

# ADVANCED STUDIES IN EDUCATION AND COUNSELING

College of Education

**Department Chair:** Hiromi Masunaga

**Department Coordinator:** Londa Davis

**Department Office:** Education EED Room 10

Telephone: (562) 985-4517

Email: [asec@csulb.edu](mailto:asec@csulb.edu)

Department website: <http://www.csulb.edu/asec>

College website: <http://www.ced.csulb.edu>

FAX: (562) 985-4534

Faculty: Edwin Achola, Stephen Adams, Tina Arora, Robert Berdan (Emeritus), Beverly Booker, Teresa Chen, Jennifer Coots, Jana Echevarria (Emerita), Lesley Farmer, Laura Forrest, Brandon Gamble, Bitu Ghafoori, Gary Greene (Emeritus), Marquita Grenot-Scheyer, Kristi Hagans, Elaine J. Haglund (Emerita), Nat Hansuvadha, Lindsay Pérez Huber, A. Jean Houck (Emerita), Simon Kim, Marilyn Korostoff, Susan Leonard-Giesen, Joanne Tortorici Luna, Hiromi Masunaga, Shireen Pavri, Laura Portnoi, Kristin Powers, Paul Ratanasiripong, Ali Rezaei, Catherine Richards-Tutor, William Saltzman

## Introduction

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

Students desiring information about graduate programs should contact the Graduate Studies office for referral to one of the faculty advisors. For information about Special Education/Education Specialist Credential, please contact the Teacher Preparation Advising Center (TPAC) office.

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 Psychology
- 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 two options:

- Marriage and Family Therapy
- School Counseling

Educational Specialist Degree in School Psychology

## Graduate Certificate

Applied Disability Studies

## Credentials

The department offers credentials in Pupil Personnel Services (School Counseling, School Psychology), Education Specialist/Special Education (Mild/Moderate and

Moderate/Severe) and Teacher Librarian Services.

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](http://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 Psychology

The Option in Educational Psychology is a research-oriented Program designed for candidates to develop their understanding of learning and development, testing and assessment, research, and program evaluation in education. Upon completion of the program, candidates will be able to conduct qualitative and quantitative research; to make data-based decisions; to develop instruments that are psychometrically sound; and to perform formative and summative evaluation of educational programs. Visit the program website for program details ([www.ced.csulb.edu/asec/academic/ed-psych](http://www.ced.csulb.edu/asec/academic/ed-psych)).

## 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 last degree (not credential or certificate) earned from an accredited institution of higher education. Applicants whose overall GPA is less than 3.00 but meet the University minimum GPA requirement and who present compelling evidence of academic and professional potential either through recent academic performance and/or experiential background, may be considered for admission at the discretion of the program admission committee.
3. International applicants have additional university application requirements including meeting the English language proficiency requirement. Please visit The

Center for International Education (CIE) website at [www.csulb.edu/cie](http://www.csulb.edu/cie) for more information.

4. Complete EDP 400 (or equivalent introduction to research course) and one of the following (or equivalent): EDP 301 or EDP 302.

### 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](http://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 must be submitted to the College of Education Graduate Studies Office (EED 7). An application and directions can be downloaded at [www.ced.csulb.edu/graduate/application-packets](http://www.ced.csulb.edu/graduate/application-packets). The program application does not require a set of transcripts.

### Classified Admission

Successful applicants are admitted to the program with Classified 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 6-9 units of core courses.
3. Resolve all incomplete grades.
4. Maintain a 3.0 grade point average in the prerequisites and in all core courses.
5. Submit to the Graduate Studies Office an Advancement to Candidacy form signed by the program advisor.

### Requirements

#### Master's Objective

The degree objective requires a total of 30 units (not including prerequisites) made up of a 24-unit core and a 6-unit "foundation" that culminates in either (a) a master's thesis (6 units) or (b) a written comprehensive examination plus electives (6 units) to meet the 30 unit minimum.

1. Degree Core (24 units):
  - A. Take all of the following:
    - EDP 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.
    - EDP 519 Quantitative Educational Data Analysis I (3)  
Prerequisites: EDP 419 or equivalent.
    - EDP 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.
    - EDP 541 Seminar in Educational Measurement & Assessment (3)

Prerequisites: EDP 419, EDP 519, and EDP 520 or equivalent.

EDP 595 Qualitative Research Methods in Educ (3)  
Prerequisites: EDP 400 or equivalent.

EDP 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.

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

EDCI 533 Action Research Methods (3)  
Prerequisite: Admission to the Curriculum and Instruction Master's Program or consent of instructor.

### 2. Culminating Experience

#### A) Thesis Option:

Complete all of the above 24 units of core courses  
Complete 6 units of EDP 698 Thesis

#### B) Written Comprehensive Examination:

Complete all of the above 24 units of core courses  
Complete 6 units of 500/600 level electives with program advisor approval to reach 30-unit minimum. For example:

EDCI 695 (3) Seminar in Curriculum and Instruction

EDP 536 (3) Collaborative Consultation in the Schools

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

### Option in Educational Technology and Media Leadership

Serving the mission of enhancing learning through the use of technology, this program provides theoretical foundations and practical skills for individuals seeking career growth in educational, corporate, and public service settings. This option prepares academic leaders, information professionals, educators and trainers to access, evaluate, use, design, and effectively manage information and communication technologies for educational and training purposes. This program also prepares those planning to pursue doctoral degrees. Visit the program website for program details (<http://www.ced.csulb.edu/edtech>).

### 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 last degree (not credential or certificate) earned from an accredited institution of higher education. Applicants whose overall GPA is less than 3.00 but meet the University minimum GPA requirement and who present compelling evidence of academic and professional potential either through recent academic performance and/or experiential background, may be considered for admission at the discretion of the program admission committee.
3. International applicants have additional university application requirements including meeting the English language proficiency requirement. Please visit The

Center for International Education (CIE) website at [www.csulb.edu/cie](http://www.csulb.edu/cie) for more information.

