

ADVANCED STUDIES IN EDUCATION AND COUNSELING

College of Education

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Introduction

The Department of Advanced Studies in Education and Counseling offers graduate level course work in the following program areas: Educational Administration, Educational Psychology, Librarianship, Educational Technology and Media Leadership, Social and Cultural Analysis of Education, Marriage and Family Therapy (MFT), School Counseling, School Psychology, Student Development in Higher Education, and Special Education/ Education Specialist, as well as undergraduate service courses in life skills and other areas.

Students desiring information should contact the department office for referral to one of the faculty advisors.

All CED graduate level courses (500/600) are assumed to be letter grade only (A-F) unless stated otherwise.

Graduate Degrees

Master of Arts in Education with the following options:

- Educational Administration
- Educational Psychology
- Librarianship
- Social and Cultural Analysis of Education
- Educational Technology and Media Leadership

Two Master of Science degrees are available:

- Special Education
- Counseling

MS in Counseling offers three options:

- Marriage and Family Therapy
- School Counseling
- Student Development in Higher Education

Credentials

The department offers credentials in Administrative Services (Preliminary and Professional), Pupil Personnel

Services (School Counseling, School Counseling Internship, School Psychology, School Psychology Internship), Education Specialist/Special Education (Mild/Moderate and Moderate/Severe) and Teacher Librarian Services. In addition, a Graduate Certificate in Career Guidance Specialist and Community College are offered. (Please note: the Graduate Certificate in Career Guidance Specialist is under consideration for discontinuance.)

Required credential courses must be completed with a grade of "C" or better. The minimum grade point average for successful progress in the credential programs of the department is 3.0 on all units to be applied to the credential program. Students falling below 3.0 will be placed on probation. To maintain status in the credential program students must earn sufficient grade points to bring GPA back to 3.0 by the end of the regular semester following the semester in which the GPA fell below 3.0. Refer to this Catalog for policy.

Master of Arts in Education

Candidates for degrees in Master of Arts programs must apply separately to both the university and the program by posted deadlines. Applications should be submitted at the same time. Program application deadlines may vary. Visit the College of Education website for program details, application guidelines and materials, and application deadlines (www.ced.csulb.edu). All university regulations governing the master's degree apply to college programs. Program requirements published in the university Catalog in effect during the year a candidate advances to candidacy are the requirements the candidate will be held to (catalog rights).

Option in Educational Administration

Educational leaders serve in many capacities. No matter what position an individual holds within an educational organization, all efforts should be directed at supporting the equitable academic achievement of all students being served. The courses in the Educational Administration Option are designed to prepare leaders for this important work. Emphasis is placed on 1) examining the role of schooling in a democratic society, 2) multiple and varied aspects of educational leadership, 3) building collaboratives, 4) managing and guiding change, and 5) working with diverse populations. The program's primary mission is to educate candidates who will assume leadership positions in diverse, urban, K-12 schools and districts. Visit the program website for program details (www.ced.csulb.edu/academic/masters.cfm).

Prerequisites

The following are required for admission to the program:

1. Baccalaureate degree from an accredited college or university.

2. 15 upper-division units in education, including EDP 400 or equivalent.
3. Minimum 2.85 overall grade point average in the last 60 semester (90 quarter) units of coursework.
4. For international students whose primary language is not English, minimum score of 550 on the Test of English as a Foreign Language (TOEFL).

Application

Candidates must apply separately to both the university and the program by posted deadlines. Applications should be submitted at the same time.

The application for Graduate Admission to the University is available online through CSUMentor (www.csumentor.edu). One complete set of official transcripts must be submitted with the university application. This set of transcripts will be used to determine grade point average eligibility. Failure to submit transcripts in a timely manner will result in a delayed review of the application.

A separate application to the Preliminary Administrative Services Masters/Credential Program must be submitted to the College of Education Graduate Studies Office (ED1-7). An application and directions can be downloaded at www.ced.csulb.edu/graduate/application-packets. The program application does not require a set of transcripts.

Conditional Admission

Successful applicants are admitted to the program with Conditional Admission status.

Advancement to Candidacy - Clear Admission

Students should advance to candidacy as early as possible. For advancement to candidacy (Clear Admission status), students must:

1. Fulfill the campus Graduation Writing Assessment Requirement (GWAR).
2. Complete EDP 400.
3. Complete EDAD 541 and one other EDAD course for a total of 6 units.
4. Resolve all incomplete grades.
5. Maintain a 3.0 grade point average.
6. Submit to the Graduate Studies Office an Advancement to Candidacy form signed by the program advisor.

Requirements

A minimum of 30 units with a 21-unit concentration in Educational Administration is required; 21 units must be at the 500/600 level taken at this university.

1. Take one of the following (3 units):
SCAE 560, SCAE 561, SCAE 564
2. Take one of the following (3 units):
EDP 520, EDP 595
3. Take one of the following chosen with advisor consultation:
EDAD 695, EDAD 698 Thesis (must take 6 units)
4. Take all of the following (21 units):
EDAD 541 Leadership, Organizational Management, Ethics (3)
Prerequisites: Admission to the Preliminary Administrative Service Credential Program.
EDAD 544 Legal Aspects of Education: Implications and Applications for School Leadership (3)
Prerequisites: EDAD 541.

EDAD 647A Fiscal Resources Educational Administration (3)
Prerequisites: EDAD 541.

EDAD 647B Human Resources in Educational Admin (3)
Prerequisites: EDAD 541.

EDAD 677A Curriculum/Program Devand Evaluation (3)
Prerequisites: EDAD 541. Corequisites: EDAD 677B.

EDAD 677B Instructional Leadership & Assessment (3)
Prerequisites: EDAD 541. Corequisites: EDAD 677A.

EDAD 649 Urban Schools and Communities: Academic, Social, Political, and Cultural Issues (3)
Prerequisites: EDAD 541.

Option in Educational Psychology

The Option in Educational Psychology is a research-oriented program designed for students and educators to develop their understanding of learning and development, testing and assessment, research, and program evaluation in education. This program offers a rigorous curriculum in these areas and requires that the student declare a "foundation" emphasis within the Option. There are two Tracks in this Option: Track 1 (MA, Option in Educational Psychology) and Track 2 (MA, Option in Educational Psychology plus School Psychology Credential Program). Admission to the MA, Option in Educational Psychology does not guarantee acceptance to the highly competitive School Psychology Credential Program. Visit the program website for program details (www.ced.csulb.edu/academic/masters.cfm).

Prerequisites

The following are required for admission to the program:

1. Baccalaureate degree in a behavioral science, education, or a related field.
2. Minimum 3.00 overall grade point average in the last 60 semester (90 quarter) units of coursework.
3. Minimum score of 150 on the Verbal section of the Graduate Record Exam and 140 on the Quantitative section with a combined score of 300 overall.
4. For international students whose primary language is not English, minimum score of 550 on the Test of English as a Foreign Language (TOEFL).

Application

Candidates must apply separately to both the university and the program by posted deadlines. Applications should be submitted at the same time.

The application for Graduate Admission to the University is available online through CSUMentor (www.csumentor.edu). One complete set of official transcripts must be submitted with the university application. This set of transcripts will be used to determine grade point average eligibility. Failure to submit transcripts in a timely manner will result in a delayed review of the application.

A separate application to the Educational Psychology program for Track 1 or Track 2 must be submitted to the College of Education Graduate Studies Office (ED1-7). An application and directions can be downloaded at www.ced.csulb.edu/graduate/application-packets. The program application does not require a set of transcripts.

Conditional Admission

Successful applicants are admitted to the program with Conditional admission status.

Advancement to Candidacy - Clear Admission

Students should advance to candidacy as early as possible. For advancement to candidacy (Clear Admission status), students must:

1. Fulfill the campus Graduation Writing Assessment Requirement (GWAR).
2. Complete one of the following (or equivalent): EDP 301 or EDP 302.
3. For Track 1 candidates, complete all of the following (or equivalent): EDP 305, EDP 419, EDSP 350.
4. For Track 2 candidates, complete both of the following (or equivalent): EDP 405, EDP 419.
5. Complete 6-9 units of core courses.
6. Resolve all incomplete grades.
7. Maintain a 3.0 grade point average in the prerequisites and in all core courses.
8. Submit to the Graduate Studies Office an Advancement to Candidacy form signed by the program advisor.

Requirements

Master's Objective Track 1

The degree objective requires a total of 33 units (not including prerequisites) made up of a 27-unit core and a 6-unit "foundation" that culminates in either (a) a master's thesis or (b) a written comprehensive examination.

1. Degree Core:

A. Take all of the following:

- EDP 519 Quantitative Educational Data Analysis I (3)
Prerequisites: EDP 419 or equivalent.
- EDP 520 Quantitative Research Methods in Educ (3)
Prerequisites: EDP 419 or equivalent.
- EDP 541 Sem in Educ Measurement & Assessment (3)
Prerequisites: EDP 419, 519, and 520 or equivalent.
- EDP 595 Qualitative Research Methods in Educ (3)
Prerequisites: EDP 400 or equivalent.
- EDP 596 Program Evaluation in Education (3)
Prerequisites: EDP 419 and 520, or equivalent.
- EDP 604 Seminar in Human Development (3)
Prerequisites: EDP 301 or 302, and EDP 400 or 419.
- EDP 605 Theories of Learning, Cognition, Motivation, and Social Development (3)
Prerequisites: EDP 301 or 302.
- EDP 619 Quantitative Educational Data Analysis II (3)
Prerequisites: EDP 519 or equivalent.

B. Take one of the following:

- EDSP 564 or 500/600 level elective (with program advisor approval)

2. Foundation

For the "foundation" culminating in a master's thesis:

- Complete all of the above 27 units of core courses
- Complete 6 units of EDP 698, Thesis
- Students are strongly encouraged to complete EDP 696, Thesis Study (3 units) as a 500/600 level elective

For the "foundation" culminating in a written comprehensive examination:

- Complete all of the above 27 units of core courses
- Take 6 units of 500/600 level electives selected with the approval of the program advisor.

Master's Objective Track 2

Assignment to Track 2 requires that students are admitted to both the Master of Arts in education, Option in Educational Psychology and the School Psychology Credential Program. The degree objective requires a total of 32 units (not including prerequisites) made up of a 23-unit core and 9-unit "foundation" that culminates in either (a) a master's thesis or (b) a written comprehensive examination.

1. Degree Core:

A. Take all of the following:

- EDP 520 Quantitative Research Methods in Educ (3)
Prerequisites: EDP 419 or equivalent.

- EDP 524A Psychoeducational Assessment (3)
Prerequisites/Corequisites: EDP 528; Corequisites: EDP 524B and admittance to the School Psychology Program.

- EDP 524B Psychoeducational Assessment: Clinical Applications (2)
Prerequisites/Corequisites: EDP 528; Corequisites: EDP 524A and admittance to the School Psychology Program.

- EDP 579 Curriculum-Based Assessments and Academic Interventions (4)
Prerequisites: Admission to the School Psychology Program and EDP 524A and 524B.

- EDP 604 Seminar in Human Development (3)
Prerequisites: EDP 301 or 302, and EDP 400 or 419.

- EDP 605 Theories of Learning, Cognition, Motivation, and Social Development (3)
Prerequisites: EDP 301 or 302.

B. Take both of the following:

- EDP 525A Psychoeducational Assessment of Culturally and Linguistically Diverse Students (3)
Prerequisites: EDP 524A, 524B. Corequisites: EDP 525B.

- EDP 525B Psychoeducational Assessment of Culturally and Linguistically Diverse Students: Clinical Applications (2)
Prerequisites: EDP 524A, 524B. Corequisites: EDP 525A.

2. Foundation

For the "foundation" culminating in a master's thesis:

- Complete all of the above 23 units of core courses
- Complete 6 units of EDP 698, Thesis
- Complete one of the following:
EDP 541, 595, 596, or 696

For the "foundation" culminating in a written comprehensive examination:

- Complete all of the above 23 units of core courses
- Complete all of the following:
EDP 519 Quantitative Educational Data Analysis I (3)
Prerequisites: EDP 419 or equivalent.

- EDP 541 Sem in Educ Measurement & Assessment (3)
Prerequisites: EDP 419, 519, and 520 or equivalent.

- EDP 596 Program Evaluation in Education (3)
Prerequisites: EDP 419 and 520, or equivalent.

Option in Educational Technology and Media Leadership

Serving the mission of enhancing education through the use of technology, educational technology specialists perform many functions in schools, educational institutions, and training agencies. This option prepares leaders in the field who will evaluate, design, and effectively use technology for educational purposes. Combining both theory

and practice, this option is designed for individuals seeking career growth in K-12 and university settings and for those planning to pursue doctoral degrees. Visit the program website for program details (www.ced.csulb.edu/academic/masters.cfm).

Prerequisites

The following are required for admission to the program:

1. Baccalaureate degree from an accredited college or university.
2. Minimum 3.00 overall grade point average in the last 60 semester (90 quarter) units of coursework.
3. Upper-division coursework in statistics and research.
4. Upper-division coursework in the use of technology and computer applications (3 units), e.g., ETEC 411, ETEC 444, or equivalent experience
5. Minimum 3.0 grade point average in all prerequisite coursework (items 3 & 4 above).
6. For international students whose primary language is not English, minimum score of 550 on the Test of English as a Foreign Language (TOEFL).

Application

Candidates must apply separately to both the university and the program by posted deadlines. Applications should be submitted at the same time.

The application for Graduate Admission to the University is available online through CSUMentor (www.csumentor.edu). One complete set of official transcripts must be submitted with the university application. This set of transcripts will be used to determine grade point average eligibility. Failure to submit transcripts in a timely manner will result in a delayed review of the application.

A separate application to the Educational Technology and Media Leadership program must be submitted to the College of Education Graduate Studies Office (ED1-7). An application and directions can be downloaded at www.ced.csulb.edu/graduate/application-packets. The program application does not require a set of transcripts.

Conditional Admission

Successful applicants are admitted to the program with Conditional admission status.

Advancement to Candidacy - Clear Admission

Students should advance to candidacy as early as possible. For advancement to candidacy (Clear Admission status), students must:

1. Fulfill the campus Graduation Writing Assessment Requirement (GWAR).
2. Maintain a 3.0 grade point average in all course work.
3. Resolve all incomplete grades.
4. Complete all prerequisites and at least 6 units of the program in residence.
5. Submit to the Graduate Studies Office an Advancement to Candidacy form signed by the program advisor.

Requirements

Students must complete a minimum of 30 units of upper-division and graduate courses, of which at least 21 units must be at the 500/600 level taken at this university. With consent of the program advisor, students may count up to 6 units of previously taken graduate courses toward the

degree. However, a student who completes a 6 unit thesis or project may possibly count 9 units of previously taken courses toward the degree.

1. Core courses (21 units):

A. Research Methods:

Take the following:

EDP 520 Quantitative Research Methods in Educ (3)
Prerequisites: EDP 419 or equivalent.

Also complete course prerequisites:

ED P 400, ED P 419, or equivalent

B. Educational Technology:

Take all of the following:

ETEC 510 Foundations of Educational Technology (3)
Prerequisites: Either ETEC 411, 444. Equivalent experience satisfying the California Level I computer technology standard, or consent of instructor.

ETEC 523 Computer Tech in Education, Level II (3)
Prerequisites: ETEC 444 or equivalent experience satisfying California Level I computer technology standard.

ETEC 525 Social and Cultural Implications of Educational Technology (3)
Prerequisites: None.

ETEC 530 Educational Technology Leadership (3)
Prerequisites: ETEC 523, or consent of instructor.

ETEC 551 Education and the Internet (3)
Prerequisites: Either ETEC 411, 444, equivalent experience satisfying the California Level I computer technology standard, or consent of instructor.

ETEC 570 E-Learning Design and Development (3)
Prerequisites: ETEC 523 or consent of instructor.

2. Electives (6 units): In consultation with program advisor, students will select 6 additional units. Options include, but are not limited to, the following:

A. Educational Technology: ETEC 535, 580;

B. Educational Psychology: EDP 595, 696;

C. Librarianship: ELIB 530A, 530B, 540, 550;

D. Special Education: EDSP 542;

E. Computer Science: CECS 401E, 410E;

F. Other courses, including those outside the College of Education, chosen in consultation with program advisor.

3. Exit requirement (3 - 6 units); Electronic portfolio with interview and one of the following chosen in consultation with the program advisor:

A. Pass a comprehensive examination;

B. EDP 699 (6 units) Project with written Project Report;

C. EDP 698 Thesis (must take 6 units).

Option in Librarianship

This program is currently under consideration for discontinuance. You should refer to currently active programs in related areas: Teacher Librarian Services Credential and the Master of Arts in Educational Technology and Media Leadership.

The Master's degree option in Librarianship provides a rigorous academic foundation for professional leadership in library and information professions that serve the needs of a culturally diverse, technology-informed society. Because the Master of Arts degree option incorporates work toward the Teacher Librarian Services Credential, candidates with this specialization may pursue their credential and degree simultaneously. Visit the program website for program details (www.ced.csulb.edu/academic/masters.cfm).

Prerequisites

The following are required for admission to the program:

1. Baccalaureate degree from an accredited college or university.
2. Minimum 3.00 overall grade point average in the last 60 semester (90 quarter) units of coursework.
3. For international students whose primary language is not English, minimum score of 550 on the Test of English as a Foreign Language (TOEFL).

Application

Candidates must apply separately to both the university and the program by posted deadlines. Applications should be submitted at the same time.

The application for Graduate Admission to the University is available online through CSUMentor (www.csumentor.edu). One complete set of official transcripts must be submitted with the university application. This set of transcripts will be used to determine grade point average eligibility. Failure to submit transcripts in a timely manner will result in a delayed review of the application.

A separate application to the Librarianship program must be submitted to the College of Education Graduate Studies Office (ED1-7). An application and directions can be downloaded at www.ced.csulb.edu/graduate/application-packets. The program application does not require a set of transcripts.

Conditional Admission

Successful applicants are admitted to the program with Conditional admission status.

Advancement to Candidacy - Clear Admission

Students should advance to candidacy as early as possible. For advancement to candidacy (Clear Admission status), students must:

1. Fulfill the campus Graduation Writing Assessment Requirement (GWAR).
2. Maintain a 3.0 grade point average in all course work.
3. Resolve all incomplete grades.
4. Complete at least 6 units of the program.
5. Submit to the Graduate Studies Office an Advancement to Candidacy form signed by the program advisor.

Requirements

A minimum of 36 units is required, with at least 24 units in the 500/600 level series taken at this university. In consultation with the advisor, a comprehensive examination track or thesis track is selected.

Note: Information in this section does not include all of the requirements for the Teacher Librarian Services Credential, which is typically pursued simultaneously with the Master of Arts degree. For additional information, go to www.csulb.edu/lmt.

1. Core courses (21 units):

A. Library Media.

Take all of the following:

ELIB 500 Foundations of Information (3)
Prerequisites: None.

ELIB 510 Collection Development (3)
Prerequisites: None.

ELIB 520 Info Literacy and Reference Services (3)
Prerequisites: None.

ELIB 540 Organization of Information (3)

Prerequisites: None.

ELIB 550 Management of Info Organizations (3)

Prerequisites: None.

