



SACRAMENTO STATE

Program Proposal Form B

DATA B-SP11
Attachment A
Faculty Senate Agenda
December 2, 2010



Academic Group (College): HHS	Date of Submission to College Dean:
Academic Organization (Department): RPTA	Requested Effective: Fall __, Spring <u>X</u> , 2011 __.
Department Chair: Dana Kivel	Contact if not Department Chair: Greg Shaw
Title of the Program (Please be specific; indicate minor, undergraduate or graduate degree, etc.): Master of Science in Recreation Administration	
Type of Program Proposal: <input checked="" type="checkbox"/> Modification in Existing Program: <input checked="" type="checkbox"/> Substantive Change ___ Non-Substantive Change ___ Deletion of Existing Program <input type="checkbox"/> New Programs ___ Initiation (Projection) of New Program on to Master Plan ___ New Degree Programs ___ Regular Process ___ Fast Track Process ___ Pilot Process ___ New Minor, Concentration, Option, Specialization, Emphasis ___ New Certificate Program	
PLEASE NOTE: Form B is to be used only as a Cover Form. Additional information is requested for each of the above as noted in the corresponding procedure in the Policies and Procedures for Initiation, Modification, Review and Approval of Courses and Academic Programs found at http://www.csus.edu/manual/acad.htm	
Briefly describe the program proposal (new or change) and provide a justification. <p>The department would like to add a comprehensive examination option to the Master of Science program. Several other recreation programs throughout the CSU system have adopted this option. The department's master's program serves a high number of working professionals that often do not require a thesis or project for their jobs, but do prefer a program that can be finished in a timely manner. The examination option will allow students to indicate a mastery of the subject matter and a mastery of graduate-level writing in a timely fashion. The thought is that this will improve graduation rates and speed the time to graduation for many students.</p> <p>To do this most effectively, RPTA 500 is being replaced by RPTA 500A (Thesis), 500B (Project) and 500C (Comprehensive Examination). This follows the pattern adopted by some of the departments at Sacramento State.</p> <p>The unit count for the degree will remain the same.</p> <p>New language is being added to description areas of the program:</p> <ol style="list-style-type: none"> 1. Clarification on restricted upper division undergraduate courses for graduate students 2. Reminder of fall admission only for the program 3. Clarification of obtaining advisor approval for thesis and project students only 	

Approvals:

Department Chair: B. Damon King Date: 9/22/10

College Dean: [Signature] Date: 9-23-10

University Committee: [Signature] Date: 10-13-10

Associate Vice President and Dean
for Academic Affairs: [Signature] Date: 11-8-10

09/10/2008

OLD PROGRAM	NEW PROGRAM
<p>The graduate program leading to the Master of Science degree in Recreation Administration offers diversified opportunities for study. Through individual counseling, graduate students are able to develop a course of study for advanced work in areas which complement previous experience and training. There is sufficient flexibility in the program to allow students to pursue their individual areas of interest.</p>	<p>The graduate program leading to the Master of Science degree in Recreation Administration offers diversified opportunities for study. Through individual counseling, graduate students are able to develop a course of study for advanced work in areas which complement previous experience and training. There is sufficient flexibility in the program to allow students to pursue their individual areas of interest.</p>
<p>Core program objectives are designed to encourage a climate of inquiry and research. Specifically, all students should gain the ability to:</p>	<p>Core program objectives are designed to encourage a climate of inquiry and research. Specifically, all students should gain the ability to:</p>
<ul style="list-style-type: none"> • critically analyze and identify problems; • develop and utilize appropriate research or inquiry methods of problem solving; • report clearly and succinctly the results of problem-focused research or inquiry; • understand the philosophical, historical, and scientific foundations and developments in leisure service systems; and • identify and demonstrate the values of leisure and recreation to the individual, the community, and society at large. 	<ul style="list-style-type: none"> • critically analyze and identify problems; • develop and utilize appropriate research or inquiry methods of problem solving; • report clearly and succinctly the results of problem-focused research or inquiry; • understand the philosophical, historical, and scientific foundations and developments in leisure service systems; and • identify and demonstrate the values of leisure and recreation to the individual, the community, and society at large.
<p>Career competencies are dependent upon the professional goal of each student. Hence, these vary. After career objectives have been clarified, individual students usually will be educated to:</p>	<p>Career competencies are dependent upon the professional goal of each student. Hence, these vary. After career objectives have been clarified, individual students usually will be educated to:</p>
<ul style="list-style-type: none"> • develop valid and reliable measures of program evaluation based on theoretical constructs and practical field requirements; • develop efficient, effective, and meaningful procedures for assessing recreation needs and for allocating resources; • identify and demonstrate effective decision making processes in leisure service systems; and • demonstrate an effective interpretation of leisure and recreation data, findings, and procedures, and communicate these in personal and professional 	<ul style="list-style-type: none"> • develop valid and reliable measures of program evaluation based on theoretical constructs and practical field requirements; • develop efficient, effective, and meaningful procedures for assessing recreation needs and for allocating resources; • identify and demonstrate effective decision making processes in leisure service systems; and • demonstrate an effective interpretation of leisure and recreation data, findings, and procedures, and communicate these in personal and professional environments.

environments.

Admission Requirements

Admission as a classified graduate student in Recreation, Parks & Tourism Administration requires:

- a baccalaureate degree in Recreation Administration;
- a minimum 2.75 GPA overall and a minimum 3.0 GPA in the major;
- a detailed resume;
- three letters of recommendation; and
- a writing sample/personal statement.

A student with a baccalaureate degree from another discipline may be admitted to conditionally classified standing and complete certain designated courses in Recreation Parks & Tourism Administration, totaling 15 additional units, in order to acquire the academic background necessary to qualify for classified standing. A student from another discipline who wishes to qualify for state and/or national registration as a therapeutic recreation specialist may need to take additional coursework.

