

PROPOSAL TO IMPLEMENT THE EDUCATIONAL SPECIALIST DEGREE  
School Psychology Program  
California State University, Fresno

Introduction

As in many fields, standards have consistently risen for training programs in school psychology (Fagan & Wise, 1994). While historically the master's level was the accepted level of training, the national professional organization, the National Association of School Psychologists (NASP) now considers the specialist level (minimum 60 graduate semester hours) as the entry level for professional practice (Curtis, Grier, & Hunley, 2004; Reschly, 2000). Fagan and Wise describe the specialist degree as midway between a traditional master's and doctoral degree and note it is usually designated Ed.S. NASP coordinates with the National Council for Accreditation of Teacher Education (NCATE) to note approved programs; only training at the specialist or doctoral level meets national standards (<http://www.nasponline.org/certification/becoming.html>).

"Some programs provide specialist-level training, but award a master's degree instead of a specialist degree" ([www.nasponline.org/certification/becoming.html](http://www.nasponline.org/certification/becoming.html)). Data from Curtis et al. (2004) found 41% of training programs to offer the master's degree, 28.2% the specialist, and 30% a doctorate. "Because many training programs provide specialist-level training, but do not offer a specialist degree (N=108, 55.7%; Thomas, 1998), preparation data are reported both by degree and by specialist level as defined by graduate hours of study" (Curtis et al.). Using the definition of 60 hours or more, Curtis et al. found 86.5% of training programs were at the specialist level in 1999-2000.

California is a state that has not widely utilized the Ed.S. degree to designate specialist level preparation. A quick perusal of the list of other states indicates that approximately 32 states have school psychology training programs that offer the Ed.S. (<http://www.qse.berkeley.edu/program/sp/htrnl/statesaj.html>). There are 21 school psychology training programs in California; half of these are NASP approved. Four programs in California have recently been authorized to offer the Ed.S. degree: three private universities and San Diego State. The San Diego State program includes training in counseling as well as school psychology and is a 4 year, 76 unit program which includes a M.A. prior to the Ed.S. The three private universities are three year programs requiring 60 to 70 semester hours for the Ed.S degree. and Pupil Personnel Credential in School Psychology.

Our school psychology training program at California State University, Fresno, is one of those programs that provides specialist level training but is only authorized to grant the M.S. degree to our graduates. We were one of the first programs in California to obtain full NASP/NCATE approval (1994). Our program is currently NASP/NCATE approved through 2010. As noted earlier, NASP/NCATE approval is only given to programs providing training at the specialist level. We would like our students to obtain the degree they have earned: the Ed.S.

Advantages to changing the degree designation would be national recognition of the level of training. As graduates of a NASP/NCATE approved program, our graduates are eligible to become Nationally Certified School Psychologists (NCSP); a certification that was developed by NASP for the purpose of credentialing school psychologists who

meet a nationally recognized standard. Another goal of developing the NCSP was to facilitate reciprocity between states. Even with the NCSP, our students who have become employed in states outside of California have required extensive documentation to demonstrate that their training was at the specialist level and obtain appropriate placement on a salary schedule. With a M.S. degree, our students appear to have come from a training program that is inferior to the training programs in other states that grant the Ed.S. degree. Receiving the Ed.S. designation upon graduation would eliminate this predicament.

Even within California, where the master's degree for school psychologists is the norm, school psychologists do not receive appropriate recognition of the extent of their training and are regarded as other personnel with a master's. In reality, school psychology training requires a minimum of 3 years; at 82 hours our program is more similar to some doctoral programs than many master's programs. Our program is comparable in units to the Ed.S. programs at San Diego State and Chapman University.

Offering the Ed.S. degree would enhance our ability to recruit applicants, especially those from other states. Students would be enticed by the difference in prestige, national recognition, and potential future salaries. Even within California some districts offer bonuses for higher degrees such as the Ed.S.

Having the Ed.S degree could also improve our recruitment of school psychology faculty. This is a very hard-to-hire area, with many more positions nationwide than doctoral level graduates going into academe. A program offering the Ed.S is clearly a specialist level program; while our program at the M.S. level offers the same rigor and research opportunities, we may appear to offering a lower level of training to those on the job market.

