General Information

The College of Education offers graduate study leading to the Master of Arts degree in education with concentrations in the following: counseling, dual language and English learner education, elementary curriculum and instruction, learning design and technology, postsecondary educational leadership and instruction, reading education, secondary curriculum and instruction, PreK-12 educational leadership, special education, and teaching. Some of these concentrations are designed to permit concurrent completion of the requirements for the correspondingly named advanced credentials.

Graduate study is also offered leading to the Master of Science degree in counseling, the Master of Science degree in rehabilitation counseling, and the Educational Specialist degree in school psychology.

The College of Education offers advanced graduate study leading to doctoral degrees in education: the Doctor of Education (Ed.D.) and the Doctor of Philosophy (Ph.D.). The Ed.D. in educational leadership is offered independently with concentrations in PreK-12 school leadership and community college/postsecondary leadership. Authorized by Senate Bill 724 passed in 2005, the Ed.D. was designed as a professional degree for aspiring school and community college educational administrators to develop advanced knowledge and skills by conducting research on significant problems of practice that have regional and national implications. PreK-12 and community college practitioners team with College of Education faculty in all aspects of the program.

Our graduate teaching associateship program can prepare students for a teaching career.

The Ph.D. degrees are offered jointly with collaborating universities that emphasize theory and research underlying educational practice as preparation for positions in higher education, school, and other public and private organizations. The Doctor of Philosophy (Ph.D.) in education with an emphasis on democratic schooling and social justice is offered jointly with Claremont Graduate University. Inquiries should be addressed to SDSU/CGU Ph.D. program office at 619-594-6544.

The degree of Doctor of Philosophy (Ph.D.) in mathematics and science education is offered jointly with the University of California, San Diego. For specific information about this program, refer to the Mathematics and Science Education section of this bulletin.

Admission to Doctoral Study

Students applying for admission should electronically submit the university application available at http://www.csumentor.edu along with the $55 application fee.

All applicants must submit admissions materials separately to SDSU Graduate Admissions and to the College of Education (refer to the appropriate degree section for the address to submit additional information).

Graduate Admissions

The following materials should be submitted as a complete package directly to:

Graduate Admissions
Enrollment Services
San Diego State University
5500 Campanile Drive
San Diego, CA 92182-7416

(1) Official transcripts (in sealed envelopes) from all postsecondary institutions attended;

Note:
• Students who attended SDSU need only submit transcripts for work completed since last attendance.
• Students with international coursework must submit both the official transcript and proof of degree. If documents are in a language other than English, they must be accompanied by a certified English translation.

(2) GRE scores (http://www.ets.org, SDSU institution code 4682);
(3) English language score, if medium of instruction was in a language other than English (http://www.ets.org, SDSU institution code 4682);

(4) A current resume listing work experiences, education, awards, publications, and presentations;

(5) Unofficial or official transcripts from each university or college attended, including verification of completion of a master’s degree in education or a related field. If degree requirements have not yet been met, submit a transcript listing all work completed to date;

(6) GRE scores (http://www.ets.org, CGU institution code 4053) – taken within five years of the date of the application.

The following materials should also be submitted directly to:
Office of Admissions
SDSU/CGU Doctoral Program in Education
Claremont Graduate University
170 E. Tenth St.
Claremont, CA 91711-6163

(1) Official transcripts (in sealed envelopes) from all postsecondary institutions attended;

Note:
• Students with international coursework must submit both the official transcript and proof of degree. If documents are in a language other than English, they must be accompanied by a certified English translation.

(2) GRE scores (http://www.ets.org, CGU institution code 4053) – taken within five years of the date of the application;

(3) English language score, if medium of instruction was in a language other than English (http://www.ets.org, CGU institution code 4053).

Doctor of Philosophy (Ph.D.) Degree in Education

All applicants must have completed a master’s degree program prior to admission and reside in San Diego County or commit to relocating to San Diego County if admitted to the program.

The following materials should be submitted via our online supplemental program application by March 1 for the fall semester at https://app.applyyourself.com/AYApplicantLogin/AYApplicantLogin.asp?id=sdsu-grad:

(1) Online supplemental program application;
(2) Three academic and/or professional letters of recommendation using the form in the online application;
(3) A two to three page personal statement indicating reasons for pursuing doctoral study. The statement should include your reasons for seeking admission to this particular doctoral program, your perceived strengths and weaknesses in preparation for doctoral study, your research interests, and your relevant academic and employment experiences. Indicate why you believe the SDSU/CGU program is appropriate for you. The personal statement should be double-spaced and typed;
(4) A current resume listing work experiences, education, awards, publications, and presentations;

(5) Unofficial or official transcripts from each university or college attended, including verification of completion of a master’s degree in education or a related field. If degree requirements have not yet been met, submit a transcript listing all work completed to date;

(6) GRE scores (http://www.ets.org, CGU institution code 4053) – taken within five years of the date of the application.

The following materials should also be submitted directly to:
Office of Admissions
SDSU/CGU Doctoral Program in Education
Claremont Graduate University
170 E. Tenth St.
Claremont, CA 91711-6163

(1) Official transcripts (in sealed envelopes) from all postsecondary institutions attended;

Note:
• Students with international coursework must submit both the official transcript and proof of degree. If documents are in a language other than English, they must be accompanied by a certified English translation.

(2) GRE scores (http://www.ets.org, CGU institution code 4053) – taken within five years of the date of the application;

(3) English language score, if medium of instruction was in a language other than English (http://www.ets.org, CGU institution code 4053).

Doctor of Education (Ed.D.) Degree in Educational Leadership

The following materials should be submitted via our online program application to the specialization at https://app.applyyourself.com/AYApplicantLogin/AYApplicantLogin.asp?id=sdsu-grad:

(1) Program application;
(2) Three letters of recommendation;
(3) Professional resume;
(4) Statement of purpose;
(5) Examples of professional and/or academic writing;
(6) Employer statement of nomination or support.
Education

Educational Specialist (Ed.S.) Degree
in School Psychology

The following materials should be mailed or delivered to:
Department of Counseling and School Psychology
Attention: School Psychology Program Director
San Diego State University
5500 Campanile Drive
San Diego, CA 92182-1179

1. Vita or resume;
2. Personal statements and essays (see website for essay questions);
3. At least three letters of recommendation;
4. Supplemental material to enhance evaluation of your academic, professional, and cross-cultural readiness (e.g., course papers or projects, an evaluation from work, a brief videotape of you working with children);
5. Students must obtain the California certificate of clearance prior to beginning the field experience sequence in the fall semester of their first year;
6. The California Basic Educational Skills Test (CBEST) is required by the State of California prior to beginning the sequence of studies. The student does not require passing the CBEST for admission. It must be passed, however, prior to consideration for the award of a credential. Out-of-state applicants may take the CBEST in their first semester;
7. Transcripts of all collegiate work:
   a. Undergraduate major or substantial coursework in behavioral sciences (e.g., psychology, sociology, social work), education (or liberal studies), child development, and/or ethnic studies. The following courses are especially recommended: general psychology, developmental psychology, research and statistics in behavioral sciences, learning or cognition, social psychology or sociology, multicultural or culture-focused studies, and psychological or educational testing and measurement.
   b. A minimum 2.85 grade point average (when A equals 4) in the last 60 semester (90 quarter) units or in the major. Applicants whose grade point averages fall below the university standard of 2.85 must supply additional data to support consideration for admissions.

Section I.
Doctoral and Educational Specialist Programs

Doctor of Philosophy Degree
in Education
http://coe.sdsu.edu/doc

Admission to the Degree Curriculum

The Doctor of Philosophy (Ph.D.) program in education is offered jointly by the faculty in the College of Education at San Diego State University (SDSU) and the faculty in the School of Educational Studies at Claremont Graduate University (CGU). The mission of the Ph.D. program in education is to develop scholars who are committed to research on democratic schooling, social justice and equal educational outcomes for all students, and the improvement of educational systems serving diverse communities. Such scholars are capable of providing leadership in building a more democratic society through responsive systems of education and making sense of complex data. The Ph.D. program emphasizes issues in educating a multicultural society. It prepares students for the challenges and opportunities, which such diversity creates. While maintaining a focus on diversity, the student pursues an individualized program of study supervised by faculty members from both SDSU and CGU.

In addition to meeting the general requirements for admission to both institutions with classified graduate standing as outlined in their current bulletins, students must be recommended for admission by the program’s admissions committee on the basis of excellence as evidenced in the following materials:

1. Program application;
2. An earned master’s degree in education or a related field from an accredited institution with a cumulative GPA of 3.0 or above;
3. Sufficient experience pertinent to the mission of the program to benefit from the program;
4. Acceptable scores on the Graduate Record Examination (GRE);
5. Three recommendation letters attesting to the academic and professional skills necessary for doctoral studies;
6. A personal statement of purpose reflecting the skills, experiences, and dispositions appropriate for the program;
7. Professional resume.

Students seeking admission to the SDSU/CGU Ph.D. program in education must apply online at http://go.sdsu.edu/education/doc/application.aspx. Any questions about the program should be directed to Dr. Rafaela M. Santa Cruz, director of the program.

Advancement to Candidacy

Advancement to candidacy occurs when the institutional form signed by the dissertation committee approving the dissertation proposal is processed. It is CGU policy, that the oral defense of the dissertation not be scheduled sooner than six months after advancement to candidacy.

Specific Degree Requirements for the Ph.D. Degree in Education
(Major Code: 08011) (SIMS Code 331901)

- 72 semester units (minimum) of coursework (24 units at San Diego State University, 24 units at Claremont Graduate University, and 24 units transferred from master’s degree);
- Two research tools (one at each institution);
- Two written qualifying examinations;
- The oral qualifying examination;
- A dissertation proposal;
- A written dissertation;
- The dissertation defense.

A minimum of 48 semester units of residency, 24 at each institution, is required before a student is eligible to schedule the oral qualifying examination. In the interest of establishing an effective working relationship with faculty at both SDSU and CGU, 12 of the student’s first 24 units must be taken at CGU.

Research Tools

Two research tools are required. Their purpose is to assure proficiency in research methodologies including those most likely to be used in the dissertation project. One research tool in intermediate quantitative methods is satisfied by receiving a grade of B or better in ED 820 at SDSU. The second research tool may be completed through course work in advanced quantitative methods or in other research methods with a grade of B+ or better, by proving competency in a second language relevant to your doctoral research, or by special arrangement with a faculty member at CGU.

Written Qualifying Examinations

Two written qualifying examinations are required. The first qualifying examination is usually written as a research paper, a literature review on a research interest, or an examination. Students are eligible to sit for the first qualifying examination after completion of 46 units in the program (cumulative of SDSU courses, CGU courses, and master’s transfer units). This examination is to be co-supervised by a faculty member from each institution. Students must enroll in the capstone doctoral research seminar after completion of 62 cumulative units. A second qualifying examination will take the form of a mock dissertation proposal and will come out of the capstone seminar. The mock proposal may also serve as the framework for the final dissertation proposal that will be co-supervised by a faculty member from each institution.
Oral Qualifying Examination

The oral qualifying examination is scheduled when all coursework, including research tools, has been completed and two written qualifying examinations have been approved. Through the oral qualifying examination the student is called upon to demonstrate a range and depth of understanding of the field of education. The examination serves to determine whether or not the student has made satisfactory progress in developing capacities for understanding diversity, critical analysis, systemic change for performance improvement, community transformation, effective educational practice, and original research to be advanced to candidacy for the doctorate. The oral is a discussion and examination of the work completed in the Ph.D. program to this point, including but not limited to the work demonstrated in written qualifying examinations.

Dissertation

All doctoral students will complete a research-based dissertation. The dissertation will typically focus on (a) understanding diversity and its implications for education, (b) critically analyzing and developing educational policy, (c) engaging in systemic organizational change that improves performance and quality of life for all, (d) applying theory and research-based knowledge in transforming communities, or (e) using effective educational practices, including tools available through technology, to transform organizations. The primary goal of the dissertation is contributing to the knowledge base in education.

Dissertation Defense

The program coordinator schedules the dissertation defense upon notification by the dissertation committee that the dissertation draft is approved. The dissertation committee conducts the defense and may request revisions to the final dissertation manuscript during the oral defense.

Performance Expectations

Joint doctoral students must maintain a 3.0 GPA to be in good academic standing. Students must be continuously enrolled for the duration of their program by taking classes at either institution. Once required coursework at both SDSU and CGU has been completed, the student is required to maintain continuing registration at CGU through completion of all degree requirements.

Faculty

The faculty bring diverse research and teaching interests to the study of democratic schooling, social justice, and diversity in education. Among the members of the faculty, the student will find rich resources of expertise in such areas as public policy, organizational theory and leadership, curriculum and instruction, higher education, counseling and school psychology, language development, qualitative and quantitative analysis, bilingual and cross-cultural education, educational technology, and special education.

San Diego State University

Director: Rafaela M. Santa Cruz
Faculty: Alfaro, Bezuk, Branch, Brandon, Bresciani Ludvik, Butler-Byrd, Cadiero-Kaplan, Cappello, A. Chizhik, E. Chizhik, Clement Lamb, Danforth, Degenneffe, Duesbery, Evans, Finman, Fisher, Frey, Gallego, Gibson, Graves, Green, Hall, Hampton, Harris, Hatch, Ingraham, Jacobs, James-Ward, Kraemer, Monk, Moss, Ochoa, Olney, Pang, Park, Philipp, Potter, Pumplin, Santa Cruz, Sax, Sterling Aquino, Uline, Vaughn, Wang, Wood

Claremont Graduate University

Dean: Scott Thomas
Faculty: Adams, Carter, Cohn, Drew, Dreyer, Ganley, Grogan, Luschei, Paik, Perez, Perkins, Poplin, Rios-Agular, Santibañez, Smith, Thomas

Doctor of Education Degree in Educational Leadership

http://eddleaders.sdsu.edu

Admission to the Degree Curriculum

The Doctor of Education (Ed.D.) degree in educational leadership prepares leaders capable of initiating change and creating diverse educational institutions for the region’s P-14 student population. It is designed as a professional degree for PreK-12 school and community college/postsecondary leaders who will develop advanced leadership and research skills related to their own institutional settings. The program is committed to developing reflective leaders and change agents for complex educational organizations in diverse multicultural settings. Emphasizing theory, research, and practice, the program provides an opportunity for candidates to work in learning communities with faculty and practitioners to develop a deeper understanding of themselves as educational leaders and to develop the knowledge and skills needed to improve student learning. The program is offered through the Department of Educational Leadership and the Department of Administration, Rehabilitation, and Postsecondary Education. There are two concentrations: PreK-12 school leadership and community college/postsecondary leadership. A cohort of students will be admitted by May for classes starting in the fall semester.

In addition to meeting the general admission requirements, students must be recommended for admission by the program's graduate admissions committee on the basis of standards of excellence as evidenced in the following materials:

1. An earned baccalaureate degree and master's degree or equivalent from accredited institutions of higher education with a cumulative GPA in upper division and/or graduate study of 3.0 or above;
2. Sufficient preparation and experience pertinent to educational leadership to benefit from the program;
3. Submission of Graduate Record Examination (GRE) scores on the GRE tests;
4. Demonstrated leadership potential and skills including successful experience in schools, postsecondary education, community colleges, related fields and/or policy leadership;
5. Demonstrated academic excellence, problem-solving ability, and an interest in critically assessing and bringing about improvements within current educational policies and practices;
6. Three confidential letters of support attesting to the leadership ability and scholarship of the candidate;
7. A written statement of purpose reflecting understanding of the challenges facing the public schools or community colleges/institutions of higher education in California;
8. Professional resume;
9. Examples of professional and/or academic writings;
10. A statement of support for the candidate's doctoral studies from her/his employer or, in the cases where this is not provided, an indication of the candidate's plan for meeting the demands of the program and his/her professional responsibilities;
11. A personal interview with the Admissions and Standards Committee including a written response to a prompt provided by the committee.

Meeting the minimum requirements qualifies an individual for consideration, but does not guarantee admission to the program. Admission will be granted on a competitive basis.
Advancement to Candidacy
The written qualifying examination will occur at the end of the fourth semester in the program. The examination will cover the three areas of the program: (a) leadership core courses, (b) research methodology courses, and (c) concentration courses completed up to that time. The structure of the examination will be developed by the executive committee and administered by the program directors. In order to be eligible to participate in the portfolio defense (qualifying examination), a student must have completed all prior program coursework with a grade of B or better.

Once the doctoral student successfully completes the qualifying examination and has successfully completed all required courses at that stage in the program, the doctoral student will be advanced to candidacy.

Specific Requirements for the Ed.D. in Educational Leadership
(Major Code: 08271) (SIMS Code: 331930)
Core Curriculum Requirements (27-30 units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 815</td>
<td>Re-Thinking Leadership</td>
</tr>
<tr>
<td>ED 836</td>
<td>Seminar and Writing Support (6-9) Cr/NC</td>
</tr>
<tr>
<td>ED 840</td>
<td>Seminar in Leadership in a Diverse Society (3)</td>
</tr>
<tr>
<td>ED 850</td>
<td>Seminar in Quantitative Methods of Inquiry (3)</td>
</tr>
<tr>
<td>ED 851</td>
<td>Seminar in Qualitative Methods of Inquiry (3)</td>
</tr>
<tr>
<td>ED 855</td>
<td>Seminar in Leadership for Developing Educational Systems (3)</td>
</tr>
<tr>
<td>ED 860</td>
<td>Seminar in Leadership and Educational Change (3)</td>
</tr>
<tr>
<td>ED 885</td>
<td>Seminar in Educational Program Planning and Evaluation (3)</td>
</tr>
</tbody>
</table>

Dissertation (12 units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 899</td>
<td>Doctoral Dissertation (12) Cr/NC/RP</td>
</tr>
</tbody>
</table>

Concentration in PreK–12 School Leadership (21 units)
(Major Code: 08272) (SIMS Code: 331931)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>EDL 707</td>
<td>Educational Law and Finance (3)</td>
</tr>
<tr>
<td>EDL 720</td>
<td>Human Resource Development in PreK-12</td>
</tr>
<tr>
<td>EDL 750</td>
<td>Governance and Policy Development in PreK-12</td>
</tr>
<tr>
<td>EDL 760</td>
<td>Practicum in PreK-12 Educational Organizations</td>
</tr>
<tr>
<td>EDL 830</td>
<td>Leadership for Learning (3)</td>
</tr>
<tr>
<td>EDL 880</td>
<td>Seminar in Topics in Educational Leadership (3)</td>
</tr>
<tr>
<td>ED 895</td>
<td>Seminar: Writing and Research (3)</td>
</tr>
</tbody>
</table>

Concentration in Community College/Postsecondary Leadership (18 units)
(Major Code: 08273) (SIMS Code: 331932)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ARP 801</td>
<td>Seminar in Community College History and Development (3)</td>
</tr>
<tr>
<td>ARP 810</td>
<td>Seminar in Community College Law and Finance (3)</td>
</tr>
<tr>
<td>ARP 812</td>
<td>Seminar in Budget and Resource Management</td>
</tr>
<tr>
<td>ARP 813</td>
<td>Strategic Planning in Community Colleges (3)</td>
</tr>
<tr>
<td>ARP 827</td>
<td>Seminar in Emerging Issues in Postsecondary</td>
</tr>
<tr>
<td></td>
<td>Educational Leadership (3)</td>
</tr>
</tbody>
</table>

Three units selected from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ED 852</td>
<td>Seminar in Advanced Quantitative Methods of Inquiry (3)</td>
</tr>
<tr>
<td>ED 853</td>
<td>Seminar in Advanced Qualitative Methods of Inquiry (3)</td>
</tr>
</tbody>
</table>

Dissertation
All doctoral students will complete a rigorous research-based dissertation integrating theory and research in the study of educational practice. The dissertation will include the results of the doctoral student’s independent research and will typically focus on an examination of (a) an educational issue, (b) a practice or program, (c) an educational policy, reform, or improvement, or (d) implementation studies within an educational organizational. Most dissertations will be studies undertaken in the local context, having the potential to contribute to solutions of educational problems. Dissertations will use a range of qualitative and quantitative research and evaluation methods. The dissertation will present the results of the doctoral student’s independent investigation in a manner that contributes both to professional knowledge in education and to the improvement of educational practice.

The primary goal of the dissertation is to generate knowledge that contributes to the understanding of educational practices, policies, reforms or improvements. Doctoral students who have not completed their dissertation after 12 semester units, must maintain continuous enrollment in the university by registering for at least one unit per semester.

Final Examination (Oral)
The dissertation committee, consisting of two university faculty and at least one community member, will conduct a final oral examination during which the doctoral student defends the dissertation. The dissertation defense will address the theoretical and conceptual background, relevant literature, data collection techniques, data analysis strategies, and results and implications concerning the question(s) studied.

Additional Requirements
Doctoral students who have not earned the professional administrative credential will be able to do so while enrolled in the Ed.D. program. PreK-12 doctoral students must complete additional practicum activities to demonstrate their competence in each of the principles of administrative practice specified by the California Commission on Teacher Credentialing.

Students within the PreK-12 concentration are expected to complete an internship as part of their concentration. The internship (3 units) will typically occur at the end of the doctoral student’s coursework and will be congruent with the doctoral student’s professional goals.

Performance Expectations
Doctoral students must maintain a 3.0 GPA to be in good standing. Doctoral students who have a grade point average below 3.0 in two successive terms will be disqualified from the program. They must meet all the requirements of graduate doctoral students outlined in the Graduate Bulletin. In addition, doctoral students who are enrolled in the professional administrative credential must meet the standards set forth in the California Commission on Teacher Credentialing approved program documents submitted by SDSU.

Doctoral students who fail to make satisfactory academic progress may be officially disqualified from the university in writing after consultation with the executive committee. A doctoral student may be disqualified because of unsatisfactory academic progress only after a careful review and written recommendation by the Ed.D. program faculty. To ensure that a decision to disqualify a doctoral student from the program is just, basic due process requirements will be met, including an opportunity for appeal by the doctoral student following the guidelines in the Graduate Bulletin. A doctoral student who has been disqualified is considered to have been terminated from the university and will not be allowed to continue in the program, enroll in courses, or register again without readmission.

Faculty
The following faculty are available for teaching and serving on doctoral committees:

Administration, Rehabilitation and Postsecondary Education
Bresciani Ludvik, Degeneffe, Hampton, Harris, Olney, Sax, Wood

Educational Leadership
Fisher, James-Ward, Johnson, Pumpian, Frey, Uline

The program is designed to be completed in three calendar years including summer sessions. Classes are held during the late weekday afternoon/evenings, on weekends, and during the summer to accommodate the schedules of working adults. Some classes include a blend of in-class and distance learning technologies.
Educational Specialist Degree In School Psychology

General Information

The Educational Specialist (Ed.S.) degree in school psychology, offered in the Department of Counseling and School Psychology, is an integrated graduate-professional program designed to prepare school psychologists who apply educational, psychological, and social work competencies to evaluate and create opportunities for students to achieve academic, social, and personal development. Funding opportunities are available for selected full-time students. These projects are time-specific, and applicants are referred to the program website for current information. Additionally, graduate assistantships are available to a limited number of students. The Department of Counseling and School Psychology sponsors the Gertrude Bell Scholarship and a loan fund honoring the late Dr. Gertrude E. Bell, a pioneering school psychologist and author. The Gertrude Bell scholarship offers financial support to students pursuing a master’s degree in school psychology. The Department of Counseling and School Psychology also administers assistantships to support graduate students. Assistantships are available to a limited number of students. The Department of Counseling and School Psychology is committed to the development of culturally competent school psychologists who can serve the multicultural populations of public schools. The program prepares school psychologists with (a) ecological and systems perspectives by which to consider problem situations in the schools, (b) the cultural competencies to serve the multicultural populations of public schools, (c) the knowledge and skills to serve both general and special education populations, and (d) the skills to function as data-based change agents and consultants in the schools, providing a broad range of culturally-appropriate assessment-intervention services. A scientist-practitioner training model serves as a guide to the preparation of these data-based problem-solvers who will be prepared to serve as school psychologists in the public schools.