Admission Procedures

Applications are accepted as long as room for new students exists and the Office of Graduate Studies is still accepting applications. However, students are strongly urged to apply by April 1 for the following fall or ~~October 1 for the following spring~~ in order to allow time for admission before registration. All prospective graduate students, including Sacramento State graduates, must file the following with the Office of Graduate Studies, River Front Center 206, (916) 278-6470, www.csus.edu/gradstudies/:

- an online application for admission; and
- one set of official transcripts from each college and/or university attended, *other than Sacramento State*.

At the same time each applicant must send to the Graduate Coordinator in Recreation, Parks & Tourism Administration:

- a detailed resume, including education

Admission Requirements

Admission as a classified graduate student in Recreation, Parks & Tourism Administration requires:

- a baccalaureate degree in Recreation Administration;
- a minimum 2.75 GPA overall and a minimum 3.0 GPA in the major;
- a detailed resume;
- three letters of recommendation; and
- a writing sample/personal statement.

A student with a baccalaureate degree from another discipline may be admitted to conditionally classified standing and complete certain designated courses in Recreation Parks & Tourism Administration, totaling 15 additional units (**as determined by a faculty advisor**), in order to acquire the academic background necessary to qualify for classified standing. A student from another discipline who wishes to qualify for state and/or national registration as a therapeutic recreation specialist may need to take additional coursework.

Admission Procedures

Applications are accepted as long as room for new students exists and the Office of Graduate Studies is still accepting applications. However, students are strongly urged to apply by March 1 for the following fall **in order to allow time for admission before registration. (Prospective students should be aware that there is no spring admission.)** All prospective graduate students, including Sacramento State graduates, must file the following with the Office of Graduate Studies, River Front Center 206, (916) 278-6470, www.csus.edu/gradstudies/:

- an online application for admission; and
- one set of official transcripts from each college and/or university attended, *other than Sacramento State*.

At the same time each applicant must send to the Graduate Coordinator in Recreation, Parks & Tourism Administration:

- a detailed resume, including education and

and employment histories;

- unofficial transcripts of all previous academic work; and
- 3 recent letters of reference that address academic ability and professionalism.

Approximately six weeks after receipt of all items listed above, a decision regarding admission will be mailed to the applicant.

Advancement to Candidacy

Each student must file an application for Advancement to Candidacy, indicating a proposed program of graduate study. This procedure should begin as soon as the classified graduate student has:

- removed any deficiencies in admission requirements;
- completed at least 12 units in the graduate program with a minimum 3.0 GPA;
- obtained advisor's preliminary approval of thesis or project proposal; and
- taken the Writing Placement for Graduate Students (WPG) or taken a Graduate Writing Intensive (GWI) course in their discipline within the first two semesters of coursework at California State University, Sacramento or secured approval for a WPG waiver.

Advancement to Candidacy forms are available in the Office of Graduate Studies. The student fills out the form after planning a degree program in consultation with a Recreation Parks & Tourism Administration advisor. The completed form is then returned to the Office of Graduate Studies for approval.

Requirements - Master of Science - Recreation Administration

Units required for the MS: 30

Courses in parentheses are prerequisites.

A. Required Courses (12 units)

- (3) RPTA 200 Foundation of Leisure Concepts and Application
- (3) RPTA 202 Policies, Issues and Problems in Recreation, Parks and Tourism
- (3) RPTA 203 Advanced Administration in Recreation,

employment histories;

- unofficial transcripts of all previous academic work; and
- 3 recent letters of reference that address academic ability and professionalism.

Approximately six weeks after receipt of all items listed above, a decision regarding admission will be mailed to the applicant.

Advancement to Candidacy

Each student must file an application for Advancement to Candidacy, indicating a proposed program of graduate study. This procedure should begin as soon as the classified graduate student has:

- removed any deficiencies in admission requirements;
- completed at least 12 units in the graduate program with a minimum 3.0 GPA;
- obtained advisor's preliminary approval of thesis or project proposal (**thesis and project students only**); and
- taken the Writing Placement for Graduate Students (WPG) or taken a Graduate Writing Intensive (GWI) course in their discipline within the first two semesters of coursework at California State University, Sacramento or secured approval for a WPG waiver.

Advancement to Candidacy forms are available in the Office of Graduate Studies. The student fills out the form after planning a degree program in consultation with a Recreation Parks & Tourism Administration advisor. The completed form is then returned to the Office of Graduate Studies for approval.

Requirements - Master of Science - Recreation Administration

Units required for the MS: 30

Courses in parentheses are prerequisites.

A. Required Courses (12 units)

- (3) RPTA 200 Foundation of Leisure Concepts and Application
- (3) RPTA 202 Policies, Issues and Problems in Recreation, Parks and Tourism
- (3) RPTA 203 Advanced Administration in Recreation,

Parks and Tourism
 (3) RPTA 204 Advanced Research Methods in Recreation,
 Parks and Tourism (RPTA 200, RPTA 202, and graduate advisor approval)
B. Electives (15 units)
 Elective course work is selected with the prior consent of the student's academic advisor to satisfy the following:

- No more than 6 units of any combination of RPTA 295 and RPTA 299 may be counted towards the degree.
- No more than 6 units of course work may be taken outside of RPTA (students who have not previously completed an undergraduate major in Recreation, Parks and Tourism Administration must have the prior consent of the Graduate Coordinator before taking course work outside RPTA).
- At least 6 units of elective course work must be at the 200 level (for a total of at least 18 units of 200 level course work in the degree program).