A working knowledge of word processing, databases, spreadsheets, desktop publishing, presentation software, Internet searching and email usage is expected.

## Application

Candidates must apply separately to both the university and the Master's 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](http://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 Master's program must be submitted to the College of Education Graduate Studies Office (EED 7). An application and directions can be downloaded at [www.ced.csulb.edu/graduate/application-packets](http://www.ced.csulb.edu/graduate/application-packets). The program application does not require a set of transcripts.

## Classified Admission

Successful applicants are admitted to the program with classified 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.

1. Program core courses (18 units):

Take all of the following:

ETEC 510 Foundations of Educational Technology and Media (3)

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

ETEC 523 Information and Digital Literacies (3)

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

ETEC 525 Digital Culture and Society (3)

Prerequisites: None.

ETEC 530 Leadership in Technology and Media (3)

Prerequisites: ETEC 523 or consent of the instructor.

ETEC 551 Education and the Internet (3)

Prerequisites: Either ETEC 411, ETEC 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.

2. Research methods (3 units):

Take one of the following:

EDP 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.

OR

EDP 595 Qualitative Research Methods in Education (3)

Prerequisites: EDP 400 or equivalent.

3. Electives (3-6 units): In consultation with program advisor, students will select 3-6 additional units to reach 30 unit minimum. Options include, but are not limited to, the following:

A. Advanced Technology: ETEC 535, ETEC 580;

B. Library and Information Science: ELIB 530A, ETEC 540;

C. Other courses, including those outside the College of Education (e.g., Business, Communications Studies), chosen in consultation with program advisor.

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

A. ETEC 695 (3 units) plus pass a comprehensive examination

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

C. EDP 698 Thesis (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 (SCAE), 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. SCAE 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 nonprofit 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/asec/academic/social/](http://www.ced.csulb.edu/asec/academic/social/).

## 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 last degree (not credential or certificate) earned from an accredited institution of higher education. Applicants whose overall GPA is less than 3.00 but meet the University minimum GPA requirement and who present compelling evidence

of academic and professional potential either through recent academic performance and/or experiential background, may be considered for admission at the discretion of the program admission committee.

3. International applicants have additional university application requirements including meeting the English language proficiency requirement. Please visit The Center for International Education (CIE) website at [www.csulb.edu/cie](http://www.csulb.edu/cie) for more information.

### 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](http://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 (EED 7). An application and directions can be downloaded at [www.ced.csulb.edu/graduate/application-packets](http://www.ced.csulb.edu/graduate/application-packets). The program application does not require a set of transcripts.

### Classified Admission

Successful applicants are admitted to the program with Classified 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 a minimum of thirty-three (33) units of upper- division and graduate level courses, of which twenty-one (21) units must be at the 500/600 level. 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.

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:

International Contexts: SCAE 566, SCAE 567, SCAE 568, SCAE 564

Urban Contexts: SCAE 560, SCAE 561, SCAE 562, SCAE 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.

Students who choose the thesis or project exit option (see below) generally use the required two (2) semesters of EDP 698 or EDP 699 as their elective courses. Students may choose to take additional elective courses to supplement program requirements if they wish.

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 :

- Comprehensive examination
- Six units of EDP 698: Thesis
- Six units of EDP 699: Project

## 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.

### 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 last degree (not credential or certificate) earned from an accredited institution of higher education. Applicants whose overall GPA is less than 2.85 but meet the University minimum GPA requirement and who present compelling evidence of academic and professional potential either through recent academic performance and/or experiential background, may be considered for admission at the discretion of the program admission committee.
3. International applicants have additional university application requirements including meeting the English language proficiency requirement. Please visit The Center for International Education (CIE) website at [www.csulb.edu/cie](http://www.csulb.edu/cie) for more information.

### 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](http://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 (EED 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](http://www.ced.csulb.edu/graduate/application-packets). The program Option application does not require a set of transcripts. After an initial paper screening, select applicants are invited for an interview with program faculty.

### Classified Admission

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

### Advancement to Candidacy - Clear Admission

See individual Options below.

#### Option in Marriage and Family Therapy

Students in this Option will be prepared 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. Visit the program website for program details ([www.ced.csulb.edu/mft](http://www.ced.csulb.edu/mft)).

#### 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, COUN 513, COUN 515, COUN 522, COUN 608, COUN 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, COUN 515.

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

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

COUN 556 Counseling Children and Adolescents (3)  
Prerequisites: COUN 515 and COUN 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 & Family Therapy (3)  
Prerequisites: COUN 510, COUN 511, COUN 512, COUN 513, COUN 515, COUN 522. Recommended: COUN 556.

COUN 609 MFT Practicum (4)  
Prerequisites: COUN 510, COUN 511, COUN 512, COUN 513, COUN 515, COUN 522 and COUN 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, COUN 513, COUN 515 or equivalent upon approval of instructor.

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

COUN 644D Advanced Counseling Field Work: Marriage and Family Therapy (3)  
Prerequisites: COUN 638, COUN 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: 64):

Take an additional 6 units of approved electives from courses in the Counseling program.

Elective options include:

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

COUN 559 Play and Art Therapy for Children/Adolescents (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 684 Advanced Clinical Case Formulation Seminar (1)

COUN 692A Introduction Psychodrama (1)

COUN 692B Advanced Psychodrama (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 Program 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, COUN 513, COUN 515; COUN 506 for School Counseling Option, SDHE 538 for SDHE Option, or their equivalent upon approval of the instructor.

COUN 606 Current Issues in Professional School

Counseling (3)

Prerequisites: COUN 506.