B. Technology.

Take one of the following:

ELIB 570, ETEC 523, PPA 521 (for public services)

C. Research methods.

Take one of the following: EDP 520, EDP 595

2. Electives (9 units).

The balance of the program is completed through advisor-approved electives. Choices include, but are not limited to, the following:

A. Youth Services: ELIB 530A, 530B; EDCI 625;

B. Higher Education Services: COUN 548, 552; EDP 490;

C. Public Services: FCS 529; PPA 500, 525, 533, 535;

D. Advanced Technology: ETEC 530, 551, 553, 623.

3. Field experience (3-4 units).

Take one of the following:

ELIB 580, ETEC 580

4. One of the following chosen in consultation with faculty advisor upon advancement to candidacy (3-6 units):

A. Comprehensive exam; EDP 697, Research (3 units)

B. Thesis; EDP 698, Thesis (must take 6 units)

Option in Social and Cultural Analysis of Education

The Master of Arts Degree in Education, Option in Social and Cultural Analysis of Education (SCA), focuses on the social and cultural analysis of education in urban and international contexts. Emphasizing critical approaches to education, including critical theory and critical pedagogy, the degree's interdisciplinary nature provides the intellectual rigor necessary for analyzing the relationship between education and society and effecting social and educational justice. SCA courses examine education in its historical, social and political contexts, and may be applied to all levels of education—locally, nationally, and internationally. After completion of the program, graduates have a variety of career choices, not only in the educational realm, but also in the private sector and in non-governmental organizations. The program also serves as an ideal foundation for further academic study at the doctoral level. Visit the program website for program details (www.ced.csulb.edu/academic/masters.cfm).

Prerequisites

The following are required for admission to the program:

1. Baccalaureate degree from an accredited college or university.
2. Minimum 3.00 overall grade point average in the last 60 semester (90 quarter) units of coursework.
3. For international students whose primary language is not English, minimum score of 550 on the Test of English as a Foreign Language (TOEFL).

Application

Candidates must apply separately to both the university and the program by posted deadlines. Applications should be submitted at the same time.

The application for Graduate Admission to the University is available online through CSUMentor (www.csumentor.edu). One complete set of official transcripts must be submitted with the university application. This set of transcripts will be used to determine grade point average eligibility. Failure to submit transcripts in a timely manner will result in a delayed review of the application.

A separate application to the Social and Cultural Analysis of Education program must be submitted to the College of Education Graduate Studies Office (ED1-7). An application and directions can be downloaded at www.ced.csulb.edu/graduate/application-packets. The program application does not require a set of transcripts.

Conditional Admission

Successful applicants are admitted to the program with Conditional admission status.

Advancement to Candidacy - Clear Admission

Students should advance to candidacy as early as possible. For advancement to candidacy (Clear Admission status), students must:

1. Fulfill the campus Graduation Writing Assessment Requirement (GWAR).
2. Complete at least 6 units of the program, including SCAE 550 and 3 additional units.
3. Set academic, professional, and personal goals in consultation with advisor (facilitated through SCAE 550 and SCAE 551)
4. Maintain a 3.0 grade point average in all course work.
5. Resolve all incomplete grades.
6. Submit to the Graduate Studies Office an Advancement to Candidacy form signed by the program advisor.

Requirements

All students must complete thirty-three (33) units of upper-division and graduate level courses, of which twenty-one (21) units must be at the 500/600 level. Students who complete a master's thesis or project must enroll in six (6) additional units while completing the culminating experience. For all students, at least twenty-four (24) units must be completed in residency. With consent of the student's advisor and after following procedures for course equivalencies, students may count up to six (6) units of previously taken graduate courses toward the degree. A student who completes a thesis or project may potentially count up to nine (9) units of previously taken graduate courses toward the degree.

1. Core courses (6 units)

Complete the following:

SCAE 550 Foundations of Social and Cultural Analysis of Education (3)
Prerequisites: None.

SCAE 551 Critical Pedagogies (3)
Prerequisites: None.

2. Emphasis Area (9 units)

Take three courses in one area:

A. International Contexts:

SCAE 566, 567, 568, 564

B. Urban Contexts:

SCAE 560, 561, 562, 564

3. Second Emphasis Area (3 units)

Choose one course from the SCAE 566-568 series for international contexts or from the SCAE 560-562 series for urban contexts.

4. Electives (6 units)

Choose 2 courses in consultation with faculty advisor.

5. Research Methods Courses (6 units)

Take the following course:

EDP 400 Introduction to Educational Research (3)
Prerequisites: None.

Take one of the following courses:

EDP 520, EDP 595

6. Capstone Course (3 units)

Take the following course:

SCAE 695 Social and Cultural Analysis of Education Capstone (3)
Prerequisites: None.

7. Culminating Experience. In consultation with faculty advisor, choose one of the following:

A. Comprehensive examination

B. Six units of EDP 698: Thesis over two semesters

C. Six units of EDP 699: Project over two semesters

Master of Science in Education

Candidates for degrees in Master of Science programs must apply separately to both the university and the program by posted deadlines. Applications should be submitted at the same time. Program application deadlines may vary. Visit the College of Education website for program details, application guidelines and materials, and application deadlines (www.ced.csulb.edu/academic/masters.cfm). All university regulations governing the master's degree apply to college programs. Program requirements published in the university catalog in effect during the year a candidate advances to candidacy are the requirements the candidate will be held to (catalog rights).

Master of Science in Counseling

Counselors serve valuable functions in fields of education, health and human services, and business. Their domains of practice include public and private educational institutions, medical facilities and allied health agencies, social service agencies and organizations, state and federal human service agencies and programs, correctional facilities, business and industry, and private practice. The program's philosophy is to introduce students to a variety of approaches to counseling, and to encourage the development of competencies within these approaches.

The program combines theory and practice utilizing on and off campus course work and field work assignments. Required courses are offered predominantly in the evening, but most field assignments require daytime participation during normal business hours defined by the off-campus sites.

Students coming from diverse experiential backgrounds are trained at the graduate level to be able to perform entry level duties expected by the counseling profession and its specialty areas. Students are prepared to assume future leadership positions in their area(s) of expertise after additional work experiences have been acquired in the field following graduation.

The Master of Science in Counseling Program consists of three Options:

1. Marriage and Family Therapy
2. School Counseling
3. Student Development in Higher Education

The total number of course units needed to satisfy requirements for graduation depends upon the Option selected by the student. See below and visit the program website for Option details (www.ced.csulb.edu/academic/masters.cfm).

Prerequisites

The following are required for admission to the program:

1. Baccalaureate degree from an accredited college or university in a behavioral science, education, or related field.
2. Minimum 2.85 overall grade point average in the last 60 semester (90 quarter) units of coursework.
3. For international students whose primary language is not English, minimum score of 550 on the Test of English as a Foreign Language (TOEFL).

Application

Candidates must apply separately to both the university and the program by posted deadlines. Applications should be submitted at the same time. Program Option application deadlines may vary.

The application for Graduate Admission to the University is available online through CSUMentor (www.csumentor.edu). One complete set of official transcripts must be submitted with the university application. This set of transcripts will be used to determine grade point average eligibility. Failure to submit transcripts in a timely manner will result in a delayed review of the application.

A separate application to the selected Counseling program Option must be submitted to the College of Education Graduate Studies Office (ED1-7). You may only apply to one program per year. A program Option application and directions can be downloaded at www.ced.csulb.edu/graduate/application-packets. The program Option application does not require a set of transcripts.

Applicants are not allowed more than 9 semester unit credits applied to curriculum requirements of the option selected prior to admission into the first semester of the program.

Conditional Admission

Successful applicants are admitted to the program Option with Conditional Admission status.

Advancement to Candidacy - Clear Admission

See individual Options below.

Option in Marriage and Family Therapy

Students in this Option will prepare for licensed independent MFT practice to work in private practice, community-agency settings, government-court settings, hospitals, clinics, Employee Assistance Programs, and city-county-state agencies to provide counseling services for adults, children, families and couples.

Prerequisite

Take the following course:

EDP 400 Intro to Educational Research (3) (or equivalent)
Prerequisites: None.

Advancement to Candidacy - Clear Admission

Students should advance to candidacy as early as possible. For advancement to candidacy (Clear Admission status), students must:

1. Fulfill the campus Graduation Writing Assessment Requirement (GWAR).
2. Complete COUN 510, 513, 515, 522, 608, 609.
3. Maintain a 3.0 grade point average in all course work.
4. Resolve all incomplete grades.
5. Submit to the Graduate Studies Office an Advancement to Candidacy form signed by the program advisor.

Requirements

Take all of the following (58 units) and choose option A or B below:

COUN 508A Family Systems Applied to Aging and Lifespan Development (3)
Prerequisites: None.

COUN 508B Family Systems Methods (3)
Prerequisites: COUN 508A or consent of instructor.

COUN 510 Law and Ethics for Counselors (3)
Prerequisites: None.

COUN 511 Counseling the Alcohol/ Chemically Dependent Person (2)
Prerequisites: None.

COUN 512 Child and Spousal/Partner Abuse (1)
Prerequisites: None.

COUN 513 Introduction to Clinical Interviewing (3)
Prerequisites: None.

COUN 514 Medication and Counseling (2)
Prerequisites: COUN 513 or consent of instructor.

COUN 515 Counseling Theories (3)
Prerequisites: COUN 513.

COUN 522 Counseling Methods and Techniques (3)
Prerequisites/Corequisites: COUN 513, 515.

COUN 543 Human Sexuality Counseling (3)
Prerequisites: COUN 515.

COUN 555 Cross-Cultural Counseling (3)
Prerequisites: COUN 510, 513, 515; COUN 506 for School Counseling Option, COUN 538 for SDHE Option, or their equivalent upon approval of the instructor.

COUN 556 Counseling Children and Adolescents (3)
Prerequisites: COUN 515 and 522, or consent of instructor.

COUN 557 Counseling Couples (3)
Prerequisites: COUN 515.

COUN 601 Trauma and Grief Counseling (3)
Prerequisites: COUN 556 or consent of instructor.

COUN 608 Seminar in Marriage and Family Therapy (3)
Prerequisites: COUN 510, 511, 512, 513, 515, 522.
Recommended: COUN 556.

COUN 609 MFT Practicum (4)
Prerequisites: COUN 510, 511, 512, 513, 515, 522 and 608.

COUN 638 Group Counseling (3)
Prerequisites: Admission to the MS in Counseling and/or PPS School Counseling Credential, or School Psychology Program, COUN 510, 513, 515 or equivalent upon approval of instructor.

COUN 643D Counseling Field Work: Marriage and Family Therapy (3)
Prerequisites: COUN 608, 609.

COUN 644D Advanced Counseling Field Work:

Marriage and Family Therapy (3)

Prerequisites: COUN 638, 643D.

COUN 685 Community Mental Health Counseling (1)

Prerequisites: None

Take one of the following:

EDP 520, EDP 595

Select an Option:

Option A - Thesis (total units: 64):

Take EDP 698 Thesis (must enroll in 6 units)

Option B - Comprehensive Exam (total units: 62):

Take an additional 4 units of approved electives from courses in the Counseling program.

Elective options include:

COUN 559 Play-Art Therapy (3)

COUN 680 Family Trauma Treatment Seminar (3)

COUN 681 Spirituality and Counseling (1)

COUN 682 Gestalt Psychotherapy (2)

COUN 683 Cognitive Behavioral Therapy (2)

COUN 692A/B Introduction/Advanced Psychodrama (1/1)

COUN 684 Advanced Clinical Case Formulation (1)

Option in School Counseling

The Master of Science in Counseling (School Counseling Option) and the Pupil Personnel Services School Counseling Credential Programs are designed to prepare counselors to work in elementary, middle, and high schools. Both programs support a comprehensive, developmental, and collaborative school counseling model. Based upon the American School Counselor Association's National Standards for K-12 School Counseling Programs and their 2003 National Model, our programs further support a balanced, holistic approach that considers the academic, career development, and personal/social needs of K-12 students. Graduates are expected to become proactive leaders who will advocate for their students and themselves, as counseling professionals working toward equity, achievement, and opportunity for all students.

Students entering the Master of Science in Counseling (School Option) program concurrently fulfill requirements for the Pupil Personnel Services School Counseling Credential and must apply to both programs. The Pupil Personnel Services School Counseling Credential (PPS/SC) is required by the California Commission on Teacher Credentialing (CTC) for persons employed by the public schools as school counselors. (See Credential Programs)

Each year the School Counseling Programs Information and Application Packet is revised. Applicants must use the application developed specifically for the year for which they are applying.

Advancement to Candidacy - Clear Admission

Students should advance to candidacy as early as possible. For advancement to candidacy (Clear Admission status), students must:

1. Fulfill the campus Graduation Writing Assessment Requirement (GWAR).
2. Complete COUN 506, COUN 513, COUN 515, EDP 400.
3. Maintain a 3.0 grade point average in all course work.
4. Resolve all incomplete grades.
5. Submit to the Graduate Studies Office an Advancement to Candidacy form signed by the program advisor.

Requirements

Take all of the following (51-57 units):

COUN 506 Counseling in School Settings (3)

Prerequisites: Official admission to the School Counseling Program.

COUN 507 Career/Acd Counseling in K-12 Settings (3)

Prerequisites: COUN 506.

COUN 510 Law and Ethics for Counselors (3)

Prerequisites: None.

COUN 513 Introduction to Clinical Interviewing (3)

Prerequisites: None.

COUN 515 Counseling Theories (3)

Prerequisites: COUN 513.

COUN 555 Cross-Cultural Counseling (3)

Prerequisites: COUN 510, 513, 515; COUN 506 for School Counseling Option, COUN 538 for SDHE Option, or their equivalent upon approval of the instructor.

COUN 606 Current Issues in Prof School Counseling (3)

Prerequisites: COUN 506.

COUN 607 School Counseling Practicum (3)

Prerequisites: COUN 506, 515.

COUN 638 Group Counseling (3)

Prerequisites: Admission to the MS in Counseling and/or PPS School Counseling Credential, or School Psychology Program, COUN 510, 513, 515 or equivalent upon approval of instructor.

COUN 643A Counseling Field Work: School Counseling (3)

Prerequisites: COUN 607, Certificate of Clearance, EDP 536 (must be taken concurrently with either COUN 643A or 644A.)

COUN 644A Advanced Counseling Field Work: Advanced School Counseling (3)

Prerequisites: COUN 507, 638, 643A; EDP 536 (must be taken concurrently with either COUN 643A or 644A); pass CBEST.

COUN 695C Integrative Seminar in Professional School Counseling (3)

Prerequisites: Advancement to candidacy; COUN 507, 555, 638; EDP 596; and permission to enroll from School Counseling Program Coordinator. Prerequisites/Corequisites: COUN 643A.

EDP 400 Intro to Educational Research (3) (or equivalent)

Prerequisites: None.

EDP 520 Quantitative Research Methods in Education (3)

Prerequisites: EDP 419 or equivalent.

EDP 536 Collaborative Consultation in the Schools (3)

Prerequisites/Corequisites: COUN 643A, 644A; EDP 642A, 642B, or Field Placement in Special Education.

EDP 596 Program Evaluation in Education (3)

Prerequisites: EDP 400 and 520, or equivalent.

EDP 604 Seminar in Human Development (3)

Prerequisites: EDP 301 or 302, and EDP 400 or 419.

EDP 698 Thesis (must take 6 units) or comprehensive examination.

Prerequisites: Advancement to candidacy, EDP 519 or 520 or 595 or 696, approval by director, department chair and associate dean.

Option in Student Development in Higher Education (SDHE)

Students completing this option are employed in residence halls, financial aid, student activities, adult re-entry, admissions, career centers, academic advising, disabled student services, counseling centers, orientation, TRIO and Educational Opportunity Programs, multicultural affairs, and community outreach in two- and four-year institutions.

Advancement to Candidacy - Clear Admission

Students should advance to candidacy as early as possible. For advancement to candidacy (Clear Admission status), students must:

1. Fulfill the campus Graduation Writing Assessment Requirement (GWAR).
2. Complete COUN 510, 513, 538, 593; EDP 400.
3. Maintain a 3.0 grade point average in all course work.
4. Resolve all incomplete grades.
5. Submit to the Graduate Studies Office an Advancement to Candidacy form signed by the program advisor.

Requirements

Take all of the following (51 – 57 units):

- COUN 510 Law and Ethics for Counselors (3)
Prerequisites: None.
- COUN 513 Introduction to Clinical Interviewing (3)
Prerequisites: None.
- COUN 515 Counseling Theories (3)
Prerequisites: COUN 513.
- COUN 516 Counseling the Adult (3)
Prerequisites: COUN 515.
- COUN 538 Student Development in Higher Education (3)
Prerequisites: None.
- COUN 547 Student Development Theory in Higher Education: Theory to Practice (3)
Prerequisites: COUN 538.
- COUN 548 Students in U. S. Higher Education (3)
Prerequisites: COUN 538.
- COUN 549 Management of Student Development in Higher Education (3)
Prerequisites: None.
- COUN 555 Cross-Cultural Counseling (3)
Prerequisites: COUN 510, 513, 515, 538, or their equivalent upon approval of the instructor.
- COUN 593 Seminar in Professional Development in Counseling and Human Services (1)
Prerequisites: COUN 538 and 548 (must have completed or concurrently enrolled).
- COUN 638 Group Counseling (3)
Prerequisites: Admission to the MS in Counseling, and/or PPS School Counseling Credential, or School Psychology Program, COUN 510, 513, 515 or equivalent upon approval of instructor.
- COUN 643B Counseling Field Work: Student Development in Higher Education (3)
Prerequisites: COUN 516, 538.
- COUN 644B Advanced Counseling Field Work: Student Development in Higher Education (3)
Prerequisites: COUN 516, 538, 643B.
- COUN 693A Intermediate Seminar in Professional Development in Student Development in Higher Education (1)
Prerequisites: COUN 593.
- COUN 693B Advanced Professional Development Sem. in Student Development in Higher Education (1)
Prerequisites: COUN 593, COUN 693A.
- EDP 400 Intro to Educational Research (3) (or equivalent)
Prerequisites: None.
- EDP 520 Quantitative Research Methods in Education (3)
Prerequisites: EDP 419 or equivalent.
- EDP 596 Program Evaluation in Education (3)
Prerequisites: EDP 400 and 520, or equivalent.

Take one of the following:

SCAE 560, SCAE 561, SCAE 562

Take one of the following:

EDP 698 Thesis (must take 6 units)
Comprehensive examination

Master of Science in Special Education

Students in this master's degree program work toward attaining leadership positions in public and private schools and agencies in the community that provide services for individuals with disabilities. The program is aimed at developing advanced skills and knowledge of current research in special education, and demonstration of the ability to engage in reflective inquiry. The program culminates with a thesis or comprehensive exam. The program does not result in a credential to teach students with disabilities. Students who want to teach individuals with disabilities should refer to the Education Specialist Credential Program section. Visit the program website for program details (www.ced.csulb.edu/academic/masters.cfm).

Prerequisites

The following are required for admission to the program:

1. Baccalaureate degree from an accredited college or university, to include 24 upper-division units in 3 areas of study:
 - A. Human development: EDP 301 or EDP 302 (or equivalent).
 - B. Statistics and measurement: EDP 400 (or equivalent).
 - C. Individual differences: EDSP 350 (or equivalent).
2. Minimum 2.85 overall grade point average in the last 60 semester (90 quarter) units of coursework.
3. Special education teaching credential, or equivalent experience.
4. For international students whose primary language is not English, minimum score of 550 on the Test of English as a Foreign Language (TOEFL).

