

ED.S. IN SCHOOL PSYCHOLOGY



SACRAMENTO STATE
Redefine the Possible

In Workflow

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Approval Path

1. Wed, 24 Feb 2021 17:19:08 GMT
 Carlos Nevarez (nevarezc): Rollback to Initiator
2. Thu, 15 Apr 2021 20:59:09 GMT
 Carlos Nevarez (nevarezc): Approved for GPSE Committee Chair
3. Thu, 15 Apr 2021 21:05:23 GMT
 Carlos Nevarez (nevarezc): Approved for GPSE Chair
4. Thu, 14 Oct 2021 20:38:37 GMT
 Bitá Rivas (b.rivas): Approved for ED College Committee Chair
5. Wed, 20 Oct 2021 19:53:32 GMT
 Karen O'Hara (kdohara): Approved for ED Dean

History

1. May 1, 2018 by clmig-jwehrheim
2. Dec 19, 2018 by Stephen Brock (brocks)

Date Submitted: Sat, 27 Mar 2021 00:35:11 GMT

Viewing: Ed.S. in School Psychology

Last approved: Wed, 19 Dec 2018 16:25:23 GMT

Last edit: Tue, 05 Oct 2021 17:15:06 GMT

Changes proposed by: Stephen Brock (101059682)

Academic Group: (College)

Education

Academic Organization: (Department)

Graduate Professional Studies in Education

Catalog Year Effective:

2021-2022 Catalog

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

Name (First Last)	Email	Phone 999-999-9999
Stephen Brock	brock@csus.edu	204-470-4385

Type of Program Proposal:

Major

Program Change Type:

Substantive

Title of the Program:

Ed.S. in School Psychology

Designation: (degree terminology)

Doctorate of Education

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

Primarily, with this proposal we are asking for a change in the minimum number of units required for Early Fieldwork in School Psychology (currently designated with the prefix EDS 439A and EDS 439B).

Justification: The need for this change is generated by the fact that the California Commission on Teacher Credentialing (CCTC; new standards attached) has increased the minimum number of preschool through grade 12 field-based practicum hours from 200 to 300 (effective with the 2022-23 academic year). Thus, we need to adjust the minimum number of units required for Early Fieldwork in School Psychology from the current "2 - 5" units to the proposed "3 - 5" units (this would also increase the minimum number of "Total Units" by 2 units). Our program proposes to exceed this minimum requirement by 25 hours and would require students to complete a minimum of 325 hours of early fieldwork.

Also, with this proposal we are asking for changes that:

1. Modify prerequisite course language to be more inclusive of courses and experiences that applicants may have completed outside of CSUS. Modify prerequisite courses as follows:

Remove prerequisite course requirement for knowledge of the relationship between drugs and behavior (PSYC 117).

Justification: Program faculty judge that applicants do not need a strong background in drugs and behavior when beginning the School Psychology Program.

Maintain all other prerequisites, but modify catalog language as follows: Discontinue use of reference to specific CSUS courses; i.e., Knowledge of special education and the education of exceptional learners (EDUC 100A), and instruction and/or experience teaching school aged youth (EDUC 125A and EDUC125B). Instead of referencing specific CSUS courses use the following more general language, i.e., courses addressing the following topics are required: abnormal psychology, introduction to counseling, descriptive statistics, issues of diversity. Additionally experience working with diverse learners in a K-12 school setting is required (30 hours minimum, includes work with special needs students).

Justification: Potential applicants are often confused by the prerequisites and assume courses must be taken at CSUS to be eligible for the program, potentially deterring individuals from applying. Clarifying expectations for prerequisites may encourage more individuals to apply to the School Psychology Program.

Add recommended prerequisite course in applied psychometrics/psychological testing/psychological measurement.

Justification: Students who tend to have difficulty in the program are those who have difficulty grasping concepts related to psychological testing. As such, having some background in this area is important so that they are ready to learn more advance concepts quickly.

2. Add a footnote to the "Plan of Study Grid" (footnote #2) to indicate that the minimum number of units for completion of EDS 540 or EDS 542 is 6 units (it is listed as a variable units experience incase a student wishes to take more than one semester to complete their project or thesis, in which case they would enroll in fewer than 6 units across two or more semesters). This will change the "Units" for the sixth semester from "19-21" units, to "21 units." When added to the unit increase required by the new CCTC standards, this further increases the minimum number of "Total Units" to 100.

Justification: Most students complete their thesis or project in one semester (which has always been associated with 6 units), but we want to clarify the option to spread the 6 units out over two or more semesters if students wish to take more time to complete this culminating experience.

3. Make catalog language consistent with CCTC language changes. Specifically, the "internship in school psychology" is now referred to as a "School Psychology Internship Program." Note that this is a terminology change only and does not change any aspect of the internship.

Justification: "School Psychology Internship Program" is the correct term.

