

ED.S. IN SCHOOL PSYCHOLOGY



SACRAMENTO STATE
Redefine the Possible

In Workflow

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Approval Path

1. Thu, 12 May 2022 20:06:11 GMT
Sarah Jouganatos (sarah.jouganatos): Approved for GPSE Committee Chair
2. Thu, 12 May 2022 20:07:39 GMT
Sarah Jouganatos (sarah.jouganatos): Approved for GPSE Chair
3. Fri, 09 Sep 2022 04:29:13 GMT
Bita Rivas (b.rivas): Rollback to Initiator
4. Fri, 30 Sep 2022 21:58:48 GMT
Sarah Jouganatos (sarah.jouganatos): Approved for GPSE Committee Chair
5. Fri, 30 Sep 2022 22:08:39 GMT
Sarah Jouganatos (sarah.jouganatos): Approved for GPSE Chair
6. Thu, 13 Oct 2022 22:22:14 GMT
Bita Rivas (b.rivas): Approved for ED College Committee Chair
7. Thu, 13 Oct 2022 23:02:00 GMT
Deidre Sessoms (dsessoms): Approved for ED Dean

History

1. May 1, 2018 by clmig-jwehrheim
2. Dec 19, 2018 by Stephen Brock (brocks)
3. Feb 24, 2022 by Stephen Brock (brocks)

Date Submitted: Fri, 30 Sep 2022 21:51:28 GMT

Viewing: Ed.S. in School Psychology

Last approved: Thu, 24 Feb 2022 21:53:32 GMT

Last edit: Thu, 13 Oct 2022 23:01:51 GMT

Changes proposed by: Stephen Brock (101059682)

Academic Group: (College)

Education

Academic Organization: (Department)

Graduate Professional Studies in Education

Catalog Year Effective:

2023-2024 Catalog

Individual(s) primarily responsible for drafting the proposed degree major program:

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Type of Program Proposal:

Major

Program Change Type:

Non-Substantive

Title of the Program:

Ed.S. in School Psychology

Designation: (degree terminology)

Doctorate of Education

Briefly describe the program proposal (new or change) and provide a justification:

1. We are eliminating EDC 210 as a requirement and replacing it with EPSY 221 to better meet state and national standard requirements. There is no impact to any other program. There are no fiscal implications.
2. The credential program (PPS in School Psychology) is a part of the Ed.S. Degree. We are updating the credential status because the credential is a part of earning the Ed.S. Degree.
3. We are updating the program outcomes that were missing in the template for this Form B.
4. Updates made to admissions requirements to reflect what is now in Quad IV.
5. EPSY 250 is a new course that has already been approved and the new name should be reflected in this form B.
6. EPSY 221 is a new course (Form A) that will replace EDC 210.

University Learning Goals**Doctorate Learning Goal(s):**

Critical thinking/analysis
 Communication
 Information literacy
 Disciplinary knowledge
 Intercultural/Global perspectives
 Professionalism
 Research

Program Learning Outcomes**Program Learning Outcomes****Learning Outcome**

1. Apply professional practice dispositions (including advocating in the best interest of the children served by their organizations).
2. Apply professional skills through reflective practice, critical thinking, and attention to current research.
3. Analyze the structure of schools and other agencies that serve students with special needs (including both general and special education student populations);
4. Apply knowledge and skills when work within a multi-tiered system of support.
5. Analyze and systemize data to provide a broad range of prevention, early intervention, and longer-term school psychological services
6. Apply a wide range of methods in assessing the needs of school aged youth.
7. Evaluate programs and services with an awareness of organizational change strategies.
8. Apply empirically supported individual and group counseling approaches that reframe problems with the goal of developing strategies for solutions.
9. Apply empirically supported consultation approaches that reframe problems with the goal of developing strategies for solutions.
10. Apply knowledge and skills necessary to provide immediate mental health crisis interventions.
11. Demonstrate knowledge of the specialized needs of diverse student populations, including issues of culture, unique learning needs, and diverse lifestyles and orientations.
12. Demonstrate the ability to apply collaborative consultation with schools and families in implementing interventions.

13. Apply practices that are consistent with ethical and legal standards of the profession, including demonstrating understanding of special education regulations.

14. Apply effective instructional practices and use this knowledge in fostering student emotional, cognitive, and academic development.

Will this program be required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

Yes

For the Council for the Preparation of School Personnel (to be filled out with assistance of your department chair):

Does this program change impact your department's currently written Program Standards Document?

No

Common Standards: In what way does this course or program change impact the currently written Common Standards document? Please include any suggested language changes.

There are no changes to common standards.

Is this change in response to program or unit assessment activities?

No

Will this program introduce any new or changes to program assessments?