Application

Candidates must apply separately to both the university and the program by posted deadlines. Applications should be submitted at the same time.

The application for Graduate Admission to the University is available online through CSUMentor (www.csumentor.edu). One complete set of official transcripts must be submitted with the university application. This set of transcripts will be used to determine grade point average eligibility. Failure to submit transcripts in a timely manner will result in a delayed review of the application.

A separate application to the Special Education program must be submitted to the College of Education Graduate Studies Office (ED1-7). An application and directions can be downloaded at www.ced.csulb.edu/graduate/application-packets. The program application does not require a set of transcripts. Prospective candidates should attend an on-campus program orientation.

Conditional Admission

Successful applicants are admitted to the program with Conditional Admission status.

Advancement to Candidacy - Clear Admission

Students should advance to candidacy as early as possible. For advancement to candidacy (Clear Admission status), students must:

1. Fulfill the campus Graduation Writing Assessment Requirement (GWAR).

2. Maintain a 3.0 grade point average in all course work.
3. Resolve all incomplete grades.
4. Submit to the Graduate Studies Office an Advancement to Candidacy form signed by the program advisor.

Requirements

Students must complete a minimum of 30 units of upper-division and graduate courses with a minimum of 21 units at the 500/600-level taken at this university. Degree requirements include the following courses:

1. Foundation Courses:
 - EDP 520 Quantitative Research Methods in Educ (3)
Prerequisites: EDP 419 or equivalent.
 - EDSP 546C Practicum in Special Education (3)
Prerequisites: None.
 - EDSP 550 Emerging Perspectives in Special Educ (3)
Prerequisites: None.
2. Required Specialization Courses:
 - EDSP 535 Collaborative Partnerships and Effective Communication in School Settings (3)
Prerequisites: Acceptance in Education Specialist Level II program or Master of Science in Special Education program, development of individualized Induction Plan, or consent of instructor.
 - EDSP 542 Technology in Special Education (3)
Prerequisites: Acceptance in Education Specialist Level II program or Master of Science in Special Education program, development of an Individualized Induction Plan, or consent of instructor.
 - EDSP 566 Transition Into, Through, and Beyond School for Individuals with Disabilities (3)
Prerequisites: Acceptance in Education Specialist Level II program or Master of Science in Special Education program, development of an Individualist Induction Plan, or consent of instructor.
3. One of the following advanced methods courses:
 - EDSP 563 Advanced Methods of Teaching Individuals with Significant Disabilities (3)
Prerequisites: Acceptance in Education Specialist Level II program or Master of Science in Special Education program, development of an Individualized Induction Plan, or consent of instructor.
 - EDSP 565 Advanced Methods of Teaching Individuals with Mild/Moderate Disabilities (3)
Prerequisites: Acceptance in Education Specialist Level II program or Master of Science in Special Education program, development of an Individualized Induction Plan, or consent of instructor.
4. One of the following pathways with advisor consultation:
 - A. Comprehensive exam: EDSP 695S, Seminar (3 units) and written comprehensive exam;
 - B. Thesis: EDP 698, Thesis (must take 6 units).
5. Take 3-6 units of electives with advisor consultation.

Educational Specialist and School Psychology

The school psychology program is approved by the National Association of School Psychologists (NASP) and accredited by the California Commission on Teacher Credentialing (CCTC). Students completing this program are employed in preK-12 education to provide direct and indirect psychological and academic support to students. The Educational Specialist degree is based on 60 units of course work (plus 6 prerequisites), thus, it is

a more advanced than a master's degree, which is based on a minimum of 30 units. Student entering the Educational Specialist in School Psychology program concurrently fulfill requirements for the Pupil Personnel Services – School Psychology (PPS/SP) Intern and Full Credentials. The PPS/SP is required by the California Commission on Teacher Credentialing (CTC) for persons employed in the public schools as school psychologists.

University Admission

In addition to filing a program application (see next section), prospective students must file an Application for graduate admission along with one complete set of official transcripts with the University Office of Admissions prior to the January 25 due date for fall admissions.

Program Admission

1. Program application
2. Copies of official transcripts verifying a GPA of 3.0 or higher in the last 60 semester units (or 90 quarter units) of course work
3. Possession of a baccalaureate degree from an accredited university
4. An official transcript obtained from the Educational Testing Service (ETS) for the Graduate Record Exam (GRE) General Test of test scores of 300 or higher for the combined Verbal and Quantitative portions of the test or copies of official transcripts verifying completion of a master's degree in a related field
5. Three letters of reference by persons who have engaged in professional work with the applicant
6. A written personal statement – see current application form
7. Screening interview – after the admission committee reviews all eligible applications, select applicants are invited for an interview with program faculty

Program Requirements

1. Completion of the following prerequisites or an equivalent:
 - ED P 405 Positive Strategies for Classroom Management (3)
Prerequisites: None.
 - and
 - ED P 301 Child Development and Learning: A Cross-Cultural Perspective (3)
Prerequisites: None.
 - or
 - ED P 302 Early and Late Adolescent Development and Learning: A Cross-Cultural Perspective (3)
Prerequisites: None.
2. Completion of the following core courses:
 - ED P 525A Psychoeducational Assessment of Culturally and Linguistically Diverse Students (3)
Prerequisites: EDP 524A, EDP 524B. corequisite: EDP 525B.
 - ED P 525B Psychoeducational Assessment of Culturally and Linguistically Diverse Students: Clinical Applications (2)
Prerequisites: EDP 524A, 524B. Corequisite: EDP 525A.
 - ED P 527 Advanced Assessment for Intervention (3)
Prerequisites: EDP 525A, 525B, 579. Corequisite: EDP 642A.
 - ED P 528 Introduction to School Psychology (3)

Prerequisites: Admission to the School Psychology Program.

ED P 536 Collaborative Consultation in the Schools (3)
Prerequisites/Corequisites: COUN 643A, 644A, EDP 642A, 642B,
or Field Placement in Special Education.

ED P 560 Functional Behavior Assessment and Positive
Behavior Support (3)
Prerequisites: EDP 405.

ED P 579 Curriculum-Based Assessments and Academic
Interventions (4)
Prerequisites: Admission to the school psychology program and
EDP 524A and 524B.

ED P 641A School Psychology Practicum (2)
Prerequisites: Admission to school psychology program, EDP
524A, EDP 524B, EDP 525A, EDP 525B, and 528. Prerequisites/
Corequisites: 579.

ED P 641B School Psychology Practicum (2)
Prerequisites: Admission to the school psychology program, EDP
524A, 524B, 525A, 525B, 528 and 641A.

ED P 642A Field Work I - School Psychology (3)
Prerequisites: EDP 525A, completion of acceptable masters
degree, concurrent enrollment in EDP 527, and approval of
program coordinator.

ED P 642B Field Work II - School Psychology (3)
Prerequisites: EDP 527, 642A, and approval of program
coordinator.

Completion of the following core courses or equivalent with a
minimum of 42 units of the 51 unit core program completed in
residency at CSULB:

ED P 419 Educational Statistics (3)
Prerequisites: Satisfactory completion of an undergraduate
mathematics course suitable for general education math credit and,
if required by the major, a lower-division statistics course.

ED P 517 Counseling and Mental Health in Schools (3)
Prerequisites: Admission to the School Psychology program.
Concurrent enrollment in EDP 641A or consent of instructor.

ED P 518 School Crisis Response (3)
Prerequisites: EDP 528 or consent of instructor.

ED P 520 Quantitative Research Methods in Education (3)
Prerequisites: For majors in MA in Educational Psychology: EDP
419 or equivalent. For other majors: EDP 400 or equivalent.

ED P 524A Psychoeducational Assessment (3)
Prerequisites/Corequisites: EDP 528; Corequisites: EDP EDP 524B
and admittance to the School Psychology Program.

ED P 524B Psychoeducational Assessment: Clinical
Applications (2)
Prerequisites/Corequisites: EDP 528; Corequisites: EDP 524A and
admittance to the School Psychology Program.

ED P 603 Developmental Risk and Resilience (3)
Prerequisites: EDP 301 or 302.

3. Completion of one of the three options of a 9-unit
specialization:

A. Educational Psychology Emphasis – 9 units chosen from
the following:

ED P 519, 541, 596, 604, 605, 595,

B. Thesis Option – 6 units chosen from the following:

ED P 698 Thesis (3)

Prerequisites: Advancement to candidacy, EDP 519 or 520 or 595
or 696, approval by director, department chair and associate dean.
and

ED P 519 Quantitative Educational Data Analysis I (3)
Prerequisites: EDP 419 or equivalent.

or

ED P 595 Qualitative Research Methods in Education (3)
Prerequisites: EDP 400 or equivalent.

or

C. Equivalent Master's Degree Option - 9 units equivalent

from existing master's degree in related field.

4. Successful completion of comprehensive exam or thesis.

5. Advancement to candidacy:

A. Take the following:

ED P 301 Child Development and Learning: A Cross-
Cultural Perspective (3) [or ED P 302 Early and Late
Adolescent Development and Learning: A Cross-
Cultural Perspective (3)]

ED P 405 Positive Strategies for Classroom
Management (3)

ED P 419 Educational Statistics (3)

ED P 520 Quantitative Research Methods in Education
(3)

ED P 603 Developmental Risk and Resilience (3)

ED P 528 Introduction to School Psychology (3)

B. Fulfill the Graduation Writing Assessment Requirement
(GWAR).

6. All University regulations governing the master's degree
apply to the Education Specialist in School Psychology
degree.

7. Students are annually evaluated for specific professional
competencies. If a student is found insufficient on one or
more of the competencies, the student may be required
to complete additional course work, practica, fieldwork,
and/or other activities before being approved for the PPS
internship or full credential or the EdS degree.

8. Certificate of Clearance and successful performance on
the CBEST is required prior to enrolling in practica:
ED P 641A School Psychology Practicum (2)

9. Completion of the National School Psychology
Examination (ETS/PRAXIS II #10400) prior to completion
of the program.

CREDENTIAL PROGRAMS

Program requirements subject to change to align with
changes in CTC requirements.

Application

Candidates must apply separately to both the university
and the program by posted deadlines. Applications should be
submitted at the same time.

The application for Graduate Admission to the University
is available online through CSUMentor (www.csumentor.edu).
One complete set of official transcripts must be submitted with
the university application. This set of transcripts will be used
to determine grade point average eligibility. Failure to submit
transcripts in a timely manner will result in a delayed review of
the application.

A separate application to the selected credential program
must be submitted to the College of Education Graduate
Studies Office (ED1-7) or to the Teacher Preparation and
Advising Center (ED1-67) for the Preliminary Specialist
Education Credential. A credential program application and
directions can be downloaded at www.ced.csulb.edu/graduate/
application-packets. The program application does not require
a set of transcripts. Deadlines for submitting an application for
programs vary. Refer to the online directions for specific dates.

Pupil Personnel Services

The College of Education offers two of the four Pupil
Personnel Services Credential programs issued by the
California Commission on Teacher Credentialing (CTC): School

Counseling and School Psychology.

School Counseling Credential (code 802)

The Master of Science in Counseling (School Counseling Option) and the Pupil Personnel Services School Counseling Credential Programs are designed to prepare counselors to work in elementary, middle, and high schools. Both programs support a comprehensive, developmental, and collaborative school counseling model. Based upon the American School Counselor Association's National Standards for K-12 School Counseling Programs and their 2003 National Model, our programs further support a balanced, holistic approach that considers the academic, career development, and personal/social needs of K-12 students. Graduates are expected to become proactive leaders who will advocate for their students and themselves as counseling professionals working toward equity, achievement, and opportunity for all students.

The Pupil Personnel Services School Counseling Credential (PPS/SC) is required by the California Commission on Teacher Credentialing (CTC) for persons employed by the public schools as school counselors. Neither a Master's Degree nor a teaching credential is required for school counseling positions in the State of California. However, in keeping with national standards, students entering the CSULB Pupil Personnel Services School Counseling Credential Program need to earn a Master of Science in Counseling (School Counseling Option) concurrently with the credential, unless they already have a Master's Degree in Counseling from CSULB or another institution. Thus, applicants to the Pupil Personnel Services School Counseling Credential Program who lack a Master's Degree in Counseling must concurrently apply to the Master of Science in Counseling (School Counseling Option) Program to be considered.

Courses required for the Pupil Personnel Services School Counseling Credential are the same courses that are required for the Master of Science in Counseling (School Counseling Option). Thus, students seeking the Pupil Personnel Services School Counseling Credential are required to take all coursework required for the Master of Science in Counseling (School Counseling Option).

Prerequisites

1. Baccalaureate degree from an accredited college or university with some coursework in the social sciences, behavioral sciences, or related fields.
2. Minimum 2.85 overall grade point average in the last 60 semester (90 quarter) units of coursework.
3. For international students whose primary language is not English, minimum score of 550 on the Test of English as a Foreign Language (TOEFL).

Application

Each year the School Counseling Programs Information and Application Packet is revised. Applicants must use the application developed specifically for the year for which they are applying. Candidates are admitted for fall only, although admitted candidates may begin coursework during the preceding summer semester. Applications and directions can be downloaded at www.ced.csulb.edu/graduate/application-packets.

CBEST Requirement

Admitted students must take the California Basic Educational Skills Test (CBEST) no later than the second available administration date following enrollment in the program.

Requirements

1. Completion of the Master of Science in Counseling (School Counseling Option) or an approved equivalent degree.
2. All of the following:
 - COUN 506 Counseling in School Settings (3)
Prerequisites: Official admission to the School Counseling Program.
 - COUN 507 Career/Acd Counseling in K-12 Settings (3)
Prerequisites: COUN 506.
 - COUN 510 Law and Ethics for Counselors (3)
Prerequisites: None.
 - COUN 513 Introduction to Clinical Interviewing (3)
Prerequisites: None.
 - COUN 515 Counseling Theories (3)
Prerequisites: COUN 513.
 - COUN 555 Cross-Cultural Counseling (3)
Prerequisites: COUN 510, 513, 515, 538, or their equivalent upon approval of the instructor.
 - COUN 606 Current Issues in Prof School Counseling (3)
Prerequisites: COUN 506.
 - COUN 607 School Counseling Practicum (3)
Prerequisites: COUN 506, 515.
 - COUN 638 Group Counseling (3)
Prerequisites: Admission to the MS in Counseling, and/or PPS School Counseling Credential, or School Psychology Program, COUN 510, 513, 515 or equivalent upon approval of instructor.
 - COUN 643A Counseling Field Work: School Counseling (3)
Prerequisites: COUN 607, Certificate of Clearance, EDP 536 (must be taken concurrently with either COUN 643A or 644A.)
 - COUN 644A Advanced Counseling Field Work: Advanced School Counseling (3)
Prerequisites: COUN 507, 638, 643A; EDP 536 (must be taken concurrently with either COUN 643A or 644A); pass CBEST.
 - COUN 695C Integrative Seminar in Professional School Counseling (3)
Prerequisites: Advancement to candidacy; COUN 507, 555, 638; EDP 596; and permission to enroll from School Counseling Program Coordinator. Prerequisites/Corequisites: COUN 643A.
 - EDP 400 Intro to Educational Research (3) (or equivalent)
Prerequisites: None.
 - EDP 520 Quantitative Research Methods in Education (3)
Prerequisites: EDP 419 or equivalent.
 - EDP 536 Collaborative Consultation in the Schools (3)
Prerequisites/Corequisites: COUN 643A, 644A; EDP 642A, 642B, or Field Placement in Special Education.
 - EDP 596 Program Evaluation in Education (3)
Prerequisites: EDP 400 and 520, or equivalent.
 - EDP 604 Seminar in Human Development (3)
Prerequisites: EDP 301 or 302, and EDP 400 or 419.
3. Fieldwork Prerequisites:
 - A. School Counseling Field Work (COUN 643A) (300 hrs of approved activities, average of 20 hours per week)
 - (1) COUN 607
 - (2) Certificate of Clearance
 - B. Advanced School Counseling Field Work (COUN 644A) (300 hours of approved activities, average of 20 hours per week):
 - (1) COUN 507, 638, 643A; EDP 536 (or concurrent enrollment in 536)
 - (2) Pass CBEST
4. Certification of program completion by the faculty is required. The faculty may require students to complete additional course work, fieldwork, or demonstrate specific competencies before recommendation to the CTC for the

PPS School Counseling credential.

School Counseling Internship

For additional information, contact the School Counseling Program Coordinator.

School Psychology Credential (code 804)

The School Psychology Credential program, accredited by the National Association of School Psychologists (NASP) and the California Commission on Teacher Credentialing (CTC), prepares graduates to consult with teachers, parents, administrators and others regarding the learning and behavior of children in grades PreK-12. School psychologists develop and implement interventions and monitor the progress of students with special needs, assist students in developing productive and successful school careers, and assist teachers in the areas of behavior management and instruction. A teaching credential is not required.

Prerequisites

1. Baccalaureate degree from an accredited college or university.
2. Minimum 3.0 overall grade point average in the last 60 semester (90 quarter) units of coursework.
3. Possession of a master's degree in a related field or admission into the Master of Arts in Education, Option in Educational Psychology.
4. For international students whose primary language is not English, minimum score of 550 on the Test of English as a Foreign Language (TOEFL).

Application

Application and directions can be downloaded at www.ced.csulb.edu/graduate/application-packets.

Requirements

The following are required for graduation from the School Psychology Program:

1. Students who enter the School Psychology Credential program without an earned master's degree in one of the behavioral sciences must complete the Master of Arts in Education degree with the Option in Educational Psychology;
2. Complete all of the following prerequisites (or acceptable equivalents):
EDP 301 (or EDP 302) Child Development and Learning: A Cross-Cultural Perspective (3)
Prerequisites: None.
EDP 419 Educational Statistics (3)
Prerequisites: Satisfactory completion of an undergraduate mathematics course suitable for general education math credit and, if required by the major, a lower-division statistics course.
EDP 405 Positive Strategies-Classroom Management (3)
Prerequisites: None.
3. Complete a minimum of 60 units of graduate coursework or the equivalent (with approval of the School Psychology faculty) in the following areas of study:

Educational Psychology:

EDP 520 Quantitative Research Methods in Educ (3)
Prerequisites: EDP 419 or equivalent.

EDP 528 Introduction to School Psychology (3)

Prerequisite: Admission to the School Psychology program.

EDP 605 Theories of Learning, Cognition, Motivation, and Social Development (3)
Prerequisites: EDP 301 or 302.

Counseling:

EDP 517 Counseling and Mental Health in Schools (3)
Prerequisite: Admission to the School Psychology program.
Concurrent enrollment in ED P 641A or consent of instructor.

COUN 601 Trauma and Grief Counseling (3)
Prerequisites: COUN 556 or consent of instructor.

Assessment and Intervention:

EDP 524A Psychoeducational Assessment (3)
Prerequisites/Corequisites: EDP 528; Corequisites: EDP 524B and admittance to the School Psychology Program.

EDP 524B Psychoeducational Assessment: Clinical Applications (2)
Prerequisites/Corequisites: EDP 528; Corequisites: EDP 524A and admittance to the School Psychology Program.

EDP 525A Psychoeducational Assessment of Culturally and Linguistically Diverse Students (3)
Prerequisites: EDP 524A, 524B. Corequisites: EDP 525B.