The Ed.S. program requires completion of an integrated sequence of coursework, supervised field experiences, and research across a minimum of four years of full-time study (or part-time study to result in no more than six years). The program is organized in seven curricular areas which closely align with the National Association of School Psychologists (NASP) standards. These areas are delineated below. During the first two full-time years, students may complete the requirements for the Master of Science degree in counseling with a concentration in school psychology. At the end of the third full-time year, students stand for review and recommendation for the School Psychology Internship Credential awarded by the California Commission on Teacher Credentialing. In the last year of the program, students must complete a 1200 hour internship in the public schools, enroll in the accompanying professional development seminar, and engage in the development of a culminating professional portfolio. Satisfactory completion of all program requirements results in recommendation for the Ed.S. degree and the Personnel Services Credential in School Psychology. The credential authorizes the holder to function as a school psychologist in preschool through high school settings.

Typically, students enter the program with a bachelor’s degree and complete the requirements in the program’s seven areas as listed below. Students who hold master’s or doctoral degrees in closely related fields may complete the program on a “credential only” basis (Credential Code: 00004) or may seek the Ed.S. degree. All students must follow the regular application procedures and requirements. After admission and in consultation with the adviser, students with graduate degrees may develop a petition for waiver of comparable courses and a proposed sequence of study which are reviewed by the governing program faculty for approval prior to implementation.

The program is being revised to accommodate new national standards. Please check with the program director and adviser for updates.

Accreditation

The school psychology program is accredited by the California Commission on Teacher Credentialing and approved by the NASP. National accreditation facilitates eligibility for National Certification in School Psychology (NCSP), however, does not guarantee certification, licensure, or credentialing outside of California. It is the student's responsibility to be aware of other states' requirements, and to arrange adjustment in the program accordingly if credentials are to be sought elsewhere.

Financial Assistance

The school psychology program has a long (since 1986) and successful record of obtaining federal funding for personnel preparation projects which provide financial support for selected full-time students. These projects are time-specific; applicants are referred to the program website for current information. Additionally, graduate assistantships are available to a limited number of students. The Department of Counseling and School Psychology sponsors the Gertrude Bell Scholarship and a loan fund honoring Professors Leonard Strom and John Schmidt which along with other university-wide programs, is administered by the Office of Financial Aid and Scholarship. First year students are eligible to apply for the department's Graduate Bell Scholarship. Other forms of financial assistance administered by the university are presented elsewhere in this bulletin. Teaching assistantships may be available.

Admission

Applications are considered only once a year with review of applications beginning on December 15. We urge applicants to submit their applications by that date. The application requires three steps that must be completed simultaneously:

(1) All applicants must apply to the university online at http://www.csunmento.edu.

(2) The following materials should be submitted as a complete package to:

Graduate Admissions
Enrollment Services
San Diego State University
San Diego, CA 92182-7416

a. Official transcripts (in sealed envelopes) from all postsecondary institutions attended;

b. GRE scores (http://www.ets.org, SDSU institution code 4682);

c. If medium of instruction was in a language other than English, official notification of English language score plus Test of Written English.

(3) Applicants complete a program application and provide supporting materials with their application. A complete application submission requires the application, experience profile, scanned and uploaded GRE scores, scanned and uploaded transcripts, required essays, and at least three references with e-mail contact information included. It is incumbent upon applicants to provide materials necessary by which their academic, cross-cultural, interpersonal, and professional readiness for the program can be discerned. Applicants may include additional materials to include undergraduate papers, written evaluations of work performance, and a professional goals statement. Each application is reviewed by at least two core faculty members, who will rate the candidate in four areas of readiness.

a. Completed program application checklist;

b. Three letters of recommendation;

c. Personal statement;

d. Curriculum vita;

e. The California Basic Educational Skills Test (CBEST) (Out-of-state applicants may take the CBEST in their first semester);

f. Supplemental material to enhance evaluation of your academic, cross-cultural, interpersonal, and professional readiness (e.g., course papers or projects, an evaluation from work, a brief video). Applicants with grade point averages fall below the university standard of 2.85 in the last 60 semester units or in the major MUST supply additional data in support of their academic readiness;

g. Program Application Affidavit. Students must obtain the California Certificate of Clearance prior to beginning the field experience sequence in the fall semester of their first year.

Admission is a two-phase process: (1) completion of the online application portfolio and (2) small group interviews using authentic assessment activities. Successful applicants will demonstrate academic, professional, interpersonal, and cross-cultural readiness for this demanding graduate-professional program. It is strongly recommended that applicants have an undergraduate major or substantial coursework in behavioral sciences (e.g., psychology, sociology, social work), education (or liberal studies), child development, and/or ethnic studies prior to entering the program. The following courses are especially recommended: general psychology, developmental psychology, research and statistics in behavioral sciences, learning or cognition, social psychology or sociology, multicultural or culture-focused studies, and psychological or educational testing and measurement. There is a prerequisite course in development.

Application materials become the property of the program and will not be returned to the applicant. No minimum set of qualifications in any way guarantees admission. Additional information about the program can be found at http://go.sdsu.edu/education/csp/schoolpsychology.aspx.
Advancement to Candidacy

All students must meet the general requirements for advancement to candidacy, as described in Part Four of this bulletin and be recommended by the faculty. A student who holds classified standing may be advanced to candidacy for the M.S. degree with Concentration in Counseling after completing at least 12 units of coursework on the official M.S. program of study with a minimum grade point average of 3.0 (B). Advancement to candidacy for the Ed.S. degree occurs when general requirements have been met and the student has earned a minimum grade point average of 3.0 (B) in at least 30 units listed on the official Ed.S. program of study.

Specific Requirements for the Educational Specialist Degree in School Psychology
(Major Code: 20013) (SIMS Code: 331050)

In addition to meeting the requirements for admission to the university with classified graduate standing, the student must satisfy the basic requirements for the master's degree described in Part Four of this bulletin. In addition, the student must complete a minimum of 48 units in the SDSU Ed.S. program and (b) the full-complement of comparable courses and attainment of associated knowledge and competencies; however, (a) the student must complete a minimum of 48 units in the SDSU Ed.S. program and (b) the full-complement of knowledge and skills must be demonstrated in each of the seven areas prior to recommendation for the Ed.S. degree.

Curricular Requirements for the Ed.S. in School Psychology

The school psychology program demands a specific sequence of courses and supervised experiences across seven curricular areas. The student, in collaboration with the adviser, must file the program’s sequence of study form prior to taking courses to ensure that all requirements are fulfilled in the correct sequence. The student entering with a bachelor’s degree must complete a minimum of 78 units (or up to 99 units with PPS credential) in the seven areas of the M.S./Ed.S. school psychology program, with course selection in collaboration with the adviser and consistent with the program structure, as indicated below. Students admitted to the Ed.S. or credential-only programs, with a previously earned graduate degree in a closely related field, may have completed graduate coursework consistent with the seven areas of the school psychology program. Such students may petition for course waiver(s) by presenting documentation of successful completion of comparable courses and attainment of associated knowledge and competencies; however, (a) the student must complete a minimum of 48 units in the SDSU Ed.S. program and (b) the full-complement of knowledge and skills must be demonstrated in each of the seven areas prior to recommendation for the Ed.S. degree.

1. Professional School Psychology:
   *CSP 619 Foundations in Ecosystemic Thinking and School Psychology (3)
   *CSP 730 Fieldwork in Counseling (3) Cr/NC
   CSP 730 Fieldwork in Counseling (3) Cr/NC
   CSP 780 Internship (2-12)
   Or other course(s) in the department or in a related field approved by adviser.

2. Research and Program Evaluation:
   *CSP 710A Professional Seminar: Evaluating Educational and Psychological Interventions (3)
   *CSP 710B Professional Seminar: Advanced Research and Evaluation in School Psychology (3)
   CSP 760 Advanced Seminar in School Psychology (3-3)
   *ED 690 Methods of Inquiry (3)
   Or other course(s) in the department or in a related field approved by adviser.

3. Social and Cultural Foundations:
   *CSP 600 Cross-Cultural Counseling Communication Skills (2)
   *CSP 600L Cross-Cultural Counseling Prepracticum (1) Cr/NC
   *CSP 615 Seminar in Multicultural Dimensions in Counseling (3)
   *CSP 750 Response to Intervention: Assessment and Instructional Support for Culturally and Linguistically Diverse Learners (3)
   CSP 784 Advanced Consultation in Diverse Schools (3)
   Or other course(s) in the department or in a related field approved by adviser.

4. Educational Foundations (a minimum of 10 units):
   *CSP 726 School Psychology Models and Practices in Family-School Collaboration (3)
   *CSP 740 Practicum (1-6) Cr/NC
   Or other course(s) in the department or College of Education approved by adviser.

5. Psychological Foundations (a minimum of nine units):
   CSP 723 School-Based Mental Health Interventions (3)
   CSP 764 Advanced Educational Psychology: Developmental and Biological Bases of Behavior (3)
   Or other course(s) in the department or College of Education approved by adviser.

6. Assessment-for-Intervention:
   *CSP 623 Ecobehavioral Assessment-Intervention (3)
   *CSP 663 Response to Intervention: Assessment-Intervention for Learning I (3)
   *CSP 664 Response to Intervention: Assessment-Intervention for Learning II (3)
   CSP 751 Response to Intervention: Advanced Assessment-Intervention: Special Populations (3)
   CSP 761 Dynamic Cognitive Assessment and Intervention (3)
   Or other course(s) in the department or in a related field approved by adviser.

7. Interventions:
   *CSP 662B Counseling Interventions with Children and Adolescents: School Counseling and School Psychology (3)
   CSP 680 Theory and Process of Consultation (3)
   And a minimum of nine units selected from the following:
   *CSP 762 Prevention, Crisis Intervention, and Conflict Resolution in Schools (3)
   CSP 771 Advanced Learning and Multi-Tiered Mediated Interventions (3)
   Or other course(s) in the department or in a related field approved by adviser.

8. Other courses as approved by adviser.

*Courses may be applied to the 48-unit Master of Science degree in counseling with a concentration in school psychology (Major Code: 08261) (SIMS Code: 331046)

Additional Requirements for the Optional School Psychology Credential

In addition to the requirements for the Ed.S. degree in school psychology, candidates may complete an additional 21 units for a California Pupil Personnel Services Credential with a specialization in school psychology. Requirements include: CSP 733 (3 units), CSP 752 (6 units) over two semesters, CSP 780 (12 units) over two semesters, which consists of a 1,200 hour internship in the public schools as the culminating supervised field experience; and receive the formal recommendation of the school psychology faculty. Internship is completed as a full-time year-long experience; under special circumstances it may be possible to extend the internship on a half-time basis across two years. Interns will enroll in CSP 780 Internship: School Psychology (2-12) throughout the duration of their internship. It is expected that the student will complete the portfolio with concurrent enrollment in CSP 780, Internship.

Performance Expectations

Students must maintain the university minimum 3.0 grade point average with no grade lower than B-. Failing below a minimum 3.0 GPA automatically places a student on administrative academic probation. Such academic probation for two semesters or three grades of B- or lower (including NC), regardless of GPA, are grounds for dismissal from the program and a faculty review will ensue.

Students are not directly admitted to the Master of Science degree in counseling with a concentration in school psychology.

Education
Adherence to the National Association of School Psychologists Principles for Professional Ethics is a mandatory requirement. Academic honesty is expected in all courses and supervised experiences (see Part One of this bulletin). Students who knowingly or unknowingly violate any part of the ethical code or engage in academic dishonesty may be dismissed from the program without further qualification regardless of coursework or other academic achievement.

Career Options
After receiving the school psychology credential and completing two years of post-internship, full-time service as a school psychologist in the public schools, the school psychologist is eligible to take the standardized examination for licensure as an educational psychologist in California. Interested candidates should inquire with the California Board of Behavioral Examiners.

Section II.
Master's Degree Programs

Admission to Graduate Study
Students applying for admission should electronically submit the university application available at http://www.csumentor.edu along with the $55 application fee.

All applicants must submit admissions materials separately to SDSU Graduate Admissions and to the College of Education (refer to the appropriate degree section for the address to submit additional information).

Graduate Admissions
The following materials should be submitted as a complete package directly to:
Graduate Admissions
Enrollment Services
San Diego State University
San Diego, CA 92182-7416

1) Official transcripts (in sealed envelopes) from all postsecondary institutions attended;
   Note:
   • Students who attended SDSU need only submit transcripts for work completed since last attendance.
   • Students with international coursework must submit both the official transcript and proof of degree. If documents are in a language other than English, they must be accompanied by a certified English translation.
2) GRE scores (http://www.ets.org, SDSU institution code 4682);
3) English language score, if medium of instruction was in a language other than English (http://www.ets.org, SDSU institution code 4682).

Program Admissions
All programs in the College of Education require the submission of a second application, the supplementary program application. The application is online at http://go.sdsu.edu/education/applynow.aspx. All letters of recommendation, personal statements, and other required documents are submitted through the online application. Refer to the specific program requirements to be submitted and department contact information for each program.

Master of Arts Degree in Education Counseling
(Major Code: 08261) (SIMS Code: 331021)
Submit the following in the supplementary program application:
1) A personal statement;
2) Employment and educational history;
3) Three letters of recommendation.
For more information contact:
Department of Counseling and School Psychology
http://go.sdsu.edu/education/csp
619-594-6109

Dual Language and English Learner Education
(Major Code: 08994) (SIMS Code: 331956)
Submit the following in the supplementary program application:
1) Two letters of recommendation;
2) Letter of intent that includes reasons you wish to be admitted to the MA program.
For more information contact:
Department of Dual Language and English Learner Education
http://go.sdsu.edu/education/dle/
619-594-5155

Educational Leadership: Specialization in Postsecondary Education
(Major Code: 08271) (SIMS Code: 331911)

Educational Leadership: Specialization in Student Affairs in Postsecondary Education
(Major Code: 08271) (SIMS Code: 331913)
Submit the following in the supplementary program application:
1) Two letters of recommendation.
For more information contact:
Department of Administration, Rehabilitation and Postsecondary Education
http://interwork.sdsu.edu/main/
619-594-2462

Educational Leadership: Specialization in PreK-12
(Major Code: 08271) (SIMS Code: 331912)
Submit the following in the supplementary program application:
1) Two letters of recommendation;
2) California Basic Educational Skills Test (CBEST) scores.
For more information contact:
Department of Educational Leadership
http://go.sdsu.edu/education/edl/
619-594-4063

Elementary Curriculum and Instruction
(Major Code: 08021) (SIMS Code: 331946)
No new students are being admitted to this program until further notice.

For more information contact:
School of Teacher Education
http://go.sdsu.edu/education/ste/
619-594-6131

Mathematics Education (K-8)
(Major Code: 17012) (SIMS Code: 331947)
Submit the following in the supplementary program application:
1) One letter of recommendation;
2) Two essays.
For more information contact:
School of Teacher Education
Attention Dr. Lisa Clement Lamb (Lisa.lamb@sdsu.edu)
http://go.sdsu.edu/education/ste/ma_mathematics.aspx
619-594-6131

Reading Education
(Major Code 08301) (SIMS Code: 331964)
Submit the following in the supplementary program application:
1) Three professional letters of recommendation.
For more information contact:
School of Teacher Education
Attention Dr. Marva Cappello (cappello@mail.sdsu.edu)
http://go.sdsu.edu/education/ste/reading.aspx
619-594-6131

Secondary Curriculum and Instruction
(Major Code: 08301) (SIMS Code: 331973)
For more information contact:
School of Teacher Education
http://go.sdsu.edu/education/ste/Default.aspx
619-594-6031
**Special Education**  
(Major Code: 08081) (SIMS Code: 331982)

For more information contact:  
Department of Special Education  
http://go.sdsu.edu/education/sped/  
619-594-6665

**Master of Arts in Teaching Degree**  
(Major Code: 08292)

Submit the following in the supplementary program application:  
(1) One letter of recommendation.

For more information contact:  
School of Teacher Education  
http://go.sdsu.edu/education/ste/  
619-594-6131

**Master of Science Degree in Rehabilitation Counseling**  
(Major Code: 12221)

Submit the following in the supplementary program application:  
(1) Letters of reference;  
(2) Personal statement.

For more information contact:  
Department of Administration, Rehabilitation and Postsecondary Education  
http://interwork.sdsu.edu/main/  
619-594-2462

**Master of Science Degree in Counseling**  
Marriage and Family Therapy  
(Major Code: 08261) (SIMS Code: 331006)

Submit the following in the supplementary program application:  
(1) Three letters of recommendation;  
(2) Personal statement;  
(3) Resume.

For more information contact:  
Department of Counseling and School Psychology  
Marriage and Family Therapy Program  
http://go.sdsu.edu/education/csp/mtf.aspx  
619-594-6109

**Master of Science Degree in Counseling**  
School Counseling  
(Major Code: 08261)

Submit the following in the supplementary program application:  
(1) Three letters of recommendation;  
(2) Personal statement;  
(3) Resume;  
(4) California Basic Educational Skills Test (CBEST) - school counseling only.

For more information contact:  
Department of Counseling and School Psychology  
http://go.sdsu.edu/education/csp/schoolcounseling.aspx  
619-594-6109

**Master of Arts Degree in Education**

**Admission to the Degree Curriculum**

Applicants must satisfy the general requirements for admission to the university with classified graduate standing, as described in Part Two of this bulletin. In addition, applicants must have completed a minimum of 12 units in professional education courses and must either be admitted to the program of teacher education or hold a valid California credential, other than an emergency or provisional credential, before being recommended for classified graduate standing. (This is not applicable to students in the Departments of Administration, Rehabilitation and Postsecondary Education, Counseling and School Psychology, Learning Design and Technology, Special Education, and Teacher Education.)

A student desiring a concentration in educational leadership must, in addition to the above, meet specific requirements for admission to the appropriate advanced credential program. A student desiring a master's degree concentration in counseling, dual language and English learner education, or in special education must also meet specific admission requirements. (For further information, refer to the College of Education, Office of Graduate Programs, or to the coordinators of the respective programs. Students in counseling and school psychology should go to the Department of Counseling and School Psychology website http://go.sdsu.edu/education/csp/Default.aspx.

**Advancement to Candidacy**

A student desiring a Master of Arts degree in education with a concentration in counseling, educational leadership, elementary curriculum, instruction, learning design and technology, reading education, or secondary curriculum and instruction may be advanced to candidacy upon completion of the basic requirements as described in Part Four of this bulletin.

**Specific Requirements for the Master of Arts Degree**

In addition to meeting the requirements for admission to the university with classified graduate standing and the credential requirements as applicable, the student must satisfy the basic requirements for the master's degree described in Part Four of this bulletin. In addition, the student must meet the requirements specified for one of the concentrations in education (described below). Courses common to all concentrations are Education 690 or Teacher Education 634, and Plan A, which requires Education 799A, or Plan B, in which three options are available, Education 791A (3 units) and 791B (1 unit); or Education 791A (3 units) and 791B (3 units); or Education 795A (3 units) and 795B (3 units). All candidates for the Master of Arts degree in education who elect Plan B must pass a comprehensive examination.

**The Comprehensive Examination**

This written examination, designed to evaluate the achievement in the specific area of the student's concentration, is required of all candidates for the master's degree in education. A student is eligible to take the comprehensive examination only after advancement to candidacy. The examination is offered near the midpoint of each semester. A reservation must be made at least one week in advance of the examination. For information on exact dates, and for a reservation, check with the coordinators of the respective programs.

**Selection of Plan A or Plan B**

In general, applicants will be programmed for Plan B, the seminar plan. After the student is approximately half way through the program, has secured an adviser and established a thesis plan, permission to transfer to Plan A may be requested. Plan A is designed for students who have a particular research problem they wish to investigate in some detail. Requests for transfer to Plan A must be prepared as an official change in program for the master's degree, countersigned by the faculty adviser, and submitted to the Office of Graduate Programs in the College of Education.

Both Plan B options provide students the opportunity (1) to have two experiences which emphasize research or evaluation and writing, (2) to participate actively in the projects of the other members of the seminar, and (3) to subject their own work to critical evaluation by the other seminar members. Both plans require the ability to formulate and define research or evaluation problems, to assemble data pertinent to the problem, to draw conclusions, and to present the study in acceptable written form. It is expected that the two seminars will be at least as demanding as the thesis with respect to the difficulty and quantity of work required. Selection of one of the Plan B options must be made with the approval of the departmental faculty adviser.

**Course Requirements**

Note: Students are requested to consult with the appropriate master's degree adviser prior to taking any coursework leading to the master's degree. Students are urged to take Education 690 (3 units) as early as possible in their first graduate year.
Concentrations

Counseling
Community Based Block
(Major Code: 08261) (SIMS Code: 331021)

The Community Based Block (CBB) program is a special unit within the Department of Counseling and School Psychology that offers full-time study leading to the Master of Arts degree. The CBB seeks to develop the counseling skills of relationship building, process and therapeutic intervention; the academic skills of critical thinking, systematic inquiry and effective written and oral communication; and the personal growth experiences necessary to enable graduates to use their skills for the benefit of clients. The CBB program also seeks to adapt counseling skills to the needs of different populations so as to train truly competent multicultural counselors. The responsibility students assume for their own education helps them develop the proficiencies they will need to become effective social justice change agents in schools, colleges, and/or social service agencies.

The program is called “community based” because it has always been held off campus, in the heart of two of San Diego’s multiethnic neighborhoods and because it creates a learning community in which a team of faculty and a carefully selected group of students “partner” in the learning process, each cohort of students helping to structure its learning experience. It is a “block” program because all classes are required of all students, who stay together as a group for the entire year.

The CBB program is being revised to accommodate licensed professional clinical counselor requirements. Please check with the program director and adviser for updates.

1. Prerequisite: Admission to the Department of Counseling and School Psychology.
2. ED 690   Methods of Inquiry (3)
3. Core program (minimum of 15 units):
   a. Common Core (3 units):
      CSP 600   Cross-Cultural Counseling Communication Skills (2)
      CSP 600L  Cross-Cultural Counseling Prepracticum (1) Cr/NC
   b. Foundations (minimum of 6 units):
      CSP 600B  Professional Issues in Mental Health Practice: Community-Based Block (3)
      CSP 610B  Determinants of Human Behavior: Social and Cultural (1-3)
      CSP 610C  Determinants of Human Behavior: Development (1-3)
      CSP 610D  Determinants of Human Behavior: School Learning (1-3)
      CSP 610E  Determinants of Human Behavior: Biological (1-3)
      CSP 615  Seminar in Multicultural Dimensions in Counseling (3)
   c. Theory, Research, and Techniques (minimum of 6 units):
      CSP 601  Theoretical Foundations of Counseling and Marriage and Family Therapy (3)
      CSP 622A  Ecosystems Assessment-Intervention I: Students (3)
      CSP 622B  Ecosystems Assessment-Intervention II: Schools (3)
      CSP 623  Ecobehavioral Assessment-Intervention (3)
      CSP 640  Testing and Assessment for Marriage and Family Therapists (2)
      CSP 662B  Counseling Interventions with Children and Adolescents: School Counseling and School Psychology (3)
      CSP 670  Theory and Process of Group Counseling (3)
      CSP 680  Theory and Process of Consultation (3)
4. Electives (6-9 units) Selected in consultation with adviser and may include courses listed above.