No

Catalog Description:

Total units required for Ed.S.: 100-107

Program Description

The Specialist in Education, School Psychology (Ed.S.) is an advanced degree that requires students to have completed both the Master of Arts (MA) in School Psychology or its equivalent, and the Pupil Personnel Services School Psychology Endorsement Credential. Completion of the Ed.S. requires additional coursework (beyond the MA and Credential requirements) focused on identifying and addressing school-related issues that arise during school psychology practice. The School Psychology program at CSUS is approved as a Specialist level program by the National Association of School Psychologists.

Note: If students are to graduate under the provisions of this catalog, they must maintain continuous enrollment from the date of classification to the date of graduation. Students who are planning to be absent for more than one semester must file a Leave of Absence request and have it approved prior to the absence.

Admission Requirements: Course prerequisites and other criteria for admission of students to the degree major program, and for their continuation in it.

Admission Requirements

Admission as a classified graduate student in the Specialist in Education (Ed.S.): School Psychology, requires:

- a baccalaureate degree;
- a minimum 3.0 overall grade point average (if GPA is below 3.0, student may be accepted conditionally);
- proficiency in written English composition as demonstrated by either passing the California State University, Sacramento, Writing Placement for Juniors exam or equivalent, or passing ENGL 109W (or its equivalent) with a grade of C or better.
- satisfying the Basic Skills Requirement (or having registered for the CBEST examination). For more detailed information, visit the CTC website (<http://www.ctc.ca.gov/credentials/leaflets/cl667.pdf>). Example of ways to satisfy Basic Skills Requirement include:
 - a. Pass the California Basic Educational Skills Test (CBEST)
 - b. Pass the CSET Multiple Subjects plus Writing Skills examination
 - c. Pass the CSU Early Assessment Program (EAP) or the CSU Placement Examinations
 - d. Achieve qualifying score on the SAT or ACT (see the CTC website ([https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-\(cl-667\)/](https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-(cl-667)/)))
 - e. Score a 3 or above on specific AP examinations (see the CTC website ([https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-\(cl-667\)/](https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-(cl-667)/)))
 - f. Earn a grade of "B-" or better in specific college or university courses as detailed on the CTC website ([https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-\(cl-667\)/](https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-(cl-667)/)).
 - g. Applicants can "Mix and Match" options, as detailed on the CTC website ([https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-\(cl-667\)/](https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-(cl-667)/)).
- provision Graduate Record Exam (GRE) scores (no minimum score required; however, strong GRE scores will counter balance a low GPA); and

- completion of prerequisite courses addressing the following topics or their equivalents (contact a school psychology advisor for more information on equivalent experiences):
 - a. Abnormal psychology
 - b. Introduction to counseling
 - c. Descriptive statistics
 - d. Issues of diversity
- experience working with diverse learners in a K-12 school setting (30 hours minimum, which includes work with special needs students).
- completion of a course in applied psychometrics/psychological testing/psychological measurement is recommended.

Applicants who have deficiencies in admission requirements that can be removed by specified additional preparation may be admitted with conditionally classified graduate status. Any deficiencies will be noted on a Prerequisite Guidance Form and must be resolved before advancement to candidacy (typically within the first year of full time study).

Admission Procedures

All students must file the following with the Sacramento State Office of Graduate Studies, River Front Center 215, (916) 278-6470:

- an online application via Cal State Apply for admission; and
- one set of official transcripts from all colleges and universities attended, *other than Sacramento State*.

For more admissions information and application deadlines, visit the Office of Graduate Studies website (<http://www.csus.edu/gradstudies/>).

In addition, each applicant must complete a separate application for admission to the School Psychology Program:

- the program's application is available online (<http://www.csus.edu/coe/apply/graduate.html>);
- two letters of reference (references will submit letters online);
- one set of transcripts;
- evidence of experience working or volunteering in schools and/or working with youth;
- evidence of knowledge of the profession of school psychology;
- evidence of strong written communication skills (obtained via writing samples);
- evidence of strong oral communication skills (obtained via an interview with a current school psychology graduate student, practicing school psychologist, and core school psychology faculty member).

Department applications are due by February for admission the following Fall Semester. Applications are only accepted and processed once per year, during spring semester for admission the following fall.

Minimum Units and Grade Requirements for the Degree

Units required for the Ed.S.: 100-107

Minimum Cumulative GPA: 3.0. No single course in which a student receives a grade below "B-" will be counted as credit toward the degree unless the student has petitioned for acceptance of the course, and the petition has been accepted and approved by School Psychology Program faculty.

Note: A minimum of 21 of these units must be taken in residence at California State University, Sacramento. Use of extension courses must be approved by the advisor. Enrollment in Special Problems (EPSY 299) will only be granted under exceptional circumstances.

Advancement to Candidacy

Students must advancement to candidacy prior to enrolling in EPSY 239 and EPSY 540 or EPSY 542. School psychology students are typically automatically advanced to Ed.S. degree candidacy upon completion of their MA in School Psychology (having already completed Advancement to Candidacy Forms before earning the MA in School Psychology).

