecutive semesters on academic probation will result in automatic dismissal from the University.

In addition to the Title 5 regulations, the School Psychology Program requires that ALL PROGRAM COURSES MUST BE PASSED WITH A GRADE OF "B-" OR HIGHER. If a student earns a grade of "C" or lower in any required course, this will result in placement on probation by the program. The student must repeat the course and earn a minimum grade of "B-". Depending on whether or not the course that must be repeated is linked to fieldwork, the student may be removed from fieldwork, resulting in a substantial delay in completing the program. If a student receives a second grade of "C+" or lower in any required course, this will result in dismissal from the program.

Students who receive an Incomplete (I) grade in a course should complete the course requirements as soon as possible. Students with more than one outstanding incomplete on their records will not be eligible to enroll in fieldwork, and may be ineligible to enroll in program seminars or other required coursework.

Test Library Policy

Students will check out materials necessary to complete course requirements at the test library. The main purpose of the test library is to provide students with testing materials that are essential to their coursework. Therefore, instructors may reserve certain materials for their class and students enrolled in the class are allowed to check out the reserved materials. If , when in practicum, your course assignment corresponds with a practicum-based assignment, you may use test library materials to support the practicum-based assignment. If, however, the practicum-based assignment is distinct and separate from your course assignments, the practicum site must provide the necessary materials for assessment purposes.

Policy on Assessment Reports

Students will be provided with the HSU School Psychology Template for Psychological Assessment Reports during relevant coursework, which has been developed and updated over the past years by many faculty members involved. Students are expected to follow the template when completing course requirements. Although students will be exposed to different types of report writing through fieldwork, the faculty believe that it is important that students internalize the standard format the program's training is based on while in graduate school.

Computer Access Policy

Access to advanced information technology is critical to student success at Humboldt State University. Although the school psychology program does not require that students own their own computer, faculty do make assignments with the assumption that all students have **regular** access to a computer. Students can access computer labs in many locations across campus, including two computer labs located within the Behavioral and Social Sciences building (416 and 320 BSS). BSS 416 is a 14 station computer lab that is reserved for Psychology students, and has department purchased software installed. Wireless internet access is available in all campus buildings and classrooms, and in most outdoor areas as well. All registered students are provided with a university e-mail account that they may access from campus computer labs or home computers. School Psychology students must be able to access their e-mail accounts on a **regular** basis. Students may choose to use an e-mail address other than their university provided account, but must inform the Psychology Department Graduate Secretary of their current e-mail address. Students may purchase both Apple and PC compatible computers at discounted prices through the HSU Bookstore located at:

<http://www.bkstr.com/NavigationSearchDisplay/10001-10002000-220405-1?demoKey=d&navActionType=addNewRefinement>

Ethical and Professional Responsibilities

The practice of professional psychology requires practitioners to maintain agreed upon ethical and professional standards for practice at all times. These standards include published professional practice and ethical principles of the American Psychological Association, the National Association of School Psychologists, the California Association of School Psychologists, and the Committee for the Protection of Human Subjects in Research at Humboldt State University. Whether taking classes, interacting with faculty and supervisor, assessing a child, consulting with a teacher or other school-based staff, interviewing parents, conducting research, or writing a paper, students are expected to maintain the highest standards for professional and ethical behavior. Violations of ethical or professional standards may result in disciplinary actions, up to and including dismissal from the program.

Grievance and Appeals Procedures

In the event that there is an objection to, or an appeal of a decision by an individual faculty member or committee, there are recognized informal and formal avenues for appeal that are identified in the HSU Catalogue. For school psychology students, the Pupil Personnel Services program has an internal mechanism for problem resolution, which is separate from University procedures. Students are always encouraged to deal directly with faculty and supervisors whenever a problem arises regarding a course or field placement. The Program Director is the next line of appeal. For general or curricular concerns, individual students or cohorts are encouraged to bring problems or suggestions to the attention of the School Psychology Program Committee. In the case of a formal appeal of a faculty member or program administrator's decision, the matter may be brought back to the Pupil Personnel Services Committee. This committee has jurisdiction over all areas of possible student concern that are specific or particular to school psychology students. When concerns are not successfully resolved at the committee level, students may appeal to the Department Chair and/or College Dean. If problems are not successfully resolved to the satisfaction of the student, the assistance of the University Ombudsperson may be sought. It should be noted that issues involving the issuance of a credential are outside the scope of the HSU student grievance procedure. For all matters concerning the issuance of a School Psychologist credential, the School Psychology Program Committee has final jurisdiction and authority.