5. Research (3-6 units):
   ED 799A  Thesis (3) Cr/NC/RP
   or
   ED 795A-795B Seminar (3-3)
   or
   ED 791A  Evaluation Techniques (3)
   ED 791B  Practicum: Evaluation (6)

Dual Language and English Learner Education
(Major Code: 08994) (SIMS Code: 331956)

The Master of Arts degree in education with a concentration in dual language and English learner education is designed to provide special knowledge and training for two diverse audiences with different career goals. Option 1, curriculum and critical pedagogy, is geared for the classroom teacher or resource specialist who will be working directly with language minority students. Option 2 has been developed to allow students to specialize in areas outside of the Department of Dual Language and English Learner Education. The nine to 12 unit specializations may be in other College of Education departments or in departments across campus, with permission of the department adviser and the cooperating department.

Students in each specialization will take a core of nine units in the Dual Language and English Learner Education Department. All students will also take a comprehensive examination covering coursework for the M.A. degree.

Research (required for both options): Nine units total.
   ED 690  Methods of Inquiry (3) and
   ED 795A-795B Seminar (6) or
   ED 799A  Thesis (3) Cr/NC/RP and
   ED 797  Research (3) Cr/NC/RP

Option 1: Curriculum and Critical Pedagogy Specialization
(Major Code: 08994) (SIMS Code: 331956)

Core:
   DLE 600A  Foundations of Democratic Schooling (3) or
   DLE 600B  Foundations of Dual Language Programming for Critical Biliteracy Development (3)
   DLE 601  Language Policies and Practices (3)
   DLE 650  Curriculum Development for Urban School Communities (3)

Specialization: Select 12 units from the following with consent of adviser.
   DLE 553  Language Assessment and Evaluation in Multicultural Settings (3)
   DLE 596  Special Topics in Bilingual and Multicultural Education (1-3)
   DLE 603  Community and Schools in a Diverse Society (3)
   DLE 651  Curriculum, Teaching, and Assessment: ELD and SDAIE (1-3)
   DLE 653  Language Development in K-12 Multilingual Classrooms (3)
   DLE 686  Seminar in Multicultural Education (1-6)
   DLE 798  Special Study (1-6) Cr/NC/RP

Option 2: Outside Specialization
(Major Code: 08994) (SIMS Code: 331960)

Core:
   DLE 600A  Foundations of Democratic Schooling (3) or
   DLE 600B  Foundations of Dual Language Programming for Critical Biliteracy Development (3)
   DLE 601  Language Policies and Practices (3)
   DLE 650  Curriculum Development for Urban School Communities (3)

Specialization: Nineto12unitstakenoutsidetheDepartmentofDual Language and English Learner Education with consent of graduate adviser, and a cooperating department or program.
Education

Educational Leadership: Specialization in Postsecondary Education (Major Code: 08271) (SIMS Code: 331911)
The Master of Arts degree in education with a concentration in educational leadership and a specialization in postsecondary education is intended for students pursuing leadership positions in postsecondary education, foreign school administrators, administrators of educational programs in private industry, civil service, or the nonprofit sector, administrators of technical and vocational programs or school-to-work programs, or those who have other administrative objectives in educational community and government fields.

To apply for admission into the postsecondary education specialization, a student must complete an application for admission to both the university and the postsecondary education specialization program. All applications should include at least two letters of recommendation. All applicants should note that academic degree and experience required varies with the career goal of the student. Upon admission to the university and the department, all students will discuss the degree curriculum with the graduate adviser during the first semester in the program. Only students who show reasonable promise of success in postsecondary leadership positions will be admitted to this program. In order to continue in the program, the student must demonstrate ongoing academic, professional, and personal growth.

Specific Requirements for the Master of Arts degree in Education with a Concentration in Educational Leadership and a Specialization in Postsecondary Education.

A minimum of 30 units to include:

1. Core program: Six units.
   - ARP 610 Educational Leadership (3)
   - ARP 747 Educational Leadership in a Diverse Society (3)

2. Six to nine units selected, with the approval of the graduate adviser, from the following:
   - ARP 611 Program Development and Evaluation in Postsecondary Education (3)
   - ARP 631 Seminar in Teaching in Postsecondary Education (3)
   - ARP 680 Seminar in Administration, Rehabilitation and Postsecondary Education (2-6)
   - ARP 720 Human Resource Development in Postsecondary Education (3)
   - ARP 727 Emerging Issues in Postsecondary Educational Leadership (3)
   - ARP 730 Seminar in Adult Learning (3)
   - ARP 740 Advanced Seminar in Administration, Rehabilitation and Postsecondary Education (3)
   - ARP 755 Governance and Policy Development in Postsecondary Learning Organizations (3)

3. Electives selected with the approval of the graduate adviser (6-9 units).

4. ED 690 Methods of Inquiry (3)

5. Research: Three to six units selected from the following:
   - ED 791A Evaluation Techniques (3)
   - ED 791B Practicum: Evaluation (1-3) or
   - ED 795A-795B Seminar (3-3) or
   - ED 799A Thesis (3) Cr/NC/RP

Educational Leadership: Specialization in Student Affairs in Postsecondary Education (Major Code: 08271) (SIMS Code: 331913)
The Master of Arts degree in education with a concentration in educational leadership and a specialization in student affairs in postsecondary education is intended for students pursuing leadership positions in postsecondary education, student services professionals, or those who have other administrative objectives in educational fields.

To apply for this concentration with a specialization in student affairs in postsecondary education, a student must complete an application for admission to both the university and the student affairs postsecondary education program. All applications should include at least two letters of recommendation. All applicants should note that academic degree and experience required varies with the career goal of the student. Upon admission to the university and the department, all students will discuss the degree curriculum with the graduate adviser during the first semester in the program. Only students who show reasonable promise of success in student affairs leadership positions will be admitted to this program. In order to continue in the program, the student must demonstrate ongoing academic, professional, and personal growth.

Specific Requirements for the Master of Arts degree in Education with a Concentration in Educational Leadership and a Specialization in Student Affairs Postsecondary Education.

A minimum of 30 units to include:

1. Core program:
   - ARP 610 Educational Leadership (3)
   - ARP 620 Student Affairs in Higher Education (3)

2. Nine to 12 units selected, with the approval of the graduate adviser, from the following:
   - ARP 621 Theoretical Foundations of Student Affairs (3)
   - ARP 622 Communication and Group Process in Student Affairs Leadership (3)
   - ARP 623 Seminar in Critical Leadership Issues in Student Affairs (3)
   - ARP 680 Seminar in Administration, Rehabilitation and Postsecondary Education (2-6)
   - ARP 727 Emerging Issues in Postsecondary Educational Leadership (3)
   - ARP 730 Seminar in Adult Learning (3)
   - ARP 740 Advanced Seminar in Administration, Rehabilitation and Postsecondary Education (3)
   - ARP 747 Educational Leadership in a Diverse Society (3)
   - ARP 760 Internship in Postsecondary Educational Leadership (1-6) Cr/NC/RP

3. ED 690 Methods of Inquiry (3)

4. Research: Three to six units selected from the following:
   - ED 791A Evaluation Techniques (3)
   - ED 791B Practicum: Evaluation (1-3) or
   - ED 795A-795B Seminar (3-3) or
   - ED 799A Thesis (3) Cr/NC/RP

Educational Leadership: Specialization in PreK-12 (Major Code: 08271) (SIMS Code: 331912)
The Master of Arts degree in education with a concentration in educational leadership and a specialization in PreK-12 is intended for students pursuing administrative posts in Prek-12 educational organizations, including school business managers. Students who intend to pursue administrative careers in California public schools, grades PreK-12, need to obtain the Preliminary Administrative Services Credential and then the Professional Administrative Services Credential. Students in the PreK-12 specialization may earn a degree without earning a California Preliminary Services Credential or in combination with the credential.

To apply for admission into the PreK-12 specialization, a student must complete an application for admission to both the university and the Department of Educational Leadership. All applications should include two letters of recommendation from two supervisory administrators. Upon admission to the university and the program, all students will discuss the degree curriculum with the graduate adviser during the first semester in the program.

Specific Requirements for the Master of Arts degree in Education with a Concentration in Educational Leadership and a Specialization in PreK-12 Educational Leadership.

A minimum of 30 units to include:

1. Core program: Six units.
   - EDL 600 Organizational and Systems Leadership (3)
   - EDL 610 Visionary Leadership (3)

2. Six to nine units selected, with the approval of the graduate adviser, from the following:
   - EDL 630 School Improvement Leadership (3)
   - EDL 650 Professional Learning and Growth Leadership (3)
   - EDL 652 Seminar in Instructional Leadership (3)
   - EDL 655 Communication, Problem Solving, and Decision Making in PK-12 (3)
   - EDL 680 Seminar in PreK-12 Educational Administration (2-6) Cr/NC

3. Electives selected with the approval of the graduate adviser (6-9 units).

4. ED 690 Methods of Inquiry (3)
5. Research: Three to six units selected from the following:
   - ED 791A Evaluation Techniques (3)
   - ED 791B Practicum: Evaluation (1-3) or
   - ED 795A-795B Seminar (3-3) or
   - ED 799A Thesis (3) Cr/NC/RP

The Master of Arts degree in Education with a concentration in Educational Leadership is also offered at the Imperial Valley Campus.

For course requirements consult the Imperial Valley Campus Bulletin.

**Specific Requirements for the Preliminary Administrative Services Credential; (Credential Code: 00501)**

Successful completion of the credential requirements will qualify candidates for an EDL departmental recommendation for the California Preliminary Administrative Services Credential (PASC).

Admission Requirements: Candidates must be admitted to SDSU and to the Department of Educational Leadership. Admission to the Department of Educational Leadership requires that students possess a master's degree in education or related field from an accredited university or be concurrently enrolled in a master's degree program; have three years of teaching, pupil personnel service, librarian, or social work experience, have passed the CBEST; have two letters of recommendation from supervisory administrators and presently be working in a PreK-12 teaching environment where they can accomplish the needed fieldwork/practicum experiences.

**Required courses (31 units):**
- EDL 600 Organizational and Systems Leadership (3)
- EDL 610 Visionary Leadership (3)
- EDL 630 School Improvement Leadership (3)
- EDL 640 Community Leadership (3)
- EDL 650 Professional Learning and Growth Leadership (3)
- EDL 652 Seminar in Instructional Leadership (3)
- EDL 655 Communication, Problem Solving, and Decision Making in PK-12 (3)
- EDL 660 Field Experience in Educational Leadership (10) Cr/NC/RP

Students must maintain a minimum grade point average of 3.0 in all credential coursework with no less than a grade of C+ in any course. Only three units of coursework with a grade of C+ will count towards the certificate. A maximum of three units of coursework can be repeated.

**Specific Requirements for the Professional Administrative Services Credential; (Credential Code: 00502)**

Candidates pursuing the Professional Administrative Services Credential must be in a credentialed administrative position. The candidate must complete the credential program within five years of initial appointment to an administrative position.

The following are required for admission to the Professional Administrative Services Credential program:

1. An application for admission to the program.
2. Admission to Ed.D. in Educational Leadership, Concentration in PreK-12 School Leadership at San Diego State University.
3. Possession of a valid Preliminary Administrative Services Credential or a Clear Administrative Services Credential.
4. Possession of a master's degree in Educational Leadership or another field related to educational practice.
5. Two letters of recommendation from knowledgeable field references.
6. A letter of formal commitment of participating school district to support field experience requirement.
7. Minimum grade point average of 3.0 in graduate study.
8. A selection interview with program area faculty members.

**Program**

The program requirements for the Professional Administrative Services Credential are:
- EDL 680 Seminar in PreK-12 Educational Administration: Leadership Development (Cr/NC) ..................2
- EDL 760 Practicum in PreK-12 Educational Organizations (Cr/NC/RP) ....................3

Electives selected with approval of adviser from Ed.D. in Educational Leadership, Concentration in PreK-12 School Leadership ..........................0-6

Issuance of the Professional Administrative Services Credential requires completion of two years of successful, full-time, K-12 administrative experience earned while holding the Preliminary Administrative Services Credential.

**Elementary Curriculum and Instruction**

(Major Code: 08021) (SIMS Code: 331946)

The Master of Arts degree in education with a concentration in elementary curriculum and instruction is designed to increase professional competence in the form of more breadth, depth, and technical skill in curriculum and instruction, either generally or in selected areas of specialization.

1. Prerequisite: A basic background in education (minimum of 12 units), preferably holds a credential from California or certified to teach in another state. Coursework to include curriculum and methods, growth and development, educational psychology, and history and philosophy of education.

The School of Teacher Education will consider a letter of petition from individuals without professional units or a California teaching credential with equivalent experience related to the field of education.

2. Education 690, Methods of Inquiry (3 units).
3. Core program (15 units): The core is composed of courses in education and related fields, selected with the approval of the adviser on the basis of the student's interests, professional needs and goals. The core program will include:
   a. Teacher Education 600, Curriculum Development in Education (3 units); or related course with approval of adviser.
   b. Teacher Education 626, Advanced Educational Psychology; or Teacher Education 655, Sociocultural Foundations of American Education; or related course with approval of adviser.
   c. Teacher Education 610C, Seminar in Science in Elementary Education; or Teacher Education 630, Seminar in Literacy and Language Arts; or Teacher Education 631, Seminar in Language Arts; or related course with approval of the adviser (3 units).
   d. 500-, 600-, 700-numbered courses in teacher education with the approval of the adviser (3-6 units).
   e. 500-, 600-, 700-numbered courses in education or related fields selected with the approval of the adviser (up to 6 units).
4. Electives (6-9 units) selected with the approval of the adviser.
5. Special Study and Research (3-6 units): Education 791A-791B Evaluation (3-1 units); or Education 795A-795B, Seminar (3-3 units); or Education 799A, Thesis (3 units) Cr/NC/RP.

The program of study must include at least 15 units of 600- and 700-level courses.

The Master of Arts degree in Education with a concentration in Elementary Curriculum and Instruction is also offered at the Imperial Valley Campus.

For course requirements consult the Imperial Valley Campus Bulletin.

**Mathematics Education (K-8)**

(Major Code: 17012) (SIMS Code: 331947)

The Master of Arts degree in education with a concentration in K-8 mathematics education is designed to provide teachers a deeper understanding of issues in learning and teaching mathematics in grades K-8, and increased knowledge of current trends, research, and assessment in mathematics education. Students can expect to acquire new perspectives and skills about mathematics teaching, specialized knowledge of children's mathematical understanding, and preparation for leadership among teachers in mathematics teaching.
1. Prerequisites: Applicant must have at least one year of teaching experience or consent of program coordinator, and must file an application for admission to both the university and the K-8 mathematics education program. Successful applicants must demonstrate personal, professional, and academic potential for success in this program. For specific admission criteria see the K-8 Mathematics Education Master of Arts program website at [http://coe.sdsu.edu/departments/MathEd/ma.htm](http://coe.sdsu.edu/departments/MathEd/ma.htm).

2. Core Program (12 units):
   - MTHED 600 Teaching and Learning Mathematics in Early Grades (Pre-K to 4) (3)
   - MTHED 601 Teaching and Learning Mathematics in the Middle Grades (3)
   - MTHED 603 Seminar on Learning Theories in Mathematics Education (3)
   - TE 511 Assessment in Mathematics Education (3)

3. Electives (9 units):
   - With the approval of the adviser, select three courses from the following:
     - MTHED 604 Seminar on Teaching Issues in Mathematics (3)
     - MTHED 605 Algebra in the 7-14 Curriculum (3)
     - MTHED 606 Selected topics in 7-14 Mathematics Curriculum (3)
     - DLE 553 Language Assessment and Evaluation in a Multicultural Settings (3)
     - DLE 601 Language Policies and Practices (3)
     - LDT 540 Educational Technology (3)
     - LDT 541 Educational Web Development (3)
     - LDT 570 Advanced Teaching with Technologies (3)
     - LDT 572 Technology for Course Delivery (3)
     - TE 790 Seminar in Teacher Education (3)
     - Or three units of a 500- or 600-level course approved by the program coordinator.

4. Research (9 units):
   - ED 690 Methods of Inquiry (3)
   - ED 795A Seminar (3)
   - ED 795B Seminar (3)

**Reading Education**

(Major Code: 08301) (SIMS Code: 331964)

The Master of Arts degree in education with a concentration in reading education is designed to provide increased knowledge and skill for those who are or wish to become reading/language arts specialists in public or private schools and clinics. The program prepares candidates to teach, tutor, develop curriculum, offer in-service instruction and administer reading centers for students ranging from kindergarten through community college, university, and adult levels. This degree is often earned concurrently with a California Reading and Language Arts Specialist Credential, which has a number of common requirements.

1. Prerequisites: A valid California teaching credential, grades K-12, or completion of a minimum of 12 units of professional coursework in education, to include a basic course in methods and materials for teaching reading.

2. Core program (31 units)
   - ED 690 Methods of Inquiry (3)
   - TE 530 Children’s/Adolescents’ Literature (3)
   - TE 631 Seminar in Language Arts (3)
   - TE 633 Leadership in Literacy Education (3)
   - TE 635 Assessment of Reading and Language Arts (3)
   - TE 637 Instructional Strategies for Reading and Language Arts (4)
   - TE 639 Literacy and Language (3)
   - TE 677 Research-Based Pedagogy for Diverse Learners (3)
   - TE 640 Planning for Teaching and Assessment in Writing (3)

3. ED 795A/795B Seminar (3-3) or
   - ED 799A Thesis (3) Cr/NC/RP and Electives (3)

**Secondary Curriculum and Instruction**

(Major Code: 08031) (SIMS Code: 331973)

No new students are being admitted to this program until further notice.

The Master of Arts degree in education with a concentration in secondary curriculum and instruction, is designed as the base for applicants to increase professional competence in any of the fields typically taught in secondary schools, and for obtaining those competencies and technical skills in curriculum and instruction either generally, or in selected areas of specialization.

1. Prerequisite: A basic background in education (12 units), preferably holds a credential from California or certified to teach in another state. The School of Teacher Education will consider a letter of petition from individuals without professional units or a California teaching credential with equivalent experience related to the field of education.

2. ED 690 Methods of Inquiry (3 units)
3. Core program (6 units): to include TE 600, Curriculum Development in Education (3 units); three units from TE 655, Sociocultural Foundations of American Education; or related courses with approval of adviser.
4. Electives (15 units) selected with the approval of the graduate adviser on the basis of the student's interests, goals and needs. A minimum of three units must be in 600- or 700-numbered courses. A maximum of six units may be selected from cognate fields outside the College of Education.
5. ED 791A Evaluation Techniques (3) and
   - ED 791B Practicum: Evaluation (1-3) or
   - ED 795A-795B Seminar (3-3 units) or
   - ED 799A Thesis (3 units) Cr/NC/RP and
   - Electives (3 units)

**Specialization in Autism**

(Major Code: 08081) (SIMS Code: 331982)

The Master of Arts degree in education with a concentration in special education provides the professional educator with advanced knowledge and skills in special education. This degree has many requirements in common with the Clear Professional Induction Specialist Credentials in Special Education and may be earned concurrently with those credentials. The M.A. degree can include specializations in the following areas: autism, early childhood, developing gifted potential, mild/moderate disabilities, moderate/severe disabilities, resource specialization, severely emotionally disturbed/behaviorally disordered, teaching low achieving students in the mainstream, and school to adult transition. All programs must be approved by the graduate adviser. Although the M.A. degree is usually linked to a teacher credential, it is open to individuals with undergraduate degrees in a wide range of disciplines in consultation with the graduate adviser.

**Specialization in Developing Gifted Potential**

(Major Code: 08081) (SIMS Code: 331991)

Core (15 units): Special Education 644, 771, and nine units selected with approval of adviser.

Related Fields (6-9 units) 500-level or above) by advisement or Advanced Specialization (6 units): Special Education 650 and three units of electives selected with approval of adviser.

Research (6-9 units): Education 690* and Education 791A, 791B; or 795A*-795B*; or 799A.

**Reading Education**

(Major Code: 08301) (SIMS Code: 331994)

Prerequisites: Special Education 527 or Basic California Teaching Credential with EEL endorsement/CLAD/BCLAD credential and Special Education 553.

Core (12 units): Education 690* and nine units selected from approved coursework in specialization area.

Advanced Specialization (10-13 units): Special Education 676, 681B, and seven units of electives selected with approval of adviser.

Culminating Experience (6 units): Education 795A-795B.
Specialization in Early Childhood (Major Code: 08081) (SIMS Code: 331983)
Prerequisites: Special Education 500, 527 or Basic California Teaching Credential with EEL endorsement/CLAD credential, Special Education 652 or Special Education 527 and Preliminary or Professional California credential in Early Childhood Special Education.
Core (12 units): Special Education 651, Education 690*, and six units selected from approved coursework in specialization area.
Advanced Specialization: Special Education 681B and 9-12 units selected from approved electives at 500-level or above.
Culminating Experience (3-6 units): Education 795A*-795B* or Education 791A, 791B or Education 799A.

Specialization in Mild/Moderate Disabilities (Major Code: 08081) (SIMS Code: 331992)
Prerequisites: Special Education 500, 524, 527 or Basic California Teaching Credential with EEL endorsement/CLAD credential; or Special Education 527 and Preliminary or Professional California credential in Mild/Moderate Disabilities.
Core (12 units): Special Education 651, Education 690*, and six units selected from approved coursework in specialization area.
Advanced Specialization: Special Education 681B and 9-12 units selected from approved electives at 500-level or above.
Culminating Experience (3-6 units): Education 795A*-795B* or Education 791A, 791B or Education 799A.

Specialization in Moderate/Severe Disabilities (Major Code: 08081) (SIMS Code: 331993)
Prerequisites: Special Education 500, 525, 527 or Basic California Teaching Credential with EEL endorsement/CLAD credential; or Special Education 527 and Preliminary or Professional California credential in Moderate/Severe Disabilities.
Core (12 units): Special Education 651, Education 690*, and six units selected from approved coursework in specialization area.
Advanced Specialization: Special Education 681B and 9-12 units selected from approved electives at 500-level or above.
Culminating Experience (3-6 units): Education 795A*-795B* or Education 791A, 791B or Education 799A in departmentally approved sections.

Specialization in Vocational Transition (Major Code: 08081) (SIMS Code: 331990)
Prerequisite: Special Education 501 or Administration, Rehabilitation and Postsecondary Education 684.
Core (15-18 units): Education 690*, 6-9 units selected from (a) Special Education 524 or 525; (b) Special Education 645 or 648; (c) Special Education 771 or Administration, Rehabilitation and Postsecondary Education 744 or Counseling and School Psychology 730; Education 690*.
Advanced Specialization: Special Education 681A or 681B, and 6-9 units selected from approved coursework in Special Education or Administration, Rehabilitation and Postsecondary Education.
Culminating Experience (3-6 units): Education 795A*-795B* or Education 791A, 791B or Education 799A.

Advancement to Candidacy
A student desiring a Master of Arts in Teaching degree may be advanced to candidacy upon completion of 15 units to include a minimum of six core units and six units from the area of concentration.