COUN 607 School Counseling Practicum (3)

Prerequisites: COUN 506, COUN 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, COUN 513, COUN 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, COUN 638, COUN 643A; EDP 536 (must be taken concurrently with either COUN 643A or COUN 644A); pass Basic Skills Requirement.

COUN 695C Integrative Seminar in Professional

School Counseling (3)

Prerequisites: Advancement to candidacy; COUN 507, COUN 555, COUN 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: For majors in MA in Educational Psychology: ED P 419 or equivalent. For other majors: ED P 400 or equivalent.

EDP 536 Collaborative Consultation in the Schools (3)

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

EDP 596 Program Evaluation in Education (3)

Prerequisites: EDP 400 and EDP 520, or equivalent.

EDP 604 Seminar in Human Development (3)

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

EDP 698 Thesis (must take 6 units)

or comprehensive examination.

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

## Master of Science in Special Education

Candidates 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. Candidates who want to teach individuals with disabilities should refer to the Education Specialist Credential Program section. Candidates who are in the Preliminary Education Specialist Credential Program may be eligible to apply to the master's degree program the semester prior to completing coursework for the credential. Please contact your program advisor.

Visit the program website for program details ([www.ced.csulb.edu/programs/special-education](http://www.ced.csulb.edu/programs/special-education)).

### 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 4 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 EDSP 355A or EDSP 355B (or equivalent).
  - D. Special Education Assessment:  
EDSP 564 (or equivalent).
2. Minimum 2.85 overall grade point average in last degree (not credential or certificate) earned from an accredited institution of higher education. Applicants whose overall GPA is less than 2.85 but meet the University minimum GPA requirement and who present compelling evidence of academic and professional potential either through recent academic performance and/or experiential background, may be considered for admission at the discretion of the program admission committee.
3. Special education teaching credential, or equivalent experience.
4. International applicants have additional university application requirements including meeting the English language proficiency requirement. Please visit The Center for International Education (CIE) website at [www.csulb.edu/cie](http://www.csulb.edu/cie) for more information.

### 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](http://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 (EED 7). An application and directions can be downloaded at [www.ced.csulb.edu/graduate/application-packets](http://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:

Take one of the following:

EDP 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.

EDP 595 Qualitative Research Methods in Educ (3)  
Prerequisites: EDP 400 or equivalent.

Take all of the following:

EDSP 546A Induction in Special Education (2)

Prerequisites: Admission to the Master's program and/or Clear credential in special education.

EDSP 546B Induction in Special Education (1)

Prerequisites: Admission to the Master's program and/or Clear credential in special education.

EDSP 550 Emerging Perspectives in Special Education (3)

Prerequisites: None.

2. Required Specialization Courses:

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

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

EDSP 525 Advocacy and the Educational Context of Disability (3)

Prerequisite: Acceptance in the Master of Science in Special Education Program or consent of instructor.

EDSP 582 Research in Special Education: Assessment, Curriculum and Instruction (3)

Prerequisites: Acceptance in the Master of Science in Special Education program or by instructor consent and EDP 520.

3. One of the following advanced methods courses:

EDSP 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.

EDSP 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.

4. One of the following pathways with advisor consultation:
  - A. Comprehensive exam: EDSP 695S, Seminar in Special Education (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 to reach the 30-unit requirement.

## Educational Specialist Degree in School Psychology

The Educational Specialist Degree in School Psychology is a 60-unit program. Graduates of the program are typically employed in PreK-12 education to provide direct and indirect psychological, behavioral and academic support to students. Candidates concurrently meet requirements for the Pupil Personnel Services – School Psychology (PPS/SP) credential required of persons employed as school psychologists in public schools. The program is approved by the National Association of School Psychologists (NASP) and accredited by the state Commission on Teacher Credentialing (CTC). Visit the program website for details ([www.ced.csulb.edu](http://www.ced.csulb.edu)).

### Prerequisites to the Program

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 last degree (not credential or certificate) earned from an accredited institution of higher education. Applicants whose overall GPA is less than 3.00 but meet the University minimum GPA requirement and who present compelling evidence of academic and professional potential, either through recent academic performance and/or experiential background, may be considered for admission at the discretion of the program admission committee.
3. Minimum combined score (Verbal and Quantitative) of 300 on the Graduate Record Exam (GRE) or a master's degree in a related field.
4. Completion of the following or an equivalent (may be taken after admission to the program, but must be taken prior to advancement to candidacy): ED P 405 and ED P 301 or ED P 302.
5. International applicants have additional university application requirements including meeting the English language proficiency requirement. Please visit The Center for International Education (CIE) website at [www.csulb.edu/cie](http://www.csulb.edu/cie) for more information.

### Application to the Program

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 CSU Mentor ([www.csumentor.edu](http://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 School Psychology program must be submitted to the College of Education Graduate Studies Office (EED-7). An application and directions can be downloaded from the College of Education website ([www.ced.csulb.edu/graduate/application-packets](http://www.ced.csulb.edu/graduate/application-packets)).

The program application does not require a set of transcripts. After an initial paper screening, select applicants are invited for an interview with program faculty.

### Classified Admission to the Program

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

### Advancement to Candidacy (Clear Admission to the Program)

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

1. Fulfill the campus Graduation Writing Assessment Requirement (GWAR).
2. Complete ED P 301 or ED P 302, ED P 405, ED P 419, ED P 520, ED P 528, and ED P 603.
3. Resolve all incomplete grades.
4. Maintain a 3.0 grade point average in the prerequisites and in all core courses.
5. Submit to the Graduate Studies Office an Advancement to Candidacy form signed by their program advisor.