We would not anticipate making changes to the curriculum. The training program is currently accredited by the California Commission for Teacher Credentialing (CCTC) and NASP/NCATE. Any changes to the program would need to be approved during the next round of accreditation. We are currently in the process of searching for a third school psychology faculty. This hire is necessary to maintain program quality and NASP/NCATE accreditation. Other than reprinting program materials (e.g., brochures), no budget, space, or other resource increases are anticipated.

#### References

- Curtis, M. J., Grier, J. B., & Hunley, S. A. (2004). The changing face of school psychology: Trends in data and projections for the future. *School Psychology Review, 33*, 49-66.
- Fagan, T., & Wise, P. (2000). *School psychology: Past, present, and future (2nd ed.)*. Bethesda, MD: National Association of School Psychologists.  
<http://www.nasponline.org/certification/becoming.html>
- Reschly, D. J. (2000). The present and future status of school psychology in the United States. *School Psychology Review, 29*, 507-522.
- Thomas, A. (1998). *Directory of school psychology graduate programs*. Bethesda, MD: National Association of School Psychologists.

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School Psychology Program  
California State University, Fresno

**1. Program Type:** Program revision

**2. Program Identification**

- a. *Campus:* California State University, Fresno
- b. *Full and exact degree designation and title:*  
Educational Specialist (Ed.S) in Psychology
- c. *Date the Board of Trustees approved adding this program projection to the campus Academic Plan:*  
.
- d. *Term and academic year of intended implementation:* To be implemented in 2007-2008
- e. *Name of the department, departments or division or other unit of the campus which would offer the proposed degree major program. Identify the unit which will have primary responsibility:* Department of Psychology, College of Science and Mathematics
- f. *Name, Title and rank of the individual(s) primarily responsible for drafting the proposed degree major program.*

Marilyn S. Wilson, Ph.D., Professor, CSUF,  
Coordinator School Psychology Program

Karen T. Carey, Ph.D., Professor, CSUF,  
Associate Dean, College of Science and Mathematics

- g. *Statement from the appropriate campus administrative authority that the addition of this program supports the campus mission and will not impede the successful operation and growth of existing academic programs. (CPEC "Appropriateness to Institutional and Segmental Mission")*

Consistent with the mission of the California State University, Fresno, the Ed.S. in Psychology will offer a high-quality educational opportunity to qualified students that would seek to expand students' intellectual horizons, foster lifelong learning, prepare them for future professional study, and instill within them an appreciation of cultures other than their own. The School Psychology program is aligned with the California State University, Fresno to become New California's premier engaged university

by providing cutting edge scholarship and fieldwork experiences for our graduate students, training them to become leaders locally and statewide.

- h. Any other campus approval documents that may apply (e.g., curriculum committee approvals). The change of degree was approved by the Psychology Department faculty in September, 2006. There is no relevant college committee. The change was approved by the University Graduate Committee on April 10, 2007.*
- i.*
- j. Please specify whether this proposed program is subject to WASC Substantive Change review.*
- k. Optional: Proposed Classification of Instructional Programs and CSU Degree*

### **3. Program Overview and Rationale**

- a. Rationale, including a brief description of the program, its purpose and strengths, fit with institutional mission, and a justification for offering the program at this time. The rationale may explain the relationship among the program philosophy, design, target population, and any distinctive pedagogical methods. (CPEC "Appropriateness to Institutional and Segmental Mission")*

The School Psychology program is a three year full-time, minimum 82 graduate hour program that prepares individuals for practice as a School Psychologist in the public school system. At program completion, students are given institutional recommendations for the California Pupil Personnel Services Credential with an Advanced Specialization in School Psychology. The program provides future school psychologists with a solid professional and academic foundation reflecting depth and diversity in both psychology and education. All students develop an understanding, respect for, and responsiveness to culture and individual differences. The program emphasizes the importance of delivering school psychological services from a consultation framework to prevent and remediate learning and adjustment problems experienced by children and adolescents. Students are taught to link assessment methodologies to the development of empirically-based interventions. They learn to view problems from a systems/ecological perspective focusing on the child, the family, the school, and the community, and to use a scientific problem solving approach in their work. Both the theoretical and the empirical bases of professional practice are emphasized, in a diverse range of settings including inner city, suburban, and rural setting.

All courses in the program are at the graduate level. Credit is not given for undergraduate classes, remedial classes, or coursework designed to remove deficiencies. A total of 500 clock hours of supervised practicum experience is required during the first two years of coursework. During the third year of the

program, students complete one full year of supervised internship experience consisting of a minimum of 1200 clock hours, at least 600 of which must be in a school setting.