4. Make catalog language consistent with the previous degree elevation, which changed the "MA in Education (School Psychology)," to "MA in School Psychology."

Justification: "MA in School Psychology" has been the correct degree designation since a degree elevation was approved, yet this change was not reflected here.

5. Add to "Admission Requirements" language that clarifies the program's use of the Graduate Record Exam (GRE; i.e., that no specific score is required and it can be used to increase admission chances for applicants with lower GPAs).

Justification: To better clarify to applicants the purpose of the GRE.

6. Add to "Admission Requirements" language the better clarifies how the program identifies and addresses deficiencies and to specify that such must be addressed before advancement to candidacy.
Justification: This change will better align how unmet prerequisites are managed within the current program structure.
7. Add to "Admissions Requirements" language that clarifies knowledge of the profession of school psychology as an essential element of a competitive application.
Justification: Such knowledge is judged by program faculty to be critical before admission to a three year graduate program.
8. Add to "Advancement to Candidacy" language that students must be advance to candidate status prior to enrolling in EDS 239, Education Specialist Seminar.
Justification: EDS 239 prepares students for and thus should be considered a part of the culminating experience. Within the course students write Chapter 2, Review of the Literature, for their Ed.S. thesis or project.
9. Add to "Advancement to Candidacy" language that specifies students are advanced to Ed.S. candidate status upon completion of the MA in School Psychology degree.
Justification: Most of our students who earn an Ed.S. degree will have already filled out the necessary advancement form before earning their MA in School Psychology degree. After earning said degree the Office of Graduate Studies automatically advances these students to Ed.S. candidate status.
10. Add to "Advancement to Candidacy" language to clarify the procedures that should be followed in the instance of a student who had already earned an appropriate graduate degree upon admission to the School Psychology Program, does not wish to earn a second master degree, but does wish to earn the Ed.S. degree.
Justification: There has been some confusion regarding how and when these students advance to candidacy, which this change hopes to address.
11. Make some minor grammar corrections and align the Ed.S. in School Psychology catalog outline with the MA in School Psychology catalog outline.
Justification: To better ensure clarity of catalog language and to ensure consistency between these two separated, but closely aligned degree programs

Objectives of the degree program:

Graduate preparation that leads to the awarding of the Ed.S. degree and (along with meeting other requirements) results in attainment of the Pupil Personnel Services School Psychology Endorsement Credential.

University Learning Goals

Doctorate Learning Goal(s):

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

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)?

No

Please attach a Comprehensive Program Assessment Plan (required)

Assessment Plan_final.doc

Please attach a Curriculum Map Matrix (required)

CurriculumMapMatrixGradLearningGoalsSchoolPsychology.docx

Catalog Description:

Total units required for Ed.S.: 100-107

Program Description

The Specialist in Education, School Psychology (Ed.S.) is an advanced degree that requires students to have completed both the Master of Arts (MA) in School Psychology or its equivalent, and the Pupil Personnel Services School Psychology Endorsement Credential. Completion of the Ed.S. requires additional coursework (beyond the MA and Credential requirements) focused on identifying and addressing school-related issues that arise during school psychology practice. The School Psychology program at CSUS is approved as a Specialist level program by the National Association of School Psychologists.

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 as a classified graduate student in the Specialist in Education (Ed.S.): School Psychology, requires:

- a baccalaureate degree;
- a minimum 3.0 overall grade point average (if GPA is below 3.0, student may be accepted conditionally);
- proficiency in written English composition as demonstrated by either passing the California State University, Sacramento, Writing Placement for Juniors exam or equivalent, or passing ENGL 109W (or its equivalent) with a grade of C or better.
- evidence of registration for or CBEST passing score;
- provision Graduate Record Exam (GRE) scores (no minimum score required; however, strong GRE scores will counter balance a low GPA); and
- completion of prerequisite courses addressing the following topics or their equivalents (contact a school psychology advisor for more information on equivalent experiences):
 - a. Abnormal psychology
 - b. Introduction to counseling
 - c. Descriptive statistics
 - d. Issues of diversity
- experience working with diverse learners in a K-12 school setting (30 hours minimum, which includes work with special needs students).
- completion of a course in applied psychometrics/psychological testing/psychological measurement is recommended.

Applicants who have deficiencies in admission requirements that can be removed by specified additional preparation may be admitted with conditionally classified graduate status. Any deficiencies will be noted on a Prerequisite Guidance Form and must be resolved before advancement to candidacy (typically within the first year of full time study).

Admission Procedures

All students must file the following with the Sacramento State Office of Graduate Studies, River Front Center 215, (916) 278-6470:

- an online application via Cal State Apply for admission; and
- one set of official transcripts from all colleges and universities attended, *other than Sacramento State*.

For more admissions information and application deadlines, visit the Office of Graduate Studies website (<http://www.csus.edu/gradstudies/>).