Students who already hold an appropriate master's degree at the time of admission to the School Psychology Program, and who do not wish to earn a second master's degree, but do wish to earn the Ed.S degree must file an application for Advancement to Candidacy, indicating a proposed program of study. This procedure should begin (typically as soon as the end of the first year in the program) as soon as the classified graduate student has:

- been assigned an advisor;
- removed any deficiencies in admission requirements;
- completed 24 units of School Psychology Program coursework content knowledge elective units with a minimum 3.0 overall GPA; and
- satisfied the Graduate Writing Assessment Requirement (GWAR) by passing EPSY 201, Legal Aspects of Special Education, with a grade of "B" or higher.

Advancement to Candidacy forms are available in the Department office and on the Office of Graduate Studies website. The student fills out the form after planning the a degree program in consultation with a faculty advisor and approved by the the Graduate Coordinator. The completed form is then returned to the Office of Graduate Studies for approval. Note deadline dates posted by the Office of Graduate Studies for submission of this form.

Culminating Experience Requirements

Enrollment in the Ed.S. Seminar (EPSY 239) and the Ed.S. Thesis (EPSY 540) or Ed.S. Project (EPSY 542) courses require students to file and have approved a Reservation Form, for the se courses the semester before intended registration. This program follows the

guidelines provided by the *American Psychological Association's* most current edition, for formatting of projects and thesis. The office of Graduate Studies, River Front Center, Room 215, (916) 278-6470, offers formatting guides and templates on their website.

Graduation Procedures

Prior to graduation, an application for graduation must be filed in the Office of Graduate Studies by the specified deadline. All course work leading to this degree must be completed within a seven year period. Be sure to attend to deadline dates posted by the Office of Graduate Studies for submission of this form.

As defined by policy <http://www.csus.edu/umannual/acadaff/fsm00010.htm>, a change in units constitutes a substantive change to the program. If your changes constitute a substantive change, please refer back to the "Program Change Type" field above to ensure that "Substantive" is selected.

Program Requirements: (If new courses are being created as part of a new program, it will be useful to propose courses first.)

Program Requirements

First Semester		Units
EPSY 201	Legal Aspects of Special Education 	3
EPSY 231	Group Process in School Psychology	3
EPSY 221	Course EPSY 221 Not Found	3
EPSY 245	Psychology In The Schools	3
EPSY 248	Human Development and Learning	3
Units		15
Second Semester		Units
EPSY 250	Course EPSY 250 Not Found	3
EPSY 241	Counseling and Psychotherapy for School Psychologists	3
EPSY 242A	Cognitive Assessment	3
EPSY 242B	Cognitive Assessment Lab	4
EPSY 440	Practicum in Individual Counseling/School Psychology	3
Units		16
Third Semester		Units
EPSY 240	Functional Assessment of Behavior	3
EPSY 243A	Assessment Practicum A	3
EPSY 244	Social, Emotional and Behavioral Assessment	3
EPSY 246A	Preventive Academic Interventions	3
EPSY 439A	Early Fieldwork in School Psychology	1 - 10
Units		13-22
Fourth Semester		Units
EPSY 243B	Assessment Practicum	3
EPSY 246B	Preventive Mental Health Interventions	3
EPSY 247	Assessment of Special Needs	3
EPSY 439B	Early Fieldwork in School Psychology	1 - 10
EPSY 249	Special Seminar: School Psychology	1 - 3
Units		11-22
Fifth Semester		Units
EPSY 239	Education Specialist Seminar	3
EPSY 441A	Internship in School Psychology	3 - 15
Units		6-18
Sixth Semester		Units
EPSY 441B	Internship in School Psychology	3 - 15
EPSY 540	Education Specialist Thesis: School Psychology	4 - 6
Units		7-21
Total Units		68-114

¹ For students who were awarded an appropriate master's degree before beginning the Ed.S. in School Psychology Program, a faculty approved 3 unit elective will be substituted for EPSY 249 or EPSY 541.

Fiscal Impact to Change an Existing Program

Indicate programmatic or fiscal impact which this change will have on other academic units' programs, and describe the consultation that has occurred with affected units:

No impact

Provide a fiscal analysis of the proposed changes:

No impact

How will the above changes be accommodated within the department/College existing fiscal resources?

No impact

Will the proposed changes require additional resources?

No

What additional space, equipment, operating expenses, library, computer, or media resources, clerical/technical support, or other resources will be needed?

No impact

Estimate the cost and indicate how these resource needs will be accommodated:

No impact

Reviewer Comments:

Bitá Rivas (b.rivas) (Fri, 09 Sep 2022 04:29:13 GMT): Rollback: Justification needs to be updated to include adding and dropping a required course. Need to mention EPSY (title change for clarity). All areas in "green" need to be included in justification. An example for justification regarding course swap may include something like this: "we are no longer using the Counselor Education EDC 210 course in our program, we are creating this new course in its place." PLO says, "no changes" and it needs to be included with blooms taxonomy. Anywhere there is a change (under admission requirements) the rationale/justification needs to include admission requirement changes. "made changes to admission to make more clear for students."

Key: 93