Graduation Requirements

The University Registrar, the Division of Academic Programs and Undergraduate/Graduate Studies, and the Department of Psychology develop rules, regulations and procedures for graduate programs. As a student in a degree program within the Psychology Department, all rules and regulations regarding academic life that apply to graduate study at this university apply to students in school psychology. Please refer to your Handbook for Graduate Students for important information regarding University regulations for issues such as advancement to candidacy, academic leaves, time to degree and graduation. The Handbook may be accessed on-line at:

<http://www.humboldt.edu/gradprograms/handbook>

School Psychology Credential Requirements

In addition to fulfilling University requirements for a degree, students must complete a series of steps specified by the State of California in order to be eligible for a California credential authorizing service as a School Psychologist. All credential candidates are required to obtain a Certificate of Clearance prior to their first semester of field placement. This process is initiated immediately upon notification of admission to the program. This helps to assure that students will have their Certificate of Clearance when they start their first semester of fieldwork during the spring semester of the first year.

As noted above under Admissions Policy, all students are expected to pass the California Test of Basic Skills (CBEST) prior to beginning the program. The original card documenting successful completion of the CBEST must be placed in each student's file. No student may begin fieldwork without passing the CBEST, and submitting this documentation for his or her credential file.

Each student may purchase professional liability insurance prior to beginning fieldwork. Applications for insurance at special graduate student rates are available through NASP membership, and will be provided during the first semester in the program. Each student must (may?) purchase professional liability insurance prior to beginning his or her internship.

Prior to the end of the fourth semester in the program, school psychology students complete the application for the School Psychology Internship Credential. The actual application is sent to the Commission electronically after a student is offered employment as an intern, and the University and the district or county office enter into an internship agreement. This credential is a temporary and time limited credential, which allows the student to work as an intern school psychologist in a specific district or other educational agency. Upon successful completion of all courses, practica, satisfactory progress on their portfolio/project, and upon obtaining an internship, the student is recommended to the California Commission on Teacher Credentialing for an internship credential.

All students must take the written Praxis Examination for National Certification in School Psychology (NCSP) administered by the Educational Testing Service (ETS). The exam may be

scheduled as early as the spring of the 2nd year in the program, but must be taken prior to the end of the 1st semester of the internship. While a passing score is not required in order to receive a *California credential*, students must retake the exam prior to the completion of their internship if they do not earn a passing score the first time the exam is taken. Results of all Praxis exams must be submitted directly to HSU from ETS, and all scores will be included in each student's permanent record.

Prior to the end of the internship, school psychology students complete the application for the Pupil Personnel Services Credential, (School Psychologist Authorization). Upon successful completion of the internship and the portfolio project, the student is recommended to the California Commission on Teacher Credentialing for a Pupil Personnel Services Credential with authorization as a school psychologist.

Confidential Student Files

Student files contain the official and confidential record of each student's progress in graduate school. Students will not have access to other student's files, and will have access to their own file only in the presence of a Psychology Department staff member.

Contents — Each student file will contain:

A. Personal information

Current address, phone number, e-mail address

B. Background Information

CSU Application

Prior Transcripts

Statement of Intent

Letters of recommendation

GRE Scores

C. Credential Materials

Successful CBEST verification form

Certificate of Clearance

Proof of liability insurance

Credential Applications

NCSP Exam Score report(s)

Program completion, practica and internship verification forms

D. University records

Semester Grade Reports

All official University, Department and Program correspondence

Proposal and thesis/project approval forms

Application for Candidacy forms

Program Variation or Waiver forms

Transcript

E. Fieldwork Records

Practica placement assignments
Practica Experience and Evaluation Form
Internship Agreement/Contract
Internship Experience and Evaluation Form

Access to an Individual's File — The following people will have access to student files:

Student
Program Director
Graduate and Department Coordinators
Supervisors
Faculty of the School Psychology Program Committee
California Commission on Teacher Credentialing and NASP Program
Approval and Accreditation Team members

Disposition — Files will be kept for a minimum of five years following graduation or separation from the program.

