

NEW PROGRAM PROPOSAL (FAST TRACK)  
EDUCATION SPECIALIST DEGREE: SCHOOL PSYCHOLOGY

**Form B attached**

**State the purpose of the program.**

*Introduction*

The challenges faced by schools and school children, particularly in California, are regularly highlighted in the media. Reports on the complex issues affecting schooling such as teacher training, difficult environments, poverty, diversity, violence in schools and limited funds are abundant. While the issues facing schools seem to grow ever more complex there is an increasing call for accountability from the education establishment. This call for accountability is tied to direct measures that will demonstrate student progress. School psychologists are found in the crux of those challenges and due to the changing nature of the educational environment are increasingly being called upon to expand their role, oftentimes into the most challenging of situations as front line workers. With this expanding role, the school psychologist is being asked to step out of the traditional role of diagnostician, and to a 21<sup>st</sup> Century role as change agent, mental health specialist, systems specialist, advocate, program developer and program evaluator.

Legislative actions, reflecting the demand for accountability at both the state and federal level (such as No child Left Behind Act (NCLB) and California Performance Standards aimed at reforming education) have greatly impacted schools. As a result, school psychologists are increasingly being required to play leadership roles in a variety of areas related to education reform in both special and regular education. There is an emphasis on data based decision-making, accountability and mandated achievement. School psychologists must be able to bring knowledge of assessment, empirically supported programs, curriculum based measurement, and other progress monitoring techniques to their respective schools, as well as specialized knowledge in the arena of general education.

The reauthorization of the Individuals with Disabilities Education Act (IDEA, 2004) follows the precepts outlined in NCLB for research based instructional techniques in both regular and special education, early intervention, progress monitoring and access to the general curriculum for all children. The movement towards accountability and decision making based on empirically sound data that was a focus of NCLB is continued in IDEA 2004.

Social forces also influence our education system and consequently the role of school psychologists. School psychologists are being increasingly required to deal with issues such as school and community violence and more intense mental health needs. As the primary mental health professional in schools, school psychologists are called upon to

address crises in the lives of individual children as well as in schools, districts or communities.

In order to be effective practitioners who can respond to the needs outlined above school psychologists must possess a wide range of skills. The purpose of the proposed program is to meet the needs for specialized training for school psychologists. School psychologists are increasingly being called upon to play leadership roles in a variety of areas related to educational reform in both special and regular education. The role of a school psychologist is a global one: to promote school success for all students. In that capacity they can be called upon to function at both a system and an individual level. In addition, school psychologists must be prepared to address both academic and mental health needs. Thus, they need both a more specialized and, at the same time, broader pre-service experience than other professionals in schools. In order to meet the pressing needs of today's schools they must enter the public school arena with a diverse base of knowledge and skills. The School Psychology Program at California State University, Sacramento has expanded and adjusted its training requirements to meet these increased needs. In doing so the program has outgrown its current designation as a Masters Degree program.

As Fagan & Wise (2000) point out, school psychology must find ways to manage this increasing diversity and expansion of roles:

“There must be room for those whose jobs depend on traditional assessment functions; those who consult; those who do curriculum-based assessment, therapy, in-service education, or junior college work; those who work in rural or urban areas, in schools, agencies or independent practice; and those who work with all ages of people engaged in schooling” (p. 414)

#### *Education Specialist Degree (Ed.S.)*

This proposal is for an Education Specialist (Ed.S) degree in School Psychology. The Ed.S. degree is generally considered a clinical or practice degree that is appropriate for graduate programs which are more rigorous than a traditional masters degree and involve a practice related component.

The Ed.S. Degree is considered the national standard for training of school psychologists and is much more common in training programs outside of California. Within California the degree is offered at only three institutions. Two of those are private institutions: Chapman University and University of the Pacific. San Diego State University recently gained approval of an Ed.S. Degree in School Psychology and have admitted their first cohort of students. The demand was high for the program; they received approximately 120 applicants and admit 10. Table 1 provides an overview of requirements of the California programs offering Ed.S. degrees in comparison to our proposed program.

As previously noted the specialist level of training is the minimum level accepted by the National Association of School Psychologists (NASP), In order to receive approval from the National Association of School Psychologists the California State University, Sacramento School Psychology Program was required to meet these specialist level standards. These standards are more extensive than the requirements for a master's degree. Thus, the framework is already in place for implementing the Ed.S. degree within our program. It is also worth noting that the American Psychological Association considers the doctorate to be the minimum level of training necessary to practice as a school psychologist. Though this requirement is more stringent than the requirement of NASP, both organizations promote training beyond the masters level. Appendix A provides an outline of how the California State University Sacramento program addresses each of the training standards identified by NASP.

### *Program Structure*

This proposal is part of a combined M.A./Ed.S. degree. The expectation is that students would concurrently enroll in both programs. Students would receive their masters in route to the Ed.S. degree. Our purpose in designing the concurrent M.A./ Ed.S. program is to fully address the unique training needs of school psychologists and more fully reflect the level of training they receive. We have already completed the M.A. proposal which was approved for admittance of students in fall of 2003. However, along with the Ed.S. degree proposal we are submitting a program change for the M.A. which would eliminate the thesis as an option for the culminating experience. Upon approval of these two programs, M.A. candidates would be have two options for their culminating experience; an exam with a class for preparation or a project. Figure 1 provides a flow chart of student progress through the program.

Our long term plan includes the development of an Ed.D or joint doctoral degree program. With the development of a doctoral degree the M.A. would be phased out and the School Psychology program would offer Ed.S. and doctoral level degrees.

### **How does the proposed program fit into the mission of the University and the program responsibility of the College and the academic unit that will offer the program?**

The proposed program promotes the mission of the university in several ways. By better preparing school psychology practitioners we are providing a service which is expected to improve the quality of life for the children and families within our region. Most of our graduates stay within this region and thus improving their training will have a clear and direct impact on the quality of life for these individuals.

We also believe that this program proposal is a response to the changing body of knowledge in the field of professional school psychology; therefore it is consistent with the University's stated mission to preserve, communicate and advance knowledge. This program fits well with the University's stated mission for post-graduate programs by

advancing student development and raising the standard for professional development of school psychologists within the region.

The program will also foster attainment of University goals. By providing an advanced level of training for school psychologists we will promote the goal of achieving recognition for superior accomplishments in teaching and learning. Our program currently has an excellent reputation within the state; by committing ourselves and students to a higher level of training and by granting a degree that more accurately reflects their training, we are effectively raising our own already high standards. Our proposed program addresses the goal for academic programs in that it is based on the need for a high quality program leading to excellence in educational outcomes. The granting of an Ed.S. degree will provide recognition for the advanced clinical training students receive beyond the traditional Masters degree. For example, the Ed.S. program will require completion of 94 units. Unit requirements for Masters programs within the College of Education range from 30 to 60 units. With our proposed program, the unit requirement for the Masters degree would be 54 units.

It is important that the advanced level of training students receive is appropriately recognized by their academic degree. Because our program is nationally approved at the Specialist level, our students are currently qualified to sit for the exam which will allow them to become Nationally Certified School Psychologists. At this point in time, over 18 states recognize this certification as adequate for practice. However, many states require an academic degree beyond the Masters for licensing within their states.

The current program is housed within the College of Education and will remain there. The goals of the program remain consistent with the College's goals. The program faculty members are considered members of the Department of Special Education, Rehabilitation and School Psychology. The current Master of Arts degree is housed within this department. The proposed degree would also be housed within the Department of Special Education, Rehabilitation and School Psychology.

**Describe the need for the program with respect to student interest, interest in the community and the demand within our service area for graduates of the program.**

Presently, there is strong student interest in the Masters Degree program. For fall, 2004 entry we received approximately 65 applicants and admitted 18 students. For fall, 2005 entry we received 60 applications. Of these 60 applicants 18 were admitted to the program. We have seen a steady rise in number and quality of applicants over the last five years. Attrition in our program is minimal. As previously stated San Diego State University currently is offering an Ed.S. program and received approximately 120 applications for 10 to 12 slots.

Many students and prospective students are interested in a more advanced degree and express a desire to pursue further education beyond the Masters. There are a limited number of options to do so within California. Currently there are doctoral level programs available at two University of California schools: Berkeley and Santa Barbara. Two

private schools grant an Ed.S degree and a new Ed.S. degree has recently been implemented at San Diego State University. As can be seen the options for students wishing a more advanced degree in school psychology are very limited in California. The San Diego State University program is the only Ed.S. option available at a public university within the state. A survey of current first, second and third year graduate students within our program indicated that 100% of those not currently holding a degree would consider the Ed.S. degree. A survey of graduates also demonstrated great interest in an Ed.S. degree with 90% of respondents saying that they would be interested in returning to complete any additional coursework needed for this degree.

Community interest in the program is also high. Graduates of the program are highly valued and for the last five years all graduates have found employment as school psychologists upon graduation. Board members of the Capital Region School Psychologists Association were surveyed for their response to the proposal. They indicated strong support for the proposed degree. In addition, the modifications to the current program have been discussed at previous meetings of the Community Advisory group. This committee consists of employers and practitioners within the local area. Their input was used in refining the course work. Finally, there is support for the program from the leadership of the California Association of School Psychologists. The current President of that association, Dr. Stephen Brock, is a faculty member.

**Indicate the anticipated student demand for the program. Upon what basis were these estimates derived?**

As noted above we have a consistent record of a large number of applicants to the current program. Currently less than 30% of applicants are admitted to the program. We anticipate that the number of applicants will increase with the offering of an Ed.S. Degree due to the lack of such programs available within the state. In addition, our ability to attract high quality candidates will be strengthened by providing the Ed.S. degree. One of our admitted students this year, a strong candidate who would have increased the diversity in our program, opted to attend San Diego State University which is granting the Ed.S. degree. The Ed.S. provides an alternative to students seeking a more advanced degree than the masters but not interested in pursuing a doctorate. We also anticipate demand from graduates of our program and other masters level programs who are interested in obtaining an advanced degree. These estimates are based on surveys of our graduate students, current enrollment information and a survey of the Capital Region School Psychologists Association.

