

EPSY 221: EQUITY CONSIDERATIONS FOR SCHOOL PSYCHOLOGISTS

In Workflow

1. GPSE Committee Chair (GPSE Committee Chair@csus.edu)
2. GPSE Chair (sarah.jouganatos@csus.edu)
3. ED College Committee Chair (feliz@csus.edu; b.rivas@csus.edu)
4. ED Dean (dsessoms@skymail.csus.edu)
5. Academic Services (catalog@csus.edu)
6. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
7. Council on the Preparation of School Personnel Chair (jgonsier@csus.edu)
8. Dean of Undergraduate (james.german@csus.edu; renee.leonard@csus.edu)
9. Dean of Graduate (cnewsome@skymail.csus.edu)
10. Catalog Editor (catalog@csus.edu)
11. Registrar's Office (wlindsey@csus.edu)
12. PeopleSoft (PeopleSoft@csus.edu)

Approval Path

1. Thu, 14 Apr 2022 23:04:06 GMT
Bitá Rivas (b.rivas): Rollback to Initiator
2. Tue, 30 Aug 2022 14:21:42 GMT
Sarah Jouganatos (sarah.jouganatos): Approved for GPSE Committee Chair
3. Wed, 31 Aug 2022 21:41:51 GMT
Sarah Jouganatos (sarah.jouganatos): Approved for GPSE Chair
4. Thu, 13 Oct 2022 22:49:39 GMT
Bitá Rivas (b.rivas): Approved for ED College Committee Chair
5. Thu, 13 Oct 2022 22:52:00 GMT
Deidre Sessoms (dsessoms): Approved for ED Dean

New Course Proposal

Date Submitted: Mon, 29 Aug 2022 15:22:44 GMT

Viewing: EPSY 221 : Equity Considerations for School Psychologists

Last edit: Thu, 13 Oct 2022 07:43:56 GMT

Changes proposed by: Stephen Brock (101059682)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Meagan O'Malley	meagan.omalley@csus.edu	530-574-0860
Stephen Brock	brocks@skymail.csus.edu	916-278-5919

Catalog Title:

Equity Considerations for School Psychologists

Class Schedule Title:

Equity Considerations

Academic Group: (College)

ED - Education

Academic Organization: (Department)

Graduate Professional Studies in Education

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Fall 2023 (2023/2024 Catalog)

Subject Area: (prefix)

EPSY - Education School Psychology

Catalog Number: (course number)

221

Course ID: (For administrative use only.)

TBD

Units:

3

Is the only purpose of this change to update the term typically offered or the enforcement of existing prerequisites at registration?

No

In what term(s) will this course typically be offered?

Fall term only

Does this course require a room for its final exam?

Yes, final exam requires a room

This course complies with the credit hour policy:

Yes

Justification for course proposal:

We are proposing this new course, because: while other courses in the school psychology sequence incorporate discussions related to more narrow topics related to race/ethnicity/gender/sexual orientation, there is no single survey-level course describing relevant considerations across all ten National Association of School Psychologist (NASP) domains of practice.

This proposed course, supported by all core faculty of the school psychology program, would fill this gap in our curriculum. In addition to covering training across all domains of practice (e.g., psychoeducational assessment, academic intervention, teacher consultation), it would expand the scope to the discussion of considerations for working with individuals holding a variety of intersectional minoritized identities, including those related to race, ethnicity, culture, disability, gender, or sexual orientation.

This course would replace EDC 210, Social Justice and Culturally Competent Counseling. A Form B is being submitted to reflect this change. Therefore, the program will not increase in units by proposing this new course.

The EPSY prefix is being used (instead of the EDS prefix) due to the fact that the School Psychology Program has been asked to discontinue use of the EDS prefix (approvals for this change are in process).

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

To practice in a culturally responsive manner, school psychologists must understand the myriad ways in which racism and social stigma influence public schooling in the United States. This course covers the historical context of education in the United States for individuals who hold minoritized racial, ethnic, gender, sexual orientation, and/or disability-related identities. The course also addresses considerations for working with underrepresented individuals across all domains of school psychologists' practice (e.g., counseling, assessment, consultation). Evidence-based policies, practices, and programs are emphasized.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Is this course designated as Curricular Community Engaged Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

No

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Seminar

Seminar Classification

CS#05 - Seminar (K-factor=1 WTU per unit)

Seminar Units

3.0

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	ELO 1: Understand, apply, analyze, and evaluate historical and present-day effects of racist and white supremacist ideologies in public education in the United States	Online Reading Comprehension Checks In Focus Chapter Presentation Small Group Book Read Education Equity Action Plan
2	ELO 2: Understand, apply, analyze, and evaluate laws, policies, and practices that have contributed to present-day inequities in education in the United States	Online Reading Comprehension Checks In Focus Chapter Presentation Small Group Book Read Education Equity Action Plan
3	ELO 3: Understand, apply, analyze, and evaluate federal, state, and local data for the purpose of identifying trends and disparities in supports and outcomes across student groups	Online Reading Comprehension Checks In Focus Chapter Presentation Small Group Book Read Education Equity Action Plan
4	ELO 4: Understand, apply, analyze, and evaluate multi-variate mechanisms by which disproportional school-related outcomes are produced and sustained	Online Reading Comprehension Checks In Focus Chapter Presentation Small Group Book Read Education Equity Action Plan
5	ELO 5: Understand, apply, analyze, and evaluate inequities and sources of identity empowerment as they relate to one's own k-16 school experience	Educational Journey Paper Small Group Book Read
6	ELO 6: Understand, apply, analyze, and evaluate evidence-based school policies, practices, and programs that disrupt inequities confronted by youth with minoritized racial, ethnic, gender, sexual orientation, and/or disability-related identities	Online Reading Comprehension Checks Small Group Book Read Education Equity Action Plan

Attach a list of the required/recommended course readings and activities:

EDS XXX.docx

For whom is this course being developed?

Majors in the Dept

Is this course required in a degree program (major, minor, graduate degree, certificate?)

Yes

Has a corresponding Program Change been submitted to Workflow?

Yes

Identify the program(s) in which this course is required:

Programs:

Ed.S. in School Psychology

MA in School Psychology

Pupil Personnel Services School Psychology Endorsement Credential

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Graduate (Masters) Learning Goals:

Critical thinking/analysis

Disciplinary knowledge

Intercultural/Global perspectives

Is this course 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 course 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:

There will be no changes to the Common Standards document.

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

No

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

No

Is this a Graduate Writing Intensive (GWI) course?

No

Reviewer Comments:

Bitá Rivas (b.rivas) (Thu, 14 Apr 2022 23:04:06 GMT): Rollback: Needed changes: 1) Course Objectives: need to use Bloom's Taxonomy and grad level adjectives (e.g. Analyze, evaluate, apply, etc.). 2) ELO's need to be tied to course objectives in respect to how it is measured (e.g. in focus chapter presentation ELO #1, etc); 3) no pre-req's included but should perhaps be "classified student in school psych, etc.)

Key: 14724