C. Culminating Requirement (3 units)
 (3) RPTA 500 Culminating Experience

Career Possibilities

Park Manager · Recreation Administrator · Recreation Program Planner · Recreation Specialist · Recreation Therapist · Park Ranger · Outdoor Recreation Specialist · Camp Supervisor · Recreation Resources Manager · Marina Manager · Environmental Interpreter · Community Center Director · Employee Recreation Manager · Recreation Supervisor · Fitness Club Manager · Vacation Resort Manager · Ski Resort Manager · Water Park Manager · Amusement Park Manager · Entertainment Facility Manager · Conference Center Manager · Leisure Products · Resort Sales Representative · Resort Program Planner · Meeting or Conference Planner · Hotel Manager · Cruise Line Manager · ADA/Inclusion Consultant · Leisure Educator

Parks and Tourism
 (3) RPTA 204 Advanced Research Methods in Recreation,
 Parks and Tourism (RPTA 200, RPTA 202, and graduate advisor approval)
B. Electives (15 units)
 Elective course work is selected with the prior consent of the student's academic advisor to satisfy the following:

- No more than 6 units of any combination of RPTA 295 and RPTA 299 may be counted towards the degree.
- No more than 6 units of course work may be taken outside of RPTA (students who have not previously completed an undergraduate major in Recreation, Parks and Tourism Administration must have the prior consent of the Graduate Coordinator before taking course work outside RPTA).
- At least 6 units of elective course work must be at the 200 level (for a total of at least 18 units of 200 level course work in the degree program).

C. Culminating Requirement (3 units)
 (3) RPTA 500A Culminating Experience: Thesis OR
 (3) RPTA 500B Culminating Experience: Project OR
 (3) RPTA 500C Culminating Experience: Comprehensive Examination

Career Possibilities

Park Manager · Recreation Administrator · Recreation Program Planner · Recreation Specialist · Recreation Therapist · Park Ranger · Outdoor Recreation Specialist · Camp Supervisor · Recreation Resources Manager · Marina Manager · Environmental Interpreter · Community Center Director · Employee Recreation Manager · Recreation Supervisor · Fitness Club Manager · Vacation Resort Manager · Ski Resort Manager · Water Park Manager · Amusement Park Manager · Entertainment Facility Manager · Conference Center Manager · Leisure Products · Resort Sales Representative · Resort Program Planner · Meeting or Conference Planner · Hotel Manager · Cruise Line Manager · ADA/Inclusion Consultant · Leisure Educator



SACRAMENTO STATE

Program Proposal Form B



Academic Group (College): Education	Date of Submission to College Dean: October 15, 2010
Academic Organization (Department): Special Ed., Rehab., School Psych., & Deaf Studies (EDS)	Requested Effective: Spring 2011.
Department Chair: Dr. Bruce Ostertag	Contact if not Department Chair: Dr. Stephen E. Brock, School Psychology Program Coordinator
Title of the Program (Please be specific; indicate minor, undergraduate or graduate degree, etc.): Pupil Personnel Services: School Psychology Endorsement Credential	
Type of Program Proposal: <input checked="" type="checkbox"/> Modification in Existing Program: <input checked="" type="checkbox"/> Substantive Change ___ Non-Substantive Change ___ Deletion of Existing Program ___ New Programs ___ Initiation (Projection) of New Program on to Master Plan ___ New Degree Programs ___ Regular Process ___ Fast Track Process ___ Pilot Process ___ New Minor, Concentration, Option, Specialization, Emphasis ___ New Certificate Program	
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Briefly describe the program proposal (new or change) and provide a justification.

Remove of one of the two EDS and EDTE/BMED electives, from its Pupil Personnel Services: School Psychology Endorsement course requirements. In other words, instead of having school psychology students take both an EDS elective and an EDTE or BMED elective, they would take only one EDS or EDTE or BMED elective course. The basis for this proposal is as follows:

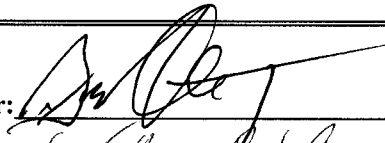
1. The course load for this degree options is already quite high. We believe that this reduction will generate a more feasible/practical course load for students. This reduced course load will help them to graduate on schedule.
2. Students are having increasing difficulty finding appropriate options and in some cases having to go outside of the university to find equivalent courses. In addition, because they are having difficulty finding such courses, they often take a course simply to get units and not to explore an area of interest. It is anticipated that by having students select only one EDS or EDTE or BMED course (instead of one EDS and one EDTE/BMED course) they will be much more likely to find a course that fits into their schedule AND addresses an area of interest.

Also, remove EDS 201, Legal Aspects of Special Education, from the Pupil Personnel Services: School Psychology Endorsement credential course sequence. The basis for this proposal is as follows:

1. Discussion of legal issues outside of the context of a given special education activity or task does not appear effective for school psychology students. Thus, we propose to offer discussion of legal issues relevant to school psychology within the context of specific content area classes. For example;
 - a. EDS 241 will explore legal issues relevant to counseling.
 - b. EDS 242A, 243, 244, and 247, will explore legal issues relevant to special education eligibility, psycho-educational assessment, and special education placements.
 - c. EDS 240 will explore legal issues relevant to behavioral interventions.
 - d. EDS 246a will explore legal issues relevant to No Child Left Behind and state education standards.
 - e. EDS 246b will explore legal issues relevant to school safety planning.
2. The course load for this degree option is already quite high. This reduction will generate a more feasible/practical course load for school psychology students.

Approvals:

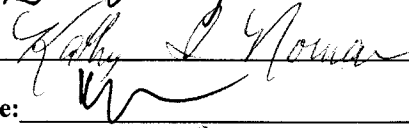
Department Chair:



Date:

10/25/10

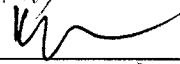
College Dean:



Date:

10/25/10

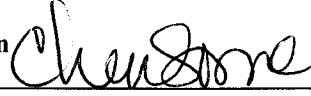
University Committee:



Date:

11/10/11

Associate Vice President and Dean
for Academic Affairs:



Date:

11/17/11

Programatic/Fiscal Impact on Other Academic Units

This elective change will affect the EDS, EDTE, and BMED departments, because instead of requiring 6-units across these three areas, the program will now require just 3-units to be taken from one of these departments.

The deletion of EDS 201 would not affect any other academic unit outside of the EDS department.