**Describe the general scope and content of the proposed program.**

The proposed program is based on the current program and involves

- the addition of one new course (Education Specialist seminar)
- adjusting of requirements for the Masters Degree
- a course change for Masters culminating experiences to reflect demands of culminating experience requirement for Ed.S.

Therefore the requirements for new resources are minimal.

The program is three years in length: two years of full time coursework and a one-year full time internship. Coursework accounts for 64 units, internship accounts for 30 units and Ed.S. culminating experience for 3 units, for a total of 97 units. The course sequence for the Ed.S. degree is contained in Appendix B.

The program is designed to address the domains of practice identified by the National Association of School Psychologists as critical to training. Those include:

- data based decision-making and accountability
- consultation and collaboration.
- understanding of socialization and the development of life skills.
- knowledge of effective instructional practices and those practices that facilitate the development of cognitive/academic skills.
- understanding of student diversity in development and learning.
- development of skills and knowledge necessary to work with schools as systems: their organization, climate and methods for developing policy.
- ability to provide or contribute to prevention and intervention programs that promote the mental health and physical well being of students.
- ability to work effectively with families, educators and others in the community to promote and provide comprehensive services to children and families.
- understanding of research and program evaluation.
- knowledge of the history and foundations of their profession; of various service models; of relevant public policy development; and of ethical, professional and legal standards.
- ability to use information sources and technology, relevant to their work, in ways that enhance or safeguard the quality of services.

Appendix A outlines how our program meets these training requirements.

The program has multiple assessment measures in place to assure that the above domains are being addressed, assessed and attained. The measures include both traditional classroom measures and performance based evaluations. The program was granted re-approval by the National Association of School Psychologists in spring of 2005.

Coursework during the first two years also involves considerable field based and practicum experiences. During their third year internship students will meet regularly in an intern seminar and an Education Specialist seminar. University supervisors will have regular contact with field based supervisors during all three years of field experience in order to assure that program goals are being addressed and that students are progressing as expected.

Program requirements for the Masters, Pupil Personnel Services Credential and Education Specialist degrees are listed in Appendix C.

**Estimate the resources (existing and new) required to operate the proposed program in accord with acceptable academic standards.**

Faculty: There are four full time school psychology faculty members.. Part-time instructors currently carry approximately six units of coursework each semester. The Ed.S. proposal involves the development of two new courses. As part of the previous M.A. degree, two new courses were developed. The remaining courses that are not part of the M.A. degree, but are part of the Ed.S. degree, are currently provided as part of the Pupil Personnel Services Credential: School Psychology Specialization. Currently all of our students receive both an M.A. and the PPS: School Psychology. Therefore, the proposal only requires staffing of two additional courses within the College of Education. It is expected that current faculty will staff these courses.

We also expect that it is likely that some students will opt for the M.A. degree only. Currently the M.A. requires faculty sponsors for thesis, project or exam. These sponsors are supported with release units for that work. The shift to an exam and project option for the M.A. will eliminate the need for faculty sponsors for advising of Masters Theses and thus reduce the number of faculty units. We expect that most students will opt for the exam option for the M.A. degree. This will prepare them for an exam that is required as part of their national certification. Though the culminating experience for the Ed.S. will require faculty work time for advising, we expect that not all students will choose to complete an Ed.S. in addition to the Masters degree. Therefore, there may be a reduction in the overall number of units needed for advisement purposes.

Program coordination and administration: Historically three units each semester have been allocated to program and area group administration and two units to fieldwork coordination. For the past year program coordination has received two units and fieldwork/internship coordination has received one and one half units. These cuts were due to budget decisions and it is anticipated that with increased funding the previous levels of support will be reinstated.

Space/Equipment: There are no new space or equipment needs.

Operating expenses: There are no anticipated additional operating expenses

Clerical/Technical support; There are no new support needs anticipated.

**What is the proposed source of funding for the additional resource needs?**

Funding for staff for two additional courses will be provided by usual course enrollment.

**What programmatic or fiscal impact will the proposed program have on the sponsoring unit's programs and other academic units within and outside the host College?**

It is not anticipated that the program will have any impact on other programs at California State University, Sacramento.

**Summary Statement for Submission to Chancellor's Office is attached**

## SUMMARY STATEMENT FOR PROPOSED EDUCATION SPECIALIST DEGREE IN SCHOOL PSYCHOLOGY

Submitted by Catherine Christo

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This proposal is for an Education Specialist (Ed.S) degree in School Psychology. The Ed.S. degree is generally considered a clinical or practice degree that is appropriate for graduate programs which are more rigorous than a traditional masters degree and involve a practice related component. The Ed.S. Degree is considered the national standard for training of school psychologists and is much more common in training programs outside of California. Within California the degree is offered at only three institutions. Two of those are private institutions: Chapman University and University of the Pacific. San Diego State University recently gained approval of an Ed.S. Degree in School Psychology and have admitted their first cohort of students. The demand was high for the program; they received approximately 120 applicants and admit 10.

It is important that the advanced level of training students receive is appropriately recognized by their academic degree. The current Masters does not fully reflect the academic and clinical training students receive. Because our program is nationally approved at the Specialist level, our students are currently qualified to sit for the exam which will allow them to become Nationally Certified School Psychologists. At this point in time, over 18 states recognize this certification as adequate for practice. However, many states require an academic degree beyond the Masters for licensing within their states.

This proposal is part of a combined M.A./Ed.S. degree. The expectation is that students would concurrently enroll in both programs. Students would receive their masters in route to the Ed.S. degree. Our purpose in designing the concurrent M.A./ Ed.S. program is to fully address the unique training needs of school psychologists and more fully reflect the level of training they receive. We have already completed the M.A. proposal which was approved for admittance of students in fall of 2003.

Presently, there is strong student interest in the Masters Degree program. For fall, 2004 entry we received approximately 65 applicants and admitted 18 students. For fall, 2005 entry we received 60 applications. Of these 60 applicants 18 were admitted to the program. We have seen a steady rise in number and quality of applicants over the last five years. Attrition in our program is minimal. As previously stated San Diego State University currently is offering an Ed.S. program and received approximately 120 applications for 10 to 12 slots

Community interest in the program is also high. Graduates of the program are highly valued and for the last five years all graduates have found employment as school psychologists upon graduation. Board members of the Capital Region School Psychologists Association were surveyed for their response to the proposal. They

indicated strong support for the proposed degree. In addition, the modifications to the current program have been discussed at previous meetings of the Community Advisory group. This committee consists of employers and practitioners within the local area. Their input was used in refining the course work. Finally, there is support for the program from the leadership of the California Association of School Psychologists. The current President of that association, Dr. Stephen Brock, is a faculty member. A survey of current first, second and third year graduate students within our program indicated that 100% of those not currently holding a degree would consider the Ed.S. degree. A survey of graduates also demonstrated great interest in an Ed.S. degree with 90% of respondents saying that they would be interested in returning to complete any additional coursework needed for this degree.

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- data based decision-making and accountability
- consultation and collaboration.
- understanding of socialization and the development of life skills.
- knowledge of effective instructional practices and those practices that facilitate the development of cognitive/academic skills.
- understanding of student diversity in development and learning.
- development of skills and knowledge necessary to work with schools as systems: their organization, climate and methods for developing policy.
- ability to provide or contribute to prevention and intervention programs that promote the mental health and physical well being of students.
- ability to work effectively with families, educators and others in the community to promote and provide comprehensive services to children and families.
- understanding of research and program evaluation.
- knowledge of the history and foundations of their profession; of various service models; of relevant public policy development; and of ethical, professional and legal standards.
- ability to use information sources and technology, relevant to their work, in ways that enhance or safeguard the quality of services.

Minimal impact on resources is anticipated as all but one course are currently offered as part of a combined Masters and Pupil Personnel Services Credential program.

Changes to M.A. program in catalog copy below reflect a change in how the coursework is presented in the catalog as well as omission of EDS 540 (thesis option for school psychology).