Specific Requirements for the Master of Arts in Teaching Degree (Major Code: 08292)
All candidates for the MAT will be required to take a comprehensive examination. This written examination is designed to evaluate achievement in the specific area of the student's concentration. A student is eligible to take the comprehensive examination only after advancement to candidacy. The examination will be offered near the mid point of each semester and near the end of the summer. A reservation must be made at least one week in advance of the examination.

Master of Arts in Teaching Degree (MAT)
The Master of Arts in Teaching (MAT) is designed to provide master's level professional development as part of a teacher development continuum for K-12 teachers. The goal is to increase teachers' expertise in curriculum and instruction in order to ensure learning and achievement for students from diverse populations. Up to six units from a credential or other graduate program may count as electives in this program. The degree has six concentrations from which teachers can select, depending on their interests and educational backgrounds. The six concentrations include Elementary Education, Secondary Education, Reading Education, Mathematics Education, Science Education, and Language Arts Education (summer only). Students select courses in collaboration with the graduate adviser.

1. Core courses (9 units): The core is comprised of three 3-unit courses, one selected from each area.
   a. Area 1: Advanced Learning Theory and Applications to the Classroom
      TE 600 Curriculum Development in Education (3)
      TE 626 Advanced Educational Psychology (3)
   b. Area 2: Measurement and Assessment
      TE 693 Measuring and Assessing Student Achievement in Schools (3)
      DLE 553 Language Assessment and Evaluation in Multicultural Settings (3)
   c. Area 3: Socio-Cultural Foundations
      TE 655 Sociocultural Foundations of American Education (3)
      TE 677 Research-Based Pedagogy for Diverse Learners (3)
      DLE 600A Foundations of Democratic Schooling (3)
   d. Electives (6 units): Students will take two courses at the 500-, 600-, 700-, and 900-level with approval of the graduate adviser.
   e. Concentrations: Elementary Education (15 units) (Major Code: 08292) (SIMS Code: 331948)

   Fully-online classes available. Courses will be selected in collaboration with the graduate adviser.

   TE 530 Children's/Adolescents' Literature (3)
   TE 600 Curriculum Development in Education (3)
   TE 610C Seminar in Science in Elementary Education (3)
   TE 626 Advanced Educational Psychology (3)
   TE 630 Seminar in Literacy and Language Arts (3)
   TE 640 Planning for Teaching and Assessment in Writing (3)
   TE 652 Change in Education (3)
   TE 655 Sociocultural Foundations of American Education (3)
   TE 677 Research-Based Pedagogy for Diverse Learners (3)
   TE 693 Measuring and Assessing Student Achievement in Schools (3)
   TE 709 Inclusive Education (3)
   TE 779 Action Research in Learning Environments (3)
   TE 790 Seminar in Teacher Education (3-6)
   DLE 600A Foundations of Democratic Schooling (3)
   DLE 604 Learning and Teaching Language in a Dual Language Setting (3)

* In departmentally approved sections.
Master of Science Degree
in Child Development

General Information
The Master of Science degree in counseling provides an integrated sequence of study in the theories, research, and practice of counseling. The degree preparation offers a core of competencies and experiences with specialized study and experiences provided via defined concentrations in Marriage and Family Therapy or School Counseling.

Applicants interested in the school psychology program should refer to the section on the Ed.S. degree in school psychology.

Course offerings are organized by professional concentration. The majority are sequenced in year-long blocks. Most students attend full time (a minimum of nine units per semester), although limited part-time study is offered. Applicants interested in the community based block program should refer to this section on M.A. in Education Counseling.

The following departmental courses may be open to students who have not been accepted into a program and are interested in exploring departmental offerings: Counseling and School Psychology 300, 401, 412, 420, 450, 460, and 600L. See the department website at http://edweb.sdsu.edu/csp/.

Financial Assistance
The department sponsors the Counseling and School Psychology Loan Fund honoring Professors Leonard Strom and John Schmidt which along with other university-wide programs, is administered by the Office of Financial Aid and Scholarships. The department offers the Gertrude Bell scholarship to one first year student accepted to one of the four programs. Other forms of financial assistance administered by the university are presented elsewhere in this bulletin.

Admission to the Degree Curriculum
Applications for the M.S. in counseling with a concentration in school counseling or marriage and family therapy are considered only once a year. Applications are accepted between November 1 and February 1. We urge you to apply early. For detailed instructions on application procedures, applicants should consult the website http://edweb.sdsu.edu/csp/ or contact the program director through the Department of Counseling and School Psychology, College of Education, San Diego State University, 5500 Campanile Drive, San Diego, CA 92182-1179.

Applicants must submit separate applications to the university Graduate Admissions and to the program. Applicants receive separate notifications of application status for each application. No minimum set of qualifications in any way guarantees admission. Admission to the university does not guarantee recommendation for admission from the program. The program admissions committee makes the recommendations for admission to the department faculty and chair who makes the final recommendation to the university Graduate Admissions. Submitted application materials may not be returned or forwarded to other academic units.

The admissions process for each program is comprised of (1) a review of written application materials that include a program application, academic transcripts, GRE scores, personal statements, three letters of recommendation, a resume, and CBEST scores (for school counseling only) and (2) a group interview process that includes a variety of small and large group interactive experiences. Assessment for admission is based on four categories of readiness: academic, interpersonal, multicultural, and preprofessional.

Applicants who wish to apply to more than one concentration (program) must apply separately to each program. They will be considered through the program's specific admissions review process. Applicants accepted to more than one program may not dually enroll in school counseling, school psychology, and marriage and family therapy.
Advancement to Candidacy

All students must meet the general requirements for advancement to candidacy, as described in Part Four of this bulletin and be recommended by the faculty. A student may be advanced to candidacy when the official program for the Master of Science degree has been filed and after having earned a minimum grade point average of 3.0 in at least 24 units listed on the official program.

Specific Requirements for the Master of Science Degree in Counseling

(Major Code: 08261) (SIMS Code: 331001)

In addition to meeting the requirements for admission to the university with classified graduate standing, the student must satisfy the basic requirements for the master’s degree described in Part Four of this Bulletin. In addition, the student must meet the requirements specified below.

Selection of Plan A or Plan B

The selection of Plan A, the thesis or project or Plan B, the comprehensive examination plan, is made in consultation with the adviser at the time the official program of study is filed. Plan A thesis is designed for students who have a particular research problem they wish to investigate in some detail. The Plan A project is expected to be a rigorous application of research and theory in a professional endeavor. The comprehensive examination option for Plan B requires demonstration of the integration and application of theory, research, and techniques. It is expected that the student will take the comprehensive examination concurrently with or following enrollments in Counseling and School Psychology 710A or 710B. The examination is offered near the end of each semester. Information is available from the Counseling and School Psychology office, the student’s adviser, the department website, or the concentration materials.

Course Requirements

Students are expected to consult with their adviser prior to taking any coursework leading to the master’s degree. Selections of courses have been designated for the concentrations and must be reviewed with the adviser.

The student must complete a minimum of 60 units of 500-, 600-, 700-numbered courses, including:

1. Common Core (6 units):
   - CSP 600 Cross-Cultural Counseling Communication Skills (2)
   - CSP 600L Cross-Cultural Counseling Prepracticum (1) Cr/NC

2. Foundations (a minimum of 9 units):
   - CSP 610B Determinants of Human Behavior: Social and Cultural (1-3)
   - CSP 610C Determinants of Human Behavior: Development (1-3)
   - CSP 610D Determinants of Human Behavior: School Learning (1-3)
   - CSP 610E Determinants of Human Behavior: Biological (1-3)
   - CSP 615 Seminar in Multicultural Dimensions in Counseling (3)

3. Theory, Research, and Techniques (a minimum of 12 units):
   - CSP 622A Ecosystems Assessment – Intervention I: Students (3)
   - CSP 622B Ecosystems Assessment – Intervention II: Schools (3)
   - CSP 623 Ecobehavioral Assessment – Intervention (3)
   - CSP 625 Marriage and Family Therapy Theories and Best Practices I (3)
   - CSP 640 Testing and Assessment for Marriage and Family Therapists (2)
   - CSP 662A Counseling Interventions with Children and Adolescents: Marriage and Family Therapy (3) OR CSP 662B Counseling Interventions with Children and Adolescents: School Counseling and School Psychology (3)

   - CSP 670 Theory and Process of Group Counseling (2)
   - CSP 680 Theory and Process of Consultation (3)

4. Integration and Application of Theory, Research, and Techniques (a minimum of 6 units):
   - CSP 730 Fieldwork in Counseling (2-6) Cr/NC
   - CSP 740 Practicum: Individual Counseling (1-6) Cr/NC
   - CSP 755 Practicum I: Marriage and Family Therapy (3) Cr/NC
   - CSP 765 Practicum II: Marriage and Family Therapy (3) Cr/NC
   - CSP 780 Internship (2-12) Cr/NC
   - CSP 785 Marriage and Family Therapy Traineeship (1-10) Cr/NC

5. Research (a minimum of 3 units):
   - CSP 710A Professional Seminar (3) or CSP 799A Thesis (3) Cr/NC/RP

6. Electives: 24 units selected with adviser’s approval.

Concentration in Marriage and Family Therapy

(Major Code: 08261) (SIMS Code: 331006)

The Master of Science in counseling with a concentration in marriage and family therapy is designed to prepare students for practice in the field of marriage and family therapy. The student must complete, in consultation with an adviser, an official program of study that includes a minimum of 60 units of 600- and 700-numbered required and elective courses. To fulfill the educational requirements to qualify for California state licensure in marriage and family therapy, as published by the Board of Behavioral Sciences Laws and Regulations relating to the practice of Marriage and Family Therapy, Licensed Social Work, and Licensed Educational Psychologists, article 4980.40, students must complete an additional two to ten units, depending on the students’ designated official program of study. The program is grounded in family systems theories and practices and has been awarded candidacy status accreditation by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE).

Included within the course requirements are the clinical experiences of Practicum and Traineeship. Through the practicum and traineeship courses, students must complete a minimum of 500 direct clinical hours of experience with individuals, couples, and families. Two hundred fifty hours of experience must be relational hours with couples and families. Of the 500 clinical hours, 100 may consist of alternative relevant experience, as approved by the student’s supervisor and program director. Students must have a minimum of 100 hours of supervision, consisting of both individual and group supervision. Fifty of the supervision hours must be via videotaped or audio taped supervision methods. Twenty-five of the 50 supervision hours must be specifically via live or videotaped supervision methods. All students must purchase professional liability insurance in order to participate in the clinical experience component of the program.

Admission to the program is competitive and includes both a written application and group interview. Applicants are evaluated for academic, interpersonal, multicultural, and professional readiness. In order to demonstrate academic readiness, it is preferable for students to complete courses in some or all of these subject areas: abnormal psychology, human sexuality, human development, cultural anthropology, sociology of the family, ethnic studies, and other relevant social science courses prior to applying to the program.

1. Common Core (6 units):
   - ED 690 Methods of Inquiry (3)
   - CSP 600 Cross-Cultural Counseling Communication Skills (2)

2. Foundations (8 units):
   - CSP 601 Theoretical Foundations of Counseling and Marriage and Family Therapy (3)
   - CSP 610B Determinants of Human Behavior: Social and Cultural (1-3)
   - CSP 610C Determinants of Human Behavior: Development (1-3)
   - CSP 610D Determinants of Human Behavior: School Learning (1-3)
   - CSP 610E Determinants of Human Behavior: Biological (1-3)
   - CSP 615 Seminar in Multicultural Dimensions in Counseling (3)

3. Theory, Research, and Techniques (minimum 22 units):
   - CSP 659 Family Life Cycle Development (3)
CSP 625 Marriage and Family Therapy Theories and Best Practices (3)
CSP 640 Testing and Assessment for Marriage and Family Therapists (2)
CSP 662A Counseling Interventions with Children and Adolescents: Marriage and Family Therapy (3)
CSP 670 Theory and Process of Group Counseling (3)
CSP 686 Seminar: Multicultural Family Therapy Practice in Community Settings (3)
CSP 692 Seminar: Couples Therapy and Evidence-Based Relational Practices (3)
CSP 693 Special Topics in Families and Larger Social Systems (1)

4. Integration and Application of Theory, Research, and Techniques (minimum 9 units):
   - CSP 755 Practicum I: Marriage and Family Therapy (3) Cr/NC
   - CSP 765 Practicum II: Marriage and Family Therapy (3) Cr/NC
   - CSP 785 Marriage and Family Therapy Traineeship (1-10) Cr/NC

All students must minimally complete CSP 755, 765, and three units of CSP 785. Students’ pacing of their clinical experience will vary. Therefore, students will register for additional units of CSP 785 as needed to insure oversight and supervision of all clinical hours of experience.

5. Additional requirements for the concentration (minimum 9 units):
   - CSP 606A Professional Issues in Mental Health Practice: California Law and Ethics for Marriage and Family Therapy (3)
   - CSP 618 Mental Health Recovery and the DSM: A Social Justice Perspective (3)
   - CSP 635 Sexuality and Intimacy in Couple and Family Therapy (2)
   - CSP 687 Mental Health, Substance Abuse, and Behavioral Addictions (1-3)
   - CSP 688 Family Systems Assessment of Child Abuse (1)
   - CSP 691 Violence in Couples’ Relationships (1)
   - CSP 694 Psychopharmacology for Marriage and Family Therapists (2-3)

6. Research (3-6 units):
   - CSP 710A Professional Seminar (3)
   - CSP 710B Professional Seminar (3)
   - CSP 799A Thesis (3) Cr/NC/RP

   OR
   - For Plan B, CSP 770A and CSP 770B form the capstone experience of the program. Students are required to complete a master’s project as part of the requirements of CSP 770A. In CSP 770B, students complete a theory integration paper and a comprehensive examination during their final semester of the program. In special circumstances, a student may elect to take the thesis option (Plan A).

7. Electives (0-3 units)
   - CSP 689 Family Counseling in the Schools (1)
   - CSP 770 Advanced Seminar in Counseling (3)

Adherence to the Laws and Regulations Related to the Practice of Marriage and Family Therapy issued by the Board of Behavioral Sciences, the Code of Ethics of the American Association for Marriage and Family Therapy, and the Code of Ethics of the California Association of Marriage and Family Therapists is mandatory. Students who knowingly or unknowingly violate any part of the laws or ethical code may be dismissed from the program without further qualification regardless of coursework completed or other academic achievement.

In addition to the requirement of maintaining a 3.0 GPA, students are reviewed for readiness to begin the clinical training sequence of the program. Students are evaluated regularly for skill development and adherence to legal and ethical standards.

Upon graduation, students apply with the Board of Behavioral Sciences, the California licensing board, for Intern Registration to continue eligibility for licensure. To qualify for marriage and family therapy licensure, students complete a qualifying graduate program, a total of 3,000 hours of clinical experience, and successfully complete two Board of Behavioral Sciences administered written examinations.

For additional written materials and information related to marriage and family therapy educational requirements leading to California Marriage and Family Therapy licensure, membership in marriage and family therapy professional organizations, and objectives related to pursuit of COAMFTE program accreditation, contact the Department of Counseling and School Psychology at 619-594-3871 (http://edweb.sdsu.edu/csp/).

### Concentration in Multicultural Community Counseling

#### Community-Based Block

(Major Code: 08261) (SIMS Code: 331004)

The Master of Science in counseling with a concentration in multicultural community counseling prepares students in the community-based block (CBB) program to become practitioners in the field of community counseling. CBB is a special unit within the Department of Counseling and School Psychology. Social justice theory and democratic shared governance processes help students develop proficiencies to become effective multicultural counselors and social justice change agents in communities, schools, colleges, and/or social service agencies.

The off-campus community-based program is in the heart of two of San Diego's multiethnic neighborhoods and is a “block” program because students are required to take all classes together as a group (or block) for the entire year.

Admission to the program includes both a written application and group interview. Students should possess strong writing skills and complete courses in some or all of these subject areas: abnormal psychology, cultural anthropology, ethnic studies, human development, human sexuality, sociology, and other relevant social science courses prior to applying to the program.

Included within the course requirements are practicum and internship courses. Students must complete a minimum of 280 hours of face-to-face supervised clinical experience counseling individuals, families, or groups. A clinical counselor trainee shall receive an average of at least one hour of direct supervisor contact for every five hours of client contact in each setting.

1. Common Core (6 units):
   - ED 690 Methods of Inquiry (3)
   - CSP 600 Cross-Cultural Counseling Communication Skills (2)
   - CSP 600L Cross-Cultural Counseling Prepracticum (1) Cr/NC

2. Foundations (8 units):
   - CSP 601 Theoretical Foundations of Counseling and Marriage and Family Therapy (3)
   - CSP 610B Determinants of Human Behavior: Social and Cultural (1-3)
   - CSP 610C Determinants of Human Behavior: Development (1-3)
   - CFD 670 Seminar in Human Development Theories–Intervention and Prevention (3)
   - CSP 610D Determinants of Human Behavior: School Learning (1-3)
   - CSP 610E Determinants of Human Behavior: Biological (1-3)
   - CSP 615 Seminar in Multicultural Dimensions in Counseling (3)

3. Theory, Research, and Techniques (minimum 12 units):
   - CSP 621 Social Justice Democratic Theory, Processes, and Skills (2)
   - CSP 621L Social Justice Democratic Theory, Processes, and Skills Laboratory (1) Cr/NC
   - CSP 622A Ecosystems Assessment-Intervention I: Students (3)
   - CSP 622B Ecosystems Assessment-Intervention II: Schools (3)
   - CSP 623 Ecobehavioral Assessment-Intervention (3)
   - CSP 640 Testing and Assessment for Marriage and Family Therapists (2)
CSP 642  Multicultural Assessment in Individual and Community Counseling (2)
CSP 642L  Multicultural Assessment in Individual and Community Counseling Laboratory (1)
CSP 645  College Planning and Career Development P-16 (3)
OR
ARP 645B  Assessment in Rehabilitation (3)
CSP 662A  Counseling Interventions with Children and Adolescents: Marriage and Family Therapy (3)
CSP 670  Theory and Process of Group Counseling (2)
CSP 670L  Group and Community Counseling Laboratory (1) Cr/NC
CSP 650  Trauma and Crisis Counseling in Multicultural Context (1-3)
CSP 680  Theory and Process of Consultation (3)

4. Integration and Application of Theory, Research, and Techniques (minimum 6 units):
   CSP 730  Fieldwork in Counseling (2-6) Cr/NC
   CSP 740  Practicum: Individual Counseling (1-6) Cr/NC
   CSP 780  Internship (2-12) Cr/NC

5. Additional requirements for the concentration (minimum 9 units):
   CSP 606B  Professional Issues in Mental Health Practice: Community-Based Block (3)
   CSP 618  Mental Health Recovery and the DSM: A Social Justice Perspective (3)
   CSP 635  Sexuality and Intimacy in Couple and Family Therapy and Counseling (1-2)
   CSP 687  Family and Systemic Treatment of Substance Abuse (1-3)
   CSP 688  Family Systems Assessment of Child Abuse (1)
   CSP 691  Violence in Couples’ Relationships (1)
   CSP 694  Psychopharmacology for Marriage and Family Therapists and Counseling (2-3)

6. Research (minimum 3 units):
   CSP 710A  Professional Seminar (3)
OR
   CSP 799A  Thesis (3) Cr/NC/RP

For Plan B, CSP 710A is the capstone experience for the program. Students are required to complete a project as part of the requirements of CSP 710A. Students complete a theory integration paper and comprehensive examination as part of this project. In special circumstances, a student may elect to take the thesis option (Plan A).

7. Electives (0-3 units): Selected in consultation with adviser and may include courses listed above.

Concentration in School Counseling
(Major Code: 08281) (SIMS Code: 331041)

The Master of Science in counseling with a concentration in school counseling includes coursework and experiences designed to meet the competencies required for the California Pupil Personnel Services Credential (Credential Code: 00802). This credential authorizes the holder to function as a school counselor in grades K through 12. Applicant must also apply for the M.S. in Counseling. Additional information may be obtained from the Department of Counseling and School Psychology or the director of the school counseling concentration. The sequence of the degree must be planned in consultation with the program director. The M.S. and credential has a minimum of 60 units of 500-, 600-, and 700-numbered courses, including:

1. Prerequisites:
   a. Admission to the university and the Department of Counseling and School Psychology for concentrated study in school counseling.
   b. Related undergraduate coursework in anthropology, child development, cultural studies, education, ethnic studies, psychology, and sociology is recommended.
   c. California Basic Educational Skills Test (CBEST) scores must be reported to the department.
   d. The student must present the Certificate of Clearance from the California Commission on Teacher Credentialing prior to beginning the sequence of study. Consult the Credentials Processing Center, EBA-250.

2. Common Core (6 units):
   ED 690  Methods of Inquiry (3)
   CSP 600  Cross-Cultural Counseling Communication Skills (2)
   CSP 600L  Cross-Cultural Counseling Prepracticum (1) Cr/NC

3. Foundations (minimum 10 units):
   CSP 601  Theoretical Foundations of Counseling and Marriage and Family Therapy (3)
   CSP 610C  Determinants of Human Behavior: Development (1-3)
   CSP 615  Seminar in Multicultural Dimensions in Counseling (3)
   CSP 620  Foundations of the Professional School Counselor Leader (3)

4. Theory, Research, and Techniques (minimum 30 units selected in consultation with adviser):
   CSP 624  Learning, Achievement, and Instruction for School Counselors (3)
   CSP 630  Social Justice and Holistic School Systems for School Counselors (3)
   CSP 645  College Planning and Career Development P-16 (3)
   CSP 662B  Counseling Interventions with Children and Adolescents: School Counseling and School Psychology (3)
   CSP 670  Theory and Process of Group Counseling (3)
   CSP 680  Theory and Process of Consultation (3)
   CSP 762  Prevention, Crisis Intervention, and Conflict Resolution in Schools (3)
   CSP 769  The Achievement Gap: Leadership, Advocacy, Systemic Change (3)
   CSP 775  ASCA Model I: Developing and Implementing a School Counseling Program (3)
   CSP 776  ASCA Model II: Evaluating and Improving School Counseling Programs (3)

5. Integration and Application of Theory, Research, and Techniques (minimum 8 units):
   CSP 730  Fieldwork in Counseling (2-6) Cr/NC (CSP 730 must be taken twice)
   CSP 740  Practicum (1-6) Cr/NC

6. Additional requirements for concentration (minimum three units selected in consultation with adviser):
   CSP 641  Psychometrics in Counseling and School Psychology (1)
   CSP 689  Family Counseling in the Schools (1)
   CSP 742  Policy, Politics, Law, and Ethics for School Counselors (3)

7. Research (minimum three units selected in consultation with adviser):
   CSP 710A  Professional Seminar (3)
OR
   CSP 799A  Thesis (3) Cr/NC/RP

Students must maintain the minimum university requirement of 3.0 GPA. Students must receive a grade of B- or better (Cr for credit/no credit graded courses) in every course to document attainment of the competencies required for the Pupil Personnel Services Credential. Students not meeting this requirement must immediately consult the department chair or the director of the school counseling concentration. In addition, three grades of B- or lower (including NC) are grounds for dismissal from the program regardless of coursework or other academic achievement. A copy of the ethical principles is included in the student handbook distributed at orientation.

Adherence to the ethical principles of the American School Counselor Association is mandatory. Students who knowingly or unknowingly violate any part of the ethical code may be dismissed from the program without further qualification regardless of coursework or other academic achievement. A copy of the ethical principles is included in the student handbook distributed at orientation.

