

MA IN SCHOOL PSYCHOLOGY



SACRAMENTO STATE
Redefine the Possible

In Workflow

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Approval Path

1. Thu, 12 May 2022 20:06:08 GMT
Sarah Jouganatos (sarah.jouganatos): Approved for GPSE Committee Chair
2. Thu, 12 May 2022 20:07:34 GMT
Sarah Jouganatos (sarah.jouganatos): Approved for GPSE Chair
3. Fri, 09 Sep 2022 04:29:33 GMT
Bitia Rivas (b.rivas): Rollback to Initiator
4. Fri, 30 Sep 2022 23:00:47 GMT
Sarah Jouganatos (sarah.jouganatos): Rollback to Initiator
5. Sat, 01 Oct 2022 14:29:31 GMT
Sarah Jouganatos (sarah.jouganatos): Approved for GPSE Committee Chair
6. Tue, 04 Oct 2022 17:01:45 GMT
Sarah Jouganatos (sarah.jouganatos): Approved for GPSE Chair
7. Thu, 13 Oct 2022 22:24:46 GMT
Bitia Rivas (b.rivas): Approved for ED College Committee Chair
8. Thu, 13 Oct 2022 22:57:13 GMT
Deidre Sessoms (dsessoms): Approved for ED Dean

History

1. Dec 19, 2019 by Stephen Brock (brocks)
2. Apr 19, 2020 by Janett Torset (torsetj)
3. Jan 20, 2022 by Stephen Brock (brocks)

Date Submitted: Fri, 30 Sep 2022 23:09:02 GMT

Viewing: MA in School Psychology

Last approved: Thu, 20 Jan 2022 16:18:23 GMT

Last edit: Thu, 13 Oct 2022 22:56:57 GMT

Changes proposed by: Stephen Brock (101059682)

Academic Group: (College)

Education

Academic Organization: (Department)

Graduate Professional Studies in Education

Catalog Year Effective:

2023-2024 Catalog

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

Name (First Last)	Email	Phone 999-999-9999
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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:

1. We are eliminating EDC 210 as a requirement and replacing it with EPSY 221 to better meet state and national standard requirements. There is no impact to any other program. There are no fiscal implications.
2. The credential program (PPS in School Psychology) is a part of the Ed.S. Degree. We are updating the credential status because the credential is a part of earning the Ed.S. Degree.
3. We are updating the program outcomes that were missing in the template for this Form B.
4. EPSY 221 is a new course (Form A) that will replace EDC 210.
5. Made changes to the program requirement listing to ensure that the correct units were displayed and the correct prefix (EPSY). These were NOT program changes.

University Learning Goals**Graduate (Masters) Learning Goals:**

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

Program Learning Outcomes**Program Learning Outcomes****Learning Outcome**

1. Apply professional practice dispositions (including advocating in the best interest of the children served by their organizations).
2. Apply professional skills through reflective practice, critical thinking, and attention to current research.
3. Analyze the structure of schools and other agencies that serve students with special needs (including both general and special education student populations);
4. Apply knowledge and skills when work within a multi-tiered system of support.
5. Analyze and systemize data to provide a broad range of prevention, early intervention, and longer-term school psychological services
6. Apply a wide range of methods in assessing the needs of school aged youth.
7. Evaluate programs and services with an awareness of organizational change strategies.

8. Apply empirically supported individual and group counseling approaches that reframe problems with the goal of developing strategies for solutions.
9. Apply empirically supported consultation approaches that reframe problems with the goal of developing strategies for solutions.
10. Apply knowledge and skills necessary to provide immediate mental health crisis interventions.
11. Analyze needs of diverse student populations, including issues of culture, unique learning needs, and diverse lifestyles and orientations.
12. Apply collaborative consultation skills with schools and families in implementing interventions.
13. Apply practices that are consistent with ethical and legal standards of the profession, including demonstrating understanding of special education regulations.
14. Apply effective instructional practices and use this knowledge in fostering student emotional, cognitive, and academic development.

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.

There are no changes to common standards.

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

Advancement to Candidacy

Students must advance to candidacy prior to enrolling in EPSY 249 or EPSY 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 EPSY 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 EPSY 249 or Master's Project EPSY 541 require students to file and have approved a Reservation Form for these courses the semester before intended registration. Registration for Special Problems (EPSY 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
EPSY 201	Legal Aspects of Special Education 	3
EPSY 221 EQUITY CONSIDERATIONS FOR SCHOOL PSYCHOLOGISTS	Course EPSY 221 EQUITY CONSIDERATIONS FOR SCHOOL PSYCHOLOGISTS Not Found	3
EPSY 231	Group Process in School Psychology	3
EPSY 245	Psychology In The Schools	3
EPSY 248	Human Development and Learning	3
Units		15
Second Semester		Units
EPSY 241	Counseling and Psychotherapy for School Psychologists	3
EPSY 242A	Cognitive Assessment	3
EPSY 250	Course EPSY 250 Not Found	3
Units		9
Third Semester		Units
EPSY 240	Functional Assessment of Behavior	3

EPSY 244	Social, Emotional and Behavioral Assessment	3
EPSY 246A	Preventive Academic Interventions	3
Units		9
Fourth Semester		
EPSY 246B	Preventive Mental Health Interventions	3
EPSY 247	Assessment of Special Needs	3
EPSY 249	Special Seminar: School Psychology	3
Units		9
Total Units		42

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:

no impact

Provide a fiscal analysis of the proposed changes:

no impact

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

no impact

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 impact

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

no impact

Reviewer Comments:

Bita Rivas (b.rivas) (Fri, 09 Sep 2022 04:29:33 GMT): Rollback: Justification needs to be updated to include adding and dropping a required course. Need to mention EPSY (title change for clarity). All areas in "green" need to be included in justification. An example for justification regarding course swap may include something like this: "we are no longer using the Counselor Education EDC 210 course in our program, we are creating this new course in its place." PLO says, "no changes" and it needs to be included with blooms taxonomy. Anywhere there is a change (under admission requirements) the rationale/justification needs to include admission requirement changes. "made changes to admission to make more clear for students."

Stephen Brock (brocks) (Fri, 30 Sep 2022 22:36:04 GMT): the MA courses were not listed in this form. When I added them, by mistake I added the PPS course sequence and not the MA course sequence. Either bounce this back to me and I will fix, or feel free to edit yourself. This is the MA sequence: FIRST SEMESTER EPSY 221 Equity Considerations for School Psychologists = 3 units EPSY 201, Legal Aspects of Special Education = 3 units EPSY 231, Group Process in School Psychology = 3 units EPSY 245, Psychology in the Schools = 3 units EPSY 248, Human Development and Learning = 3 units SECOND SEMESTER EPSY 241, Counseling and Psychotherapy for School Psychologists = 3 units EPSY 242A, Cognitive Assessment = 3 units EPSY 250, Education Research = 3 units THIRD SEMESTER EPSY 240, Functional Assessment of Behavior = 3 units EPSY 244, Social, Emotional, & Behavioral Assessment = 3 units EPSY 246A, Preventive Academic Interventions = 3 units FOURTH SEMESTER EPSY 246B, Preventive Mental Health Interventions = 3 units EPSY 247, Assessment of Special Needs = 3 units EPSY 249, Special Seminar in School Psychology = 3 units; or EPSY 541 Mater's Project: Education/School Psychology

Sarah Jouganatos (sarah.jouganatos) (Fri, 30 Sep 2022 23:00:47 GMT): Rollback: Course updates needed.

Key: 377