PROPOSED CHANGES	
1. Course change in EDS 540 from Masters thesis to Ed.S. thesis 2. Addition of new course: EDS 239 Education Specialist Seminar 3. Addition of new course EDS XXX Education Specialist Project	
OLD PROGRAM	NEW PROGRAM
<b>REQUIREMENTS – MASTER OF ARTS DEGREE IN EDUCATION - SCHOOL PSYCHOLOGY</b>  <b>A. Counseling Core (12 units)</b> (3) <u>EDS 250</u> Education Research (Graduate Standing) (3) <u>EDC 210</u> Multicultural/Ethnic Counseling ( <u>EDC 171A</u> , <u>EDC 171B</u> , <u>EDC 171C</u> , <u>EDC 171D</u> , <u>EDC 171E</u> ; approval as a candidate in the Counselor Education Program) (3) <u>EDS 231</u> Group Process in School Psychology (3) <u>EDS 248</u> Human Development and Learning  <b>B. School Psychology Core (39-42 units)</b> (3) <u>EDS 240</u> Functional Assessment of Behavior (3) <u>EDS 241</u> Counseling and Psychotherapy for School Psychologists (Corequisite: <u>EDS 440</u> ) (3) <u>EDS 242A</u> Cognitive Assessment ( <u>EDS 242B</u> ) (3) <u>EDS 244</u> Social, Emotional and Behavioral Assessment ( <u>EDS 242A</u> and <u>EDS 242B</u> . Corequisite: <u>EDS 243</u> ) (3) <u>EDS 245</u> Psychology in the Schools (Must be admitted to School Psychology Program) (3) <u>EDS 246a</u> Preventive Academic Interventions (Approval as	<b>REQUIREMENTS – MASTER OF ARTS DEGREE IN EDUCATION - SCHOOL PSYCHOLOGY</b>  <b>A. Counseling Core (12 units)</b> (3) <del>EDS 250</del> Education Research (Graduate Standing) (3) <del>EDC 210</del> Multicultural/Ethnic Counseling ( <del>EDC 171A</del> , <del>EDC 171B</del> , <del>EDC 171C</del> , <del>EDC 171D</del> , <del>EDC 171E</del> ; approval as a candidate in the Counselor Education Program) (3) <del>EDS 231</del> Group Process in School Psychology (3) <del>EDS 248</del> Human Development and Learning  <b>B. School Psychology Core (39-42 units)</b> (3) <del>EDS 240</del> Functional Assessment of Behavior (3) <del>EDS 241</del> Counseling and Psychotherapy for School Psychologists (Corequisite: <del>EDS 440</del> ) (3) <del>EDS 242A</del> Cognitive Assessment ( <del>EDS 242B</del> ) (3) <del>EDS 244</del> Social, Emotional and Behavioral Assessment ( <del>EDS 242A</del> and <del>EDS 242B</del> . Corequisite: <del>EDS 243</del> ) (3) <del>EDS 245</del> Psychology in the Schools (Must be admitted to School Psychology Program) (3) <del>EDS 246a</del> Preventive Academic Interventions (Approval as

<p>a candidate in the School Psychology program and instructor permission)</p> <p>(3) <a href="#">EDS 247</a> Assessment of Special Needs</p> <p>(3) <a href="#">EDS 440</a> Practicum in Individual Counseling/School Psychology (Approval as a candidate in School Psychology program, approval of advisor, and department petition)</p> <p>(3) <a href="#">EDS 201</a> Legal Aspects of Special Education</p> <p>(3) EDS 246b Preventive Mental Health Interventions</p> <p>(3) EDS **** Elective from list of electives</p> <p>(3) EDTE **** Elective from list of electives</p> <p>(3-6) Select one of the following:</p> <p>(3) <a href="#">EDS 249</a> Special Seminar: Counseling/School Psychology</p> <p>(6) <a href="#">EDS 540</a> Master's Thesis: Counseling/School Psychology (Plan A)</p> <p>(4) <a href="#">EDS 541</a> Master's Project: Counseling/School Psychology (Plan B)</p> <p>Project/Thesis/MA Seminar (<a href="#">EDS 540</a> / <a href="#">EDS 541</a> / <a href="#">EDS 249</a>) courses require the students to file and have approved a Reservation Form for that course the semester before intended registration.</p>	<p>a candidate in the School Psychology program and instructor permission)</p> <p><del>(3) <a href="#">EDS 247</a> Assessment of Special Needs</del></p> <p><del>(3) <a href="#">EDS 440</a> Practicum in Individual Counseling/School Psychology (Approval as a candidate in School Psychology program, approval of advisor, and department petition)</del></p> <p><del>(3) <a href="#">EDS 201</a> Legal Aspects of Special Education</del></p> <p><del>(3) EDS 246b Preventive Mental Health Interventions</del></p> <p><del>(3) EDS **** Elective from list of electives</del></p> <p><del>(3) EDTE **** Elective from list of electives</del></p> <p><del>(3-6) Select one of the following:</del></p> <p><del>(3) <a href="#">EDS 249</a> Special Seminar: Counseling/School Psychology</del></p> <p><del>(6) <a href="#">EDS 540</a> Master's Thesis: Counseling/School Psychology (Plan A)</del></p> <p><del>(4) <a href="#">EDS 541</a> Master's Project: Counseling/School Psychology (Plan B)</del></p> <p><del>Project/Thesis/MA Seminar (<a href="#">EDS 540</a> / <a href="#">EDS 541</a> / <a href="#">EDS 249</a>) courses require the students to file and have approved a Reservation Form for that course the semester before intended registration.</del></p> <p><b>REQUIREMENTS – MASTER OF ARTS DEGREE IN EDUCATION - SCHOOL PSYCHOLOGY</b></p> <p><b><u>First Semester</u></b></p> <p>(3) <a href="#">EDS 231</a> Group Process in School Psychology</p> <p>(3) <a href="#">EDS 245</a> Psychology in the Schools</p> <p>(3) <a href="#">EDS 248</a> Human Development and Learning</p> <p>(3) <a href="#">EDS 201</a> Legal Aspects in Special Education</p> <p>(3) <a href="#">EDC 210</a> Multicultural Counseling</p>
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**Second Semester**

- (3) EDS 241 Counseling and Psychotherapy for School Psychologists
- (3) EDS 242A Cognitive Assessment
- (3) EDS 250 Educational Research
- (3) EDS 440 Practicum in Counseling for School Psychologists

**Third Semester**

- (3) EDS 240 Functional Assessment of Behavior
- (3) EDS 244 Social, Emotional, and Behavioral Assessment
- (3) EDS 246A Preventive Academic Interventions

**Fourth Semester**

- (3) EDS 247 Assessment of Special Needs
- (3) EDS XXX (elective)
- (3) EDTEXXX or BMED XXX (elective)
- (3) EDS 246B Preventive Mental Health Interventions

Project/Thesis/MA Seminar ([EDS-540](#)/ [EDS 541](#) / [EDS 249](#)) courses require the students to file and have approved a Reservation Form for that course the semester before intended registration.

**REQUIREMENTS – EDUCATION  
SPECIALIST DEGREE IN  
SCHOOL PSYCHOLOGY**

**First Semester**

- (3) EDS 231 Group Process in School Psychology
- (3) EDS 245 Psychology in the Schools
- (3) EDS 248 Human Development and Learning
- (3) EDS 201 Legal Aspects in Special Education
- (3) EDC 210 Multicultural Counseling

**Second Semester**

- (3) EDS 241 Counseling and Psychotherapy for School Psychologists
- (3) EDS 242A Cognitive Assessment
- (4) EDS 242B Cognitive Assessment Lab
- (3) EDS 250 Educational Research
- (3) EDS 440 Practicum in Counseling for School Psychologists

**Third Semester**

- (3) EDS 240 Functional Assessment of

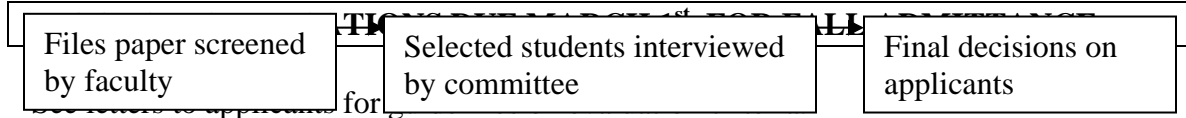
	<p>Behavior (3) EDS 243 Assessment Practicum (3) EDS 244 Social, Emotional, and Behavioral Assessment (3) EDS 246A Preventive Academic Interventions (3) EDS 439 Early Fieldwork in School Psychology</p> <p><b><u>Fourth Semester</u></b> (3) EDS 243 Assessment Practicum (3) EDS 247 Assessment of Special Needs (3) EDS XXX (elective) (3) EDTEXXX or BMED XXX(elective) (3) EDS 246B Preventive Mental Health Interventions</p> <p><b><u>Fifth Semester</u></b> (15) EDS 441 Internship in School Psychology (3-6) EDS 540, 542 Ed.S. Culminating Experience</p> <p><b><u>Sixth Semester</u></b> (15) EDS 441 Internship in School Psychology (3) EDS 239 Education Specialist Seminar</p>
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**TABLE 1**

Comparison of School Psychology Programs offering the Education Specialist degree in School Psychology in California

PROGRAM	UNITS	YEARS	CULMINATING REQUIREMENT	INCLUDES MASTERS?
Chapman University	66 units	3	Portfolio review and exit interview	Yes after 51 units and passing score on Praxis
San Diego State University	110 units	4	Thesis	Yes, review of professional portfolio
University of Pacific	67-69 units	3	Internship	Yes after 32 units and portfolio exam
<i>Proposed Program California State University, Sacramento</i>	<i>97-101 units</i>	<i>3</i>	<i>Ed.S. thesis, project or written examination</i>	<i>Yes after 51 units and passage of Praxis exam</i>

**FIGURE 1**  
**SCHOOL PSYCHOLOGY PROGRAM**  
**FLOW CHART OF STUDENT PROGRESS THROUGH PROGRAM**



**PREREQUISITES**

<p>Successful completion of the CBEST</p> <p>(Units listed parenthetically)</p> <p>PSYC 120    Psychological Testing (3)</p> <p>PSYC 168    Abnormal Psychology (3)</p> <p>EDC 170    Introduction to Counseling (3)</p> <p>EDC 171    Power, Privilege and Self Identity (4)</p> <p>EDS 100A/B    Education of exceptional Children &amp; Youth/Lab (3)</p> <p>EDS 140    Introduction to Behavioral Statistics (3)</p> <p>EDTE 103    Tutoring Children OR equivalent experience</p>
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\*items noted with asterisk in the following course sequence are to be included in student portfolios

**SEMESTER ONE**

COURSES	FIELD EXPERIENCES	METHODS OF EVALUATION
EDS 245 Psychology in the Schools EDS 248 Human Development & Learning EDS 231 Group Processes in School Psychology EDS 201 Legal Aspects in Special Education EDS 210 Multicultural Counseling	Focused observations Co-lead school-based group	Exams Papers Class presentations Health and developmental history questionnaire* Competencies checklist* Direct supervisor observation in CSUS clinic Group curriculum project