Fiscal Analysis

Because the EDS, EDTE, and BMED departments would be required to offer fewer spots to the school psychology students no fiscal impact is anticipated.

Proposed Changes:

1. Reduce the number of Pupil Personnel Services: School Psychology Endorsement elective units from 6 to 3. Instead of taking one 3 unit EDS and one 3 unit EDTE or BMED course, students will take one 3 unit EDS or EDTE or BMED course.
2. Delete EDS 201, Legal Aspects of Special Education, from the Pupil Personnel Services: School Psychology Endorsement course requirements.
3. Reduces the number of required elective units and eliminates EDS 201 thereby reducing the number of units needed to obtain the Pupil Personnel Services: School Psychology Endorsement from 98-95 to 92-89 units.

Old Catalog Copy	New Catalog Copy (no change)
<p>Credential Requirements The Pupil Personnel Services Credential, School Psychology Endorsement, requires the program outlined for the MA in Education (School Psychology), plus the following: (4) EDS 242B Cognitive Assessment Lab (Corequisite: EDS 242A) (3) EDS 243 Assessment Practicum (1-10) EDS 439 Early Fieldwork in School Psychology (3-15) EDS 441 Internship in School Psychology (Approval as a candidate in the School Psychology program, completion of courses required for the School Psychology Internship credential, approval of advisor, and Department petition) If students are to graduate under the provision of this catalog, they must maintain continuous enrollment from the date of classification to the date of graduation. Students who are planning to be absent for more than one semester must file a Leave of Absence request and have it approved prior to the absence.</p>	<p>Credential Requirements The Pupil Personnel Services Credential, School Psychology Endorsement, requires the program outlined for the MA in Education (School Psychology), plus the following: (4) EDS 242B Cognitive Assessment Lab (Corequisite: EDS 242A) (3) EDS 243 Assessment Practicum (1-10) EDS 439 Early Fieldwork in School Psychology (3-15) EDS 441 Internship in School Psychology (Approval as a candidate in the School Psychology program, completion of courses required for the School Psychology Internship credential, approval of advisor, and Department petition) If students are to graduate under the provision of this catalog, they must maintain continuous enrollment from the date of classification to the date of graduation. Students who are planning to be absent for more than one semester must file a Leave of Absence request and have it approved prior to the absence.</p>

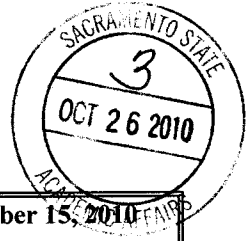
Old Program			New Program		
Units	Course	Title	Units	Course	Title
3	EDC 210	Multicultural/Ethnic Counseling	3	EDC 210	Multicultural/Ethnic Counseling
3	EDS 201	Legal Aspects of Special Education			
3	EDS 231	Group Process in School Psych	3	EDS 231	Group Process in School Psych.
3	EDS 245	Psychology in the Schools	3	EDS 245	Psychology in the Schools
3	EDS 248	Human Development and Learning	3	EDS 248	Human Development and Learning
3	EDS 241	Counseling/Psychotherapy for School Psychologists	3	EDS 241	Counseling/Psychotherapy for School Psychologists
3	EDS 242a	Cognitive Assessment	3	EDS 242a	Cognitive Assessment
4	EDS 242b	Cognitive Assessment Lab	4	EDS 242b	Cognitive Assessment Lab
3	EDS 250	Education Research	3	EDS 250	Education Research
3	EDS 440	Practicum Counseling	3	EDS 440	Practicum Counseling
4	EDS 439	Early Fieldwork in School Psych.	4	EDS 439	Early Fieldwork in School Psych.
3	EDS 240	Functional Assessment of Behavior	3	EDS 240	Functional Assessment of Behavior
6	EDS 243	Assessment Practicum	6	EDS 243	Assessment Practicum
3	EDS 244	Soc., Emotion, & Behav. Assess	3	EDS 244	Soc., Emotion., & Behav. Assess
3	EDS 246a	Preventive Academic Interventions	3	EDS 246a	Preventive Academic Interventions
3	EDS 246b	Preventive Mental Health Interventions	3	EDS 246b	Preventive Mental Health Interventions
3	EDS 247	Assessment of Special Needs	3	EDS 247	Assessment of Special Needs
3	EDS 249	Special Seminar: School Psychology	3	EDS 249	Special Seminar: School Psychology
3	EDS	Elective from list of electives	0		
3	EDS/EDTE/ BMED	Elective from list of electives	3	EDS/EDTE/ BMED	Elective from list of electives
30	EDS 441	Internship in School Psychology	30	EDS 441	Internship in School Psychology
98- 95	TOTAL UNITS		92- 89	TOTAL UNITS	

4. *Change requested via this proposal
5. **Concurrent change requested via another proposal.



SACRAMENTO STATE

Program Proposal Form B



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Department Chair: Dr. Bruce Ostertag	Contact if not Department Chair: Dr. Stephen E. Brock, School Psychology Program Coordinator
Title of the Program (Please be specific; indicate minor, undergraduate or graduate degree, etc.): M.A. School Psychology	
Type of Program Proposal:	
<input checked="" type="checkbox"/> Modification in Existing Program: <input checked="" type="checkbox"/> Substantive Change ___ Non-Substantive Change ___ Deletion of Existing Program <input type="checkbox"/> New Programs ___ Initiation (Projection) of New Program on to Master Plan ___ New Degree Programs ___ Regular Process ___ Fast Track Process ___ Pilot Process ___ New Minor, Concentration, Option, Specialization, Emphasis ___ New Certificate Program	
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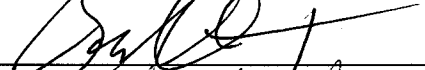

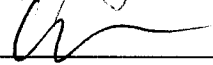

Remove one of the two EDS and EDTE/BMED electives, from M.A. course requirements. In other words, instead of having school psychology students take both an EDS elective and an EDTE or BMED elective, they would take only one EDS or EDTE or BMED elective course. The basis for this proposal is as follows:

1. The course load for this degree option is already quite high. We believe that this reduction will generate a more feasible/practical course load for students. This reduced course load will help them to graduate on schedule.
2. Students are having increasing difficulty finding appropriate options and in some cases having to go outside of the university to find equivalent courses. In addition, because they are having difficulty finding such courses they often take a course simply to get units and not to explore an area of interest. It is anticipated that by having students select only one EDS or EDTE or BMED course (instead of one EDS and one EDTE/BMED course) they will be more likely to find a course that fits into their schedule AND addresses an area of interest.

