

# MA IN SCHOOL PSYCHOLOGY



**SACRAMENTO STATE**  
Redefine the Possible

## In Workflow

1. GPSE Committee Chair (nevarezc@csus.edu)
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3. ED College Committee Chair (kdohara@csus.edu; b.rivas@csus.edu)
4. ED Dean (kdohara@csus.edu)
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6. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
7. Council on the Preparation of School Personnel Chair (mae.chaplin@csus.edu)
8. Dean of Undergraduate (james.german@csus.edu; celena.showers@csus.edu)
9. Dean of Graduate (cnewsome@skymail.csus.edu)
10. Catalog Editor (torsetj@csus.edu)
11. Graduate Studies (jdsmall@csus.edu; mxiong@csus.edu)

## Approval Path

1. Thu, 15 Apr 2021 21:00:15 GMT  
Carlos Nevarez (nevarezc): Approved for GPSE Committee Chair
2. Thu, 15 Apr 2021 21:05:32 GMT  
Carlos Nevarez (nevarezc): Approved for GPSE Chair
3. Thu, 16 Sep 2021 18:14:25 GMT  
Karen O'Hara (kdohara): Approved for ED College Committee Chair
4. Fri, 17 Sep 2021 01:53:02 GMT  
Karen O'Hara (kdohara): Approved for ED Dean

## History

1. Dec 19, 2019 by Stephen Brock (brocks)
2. Apr 19, 2020 by Janett Torset (torsetj)

Date Submitted: Sat, 27 Mar 2021 00:32:09 GMT

## Viewing: MA in School Psychology

**Last approved: Sun, 19 Apr 2020 20:30:15 GMT**

**Last edit: Sat, 26 Jun 2021 01:00:50 GMT**

Changes proposed by: Stephen Brock (101059682)

### Academic Group: (College)

Education

### Academic Organization: (Department)

Graduate Professional Studies in Education

### Catalog Year Effective:

2022-2023 Catalog

### Individual(s) primarily responsible for drafting the proposed degree major program:

Name (First Last)	Email	Phone 999-999-9999
Stephen E. Brock	brock@csus.edu	209-470-4385

### Type of Program Proposal:

Major

**Program Change Type:**

Non-Substantive

**Is this a pilot program?**

No

**Is this a Fast Track program?**

No

**Title of the Program:**

MA in School Psychology

**Designation: (degree terminology)**

Master of Arts

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

Primarily, with this proposal we are asking for additional language to be inserted in the "Program Description."

Justification: Cal State Apply does not include an option for students to apply for this degree as all School Psychology Program applicants enroll in either the Ed.S. in School Psychology (if they do not already have a graduate degree) or the Pupil Personnel Services School Psychology Endorsement Credential (if they already have a graduate degree and do not want to work toward the Ed.S. degree option). This creates confusion among applicants, which this program change proposal strives to eliminate. Note that for students who do not already have a master's degree, this degree is earned as students progress toward awarding of the Pupil Personnel Services School Psychology Endorsement Credential and the Ed.S. in School Psychology degree. Students who do not want to continue on to the Ed.S. degree may stop at the MA in School Psychology degree, which when combined with additional credential requirements allows for employment as a school psychologist in California's public schools. All that the Office of Graduate Studies requires is the the School Psychology Program notify them of any student who has decided not to go on to earn the higher Ed.S. degree.

With this program change proposal we also ask that catalog language be modified as follows:

1. Change the "EDS" subject area (prefix) for all school psychology core courses to "ESPY."

Justification: This change is necessary as the "EDS" prefix belongs to the College of Education's (CoE) Teacher Credentials Branch's special education programs and the School Psychology Program is now in the Graduate and Professional Studies in Education Branch (previously school psychology and special education were in the same department so this did not create a conflict, at present we are in different branches of the CoE, which creates the need for the School Psychology Program to have its own prefix).

2. Clarify how the GEAR is met

Justification: To align with changes the School Psychology Program has made to how students meet the GEAR (i.e., it has established EDS 201, Legal Aspects of Special Education, as an GVI course), following to the elimination of the WPG Exam.

3. Clarify that advancement to Ed.S. candidate status is automatically granted following awarding of the MA in School Psychology degree.

Justification: This change reflect the protocol established by the Office of Graduate Studies wherein school psychology students are automatically advanced to Ed.S. candidacy after completion of the MA in School Psychology degree.

4. Ensure that hyperlinks are active.

Justification: Some of the existing links were broken.