Portfolio evaluation

**SEMESTER TWO**

COURSES	FIELD EXPERIENCE	METHODS OF EVALUATION
ED 250 Educational Research EDS 242 A/B Cognitive Assessment EDS 241 Counseling & Psychotherapy for School Psychologists EDS 440 Practicum in Counseling for School Psychologists	Assessment practicum Counseling practicum	Exams Papers Research methods portfolio GATE evaluations* Assessment checklist* Supervision of assessment and counseling practica Case study Direct supervisor observation in CSUS clinic

Portfolio evaluation

**SEMESTER THREE**

COURSES	FIELD EXPERIENCES	METHODS OF EVALUATION
EDS 240 Observing, Recording and Evaluating Behavior EDS 244 Social, Emotional & Behavioral Assessment EDS 243 Assessment Practicum EDS 246 A Seminar in Preventive Academic Interventions EDS 439 Fieldwork in School Psychology	Teacher consultations Early fieldwork Assessment practicum	Exams Papers Direct supervisor observation in CSUS clinic Psycho-educational evaluation* Assessment resource notebook Field study documentation* Field supervisor evaluation Functional assessment and behavior intervention plan*

**STUDENT PROGRESS REVIEW**

1. Portfolio evaluation
2. Faculty review records for each student
3. Faculty meet to discuss student progress for each individual student
4. Faculty members hold Individual meetings with students at beginning of semester to discuss progress

**SEMESTER FOUR**

COURSES	FIELD EXPERIENCES	METHODS OF EVALUATION
EDS 247 Assessment of Special Needs EDC 246 B Seminar in Preventive Mental Health Interventions EDS 243 Assessment Practicum EDS 249, 541:exam or project EDS XX Special Education Instructional Course: elective EDTE or BMED XXX (elective)	Assessment practicum Early fieldwork (optional)	Exams Papers Psycho-educational evaluations* Low incidence disability pamphlet*

Portfolio evaluation

**COMPLETION OF MASTERS EXAM OR PROJECT AND MASTERS REQUIREMENTS**

**AWARDING OF M.A.**

1. All students pursuing the Pupil Personnel Credential or Education Specialist degree, take the Masters Exam and Internship Credential Exam and must pass at a predetermined level as a condition for receiving their Master’s Degree. (Exam consists of Praxis exam for School Psychology [administered by ETS] and case study [administered by CSUS])
2. Students not pursuing PPS or Ed.S. may opt for the Masters Project in place of exam.
3. Transcripts are reviewed to assure that all students have met course requirements for their Masters Degree.

**COMPLETION OF INTERNSHIP REQUIREMENTS**

**AWARDING OF INTERNSHIP CREDENTIAL**

1. All students take the Masters Exam and Internship Credential Exam and must pass at a predetermined level as a condition for receiving their internship credential. (Exam consists of Praxis exam for School Psychology [administered by ETS] and case study [administered by CSUS])
2. Transcripts are reviewed to assure that all students have met course requirements prerequisite to the internship.
3. Faculty members meet to review each student’s record as a condition of receiving their internship credential.

**SEMESTER FIVE**

COURSES	FIELD EXPERIENCE	METHODS OF EVALUATION
EDS 441 Internship Seminar EDS 540/542 Education Specialist thesis/project	Internship	Supervisor evaluations Review of Internship Log Review of Internship Plan Completion of 540/541

**SEMESTER SIX**

COURSES	FIELD EXPERIENCE	METHODS OF EVALUATION
EDS 441 Internship Seminar EDS 239 Education Specialist Seminar	Internship	Supervisor evaluations Final portfolio review Review of transcripts Review of Internship Log

<b>COMPLETION OF REQUIREMENTS FOR EDUCATION SPECIALIST DEGREE AWARDING OF EDUCATION SPECIALIST DEGREE</b>
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1. Completion of course requirements for Ed.S. degree.
2. Successful completion of internship
3. Successful completion of EDS 540/541 (Education Specialist level).

<b>APPLICATION FOR PUPIL PERSONNEL SERVICES CREDENTIAL</b>
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1. Credentials office reviews all student records to assure that students have completed required coursework.
2. Faculty members meet to review each student for final approval.
3. Portfolio and fieldwork evaluation review by university supervisors.

## **APPENDIX A**

### **NASP STANDARDS AND CSUS SCHOOL PSYCHOLOGY PROGRAM EVIDENCE**

#### **Standard 2**

**2.1 Data-Based Decision-Making and Accountability** School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Databased decision-making permeates every aspect of professional practice.

#### **Evidence that standard 2.1 is addressed:**

##### ***Program Goals:***

- implement problem-solving approaches that lead to problem solution within the school framework or to an appropriate outside referral,
- conceptualize student needs from a developmental and ecological perspective
- utilize a wide range of methods in assessing student needs, designing appropriate interventions and evaluating the effectiveness of those interventions,

##### ***Coursework that directly addresses this domain includes:***

EDS 240 Observing, Recording and Evaluating Behavior  
EDS 243 Assessment Practicum  
EDS 244 Social, Emotional & Behavioral Assessment  
EDS 246 A Seminar in Preventive Academic Interventions  
EDS 247 Assessment of Special Needs

##### ***Course activities that address this domain:***

- EDS 248 Human Development & Learning All credential candidates complete a four-semester sequence in assessment. During their first semester, students focus on Human Development and Learning (EDS 248). This course provides students with an understanding of normal child development and the principles of human learning. This understanding serves as a foundation for the rest of the assessment sequence and as it is critical to the interpretation of assessment data and the development of empirically supported educational recommendations which serves as a foundation for normal development in the assessment sequence. In this course students develop a Developmental History questionnaire which must be annotated to support the inclusion of all items. Doing so lays a foundation for the continued practice of considering all relevant factors in assessment
- In EDS 245, students do observations in a variety of regular education and special education programs; these program observations are also foundational for later studies in psychological assessment and inform students regarding placement options, and issues of school and classroom climate.
- In their second semester, students focus on cognitive assessment (EDS 242a). In addition to learning about the tools and techniques critical to cognitive assessment

students also discuss the importance of making valid inferences during the assessment process based upon the use of data. In addition, the concept of treatment validity (that an assessment is only valid if it leads to positive educational outcomes for a student) is introduced to students.

- During their third semester, students study personality and social-emotional evaluation (EDS 244), again becoming familiar with tools, techniques, methods of interpretation and the importance of considering multiple factors, including critical cultural factors in assessment and interpretation.
- During the third semester, students also study methods of Observing, Recording and Evaluating Behavior in EDS 240; this coursework serves as a foundation not only for behavioral and ecological assessment, but for individual psycho-educational evaluations as well. Students develop a Functional Behavior Report and a Behavior Intervention Plan.
- The fourth course in the assessment sequence (EDS 247) is multifaceted. The class is divided into three segments focusing on alternative and bilingual assessment, reading disabilities, and low incidence handicaps. Throughout all courses an ecological approach to assessment, which requires that students consider multiple sources of data and relevant information, is stressed.
- During their third semester students also take EDS 246A, Preventive Academic Interventions. In this course students learn to
- Practicum and fieldwork experiences are an integral part of all assessment courses. During their second semester, students begin their participation in the School Diagnostic Clinic at CSUS administering cognitive assessments to referred clients (EDS 242b). During their third and fourth semesters, students work in the School Diagnostic Clinic, completing diagnostic evaluations with referred clients. The final assessments in this series are conducted in the field with supervision provided by local practicing school psychologists in collaboration with the university supervisor. This provides an opportunity for classroom observations, teacher consultation, and IEP participation. For those assessments that take place within the clinic, students solicit information from parents and teachers to inform their evaluations. Supervisors use a problem-solving framework in reviewing student reports generated in the Assessment Practica (EDS 243).
- Candidates consolidate these numerous learning opportunities when they provide data based assessment and consultation services to schools during their internship year (EDS 441).

**Evidence that Standard 2.1 is assessed:**

- In *EDS 240, Observing Recording and Evaluating Behavior*, students write a Functional Behavioral Assessment Report and develop a Behavior Intervention Plan
- As part of their work in *EDS 246 A*, students evaluate the research base for selected interventions. They also work with a case in their Early Fieldwork placement in which they must gather data, interpret it in developing an

- intervention and design a progress monitoring method for continued evaluation of the effectiveness of the intervention (case study).
- In EDS 242 A candidates are required to use case study data (primarily assessment) in making data based conclusions (midterm, final)
  - In EDS 242 B, candidates administer, score and interpret cognitive assessment data (assessment reports)
  - In EDS 244, candidates work with case study data to develop conclusions and recommendations (assignments, midterms, final)
  - In EDS 243 (two semesters), candidates administer, score and interpret assessment data. Reports and conclusions reached are evaluated regarding accurate use of data (assessment reports).
  - In EDS 247, candidates are evaluated on their ability to use case study data appropriately.

**Evidence that Standard 2.1 is attained:**

- Praxis exam results indicate that students are adequately prepared in data based decision making. The average score for second year students taking the exam in spring 2004, prior to their internship was 22 correct (within the average range) for Diagnosis and Fact Finding.
- As part of their Internship Exam, taken prior to receiving an internship credential, students are given a case study for which they must provide interpretation of data and make recommendations.
- Interns are consistently scored very high on assessment related skills by their Field Supervisors. Items 26-30, 58, 69 and 70 relate to this domain. Average ratings across these items range from 5.8 to 6 on a 6 point scale.
- Feedback from the advisory committee suggests that our interns and graduates have strong assessment skills.
- All graduates completing the Graduation Internship Questionnaire rated themselves as most prepared in the area of assessment.
- Employers described interns and graduates as “aware of assessment strategies” able to integrate academic problems with testing”, “well grounded in psychometric theory and able to analyze what tests are actually measuring”.
- Employers average rating for interns and graduates on the Program Assessment Survey questions relevant to this standard as 4 on a 4 point scale.
- Alumni rated their preparedness as 4 on these same items.

