



California State University, Sacramento  
Department of Special Education, Rehabilitation, School Psychology, and Deaf Studies  
6000 J Street • Eureka Hall 316 • Sacramento, CA 95819-6079  
(916) 278-6622 • (916) 278-3498 FAX  
<http://www.edweb.csus.edu/eds>

October 2013

Dear Prospective School Psychology Student:

Thank you for inquiring about the **School Psychology** graduate program at California State University Sacramento. *CSUS offers a Pupil Personnel Services Credential (PPS), School Psychology Endorsement along with a Master of Arts in Education (School Psychology option)...soon to be an Ed.S. degree.* Included in this packet you will find information on applying to the university and department, contact info for advisors, admissions criteria, and required prerequisites and coursework.

### **Our Program**

Our 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 dispositions that are necessary for our students to be effective practitioners. Training includes both classroom and field-based activities. The program has been approved by the National Association of School Psychologists as well as the California Commission on Teacher Credentialing.

### **Deadline**

The application deadline for the university and department is:

**March 1, 2012 for Fall 2012**

*We do not offer a spring semester acceptance.*

It is *highly* recommended that you apply to the university earlier than the posted deadline or you may have difficulties with early registration, financial aid, etc.

### **Application Procedures**

1. Apply to the university *online* before the above deadline ([www.csumentor.edu](http://www.csumentor.edu)) including university application, 1 set of official (sealed envelope) transcripts, and an application fee.
2. Submit a complete department application by the deadline. (Available in *Word* and *pdf* online: <http://www.edweb.csus.edu/eds>). Included: application, written statement, CBEST, resume, transcripts, and three letters of recommendation.

## **Application Review**

The steps in the application process are as follows. First, the department reviews all applications for completion of undergraduate preparation, GPA, and applicable test scores. Complete files are then submitted to the school psychology faculty panel for initial screening. From this pool, promising applicants are selected for an interview. The interview is conducted by a faculty-student panel. At the completion of the interview process applicants will be advised, in writing, as to whether or not they are admitted to the program. This process is usually completed within 8 weeks following the closing date for applications.

\*\*Students are *occasionally* admitted *conditionally*, which means that there are certain contingencies that must be met before admission will be permanent (i.e., prerequisites, WPE, CBEST, etc.). The department retains the right to revoke any student's admission if such contingencies are not met within the agreed-upon time frame.

## **Advising**

All prospective students are encouraged to contact one of the school psychology faculty. Faculty advise by the first letter of your last name (see below).

### ***A – L***

Dr. Steve Brock  
brock@csus.edu  
916-278-5919  
Brighton Hall, Rm. 225

### ***M – Z (Spring only)***

Dr. Cathi Christo  
christo@csus.edu  
916-278-6649  
Brighton Hall, Rm. 227

### ***M – Z (Fall only)***

Dr. Leslie Cooley  
lacooley@csus.edu  
916-278-4430  
Brighton Hall, Rm. 225

We hope the above is helpful in making your decision to apply to the School Psychology program at Sacramento State. If you have any questions or concerns, please feel free to contact us. We look forward to meeting with you.

Sincerely,

The School Psychology Faculty



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### **School Psychology Program** **Considerations in Admissions Process**

The Pupil Personnel Services Credential with a specialization in School Psychology is administered by the California Commission on Teacher Credentialing (CCTC). Our program is an “internship program,” meaning that our students are granted intern credentials in order to do the work of a school psychologist prior to completing all coursework. This internship is part of our coursework requirement. Since we grant an internship credential we must adhere to the following directive from CCTC:

*...in the course of their training, interns provide professional services earlier than other credential candidates. For this reason, the state requires interns to meet higher standards of admission to preparation programs than other candidates.*

In addition, we admit a limited number of students each year. Therefore, the admissions process is highly competitive. We are looking for candidates who have the qualities necessary to be competent school psychologists whose work will positively affect the school and life outcomes of California school children. Consequently, we are seeking candidates who will be able to develop the skills, and dispositions that will enable them to address educational issues at all levels – from individual to system-wide. Following are some of the qualities important to a successful school psychology candidate and evaluation of them is used in the admissions process:

