

Application Instructions: Ed.S. in School Psychology

Program Description

The Specialist in Education, School Psychology (Ed.S.) is an advanced degree that requires students to have completed both the MA in Education (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.

Training Model

The School Psychology training model is based on a problem solving approach to school psychology practice because we believe it is the most effective approach for the delivery of school-based services to children, families, and staff. The course of study evolves from this philosophy and is designed to convey the knowledge, skills, and abilities that are necessary for our students to be effective practitioners.

To be effective problem solvers, school psychologists need a broad base of knowledge. It is this knowledge base that will serve as the foundation for the specialized knowledge, skills, and abilities that practicing psychologists develop in response to the unique needs of the settings within which they practice and populations that they serve. This approach requires an understanding of human growth and development, socio-cultural and biological influences on human development and behavior, theories of learning, assessment, and individual and group counseling. Developing skills in consultation, program development and evaluation, research methodologies, inter-disciplinary collaboration and utilization of community resources are all critical components in our training model. A core underpinning of our training model is the recognition that effective interpersonal skills form a basis for effective practice. In addition, our program is designed with the unique needs of our region in mind. California has an culturally and linguistically diverse population: our schools are rich in different languages and cultures. Therefore, it is imperative that graduates develop the knowledge, skills, and attitudes necessary for working with diverse groups. Consideration of cultural diversity is infused into the design of all coursework.

Fieldwork experiences are a core component of our training model. We believe that it is important for school psychologists to become self-directed life-long learners as well as develop specific professional skills. To that end, we include self-directed learning activities in training and provide students with first-hand experience in applying knowledge to practice. Therefore, students have the opportunity to work in field settings that complement their coursework throughout the program.

Our training model is also designed to develop reflective practitioners. The ability to reflect on one's practice is critical to ongoing professional development. Therefore, we design learning experiences that will stimulate reflection about learning and field experiences. By doing so, we hope that our graduates will come to better understand themselves, their strategies for applying knowledge to practice, and their evolving professional identities.

Accreditation

The College of Education is proud to offer a National Association of School Psychologists (NASP) approved and California Commission on Teacher Credentialing (CCTC) accredited training program.

Minimum 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 Sacramento State 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 (* see below);
- provision Graduate Record Exam (GRE) scores (waived for the Fall 2022 admissions cycle); and
- Completion of the following prerequisite courses or their equivalents (contact a school psychology advisor for more information on equivalent experiences):

Code	Title	Units
	An Introductory Statistics course	3
EDUC 155	Introduction to Counseling	3
EDUC 156	Power, Privilege and Self Identity in Counseling	3
EDUC 100A & EDUC 100B	Educating Students with Disabilities in Inclusive Settings Educating Students with Disabilities in Inclusive Settings Lab ¹	3
EDUC 125A & EDUC 125B	Tutoring Children in Reading Tutoring Children in Reading Practicum ²	3
PSYC 117	Drugs and Behavior	3
PSYC 168	Abnormal Psychology	3

Course List

¹ [EDUC 100A](#) and [EDUC 100B](#) must be taken concurrently.

² One (1) year of experience as a teacher in preschool through grade 12 settings, or two (2) years experience as a teacher's aide or substitute teacher in preschool through grade 12 settings may be used as an equivalency (contact a school psychology advisor for more information on equivalent experiences).

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 written response to the student's admission application.

Admission Procedures

All applicants must submit the following:

RÉSUMÉ: Experience (paid or volunteer) related to the program you are applying for is required to be considered for admission. Experience is evaluated on frequency, currency, and relevance to the field. Experience should be with diverse populations and clearly relevant to the program you are applying for. Submit an updated résumé that lists all related experience. Although relevance will depend on the program, examples of possible experiences include teaching, coaching, instructional aide, tutoring, afterschool program, Peace Corps, camp counseling, child/youth recreational programs, group home counseling, crisis hotline counseling, ABA therapy, program coordination, instructional design, childcare center, etc.

PERSONAL STATEMENT: Applicants will submit a personal statement that should be no more than two pages typed (double-spaced, size 12 point font). The personal statement should address the experiences or factors that have led to your decision to apply for the program, the characteristics you believe you possess that will enable you to succeed in the program, and your professional interests. This statement must reflect an understanding of the field and must exemplify strong written communication skills. This statement will be carefully reviewed by the admissions committee for both content and graduate-level writing ability.

ESSAY: Applicants will submit a written response to an essay question. Written responses should be typed, double-spaced, and size 12 point font. The written response will be carefully reviewed by the admissions committee for both content and graduate-level writing ability.

Prompt: Describe your experience in working with, serving, or socially engaging with diverse persons or populations. Relate these experiences to how they may be helpful to you when working as a school psychologist. Maximum 1 page.

UNOFFICIAL TRANSCRIPTS: All applicants will submit one set of unofficial transcripts from all community colleges, colleges, and universities attended (including any colleges you are currently attending) with their supplemental application. This set of unofficial transcripts does NOT replace the official transcripts required to process your CSU Application for Graduate School Admission (CSU Apply).

LETTERS OF RECOMMENDATION (2): All applicants need to request two letters of recommendation. It is recommended that one of the references be from a person who has observed the applicant's graduate-level academic potential (e.g., current or former instructor) and the other reference from a person who has observed the applicant's relevant experience in diverse settings (e.g., supervisor). NOTE: References

from friends or family members will not be accepted. All letters of recommendation must be received by the application deadline in order for an application to be considered.

OFFICIAL TRANSCRIPTS: One set of official transcripts from all colleges and universities attended, *other than Sacramento State*; official electronic transcripts sent directly from colleges/universities to gradtranscripts@csus.edu or sealed official hard copy transcripts sent to:

Office of Graduate Studies
California State University, Sacramento
Riverfront Center, Room 215, MS 6112
6000 J Street
Sacramento, CA 95819

Documents Page in Quadrant IV

Required:

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Optional:

none

Letter of Recommendations Page in Quadrant IV

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* California Basic Skills Requirement (the basis for requirements for passing the CBEST)

All school psychology students must meet California's Basic Skills requirement before being awarded a credential. Click [here](#) for the most current information from the California Commission on Teacher Credentialing (CCTC) on options (besides the CBEST) for meeting this requirement. For Fall admission purposes all applicants must complete this survey, which upon admission would be evaluated by the Student Success Center (SSC) to see if the applicant had met the Basic Skills Requirement. After admission to the program, successful applicants would need schedule a meeting with SSC to complete this review.”