

# EDUCATION, COLLEGE OF

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**Advanced Studies in Education and Counseling  
(EDP, EDSP, COUN, ETEC, and ELIB)** (562) 985-4517  
Lesley Farmer, Chair

**Educational Leadership (EDLD, EDAD, SDHE):** (562) 985-4998  
Anna Ortiz, Chair

**Liberal Studies (L/ST)** Jessica Pandya, Chair (562) 985- 8187

**Single Subject Teacher Education (EDSS)** (562) 985-5326  
Jared Stallones, University Coordinator

**Teacher Education (CTED, EDCl, EDEC, EDEL, EDME, EDMS,  
EDRG, EDSE)**  
Paul Boyd-Batstone, Chair (562) 985-4507

## Introduction

The College of Education's mission is to create and nurture a learning and teaching community committed to equity and excellence in education. We fulfill our purpose by preparing professional educators and practioners who promote equity and excellence in diverse urban settings through pedogogy evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

The College provides undergraduate and graduate studies in education through three departments - Liberal Studies, Teacher Education, and Advanced Studies in Education and Counseling - and one university-wide program - the Single Subject Credential Program. Curriculum in college programs focuses on the preparation of personnel for teaching and educational service in pre-school settings, elementary, middle and high schools, community colleges, adult programs, and other educational agencies. Descriptions that include prerequisites and requirements for each credential, certificate, and degree program are listed in this catalog in the department that houses the particular program. Doctoral program information is included at the end of this section.

College programs are accredited by the National Council for Accreditation of Teacher Education (NCATE) and the State Commission on Teacher Credentialing (CTC).

Please visit the college website at [www.ced.csulb.edu](http://www.ced.csulb.edu) for detailed information on departments, programs, centers, and offices.

## Programs at a Glance

Bachelor of Arts in Liberal Studies

Master of Arts in Education with Options in:

- Educational Administration
- Educational Psychology
- Educational Technology and Media Leadership
- Curriculum and Instruction
- Dual Language Development
- Early Childhood Education
- Reading and Language Arts
- Mathematics Education
- Social and Cultural Analysis of Education

Master of Science in Special Education

Master of Science in Counseling with Options in:

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

Ed.S. in School Psychology

Ed.D. in Educational Leadership

## Teaching Credentials

Elementary:

- Preliminary Multiple Subject Credential Program
- Preliminary Multiple Subject Credential Program with Bilingual Authorization

Integrated Teacher Education Program (ITEP)

Secondary:

- Single Subject Credential Program
  - Art, Biological Sciences, Chemistry, English (Emphasis in Black Studies, Comparative Literature, Creative Writing, Journalism, Language and Linguistics, Literacy and Composition, Literature, Speech, Theatre Arts), Geosciences, Health Science, Home Economics (Inactive), Languages Other than English (French, German, Italian, Japanese, Latin, Spanish), Mathematics, Music, Physical Education (Adapted P.E., Elementary School, Secondary School), Physics, Social Science (covering Anthropology, Economics, Geography, History, Political Science, Psychology, Sociology)

Specialist Teaching Credentials:

- Reading and Language Arts (currently not accepting students)

- Education Specialist Credential Program, Preliminary: Mild/Moderate Disabilities or Moderate Severe Disabilities

- Education Specialist Credential Program, Clear: Mild/Moderate Disabilities or Moderate/Severe Disabilities

Services Credentials:

- Preliminary Administrative Services
- Professional Administrative Services
- Teacher Librarian Services

- School Counseling
- School Psychology

Graduate Certificates:

Community College  
Disability Studies  
Other Credentials and Authorizations:  
Please refer to the College of Health and Human  
Services section of this catalog for credential programs  
in:  
Adapted Physical Education  
Health Services (School Nurse) (Inactive)  
Speech-Language Pathology Services  
School Social Work, Child Welfare, and Attendance

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## Credential Programs

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Public school teaching and service credentials in California are regulated by the state legislature and administered by the State Commission on Teacher Credentialing (CTC). Credential programs offered at CSULB have been developed to meet current requirements, which are complex and continually reviewed and changed by legislative and agency action. Candidates for all credentials must meet legal requirements in effect when completing credential programs. It is the responsibility of the candidate to be familiar with the program requirements. For information regarding admission, academic requirements, and fieldwork, contact the specific credential program coordinator. For information on state credential laws and regulations, pending changes, and new legislation, contact the Credential Center (ED1-42; 562/985-4109; [credentials@csulb.edu](mailto:credentials@csulb.edu)).

### Basic Teaching Credentials

There are three types of basic teaching credentials: Multiple Subject, Single Subject, and Education Specialist.

The Preliminary Multiple Subject Credential authorizes the holder to teach all subjects in a self-contained classroom. A teacher authorized for multiple subject instruction may be assigned to teach in any self-contained classroom — pre-K to grade 12, or in classes for adults. In practice, most teachers with a multiple subject authorization teach in elementary schools. In addition to completing a sequence of professional preparation courses and student teaching, candidates for the Multiple Subject Credential must demonstrate subject matter competence by passing the California Subject Examinations for Teachers: Multiple Subjects (CSET: Multiple Subjects) as a condition of entry to the program. With additional course work, students in the Preliminary Multiple Subject Credential Program may earn a Bilingual Authorization in Spanish, Chinese (Mandarin), Korean, or Vietnamese. For detailed information on the Multiple Subject Credential Program, refer to the Teacher Education Department section in this catalog or visit the Teacher Preparation Advising Center (ED1-67; 562/985-1105).

One of the pathways to a Multiple Subject credential is the Integrated Teacher Education Program (ITEP). ITEP combines undergraduate study of academic subjects aligned to the California standards for the K-8 curriculum with professional preparation courses, field experiences, and student teaching. ITEP students may also complete the requirements for the Education Specialist Credential

or Bilingual Authorization along with those for the Multiple Subject Credential and receive dual authorization. ITEP students are required to demonstrate subject matter competence by passing the CSET: Multiple Subjects exam as a condition of advancement to student teaching. For detailed information on the ITEP program, refer to the Liberal Studies section of this catalog or contact the Liberal Studies Department (AS 133; 562/985-4228).

The Single Subject Credential authorizes the holder to teach a specified subject. A teacher authorized for single subject instruction may be assigned to teach this subject at any grade level — pre-K through grade 12, or in classes for adults. In practice, most teachers with a single subject authorization teach departmentalized classes in middle, junior high or senior high schools. CSULB offers Commission on Teacher Credentialing-approved Subject Matter Programs in Art, Biological Sciences, Chemistry, English Geosciences, Health Science, Home Economics, Industrial and Technology Education, Languages Other than English (French, German, Italian, Japanese, Latin, Spanish) Mathematics, Music, Physical Education (Adapted P.E., Elementary School, Secondary School), Physics, and Social Science. For detailed information on the Single Subject Credential Program, refer to the Single Subject Teacher Education section in this catalog or visit the Teacher Preparation Advising Center (ED1-67; 562/985-5325).

The Education Specialist Credential authorizes a candidate to teach in a special education assignment with students with special needs. This K-12 credential certifies individuals to work as a special day class teacher, inclusion support teacher or resource specialist. In addition to completing a sequence of professional preparation courses and student teaching, candidates must demonstrate subject matter competence by passing all three sub-tests of the California Subject Examinations for Teachers: Multiple Subjects, or the appropriate CSET exam in Math, Science, or Language Arts as a condition of entry to the program. Another pathway to the Education Specialist Credential is the Integrated Teacher Education Program (ITEP), through which students can earn dual authorization to teach Multiple Subjects and Special Education. For detailed information on the Education Specialist Credential Program, refer to the Advanced Studies in Education and Counseling section in this catalog or visit the Teacher Preparation Advising Center (ED1-67; 562/985-1105).

Elementary and secondary teachers who wish to diversify their teaching authorizations may do so by fulfilling specific requirements. Further information is available in the Credential Center (ED1-42; 562/985-4109; [credentials@csulb.edu](mailto:credentials@csulb.edu)).

### Obtaining the Preliminary Credential

Requirements for the Preliminary and Professional Clear credentials are set by the Commission on Teacher Credentialing in accordance with state law. Requirements for the Preliminary credential include:

1. a bachelor's degree from an accredited institution
2. an approved professional preparation program, including the teaching of reading and student teaching

3. verification of subject matter competence (coursework or examination)
4. passage of CBEST (California Basic Educational Skills Test) or an equivalent basic skills test
5. completion of an approved course or examination in the U.S. Constitution
6. demonstration of Level I computer technology proficiency (course or exam)
7. for Multiple Subject and Education Specialist candidates, passage of the Reading Instruction Competence Assessment (RICA)

Graduates of CSULB credential programs meet Commission and program requirements and are recommended for the Preliminary credential by the College.

### **Obtaining the Professional Clear Credential**

The Preliminary Credential is valid for five years from the date of issuance and is not renewable. During the first five years of teaching, teachers are expected to earn the Professional Clear Credential through a Commission-approved Professional Teacher Induction Program sponsored by a school district, county office of education, college or university, consortium, or private school.

For information on the Professional Clear credential, contact the Credential Center (ED1-42; 562/985-4109; [credentials@csulb.edu](mailto:credentials@csulb.edu)).

### **Entry Levels for Basic Credential Programs**

Credential programs may begin at five different levels:

1. Qualified candidates who wish to earn the Multiple Subject Credential or MSCD and ESCP may begin the Integrated Teacher Education Program (ITEP) in the Liberal Studies Department as first-term freshmen. This program leads to the Multiple Subject Credential in four and a half years of full time, accelerated study.
2. Qualified transfer students from community colleges who wish to earn the Multiple Subject Credential and who have started the Integrated Teacher Education Program (ITEP) at their community college may continue the program as transfer students. This program leads to the Multiple Subject Credential in four and a half years of full time, accelerated study. Candidates in the Urban Dual Credential Pathway may earn both MSCP and ESCP in 5 years.
3. Junior level - With a carefully planned program, credential program courses may be taken as electives as early as the first semester of the junior year with completion of the program coming as early as the first semester after graduation.
4. Senior level - Credential program courses may be taken during the senior year as electives. The remaining credential courses and student teaching are then completed at the post-baccalaureate level. (Note: By petition only, up to twelve units of course work taken in the final undergraduate semester -- and not needed to meet major or degree requirements -- may be counted as postgraduate credit toward credit on a district salary ladder. This petition must be filed prior to graduation. Information is available in the Teacher Preparation

Advising Center (ED1-67; 562/985-1105).

5. Graduate level - The entire credential program may be completed at the post-baccalaureate level.

### **Application to Credential Programs**

Information on application to basic credential programs is available in the Teacher Preparation Advising Center (ED1-67; 562/985-1105). Students currently not enrolled in the University must file an application for admission to the University ([www.csumentor.edu](http://www.csumentor.edu)) as well as an application to the specific program. Note: Some programs have established application periods each year that are separate from the University application periods and process.

### **Application for Student Teaching**

Candidates for student teaching for the summer or fall term of any year must apply by the deadline as seen on the Graduate Advising home page for the fall or spring semester to receive consideration for admission Student Teaching application deadlines are firm.

Candidates for student teaching must attend a Student Teaching Application Meeting which is the only venue for distributing applications. Dates and times for each application period are posted on bulletin boards and program websites.

### **Appeal Process**

Students may address an appeal to the appropriate committee regarding any policy related to admission and continuation in a teacher preparation program. Petition forms and assistance are available in the Teacher Preparation Advising Center (ED1-67; 562-985-1105).

### **Designated Subjects Credentials**

The Designated Subjects Credential Programs at CSULB are currently inactive and not accepting new students. These programs prepare candidates for Clear credential teaching authorizations in Career Technical Education (CTE) and Adult Education (AE). The CTE credential authorizes the holder to teach the subjects named on the credential in grades 12 and below and in classes organized primarily for adults in technical, trade or vocational courses. The AE credential authorizes the holder to teach specific academic and non-academic subjects named on the credential in courses organized primarily for adults and in adult education programs administered by school districts.

### **Specialist Credentials**

CSULB offers programs leading to a Reading Certificate. Both require a valid basic teaching credential. (Note: the Adapted Physical Education Credential is available through the Department of Kinesiology. Refer to the College of Health and Human Services section of this catalog.)

### **Service Credentials**

Service credential programs are available in the following areas: Preliminary Administrative Services, Professional Administrative Services, Teacher Librarian Services, School Counseling, and School Psychology. Both the Preliminary Administrative Services and the Teacher Librarian Services credentials require a valid basic teaching credential. (Note: Speech-Language Pathology Services, and School Social Work, Child Welfare and Attendance credentials are also

available at CSULB. Refer to the College of Health and Human Services section of this catalog.)

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## **Degree Programs**

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### **Bachelor's Degree Programs**

The college offers a bachelor's degree in Liberal Studies through the Liberal Studies Department. The Liberal Studies Track I major is a cross-disciplinary liberal arts program of study that meets both the General Education and major requirements of the university. This major prepares students in the broad content necessary for successful elementary school teaching. Track I students often begin taking credential program courses in the junior or senior year, and complete the credential program in the first year after graduating. The Integrated Teacher Preparation Program (ITEP) is a Liberal Studies major that combines a broad liberal arts course of study with teacher preparation courses. ITEP students graduate with both a BA degree and a Preliminary Multiple Subject Teaching Credential. Through a new UDCP pathway ITEP students may now earn both their MS and ES teaching credentials with their BA degree. For more information, refer to the Liberal Studies Department section of this catalog.

### **Master's Degree Programs**

Master's degree programs are offered in three departments within the College. General procedures, policies, requirements, and applications for the master's degrees are available from the Graduate Studies Office, ED1-7 ([www.ced.csulb.edu/graduate](http://www.ced.csulb.edu/graduate)), and are listed following each option in the appropriate section of the catalog. In order to pursue a master's degree, students must submit applications to both the University and the program.

The Advanced Studies in Education and Counseling Department offers a Master of Science degree in Counseling, with Options in Marriage and Family Therapy, and School Counseling, and a Master of Science degree in Special Education. The Master of Arts in Education degree is offered with Options in Educational Psychology, Educational Technology and Media Leadership, and Social and Cultural Analysis of Education. The ASEC department also offers the Educational Specialist degree and the PPS credential in School Psychology.

The Teacher Education Department offers six options in the Master of Arts in Education: Curriculum and Instruction (Elementary Education), Curriculum and Instruction (Secondary Education), Dual Language Development, Early Childhood Education, Mathematics Education, and Reading/Language Arts. The Educational Leadership Department offers a Master of Arts in Education degree in Education Administration and a Master of Science in Counseling degree in Student Development in Higher Education.

To be considered for admission to a master's degree program, students must submit a program application, test scores (if applicable), and any additional program requirements to the Graduate Studies office in the College of Education. Program applications vary; please check the

individual program for additional requirements. Program applications may be obtained from the Graduate Studies office (ED1-7; 562/985-8476; [www.ced.csulb.edu/graduate](http://www.ced.csulb.edu/graduate)). Please note: Not all programs admit students for the spring semester. For additional program information and contact numbers for advisors, visit the College of Education website at [www.ced.csulb.edu](http://www.ced.csulb.edu) and navigate to the appropriate program.

All master's degree candidates in education are required either to complete a thesis or project or take a comprehensive examination according to the requirements of the degree or degree option. Application for enrollment for thesis, project, or comprehensive examination 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.



# 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: ED P 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).

# EDUCATIONAL LEADERSHIP

**Department Chair:** Anna Ortiz

**Program Coordinator:** Heidi Gilligan

**Department Coordinator:** Charline Dizon

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**Faculty:** Shametrice Davis, Don Haviland, Angela M. Locks, John Murray, Karen Nakai, Jonathan O'Brien, Anna Ortiz, James Scott, Charles Slater, Linda Symcox, William Vega

## Introduction

The mission of the Educational Leadership Department is to support dynamic, transformative, socially responsible leaders who engage others, value diversity, operate with academic integrity, and believe in people and their educational futures. The department offers graduate level course work in the following programs: Doctor of Education with a specialization in P12 Leadership or Community College/Higher Education Leadership, Masters of Arts with an option in Educational Administration, Masters of Science in Counseling with an option in Student Development in Higher Education, Preliminary Administrative Services Credential, Professional Administrative Services Credential, and the Graduate Certificate in Community College.

## Graduate Degrees

Master of Arts in Education

Option in Educational Administration

Masters of Science in Counseling

Option in Student Development in Higher Education

Doctor of Education with the following specializations:

- Elementary/Secondary Leadership
- Community College/Higher Education Leadership

Credentials

- Preliminary Administrative Services Credential
- Professional Administrative Services Credential – Tier II

Certificate

- Graduate Certificate in Community College

## Master of Arts in Education

### Option in Educational Administration

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).

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

## Prerequisites

The following are required for admission to the program:

1. Baccalaureate degree from an accredited college or university.
2. 15 upper-division units in education, including EDP 400 or equivalent.
3. Minimum 2.85 overall grade point average in 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.
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 Preliminary Administrative Services Masters/Credential Program must be submitted to the College of Education Graduate Studies Office (ED1-7). An application and directions can be downloaded at [www.ced.csulb.edu/graduate/application-packets](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 EDP 400.
3. Complete EDAD 541 and one other EDAD course for a total of 6 units.
4. Resolve all incomplete grades.
5. Maintain a 3.0 grade point average.
6. Submit to the Graduate Studies Office an Advancement to Candidacy form signed by the program coordinator.

## Requirements

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

1. Take one course at the 500 or 600 level in the College of Education (3 units) with the approval of the Educational Administration program coordinator. Areas include Educational Psychology, Educational Technology and Media Leadership, Social and Cultural Analysis of Education, Special Education, Curriculum and Instruction Elementary or Secondary, Dual Language Development, Early Childhood Education, Reading/ Language Arts, Mathematics Education.
2. Take one of the following (3 units):  
EDP 520, EDP 595
3. Take one of the following chosen with advisor consultation:  
EDAD 695, EDAD 698 Thesis (must take 6 units)
4. Take all of the following (21 units):  
EDAD 541 Leadership, Organizational Management, Ethics (3)  
Prerequisites: Admission to the Preliminary Administrative Service Credential Program.  
EDAD 544 Legal Aspects of Education: Implications and Applications for School Leadership (3)  
Prerequisites: EDAD 541.  
EDAD 647A Fiscal Resources Educational Administration (3)  
Prerequisites: EDAD 541.  
EDAD 647B Human Resources in Educational Administration (3)  
Prerequisites: EDAD 541.  
EDAD 649 Urban Schools and Communities: Academic, Social, Political, and Cultural Issues (3)  
Prerequisites: EDAD 541.  
EDAD 677A Curriculum/Program Development and Evaluation (3)  
Prerequisites: EDAD 541. Corequisites: EDAD 677B.  
EDAD 677B Instructional Leadership & Assessment (3)  
Prerequisites: EDAD 541. Corequisites: EDAD 677A.

## Master of Science in Counseling

### Option in Student Development in Higher Education (SDHE)

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.

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

## Prerequisites

The following are required for admission to the program:

1. Baccalaureate degree from an accredited college or 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. 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 (ED1-7). You may only apply to one program per year. A program Option application and directions can be downloaded at [www.ced.csulb.edu/graduate/application-packets](http://www.ced.csulb.edu/graduate/application-packets). The program Option application does not require a set of transcripts.

## Classified Admission

Successful applicants are admitted to the program Option 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 COUN 510, COUN 513; EDP 400; SDHE 538, SDHE 593.
3. Maintain a 3.0 grade point average in all course work.
4. Resolve all incomplete grades.
5. Meet with the program coordinator and faculty advisor
6. Submit to the Graduate Studies Office an Advancement to Candidacy form signed by the program coordinator.

## Requirements

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

- COUN 510 Law and Ethics for Counselors (3)  
Prerequisites: None.
- COUN 513 Introduction to Clinical Interviewing (3)  
Prerequisites: None.
- COUN 515 Counseling Theories (3)  
Prerequisites: COUN 513.
- COUN 555 Cross-Cultural Counseling (3)  
Prerequisites: COUN 510, COUN 513, COUN 515, SDHE 538, or their equivalent upon approval of the instructor.
- 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.
- EDP 400 Introduction to Educational Research (3)  
(or equivalent)  
Prerequisites: None.
- EDP 520 Quantitative Research Methods in Education (3)  
Prerequisites: EDP 400 or equivalent.
- EDP 596 Program Evaluation in Education (3)  
Prerequisites: EDP 400 and EDP 520, or equivalent.
- SDHE 516 Counseling the Adult (3)  
Prerequisites: COUN 515.
- SDHE 538 Student Development in Higher Education (3)  
Prerequisites: None.

SDHE 547 Student Development Theory in Higher Education: Theory to Practice (3)  
Prerequisites: SDHE 538.

SDHE 548 Students in U. S. Higher Education (3)  
Prerequisites: SDHE 538.

SDHE 549 Management of Student Development in Higher Education (3)  
Prerequisites: None.

SDHE 593 Seminar in Professional Development in Counseling and Human Services (1)  
Prerequisites: SDHE 538 and SDHE 548 (must have completed or concurrently enrolled).

SDHE 643B Counseling Field Work: Student Development in Higher Education (3)  
Prerequisites: SDHE 516, SDHE 538.

SDHE 644B Advanced Counseling Field Work: Student Development in Higher Education (3)  
Prerequisites: SDHE 516, SDHE 538, SDHE 643B.

SDHE 693A Intermediate Seminar in Professional Development in Student Development in Higher Education (1)  
Prerequisites: SDHE 593.

SDHE 693B Advanced Professional Development Seminar in Student Development in Higher Education (1)  
Prerequisites: SDHE 593, SDHE 693A.

Take one of the following:

SCAE 560, SCAE 561, SCAE 562

Take one of the following:

EDP 698 Thesis (must take 6 units)  
Comprehensive examination

## Doctor of Education

### P-12 Specialization

### Community College/Higher Education Specialization

The Education Leadership doctoral program is designed to prepare current and future P-16 educational leaders to develop and nurture organizations that are designed to serve the diverse populations of southern California. Graduates of this program will be prepared to serve as leaders in urban education with expertise to function in a global technological society. The program produces reflective practitioners aware of the complex challenges of curriculum, finance, organizational dynamics, and collaboration with local, state, and national stakeholders.

Students will become more effective leaders by (a) solving problems from multiple perspectives; (b) using multicultural competence to interact with personnel, students and community members; (c) challenging assumptions to improve educational systems; and (d) learning to lead organizations toward respect of divergent viewpoints, learning styles, and ranges of ability.

Emphasis is placed on the expanding and changing role of education for social change to meet the needs of society. Graduate students in a learning cohort community will experience an interdisciplinary approach to the study of educational leadership, teaching and learning, organizational development, management and research.

Graduates of the program will be qualified for a variety

of teaching and leadership positions in education and education-related settings, such as superintendent, central office administrator, school principal in P-12, or chancellor, president or administrator in community colleges or 4-year universities.

### University Admission

Applications are reviewed annually and students accepted to the program begin study in the summer of each year. Students must file an application for Graduate Admission along with one complete set of official transcripts from all educational institutions with the University Office of Admissions.

### Program Admission

In addition to the university application, prospective students must also submit a program application. Admission is granted on a competitive basis; meeting the minimum requirements qualifies an individual for consideration but does not guarantee admission to the program. Requirements for admission will apply to all Ed.D. applicants and include:

1. Evidence of completing an acceptable baccalaureate degree earned at a regionally accredited institution.
2. Evidence of completing a master's degree earned at a regionally accredited institution, or the applicant has completed equivalent academic preparation.
3. A cumulative grade point average of at least 3.0 in upper-division and graduate study combined.
4. Good standing at the last institution of higher education attended.
5. Demonstration of sufficient preparation for, experience in, and potential for educational leadership, including: successful experience in leadership in school, postsecondary, or community contexts, and/or policy leadership; academic excellence; problem-solving ability; technological proficiency; interest in critically assessing current educational policies and practices; and interest in improving current educational policies and practices.
6. Graduate Record Examination (GRE) scores from the three sections of the General Test, taken within five years of applying to the Ed.D. program.
7. Three letters of recommendation attesting to leadership and scholarship potential.
8. A written statement of purpose reflecting an understanding of the challenges facing the public schools or community colleges in California.
9. A written statement from the applicant describing the applicant's plan for meeting professional responsibilities and the demands of the program.
10. A written statement from the applicant's employer indicating support for the applicant's doctoral studies, if applicable.
11. A personal interview.