- b. Proposed catalog description, including program description, degree requirements, and admission requirements. For master's degrees, please also include catalog copy describing the culminating experience requirement.*

See catalog copy in Appendix A.

#### **4. Curriculum**

- a. Goals for the (1) program and (2) student learning outcomes.*

##### **GRADUATE PROGRAM GOALS:**

The graduate programs in Psychology coincide with the goals and mission of the School of Science and Mathematics in that the programs are designed to strengthen students' skills in communication, research, and critical thinking. Our small classes allow careful supervision and opportunities for student participation. Our graduate student body and faculty exemplify the school goal of increasing the participation of women and minorities. The Psychology Department strives to foster sensitivity to the cultural diversity of all people and respect for the uniqueness and human dignity of each person.

The School Psychology Program at California State University, Fresno is dedicated to preparing highly competent professional psychologists according to the scientist practitioner model. Graduate, as a result of their broad-based training, are prepared to make significant contributions to this challenging field through professional practice.

##### **STUDENT LEARNING OUTCOMES:**

The California State University, Fresno, School Psychology Program has adopted a scientist-practitioner model with an emphasis on problem-solving. At the completion of the program, students are expected to be able to:

- Operate within a scientist-practitioner framework by using the scientific method and research to guide practice and demonstrate accountability.
- Demonstrate respect for and sensitivity to cultural and individual differences.
- Deliver school psychological services from a consultation framework with an emphasis on problem-solving to prevent and remediate learning and adjustment problems experienced by children and youth.
- Link assessment methodologies to the development of research-based interventions.
- View problems from a systems/ecological perspective focusing on the child, the family, the school, and the community.
- Demonstrate a theoretical and empirical basis for professional practice.
- Engage in evaluation of individual practice and school-based or community-based programs.

b. **Plans for assessing program goals and student learning outcomes. (SOAP)** (Please see instruments in Appendix B)

Table 1: Student Outcomes Assessment Plan Psychology Department Graduate Programs

<b>ASSESSMENT METHODS AND MEASURES</b>	<b>TIME FRAME</b>	<b>PARTICIPANTS</b>	<b>ASSESSMENT AGENT / ACTION</b>
All Programs			
Alumni Survey	Fall 2004 Fall 2009	Send to graduates 2005-2009	Developed by graduate committee; analyzed by graduate coordinator
Thesis Scoring Rubric	Fall 2006 Fall 2011	Sample of theses completed in 2000-2005; 2006-2011	Committee will develop rubric for evaluating theses in summer 2006 through Assessment RFP
Thesis Defense Presentation	Beginning Spring 2007	All graduating students	Faculty attending open thesis defense presentations would rate presentation. Scoring rubric to be developed by Dept. Graduate Committee Fall 2006
Embedded Questions	2006-2008 2009-2011	All enrolled masters students	Questions will be embedded in two required core courses: 231 (Ethics) and 244 (Research Methods)
Graduate Goals and Objectives	2008-2009	Graduate Faculty	Graduate faculty; review and revise
School Psych Program			
Needs Survey	Spring 2004 Spring 2007 Spring 2010	School Psych Graduates	Developed by school psychology faculty; used to evaluate and for future planning of M.S. program
Field Evaluation Rubrics (Practicum and Internship)	Spring 2005 and annually	School Psych Students	Developed by school psychology faculty; used to evaluate trends in skills
Portfolio Rubric	Spring 2005 and annually	School Psych Students	School psychology faculty will evaluate for comprehensiveness of experiences and skills
PRAXIS Exam	2005, 2010	School Psych 2 <sup>nd</sup> year students	School Psychology faculty; examine areas of strengths and weaknesses and make programmatic adjustments

- c. *Total number of units required for the major: 82 units*
- d. *Baccalaureate Program: NA*
- e. *Options: NA*
- f. *Courses required for the major: Courses are sequenced but there are no prerequisites beyond those required for admission to the program.*