EDP 525B Psychoeducational Assessment of Culturally and Linguistically Diverse Students: Clinical Applications (2)
Prerequisites: EDP 524A, 524B. Corequisites: EDP 525A.

EDP 527 Advanced Assessment for Intervention (3)
Prerequisites: EDP 525A, 525B, 579. Corequisites: EDP 642A.

EDP 536 Collaborative Consultation in the Schools (3)
Prerequisites/Corequisites: COUN 643A, 644A; EDP 642A, 642B, or Field Placement in Special Education.

EDP 560 Behavioral Analysis and Positive Behavioral Interventions (3)
Prerequisites: EDP 405.

EDP 579 Curriculum-Based Assessments and Academic Interventions (4)
Prerequisites: Admission to the School Psychology Program and EDP 524A and 524B.

Practica and Fieldwork:

EDP 641A School Psychology Practicum (2)
Prerequisites: Admission to School Psychology Program, EDP 524A, 524B, 525A, 525B, and 528. Prerequisites/Corequisites: EDP 579.

EDP 641B School Psychology Practicum (2)
Prerequisites: Admission to the School Psychology Program, EDP 524A, 524B, 525A, 525B, 528, and 641A.

EDP 642A Field Work I - School Psychology (3)
Prerequisites: EDP 525A, completion of acceptable masters degree, concurrent enrollment in EDP 527, and approval of program coordinator.

EDP 642B Field Work II - School Psychology (3)
Prerequisites: EDP 527, 642A, and approval of program coordinator.

Complete 4 advisor-approved elective courses;

3. Students are annually evaluated for specific professional competencies. If students are found insufficient on one or more of the competencies, the student may be required to complete additional course work, practica, fieldwork, and/or other activities before being approved for the PPS intern or full credential;
4. A Certificate of Clearance and successful performance on the CBEST is required prior to enrolling in practica;
5. Fieldwork in School Psychology prerequisites: Master's degree in related field and all program courses except EDP 527, 560, and EDP 642A and 642B;
6. Completion of the National School Psychology Examination

(ETS/PRAXIS II #10400) prior to completion of the program.

School Psychology Internship

See Program Coordinator for details.

An internship performed under the supervision and with permission of the School Psychology faculty and the school district which hires the intern is required. In order to be recommended to a district as a possible intern, the student must have all program entry requirements and be approved by the School Psychology credential coordinator.

Special Education Credentials

The Education Specialist Credential Program prepares and recommends for certification special education teaching candidates in the CTC Education Specialist Credential categories of Mild/Moderate and Moderate/Severe. An Intern Option is also available in collaboration with certain school districts. Please consult with the Teacher Preparation Advising Center for further information.

Preliminary Level I – Education Specialist Credential and Intern Option: Mild/Moderate Disabilities (code 468) Moderate/Severe Disabilities (code 469)

Professional Level II – Education Specialist Credential: Mild/Moderate Disabilities (code 468) Moderate/Severe Disabilities (code 469)

This Specialist Credential program prepares candidates in the areas of Mild/Moderate and Moderate/Severe disabilities in a program approved by the California Commission on Teacher Credentialing. The program is designed so that candidates may be certified in both areas of authorization if they complete two separate field experiences, i.e., one with students with mild and moderate disabilities and one with students with moderate and severe disabilities. Upon admission to the program, candidates must identify an area of authorization and indicate whether their goal is to become certified in one or both areas. An Intern Option is also available in partnership with selected school districts. Please consult the College of Education Teacher Preparation Advising Center for further information. An Education Specialist Credential can also be earned in conjunction with the Integrated Teacher Education Program (ITEP). Please refer to the Liberal Studies Department for information on this.

Preliminary Level I – Education Specialist Credential Program: Mild/Moderate and Moderate/Severe

The Education Specialist Credential Program prepares candidates in the areas of Mild/Moderate and Moderate/Severe disabilities in a program approved by the California Commission on Teacher Credentialing. The program is designed so that candidates may be certified in both areas of authorization if they complete the corresponding methods course and two separate field experiences, i.e., one with students with mild and moderate disabilities and one with students with moderate and severe disabilities. Upon admission to the program, candidates must identify an area of authorization and indicate whether their goal is to become certified in one or both areas. An Intern Option is also available in partnership with selected school

districts. Candidates should consult an advisor in the College of Education Teacher Preparation Advising Center (TPAC) for further information. An Education Specialist Credential can also be earned in conjunction with the Integrated Teacher Education Program (ITEP). Candidates should consult an advisor in the Liberal Studies Department for further information.

Application

Application for admission to the Education Specialist Credential Program (ESCP) should be made the semester before beginning the required courses. Students may apply to the program while taking prerequisite courses and may be admitted on a conditional basis pending their completion. Applications are available online at www.ced.csulb.edu/special-education. Applications should be submitted to the Teacher Preparation Advising Center.

Admission

1. Be admitted to the University as a post-baccalaureate (credential) student. (Note that application to the University is a separate process. Apply through www.csumentor.edu)
2. Submit an Education Specialist Credential Program application by the posted application deadline.
3. Attain a grade point average of at least 2.67 in all baccalaureate and post-baccalaureate course work or a grade point average of at least 2.75 in the last 60 semester units or 90 quarter units completed.
4. Provide documentation of a structured field experience of at least 45 hours in a K-12 general education classroom setting.
5. Submit two letters of recommendation from individuals who are well acquainted with your educational training, relevant teaching, and other related experiences.
6. Submit a typed personal essay describing how your interest in special education began; the experiences, training and talents that you bring to the area of special education; your short-term and long-term career goals; and how the program's goals fit your personal goals.
7. Submit a negative tuberculosis skin test or chest X-ray taken within the last three years. (TB clearance must be valid through advanced field study (student teaching).)
8. Submit proof of having taken the California Basic Educational Skills Test (CBEST). You must have attempted all three parts of the CBEST. Passage of the CBEST is required before you begin your advanced field study (student teaching).
9. Pass an oral interview with program faculty.
10. Demonstrate proficiency in reading and writing English by (1) attaining a minimum passing score of 37 on each of the reading and writing portions of the CBEST exam; and/or (2) through demonstration of appropriate writing skills on your personal essay and oral communication skills in the interview with program faculty.
11. Demonstrate personal and professional character traits that satisfy the standards of the teaching profession and display a suitable aptitude for teaching students with special needs in public schools through the application documentation and interview with program faculty. (Candidates must continue to demonstrate appropriate personal and professional character traits through completion of the program.)
12. Submit an application for a Certificate of Clearance to the California Commission on Teacher Credentialing (CTC) or provide evidence of recent fingerprint clearance. Submit a copy of the Certificate as demonstration of clearance or a copy of a certified mail receipt as demonstration of submitting

an application.

13. Submit proof of having demonstrated subject matter competence by passing all three sub-tests of the California Subject Exam for Teachers: Multiple Subjects (CSET: Multiple Subjects) or the appropriate single subject CSET exam in Math, Science, or Language Arts to meet the highly qualified teacher mandate. See the program advisor for more information.

Applicants will be informed by email of the decision of the program faculty regarding acceptance into the program shortly after the interview. Upon acceptance, the candidate is required to meet with an assigned program faculty for advisement and may begin taking Preliminary program coursework in the advised sequence.

Application and Admission to the Intern Option

Interns are teachers of record employed by a local school district who earn their credential concurrent with meeting their classroom teaching responsibilities. Prior to applying for the Education Specialist Intern Program (ESIP), applicants must be admitted to the Education Specialist Program (see above).

In addition, Education Specialist Intern Program candidates must:

1. Be employed by a collaborating school district in a qualifying special education classroom or setting.
2. Submit an application for an intern credential (CTC Application 41-4) to the Commission on Teacher Credentialing through the college Credential Center.
3. Maintain continuous university matriculation for the duration of the internship.
4. Submit proof of passage of the California Basic Educational Skills Test (CBEST).
5. Meet the U.S. Constitution requirement (through POSC 100 or 391 or equivalent course at another institution or by exam).
6. Submit a valid Certificate of Clearance (fingerprint background check).
7. Complete all Education Specialist Program prerequisites.
8. Submit one copy of official sealed transcripts from all universities/colleges attended indicating a grade point average of at least 2.67 in all baccalaureate and post-baccalaureate course work or a grade point average of at least 2.75 in the last 60 semester units or 90 quarter units completed.

Requirements for the ESCP and ESIP

To be considered for full admission in the ESCP and ESIP programs, candidates must complete all prerequisite courses (13 units):

Take one of the following:

ED P 301, ED P 302, HDEV 307I, PSY 361

Take all of the following:

EDSP 350 Introduction to Teaching the Exceptional Individual (3)

Prerequisites: None.

EDSP 454 Supporting the Academic and Language Development of English Learners (3)

Prerequisites: Consent of Instructor.

ED P 405 Positive Strategies for Classroom Management (3)

Prerequisites: None.

ETEC 110 Introduction to Computers as Tools (1)

Prerequisites: None.

Fully admitted candidates complete core courses (33 units)

Take all of the following:

EDSP 480 Foundations of Inclusive Education in a Diverse Society: Philosophical and Historical Perspectives and Legal Mandates (3)

Prerequisites: Admission to Education Specialist Credential Program.

EDSP 534 Collaboration and Transition in Special Education (3)

Prerequisites: Full admittance to Education Specialist Credential Program or ITEP, and successful completion of EDSP 480.

EDSP 564 Assessment and Evaluation of Students with Disabilities (3)

Prerequisites: Admission to the Education Specialist Credential Program or consent of instructor.

ED P 560 Behavioral Analysis and Positive Behavioral Interventions (3)

Prerequisites: EDP 405.

EDEL 462 Teaching and Learning Mathematics, K-8 (3)

Prerequisites: Admission to the Multiple Subject Credential Program.

Take one of the following:

EDEL 452, EDSE 457

Take one of the following:

EDSP 577, EDSP 578

Core courses include the advanced fieldwork courses:

Take one of the following pairs of courses:

EDSP 587A and EDSP 587B

or

EDSP 588A and EDSP 588B

Candidates for dual authorization must complete the methods course and 6 units of student teaching in the second authorization.

A grade of "D" or "F" in any of the core courses will result in the candidate being dropped from the program. The candidate's overall grade point average must continue to meet the program admission standard. A 3.0 grade point average with no grade below "C" in the core courses is required to advance to fieldwork (student teaching).

Candidates in the ESIP program must identify and work closely with a site-based support team comprised of their site-support coach, principal, and other school and district support personnel throughout the program.

Advanced Fieldwork (Student Teaching) Requirements for the ESCP and ESIP

The final phase of the ESCP and ESIP programs is advanced fieldwork (student teaching). Candidates are required to student teach for 4 days a week for the length of the semesters that they are enrolled in advanced field study courses. ESCP candidates student teach as a traditional student teacher under the direction of a master teacher. ESIP candidates use their own K-12 special education classroom setting in which they are the teacher of record as their student teaching placement.

A separate application is required for advanced fieldwork (student teaching). Applications for advanced fieldwork must be submitted by the posted deadlines during the semester prior to which the candidate wishes to student teach. Application packets are distributed at program Fieldwork Information meetings, which are announced in program courses and posted on the program website. Upon notification of acceptance to advanced field study, candidates register for Advanced Field Study: EDSP 587 A & B or EDSP

588 A & B.

To be eligible for advanced fieldwork (student teaching), candidates must:

1. Pass CBEST.
2. Complete all program prerequisite and core courses with a 3.0 grade point average and with no grade below "C" in the core courses.
3. Have on file a negative tuberculosis skin test or chest X-ray valid through completion of student teaching.
4. Meet the U.S. Constitution requirement (through POSC 100 or 391 or equivalent course at another institution or by exam).
5. Submit proof of character clearance (fingerprint background check).
6. Submit a student teaching application by the appropriate deadline: October 1 for spring student teaching; March 1 for fall student teaching.

Applying for the Preliminary Education Specialist Credential

To be eligible for the Preliminary Education Specialist Credential, candidates must successfully meet all program requirements, including passing student teaching. They must also pass the Reading Instruction Competency Assessment (RICA). Candidates may take the RICA at any time prior to applying for the credential. RICA information booklets are available in the Teacher Preparation Advising Center (ED1-67). Candidates apply for the credential through the college Credential Center.

Petition Process

Appeals to program decisions or requests for policy waivers are made by filing a written appeal to the program appeals committee. The committee reviews the written statement and supporting evidence. After the review, the committee renders its final decision. Examples of petitionable policies are: the minimum grade point average required for program admission, waiving the deadline for submission of a test score, waiving an application deadline, completing all program courses prior to student teaching, readmission to student teaching, and course equivalencies. Consult the program coordinator for items not listed here. Students follow university procedures (available elsewhere in this Catalog) to appeal a course final grade.

Professional Level II – Education Specialist Credential: Mild/Moderate and Moderate/Severe

These Level II requirements apply only to students who began their Level I training prior to 2010. Level II requirements are under revision for those beginning their Level I preparation after 2010.

Professional Level II Education Specialist Credential preparation is intended to enable new Education Specialist teachers to apply their Level I preparation to the demands of their professional positions while also developing as reflective practitioners in advanced skill areas and knowledge. The Level II program incorporates several courses in the Master of Science in Special Education program and students are encouraged to apply to the M.S. in Special Education program.

Application and Admission

Candidates are encouraged to apply for admission to the Professional Level II Education Specialist Credential program in

the semester immediately prior to their anticipated completion of Level I. The CTC requires that candidates complete Level II within five years of the completion of Level I. Candidates must be employed for at least 2 years under a Level I credential to be granted a Level II credential. Upon completion of the Level I credential, candidates have 120 days of employment to select a support provider and develop a Level II Individualized Induction Plan. To be considered for admission, candidates must provide verification of the following:

Prerequisite Conditions and Requirements

1. Admission to the University.
2. Overall GPA of 2.85 in college and university course work (last 60 units).
3. Completion of Preliminary Level I Credential or Certificate of Eligibility.
4. Take one of the following health science requirement:
HSC 411A, HSC 411B
5. CPR certification.
6. Two letters of recommendation (from employer and a university faculty member at previous institution).
7. Interview with program faculty.
8. Attendance at an on-campus program orientation.

Requirements

1. Complete the following course and complete an Individualized Induction Plan:
EDSP 546C Practicum in Special Education (3)
Select area of emphasis (mild/moderate or moderate/severe); identify specialization and action research focus; and identify non-university activities if applicable.
2. Complete the following core courses:
EDSP 550 Emerging Perspectives in Special Education (3)
Prerequisite: Acceptance in Education Specialist Level II program or Master of Science in Special Education program, development of an Individualized Induction Plan, or consent of instructor.
EDSP 535 Collaborative Partnerships and Effective Communication in School Settings (3)
Prerequisites: Acceptance in Education Specialist Level II program or Master of Science in Special Education program, development of an Individualized Induction Plan, or consent of instructor.
3. Complete one specialization course:
EDSP 542, EDSP 566
4. Complete one advanced methods course:
EDSP 563, EDSP 565
5. Participate in an Exit interview with University Faculty Mentor and District Support Provider.

Administrative Services Credentials

Certification of school administrators is established through a two-tiered credentialing process.

Upon completion of all Preliminary Administrative Services Credential Program coursework and requirements (Tier 1), candidates apply to the California Commission for Teacher Credentialing (CTC) for a Preliminary Administrative Services Certificate of Eligibility. The Certificate has no expiration date and authorizes the holder to seek an administrative position. The Certificate informs the future employing school district/agency of eligibility to serve. Once the candidate accepts employment as an administrator, the candidate applies to the

California Commission for Teacher Credentialing for the Preliminary Administrative Services Credential authorizing the candidate to serve as an administrator in the state of California. Once issued, the Preliminary Credential is valid for five (5) years and it is not renewable.

The Professional Administrative Services Credential (Tier 2) cannot be pursued until the candidate is employed in a position requiring an administrative credential. Once issued, it is valid for five years and is renewable subject to fulfillment of professional development requirements (see complete description of the Professional Administrative Services Credential program below).

Preliminary Administrative Services Credential (code 501)

Prerequisites

The following are required for admission to the program:

1. Baccalaureate degree from an accredited college or university.
2. 15 upper-division units in education, including EDP 400 or equivalent.
3. Minimum 2.85 overall grade point average in the last 60 semester (90 quarter) units of coursework.
4. For international students whose primary language is not English, minimum score of 550 on the Test of English as a Foreign Language (TOEFL).
5. An entity that operates a program for the Preliminary Administrative Services Credential shall determine, prior to recommending a candidate for the credential, that the candidate possesses a baccalaureate degree and a valid teaching credential; or a services credential with a specialization in pupil personnel services, library services, health services, or clinical rehabilitative services; or a designated subjects credential and a baccalaureate degree.

Application

An application and directions can be downloaded at www.ced.csulb.edu/graduate/application-packets. Preference will be given to individuals with 3 or more years of classroom teaching and/or related educational experiences.

Requirements

Prerequisite: Enrollment in courses is contingent upon acceptance in the Educational Administration program and the University. Candidates who have not been accepted in the program may not enroll in Educational Administration courses.

1. Take all of the following:
 - EDAD 541 Leadership, Organizational Management, and Ethics (3)
Prerequisites: Admission to the Preliminary Administrative Services Credential Program.
 - EDAD 544 Legal Aspects of Education: Implications and Applications for School Leadership (3)
Prerequisites: EDAD 541.
 - EDAD 647A Fiscal Resources in Educational Admin (3)
Prerequisites: EDAD 541.
 - EDAD 647B Human Resources in Educational Administration (3)
Prerequisites: EDAD 541.
 - EDAD 649 Urban Schools and Communities: Academic, Social, Political, and Cultural Issues (3)

Prerequisites: EDAD 541.

EDAD 677A Curriculum/Program Development and Evaluation (3)

Prerequisites: EDAD 541. Corequisites: EDAD 677B.

EDAD 677B Instructional Leadership & Assessment (3)

Prerequisites: EDAD 541. Corequisites: EDAD 677A.

EDAD 680 Field Experience in Educational Admin (3)

Prerequisites: Admission to program, EDAD 541, completion of at least three additional courses in the Preliminary Administrative Services Credential program, consent of instructor.

2. The CBEST must be passed prior to entrance into EDAD 680. The CBEST must be taken no later than the second available test administration date following enrollment in the program.

Exit Requirements

1. Verification of three years of successful experience in a position requiring one of the credentials in Item #2 of the "Clear Admission Requirements" (see above);
2. Verification of completion of the State requirement of a mainstreaming course or approved equivalent coursework;
3. Presentation of a professional Exit Portfolio to program faculty with program artifacts of course and field related experiences documenting the candidate's competence and readiness to serve as a school administrator.

Professional Administrative Services Credential – Tier II (code 502)

Certification under the Professional Administrative Services Credential (Tier II) authorizes the candidate to serve in any position requiring the Administrative Services Credential. The Professional Credential cannot be pursued until the candidate is employed in a position requiring an administrative credential. The program requirements must be completed within the five year authorization of the Preliminary Administrative Services Credential. Once issued, the Professional Credential is valid for five years and is renewable subject to fulfillment of professional development requirements.

Prerequisites

1. Possession of a valid Preliminary Administrative Services Credential;
2. Written verification of employment in an administrative position by an educational agency.