### Requirements

The program requires a minimum of 60 units of which 12 are dissertation units. At least 42 units must be completed in residence at the campus.

All courses must be completed:

#### 1. Core courses (23 units):

EDLD 720 Proseminar in Educational Leadership (1)

Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

EDLD 721A Advanced Proseminar in Educational Leadership (1)

Prerequisite: Admission to the Educational Leadership Doctorate program and EDLD 720 or consent of department chair.

EDLD 721B Advanced Proseminar in Educational Leadership (1)

Prerequisite: Admission to the Educational Leadership Doctorate program and EDLD 720, EDLD 721A or consent of department chair.

EDLD 721C Advanced Proseminar in Educational Leadership (3)

Prerequisite: Admission to the Educational Leadership Doctorate program and EDLD 720, EDLD 721A, EDLD 721B or consent of department chair.

EDLD 721D Advanced Proseminar in Educational Leadership (1)

Prerequisite: Admission to the Educational Leadership Doctorate program and EDLD 720, EDLD 721A, EDLD 721B, EDLD 721C or consent of department chair.

EDLD 721E Advanced Proseminar in Educational Leadership (1)

Prerequisite: Admission to the Educational Leadership Doctorate program and EDLD 720, EDLD 721A, EDLD 721B, EDLD 721C, EDLD 721D or consent of department chair.

EDLD 722 History and Systems of U.S. Education (3)

Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

EDLD 723 Legal and Ethical Leadership: Implications for Policy and Practice in P-16 Educ Settings (3)

Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

EDLD 724 Critical Perspectives of U.S. Education and Diversity (3)

Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

EDLD 725 Organizational Leadership in Educational Settings (3)

Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

EDLD 726 Policy, Politics, Power in Educational Settings (3)

Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

#### 2. Research courses (13 units):

Take all of the following:

EDLD 730 Educational Research Epistemologies and Methodologies (3)

Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

EDLD 731 Qualitative Research Methods for Educational Leadership (3)

Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

EDLD 733 Program and Student Assessment (1)

Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

EDLD 734 Survey Methods in Educ Research (1)

Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

**EDLD 735 Applied Field Research (2)**

Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

Take one of the following:

**EDLD 732A Inferential Data Analysis in Education A (3)**

Prerequisites: Admission to the Educational Leadership Doctorate program and EDLD 730 or consent of department chair.

**EDLD 732B Inferential Data Analysis in Education B (3)**

Prerequisites: Admission to the Educational Leadership Doctorate program and EDLD 730 or consent of department chair, ED P 419 or equivalent, and EDLD 730.

**3. Specialization courses (12 units). Choose one of the following specializations:**

**A. Community College/Higher Education Specialization:**

**EDLD 740 Policy and Finance Issues in Community Colleges (3)**

Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

**EDLD 741 Teaching and Learning in Post Secondary Settings (3)**

Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

**EDLD 742 Exploration of Campus Cultures: Impact and Influence (3)**

Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

**EDLD 743 Leadership in Higher Education (3)**

Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

**B. P-12 Specialization:**

**EDLD 751 Organizational Culture and Community Engagement in Education (3)**

Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

**EDLD 752 Financial and Human Resource Development (3)**

Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

**EDLD 754 Leadership in P-12 Education (3)**

Prerequisite: Admission to the Educational Leadership Doctoral Program or consent of department chair.

**EDLD 755 Curriculum Theory, Instructional Leadership, and Accountability (3)**

Prerequisite: Admission to the Educational Leadership Doctoral Program or consent of department chair.

**4. Dissertation (12 units):**

**EDLD 798 Doctoral Dissertation (3)**

Prerequisites: Consent of instructor/doctoral candidacy required. Student research and writing of the Ed.D. dissertation.

Doctoral students must maintain a 3.0 GPA to be in good standing. Students who have a grade point average below 3.0 in two successive terms will be disqualified from the program.

The Ed.D. program is designed to allow students to complete all program requirements within three calendar years, including three required summer sessions. Students are expected to complete program requirements within five years after full admission to the program. Extensions of up to two years may be granted if the student is in good standing, there are compelling individual circumstances, and the student demonstrates current knowledge of research and practice in educational leadership. After completion of

all course work and successful completion of the qualifying examination, the student will advance to candidacy and undertake the dissertation.

Continuous enrollment is a requirement of the program. If extenuating circumstances require that the student leave the program for a period of time, the faculty will consider an adjusted schedule and an individualized plan.

### **Qualifying Examination Paper**

The qualifying examination paper shall include a rigorous written demonstration of student knowledge; the examination must be passed prior to the student's advancement to candidacy. The examination will be due by the end of the fourth term in the program. The student will synthesize knowledge from courses taken to date: (1) Leadership core courses, (2) Research Methods courses, and (3) Specialization courses completed up to that time. The structure of the qualifying examination paper will be a definition of the problem under study and a review of the literature that could serve as a preparatory chapter of the dissertation. Failure to earn a designation of "pass with reservations" or above after the second submission, will result in dismissal from the Ed.D. Program.

### **Dissertation Proposal Examination**

The dissertation proposal examination and oral defense will evaluate the student's readiness to proceed with the dissertation research. The dissertation proposal examination will consist of the first three chapters of the dissertation. It will typically focus on an examination of (a) an educational issue, (b) a practice or program, (c) an educational policy or reform or improvement, or (d) implementation studies within an educational organization or community setting.

The dissertation committee will evaluate the proposal. A determination of passing must be made by consensus of the committee. Passing this examination shall constitute formal approval for the candidate to proceed with the proposed dissertation research, subject to Institutional Review Board approval.

### **Advancement to Candidacy**

After being admitted to the program, passing the qualifying examination, completing coursework, and successfully defending the dissertation proposal, the student will advance to candidacy. The total time from admission until candidacy shall not exceed three years unless there are mitigating circumstances and the program faculty have approved the extension. An extension for advancement to candidacy shall not exceed one year.

### **Dissertation**

The dissertation shall be the written product of systematic, rigorous research on a significant educational issue. The dissertation is expected to contribute to an improvement in public P-12 or community college professional practices or policy, generally or in the context of a particular educational institution.

The dissertation shall identify the field-based research problem and question(s), state the major theoretical perspectives, explain the applied significance of the undertaking, relate it to the relevant scholarly and



professional literature, set forth the appropriate sources for and methods of gathering and analyzing the data, and offer a conclusion or recommendation. It shall include a written abstract that summarizes the significance of the work, objectives, methodology, and a conclusion or recommendation.

The Dissertation Committee will minimally consist of a chair and two members. The dissertation chair will be determined by the joint agreement of the student and the proposed chairs as approved by the Chair of the Educational Leadership Department. The chair and student will then select two other members; one will be from the College of Education faculty and the other will be a P-16 practitioner who holds a doctorate, or a community member associated with the program who holds a doctorate.

The dissertation committee chair will provide primary supervision for the dissertation research and is a full-time faculty member at CSU Long Beach. The second committee member is a tenured, tenure-track, or adjunct faculty member of CSU Long Beach. The third committee member is a practitioner from a school district, college, university or public agency other than CSU Long Beach who holds a terminal degree (Ed.D., Ph.D., or J.D.). The Chair of the Educational Leadership Department may allow the replacement of a committee member, based on the evaluation of a rationale provided by the student or committee member making the request.

### **Final Examination Oral Defense of the Dissertation**

The Dissertation Committee will conduct a final oral examination during which the doctoral student defends the dissertation. By unanimous vote the Committee may approve the dissertation and recommend conferral of the degree or may request minor and/or substantive changes. In the event that the Dissertation Committee requires substantive changes, the final vote of the Committee will be postponed until the changes are completed. The Committee may also vote to reject the dissertation, thereby ending the student's participation in the degree program.

### **Administrative Services Credentials**

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

Upon completion of all Preliminary Administrative Services Credential Program coursework and requirements (Tier 1), candidates apply to the California Commission for Teacher Credentialing (CTC) for a Preliminary Administrative Services Certificate of Eligibility. The Certificate has no expiration date and authorizes the holder to seek an administrative position. The Certificate informs the future employing school district/agency of eligibility to serve. Once the candidate accepts employment as an administrator, the candidate applies to the California Commission for Teacher Credentialing for the Preliminary Administrative Services Credential authorizing the candidate to serve as an administrator in the state of California. Once issued, the Preliminary Credential is valid for five (5) years and it is not renewable.

The Professional Administrative Services Credential (Tier 2) cannot be pursued until the candidate is employed

in a position requiring an administrative credential. Once issued, it is valid for five years and is renewable subject to fulfillment of professional development requirements (see complete description of the Professional Administrative Services Credential program below).

### **Preliminary Administrative Services Credential (code 501)**

#### **Prerequisites**

The following are required for admission to the program:

1. Baccalaureate degree from an accredited college or university.
2. 15 upper-division units in education
3. 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.
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.
5. An entity that operates a program for the Preliminary Administrative Services Credential shall determine, prior to recommending a candidate for the credential, that the candidate possesses a baccalaureate degree and a valid teaching credential; or a services credential with a specialization in pupil personnel services, library services, health services, or clinical rehabilitative services; or a designated subjects credential and a baccalaureate degree.

#### **Application**

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

#### **Requirements**

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

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



Prerequisites: EDAD 541.

EDAD 649 Urban Schools and Communities:

Academic, Social, Political, and Cultural Issues (3)

Prerequisites: EDAD 541.

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

Prerequisites: EDAD 541. Corequisites: EDAD 677B.

EDAD 677B Instructional Leadership & Assessment (3)

Prerequisites: EDAD 541. Corequisites: EDAD 677A.

EDAD 680 Field Experience in Educational Admin (3)

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

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

### Exit Requirements

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

## Professional Administrative Services Credential – Tier II (code 502)

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

### Prerequisites

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

### Application

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

6. Personal contact (phone, email, in person) with program coordinator prior to program application.

### Requirements

**This program is currently being revised. Please contact the program coordinator for advisement.**

## Graduate Certificate in Community College

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

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

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## Educational Administration Courses (EDAD)

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

Prerequisite: Admission to the Preliminary Administrative Services Credential Program.

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

Ten hours field experience required. Course fee may be required. Letter grade only (A-F).

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

Prerequisite: EDAD 541.

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

Ten hours field experience required. Course fee may be required. Letter grade only (A-F).

#### **647A. Fiscal Resources in Educational Administration (3)**

Prerequisites: EDAD 541.

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

Letter grade only (A-F). Includes at least 10 hours of field experience. Course fee may be required.

#### **647B. Human Resources in Educational Administration (3)**

Prerequisites: EDAD 541.

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

Letter grade only (A-F). Includes at least 10 hours of field experiences. Course fee may be required.

#### **649. Urban Schools and Communities: Academic, Social, Political, and Cultural Issues (3)**

Prerequisite: EDAD 541

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

Letter grade only (A-F). Includes at least 10 hours of structured field experiences. Course fee may be required.

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

Prerequisite: EDAD 541.

Corequisite: EDAD 677B.

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

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

#### **677B. Instructional Leadership and Assessment (3)**

Prerequisite: EDAD 541.

Corequisite: EDAD 677A.

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

Includes 10 hours of field experience. Course fee may be required. Letter grade only (A-F).

#### **680. Field Experience in Educational Administration (3)**

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

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

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

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

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

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

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

#### **697. Directed Research (1-3)**

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

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

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

#### **698. Thesis (3)**

Prerequisites: Advancement to candidacy, EDP 595 or 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 summer session or October 1 for the spring semester. Letter grade only (A-F).

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### **Educational Leadership Courses (EDLD)**

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#### **310. Leadership in Postsecondary Contexts (3)**

Prerequisite: Upper division standing. Students must have scored 11 or higher on the GWAR Placement Examination or completed the necessary portfolio course that is a prerequisite for a GWAR Writing Intensive Capstone.

Introduction to leadership and organizational theories relevant to student organizations in diverse, higher education contexts. Course content is grounded in students' roles as paraprofessionals and leaders in campus organizations. Assignments apply theory to the practice of college student leadership.

Letter grade only (A-F).

#### **720. Proseminar in Educational Leadership (1)**

Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

Introduction to the field of educational leadership. Orientation to doctoral education, academic research, and practice-oriented doctoral-level skills. First semester of a six-semester sequence.

Letter grade only (A-F).

**721A. Advanced Proseminar in Educational Leadership (1)**

Prerequisite: Admission to the Educational Leadership Doctorate program and EDLD 720 or consent of department chair.

Focus on the continued development of the research problem and identification of literature necessary to complete the qualifying examination. Second semester of a six-semester sequence.

Letter grade only (A-F).

**721B. Advanced Proseminar in Educational Leadership (1)**

Prerequisite: Admission to the Educational Leadership Doctorate program and EDLD 720, EDLD 721A or consent of department chair.

Focus on continued development of the requisite research skills necessary to complete the qualifying examination and, eventually, the proposal and dissertation. Third semester of a six-semester sequence.

Letter grade only (A-F).

**721C. Advanced Proseminar in Educational Leadership (3)**

Prerequisite: Admission to the Educational Leadership Doctorate program and EDLD 720, EDLD 721A, EDLD 721B or consent of department chair.

Focus on the development of the Qualifying Examination Paper. Fourth semester of a six-semester sequence.

Letter grade only (A-F).

**721D. Advanced Proseminar in Educational Leadership (1)**

Prerequisite: Admission to the Educational Leadership Doctorate program and EDLD 720, EDLD 721A, EDLD 721B, EDLD 721C or consent of department chair.

Focus on the development of the dissertation literature review. Fifth semester of a six-semester sequence.

Letter grade only (A-F).

**721E. Advanced Proseminar in Educational Leadership (1)**

Prerequisite: Admission to the Educational Leadership Doctorate program and EDLD 720, EDLD 721A, EDLD 721B, EDLD 721C, EDLD 721D or consent of department chair.

Focus on the development of chapter 1 of the dissertation. Sixth semester of a six-semester sequence.

Letter grade only (A-F).

**722. History and Systems of U.S. Education (3)**

Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

Critical analysis of major schools of U.S. historical thought and their connection to social developments and examination of history as an interpretive, subjective process in which historians engage in dialogue with larger intellectual communities.

Letter grade only (A-F).

**723. Legal and Ethical Leadership: Implications for Policy and Practice in P-16 Educational Settings (3)**

Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

Examination of legal and ethical issues, implications, and applications. Exploration of leadership in complex educational environments, multiple perspectives applying legal and ethical principles and policies, technological legal research. Examination of broad national and state theoretical and practical contexts using an ethical, legal leadership framework.

Letter grade only (A-F).

**724. Critical Perspectives of U.S. Education and Diversity (3)**

Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

Examination of identity in relation to disenfranchisement in educational institutions, multiple forms of cultural hegemony, policy and practices that foster inequality in schooling as well as issues related to students with disabilities and second language learners.

Letter grade only (A-F).

**725. Organizational Leadership in Educational Settings (3)**

Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

Examination of dynamic organizations from a leader's perspective. Analysis of organizational theory, structure, culture and interrelationships from multiple perspectives as well as the leader's role in managing critical factors that can undermine a high performance organization.

Letter grade only (A-F).

**726. Policy, Politics, Power in Educational Settings (3)**

Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

In-depth analysis of topics relevant to politics and power in educational policy and reform. Exploration of issues related to governance, structure, programs, leadership, strategic planning and assessment.

Letter grade only (A-F).

**730. Educational Research Epistemologies and Methodologies (3)**

Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

In-depth exploration of epistemological underpinnings of educational research, qualitative and quantitative studies, and emergent research and methodologies pertinent to educational practice and policy.

Letter grade only (A-F).

**731. Qualitative Research Methods for Educational Leadership (3)**

Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

Advanced study of qualitative research traditions and methods for both understanding and application. Methods and research design elements include ethnographic and focus group interviews, participant and naturalistic observation, case study and document analysis.

Letter grade only (A-F).

**732A. Inferential Data Analysis in Education A (3)**

Prerequisites: Admission to the Educational Leadership Doctorate program and EDLD 730 or consent of department chair.

Hypothesis testing using analysis of variance, factorial analysis of variance, analysis of covariance, multiple regression, and path analysis. A focus on data analyses to address research questions, interpretation of the results, and preparation of a written report of the findings.

Letter grade only (A-F).

**732B. Inferential Data Analysis in Education B (3)**

Prerequisites: Admission to the Educational Leadership Doctorate program and EDLD 730 or consent of department chair, ED P 419 or equivalent, and EDLD 730.

Hypothesis testing using analysis of variance, factorial analysis of variance, analysis of covariance, multiple regression, and path analysis. Overview of Structural Equation Modeling. A focus on data analyses to address research questions, interpretation of the results, and preparation of a written report of the findings.

Letter grade only (A-F).

### **733. Program and Student Assessment (1)**

Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

Assessment of student learning and development and program assessment. Focus on design of a holistic program evaluation incorporating assessment and measurement of student outcomes.

Letter grade only (A-F).

### **734. Survey Methods in Educational Research (1)**

Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

Focus on application and practical methodological tools in designing survey research in educational settings.

Letter grade only (A-F).

### **735. Applied Field Research (2)**

Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

Focus on the development of chapter 3 of the dissertation and piloting of the dissertation study research methods.

Letter grade only (A-F).

### **740. Policy and Finance Issues in Community Colleges (3)**

Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

In-depth analysis of the community college system, function and purpose. Exploration of issues related to governance, structure, program, leadership, and strategic planning and assessment.

Letter grade only (A-F).

### **741. Teaching and Learning in Post Secondary Settings (3)**

Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

Focus on student development and learning theories based on cognitive, psychosocial, typology, and person-environment perspectives. Exploration of the role of faculty and others in the collaborative development and implementation of responsive curricula at 2- and 4-year institutions.

Letter grade only (A-F).

### **742. Exploration of Campus Cultures: Impact and Influence (3)**

Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

Examination of faculty, administrative, and student cultures in terms of values, behavioral norms, impact and influences. Application of research methods to the study of campus cultures. Dialogue concerning the implications of these findings for higher education policies and practices.

Letter grade only (A-F).

### **743. Leadership in Higher Education (3)**

Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

Analysis of current research and theories on leadership and organizational change in higher education: multicultural organizational development theories, planning, change, and the effective strategies for change. Exploration of case studies of organizational leadership.

Letter grade only (A-F).

### **750. Instructional Improvement and Accountability (3)**

Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

Examination of the role of educational leaders in engaging stakeholders in data collection, analysis, and application to practice; the development of a culture of inquiry, and the distribution of leadership for continuous instructional improvement and accountability systems design.

Letter grade only (A-F).

### **751. Organizational Culture and Community Engagement in Education (3)**

Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

Examination of school organizational culture, leadership and the local community in a global context: organizational strategies and development of teams to promote systemic change, cultural transformation and social justice.

Letter grade only (A-F).

### **752. Financial and Human Resource Development (3)**

Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

Examination of the acquisition, distribution, cultivation and management of human, fiscal, and time resources in public education. Identification and application of skills necessary for harnessing human and financial resources that further the goals of a school and district.

Letter grade only (A-F).

### **753. Supervision of Curriculum, Teaching, Learning and Assessment (3)**

Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

Advanced theoretical analysis of curriculum, teaching, learning, and assessment of student achievement in diverse settings; impact of electronic and information technology on student knowledge acquisition; principles of professional development; macro and micro political and policy influences; leadership implications.

Letter grade only (A-F).

### **754. Leadership in P-12 Education (3)**

Prerequisite: Admission to the Educational Leadership Doctoral Program or consent of department chair.

P-12 leadership paradigms, models, theories, organizational/structural configurations; internal/external local, state, national influences on leadership; change theory/agency; relationship, communication, and professional disposition-building strategies; research/practice integration.

Letter grade only (A-F).

### **755. Curriculum Theory, Instructional Leadership, and Accountability (3)**

Prerequisite: Admission to the Educational Leadership Doctoral Program or consent of department chair.

Advanced research and analysis of the relationship among theory, curriculum, teaching, learning, assessment, and professional development in diverse settings. Role of the instructional leader.

Letter grade only (A-F).

### **790. Selected Topics - Educational Leadership (1-3)**

Prerequisite: Admission to the Educational Leadership Doctorate program or consent of department chair.

Examination of various issues in educational leadership.

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

- A. Issues of Leadership Roles and Responsibilities
- B. Change Management
- C. Focus Group Facilitation
- D. Data-based Organizational Change
- E. Applications of Technology
- F. The Needs of Student Populations
- G. Governing Boards
- H. Staff Development Programs
- I. Personnel Assessment Instruments



### **797. Directed Individual Study (1-3)**

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

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

Letter grade only (A-F). May be repeated to a maximum of 24 units in different semesters.

### **798. Doctoral Dissertation (3)**

Prerequisites: Consent of instructor/doctoral candidacy required. Student research and writing of the Ed.D. dissertation.

Credit/No Credit grading only. May be repeated to a maximum of 24 units in different semesters.

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## **Student Development in Higher Education Courses (SDHE)**

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### **516. Counseling the Adult (3)**

Prerequisite: COUN 515.

Theory and practice of counseling and guidance of the adult.

Not open for credit to students with credit in EDP/COUN 516. Letter grade only (A-F). Course fee may be required.

### **538. Student Development in Higher Education (3)**

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

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

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

Prerequisite: SDHE 538.

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

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

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

Prerequisite: SDHE 538.

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

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

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

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

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

### **552. Introduction to the Community College (3)**

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

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

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

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

Prerequisites/Corequisites: SDHE 538 and SDHE 548.

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

Not open for credit to students with credit in EDP/COUN 593. Letter grade only (A-F). Course fee may be required.

### **643. Counseling Field Work (3)**

#### **B. Student Development in Higher Education (3)**

Prerequisites: SDHE 516, SDHE 538.

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

Applications for field work must be made no later than March 1 for the following fall semester, and October 1 for the spring semester. Not open for credit to students with credit in EDP 541 or COUN 643B. Credit/No Credit grading only. Course fee may be required.

### **644. Advanced Counseling Field Work (3)**

#### **B. Student Development in Higher Education (3)**

Prerequisites: SDHE 516, SDHE 538, SDHE 643B.

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

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

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

Prerequisites: SDHE 593.

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

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

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

Prerequisites: SDHE 593, SDHE 693A

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

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

# LIBERAL STUDIES

College of Education

**Chair:** Jessica Pandya

**Advisors:** Karie Macdonald, Aleah Garnica

**Program Office:** ED1-9

**Telephone:** (562) 985-8187

**Faculty:** Nat Hansuvadha, Timothy Keirn, Daniel J. O'Connor, Jessica Pandya

**Office Coordinator:** Estela Montiel

**Teacher Preparation Advising:** ( TPAC) ED1-67,

**Telephone:** (562) 985-1105

View the College of Education website at [www.ced.csulb.edu](http://www.ced.csulb.edu)

## Bachelor of Arts in Liberal Studies (120 units)

The Liberal Studies major provides a rich, rigorous cross-disciplinary liberal arts program of study. There are two programs in the major: 1) The Integrated Teacher Education Program (ITEP) is for students intending to become teachers who wish to combine subject matter preparation for elementary teaching with coursework leading to a Multiple Subject teaching credential; 2) Track I is for students who seek subject matter preparation for elementary teaching as preparation for a post-baccalaureate credential program.

### General Education and the Liberal Studies Major

The General Education requirements for students majoring in Liberal Studies are unique. The Liberal Studies program is not only an approved major, but also an approved alternate general education program. In completing the Liberal Studies major, students concurrently satisfy their general education requirements. Students changing to another major from Liberal Studies, however, will be subject to the standard university General Education requirements and will want to consult the University Center for Undergraduate Advising for General Education advisement.

### The Liberal Studies Program

The Liberal Studies Integrated Teacher Education Program (ITEP) combines the study of academic subject matter for elementary school teaching with professional preparation, fieldwork, and student teaching. Successful completion of ITEP includes both a Bachelor of Arts degree and a Multiple Subject teaching credential.