Also, remove EDS 201, Legal Aspects of Special Education, from the School Psychology M.A. course requirements. The basis for this proposal is as follows:

1. Discussion of legal issues outside of the context of a given special education activity or task does not appear effective for school psychology students. Thus, we propose to offer discussion of legal issues relevant to school psychology within the context of specific content area classes. For example;
 - a. EDS 241 will explore legal issues relevant to counseling.
 - b. EDS 242A, 243, 244, and 247 will explore legal issues relevant to special education eligibility, psycho-educational assessment, and special education placements.
 - c. EDS 240 will explore legal issues relevant to behavioral interventions.
 - d. EDS 246a will explore legal issues relevant to No Child Left Behind and state education standards.
 - e. EDS 246b will explore legal issues relevant to school safety planning.
2. The course load for this degree option is already quite high. This reduction will generate a more feasible/practical course load for school psychology students.

Approvals:

Department Chair:		Date:	10/25/10
College Dean:		Date:	10/25/10
University Committee:		Date:	11/00/11
Associate Vice President and Dean for Academic Affairs:		Date:	11/17/11

09/1/2010

Programatic/Fiscal Impact on Other Academic Units

This elective change will affect the EDS, EDTE, and BMED departments, because instead of requiring 6-units across these three areas, the program will now require just 3-units to be taken from one of these departments.

The deletion of EDS 201 would not affect any other academic unit outside of the EDS department.

Fiscal Analysis

Because the EDS, EDTE, and BMED departments would be required to offer fewer spots to the school psychology students no fiscal impact is anticipated.

Proposed Change:

1. Reduce the number of M.A. in School Psychology degree elective units from 6 to 3. Instead of taking one 3 unit EDS and one 3 unit EDTE or BMED course, students will take one 3 unit EDS or EDTE or BMED course.
2. Delete EDS 201, Legal Aspects of Special Education, from the M.A. in School Psychology course requirements.
3. Reduces the number of required elective units and eliminates EDS 201 thereby reducing the number of units needed to obtain the M.A. in School Psychology from 54-51 to 48-45 units.

Old Program Catalog Copy	New Program Catalog Copy
<p><i>Degree Requirements</i> The Master of Arts in Education (School Psychology) requires completion of 51-54 units of course work with a minimum 3.0 GPA. A minimum of 21 of these units must be taken in residence at Sacramento State. Use of extension courses must be approved by the advisor. Enrollment in Special Problems will only be granted under exceptional circumstances. An outline of degree requirements follows: <i>Courses in parentheses are prerequisites.</i></p> <p>First Semester (15 units) (3) EDC 210 Multicultural/Ethnic Counseling (EDC 170, EDC 171) (3) EDS 201 Legal Aspects of Special Education (3) EDS 231 Group Process in School Psychology (3) EDS 245 Psychology in the Schools (Must be admitted to School Psychology Program) (3) EDS 248 Human Development and Learning</p> <p>Second Semester (12 units) (3) EDS 241 Counseling and Psychotherapy for School Psychologists (Corequisite: EDS 440) (3) EDS 242A Cognitive Assessment (Corequisite: EDS 242B) (3) EDS 250 Education Research (Graduate status) (3) EDS 440 Practicum in Individual Counseling/School Psychology (Approval as a candidate in School Psychology program, approval of advisor, and Department petition)</p> <p>Third Semester (9 units) (3) EDS 240 Functional Assessment of Behavior (Instructor permission) (3) EDS 244 Social, Emotional and Behavioral Assessment (EDS 242A and EDS 242B; Corequisite: EDS 243) (3) EDS 246A Preventive Academic Interventions (Instructor permission)</p> <p>Fourth Semester (12 units) (3) EDS 246B Preventive Mental Health Interventions (Instructor permission) (3) EDS 247 Assessment of Special Needs (3) EDS Elective from list of electives (3) EDTE or BMED Elective from list of electives</p> <p>The MA Seminar (EDS 249 course requires students to file and have approved a Reservation Form for that course the semester before intended registration. Registration for Special Problems (EDS 199/EDS 299) requires a Special Problems petition be filed the semester before intended registration. Enrollment in the culminating experience (Thesis/Project/MA Seminar) may occur only after advancement to candidacy. Please be aware that this Department requires the guidelines in the <i>American Psychological Association (APA)</i>, most current edition, for formatting of projects/theses. The Office of Graduate Studies, River Front Center 206, (916) 278-6470, also publishes a two-sided form, Thesis/Project Format Requirements, to refer to for the preparation and submission of the Master's Thesis or Project. You can find this form and other Graduate Studies forms on the web at www.csus.edu/gradstudies/forms.htm.</p> <p>Prior to graduation, an application for graduation must be filed in the Office of Graduate Studies by the deadline date. In addition, all course work leading to this Master's degree must be completed within a seven year period.</p>	<p><i>Degree Requirements</i> The Master of Arts in Education (School Psychology) requires completion of 45-48 units of course work with a minimum 3.0 GPA. A minimum of 21 of these units must be taken in residence at Sacramento State. Use of extension courses must be approved by the advisor. Enrollment in Special Problems will only be granted under exceptional circumstances. An outline of degree requirements follows: <i>Courses in parentheses are prerequisites.</i></p> <p>First Semester (12 units) (3) EDC 210 Multicultural/Ethnic Counseling (EDC 170, EDC 171) (3) EDS 231 Group Process in School Psychology (3) EDS 245 Psychology in the Schools (Must be admitted to School Psychology Program) (3) EDS 248 Human Development and Learning</p> <p>Second Semester (12 units) (3) EDS 241 Counseling and Psychotherapy for School Psychologists (Corequisite: EDS 440) (3) EDS 242A Cognitive Assessment (Corequisite: EDS 242B) (3) EDS 250 Education Research (Graduate status) (3) EDS 440 Practicum in Individual Counseling/School Psychology (Approval as a candidate in School Psychology program, approval of advisor, and Department petition)</p> <p>Third Semester (9 units) (3) EDS 240 Functional Assessment of Behavior (Instructor permission) (3) EDS 244 Social, Emotional and Behavioral Assessment (EDS 242A and EDS 242B; Corequisite: EDS 243) (3) EDS 246A Preventive Academic Interventions (Instructor permission)</p> <p>Fourth Semester (9 units) (3) EDS 246B Preventive Mental Health Interventions (Instructor permission) (3) EDS 247 Assessment of Special Needs</p> <p>The MA Seminar (EDS 249 course requires students to file and have approved a Reservation Form for that course the semester before intended registration. Registration for Special Problems (EDS 199/EDS 299) requires a Special Problems petition be filed the semester before intended registration. Enrollment in the culminating experience (Thesis/Project/MA Seminar) may occur only after advancement to candidacy. Please be aware that this Department requires the guidelines in the <i>American Psychological Association (APA)</i>, most current edition, for formatting of projects/theses. The Office of Graduate Studies, River Front Center 206, (916) 278-6470, also publishes a two-sided form, Thesis/Project Format Requirements, to refer to for the preparation and submission of the Master's Thesis or Project. You can find this form and other Graduate Studies forms on the web at www.csus.edu/gradstudies/forms.htm.</p> <p>Prior to graduation, an application for graduation must be filed in the Office of Graduate Studies by the deadline date. In addition, all course work leading to this Master's degree must be completed within a seven year period.</p>