5. Direct readers to the "Ed.S. in School Psychology" for details regarding "Admission Requirements."

Justification: While the MA in School Psychology is a degree option, we only offer admission to the Ed.S in School Psychology program (or the Pupil Personnel Services School Psychology Endorsement Credential program for applicants who already hold an appropriate graduate degree). Referring readers to the Ed.S. in School Psychology will emphasize this fact and reduce potential applicant confusion.

6. Reflect current OGS resources for writing theses and projects.

Justification: This change will emphasize the availability of templates for writing theses and projects.

7. Correct an inconsistency (e.g., Total Units is 42 to 45, but is incorrectly listed in one location as 45 to 46).

Justification: This looks like a copy error that some how was not previously identified and needs to be corrected.

8. Separate Culminating Experience and Graduation Procedures for "Advancement to Candidacy."

Justification: While related to advancement, these are not advancement procedures per se. This change clarifies such.

9. Make some minor grammar corrections and align the MA in School Psychology catalog outline with the Ed.S. in School Psychology catalog outline.

Justification: To ensure consistency between these two separate but closely aligned degree programs.

**Objectives of the degree program:**

This degree program provides the coursework needed to obtain the degree MA in School Psychology. When combined with the practica associated with this degree it leads to awarding of the PPS School Psychology credential, which allows program graduates to practice as school psychologists in California's public schools.

## University Learning Goals

### Graduate (Masters) Learning Goals:

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

**Will this program be required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?**

Yes

### For the Council for the Preparation of School Personnel (to be filled out with assistance of your department chair):

**Does this program change impact your department's currently written Program Standards Document?**

No

**Common Standards: In what way does this course or program change impact the currently written Common Standards document? Please include any suggested language changes.**

No changes

**Is this change in response to program or unit assessment activities?**

No

**Will this program introduce any new or changes to program assessments?**

No

### Catalog Description:

**Total units required for MA: 42-45**

## Program Description

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

This program offers the opportunity to gain skills in working with preschool through grade 12 students, teachers, and parents in the school setting. Graduates of this degree who also complete practicum and fieldwork requirements (described in Pupil Personnel Services School Psychology Endorsement Credential (<https://catalog.csus.edu/colleges/education/graduate-professional-studies-education/pupil-personnel-services-school-psychology-endorsement-credential/>)) are eligible for the Pupil Personnel Services School Psychology Endorsement Credential, offered by the California Commission on Teacher Credentialing (CCTC). Possession of the MA in School Psychology and the Pupil Personnel Services School Psychology Endorsement Credential also prepares an individual to meet the academic requirements for the Licensed Educational Psychologist (<https://www.bbs.ca.gov/applicants/lep.html>) (LEP) license administered by the California Board of Behavioral Sciences (<https://www.bbs.ca.gov>), California Department of Consumer Affairs.

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

**Note:** If students are to graduate under the provisions of this catalog, they must maintain continuous enrollment from the date of classification to the date of graduation. Students who are planning to be absent for more than one semester must file a Leave of Absence request and have it approved prior to the absence.

**Admission Requirements: Course prerequisites and other criteria for admission of students to the degree major program, and for their continuation in it.**

### Admission Requirements

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

### Admission Procedures

See Ed.S. in School Psychology (<https://catalog.csus.edu/colleges/education/graduate-professional-studies-education/eds-in-school-psychology/>) for admission procedures. *For more admissions information and application deadlines, visit the Office of Graduate Studies website (<http://www.csus.edu/gradstudies/>), and the College of Education website (<https://www.csus.edu/college/education/>)*

masters-programs/). The graduate degree program is subject to general University requirements. These requirements are explained in the Graduate Degree Requirements (<https://catalog.csus.edu/graduate-degree-requirements/>) section of the University Catalog.

### Minimum Units and Grade Requirement for the Degree

Units required for the MA: 42-45

Minimum Cumulative GPA: 3.0. No single course in which a student receives a grade below "B-" will be counted as credit toward the degree unless the student has petitioned for acceptance of the course, and the petition has been accepted and approved by the School Psychology Program faculty.

**Note:** A minimum of 21 of these units must be taken in residence at California State University, Sacramento. Use of extension courses must be approved by the advisor. Enrollment in Special Problems (ESPY 299) will only be granted under exceptional circumstances.