The Liberal Studies Track I program is designed for those students who wish to pursue a Bachelor of Arts degree to prepare them in the academic subject areas relevant to elementary and special education teaching. Track I is an approved pre-professional program of subject matter preparation consistent with the standards established by the California Commission on Teacher Credentialing.

## INTEGRATED TEACHER EDUCATION PROGRAM

### Bachelor of Arts in Liberal Studies

#### Multiple Subject Credential Cross-Cultural and Academic Development Emphasis (code 200)

The Integrated Teacher Education Program (ITEP) combines the study of academic subjects aligned to California standards for the K-8 curriculum with professional preparation courses and field experiences leading to a Multiple Subject Credential.

Upon successful completion of the program, students will receive both a Bachelor of Arts in Liberal Studies and a Preliminary Multiple Subject Credential. Within the Integrated Teacher Education Program there are 102 units of required baccalaureate-level coursework and 34 units of credential-specific coursework.

Students in the ITEP program who do not advance to the Credential portion of the program will be eligible to change majors into the Track I program and receive a B.A. in Liberal Studies and may apply for admission to the post-baccalaureate Multiple Subject Credential Program.

There are multiple pathways to the teaching profession. ITEP is designed for students who begin their undergraduate education at CSULB or who transfer into the University in pursuit of both a baccalaureate degree as well as a Multiple Subject teaching credential. Prospective credential candidates who already hold a bachelor's degree, or who need information about other pathways and options in teacher credentialing, should refer to the sections of this catalog which describe programs in Teacher Education, Single Subject Teacher Education, and Advanced Studies in Education and Counseling. Further information about teacher preparation programs can also be obtained from the College of Education at (562) 985-1105 or by e-mail: [cedinfo@csulb.edu](mailto:cedinfo@csulb.edu) or online at [www.ced.csulb.edu](http://www.ced.csulb.edu).

### Urban Dual Credential Program (UDCP)

A new pathway in ITEP has been approved in the college. Students will earn Multiple Subject and Education Specialist credentials with their B.A. in Liberal Studies in 135 units. For more information, contact the Teacher Preparation and Advising Center at (562) 985-1105.

### General Education and the Integrated Teacher Education Program

As with other Liberal Studies majors, students in the Integrated Teacher Education Program have unique General Education requirements. ITEP is both an approved major and an approved alternate General Education program. ITEP students receive their General Education advisement within the Liberal Studies office. In completing ITEP, students concurrently satisfy their General Education requirements. Students changing their major from ITEP to a major other than Liberal Studies, however, will be subject to

the standard University General Education requirements and will want to consult the University Center for Undergraduate Advising for their General Education advisement.

### The ITEP Curriculum

The ITEP curriculum has two interrelated components. Students complete required coursework in the Liberal Studies Core and they complete ITEP Credential Coursework in the methodology of teaching, including student teaching. Admission to this final, credential portion of the program requires that students apply and be accepted into the Multiple Subject Credential Program at CSULB. In addition, a minimum of 125 hours of service learning, coordinated by the SERVE Program in the College of Education, must be completed prior to graduation. All courses in the Liberal Studies Core must be completed with a grade of "C" or better. All ITEP Credential Coursework must be completed with a GPA of 3.0 or higher and no individual grade lower than "C."

### Admission Under Impaction

Refer to the following website for additional impaction criteria: [http://www.csulb.edu/depts/enrollment/admissions/impacted\\_major.html](http://www.csulb.edu/depts/enrollment/admissions/impacted_major.html).

### Admission to the Multiple Subject Credential

Prior to enrollment in credential methods courses, ITEP students must be formally admitted into the Multiple Subject Credential Program (MSCP). Students should apply to the MSCP during the semester prior to enrolling in method courses. All candidates are required to comply with all program policies and procedures detailed on the MSCP website at [www.ced.csulb.edu/mscp](http://www.ced.csulb.edu/mscp). Pre-program advisement and brochure materials are available in the Teacher Preparation Advising Center (ED1-67). Prospective candidates should obtain a program application from the website at [www.ced.csulb.edu/mscp](http://www.ced.csulb.edu/mscp). ITEP information meetings are held each semester. See schedule at [www.ced.csulb.edu/mscp](http://www.ced.csulb.edu/mscp). Applicants must:

1. Complete EDEL 200 with a minimum grade of "B."
2. Attain a grade point average of at least 2.67 in all baccalaureate course work or a grade point average of at least 2.75 in the last 60 semester or 90 quarter units attempted.
3. Complete and pass an interview with department faculty.
4. Submit two letters of recommendation.
5. Submit a typed personal statement describing why you have chosen teaching as a career, what you hope to accomplish as a teacher, and how you view the role of the teacher.
6. Submit a negative tuberculosis skin test or chest X-ray taken within the last three years. Tuberculosis clearance must be valid through student teaching.
7. Submit one photocopy of all university and/or college transcripts.
8. Submit proof of having taken the California Basic Educational Skills Test (CBEST). Note: You must take all three parts of the test. (Passage of the exam is required to advance to student teaching.) For alternatives to CBEST contact the Teacher Preparation Advising Center.
9. Demonstrate proficiency in reading and writing English by (1) attaining the minimum passing score of 37 on

the reading portion of the CBEST and by (2) attaining the minimum passing score of 37 on the writing portion of the CBEST exam. (Passage of CBEST is required to advance to student teaching.) For alternatives means of demonstrating proficiency in reading and writing English contact the Teacher Preparation Advising Center.

10. Attach a copy of a Certificate of Clearance, or a photocopy of a California emergency/substitute teaching permit.
11. Demonstrate ability to communicate orally in English at the level required of public school teachers by demonstration of English production skills in the course EDEL 380 (EDEL 200 for ITEP candidates) and through an oral interview with department faculty. In the case of candidates for a Bilingual Authorization Multiple Subject Credential, there is a bilingual interview requirement in English and the target language.
12. Demonstrate character and personality traits that satisfy the standards of the teaching profession and suitable aptitude for teaching in public schools through the application documentation, the personal interview, and performance in the course EDEL 200. Candidates must continue to demonstrate appropriate character and personality traits through completion of the program.
13. Submit the application packet, including documentation, by April 1 to begin pedagogy courses in summer, June 1 to begin pedagogy courses in fall terms, and November 1 to begin pedagogy courses in winter or spring terms. Applications will accepted after the deadline on a space available basis.

### The Liberal Studies Core

A minimum of 102 units distributed in Areas I, II, III, IV, V, and VI. No Core classes may be taken Credit/No Credit.

#### Area I: Language Arts (minimum 22 units) All courses in the Liberal Studies Core must be completed with a grade of "C" or better.

Group 1. Written Communication:

Choose one course from: ASAM 100, AFRS 100, CHLS 104, ENGL 100

Group 2. Oral Communication:

Choose one course from: COMM 130, COMM 335

Group 3. Survey of Literature:

Choose one course from: CWL 100; ENGL 180, ENGL 250A or ENGL 250B, ENGL 270A or ENGL 270B, ENGL 375

Group 4. Applied Composition: Choose one course from: ENGL 309

Prerequisites: None.

OR

ENGL 300

Prerequisites: GE Foundation requirements and upper-division standing.

Group 5. Language Acquisition:

Choose one course from: CD 329, EDSP 454, LING 329

Group 6. Children's Literature:

Choose one course from: AFRS 415, COMM 352, ENGL 481

Group 7. Language Arts Capstone: Take L/ST 400

Prerequisites: Limited to Liberal Studies majors who have completed all Area I Core requirements with a "C" or better grade, or consent of department chair.



Area II: Mathematics (minimum 12 units)

- Group 1. Real Numbers: Take MTED 110  
Prerequisites: ELM or ELM exemption or MAPB 11.
- Group 2. Probability and Activities-Based Statistics:  
Take MTED 205  
Prerequisites: ELM or ELM exemption or MAPB 11 and MTED 110.
- Group 3. Geometry and Measurement:  
Choose one course from: MTED 211 or MTED 312
- Group 4. Mathematics Capstone: Take MTED 402  
Prerequisites: "C" or better in both MTED 110, and either MTED 211 or MTED 312 or the equivalent and a course in Critical Thinking.

Area III: Natural Science (minimum 14 units)

- Group 1. Earth Science:  
Choose from: GEOL 102 and GEOL 104, or GEOL 106\*  
(\*GEOL 106 is the preferred course)
- Group 2. Life Science: Take BIOL 200  
Prerequisites: GE Foundation requirements.
- Group 3. Physical Science: Take PHSC 112  
Prerequisites/Corequisites: One course from Category B.2 of GE Foundation.
- Group 4. Natural Science Capstone: Take SCED 401  
Prerequisites: BIOL 200; PHSC 112; GEOL 106, or both GEOL 102 and GEOL 104; all with a "C" or better grade.

Area IV: History-Social Science (minimum 19 units)

- Group 1. American History:  
Choose one course from: HIST 172, HIST 300
- Group 2. American Institutions:  
Choose one course from POSC 100, POSC 326\*, POSC 391 (\*POSC 326 is limited to and only required of students who have met the U.S. Constitution requirement in a state other than California or through Advanced Placement credit and who must meet the Title V California State and Local Government requirement.)
- Group 3. World History and Geography:  
Take either: HIST/GEOG 250\*, or HIST 211 plus GEOG 100 (\*HIST/GEOG 250 is the preferred course)
- Group 4. Multicultural Dimensions:  
Choose one course from AFRS/AIS/CHLS 215, AFRS/AIS/ASAM/CHLS 319, ANTH 421/LING 425
- Group 5. California History: Take HIST 473  
Prerequisites: None.
- Group 6. History-Social Science Capstone: Take L/ST 471  
Prerequisite: Limited to Liberal Studies majors who have completed all Area IV Core requirements with a "C" or better grade, or consent of department chair.

Area V: Arts and Humanities (minimum 15 units)

- Group 1. Music: Take MUS 180  
Prerequisites: None.
- Group 2. Dance or Theater:  
Choose one course from: CWL 124, CWL 324; DANC 110; THEA 113, THEA 122, THEA 324
- Group 3. Ethics, Values and Beliefs:  
Choose one course from: PHIL 100, PHIL 160, PHIL 203, PHIL 204, PHIL 405; R/ST 100, R/ST 202
- Group 4. Visual Art: Take ART 300  
Prerequisites: None.
- Group 5. Arts Capstone: Take L/ST 404  
Prerequisite: Limited to Liberal Studies majors who have completed all Area V Core requirements with a "C" or better grade, or consent of department chair.

Area VI: Critical Issues in Teaching and Learning (minimum 20 units)

- Group 1. Teaching and Learning: Take EDEL 100

Prerequisites: None.

- Group 2. Information and Technology Competencies:  
Choose one course from: ETEC 110\*, ETEC 444 (\*ETEC 110 is the preferred course)
- Group 3. Critical Thinking:  
Choose one course from: A/ST 190, COMM 131, ENGL 102, ETEC 171, HIST 101, PHIL 170, POSC 105, PSY 130
- Group 4. Introduction to Education: Take EDEL 200  
Prerequisites: None.
- Group 5. Child Development and Learning:  
Choose one course from: EDP 301, HDEV 307
- Group 6. Family and School Partnerships:  
Take EDSP 355A  
Prerequisites: None.
- Group 7. Physical Education: Take KIN 476  
Prerequisite: Junior standing.
- Group 8. Health Science: Take H SC 411A  
Prerequisite: Upper-division standing. Corequisite: Current CPR Certification required.

**ITEP Credential Coursework**

All ITEP Credential Coursework must be completed with a GPA of 3.0 or higher and no individual grade lower than "C." Multiple Subject Credential Courses (minimum 34 units):

- Group 1. Diversity in Education: Take EDEL 300 (3)  
Prerequisites: EDEL 100 and EDEL 200, or approved articulated course from non-ITEP credentialing pathways; admission to Multiple Subject Credential Program.
- Group 2. Teaching and Learning Language Arts, K-8 (RICA): Take EDEL 442 (3)  
Prerequisite: Admission to the Multiple Subject Credential Program.
- Group 3. Teaching and Learning Reading, K-8 (RICA):  
Take EDEL 452 (3)  
Prerequisite: Admission to the Multiple Subject Credential Program or Education Specialist Credential Program.
- Group 4. Teaching and Learning Mathematics, K-8:  
Take EDEL 462 (3)  
Prerequisites: Admission to the Multiple Subject Credential Program.
- Group 5. Teaching and Learning History-Social Science, K-8: Take EDEL 472 (3)  
Prerequisites: Admission to the Multiple Subjects Credential Program.
- Group 6. Teaching and Learning Science, K-8:  
Take SCED 475 (3)  
Prerequisite: Admission to the Multiple Subject Credential Program.
- Group 7. Student Teaching: Take EDEL 482 (16)  
Prerequisites: Admission to 2042 Multiple Subject Credential Student Teaching including successful completion of Teacher Performance Assessment (TPA) Tasks 1 and 2.

**Student Teaching in ITEP**

As the final phase of the credential program, student teaching is a half-day for four days and a full day for one day per week for two semesters. All student teachers have one placement in a K-2 classroom where they gain experience with early literacy instruction utilizing a balanced and comprehensive approach to reading. The other placement is in an intermediate classroom (grades 3-6) or in a middle school classroom (grades 6-8). One student teaching placement must be in a public school.



A separate application is required to advance to student teaching. Applications for student teaching must be submitted in person to the Multiple Subject Student Teaching Office one semester prior to the first assignment. Application packets are available on the College of Education MSCP website. A link may also be found on the Liberal Studies website. Deadlines for submitting applications to student teach are:

April 1 - for Summer/Fall Student Teaching

November 1- for Spring Student Teaching

Students should note that these deadlines are firm. Late applications are not accepted.

### Advancement to Student Teaching Requirements

Students must meet the following requirements to advance to student teaching:

1. Demonstration of subject-matter competence by passage of all three parts of the California Subject Examinations for Teachers: Multiple Subjects (CSET: Multiple Subjects).
2. Passage of the California Basic Educational Skills Test (CBEST) or CTC-approved alternative.
3. A negative tuberculosis skin test or chest x-ray valid through completion of student teaching.
4. Proof of identity and character clearance (Certificate of Clearance).
5. Submission of a student teaching application by the appropriate deadline.

Note: professional preparation pedagogy courses in the ITEP MSCP program may be taken prior to or concurrently with student teaching. All subject-specific pedagogy (methods) courses must be completed with a minimum cumulative grade-point average of 3.0 and no individual course grade lower than "C."

### Bilingual Authorization for the Multiple Subject Credential

The Bilingual Authorization track prepares Multiple Subject teachers to work in dual language classrooms, English development classrooms, or where a language other than English is required for instruction, support, and communication with parents and other professional communication. With appropriate substitutions and/or additional course work, the Bilingual Authorization may be added to the Multiple Subject Preliminary credential. Candidates must demonstrate knowledge of the target culture, specific pedagogical skills, and fluency in speaking, listening, reading and writing in the target language. Candidates are prepared for Bilingual Authorization in one of four languages: Spanish, Korean, Mandarin, or Vietnamese.

#### Requirements

Students seeking Bilingual Authorization must complete the ITEP program requirements, including the credentialing requirements. They also must fulfill the following additional Bilingual Authorization requirements:

1. Bilingual pedagogy in the language of emphasis (one of the following, 3 units):  
Spanish: EDEL 453S – Methodology for Spanish and English Instruction in a Bilingual Setting  
Prerequisites: None.  
Korean: EDEL 453K – Methodology for Korean and English Instruction in a Bilingual Setting  
Prerequisites: None.  
Mandarin: EDEL 453M – Methodology for Mandarin and English Instruction in a Bilingual Setting  
Prerequisites: None.

Vietnamese: EDEL 453V – Methodology for Vietnamese and English Instruction in a Bilingual Setting  
Prerequisites: None.

2. Culture of emphasis (one of the following, 3 units):  
Spanish: CHLS 340 – Latino Education in the U.S.  
Prerequisites: None.

Korean: EDEL 455K – Teaching the Korean American Bicultural Student  
Prerequisites: None.

Mandarin: EDEL 455C – Teaching the Chinese American Bicultural Student  
Prerequisites: None.

Vietnamese: EDEL 455V -- Teaching the Vietnamese American Bicultural Student  
Prerequisites: None.

3. Language of emphasis proficiency:  
All Bilingual Authorization candidates must demonstrate language of emphasis proficiency by passing the appropriate CSET: LOTE Subtest III (language and communication skills) prior to completion of the program. See the program advisor for recommended courses to prepare for the exam.
4. Student teaching in a bilingual classroom:  
Bilingual Authorization candidates complete one semester of student teaching in a non-bilingual classroom and one semester in a language of emphasis classroom.

### Urban Dual Credential Program ITEP Pathway

The Urban Dual Credential Program is a two-year, clinical program that combines the study of academic subjects aligned to Common Core State standards for the K-8 curriculum with professional preparation courses and clinical field experiences leading to both a Multiple Subject Credential and an Education Specialist Credential. Candidates with these dual credentials are authorized to teach all students in K-8 general and special education settings.

Upon successful completion of the program, students will earn a Preliminary Multiple Subject Credential and a Preliminary Education Specialist Credential in Mild/Moderate Disabilities and/or Moderate/Severe Disabilities.

Further information about the Urban Dual Credential Program can be obtained from the Teacher Preparation Advising Center in the College of Education at (562) 985-1105 or online at <http://www.ced.csulb.edu/tpac>

#### Admission

Students should apply during the Spring semester prior to beginning UDCP coursework. Pre- program advisement and brochure materials are available in the Teacher Preparation Advising Center (ED1-67). Applicants must:

1. Hold a Bachelor's degree and 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 Urban Dual Credential Program application by the posted application deadline.
3. Attain a grade point average of at least 2.67 in all baccalaureate course work or a grade point average of at least 2.75 in the last 60 semester or 90 quarter units attempted.

4. Complete and pass an interview with program faculty.
5. Submit two letters of recommendation educational training, relevant teaching, and other related experiences.
6. Submit a typed personal statement describing why you have chosen teaching as a career, the training, talents and experiences you bring to teaching all students including those with disabilities, what you hope to accomplish as a dually credentialed teacher, and how you view the role of the teacher.
7. Submit a negative tuberculosis skin test taken within the last four years or chest X-ray taken within the last eight years. Tuberculosis clearance must be valid through student teaching.
8. Submit one photocopy of all university and/or college transcripts.
9. Submit proof of having taken the California Basic Educational Skills Test (CBEST). Note: You must take all three parts of the test. (Passage of the exam is required to advance to student teaching.) For alternatives to CBEST contact the Teacher Preparation Advising Center.
10. Attach a copy of a Certificate of Clearance, or a photocopy of a California emergency/substitute teaching permit.
11. Provide documentation of a structured field experience of at least 45 hours in a K-12 general education classroom setting.
12. Demonstrate ability to communicate orally in English at the level required of public school teachers by demonstration of English production skills through an oral interview with program faculty.
13. Demonstrate character and personality traits that satisfy the standards of the teaching profession and suitable aptitude for teaching in public schools through the application documentation and personal interview. Candidates must continue to demonstrate appropriate character and personality traits through completion of the program.
14. Please visit the program website for the program application form and list of required materials to be submitted.

### **UDCP Program Requirements:**

- Take the following UDCP credential coursework (54 units):
- Group 1. Special Education Foundations: UDCP 400 (2) and UDCP 414 (1)
  - Group 2. Teaching and Learning Reading and Language Arts, K-8: UDCP 410 (4) and UDCP 411 (4)
  - Group 3. Human Development, Diversity and Equity: EDP 301 (3), UDCP 402 (3) and EDSP 454 (3)
  - Group 4. Teaching and Learning Mathematics, K-8: EDEL 462 (3) and UDCP 415 (2)
  - Group 5. Assessment of Students: EDSP 564 (3)
  - Group 6. Managing the Teaching and Learning Environment: UDCP 401 (3)
  - Group 7. Teaching and Learning History-Social Science, K-8: EDEL 472 (3)
  - Group 8. Teaching and Learning Science, K-8: SCED 475 (3)

- Group 9. Teaching and Learning Art, Health, and Physical Education: UDCP 407 (2)
- Group 10. Methods for Students with Moderate/Severe Disabilities: EDSP 578 (3)
- Group 11: Student Teaching in General Education and Special Education Settings: UDCP 420 (Multiple Subjects) (6) and UDCP 422 (Mild/Moderate) or UDCP 423 (Moderate/Severe) (6)

Candidates will need to pass the CSET, RICA and California Teaching Performance Assessments

## **Education Specialist ITEP**

### **Requirements**

The Education Specialist ITEP Pathway allows students to work toward a Preliminary Education Specialist Credential while completing their MSCP ITEP requirements. Students should formally apply to the Education Specialist Credential program at the same time they apply to the MSCP. Education Specialist ITEP students must complete all ITEP program requirements, taking EDSP 454 in Area I, Group 6, and EDP 301 in Area VI, Group 4. Education Specialist ITEP students must complete all MSCP ITEP credential coursework and requirements as well with the following exception: Students will complete only one semester of student teaching in a general education classroom instead of two.

Education Specialist ITEP students will then complete all Education Specialist Preliminary credential coursework and Field Study as listed below:

EDP 405 Classroom Management  
Prerequisites: None.

EDSP 480 Foundations of Inclusive Education  
Prerequisite: Admission to Education Specialist Credential Program.

EDSP 534 Collaboration and Transition  
Prerequisites: Full admittance to Education Specialist Credential Program or ITEP, and successful completion of EDSP 480.

EDSP 564 Assessment and Evaluation  
Prerequisites: Admission to the Education Specialist Credential Program or consent of instructor.

EDP 560 Behavior Analysis and Interventions  
Prerequisite: ED P 405.

EDSP 577 or 578 Instructional Methods and Strategies:  
Mild/Moderate or Moderate/Severe

EDSP 587B or 588B Advanced Field Study and Seminar:  
Education Specialist Credential in Mild/Moderate or Moderate/Severe Disabilities

## **TRACK I**

### **Requirements**

The Track I program is both a major and an approved General Education program. No course in the Track I Core or Concentration may be taken Credit/No Credit and no course used to meet Core requirements may be counted toward the Concentration.

In addition, 125 hours of approved service-learning in an elementary or middle school must be completed prior to graduation as a means of learning about cultural diversity in the community, about current problems besetting students in the public schools, about successful intervention strategies for students needing special attention, and about promotion of individual civic responsibility.

## Service Learning

The way to earn the required 125 hours of Service Learning is through participation in the Service Experience for Revitalizing Education (SERVE) program, which provides orientation and training in addition to school placements. To participate in SERVE, students must have a 2.0 grade-point average, current TB clearance, and be available for either 2 two-hour time blocks or 1 four-hour time block during public school hours over a 10 week period during the semester. For further information and the schedule for orientation and training sessions, contact the Liberal Studies office or SERVE office (ED1-17 or online at [www.ced.csulb.edu](http://www.ced.csulb.edu)).

## The Liberal Studies Core

A minimum of 102 units distributed in Areas I, II, III, IV, V, and VI. No Core classes may be taken Credit/No Credit.) All courses in the Liberal Studies Core must be completed with a grade of "C" or better.

### Area I: Language Arts (minimum 22 units)

#### Group 1. Written Communication:

Choose one course from: ASAM 100, AFRS 100, CHLS 104, ENGL 100

#### Group 2. Oral Communication:

Choose one course from: COMM 130, COMM 335

#### Group 3. Survey of Literature:

Choose one course from: CWL 100, ENGL 180, ENGL 250A or ENGL 250B, ENGL 270A or ENGL 270B, ENGL 375

#### Group 4. Applied Composition:

Choose one course from:

ENGL 309  
Prerequisites: None.  
OR

ENGL 300

Prerequisites: GE Foundation requirements and upper-division standing.

#### Group 5. Language Acquisition:

Choose one course from: CD 329, EDSP 454, LING 329

#### Group 6. Children's Literature:

Choose one course from: AFRS 415, COMM 352, ENGL 481

#### Group 7. Language Arts Capstone: Take L/ST 400

### Area II: Mathematics (minimum 12 units)

#### Group 1. Real Numbers: Take MTED 110

Prerequisites: ELM or ELM exemption or MAPB 11.

