ED.S. IN SCHOOL PSYCHOLOGY

SACRAMENTO STATE

In Workflow

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Approval Path

1. Tue, 19 Sep 2023 22:56:28 GMT
   Sarah Jouganatos (sarah.jouganatos): Rollback to Initiator
2. Wed, 07 Feb 2024 16:40:51 GMT
   Sarah Jouganatos (sarah.jouganatos): Approved for GPSE Chair
3. Thu, 12 Sep 2024 22:14:39 GMT
   Bita Rivas (b.rivas): Approved for ED College Committee Chair
4. Thu, 12 Sep 2024 23:33:48 GMT
   Greg Shaw (sac14077): 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)
4. Mar 6, 2023 by Stephen Brock (brocks)
5. Apr 3, 2023 by Katie Hawke (katiedickson)

Date Submitted: Thu, 30 Nov 2023 23:38:40 GMT

Viewing: Ed.S. in School Psychology

Last approved: Mon, 03 Apr 2023 22:18:23 GMT

Last edit: Tue, 24 Sep 2024 23:24:33 GMT

Changes proposed by: Melissa Holland (102032955)

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
Melissa Holland	mholland@csus.edu	916-801-4624

Type of Program Proposal:

Major

Program Change Type:

Non-Substantive

Delivery Format:

Fully Face to Face

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:

EPSY 250, Educational Research, is currently listed as a first year, second semester course. This original placement occurred prior to establishment of the Ed.S. option. The Ed.S. option now requires students to complete a thesis or project in their third year (verses their second year). Thus faculty have determined that this course would be better placed at the end of the second year (just before students begin their Ed.S. project). In its place, faculty have determined that EPSY 246B, Preventative Mental Health Interventions, would be better placed at the end of the first year (where EPSY 250 was previously place), before students begin their early fieldwork in School Psychology (EPSY 439A). In order to fix the semester changes, we simply removed the semester titles and listed all required classes without identification of the semester students are expected to take them. We have also re-added EPSY 542: Thesis Project. This course was erroneously dropped from the catalog last year and we need to add it as it is a critical course for the students to take. No changes were made to the course- it simply was dropped by error, and the Office of Graduate Studies instructed for it to be re-added via this process.

University Learning Goals

Doctorate Learning Goal(s):

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

Learning Outcomes Display

Course Code	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13	PLO 14
EPSY 201														
EPSY 221														
EPSY 231														
EPSY 239														
EPSY 240														
EPSY 241														
EPSY 242A														
EPSY 242B														
EPSY 243														
EPSY 243A														
EPSY 243B														
EPSY 243C														
EPSY 244														
EPSY 245														
EPSY 246A														
EPSY 246B														
EPSY 247														
EPSY 248														
EPSY 249														

EPSY 250														
EPSY 299														
EPSY 439														
EPSY 439A														
EPSY 439B														
EPSY 439C														
EPSY 440														
EPSY 441														
EPSY 441A														
EPSY 441B														
EPSY 441C														
EPSY 441D														
EPSY 540														
EPSY 541														
EPSY 542														

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.
n/a

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 (https://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/))
  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/))
  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/).
  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/).
- provision of Graduate Record Exam (GRE) scores (no minimum score required; however, strong GRE scores will counter balance a low GPA)
- 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 want 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
- ~~completed 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 these courses the semester before intended registration. This program follows the guidelines provided by the *American Psychological Assocation'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/umanual/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

Code	Title	Units
REQUIRED COURSES (94-200 Units)		
EPSY 201	Legal Aspects of Special Education ✏	3
EPSY 221	Equity Considerations for School Psychologists	3
EPSY 231	Group Process in School Psychology	3
EPSY 239	Education Specialist Seminar	3
EPSY 240	Functional Assessment of Behavior	3
EPSY 241	Counseling and Psychotherapy for School Psychologists	3
EPSY 242A	Cognitive Assessment	3
EPSY 242B	Cognitive Assessment Lab	4
EPSY 243	Assessment Practicum	3
EPSY 243A	Assessment Practicum A	3
EPSY 243B	Assessment Practicum B	3

EPSY 243C	Assessment Practicum C	3
EPSY 244	Social, Emotional and Behavioral Assessment	3
EPSY 245	Psychology In The Schools	3
EPSY 246A	Preventive Academic Interventions	3
EPSY 246B	Preventive Mental Health Interventions	3
EPSY 247	Assessment of Special Needs	3
EPSY 248	Human Development and Learning	3
EPSY 249	Special Seminar: School Psychology	1 - 3
EPSY 250	Educational Research	3
EPSY 299	Special Problems	1 - 3
EPSY 439	Early Fieldwork in School Psychology	1 - 10
EPSY 439A	Early Fieldwork in School Psychology A	1 - 10
EPSY 439B	Early Fieldwork in School Psychology B	1 - 10
EPSY 439C	Early Fieldwork in School Psychology C	1 - 10
EPSY 440	Practicum in Individual Counseling/School Psychology	3
EPSY 441	Internship in School Psychology	3 - 15
EPSY 441A	Internship in School Psychology	3 - 15
EPSY 441B	Internship in School Psychology	3 - 15
EPSY 441C	Internship in School Psychology	3 - 15
EPSY 441D	Internship in School Psychology	3 - 15
EPSY 540	Education Specialist Thesis: School Psychology	4 - 6
EPSY 541	Master's Project: Education/School Psychology (Plan B)	4 - 6
EPSY 542	Education Specialist Project: School Psychology	4 - 6
Total Units		**94-200**

[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:

n/a

Provide a fiscal analysis of the proposed changes:

n/a

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

n/a

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

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

n/a

Reviewer Comments:

Sarah Jouganatos (sarah.jouganatos) (Tue, 19 Sep 2023 22:56:28 GMT): Rollback: Change to a list of courses for the entire program rather than by semester.

Key: 93