Application

1. Program application and evidence that prerequisites have been met.
2. Current resume.
3. Personal narrative describing philosophy of leadership and academic and professional goals while in the program.
4. Copy of valid Preliminary Administrative Services Credential.
5. Written evidence of mentor's commitment to work with the candidate for the duration of the program.
6. Personal contact (phone, email, in person) with

program coordinator prior to program application.

Requirements

The Professional Administrative Services Credential Program has a unique format intended to meet the needs of the busy, practicing administrator. Candidates complete the program in 10 semester units. The program is designed to provide the candidate with professional support through an introductory 2-unit course (EDAD 640) in which the Mentoring and Professional Induction Plan is developed. The plan is developed collaboratively among the candidate, the school district mentor, and the University supervisor. The academic core program consists of two courses, EDAD 658 and 659, which must be completed with a grade of "B" or better. The final requirement is a two (2) unit candidate assessment (EDAD 692) in which the candidate participates in a Portfolio Exhibition.

1. Development of the candidate's Professional Induction Plan during EDAD 640.
2. Completion of the following courses:
 - A. EDAD 640 Mentoring and Professional Development Planning for the New Administrator (2)
Prerequisites: Admission to EDAD Professional Administrative Services Program.
 - B. EDAD 658 Organizational Development, Culture, and Change (3)
Prerequisites: EDAD 640.
 - C. EDAD 659 Educl Governance, Politics and Policy (3)
Prerequisites: EDAD 640.
 - D. EDAD 692 Administrator Portfolio Development and Exhibition (2)
Prerequisites: Completion of the Professional Development Plan, including the core courses, electives and/or professional development activities.
3. Presentation: Administrative Portfolio during EDAD 692.

Exit Requirements

1. Provide verification of two years of successful full time experience in a position requiring the Administrative Services Credential.
2. Present to program faculty, school district mentor, and a panel of other candidates a professional portfolio containing artifacts that demonstrate competency in each of the six administrative services credential standards and satisfactory progress toward attaining goals identified in the candidate's Professional Induction Plan developed in EDAD 640.

Teacher Librarian Services Credential (code 700)

The 27-unit credential program in Teacher Librarian Services prepares students for service as a teacher librarian, grades PK-adult, in the State of California. The coursework can also be applied to the Masters of Arts in Education, Option in Educational Technology and Media Leadership.

Prerequisites

1. Baccalaureate degree from an accredited college or university.
2. Minimum 3.0 overall grade point average in the last 60 semester (90 quarter) units of coursework.
3. Valid California teaching credential.
4. Passage of California Basic Educational Skills Test (CBEST) or equivalent.
5. For international students whose primary language is not English, minimum score of 550 on the Test of English as a

Foreign Language (TOEFL).

Application

An application and directions can be downloaded at www.ced.csulb.edu/graduate/application-packets. Candidates may bring in a maximum of 6 units through extension courses. A working knowledge of word processing, databases, spreadsheets, desktop publishing, presentation software, Internet searching and e-mail usage is expected.

Requirements

1. Complete the following core courses (24 units):
 - ETEC 510 Foundations of Educational Technology (3)
Prerequisite: Either ETEC 411, 444, equivalent experience satisfying the California Level I computer technology standard, or consent of instructor.
 - ETEC 523 Computer Technology in Education, Level II (3)
Prerequisites: ETEC 444 or equivalent experience satisfying California Level I computer technology standard.
 - ETEC 525 Social and Cultural Implications of Educational Technology (3)
Prerequisites: None
 - ETEC 530 Educational Technology Leadership (3)
Prerequisites: ETEC 523, or consent of the instructor.
 - ETEC 551 Education and the Internet (3)
Prerequisites: Either ETEC 411, 444, equivalent experience satisfying the California Level I computer technology standard, or consent of instructor.
 - ETEC 570 E-Learning Design and Development (3)
Prerequisite: ETEC 523 or consent of instructor.
 - ELIB 530A Library Media Materials for Elementary Grades (K-5) (3)
Prerequisites: None
 - ELIB 540 Organization of Information (3)
Prerequisites: None
2. Field Experience (3 units):
 - ETEC 580 Field Experience in Educational Technology (3)
Prerequisites: ETEC 523 and either ETEC 530, EDP 520 or 595.

Graduate Certificate in Community College

The community college graduate certificate is designed to prepare graduate students to work in community college settings as teaching faculty or counselors. Courses offered in this program provide students with an overview of the community college and its role in the American higher education system. Students will gain insights and experiences in the classroom and in fieldwork that will strengthen their knowledge and skills in working with community college students, faculty, and staff. The certificate program consists of 18 units; 9 units are from the master's degree program and must be approved by the student's master's degree program graduate advisor; and 9 units are specific to the study of college students, the community college, and fieldwork; 15 units must be completed at CSULB. All students will be required to:

1. Submit a Graduate Certificate in Community College application to the Office of Graduate Studies by the posted deadline.
2. Be enrolled in a master's degree program or have an earned master's degree in a discipline leading to teaching or counseling in post-secondary education

settings.

3. Complete 9 units of coursework in Educational Psychology:
COUN 552 Introduction to the Community College (3)
Prerequisites: Enrollment in M.A., M.S. or Credential Programs.
COUN 548 Students in U. S. Higher Education (3)
Prerequisites: COUN 538.
COUN 644B Advanced Counseling Field Work: Student Development in Higher Education (3) (counseling or teaching focused)
Prerequisites: COUN 516, 538, 643B.
4. Complete an additional 9 units approved by their master's degree program graduate advisor for consideration to fulfill the 18 units required for the certificate. These courses may include pedagogy, learning theory, instructional management, and/or teaching methodology courses in the student's major area of study, or any other courses in the discipline deemed appropriate by the master's degree program graduate advisor.

Graduate Certificate in Career Guidance Specialist

This option is under consideration for suspension or discontinuance and selected courses will not be offered in the 2010-11 academic year.

Students may only pursue the certificate program in combination with a CSULB degree program.

Admission

1. File an Application for Graduate Admission, along with two complete sets of official transcripts, with the University Office of Admissions no later than March 1 for fall semester or October 1 for spring semester;
2. Transcripts must verify a GPA of 2.85 or higher on the last 60 semester (or 90 quarter) units of course work taken;
3. Evidence of completing at least a baccalaureate degree prior to beginning the Graduate Certificate program;
4. Two letters of recommendation (send only after notification by the program);
5. A type-written personal statement (send only after notification by the program);
6. Screening interview(s) (upon notification by the program);
7. Items 1-5 above must be on file in the department no later than November 1 for the following spring semester, or April 1 for the following fall semester;
8. Applicants are allowed only nine semester units credit applied to curriculum requirements completed prior to admission into the first semester of the program.

Requirements

1. Fulfill the Graduation Writing Assessment (GWAR);
2. Approved electives in the Departments of Advanced Studies in Education and Counseling; Human Resources Management; Occupational Studies; Psychology or Sociology as needed to fulfill 19 units upon waiver of any core course units granted upon admission to certificate program.

Counseling

- COUN 191 Career and Personal Explorations
- COUN 300 The Fundamentals of Peer Advising and Counseling
- COUN 360 Life and Career Decisions
- COUN 506 Counseling in School Settings
- COUN 510 Laws and Ethics for Counselors
- COUN 511 Counseling the Alcohol/Chemically Dependent Person
- COUN 512 Child and Spousal/Partner Abuse
- COUN 513 Introduction to Clinical Interviewing
- COUN 514 Medications and Counseling
- COUN 515 Counseling Theory
- COUN 516 Counseling the Adult
- COUN 522 Counseling Methods and Techniques
- COUN 538 Student Development in Higher Education
- COUN 543 Human Sexuality Counseling
- COUN 547 Student Development Theory
- COUN 548 Students in U.S. Higher Education
- COUN 549 Management of Student Dev in Higher Education
- COUN 552 Introduction to the Community College
- COUN 555 Cross-Cultural Counseling
- COUN 556 Counseling Children and Adolescents
- COUN 557 Counseling Couples
- COUN 593 Sem in Professional Dev in Counseling & Human Services
- COUN 601 Trauma and Grief counseling
- COUN 606 Current Issues in Professional School Counseling
- COUN 607 School Counseling Practicum
- COUN 608 Seminar and Practicum in Marriage and Family Therapy
- COUN 609 MFT Practicum
- COUN 638 Group Counseling
- COUN 643A,B,D Counseling Field Work
- COUN 644A,B,D Advanced Counseling Field Work
- COUN 690 Sem in School Counseling Supervision: Theory & Practice
- COUN 692 Special Topics in Counseling
- COUN 693 Adv Sem in Professional Development and Counseling
- COUN 695C Seminar in Professional Development in Counseling and Human Services

Educational Administration

- EDAD 541 Leadership, Organizational Management, and Ethics
- EDAD 544 Legal Aspects of Education: Implications and Applications for School Leadership
- EDAD 580 Introduction to Field Experience in Administration
- EDAD 640 Mentoring and Professional Development Planning for the New Administrator
- EDAD 647A Fiscal Resources in Educational Administration.
- EDAD 647B Human Resources in Educational Administration
- EDAD 649 Urban Schools and Communities: Academic, Social, Political, and Cultural Issues
- EDAD 658 Organizational Development, Culture, and Change

EDAD 659 Educational Governance, Politics and Policy
EDAD 677A Curriculum/Program Development and Evaluation
EDAD 677B Instructional Leadership and Assessment
EDAD 680 Field Experience in Administration
EDAD 692 Administrator Portfolio Development and Exhibition
EDAD 695 Master's Research Study in Educational Administration
EDAD 697 Directed Research
EDAD 698 Thesis

Educational Psychology

COUN 430 Orientation to Counseling
EDP 301 Child Development and Learning a Cross-Cultural Perspective
EDP 302 Early and Late Adolescent Development and Learning: A Cross-Cultural Perspective
EDP 305 Educational Psychology
EDP 373I Nonverbal Communication: Interaction of Mind & Body
EDP 400 Introduction to Educational Research
EDP 405 Positive Strategies for Classroom Management
EDP 419 Educational Statistics
EDP 490 Special Topics in Educational Psychology
EDP 492 Internships in the Human Services
EDP 517 Counseling and Mental Health in Schools
EDP 519 Quantitative Educational Data Analysis I
EDP 520 Quantitative Research Methods in Education
EDP 524A Psychoeducational Assessment
EDP 525A Psychoeducational Diagnosis in Multicultural Settings
EDP 527 Clinical Practice in School Psychology
EDP 528 Orientation to Professional School Psychology
EDSP 535 Collaborative Partnerships and Effective Communication in School Settings
EDP 536 Collaborative Consultation in the Schools
EDP 541 Seminar in Educational Measurement and Assessment
EDP 560 Behavior Analysis Positive Behavioral Interventions
EDP 579 Curriculum-Based Academic Assessments & Interventions
EDP 595 Qualitative Research Methods in Education
EDP 596 Program Evaluation in Education
EDP 604 Seminar in Human Development
EDP 605 Seminar in Consultation on School Learning
EDP 619 Quantitative Educational Data Analysis II
EDP 641 Practicum in School Psychology
EDP 642A,B Field Work - School Psychology
EDSP 350 Introduction to Teaching the Exceptional Individual

Foundations of Education

EDP 432 Social and Cultural Diversity in Educational Settings
EDP 485 Theoretical Foundations of Language Minority Education
EDP 492 Internships in the Human Services
EDP 573 Intercultural Communication in Education
SCAE 560 History of Social and Educational (In)equality

SCAE 561 Urban Educational Policy
SCAE 562 Agency, Resistance and Identity in Education
SCAE 564 Language and Education Policies
SCAE 566 Themes in Comparative International Education
SCAE 567 Educational Issues in Global Perspective
SCAE 568 Globalization and Educational Reform
SCAE 695 Social and Cultural Analysis of Education Capstone

Educational Library

ELIB 497 Independent Study
ELIB 500 Foundations of Information
ELIB 510 Collection Development
ELIB 520 Information Literacy and Reference Services
ELIB 530A Library Media Materials for Elementary Grades
ELIB 530B Library Media Materials for Secondary Grades
ELIB 540 Organization of Information
ELIB 550 Management of Information Organizations
ELIB 570 Library Media Technologies
ELIB 580 Field Experience in Libraries

Research

EDP 400 Introduction to Educational Research
EDP 419 Educational Statistics
EDP 519 Quantitative Educational Data Analysis I
EDP 520 Quantitative Research Methods in Education
EDP 541 Seminar in Educational Measurement and Assessment
EDP 595 Qualitative Research Methods in Education
EDP 619 Quantitative Educational Data Analysis II
EDAD 695 Masters Project
EDP 696 Thesis Study: Plan, Development and Organizing Aspects
EDAD 697 Directed Research
EDP 697 Directed Research
EDAD 698 Thesis
EDP 698 Thesis
EDP 699 Project

Educational Technology

EDSP 542 Assistive Technology and Augmentative Communication
ETEC 110 Introduction to Computers as Tools
ETEC 435 Accessible Electronic and Information Technologies
ETEC 444 Computer Technology in Education, Level I
ETEC 449 Technology Applications for Educators
ETEC 510 Foundations of Educational Technology
ETEC 523 Computer Technology in Education, Level II
ETEC 525 Social and Cultural Implications of Educational Technology
ETEC 530 Educational Technology Leadership
ETEC 535 Accessible Electronic and Information Technologies
ETEC 551 Education and the Internet

ETEC 553 Instructional Design
ETEC 570 E-Learning Design and Development
ETEC 580 Field Experience in Educational Technology
ETEC 623 Developing Technology-Based Learning
ELIB 570 Library Media Technologies

Education Specialist (Special Education)

EDP 405 Positive Strategies for Classroom Management
EDSP 303 Preparing to Teach Special Populations in the General Education Classroom
EDSP 350 Introduction to Teaching the Exceptional Individual
EDSP 355A Collaborative Models of Inclusive Education: Partnerships and Strategies for Teaching All Students in Elementary Schools
EDSP 454 Supporting the Academic and Language Development of English Learners
EDSP 480 Foundations of Inclusive Education in a Diverse Society
EDSP 535 Collaborative Partnerships and Effective Communication in School Settings
EDSP 542 Assistive Technology and Augmentative Communication
EDSP 546C Practicum in Special Education
EDSP 550 Emerging Perspectives in Special Education
EDSP 563 Advanced Methods of Teaching Individuals with Significant Disabilities
EDSP 564 Assessment and Evaluation of Students with Disabilities
EDSP 565 Advanced Methods Mild/Moderate
EDSP 566 Career Planning and Transition for Youth and Adults with Disabilities
EDSP 567 Curriculum and Instruction: Literacy
EDSP 569 Curriculum and Instruction: Math
EDP 571 Advanced Approaches for Special Populations
EDSP 587 A,B Advanced Field Study Mild/Moderate
EDSP 588 A,B Advanced Field Study Moderate/Severe
EDSP 695S Seminar in Special Education

Counseling Courses (COUN)

LOWER DIVISION

191. Career and Personal Explorations (3)

Prerequisite or Corequisite: Any foundation (G.E. Category A1, A2, A3, or B2) class.

Designed for, but not limited to, entering and undeclared students. Exploration of issues, topics and tasks related to personal, educational and career choices. Includes educational and career planning, exploration of personal characteristics and individual differences, life and work values and interests, decision making, goal setting, and job/career search preparation.

Not open for credit to students with credit in EDP 191 or EDP 360I/ COUN 360I.

UPPER DIVISION

300. The Fundamentals of Peer Advising and Counseling (3)

Introduction to theories of student development, academic advising, multiculturalism, and counseling. Basic skill development and knowledge of policies and procedures to provide effective

peer advising. Includes a service-learning component that places students in advising and other peer support services internships on campus.

Letter grade only (A-F).

360I. Life and Career Decisions (3)

Prerequisites: Completion of GE Foundation requirements, one or more Explorations courses, and upper-division standing.

Conducting in-depth self analysis designed to facilitate career and personal choices. How education and personal life experiences influence career and life decisions. Career development theories and assessments with applications to student career development and choices. Sound decision-making and goal-setting processes.

Not open for credit to students with credit in EDP 360I. Letter grade only (A-F).

430. Orientation to Counseling (3)

A survey of the specialties, functions, roles, models and activities commonly employed in the counseling profession. The course will also include practice in rudimentary active listening skills, a survey of historical and conceptual frameworks, voluntary participation in community-educational services, and developing a professional orientation perspective, and exploring the special needs of clients and other professional considerations.

Not open for credit to students with credit in EDP 430.

GRADUATE LEVEL

506. Counseling in School Settings (3)

Prerequisite: Official admission to the School Counseling Program.

Overview of issues related to school counseling and the role of the professional school counselor. Includes a practicum component designed to develop counseling skills and promote helping relationships. Field experiences are required. School Counseling students are expected to take this course in their first semester in the program.

Not open for credit to students with credit in EDP 506. Letter grade only (A-F).

507. Career and Academic Counseling in K-12 Settings (3)

Prerequisite: COUN 506.

Emphasis on career development theory and practice, the world of work, post-school planning, and academic counseling in K-12 settings. Application of theory through culturally sensitive interventions.

Letter grade only (A-F).

508A. Family Systems Applied to Aging and Lifespan Development (3)

Family systems assessment and counseling applied to lifespan development theories.

Not open for credit to students with credit in EDP 508A. Letter grade only (A-F).

508B. Family Systems Methods (3)

Prerequisite: COUN 508A or consent of instructor.

The application and practice of family systems therapeutic methods.

Not open for credit to students with credit in EDP 508B. Letter grade only (A-F).

510. Law and Ethics for Counselors (3)

An introduction to professional identity as counselors and examination of laws and ethics related to the counseling profession and its specializations (MFT, career/vocational rehabilitation, student development and administration, and school counseling).

Not open for credit to students with credit in EDP 510. Letter grade only (A-F).

Counseling Courses (COUN)

511. Counseling the Alcohol/ Chemically Dependent Person (2)

Survey of the theories, etiologies, and major treatment approaches for counseling and preventing alcohol and chemical dependency, and the role of family and community resources, referrals, and prevention programs.

Not open for credit to students with credit in EDP 511. Letter grade only (A-F).

512. Child and Spousal/Partner Abuse (1)

Child and spousal/partner abuse assessment indicators, laws, community resources, mandatory reporting requirements for child abuse and spousal/partner violence, assessment, detection, and interventions for the child, family, spouse/partner, and the offender. Designed for licensure requirements for mental health practitioners and graduate students.

Not open for credit to students with credit in EDP 512. Letter grade only (A-F).

513. Introduction to Clinical Interviewing (3)

A foundation course that provides training in core interviewing skills including active listening, case exploration, goal setting, conducting a mental status exam, and assessing for self-harm.

Not open for credit to students with credit in EDP 513. Letter grade only (A-F)

514. Medication and Counseling (2)

Prerequisites: COUN 513 or consent of instructor.

An examination of the categories of psychotropic medications: antidepressants including antipsychotics, anxiolytics, and mood stabilizers. Major side-effects of these medications and a brief overview of their medical management are reviewed. Herbal alternatives to pharmacologic agents will be explored. Identification of information resources for counselors and clients.

Not open for credit to students with credit in EDP 514. Letter grade only (A-F).

515. Counseling Theories (3)

Prerequisite: COUN 513.

Major counseling theories examined and the competencies of each developed for use in helping relationships.

Not open for credit to students with credit in EDP 515. Letter grade only (A-F).

516. Counseling the Adult (3)

Prerequisite: COUN 515.

Theory and practice of counseling and guidance of the adult.