Old Program Courses			New Program Courses		
Units	Course	Title	Units	Course	Title
3	EDC 210	Multicultural/Ethnic Counseling	3	EDC 210	Multicultural/Ethnic Counseling
3	EDS 201	Legal Aspects of Special Education	0		
3	EDS 231	Group Process in School Psych	3	EDS 231	Group Process in School Psych.
3	EDS 245	Psychology in the Schools	3	EDS 245	Psychology in the Schools
3	EDS 248	Human Development and Learning	3	EDS 248	Human Development and Learning
3	EDS 241	Counseling/Psychotherapy for School Psychologists	3	EDS 241	Counseling/Psychotherapy for School Psychologists
3	EDS 242a	Cognitive Assessment	3	EDS 242a	Cognitive Assessment
3	EDS 250	Education Research	3	EDS 250	Education Research
3	EDS 440	Practicum Counseling	3	EDS 440	Practicum Counseling
3	EDS 240	Functional Assessment of Behavior	3	EDS 240	Functional Assessment of Behavior
3	EDS 244	Soc., Emotion., & Behav. Assess	3	EDS 244	Soc., Emotion., & Behav. Assess
3	EDS 246a	Preventive Academic Interventions	3	EDS 246a	Preventive Academic Interventions
3	EDS 246b	Preventive Mental Health Interventions	3	EDS 246b	Preventive Mental Health Interventions
3	EDS 247	Assessment of Special Needs	3	EDS 247	Assessment of Special Needs
3-6	EDS 249, 541	M.A. Seminar or M.A. Project	3-6	EDS 249, 541	M.A. Seminar or M.A. Project
3	EDS	Elective from list of electives	0	**	
3	EDS/EDTE /BMED	Elective from list of electives	3	EDS/EDTE/ BMED	Elective from list of electives
54-51	TOTAL UNITS		48-45	TOTAL UNITS	

4. *Change requested via this proposal
5. **Concurrent change requested via another proposal.



SACRAMENTO
STATE

Program Proposal Form B



Academic Group (College): Education	Date of Submission to College Dean: October 15, 2010
Academic Organization (Department): Special Ed., Rehab., School Psych., & Deaf Studies (EDS)	Requested Effective: Spring 2011
Department Chair: Dr. Bruce Ostertag	Contact if not Department Chair: Dr. Stephen E. Brock, School Psychology Program Coordinator
Title of the Program (Please be specific; indicate minor, undergraduate or graduate degree, etc.): Ed.S. School Psychology	
Type of Program Proposal:	
<input checked="" type="checkbox"/> Modification in Existing Program: <input checked="" type="checkbox"/> Substantive Change ___ Non-Substantive Change ___ Deletion of Existing Program <input type="checkbox"/> New Programs ___ Initiation (Projection) of New Program on to Master Plan ___ New Degree Programs ___ Regular Process ___ Fast Track Process ___ Pilot Process ___ New Minor, Concentration, Option, Specialization, Emphasis ___ New Certificate Program	
PLEASE NOTE: Form B is to be used only as a Cover Form. Additional information is requested for each of the above as noted in the corresponding procedure in the Policies and Procedures for Initiation, Modification, Review and Approval of Courses and Academic Programs found at http://www.csus.edu/umannual/acad.htm	

Briefly describe the program proposal (new or change) and provide a justification.


Remove of one of the two EDS and EDTE/BMED electives, from Ed.S. course requirements. In other words, instead of having school psychology students take both an EDS elective and an EDTE or BMED elective, they would take only one EDS or EDTE or BMED elective course. The basis for this proposal is as follows:

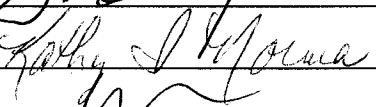
1. The course load for this degree options\ is already quite high. We believe that this reduction will generate a more feasible/practical course load for students. This reduced course load will help them to graduate on schedule.
2. Students are having increasing difficulty finding appropriate options and in some cases having to go outside of the university to find equivalent courses. In addition, because they are having difficulty finding such courses they often take a course simply to get units and not to explore an area of interest. It is anticipated that by having students select only one EDS or EDTE or BMED course (instead of one EDS and one EDTE/BMED course) they will be much more likely to find a course that fits into their schedule AND addresses an area of interest.