#### Group 2. Probability and Activities-Based Statistics:

Take MTED 205

Prerequisites: ELM or ELM exemption or MAPB 11 and MTED 110.

#### Group 3. Geometry and Measurement:

Choose one course from: MTED 211 or MTED 312

#### Group 4. Mathematics Capstone:

Take MTED 402

Prerequisites: "C" or better in both MTED 110, and either MTED 211 or MTED 312 or the equivalent and a course in Critical Thinking.

### Area III: Natural Science (minimum 14 units)

#### Group 1. Earth Science:

Choose from: GEOL 102 and GEOL 104, or GEOL 106\* (\*GEOL 106 is the preferred course)

#### Group 2. Life Science: Take BIOL 200

Prerequisites: GE Foundation requirements.

#### Group 3. Physical Science: Take PHSC 112

Prerequisites/Corequisites: One course from Category B.2 of GE Foundation.

#### Group 4. Natural Science Capstone: Take SCED 401

Prerequisites: BIOL 200; PHSC 112; GEOL 106, or both GEOL 102 and GEOL 104; all with a "C" or better grade.

### Area IV: History/Social Science (minimum 19 units)

#### Group 1. American History:

Choose one course from: HIST 172, HIST 300

#### Group 2. American Institutions:

Choose one course from POSC 100, POSC 326\*, POSC 391 (\*POSC 326 is limited to and only required of students who have met the U.S. Constitution requirement in a state other than California or through Advanced Placement credit and who must meet the Title V California State and Local Government requirement.)

#### Group 3. World History and Geography:

Take either: HIST/GEOG 250\*, or HIST 211 plus GEOG 100 (\*HIST/GEOG 250 is the preferred course)

#### Group 4. Multicultural Dimensions:

Choose one course from AFRS/AIS/CHLS 215, AFRS/AIS/ASAM/CHLS319, ANTH 421/LING 425

#### Group 5. California History: Take HIST 473

Prerequisites: None.

#### Group 6. History/Social Science Capstone:

Take L/ST 471

Prerequisite: Limited to Liberal Studies majors who have completed all Area IV Core requirements with a "C" or better grade, or consent of department chair.

### Area V: Arts and Humanities (minimum 15 units)

#### Group 1. Music: Take MUS 180

Prerequisites: None.

#### Group 2. Dance or Theater:

Choose one course from: CWL 124, CWL 324; DANC 110; THEA 113, THEA 122, THEA 324

#### Group 3. Ethics, Values and Beliefs:

Choose one course from: PHIL 100, PHIL 160, PHIL 203, PHIL 204, PHIL 405; R/ST 100, R/ST 202

#### Group 4. Visual Art: Take ART 300

Prerequisites: None.

#### Group 5. Arts Capstone: Take L/ST 404

Prerequisites: Limited to Liberal Studies majors who have completed all Area V Core requirements with a "C" or better grade, or consent of department chair.

### Area VI: Critical Issues in Teaching and Learning (minimum 20 units)

#### Group 1. Teaching and Learning: Take EDEL 100

Prerequisites: None.

#### Group 2. Information and Technology Competencies:

Choose one course from: ETEC 110\*, ETEC 444 (\*ETEC 110 is the preferred course)

#### Group 3. Critical Thinking:

Choose one course from: A/ST 190, COMM 131, ENGL 102, ETEC 171, HIST 101, PHIL 170, POSC 105, PSY 130

#### Group 4. Introduction to Education: Take EDEL 200

Prerequisites: None.

#### Group 5. Child Development and Learning:

Choose one course from: EDP 301, HDEV 307

#### Group 6. Family and School Partnerships:

Take EDSP 355A

Prerequisites: None.

#### Group 7. Physical Education: Take KIN 476



Prerequisite: Junior standing.

Group 8. Health Science: Take H SC 411A

Prerequisite: Upper-division standing. Corequisite: Current CPR Certification required.

## Track I Subject Matter Concentration

The Subject Matter Concentration requires a minimum of 12 units in one of the thematic programs of study identified below. Students may choose to pursue a Subject Matter Concentration option that allows them to complete work toward a Subject Matter Authorization.

### Subject Matter Concentration Options:

- I. Language Arts
- II. Mathematics
- III. Natural Science
- IV. History-Social Science
- V. Human and Child Development
- VI. Education Studies

Courses taken to satisfy the Subject Matter Concentration requirements shall be selected by the student in consultation with the department chair or designee. Once determined, the designated courses shall be articulated in a Subject Matter Concentration Plan. Normally the plan must be submitted before the student begins to take courses in the Concentration. Subsequent modifications of the Concentration curriculum must also be approved by the department chair or designee. No Concentration course may be taken Credit/No Credit. No course used to fulfill a Core requirement may be used to fulfill a Concentration requirement.

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## Courses (L/ST)

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### 111. Critical Thinking and Public Education (3)

Prerequisite: ENGL 100 or GE Composition (Area A1)

Introduction to critical thinking; analysis of historical, contemporary and global views of public education. Development of seminar skills: preparation of analytical essays and oral presentations, examination of models and techniques of reasoning applied to issues in education.

Letter grade only (A-F)

### 400. Language Arts Capstone: Language Arts Content and Standards for Elementary Classrooms (3)

Prerequisite: Limited to Liberal Studies majors who have completed all Area I Core requirements with a "C" or better grade, or consent of department chair.

Review, analysis, and assessment of K-8 California State English-Language Arts Content Standards and Curriculum Framework. Contemporary theory and practice of Language Arts with focus on reading, language and literacy development, and assessment.

Letter grade only (A-F).

### 404. Visual and Performing Arts Capstone: Visual and Performing Arts Content and Standards for Elementary Classrooms (3)

Prerequisite: Limited to Liberal Studies majors who have completed all Area V Core requirements with a "C" or better grade, or consent of department chair.

Review, analysis, and assessment of K-8 California State Visual and Performing Arts Content Standards and Curriculum Framework. Understanding relationships among the arts. Emphasis on arts criticism and various broader values (historical, social, aesthetic, ethical).

Letter grade only (A-F).

### 471. History-Social Science Capstone: History-Social Science Content and Standards for Elementary Classrooms (3)

Prerequisite: Limited to Liberal Studies majors who have completed all Area IV Core requirements with a "C" or better grade, or consent of department chair.

Review, analysis and assessment of K-8 California State History-Social Science Content Standards and Curriculum Framework. Literacy in the social sciences for K-8 students. Integrates geographical and historical analysis of California, Early American, and Pre-Modern World history within a global context.

Letter grade only (A-F).

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## Urban Dual Credential Program (UDCP)

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### 400. Foundations of Teaching and Learning in Inclusive Settings (2)

Prerequisite: Admission to the Urban Dual Credential Program or Consent of Instructor.

Foundations in teaching and learning in inclusive, diverse schools. Discussion of professional, legal and ethical practices, multi-tiered systems of support, disability categories, and inclusive collaborative models.

Letter grade only (A-F).

### 401. Positive Behavior Supports (3)

Prerequisite: Admission to the Urban Dual Credential Program or Consent of Instructor.

Models and strategies of classroom management to promote student pro-social behaviors and academic growth in culturally diverse settings. School-wide models of positive behavior support and evidence-based classroom interventions to support positive behaviors for students with and without challenging behavior.

Letter grade only (A-F).

### 402. Equity, Access, and Inclusive Education (3)

Prerequisite: Admission to the Urban Dual Credential Program or Consent of Instructor.

Examination of historical and legal foundations and contemporary issues related to educational equity and access for underrepresented groups in U.S. public schools, including culturally responsive instruction within a Universal Design for Learning framework.

Letter grade only (A-F).

### 407. Artistic and Physical Education (2)

Prerequisite: Acceptance into the Urban Dual Credential Program or Consent of Instructor.

Subject specific pedagogy in health, physical education, and visual/performing arts curriculum

Letter grade only (A-F)

### 410. Literacy Instruction in Inclusive Settings (4)

Prerequisite: Admission to the Urban Dual Credential Program or Consent of Instructor.

Content, methods, and assessment for teaching literacy to all students, including English language learners and students with special needs in culturally and linguistically diverse classrooms. Minimum 10 hours of fieldwork in classrooms with at least 25% of students classified as English learners and some students with disabilities.

Letter grade only (A-F).



#### **411. Advanced Literacy Instruction and Intervention (4)**

Prerequisite: Admission to Urban Dual Credential Program and successful completion of UDCP 410 Literacy Instruction in Inclusive Settings, or Consent of Instructor.

Literacy instructional materials, strategies, and curricular adaptations for gifted students, and struggling students, including English learners and students with disabilities. Evidence-based interventions (e.g., RTI, MTSS), using data for program planning, and use of technology are emphasized. Minimum 10 hours of fieldwork in classrooms with at least 25% of students classified as English learners and some students with disabilities

Letter grade only (A-F).

#### **414. Transition in Special Education (1)**

Prerequisite: Acceptance into the Urban Dual Credential Program or Consent of Instructor.

Strategies for developing effective transition for students with disabilities into, through, and beyond school.

Letter grade only (A-F)

#### **415. Math Interventions in Inclusive Settings (2)**

Prerequisite: Acceptance into the Urban Dual Credential Program or Consent of Instructor.

Math interventions for students at-risk and with disabilities. Focus on Tier 2 and Tier 3 interventions within a multi-tiered system of support.

Letter grade only (A-F)

#### **420. K- 8 Student Teaching, General Education (6)**

Prerequisite: Acceptance into the Urban Dual Credential Program or Consent of Instructor.

Semester-long student teaching experience in K-8 public school general education/inclusive classroom setting.

Credit/No Credit grading only

#### **422. K- 8 Student Teaching, Special Education - Mild/Moderate Disabilities (6)**

Prerequisite: Acceptance into the Urban Dual Credential Program or Consent of Instructor.

Semester-long student teaching experience in public schools serving students with identified mild/moderate disabilities in a variety of inclusive and special education settings.

Credit/No Credit grading only

#### **423. K- 8 Student Teaching, Special Education – Moderate/Severe Disabilities (6)**

Prerequisite: Acceptance into the Urban Dual Credential Program or Consent of Instructor.

Semester-long student teaching experience in public schools serving students with identified moderate/severe disabilities in a variety of inclusive and special education settings.

Credit/No Credit grading only

# SINGLE SUBJECT TEACHER EDUCATION PROGRAM

College of Education

**University Coordinator:** Jared Stallones

**Office:** Teacher Preparation Advising Center (EED-67)

Telephone: (562) 985-5325

Website: [www.ced.csulb.edu/single-subject](http://www.ced.csulb.edu/single-subject)

**Assistant to the Coordinator:** Helen Carcamo

**Credential Advisors:** Jessica Blague, Adriane Howze, Elodia Montano

## Subject Area Coordinators:

Kathleen Keirn (English Education)

Cynthia Leathers (Languages Other Than English Education)

Vikki Bisorca (Health Science Education)

Laurie Gatlin (Art Education)

Tim Williamson (Science Education)

Tim Keirn (Social Science Education)

Dan Zanutto (Music Education)

Emyr Williams (Physical Education)

Angelo Segalla (Mathematics Education)

## Introduction

The Single Subject Credential Program (SSCP) prepares university students to be teachers in California schools. A teacher with a Single Subject Credential is authorized to teach the specific subject(s) named on the credential in departmentalized schools. This is commonly done in California high schools and junior high schools. However, teachers authorized for single subject instruction may be assigned to teach any subject in their authorized fields at any grade level: pre-school, kindergarten and grades one through twelve; or in classes organized primarily for adults. At CSULB the program includes courses in the student's teaching subject area, in general secondary education (EDSE), and in subject specific education (EDSS). Program requirements are subject to change to align with changes in California Commission on Teacher Credentialing (CTC) regulations. For further program information visit [www.ced.csulb.edu/single-subject](http://www.ced.csulb.edu/single-subject).\*

\*The Single Subject Credential is offered in the following subjects: Art, Biological Sciences, Chemistry, English, Geosciences, Health Sciences, World Languages, Mathematics, Music, Physical Education, Physics, Social Science.

## Single Subject Credential Program (code 100)

The Single Subject Credential Program is a 45 unit program of study comprised of one prerequisite course, four corequisite courses, four core courses, and the capstone student teaching experience and student teaching seminar. EDSS 300, the prerequisite course, must be taken prior to other EDSS and EDSE courses. The corequisites may be taken prior to or concurrent with EDSS 300, or the core courses. All course work must be completed prior to student teaching, except for the student teaching seminar

which is taken concurrently with student teaching. Student teaching is a full teaching day, Monday through Friday, for approximately 20 weeks under the guidance of one or more cooperating teachers and a university supervisor.

## Requirements

Prerequisite:

Take the following course:

EDSS 300A-S Introduction to Teaching (3)

Prerequisites: Advanced sophomore or junior standing.

(separate sections offered for each subject area)

Corequisites:

Take the following courses:

HSC 411B Health Science for Secondary Teachers (3)

Prerequisite: Upper-division standing. Corequisite: Current CPR Certification required.

EDSP 355B Collaborative Models of Inclusive Education (3)

Prerequisite: None

Take one of the following courses:

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

Prerequisites: None.

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

Prerequisites: None.

EDP 305 Educational Psychology (3)

Prerequisites: None.

Take one of the following choices:

Level I technology course or state-approved exam

Candidates in the subject area programs can meet the computer technology requirement through the following courses: Art (ART 305), English (ENGL 337), Health Science (ETEC 444), LOTE (RGR 470), Mathematics (MTED 301), Music (EDSS 300M, EDSS 450M, EDSS 473), KIN (KIN 354), Science (EDSS 300C, EDSS 450C, EDSS 473), Social Science (ETEC 444).

Core Courses:

Take the following courses:

EDSE 435 United States Secondary Schools:

Intercultural Education (3)

Prerequisite: EDSS 300 (A, C, D, F, G, M, N, P, or S); or admission to the Single Subject Credential Program; or consent of University Coordinator of the Single Subject Credential Program. Required course in the Single Subject Credential Program.

EDSE 436 Curriculum, Instruction, Assessment and Classroom Management (3)

Prerequisite: EDSS 300 (A, C, D, F, G, M, N, P, or S); or admission to the Single Subject Credential Program; or consent of the University Coordinator of the Single Subject Credential Program. Required course in the Single Subject Credential Program.

EDSE 457 Reading and Writing in the Secondary School (3)

Prerequisite: EDSS 300 (A, C, D, F, G, M, N, P, or S); or

admission to the Single Subject Credential Program; or consent of the University Coordinator of the Single Subject Credential Program. Required course in the Single Subject Credential Program.

#### EDSS 450A-S Curriculum and Methods (3)

(separate sections offered for each subject area)  
Prerequisites: Consult catalog text for matching prerequisite information.

Capstone:

#### EDSS 472 Student Teaching (5)

Corequisite: EDSS 473. Prerequisite: EDSS 450 (A, C, D, F, G, H, M, N, P, or S) and admission to the Single Subject Credential Program, or permission of the University Coordinator; submission of application to student teach by the deadline (October 1 for Spring term; March 1 for Summer and Fall terms); demonstration of basic educational skills; character and identification clearance (fingerprint clearance); completion of all program course work; demonstration of subject matter competence; portfolio assessment in selected programs; approval for advancement to student teaching by the Credential Advisor and University Coordinator of the Single Subject Credential Program. Student teaching must be completed in the subject that will be authorized on the candidate's credential.

#### EDSS 473A-Z Student Teaching Seminar (3)

(separate sections offered for each subject area)  
Prerequisite: Admission to the Single Subject Credential Program, or consent of the Single Subject Credential Program University Coordinator; advanced to student teaching. Corequisite: EDSS 472.

or for interns

#### EDSS 572 Intern Student Teaching (5)

Corequisite: EDSS 473. Prerequisite: Admission to the Single Subject Intern Program; offer of intern teaching position from a cooperating school district; submission of application to student teach by the deadline (October 1 for Spring term; March 1 for Summer and Fall terms); demonstration of basic educational skills; completion of teaching performance assessments 1 and 2; character and identification clearance (fingerprint clearance); completion of all program course work; demonstration of subject matter competence; portfolio assessment required in selected programs; approval for advancement to intern student teaching by the Credential Advisor and University Coordinator of the Single Subject Credential Program.

#### EDSS 473A-Z Student Teaching Seminar (3)

(separate sections offered for each subject area)  
Prerequisite: Admission to the Single Subject Credential Program, or consent of the Single Subject Credential Program University Coordinator; advanced to student teaching. Corequisite: EDSS 472.

All professional coursework for the credential must be completed within seven years of admission to the program.

In addition to professional preparation, all credential candidates must demonstrate subject matter competence by one of the following: A) completion of a CTC-approved subject matter program; B) passing scores on the CSET exam; C) transcript review. Candidates should confer as early as possible with the Credential Advisor in their subject area to develop an efficient program plan.

### Admission to the Program

Before beginning the Single Subject Credential Program (SSCP), students should be admitted to the university. Apply for admission if you are A) a graduating senior at CSULB, B) transferring from another institution, or C) returning to the university after an absence of one or more semesters. Admission to the university does not constitute admission to the SSCP. Application to the

program is normally made as part of the course requirements for EDSS 300. Students may take the EDSS 300 course once they have completed a minimum of 60 semester or 90 quarter units.

### Program Admission Requirements

Admissions requirements are subject to change by the California Commission in Teacher Credentialing. Current requirements can be found at <http://www.ced.csulb.edu/programs/single-subject-credential-program/admission-program>.

### Preliminary Credential

Successful completion of the Single Subject Credential Program leads to the Preliminary Credential, which is valid for five years.

### Credential Requirements

In order to apply for a preliminary credential, candidates must:

1. Hold a bachelor's degree from an accredited institution.
2. Satisfy the U. S. Constitution requirement (POSC 100 or POSC 391 or exam or equivalent course from another institution).
3. Demonstrate basic educational skills.
4. Hold a Certificate of Clearance (fingerprint check).
5. Demonstrate subject matter competence.
6. Complete all prerequisite, corequisite, core and capstone courses with a "B" average and a minimum grade of "C". A minimum 3.0 grade point average must be maintained in all EDSS and EDSE courses. A minimum grade of "B" must be attained in EDSS 300 and EDSS 450.
7. Demonstrate Level I Computer proficiency.
8. Successfully complete student teaching and student teaching seminar.
9. Obtain a score of 3 or better on all 4 tasks in the state-mandated Teacher Performance Assessment (Cal TPA).

### Student Teaching

Student Teaching is a full day (At least 5 class periods), full semester responsibility following the school district calendar (approximately 20 weeks). Students teach three classes which represent different topics or levels of the subject. The other two periods are for preparation and observation. The university determines the specific student teaching assignment from a wide variety of schools and teaching situations available in the program service area reflecting the region's diversity.

Advancement to Student Teaching is based upon a second thorough assessment of the candidate's qualifications. The process involves an evaluation of the applicant's file and an interview with faculty in the Single Subject Program. The criteria for advancement are as follows:

1. Potential for success in teaching, as indicated by successful leadership, teaching experience, or work experience.  
Updated information regarding the candidate's most recent experience, including work in EDSS 450, forms the basis of this assessment.
2. Continuing motivation for and enthusiasm toward teaching, together with those dispositions believed essential for successful teaching. Evidence includes a strong

recommendation from the instructor of EDSS 450 and further recommendations from faculty who have worked with or have interviewed the student since the time of admission to the credential program.

3. Academic competence, overall and in the teaching major. The level of academic achievement of candidates is expected to be above average.

### **Advancement to Student Teaching Requirements**

In order to advance to student teaching, candidates must:

1. Be a member in good standing of the Single Subject Credential Program.
2. Attain a GPA of 2.75 in the last 60 semester units, or 2.67 overall.
3. Successfully complete all program courses, except Student Teaching and Seminar.
4. Attain a minimum "B" grade point average in program courses, including prerequisites, corequisites and core courses, with no grade lower than "C." A minimum 3.0 grade point average must be maintained in all EDSS and EDSE courses. Completion of EDSS 300 and EDSS 450 with a minimum grade of "B."
5. Demonstrate TB clearance (clearance must be valid though completion of student teaching).
6. Demonstrate basic educational skills.
7. Demonstrate subject matter competence. CSET test takers must submit passing scores with their student teaching application. Course-takers must satisfy the subject matter mastery requirement prior to the first day of student teaching.
8. Provide proof of identity and character clearance (Certificate of Clearance)
9. Submit a student teaching application by October 1 or March 1 of the semester prior to student teaching.

### **Student Teaching Application Process**

1. Student Teaching applications are available online for a limited time period prior to the application deadline.
2. The application for Student Teaching is reviewed by the student's Subject Area Credential Advisor (SACA). The Credential Center evaluates transcripts. The SACA then makes a recommendation to the University Single Subject Credential Coordinator who takes final action. When approved, the student registers for student teaching. A priority system is used if sufficient funding is not available to allow all qualified applicants to enroll in student teaching.
3. A Certificate of Clearance must be on file in the Credential Center prior to the beginning of Student Teaching.

### **Single Subject Internship**

The Internship Program provides an opportunity for qualified Single Subject Credential Program (SSCP) candidates to work as teachers of record while completing their preservice preparation. Internship positions are offered by school districts in consultation with the SSCP. An internship is an entry-level paid teaching position in a regular public secondary school classroom. The Intern Credential holder is an employee of the school district on a contractual basis and is subject to all district employment policies. Interns are also program students, subject to program requirements.

Interns carry considerable responsibility as the classroom teacher of record responsible for designing, developing, and implementing curriculum and instruction for a full load of classes for the length of the school year. In addition, they are expected to be fully participating members of the school faculty, including service on school committees, supervision of student activities, and attendance at school and district meetings and inservices. Only candidates who are truly ready for the responsibility and heavy workload should become interns. Candidates should consult with their Credential Advisor and the University SSCP Coordinator as they explore the possibility of doing an internship.

To be approved for an internship, candidates must meet the following requirements: be in good standing in the SSCP, be enrolled in at least one program course each semester, demonstrate basic educational skills, demonstrate subject matter competence (as determined by CTC subject matter requirements), have character clearance, be approved for advancement to student teaching, demonstrate relevant successful experience working with students, and show proof of meeting the U. S. Constitution requirement. The internship offer is made by the school district, and must be in the candidate's teaching field. Interns cannot teach out of their field. Candidates must have the approval of their SACA and the approval of the University SSCP Coordinator. There must be a District/University Internship Agreement in place between the district and CSULB.

Upon completing all program requirements for advancement to student teaching, Interns use their teaching position as the "student teaching" experience. Interns must submit an application to student teach by the regular deadlines: October 1 for Spring and March 1 for Fall student teaching. Interns register for 15 units of Intern Student Teaching and 3 units of Student Teaching Seminar. Interns must have a minimum of two different class preparations as part of their teaching assignments. A University Supervisor observes the intern periodically during the term, conferences with the intern after site visits, and provides support. The school provides a Site Support Teacher who functions as the Intern's on-site mentor. Interns are evaluated on program evaluation forms that are based on the *California Teaching Performance Expectations*.

*Intern Application Guidelines* and application materials are available in the Teacher Preparation Advising Center (ED1-67). Late applications may not be approved until the following semester. Candidates should contact the SSCP Office for a list of districts with which the program has intern contractual agreements.

The Early Completion Intern Option allows qualified candidates in English, Math, and Science to challenge the course work portion of the internship program and demonstrate their pedagogical skills by passage of the Teaching Foundations Examination and the California Teacher Performance Assessment while serving as an intern. See an advisor in the Teacher Preparation Advising Center for details.

### **Clear Credential**

The Preliminary credential is valid for five years from the date of issuance and is not renewable. During the first



five years of teaching, teachers earn the Clear Credential through their District-Sponsored Induction Program.

### **Petition Process**

Appeals of program decisions or requests for policy waivers are made by filing a written appeal to the Single Subject Program Petition Committee. The Petition 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, completing all program courses prior to student teaching, and course equivalencies. Consult the SSCP Office for items not listed here. Students follow university policy to appeal a course final grade.

