

PUPIL PERSONNEL SERVICES SCHOOL PSYCHOLOGY ENDORSEMENT CREDENTIAL



SACRAMENTO STATE
Redefine the Possible

In Workflow

1. GPSE Chair (sarah.jouganatos@csus.edu)
2. ED College Committee Chair (feliz@csus.edu; b.rivas@csus.edu)
3. ED Dean (dsessoms@skymail.csus.edu)
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11. Registrar's Office (k.mcfarland@csus.edu)

Approval Path

1. Thu, 12 May 2022 20:06:05 GMT
Sarah Jouganatos (sarah.jouganatos): Approved for GPSE Committee Chair
2. Thu, 12 May 2022 20:07:27 GMT
Sarah Jouganatos (sarah.jouganatos): Approved for GPSE Chair
3. Fri, 09 Sep 2022 04:29:45 GMT
Bitá Rivas (b.rivas): Rollback to Initiator
4. Fri, 30 Sep 2022 23:01:13 GMT
Sarah Jouganatos (sarah.jouganatos): Approved for GPSE Committee Chair
5. Sat, 01 Oct 2022 14:20:30 GMT
Sarah Jouganatos (sarah.jouganatos): Approved for GPSE Chair
6. Thu, 13 Oct 2022 22:24:41 GMT
Bitá Rivas (b.rivas): Approved for ED College Committee Chair
7. Thu, 13 Oct 2022 22:58:44 GMT
Deidre Sessoms (dsessoms): Approved for ED Dean
8. Wed, 02 Nov 2022 23:53:53 GMT
Katie Hawke (katiedickson): Approved for Academic Services
9. Wed, 23 Nov 2022 00:01:51 GMT
Rachel Miller (rachel.miller): Rollback to Initiator
10. Tue, 29 Nov 2022 16:32:55 GMT
Sarah Jouganatos (sarah.jouganatos): Approved for GPSE Chair
11. Thu, 08 Dec 2022 21:46:05 GMT
Bitá Rivas (b.rivas): Approved for ED College Committee Chair
12. Thu, 08 Dec 2022 22:11:50 GMT
Deidre Sessoms (dsessoms): Approved for ED Dean

History

1. May 2, 2018 by clmig-jwehrheim
2. Dec 6, 2018 by Stephen Brock (brocks)
3. Feb 16, 2022 by Stephen Brock (brocks)
4. Apr 7, 2022 by Katie Hawke (katiedickson)

Date Submitted: Tue, 29 Nov 2022 00:40:37 GMT

Viewing: Pupil Personnel Services School Psychology Endorsement Credential**Last approved: Thu, 07 Apr 2022 21:13:17 GMT****Last edit: Tue, 29 Nov 2022 00:40:36 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:

Name (First Last)	Email	Phone 999-999-9999
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Stephen E. Brock	brock@csus.edu	209-470-4385

Type of Program Proposal:

Credential

Program Change Type:

Non-Substantive

Title of the Program:

Pupil Personnel Services School Psychology Endorsement Credential

Designation: (degree terminology)

Credential

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. EPSY 221 is a new course (Form A) that will replace EDC 210.
5. updated program requirements to match what is in the catalog (making use of the new EPSY prefix). With the exception of EPSY 221 being substituted for EDC 210 not other course/program changes were made.

University Learning Goals**Undergraduate Learning Goals:**

Competence in the disciplines

Graduate (Masters) Learning Goals:

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

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. Analyze the 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 Credential: 91-95

Program Description

The Pupil Personnel Services School Psychology Endorsement Credential is administered by the California Commission on Teacher Credentialing (CCTC). California State University, Sacramento, is accredited by the CCTC to award this credential to students meeting program requirements. The credential is required to practice as a school psychologist in the state of California. Possession of the MA in School Psychology or its equivalent, and the Pupil Personnel Services School Psychology Endorsement Credential also prepares an individual to meet the academic requirements for California's Licensed Educational Psychologist license administered by the Board of Behavioral Science Examiners, California Department of Consumer Affairs.

Unique strengths of the program include supervised training in a clinic setting, early field experience that includes a minimum 325-hour field placement in public school settings, and instruction by faculty who hold school psychology credentials.

The program also offers a School Psychology Internship Program. The internship is typically paid and interns are selected by employing districts. Students are not eligible for the School Psychology Internship Program until they are ready to register for EDS 441A, Internship in School Psychology. For the full time student this usually occurs in the fifth semester of the program. A minimum 1,200-hour internship, completed in not more than four semesters, is required and must be approved by the School Psychology Program's Internship Coordinator.

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

See Admission Requirements for the Ed.S. in School Psychology. They are the admission requirements used for the Pupil Personnel Services School Psychology Endorsement Credential. Only those applicants who already have a graduate degree are eligible for stand

alone admission to this credential program. All other applicants must apply for the Ed.S. in School Psychology program to obtain this credential.

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

The Pupil Personnel Services School Psychology Endorsement Credential requires the program outlined for the MA in School Psychology (<http://catalog.csus.edu/colleges/education/graduate-professional-studies-education/ma-in-education-school-psychology/>) plus additional coursework. The requirements listed below include both MA in School Psychology courses AND the practicum and fieldwork requirements that are unique to the Pupil Personnel Services School Psychology Endorsement Credential.

Note. Students who were awarded an appropriate graduate degree prior to beginning the Pupil Personnel Services School Psychology Endorsement Credential may (with the approval of relevant faculty) substitute prior course work for selected courses listed in this Plan of Study Grid.

Year 1		Units
Semester 1: Fall		
EPSY 231	Group Process in School Psychology	3
EPSY 245	Psychology In The Schools	3
EPSY 248	Human Development and Learning	3
EPSY 201	Legal Aspects of Special Education	3
EPSY 221 EQUITY CONSIDERATIONS FOR SCHOOL PSYCHOLOGISTS	Course EPSY 221 EQUITY CONSIDERATIONS FOR SCHOOL PSYCHOLOGISTS Not Found	3
Units		15
Semester 2: Spring		
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
EPSY 250 EDUCATIONAL RESEARCH	Course EPSY 250 EDUCATIONAL RESEARCH Not Found	3
Units		16
Year 2		
Semester 3: Fall		
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	3 - 5
Units		15-17
Semester 4: Spring		
EPSY 243B	Assessment Practicum	3
EPSY 247	Assessment of Special Needs	3
EPSY 246B	Preventive Mental Health Interventions	3
EPSY 439B	Early Fieldwork in School Psychology	3 - 5
EPSY 249	Special Seminar: School Psychology	3
Units		15-17
Year 3		
Semester 5: Fall		
EPSY 441A	Internship in School Psychology	15
Units		15
Semester 6: Spring		
EPSY 441B	Internship in School Psychology	15
Units		15
Total Units		91-95

For graduate programs, the number of declared undergraduate major and the degree production over the preceding years of the corresponding baccalaureate program:

NA

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 04:29:45 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."

Rachel Miller (rachel.miller) (Wed, 23 Nov 2022 00:01:52 GMT): Rollback: Table of Program Requirements is divided into semesters in a way that is confusing EPSY 221, which is mentioned in the justification, is not actually added to the program requirements Footnote 1 seems to be unnecessary now, unless it needs to be added to other courses.

Key: 110