Supervised Field Experience

Supervised fieldwork is an integral part of the training program. It is during fieldwork that students have the opportunity to apply scientific and professional skills that they are learning in coursework, and to learn specific professional skills that are best learned in an applied setting. During every fieldwork experience or placement, students will have two supervisors. The Site Supervisor is employed by the school or agency providing the placement, and has direct and immediate responsibility for all activities engaged in by the student. The University Supervisor is employed by HSU, and is responsible for evaluating each student's performance, making sure that all students have the opportunity to fulfill course and university requirements for field experience and serving as an additional professional mentor. Fieldwork consists of two distinct types of experiences called practica and internship.

Practica

Fieldwork that is conducted prior to the internship is called practica. In the HSU program, students begin practica assignments during their second semester in residence. Students typically engage in 12 hours a week of practica during the 2nd, 3rd and 4th semesters in the program for a total of 540 hours of supervised experience. Practica experiences are carefully sequenced to correspond to coursework during each semester in the program. For this reason, it is important that students remain "in sequence", and not take core program courses without a practicum placement, or enroll in practicum without taking appropriate classes. Only in exceptional cases will students be allowed to have a practicum placement if they are not also concurrently enrolled in corresponding program seminars and courses.

The Program Director makes or approves all practica assignments. In collaboration with school district, county office of education, agency personnel, and each individual graduate student, placements are chosen to assure that each student has the opportunity to experience the full range of school psychological activities, while allowing for some specialization in terms of age level or type of placement. Students should not arrange practica placements on their own without consulting with the Program Director. Students must keep their University Supervisor and the Program Director advised of any problems in their practica assignments. Placement sites and supervisors rely heavily on graduate students to deliver comprehensive services, and placements are not usually changed within a semester unless there are irreconcilable schedule or assignment conflicts. Students wishing to change their location or their Site Supervisor during a semester must obtain the permission of their supervisors and the Program Director. Placements are routinely changed between semesters to allow each student an appropriately diverse practica experience.

Careful documentation of practica hours and regular evaluation of fieldwork by the Site and University Supervisors are essential. The Practica Experience and Evaluation Form was developed to facilitate this process. Site and University Supervisors will review student progress on an ongoing basis, and will formally evaluate student experience and progress toward the end of each semester that a student is enrolled in practica.

The Role of the Site Supervisor for School Psychology Practicum Placements

The role of the site supervisor is that of the primary and immediate supervisor for the graduate student. The site supervisor has direct responsibility for the work and conduct of the student. All reports or other written material must be co-signed by the site supervisor, who is legally responsible for all work products produced by the graduate student. The site supervisor assigns all duties to the student including work with individual pupils, work with groups of children, consultation with individual teachers and school wide projects. The site supervisor assists the graduate student in planning their workload while in the school or district. This includes collaborating with the student regarding assignments from HSU courses, reviewing student progress and professional development, and assessing the outcomes for work produced by the student. The site supervisor also serves as the primary professional role model for the student, modeling the wide array of skills and roles integral to the work of a school psychologist.

