

# MA IN SCHOOL PSYCHOLOGY



## SACRAMENTO STATE

### In Workflow

1. GPSE Chair (gcowan@csus.edu)
2. ED College Committee Chair (b.rivas@csus.edu; l.banes@csus.edu)
3. ED Dean (sarah.jouganatos@csus.edu)
4. Academic Services (catalog@csus.edu)
5. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
6. Council on the Preparation of School Personnel Chair (mae.chaplin@csus.edu)
7. Dean of Undergraduate (gardner@csus.edu)
8. Dean of Graduate (cnewsome@skymail.csus.edu)
9. Catalog Editor (catalog@csus.edu)
10. Graduate Studies (jdsml@csus.edu; mxiong@csus.edu)
11. Registrar's Office (k.mcfarland@csus.edu)

### Approval Path

1. Tue, 19 Sep 2023 22:56:41 GMT  
Sarah Jouganatos (sarah.jouganatos): Rollback to Initiator
2. Wed, 07 Feb 2024 16:40:54 GMT  
Sarah Jouganatos (sarah.jouganatos): Approved for GPSE Chair
3. Thu, 12 Sep 2024 22:14:47 GMT  
Bitia Rivas (b.rivas): Approved for ED College Committee Chair
4. Thu, 12 Sep 2024 23:34:48 GMT  
Greg Shaw (sac14077): Approved for ED Dean

### History

1. Dec 19, 2019 by Stephen Brock (brocks)
2. Apr 19, 2020 by Janett Torset (torsetj)
3. Jan 20, 2022 by Stephen Brock (brocks)
4. Feb 20, 2023 by Stephen Brock (brocks)

Date Submitted: Fri, 01 Dec 2023 01:14:05 GMT

### Viewing: MA in School Psychology

**Last approved: Mon, 20 Feb 2023 19:13:20 GMT**

**Last edit: Fri, 08 Dec 2023 16:32:05 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

**Is this a pilot program?**

No

**Delivery Format:**

Fully Face to Face

**Title of the Program:**

MA in School Psychology

**Designation: (degree terminology)**

Master of Arts

**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). Therefore, we are removing the semester identification and listing all required classes instead. No classes changed, we simply removed the semester titles.

## University Learning Goals

**Graduate (Masters) Learning Goals:**

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

## Program Learning Outcomes

**Program Learning Outcomes**

**Learning Outcome**

1. Apply professional skills through critical thinking, and attention to current research.
2. Analyze the structure of schools and other agencies that serve students with special needs (including both general and special education student populations).
3. Analyze and systemize data to provide a broad range of prevention, early intervention, and longer-term school psychological services.
4. Apply a wide range of methods in assessing the needs of school aged youth.
5. Apply empirically supported individual and group counseling approaches that reframe problems with the goal of developing strategies for solutions.
6. Apply empirically supported consultation approaches that reframe problems with the goal of developing strategies for solutions.
7. Demonstrate knowledge of the specialized needs of diverse student populations, including issues of culture, unique learning needs, and diverse lifestyles and orientations.
8. Demonstrate the ability to apply collaborative consultation with schools and families in implementing interventions.
9. Apply practices that are consistent with ethical and legal standards of the profession, including demonstrating understanding of special education regulations.
10. 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
EPSY 201										
EPSY 221										
EPSY 231										
EPSY 240										
EPSY 241										
EPSY 242A										
EPSY 242B										
EPSY 244										
EPSY 245										
EPSY 246A										
EPSY 246B										
EPSY 247										
EPSY 248										
EPSY 249										
EPSY 250										

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 MA: 42-45

**Program Description**

The Master of Arts in School Psychology is part of the School Psychology Program, and typically earned as students progress toward the more advanced Ed.S. in School Psychology (<https://catalog.csus.edu/colleges/education/graduate-professional-studies-education/eds-in-school-psychology/>) degree. Students who do not wish to obtain the Ed.S. are allowed to have this be their terminal School Psychology Program degree.