Table 2: Required courses in School Psychology Program

<i>Catalog Number</i>	<i>Title</i>	<i>Units</i>
PSYCH 277	Role and Function of the School Psychologist	3
PSYCH 225T	Seminar in Psychobiological Bases of Behavior or Psychopharmacology	3
PSYCH 288	Advanced Applied Behavior Analysis	4
PSYCH 270T	Multicultural (1 unit, repeated 6 times)	6
PSYCH 279	Consultation and Supervision in School Psychology	4
PSYCH 231	Ethics in Psychology	3
PSYCH 284	Assessment of Intellectual Abilities	4
Psych 287	Practicum (1 unit; repeated 4 times)	4
COUN 200	Seminar in Counseling Techniques	3
COUN 240	Seminar in Counseling Exceptional Children & Their Families	3
COUN 201	Seminar in Multicultural Counseling	3
PSYCH 285	Assessment of Learning & Dev. Problems	4
PSYCH 282	Cognitive and Behavior Therapy	4
PSYCH 286	Instructional Consultation	4
PSYCH 244	Research Methods & Theoretical Issues	4
PSYCH 278	Intervention & Prevention in School Psychology	4
PSYCH 205	Seminar in Developmental Psychology	4
PSYCH 255T	Seminar in Social Psychology; (Any Psych 255T course may be used to satisfy this requirement)	3
PSYCH 267	Internship in School Psychology (6 units, repeated 2 semesters)	12
PSYCH 299	Thesis	3
	TOTAL UNITS	82

- g. *Elective Courses: NA*
- h. *New courses (1) needed to initiate the program and (2) needed during the first two years after implementation: NA*

- i. *Attach a proposed course-offering plan for the first three years of program implementation, indicating, where possible, likely faculty teaching assignments.*

Table 3: School Psychology Program Sequence

FIRST YEAR			
Fall		Spring	
COURSE	FACULTY	COURSE	FACULTY
Psych 277	Wilson	Psych 244*	Jones
Psych 225T	Mortimer	Psych 284	Carey
Psych 288	Austin	Psych 287	Wilson
Psych 231	Kawagoe	Psych 279	House
Psych 270T	Levine	Psych 270T	Wilson
Psych 287	Carey	Coun 200	Couns. faculty
SECOND YEAR			
Fall		Spring	
COURSE	FACULTY	COURSE	FACULTY
Psych 285	Carey	Psych 286	Wilson
Psych 278	Wilson	Psych 282	Carey
Psych 255	Zelezny / Levine	Psych 205	Ritter
Psych 287	Carey	Psych 287	Wilson
Psych 270T	Levine	Psych 270T	Edmondson
Coun 240	Couns. faculty	Coun 201	Couns. faculty
THIRD YEAR			
Fall		Spring	
COURSE	FACULTY	COURSE	FACULTY
Psych 267	Carey	Psych 267	Wilson
Psych 270T	Levine	Psych 270T	Wilson
Psych 299	(thesis)	Psych 299 (optional)	(thesis)

Students can meet the Graduate Writing Requirement – see Appendix C

- j. *Evidence that program requirements conform to the minimum requirements for the culminating experience.* The program requires an empirical thesis as the culminating experience. (Title 5: A thesis is the written product of a systematic study of a significant problem. It identifies the problem, states the major assumptions, explains the significance of the undertaking, sets forth the sources for and methods of gathering information, analyzes the data, and offers a conclusion or recommendation. The finished product evidences originality, critical and independent thinking, appropriate organization and format, and thorough documentation. Normally, an oral defense of the thesis is required.) Students are required to develop a proposal for an original empirical thesis, gather data, and defend the final product.



k. *Admission criteria, including prerequisite coursework.*

Prerequisites:

1. Admission to the University and the Department of Psychology for specialized study in school psychology.
2. A major in psychology or substantial coursework: specific coursework:
  - a. Psych 42 – statistics
  - b. Psych 144 – Research Methods
  - c. Psych 36 or 125 – Biological Basis of Behavior
  - d. Psych 136, 121, 128 – Human Learning and Behavior, Learning & Memory, or Cognitive Psychology
  - e. Psych 155 – Developmental Psychology
  - f. Psych 174 – Introduction to Counseling
  - g. Psych 143 – Intermediate Statistics
  - h. Psych 149 – Psychological Testing
  - i. Psych 166 – Abnormal Psychology
  - j. Psych 172 - Applied Behavior Analysis (Recommended)
3. California Basic Educational Skills Test (CBEST) – passing scores
4. Graduate Record Examination Scores (General and Psych Subject)
5. Grade Point Average (GPA) of 3.0 or above

l. *Criteria for student continuation in the program.*

Academic: Students must maintain a 3.0 GPA. A student will be disqualified from the program in School Psychology if at any time he/she has accumulated two grades of “D” or below in required coursework. A student may retake one course in which he/she has obtained a grade of D or F in an attempt to raise the grade. However, there is no grade replacement in graduate coursework and if a student earns another D in any required coursework he/she will be automatically disqualified from the program.