Not open for credit to students with credit in EDP 516. Letter grade only (A-F).

522. Counseling Methods and Techniques (3)

Prerequisites/Corequisites: COUN 513, 515.

An applied course which provides practice in the methods and techniques of the major theoretical approaches employed in counseling.

Not open for credit to students with credit in EDP 522. Letter grade only (A-F).

538. Student Development in Higher Education (3)

Survey of student development in public and private colleges and universities, focusing on historical, philosophical and theoretical foundations; roles and functions; legal, ethical, and organizational issues.

Not open for credit to students with credit in EDP 538. Letter grade only (A-F).

539. Seminar in Student Athlete Development (3)

Prerequisite: Graduate standing.

Examination of student-athlete administration and advising in higher education: history, principles, techniques, and professional standards for student-athlete programs and services.

Letter grade only (A-F). Same course as KIN 539. Not open for credit to students with credit in KIN 539.

540. The Fundamentals of Peer Advising and Counseling (3)

Introduction to theories of student development, multiculturalism, and counseling. Basic skill development and knowledge of policies and procedures to provide effective academic peer advising. Includes a twenty hour service-learning component that places students in advising internships on campus.

Letter grade only (A-F).

543. Human Sexuality Counseling (3)

Prerequisite: COUN 515.

Training in human sexuality education, counseling, and therapy. An examination of personal attitudes and values. The study of the physiological, psychological, and sociocultural variables associated with sexual behavior, sexual identity, and sexual disorders. For MFT certification only.

Not open for credit to students with credit in EDP 543. Letter grade only (A-F).

547. Student Development Theory in Higher Education: Theory to Practice (3)

Prerequisite: COUN 538.

Explores student development theory and the application of theory to practice for programs and services in student affairs/higher education. Examine cognitive, psychosocial, and person/environment theories and their application to traditional and non-traditional student populations.

Not open for credit to students with credit in EDP 547. Letter grade only (A-F).

548. Students in U. S. Higher Education (3)

Prerequisite: COUN 538.

Focus on concepts of community and culture in United States college with an emphasis on understanding the diversity of student population to include age, gender, ethnic culture, sexual orientation, and people with disabilities.

Not open for credit to students with credit in EDP 548. Letter grade only (A-F).

549. Management of Student Development in Higher Education (3)

Analysis of management and organizational theory and practice as it pertains to student development in higher education. Includes study of human and physical resources management.

Not open for credit to students with credit in EDP 549. Letter grade only (A-F).

552. Introduction to the Community College (3)

Prerequisite: Enrollment in M.A., M.S. or Credential Programs.

Introduction, orientation, and survey of California and American community college. Components and modules include teaching and learning, leadership and governance issues, organization and administration, student development, classroom research, institutional resources, and student diversity and equity in the community college.

Not open for credit to students with credit in EDP 552. Letter grade only (A-F).

555. Cross-Cultural Counseling (3)

Prerequisites: COUN 510, 513, 515; COUN 506 for School Counseling Option, COUN 538 for SDHE Option, or their equivalent upon approval of the instructor.

Study of U.S. and international cultural factors, perspectives and personal and societal values that affect the counseling relationship, methods, and outcomes. These factors include historical,

geographical, socio-psychological, educational and counseling factors from various cultural groups that students will encounter in their professional settings.

Not open for credit to students with credit in EDP 555. Letter grade only (A-F).

556. Counseling Children and Adolescents (3)

Prerequisites: COUN 515 and 522, or consent of instructor.

Theories and application of the methods and techniques of the major theoretical approaches employed in counseling children and adolescents.

Not open for credit to students with credit in EDP 556.

557. Counseling Couples (3)

Prerequisites: COUN 515.

Couple development theories, issues, and practices pertaining to counseling couples.

Not open for credit to students with credit in EDP 557. Letter grade only (A-F).

559. Play and Art Therapy for Children/Adolescents (3)

Prerequisites: COUN 508A and 556 or consent of instructor.

Experiential survey and the practice of play and art techniques employed in therapy as applied to theoretical orientations and problematic behavior.

Not open for credit to students with credit in EDP 559. Letter grade only (A-F).

593. Seminar in Professional Development in Counseling and Human Services (1)

Prerequisite: COUN 538 and 548 (must have completed or concurrently enrolled)

Experiential orientation to profession of counseling and student development/student affairs in higher education with an emphasis on opportunities to observe interactions between organizational and student cultures, and the functions and role of student affairs professionals in the work environment through fifty-hour practicum.

Not open for credit to students with credit in EDP 593. Letter grade only (A-F).

601. Trauma and Grief Counseling (3)

Prerequisites: COUN 556 or consent of instructor. Required course for students in the Marriage and Family Therapy Program and a recommended course for graduate students in the other Counseling Programs.

Overview of developmentally informed models of trauma response, identifying and assessing problematic responses to trauma and loss, and guidelines for working with traumatized children, adolescents and families in various settings. Current treatment approaches of forms of post-traumatic distress and traumatic bereavement.

Not open for credit to students with credit in EDP 601. Letter grade only (A-F).

606. Current Issues in Professional School Counseling (3)

Prerequisite: COUN 506.

A variety of current issues in school counseling presented in learning modules. Topics include assessment, education of students with disabilities, school violence prevention, crisis counseling, comprehensive counseling plans, and classroom management.

Letter grading only (A-F).

607. School Counseling Practicum (3)

Prerequisites: COUN 506, 515.

Practical application of counseling theory to work with children and adolescents. Supervised counseling, consultation, and case management experiences conducted in the educational psychology/counseling clinic and in school settings.

Not open for credit to students with credit in EDP 607. Letter grade only (A-F).

608. Seminar in Marriage and Family Therapy (3)

Prerequisites: COUN 510, 511, 512, 513, 515, 522.

Recommended: COUN 556.

Theories, research, treatment planning, and therapeutic methods of MFT counseling utilizing major psychotherapeutic approaches regarding assessment, diagnosis, and treatment of various mental health problems.

Not open for credit to students with credit in EDP 608. Letter grade only (A-F).

609. MFT Practicum (4)

Prerequisites: COUN 510, 511, 512, 513, 515, 522, and 608.

Practicum application submitted no later than March 1 for the following fall semester, and October 1 for the spring semester.

MFT students will provide counseling services to clients at the CED Community Clinic, receive live supervision from MFT faculty members, and participate in a practicum program at an approved off-campus agency.

Not open for credit to students with credit in EDP 609. Letter grade only (A-F).

638. Group Counseling (3)

Prerequisites: Admission to the MS in Counseling, and/or PPS School Counseling Credential, or School Psychology Program, COUN 510, 513, 515 or equivalent upon approval of instructor.

Review of theories and applications of small group processes in guidance and counseling. Laboratory practice is provided and issues and roles relating to the selection of participants, leadership, interaction methods, problem-solving, and evaluation are examined. Students will learn how to proficiently facilitate the group process and address multicultural issues in group settings.

Not open for credit to students with credit in EDP 638. Letter grade only (A-F).

643A,B,D. Counseling Field Work (3)

A. School Counseling (3)

Prerequisites: COUN 607, Certificate of Clearance, EDP 536 (must be taken concurrently with either COUN 643A or 644A).

Practical experiences in counseling and guidance activities under supervision in approved school settings (total of 300 hours). Emphasis on personal and professional development as school counselors.

Applications for field work must be made no later than March 1 for the following summer or fall semester, and October 1 for the spring semester. Credit/No Credit grading only. Not open for credit to students with credit in EDP 643A.

B. Student Development in Higher Education (3)

Prerequisites: COUN 516, 538.

Practical experiences of 225 hours in counseling and guidance activities under supervision in approved settings.

Applications for field work must be made no later than March 1 for the following fall semester, and October 1 for the spring semester. Not open for credit to students with credit in EDP 541. Credit/No Credit grading only.

D. Marriage and Family Therapy

Prerequisites: COUN 608, 609.

Practical required experiences of 150 hours in counseling activities under supervision in approved settings.

Applications for field work must be made no later than March 1 for the following summer or fall semester and October 1 for the spring semester. Credit/No Credit grading only. Not open for credit to students with credit in EDP 643D.

Counseling Courses (COUN)

644A,B,D. Advanced Counseling Field Work (3)

A. Advanced School Counseling (3)

Prerequisites: COUN 507 (or EDP 530 or 531 for students who have advanced to candidacy prior to Fall 2005), 638, 643A; EDP 536 (must be taken concurrently with either COUN 643A or 644A); pass CBEST.

Continued practical experiences in counseling and guidance activities under supervision in approved school settings (total of 300 hours). Emphasis on personal and professional development as school counselors.

Applications for field work must be made no later than March 1 for the following summer or fall semester, and October 1 for the spring semester. Credit/No Credit grading only. Not open for credit to students with credit in EDP 644A.

B. Student Development in Higher Education (3)

Prerequisites: COUN 516, 538, 643B.

Continued practical experiences of 225 hours in counseling and guidance activities under supervision in approved settings.

Applications for field work must be made no later than March 1 for the following fall semester, and October 1 for the spring semester. Not open for credit to students with credit in EDP 541 or 644B. Credit/No Credit grading only.

D. Marriage and Family Therapy (3)

Prerequisites: COUN 638, 643D.

Continued practical required experiences of 150 hours in counseling activities under supervision in approved settings.

Applications for field work must be made no later than March 1 for the following summer or fall semester and October 1 for the spring semester. Credit/No Credit grading only. Not open for credit to students with credit in EDP 644D.

680. Family Trauma Treatment Seminar (3)

Hands-on training in evidence-based treatment for families contending with trauma or loss. Readings,

lectures, and in-class demonstrations and practice will focus on family assessment, goal-setting, narrative sharing, and family training on resilience-enhancing skills.

Letter grade only (A-F).

681. Spirituality and Counseling (1)

Experiential seminar on spiritual issues in counseling with an emphasis on helping future counselors increase their awareness of spiritual diversity to help them become better counselors.

Letter grade only (A-F).

682. Gestalt Psychotherapy (2)

Prerequisite: COUN 515 or consent of instructor.

This seminar is designed to be an experiential learning process of Gestalt Therapy. Readings, lectures, in-class demonstrations, and practice will provide grounding in Gestalt theory, assessment, techniques, and treatment planning.

Letter grade only (A-F).

683. Cognitive Behavioral Therapy (2)

Prerequisite: COUN 515 or consent of instructor.

Students will be trained on conducting evidence-based treatment for individuals utilizing Cognitive Behavioral Therapy (CBT). Readings, lectures, in-class demonstrations, and practice will provide grounding in CBT theory, assessment, techniques, and treatment planning.

Letter grade only (A-F).

684. Advanced Clinical Case Formulation Seminar (1)

Advanced seminar on clinical case formulation with an emphasis on helping counselors in practicum and fieldwork improve their understanding of underlying issues that impact clients.

Letter grade only (A-F).

685. Community Mental Health Counseling (1)

Advanced seminar on community mental health counseling with an emphasis on helping counselors gain skills required in contemporary community mental health settings, including recovery-oriented treatment for severe mental illness, case management, client advocacy, and local community service resources.

Letter grade only (A-F).

690. Seminar in School Counseling Supervision: Theory and Practice (3)

Prerequisite: Consent of instructor.

Focus on models and methods of school counseling supervision. Designed to prepare school counselors to be effective site supervisors for school counseling field work students.

Open to advanced students in the School Counseling Program as well as practicing school counselors. Letter grade only (A-F).

692. Selected Topics in Counseling (1-6)

Advanced study of special topics in the field of counseling. Continuing education and non-degree students may enroll for units subject to suitable changes in course content.

May be repeated to a maximum of 12 units with different topics, which includes previously earned credit in EDP 692. Topics announced in the CSULB or CCPE *Schedule of Classes*.

A. Introduction to Psychodrama

B. Advanced Psychodrama

Prerequisites: COUN 692A or consent of instructor.

693A. Intermediate Seminar in Professional Development in Student Development in Higher Education (1)

Prerequisites: COUN 593.

Explore professional development topics to prepare for professional work in student development in higher education. Attendance at a local, regional or national professional conference required.

Not open for credit to students with credit in COUN 693. Letter grade only (A-F).

693B. Advanced Professional Development Seminar in Student Development in Higher Education (1)

Prerequisites: COUN 593, COUN 693A

Explore advanced professional development topics in student development in higher education. Demonstrate an integration of roles, philosophy and theory for counseling and student development work. Attendance at a local, regional and national conference required.

Letter grade only (A-F).

695C. Integrative Seminar in Professional School Counseling (3)

Prerequisites: Advancement to candidacy; COUN 507 (or EDP 530 or EDP 531 for students who have advanced to candidacy prior to Fall 2005), 555, 638; EDP 596; and permission to enroll from School Counseling Program Coordinator. Prerequisite/Corequisite: COUN 643A.

Designed to support integration and synthesis of knowledge, skills, and attitudes learned and developed during the school counseling program, and to facilitate the transition from graduate student to counseling professional and lifelong learner.

Not open for credit to students with credit in EDP 695C. Letter grade only (A-F).

Educational Administration Courses (EDAD)

GRADUATE LEVEL

541. Leadership, Organizational Management, and Ethics (3)

Prerequisite: Admission to the Preliminary Administrative Services Credential Program.

Examines the relationship between leadership and organizations; the role of educational leaders; a shared vision to support equitable academic achievement for all students; multiple measures to guide decision making; the relationship among political, social, economic, legal, and cultural factors and schools.

Ten hours field experience required. Letter grade only (A-F).

544. Legal Aspects of Education: Implications and Applications for School Leadership (3)

Prerequisite: EDAD 541.

Implications and applications of school law including accessing technological sources of legal information, conducting basic legal research, demonstrating operational knowledge of school law, creating a conceptual and ethical legal leadership framework, developing legal foundational knowledge.

Ten hours field experience required. Letter grade only (A-F).

580. Introduction to Field Experience in Administration (3)

Prerequisite: Approval by the Program Coordinator, Department of Advanced Studies in Education and Counseling.

First of two on-the-job field experiences. Application of leadership theory to practical settings in quasi-administrative roles. Requires 100 hours of site-based field participation.

Credit/No Credit grading only.

640. Mentoring and Professional Development Planning for the New Administrator (2)

Prerequisite: Admission to EDAD Professional Administrative Services Program.

Development of Individualized Induction Plan based on pre-assessed skills and competence; plan includes assessment documents, mentoring component, goal identification based on CTC standards; completion strategies, evidence/indicators of goal attainment and evaluation plan.

Credit/No Credit grading only.

647A. Fiscal Resources in Educational Administration (3)

Prerequisites: EDAD 541

Examines foundational concepts and theories of public school finance; social, economic, political, legal and technological dimensions stemming from federal, state, local influence; identification of revenue sources, budgeting strategies/procedures, equitable resource allocation mechanisms, fiscal policy implications.

Letter grade only (A-F). Includes at least 10 hours of field experience.

647B. Human Resources in Educational Administration (3)

Prerequisites: EDAD 541.

Examines fundamental human resource leadership issues; laws, ethics, and procedures governing certificated and classified personnel; employee recruitment, selection, retention and performance appraisal systems, professional development programs; staffing, unions, collective bargaining and contract management, strategic planning, problem solving strategies.

Letter grade only (A-F). Includes at least 10 hours of field experiences.

649. Urban Schools and Communities: Academic,

Social, Political, and Cultural Issues (3)

Prerequisite: EDAD 541

Examines dynamics of urban schools and communities with emphasis on academic, social, political and cultural issues. Explores culturally diverse families and communities, forming partnerships and effective communication strategies, conflict resolution strategies.

Letter grade only (A-F). Includes at least 10 hours of structured field experiences.

658. Organizational Development, Culture, and Change (3)

Prerequisite: EDAD 640.

Explores elements that influence schools as effective organizations, transformational leadership, organizational development, learning strategies for developing successful school cultures and instructional programs. Study of larger political, social, legal and supervisory contexts of organizations; use of behavior/management sciences.

Letter grade only (A-F).

659. Educational Governance, Politics and Policy (3)

Prerequisite: EDAD 640.

Examination of systemic impact of governance systems at federal, state, local levels; implementation and policy development strategies; politics of public education, micro-politics of school sites using theoretical and pragmatic perspectives.

Letter grade only (A-F).

677A. Curriculum/Program Development and Evaluation (3)

Prerequisite: EDAD 541. Corequisite: EDAD 677B.

Examines teaching, learning, and achievement for all students; policy impact on curriculum development, implementation, and assessment; distributed instructional leadership and accountability; multiple measures and data-driven assessment for program evaluation; closing the achievement gap; communication and partnership with stakeholders.

Not open for credit to students with credit in EDP 677 or EDAD 650. Ten hours field experience required. Letter grade only (A-F).

677B. Instructional Leadership and Assessment (3)

Prerequisite: EDAD 541. Corequisite: EDAD 677A.

Examination of instructional leadership and supervision practices that facilitate and sustain continuous school improvement; assessment policies and practices; distributed leadership and accountability; achievement disparities between/among student subgroups; adult learning theory; technology; teacher evaluation and differentiated professional development; and community partnerships. Includes 10 hours of field experience.

Letter grade only (A-F).

680. Field Experience in Educational Administration (3)

Prerequisites: Admission to program, EDAD 541, completion of at least three additional courses in the Preliminary Administrative Services Credential program, consent of instructor.

Application/demonstration of standards based competence as quasi-administrator.

Requires three week, full-time participation at site other than candidate's own. Credit/No Credit grading only.

692. Administrator Portfolio Development and Exhibition (2)

Prerequisite: Completion of the Professional Development Plan, including the core courses, electives and/or professional development activities.

Development and presentation of Professional Portfolio reflecting and documenting progress/mastery of goals connected to CTC Administrative Standards.

Credit/No Credit grading only.

Educational Administration Courses (EDAD)

695. Master's Research Study in Educational Administration (3)

Prerequisites: EDP 520 or 595; advancement to candidacy in Educational Administration Option, approval of graduate advisor and written application to the Graduate Office. Application for enrollment must be made to the Graduate Office by March 1 for the summer or fall semester or by October 1 for the spring semester.

Application of action based research methods to identify, study, and analyze a school/district based problem. Preparation of culminating research study to include related literature, data collection methods, findings, recommendations and implications.

Credit/No Credit grading only. May be repeated to a maximum of 6 units in different semesters. Not open for credit to students pursuing the Thesis option.

697. Directed Research (1-3)

Prerequisites: Consent of instructor, department chair and associate dean.

Individual research or intensive study under the guidance of a faculty member.

May be repeated to a maximum of 3 units for certificate and degree purposes, subject to suitable change in course content. Application for enrollment must be made by March 1 for the fall semester or by October 1 for spring. Letter grade only (A-F).

698. Thesis (3)

Prerequisites: Advancement to candidacy, EDP 595 or 696, approval by director, department chair and associate dean.

Planning, preparation and completion of a thesis under supervision of a faculty committee.

Must be taken for six units. Application for enrollment must be made to the Graduate Studies Office by March 1 for the fall semester or summer session or October 1 for the spring semester. Letter grade only (A-F).

Educational Psychology Courses (EDP)

UPPER DIVISION

301. Child Development and Learning: A Cross-Cultural Perspective (3)

Explores the physical, cognitive, communicative/linguistic, and socio-emotional development of the child from the prenatal through adolescent period across diverse cultures with an emphasis on the learning process and developmentally appropriate teaching practices.