**Sources of evidence:**

- Course syllabi (Appendix B)
- Praxis exam results (Appendix D)
- Internship supervisor rating results (Appendix D)
- Internship exam (case study) (Appendix D)
- Intern Advisory Meeting Summary (Appendix F)
- Graduate Intern Questionnaire (Appendix D)
- Employer Survey of School Psychology Program Assessment (Appendix D)
- Alumni Survey of School Psychology Program Assessment (Appendix D)

**2.2 Consultation and Collaboration:** School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.

**Evidence that Standard 2.2 is addressed.**

***Program Goals:***

- collaborate with schools and parents in implementing interventions that promote positive outcomes for all students.
- utilize counseling and consultation approaches that reframe problems with the goal of developing strategies for solution,
- are cognizant of effective instructional practices and use this knowledge in fostering cognitive/academic development for all students

***Primary courses in which Standard 2.2 is addressed:***

EDS 439	Early Fieldwork in School Psychology
EDS 241	Counseling and Psychotherapy for School Psychologists
EDS 210	Multicultural Counseling
EDS 240	Observing, Recording and Evaluating Behavior
EDS 246	Preventive Interventions
EDS 441	Internship

***Course activities in which Standard 2.2 is addressed:***

- The majority of students enrolling in the CSUS program begin their graduate training with some experience in consultation as most have had some school, agency or mental health experience prior to enrolling. (As part of the application process, relevant work experience is highly valued.) However, few candidates have had formal training in consultation and most are operating on intuitive notions of how one might consult without a theoretical base on which to formulate decisions.
- In EDS 231, candidates are introduced to group dynamics and participate in a multidisciplinary, collaboration activity introducing them to the members, roles and possible viewpoints of a student assistance or IEP team.
- Students also learn group process and team work skills in EDS 231 that are important in developing effective, collaborative teams.
- Candidates are introduced to consultation in EDS 241 as strength-based approaches to counseling are applied to the consultation setting.
- In EDS 240, EDS 246 A and EDS 246 B, candidates receive training in several models of consultation and observe the consultation process with local practitioners providing demonstrations in the classroom. Students are required to develop a consultation case study demonstrating both theoretical knowledge and applied skills. Within EDS 246 A, the ability to collaboratively identify a problem and collect the information necessary to understand it are stressed.
- In EDS 439, students receive on site supervision regarding their consultation skills from site practitioners, and participate in a seminar which is dedicated in

- part to refining consultation skills and helping others to make decisions about service delivery and evaluate the outcomes of those decisions.
- Candidates are introduced to a problem-solving framework in EDS 245 and continue to function within this model in their practica and fieldwork placements. Our Community Advisory Committee has underscored our belief that a problem-solving approach is the most effective model for the delivery of school services
  - As faculty, we hold the belief that a school psychologist may only be useful if he/she is a skillful consultant who is able to effectively communicate with teachers, administrators, other school personnel, family members, community groups, and agencies. All good ideas become irrelevant if one does not also possess the ability to put ideas into action.

**Evidence that Standard 2.2 is assessed:**

- In EDS 240, candidates demonstrate understanding of consultation during simulated teacher consultations regarding behavioral issues.
- In EDS 246 A, candidates demonstrate understanding of consultation during simulated teacher consultations regarding academic issues.
- In EDS 246 B, candidates demonstrate skill and understanding of crisis consultation during simulated consultations with school staff.
- In EDS 240, candidates consult with a teacher and/or parent to develop a Functional Behavior Assessment and Behavior Intervention Plan.
- In EDS 246 A, candidates consult with a teacher in developing an academic intervention plan.

**Evidence that Standard 2.2 is attained:**

- Interns are consistently rated high on consultation and collaboration related skills by their Field Supervisors. Items 44-51 relate to this domain. Average ratings across these items range from 5.6 to 6 on a 6 point scale
- Employers average rating for interns and graduates on the Program Assessment Survey questions relevant to this standard as 3.8 to 4 on a 4 point scale.
- Alumni rated their preparedness on this survey as 3.5 to 4.

**2.3 Effective Instruction and Development of Cognitive/ Academic Skills:** School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.

**Evidence that Standard 2.3 is addressed:**

***Program Goals:***

- develop an understanding of specialized needs of diverse student populations, including issues of culture, unique learning needs, alternative lifestyles etc.
- are cognizant of prevention and intervention strategies that foster positive mental, physical and academic well being for both students and staff
- are cognizant of effective instructional practices and use this knowledge in fostering cognitive/academic development for all students

***Primary courses in which Standard 2.3 is addressed:***

- EDS 248 Human Development and Learning
- EDS 239, Early Fieldwork in School Psychology
- EDS 246 A, Preventive Academic Interventions
- EDS 243, Assessment Practicum
- EDS 244, Social, Emotional and Behavioral Assessment
- EDTE X, elective instructional course in teacher education
- EDS X, elective course instructional course in special education

***Course activities in which Standard 2.3 is addressed:***

- Specific topics addressed in EDS 248 include behavioral, cognitive, and social-learning theories. (The study of cognitive psychology includes exploration of memory, attention skills, perceptual-sensory processes). Examination of the issue of motivation also takes place. Through a variety of in-class activities candidates are encouraged to examine specific aspects of learning theory can be used to guide instructional strategies and identify pupil learning assets and deficits
- Candidates are required to take one 3 unit instructional course within Special Education and a 3 unit instructional course within Teacher Education.
- EDS 246 A is specifically designed to address the development of appropriate academic interventions. Students are exposed to models and tools useful in consulting with teachers in the design and implementation of academic interventions. They are also learn the characteristics of effective, research based interventions.
- Candidates are required to address academic interventions in their psycho-educational evaluation reports for EDS 243, Assessment Practica
- As part of their experiences in Early Fieldwork, EDS 249, students actively participate in student assistance (pre-referral) teams by aiding in intervention design, implementation and monitoring.

***Evidence that Standard 2.3 is assessed:***

- Candidates write a Learning Theory paper as part of their requirements for EDS 248. This paper assesses their ability to integrate the principles of human learning with their own learning experiences.
- In EDS 245, candidates perform several observations that foster an understanding of effective student learning and effective teaching. For each of these observations they write a reflection paper responding to specific questions. (What are the qualities of an effective teacher? How does motivation affect learning? What did you observe as major barriers to learning?)

- In EDS 246 A, candidates' knowledge regarding models of intervention, monitoring response to intervention and effective intervention design are assessed through examinations.
- A case study developed in consultation with a teacher for EDS 246, assesses the ability to design and monitor academic interventions.
- In 246 A students also review an intervention that is currently being used in their schools and report to the class on this intervention.
- Psycho-educational reports developed in the Assessment Practica, EDS 243, are evaluated for understanding of learning processes, correct interpretation of data and the appropriateness of recommendations.
- Case study exams in EDS 244 require candidates to demonstrate understanding of learning and the ability to develop interventions.
- In EDS 247, students develop a pamphlet on a particular low incidence disability.

**Evidence that Standard 2.3 is attained:**

- Praxis exam Praxis exam results indicate that students are adequately prepared in effective instruction. The average score for second year students taking the exam in spring 2004, prior to their internship was 21 correct (within the average range) for Prevention and Intervention.
- Interns are consistently scored very high on assessment related skills by their Field Supervisors. Items 28, 35,39,40 and 62 relate to this domain. Average ratings across these items range from 5.8 to 6 on a 6 point scale
- Portfolio items
- Advisory committee feedback indicated that students are “able to intergrate academic problem solving with testing”, “are very good at thinking outside the box” and “not so focused on special education that they overlook classroom modifications”
- Employers average rating for interns and graduates on the Program Assessment Survey questions relevant to this standard as 4 on a 4 point scale.
- Alumni rated their preparedness on this survey as 3.8 to 4.
- Portofolio Case Study

**Sources of evidence:**

- Handbook (Appendix A)
- Course syllabi (Appendix B)
- Praxis results (Appendix D)
- Portfolio rubric (Appendix G)
- Intern Supervisor evaluations (Appendix D)
- Employer Program Assessment (Appendix D)
- Alumni Program Assessment (Appendix D)

**2.4 Socialization and Development of Life Skills:** School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect

services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

**Evidence that Standard 2.4 is addressed:**

***Program Goals:***

- conceptualize student needs from a developmental and ecological perspective
- utilize a wide range of methods in assessing student needs, designing appropriate interventions and evaluating the effectiveness of those interventions,
- develop an understanding of specialized needs of diverse student populations, including issues of culture, unique learning needs, alternative lifestyles etc.

***Primary courses in which Standard 2.4 is addressed:***

- EDS 231 Group Process in School Psychology
- EDS 240 Functional Behavior Assessment
- EDS 248 Human Development and Learning
- EDS 439 Early Fieldwork
- EDS 441 Internship

***Course activities in which Standard 2.4 is addressed:***

- In the first semester of the program, candidates take EDS 248, Human Development and Learning. Students develop a developmental and health history questionnaire. This document summarizes what they have learned about human development and can be used during the evaluation process to identify those variables that may signal atypical development.
- In the first semester, candidates also take EDS 231, Group Processes in School Psychology. In this course students observe a school based group, examine important considerations in developing school based groups and develop a group curriculum.
- In the second semester, candidates take EDS 241 Counseling and Psychotherapy for School Psychologists, a course which has as an underpinning resiliency based models of counseling (notably Solution-Focused Counseling).
- In the second semester of the first year, students are introduced to solution-focused ideas for counseling (EDS 241) and simultaneously begin working directly with clients in EDS 440.
- In EDS 240, candidates learn the skills and knowledge necessary to address behavioral concerns.
- In EDS 246 B, candidates learn the skills and knowledge necessary for developing and implementing preventive mental health interventions and crisis intervention.