This program offers the opportunity to gain skills in working with preschool through grade 12 students, teachers, and parents in the school setting. Graduates of this degree who also complete practicum and fieldwork requirements (described in Pupil Personnel

Services School Psychology Endorsement Credential (<https://catalog.csus.edu/colleges/education/graduate-professional-studies-education/pupil-personnel-services-school-psychology-endorsement-credential/>) are eligible for the Pupil Personnel Services School Psychology Endorsement Credential, offered by the California Commission on Teacher Credentialing (CCTC). Possession of the MA in School Psychology and the Pupil Personnel Services School Psychology Endorsement Credential also prepares an individual to meet the academic requirements for the Licensed Educational Psychologist (<https://www.bbs.ca.gov/applicants/lep.html>) (LEP) license administered by the California Board of Behavioral Sciences (<https://www.bbs.ca.gov>), California Department of Consumer Affairs.

The program includes training in counseling techniques, the use of individual academic and psychological assessment tools, behavioral interventions in the school and the home, consultation skills, techniques of program development and evaluation, special education law, and instructional strategies.

**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 to the Master of Arts in School Psychology program requires admission to the Ed.S. in School Psychology (<https://catalog.csus.edu/colleges/education/graduate-professional-studies-education/eds-in-school-psychology/>) degree program.

### Admission Procedures

See Ed.S. in School Psychology (<https://catalog.csus.edu/colleges/education/graduate-professional-studies-education/eds-in-school-psychology/>) for admission procedures. *For more admissions information and application deadlines, visit the Office of Graduate Studies website (<http://www.csus.edu/gradstudies/>), and the College of Education website (<https://www.csus.edu/college/education/masters-programs/>).* The graduate degree program is subject to general University requirements. These requirements are explained in the Graduate Degree Requirements (<https://catalog.csus.edu/graduate-degree-requirements/>) section of the University Catalog.

### Minimum Units and Grade Requirement for the Degree

Units required for the MA: 42-45

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 the 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 advance to candidacy prior to enrolling in EPSY 249 or EPSY 541.** Students working toward a school psychology graduate degree must file an application for Advancement to Candidacy, indicating a proposed program of study. This procedure should begin (typically by 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 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 on the Office of Graduate Studies website (<https://www.csus.edu/graduate-studies/current-students/forms.html>). The student fills out the form after planning the degree program in consultation with a faculty advisor and approved by the Graduate Coordinator. The completed form is then returned to the Office of Graduate Studies for approval. Please note deadline dates posted by the Office of Graduate Studies for submission of this form. Students who are going on to the Ed.S. in School Psychology, are automatically advanced to Ed.S. candidate status after being awarded the MA in School Psychology.

### Culminating Experience Requirements

Enrollment in the MA Seminar EPSY 249 or Master's Project EPSY 541 require students to file and have approved a Reservation Form for these courses the semester before intended registration. Registration for Special Problems (EPSY 299) requires a Special Problems petition be filed the semester before intended registration. This program follows guidelines provided by the *American Psychological Association's*, most current edition for formatting of projects. The Office of Graduate Studies, River Front Center 215, (916) 278-6470, offers formatting guides and templates on their website (<https://www.csus.edu/graduate-studies/current-students/thesis-project-dissertation.html>).


### Graduation Procedures

Prior to graduation, an application for graduation (<https://www.csus.edu/graduate-studies/current-students/forms.html>) must be filed in the Office of Graduate Studies by the specified deadline. All coursework leading to this degree must be completed within a seven year period. Always 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

Code	Title	Units
REQUIRED COURSES (42-45 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 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 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

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

N/A

### 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?**

n/a

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

n/a

**Reviewer Comments:**

**Sarah Jouganatos (sarah.jouganatos) (Tue, 19 Sep 2023 22:56:41 GMT):** Rollback: Change to a list of courses for the entire program rather than by semester.

Key: 377