### **Single Subject Credential Program Majors**

The subject matter programs listed below have been approved by the California Commission on Teacher Credentialing. Completion of a program as an undergraduate major (or as a returning graduate student) meets the subject matter competence requirement for the single subject teaching credential. With careful planning, it may be possible for undergraduates to complete the professional preparation (education) courses concurrent with the major, with the exception of student teaching and seminar (which may be done the first semester after graduation). Subject matter competence may also be demonstrated by passing the appropriate CSET exam. Candidates should consult the Credential Advisor in their area of interest to develop an efficient program plan.

#### **Art Education (code 110)**

Course requirements for demonstrating subject matter competence in Art are listed in the Art Department under Bachelor of Arts in Arts, Option in Art Education. Subject matter competence may be met through completion of 30 lower division units and 39 upper division units. Consult with the Single Subject Art Education Advisor for specific academic advisement and program information.

#### **English Education (code 120)**

Course requirements for demonstrating subject matter competence in English are listed in the English Department under Bachelor of Arts in English, Option in English Education. The English education subject matter waiver program is a 55 unit major with 43 core units and 12 breadth and perspective units. Consult with the Single Subject English Education Advisor for specific academic advisement and program information.

#### **Health Science (code 130)**

Course requirements for demonstrating subject matter competence in Health Science are listed in the Health Science Department under Bachelor of Science in Health Science, Option in School Health Education. Subject matter competence may be met through completion of 20 lower division units and 45 upper division units. Consult with the Single Subject Health Science Education Advisor for specific academic advisement and program information.

#### **World Languages: French (code 152) German (code 153) Italian (code 154) Latin (code 156) Spanish (code 158)**

Course requirements for demonstrating subject matter competence in individual Languages Other Than English are listed under the Bachelor of Arts requirements in the appropriate department (French, German, Italian, Spanish: Romance, German and Russian Languages Dept.; Latin: Comparative World Literature and Classics Dept.). In each instance, the Bachelor of Arts degree leads to subject matter competence in the language. Consult with the Single Subject Languages Other than English Education Advisor for specific academic advisement and program information.

#### **Mathematics Education (code 165)**

Course requirements for demonstrating subject matter competence in Mathematics are listed in the Mathematics and Statistics Department under Bachelor of Science in Mathematics, Option in Mathematics Education. Subject matter competence may be met through completion of 30 lower units and 36 upper division units. Consult with the Single Subject Mathematics Education Advisor for specific academic advisement and program information.

#### **Music Education (code 170)**

Course requirements for demonstrating subject matter competence in Music are listed in the Music Department under Bachelor of Music, Option in Music Education. Subject matter competence may be met through completion of 70 units for both choral/vocal and instrumental options. Consult with the Single Subject Music Education Advisor for specific academic advisement and program information.

#### **Physical Education (code 175)**

Course requirements for demonstrating subject matter competence in Physical Education are listed in the Kinesiology Department under Bachelor of Arts in Kinesiology, Option in Elementary, Secondary, or Adapted Physical Education. Subject matter competence may be met through completion of 29 lower division units and 40 upper division units. Consult with the Single Subject Physical Education Advisor for specific academic advisement and program information.

#### **Science Education: Biological Sciences (code 184) Chemistry (code 181) Geosciences (code 182) Physics (code 183)**

Course requirements for demonstrating subject matter competence in Science are listed in the Science Education Department under Subject Matter Competence for the Single Subject Credential. Breadth and specialization units vary for the four science areas. Consult with the Single Subject Science Education Advisor for specific academic advisement and program information. The Science Subject Matter Program is being revised to meet new state

standards. When the revised program has been approved by the Commission on Teacher Credentialing, the new course requirements will be in effect and supersede current requirements.

## **Social Science Education (code 185) Behavioral Science, Economics, Geography, History, Political Science**

In order to demonstrate subject matter competence by course work for the Social Science teaching credential, students must complete 39 core units and 15 breadth and perspective units. Consult the Social Science Education Credential Advisor in the Department of History for program information.

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### **Single Subject Education Courses (EDSS)**

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#### **UPPER DIVISION**

##### **300A-S. Introduction to Teaching (3)**

Prerequisite: Advanced sophomore or junior standing.

Structure, organization, culture of schools; curriculum, instruction, assessment, classroom management; history and current status of the subject area; becoming a reflective professional. Submission of application to the Single Subject Credential Program (SSCP). "B" grade or better required for admission to the SSCP. First course in the professional education sequence of the SSCP. Students register for the section bearing the letter associated with their discipline from the list below.

45-hour directed fieldwork required. Course fee may be required. Letter grade only (A-F). May be repeated to a maximum of 6 units in different semesters. (Lecture 3 hours)

- A. Art
- C. Science
- D. Health Science (Fall)
- F. LOTE: Languages Other Than English
- G. English
- M. Mathematics
- N. Music (Spring)
- P. Physical Education
- S. Social Science

##### **450A. Curriculum and Methods in Teaching Art (3)**

Prerequisite: EDSS 300A; admission to the Single Subject Credential Program or permission of the Single Subject Credential Program University Coordinator.

Objectives, curriculum, materials, instructional strategies, and assessment specific to teaching art to diverse students. Reflective practice based on the California Standards for the Teaching Profession and state curriculum frameworks. Required prior to student teaching.

Fieldwork requirement. Course fee may be required. "B" grade or better required to advance to student teaching. Letter grade only (A-F). May be repeated to a maximum of 6 units.

##### **450C. Curriculum and Methods in Teaching Science (3)**

Prerequisite: EDSS 300C; admission to the Single Subject Credential Program or permission of the Single Subject Credential Program University Coordinator. Required prior to student teaching.

Objectives, curriculum, materials, instructional strategies, and assessment specific to teaching science to diverse students. Reflective practice based on the California Standards for the Teaching Profession and state curriculum frameworks.

(Lecture 2 hours, laboratory 1 hour + TBA) Fieldwork requirement. Course fee may be required. "B" grade or better required to advance to student teaching. Letter grade only (A-F).

May be repeated to a maximum of 6 units.

##### **450D. Curriculum and Methods in Teaching Health Science (3)**

Prerequisite: EDSS 300D; admission to the Single Subject Credential Program or permission of the Single Subject Credential Program University Coordinator. Required prior to student teaching.

Objectives, curriculum, materials, instructional strategies, and assessment specific to teaching health to diverse students. Reflective practice based on the California Standards for the Teaching Profession and state curriculum frameworks.

Fieldwork requirement. Course fee may be required. "B" grade or better required to advance to student teaching. Letter grade only (A-F). May be repeated to a maximum of 6 units.

##### **450F. Curriculum and Methods in Teaching Languages Other Than English (3)**

Prerequisite: EDSS 300F; admission to the Single Subject Credential Program or permission of the Single Subject Credential Program University Coordinator. Required prior to student teaching.

Objectives, curriculum, materials, instructional strategies, and assessment specific to teaching world languages to diverse students. Reflective practice based on the California Standards for the Teaching Profession and state curriculum frameworks.

Fieldwork requirement. Course fee may be required. "B" grade or better required to advance to student teaching. Letter grade only (A-F). May be repeated to a maximum of 6 units.

##### **450G. Curriculum and Methods in Teaching English (3)**

Prerequisite: EDSS 300G; admission to the Single Subject Credential Program or permission of the Single Subject Credential Program University Coordinator. Required prior to student teaching.

Objectives, curriculum, materials, instructional strategies, and assessment specific to teaching English to diverse students. Reflective practice based on the California Standards for the Teaching Profession and state curriculum frameworks.

Fieldwork requirement. Course fee may be required. "B" grade or better required to advance to student teaching. Letter grade only (A-F). May be repeated to a maximum of 6 units.

##### **450H. Curriculum and Methods in Teaching Home Economics (3) S**

Prerequisite admission to the Single Subject Credential Program or permission of the Single Subject Credential Program University Coordinator. Required prior to student teaching.

Objectives, curriculum, materials, instructional strategies, and assessment specific to teaching home economics to diverse students. Reflective practice based on the California Standards for the Teaching Profession and state curriculum frameworks.

Fieldwork requirement. Course fee may be required. "B" grade or better required to advance to student teaching. Letter grade only (A-F). May be repeated to a maximum of 6 units.

##### **450M. Curriculum and Methods in Teaching Mathematics (3)**

Prerequisite: EDSS 300M; admission to the Single Subject Credential Program or permission of the Single Subject Credential Program University Coordinator. Required prior to student teaching.

Objectives, curriculum, materials, instructional strategies, and assessment specific to teaching mathematics to diverse students. Reflective practice based on the California Standards for the Teaching Profession and state curriculum frameworks.

Fieldwork requirement. Course fee may be required. "B" grade or better required to advance to student teaching. Letter grade only (A-F). May be repeated to a maximum of 6 units.

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## Single Subject Education Courses (EDSS)

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### 450N. Curriculum and Methods in Teaching Music (3) F

Prerequisite: EDSS 300N; admission to the Single Subject Credential Program or permission of the Single Subject Credential Program University Coordinator. Required prior to student teaching.

Objectives, curriculum, materials, instructional strategies, and assessment specific to teaching music to diverse students. Reflective practice based on the California Standards for the Teaching Profession and state curriculum frameworks.

Fieldwork requirement. Course fee may be required. "B" grade or better required to advance to student teaching. Letter grade only (A-F). May be repeated to a maximum of 6 units.

### 450P. Curriculum and Methods in Teaching Physical Education (3)

Prerequisite: EDSS 300P; admission to the Single Subject Credential Program or permission of the Single Subject Credential Program University Coordinator; current standard first aid/CPR certification; completion of all skill performance proficiencies with an overall score of 3.5. Required prior to student teaching.

Objectives, curriculum, materials, instructional strategies, and assessment specific to teaching physical education to diverse students. Reflective practice based on the California Standards for the Teaching Profession and state curriculum frameworks.

Fieldwork requirement. Course fee may be required. "B" grade or better required to advance to student teaching. Letter grade only (A-F). May be repeated to a maximum of 6 units.

### 450S. Curriculum and Methods in Teaching Social Science (3)

Prerequisite: EDSS 300S; admission to the Single Subject Credential Program or permission of the Single Subject Credential Program University Coordinator. Required prior to student teaching.

Objectives, curriculum, materials, instructional strategies, and assessment specific to teaching history and social science to diverse students. Reflective practice based on the California Standards for the Teaching Profession and state curriculum frameworks.

Fieldwork requirement. Course fee may be required. "B" grade or better required to advance to student teaching. Letter grade only (A-F). May be repeated to a maximum of 6 units.

### 472A,B,C. Student Teaching (5,5,5)

Corequisite: EDSS 473.

Prerequisite: EDSS 450 (A, C, D, F, G, H, M, N, P, or S) and admission to the Single Subject Credential Program, or permission of the University Coordinator; submission of application to student teach by the deadline (October 1 for Spring term; March 1 for Summer and Fall terms); passage of CBEST; character and identification clearance (fingerprint clearance); completion of all program course work; demonstration of subject matter competence; portfolio assessment in selected programs; approval for advancement to student teaching by the Credential Advisor and University Coordinator of the Single Subject Credential Program. Student teaching must be completed in the subject that will be authorized on the candidate's credential.

Student teaching in the candidate's subject for a minimum of five periods daily for the length of the placement school's semester (approximately 20 weeks). Teach three classes (including at least two preparations); two additional periods are for preparation, observation, and conferencing with the cooperating teacher and university supervisor. See Advancement to Student Teaching section of this catalog for requirements.

Credit/No Credit grading only ("B" or "B" quality work required for credit). May be repeated to a maximum of 10 units. Course fee may be required.

### 473A-Z. Student Teaching Seminar (3)

Corequisite: EDSS 472.

Prerequisite: Admission to the Single Subject Credential Program, or consent of the Single Subject Credential Program University Coordinator; advanced to student teaching.

Links theory to practice within the context of Teaching Performance Expectations during student teaching. Covers curriculum, instruction, assessment, classroom management, equity and access for all students. Prepares candidates for induction into the teaching profession.

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

- A. Art
- C. Science
- D. Health Science (Course fee may be required)
- F. LOTE
- G. English
- M. Math
- N. Music
- P. Physical Education
- S. Social Science
- Z. Secondary Education

### 490. Selected Topics - Academic Subjects (1-3)

Prerequisite: Consent of instructor.

Selected secondary curriculum topics.

May be repeated to a maximum of 6 units with different topics; but only 6 units with a letter grade may be applied toward advanced degrees. Topics announced in the *Schedule Of Classes*.

### 497. Independent Study (1-3)

Prerequisites: Consent of instructor and Single Subject Program Coordinator.

Independent study undertaken under the supervision of a faculty member.

May be repeated to a maximum of 3 units.

## GRADUATE LEVEL

### 572A,B,C. Intern Student Teaching (5,5,5)

Corequisite: EDSS 473.

Prerequisite: Admission to the Single Subject Intern Program; offer of intern teaching position from a cooperating school district; submission of application to student teach by the deadline (October 1 for Spring term; March 1 for Summer and Fall terms); passage of CBEST; character and identification clearance (fingerprint clearance); completion of all program course work; demonstration of subject matter competence; portfolio assessment required in selected programs; approval for advancement to intern student teaching by the Credential Advisor and University Coordinator of the Single Subject Credential Program.

Use of the intern's teaching position as student teaching. Must be done in the subject that is authorized on the intern's credential. Interns must be approved by the program for contract positions in cooperating school districts.

Credit/No Credit grading only ("B" or "B" quality work required for credit). May be repeated to a maximum of 10 units. Course fee may be required.

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## Secondary Education Courses (EDSE)

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### UPPER DIVISION

#### **435. United States Secondary Schools: Intercultural Education (3)**

Prerequisite: EDSS 300 (A, C, D, F, G,M, N, P, or S); or admission in the Single Subject Credential Program; or consent of University Coordinator of the Single Subject Credential Program. Required course in the Single Subject Credential Program.

Critical reflection on multicultural education in a diverse society. Philosophy, history and sociology of education as fundamental to understanding contemporary secondary schools. Curriculum and student populations in the context of issues and controversies in education. Approved CLAD Certificate course (Domain 3).

Fifteen hour fieldwork requirement. Course fee may be required. Letter grade only (A-F). May be repeated to a maximum of 6 units.

#### **436. Curriculum, Instruction, Assessment and Classroom Management (3)**

Prerequisite: EDSS 300 (A, C, D, F, G,M, N, P, or S); or admission in the Single Subject Credential Program; or consent of the University Coordinator of the Single Subject Credential Program. Required course in the Single Subject Credential Program.

Explores systematic instruction, theories of learning, curriculum development, teaching strategies, assessment and evaluation of student progress, classroom management and discipline, and establishing successful learning environments for all students.

Fifteen hour fieldwork requirement. Course fee may be required. Letter grade only (A-F). May be repeated to a maximum of 6 units.

#### **457. Reading and Writing in the Secondary School (3)**

Prerequisite: EDSS 300 (A, C, D, F, G,M, N, P, or S); or admission in the Single Subject Credential Program; or consent of the University Coordinator of the Single Subject Credential Program. Required course in the Single Subject Credential Program.

Emphasis on reading and writing assessment and instruction; textbook selection; vocabulary development; comprehension strategies; content area reading and study skills; writing instruction; English Language Development; the reading needs of less prepared, English language, and accelerated learners; and issues of diversity and equity.

Minimum fifteen hours of field work required. Course fee may be required. Letter grade only (A-F). May be repeated to a maximum of 6 units.



# TEACHER EDUCATION

## College of Education

**Department Chair:** Paul Boyd-Batstone

**Department Office:** Shelby Riley, Office Manager  
Ellis Education Building (EED) 1, Room 13, (562) 985-4506

### Teacher Preparation Advising Center

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### Multiple Subject Credential Program Coordinators

Lisa Isbell, MSCP Program and Asian BILA Emphasis  
Olga Rubio, MSCP Spanish BILA Emphasis

### Websites:

Department of Teacher Education: [www.ced.csulb.edu/teacher-ed](http://www.ced.csulb.edu/teacher-ed)  
Teacher Preparation Advising Center: [www.ced.csulb.edu/tpac](http://www.ced.csulb.edu/tpac)  
Multiple Subject Credential Program: [www.ced.csulb.edu/mscp](http://www.ced.csulb.edu/mscp)

### Introduction

The Department of Teacher Education offers coursework in credential, certificate, and Master's degree programs that include preliminary and advanced professional preparation. The department houses the Multiple Subject Credential Program, a Reading Certificate program, and Master's degree programs in Early Childhood Education, Dual Language Development, Mathematics Education, and Curriculum and Instruction. Credential program requirements are and subject to change to align with changes in CTC regulations.

### Multiple Subject Credential Program (code 200)

A teacher with a Multiple Subject Credential is authorized to teach grades pre-K through 12 in self-contained classrooms. The Multiple Subject Credential Program (MSCP) prepares students to be credentialed in the State of California for elementary instruction. The program allows for daytime field experiences in elementary classrooms and includes methodology courses and student teaching. The program can be completed in three semesters, depending upon when prerequisites and corequisites are taken, when the student begins the program, and whether a part-time or full-time schedule is followed. Program requirements must be met within five years of the date of admission to the program.

The department has four Preliminary Multiple Subject Credential Program (MSCP) tracks:

- Multiple Subject Credential Program (post-baccalaureate)
- Multiple Subject Internship Program (post-baccalaureate)
- Integrated Teacher Education Program (ITEP)
- Bilingual Authorization in Spanish, Korean, Mandarin, and Vietnamese (available for each track)

For program information and advisement, contact the Teacher Preparation Advising Center (EED-67; 562/985-1105) or visit the website: [www.ced.csulb.edu/tpac](http://www.ced.csulb.edu/tpac)

### Preliminary Credential

Successful completion of any track in the Multiple Subject Credential Program leads to the Preliminary Credential, which is valid for five years. Requirements for the Preliminary Credential are:

1. Hold a bachelor's degree from an accredited institution.
2. Satisfy the U. S. Constitution requirement (POSC 100 or POSC 391 or equivalent course from another institution or exam).
3. Pass California Basic Educational Skills Test (a test of basic reading, writing and math) or CTC-approved alternative exam.
4. Hold a Certificate of Clearance (CTC fingerprint clearance).
5. Demonstrate Level I computer technology competence (embedded in program course work).
6. Demonstrate subject matter competence by passing the California Subject Examinations for Teachers: Multiple Subjects (CSET: Multiple Subjects).
7. Complete professional preparation courses (in the MSCP) with a grade point average of 3.0 in all subject specific pedagogy (methods) courses with no grade lower than "C."
8. Successfully complete student teaching.
9. Pass the Reading Instruction Competence Assessment (RICA) exam.
10. Pass the California Teaching Performance Assessment (CalTPA).
11. For Bilingual Authorization candidates only:  
Demonstrate competence in specialized pedagogy, knowledge of the target culture, and proficiency in the target language. The culture knowledge and target language proficiency requirements may be met through course work or state-approved exams.

### Clear Credential

The Preliminary Credential is valid for five years from the date of issuance and is not renewable. During the first five years of teaching, teachers earn the clear credential through their district-sponsored Induction Program.

### Multiple Subject Credential Program Structure

The MSCP is a 40-unit program separated into three successive phases. Students must complete each phase before advancing to the next one.

- Phase One - Students complete program prerequisites (and may take any or all corequisites) and submit applications. Subject matter competence must be demonstrated at the time of application to the program by submission of a passing score on all three sections of the California Subject Examinations for Teachers: Multiple

- Subjects (CSET: Multiple Subjects).
- Phase Two - Students complete corequisite courses and five subject specific pedagogy courses.
- Phase Three - Students complete student teaching.

### Admission to the University

Admission to the university and the MSCP are two separate processes. Applications to the university are made on-line through CSU Mentor ([www.csumentor.edu](http://www.csumentor.edu)). Graduating seniors, transfer students, and returning students should apply for post-baccalaureate admission to the university with the objective of entering the credential program (identify the program objective as Multiple Subject Credential). Admission to the university does not constitute admission to the program.

### Admission to the Program

Matriculated students may be admitted to the program based on their current undergraduate or graduate status. Pre-program advisement and brochure materials are available in the Teacher Preparation Advising Center (ED1-67). Prospective candidates may obtain a program application from the website at [www.ced.csulb.edu/mscp](http://www.ced.csulb.edu/mscp). Prospective candidates are encouraged to attend a program information meeting (see schedule at [www.ced.csulb.edu/mscp](http://www.ced.csulb.edu/mscp)). Candidates are required to comply with all program policies and procedures detailed in the MSCP Handbook, which is available online at [www.ced.csulb.edu/mscp](http://www.ced.csulb.edu/mscp).

Candidates in the Multiple Subject (post-baccalaureate), Intern, or ITEP tracks who wish to add a Bilingual Authorization to their credential must meet with the appropriate language advisor to discuss requirements for the language authorizations in Spanish, Korean, Mandarin, or Vietnamese.

Candidates for the post-credential Bilingual Authorization must possess a valid SB 2042 teaching credential OR a valid Ryan teaching credential with CLAD authorization OR the equivalent. They should consult the Bilingual Authorization advisor to plan their course of study.

### Program Admission Requirements

1. Complete all prerequisite courses in one of the four MSCP tracks, with a minimum grade of "B" in EDEL 380 and no grade lower than "C" in any other prerequisite or corequisite course.
2. 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 or 90-quarter units attempted.
3. Complete and pass an interview with a department faculty member.
4. Submit two (2) letters of recommendation.
5. Submit EDEL 380 Final Fieldwork Evaluation or Approved EDEL 380 Waiver Petition, or a third letter of recommendation.
6. Submit a typed personal statement describing why you have chosen teaching as a career, what you hope to accomplish as a teacher, and how you view the role of the teacher.
7. Submit a negative tuberculosis skin test taken within the last four (4) years or chest X-ray taken within the last eight (8) years. Tuberculosis clearance must be valid through student teaching.

8. Submit one photocopy of all university and/or college transcripts.
9. Submit proof of meeting the Basic Skills Requirement. For information regarding CBEST visit [www.cbest.nesinc.com](http://www.cbest.nesinc.com). (CBEST attempt or other CTC Approved alternative)
10. Submit proof of having demonstrated subject matter competence by passing all three subtests of the California Subject Examinations for Teachers: Multiple Subjects (CSET: Multiple Subjects)
11. Attach a copy of a current Certificate of Clearance or a photocopy of a current California emergency/substitute teaching permit.
12. Demonstrate ability to communicate orally in English at the level required of public school teachers by demonstration of English production skills in the course EDEL 380 (EDEL 200 for ITEP candidates) and through an oral interview with department faculty. Bilingual Authorization candidates complete a bilingual interview in English and the target language.
13. Demonstrate character and personality traits that satisfy the standards of the teaching profession and suitable aptitude for teaching in public schools through the application documentation, the personal interview, and performance in the course EDEL 380. Candidates must continue to demonstrate appropriate character and personality traits through completion of the program.
14. Submit the application packet, including documentation, by April 1st to begin pedagogy courses in summer, June 1st to begin pedagogy courses in fall, OR by November 1st to begin pedagogy courses in winter or spring terms. Applications will be accepted after the deadlining on a space availability basis.

### Student Teaching

The final phase of the MSCP is student teaching. For some candidates, student teaching is a full-time five days per week experience for the length of the university semester. Candidates in alternative programs may have different student teaching schedules. All student teachers have one placement in a K-2 classroom where they gain experience with early literacy instruction utilizing a balanced and comprehensive approach to reading. The other placement is in an intermediate classroom (grades 3-6) or in a middle school classroom (grades 6-8). One student teaching placement must be in a public school. There are several ways to complete student teaching: one regular semester, two semesters, two consecutive summers, one entire summer, or one summer and part of one regular semester. Candidates should be aware that there is limited availability in the summer and all requests may not be accommodated. A separate application is required to advance to student teaching. Applications for student teaching must be submitted in person to the Office of Clinical Practice one semester prior to the first assignment. Application packets are available at [www.ced.csulb.edu/fpo](http://www.ced.csulb.edu/fpo). Deadlines for submitting applications to student teaching are:

April 1 - for Summer/Fall Student Teaching

November 1 - for Spring Student Teaching

Students should note that these deadlines are firm. Late applications are not accepted.