- The practical application of Solution-focused strategies helps guide the development of interventions with students in early fieldwork (EDS 439), and later in their internship. Information from the Resiliency project and training program are shared on the school psychology listserv.
- Students also engage in learning activities which promote wellness in EDS 231, Group Process. In this class a major project involves developing a counseling curriculum for a specific age group targeting a specific issue (i.e. anger management, friendship skills, divorce, drugs and alcohol). As students develop these programs, and observe groups in the schools, a focus on students who are not appropriate candidates for a group highlights the need to become discriminating about serious emotional problems which likely entails different types of interventions. A lending library of these counseling projects has been established, and over the years, students frequently implement the project developed by a colleague. This sharing of ideas includes both current and former students and is a rich exchange.

**.Evidence that Standard 2.4 is assessed:**

- In EDS 248, candidates create a Developmental History Questionnaire which requires them to understand the multiple factors that can impact development.
- In EDS 231, students create a group curriculum that targets an age level and a specific population or problem (i.e. anger management, divorce, ADHD, study skills). This curriculum is informed by best practices for group work in schools, a resiliency orientation, developmental appropriateness and current theory.
- In EDS 240, candidates develop a Behavior Intervention Plan which addresses a particular student's behavioral issues.
- In EDS 246 B, candidates are evaluated on case simulations related to crisis intervention.
- In Early Fieldwork (EDS 439), candidates develop intervention plans in consultation with teachers and families. In addition, they work with individual students and small groups to provide direct services.

**Evidence that Standard 2.4 is attained:**

- Praxis exam results indicate that students are adequately prepared in understanding of socialization and the development of life skills. The average score for second year students taking the exam in spring 2004, prior to their internship was 17 correct (within the average range) for Applied Psychological Foundations.
- Interns are consistently scored high on assessment related skills by their Field Supervisors. Items 35,42,43,62, 68, 69, and 75 relate to this domain. Average ratings across these items range from 5.6 to 6 on a 6 point scale
- Employers average rating for interns and graduates on the Program Assessment Survey questions relevant to this standard as 3.8 to 4 on a 4 point scale.
- Alumni rated their preparedness on this survey as 3.6 to 4.
- Portfolio items related to this standard include the Developmental History Questionnaire, Group Curriculum synopsis and Behavior Plan.

- Advisory committee feedback indicates that students “have skills useful in helping general education students”

**Sources of evidence:**

- Handbook (Appendix A)
- Course syllabi (Appendix B)
- Praxis results (Appendix D)
- Portfolio rubric (Appendix G)
- Intern Supervisor evaluations (Appendix D)
- Employer Program Assessment (Appendix D)
- Alumni Program Assessment (Appendix D)

**2.5 Student Diversity in Development and Learning:** School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

**Evidence that Standard 2.5 is addressed:**

***Program Goals:***

- collaborate with schools and parents in implementing interventions that promote positive outcomes for all students.
- develop an understanding of specialized needs of diverse student populations, including issues of culture, unique learning needs, alternative lifestyles etc.
- are cognizant of effective instructional practices and use this knowledge in fostering cognitive/academic development for all students

***Primary courses in which Standard 2.2 is addressed:***

- EDC 210 Multi-Cultural Counseling
- EDS 231 Group Process in School Psychology (multicultural experiences)
- EDS 240 Functional Behavior Assessment
- EDS 241, Counseling and Psychotherapy for School Psychologists
- EDS 243 Assessment Practica
- EDS 242, Cognitive Assessment
- EDS 244 Social, Emotional and Behavioral Assessment
- EDS 247 Assessment of Special Needs
- EDS 245, Psychology in the Schools
- EDS 248 Human Development and Learning
- EDS 439 Early Fieldwork
- EDS 441 Internship

***Course activities in which Standard 2.5 is addressed:***

- First, students must have 4 units in cross-cultural coursework (EDC 170 A-D or equivalent) prior to entry into the program. The purpose of this prerequisite is to acquaint students with the unique cultural aspects of the predominant ethnic groups within the U.S.: African-American, American Indian, Asian, European American, and Hispanic.
- Within the program sequence, students take a 3 unit course in Multicultural Counseling (EDC 210) which serves to foster the development of cultural competence to effectively serve diverse and changing communities and work effectively with pupils and families from diverse and to develop an understanding and appreciation for diversity.
- In EDS 248, Human Development and Learning, candidates address the multiple factors (including biological, cultural, socio-economic, and gender and disability related) that influence development, learning and achievement.
- For example, in EDS 245, Psychology in the Schools one of the students' requirements is to write a paper on how their own cultural "lens" affects their ability to be an objective observer.
- Working with diverse persons in a mental health situations is also addressed in EDS 231 (Group Process) and EDS 241 (Counseling and Psychotherapy). For example, the appropriateness of various group activities for children from diverse backgrounds is discussed in EDS 231.
- The development of competence in working with diverse populations is also addressed through fieldwork experiences. Students are required to work with diverse populations in both early fieldwork and internship. It is expected that these direct experiences will not only foster the continued development of the competencies discussed above but also aid students in understanding ways educational policies, programs and practices can be congruent with the needs of pupils and their families. Early fieldwork settings are chosen based upon the opportunities students will have to interact with cultures other than their own.
- Issues related to diversity are addressed throughout the assessment sequence as well. For example, in EDS 242, Cognitive Assessment, the appropriateness of specific tests for diverse groups is discussed. In addition, one section of EDS 247 directly addresses assessment of children from diverse backgrounds.
- In EDS 247, one section of the course is devoted to low incidence disabilities. As part of this section, students develop a pamphlet on a low incidence disability.

**Evidence that Standard 2.5 is assessed:**

- Reflective questions in EDS 245 ( How might cultural/ethnic factors affected the way in which you observe?)
- Exams in EDS 231, EDS 241, EDS 247.
- Evaluation of psycho-educational reports in EDS 243 for awareness of issues of diversity.
- Assessment activities in EDC 210.
- Developmental History Questionnaire in EDS 248 must address cultural factors.

**Evidence that Standard 2.5 is attained:**

- Interns are consistently scored high on assessment related skills by their Field Supervisors. Items 32, 51, 54, 77 relate to this domain. Average ratings across these items range from 5.6 to 6 on a 6 point scale
- Employers average rating for interns and graduates on the Program Assessment Survey questions relevant to this standard was 3.8 on a 4 point scale.
- Alumni rated their preparedness on this survey as 3.5.

**Sources of evidence:**

- Handbook (Appendix A)
- Course syllabi (Appendix B)
- Intern Supervisor evaluations (Appendix D)
- Employer Program Assessment (Appendix D)
- Alumni Program Assessment (Appendix D)

**2.6 School and Systems Organization, Policy Development, and Climate:** School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

**Evidence that Standard 2.6 is addressed:**

***Program Goals::***

- understand the structure of schools and other agencies that serve students with special needs
- engage in ongoing evaluation of programs and services with an awareness of organizational change strategies,

***Primary courses in which Standard 2.6 is addressed:***

- EDS 245 Psychology in the Schools
- EDS 439 Early Fieldwork
- EDS 246 b Preventive Mental Health Interventions

***Course activities in which Standard 2.6 is addressed:***

- Candidates are introduced to the school as a system in EDS 245 Psychology in the Schools and deepen their understanding with multiple observations in regular education and special education.
- Candidates gain field based knowledge and engage in numerous activities such as pre-referral interventions, classroom observations, group and individual counseling, and teacher consultation on behavior and emotional issues in Early Fieldwork (EDS 439). Candidates participate in a concurrent seminar to reflect on these experiences while placing the information gained in the larger context of the school as a system.

- In EDS 246 B, Preventive Mental Health Interventions, candidates are trained in system level consultation for crisis intervention and prevention. Students also develop a resource CD with useful tools for systems level interventions.
- This year candidates organized a collaborative training experience with other support services pre-service candidates, which served to increase awareness of systems level issues. We expect this to be a yearly activity for students.

**Evidence that Standard 2.6 is assessed:**

- Discussion and exam in EDS 245 (Final Paper, Based on your observations, what are some reforms/changes that you would suggest for special education? Why?)
- Simulated case consultation in EDS 246 B assesses student awareness of system issues in addressing crises.
- Contributions to resource CD in EDS 246 B assess student ability to access important system level resources for dealing with crisis prevention and intervention.

**Evidence that Standard 2.6 is attained:**

- Praxis exam results indicate that students are adequately prepared in educational foundations. The average score for second year students taking the exam in spring 2004, prior to their internship was 11 correct (above the average range) for Applied Educational Foundations
- Interns are consistently rated high on related skills by their Field Supervisors. Items 45, 46 and 46 relate to this domain. Average ratings across these items range from 5.7 to 6 on a 6 point scale
- Employers average rating for interns and graduates on the Program Assessment Survey question relevant to this standard as 3.2 on a 4 point scale.
- Alumni rated their preparedness on this survey as 3.4 to 4.
- All students (spring 2004) successfully passed the case study exam question on the Internship Credential Exam relating to systems level crisis intervention.