Fieldwork: School Psychology Program Field Supervisor and Internship Ratings.

1. If a student receives a total of 3 or more ratings of 1 or 2 (on a rubric or scale of 1=unacceptable, 2 = needs improvement, 3=average (meets program expectations), and 4=exemplary) on practicum or internship evaluation forms during one semester, a plan detailing remediation of deficiencies of the student must be developed and the student will be placed on probation within the Program.
2. If the student does not receive any ratings of 1 or 2 the following semester, he/she will be reinstated.
3. If the student receives any ratings of 1 or 2 he/she will remain on probation.
4. If at any time in the Program a student accrues two semesters of 3 or more ratings of 1 or 2, or at any time in the Program the student has

accumulated 6 or more ratings of 1 or 2, he/she will be disqualified from the Program.

- m. Undergraduate programs: NA*
- n. Lower Division Transfer: NA*
- o. Roadmaps: Students are provided with a program handbook during orientation. All program information, including goals, course sequences for 3 years, evaluation forms, and rubrics.*
- p. Accreditation requirements and anticipated date of accreditation request: The School Psychology Program has held approval by the California Commission on Teacher Credentialing (CCTC) for more than 20 years; first as an endorsement on the general Pupil Personnel Services credential, then under the 1996 standards for the specialty credential in school psychology with internship. The most recent accreditation by CCTC for Pupil Personnel Services Preparation with Specialization in School Psychology with Internship was 2006. The School Psychology Program has held Full Accreditation from the National Association of School Psychologists (NASP) since 1994. We have current NASP approval through 2010.*

## **5. Need for the Proposed Degree Major Program**

- a. List other California State University campuses currently offering or projecting the proposed degree major program; list of neighboring institutions, public and private, currently offering the proposed degree major program.*

There are 21 school psychology programs in California. Four offer Ph.D. degrees. Eleven programs are approved by the National Association of School Psychologists (NASP) at the specialist level and one more has conditional approval. Four of the school psychology programs in California confer Ed.S. degrees (Chapman [NASP approved], La Sierra, University of the Pacific, and San Diego State [NASP approved]).

Nationally there are 223 school psychology programs; 131 are approved by NASP at the specialist level. All programs obtaining this approval are a minimum of three years of full time study and meet high professional standards. Such programs are listed as “specialist” level on all NASP materials. Of these NASP approved programs, two thirds (N=88) actually confer a specialist degree; one-third grant a masters degree. Of the NASP approved masters programs, 14 are in conjunction with doctoral programs. Only 29 NASP approved programs use the Masters degree as

the only degree option. Of these 29, nine are in California and six in Texas.

Table 4. Degrees Offered at U.S. School Psychology Programs

	PhD	PhD, EdS, Masters	PhD+EdS	PhD+M	EdS+M	EdS	Masters	Total
NASP Approved	0	17	20	14	26	25	29	131
NON-NASP Approved	25*	5	6	9	9	13	25	92
Subtotal	25	22	26	23	35	38	54	223

\* APA Accreditation

### Degree Name

The specialist designation is more commonly utilized by NASP approved programs: 31 non-NASP approved programs use the degree title for their non-doctoral school psychology programs.

The specialist degree is recognized as an intermediate professional degree, between a master's and a doctoral degree. Ed.S (Educational Specialist) is the name used by 68% of the school psychology programs granting a specialist degree. Other terms used to indicate work at this advanced level are CAGS or CAS (Certificate of Advanced [Graduate] Study, N = 19); PsyS (Psychology Specialist) or SSP (Specialist in School Psychology; N = 15). A few programs use Professional Diploma. The Ed.S degree is common in other states; it is offered by most major universities that have school psychology programs (University of Alabama, University of Arizona, University of Connecticut, Florida State, University of South Florida, Georgia State, University of Idaho, Indiana State, University of Kansas, University of Kentucky, Michigan State, University of Minnesota, University of Nebraska, University of Cincinnati, Oklahoma State, Tennessee State, etc.).