### Program Requirements

1. Completion of the following core courses (or equivalent): ED P 419, ED P 517, ED P 518, ED P 520, ED P 524A, ED P 524B, ED P 603.
2. Completion of the following core courses (no equivalents accepted): ED P 527, ED P 528, ED P 536, ED P 560, ED P 579, ED P 641A, ED P 641B, ED P 642A, ED P 642B, ED P 643.
3. Completion of a minimum of 42 units of the 51 unit core program in residency at CSULB.
4. Completion of one of the three 9 unit Emphases: (a) Educational Psychology Emphasis – 9 units from the following: EDP 519, ED P 541, ED P 595, ED P 596, ED P 604, ED P 605; (b) Thesis Emphasis – 6 units of EDP 698 and ED P 519 (quantitative thesis) or EDP 595 (qualitative thesis); or (c) Related Field Emphasis – 9 units from master's degree in a related field.
5. Successful completion of a culminating experience (i.e., comprehensive exam or thesis).
6. All University regulations governing the master's degree apply to the Educational Specialist degree in School Psychology.
7. Candidates are annually evaluated for specific professional competencies. If a candidate is found insufficient on one or more of the competencies, the candidate may be required to complete additional course work, practica, fieldwork, and/or other activities before being approved for the PPS intern or full credential and Ed.S. Degree.
8. Certificate of Clearance prior to enrolling in practica (ED P 641A & B).
9. Pass the Basic Skills Requirement prior to enrolling in practica (ED P 641A & B).
10. Completion of the National School Psychology Examination (ETS/PRAXIS II #10400) prior to completion of the program.



## Graduate Certificate in Applied Disability Studies

The graduate certificate in Applied Disability Studies is designed to prepare graduate students to work with individuals with disabilities in a range of school, healthcare, private sector, community, government agency, and other organizational settings. Students will gain insights and experiences through coursework and fieldwork that will strengthen their knowledge and skills in working with individuals with disabilities. This interdisciplinary program includes coursework from across Departments and Colleges in the University. The certificate program consists of 18 units; 6 specific units are required for this program, and the student will consult with the program advisor in selecting 3- 6 units of fieldwork requirements, and 6 – 9 units of elective courses.

Applicants to the Graduate Certificate in Applied Disability Studies must have earned a Bachelor's degree and be matriculated in a Master's degree program at CSULB. Students must earn the graduate certificate in Applied Disability Studies while in matriculated status as a graduate student at CSULB.

### Requirements

- 1) Submit an application for the Graduate Certificate in Applied Disability Studies to the College of Education Office of Graduate Studies.
- 2) Be matriculated in a master's degree program at CSULB.
- 3) Complete the following coursework:
  - (i) Required course  
EDSP 570 Community Inclusion: Introduction to Individuals with Disabilities (3 units)
  - (ii) Select one of the following two courses:  
EDSP 525- Advocacy and the Educational Context of Disability (3 units) OR REC/GERN 469/569 - Disability, Culture and Society: Issues and Intervention (3 units)
  - (iii) Complete 3 – 6 units of clinical field experience/ internship (a minimum of 3 units is required for the Graduate Certificate program in Applied Disability Studies). This fieldwork will typically be a required component of the master's degree program that you are pursuing, and you will complete 90 hours of fieldwork with individuals with disabilities during your graduate fieldwork. Contact the program advisor if your master's degree program does not include at least 3 units of practicum/fieldwork experiences.
  - (iv) Choose 6 – 9 units of electives from any college in consultation with the Graduate Certificate program advisor.

## 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](http://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 (EED-7) or to the Teacher Preparation and Advising Center (EED-67) for the Preliminary Specialist Education Credential. A PPS and Clear Credential program application and directions can be downloaded at [www.ced.csulb.edu/graduate/application-packets](http://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 three Pupil Personnel Services Credential programs issued by the California Commission on Teacher Credentialing (CTC): School Counseling and School Psychology.

School Psychology Credential: Please see Education Specialist in School Psych.

### 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 last degree (not credential or certificate) earned from an accredited institution of higher education. Applicants whose overall GPA is less than 2.85 but meet the University minimum GPA requirement and who present compelling evidence of academic and professional potential either through recent academic performance and/or experiential background, may be considered for admission at the discretion of the program admission committee.
3. International applicants have additional university application requirements including meeting the English language proficiency requirement. Please visit The Center for International Education (CIE) website at [www.csulb.edu/cie](http://www.csulb.edu/cie) for more information.

### 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](http://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, COUN 513, COUN 515; SDHE

538, or their equivalent upon approval of the instructor.

COUN 606 Current Issues in Professional School Counseling (3)

Prerequisites: COUN 506.

COUN 607 School Counseling Practicum (3)

Prerequisites: COUN 506, COUN 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, COUN 513, COUN 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 COUN 644A.)

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

Prerequisites: COUN 507, COUN 638, COUN 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, COUN 555, COUN 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: For majors in MA in Educational Psychology: ED P 419 or equivalent. For other majors: ED P 400 or equivalent.

EDP 536 Collaborative Consultation in the Schools (3)

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

EDP 596 Program Evaluation in Education (3)

Prerequisites: EDP 400 and EDP 520, or equivalent.

EDP 604 Seminar in Human Development (3)

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

3. Fieldwork:

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, COUN 638, COUN 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 Psychology Credential

See "Educational Specialist in School Psychology" 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 – Education Specialist Credential and Intern Option: Mild/Moderate Disabilities (code 468) Moderate/Severe Disabilities (code 469)

### Clear Education Specialist Credential: Mild/Moderate Disabilities (code 468) Moderate/Severe Disabilities (code 469)

### Preliminary – 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](http://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](http://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. 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:

EDP 301, EDP 302, HDEV 307, 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.

EDP 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.

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

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

EDP 560 Functional Behavior Assessment and Positive Behavior Support (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.

The candidate's overall grade point average must continue to meet the program admission standard. A 3.0 grade point average 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 advanced fieldwork 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.
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 POSC 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: November 1 for spring student teaching; April 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 (EED-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.