**Sources of evidence:**

- Handbook (Appendix A)
- Course syllabi (Appendix B)
- Praxis results (Appendix D)
- Intern Supervisor evaluations (Appendix D)
- Employer Program Assessment (Appendix D)
- Alumni Program Assessment (Appendix D)

**2.7 Prevention, Crisis Intervention, and Mental Health:**

School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical wellbeing of students

**Evidence that Standard 2.7 is addressed:**

***Program Goals:***

- are cognizant of prevention and intervention strategies that foster positive mental, physical and academic well being for both students and staff
- conceptualize student needs from a developmental and ecological perspective

***Primary courses in which Standard 2.7 is addressed:***

- EDS 246b Preventive Mental Health Interventions
- EDS 248 Human Development and Learning
- EDS 244 Social, Emotional and Behavioral Assessment
- EDS 231 Group Process in School Psychology
- EDC 210 Multi-Cultural Counseling

***Course activities in which Standard 2.7 is addressed:***

- Crisis intervention has a specific focus in EDS 246 B, Preventive Mental Health Interventions. The focus is on intervention as well as prevention. Students develop a psychological first aid script to demonstrate the essential elements of this type of treatment. Students are introduced to both the state-wide and national crisis teams as possible interventions in extreme cases. At this time, one of our current faculty members has served on both these teams and brings valuable first hand experience
- Students also engage in learning activities which promote wellness in EDS 231, Group Process. In this class a major project involves developing a counseling curriculum for a specific age group targeting a specific issue (i.e. anger management, friendship skills, divorce, drugs and alcohol). A lending library of these counseling projects has been established, and over the years, students frequently implement the project developed by a colleague. This sharing of ideas includes both current and former students and is a rich exchange. In this course students also present and critique group activities with their class on a regular basis.
- A major theoretical underpinning of the school psychology program is a focus on resiliency and an orientation that is based on Solution-Focused counseling, the problem solving model, and the information in the emerging resiliency literature. Students begin the program with a solid counseling base by completing an introductory class as a pre-requisite.
- In their first semester students take EDC 210, Multicultural Counseling, a class that is important in helping them develop sensitivity and skill necessary to working with diverse populations.
- In the second semester of the first year, students are introduced to solution-focused ideas (EDS 241) and simultaneously begin working directly with clients in EDS 440.

- The practical application of Solution-focused strategies helps guide the development of interventions with students in early fieldwork (EDS 439), and later in their internship.
- In EDS 244, students focus on assessment of social and emotional functioning. As part of this class they learn how to develop interventions that promote mental health.

**Evidence that Standard 2.7 is assessed:**

- EDC 210
- A major method of assessment in EDS 231 is the development of a group counseling curriculum.
- In EDS 440 the ability to apply counseling skills in practical situations is assessed. Practica are held in settings which allow direct observation of students.
- Students are required to address mental health issues in both EDS 244 via case studies and in EDS 243 via clients with whom they work. Their ability to develop appropriate interventions is assessed through exams, case study evaluations and report evaluations.
- In EDS 246 B, candidates' knowledge of preventive mental health interventions is assessed through exams and through case simulations.

**Evidence that Standard 2.7 is attained:**

- Praxis exam results indicate that candidates are adequately prepared in prevention and intervention. The average score for second year students taking the exam in spring 2004, prior to their internship was 21 correct (within the average range) for Prevention and Intervention.
- Interns are consistently rated high on mental health intervention and prevention related skills by their Field Supervisors. Items 42, 66-69, and 73-76 relate to this domain. Average ratings across these items range from 5.8 to 6 on a 6 point scale.
- Employers' average rating for interns and graduates on the Program Assessment Survey question relevant to this standard was 4 on a 4 point scale.
- Alumni rated their preparedness on this survey as 4.
- Feedback from the advisory committee suggests that our interns and graduates have good skills in this area: graduates "have skills useful in helping general education students, such as the ability to write behavior plans".
- Portfolio items relevant to this standard include the Behavior Intervention Plan.

**Sources of evidence:**

- Handbook (Appendix A)
- Course syllabi (Appendix B)
- Praxis results (Appendix D)
- Portfolio rubric (Appendix G)
- Intern Supervisor evaluations (Appendix D)

- Employer Program Assessment (Appendix D)
- Alumni Program Assessment (Appendix D)

**2.8 Home/School/Community Collaboration:** School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

**Evidence that Standard 2.8 is addressed:**

***Program Goals:***

- collaborate with schools and parents in implementing interventions that promote positive outcomes for all students.
- conceptualize student needs from a developmental and ecological perspective

***Primary courses in which Standard 2.8 is addressed:***

- EDS 248 Human Development and Learning
- EDS 241 Counseling and Psychotherapy for School Psychologists
- EDS 439 Early Fieldwork
- EDS 440 Counseling Practica

***Course activities in which Standard 2.8 is addressed:***

- Family strengths and influences on development are addressed in EDS 248, Human Development and Learning.
- Candidates are initially trained in working with families in EDS 241, Counseling and Psychotherapy for School Psychologists. Families of all configurations are discussed and incorporated including multiethnic families, gay families, single parent families, and grandparents raising children. Family Therapy is highlighted, and the concurrent practica experience (EDS 440) frequently provides opportunities for family work.
- Multicultural Counseling (EDC 210) provides opportunities for candidates to further deepen their understanding of families and ethnicity and to develop an appreciation for the many ways in which families can support their children and the importance of schools being sensitive to culturally/family values and traditions.
- In EDS 240, EDS 246 A and EDS 246 B, students are introduced to several models of consultation and candidates are prepared for school-based consultation and collaboration. The specific skills of effective consultation in a school setting are taught through lecture, readings, practice in classroom exercises, and field based case studies. “Mock” consultation situations are used to promote application and skill development. In addition, genuine consultations will take

- place in which candidates both observe and participate in consultation with teachers and/or parents.
- Students have the opportunity to consolidate and apply their knowledge in the Early Fieldwork (EDS 439) experience where working with families in the school setting is a major emphasis.
  - During the Internship experience students also are expected to work with families.

**Evidence that Standard 2.8 is assessed:**

- Candidates develop a health and development questionnaire in EDS 248. Their awareness of family impact on development is assessed through this activity.
- Activities in EDC 210 assess candidates awareness of cultural factors in consulting with diverse families.
- Consultation simulations in EDS 240, and 246 B assess working with parents
- Interns are consistently rated high on skills related to this domain by their Field Supervisors. Items 18, 38, 44, 48-49, 78-79 relate to this domain. Average ratings across these items range from 5.3 to 5.8 on a 6 point scale.
- Employers average rating for interns and graduates on the Program Assessment Survey questions relevant to this standard as 3.8 to 4 on a 4 point scale.
- Alumni rated their preparedness on this item as 3.5 to 4.

**Evidence that Standard 2.8 is attained:**

- Early fieldwork supervisor evaluations
- Praxis exam
- Internship supervisor evaluations
- Portfolio items
- Advisory committee feedback

**Sources of evidence:**

- Handbook (Appendix A)
- Course syllabi (Appendix B)
- Intern Supervisor evaluations (Appendix D)
- Employer Program Assessment (Appendix D)
- Alumni Program Assessment (Appendix D)

**2.9 Research and Program Evaluation:** School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

**Evidence that Standard 2.9 is addressed:**

***Program Goals::***

- engage in ongoing evaluation of programs and services with an awareness of organizational change strategies,
- understand the structure of schools and other agencies that serve students with special needs

***Primary courses in which Standard 2.9 is addressed:***

- EDS 246 a Preventive Academic Interventions
- EDS 250 Educational Research

***Course activities in which Standard 2.9 is addressed:***

- The importance of critically evaluating research data in the selection of academic interventions is stressed in EDS 246 A. Students must investigate an assigned intervention and report on the research base to support that intervention.
- In addition, they also develop an intervention plan for a case study in which the research base of the chosen intervention is stressed.
- Being critical consumers of information is also stressed in all assessment classes as the research based efficacy of both assessments and interventions is addressed on an ongoing basis.
- In EDS 250, research methods are discussed and students develop a research portfolio which provides them with the tools for evaluating research and developing their own research studies.
- In EDS 250 statistical methods are discussed.
- In assessment courses EDS 242 and EDS 244, students are required to evaluate specific tests.
- Candidates have a choice of three culminating experiences: EDS 540 (Masters Thesis), EDS 541 (Masters Project) or EDS 249 (Masters Exam). In each of these students are engage in considerable critical thinking about research, the use of statistics and statistical analysis pertinent to their topic.

**Evidence that Standard 2.9 is assessed:**

- In EDS 246 A students complete several class assignments that require the investigation of the research basis of different academic interventions.

- Specific test evaluations in EDS 242 A and EDS 244 require candidates to consider statistical properties of the test.
- Exams in EDS 250
- Candidates develop a research portfolio in EDS 250.

**Evidence that Standard 2.9 is attained:**

- Successful completion of Masters Thesis, Project or Exam indicates that students have developed adequate skills in research and evaluation.
- Candidates include a summary of their Research Portfolio in their portfolios.
- Interns are consistently rated high on research and evaluation related skills by their Field Supervisors. Items 26, 29, and 30 relate to this domain. Average ratings across these items range from 5.8 to 6 on a 6 point scale
- Employers average rating for interns and graduates on the Program Assessment Survey questions relevant to this standard is 3.2 on a 4 point scale.
- Alumni rated their preparedness on this survey as 3.0 to 3.4 to 4.