### Advancement to Candidacy

**Students must advance to candidacy prior to enrolling in EDS 249 or EDS 541.** Students working toward a school psychology graduate degree must file an application for Advancement to Candidacy, indicating a proposed program of study. This procedure should begin (typically by the end of the first year in the program) as soon as the classified graduate student has:

- been assigned an advisor;
- removed any deficiencies in admission requirements;
- completed 24 units of School Psychology Program coursework with a minimum 3.0 overall GPA; and
- satisfied the Graduate Writing Assessment Requirement (GWAR) by passing EDS 201, Legal Aspects of Special Education, with a grade of "B" or higher. Students who have taken the GRE/GMAT and scored 4.5 or higher on the Analytical Writing portion will have met this requirement.

Advancement to Candidacy forms are available on the Office of Graduate Studies website (<https://www.csus.edu/graduate-studies/current-students/forms.html>). The student fills out the form after planning the degree program in consultation with a faculty advisor and approved by the Graduate Coordinator. The completed form is then returned to the Office of Graduate Studies for approval. Please note deadline dates posted by the Office of Graduate Studies for submission of this form. Students who are going on to the Ed.S. in School Psychology, are automatically advanced to Ed.S. candidate status after being awarded the MA in School Psychology.

### Culminating Experience Requirements

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

### Graduation Procedures

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

As defined by policy <http://www.csus.edu/umannual/acadaff/fsm00010.htm>, a change in units constitutes a substantive change to the program. If your changes constitute a substantive change, please refer back to the "Program Change Type" field above to ensure that "Substantive" is selected.

**Program Requirements: (If new courses are being created as part of a new program, it will be useful to propose courses first.)**

## Program Requirements

First Semester		Units
EDC 210	Multicultural Counseling	3
EDS 231	Group Process in School Psychology (Change prefix from "EDS" to "ESPY")	3
EDS 245	Psychology In The Schools (Change prefix from "EDS" to "ESPY")	3
EDS 248	Human Development and Learning (Change prefix from "EDS" to "ESPY")	3
EDS 201	Legal Aspects of Special Education (Change prefix from "EDS" to "ESPY")	3
<b>Units</b>		<b>15</b>
Second Semester		Units
EDS 241	Counseling and Psychotherapy for School Psychologists (Change prefix from "EDS" to "ESPY")	3
EDS 242A	Cognitive Assessment (Change prefix from "EDS" to "ESPY")	3
EDC 250	Education Research ✍️ (Change prefix from "EDS" to "ESPY"; note a prior Form A changed this from "EDC" to "EDS.")	3
<b>Units</b>		<b>9</b>

<b>Third Semester</b>		
EDS 240	Functional Assessment of Behavior (Change prefix from "EDS" to "ESPY")	3
EDS 244	Social, Emotional and Behavioral Assessment (Change prefix from "EDS" to "ESPY")	3
EDS 246A	Preventive Academic Interventions (Change prefix from "EDS" to "ESPY")	3
<b>Units</b>		<b>9</b>
<b>Fourth Semester</b>		
EDS 246B	Preventive Mental Health Interventions (Change prefix from "EDS" to "ESPY")	3
EDS 247	Assessment of Special Needs (Change prefix from "EDS" to "ESPY")	3
EDS 249 or EDS 541	Special Seminar: School Psychology (Change prefix from "EDS" to "ESPY") or Master's Project: Education/School Psychology (Plan B)	3 - 6
<b>Units</b>		<b>9-12</b>
<b>Total Units</b>		<b>42-45</b>

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

N/A

**Fiscal Impact to Change an Existing Program**

**Indicate programmatic or fiscal impact which this change will have on other academic units' programs, and describe the consultation that has occurred with affected units:**

These changes will have no impact upon other academic units' programs. Consultation with the CoE Teaching Credentials Branch Chair (Dr. Deidre Sessoms) and the Graduate and Professional Studies in Education Chair (Dr. Carlos Nevarez)) have confirmed the need to change the prefix used for School Psychology Program core classes from "EDS" to ESPY."

**Provide a fiscal analysis of the proposed changes:**

No fiscal impact is anticipated.

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

N/A

**Will the proposed changes require additional resources?**

No

**What additional space, equipment, operating expenses, library, computer, or media resources, clerical/technical support, or other resources will be needed?**

None

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

\$0.00

**Please attach any additional files not requested above:**

21-05-21 MRL to SAC MAEdSchPsych.pdf

**Reviewer Comments:**

**Janett Torset (torsetj) (Sat, 26 Jun 2021 01:00:50 GMT):** Attached letter from Chancellor's Office regarding the removal of the degree from the academic plan. Please contact Amy Wallace for further information on the creation of a new proposal.

Key: 377