In addition to the required courses and experiences, the student must pass all components of the CBEST to be eligible for the credential.
### Master of Science Degree in Rehabilitation Counseling

**General Information**

The rehabilitation counseling program prepares graduates to enter the field of rehabilitation to provide rehabilitation and case management services to consumers with physical, emotional, and/or cognitive disabilities. Expanded curriculum is highlighted in assistive technologies, cognitive disabilities, mental health, career assessment, administration of rehabilitation programs, disability management, diversity program development, and work within public and private sectors. The degree is accredited by the Commission on Rehabilitation Education (CORE). A limited number of graduate stipends from the Rehabilitation Services Administration are available to (1) students who are committed to entering rehabilitation in publicly supported programs after graduation and (2) students with a financial need. Graduates qualify for CRC certification and with additional coursework, are eligible for California licensure as a professional counselor. A limited number of students may qualify for admission to the Pupil Personnel Services – School Counseling Credential track, under a collaborative agreement with the Department of Counseling and School Psychology. Specializations and certificate programs are available in cognitive disabilities, psychiatric rehabilitation, and rehabilitation technology.

**Admission to the Degree Curriculum**

All students must satisfy the general requirements for admission to the university with classified graduate standing as described in Part Two of this bulletin. The student must file an application for admission to San Diego State University with both the Office of Graduate Admissions and the Department of Administration, Rehabilitation and Postsecondary Education.

Students seeking admission to the graduate program which leads to a Master of Science degree in rehabilitation counseling should address their inquiries to the coordinator of the program. Detailed instructions concerning application procedures are available at [http://www.interwork.sdsu.edu/arpc](http://www.interwork.sdsu.edu/arpc). As there are specific requirements for the program, it is not sufficient to file only the general university admission application.

Criteria for admission require that students submit evidence in written form (i.e. personal statement, official transcripts, and recommendation letters) and through interviews demonstrating personal, professional, and academic adequacy for the Master of Science degree in rehabilitation counseling. Only students who show reasonable promise of success in rehabilitation counseling as a career will be admitted to this program. In order to continue in the program, the student must demonstrate ongoing academic, professional, and personal growth.

A student may transfer a maximum of 30 semester units from another CORE accredited graduate program in rehabilitation counseling. Evaluation of transfer credits will be made at the time of acceptance to the program. Approval of graduate transfer credit from other programs will be at the discretion of the coordinator and subject to final approval by the Division of Graduate Affairs.

**Advancement to Candidacy**

To be eligible for advancement to candidacy the student must, in addition to holding classified graduate standing, have completed at least 24 units of the coursework listed on the official program, maintain good standing in the rehabilitation counseling program, and comply with the regulations of the Division of Graduate Affairs as described in Part Four of this bulletin.

**Specific Requirements for the Master of Science Degree in Rehabilitation Counseling**

**Core program (24 units):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ARP 615</td>
<td>Seminar in Multicultural Dimensions in Rehabilitation Counseling (3)</td>
</tr>
<tr>
<td>ARP 645A-645B</td>
<td>Assessment in Rehabilitation (3-3)</td>
</tr>
<tr>
<td>ARP 660</td>
<td>Theory and Process of Counseling in Rehabilitation (3)</td>
</tr>
<tr>
<td>ARP 684</td>
<td>Rehabilitation Foundations (3)</td>
</tr>
<tr>
<td>ARP 685A-685B</td>
<td>Medical and Psychological Aspects of Disability (3)</td>
</tr>
<tr>
<td>ARP 687</td>
<td>Placement Practices with Individuals with Disabilities (3)</td>
</tr>
<tr>
<td>ED 690</td>
<td>Methods of Inquiry (3)</td>
</tr>
</tbody>
</table>

**15 units of required courses selected from the following:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ARP 610</td>
<td>Educational Leadership (3)</td>
</tr>
<tr>
<td>ARP 615</td>
<td>Seminar in Multicultural Dimensions in Rehabilitation Counseling (3)</td>
</tr>
<tr>
<td>ARP 648</td>
<td>Group Dynamics in Rehabilitation (3)</td>
</tr>
<tr>
<td>ARP 680</td>
<td>Seminar in Administration, Rehabilitation and Postsecondary Education (2-4)</td>
</tr>
<tr>
<td>ARP 710A-710B</td>
<td>Seminar in Rehabilitation (3-3)</td>
</tr>
<tr>
<td>ARP 720</td>
<td>Human Resource Development in Postsecondary Education (3)</td>
</tr>
<tr>
<td>ARP 740</td>
<td>Advanced Seminar in Administration, Rehabilitation and Postsecondary Education (3)</td>
</tr>
<tr>
<td>ARP 747</td>
<td>Educational Leadership in a Diverse Society (3)</td>
</tr>
<tr>
<td>ARP 755</td>
<td>Governance and Policy Development in Postsecondary and Disability Systems (3)</td>
</tr>
</tbody>
</table>

**A minimum of six units selected from the following:**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
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<tbody>
<tr>
<td>ARP 743</td>
<td>Fieldwork in Rehabilitation (3-6) Cr/NC</td>
</tr>
<tr>
<td>ARP 744</td>
<td>Practicum in Rehabilitation (3-12) Cr/NC</td>
</tr>
<tr>
<td>ARP 745</td>
<td>Internship in Rehabilitation (3-9) Cr/NC</td>
</tr>
</tbody>
</table>

6-9 units of electives as determined by consent of the faculty adviser.

**Comprehensive Examination**

One of three options must be completed for graduation from this program: comprehensive examination, portfolio, or thesis. The decision for this must be made by the student with the consent of the faculty adviser at least one semester prior to graduation. The student must demonstrate satisfactory performance as approved by the rehabilitation counseling program. Reservations for the examination must be made in advance in the Department of Administration, Rehabilitation and Postsecondary Education located in EBA-246. Students selecting the comprehensive examination option take the Certified Rehabilitation Counselor examination, offered by the Commission on Rehabilitation Counselor Certification.

**Program Structure**

The rehabilitation counseling program offers a 60 semester unit format that leads to the Master of Science degree in rehabilitation counseling. Students are accepted on a full-time and part-time basis.

**Concentration in Clinical Rehabilitation and Mental Health Counseling**

(Major Code: 12221) (SIMS Code: 331011)

To complete the Master of Science degree in rehabilitation counseling with a concentration in clinical mental health counseling, students must complete 63 units to include:

1. **Required rehabilitation counseling courses (24 units):**
   - ARP 615 Seminar in Multicultural Dimensions in Rehabilitation Counseling (3)
   - ARP 645A-645B Assessment in Rehabilitation (3-3)
   - ARP 660 Theory and Process of Counseling in Rehabilitation (3)
   - ARP 684 Rehabilitation Foundations (3)
   - ARP 755 Governance and Policy Development in Postsecondary and Disability Systems (3)
   - ED 690 Methods of Inquiry (3)

2. **Advanced training in rehabilitation counseling (15 units):**
   - ARP 601 Seminar in Best Practices in Psychiatric Rehabilitation (3)
   - ARP 608 Seminar in Principles of Psychiatric Rehabilitation (3)
   - ARP 685A-685B Medical and Psychological Aspects of Disability (3-3)
   - ARP 687 Placement Practices with Individuals with Disabilities (3)
3. Additional licensed professional clinical counselor requirements (15 units):
   - CFD 670 Seminar in Human Development Theories-Intervention and Prevention (3)
   - CSP 618 Mental Health Recovery and the DSM: A Social Justice Perspective (3)
   - CSP 650 Trauma and Crisis Counseling in Multicultural Community Context (3 units required)
   - CSP 687 Family and Systemic Treatment of Substance Abuse (3 units required)
   - CSP 694 Psychopharmacology for Marriage and Family Therapists and Counseling (3 units required)

4. Fieldwork requirements (9 units):
   - ARP 744 Practicum in Rehabilitation (6 units required)
   - ARP 745 Internship in Rehabilitation (3 units required)

Section III.
Teaching and Service Credentials

Admission to Graduate Study
Students applying for admission should electronically submit the university application available at http://www.csumentor.edu along with the $55 application fee.

All applicants must submit admissions materials separately to SDSU Graduate Admissions and to the College of Education (refer to the appropriate degree section for the address to submit additional information).

Graduate Admissions
The following materials should be submitted as a complete package directly to:

Graduate Admissions
Enrollment Services
San Diego State University
San Diego, CA 92182-7416

(1) Official transcripts (in sealed envelopes) from all postsecondary institutions attended;
   Note:
   - Students who attended SDSU need only submit transcripts for work completed since last attendance.
   - Students with international coursework must submit both the official transcript and proof of degree. If documents are in a language other than English, they must be accompanied by a certified English translation.

(2) GRE scores (http://www.ets.org, SDSU institution code 4682)
   - GRE is not required for teaching credential programs;

(3) English language score, if medium of instruction was in a language other than English (http://www.ets.org, SDSU institution code 4682);

Program Admissions
All programs in the College of Education require the submission of a second application, the supplementary program application. The application is online at http://go.sdsu.edu/education/applynow.aspx. All letters of recommendation, personal statements, and other required documents are submitted through the online application. Refer to the specific program requirements to be submitted and department contact information for each program.

Multiple Subject Bilingual 2042 Credential (Elementary K-6 Education): Spanish, Arabic, Filipino, Japanese, and Mandarin Emphasis (Credential Code: 00200)
(1) Complete department application (available at the department website);
(2) California Basic Educational Skills Test (CBEST) scores;
(3) Demonstration of Language and Cultural Proficiency:
   - Spanish: Completion of DLE 415 or copies of CSET LOTE subtests III and V for Spanish language emphasis;
   - Japanese and Mandarin: Copy of CSET LOTE subtests III and V for language of emphasis;
   - Arabic and Filipino: Copy of CSET LOTE subtests II and V for language of emphasis;
(4) TB test results;
(5) Three letters of recommendation, one of which must be from an elementary teacher if multiple subject or from a secondary teacher if single subject;
(6) Verification of early field experience (30 hours for multiple subject) or completion of DLE 415;
(7) Certificate of clearance (live scan);
(8) CPR that includes infant/child/adult;
(9) Autobiography/Goals and Philosophy. Candidates must complete a 1-1/2 page essay of their goals and philosophy in education and a 1-1/2 page autobiography in language of emphasis and English. Submit original and four sets of each essay with your DLE application;
(10) California Subject Examination for Teachers (CSET) scores.

Single Subject Bilingual 2042 Credential (Secondary Education Grades 7-12: Spanish Emphasis (Credential Code: 00100)
(1) Department application (available at the department website);
(2) California Subject Examination for Teachers (CSET) scores or adviser recommendation;
(3) California Basic Educational Skills Test (CBEST) scores;  
(4) Demonstration of Language and Cultural Proficiency:
   - Spanish: Completion of DLE 415 or copies of CSET LOTE subtests III and V for Spanish language emphasis;
(5) TB verification;
(6) Three letters of recommendation, one of which must be from an elementary teacher if multiple subject or from a secondary teacher if single subject;
(7) Verification of early field experience (45 hours for single subject) or completion of DLE 415;
(8) Certificate of clearance (live scan);
(9) CPR that includes infant/child/adult;
(10) Autobiography/Goals and Philosophy. Candidates must complete a 1-1/2 page essay of their goals and philosophy in education and a 1-1/2 page autobiography in language of emphasis and English. Submit original and four sets of each essay with your DLE application.

Reading/Language Arts Specialist Credential (Credential Code: 00410)
Submit the following in the supplementary program application:
(1) Personal statement;
(2) Three letters of reference.
For more information contact:
School of Teacher Education
Attention: Dr. Marva Cappello (cappello@mail.sdsu.edu)
http://go.sdsu.edu/education/site/reading.aspx
619-594-6131

Education Specialist Credentials in Special Education
For more information contact:
Department of Special Education
http://go.sdsu.edu/education/site/reading.aspx
619-594-6131

General Information
The College of Education offers programs which lead to teaching, specialist, and services credentials. The School of Teacher Education (STE) offers programs for the SB 2042 preliminary credential. The Department of Dual Language and English Learner Education (DLE) offers programs for the SB 2042 preliminary bilingual credential. Students who desire to seek a credential should consult with departmental advisers in order to determine their status and needed requirements. Information on these credentials is available in the College of Education, Office of Student Services, EBA-259.
The College of Education has obtained approval for programs leading to the following credentials:

**Approved Credential Program**  
**School Service Authorized**

1. Multiple Subject* (SB 2042)  
   Teach in self-contained classrooms and provide Specially Designed Academic Instruction in English (SDAIE) and English Language Development (ELD), kindergarten through twelfth grade.

2. Multiple Subject (2042) Bilingual: Spanish**, Arabic, Filipino, Japanese, or Mandarin  
   Teach in self-contained classrooms in primary language and English, English Language Development (ELD), and Specially Designed Academic Instruction in English (SDAIE).

3. Single Subject* (SB 2042)  
   Teach single subject area in grades K-12 and provide Specially Designed Academic Instruction in English (SDAIE) and English Language Development (ELD).

4. Single Subject Bilingual (2042) emphasis: Spanish**  
   Teach single subject area in primary language and English in grades K-12 and provide Specially Designed Academic Instruction in English (SDAIE) and English Language Development (ELD).

5. Special Education: Education Specialist Credential for the Deaf and Hard of Hearing (School of Speech, Language, and Hearing Sciences)  
   Teach special education students in the programs designated by each education specialist credential.

6. Early Childhood Special Education  
7. Mild/Moderate Disabilities  
8. Moderate/Severe Disabilities  
9. Disasters

* See School of Teacher Education, EBA-259, 619-594-6320 for more information.

** See Department of Dual Language and English Learner Education, EBA-259, 619-594-6320 for more information.

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**Information Applicable to Multiple Subject and Single Subject (SB 2042/Bilingual) Credentials**

Departmental admission to Multiple Subject or Single Subject (SB 2042) credential program does not constitute admission to the university. Candidates who are entering the university for the first time, or who have graduated or who are graduating, and are planning to re-enroll for the credential program must file a separate application for admission to the university during the regular university application period.

**Students Who Seek to Complete a Credential**

Teachers with Preliminary RYAN Multiple Subject or Single Subject credentials who are working toward Professional Clear certification may have individual programs designed to meet their needs and interest areas. Arrangements for evaluation of college credit and program design can be made through the College of Education, Office of Student Services, EBA-259, 619-594-6320.

A student transferring into San Diego State University to complete requirements for either the Preliminary Multiple Subject or Single Subject credential must complete a minimum of six units of professional education coursework in residence at SDSU in order to be recommended for certification regardless of the extent of education work completed at other institutions. The student will be held responsible for successful completion of a California Teacher Credentialing approved Teacher Performance Assessment (edTPA or PACT).

**Evaluation of Credits**

After an interval of five years, courses in education are reevaluated and subject to reduction in credit in light of new requirements and changes in educational procedures. All courses taken either at this university or elsewhere must be approved by an official adviser in order to be credited toward meeting credential requirements or pattern requirements for a degree.

**GPA Requirements For Continuation in Multiple Subject/Single Subject Credential Programs**

A grade point average of 3.0 must be maintained each semester to permit a student to continue any Multiple Subject or Single Subject credential program.

**Supplementary Authorizations**

With completion of additional units in certain curriculum areas, both Single and Multiple Subject teachers can be granted supplementary authorizations to teach in generalized areas in middle and junior high schools (e.g., Introductory English). Single subject teaching credential candidates can also be granted supplementary authorizations to teach in specialized areas K-12 (e.g., psychology). Information on requirements for these supplementary authorizations is available through the College of Education, Office of Student Services, EBA-259.

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**Multiple Subject Credential (Elementary Education)**

(Credential Code: 00200)

**Multiple Subject-Preliminary Credential**

Persons interested in teaching in the traditional elementary school will typically pursue the Multiple Subject credential which authorizes teaching service in self-contained classrooms in preschools, grades K-12, and in classes organized primarily for adults (classrooms in which one teacher is responsible for all the subjects commonly taught). Recommendation for this credential requires:

1. A baccalaureate or higher degree.
2. Completion of an approved program of professional education, including student teaching and coursework in reading methods with a grade point average of 3.0 or higher.
3. Basic skills competency as demonstrated through passing scores on the California Basic Educational Skills Test (CBEST).
4. Demonstrated subject matter competency by passing the Multiple Subject examination of the California Subject Examinations for Teachers (CSET). Must have scores taken within five years prior to recommendation.

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* See Department of Special Education, NE-70, 619-594-6685 for more information.
5. Successful completion of a California Teacher Credentialing approved Teacher Performance Assessment (edTPA or PACT).
6. Passing scores on the Reading Instruction Competence Assessment (RICA).
7. Demonstrated knowledge of the principles and provisions of the United States Constitution through successful completion of a three-unit collegiate-level course or examination. Courses are listed in General Catalog section on “Graduation Requirements.” IV. American Institutions Requirement.
8. Knowledge of health education, including sub stance abuse and nutrition: Public Health 101 or Teacher Education 280 or approved equivalent.
9. Demonstrated knowledge of the needs of and methods of providing educational opportunities to individuals with exceptional needs: Special Education 450 or 500.
10. Demonstrated knowledge of computer hardware, software, and applications to educational/classroom use (computer literacy).
11. Verify current training in cardiopulmonary resuscitation (CPR). Verification of the CPR training is made through submission of a photocopy of the card issued by the training agency. While many agencies provide CPR training, verification must be made at levels identified by the American Heart Association (AHA) or the American Red Cross (ARC). Candidates pursuing training through agencies other than these will be required to verify the level of training relative to either the AHA or ARC standards either from the data provided directly on their card or on a supplementary letter on letterhead stationary from their training agency (no phone call verifications).
NOTE: According to SB 2042 legislation, teachers will be able to earn Professional Clear Credentials upon successful completion of induction programs sponsored by their employers and approved by the California Commission on Teacher Credentialing.

Admission Standards and Qualifications for the Multiple Subject Credential Program
Candidates for the Multiple Subject Credential Program must satisfy the standards and qualifications listed below and submit complete applications through our online supplementary application: http://go.sdsu.edu/education/ste/apply_credentials_new.aspx.

Completed application packets will include items verifying satisfaction of the following:

1. CBEST Examination. Students must pass the California Basic Educational Skills Test (CBEST) prior to admission to the Multiple Subject credential program. Registration information and materials for the CBEST are available at http://www.cbest.nesinc.com. Candidates are urged to take this examination as early as possible. Candidates are required to submit a scan of the individual score reports.

2. Subject Matter Competency. Students must submit passing scores on the California Subject Examination for Teachers-Multiple Subjects (CSET-MS) in order to verify subject matter competency in diversified subjects commonly taught in self-contained classrooms. For the traditional, post-baccalaureate program (see below), test scores must be submitted prior to admission to the program. Test scores submitted for verification of subject matter competency are valid for only five years from the date the first subtest was passed and must be valid at the time of recommendation for the credential. Registration information and materials are available at http://www.cbest.nesinc.com.

3. Prerequisite Courses. These courses or approved equivalents must be completed with grades of C, CR, or higher no more than seven years prior to admission to the Multiple Subject Credential Program. The courses may be in progress at the time of program application. Proof of registration is required to be considered for admission.
      This course provides an introduction to ethnicity, language, and culture in education, particularly the ways in which those factors differentially affect educational outcomes for children.
      The course assists in preparing teacher applicants to work with students from diverse backgrounds by examining both societal and personal belief systems and the ways that those beliefs are expressed in public school classrooms.
   b. Teacher Education 280, “Health Education for Teachers.” This course is a prerequisite for applicants.
   c. Mathematics 210, “Number Systems in Elementary Mathematics.” This course must have been taken within seven years of program application. In lieu of Mathematics 210, candidates may substitute any calculus course taken at a college or university within the past seven years with a grade of credit, C, or better.
   d. Special Education 450, “Classroom Adaptations for Special Populations.” This course is a prerequisite for applicants.

4. Grade Point Average. Candidates must have attained a grade point average of at least 2.67 in all baccalaureate and post-baccalaureate coursework or 2.75 in the last 60 semester (90 quarter) units attempted. Candidates are required to submit official transcripts from all colleges and universities attended and unofficial transcripts for SDSU coursework for GPA calculations.

5. Letters of Recommendation. Candidates must submit two letters of recommendation. One letter must be from a faculty member in the candidate’s major, and one from an individual who knows the candidate well (but is not related by blood or marriage) and who can comment directly on factors such as the candidate’s qualifications for a teaching career in a multicultural setting, work or educational experiences, experience teaching or supervising students or other groups of individuals, personal character, and/or potential for success as a teacher. These letters are submitted electronically through the online application process.

6. TB Clearance. Evidence of a negative tuberculosis test (these tests are valid for four years and must be in effect during the time that candidates are enrolled in the credential program). Clearance statements may be secured from Health Services, private physicians or HMOs, or public health agencies.

7. California Certificate of Clearance. This certificate represents a background clearance and check conducted by the State Department of Justice and Federal Bureau of Investigation. Turnaround time for the clearance can take as long as eight months. Possessors of K-12 California credentials may satisfy this requirement by submitting copies of those certificates. Candidates must submit the application directly to the California Commission on Teacher Credentialing. Clearance must be granted on the CCTC website prior to the start of student teaching.

8. Early Field Experience. Candidate must successfully complete an approved course with fieldwork experience or a minimum of 45 hours of independent observation and participation in a “regular” classroom in public elementary schools. This is documented through the early field experience verification page – multiple subject available for downloading from the School of Teacher Education website at http://go.sdsu.edu/education/ste/apply_credential_step_8.aspx.


10. Appeals Process. Candidates who do not meet all the admission requirements may petition the Multiple Subject Admissions and Retention Committee for individual consideration; petition letters must be submitted concurrently with the application. In addition to the minimum admissions standards identified above, the Multiple Subject Admissions and Retention Committee also may consider qualifications such as previous teaching experience, relevant working experience with children, and second language ability. Due to the number of applicants, application to the program does not ensure admission.

NOTE: Appointments for discussion of individual concerns related to the credential program may be made with the Multiple Subject Credential program adviser during the academic year through the College of Education, Office of Student Services, EBA-259, 619-594-6320. All candidates are urged to attend one of the regularly scheduled group advising sessions prior to making an individual appointment.
### Program Description

Students who have already earned the baccalaureate or higher degree must apply to the traditional Multiple Subject Preparation Program. SDSU Liberal Studies majors may apply to the traditional Multiple Subject Preparation Program which is offered in a variety of formats called “blocks” including the full-time blocks over two semesters, and a three semester block.

Full-time student teaching is required of all candidates according to state law. Our programs combine coursework and student teaching to link theory and practice. The curriculum emphasizes the preparation of reflective practitioners to meet the needs of culturally and linguistically diverse children. Most blocks are based at local elementary schools where we have established partnerships with schools and teachers. In these blocks, student teachers take their university coursework on-site at the elementary school and student teach at that school or neighboring schools.

### Requirements for the Post-Baccalaureate Multiple Subject Credential Program:

To qualify for admission, candidates must have completed (1) a baccalaureate or higher degree and (2) the Admission Standards and Qualifications for the Multiple Subject Credential Program listed above. Each student completes student teaching in two different grade levels; one assignment is at the primary level (in grades K-3) and another is at the intermediate level (in grades 4-6). All students enrolled in the traditional Multiple Subject Teacher Preparation Program will take the following courses. The schedule and sequence of the courses vary with individual block offerings.