It is expected that the site supervisor will:

1. Have 3 meetings with the graduate student during the semester. The first meeting is near the beginning of the semester to establish goals for the student and to discuss the experiences planned for the semester. The HSU contract is also signed at the first meeting. The second meeting will be held during the middle of the semester. The purpose of this meeting is to complete an initial evaluation of the student's progress, and to identify areas of particular strength or areas needing remediation. The final meeting is held near the end of the semester, and is designed to complete the Practica Experience and Evaluation Form, review activities completed, professional progress and development, and identify skill areas on which to work the following semester. This meeting will also serve as an opportunity to conduct a summative evaluation of a student's readiness for internship, and develop a tentative plan for internship experiences and skills necessary to earn a credential as a school psychologist. Additional meetings may be scheduled as needed. The second and third meetings will include the university supervisor to evaluate the graduate student's performance.
2. Meet with each student weekly for approximately one hour. There may be occasions where supervision will take place in a small group meeting with other fieldwork students placed at the same site or in the same district. It is expected that as students progress in their training, or whenever a student requests, these meetings will be held individually.

The Role of the University Supervisor for School Psychology Practicum Placements

The university supervisor serves as an additional mentor for graduate students, and is the liaison between the university and practica experiences. The university supervisor must be certain that students have an appropriately diversified experience at the site, and are assigned duties suitable for her /his level of training and experience. The university supervisor ascertains that students participate in activities representing a broad range of skills from the Practica Experience and Evaluation Form. The university supervisor may assist students with process issues that arise in their field experience, may assist in negotiating issues of difficulty that may develop, and may assist by locating additional reference material. If a student is experiencing difficulty, the university supervisor will work with the site supervisor to establish

areas needing remediation and a suitable plan for remediation. The university supervisor, using program developed guidelines and with input from the site supervisor, assigns university credit and a letter grade for each student's participation in practica.

It is expected that the university supervisor will:

1) Have 2 meetings (at least 1 face to face) with the graduate student and the site supervisor during the semester. The first meeting will be held during the middle of the semester. The purpose of this meeting is to complete an initial evaluation of the student's progress, and to identify areas of particular strength or areas needing remediation. The second meeting is held near the end of the semester, and is designed to complete the Practica Experience and Evaluation Form, review activities completed, professional progress and development, and identify skill areas on which to work during the following semester. This meeting will also serve as an opportunity to conduct a summative evaluation of a student's readiness for internship, and develop a tentative plan for internship experiences and skills necessary to earn a credential as a school psychologist. Additional meetings may be scheduled as needed.

2) Meet with students in a group format weekly for an hour. It is expected that students actively participate in group discussions and respectively interact with peers. Additional individual meetings may be scheduled as needed.

Internship

As the final step in the program, students complete an internship in a school setting. Prior to beginning an internship, a student must complete all course requirements as outlined by the Department and Program, and described in this Handbook. These requirements normally include 67 semester units of graduate coursework, three semesters of supervised practica, and satisfactory completion of their *Taskstream Practice* Portfolio Project. The final responsibility for completing all program requirements prior to beginning an internship remains with each graduate student. Once a student accepts an offer of employment, it is their professional and ethical responsibility to complete all necessary requirements prior to the first day of employment as an intern. No student will be allowed to begin an internship until all requirements have in fact been completed, and the program has recommended the student for the Pupil Personnel Services School Psychology Internship Credential, issued by the California Commission on Teacher Credentialing.

The program requires that students work at least 1200 hours (approximately 150 days) in an internship. Students are required to complete 36 units of Psychology 784, School Psychology Internship. Students begin to apply for internships during the spring semester of their second year. The Program Director maintains contact with potential internship sites, and will work with students to locate a suitable and approved internship. Under normal circumstances, the internship site will be in California, preferably Northern California. During the past 10 years, approximately 20% of students have completed internships locally (Humboldt County), 55% of students have interned in other Northern California locations, 20% of students have found internships in Central or Southern California, 5% of students have completed internships in other states (Alaska, Colorado, Missouri, Arizona, Minnesota, Oregon). Internships for HSU students are almost always paid positions. The average intern salary for the past 3 academic years has been approximately \$33,000, with partial or full employee benefits.