- b. *Differences between the proposed program and programs listed in item a. above.*

The California State University Program, like SDSU and Chapman, is a NASP approved program. Also California State University Fresno and SDSU are both part of the CSU system. The other three programs in California utilizing the Ed.S degree are private universities and not NASP approved. The other school psychology programs in our city, Fresno Pacific and National University, are not NASP approved programs. The Ed.S. designation is important to designate the quality and intensity of a NASP approved program.

- c. *List other curricula currently offered by the campus which are closely related to the proposed program. Enrollment figures during the past three years in specified courses of programs closely related to the proposed degree major program.*

Enrollment in the M.S. Program leading to PPS credential in School Psychology:

2006-2007: 24 students  
 2005-2006: 24  
 2004-2005: 27

- d. *Community participation:*  
 The program utilizes a community-based advisory board. See attached.

Table 5: School Psychology Program Advisory Board

<b>NAME</b>	<b>SCHOOL DISTRICT</b>	<b>ADDRESS</b>	<b>EMAIL</b>
Aguilar, Antonio	Parlier Unified	900 Newmark Parlier, CA 93648	<a href="mailto:aaguilar@parlier.k12.ca.us">aaguilar@parlier.k12.ca.us</a>
Andre, Michelle	Atascadero Unified	5601 West Mall Atascadero, CA 93422	<a href="mailto:mandre@atas.k12.ca.us">mandre@atas.k12.ca.us</a>
Boldt, Lowell	Kings Canyon Unified	675 W. Manning Reedly, CA 93654	<a href="mailto:boldt-1@kingscanyonusc.k12.ca.us">boldt-1@kingscanyonusc.k12.ca.us</a>
Bollinger, Brett	Kerman Unified	151 S First St Kerman, CA 93630	<a href="mailto:brett.bollinger@kermanusc.k12.ca.us">brett.bollinger@kermanusc.k12.ca.us</a>
Brown, Madeline	Stanislaus Coun. Off of Ed	1100 H Street Modesto, CA 95354	
Carlson, Paul	Richland Sch Dist	331 Shafter Ave Shater, CA 93263	<a href="mailto:pcarlson@richland.k12.ca.us">pcarlson@richland.k12.ca.us</a>
Castellanoz, Luis	Tulare City Office of Ed	600 N Cherry Tulare, CA 93274	<a href="mailto:lcastellanoz@tcsd.k12.ca.us">lcastellanoz@tcsd.k12.ca.us</a>
Cooper, Janet	Clovis Unified	1680 David E Cook Wy Clovis, CA 93611	<a href="mailto:janetcooper@cusd.com">janetcooper@cusd.com</a>
Ewing, Tom	Rosedale Sch Dist	2553 Old Farm Road Bakersfield, CA 93312	<a href="mailto:tweing@rosedale.k12.ca.us">tweing@rosedale.k12.ca.us</a>
Finch, Karen	Parent	5503 E Donner Fresno, CA 93727	<a href="mailto:katfinch@hotmail.com">katfinch@hotmail.com</a>
Fisher, Kristi	Golden Valley Unified	37479 Ave 12 Madera, CA 93638	<a href="mailto:kfisher@gvusc.k12.ca.us">kfisher@gvusc.k12.ca.us</a>
Flynn, Nancy	Tracy Unified	1875 W Lowell Ave Tracy, CA 95376	<a href="mailto:nhopple@tusd.net">nhopple@tusd.net</a>
Fritts, Sherri	Diagnostic Center	1818 W Ashlan Ave Fresno, CA 93705	<a href="mailto:sfritts@dcc-cde.ca.gov">sfritts@dcc-cde.ca.gov</a>
Goldman, Susan	Clovis Unified	5120 N College Fresno, CA 93704	<a href="mailto:suegoldman@cusd.com">suegoldman@cusd.com</a>
Gropp, Kathleen	Director of Special Ed	1902 Howard Rd Madera, CA 93637	<a href="mailto:gropp_k@madera.k12.ca.us">gropp_k@madera.k12.ca.us</a>
Loretelli, Bob	Hickman Comm. Charter	13306 4th St Hickman, CA 95323	<a href="mailto:bloretelli@hickman.k12.ca.us">bloretelli@hickman.k12.ca.us</a>
Matthew, Bill	Standard Sch. Dist.	1200 N. Chester	<a href="mailto:bmatthew@standard.k12.ca.us">bmatthew@standard.k12.ca.us</a>