## Advancement to Student Teaching Requirements

Students must meet the following requirements to advance to student teaching:

1. Completion of all program prerequisite, corequisite and subject specific pedagogy requirements in Phases 1 and 2 of one of the MSCP tracks. Students must complete all five subject specific pedagogy (methods) courses with a 3.0 grade point average and no grade lower than "C." A grade of "D" or "F" in a program course will result in being placed on academic probation. In addition, EDEL 413 and 431 must be completed with a "C" grade or better. The overall grade point average must continue to meet the program admission standard.
2. Passage of the California Basic Educational Skills Test (CBEST) or CTC-approved alternative.
3. A negative tuberculosis skin test or chest x-ray valid through completion of student teaching.
4. Proof of identity and character clearance (current Certificate of Clearance).
5. Bilingual Authorization candidates must meet additional bilingual authorization pedagogy and culture of emphasis requirements (see Track 4, below).
6. Submission of a student teaching application by the appropriate deadline.

## Track One - Preliminary Multiple Subject Credential Program

The Preliminary credential is the basic Multiple Subject Credential. This track is comprised of foundational and subject specific pedagogy course work followed by the student teaching semester.

### Prerequisites

Take the following courses concurrently:

EDEL 380 Teaching and Learning in a Democratic Society (3)  
Corequisites: EDSP 303.

EDSP 303 Preparing to Teach Special Populations in the General Education Classroom (1)  
Prerequisites: Concurrent enrollment in EDEL 380.

### Corequisites

May be taken prior to or after admission to the MSCP, but must be completed prior to student teaching:

EDEL 413 Developmentally Appropriate Teaching Practices (2)  
Prerequisites: None.

EDEL 431 Cultural and Linguistic Diversity in Schools (3)  
Prerequisites: None.

### Subject Specific Pedagogy (Teaching Methods)

Students must be officially admitted to the MSCP to take these courses:

EDEL 442 Teaching and Learning Language Arts, K-8 (RICA) (3)  
Prerequisites: Admission to the Multiple Subject Credential Program.

EDEL 452 Teaching and Learning Reading K - 8 (RICA) (3)  
Prerequisite: Admission to the Multiple Subject Credential Program or Education Specialist Credential Program.

EDEL 462 Teaching and Learning Mathematics, K-8 (3)  
Prerequisites: Admission to the Multiple Subject Credential Program.

EDEL 472 Teaching and Learning History/Social Science,

K-8 (3)

Prerequisites: Admission to the Multiple Subject Credential Program.

SCED 475 Teaching and Learning Science, K-8 (3)

Prerequisite: Admission to the Multiple Subject Credential Program.

## Student Teaching

All requirements for advancement to student teaching must be met: EDEL 482A Student Teaching (16)

## Track Two - Multiple Subject Internship

The intern program is for full-time teachers in districts with which CSULB has a contractual intern agreement. All students in this program must be employed by the district as the full-time teacher of record in a multiple subject classroom and have met all program and intern program admission requirements. The program requires 24 units of foundational and subject specific course work followed by 16 units of intern student teaching.

### Application Requirements

1. Hold a Bachelor's degree from an accredited institution.
2. Demonstrate subject matter competence by passing the California Subject Examinations for Teachers: Multiple Subjects (CSET: Multiple Subjects).
3. Meet the U.S. Constitution requirement (by course work or exam).
4. Pass the CBEST (or CTC-approved alternative).
5. Be assigned full-time to a self-contained K-8 multiple subject classroom in a partner school district.
6. Meet the program grade point average requirement of 2.67 overall or 2.75 in the last 60 semester or 90 quarter units.
7. Complete MSCP prerequisite and corequisite courses.
8. Become officially admitted to the Multiple Subject Credential Program.
9. Complete an interview with the Intern Program Director.

### Prerequisites (12 units)

EDEL 380 Teaching & Learning in a Democratic Society (3 units)

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

EDEL 413 Developmentally Appropriate Teaching Practices ( 2 units)

EDEL 431 Cultural and Linguistic Diversity in Schools (3 units)

EDEL 442 Teaching & Learning Language Arts, K-8 (3 units) ( CalTPA Task 2)

### Subject Specific Pedagogy ( 15 units)

EDEL 452 Teaching & Learning Reading, K-8 (3 units)

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

EDEL 472 Teaching & Learning History- Social Science in Diverse Classrooms (3 units) (CalTPA Task 1)

SCED 475 Teaching & Learning Science, K-8 (3 units)

### Student Teaching

All requirements for advancement to student teaching must be met:

EDEL 572A Multiple Subject Internship (8)

Prerequisites: Admission to 2042 Multiple Subject Internship



and advancement to Intern Student Teaching.  
EDEL 572B Multiple Subject Internship (8)  
Prerequisites: Admission to 2042 Multiple Subject Internship and advancement to Intern Student Teaching.

Note: Interns must apply to student teach by the November 1 deadline for spring and the April 1 deadline for summer and fall.

### **Additional Requirements for Bilingual Authorization Interns**

Bilingual Authorization Interns should refer to Track 4, below, for pedagogy and culture of emphasis requirements.

### **Early Completion Intern Option**

The Early Completion Intern Option allows qualified candidates to challenge the course work portion of the internship program and demonstrate their pedagogical skills by passage of the California Teaching Performance Assessment while serving as an intern. See an advisor in the Teacher Preparation Advising Center for details.

### **Track Three - Integrated Teacher Education Program**

For the Integrated Teacher Education Program (ITEP) requirements, please refer to the Liberal Studies section of this catalog.

### **Track Four - Bilingual Authorization in Spanish and Asian Languages**

The Bilingual Authorization track prepares Multiple Subject teachers to work in dual language classrooms, English development classrooms, or where a language other than English is required for instruction, support, and communication with parents and other professional communication. With appropriate substitutions and/or additional course work, Bilingual Authorization may be added to the Preliminary credential. Candidates must demonstrate knowledge of the target culture, specific pedagogical skills, and fluency in speaking, listening, reading and writing in the target language. The program prepares candidates for Bilingual Authorization in four languages: Spanish, Korean, Mandarin, and Vietnamese.

#### **Prerequisites**

Same (4 units) as for Track One in the Preliminary credential program.

#### **Corequisites**

Same (5 units) as for Track One in the Preliminary credential program.

#### **Subject Specific Pedagogy**

Same (15 units) as for Track One in the Preliminary credential program, with the addition of one of the following:

Spanish: EDEL 453S - Methodology for Spanish and English Instruction in a Bilingual Setting (3)  
Prerequisites: None.

Korean: EDEL 453K - Methodology for Korean and English Instruction in a Bilingual Setting (3)  
Prerequisites: None.

Mandarin: EDEL 453M - Methodology for Mandarin and English Instruction in a Bilingual Setting (3)  
Prerequisites: None.

Vietnamese: EDEL 453V - Methodology for Vietnamese and English Instruction in a Bilingual Setting (3)  
Prerequisites: None.

### **Culture of Emphasis**

For MSCP and Intern track students, the culture of emphasis component is met through one of the following courses or the appropriate CSET: LOTE V exam:

Spanish: CHLS 340 - Latino Education in the U.S. (3)  
Prerequisites: None.

Korean: EDEL 455K - Teaching the Korean American Bicultural Student (3)  
Prerequisites: None.

Mandarin: EDEL 455C - Teaching the Chinese American Bicultural Student (3)  
Prerequisites: None.

Vietnamese: EDEL 455V - Teaching the Vietnamese American Bicultural Student (3)  
Prerequisites: None.

### **Language of Emphasis**

All Bilingual Authorization candidates must demonstrate target language proficiency by passing the appropriate CSET: LOTE Subtest III (language and communication) prior to completion of the program. See the program advisor for recommended courses to prepare for the exam.

### **Student Teaching**

All MSCP program requirements and additional Bilingual Authorization requirements for advancement to student teaching must be met: EDEL 482A Student Teaching (16)

### **Petition Process**

Appeals to program decisions or requests for policy waivers are made by filing a written appeal to the Department of Teacher Education Admissions and Standards Committee. The committee reviews the written petition and supporting documentation and renders a decision. Examples of petitions typically reviewed are: waive a deadline for submission of a test score, waive an application deadline, and readmission to student teaching. Decisions of the committee are final. Students follow university policy to appeal a course final grade.

### **Reading Certificate (code 415)**

This certificate is granted by the California Commission on Teacher Credentialing (CCTC).

The Reading Certificate provides classroom teachers with advanced preparation in reading/language arts assessment and instruction, as well as theory and research in teaching reading, grades K-12. Some candidates may wish to complete the 12-unit Reading Certificate program as a terminal objective.

The state requires that a candidate must have three years of teaching experience prior to recommendation for the Reading Certificate.

#### **Prerequisites**

See website at <http://www.ccpe.csulb.edu>

#### **Application**

See website at <http://www.ccpe.csulb.edu>



## Requirements

Take all of the following:

**EDRG 540 Advanced Studies in Literacy (3)**

Prerequisite: A valid teaching credential or admission to an approved masters, certificate, or advanced credential program; or consent of instructor.

**EDRG 551 Assessment and Instruction in Reading and Writing (3)**

Prerequisites: Admission to Reading Certificate Program or consent of instructor.

**EDRG 558 Language Study for Reading Teachers (3)**

Prerequisites: EDRG 540 and admission to the Reading Certificate program or consent of instructor.

**EDRG 559 Practicum Teaching**

**Reading/Language Arts (3)**

Prerequisites: EDRG 551 and admission to the Reading Certificate program or consent of instructor.

## Master of Arts in Education

Candidates for Master's 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 specific program details, application guidelines and materials, and application deadlines ([www.ced.csulb.edu/graduate](http://www.ced.csulb.edu/graduate)). 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). Candidates may take up to 30% of course work that can be applied to the Master's program prior to program entry (units must be taken at postbaccalaureate level).

### Option in Curriculum and Instruction, Elementary Education

The Master of Arts in Education, Option in Curriculum and Instruction, Elementary Education (30-33 units) is designed to foster the development of educators who are caring, effective, reflective, and committed to improving their schools. Coursework prepares teachers to apply theoretical insights and research findings to the practical problems they encounter in their work in curriculum and instruction. Visit the program website for program details ([www.ced.csulb.edu/teacher-ed/academic/c-i](http://www.ced.csulb.edu/teacher-ed/academic/c-i)).

### Prerequisites

The following are required for admission to the program:

1. Baccalaureate degree from an accredited college or 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. A valid teaching credential or by consent of the program coordinator.
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 from each college and university attended 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.

The Curriculum and Instruction, Elementary Education Program application 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. They should meet with the program coordinator to plan their program. For Advancement to Candidacy (Clear Admission status), students must:

1. Be enrolled in the university
2. Fulfill the campus Graduation Writing Assessment Requirement (GWAR).
3. Fulfill all program prerequisite and admission requirements.
4. Resolve all incomplete grades.
5. Complete 6 units of Programs requirements
6. Maintain a 3.0 grade point average.
7. Submit to the Graduate Studies Office an Advancement to Candidacy form signed by the program advisor.

## Requirements

1. Methods of Social Science Inquiry (6 units):

Take the following:

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

**EDCI 533 Action Research Methods: Teachers as Inquirers (3)**

Prerequisite: Admission to the Curriculum and Instruction Master's Program or consent of instructor.

2. Core (12 units):

Take all of the following:

**EDCI 500 Studies in Curriculum and Instruction (3)**  
Prerequisite: Admission to the Curriculum and Instruction Master's Program or consent of instructor. Must be taken during the first or second semester in the Master's Program.

**EDCI 505 History of Education in the United States (3)**  
Prerequisites: Admission to an approved masters program or consent of the instructor. Must be taken during the first or second semester.

**EDCI 530 Cross-cultural Education: US and Global Perspectives (3)**

Prerequisite: Admission to an approved Master's program or consent of the instructor.

#### EDCI 625 Analysis of Curriculum, Instruction, and Assessment (3)

Prerequisites: EDCI 500, EDCI 505, EDP 400; and one of the following EDP 520, EDP 595, or EDP 696 or EDCI 533; consent of the instructor.

3. Concentration (9 units): Candidates select an area of concentration, in consultation with the program advisor, tailored to their professional goals. Candidates are responsible for taking prerequisite courses if required. The concentration may be in one of the following patterns:
  - A. Research methods courses in preparation for the thesis (9 units):
    - EDP 520: Quantitative Research Methods in Education (3 units)
    - EDP 595: Qualitative Research Methods in Education (3 units)
    - EDP 596: Program Evaluation in Education (3 units)
  - B. Coursework in Teaching Methods, if not previously taken for B.S. or B.A. credit (9 units):
    - EDEL 431: Cultural and Linguistic Diversity in Schools (3 units)
    - EDEL 452: Teaching and Learning Reading, K-8 (3 units)
    - EDEL 472: Teaching and Learning History-Social Science (3 units)
  - C. Advanced coursework in a self-selected concentration chosen in consultation with the program advisor (9 units).
4. Capstone (choose A or B option in consultation with the program advisor):
  - A. Comprehensive Examination and the following:
    - EDCI 695 Seminar in Curriculum and Instruction (3) (to be taken in final semester)
    - Prerequisites: EDCI 500, EDCI 505, EDCI 625 and advancement to candidacy, or by consent of instructor.
  - B. Thesis and the following:
    - EDCI 698 Thesis Study in Curriculum & Instruction (6)
    - Prerequisites: Advancement to candidacy; approval of thesis advisor, department chair and associate dean.

### Option in Curriculum and Instruction, Secondary Education

The Master of Arts in Education, Option in Curriculum and Instruction, Secondary Education (30-33 units) is designed to foster the development of educators who are caring, effective, reflective, and committed to improving their schools. Coursework prepares teachers to apply theoretical insights and research findings to the practical problems they encounter in their work in curriculum and instruction. Visit the program website for program details ([www.ced.csulb.edu/teacher-ed/academic/c-i](http://www.ced.csulb.edu/teacher-ed/academic/c-i)).

#### Prerequisites

The following are required for admission to the program:

1. Baccalaureate degree from an accredited college or 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. A valid teaching credential or by consent of the program coordinator.
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.

The Curriculum and Instruction, Secondary Education Program application 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. They should meet with the program coordinator to plan their program. For Advancement to Candidacy (Clear Admission status), students must:

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

#### Requirements

1. Methods of social science inquiry (6 units):
  - EDP 400 Introduction to Educational Research (3)  
Prerequisites: None.
  - EDCI 533 Action Research Methods: Teachers as Inquirers (3 units)  
Prerequisite: Admission to the Curriculum and Instruction Master's Program or consent of instructor
2. Core (12 units):
  - EDCI 500 Studies in Curriculum and Instruction (3)  
Prerequisite: Admission to the Curriculum and Instruction Master's Program or consent of instructor. Must be taken during the first or second semester in the Master's Program.
  - EDCI 505 History of Education in the United States (3)  
Prerequisites: Admission to an approved masters program or consent of the instructor. Must be taken during the first or second semester.
  - EDCI 530 Cross-cultural Education: US and Global

### Perspectives (3)

Prerequisite: Admission to an approved Master's program or consent of the instructor.

### EDCI 625 Analysis of Curriculum, Instruction, and Assessment (3)

Prerequisites: EDCI 500, EDCI 505, EDP 400; and one of the following EDP 520, EDP 595, or EDP 696 or EDCI 533; consent of the instructor.

### 3. Concentration (9 units):

Candidates select an area of concentration, in consultation with the program advisor, tailored to their professional goals. Candidates are responsible for taking prerequisite courses if required. The concentration may be in one of the following patterns:

#### A. Research methods courses in preparation for the thesis (9 units):

EDP 520: Quantitative Research Methods in Education (3 units)

EDP 595: Qualitative Research Methods in Education (3 units)

EDP 596: Program Evaluation in Education (3 units)

#### B. Coursework in Teaching Methods, if not previously taken for B.S. or B.A. credit (9 units):

EDSE 435: United States Secondary Schools: Intercultural Education (3 units)

EDSE 436: Curriculum & Instruction, Assessment and Classroom Management (3 units)

EDSE 457: Reading and Writing in the Secondary School (3 units)

#### C. Advanced coursework in a self-selected concentration chosen in consultation with the program advisor (9 units).

### 4. Capstone Experience

Candidates select one of the following capstone experiences in consultation with the program advisor. Selection should be made at the time of advancement to candidacy in order to develop a program plan consistent with the selected capstone experience.

#### A. Comprehensive Examination.

EDCI 695 Seminar in Curriculum and Instruction (3) (to be taken in final semester)

Prerequisites: EDCI 500, EDCI 505, EDCI 625 and advancement to candidacy, or by consent of instructor.

#### B. Thesis.

Candidates take EDCI 698 (Thesis Study) for two semesters while writing a thesis, for a total of 6 units; candidates may need to take additional research methodology courses in order to prepare for thesis research and writing - which may be courses in the candidate's concentration.

## Option in Dual Language Development

The Master of Arts in Education, Option in Dual Language Development (30-33 units) focuses on bilingualism in school and societal contexts. The program, through its action research approach, seeks to develop a cadre of teacher-leaders who systematically and purposefully examine and refine their own pedagogy with respect to the instruction of language minority students. Visit the program website for program details ([www.ced.csulb.edu/teacher-ed/academic/dld](http://www.ced.csulb.edu/teacher-ed/academic/dld)).

## Prerequisites

The following are required for admission to the program:

1. Baccalaureate degree from an accredited college or 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. A valid teaching credential with BCLAD/CLAD emphasis or certification, or by consent of the program coordinator.
4. Demonstration of bilingual proficiency or six (6) college semester units of a language other than English, or verified 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 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 from each college and university attended in a timely manner will result in a delayed review of the application.

The Dual Language Development program application 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. They should meet with the program coordinator to plan their program.

For Advancement to Candidacy (Clear Admission status), students must:

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



## Requirements

### 1. Methods of Social Science Inquiry Requirements (6 units):

Take both of the following:

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

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

### 2. Core (15 units):

Take all of the following:

EDCI 541 Designing Curriculum and Instruction in Primary and Second Language Settings (3)  
Prerequisites: A valid California CLAD teaching credential or equivalent.

EDRG 551B Assessment of Literacy with Bilingual Students (3)  
Prerequisites: Speaking and reading competence in Spanish; consent of the instructor.

EDCI 532 Socialization of Literacy in More Than One Language (3)  
Prerequisites: Admission to the Masters of Education program, Option in Elementary Education, Dual Language Specialization, or consent of the instructor.

LING 650 Seminar in Bilingualism (3)  
Prerequisites: LING 329 or consent of instructor.

Take one of the following:

EDCI 530 Cross-cultural Education: US and Global Perspectives (3)  
Prerequisite: Admission to an approved Master's program or consent of the instructor.

SCAE 562 Agency, Resistance and Identity in Education (3)  
Prerequisites: None.

SCAE 564 Language and Educational Policies (3)  
Prerequisites: None.

### 3. Concentration (6 units):

Take 6 units of advisor-approved electives.

### 4. Capstone Requirement (3-6 units):

One of the following chosen in consultation with an advisor:

Comprehensive Examination and EDCI 695 (3 units)  
Thesis and EDCI 698 (6 units)

## Option in Early Childhood Education

The Master of Arts in Education, Option in Early Childhood Education (30-33 units) is designed to foster the development of educators who are able to apply research-based knowledge in designing developmentally and culturally appropriate curriculum and assessment strategies for children ages birth through 8. Candidates develop parent involvement strategies, reflect on issues facing the field, evaluate the quality of early childhood programs in their local communities, critically evaluate policies that impact young children and their families around the world, and utilize technology to enhance communication and learning. Visit the program website for program details ([www.ced.csulb.edu/teacher-ed/academic/ece](http://www.ced.csulb.edu/teacher-ed/academic/ece)).

## 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. EDP 301 or HDEV 307 or PSY 361.
4. EDEL 420.  
Prerequisites: None.
5. EDEL 482A or one year of documented and approved teaching experience.
6. 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 from each college and university attended 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.

The Early Childhood Education program application 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. They should meet with the program coordinator to plan their program.

For Advancement to Candidacy (Clear Admission status), students must:

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



## Requirements

### 1. Research methods (6 units):

Take the following:

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

Take one of the following:

EDP 520 (for Comprehensive Examination track) (3)  
Prerequisites: EDP 400 or equivalent.

EDP 595 or EDP 696 (for Thesis track) (3)  
Prerequisites: EDP 400 or equivalent.

### 2. Core courses (21 units):

Take all of the following:

EDEC 520 Early Childhood Curriculum and  
Assessment: Critical Perspectives (3)  
Prerequisites: None.

EDEC 521 Historical and Contemporary Perspectives  
in Early Childhood (3)  
Prerequisites: None.

EDEC 522 Parent Education and Involvement in  
Educational Environments (3)  
Prerequisites: None.

EDEC 523 Leadership, Advocacy and Supervision of  
Early Childhood Programs (3)  
Prerequisites: None.

EDEC 526 Adv Study of Infant & Toddler Programs (3)  
Prerequisites: EDP 301 or consent of instructor.

EDEC 621 Research in Early Childhood Education (3)  
Prerequisites: EDP 400 and teaching experience.

EDEC 622 Seminar in Early Childhood Care and  
Education: International Perspectives (3)  
Prerequisites: None.

### 3. One of the following chosen with program advisor consultation:

Comprehensive Examination and EDEC 695 (3 units)  
Thesis and EDEC 698 (6 units)

## Option in Mathematics Education

The Master of Arts in Education, Option in Mathematics Education is designed for teachers seeking to enhance their knowledge and skills in mathematics content and pedagogy. Candidates investigate research-based mathematics teaching and learning with a focus on developing their ability to assess the learning needs of diverse students, support students in achieving mathematics proficiency, integrate technology in mathematics instruction, and develop a balanced mathematics instructional program that focuses on conceptual understanding, procedural fluency, and problem solving. Visit the program website for program details ([www.ced.csulb.edu/programs/mathematics-education](http://www.ced.csulb.edu/programs/mathematics-education)).

## Prerequisites

The following are required for admission to the program:

1. Baccalaureate degree from an accredited college or 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. A valid teaching credential (may be waived by program coordinator).
4. Six (6) units in teaching mathematics (may be waived by program coordinator).
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 CSUMentor ([www.csumentor.edu](http://www.csumentor.edu)). One complete set of official transcripts from each college and university attended 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.

The Mathematics Education program application 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. They should meet with the program coordinator to plan their program. For Advancement to Candidacy (Clear Admission status), students must:

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

## Requirements

### 1. Research and Methods (6 units).

Take the following:

EDME 501 Assessment in Teaching/Learning Math (3)  
Prerequisite: Basic teaching credential or consent of instructor.

EDME 502 Research in Math Teaching/Learning (3)  
Prerequisite: Basic teaching credential or consent of instructor.

### 2. Core (9 units).

Take one of the following:

EDME 500 Contemporary Issues in Math Education (3)  
Prerequisite: Basic teaching credential or consent of instructor.

MTED 511 Mathematics Teaching and Learning (3)

Prerequisites: Consent of instructor.

Take the following:

EDME 505 Technology in Teaching/Learning Math (3)

Prerequisites: Basic teaching credential, EDME 501 and EDME 502 or equivalent, or consent of instructor.

EDME 550 Global Perspectives in Math Teaching (3)

Prerequisite: Basic teaching credential or consent of instructor.

### 3. Concentration (12 units).

Take all of the following:

MTED 500 Advanced Perspectives of Concepts

Foundational to Algebra for Teachers (3)

Prerequisites: Multiple Subjects Credential, or consent of instructor.

EDME 503 Advanced Math Methods in Teaching, 1 (3)

Prerequisite: Basic teaching credential or consent of instructor.

EDME 504 Advanced Math Methods in Teaching, 2 (3)

Prerequisite: Basic teaching credential or consent of instructor.

EDME 520 Algebra: Research-Based Pedagogy (3)

Prerequisite: Basic teaching credential or consent of instructor.