302. Early and Late Adolescent Development and Learning: A Cross-Cultural Perspective (3)

Explores social, emotional, cognitive, and physical development in early and late adolescence across cultures with an emphasis on the learning process and developmentally appropriate teaching practices.

305. Educational Psychology (3)

Overview of Educational Psychology. Analysis of theories of learning as they relate to intellectual, social, and personal development of diverse learners. Emphasis on learning, motivation, and development with attention to educational practices that foster critical thinking, problem solving, and performance skills.

373I. Nonverbal Communication: Interaction of Mind and Body (3)

Prerequisites: GE Foundation, one or more Exploration course(s),

and upper-division standing.

History and theories of the development of mind/body integration. Enhancement of personal and interpersonal relations through lectures, discussion, films, and movement experiences. Analysis and synthesis of the interdependence of the psychological and physical processes in nonverbal communication.

Same course as DANC 373I. Not open for credit to students with credit in DANC 373I.

390. Selected Topics in Education (1-3)

Orientation to and exploration of topics relevant to the college student as a learner-scholar and decision-maker within the changing campus, community and societal milieu. Lectures, discussion, field study.

May be repeated to a maximum of 6 units with different topics. Topics announced in the *Schedule of Classes*.

400. Introduction to Educational Research (3)

Explores a wide range of research methods used in education. Topics include traditions, theories, approaches, and applications of qualitative and quantitative research methods.

Letter grade only (A-F). May not be used as a substitute for EDP 419.

405. Positive Strategies for Classroom Management (3)

Models and strategies of classroom management to promote student prosocial behaviors and academic growth. Includes information regarding school-wide models of positive behavior support and classroom interventions to support positive behaviors in both general and special education programs.

Letter grade only (A-F).

419. Educational Statistics (3)

Prerequisite: Satisfactory completion of an undergraduate mathematics course suitable for general education math credit and, if required by the major, a lower-division statistics course.

Introduction to descriptive and inferential statistical methods with application to educational research problems. Emphasis on understanding statistical concepts, computation skills, and the use of computer programs in data analysis.

(Lecture 2 hours, laboratory 2 hours)

432. Social and Cultural Diversity in Educational Settings (3)

Examination of personal attitudes toward distinct groups of people. Study of historical and structural factors that either promote or diminish equal human worth and either empower or oppress people based on class, race/ethnicity, gender, sexual orientation, ability, language, or religion.

439. SDAIE: Specially Designed Academic Instruction in English (3)

Theories of second language acquisition and practical applications, including methods of teaching content to English language learners; oral, reading and writing strategies; and curriculum development with application to K-12 teaching.

Letter grade only (A-F). Same course as EDEL 439 and EDSE 439. Not open for credit to students with credit in EDEL 439 and EDSE 439.

485. Theoretical Foundations of Language Minority Education (3)

Introduction to theoretical foundations of language minority instruction. Background on the historical and political context of the development of educational language policies. Models of bilingual and English language development education.

Letter grade only (A-F). Not open for credit to students with credit in LING 485.

490. Selected Topics in Educational Psychology (1-6)

Prerequisite: Consent of instructor.

Topics of current interest in educational psychology selected for intensive study.

May be repeated to a maximum of 6 units with different topics. Topics announced in the *Schedule of Classes*.

492. Internships in the Human Services (3)

Prerequisite: Consent of instructor.

Students are placed in agencies and organizations to engage in volunteer or paid work in human services/mental health. The required 15 hour seminar will focus on personal values, interpersonal communications skills, critical thinking, and problem solving. Development of knowledge and skills transferable to future careers will be stressed.

A minimum of 120 hours field experience is required for the semester.

497. Independent Study (1-3)

Prerequisites: Consent of instructor and department chair.

Independent study undertaken under the supervision of a faculty member.

May be repeated to a maximum of 6 units, with no more than 3 units applicable to credential or major requirement.

GRADUATE LEVEL

517. Counseling and Mental Health in Schools (3)

Prerequisite: Admission to the School Psychology program. Concurrent enrollment in ED P 641A or consent of instructor.

Theory, research and techniques of counseling and mental health service delivery used in analysis of case studies from fieldwork. Required for school psychology students.

Not open for credit to students with credit in EDP 631. Letter grade only (A-F).

518. School Crisis Response (3)

Prerequisite: ED P 528 or consent of instructor.

Students will learn about the impact of school crises on children and school communities, and how to prepare and respond to these events, including trauma screening and triage, threat assessment, suicide prevention, and dealing with death at schools.

Letter grade only (A-F).

519. Quantitative Educational Data Analysis I (3)

Prerequisites: ED P 419 or equivalent. An advanced educational univariate data analysis course. Hypothesis testing using analysis of variance, analysis of covariance, multiple regression, and path analysis.

Letter grade only (A-F).

520. Quantitative Research Methods in Education (3)

Prerequisites: For majors in MA in Educational Psychology: ED P 419 or equivalent. For other majors: ED P 400 or equivalent.

Examination and application of quantitative educational research methodology including research designs, sampling methods, inferential statistics and hypothesis testing, and the structure and content of a research proposal.

Letter grade only (A-F).

524A. Psychoeducational Assessment (3)

Prerequisite/Corequisite: EDP 528; Corequisites: EDP 524B and admittance to the School Psychology Program.

Theories of cognition and their implications for understanding learning, development, and diagnosis of disability. The history of intelligence testing and psychometric and socio-cultural strengths and limitations of cognitive tests.

Not open for credit to students with credit in EDP 524. Letter grade only (A-F).

524B. Psychoeducational Assessment: Clinical Applications (2)

Prerequisite/Corequisite: EDP 528; Corequisites: EDP 524A and admittance to the School Psychology Program.

Practice in administration and interpretation of individually administered cognitive tests, and tests of psychological processing and achievement. Students will practice administering tests to adults and children, be observed for proficiency, and learn to apply these results to making instructional placement and eligibility decisions.

Letter grade only (A-F).

525A. Psychoeducational Assessment of Culturally and Linguistically Diverse Students (3)

Prerequisites: EDP 524A, 524B. Corequisite: EDP 525B.

Assessment theory and practice of culturally and linguistically diverse (CLD) individuals. Interpreting assessments to make eligibility, instructional and accountability decisions consistent with ethical, legal and measurement standards. Discussion of sociocultural issues and exemplary programs for CLD students.

Not open for credit to students with credit in EDP 525. Letter grade only (A-F).

525B. Psychoeducational Assessment of Culturally and Linguistically Diverse Students: Clinical Applications (2)

Prerequisites: EDP 524A, 524B. Corequisite: EDP 525A.

Application of psychoeducational assessment practices within a clinical setting for culturally and linguistically diverse (CLD) students. Advanced training in selection, administration and interpretation of individually administered cognitive tests, and tests of psychological processing and achievement for CLD students.

Letter grade only (A-F).

527. Advanced Assessment for Intervention (3)

Prerequisites: EDP 525A, 525B, 579. Corequisite: EDP 642A.

Advanced assessment and intervention with children ages 3-5, secondary students, and students with moderate to severe disabilities. Topics include identifying useful and appropriate assessments, developing and implementing empirically-validated interventions, and issues and challenges in serving these specific populations.

Letter grade only (A-F).

528. Introduction to School Psychology (3)

Prerequisite: Admission to the School Psychology program.

Introduction to the practice of school psychology including history of the field, school psychologist roles and functions, and common service delivery models. Also included are federal and state laws, ethical standards, and literature and research informing the practice of school psychology.

Letter grade only (A-F).

536. Collaborative Consultation in the Schools (3)

Prerequisites/Corequisites: COUN 643A, 644A, EDP 642A, 642B, or Field Placement in Special Education.

Theory and practice of collaborative consultation in the schools. Models, roles and skills will be discussed, rehearsed during in-class simulations, and practiced in field settings. Field experience required.

Letter grade only (A-F).

541. Seminar in Educational Measurement and Assessment (3)

Prerequisites: ED P 419, 519, and 520, or equivalent. Advanced studies examining the reliability and validity of test scores, item response theory, and other statistical approaches for the improvement of educational testing. Practical application of administration and interpretation of assessment outcomes.

Letter grade only (A-F).

560. Functional Behavior Assessment and Positive Behavior Support (3)

Prerequisite: ED P 405.

Designing, implementing, monitoring, and evaluating comprehensive behavior support plans based on functional behavior assessment data. Developmental and mental health factors impacting the behavior of students with autism, emotional disturbance, and severe cognitive disabilities are included.

Letter grade only (A-F).

Educational Psychology Courses (EDP)

571. Advanced Approaches to Teaching Special Populations in General Education Settings (3)

Prerequisite: Hold Preliminary Multiple or Single Subject Credential, or equivalent, or consent of instructor.

Issues in teaching special populations in elementary and secondary schools, including students who are gifted, at-risk, and have disabilities. Emphasis on establishing inclusive climates; federal, state, and local regulations; assessment; instructional strategies and modifications; collaborative school structure and classroom management.

Meets state Professional Clear credential requirement. Letter grade only (A-F).

573. Intercultural Communication in Education (3)

Introduction to the facets, parameters, and techniques of intercultural communication and its relationship to functioning in a multicultural educational environment. Situates intercultural communication within the broader social, cultural and historical context and within the study of culture itself.

Letter grade only (A-F).

579. Curriculum-Based Assessments and Academic Interventions (4)

Prerequisites: Admission to the school psychology program and EDP 524A and 524B.

Evidence-based interventions for diverse learners, including students with disabilities, elementary and secondary students, and English Language Learners. Theories and application of curriculum-based assessments and data-based intervention development, implementation and evaluation.

Letter grade only (A-F). (3 hours seminar, 3 hours laboratory)

590. Selected Topics in Educational Psychology (1-3)

Prerequisite: Consent of instructor.

Advanced study of special topics in education and counseling. A student may enroll for 1-3 units to a maximum of 6 units for certificate and degree purposes, subject to suitable changes in course content. Non-degree and non-certificate students may enroll for additional units subject to suitable change in course content.

Letter grade only (A-F). May be repeated to a maximum of 6 units with different topics in different semesters or different topics in the same semester. Topics announced in the *Schedule of Classes*.

595. Qualitative Research Methods in Education (3)

Prerequisites: ED P 400 or equivalent.

Examination, analysis, and application of qualitative research methodology including various types of methods, designs, data collection strategies, data analysis and presentation of findings techniques; qualitative research study construction.

Letter grade only (A-F).

596. Program Evaluation in Education (3)

Prerequisites: For majors in Educational Psychology: ED P 419 and 520, or equivalent. For other majors: ED P 400 and 520, or equivalent.

Identifying and comparing various approaches to program evaluation in educational settings including needs assessments; selecting evaluation questions and criteria; collecting, analyzing, and interpreting qualitative and quantitative evaluation data; and the mechanics and process of developing an evaluation plan.

Letter grade only (A-F).

603. Developmental Risk and Resilience (3)

Prerequisite: ED P 301 or 302.

Examines psychological disorders, such as autism, attention deficit disorder, conduct disorder, depression, anorexia, and selective mutism from a developmental perspective. Major topics include: contrasting psychopathology models; environmental/genetic/neurobiological

factors, classification and epidemiology; scientifically-based interventions and expected outcomes; and developmental resilience. Letter grade only (A-F).

604. Seminar in Human Development (3)

Prerequisites: EDP 301 or 302, and EDP 400 or 419.

Theories and issues in developmental psychology, cognitive, linguistic, perceptual, biological, psychomotor, social and emotional development; nature-nurture and individual differences.

Letter grade only (A-F).

605. Theories of Learning, Cognition, Motivation, and Social Development (3)

Prerequisite: EDP 301 or 302.

Analysis of current theory and research in the areas of student learning, cognition, motivation, and social development and their application in maximizing learning of all students.

Letter grade only (A-F).

619. Quantitative Educational Data Analysis II (3)

Prerequisite: EDP 519 or equivalent.

Advanced multivariate statistical analysis course: multivariate analysis of variance, discriminant function analysis, canonical correlation, exploratory factor analysis, and structural equation modeling.

Approximately 20 hours of applied work in approved educational settings is required. Letter grade only (A-F)

641A. School Psychology Practicum (2)

Prerequisites: Admission to school psychology program, EDP 524A, 524B, 525A, 525B, and 528. Prerequisite/Corequisite: EDP 579.

Seminar and completion of 150 contiguous hours of supervised field placement for a minimum of one and maximum of 5 full days per week, with a minimum of 4 weeks and maximum of 1 year at no more than two sites and with two supervisors.

Credit/No Credit grading only.

641B. School Psychology Practicum (2)

Prerequisites: Admission to the school psychology program, EDP 524A, 524B, 525A, 525B, 528, and 641A.

Seminar and completion of 150 contiguous hours of supervised field placement for a minimum of one and maximum of 5 full days per week, with a minimum of 4 weeks and maximum of 1 year at no more than two sites and with two supervisors.

Credit/No Credit grading only.

642A. Field Work I - School Psychology (3)

Prerequisites: EDP 525A, completion of acceptable masters degree, concurrent enrollment in EDP 527, and approval of program coordinator.

Application for field work should be made by October 1 for the spring semester, or by March 1 for summer (if offered) or fall semester.

Credit/No Credit grading only.

642B. Field Work II - School Psychology (3)

Prerequisites: EDP 527, 642A, and approval of program coordinator.

Continuation of school psychology field work experiences. Application for field work should be made by October 1 for the spring semester, or by March 1 for summer (if offered) or fall semester.

Credit/No Credit grading only.

696. Thesis Study: Plan Development and Organizing Aspects (3)

Prerequisites: EDP 400 or 419 and EDP 520 or 595.

Designed for students planning to write a thesis. Form a thesis committee by midterm in the course. Accomplish a completed draft of the thesis plan by the end of the term.

697. Directed Research (1-3)

Prerequisites: Consent of instructor, department chair, and associate dean.

A student may enroll for 1-3 units to a maximum of 6 units for certificate and degree purposes, subject to suitable change in course content. Application for enrollment including an approved directed research proposal must be made to the Office of Graduate Studies and Research by March 1 for the fall semester or October 1 for spring.

Letter grade only (A-F). May be repeated to a maximum of 6 units, with different topics in different semesters or with different topics in the same semester.

698. Thesis (3)

Prerequisites: Advancement to candidacy, EDP 519 or 520 or 595 or 696, approval by director, department chair and associate dean. Planning, preparation and completion of a thesis under supervision of a faculty committee.

Must be taken for six units. Application for enrollment must be made to the Graduate Studies Office by March 1 for the fall semester or October 1 for the spring semester. Letter grade only (A-F).

699. Project (3)

Prerequisites: Advancement to candidacy, approval of graduate advisor, and written application to the College of Education Graduate Office.

Information and discussion related to the development of master's degree projects in Educational Psychology, School Administration, Counseling and related fields.

Letter grade only (A-F). May be repeated to a maximum of 6 units. Project application to be made to the College of Education Graduate Office by March 1 for the Summer or Fall semester or October 1 for the Spring semester.

DOCTORAL COURSES

703. Policy Issues in Community Colleges (1-3)

In-depth analysis of the community college system specific to 1) local, state, and federal governance policies; 2) local, state, and national economic policies; 3) social and political influences on policy. Future trends in educational policy.

Letter grade only (A-F).

704. Exploration of Campus Cultures: Impact and Influence (1-3)

Examination of faculty, administrative, and student cultures in terms of values, behavioral norms, impacts, and influences. Students will study research methods for campus cultures. Implications for higher education policies and practices.

Letter grading only (A-F).

705. Finance in Education (1-3)

Examination of higher education finance and governmental influences that shape this process. Through simulations students gain a working knowledge of finance, philosophies, vision, and processes for the design and implementation of resource planning in both two- and four-year institutions.

Letter grade only (A-F).

707. Student Learning and Development Theory in Higher Education (1-3)

Student development and learning theories based on cognitive, psychosocial, typology, and person-environment perspectives. Analysis and critique of theoretical tenets relevant to understanding the college experience.

Letter grade only (A-F).

708. Leadership in Education (1-3)

Current research and theories on leadership and organizational change. Multicultural organizational development theories, planning, change, effective strategies for becoming a catalyst for change. Case studies of organizational leadership for change. Examines issues, barriers, supports for, and processes and outcomes of change.

Letter grade only (A-F).

709. Collaborative Reforms: Designing and Implementing Responsive Curricula (1-3)

The role of faculty and others in the collaborative development and implementation of responsive curricula. Explore systems for curricular redesign and reform at 2- and 4-year institutions and processes for their implementation.

Letter grade only (A-F).

711. Field Research Study in Education I (1-3)

First in a series of faculty-led field research courses. Individual and small group formats. Students are exposed to and participate in approved research topics or a faculty member's research.

Letter grade only (A-F).

790. Selected Topics in Higher Education (1-3)

Examines such issues of the CEO's roles and responsibilities, managing change, facilitating focus groups, data-based organizational change, applications of technology, responding to the needs of student populations, working with governing boards, staff development programs, and personnel assessment instruments.

Letter grade only (A-F). May be repeated to a maximum of 24 units. Topics announced in the *Schedule of Classes*.

797. Directed Individual Study (1-6)

Prerequisites: Consent of instructor, department chair and associate dean.

Individual research or intensive study under the guidance of a faculty member.

Letter grade only (A-F). May be repeated to a maximum of 36 units.

798. Doctoral Dissertation (3)

Prerequisites: Approval of instructor/doctoral candidacy required.

Specifically for students researching and writing dissertations.

Credit/No credit grading only. May be repeated to a maximum of 24 units.

Education Specialist Courses (EDSP)

303. Preparing to Teach Special Populations in the General Education Classroom (1)

Prerequisites: Concurrent enrollment in EDEL 380.

Emphasis on roles and responsibilities of the general education teacher in the Individualized Education Program (IEP) process. Relevant state and federal laws pertaining to the education of exceptional populations.

Letter grade only (A-F).

350. Introduction to Teaching the Exceptional Individual (3)

Characteristics and etiology of different categories of disability are addressed. Future educators and other school professionals will learn about history, legislation, and processes pertaining to educating students with exceptionalities. Two 2-hour fieldwork observations of individuals with exceptionalities in educational settings are required.

Letter grade only (A-F). Field work required.

355A. Collaborative Models of Inclusive Education: Partnerships and Strategies for Teaching All Students in Elementary Schools (3)

Overview of collaborative educational models; family, school, community partnership models; access, equity, historical, legal, social, political perspectives for diverse students with special needs; roles and responsibilities of the general educator as a team member at the elementary level; Individualized Education Program process.

Letter grade only (A-F). Not open for credit to students with credit in EDSP 355.

Education Specialist Courses (EDSP)

355B. Collaborative Models of Inclusive Education: Partnerships and Strategies for Teaching All Students in Secondary Schools (3)

Overview of collaborative educational models; family, school, community partnership models; access, equity, historical, legal, social, political perspectives for diverse students with special needs; roles and responsibilities of the general educator as a team member at the secondary level; Individualized Education Program process.

Letter grade only (A-F).

454. Supporting the Academic and Language Development of English Learners (3)

Prerequisite: Consent of instructor.

Addresses typical and atypical language development and acquisition in school-aged children from non-English speaking backgrounds. Focus will be on assessment and instruction for English Learners, emphasizing sheltered instruction. Typical language development and language disabilities are addressed.

Letter grade only (A-F).