		Bakersfield, CA 93308	
Miller, David G	Konocti Unified	9430 Lake Street Lower Lake, CA 95457	<a href="mailto:davidm@konoctiusd.lake.k12.ca.us">davidm@konoctiusd.lake.k12.ca.us</a>
Nelson, Marie	Merced Unified	PO Box 2147 Merced, CA 95344	<a href="mailto:mnelson@muhsd.k12.ca.us">mnelson@muhsd.k12.ca.us</a>
Norby, James M	Stanislaus Coun. Off of Ed	1100 H Street Modesto, CA 95354	
Pelligrino, Sue	Fresno Unified	1301 M Street Fresno, CA 93721	<a href="mailto:slpelle@fresno.k12.ca.us">slpelle@fresno.k12.ca.us</a>
Robinson, Mike	Fresno County Offc of Ed	1111 Van Ness Fresno, CA 93703	<a href="mailto:mrobinson@fcoe.k12.ca.us">mrobinson@fcoe.k12.ca.us</a>
Rodrigues, Tony	Coalinga	516 Baker St Coalina, CA 93210	
Safreno, Daniel	Central Unified	4605 N Polk Fresno, CA 93722	<a href="mailto:dsafreno@centralusd.k12.ca.us">dsafreno@centralusd.k12.ca.us</a>
Stout, Trish	Special Ed Office	1691 Q Street Firebaugh, CA 93622	<a href="mailto:mbaker@fldusd.k12.ca.us">mbaker@fldusd.k12.ca.us</a>
Swain, David	Fresno County Offc of Ed	1111 Van Ness Fresno, CA 93703	<a href="mailto:dswain@fcoe.k12.ca.us">dswain@fcoe.k12.ca.us</a>
Toews, Cindy	Sanger Unified	1905 7th Street Sanger, CA 93657	<a href="mailto:cindy_toews@sanger.k12.ca.us">cindy_toews@sanger.k12.ca.us</a>
Varanini, Adrian	Chowchilla Elementary	PO Box 910 Chowchilla, CA 93610	<a href="mailto:varaninia@chowkids.com">varaninia@chowkids.com</a>
Walker, Brian	Dos Palos Joint Union	2041 Almond Street Dos Palos, CA 93620	<a href="mailto:dbuie@dpol.net">dbuie@dpol.net</a>
Wallick, Jim	Norris Sch Dist	6940 Calloway Drive Bakersfield, CA 93312	<a href="mailto:jiwalli@zeus.kern.org">jiwalli@zeus.kern.org</a>
Wharton, Debbie		1491 Grove Ave Atwarer, CA 95301	
Williams, Arnie	Burton Sch Dist	264 N Westwood Street Porterville, CA 93257	
Wolff, Ada	Sanger Unified	1905 7th Street Sanger, CA 93657	<a href="mailto:AMW031@yahoo.com">AMW031@yahoo.com</a>
Woods, Debbie	Kerman Unified	151 S First St Kerman, CA 93630	<a href="mailto:dwood@fldusd.k12.ca.us">dwood@fldusd.k12.ca.us</a>
Zavaleta, Michelle	Lindsay Unified	519 E Honolulu Lindsay, CA 93247	<a href="mailto:mzavaleta@lindsay.k12.ca.us">mzavaleta@lindsay.k12.ca.us</a>

e. *Workforce demand projections:*

One hundred percent of our graduates have become employed as school psychologists following graduation. Currently there are two unfilled vacancies in Fresno Unified School District. Sixty-eight school psychologist positions in California are currently listed on EdJoin; many of these positions have gone unfilled all year. Nationally a significant shortage of school psychologists is predicted through 2020.

f. *How program meets society's need for advancement of knowledge: NA*

## 6. Student Demand

### a. *Evidence of student interest in enrolling in the proposed program*

Student demand for the program is indicated by the number of applications we receive each year; we are able to offer places to slightly over half the qualified applicants.

