

Specialist in Education, School Psychology 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 (PPS) School Psychology Endorsement Credential. ***Typically, admission to the Ed.S. degree program simultaneously and automatically results in admission to the MA in School Psychology¹ and the PPS School Psychology Endorsement Credential programs².*** Completion of the Ed.S. requires additional coursework (beyond master's degree and PPS credential requirements) focused on identifying and addressing school-related issues that arise during school psychology practice.³

The School Psychology program at CSUS has been approved/nationally recognized by the National Association of School Psychologists and is also authorized by the California Commission on Teacher Credentialing to recommend program graduates for the PPS School Psychology Endorsement Credential.

¹Applicants who have previously earned a relevant master's degree are not required to earn an additional master's degree.

²For students who have a relevant graduate degree there is a "credential only" course of study option that can be selected after admission to the program.

³After admission to the program, students who wish to graduate from the program with a MA in School Psychology and PPS School Psychology Endorsement Credential will be allowed to do so and are not required to earn the more advanced Ed.S., School Psychology degree.

Training Model

The School Psychology training model is based on a problem-solving approach to school psychology practice because we believe it is the most effective approach for the delivery of school-based services to children, families, and staff. The course of study evolves from this philosophy and is designed to convey the knowledge, skills, and abilities that are necessary for our students to be effective practitioners.

To be effective problem solvers, school psychologists need a broad base of knowledge. It is this knowledge base that will serve as the foundation for the specialized knowledge, skills, and abilities that practicing psychologists develop in response to the unique needs of the settings within which they practice and populations that they serve. This approach requires an understanding of human growth and development, socio-cultural and biological influences on human development and behavior, theories of learning, assessment, and individual and group counseling. Developing skills in consultation, program development and evaluation, research methodologies, inter-disciplinary collaboration and utilization of community resources are all critical components in our training model. A core underpinning of our training model is the recognition that effective interpersonal skills form a basis for effective practice. In addition, our program is designed with the unique needs of our region in mind. California has a culturally and linguistically diverse population: our schools are rich in different languages and cultures. Therefore, it is imperative that graduates develop the knowledge, skills, and attitudes necessary for working with diverse groups. Consideration of cultural diversity is infused into the design of all coursework.

Fieldwork experiences are a core component of our training model. We believe that it is important for school psychologists to become self-directed life-long learners as well as develop specific professional skills. To that end, we include self-directed learning activities in training and provide students with first-hand experience in applying knowledge to practice. Therefore, students can work in field settings that complement their coursework throughout the program.

Our training model is also designed to develop reflective practitioners. The ability to reflect on one's practice is critical to ongoing professional development. Therefore, we design learning experiences that will stimulate reflection about learning and field experiences. By doing so, we hope that our graduates will come to better understand themselves, their strategies for applying knowledge to practice, and their evolving professional identities.

Accreditation

The College of Education is proud to offer a National Association of School Psychologists (NASP) approved/nationally recognized and California Commission on Teacher Credentialing (CCTC) accredited training program.

Minimum Admission Requirements

Admission as a classified graduate student in the Pupil Personnel Services - 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 Sacramento State Writing Placement for Juniors exam or equivalent, or passing [ENGL 109W](#) (or its equivalent) with a grade of C or better.
- Graduate Record Exam (GRE) scores are recommended but not required (no minimum score; however, strong GRE scores will counterbalance 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, which can be removed by specified additional preparation, **may be admitted** with conditionally classified graduate status. Any deficiencies will be noted on the Prerequisite Guidance Form and must be resolved before advancement to candidacy (typically within the first year of full-time study).

Admission Procedures

All applicants must submit the following:

RÉSUMÉ: Experience (paid or volunteer) related to the program you are applying for is required to be considered for admission. Experience is evaluated on frequency, currency, and relevance to the field. Experience should be with diverse populations and clearly relevant to the School Psychology Program. Submit an updated résumé that lists all related experience. Examples of possible experiences include teaching, coaching, instructional aide, tutoring, afterschool program, Peace Corps, camp counseling, child/youth recreational programs, group home counseling, crisis hotline counseling, ABA therapy, program coordination, instructional design, childcare center, etc.

PERSONAL STATEMENT: Applicants will submit a personal statement that should be no more than two pages typed (double-spaced, size 12 point font). The personal statement should address the experiences or factors that have led to your decision to apply for the School Psychology Program, the characteristics you believe you possess that will enable you to succeed in the program, and your professional interests. This statement must reflect an understanding of the field of school psychology and must exemplify strong written communication skills. This statement will be carefully reviewed by the admissions committee for both content and graduate-level writing ability.

ESSAY: Applicants will submit a written response to an essay question. Written responses should be typed, double-spaced, and size 12 point font. The written response will be carefully reviewed by the admissions committee for both content and graduate-level writing ability.

Prompt: Describe your experience in working with, serving, or socially engaging with diverse persons or populations. Relate these experiences to how they may be helpful to you when working as a school psychologist. Maximum 1 page.

UNOFFICIAL TRANSCRIPTS: All applicants will submit one set of unofficial transcripts from all community colleges, colleges, and universities attended (including any colleges you are currently attending) with their supplemental application. This set of unofficial transcripts does NOT replace the official transcripts required to process your CSU Application for Graduate School Admission (CSU Apply).

LETTERS OF RECOMMENDATION (2): All applicants need to request two letters of recommendation. It is recommended that one of the references be from a person who has observed the applicant's graduate-level academic potential (e.g., current or former instructor) and the other reference from a person who has observed the applicant's relevant experience in diverse settings (e.g., supervisor). NOTE: References from friends or family members will not be accepted. All letters of recommendation must be received by the application deadline in order for an application to be considered.

OFFICIAL TRANSCRIPTS: One set of official transcripts from all colleges and universities attended, *other than Sacramento State*; official electronic transcripts sent directly from colleges/universities to gradtranscripts@csus.edu or sealed official hard copy transcripts sent to:

Office of Graduate Studies
California State University, Sacramento
Riverfront Center, Room 215, MS 6112
6000 J Street
Sacramento, CA 95819

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Required:

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