In addition, each applicant must complete a separate application for admission to the School Psychology Program:

- the program's application is available online (<http://www.csus.edu/coe/apply/graduate.html>);
- two letters of reference (references will submit letters online);
- one set of transcripts;
- evidence of experience working or volunteering in schools and/or working with youth;
- evidence of knowledge of the profession of school psychology;
- evidence of strong written communication skills (obtained via writing samples);
- evidence of strong oral communication skills (obtained via an interview with a current school psychology graduate student, practicing school psychologist, and core school psychology faculty member).

Department applications are due by February for admission the following Fall Semester. Applications are only accepted and processed once per year, during spring semester for admission the following fall.

Minimum Units and Grade Requirements for the Degree

Units required for the Ed.S.: 100-107

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 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 (EDS 299) will only be granted under exceptional circumstances.

Advancement to Candidacy

Students must advancement to candidacy prior to enrolling in EDS 239 and EDS 540 or EDS 542. School psychology students are typically automatically advanced to Ed.S. degree candidacy upon completion of their MA in School Psychology (having already completed Advancement to Candidacy Forms before earning the MA in School Psychology).

Students who already hold an appropriate master's degree at the time of admission to the School Psychology Program, and who do not wish to earn a second master's degree, but do wish to earn the Ed.S degree must file an application for Advancement to Candidacy, indicating a proposed program of study. This procedure should begin (typically as soon as 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 content knowledge elective units 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 score 4.5 or higher on the Analytical Writing portion will have met this requirement.

Advancement to Candidacy forms are available in the Department office and on the Office of Graduate Studies website. The student fills out the form after planning the a degree program in consultation with a faculty advisor and approved by the the Graduate Coordinator. The completed form is then returned to the Office of Graduate Studies for approval. Note deadline dates posted by the Office of Graduate Studies for submission of this form.

Culminating Experience Requirements

Enrollment in the Ed.S. Seminar (EDS 239) and the Ed.S. Thesis (EDS 540) or Ed.S. Project (EDS 542) courses require students to file and have approved a Reservation For, for the se courses the semester before intended registration. This program follows the guidelines provided by the *American Psychological Association's* most current edition, for formatting of projects and thesis. The office of Graduate Studies, River Front Center, Room 215, (916) 278-6470, offers formatting guides and templates on their website.

Graduation Procedures

Prior to graduation, an application for graduation must be filed in the Office of Graduate Studies by the specified deadline. All course work leading to this degree must be completed within a seven year period. Be sure to 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 201	Legal Aspects of Special Education (Change prefix from "EDS" to "ESPY")	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
Units		15
Second Semester		Units
EDC 250	Education Research ✎ (Change prefix from "EDS" to "ESPY." Note a prior Form A changed this from "EDC" to "EDS.")	3
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
EDS 242B	Cognitive Assessment Lab (Change prefix from "EDS" to "ESPY")	4
EDS 440	Practicum in Individual Counseling/School Psychology (Change prefix from "EDS" to "ESPY")	3
Units		16
Third Semester		Units
EDS 240	Functional Assessment of Behavior (Change prefix from "EDS" to "ESPY")	3
EDS 243A	Assessment Practicum A (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
EDS 439A	Early Fieldwork in School Psychology (Change prefix from "EDS" to "ESPY")	3 - 5
Units		15-17
Fourth Semester		Units
EDS 243B	Assessment Practicum (Change prefix from "EDS" to "ESPY")	3
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 439B	Early Fieldwork in School Psychology (Change prefix from "EDS" to "ESPY")	3 - 5
EDS 249 or EDS 541	Special Seminar: School Psychology (Change prefix from "EDS" to "ESPY") ¹ or Master's Project: Education/School Psychology (Plan B)	3 - 6
Fifth Semester		15-20
EDS 239	Education Specialist Seminar (Change prefix from "EDS" to "ESPY")	3
EDS 441A	Internship in School Psychology (Change prefix from "EDS" to "ESPY")	15
Units		18
Sixth Semester		
EDS 441B	Internship in School Psychology (Change prefix from "EDS" to "ESPY")	15
EDS 540 or EDS 542	Education Specialist Thesis: School Psychology (Change prefix from "EDS" to "ESPY") ⁶ units if completing in one semester. Enroll in fewer units if planning to take more than one semester to complete the thesis or project. or Education Specialist Project: School Psychology	6
Units		21
Total Units		100-107

¹ For students who were awarded an appropriate master's degree before beginning the Ed.S. in School Psychology Program, a faculty approved 3 unit elective will be substituted for EDS 249 or EDS 541.

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?

NA

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?

No additional resources will be needed.

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

\$0.00

Reviewer Comments:

Carlos Nevarez (nevarezc) (Wed, 24 Feb 2021 17:19:08 GMT): Rollback: As requested, rolled back.

Key: 93