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE 910C Teaching Science in the Elementary School</td>
<td>TE 004A Classroom Management Skills (Cr/NC)</td>
<td>TE 961 Advanced Student Teaching Seminar (Cr/NC)</td>
</tr>
<tr>
<td>TE 923 Psychological Foundations of Education</td>
<td>TE 902 Classroom Management Skills and PACT Seminar</td>
<td>TE 966 Advanced Student Teaching in Elementary Schools (Cr/NC/RP)</td>
</tr>
<tr>
<td>TE 930 Teaching Reading and Language Arts in the Elementary School</td>
<td>TE 910B Teaching Social Studies in the Elementary School</td>
<td>TE 930 Teaching Reading and Language Arts in the Elementary School</td>
</tr>
<tr>
<td>DLE 915A Teaching and Learning in the Content Area: ELD/SDAIE: Multiple Subjects</td>
<td>TE 910A Teaching Mathematics in the Elementary School</td>
<td>ED 970 Teaching Event Assessment (Cr/NC)</td>
</tr>
<tr>
<td></td>
<td>TE 910B Teaching Social Studies in the Elementary School</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TE 930 Teaching Reading and Language Arts in the Elementary School</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Variations on the Multiple Subject Credential Program

To qualify for admission, candidates must have completed (1) a baccalaureate or higher degree and (2) the Admission Standards and Qualifications for the Multiple Subject Credential Program listed above, with two exceptions:

1. The California Certificate of Clearance may still be pending at the time of admission to the Three Semester Block. This clearance must be granted by the State of California before the start of the second semester of this program.
2. Students must have taken all of the CSET examination subtests for Multiple Subjects, but can be admitted to the Three Semester Block without completely passing this examination. Students must pass at least one subtest and be within 20 points (combined) of passing the other two subtests. The examination must be completely passed prior to starting student teaching in the third semester of the program. Candidates who have passed the CSET completely and who desire the Three Semester Block, will be given priority placement. Students in the Three Semester Block complete a four unit field experience course in their second semester, and a 12 unit student teaching assignment in their third semester. These two assignments will be assigned at differing grade levels, one in K-3 and one in 4-6.

### Multiple Subject Bilingual 2042 Credential (Elementary K-6 Education): Spanish, Arabic, Filipino, Japanese, and Mandarin Emphasis

(Credential Code: 00200)

The Multiple Subject Bilingual 2042 Credential (Elementary K-6 Education) is available to students interested in teaching in a bilingual Spanish, Arabic, Filipino, Japanese, or Mandarin elementary school classroom. This credential authorizes the holder to teach in any self-contained bilingual or regular classroom in which one teacher is responsible for all the subjects commonly taught in the elementary schools. Because courses on methods of teaching subject areas are taught in Spanish, Arabic, Filipino, Japanese, or Mandarin, as well as English, candidates must meet the respective language of emphasis proficiency requirements as outlined below.

With the passage of Proposition 227, requiring all students in public schools be taught in English unless a school has received a waiver, the Dual Language and English Learner Education Department and the College of Education remains committed to the training of bilingual teachers. The credential remains as the most desirable credential in California. Furthermore, the university is committed with developing leaders in cultural, economic, educational, scientific, social, and technical fields, as well as addressing the linguistic diversity of school communities. The university is primarily responsive to the people of California, as well as to the needs of the regional, national, and international communities it serves.

Candidates who pursue this credential need to specify “Multiple Subject Instruction-Bilingual” in the application for graduate admission to SDSU (Code: 00200).

### Standards for Admission

1. CBEST. Students must pass the California Basic Educational Skills Test prior to admission to the BCLAD credential program. This examination is required by the California Commission on Teacher Credentialing. Booklets containing registration forms and test information are available at http://www.cbest.nesinc.com.

2. Subject Matter Competency. Students must verify completion of subject matter competency in diversified subjects commonly taught in self-contained classrooms prior to admission to the Multiple Subject Credential Program. To be admitted to the bilingual multiple subject credential program, a candidate shall have achieved a passing score on the California Subject Examination for Teachers (CSET) that is required for the credential sought. Registration information and materials for the CSET are available at http://www.cset.nesinc.com.

3. Prerequisite Courses. The following courses must be completed with a grade of C or better prior to admission to the program, but may be in progress at the time of application or taken in the term immediately prior to the program start date.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE 923</td>
<td>Psychological Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>TE 910A</td>
<td>Teaching Mathematics in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>TE 910B</td>
<td>Teaching Social Studies in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>TE 910C</td>
<td>Teaching Science in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>TE 930</td>
<td>Teaching Reading and Language Arts in the Elementary School</td>
<td>6</td>
</tr>
<tr>
<td>TE 960</td>
<td>Basic Student Teaching Seminar (Cr/NC)</td>
<td>2</td>
</tr>
<tr>
<td>TE 961</td>
<td>Advanced Student Teaching Seminar (Cr/NC)</td>
<td>2</td>
</tr>
<tr>
<td>TE 965</td>
<td>Basic Student Teaching in Elementary Schools (Cr/NC)</td>
<td>8</td>
</tr>
<tr>
<td>TE 966</td>
<td>Advanced Student Teaching in Elementary Schools (Cr/NC)</td>
<td>8</td>
</tr>
<tr>
<td>DLE 915A</td>
<td>Teaching and Learning in the Content Area: ELD/SDAIE: Multiple Subjects</td>
<td>3</td>
</tr>
<tr>
<td>ED 970</td>
<td>Teaching Event Assessment (Cr/NC)</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Units: 45

The following is the sequence of courses students will take in the Three Semester Block:

<table>
<thead>
<tr>
<th>Semester 3</th>
<th>Semester 2</th>
<th>Semester 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE 910C Teaching Science in the Elementary School</td>
<td>TE 004A Classroom Management Skills (Cr/NC)</td>
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<td></td>
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</tbody>
</table>

Total Units: 45
Non Liberal Studies Majors (must take the above and below prerequisites).

* With approval of the mathematics adviser, any of the following mathematics courses may be substituted for Mathematics 210: Mathematics 124, 150, 312.

4. Grade Point Average. Candidates must have cumulative grade point averages (GPAs) within the upper one-half of undergraduate students in the candidate’s major. GPAs vary according to discipline and graduating institution. Candidates are required to submit one set of official transcripts from all colleges and universities attended to SDSU Graduate Admissions for GPA calculations. If students are concerned about their GPA, advisers are available in the College of Education, Office of Student Services, EBA-259, 619-594-6320.

5. Letter of Recommendation. Two professional references and one letter of recommendation must be submitted to the applicants following characteristics: (a) attitude, aptitude, and ability to teach children; (b) personality and character; (c) academic ability. At least one letter should be from an elementary school teacher the student has worked with and the others may be from faculty and administrators.

6. Tuberculin Clearance. Evidence of a negative tuberculin test (these tests are valid for four years and must be in effect during the time that candidates are enrolled in the credential program). Clearance statements may be secured from Health Services, private physicians or HMOs, or public health agencies.

7. Early Field Experience. Applicants must provide evidence of a minimum of 30 hours of experience with students in typical elementary classroom settings within the last three years. Evidence must be documented. Completion of DLE 415 can be used to meet this requirement.

8. Oral English and Written Statement of Professional Goals and Philosophy. Candidates must have an interview with the admissions and retention committee of the DLE Department.

9. California Certificate of Clearance. This certificate represents a background clearance and check conducted by the State Department of Justice and Federal Bureau of Investigation. Turnaround time for the clearance can take as long as eight months. Possessors of K-12 California credentials may satisfy this requirement by submitting copies of those certificates.


11. Language and Culture Proficiency. All candidates must demonstrate proficiency in language other than English and Cultural Awareness for the language of emphasis to meet their specific Bilingual Authorization.

12. Reading Instruction Competence Assessment (RICA). California Education Code Section 49283 requires that candidates for the preliminary or clear credential multiple subject pass this RICA requirement. The purpose of this assessment is to ensure that the candidate possesses the knowledge and skills important for the provision of effective reading instruction to students. The RICA requirement applies to candidates who did not complete all credential requirements prior to October 1, 1998. Candidates must have passed the RICA in order to be able to file for the credential.

13. Appeals Process. Candidates who do not meet all the admission requirements may petition the DLE Department Admissions and Retention Committee for individual consideration; petition letters must be submitted concurrently with the application packets.

14. Application. Applicants should complete application procedures the semester prior to beginning the credential program. Deadlines are available at http://go.sdsu.edu/education/applynow.aspx.

In addition to the minimum admissions standards identified above, the DLE Department Admissions and Retention Committee may also consider qualifications such as previous teaching experience and relevant working experience with children. Due to the number of applicants, application to the program does not ensure admission.

Multiple Subject Bilingual 2042 Program

DLE 523 Psychological Foundations for Biliteracy Teachers in K-8 Classrooms ........................................ 3
DLE 532 Biliteracy Teaching in Language Arts for Elementary Students ..................................................... 3
DLE 910 Teaching Mathematics to Bilingual Students ................. 3
DLE 911 Teaching Social Studies to Bilingual Students ............... 3
DLE 912 Teaching Science to Bilingual Students ....................... 3
DLE 915A Teaching and Learning in the Content Area: English Language Development/SDAIE: Multiple Subjects ...... 3
DLE 931 Skills in Teaching Reading to Bilingual Elementary Students ...................................................... 1-3
DLE 954 Classroom Organization for Democratic Teaching in Bilingual Classrooms ........................................ 1-4
DLE 960 Professional Seminar for Bilingual Teacher Candidates (Cr/NC) ....................................................... 1-4
DLE 961 Practicum in Elementary Bilingual Classroom (Cr/NC) ................................................................... 1-12
DLE 962 Student Teaching for Elementary Bilingual Students II (Cr/NC) ....................................................... 1-12
ED 970 Teaching Event Assessment (Cr/NC) ........................................................................................................ 3

Preliminary 2042 Credential Requirements

1. A bachelor’s degree (or higher) with any major other than education.
2. Completion of an approved program of professional education. (See Department of Dual Language and English Learner Education for further information.)
3. Passage of Multiple Subject/CSET.
4. Successful completion of Language Proficiency and Cultural Awareness Requirements for Language of Emphasis.
5. Demonstrated knowledge of principles and provisions of United States Constitution through successful completion of three-unit college level course or examination. Courses are listed in General Catalog section on “Graduation Requirements,” IV. American Institutions Requirement.
6. Passage of California Basic Educational Skills Test (CBEST).
7. Passage of Reading Instruction Competence Assessment (RICA) Test.
8. Demonstrated knowledge of the needs and methods of providing educational opportunities to individuals with exceptional needs: Special Education 500.
9. Demonstrated knowledge of computer hardware, software, and applications to educational/classroom use (computer literacy).
10. Completion of a course on health education in California, including substance abuse and nutrition: Teacher Education 280 – Health Education for Teachers (1 unit) and verification of CPR competency.
11. Successful completion of a California Teacher Credentialing approved Teacher Performance Assessment (edTPA or PACT).

NOTE: According to SB 2042 legislation, teachers will be able to earn Professional Clear Credentials upon successful completion of induction programs sponsored by their employers and approved by the California Commission on Teacher Credentialing.

Bilingual (Spanish) 2042 Multiple Subject and Special Education Credential Program

(Credential Code: 00200)

The joint Multiple Subject Bilingual Credential (Spanish Emphasis) and Preliminary Special Education Specialist Credential for Mild/Moderate Disabilities is a two-year dual credential program. This program is available to students interested in teaching in bilingual elementary classrooms and special education settings. Upon completion, the bilingual 2042 multiple subjects credential authorizes

SDSU GRADUATE BULLETIN 2015-2016 193
the holder to teach in any self contained bilingual or regular classroom in which one teacher is responsible for all of the subjects commonly taught in the elementary schools. The specialist credential for mild/moderate disabilities authorizes the holder to teach students with designated disabilities in a variety of school settings.

Candidates who wish to apply to the two-year combined credential program need to specify “Multiple Subject Bilingual Spanish and Special Education Emphasis” on the application for graduate admission to SDSU. Students can access the electronic application online at http://www.csunmentor.edu.

The admissions committee consists of faculty advisers from the Dual Language and English Learner Education and Special Education departments. Advisers from both programs will review and interview prospective candidates. The following materials should be submitted as a complete package directly to the Dual Language and English Learner Education Department.

1. CBEST. Students must pass the California Basic Educational Skills Test prior to admission to the bilingual MS and SPED credential program. This examination is required by the California Commission on Teacher Credentialing. Booklets containing registration forms and test information are available at http://www.cbest.nesinc.com.

2. Subject Matter Competency. Students must verify completion of subject matter competency in diversified subjects commonly taught in self-contained classrooms prior to admission to the multiple subject bilingual credential program. To be admitted to the multiple subject bilingual credential and Special Education programs, a candidate shall have achieved a passing score on the California Subject Examination for Teachers (CSET) that is required for the credential sought. Registration information and materials for the CSET are available at http://www.cset.nesinc.com.

3. Prerequisite Courses. The following courses must be completed with a grade of C or better prior to admission to the program, but may be in progress at the time of application or taken in the term immediately prior to the program start date.

   - DLE 515 .................................................................. 3
   - ED 451 or SPED 527 .............................................. 3
   - SPED 500 ................................................................ 3
   - SPED 501 or DLE 523 .............................................. 3
   - SPED 502 ............................................................... 1
   - SPED 524 ............................................................... 3
   - TE 280 .................................................................. 1

4. Grade Point Average. Candidates must have a minimum 2.67 overall or 2.75 in the last 60 semester (90 quarter) units attempted. Candidates are required to submit official transcripts from all colleges and universities attended and unofficial SDSU transcripts for GPA calculations.

5. Letter of Recommendation. Two professional references and one letter of recommendation must be submitted attesting to the applicants following characteristics: (a) attitude, aptitude, and ability to teach children; (b) personality and character; (c) academic ability. At least one letter should be from an elementary school teacher the student has worked with and the others may be from faculty and administrators.

6. Tuberculin Clearance. Evidence of a negative tuberculin test (these tests are valid for four years and must be in effect during the time that candidates are enrolled in the credential program). Clearance statements may be secured from Health Services, private physicians or HMOs, or public health agencies.

7. Early Field Experience. Applicants must provide evidence of a minimum of 30 hours of experience with students in typical elementary classroom settings within the last five years. Evidence must be documented.

8. Oral English and Written Statement of Professional Goals and Philosophy. A candidate statement (500 word maximum) that addresses background of experiences that have contributed to the desire to be a special education/bilingual teacher, as well as the personal and professional factors the candidate considers to be most important if one is to become an effective and caring bilingual special educator. Candidates will also have an interview with the admissions and retention committee of the DLE and SPED Departments.

9. California Certificate of Clearance. This certificate represents a background clearance and check conducted by the State Department of Justice and Federal Bureau of Investigation. Turnaround time for the clearance can take as long as eight months. Possessors of K-12 California credentials may satisfy this requirement by submitting copies of those certificates. Candidates must submit live scan and personal information directly to the California Commission on Teacher Credentialing, http://www.ctc.ca.gov. A copy of the certificate of clearance must be provided to the DLE Department.

10. Credential Advising Appointment. Advising is available in the College of Education, Office of Student Services, EBA-259, 619-594-3265. Ernesto Sanz is the adviser for the dual credential program and may be contacted at: esanz@mail.sdsu.edu, or 619-594-3265.

11. Language and Culture Examination. All candidates must meet the minimum DLE Department Spanish Language Proficiency and Cultural Awareness requirement.

12. Reading Instruction Competence Assessment (RICA). California Education Code Section 44283 requires that candidates for the preliminary or clear credential multiple subject pass this RICA requirement. The purpose of this assessment is to ensure that the candidate possesses the knowledge and skills important for the provision of effective reading instruction to students. The RICA requirement applies to candidates who did not complete all credential requirements prior to October 1, 1998. Candidates must have passed the RICA in order to be able to file for the credential.

13. Appeals Process. Candidates who do not meet all the admission requirements may petition the DLE and SPED Department Admissions and Retention Committee for individual consideration; petition letters must be submitted concurrently with the application packets.

14. Application. Applicants should complete application procedures the semester prior to beginning the credential program. Deadlines are available at http://go.sdsu.edu/education/applynow.aspx.

In addition to the minimum admissions standards identified above, the DLE and SPED Department Admissions and Retention Committee may also consider qualifications such as previous teaching experience and relevant working experience with children. Due to the number of applicants, application to the program does not ensure admission.

Program: Year One

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>DLE 523</td>
<td>Psychological Foundations for Biliteracy Teachers in K-6 Classrooms</td>
</tr>
<tr>
<td>DLE 532</td>
<td>Biliteracy Teaching in Language Arts for Elementary Students</td>
</tr>
<tr>
<td>DLE 910</td>
<td>Teaching Mathematics to Bilingual Students</td>
</tr>
<tr>
<td>DLE 911</td>
<td>Teaching Social Studies to Bilingual Students</td>
</tr>
<tr>
<td>DLE 912</td>
<td>Teaching Science to Bilingual Students</td>
</tr>
<tr>
<td>DLE 915A</td>
<td>Teaching and Learning in the Content Area: English Language Development</td>
</tr>
<tr>
<td>DLE 931</td>
<td>Skills in Teaching Reading to Bilingual Elementary Students</td>
</tr>
<tr>
<td>DLE 954</td>
<td>Classroom Organization for Democratic Teaching in Bilingual Classrooms</td>
</tr>
<tr>
<td>DLE 960</td>
<td>Professional Seminar for Bilingual Teacher Candidates (Cr/NC)</td>
</tr>
</tbody>
</table>

In addition, the following courses are required for the credential:

Elementary Students ............................................ 3
Multiple Subjects ..................................................3
Common Core in K-6 Classrooms ................................ 3
Bilingual Special Education .................................... 3

Preliminary Credential Requirements

1. A bachelor’s degree (or higher) with any major other than education.
2. Completion of an approved program of professional education. (See Department of Dual Language and English Learner Education for further information.)
3. Passage of Multiple Subject/CSET.
4. Passage of the Spanish Language Proficiency and Cultural Awareness Examination, or CSET LOTE, or Dual Language and English Learner Education 415.
5. Demonstrated knowledge of principles and provisions of United States Constitution through successful completion of three-unit college level course or examination. Courses are listed in General Catalog section on “Graduation Requirements,” IV. American Institutions Requirement.
6. Passage of California Basic Educational Skills Test (CBEST).
7. Passage of Reading Instruction Competence Assessment (RICA) Test.
8. Completion of an approved fifth year program (a minimum of 30 upper division or graduate-level postbaccalaureate units).
9. Demonstrated knowledge of the needs of and methods of providing educational opportunities to individuals with exceptional needs.
10. Demonstrated knowledge of computer hardware, software, and applications to educational/classroom use (computer literacy).
11. Knowledge of health education in California, including substance abuse and nutrition: Teacher Education 280 – Health Education for Teachers (1 unit) and verification of CPR competency.
12. Successful completion of a California Teacher Credentialing approved Teacher Performance Assessment (edTPA or PACT).

NOTE: According to SB 2042 legislation, teachers will be able to earn Professional Clear Credentials upon successful completion of induction programs sponsored by their employers and approved by the California Commission on Teacher Credentialing.

Single Subject (SB 2042) Credential
(Secondary Education)

(Credential Code: 00100)

Single Subject–Preliminary Credential

Persons interested in teaching in the traditional secondary school will typically pursue the Single Subject credential which authorizes teaching service in departmentalized, subject matter classrooms in preschools, grades K-12, and in classes organized primarily for adults (classes where instruction is provided in only one subject). Candidates must verify subject matter competency in one of the following subject fields:

ACCEPTABLE SINGLE SUBJECT CREDENTIAL AREAS AND APPLICABLE MAJORS

Art: Art (currently accepting applications from SDSU undergraduate majors only)

English language arts: Comparative Literature, English

Mathematics: Mathematics

Music: Music (currently accepting applications from SDSU undergraduate majors only)

Science: Biology, Chemistry, Physical Science

Social science: Social Science

Recommendation for this credential requires:

1. A baccalaureate or higher degree.
2. Completion of an approved program of professional education, including student teaching with a grade point average of 3.0 or higher and coursework in reading methods.
3. Basic skills competency as demonstrated through passing scores on the California Basic Educational Skills Test (CBEST).
4. Demonstrated subject matter competency through completion of an approved waiver program in one of the California Single Subject areas or through California Subject Examinations for Teachers (CSET) examinations. Candidates should check with the College of Education, Office of Student Services, EBA-259, to clarify the appropriate means for satisfaction of the subject matter competency requirement in their subject matter area(s). Competency must be verified and assessed by a designated departmental adviser regardless of the means of establishing knowledge proficiency.
5. Demonstrated knowledge of the principles and provisions of the United States Constitution through successful completion of a three-unit collegiate-level course or examination. (Courses are listed in the section of this catalog on “Graduation Requirements,” IV. American Institutions Requirement.)
6. Knowledge of health education, including substance abuse and nutrition: Public Health 101, or Teacher Education 280, and verification of CPR competency.
7. Demonstrated knowledge of the needed and methods of providing educational opportunities to individuals with exceptional needs: Special Education 450 or 500.
8. Demonstrated knowledge of computer hardware, software, and applications to educational/classroom use (computer literacy).

NOTE: According to SB 2042 legislation, teachers will be able to earn Professional Clear Credentials upon successful completion of induction programs sponsored by their employers and approved by the California Commission on Teacher Credentialing.

Admission Standards and Qualifications for the Single Subject Credential Program

Candidates for the Single Subject Credential program must satisfy the standards and qualifications listed below and submit an online departmental application to the School of Teacher Education. Contact the School of Teacher Education for application dates or find them at http://go.sdsu.edu/education/site/apply_credentials_new.aspx.

Completed applications will include items verifying satisfaction of the following:

1. CBEST Examination. Students must pass the California Basic Educational Skills Test (CBEST) prior to admission to the Single Subject Credential Program. Candidates are urged to take this examination as early as possible. Candidates are required to submit a scan of the individual score reports.
2. Subject Matter Competency. Students must verify competency in a specified single subject area through a university assessment process which consists of reviewing coursework for completion of an approved teaching major or its equivalent at San Diego State University or another approved California teacher-training institution, or by submitting passing scores on the appropriate California Subject Examinations for Teachers (CSET) examinations. Competency will be assessed and verified by subject matter departments at SDSU. Requirements for the various single subject majors are listed with the academic majors in the General Catalog. Approved waiver programs from other California universities are acceptable. Test scores submitted for verification of subject matter competency are valid for five years from the date of the examination. Information and registration materials for all examination formats are available at http://www.cset.nesinc.com.

3. Prerequisite Courses. These courses or approved equivalents must be completed with grades of C, Cr, or higher no more than seven years prior to admission to the Single Subject Credential Program. The courses may be in progress at the time of program application. Proof of registration is required to be considered for admission.

   a. Education 451, "Introduction to Multicultural Education." This course provides an introduction to ethnicity, language, and culture in education, particularly the ways in which those factors differentially affect educational outcomes for children. The course assists in preparing teacher candidates to work with students from diverse backgrounds by examining both societal and personal belief systems and the ways that those beliefs are expressed in public school classrooms.

   b. Teacher Education 290, "Health Education for Teachers." This course is a prerequisite for applicants.

   c. Special Education 450, "Classroom Adaptations for Special Populations." This course is a prerequisite for applicants.

4. Grade Point Average. Candidates must have attained a grade point average of at least 2.67 in all baccalaureate and post-baccalaureate coursework or 2.75 in the last 60 semester (90 quarter) units attempted. Candidates are required to submit official transcripts from all colleges and universities attended and unofficial copies of transcripts for SDSU coursework for GPA calculations.