### **Clear Education Specialist Credential:**

#### **Mild/Moderate and Moderate/Severe**

Candidates who have completed their Education Specialist Preliminary credential can earn the Education Specialist Clear Credential at CSU Long Beach. The advanced Clear Credential program prepares candidates to meet the academic, behavioral, and social-emotional learning needs of all students with disabilities from birth-22 under IDEA categories. Candidates must earn the Clear credential within 5 years of completing the Education Specialist Preliminary credential.

Candidates can earn their Clear credentials in the following areas:

- Education Specialist Mild/Moderate Professional Clear Credential
- Education Specialist Moderate/Severe Professional Clear Credential

These two professional Clear credentials align with our Preliminary Credential Program at CSULB that offers both the mild/moderate and moderate/severe Preliminary

credentials.

Graduates may concurrently enroll in the Master of Science in Special Education Degree program at CSULB. The Master of Science in Special Education Degree program develops advanced knowledge and skills in current research in special education, and promotes reflective inquiry in special education practice. Candidates receive multiple opportunities to develop critical thinking and writing skills through coursework and the culminating capstone experience i.e., either a comprehensive exam or a thesis.

#### **Prerequisite Conditions and Requirements**

1. Admission to the University.
2. Minimum 2.85 overall grade point average in last degree (not credential or certificate) earned from an accredited institution of higher education. Applicants whose overall GPA is less than 2.85 but meet the University minimum GPA requirement and who present compelling evidence of academic and professional potential either through recent academic performance and/or experiential background, may be considered for admission at the discretion of the program admission committee.
3. Completion of Preliminary/Level I Credential or Certificate of Eligibility.
4. CPR certification.
5. Two letters of recommendation (from employer and a university faculty member at previous institution).
6. Interview with program faculty.
7. Attendance at an on-campus program orientation.

Upon acceptance to the program, candidates will attend a mandatory orientation meeting at which time they will complete an Individualized Induction Plan (IIP) with the Clear Credential program coordinator. This program planner will assist candidates in taking courses in an appropriate sequence.

#### **Credential Activities**

Candidates will complete supervised observations with a university faculty member

Candidates will develop a portfolio, which includes observation logs, lesson plans, and reflections

#### **Coursework**

The Clear credential requires 12-units of upper division and graduate courses that must be taken at the 500/600-level taken at CSULB. Credential requirements include the following courses:

Foundation Courses (6 units):

EDSP 546A Induction in Special Education (2 units)

EDSP 546B Induction in Special Education(1 units)

EDSP 550 Emerging Perspectives in Special Education (3 units)

Specialization Courses (6 units, select any 2 of the following courses)

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

EDSP 525 Advocacy and the Educational Context of Disability (3 units).

EDSP 582 Research in Special Education:

Assessment, Curriculum, and Instruction (3 units)  
 EDSP 577 Instructional Methods and Strategies for  
 Individuals with Mild/Moderate Disabilities (3 units).  
 EDSP 578 Instructional Methods and Strategies for  
 Individuals with Moderate/Severe Disabilities (3 units)

## 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 3.00 overall grade point average in last degree (not credential or certificate) earned from an accredited institution of higher education. Applicants whose overall GPA is less than 3.00 but meet the University minimum GPA requirement and who present compelling evidence of academic and professional potential either through recent academic performance and/or experiential background, may be considered for admission at the discretion of the program admission committee.
3. Valid California teaching credential.
4. Passage of California Basic Educational Skills Test (CBEST) or equivalent.
5. International applicants have additional university application requirements including meeting the English language proficiency requirement. Please visit The Center for International Education (CIE) website at [www.csulb.edu/cie](http://www.csulb.edu/cie) for more information.

### 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 CSU Mentor ([www.csumentor.edu](http://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 School Psychology program must be submitted to the College of Education Graduate Studies Office (EED-7). An application and directions can be downloaded from the College of Education website ([www.ced.csulb.edu/graduate/application-packets](http://www.ced.csulb.edu/graduate/application-packets)). The program application does not require a set of transcripts. After an initial paper screening, select applicants are invited for an interview with program faculty.

### Requirements

1. Complete the following core courses (24 units):  
 ETEC 510 Foundations of Educational Technology and Media (3)  
 Prerequisite: Either ETEC 411, ETEC 444, equivalent experience satisfying the California Level I computer technology standard, or consent of instructor.

ETEC 523 Information and Digital Literacies (3)  
 Prerequisites: ETEC 444 or equivalent experience satisfying California Level I computer technology standard.

ETEC 525 Digital Culture and Society (3)  
 Prerequisites: None

ETEC 530 Leadership in Technology and Media (3)  
 Prerequisites: ETEC 523, or consent of the instructor.

ETEC 540 Organization of Resources (3)  
 Prerequisites: None

ETEC 551 Education and the Internet (3)  
 Prerequisites: Either ETEC 411, ETEC 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

2. Field Experience (3 units):  
 ETEC 580 Field Experience in Educational Technology (3)  
 Prerequisites: ETEC 523 and either ETEC 530, EDP 520 or EDP 595.