After a student has worked out a potential internship arrangement with a school district or county office of education, s/he must seek program approval for the position. The National Association of School Psychologists (NASP), the California Association of School Psychologists (CASP), and the California Commission on Teacher Credentialing (CCTC) have established standards for intern experience. These standards must be in place prior to the approval of an internship. After receiving preliminary approval for the position by the Program Director, the Intern Agreement is completed by the intern, with the assistance of the site supervisor or administrator, and the HSU Program Director. This Agreement assures that all standards for completing the internship are in place prior to the intern's employment in the district or county office. Interns are expected to participate in the delivery of the full range of school psychological services, to receive regular and close supervision, and to continue their professional development. Interns augment or expand existing services, and do not displace certificated employees in participating districts.

During the internship, students are in regular contact with their University Supervisor. The contact will include regular phone calls, electronic communication (e-mail, Skype, Moodle and Blackboard Collaborate sessions). University intern supervisors are assigned to no more than 9 interns during any one academic year. Students also consult with other Psychology faculty, maintain a University computer and e-mail account, and may access the HSU Library.

The intern's Site Supervisor must be a credentialed School Psychologist who is employed as a School Psychologist in the local educational agency, and who has worked as a credentialed school psychologist for a minimum of two school years prior to undertaking supervisory responsibilities. Site Supervisors may supervise no more than 2 interns concurrently. Interns must meet with their Site Supervisor for supervision for a minimum of two hours per week. Throughout the internship, school district and University Supervisors communicate on a regular basis regarding the intern's progress. Toward the end of each semester of internship, University and Site Supervisors will evaluate the intern's progress using the Internship Experience and Evaluation Form.

Evaluation of Supervised Field Experience in School Psychology

Students receive a letter grade for their performance in fieldwork. The grade is assigned by the student's university supervisor, in collaboration with the site supervisor. The forum for determining a grade for fieldwork is the mid-semester and end of semester evaluation meeting held between the student and their university and site supervisors.

The evaluation of a student's professional development in fieldwork is critical to the training of school psychologists. In the HSU program, field experience and coursework are inextricably linked, and based on a model of anticipated student development over a three year period. Students are not usually allowed to enroll in program seminars, core courses, or fieldwork independently of each other, or out of sequence. With assistance from site and university supervisors, students negotiate a set of experiences each semester that allow them to learn or apply knowledge and skills which are covered or related to their courses and seminars. General or typical expectations of fieldwork students at different points in their training are described in the following paragraphs.

First semester practica students focus on developing beginning data collection and intervention skills, and learn to function within the school community. First year students also begin informal consultation with teachers and other school professionals. Students are expected to demonstrate skills in prevention and early intervention activities with both individual students and groups of pupils. Students assist their supervisors in conducting assessments of pupils who are experiencing difficulty in school, focusing primarily on pupils who are having academic difficulties. With proper site supervision, students may conduct individual and small group interventions for students experiencing emotional and behavioral difficulties. Students acquire specific experience with children who are having trouble with reading and early learning. Students are expected to follow all appropriate legal and ethical guidelines, learn the roles of other professionals within the school, and acquire knowledge of age and grade level expectations for children through extensive classroom observations.

Second semester practica students focus on learning advanced consultation and assessment skills, and learn to develop interventions appropriate for children experiencing difficulty in school, in terms of developmental, cognitive, behavioral or academic concerns. Students learn to collect and interpret data regarding children's school behavior, and develop behavior intervention plans for mild as well as more challenging behavior problems. Presentations at Student Study Teams, IEP meetings, or other forums are conducted routinely. Students gain experience communicating in writing in the form of intervention plans, psychoeducational reports, and other written products appropriate for parents and professionals.

Third semester practica students are expected to have increasing responsibility and independence. Students should be presenting their findings and interpretations of data to parents and teachers, conducting complete assessments with situations of increasing complexity (e.g. type of disorder, multifaceted problems, children who are English Language Learners, manifestation determination meetings, etc.), coordinate with other agencies, and consult with teachers regarding difficult and challenging situations. Students continue to learn or apply their skills in the development of interventions for students experiencing school difficulty, by focusing on appropriate and empirically supported interventions for social, emotional and behavioral health.