### 4. Capstone Requirement (3-6 units)

One of the following chosen in consultation with an advisor:

Comprehensive Examination and EDME 695 (3 units)

Thesis and EDME 698 (6 units)

## Career Technical Education Track (CTE)

This program is "Approved-Inactive" by the CA Commission on Teacher Credentialing, and is not currently accepting any new students.

The Career Technical Education track is a 13-17 unit Clear credential program comprised of Early Orientation (one 2-unit course), Initial Preparation (9 units in 4 core courses plus two 1-unit courses of supervised field practica), and Advanced Preparation (one 3-unit course and one 1-unit course of supervised field practicum; or completion of one of the options described below). A minimum grade of "C" is required in all courses to maintain program standing.

Candidates complete the Initial Preparation in two semesters of course work and supervised fieldwork, after which they are eligible for Advanced Preparation. The Advanced Preparation requirement can be met in any of 5 ways: (1) 4 units of course work, including a supervised field practicum; (2) completion of a BTSA/ Induction program; (3) two years of documented successful teaching; (4) completion of another appropriate credential program, e.g., Single Subject; (5) completion of a Designated Subjects track in Supervision and Coordination of Teaching. Candidates must complete all Initial and Advanced preparation requirements for the Clear credential within three years of obtaining the Preliminary credential. Candidates will determine how to meet the Advanced Preparation requirement in consultation with the program advisor as they develop their individual education plan.

## Program Courses

### Initial Preparation

Early Orientation (two units; completed prior to or during first semester)

1. CTED 400 Early Orientation to Career Technical Education (2)

Prerequisite: Preliminary Designated Subjects Career Technical Education credential and admission to Designated Subjects Career Technical Education program; or permission of the CTE program coordinator.

### Semester 1 (6 units):

2. CTED 401A Curriculum, Instruction, and Assessment in Career Technical Education (3)

Prerequisite: CTED 400, Preliminary Designated Subjects Career Technical Education credential, and admission to Designated Subjects Career Technical Education program; or permission of the CTE program coordinator. Corequisite: CTED 401B.

3. CTED 401B Field Practicum in Career Technical Education I (1)

Prerequisite: CTED 400, Preliminary Designated Subjects Career Technical Education credential, and admission to Designated Subjects Career Technical Education program; or permission of the CTE program coordinator. Corequisite: CTED 401A.

4. CTED 402 Effective Learning Environments in Career Technical Education (2)

Prerequisite: CTED 400, Preliminary Designated Subjects Career Technical Education credential, and admission to Designated Subjects Career Technical Education program; or permission of the CTE program coordinator. Corequisite: CTED 401A and CTED 401B.

### Semester 2 (5 units):

5. CTED 403A Foundations of Career Technical Education (2)

Prerequisite: CTED 400, CTED 401A, CTED 401B, CTED 402, Preliminary Designated Subjects Career Technical Education credential, and admission to Designated Subjects Career Technical Education program; or permission of the CTE program coordinator. Corequisite: CTED 403B.

6. CTED 403B Field Practicum in Career Technical Education II (1)

Prerequisite: CTED 400, CTED 401A, CTED 401B, CTED 402, Preliminary Designated Subjects Career Technical Education credential, and admission to Designated Subjects Career Technical Education program; or permission of the CTE program coordinator. Corequisite: CTED 403A.

7. CTED 404 Addressing the Needs of All Learners in Career Technical Education (2)

Prerequisite: CTED 400, CTED 401A, CTED 401B, CTED 402, Preliminary Designated Subjects Career Technical Education credential, and admission to Designated Subjects Career Technical Education program; or permission of the CTE program coordinator. Corequisite: CTED 403A, CTED 403B.

### Advanced Preparation

#### Semester 3:

8. CTED 405A Advanced Preparation in Career Technical Education (3)

Prerequisite: CTED 400, CTED 401A, CTED 401B, CTED 402, CTED 403A, CTED 403B, CTED 404, Preliminary Designated Subjects Career Technical Education credential, and admission to Designated Subjects Career Technical Education program; or permission of the CTE program coordinator. Corequisite: CTED 405B.

#### AND

CTED 405B Field Practicum in Career Technical Education III (1)

Prerequisite: CTED 400, CTED 401A, CTED 401B, CTED 402, CTED 403A, CTED 403B, CTED 404, Preliminary Designated Subjects Career Technical Education credential, and admission to Designated Subjects Career Technical Education program;

or permission of the CTE program coordinator. Corequisite: CTED 405A.

OR

alternative method of demonstrating Advanced Preparation competencies determined with program advisor.

9. Meet the Clear credential health education requirement

10. Meet the Clear credential U.S. Constitution requirement

### Program Admission

Prospective candidates should consult the Career Technical Education advisor regarding credential requirements, application procedures, and schedule of course offerings.

NOTE: Candidates for admission to the program (a) must have already successfully completed Early Orientation or (b) must enroll in Early Orientation in their first semester in the program.

### Program Application

Applicants must (a) submit a program application to the college Credential Center, (b) submit a written statement of purpose for pursuing the CTE credential as part of the application, and (c) schedule an interview with the CTE program advisor. Applications may be downloaded from the Designated Subjects Credential Program page of the College of Education website: [www.ced.csulb.edu](http://www.ced.csulb.edu)

Applicants to the CTE program must hold a valid Designated Subjects Preliminary Credential in Career Technical Education. Prospective candidates should consult the college Credential Center to file for their Preliminary Credential.

### Requirements for the Preliminary Credential

1. Three years of verifiable work experience directly related to each industry sector named on the credential. Experience may be full-time or part-time, paid or unpaid. One year is equal to 1000 clock hours.
2. High school diploma requirement met by: (a) U.S. high school diploma, (b) GED, or (c) foreign equivalent of a high school diploma.
3. Verification by a Commission-approved program sponsor of having been apprised of the requirements for both the Preliminary and the Clear credentials.
4. Completed Commission on Teacher Credentialing form 41-4 (application for the Preliminary credential).
5. Have filed for or can demonstrate fingerprint clearance (CTC form 41-LS).
6. Recommendation by a Commission-approved CTE program sponsor.

### Requirements for the Clear Credential

Successful completion of the CTE program leads to recommendation for the Clear credential. The Clear credential is valid for 5 years and may be renewed.

### Requirements

1. Possess a valid California Preliminary CTE credential.
2. Complete a Commission-approved program of personalized preparation that includes training in Specially Designed Academic Instruction in English (SDAIE).
3. Verify completion of one of the following:
  - A. Two years of successful teaching on the basis of the

Preliminary CTE credential in the areas listed on the credential;

B. A Commission-approved program of advanced personalized preparation as determined by the program sponsor.

4. U. S. Constitution requirement met by course work or examination.
5. Health education, including but not limited to the study of nutrition; the psychological and sociological effects of abuse of alcohol, narcotics, and drugs; and the use of tobacco. Requirement includes CPR training covering infant, child and adult CPR skills.
6. Complete study in computer-based technology, including the uses of technology in educational settings.
7. Credential application form 41-4.
8. Credential processing fee.
9. Recommendation for the Clear credential by a Commission-approved CTE program sponsor.

### Adult Education Track (AE)

This program is "Approved-Inactive" by the CA Commission on Teacher Credentialing, and is not currently accepting any new students.

Commission on Teacher Credentialing standards for the Adult Education teaching authorization have recently been revised. The AE program at CSULB is undergoing revision and will take effect immediately upon approval.

The Adult Education track is a 10-unit Clear credential program comprised of an Early Orientation course (2 units), two core courses (6 units), and one supervised field practicum course (2 units). A minimum grade of "C" is required in all courses to maintain program standing.

### Program Courses

1. ADED 410 Early Orientation to Adult Education (2)  
Prerequisite: Preliminary Designated Subjects Adult Education Credential and admission to the Designated Subjects Credential Program Adult Education Track; or consent of program advisor.
2. ADED 420 Curriculum, Instruction, Assessment, and Classroom Management in Adult Education (3)  
Prerequisite: Admission to the Designated Subjects Credential Program Adult Education Track and completion of or concurrent enrollment in ADED 410; or consent of instructor.
3. ADED 430 Foundations of Adult Education (3)  
Prerequisite: Admission to the Designated Subjects Credential Program Adult Education Track and completion of or concurrent enrollment in ADED 410; or consent of instructor.
4. ADED 440 Field Practicum in Adult Education (2)  
Prerequisite: Admission to the Designated Subjects Credential Program Adult Education Track and concurrent enrollment in ADED 420; or consent of instructor.

### Program Admission

Prospective candidates should consult the Adult Education advisor regarding credential requirements, application procedures, and schedule of course offerings. NOTE: Candidates for admission to the program (a) must have already successfully completed Early Orientation or (b) must enroll in Early Orientation in their first semester in the program.

### Program Application

Applicants must:

1. Submit a program application to the College of Education Credential Center,



2. Submit a written statement of purpose for pursuing the AE credential as part of the application, and
3. Schedule an interview with the AE program advisor.

Applications may be downloaded from the Designated Subjects Credential Program section of the College of Education website: [www.ced.csulb.edu](http://www.ced.csulb.edu). Applicants to the AE program must hold a valid Designated Subjects Preliminary Credential in Adult Education. Prospective candidates should consult the college Credential Center to file for their Preliminary Credential.

### Requirements for Preliminary Credential

1. Three years of verifiable work experience directly related to each industry sector named on the credential. Experience may be full-time or part-time, paid or unpaid. One year is equal to 1000 clock hours.
2. High school diploma requirement met by: (a) U.S. high school diploma, (b) GED, or (c) foreign equivalent of a high school diploma.
3. Verification by CSULB of having been apprised of the requirements for both the Preliminary and the Clear credentials.
4. Completed Commission on Teacher Credentialing form 41-4 (application for the Preliminary credential).
5. Have filed for or can demonstrate fingerprint clearance (CTC form 41-LS).
6. Recommendation for the Preliminary credential by CSULB.

### Requirements for Clear Credential

Successful completion of the AE program leads to recommendation for the Clear credential. The Clear credential is valid for 5 years and may be renewed.

### Requirements

1. Possess a valid California Preliminary AE credential.
2. Complete a Commission-approved program, i.e., CSULB program.
3. Successful teaching of a minimum of one course in each of four terms within the five-year period of validity of the Preliminary Adult Education credential.
4. U. S. Constitution requirement met by course work or examination.
5. Health education, including but not limited to the study of nutrition; the psychological and sociological effects of abuse of alcohol, narcotics, and drugs; and the use of tobacco. Requirement includes CPR training covering infant, child, and adult CPR skills. The accepted course at CSULB is HSC 411B.
6. Credential application form 41-4.
7. Credential processing fee.
8. Recommendation for the Clear credential by CSULB.

### Petition Process for the Designated Subjects Program

Appeals to program decisions or requests for policy waivers are made by filing a written appeal or request with the CTE or AE program advisor. If a satisfactory decision cannot be arrived at, the advisor takes the petition or request to a faculty review committee. The committee reviews the written statement and supporting evidence and renders a

decision. The decision may be appealed to the college Student Affairs Committee. For grade appeals, follow university policy described in the current catalog.

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## Adult Education Courses (ADED)

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### 410. Early Orientation to Adult Education (2)

Prerequisite: Preliminary Designated Subjects Adult Education Credential and admission to the Designated Subjects Credential Program Adult Education Track; or consent of program advisor.

Competencies in Adult Education at an introductory level. Curriculum, instruction, assessment, use of technology, students with special needs, English learners, collaboration with other educators, orientation to school settings, professional growth. Topics are covered in depth in subsequent program courses.

Letter grade only (A-F). Minimum grade of "C" required to maintain program standing.

### 420. Curriculum, Instruction, Assessment, and Classroom Management in Adult Education (3)

Prerequisite: Admission to the Designated Subjects Credential Program Adult Education Track and completion of or concurrent enrollment in ADED 410; or consent of instructor.

Curriculum design, instructional strategies, assessment, and classroom management for teachers of Adult Education. Emphasis on integrating content with instruction and assessment.

Letter grade only (A-F). Minimum grade of "C" required to maintain program standing.

### 430. Foundations of Adult Education (3)

Prerequisite: Admission to the Designated Subjects Credential Program Adult Education Track and completion of or concurrent enrollment in ADED 410; or consent of instructor.

Principles and practices of adult education, including history, philosophical perspectives, adult learning theory, and professional responsibilities of the Adult Educator.

Letter grade only (A-F). Minimum grade of "C" required to maintain program standing.

### 440. Fieldwork Practicum in Adult Education (2)

Prerequisite: Admission to the Designated Subjects Credential Program Adult Education Track and concurrent enrollment in ADED 420; or consent of instructor.

Supervised fieldwork for students in the Designated Subjects Credential Program Adult Education Track.

Credit/No Credit grading only.

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## Career Technical Education Courses (CTED)

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### 400. Early Orientation to Career Technical Education (2)

Prerequisite: Preliminary Designated Subjects Career Technical Education credential and admission to Designated Subjects Career Technical Education program; or consent of the CTE program coordinator.

Competencies in Career Technical Education at an introductory level. Curriculum, instruction, assessment, use of technology, special needs students, English learners, collaboration with other educators, orientation to school settings, professional growth. Topics are covered in depth in subsequent program courses.

Letter grade only (A-F). May be repeated to a maximum of 4 units in different semesters.



#### **401A. Curriculum, Instruction and Assessment in Career Technical Education (3)**

Prerequisite: CTED 400, Preliminary Designated Subjects Career Technical Education credential, and admission to Designated Subjects Career Technical Education program; or consent of the CTE program coordinator. Corequisite: CTED 401B.

Curriculum design, pedagogy, and assessment for teachers of Career Technical Education. Emphasis on integrating content with instruction and assessment.

Letter grade only (A-F). Minimum grade of "C" required to maintain program standing. May be repeated to a maximum of 6 units in different semesters.

#### **401B. Career Technical Education Field Practicum I (1)**

Prerequisite: CTED 400, Preliminary Designated Subjects Career Technical Education credential, and admission to Designated Subjects Career Technical Education program; or consent of the CTE program coordinator. Corequisite: CTED 401A.

First supervised field experience in the candidate's teaching setting. Candidates apply knowledge and skills learned in CTED 401A. For candidates who do not yet have a teaching position, 25 hours of structured fieldwork in an appropriate educational setting determined in consultation with the instructor.

Credit/no credit grading only. May be repeated to a maximum of 2 units in different semesters.

#### **402. Effective Learning Environments in Career Technical Education (2)**

Prerequisite: CTED 400, Preliminary Designated Subjects Career Technical Education credential, and admission to Designated Subjects Career Technical Education program; or consent of the CTE program coordinator. Corequisite: CTED 401A and CTED 401B.

Classroom and laboratory management and instructional technology for Career Technical Education teachers. Integrating content, instruction, and assessment through behavioral and learning management theory and practice. Uses of technology to support instructional and administrative goals.

Letter grade only (A-F). Minimum grade of "C" required to maintain program standing. May be repeated to a maximum of 4 units in different semesters.

#### **403A. Foundations of Career Technical Education (2)**

Prerequisite: CTED 400, CTED 401A, CTED 401B, CTED 402, Preliminary Designated Subjects Career Technical Education credential, and admission to Designated Subjects Career Technical Education program; or consent of the CTE program coordinator. Corequisite: CTED 403B.

Themes, concepts, purposes, principles, legal and ethical issues, and historical trends in Career Technical Education. Development of professional perspectives, including growth as a teacher through reflective practice.

Letter grade only (A-F). Minimum grade of "C" required to maintain program standing. May be repeated to a maximum of 4 units in different semesters.

#### **403B. Career Technical Education Field Practicum II (1)**

Prerequisite: CTED 400, CTED 401A, CTED 401B, CTED 402, Preliminary Designated Subjects Career Technical Education credential, and admission to Designated Subjects Career Technical Education program; or consent of the CTE program coordinator. Corequisite: CTED 403A.

Second supervised field experience in the candidate's teaching setting. Candidates apply knowledge and skills learned in CTED 401A, CTED 402, and CTED 403A. For candidates who do not yet have a teaching position, 25 hours of structured fieldwork in an appropriate educational setting determined in consultation with the instructor.

Credit/no credit grading only. May be repeated to a maximum of 2 units in different semesters.

#### **404. Addressing the Needs of All Learners in Career Technical Education (2)**

Prerequisite: CTED 400, CTED 401A, CTED 401B, CTED 402, Preliminary Designated Subjects Career Technical Education credential, and admission to Designated Subjects Career Technical Education program; or consent of the CTE program coordinator. Corequisite: CTED 403A, CTED 403B.

Working with diverse students in the Career Technical Education classroom. Making content accessible to English learners through SDAIE and other strategies. Basic knowledge, skills and strategies for teaching special populations. Promoting a positive, inclusive learning environment.

Letter grade only (A-F). Minimum grade of "C" required to maintain program standing. May be repeated to a maximum of 4 units in different semesters.

#### **405A. Advanced Preparation in Career Technical Education (3)**

Prerequisite: CTED 400, CTED 401A, CTED 401B, CTED 402, CTED 403A, CTED 403B, CTED 404, Preliminary Designated Subjects Career Technical Education credential, and admission to Designated Subjects Career Technical Education program; or consent of the CTE program coordinator. Corequisite: CTED 405B.

Covers major competencies in Career Technical Education at the Advanced Preparation level. Topics include curriculum, instruction, assessment, use of technology, special needs students, English learners, collaboration with other educators, and professional growth.

Letter grade only (A-F). Minimum grade of "C" required to maintain program standing. May be repeated to a maximum of 6 units in different semesters.

#### **405B. Career Technical Education Field Practicum III (1)**

Prerequisite: CTED 400, CTED 401A, CTED 401B, CTED 402, CTED 403A, CTED 403B, CTED 404, Preliminary Designated Subjects Career Technical Education credential, and admission to Designated Subjects Career Technical Education program; or consent of the CTE program coordinator. Corequisite: CTED 405A.

Advanced supervised field experience in the candidate's teaching setting. Candidates apply knowledge and skills learned in CTED 401A, CTED 402, CTED 403A, CTED 404 and CTED 405A. For candidates who do not yet have a teaching position, 25 hours of structured fieldwork in an appropriate educational setting determined in consultation with the instructor.

Credit/no credit grading only. May be repeated to a maximum of 2 units in different semesters.

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### **Curriculum and Instruction Courses (EDCI)**

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#### **GRADUATE LEVEL**

##### **500. Studies in Curriculum and Instruction (3)**

Prerequisite: Admission to the Curriculum and Instruction Master's Program or consent of instructor. Must be taken during the first or second semester in the Master's Program.

Introduction to graduate study. Overview of curriculum and instruction as a field of inquiry. Reading critically and conducting educational research. Using reflective strategies to analyze and improve professional practice.

Letter grade only (A-F).

##### **505. History of Education in the United States (3)**

Prerequisites: Admission to an approved masters program or consent of the instructor. Must be taken during the first or second semester.

Advanced exploration of the major historical and philosophical paradigms of elementary and secondary education in the United States from which contemporary educational reform movements, curricula, and instructional practices have emerged.

Letter grading only (A-F).

### **530. Cross-cultural Education: US and Global Perspectives (3)**

Prerequisite: Admission to an approved Master's program or consent of the instructor.

Critical analyses of cultural diversity, educational equity, and global interdependence to enhance cross-cultural competence. Students will investigate research literature, apply research-based knowledge to their educational practice, and infuse cross-cultural concepts, skills, and attitudes into the K-12 curriculum.

Letter grade only (A-F).

### **532. Socialization of Literacy in More Than One Language (3)**

Prerequisites: Admission to the Masters of Education program, Option in Elementary Education, Dual Language Specialization, or consent of the instructor.

Examination of the social and cultural relationships between language and text from early utterances to adult literacy processes. Analyses of the contexts and conditions that influence literacy development for first and second language learners.

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

### **533. Action Research Methods: Teachers as Inquirers (3)**

Prerequisite: Admission to the Curriculum and Instruction Master's Program or consent of instructor.

Examination of goals and features of action research, with focus on developing skills in data collection and analysis in order to support sustained action research as a teacher/researcher in classroom settings.

Letter grade only (A-F).

### **541. Designing Curriculum and Instruction in Primary and Second Language Settings (3)**

Prerequisites: A valid California CLAD teaching credential or equivalent.

Principles of curriculum development, including primary, dual, and second language teaching and learning. Critical literacy. Includes research and program design internationally. (Offered in US or Mexico.)

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

### **570. Advanced Studies in Teaching History-Social Science (3)**

Prerequisites: EDEL 472; EDP 400, EDP 520 or EDP 696, or equivalent.

Intensive study of selected topics related to teaching and learning history-social science. Students engage in a systematic inquiry into their own practice as they conduct a teacher action research project.

Letter grade only (A-F).

### **615. Contemporary Issues in Elementary and Secondary Education (3)**

Prerequisite: EDCI 500 and admission to an approved masters program or consent of the instructor.

Advanced analysis of current trends and issues in specific areas of elementary and secondary education. In-depth exploration of research perspectives and societal factors that influence the direction of elementary and secondary education in America.

Letter grade only (A-F).

### **625. Analysis of Curriculum, Instruction, and Assessment (3)**

Prerequisites: EDCI 500, EDCI 505, EDP 400; and one of the following EDP 520, EDP 595, or EDP 696 or EDCI 533; consent of the instructor.

Advanced study of curriculum design, instructional processes, and student assessment through analysis of theory and research on teaching and learning. California K-12 Content Standards and the California Standards for the Teaching Profession are used to align

curriculum, instruction, and assessment.

Letter grade only (A-F).

### **695. Seminar in Curriculum and Instruction (3)**

Prerequisites: EDCI 500, EDCI 505, EDCI 625 and advancement to candidacy, or by consent of instructor.

Studies in curriculum and instruction. Course content varies.

Offered on an irregular basis; consult the *Schedule of Classes*.

Letter grade only (A-F).

### **697. Directed Research in Curriculum and Instruction (1-3)**

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

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

A student may enroll for one to three units to a maximum of six units for certificate and degree purposes, subject to a suitable change in course content. 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. May be repeated to a maximum of 6 units in different semesters.

### **698. Thesis Study in Curriculum and Instruction (3)**

Prerequisites: Advancement to candidacy; approval of thesis advisor, department chair and associate dean.

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

Application for enrollment must be made in the Graduate Studies Office by October 1 for the spring semester or by the deadline as seen on the Graduate Advising home page for the fall or spring semester to receive consideration for admission. Credit/no credit grading only. May be taken for a maximum of 6 units in different semesters.

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## **Early Childhood Education Courses (EDEC)**

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### **GRADUATE LEVEL**

#### **520. Early Childhood Curriculum and Assessment: Critical Perspectives (3)**

Examines the history of competing movements in American early childhood curriculum thinking, program models, and current debates. Develops curriculum and assessment measures that integrate anti-bias, inclusive, and multicultural and global education into a unified approach.

Ten hours of fieldwork required. Letter grade only (A-F).

#### **521. Historical and Contemporary Perspectives in Early Childhood (3)**

Historical and contemporary perspectives in early childhood education and their impact on ECE programs, practices, and policies. Role of national/global organizations in institutionalizing and promoting various ECE perspectives and images of childhood. Debates over perspectives.

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

#### **522. Parent Education and Involvement in Educational Environments (3)**

Analysis of theories, research, issues, policies, programs, and practices pertaining to parent involvement in diverse and inclusive educational settings. Students design and implement home-based and school/center-based parent involvement activities.

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

### **523. Leadership, Advocacy and Supervision of Early Childhood Programs (3)**

Discussion of various types of ECE programs, program development and implementation, different management approaches and leadership styles, and advocacy for young children and their families. Analysis of position statements and state documents pertaining to ECE programs.

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

### **526. Advanced Study of Infant and Toddler Programs (3)**

Prerequisites: EDP 301 or consent of instructor.

Analysis of theories, research, and policies on infant and toddler care and education. Discussion of curriculum, environmental plan, and assessment for infant and toddlers. Infant/toddler program assessment.

Ten hours of fieldwork required. Letter grade only (A-F).

### **621. Research Seminar in Early Childhood Education (3)**

Prerequisites: EDP 400 and teaching experience.

Discussion and analysis of research including qualitative research design and review of literature on topics pertaining to the field of Early Childhood Education.