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## Counseling

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- COUN 191 Career and Personal Explorations  
 COUN 360 Life and Career Decisions  
 COUN 506 Counseling in School Settings  
 COUN 508A Family Systems Applied to Aging and Lifespan Development  
 COUN 508B Family Systems Methods  
 COUN 510 Law 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 Medication and Counseling  
 COUN 515 Counseling Theories  
 COUN 522 Counseling Methods and Techniques  
 COUN 543 Human Sexuality Counseling  
 COUN 555 Cross-Cultural Counseling  
 COUN 556 Counseling Children and Adolescents  
 COUN 557 Counseling Couples  
 COUN 601 Trauma and Grief Counseling  
 COUN 606 Current Issues in Professional School Counseling  
 COUN 607 School Counseling Practicum  
 COUN 608 Seminar in Marriage and Family Therapy  
 COUN 609 MFT Practicum  
 COUN 638 Group Counseling  
 COUN 643A,D Counseling Field Work  
 COUN 644A,D Advanced Counseling Field Work  
 COUN 680 Family Trauma Treatment Seminar  
 COUN 681 Spirituality and Counseling  
 COUN 682 Gestalt Psychotherapy  
 COUN 683 Cognitive Behavior Therapy  
 COUN 684 Advanced Clinical Case Formulation Seminar  
 COUN 685 Community Mental Health Counseling

COUN 690 Sem in School Counseling Supervision: Theory & Practice  
COUN 692 Special Topics in Counseling  
COUN 695C Integrative Seminar in Professional School Counseling

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## **Educational Psychology**

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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 390 Selected Topics in Education  
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 497 Independent Study  
EDP 517 Counseling and Mental Health in Schools  
EDP 518 School Crisis Response  
EDP 519 Quantitative Educational Data Analysis I  
EDP 520 Quantitative Research Methods in Education  
EDP 524A Psychoeducational Assessment of Diverse Student Populations  
EDP 524B Psychoeducational Assessment: Clinical Applications.  
EDP 524C Psychoeducational Assessment II: Clinical Applications  
EDP 527 Advanced Assessment for intervention.  
EDP 528 Introduction to School Psychology  
EDP 536 Collaborative Consultation in the Schools  
EDP 541 Seminar in Educational Measurement and Assessment  
EDP 560 Functional Behavior Assessment and Positive Behavior Support  
EDP 579 Curriculum-Based Assessments & Academic Interventions  
EDP 590 Selected Topics in Educational Psychology  
EDP 595 Qualitative Research Methods in Education  
EDP 596 Program Evaluation in Education  
EDP 603 Developmental Risk and Resilience  
EDP 604 Seminar in Human Development  
EDP 605 Theories of Learning, Cognition, Motivation, and Social Development  
EDP 619 Quantitative Educational Data Analysis II  
EDP 641 A, B School Psychology Practicum  
EDP 642A,B Field Work - School Psychology  
  
EDP 643. Systemic Approaches to Interventions in Schools

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## **Foundations of Education**

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EDP 432 Social and Cultural Diversity in Educational Settings  
EDP 485 Theoretical Foundations of Language Minority Education  
EDP 492 Internships in the Human Services  
SCAE 550 Foundations of Social and Cultural Analysis of Education  
SCAE 551 Critical Pedagogies  
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 Education and Global (In)equality  
SCAE 567 Educational Issues in Global Perspective  
SCAE 568 Globalization and Educational Reform  
SCAE 695 Social and Cultural Analysis of Education Capstone

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## **Research**

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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  
EDP 696 Thesis Study: Plan, Development and Organizing Aspects  
EDP 697 Directed Research  
EDP 698 Thesis  
EDP 699 Project

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## **Educational Technology and Media Leadership**

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ETEC 110 Introduction to Computers as Tools  
ETEC 171 Critical Thinking Using Computer Technology  
ETEC 411 Assessment of Computer Technology Competency, Level I  
ETEC 435 Accessible Electronic and Information Technologies  
ETEC 444 Computer Technology in Education, Level I  
ETEC 450. Introduction to Hybrid and Online Teaching and Learning  
ETEC 510 Foundations of Educational Technology and Media  
ETEC 523 Information and Digital Literacies  
ETEC 525 Digital Culture and Society  
ETEC 530 Leadership in Technology and Media  
ETEC 535 Accessible Electronic and Information Technologies  
ETEC 540 Organization of Resources  
ETEC 545 Reading for Leisure and Learning  
ETEC 551 Education and the Internet  
ETEC 570 E-Learning Design and Development  
ETEC 580 Field Experience in Educational Technology  
ETEC 695 Seminar in Educational Technology

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## **Education Specialist (Special Education)**

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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 525 Advocacy and the Educational Context of Disability  
 EDSP 534 Collaboration and Transition in Special Education  
 EDSP 535 Collaborative Partnerships and Effective Communication in School Settings  
 EDSP 542 Technology in Special Education  
 EDSP 546 A, B Induction in Special Education  
 EDSP 550 Emerging Perspectives in Special Education  
 EDSP 564 Assessment and Evaluation of Students with Disabilities  
 EDSP 570 Community Inclusion  
 EDSP 577 Instructional Methods: Mild/Modertae  
 EDSP 578 Instructional Methods: Modertate/Severe  
 EDSP 582 Research in Special Education  
 EDSP 586 Education Specialist Intern Supervision  
 EDSP 587 A,B Advanced Field Study Mild/Moderate  
 EDSP 588 A,B Advanced Field Study Moderate/Severe  
 EDSP 695S Seminar in Special Education

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## Counseling Courses (COUN)

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### 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 360/ COUN 360.

### UPPER DIVISION

#### 360. 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 360. Letter grade only (A-F).

### 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).

#### 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).

### **522. Counseling Methods and Techniques (3)**

Prerequisites/Corequisites: COUN 513, COUN 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).

### **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).

### **555. Cross-Cultural Counseling (3)**

Prerequisites: COUN 510, COUN 513, COUN 515; COUN 506 for School Counseling Option, SDHE 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 COUN 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 COUN 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).

### **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, COUN 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). Course fee may be required.

### **608. Seminar in Marriage and Family Therapy (3)**

Prerequisites: COUN 510, COUN 511, COUN 512, COUN 513, COUN 515, COUN 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, COUN 511, COUN 512, COUN 513, COUN 515, COUN 522, and COUN 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). Course fee may be required.

### **638. Group Counseling (3)**

Prerequisites: Admission to the MS in Counseling, and/or PPS School Counseling Credential, or School Psychology Program, COUN 510, COUN 513, COUN 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,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 COUN 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. Course fee may be required.