Intern school psychology students (Year 3) are required by the HSU school psychology program to complete a 1200-hour internship in school psychology corresponding to both California and national standards for training. This means the internship must be a broad and multifaceted experience. While the supervising school psychologist maintains ultimate responsibility and authority for the activities of an intern, each intern is capable of, and expected to perform the full range of activities of a school psychologist. This includes prevention activities, participating on student study teams and multiagency coordination teams, complete and relatively independent assessment responsibility for all areas of concern, developing interventions for children and families, counseling, consultation, parent education/counseling, crisis prevention and intervention, and many other activities. While the specific activities conducted by any intern vary

considerably, the primary concern is with having placements that allow for a wide range of diverse activities, allowing the intern to demonstrate professional competence in all areas of school psychological practice.

Research

The ability to critically evaluate as well as to collect, analyze and report research findings is a critical skill that is embedded within all courses and training experiences. Faculty at HSU adhere to the scientist-practitioner model of training in school psychology. The training standard in the area of research for the California Credential authorizing practice as a school psychologist reads as follows: “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” (CCTC, 2000). The NASP Standard for training in the area of research and program evaluation is quite similar: “School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services” (NASP, 2000). Along with all other graduate students in the Psychology Department, students take a research design and methods course in their first semester designed to train students to understand and conduct research, engage in program evaluation, and develop specific expertise within at least one area of research related to the practice of school psychology. Students engage in thoughtful inquiry throughout their field experience, using data to evaluate individual student progress, evaluate the effectiveness of an intervention program, and generally assist school personnel and parents to understand and use the data available to them to improve and monitor the educational experience provided for children.

School Psychology Portfolio Project

California state law requires that all students enrolled in a graduate degree program complete a thesis, a project, or a comprehensive examination as part of their degree requirements. Each candidate for the M.A. degree with a specialization in school psychology is required to complete a non-thesis Portfolio Project for his or her M.A. culminating experience. The portfolio represents the presentation of your education, training and development as a specialist-level professional school psychologist. The HSU School Psychology Student Portfolio is designed to assist each graduate student to demonstrate evidence of sufficient experience and competence as a beginning school psychologist. The portfolio includes sections for describing and documenting education and training, as well as examples of work products, reflection papers, and evaluations of all aspects of training as a professional school psychologist. Opportunities to demonstrate competence will come from courses as well as practica and internship experiences. For students entering the school psychology program in 2015, portfolios will be maintained electronically using the portfolio management tool *Taskstream*.

Each student portfolio must demonstrate abilities that exemplify the goals for training established by the HSU program. All standards for professional training contained in the California Commission on Teacher Credentialing *Standards of Program Quality and Effectiveness* (CCTC, 2000), and the National Association of School Psychologists *Standards for Training and Field Placement Programs in School Psychology* (NASP, 2010) are imbedded within program courses and field-based experiences. The portfolio serves the following three distinct purposes in the HSU training program:

1. Formative Student Evaluation

First, the portfolio is used for formative evaluation for each graduate student. As a formative tool, it must be able to document the changes in knowledge and professional expertise or understanding that take place during training. It is expected that initial work products will reflect less than perfect knowledge, understanding and skill. It is expected that beginning students will produce work that is less well developed than more advanced students and interns. Faculty, supervisors and professional colleagues able to review an individual's work over time will evaluate changes in quality or sophistication of professional work. Graduate students will also describe changes in their development, as they reflect on the increased understanding or skill that produce changes in the quality of their professional work over time.

In the 1st semester, each student will begin work on her/his portfolio project. An HSU faculty member will serve as a mentor and advisor regarding each student's professional portfolio development. Guidance and feedback regarding the quality of each student's portfolio will be provided. It is the advisor's responsibility to make certain that each student develops a plan for completing work of sufficient quality and breadth during each semester of graduate training. Students will enroll in 1 to 4 units of Psychology 692 (Project) during their 1st and 4th semesters in the program. Students will also enroll in 6 units of Psychology 783 (Practica) during their 2nd, 3rd, and 4th semesters in the program, providing a laboratory experience in the practice of school psychology that will offer an opportunity to learn all skills presented during formal coursework.