**Sources of Evidence**

- Handbook (Appendix A)
- Course syllabi (Appendix B)
- Portfolio rubric (Appendix G)
- Intern Supervisor evaluations (Appendix D)
- Employer Program Assessment (Appendix D)
- Alumni Program Assessment (Appendix D)

**2.10 School Psychology Practice and Development:** School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

**Evidence that Standard 2.10 is addressed:**

***Program Goals:***

- conduct themselves in a manner consistent with ethical and legal standards of the profession
- continually develop professional skills through reflective practice, critical thinking and mindfulness of current research

***Primary courses in which Standard 2.10 is addressed:***

- EDS 201 Legal Aspects of Special Education
- EDS 245 Psychology in the Schools
- EDS 243 Assessment Practicum
- EDS 242 Cognitive Assessment

- EDS 240 Functional Behavioral Assessment
- EDS 244 Social, Emotional and Behavioral Assessment
- EDS 247 Assessment of Special Needs

***Course activities in which Standard 2.10 is addressed:***

- *History and Foundations:* The history of school psychology is specifically addressed in a first semester course, EDS 245. Students are introduced to the variety of roles and functions open to them as school psychologists through coursework, field experiences and exposure to practitioners in different roles.
- *Models of Service Delivery* Field observations (EDS 245), undertaken during the first semester, serve to introduce students to many different models of service delivery. Early fieldwork experiences (EDS 249) provide students with direct experience in service delivery. The development of alternative systems for service delivery is addressed in EDS 246.
- *Professional Issues and Standards* Students are introduced to professional issues in their first semester in EDS 245. During that semester students engage in reading from Best Practices in School Psychology and are encouraged to purchase this text. Students take a 3-unit course in legal issues (WS. Issues and standards are also addressed in assessment, fieldwork and practica courses. Professional issues regarding student conduct are addressed through a routine evaluation process. When faculty members have serious concerns about students, students are informed in writing and a plan for addressing these issues is developed. Knowledge of professional standards is evaluated through the Intern Competencies List.
- *Legal and Ethical Issues* The belief of the School Psychology Training Program is that professional conduct/ethics and legal obligations must be addressed through example, direct instruction and practical experience. Therefore we first assure that ethical considerations guide our own professional conduct and that we allow students to observe such ethical considerations when appropriate. Students are first introduced to the codes of ethics and service delivery standards of national (NASP and APA) and state (CASP) professional organizations guiding School Psychology in EDS 245. Some courses directly address legal and ethical issues (EDS 201). In addition, ethical considerations are woven throughout all courses, particularly in the assessment sequence (EDS 242, 243, 244, 247). Fourth, reflective and discussion questions used to guide students in fieldwork experiences often cover ethical issues.
- *Career long professional development.* Students are actively encouraged to join professional organizations and attend professional meetings in the local area as well as state and regional conferences (currently a majority of students belong to the Capital Region School Psychologists Association, the California Association of School Psychologists and the National Association of School Psychologists) Students are encouraged to access university funds for travel to professional conferences. In the past three years, eight students have been funded to attend professional conferences through university grant programs. All students who attended the California Association of School Psychologists received partial

funding through a grant and student association fund raising. We encourage districts in which students are doing early fieldwork and internships to fund attendance at professional workshops (see Internship Expectations agreement).

**Evidence that Standard 2.10 is assessed:**

- Classroom assignments and exams in EDS 245 assess candidate knowledge of history and foundations and ethical and legal issues (case simulation assignments).
- Reflective writing assignments and in class discussions in EDS 245 assess candidate awareness and understanding of the role of school psychologists (e.g. What did this school psychologist need to know in order to perform the activities you observed?, What other knowledge/skills might be helpful?).
- Knowledge and awareness of legal and ethical issues are assessed through exams in EDS 201 and assignments in EDS 245.
- Ethical practice is assessed through observations and report evaluation in practica courses such as EDS 243, EDS 440 and EDS 439.

**Evidence that Standard 2.10 is attained:**

- Praxis exam results indicate that students are somewhat below the average range on Ethical and Legal Considerations. The average score for second year students taking the exam in spring 2004, prior to their internship was 14 correct (the average range is 15-18).
- However, interns are consistently rated high on related skills by their Field Supervisors. Items 1-6, 11, 18-24, and 61-66 relate to this domain. Average ratings across these items range from 5.8 to 6 on a 6 point scale
- Employers average rating for interns and graduates on the Program Assessment Survey questions relevant to this standard as 3.8 to 4 on a 4 point scale.
- Alumni rated their preparedness on relevant items as 3.8 to 4.
- No question on the Program Assessment completed by employers and alumni directly addressed ethics or history of the field. However, one item addressed the development of professional skills. Employers rated candidates at 3.8 on a 4 point scale and alumni rated themselves as 3.4.

**Sources of evidence:**

- Handbook (Appendix A)
- Course syllabi (Appendix B)
- Praxis results (Appendix D)
- Intern Supervisor evaluations (Appendix D)
- Employer Program Assessment (Appendix D)
- Alumni Program Assessment (Appendix D)

**2.11 Information Technology:** School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

**Evidence that Standard 2.11 is addressed:**

***Program Goals:***

- conduct themselves in a manner consistent with ethical and legal standards of the profession
- utilize a wide range of methods in assessing student needs, designing appropriate interventions and evaluating the effectiveness of those interventions,

***Primary courses in which Standard 2.11 is addressed:***

- EDS 250 Educational Research
- EDS 243 Assessment Practicum
- EDS 246a Preventive Academic Interventions

***Course activities in which Standard 2.11 is addressed:***

- All students are required to have an e-mail account (available to students on campus if they do not have home access). Students are enrolled in a listserv for school psychology staff and students. The listserv becomes a primary means of communication among students and faculty.
- In EDS 201, candidates are given an introduction orienting them to the databases and search engines available in the university library.
- The Diagnostic Center, in which students complete three semesters of practicum, has a computer and software programs available for use in assessment. Students have access to a fully equipped computer lab and are introduced to several assessment applications and tools.
- The confidentiality of data is stressed in the practicum classes. For example, candidates are required to sign a form each semester stating that they have removed all identifying client information from their computers or other electronic media. When sending faculty reports electronically, students are graded down if they fail to remove identifying information.
- Candidates have several assignments that serve to acquaint them with the internet and electronic resources for information. For example, in EDS 242, they are required to do an internet search on specific topics. In EDS 246 A they must contribute an intervention related website to a resource CD.
- Candidates also develop their own resource CD's in both EDS 246 A and EDS 246 B.
- In EDS 244 candidates work in electronic groups to complete online case studies.
- Candidates also provide presentations in various classes and develop handouts or brochures on specific topics. For example, in EDS 245, students research a "Hot Topic" in the field of school psychology and prepare a powerpoint presentation and handout on this topic.

**Evidence that Standard 2.11 is assessed:**

- "Hot Topic" presentations in EDS 245 are evaluated for clarity of presentation and handout.

- Proper precautions regarding confidentiality of electronic material is assessed in EDS 243.
- Class assignment in EDS 242 requiring Internet searching is evaluated.
- Electronic contributions to resource CDs are required in EDS 246 A and EDS 246 B.

**Evidence that Standard 2.11 is attained:**

- Interns are consistently rated high on related skills by their Field Supervisors. Items 26, 37, 70 and 72 relate to this domain. Average ratings across these items range from 5.7 to 6 on a 6 point scale
- Portfolio items include samples of the development of handouts requiring the use of technology (e.g. Hot Topic presentation, Low Incidence pamphlet).

**Sources of evidence:**

- Handbook (Appendix A)
- Course syllabi (Appendix B)
- Portfolio rubric (Appendix A)
- Intern Supervisor evaluations (Appendix D)

## APPENDIX B

### COURSE SEQUENCE FOR EDUCATION SPECIALIST

<u>Course</u>	<u>Course Title</u>	<u>Units</u>
<b><u>First Semester</u></b>		
EDS 231	Group Process in School Psychology	3
EDS 245	Psychology in the Schools	3
EDS 248	Human Development and Learning	3
EDS 201	Legal Aspects in Special Education	3
EDC 210	Multicultural Counseling	<u>3</u>
		15
<b><u>Second Semester</u></b>		
EDS 241	Counseling and Psychotherapy for School Psychologists	3
EDS 242A	Cognitive Assessment	3
EDS 242B	Cognitive Assessment Lab	4
EDS 250	Educational Research	3
EDS 440	Practicum in Counseling for School Psychologists	<u>3</u>
		16
<b><u>Third Semester</u></b>		
EDS 240	Functional Assessment of Behavior	3
EDS 243	Assessment Practicum	3
EDS 244	Social, Emotional, and Behavioral Assessment	3
EDS 246	Preventive Academic Interventions	3
EDS 439	Early Fieldwork in School Psychology	<u>3</u>
		15
<b><u>Fourth Semester</u></b>		
EDS 243	Assessment Practicum	3
EDS 247	Assessment of Special Needs	3
EDS ____	Special Education Instructional course (elective)	3
EDTE or BMED	Regular education (elective)	3
EDS XXX	Preventive Mental Health Interventions	<u>3</u>
		15
<b><u>Fifth Semester</u></b>		
EDS 441	Internship in School Psychology	15
EDS 540, 542	<i>ED.S. Culminating Experience</i>	<u>3-6</u>
		18-21
<b><u>Sixth Semester</u></b>		
EDS 441	Internship in School Psychology	15
EDS 239	<i>Education Specialist Seminar</i> (new course))	<u>3</u>
		18
<b>TOTAL</b>		97-100

## APPENDIX C

### DEGREE REQUIREMENTS FOR PROPOSED PROGRAMS IN SCHOOL PSYCHOLOGY

#### Masters:

1. Completion of coursework currently listed for masters degree
2. Successful completion of Praxis exam: School Psychology (score of 600) and case study
3. 52 units

#### PPS Internship credential

1. Completion of above requirements for masters degree
2. Completion of practica
3. 64 units

#### PPS Credential

4. Completion of above requirements for masters degree
5. Completion of practica
6. Completion of internship
7. 91 units
8. Score of 660 on Praxis exam (Nationally Certified School Psychologist minimum)

#### Ed.S.

1. Completion of masters degree requirements
2. Completion of additional requirements for PPS credential (including internship)
3. Completion of Ed.S. thesis or project.
4. Completion of Ed.S. clinical seminar
5. 97 units