Table 6: Application and Enrollment in CSU, Fresno School Psychology Graduate Program

YEAR	M. S. PROGRAM		
	<i>Applied</i>	<i>Accepted</i>	<i>Enrolled</i>
1998	12	6	6
1999	13	9	6
2000	16	13	12
2001	19	14	11
2002	21	12	11
2003	21	11	9
2004	23	11	8
2005	15	8	8
2006	14	8	8
Total	154	92	79

Over the past seven years, acceptance rates into the M. S. graduate program have ranged from 50 to 81 percent. The average is 60% for the M.S. program. Of those accepted, an average of 86% of the M.S. students have enrolled.

Recently the student body has been overwhelmingly female (75%), something that is typical of psychology departments in general. Minority students comprised 23% of the graduate student body during this time. Efforts are made to recruit males and students from underrepresented ethnic groups.

### Student Survey:

The 24 students currently enrolled in the program were surveyed regarding the degree they would prefer to receive. Given a choice of the M.S. or Ed.S. for the same program, all indicated they would prefer the Ed.S. Most (92%) said Ed.S degree has more prestige. The same percent wanted the Ed.S. because it would better recognize the intensity and length of the program and differentiate their training from shorter masters' programs. Two-thirds (82.5%) chose higher pay as a reason and 83% selected Ed.S because it would enhance reciprocity and recognition of their training across states. (See survey in Appendix D)

### b. **Access issues.**

- c. ***For graduate programs, the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate programs.***

The Psychology Department at CSU, Fresno has average 775 undergraduate majors for the past five years. Approximately one-half to three-fourths of our graduate students in school psychology come from our own undergraduate psychology majors. We have had several students from other CSU schools and many from the University of California System.

- d. ***Professional uses of the proposed degree major program.***

The program primarily prepares school psychologists for positions in the public schools. School psychologists also are employed in clinics, hospitals, and mental health agencies. Following three years of experience as a credentialed school psychologist, individuals are eligible to become a Licensed Educational Psychologist (LEP) under the California Board of Behavioral Sciences.

- e. ***The expected number of majors in the year of initiation and three years and five years thereafter. The expected number of graduated in the year of initiation and three years and five years thereafter.***

<i>Expected number of:</i>	<i>Students in Program</i>	<u><i>Graduates</i></u>
2007-2008	23	7
2008-2009	24	9
2009-2010	25	7

Note: The School Psychology program will have an accreditation review by NASP/NCATE in 2010. Our program was approved by CCTC in 2006. The next University program review for the Psychology Department is scheduled for 2014-2015.

## 7. Existing Support Resources for the proposed Degree Program

Table 7: Faculty who would teach in the program.

FACULTY MEMBER	DEGREE	AREA	UNIVERSITY	POSITION
Wilson, Marilyn	Ph.D Ed.S M.A. B.S.	Psychology & Human Development & Family Studies	Iowa State University	Professor Program Coordinator
Carey, Karen	Ph.D M.S.	School Psychology	University of Cincinnati	Professor Associate Dean

	B.S.			
Austin, Jennifer	Ph.D. M.S. B.S.	Applied Behavior Analysis	Florida State University	Associate Professor
Levine, Robert	Ph.D. M.S. A.B.	Social Psychology	New York University	Professor
Jones, Connie	Ph.D. M.S. B.A.	Developmental Psychology	Pennsylvania State University	Professor
Ritter, Jean	Ph.D. B. A	Developmental Psychology	University of Texas at Austin	Professor

The policy for selection of Graduate Faculty is included in Appendix E. Vita are provided in Appendix F.

- a. **Space and facilities:** The proposed program will use the current space allotted. Faculty have individual office. All have individual or shared lab spaces. The program has an excellent space for the test library in the recently completed Science 2 building. Classes are taught in the new Science 2 building.
- b. **Library resources:** Currently library resources are adequate.
- c. **Academic technology:** The College has provided support for instructional support materials included updated testing materials. All faculty members have laptop computers with docking stations. The computers are networked. Classrooms are equipped as SMART classrooms. A computer lab is also available in the Psychology Department.

## 8. Additional Support Resources Required

- a. *Additional faculty or staff support positions needed:*
- b. The proposed program replaces the current School Psychology Program. A search has been underway this year for an additional school psychology faculty. As of now, the position is not filled and a new search will be requested next year.
- c. *Additional lecture and/or laboratory space:*  
  
No additional space is required.
- d. *Additional library resources needed:*



No additional library resources are requested.

- e.** *Additional academic technology, equipment, or specialized materials needed:*

Materials needed will be those that would be required to maintain the current M.S. school psychology program.