### **D. Marriage and Family Therapy (3)**

Prerequisites: COUN 608, COUN 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. Course fee may be required.

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

#### **A. Advanced School Counseling (3)**

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

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. Course fee may be required.

#### **D. Marriage and Family Therapy (3)**

Prerequisites: COUN 638, COUN 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. Course fee may be required.

### **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.

### **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), COUN 555, COUN 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).

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## **Educational Psychology Courses (EDP)**

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### **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.

### **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). Course fee may be required.

### **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.

### **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.

### **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)**

Prerequisites: Admission to School Psychology program; concurrent enrollment in EDP 641A or EDP 641B; or consent of instructor.

Theory, research, and techniques of counseling and mental health service delivery used in individual and group counseling.

Not open for credit to students with credit in EDP 631. Letter grade only (A-F). Course fee may be required.

### **518. School Crisis Response (3)**

Prerequisite: EDP 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: EDP 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: EDP 419 or equivalent. For other majors: EDP 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 of Diverse Student Populations (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 in diverse student populations. Emphasis is on the psychometric and socio-cultural strengths and limitations of published, norm-referenced tests of cognitive and academic functioning.

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).

### **ED P 524C. Psychoeducational Assessment II: Clinical Applications (2)**

Prerequisite(s): ED P 528; ED P 524A; ED P 524B; and admittance to the School Psychology Program.

Course Description: Application of psychoeducational assessment practices within a clinical setting with school-age youth from diverse backgrounds. Advanced training in selection, administration, and interpretation of individually-administered tests of achievement, cognition, and psychological processing. Letter grade only (A-F).

### **527. Advanced Assessment for Intervention (3)**

Prerequisites: EDP 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). Course fee may be required.

### **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). Course fee may be required.

### **536. Collaborative Consultation in the Schools (3)**

Prerequisites/Corequisites: COUN 643A, COUN 644A, EDP 642A, EDP 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). Course fee may be required.

### **541. Seminar in Educational Measurement and Assessment (3)**

Prerequisites: EDP 419, EDP 519, and EDP 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: EDP 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). Course fee may be required.

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

Prerequisites: Admission to the school psychology program and EDP 524A and EDP 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: EDP 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: EDP 419 and EDP 520, or equivalent. For other majors: EDP 400 and EDP 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: EDP 301 or EDP 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 EDP 302, and EDP 400 or EDP 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 EDP 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, EDP 524B, and EDP 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. Course fee may be required.

### **641B. School Psychology Practicum (2)**

Prerequisites: Admission to the school psychology program, EDP 524A, EDP 524B, EDP 528, and EDP 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. Course fee may be required.

### **642A. Field Work I - School Psychology (1-3)**

Prerequisites: EDP 579, EDP 641B; concurrent enrollment in EDP 560; approval of program coordinator.

Students complete 200 hours of supervised school psychology fieldwork per unit for a maximum of 3 units (600 Hours). Placements should include at least 300 hours in a setting that serves at least 50% culturally and linguistically diverse students.

Letter grade only (A-F). May be repeated to a maximum of 3 units in different semesters. Course fee may be required.

### **642B. Field Work II - School Psychology (1-3)**

Prerequisites: EDP 579, EDP 641A; concurrent enrollment in EDP 518; approval of program coordinator.

Students complete 200 hours of supervised school psychology fieldwork per unit for a maximum of 3 units (600 Hours). Placements should include at least 300 hours in a setting that serves at least 50% culturally and linguistically diverse students.

Letter grade only (A-F). May be repeated to a maximum of 3 units in different semesters. Course fee may be required.

### **643. Systemic Approaches to Interventions in Schools (3)**

Prerequisite: ED P 579 Curriculum based assessment and academic interventions

Applying implementation science to promote or improve implementation of multi-tiered systems of support (MTSS). Various models of systems change will be reviewed. Each student will engage in a field project to advance one or more components of MTSS.

Letter grade only [A-F].

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

Prerequisites: EDP 400 or EDP 419 and EDP 520 or EDP 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 EDP 520 or EDP 595 or EDP 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 the deadline as seen on the Graduate Advising home page for the fall or spring semester to receive

consideration for admission.

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## **Education Specialist Courses (EDSP)**

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

Corerequisites: 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.

Letter grade only (A-F). Two 2-hour fieldwork observations of individuals with exceptionalities in educational settings are required. Course fee may be required. (Field work)

### **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. Course fee may be required.

### **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). Course fee may be required.

### **525. Advocacy and the Educational Context of Disability (3)**

Prerequisite: Acceptance in the Master of Science in Special Education Program or consent of instructor.

Effective advocacy for fundamental change in educational settings to improve the lives of persons with disabilities from diverse backgrounds grounded in the literature with an emphasis on understanding the

social, cultural, and educational contexts of disability.

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 Clear Credential 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 Clear Credential 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).

### **546A Induction in Special Education (2)**

Prerequisite: Acceptance into Masters Program in Special Education or consent of instructor.

Reflection on evidence of practice through collaboration and teacher action research. Induction and formative assessment of candidates clearing the Education Specialist Credential. Development of Individualized Induction Plan and supervision in field.

Application should be made by the deadline as seen on the Graduate Advising home page for the fall or spring semester to receive consideration for admission

Letter grade only (A-F). Not open for credit to students with credit in EDSP 546C.

### **546B Induction in Special Education (1)**

Prerequisite: Acceptance into Masters Program in Special Education or consent of instructor.

Reflection on evidence of practice through collaboration and teacher action research. Induction and formative assessment of candidates clearing the Education Specialist Credential. Development of Individualized Induction Plan and supervision in field.