5. Letters of Recommendation. Candidates must submit two letters of recommendation. One letter must be from a faculty member in the candidate’s major, and one from an individual who knows the candidate well (but is not related by blood or marriage) and who can comment directly on factors such as the candidate’s qualifications for a teaching career in a multicultural setting, work or educational experiences, experience teaching or supervising students or other groups of individuals, personal character, and/or potential for success as a teacher. These letters are now submitted electronically through our online application process.

6. TB Clearance. Evidence of a negative tuberculosis test (these tests are valid for four years and must be in effect during the time that candidates are enrolled in the credential program). Clearance statements may be secured from Health Services, private physicians, or HMOs, or public health agencies.

7. California Certificate of Clearance. This certificate represents a background clearance and check conducted by the State Department of Justice and Federal Bureau of Investigation. Turnaround time for the clearance can take as long as eight months. Possessors of K-12 California credentials may satisfy this requirement by submitting copies of those certificates. Candidates must submit the application directly to the California Commission on Teacher Credentialing. Clearance must be granted on the CCTC website prior to the start of the student teaching.

8. Early Field Experience. Candidate must successfully complete an approved course with field experience or a minimum of 45 hours of independent observation and participation in a “regular” classroom in public secondary schools. This is documented through the early field experience verification page - single subject available for downloading from the School of Teacher Education website at http://go.sdsu.edu/education/ste/apply_credential_step_8.aspx.

9. edTPA or PACT. Successful completion of a California Teacher Credentialing approved Teacher Performance Assessment (edTPA or PACT).


11. Appeals Process. Candidates who do not meet all admission requirements may petition the Single Subject Admissions and Retention Committee for individual consideration; petition letters must be submitted concurrently with the application packets.

   In addition to the minimum admissions standards identified above, the Single Subject Admissions and Retention Committee may also consider qualifications such as previous teaching experience, relevant working experience with children, and second language ability. A personal interview may also be necessary. Due to the number of applicants, application to the program does not ensure admission.

NOTE: Appointments for discussion of individual concerns relative to the credential program may be made with the Single Subject Credential program adviser during the academic year through the School of Teacher Education, EBA-259, 619-594-6320. All candidates are urged to attend one of the regularly scheduled group advising sessions prior to making an individual appointment.

Program Description

The Single Subject Credential Program is offered in a variety of formats called “blocks” to include full-time blocks over two semesters and a three semester block. Full-time student teaching is required of all candidates according to State law. Examinations and/or coursework prerequisite to program admission, if not completed within undergraduate studies, may extend the total time commitment for credential issuance by one or more semesters. The second semester student teaching assignment represents a commitment of three periods a day in a local public school with the possible addition of an administrative assignment at the same site. Students may be required to remain with their placement for the public school semester, which can be three to four weeks longer than the university term.

The three semester block courses are generally offered in the late afternoon and early evening. Student teaching assignments do require a daytime commitment and will be scheduled according to individual need in consultation with the program coordinator.

Our programs combine coursework and student teaching to link theory and practice. The curriculum emphasizes the preparation of reflective practitioners to meet the needs of culturally and linguistically diverse children. Each student typically completes student teaching in two different grade levels; one assignment is at the middle school level (in grades 6-8) and another is at the high school level (in grades 9-12).

All students enrolled in the Single Subject Teacher Preparation Program will take the following courses. The scheduling and sequence of the courses vary with individual block offerings.

Single Subject Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE 903</td>
<td>Secondary School Student Teaching Seminar (Cr/NC)</td>
</tr>
<tr>
<td>TE 914</td>
<td>Teaching and Learning in the Content Area: Major</td>
</tr>
<tr>
<td>TE 922</td>
<td>Behavioral and Psychological Aspects of Teaching</td>
</tr>
<tr>
<td>TE 933</td>
<td>Teaching of Reading in the Secondary School</td>
</tr>
<tr>
<td>TE 954</td>
<td>Humanistic and Social Aspects of Teaching</td>
</tr>
<tr>
<td>TE 963</td>
<td>Secondary School Student Teaching I (Cr/NC/RP)</td>
</tr>
<tr>
<td>TE 964</td>
<td>Secondary School Student Teaching II (Cr/NC/RP)</td>
</tr>
<tr>
<td>ED 970</td>
<td>Teaching Event Assessment (Cr/NC)</td>
</tr>
<tr>
<td>DLE 915B</td>
<td>Teaching and Learning in the Content Area: ELD/SDAEI: Single Subjects</td>
</tr>
</tbody>
</table>

Total Units: 37-40
Variations on the Single Subject Credential Program
Three Semester Block Option

To qualify for admission, candidates must have completed (1) a baccalaureate or higher degree and (2) the Admission Standards and Qualifications for the Single Subject Credential program listed above, with two exceptions:

(1) The California Certificate of Clearance may still be pending at the time of admission to the Three Semester Block. This clearance must be granted by the State of California before the start of the second semester of this program.

(2) Students must have taken all of the CSET examination subtests for their subject area, but can be admitted to the Three Semester Block without completely passing this examination. Students must have attempted all required subtests in their subject area and passed the majority of them. Candidates who have passed the CSET completely and who desire the Three Semester Block, will be given priority placement. The examination must be completely passed prior to starting student teaching in the second semester of the program.

The following is the sequence of courses students will take in the Three Semester Block:

Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE 362</td>
<td>Fieldwork in Community Settings</td>
<td>3</td>
</tr>
<tr>
<td>TE 954</td>
<td>Humanistic and Social Aspects of Teaching</td>
<td>3</td>
</tr>
<tr>
<td>DLE 915B</td>
<td>Teaching and Learning in the Content Area</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ELD/SDAI: Single Subjects</td>
<td></td>
</tr>
</tbody>
</table>

Semester 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE 903</td>
<td>Secondary School Student Teaching Seminar (Cr/NC)</td>
<td>1</td>
</tr>
<tr>
<td>TE 914</td>
<td>Teaching and Learning in the Content Area</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Secondary Methods</td>
<td></td>
</tr>
<tr>
<td>TE 922</td>
<td>Behavioral and Psychological Aspects of Teaching</td>
<td>3</td>
</tr>
<tr>
<td>TE 933</td>
<td>Teaching of Reading in the Secondary School</td>
<td>3</td>
</tr>
<tr>
<td>TE 963</td>
<td>Secondary School Student Teaching I (Cr/NC/RP)</td>
<td>4</td>
</tr>
</tbody>
</table>

Semester 3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE 903</td>
<td>Secondary School Student Teaching Seminar (Cr/NC)</td>
<td>1-2</td>
</tr>
<tr>
<td>TE 903</td>
<td>Secondary School Student Teaching Seminar: Advanced Student Teaching (Cr/NC)</td>
<td>2</td>
</tr>
<tr>
<td>TE 966</td>
<td>Advanced Student Teaching in Elementary Schools (Cr/NCRP)</td>
<td>10</td>
</tr>
<tr>
<td>ED 970</td>
<td>Teaching Event Assessment (Cr/NC)</td>
<td>3</td>
</tr>
</tbody>
</table>

CPR Requirement: All candidates for the preliminary credential are required to verify current training in cardiopulmonary resuscitation (CPR). Verification of the CPR training is made through submission of a photocopy of the card issued by the training agency. While many agencies provide CPR training, verification must be made at levels identified by the American Heart Association (AHA) or the American Red Cross (ARC). Candidates pursuing training through agencies other than these will be required to verify the level of training relative to either the AHA or ARC standards either from the data provided directly on their card or on a supplementary letter from their training agency (no phone call verifications).

Single Subject Bilingual 2042 Credential (Secondary Education Grades 6 through 12): Spanish Emphasis

(Credential Code: 00100)

The Single Subject Bilingual (Spanish) Teaching Credential (Secondary Education) is available for students interested in teaching in a bilingual middle or secondary school classroom. This credential authorizes the holder to teach in any self-contained bilingual or regular classroom in which one teacher is responsible for teaching the given subject area.

Candidates who will pursue this credential need to specify “Single Subject Credential Bilingual” in the application for graduate admission to SDSU (Code: 00100). Students applying for admission should electronically submit the university application available at http://www.csumentor.edu along with the $55 application fee.

Standards for Admission

1. CBEST. Students must pass the California Basic Educational Skills Test (CBEST) prior to admission to the Single Subject Bilingual Emphasis credential program. This examination is required by the California Commission on Teacher Credentialing. Booklets containing registration forms and test information are available at http://www.cbtest.vesinc.com.

2. Subject Matter Competency. Students must verify competency in a specified single subject area through a university assessment process which consists of reviewing coursework for completion of an approved teaching major or its equivalent at San Diego State University or another approved California teacher-training institution or through California Subject Examinations for Teachers (CSET). Competency will be assessed and verified by subject matter departments at SDSU. Requirements for the various single subject majors are listed with the academic majors in the General Catalog. Test scores submitted for verification of subject matter competency are valid for five years from the date of the examination. Information and registration materials are available at http://www.cset.vesinc.com.

3. Prerequisite Courses: The following courses must be completed with a grade of C- or better prior to admission to the program, but may be in progress at the time of application or taken in the term immediately prior to the program start date.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>DLE 915B</td>
<td>Teaching and Learning in the Content Area</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ELD/SDAI: Single Subjects</td>
<td></td>
</tr>
</tbody>
</table>

4. Grade Point Average. Candidates must have a minimum 2.67 overall or 2.75 in the last 60 semester (90 quarter) units attempted. Candidates are required to submit official transcripts from all colleges and universities attended and unofficial SDSU transcripts for GPA calculations.

5. Letter of Recommendation. Two professional references and one letter of recommendation must be submitted attesting to the applicant’s following characteristics: (a) attitude, aptitude and ability to teach children; (b) personality and character; (c) academic ability. Letter of recommendation should be from a school teacher with whom the student has worked and the others may be from faculty and administrators.

6. Tuberculin Clearance. Evidence of a negative tuberculin test (these tests are valid for four years and must be in effect during the time the candidate is enrolled in the credential program). Clearance statements may be secured from Health Services, private physicians or HMOs, or public health agencies.

7. Early Field Experience. Applicants must provide evidence of a minimum of 45 hours of experience with adolescent students in typical classroom settings within the last five years. Evidence must be documented.

8. Oral English and Written Statement of Professional Goals and Philosophy. Have an interview with the admissions and retention committee of the DLE Department.

9. California Certificate of Clearance. This certificate represents a background clearance and check conducted by the State Department of Justice and Federal Bureau of Investigation. Turnaround time for the clearance can take as long as eight months. Possessors of K-12 California credentials may satisfy this requirement by submitting copies of those certificates. Candidates must submit the application directly to the California Commission on Teacher Credentialing. A copy of the application must be provided to the DLE Department.

10. Credential Advising Appointment. Each applicant must meet with a faculty advisor to plan an appropriate program, which includes a minimum of 31 units as defined by the Commission on Teacher Credentialing. Appointments can be made in EBA-259, 619-594-6320.

11. Language and Culture Examination. All candidates must meet Language Proficiency and Cultural Awareness requirements for the language of emphasis to meet their specific bilingual authorization.
12. Appeals Process. Candidates who do not meet all the admission requirements may petition the DLE Department Admissions and Retention Committee (ARD) for individual consideration; petition letters must be submitted concurrently with the application packets.

13. Application. Applicants should complete application procedures the semester prior to beginning the credential program. Call the department for DLE application deadlines.

In addition to the minimum admissions standards identified above, the DLE Department Admissions and Retention Committee may also consider qualifications such as previous teaching experience and relevant working experience with children. Due to the number of applicants, application to the program does not ensure admission.

**Single Subject Bilingual 2042 Program**

**Prerequisite Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>DLE 515</td>
<td>Multilingual Education: Theory and Practice for Biliteracy Teachers</td>
<td>3</td>
</tr>
<tr>
<td>ED 451</td>
<td>Introduction to Multicultural Education</td>
<td>3</td>
</tr>
<tr>
<td>SPED 450</td>
<td>Classroom Adaptations for Special Populations</td>
<td>2</td>
</tr>
<tr>
<td>TE 280</td>
<td>Health Education for Teachers</td>
<td>1</td>
</tr>
</tbody>
</table>

**First Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>DLE 400</td>
<td>The Secondary School and Bilingual Education</td>
<td>3</td>
</tr>
<tr>
<td>DLE 524</td>
<td>Psychological Foundations for Biliteracy Teachers in Grades 7-12</td>
<td>3</td>
</tr>
<tr>
<td>DLE 653</td>
<td>Language Development in K-12 Multilingual Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>DLE 933</td>
<td>Skills in Teaching Reading to Bilingual Secondary Students</td>
<td>3</td>
</tr>
<tr>
<td>DLE 954</td>
<td>Classroom Organization for Democratic Teaching in Bilingual Classrooms</td>
<td>1-4</td>
</tr>
<tr>
<td>DLE 963</td>
<td>Practicum in Secondary Bilingual Classroom (Cr/NC)</td>
<td>3-4</td>
</tr>
<tr>
<td>TE 914</td>
<td>Teaching and Learning in the Content Area: Major</td>
<td>3</td>
</tr>
</tbody>
</table>

**Second Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>DLE 915B</td>
<td>Teaching and Learning in the Content Area: ELD/SDAIE: Single Subjects</td>
<td>3</td>
</tr>
<tr>
<td>DLE 960</td>
<td>Professional Seminar for Bilingual Teacher Candidates (Cr/NC)</td>
<td>1-4</td>
</tr>
<tr>
<td>DLE 964</td>
<td>Student Teaching for Bilingual Secondary Students II (Cr/NC)</td>
<td>8-12</td>
</tr>
<tr>
<td>ED 970</td>
<td>Teaching Event Assessment (Cr/NC)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Preliminary Credential Requirements**

1. A bachelor’s degree with one of the approved single subject majors listed in the single subject bilingual teaching credential catalog section. Credentials can be granted only in the designated single subject credential areas.

2. Completion of an approved program of professional education. (See Department of Dual Language and English Learner Education for further information about the approved programs.)

3. Major Adviser’s Recommendation. Passage of subject matter examination(s) or waiver thereof through completion of one of the approved single subject credential majors listed below with a written recommendation from the Ryan major adviser. Demonstrated subject matter competency through completion of approved waiver program in one of the California single subject areas, is through a combination of coursework and competency examinations, or through CSET examinations. Candidates should check with the College of Education, Office of Student Services, EBA-259, to clarify the appropriate means for satisfaction of the subject matter competency requirement.

4. Successful completion of Language Proficiency and Cultural Awareness requirements for the language of emphasis.

5. Demonstrated knowledge of principles and provisions of United States Constitution through successful completion of three-unit college level course or examination. Courses are listed in general Catalog section on “Graduation Requirements,” IV. American Institutions Requirement.

6. Passage of California Basic Educational Skills Test (CBEST).

7. Completion of an approved fifth year program (a minimum of 30 upper division or graduate-level postbaccalaureate units).

8. Demonstrated knowledge of the needs and methods of providing educational opportunities to individuals with exceptional needs, Special Education 500.

9. Demonstrated knowledge of computer hardware, software, and applications to educational/classroom use (computer literacy).

10. Knowledge of health education in California, including substance abuse and nutrition: Teacher Education 280 – Health Education for Teachers (1 unit) and verification of current CPR competency.

11. Successful completion of a California Teacher Credentialing approved Teacher Performance Assessment (edTPA or PACT). Undergraduate students in their final semester prior to obtaining a baccalaureate degree may sign up for concurrent postbaccalaureate credit as explained in the bulletin.

**Bilingual Cross-Cultural Specialist Credential**

(Credential Code: 00440)

No new students are being admitted to this program until further notice.

The Bilingual Cross-Cultural Specialist Credential will prepare teachers to be mentors, curriculum, and staff developers. Teachers will acquire skills in being reflective practitioners, facilitators of critical inquiry and cultural mediators linked with the school community through action research. The credential leads to the Dual Language and English Learner Education M.A. Option 1.

Prerequisites: CLAD or BCLAD credential or certificate; minimum three years teaching experience; admission to program.

**Program**

Twenty-four units of coursework and a comprehensive examination to include:

- ED 690 Methods of Inquiry .................................................. 3
- DLE 553 Language Assessment and Evaluation in Multicultural Settings ........................................... 3
- DLE 600A Foundations of Democratic Schooling ........................................... 3
- DLE 603 Community and Schools in a Diverse Society ........................................... 3
- DLE 650 Curriculum Development for Urban School Communities ........................................... 3
- DLE 686 Seminar in Multicultural Education ........................................... 3

OR

Six units of electives with consent of adviser.

**Induction Program for a Clear Credential (Multiple and Single Subject)**

The induction program offers contracted and non-contracted teachers the opportunity to obtain a professional clear credential. The year-long program provides mentored support reflecting the candidate’s instructional context and needs, develops deeper understandings of pedagogy, advances knowledge and application of current universal access to meet the needs of all students.

Fully-online classes. Field experience in your local school setting.

Prerequisite: A valid SB 2042 Preliminary Multiple or Single Subject Credential or equivalent. Clear credential program coursework cannot be taken prior to issuance of the preliminary credential. Optional: Signed CL-855 required to verify employment by contracted teachers before seeking approval to complete field experience in their own classrooms.
Courses Required for the Credential (13-16 units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE 602A</td>
<td>Seminar: California Clear Teaching Credential</td>
<td>1</td>
</tr>
<tr>
<td>TE 602B</td>
<td>Seminar: Formative Assessment</td>
<td>3</td>
</tr>
<tr>
<td>TE 969</td>
<td>Clinical Practice for Induction</td>
<td>1-4</td>
</tr>
<tr>
<td>DLE 651</td>
<td>Curriculum, Teaching, and Assessment: ELD and SDAIE</td>
<td>3</td>
</tr>
<tr>
<td>LDT 570</td>
<td>Advanced Teaching with Technologies</td>
<td>3</td>
</tr>
<tr>
<td>SPED 600</td>
<td>Classroom Adaptations for Special Populations</td>
<td>2</td>
</tr>
</tbody>
</table>

Additional Requirements

1. To be eligible to apply for the credential, the candidate must have a minimum of three years of full-time K-12 teaching experience within the range of grades Kindergarten to 12.
2. Satisfactory completion of a comprehensive examination covering the program coursework.

Education Specialist Credentials in Special Education

San Diego State University offers programs leading to the following Education Specialist Credentials in Special Education authorized by the California Commission on Teacher Credentialing: Mild/Moderate Disabilities, Moderate/Severe Disabilities, and Early Childhood Special Education. These credentials authorize the holders to teach students with designated disabilities in a variety of settings. These credentials require completion of Preliminary Education Specialist requirements followed by completion of the Clear Professional Induction Specialist requirements within five years of employment in an authorized setting. The department also offers the Early Childhood Special Education Certificate which authorizes holders of other specialist credentials to work with children and their families from birth through pre-kindergarten. There are some common requirements between the Education Specialist credential programs and the Master of Arts degree. Once admitted, students must maintain a GPA of 3.0 and must successfully complete all practicum experiences. Only grades of C or better will count toward a degree, a credential, or a certificate.

Standards for Admission to Preliminary Credentials

Candidates for any of the Education Specialist Credentials in Special Education must satisfy the standards and qualifications listed below and submit complete application packets to the Department of Special Education (NE 70) within designated application periods. Information about applications for Program Admission is available from the Office of Advising and Recruitment, EBA-259. Completed departmental application packets will include items verifying satisfaction of the following:

1. CBEST Examination. Students must pass the California Basic Educational Skills Test (CBEST) prior to admission to any of the programs that lead to an Education Specialist Credential in Special Education. Information may be obtained from http://www.ctcexams.nesinc.com. Candidates are urged to take this examination as early as possible. Candidates are required to submit a scanned copy of the individual score reports.
2. Subject Matter Competence. Students must verify completion of subject matter competence with a passing score on the CSET: Multiple Subjects. Credential holders should see an adviser for clarification.
3. Health Education. Knowledge of health education in California, including substance and nutrition: Teacher Education 280 – Health Education for Teachers (1 unit) and verification of current CPR certification.
4. Computer Knowledge. Demonstrated knowledge of computer hardware, software, and applications to educational/classroom use (computer literacy). Students who complete their preliminary credential at SDSU will meet this requirement with Special Education 560.
5. United States Constitution. Demonstrated knowledge of the principles and provisions of the United States Constitution through successful completion of a three-unit collegiate-level course or examination. Courses are listed in General Catalog section on “Graduation Requirements,” IV. American Institutions Requirement.

6. Prerequisite Courses.
   a. Special Education 500, 501, 502, and courses applicable to the credential area selected from Special Education 524, 525, and 526.
   b. Special Education 527 (or CLAD/BCLAD credential) and Dual Language and English Learner Education 915C.

Reading/Language Arts Specialist Credential

(Credential Code: 00410)

San Diego State University offers a program leading to a Reading/Language Arts Specialist Credential. This credential authorizes the holder to function as a reading specialist in grades Pre-K through 12.

Requirements for Admission

1. A valid California teaching credential applicable within the range of grades Kindergarten to 12.
2. A minimum of one year of full-time K-12 teaching experience or the equivalent within the range of grades Kindergarten to 12.
3. Submission of GRE scores.
4. Admission and planning interviews with an adviser.

Core Program (25 Units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 690</td>
<td>Methods of Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>TE 530</td>
<td>Children’s/Adolescents’ Literature</td>
<td>3</td>
</tr>
<tr>
<td>TE 631</td>
<td>Seminar in Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>TE 633</td>
<td>Leadership in Literacy Education</td>
<td>3</td>
</tr>
<tr>
<td>TE 635</td>
<td>Assessment of Reading and Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>TE 637</td>
<td>Instructional Strategies for Reading and Language Arts</td>
<td>4</td>
</tr>
<tr>
<td>TE 639</td>
<td>Literacy and Language</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td>Planning for Teaching and Assessment in Writing</td>
<td>3</td>
</tr>
<tr>
<td>TE 677</td>
<td>Research-Based Pedagogy for Diverse Learners</td>
<td>3</td>
</tr>
</tbody>
</table>
7. **Grade Point Average.** Candidates must have a minimum of 2.67 overall or 2.75 in the last 60 semester (90 quarter) units attempted. Candidates are required to submit official transcripts from all colleges and universities attended and unofficial SDSU transcripts for GPA calculation.

8. **Tuberculin Clearance.** Evidence of a negative tuberculin test (these tests are valid for four years and must be in effect during the time that candidates are enrolled in the credential program). Clearance statements may be secured from Health Services, private physicians or HMOs, or public health agencies.

9. **California Certificate of Clearance.** This certificate represents a background clearance and check conducted by the State Department of Justice and Federal Bureau of Investigation. Turnaround time for the clearance can take as long as eight months. Possessors of K–12 California credentials may satisfy this requirement by submitting copies of those certificates. Candidates must submit live scan and personal information directly to the California Commission on Teacher Credentialing (CCTC), http://www.ctc.ca.gov. This clearance must show as granted on the CCTC website.

10. **Program Application.** Applicants must complete the supplemental program application available online at http://go.sdsu.edu/education/applynow.aspx.

11. **Letters of Recommendation.** Two letters of recommendation from people who know you well (not relatives), especially those who have knowledge of your work with children in school or related settings. These letters must attest to your aptitude and suitability for the teaching profession.

12. **Candidate Statement.** A candidate statement (500 word maximum) that addresses your background of experiences that have contributed to your desire to be a special education teacher as well as the personal and professional factors that you consider to be most important if one is to become an effective and caring special educator.