Following successful completion of all program courses, 540 hours of practica, and a *Taskstream Practice* Portfolio, a student will be recommended for an internship credential issued by the California Commission on Teacher Credentialing, as described above. During the internship, each student completes a second (Performance) Portfolio containing work products produced during the internship that demonstrate professional competence in each of the HSU defined Domains of School Psychological Knowledge and Practice. These products are considered by the intern to be examples of their best work in each domain area. Interns are assigned a university supervisor during each semester of internship. Interns are also assigned a portfolio advisor (Psychology 692) during their final semester in the program. However, throughout the internship year, students complete work on portfolio products. Then, during the final months, students prepare a final paper (Digital Scholar) describing their development as a professional school psychologist and the competencies obtained as demonstrated by the portfolio products. Students also reflect critically on the quality of their training and competence in an oral defense meeting.

1. Summative Student Evaluation

During the final month of the internship, a final assessment and examination regarding the contents of the Intern portfolio is conducted. Completed portfolios are submitted to the student's university supervisor/portfolio advisor, who will arrange for the culminating review. Prior to recommending a student for a California credential as a school psychologist and an M.A. degree in Psychology, a careful review of this entire portfolio will be made by a committee of HSU faculty members and supervisors. The intern's university supervisor/portfolio advisor will typically chair the committee. The Program Director or his/her designee will serve on all culminating review committees. Upon the successful completion of this examination, the M.A. degree will be awarded, and a recommendation submitted to the California Commission on Teacher Credentialing that the student be issued a Pupil Personnel Services Credential with an authorization as a School Psychologist.

2. Formative Program Evaluation

Program faculty believes that portfolio assessment is perhaps the most consistent way of measuring the outcomes of the instruction students receive. Portfolios provide critical information to faculty, supervisors and administrators regarding the quality of our training program. It is our responsibility to make certain that each graduate student is provided with the opportunities to acquire the knowledge and skills authorized by a School Psychologist credential, and an M.A. degree. Portfolios allow faculty to reflect critically regarding the strengths exhibited by our students, and improve instruction or fill gaps in training that become evident through a systematic review of student work products, and the careful reflection of our students.

School Psychology Thesis (Optional)

In addition to the required Portfolio Project discussed above, students may choose to complete a formal thesis. A full time member of the Psychology Department faculty must supervise every thesis. Students choosing to complete a thesis should register for units of Psychology 690 under the coded number for the Advisor of their thesis during each of no more than 3 semesters. The following policies regarding the thesis apply to all students conducting a thesis within the Psychology Department.

1. Each psychology thesis committee will be composed of three members, two of whom must be full-time members of the Psychology Department (or those who are normally full-time but are serving part-time in other units.) The Thesis Chair must be a full-time member of the Psychology Department. If a third member is chosen from outside the Psychology Department, this member must have the approval of the Thesis Chair and the Department Chair.
2. It is the responsibility of the student to locate a Chair who has some expertise with the thesis topic. (See list of faculty research interests.) In consultation with the Chair, other potential members of the thesis committee are identified.
3. The Chair bears the final responsibility for all aspects of the thesis.

4. The full Thesis Committee should have an opportunity to react to the thesis proposal as early as possible in the development of the proposal and to assure risk management to humans and animal subjects has been secured. When, in the judgment of the Chair, the proposal is sufficiently formulated to warrant further examination and input, data collection shall follow the Committee's approval of the proposal at a Proposal Meeting.
5. A brief abstract (no more than one page) of the thesis proposal shall be circulated to the Psychology faculty within one week of the Committee's approval. This will serve mainly as informational, but faculty members will also have one week in which to respond or contribute input to the student and Committee before the thesis proceeds.
6. The student must follow the APA standards for ethical research and work with humans and animals, if applicable.
7. The student must also follow the standard style for psychological research reports as presented in the most recent APA Publication Manual, with modifications as requested by the Thesis Committee or Project Advisor.
8. When, in the judgment of the Chair and the student, the final draft of the thesis is complete, copies should be distributed to the other Committee members. The student has the responsibility of scheduling a time (usually one hour) for a final oral defense of the thesis. This meeting should be scheduled at least two weeks after the final draft copy of the thesis/project has been distributed.
9. Any final action, including approval of the proposal and the oral defense, requires the presence of all Committee members. The final Oral Defense should include substantive demonstration of the candidate's knowledge and competence in his or her area of research.
10. Replacement of a member of the Committee requires the approval of the Chair, and the person to be replaced, if possible.
11. The student should plan the thesis on the presumption that faculty members have no obligation to be available to work on theses/projects during the summer.
12. Any exceptions to this policy require recommendation from the Department Chair and the approval of the respective Program Committee.