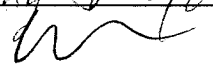
Also, remove EDS 201, Legal Aspects of Special Education, from the School Psychology Ed.S. course requirements. The basis for this proposal is as follows:

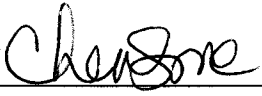
1. Discussion of legal issues outside of the context of a given special education activity or task does not appear effective for school psychology students. Thus, we propose to offer discussion of legal issues relevant to school psychology within the context of specific content area classes. For example;
 - a. EDS 241 will explore legal issues relevant to counseling.
 - b. EDS 242A, 243, 244, and 247 will explore legal issues relevant to special education eligibility, psycho-educational assessment, and special education placements.
 - c. EDS 240 will explore legal issues relevant to behavioral interventions.
 - d. EDS 246a will explore legal issues relevant to No Child Left Behind and state education standards.
 - e. EDS 246b will explore legal issues relevant to school safety planning.
2. The course load for this degree option is already quite high. This reduction will generate a more feasible/practical course load for school psychology students.

Approvals:

Department Chair:  Date: 10/25/10

College Dean:  Date: 10/25/10

University Committee:  Date: 11/10/10

Associate Vice President and Dean
for Academic Affairs:  Date: 11/17/10

09/1/2010

Programmatic/Fiscal Impact on Other Academic Units

This elective change will affect the EDS, EDTE, and BMED departments, because instead of requiring 6-units across these three areas, the program will now require just 3-units to be taken from one of these departments.

The deletion of EDS 201 would not affect any other academic unit outside of the EDS department.

Fiscal Analysis

Because the EDS, EDTE, and BMED departments would be required to offer fewer spots to the school psychology students no fiscal impact is anticipated.

Proposed Change:

1. Reduce the number of Ed.S. in School Psychology degree elective units from 6 to 3. Instead of taking one 3 unit EDS and one 3 unit EDTE or BMED course, students will take one 3 unit EDS or EDTE or BMED course.
2. Delete EDS 201, Legal Aspects of Special Education, from the Ed.S. in School Psychology course requirements.
3. Reduces the number of required elective units and eliminates EDS 201 thereby reducing the number of units needed to obtain the to obtain the Ed.S in School Psychology from 101 to 95 units.

Old Program			New Program		
Units	Course	Title	Units	Course	Title
3	EDC 210	Multicultural/Ethnic Counseling	3	EDC 210	Multicultural/Ethnic Counseling
3	EDS 201	Legal Aspects of Special Education	0		**
3	EDS 231	Group Process in School Psych	3	EDS 231	Group Process in School Psych.
3	EDS 245	Psychology in the Schools	3	EDS 245	Psychology in the Schools
3	EDS 248	Human Development and Learning	3	EDS 248	Human Development and Learning
3	EDS 241	Counseling/Psychotherapy for School Psychologists	3	EDS 241	Counseling/Psychotherapy for School Psychologists
3	EDS 242a	Cognitive Assessment	3	EDS 242a	Cognitive Assessment
4	EDS 242b	Cognitive Assessment Lab	4	EDS 242b	Cognitive Assessment Lab
3	EDS 250	Education Research	3	EDS 250	Education Research
3	EDS 440	Practicum Counseling	3	EDS 440	Practicum Counseling
4	EDS 439	Early Fieldwork in School Psych.	4	EDS 439	Early Fieldwork in School Psych.
3	EDS 240	Functional Assessment of Behavior	3	EDS 240	Functional Assessment of Behavior
6	EDS 243	Assessment Practicum	6	EDS 243	Assessment Practicum
3	EDS 244	Soc., Emotion., & Behav. Assess	3	EDS 244	Soc., Emotion., & Behav. Assess
3	EDS 246a	Preventive Academic Interventions	3	EDS 246a	Preventive Academic Interventions
3	EDS 246b	Preventive Mental Health Interventions	3	EDS 246b	Preventive Mental Health Interventions
3	EDS 247	Assessment of Special Needs	3	EDS 247	Assessment of Special Needs
3	EDS 249	Special Seminar: School Psychology	3	EDS 249	Special Seminar: School Psychology
3	EDS	Elective from list of electives	0		**
3	EDS/EDTE/ BMED	Elective from list of electives	3	EDS/EDTE/ BMED	Elective from list of electives
30	EDS 441	Internship in School Psychology	30	EDS 441	Internship in School Psychology
3	EDS 239	Education Specialist Seminar	3	EDS 239	Education Specialist Seminar
3	EDS 542	Education Specialist Thesis/Project	3	EDS 542	Education Specialist Thesis/Project
101	TOTAL UNITS		95	TOTAL UNITS	

*Change requested via this proposal

**Concurrent change requested via another proposal.



SACRAMENTO STATE

Program Proposal Form B



Academic Group (College): Education	Date of Submission to College Dean: 5/4/2010
Academic Organization (Department): Teacher Education	Requested Effective: Fall <u>X</u> , Spring __, 2010 __.
Department Chair: Robert Pritchard	Contact if not Department Chair:
Title of the Program (Please be specific; indicate minor, undergraduate or graduate degree, etc.): MA in Education Language and Literacy Option	

Type of Program Proposal:

Modification in Existing Program:

- Substantive Change
- Non-Substantive Change
- Deletion of Existing Program

New Programs

- Initiation (Projection) of New Program on to Master Plan
- New Degree Programs
 - Regular Process
 - Fast Track Process
 - Pilot Process
- New Minor, Concentration, Option, Specialization, Emphasis
- New Certificate Program

PLEASE NOTE: Form B is to be used only as a Cover Form. Additional information is requested for each of the above as noted in the corresponding procedure in the Policies and Procedures for Initiation, Modification, Review and Approval of Courses and Academic Programs found at <http://www.csus.edu/umannual/acad.htm>

Briefly describe the program proposal (new or change) and provide a justification.