- Good critical thinking skills
- Ability to consider and integrate into a meaningful whole multiple sources of information
- Excellent interpersonal skills
- Strong oral and written communication skills
- Commitment to and appreciation of the value of diversity
- Commitment to ethical practice
- Ability to work collaboratively with appreciation for the contributions of all
- Capacity for sustained work and the ability to self-motivate
- Flexibility in approaching new ideas
- Dedication to improving the educational and life outcomes for children

Listed below are some of the reasons that students have not been admitted to the school psychology program in past years:

- Incomplete application
- Lack of prerequisites
- Lack of experience in public school setting
- Poor written communication
- Poor oral expression
- Inability to clearly articulate knowledge of the profession
- Poor interpersonal social skills
- Lack of experience related to education or working with children
- Poor academic record in relevant coursework
- Recommendations didn't reflect important qualities such as work ethic, intellectual skill.



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## SCHOOL PSYCHOLOGY PROGRAM

### Master of Arts in Education (School Psychology) and PPS School Psychology Credential

*Fall admission only*

*Deadline: March 1, 2012 for Fall 2012*

Applications available online [www.edweb.csus.edu/eds](http://www.edweb.csus.edu/eds)

#### **PREREQUISITES:**

All prerequisites must be completed before fall admission to the program and full classification;  
*equivalencies may be granted with advisor approval.*

#### **Coursework:**

PSYC 117	Drugs and Behavior (3 units)
PSYC 168	Abnormal Psychology (3 units)
EDC 170	Introduction to Counseling (3 units)
EDC 171	Power, Privilege, and Self-Identity (4 units)
EDS 100A/B	Education of Exceptional Children and Youth/Lab (3 units)
EDS 140	Introduction to Behavioral Statistics (3 units)
EDTE 103A/B	Tutoring Children Reading/Practicum (3 units) <b>OR</b> 1 year of experience as a teacher <b>OR</b> 2 years of experience as a teacher's aide

#### **Exams (see application for further details):**

Successful completion of the **CBEST** within the first semester of acceptance.

Successful completion of the **Graduate Writing Proficiency Requirement** within the first semester of acceptance.

#### **Experience:**

Experience working with children especially in an educational setting (see Considerations in the Admissions Process).

**MASTER of ARTS in EDUCATION (SCHOOL PSYCHOLOGY)  
and PPS SCHOOL PSYCHOLOGY CREDENTIAL**

***Suggested Course Sequence Full Time***

<u>Course</u>	<u>Course</u>	<u>Title</u>	<u>Units</u>
<b><u>First Semester</u></b>			
EDC 210	Multicultural	Counseling	3
EDS 231	Group	Process in School Psychology	3
EDS 245	Psychology	in the Schools	3
EDS 248	Hum	an Development and Learning	3
EDS 201		Legal Aspects in Special Education	<u>3</u>
			<b>15</b>
<b><u>Second Semester</u></b>			
EDS 241		Counseling and Psychotherapy for School Psychologists	3
EDS 242A	Cognitive	Assessment	3
EDS 242B	Cognitive	Assessment Lab	4
EDS 250	Educational	Research	3
EDS 440		Practicum in Counseling for School Psychologists	<u>3</u>
			<b>16</b>
<b><u>Third Semester</u></b>			
EDS 240	Functional	Assessment of Behavior	3
EDS 243	Assessm	ent Practicum	3
EDS 244		Social, Emotional, and Behavioral Assessment	3
EDS 246A		Seminar in Preventative Academic Interventions	3
EDS 439		Early Fieldwork in School Psychology	2
EDS 249, 540, 541		Master's Culminating Experience	<u>3-6</u>
			<b>14-18</b>
<b><u>Fourth Semester</u></b>			
EDS 243	Assessm	ent Practicum	3
EDS 246B		Seminar in Preventive Mental Health Interventions	3
EDS 247	Assessm	ent of Special Needs	3
EDS 439		Early Fieldwork in School Psychology	2
*EDS ____		Special Education Instructional course elective	3
*EDTE ____		Teacher Education Instructional Course elective	3
EDS 249, 540, 541		Master's Culminating Experience	<u>3-6</u>
			<b>16-20</b>
<b><u>Fifth Semester</u></b>			
EDS 441	Internship	in School Psychology	15
<b><u>Sixth Semester</u></b>			
EDS 441	Internship	in School Psychology	15
<b>TOTAL</b>			<b>95-98</b>

\* All electives must be approved by faculty advisor prior to enrollment.