Application should be made by the deadline as seen on the Graduate Advising home page for the fall or spring semester to receive consideration for admission

Letter grade only (A-F). Not open for credit to students with credit in EDSP 546C.

### **550. Emerging Perspectives in Special Education (3)**

Prerequisite: Acceptance in Education Specialist Clear Credential 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: 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). Course fee may be required.

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

Prerequisites: Acceptance in Education Specialist Clear Credential 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 Clear Credential 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.  
Prerequisite/Corequisite: 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). Course fee may be required.

### **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.  
Prerequisite/Corequisite: 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). Course fee may be required.

### **570. Community Inclusion: Introduction to Individuals with Disabilities (3)**

Prerequisite: None

Overview of approaches, services, strategies, and research associated with the education and community inclusion of people with disabilities.

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).

### **582. Research in Special Education: Assessment, Curriculum and Instruction (3)**

Prerequisites: Acceptance in the Master of Science in Special Education program or by instructor consent and EDP 520.

Research practices in assessment and data-based decision making responsive to individual cultural, socioeconomic and linguistic characteristics; acquisition of knowledge necessary to integrate curriculum within systems that provide academic and social skills instruction to students with disabilities.

Letter grade only (A-F).

### **586. Education Specialist Intern Supervision (1)**

Prerequisite: Full admittance to Education Specialist Intern Program  
Candidates will be assigned a fieldwork supervisor who will provide support and supervision through classroom visits, online, and other means as needed. Specific emphasis on teaching English learners with disabilities.

Credit/No Credit grading only

### **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 the deadline as seen on the Graduate Advising home page for the fall or spring semester to receive consideration for admission.

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. Course fee may be required.

### **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 the deadline as seen on the Graduate Advising home page for the fall or spring semester to receive consideration for admission

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. Course fee may be required.

### **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 the deadline as seen on the Graduate Advising home page for the fall or spring semester to receive consideration for admission.

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. Course fee may be required.

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

Prerequisite: EDSP 588A or concurrent enrollment in EDSP 588A upon advisement by their faculty advisor. Application for admission should be made by the deadline as seen on the Graduate Advising home page for the fall or spring semester to receive consideration for admission.

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. Course fee may be required.

### **695S. Seminar in Special Education (3)**

Prerequisites: Advancement to candidacy, and written application to Graduate Office. Application for enrollment must be made by the deadline as seen on the Graduate Advising home page for the fall or spring semester to receive consideration for admission.

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).

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## **Educational Library Courses (ELIB)**

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### **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). Course fee may be required.

### 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). Course fee may be required.

### 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).

### 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). Course fee may be required.

### 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 by the deadline as seen on the Graduate Advising home page for the fall or spring semester to receive consideration for admission.

Letter grade only (A-F). Course fee may be required.

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## Educational Technology Courses (ETEC)

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## 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.

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

Prerequisite: Either ETEC 110, ETEC 411, ETEC 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)

### 450. Introduction to Hybrid and Online Teaching and Learning (1)

Characteristics of hybrid and online teaching and learning; analysis and design of digital resources and learning activities; analysis of management and legal/ethical issues of online teaching and learning.

## GRADUATE LEVEL

### 510. Foundations of Educational Technology and Media (3)

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

Introduction to technology and media use in education and training. 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 technology and media.

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

### 523. Information and Digital Literacies (3)

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

Information and digital literacies; principles and theories for integrating technologies into learning environments to improve planning, designing and implementing learning experiences; issues of technology planning, collaboration, and assessment; and digital citizenship. Course meets Level II Technology Standards.

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



### **525. Digital Culture and Society (3)**

Critical examination of social and cultural implications of information technologies and media. Issues of cultural bias, equity, and questions of who benefits from particular technologies. International applications and implications of information technologies.

### **529. Educational Technologies in Science, Engineering, and Mathematics (3)**

Prerequisite: Basic teaching credential or consent of instructor.

Participants will: (a) learn about pedagogical innovations in math, science, and engineering education using technology, (b) plan, implement, assess, and refine technology-based lesson(s) in math, science, and engineering, and (c) use Internet and social networking tools for ongoing professional development. Field experience required.

Letter grade only (A-F).

### **530. Leadership in Technology and Media (3)**

Prerequisites: ETEC 523 or consent of the instructor.

Examines the role of leadership as it relates to the implementation of educational technologies and media. Theory, knowledge, and skills necessary to use, evaluate, plan, manage, and implement technologies effectively. Administrative issues associated with computers, including security and cyber-ethics.

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

Prerequisite: Either ETEC 110, ETEC 411, ETEC 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).

### **540. Organization of Resources (3)**

Theories of organizing resources; rationale and use of library catalogs; principles and practice in classification and cataloging applied to information organizations; technical processing and organization resources; managing collections and their access.

Letter grade only (A-F). Not open for credit to students with credit in ELIB 540.

### **545. Reading for Leisure and Learning (3)**

Selection and use of a wide variety of literature and informational texts to reinforce literacy instruction; reading promotion for learning, personal growth and enjoyment.

Letter grade only (A-F).

### **551. Education and the Internet (3)**

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

Survey of educational applications throughout 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.

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

### **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 3 hour)

### **580. Field Experience in Educational Technology (3)**

Prerequisites: ETEC 523 and either ETEC 530, EDP 520 or EDP 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). Course fee may be required.

### **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 the deadline as seen on the Graduate Advising home page for the fall or spring semester to receive consideration for admission.

Letter grade only (A-F). May be repeated to maximum of 6 units.

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## **Social and Cultural Analysis of Education Courses (SCAE)**

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### **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 EDP 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 EDP 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 EDP 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 EDP 672.

**566. Education and Global (In)equality (3)**

Examination of historical and contemporary global power structures that contribute to educational inequality; investigation of neocolonialism and the influence of international organizations in educational development; discussion of strategies 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 EDP 582.

**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 EDP 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).