We want to add a new emphasis within this already existing MA program. At present students in this program take a prescribed sequence of courses that allows them to earn the Reading/Language Arts Specialist Credential in addition to the MA in Education with a Language and Literacy Option. We wish to create another emphasis within the MA program which would allow students to choose between the Reading/Language Arts Specialist Credential with its K-12 focus and the Adult Reading Certificate (ARC) with its community college focus. Demand for the latter has increased significantly in the past two years, but because the ARC coursework is not currently connected to an MA program it is being suspended. Making it part of the MA program would allow students with that interest to continue to earn it while getting an MA. See attached for list of current and proposed coursework.

Approvals:

Department Chair: Robert Pritchard Date: 5/4/10

College Dean: Kathy Norman Date: 5/20/10

University Committee: [Signature] Date: 10/10/10

Associate Vice President and Dean for Academic Affairs: Chris Stone Date: 11/17/10

Current Program

Master of Arts in Education: Master of Arts in Education: Language and Literacy Option

- (3) EDTE 200 Practicum in Decoding and Fluency: Assessment and Instruction
- (3) EDTE 201 Practicum in Comprehension: Assessment and Instruction
- (3) EDTE 203 Teaching and Assessing Writing in the PreK-12 classroom
- (3) EDTE 205 Psychology and Sociology of Literacy Instruction
- (3) EDTE 202 Language and Literacy Development in Multicultural Settings
- (3) EDTE 206 Leadership in Literacy
- (3) EDTE 207 Advanced Practicum in Reading Difficulties: Assessment and Intervention
- (3) EDTE 209 Literature for the Diverse PreK-12 Classroom: Issues, Models and Strategies
- (3) EDTE 250 Educational Research
- (3) EDTE 290 Seminar for Culminating Experience (instructor permission)
- (3) EDTE 503 Culminating Experience: Language and Literacy (EDTE 250, EDTE 290)

Total units: 33

Proposed Program

Master of Arts in Education: Master of Arts in Education: Language and Literacy Option

Reading/Language Arts Specialist Credential Emphasis

- (3) EDTE 200 Practicum in Decoding and Fluency: Assessment and Instruction
- (3) EDTE 201 Practicum in Comprehension: Assessment and Instruction
- (3) EDTE 203 Teaching and Assessing Writing in the PreK-12 classroom
- (3) EDTE 205 Psychology and Sociology of Literacy Instruction
- (3) EDTE 202 Language and Literacy Development in Multicultural Settings
- (3) EDTE 206 Leadership in Literacy
- (3) EDTE 207 Advanced Practicum in Reading Difficulties: Assessment and Intervention
- (3) EDTE 209 Literature for the Diverse PreK-12 Classroom: Issues, Models and Strategies
- (3) EDTE 250 Educational Research
- (3) EDTE 290 Seminar for Culminating Experience (instructor permission)
- (3) EDTE 503 Culminating Experience: Language and Literacy (EDTE 250, EDTE 290)

Total units: 33

Adult Reading Certificate Emphasis

- (3) ENGL 215A ESL Reading and Vocabulary Acquisition
- (3) EDTE 201 Practicum in Comprehension: Assessment and Instruction
- (3) EDTE 203 Teaching and Assessing Writing in the PreK-12 classroom
- (3) EDTE 205 Psychology and Sociology of Literacy Instruction
- (3) EDTE 202 Language and Literacy Development in Multicultural Settings
- (3) EDTE 207 Advanced Practicum in Reading Difficulties: Assessment and Intervention
- (3) EDTE 225C Theoretical Approaches to Adult Literacies
- (3) ENGL 410L Internship in Teaching Adult Reading
- (3) EDTE 250 Educational Research
- (3) EDTE 290 Seminar for Culminating Experience (instructor permission)
- (3) EDTE 503 Culminating Experience: Language and Literacy (EDTE 250, EDTE 290)

Total units: 33



California State University, Sacramento
Certificate in Teaching Reading to Adults Program
6000 J Street • Sacramento, CA 95819-6079
T (916) 278-5524 • F (916) 278-6643 http://www.csus.edu/engl/certif_reading.htm

Certificate in Teaching Reading to Adults

Program Goals

Prepare individuals who plan to work with adult learners in community colleges, adult schools, and other community-based literacy programs.

Program Objectives

Through a collaboration between Sacramento State's departments of English, Teacher Education, and Learning Skills, this program provides students with

- an understanding of the theory and pedagogy of developmental reading for native speakers and ESL students
- the skills and strategies to use with adult learners
- the capability to assess readers, programs, and texts
- hands-on experience in an adult reading class

Program of Study

The reading certificate requires 15 units of coursework, to be completed in residence at CSU Sacramento, with a minimum GPA of 3.0:

- ENGL 215A (ESL Reading and Vocabulary Acquisition)
- EDTE/ENGL 225C (Theoretical Approaches to Adult Literacies)
- ENGL 410L (Internship in Teaching Adult Reading) -
- EDTE 205 (Research in the Psychology and Sociology of Reading)
- EDTE 207 (Advanced Practicum in Reading Difficulties)

Application Information

All students in the program must have graduate student status:

- Students who are in a graduate degree program at Sacramento State should meet with the program coordinator to complete necessary paperwork.
- Students who are not in a graduate degree program at Sacramento State should apply to the university as graduate students. Under program, choose *Certificate in Teaching Reading to Adults* (NOTE: the university also offers a *Reading Certificate* for K-12 educators. Please make sure you choose the correct program.)

Application deadlines: October 1 for Spring admission; April 1 for Fall admission
All applicants must complete the University's Writing Proficiency Exam (WPE).

Contact Information

Program Coordinator Marcy Merrill merrills@csus.edu
Graduate Studies (916) 278-6470