Psychology Department Faculty/Interests

Aberson, Chris, Ph.D., Claremont Graduate University; Professor. Statistics and research methods, intergroup relations, applied social psychology.

Gaffney, Amber, M., PhD, Claremont Graduate University. Assistant Professor. Social Psychologist whose research focuses on social identity, social influence, and group processes.

Gahtan, Ethan, Ph.D., University of Minnesota; Associate Professor. Behavioral neuroscience, sensory-motor reflexes, research methods and design.

Gold, Gregg J., Ph.D., University of California, Los Angeles; Professor. Social psychology, social influence/social power, attribution theory, social cognition, forgiveness.

Howe, Tasha R., Ph.D., University of California, Riverside; Professor. Developmental psychology, child psychopathology, child abuse and family violence.

Iturbide, Maria I., Ph.D., University of Nebraska – Lincoln; Assistant Professor. Ethnic minority parenting, ethnic identity, acculturation, acculturative stress, and their links to adolescent positive adaptation and risk behavior (specifically Latino youth).

Kim, Sangwon, Ph.D., University of Georgia; Assistant Professor. Nationally Certified School Psychologist. Psychological assessment, risk and protective factors of child behavioral and social-emotional problems, prevention and intervention.

Reynolds, William, Ph.D., University of Oregon; Professor. School psychology, child and adolescent depression and suicide, adolescent psychopathology, social and emotional assessment, test construction, assessment of depression, anxiety and suicidal behaviors in adults.

Sanchez, Mari, Ph.D., University of California, Riverside. Assistant Professor. Cognitive psychology, emphasizing speech perception, production, and memory, including visual and auditory speech and phonetic convergence/alignment.

Sommerman, Emily, Psy.D., Rutgers University; Lecturer. School Psychologist, Licensed Clinical Psychologist, Co-Director of School Psychology Masters program. Attachment and trauma, mediation, peer leadership, school climate and mental health promotion and treatment, mindfulness approaches to mental health treatment.

Part-Time Faculty Associated with the School Psychology Program

Gordon, Amy M.A., Humboldt State University; Supervisor. Credentialed School Psychologist. Adolescent development and mental health treatment, secondary school and school to work transition, special education services.

Hill, John, M.A., San Francisco State University; Lecturer. Credentialed School Psychologist, Marriage and Family Counselor and School Administrator. Inter-agency cooperative program development, special education law, mediation processes and assessment of social-emotional functioning.

Lough, Jeff, M.S., NCSP, LEP, California State University, Northridge; Lecturer, Field Supervisor. Nationally Certified School Psychologist, Licensed Educational Psychologist. School Administration emphasizing education reform through arts integration, developmentally relevant practice, school culture renewal; social-emotional and behavior support, comprehensive school psychology services.

Miller, Lisa MA, LEP, Humboldt State University;. Credentialed School Psychologist, Licensed Educational Psychologist, Special Education Director, Lecturer, Lead University Supervisor, Co-Director of School Psychology Masters program: actively engaged in developing and implementing comprehensive support systems within the K-12 school setting.

Stoll, Peter, Ph.D., University of Massachusetts; Lecturer, Field Supervisor. Credentialed School Psychologist, Educationally Related Mental Health Services (ERMHS), mental health intervention and counseling, social-emotional and behavioral development, functional analysis and behavior intervention, positive behavioral interventions and supports (PBIS).