480. Foundations of Inclusive Education in a Diverse Society: Philosophical and Historical Perspectives and Legal Mandates (3)

Prerequisite: Admission to Education Specialist Credential Program.

Philosophical and historical foundations of special education in a diverse society. Discussion of educational theories, legal mandates, and models for serving students with special needs in inclusive settings, with particular focus on students who are culturally and linguistically diverse.

Letter grade only (A-F).

534. Collaboration and Transition in Special Education (3)

Prerequisites: Full admittance to Education Specialist Credential Program or ITEP, and successful completion of EDSP 480.

Methods for developing collaborative partnerships and effectively communicating with educators, community members, families, and individuals with disabilities. Examination of major issues and approaches to promoting successful transition of youth with disabilities into, through, and beyond school.

Letter grade only (A-F).

535. Collaborative Partnerships and Effective Communication in School Settings (3)

Prerequisites: Acceptance in Education Specialist Level II program or Master of Science in Special Education program, development of an Individualized Induction Plan, or consent of instructor.

Methods for developing collaborative partnerships and effectively communicating with educators, community members, families, and individuals with disabilities.

Letter grade only (A-F).

542. Technology in Special Education (3)

Prerequisites: Acceptance in Education Specialist Level II program or Master of Science in Special Education program, development of an Individualized Induction Plan, or consent of instructor.

Overview of Assistive Technology and Augmentative Communication for individuals with exceptional needs. Examination of legislation, devices, and services using assistive technology and augmentative communication. Introduction to assistive technology assessment and advanced development of Computer Assisted Instruction.

Letter grade only (A-F).

546C. Practicum in Special Education (3)

Supervised experience with individuals with exceptionalities in schools, clinics, post-secondary education, workplaces, and residential settings.

Application should be made by March 1 for the fall semester and October 1 for the spring semester. Letter grade only (A-F).

550. Emerging Perspectives in Special Education (3)

Prerequisite: Acceptance in Education Specialist Level II program or Master of Science in Special Education program, development of an Individualized Induction Plan, or consent of instructor.

Interpretation and application of emerging research in special education. Historical foundations, litigation, legislation, policy and practice in special education, emphasizing the last century. Current and emerging issues in the field. Relationships between research and practice.

Letter grade only (A-F).

563. Advanced Methods of Teaching Individuals with Significant Disabilities (3)

Prerequisite: Acceptance in Education Specialist Level II program or Master of Science in Special Education program, development of an Individualized Induction Plan, or consent of instructor.

Formal and informal assessment procedures responsive to the cultural, socio-economic and linguistic characteristics of individual students with significant disabilities. Data-based decision making, curriculum adaptations and modifications, and instructional strategies. Collaboration with community agencies for successful transition from school to work.

Letter grade only (A-F).

564. Assessment and Evaluation of Students with Disabilities (3)

Prerequisite(s): Admission to the Education Specialist Credential Program or consent of instructor.

Knowledge and use of appropriate formal, informal, and authentic assessment procedures for planning, monitoring and evaluating instructional programs for students with disabilities. Emphasis on issues in assessing and evaluating culturally and linguistically diverse students.

Letter grade only (A-F).

565. Advanced Methods of Teaching Individuals with Mild/Moderate Disabilities (3)

Prerequisites: Acceptance in Education Specialist Level II program or Master of Science in Special Education program, development of an Individualized Induction Plan, or consent of instructor.

Advanced assessment, methods, strategies, and curriculum adaptations for students with mild/moderate disabilities at all levels. Emphasis on collaboration, diversity, literacy, technology and transition.

Letter grade only (A-F).

566. Transition Into, Through, and Beyond School for Individuals with Disabilities (3)

Prerequisites: Acceptance in Education Specialist Level II program or Master of Science in Special Education program, development of an Individualized Induction Plan, or consent of instructor.

Examination of major issues and approaches to promoting successful transition of youth with disabilities into, through, and beyond school. Emphasis on instructional strategies for teaching adolescent youth with disabilities at the secondary level.

Letter grade only (A-F).

567. Curriculum and Instruction for Students with Disabilities: Literacy, Communication, Social and Physical Education (3)

Prerequisites: Full admittance to the Level I Education Specialist Program or Education Specialist ITEP and completion or concurrent enrollment in EDSP 564.

Curricular issues, models and practices related to teaching students with disabilities in literacy, communication, physical education, and social behaviors. Emphasis on core curriculum, standards-based instruction, and differentiating instruction. Instructional planning and validated teaching strategies.

Letter grade only (A-F).

569. Curriculum and Instruction for Students with Disabilities: Math, Science, and Life skills (3)

Prerequisites: Full admittance to the Level I Education Specialist Program or Education Specialist ITEP and completion or concurrent enrollment in EDSP 564.

Curricular issues, models and practices related to teaching students with disabilities in math, other content areas, and life skills. Emphasis on core curriculum, standards based instruction, and differentiating instruction. Instructional planning and validated teaching strategies.

Letter grade only (A-F).

577. Instructional Methods and Strategies for Individuals with Mild/Moderate Disabilities (3)

Prerequisites: Full admittance to Level 1 Education Specialist Credential Program or ITEP, completion of ETEC 110 or equivalent, and EDSP 564

Instructional methods, strategies, and curricular adaptations for students with mild/moderate disabilities from kindergarten to age 22. Research-based interventions, using data for program planning, and use of technology are emphasized.

Letter grade only (A-F).

578. Instructional Methods and Strategies for Individuals with Moderate/Severe Disabilities (3)

Prerequisites: Full admittance to Level 1 Education Specialist Credential Program or ITEP, and completion of ETEC 110 or equivalent, and EDSP 564

Instructional methods, teaching strategies, and curricular adaptations for students with moderate/severe disabilities from kindergarten to age 22, including evaluation, program planning, and use of technology for instruction and communication; knowledge related to movement, mobility, and sensory needs addressed.

Letter grade only (A-F).

587A. Advanced Field Study and Seminar: Education Specialist Credential in Mild/Moderate Disabilities (6)

Prerequisite: Admission to the Level I Education Specialist Credential in Mild/Moderate Disabilities. Must complete all Level I courses. Application for admission should be made by March 1 for the summer and fall semester and October 1 for the spring semester.

Advanced field study in a public or private school or community-based site serving individuals with mild/moderate disabilities. Candidates will demonstrate competencies in their own classroom or with a master teacher, under the supervision of a university supervisor.

Students may concurrently enroll in EDSP 587B upon advisement by their faculty advisor. Credit/No Credit grading only.

587B. Advanced Field Study and Seminar: Education Specialist Credential in Mild/Moderate Disabilities (6)

Prerequisite: EDSP 587A or concurrent enrollment in EDSP 587A upon advisement by their faculty advisor. Application for admission should be made by March 1 for the summer and fall semester and October 1 for the spring semester.

Advanced field study in a public or private school or community-based site serving individuals with mild/moderate disabilities. Candidates will demonstrate competencies in their own classroom or with a master teacher, under the supervision of a university supervisor.

Credit/No Credit grading only.

588A. Advanced Field Study and Seminar: Education Specialist Credential in Moderate/Severe Disabilities (6)

Prerequisite: Admission to the Level I Education Specialist Credential in Moderate/Severe Disabilities. Must complete all Level I courses. Application for admission should be made by March 1 for the summer and fall semester and October 1 for the Spring semester.

Advanced field study in a public or private school or community-based site serving individuals with moderate/severe disabilities. Candidates will demonstrate competencies in their own classroom or with a master teacher, under the supervision of a university supervisor.

Students may concurrently enroll in EDSP 588B upon advisement by their faculty advisor. Credit/No Credit grading only.

588B. Advanced Field Study and Seminar: Education Specialist Credential in Moderate/Severe Disabilities (6)

Prerequisite: EDSP588A or concurrent enrollment in EDSP 588A upon advisement by their faculty advisor. Application for admission should be made by March 1 for the summer and fall semester and October 1 for the spring semester.

Advanced field study in a public or private school or community-based site serving individuals with moderate/severe disabilities. Candidates will demonstrate competencies in their own classroom or with a master teacher, under the supervision of a university supervisor.

Credit/No Credit grading only.

695S. Seminar in Special Education (3)

Prerequisites: Advancement to candidacy, and written application to Graduate Office. Application for enrollment must be made by March 1 for the summer session or fall semester, or by October 1 for the spring semester.

Studies of problems and issues in special education. Relating research to practice in the area of exceptional individuals. For qualified candidates preparing for the comprehensive examination.

Not open for credit to students with credit in EDP 650. Letter grade only (A-F).

Educational Technology Courses (ETEC)

LOWER DIVISION

110. Introduction to Computers as Tools (1)

Introduction to operations, terminology, and components of computing systems. Introduction to computer applications including word processing, databases, and spreadsheets. Introduction to University e-mail systems and electronic searching.

Letter grade only (A-F).

171. Critical Thinking Using Computer Technology (3)

Prerequisite/Corequisite: GE Foundation Category A1 Written English.

Cultivates critical thinking abilities in conjunction with the use of computer technology. Introduces basic hands-on computer skills to facilitate critical thinking and learning. Critically examines the use of computer technology in academic and personal lives.

Letter grade only (A-F). (2 hours lecture, 2 hours laboratory)

UPPER DIVISION

411. Assessment of Computer Technology Competency, Level I (1)

Appropriate only for students who are already proficient with the material in ETEC 444. Provides students with an opportunity to meet the California Level I computer technology requirement by a performance assessment. Two class meetings and online activities.

Credit/No Credit grading only.

Educational Technology Courses (ETEC)

435./535. Accessible Electronic and Information Technologies (3)

Prerequisite: Either ETEC 110, 411, 444 or consent of instructor.

Critical use, analysis and evaluation of computer applications of computer technologies for accessibility and usability for populations with diverse needs. Terminology, design principles, and applications of accessible technologies. Legal and ethical issues in developing or adopting accessible electronic and information technologies.

Letter grade only (A-F).

444. Computer Technology in Education, Level I (3)

Prerequisites: Course design assumes familiarity with topics introduced in ETEC 110.

Introduction to educational computer technology: resources and tools for professional use; strategies for integrating computers into teaching; applications to diverse learners; legal, ethical, and societal issues. Meets the Level I teaching credential computer technology standard.

(Seminar 2 hours, laboratory 2 hours)

GRADUATE LEVEL

510. Foundations of Educational Technology (3)

Prerequisite: Either ETEC 411, 444, equivalent experience satisfying the California Level I computer technology standard, or consent of instructor.

Introduction to the field of educational technology. Overview of theoretical approaches, research trends, major developments, and prominent issues in the field. Incorporation of social, historical, psychological, and philosophical perspectives in the study of educational technology.

Letter grade only (A-F). (Seminar 3 hours)

523. Computer Technology in Education, Level II (3)

Prerequisites: ETEC 444 or equivalent experience satisfying California Level I computer technology standard.

Principles for integrating computer technology into learning environments to improve: planning, designing and implementing learning experiences; educational communication and collaboration; assessment and evaluation.

Meets California Level II computer technology standard. (Seminar 2 hours, laboratory 2 hours) Letter grade only (A-F).

525. Social and Cultural Implications of Educational Technology (3)

Examination of social and cultural implications of educational technologies, considering issues of cultural bias, equity, and questions of who benefits from particular technologies. International applications of computer technologies to promote learning about different cultures.

530. Educational Technology Leadership (3)

Prerequisites: ETEC 523, or consent of the instructor.

Examines leadership related to implementation of educational technology in education. Theory, knowledge, and skills necessary to use, evaluate, plan, and implement technologies in education system. Examines broader issues including security and cyber ethics.

535./435. Accessible Electronic and Information Technologies (3)

Prerequisite: Either ETEC 110, 411, 444 or consent of instructor.

Critical use, analysis and evaluation of computer applications of computer technologies for accessibility and usability for populations with diverse needs. Terminology, design principles, and applications of accessible technologies. Legal and ethical issues in developing or adopting accessible electronic and information technologies.

Letter grade only (A-F).

551. Education and the Internet (3)

Prerequisites: Either ETEC 411, 444, equivalent experience satisfying the California Level I computer technology standard, or consent of instructor.

Survey of educational applications across the Internet; characteristics of teaching and learning mediated through the Internet; analysis and design of Internet-based learning activities; design and development of online courses; implementation, management, and administration of online learning.

(Seminar 2 hours, Laboratory 2 hours)

553. Instructional Design (3)

Prerequisites: ETEC 523 or equivalent experience satisfying the California Level II computer technology standard.

Principles of instructional design emphasis on designing effective teaching strategies with educational technology. Theories and models to plan, create, evaluate and refine learner-centered educational activities.

Letter grade only (A-F).

570. E-Learning Design and Development (3)

Prerequisite: ETEC 523 or consent of instructor.

Introduction to e-learning design and development, including project management, instructional analyses and strategies, software selection, and evaluation. Interactive multimedia development applications, processes, and principles. Design and production of technology-enhanced instruction.

Letter grade only (A-F). (Seminar 2 hours, Laboratory 2 hours)

580. Field Experience in Educational Technology (3)

Prerequisites: ETEC 523 and either ETEC 530, EDP 520 or 595.

Students investigate and experience occupation or environment utilizing a form of educational technology. Under instructor guidance, students perform 90 field experience hours in educational technology environment. Instructor approval required for site selection.

Letter grading only (A-F).

623. Developing Technology – Based Learning (3)

Prerequisites: ETEC 523, 553.

Discussion, demonstration, and hands-on experience toward development of technology-based interactive learning programs. Concepts of technology-based instructional design. Authoring tools for creating simulations, educational games, and interactive assessment tools.

(Seminar 2 hours, laboratory 2 hours)

695. Seminar in Educational Technology (3)

Prerequisites: Successful completion of all required course work for the Master of Arts in Education, Option in Educational Technology.

Studies in educational technology including reviews of literature, critique of educational technology research, and systematic development and evaluation of areas of students' prior work.

For qualified candidates preparing for the comprehensive examination. Application for enrollment must be made by March 1 for summer session or fall semester or by October 1 for spring semester. Letter grade only (A-F). May be repeated to maximum of 6 units.

Educational Library Courses (ELIB)

UPPER DIVISION

497. Independent Study (1-3)

Prerequisites: Consent of instructor and department chair.

Independent study under faculty supervision. May be repeated to a maximum of 6 units, no more than 3 units applicable to credential or major requirement.

GRADUATE LEVEL

500. Foundations of Information (3)

Role of information and information technology in organizations (particularly in Western education) and society. Topics include societal needs and demands, diffusion of knowledge and technology, information seeking and use, information/technology and culture.

Letter grade only (A-F).

510. Collection Development (3)

Criteria, tools, procedures and policies for evaluating, selecting and maintaining informational resources to use in information organizations.

Letter grade only (A-F).

520. Information Literacy and Reference Services (3)

Philosophy of reference service and information literacy. Criteria for evaluation, selection, setup and use of selected basic reference sources to reflect cultural and linguistic diversity of students. Uses of reference sources and information literacy processes.

Letter grade only (A-F).

530A. Library Media Materials for Elementary Grades (K-5) (3)

Selection and use of fiction and non-fiction books, audiovisual and electronic media, and related materials of interest to children that reflect California's cultural diversity and support current curriculum frameworks. Criteria and tools for selection and use. Current issues.

Letter grade only (A-F).

530B. Library Media Materials for Secondary Grades (6-12) (3)

Selection and use of fiction and non-fiction books, audiovisual and electronic media, and related materials of interest to young adults that reflect California's cultural and support current curriculum frameworks. Criteria and tools for selection and use. Current issues.

Letter grade only (A-F).

540. Organization of Information (3)

Rationale and use of library catalogs. Principles and practice in classification and cataloging applied to school library media centers. Processing/organization of information. Current issues.

Letter grade only (A-F).

550. Management of Information Organizations (3)

Philosophy, principles and problems of planning, organizing, supervising and managing a school library media program, technology service, or other information organization.

Letter grade only (A-F).

570. Library Media Technologies (3)

Prerequisite: Level I computer technology knowledge and skills.

Evaluation, selection, and integration of computer, digital, audiovisual and other technologies for use in schools and other library settings; issues of technology planning, instruction, collaboration, assessment, and digital citizenship.

Letter grade only (A-F).

580. Field Experience in Libraries (3)

Prerequisite: Consent of program coordinator.

Course Description: Students will model effective practices in administering a library program under the supervision of a qualified library professional. Applications for field experience are due March 1 for the summer or fall semester and October 1 for the spring semester.

Letter grade only (A-F).

Social and Cultural Analysis of Education Courses (SCAE)

550. Foundations of Social and Cultural Analysis of Education (3)

Introduction to central theories and concepts and development of core competencies in social and cultural analysis of education; discussion of applications of critical theories and pedagogies in education; examination of the significance of social difference (e.g. race, class, gender, sexuality, language).

Letter grade only (A-F).

551. Critical Pedagogies (3)

In-depth examination of foundations and constructs of critical pedagogy in various educational contexts; applications of critical pedagogies in the United States and around the world; exploration of the relationship between critical pedagogies and social and educational justice.

Letter grade only (A-F).

560. History of Social and Educational (In)equality (3)

Historical survey of education as an institution; struggles for educational justice from the 19th century to present; analysis of the historical foundation of persistent educational inequities; emphasis on peoples of color, women, people with disabilities, LGBT individuals, and immigrants.

Letter grade only (A-F). Not open for credit to students with credit in ED P 576.

561. Urban Educational Policy (3)

Critical examination of the historical, cultural and political-economic dimensions of educational policy; impact of educational policy on student learning, experiences and outcomes; issues of difference, identity and justice in educational policy; special attention to urban education policy issues in California.

Letter grade only (A-F). Not open for credit to students with credit in ED P 575.

562. Agency, Resistance and Identity in Education (3)

Sociological and anthropological approaches to understanding youth cultures, academic resilience, identity formation, and how students influence, and are influenced by, educational experiences; youth and community organizing; race, class and gender, sexuality, language, etc. as factors in education.

Letter grade only (A-F). Not open for credit to students with credit in ED P 574.

564. Language and Education Policies (3)

Examination and analysis of historical and contemporary U.S. language policies, educational language policies, and legal decisions as context for current educational language practices; comparison of experiences with other nations; discussion of the relationship between language attitudes and educational policy formation.

Letter grade only (A-F). Not open for credit to students with credit in ED P 672.

566. Themes in Comparative International Education (3)

Examination of the historical and theoretical foundations as well as current debates, tensions and themes in the field of comparative international education; discussion of practical applications to address social and educational inequalities that exist around the world.

Letter grade only (A-F). Not open for credit to students with credit in ED P 582.

Social and Cultural Analysis of Education Courses (SCAE)

567. Educational Issues in Global Perspective (3)

Analysis of topical issues related to education in various international contexts; examination of topical issues across countries. Students have the opportunity to select the issues under investigation in consultation with the instructor.

Letter grade only (A-F). Not open for credit to students with credit in ED P 583.

568. Globalization and Educational Reform (3)

In-depth study of globalization and its impact on education around the world; analysis of policy borrowing and lending processes in the educational arena; national and local interpretations of global or borrowed educational policies; examination of educational reform processes.

Letter grade only (A-F).

695. Social and Cultural Analysis of Education Capstone (3)

Synthesis of concepts and ideas in the social and cultural analysis of education; implications of social and cultural theories for educational practice in a variety of settings; strategies for effecting social and educational justice.

Letter grade only (A-F).