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

### **622. Seminar in Early Childhood Care and Education: International Perspectives (3)**

Discussion of ECE programs around the world. Analysis of social, political, and economic influences on policies related to the care and education of young children. Examines the role of international and national agencies in protecting children's welfare and education.

Letter grade only (A-F).

### **695. Seminar in Early Childhood Education (3)**

Prerequisites: Advancement to candidacy, approval of the Early Childhood Education program advisor, and written application submitted to the Graduate Studies Office by the deadline as seen on the Graduate Advising home page for the fall or spring semester to receive consideration for admission.

For qualified candidates preparing to take the comprehensive examination. Consideration of curriculum role of the school and topics related to the effectiveness and excellence in early childhood education.

Letter grade only (A-F).

### **697. Directed Research in Early Childhood Education (1-3)**

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

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

Application for enrollment must be made by October 1 for the spring semester or by the deadline as seen on the Graduate Advising home page for the fall or summer semester to receive consideration for admission. May be repeated to a maximum of 6 units in different semesters for certificate and degree purposes, subject to suitable change in course content.

### **698. Thesis Study in Early Childhood Education (3)**

Prerequisites: Advancement to candidacy; approval of thesis advisor, department chair, and associate dean.

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

Application for enrollment must be made in the Graduate Studies Office by the deadline as seen on the Graduate Advising home page for the fall or summer semester to receive consideration for admission. Credit/no credit only. May be repeated to a maximum of 6 units in different semesters.

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## **Elementary Education Courses (EDEL)**

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### **LOWER DIVISION**

#### **EDEL 058. Learning Foundations for the Teaching Profession (1)**

Learning Found Teach Profession

Prerequisite: None

Structured oversight and advisement for undergraduate students for specific Multiple Subject Credential Program Pathways. Includes pre-service field experiences in diverse public schools. May be repeated for a total of eight (8) units. Enrollment is restricted to students with consent of instructor.

Credit/No Credit grading only (1 hour activity)

May be repeated to a maximum of 8 units in different semesters

#### **100. Introduction to Teaching and Learning in Diverse Contemporary Classrooms (1)**

Prerequisite: Acceptance in the Integrated Teacher Education Program.

Addresses the qualities of an effective teacher, components and purposes of an effective professional portfolio, and critical issues in diverse contemporary classrooms.

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

#### **200. Introduction to the Teaching Profession (3)**

Introduction to the concepts and issues related to K-8 education in a democratic society.

Letter grade only (A-F). Course fee may be required. Minimum 45 hours structured fieldwork in approved elementary, self-contained classroom required. A grade of "B" or better required for admission to the Multiple Subject Credential Program.

### **UPPER DIVISION**

#### **300. Cultural and Linguistic Diversity in Schools (3)**

Prerequisites: Completion of EDEL 100 and EDEL 200. This course is intended for ITEP students only and requires admittance to the methods phase of the ITEP program

Future elementary school teachers will study schools and write reflective papers using a critical/pragmatic lens examining differentiated curriculum, instruction, and multiple assessment methods for diverse student populations during their 40 hours of school-based field experience.

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

#### **380. Teaching and Learning in a Democratic Society (3)**

Corequisite: EDSP 303.

Professional, historical, social, philosophical, legal, and political concepts and issues related to K-8 education in contemporary society. 45 hours structured fieldwork in approved elementary, self-contained classroom required.

Required prerequisite for admission to the Multiple Subject Credential Program. Letter grade only (A-F). Course fee may be required.

#### **413. Developmentally Appropriate Teaching Practices (2)**

Research-based theories and principles of development, learning, and motivation; developmentally appropriate teaching practices; subject specific pedagogy in health and physical education.

A minimum of 10 hours fieldwork in K-8 classrooms with a minimum 25% English Learners required. Letter grade only (A-F).

#### **420. Teaching and Learning in the Kindergarten and Primary Grades (3)**

Theories, research, policies and current trends/debates surrounding teaching and learning in the kindergarten and primary grades.

Integrates curriculum, pedagogy, and assessment with a special focus on diverse learners in the kindergarten and primary grades.

Ten hours of field work required.

**430. Social and Cultural Diversity in US Schools (3)**

Examination of personal attitudes towards social groups and diversity issues. Study of historical and structural factors that either empower or oppress people based on language, class, race/ethnicity, gender, sexual orientation, ability, or religion. Study of educational responses to diversity.

Letter grade only (A-F).

**431. Cultural and Linguistic Diversity in Schools (3)**

Multicultural education, including concepts of culture, educational equity, social justice, multiple forms of diversity, and anti-bias/anti-racist curriculum. Models of English language acquisition, bilingual education theory, and instructional accommodations for diverse students.

Ten hours fieldwork required. Letter grade only (A-F). Not open for credit to students with credit in EDP 431 or LING 431.

**434. Cambodian Culture, Education and Diaspora (1-3)**

Examination and analysis of conditions leading to the diaspora of Cambodians during the Pol Pot era and to resettlement in California, including social and psychological effects for individuals and families. Examination of current educational issues in Cambodia and local Cambodian communities. Required service learning takes place in Cambodia.

Letter grade only (A-F).

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

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

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

**442. Teaching and Learning Language Arts, K-8 (RICA) (3)**

Prerequisite: Admission to the Multiple Subject Credential Program.

Language arts and visual/performance arts curriculum; developmentally appropriate practice, assessment- and research-based instruction in culturally/linguistically diverse classrooms; English Language Development; SDAIE; relationships among oral language, writing, spelling, reading, literature, and technology.

Ten hours fieldwork in K-8 classroom with a minimum 25% English Learners required. Letter grade only (A-F). Course fee may be required.

**452. Teaching and Learning Reading, K-8 (RICA) (3)**

Prerequisite: Admission to the Multiple Subject Credential Program or Education Specialist Credential Program.

Content, methods, and assessment for teaching reading to all students in culturally diverse, literature-based classrooms, including phonemic awareness, phonics, vocabulary development, comprehension, diagnosis, and the use of technology.

Ten hours fieldwork in K-8 classroom with a minimum 25% English learners required. Letter grade only (A-F). Course fee may be required.

**452B. Teaching Reading in Spanish and English, K-8 (BCLAD) (1-3)**

Prerequisite: Admission to the Multiple Subject Credential BCLAD (bilingual) Program.

Theory, research, and practice of teaching reading in two languages, including transfer of literacy skills from L1 to L2. Examines teacher beliefs and assumptions about literacy development among language minority students.

Letter grade only (A-F).

**453K. Methodology for Korean and English Language Instruction in a Bilingual Setting (3)**

Content, methods, and assessments for teaching English and Korean to all students including English language learners in bilingual settings. Fluency and literacy in Korean required. Course requirement for Korean bilingual authorization.

Letter grade only (A-F). Minimum grade of "C" required to maintain program standing. Minimum of ten hours of fieldwork.

**453M. Methodology for Mandarin and English Language Instruction in a Bilingual Setting (3)**

Content, methods, and assessments for teaching English and Mandarin to all students including English language learners in bilingual settings. Fluency and literacy in Mandarin required. Course requirement for Mandarin bilingual authorization.

Letter grade only (A-F). Minimum grade of "C" required to maintain program standing. Minimum of ten hours of fieldwork.

**453S. Methodology for Spanish and English Language Instruction in a Bilingual Setting (3)**

Content, methods, and assessments for teaching English and Spanish to all students including English language learners in bilingual settings. Fluency and literacy in Spanish required. Course requirement for Spanish bilingual authorization.

Letter grade only (A-F). Minimum grade of "C" required to maintain program standing. Minimum of ten hours of fieldwork.

**453V. Methodology for Vietnamese and English Language Instruction in a Bilingual Setting (3)**

Content, methods, and assessments for teaching English and Vietnamese to all students including English language learners in bilingual settings. Fluency and literacy in Vietnamese required. Course requirement for Vietnamese bilingual authorization.

Minimum grade of "C" required to maintain program standing. Minimum of ten hours of fieldwork. Letter grade only (A-F).

**455C. Teaching the Chinese-American Bicultural Student (3)**

Chinese culture and Chinese-American history, socioeconomic contexts of Chinese immigration and contributions to the U.S., contemporary issues of the Chinese community and Chinese-American students, with particular emphasis on socialization patterns, bicultural issues, and teaching strategies.

Letter grade only (A-F). Minimum grade of "C" required to maintain program standing.

**455K. Teaching the Korean-American Bicultural Student (3)**

Korean culture and Korean-American history, socioeconomic contexts of Korean immigration and contributions to the U.S., contemporary issues of the Korean community and Korean-American students, with particular emphasis on socialization patterns, bicultural issues, and teaching strategies.

Letter grade only (A-F). Minimum grade of "C" required to maintain program standing.

**455V. Teaching the Vietnamese-American Bicultural Student (3)**

Vietnamese culture and Vietnamese-American history, socioeconomic contexts of Vietnamese immigration and contributions to the U.S., contemporary issues of the Vietnamese community and Vietnamese-American students, with particular emphasis on socialization patterns, bicultural issues, and teaching strategies.

Letter grade only (A-F). Minimum grade of "C" required to maintain program standing.



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

Prerequisites: Admission to the Multiple Subject Credential Program. Learning theories, research, and instructional practices for teaching mathematics to all students in culturally and linguistically diverse classrooms.

Ten hours fieldwork in K-8 classroom with minimum 25% English learners required. Letter grade only (A-F). Course fee may be required.

**472. Teaching and Learning History-Social Science, K-8 (3)**

Prerequisites: Admission to the Multiple Subject Credential Program. Theory, research, and content for standards-based history-social science teaching in diverse classrooms.

Ten hours fieldwork in K-8 classroom with a minimum 25% English learners required. Letter grade only (A-F). Course fee may be required.

**482A. Student Teaching in Diverse Classrooms (8)**

Prerequisites: Admission to 2042 Multiple Subject Credential Student Teaching including successful completion of Teacher Performance Assessment (TPA) Tasks 1 and 2.

Student teaching for an 8-week assignment in diverse public schools; weekly seminar. Credit/No Credit; equivalent of "A" or "B" for credit. Course fee may be required.

**482B. Student Teaching in Bilingual Classrooms (8)**

Prerequisite: Admission to Multiple Subject Credential BCLAD Student Teaching.

Student teaching for an 8-week assignment in Bilingual Asian or Spanish classroom; weekly seminar. Credit/No Credit; equivalent of "A" or "B" for credit. Course fee may be required.

**482D. ITEP/UTEACH Student Teaching in Diverse Classrooms (8)**

Prerequisite: Admission to 2042 Multiple Subject Credential Student Teaching including successful completion of Teaching Performance Assessment Tasks 1 and 2.

ITEP/UTEACH student teaching for a semester assignment in diverse public schools; weekly seminar. Credit/No Credit; equivalent of "A" or "B" for credit. Course fee may be required. (1 1/2 hours weekly seminar).

**482E. ITEP/UTEACH Student Teaching in Bilingual Classrooms-Asian Languages (8)**

Prerequisite: Admission to Multiple Subject Asian BCLAD Credential Program Student Teaching.

ITEP/UTEACH student teaching for one semester in Bilingual Asian or Spanish public school classroom; weekly seminar. Credit/No Credit; equivalent of "A" or "B" for credit. Course fee may be required.

(1 1/2 hours weekly seminar).

**482F. Student Teaching in Spanish Dual Language Development Classrooms (8)**

Prerequisite: Admission to Multiple Subject Credential Student Teaching.

One semester integrated student teaching in a K-8 public school with assignments at two of the following: K-2, 3-5, or 6-8. Emphasizes experiences in diverse classrooms with English Learners. Practicum in using Spanish for instruction. Spanish primary language management for explanation, clarification, and review.

Seminar included. Credit/No Credit grading only with an equivalent grade of "B" or better required for credit including passage of TPA Task 4. May be repeated to a maximum of 16 units in the same semester. Course fee may be required.

**490. Selected Topics - Elementary Education (1-3)**

Topics of current interest in elementary education selected for intensive study.

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

**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 but no more than 3 units applicable to credential or major requirement.

**GRADUATE LEVEL****572A. Multiple Subject Internship (8)**

Prerequisites: Admission to 2042 Multiple Subject Internship and advancement to Intern Student Teaching.

The Intern is a full-time teacher in a public school district with which CSULB has an intern agreement. Intern Student Teaching is a two-semester or one-semester culminating fieldwork experience.

Weekly seminar. Credit/No Credit grading only with an equivalent grade of "A" or "B" required for credit including passage of TPA Task 4. May be repeated to a maximum of 16 units in different semesters.

**572B. Multiple Subject Internship (8)**

Prerequisites: Admission to 2042 Multiple Subject Internship and advancement to Intern Student Teaching.

The Intern is a full-time teacher in a public school district with which CSULB has an intern agreement. Intern Student Teaching is a two-semester or one-semester culminating fieldwork experience.

Weekly seminar. Credit/No Credit grading only with an equivalent grade of "A" or "B" required for credit including passage of TPA Task 4. May be repeated to a maximum of 16 units in different semesters.

**599. Selected Topics - Teacher Education (1-3)**

Study of a special topic in teacher education. Students must be enrolled in a Masters or Advanced Credential or Specialist Program.

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

**Mathematics Education Courses (EDME)****GRADUATE LEVEL****500. Contemporary Issues in Mathematics Education (3)**

Prerequisite: Basic teaching credential or consent of instructor.

Advanced study in mathematics education. Emphasis on contemporary issues addressed in the National Council for the Teaching of Mathematics Principles and Standards and described in the Mathematics Framework for California Public Schools.

Letter grade only (A-F).

**501. Assessment in Teaching and Learning Mathematics (3)**

Prerequisite: Basic teaching credential or consent of instructor.

Designing advanced assessment methods aligned with the National Council of Teachers of Mathematics Assessment Standards; interpreting and using assessment results for planning and teaching mathematics in linguistically and culturally diverse classrooms.

Letter grade only (A-F).

**502. Research in Mathematics Teaching and Learning (3)**

Prerequisite: Basic teaching credential or consent of instructor.

Advanced study of mathematics education research. Emphasis on development of teacher-researchers in an inquiry learning process of research design, methods, data collection, and data analysis in qualitative, quantitative, and mixed methods approaches through conducting action research in teaching practices.

Letter grade only (A-F).

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**503. Advanced Mathematics Methods in Teaching, 1 (3)**

Prerequisite: Basic teaching credential or consent of instructor.

Advanced study in mathematics methods by applying state and national mathematics principles and standards to research-based practices.

Letter grade only (A-F).

**504. Advanced Mathematics Methods in Teaching, 2 (3)**

Prerequisite: Basic teaching credential or consent of instructor.

Advanced study of the teaching and learning of mathematics in linguistically and culturally diverse classrooms. Topics include teaching and learning pre-algebra, algebra, plane and solid geometry, measurement, data analysis, probability, learning theories, assessment, state and national academic content standards.

Letter grade only (A-F).

**505. Technology in Teaching and Learning Mathematics (3)**

Prerequisites: Basic teaching credential, EDME 501 and EDME 502 or equivalent, or consent of instructor.

Advanced approaches to integrating contemporary technologies in teaching and learning mathematics. Focus on integrating technology to provide differentiated and individualized learning opportunities to meet the needs of linguistically and culturally diverse students.

Letter grade only (A-F).

**520. Algebra: Research-Based Pedagogy (3)**

Prerequisite: Basic teaching credential or consent of instructor.

Integration of pre-algebra and algebra content and pedagogy in mathematics classrooms. Exploration of recent research trends, national policies, and standards related to algebra curriculum and teaching.

Letter grade only (A-F).

**550. Global Perspectives in Mathematics Teaching (3)**

Prerequisite: Basic teaching credential or consent of instructor.

Developing global perspectives in mathematics teaching through case study and lesson analysis; exploring, analyzing, and applying multifaceted teaching approaches of different cultural and educational systems.

Letter grade only (A-F).

**695. Advanced Studies in Mathematics Education (3)**

Prerequisites: Advancement to candidacy in the Mathematics Education Program; approval of the Program Advisor; written application to take the comprehensive examination 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.

Studies of problems and issues in the teaching and learning of mathematics. Relating research to teaching practice. For qualified candidates preparing to write the comprehensive examination.

Letter grade only (A-F).

**698. Thesis Study in Mathematics Education (3)**

Prerequisites: Advancement to candidacy in the Mathematics Education Program; approval of thesis advisor, department chair, and associate dean.

Planning, preparation, and completion of thesis under supervision of a thesis advisor.

Credit/No Credit grading only. May be repeated for a maximum of 6 units in different semesters. Application for enrollment must be made in the Graduate Studies 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 Middle School Courses (EDMS)**

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**GRADUATE LEVEL****693. Developing Teacher Leadership in Middle Level Education (3)**

Prerequisite: Students must be enrolled in either a Teacher Education Masters Program, or the Tier II Professional Administrative Services Credential Program, or consent of instructor.

Involves administrators and teachers in developing middle level teacher leadership through the lens of teacher empowerment. Theory and practice of collaborative and action research models as tools for school improvement.

Letter grade only (A-F). Same course as EDAD 693. Not open for credit to students with credit in EDAD 693 and EDEL 693.

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**Reading Education Courses (EDRG)**

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**GRADUATE LEVEL****540. Advanced Studies in Literacy (3)**

Prerequisite: A valid teaching credential or admission to an approved masters, certificate, or advanced credential program; or consent of instructor.

Emphasizes advanced study of literacy research, theory, and practice. Survey of issues of first and second language acquisition/development, and curriculum trends in literacy.

Letter grade only (A-F).

**543. Integration of Technology in Reading/Language Arts (3)**

Prerequisites: EDP 443 or ETEC 444 or equivalent; or a course approved by CTC, or a course approved by CCTC to meet the Level I technology requirement or approval of the instructor.

Investigation and evaluation of software and media programs for reading/language arts. Current issues in technology, change strategies for staff development, integration of technology in the curriculum.

Letter grade only (A-F).

**544. Foundations of Literacy Research (3)**

Prerequisite: California Reading Certificate or consent of instructor. Introduction to critical analysis of literacy research, with emphasis on classic and contemporary studies.

Includes experimental designs, descriptive studies, case studies, correlational research, ethnographies, and the teacher-as researcher.

Letter grade only (A-F).

**551. Assessment and Instruction in Reading and Writing (3)**

Prerequisites: Admission to Reading Certificate Program or consent of instructor.

Comprehensive study of literacy assessment and instruction including examination and evaluation of effective literacy procedures, strategies, and materials. Emphasis on detection and correction of reading difficulties.

Fieldwork required. Letter grade only (A-F).

### **551B. Assessment of Literacy with Bilingual Students (3)**

Prerequisites: Speaking and reading competence in Spanish; consent of the instructor.

Evaluation of measures, strategies, and materials used to assess literacy in bilingual students. Special emphasis on issues regarding the interpretation of assessment data, program placement, and instruction of English learners.

Requires diagnostic assessment/instruction plan. Participation by speakers of languages other than Spanish is possible as literacy assessments in diverse languages become available. Letter grade only (A-F).

### **554. Reading/Language Arts Curriculum: Leadership and Supervision (3)**

Prerequisite: California Reading Certificate or consent of instructor.

Examines varied roles and responsibilities of the Reading/Language Arts Specialist including intervention, curriculum development, supervision, program development, and leadership.

Letter grade only (A-F).

### **556. Theoretical Models and Processes of Reading (3)**

Prerequisite: California Reading Certificate or consent of instructor.

Exploration and analysis of current and historical theoretical models of the reading process. Examination of their influence on curriculum and instructional issues in literacy.

Letter grade only (A-F).

### **558. Language Study for Reading Teachers (3)**

Prerequisites: EDRG 540 and admission to the Reading Certificate program or consent of instructor.

Relationships among phonology, morphology, semantics, syntax, pragmatics, and the teaching of reading. Focus on phonemic awareness, phonics, decoding strategies, vocabulary, spelling, grammar skills, and English language learners.

Letter grade only (A-F).

### **559. Practicum in Teaching Reading/Language Arts (3)**

Prerequisites: EDRG 551 and admission to the Reading Certificate program or consent of instructor.

Methods and intervention approaches for meeting the needs of struggling readers at various levels of reading acquisition, including tutoring or small-group instruction of students.

Classroom field experience is required. Letter grade only (A-F).

### **651. Advanced Diagnosis and Intervention in Reading/Language Arts (3)**

Prerequisites: EDRG 551 or equivalent; valid California Reading Certificate or consent of instructor.

Includes clinical practicum and seminar on diagnosing and providing appropriate intervention for children with delayed literacy development.

Letter grade only (A-F).

### **695. Seminar in Reading (3)**

Prerequisites: Advancement to candidacy, approval of Reading Program advisor, and written application submitted to the Graduate Studies Office by October 1 for the spring semester; successful completion of all required course work for the Master of Arts in Education, Option in Elementary or Secondary Education, Specialization in Reading.

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

### **697. Directed Research in Reading (1-3)**

Prerequisites: Consent of instructor, department chair, and associate dean. Individual research or intensive study under the guidance of a faculty member. 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.

May be repeated to a maximum of 6 units in different semesters.

### **698. Thesis Study in Reading (3)**

Prerequisites: Advancement to candidacy; approval of thesis advisor, department chair, and associate dean.

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

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. Credit/no credit only. May be repeated to a maximum of 6 units in different semesters for certificate and degree purposes, subject to suitable change in course content.

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## **Secondary Education Courses (EDSE)**

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### **Lower Division**

#### **EDSE 058. Learning Foundations for the Teaching Profession (1)**

Prerequisite: None

Structured oversight and advisement for undergraduate students for specific Multiple Subject Credential Program Pathways. Includes pre-service field experiences in diverse public schools. May be repeated for a total of eight (8) units. Enrollment is restricted to students with consent of instructor.

Credit/No Credit grading only (1 hour activity)

May be repeated to a maximum of 8 units in different semesters

### **UPPER DIVISION**

#### **435. United States Secondary Schools: Intercultural Education (3)**

Prerequisite: EDSS 300 (A, C, D, F, G, H, M, N, P, or S); or admission in the Single Subject Credential Program; or consent of University Coordinator of the Single Subject Credential Program. Required course in the Single Subject Credential Program.

Critical reflection on multicultural education in a diverse society. Philosophy, history and sociology of education as fundamental to understanding contemporary secondary schools. Curriculum and student populations in the context of issues and controversies in education. Approved CLAD Certificate course (Domain 3).

Fifteen hour fieldwork requirement. Letter grade only (A-F). May be repeated to a maximum of 6 units. Course fee may be required.

#### **436. Curriculum, Instruction, Assessment and Classroom Management (3)**

Prerequisite: EDSS 300 (A, C, D, F, G, H, M, N, P, or S); or admission in the Single Subject Credential Program; or consent of the University Coordinator of the Single Subject Credential Program. Required course in the Single Subject Credential Program.

Explores systematic instruction, theories of learning, curriculum development, teaching strategies, assessment and evaluation of student progress, classroom management and discipline, and establishing successful learning environments for all students.

Fifteen hour fieldwork requirement. Letter grade only (A-F). May be repeated to a maximum of 6 units. Course fee may be required.

**457. Reading and Writing in the Secondary School (3)**

Prerequisite: EDSS 300 (A, C, D, F, G, H, M, N, P, or S); or admission in the Single Subject Credential Program; or consent of the University Coordinator of the Single Subject Credential Program. Required course in the Single Subject Credential Program.

Emphasis on reading and writing assessment and instruction; textbook selection; vocabulary development; comprehension strategies; content area reading and study skills; writing instruction; English Language Development; the reading needs of less prepared, English language, and accelerated learners; and issues of diversity and equity.

Minimum fifteen hours of field work required. Course fee may be required. Letter grade only (A-F). May be repeated to a maximum of 6 units.

**490. Selected Topics - Secondary Education (1-3)**

Prerequisite: Consent of instructor.

Topics of current interest in secondary education selected for intensive study.

May be repeated to a maximum of 6 units with different topics. Topics announced in the *Schedule of Classes*. May enroll for a maximum of 6 units for certificate and degree, subject to suitable change in topic content.

**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, but no more than 3 units applicable to credential or major requirement.