### Preliminary Education Specialist Credential

1. **Core courses:** Special Education 505\(^*\), 553\(^*\), 560, 662\(^*\), 970, 980. Candidates are required to pass the Reading Instruction (RICA) Test.\(^*\) An international or global/cultural experience is required, as defined by the Department of Special Education, prior to graduation for all preliminary credential candidates. Students must obtain approval of graduate adviser.

2. **Specialization courses:**
   a. **Mild/Moderate Disabilities:** Teacher Education 930 (3 units); Special Education 530\(^*\), 534, 647\(^*\), 648, 657, 970A, 980A, and 970A (for part-time students).
   b. **Moderate/Severe Disabilities:** Teacher Education 930 (3 units); Special Education 526, 530, 635, 645, 647, 657, 980B; and 970B (for part-time students).
   c. **Early Childhood Special Education:** Special Education 526, 530, 635, 643A, 643B, 980D (Infant/Toddler); 980D (Preschool); and 970B (for part-time students).

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\(^*\) Not required for Early Childhood Special Education.

\(^\#\) Those seeking severe emotional disabilities (SED) must take these courses.

\(^\&\) Those seeking autism authorization must take these courses.

### Clear Professional Induction Specialist Credential

#### Requirements for Admission
Candidates for any of the Clear Professional Induction Specialist Credentials in Special Education must meet the following requirements:

1. **University Standards.** Students must satisfy university standards and qualifications for admission to postbaccalaureate standing.

2. **Partnership with Employers.** Students must have a support provider who contributes to elective strand decisions and provides non-university experiences related to Clear Induction Credential.

3. **Preliminary Education Specialist Credential.** Students must hold or be eligible for a Preliminary Education Specialist Credential or hold a valid out-of-state credential in a special education category comparable to a California Commission-approved Preliminary Education Specialist program authorizing special education service. Preliminary Education Specialist or out-of-state credentials must be in the area of study for which students are seeking a Clear Professional Induction Specialist credential.

#### Program
1. **Core courses:** Special Education 651 (3 units) and 653 (3 units)
2. **Specialization elective strand:** In consultation with university and school district advisers, students will take six units of 500-level or higher electives in one area or preliminary credential.
3. **Knowledge of health education in California, including substance abuse and nutrition:** Teacher Education 280 and verification of CPR competency or preliminary credential.
4. **Demonstrated knowledge of computer hardware, software, and applications to educational/classroom use (computer literacy).** Students who complete their preliminary credential at SDSU will meet this requirement with Special Education 560 or preliminary credential.

### Reading Recovery® Teacher Leader

The Reading Recovery® Teacher Leader training program is to prepare qualified individuals to implement reading recovery in their own districts or regions. Teacher leader candidates are selected by their districts to participate in the year-long coursework that prepares them to provide reading recovery training to teachers in their districts, based on their potential as leaders and their educational backgrounds. Each teacher leader candidate must hold a master’s degree which qualifies them to teach reading recovery courses in their districts for university credit. A faculty member in the College of Education is responsible for providing coursework and supervision of teacher leader candidates.

Courses required in the program include two semesters each of clinical work, theoretical foundations, and leadership courses. Teacher leaders learn how to assess young children’s literacy progress and to use reading recovery teaching procedures to help the at-risk children learn to read and write. Teacher leaders examine the theoretical foundations of early literacy acquisition, reading recovery and early intervention, including theories specifically relevant to working with diverse children with reading difficulties. They study various aspects of the teacher leader role in the classroom and in established sites through apprenticeships with experienced teacher leaders in the field; explore issues of program implementation and systemic changes stemming from the implementation of reading recovery in districts; and consider implications of all of their knowledge and expertise as it directly relates to the effective training of reading recovery teachers.

Partnerships between San Diego State University and the districts that teacher leaders represent are established through the Reading Recovery® Teacher Leader training program. Subsequent to the training year, the program provides on-going support and professional development to teacher leaders they have trained.

The Reading Recovery® Teacher Leader training program at San Diego State University mirrors training at the other 25 university training centers in the United States. Reading recovery was first introduced at Ohio State University 15 years ago. Other universities that participate in the program include Purdue University, New York University, University of Connecticut, and Georgia State University. University trainers have a close network through which they meet on a regular basis to shape and update coursework based on current research.
### Section IV.
Certificate Programs

#### Behavior Analysis Certificate
*(SIMS Code: 331998)*

The behavior analysis certificate provides the foundational knowledge for educators, psychologists, and other interventionists to provide intervention practices based on principles of behavior analysis. The courses are approved by the Behavior Analysis Certification Board as the content sequence required prior to taking the examination.

**Prerequisites for admission** include a bachelor’s degree from an accredited institution in child and family development, education, liberal studies, psychology, social sciences, or other helping profession with a 2.85 grade point average in the last 60 units. Students must complete 15 units and maintain a 3.0 minimum grade point average in all certificate coursework with no less than a C in any course. Courses taken in the certificate program with a grade of B or better may be applied to a master’s degree with the consent of the graduate adviser.

**Required courses (six units):**
- SPED 553 Behavioral Strategies and Supports for Students with Disabilities (3)
- CSP 623 Ecobehavioral Assessment-Intervention (3)

**Elective courses (nine units from the following):**
- SPED 500 Human Exceptionality (3)
- SPED 510 Adapting Communication Systems for Students with Severe Disabilities (1)
- SPED 530 Issues in Autism (3)
- SPED 605 Advanced Behavioral and Health Supports (1)
- SPED 654 Adapting Curriculum for Community Involvement and Skill Generalization (2)
- SPED 681B Advanced Studies in Special Education: Moderate/Severe Disabilities and Early Childhood (3)
- SPED 685 Single Case Research Design (3)
- CSP 710B Professional Seminar: Ethics (3)

#### Bilingual (Spanish) Special Education Certificate
*(SIMS Code: 330101)*

This certificate program provides specialized preparation for teachers of learning handicapped children whose primary language is Spanish.

**Prerequisites for admission** include the following:
1. Completion of, or admission to, the departmental program for the Specialist Credential in Special Education (Learning Handicapped).
2. Special Education 527.
3. Spanish language proficiency at the S-3 (FSI 3) level.
4. Knowledge of the target culture and bilingual teaching strategies. Proficiency may be demonstrated by passing the “Test of Culture and Teaching” used by the College of Education bilingual emphasis programs.

**Certificate program requirements** include the following: Dual Language and English Learner Education 553, three units of special education selected with the approval of the department chair, and demonstration of competence in teaching learning handicapped students whose primary language is Spanish. A grade point average of 3.0 must be obtained in the four courses. Contact the Department of Special Education for further information.

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#### Cognitive Disabilities Certificate
*(SIMS Code: 331981)*

This certificate program is designed for current and aspiring rehabilitation counselors who are, or intend to become providers of vocational and independent living services on behalf of persons with cognitive disabilities, to include those with autistic spectrum disorders, intellectual disability, traumatic brain injuries, and learning disabilities. The certificate prepares rehabilitation counselors to work in the State/Federal vocational rehabilitation system, the U.S. Department of Veteran Affairs, California Regional Centers, or other government agencies supporting persons with cognitive disabilities, nonprofit community rehabilitation provider agencies, and student disability service programs of community colleges and universities.

**Prerequisites:** A bachelor’s degree from an accredited institution with demonstrated experience in disability-related work and/or academic coursework. Students do not need to be enrolled in the SDSU Master of Science degree in rehabilitation counseling to enroll in the certificate program.

**Required courses (18 units):**
- ARP 609 Seminar in Rehabilitation: Policy Developments in Cognitive Disabilities (3)
- ARP 645A Assessment in Rehabilitation (3)
- ARP 667 Placement Practices with Individuals with Disabilities (3)
- ARP 744 Internship in Rehabilitation (6) Cr/NC
- ARP 609 and 744 are focused on cognitive disabilities and taught in alternating spring semesters so that each course is offered once every two years. The remaining required courses are offered annually. Students will complete 600 hours of internship in ARP 745 by either taking two three-unit (fall and spring semesters) or one six-unit ARP 745 course (one semester). The internship will be completed in a rehabilitation agency supporting persons with cognitive disabilities.

**Students must complete 18 units with a 3.0 (B) grade point average. Students in the certificate program will complete nine units of formal coursework, three units of practicum, and six units of internship as described unless the program advisor approves alternative courses. Major assignments in all courses will focus on rehabilitation and cognitive disabilities, and the culminating assignment will be a comprehensive portfolio of work completed during the certificate.**

**Only three units of coursework with a grade of C will count towards the certificate. A maximum of three units of coursework can be repeated.**

The program director will meet with each certificate student to design an individualized program of study based on the student’s educational background and professional experience. Students may concurrently enroll in the certificate program and Master of Science degree in rehabilitation counseling. For further information call 619-594-6921.

#### Community College Teaching Certificate
*(SIMS Code: 330302)*

The purpose of this certificate program is to prepare students to teach in community colleges within the transfer, developmental, vocational, and adult education areas. The program provides students with experiences in curriculum development and evaluation, instructional techniques, methods to meet adult learning needs, and a practical internship in a local community college.

This is an advanced academic certificate at the post-baccalaureate level. Admission requirements are a bachelor’s degree from a regionally accredited institution of higher education, with at least a 2.85 GPA in the last 60 units.

Students must complete the following courses with a minimum grade of B in each course and Cr in ARP 760. Courses in the certificate program may be applied to a master’s degree if applicable.

- ARP 611 Program Development and Evaluation in Postsecondary Education (3)
- ARP 631 Seminar in Teaching in Postsecondary Education (3)
- ARP 730 Seminar in Adult Learning (3)
- ARP 760 Internship in Postsecondary Educational Leadership (3) Cr/NC/RP

For further information, contact the Department of Administration, Rehabilitation and Postsecondary Education (http://www.interwork.sdsu.edu/arpe).
Developing Gifted Potential Certificate
(SIMS Code: 330305)
The purpose of this certificate program is to provide teachers and other education professionals with specialized preparation for supporting talent development and providing effective educational services to gifted and talented individuals in a diverse society. The certificate is designed to provide knowledge and skills to (a) encourage the development and expression of high potential, particularly among students currently underrepresented in formal programs for the gifted and (b) provide effective instruction to individuals formally identified as gifted and talented. Hence the program is designed for professionals working in regular and special classrooms settings.
Successful applicants must have completed a bachelor’s degree from an accredited institution. A minimum grade point average of 3.0 must be maintained in certificate coursework with no less than a grade of C in any course.
Required courses (15 units): Special Education 644, 649, 771, and six units selected with approval of adviser. All courses completed with a grade of B or better are applicable to the Master of Arts degree in Education with a Concentration in Special Education and a Specialization in Gifted. For further information, contact the Department of Special Education.

Dual Language for Academic Literacy Certificate
(SIMS Code: 330307)
This certificate program provides K-12 teachers and other education professionals with specialized coursework in dual language programs, and provides instruction in two languages aimed for credentialed bilingual teachers to develop bilingualism, biliteracy, and biculturalism/multiculturalism.
Applicants must have completed a bachelor’s degree from an accredited institution and hold a current bilingual teaching Bilingual 2042 credential, CLAD, SB 2042 multiple or single subject credential, or administrative credential, and meet the minimum language requirements of the SDSU/COE based language test (e.g. Spanish).
Required courses (12 units): Dual Language and English Learner Education 553, 600B, 604, 650. A minimum grade point average of 3.0 must be maintained in certificate coursework with no less than a grade of C in any course.

Early Childhood-Socio-Emotional and Behavior Regulation Intervention Specialist (EC-SEBRIS) Certificate
(SIMS Code: 330300)
The certificate program in Early Childhood-Socio-Emotional and Behavior Regulation Intervention Specialist (EC-SEBRIS) is an inter-disciplinary program focusing on professional preparation and skills enhancement of early childhood educators who work with young children who demonstrate socio-emotional and behavioral problems and their parents.
Twenty program units are required to earn the certificate in Early Childhood-Socio-Emotional and Behavior Regulation Intervention Specialist (EC-SEBRIS). Twelve units of seminar courses addressing core knowledge foundations and eight units of practicum/field experience. Courses in the certificate program may be applied to the master’s degree in child development if applicable.
Prerequisites for admission:
1. Successful completion of a bachelor’s degree in a field related to child development, psychology, social work, human development, school counseling, or social services from an accredited institution, and relevant work experience in the early childhood education field.
2. Successful completion of the application and interview process.
3. Coursework relating to: early years of development, parenting, family functioning and parent-child relationships, children with special needs, and theories in socio-emotional development. If students’ undergraduate preparation is deemed insufficient, students will be required to complete specified courses as determined by the certificate program’s adviser.
4. Recommendation of employer and/or director of certificate program.

Course requirements (20 units). The EC-SEBRIS certificate is modeled following the Delivery of Infant-Family and Early Mental Health Services Revised Training Guidelines and Personnel Competencies proposed by the California’s Infant, Preschool and Family Mental Health Initiative (Workforce 2010). It includes two main areas: knowledge and experience. The knowledge base is comprised of four foundation classes. Two practicum courses that include clinical experience/supervision in early childhood setting and programs accompanied by Reflective Practice Facilitation (total of 500 hours of supervised practicum).

Students must complete the course requirements with a minimum 3.0 (B) grade point average.

Knowledge Area (12 units):
CFD 670 Seminar in Human Development Theories- Intervention and Prevention (3)
CFD 671 Seminar in Supporting Early Childhood Mental Health (3)
CSP 623 Ecobehavioral Assessment – Intervention (3)
SPED 676 Advanced Applied Behavior Analysis (3)

Experience Area – Field Experience/Practicum (8 units):
CFD 697A Advanced Field Experiences A Cr/NC (Four units each semester; 500 hours of supervised practicum to include 50 hours of group supervision, 30 hours of one-on-one, and six to ten hours of on-site coaching).

For further information, contact the program adviser, Dr. Shulamit N. Riblatt.

Early Childhood Special Education Authorization Certificate
(SIMS Code: 330301)
The Early Childhood Special Education Authorization Certificate is authorized by the California Commission on Teacher Credentialing. It is designed for individuals who have completed Preliminary Education Specialist coursework in Mild/Moderate or Moderate/Severe disabilities. It extends authorization from birth through 22. Individuals credentialed in other areas such as Deaf and Hard-of-Hearing and Visual Impairments are authorized to serve birth through 22, but may add the certificate for professional growth reasons if desired.
1. Prerequisite: Completion of preliminary coursework in one of the Education Specialist credentials and background in early childhood development with focus on infants, toddlers, and preschoolers.
2. Certificate coursework: Special Education 526, 528, 635, 643A, 643B, 980D.

Educational Facility Planning (CEFPI/SDSU)
(Offered through the College of Extended Studies)
(SIMS Code: 331933)
The advanced certificate program in Educational Facility Planning (CEFPI/SDSU) provides a comprehensive course of study grounded in the knowledge and skills central to the planning, designing, building, and maintaining of learner-centered school facilities. The certificate includes appropriate benchmarks for evaluation and instructional delivery that can be accessed electronically worldwide. The goal of the program is to provide certificate candidates advance training in comprehensive educational facilities planning, aimed at producing safe and supportive, learner-centered school facilities that maximize learning opportunities for all students, staff, and the community at large.
Admission Requirement: Candidates will be admitted as matriculated students into the certificate program through the College of Extended Studies, Special Sessions.
Required Courses:
EDL 620 Seminar in Educational Facility Community Engagement and Master Planning (2)
EDL 621 Seminar in Designing Schools to Support Diverse Learning Style Needs (2)
EDL 622 Seminar in Educational Facility Pre-Design Planning (2)
EDL 623 Seminar in Educational Facility Design Process (2)
EDL 624 Seminar in Educational Facility Implementation (2)
EDL 625 Seminar in Educational Facility Assessment and Maintenance (2)

Students must maintain a minimum grade point average of 3.0 in all certificate coursework with no less than a C in any course. Only two units of coursework with a grade of C will count toward the certificate. A maximum of two units of coursework can be repeated. Courses in the certificate program may be applied to a master's degree if applicable. A maximum of eight units may be transferred to a master's degree program with consent of the graduate adviser.

Three units of ARP 760 will be completed in an institutional research and/or assessment setting.

Students must maintain a minimum grade point average of 3.0 in all certificate coursework with no less than a grade of C in any course. Only three units of coursework with a grade of C will count towards the certificate. A maximum of three units of coursework may be repeated. Courses in the certificate program may be applied to a master's degree if applicable. Students may concurrently register in the certificate program and the Master of Arts degree in educational leadership, specialization in postsecondary education.

For further information, contact the program adviser, Dr. Marilee J. Bresciani Ludvik, 619-594-8318.

**Linked Learning Certificate**

(Of Offered through the College of Extended Studies)

(SIMS Code: 332001)

The purpose of this certificate is to provide practicing teachers and other education professionals with in-depth study of the field of linked learning, one of California's primary high school reform strategies for improving students' learning outcomes. Professionals who work in linked learning pathway programs must have all of the skills and abilities needed by educators in traditional schools and classrooms, and more. This certificate program is designed to provide the unique knowledge and skills essential to a linked learning approach, including its signature pedagogy: career-themed, project-based instruction; work-based learning both within and outside of school; and support services to ensure the success of all students.

Successful applicants to this certificate must have completed a bachelor's degree from an accredited institution and hold a current teaching credential or a credential in another relevant educational field, such as school counseling or administration. A minimum grade point average of 3.0 must be maintained in certificate coursework with no less than a grade of C in any course.

This graduate-level certificate is designed for education professionals who are currently working in linked learning pathway programs or who would like to know more about this transformative approach to secondary education.

For further information, contact 619-594-1366.

**Psychiatric Rehabilitation Certificate**

(SIMS Code: 330320)

The purpose of the certificate is to educate rehabilitation counselors to provide effective vocational rehabilitation interventions that will result in greater workforce participation and integration of individuals who experience psychiatric disabilities. This academic certificate is designed for current and aspiring rehabilitation counselors in a variety of rehabilitation settings including public and private mental health programs, supported and competitive employment programs, postsecondary education (community college, university), out-patient hospital programs, state departments of rehabilitation, private rehabilitation agencies, or other projects funded through private or government resources that serve individuals with psychiatric disabilities.

Prerequisites: A bachelor’s degree from an accredited institution with demonstrated experience in institutional research, enrollment management research, outcomes-based assessment, and/or planning.

Required courses (15 units):
- ARP 601 Seminar in Best Practices in Psychiatric Rehabilitation (3)
- ARP 608 Seminar in Principles of Psychiatric Rehabilitation (3)
- ARP 645A Assessment in Rehabilitation (3)
- ARP 687 Placement Practices with Individuals with Disabilities (3)
- ARP 745 Internship in Rehabilitation (3) Cr/NC

Three units of electives selected with approval of adviser.
This certificate is authorized by the California Commission on Teacher Credentialing and designed to improve PreK through 12 classroom teacher and community college instructor expertise for literacy instruction from emergent through adolescence and adult levels. The 13-unit program addresses direct instruction in specific skills and strategies; formal and informal literacy assessment; knowledge about reading and writing across content areas; role of writing in learning; student motivation and engagement through reading, writing, and discussion. Courses for the reading certificate completed with a grade of B or better are also acceptable in partial fulfillment of the Master of Arts degree program in reading education and reading/language arts specialist credential programs. The certificate is designed to fulfill the candidate’s acceptance into these programs. Students admitted to the Master of Arts in Teaching degree program can choose to complete the reading certificate as their area of concentration.

This certificate is intended to focus on postsecondary education organizations, and other programs and/or community rehabilitation provider agencies, and student disability service programs in community colleges and universities.

Prerequisites: Applicants must possess a bachelor's degree and master's, specialist, or doctoral degree in one of 13 different majors from an accredited institution with demonstrated experience in disability-related work and/or academic coursework. Qualifying majors include: behavioral health; behavioral science; disability studies; human relations; human services; marriage and family therapy; occupational therapy; psychology; psychometrics; rehabilitation; social work; special education; vocational assessment/evaluation.

Students do not need to be in the SDSU Master of Science degree in Rehabilitation Counseling to register in the certificate program.

Required courses (13 units):
- TE 530  Children's/Adolescents' Literature (3)
- TE 635  Assessment of Reading and Language Arts (3)
- TE 637  Instructional Strategies for Reading and Language Arts (4)
- TE 639  Literacy and Language (3)
- OR
- TE 677  Research-Based Pedagogy for Diverse Learners (3)

Additional requirements:
- To be eligible to apply for the Reading Certificate from the CCTC after completion of coursework, the candidate must also satisfy the following requirements:
  1. A valid California teaching credential within the range of grades Kindergarten through 12.
  2. A minimum of three years of full-time K-12 teaching experience within the range of grades Kindergarten through 12.

Rehabilitation Administration Certificate
(SIMS Code: 330201)

This certificate program provides the student with administrative knowledge and skills to develop and supervise rehabilitation programs and services, in collaboration with consumers, in a variety of organizational settings. This academic certificate is designed for individuals who currently function or aspire to function as program coordinators and administrators in state rehabilitation agencies, community rehabilitation programs, disability management programs, postsecondary education organizations, and other programs and/or organizations involved in serving consumers with disabilities.

This is an advanced academic certificate at the postbaccalaureate level. Admission requirements are a bachelor's degree in rehabilitation or a related field and relevant work experience in a rehabilitation organization or program. The certificate is intended to focus on diversity among consumer populations and service delivery systems within the student's area of career interest. Unique focus areas such as disability management, tribal rehabilitation or deafness, and hard-of-hearing programs are available at certain times. A master's degree in rehabilitation counseling, as well as leadership experience in rehabilitation is strongly encouraged. Relevant career or academic training experience may be substituted in lieu of the above admission criteria at the discretion of the program director. A bachelor's degree is required.

Students must maintain a minimum grade point average of 3.0 in all certificate coursework with no less than a grade of C in any course. Only three units of coursework with a grade of C will count towards a certificate. Maximum of three units of coursework repeatable. Courses in the certificate program may be applied to a master's degree if applicable.

This 21-unit certificate includes the following courses:
- ARP 710A  Seminar in Rehabilitation (3)
- ARP 745  Internship in Rehabilitation (3-9) Cr/NC

With the approval of the program adviser, 12 units selected from:
- ARP 610  Educational Leadership (3)
- ARP 680  Seminar in Administration, Rehabilitation and Postsecondary Education (2-6)
- ARP 710B  Seminar in Rehabilitation (3)
- ARP 720  Human Resource Development in Postsecondary Education (3)
- ARP 740  Advanced Seminar in Administration, Rehabilitation and Postsecondary Education (3)
- ARP 747  Educational Leadership in a Diverse Society (3)
- ARP 755  Governance and Policy Development in Postsecondary and Disability Systems (3)
- ARP 798  Special Study (1-6) Cr/NC/RP

Contact the director of the Rehabilitation Program at 619-594-6406 (V/TTY) for further information.
Supported Employment and Transition Specialist Certificate
(SIMS Code: 337501)

This certificate prepares specialists who develop and implement programs in supported employment and adult community living for youth and adults with disabilities. Students must complete 21 units with a 3.0 (B) grade point average. Students are able to develop competencies in instructional interventions, living options, community networking, and career development.

Prerequisites: A bachelor's degree from an accredited institution with a grade point average of at least 2.75 (when A equals 4.0) in the last 60 semester (90 quarter) units attempted. Introductory disability coursework and experience.

Required courses (9 units)
- SPED 657 Facilitating Transition Across Environments in Special Education (3)
- ARP 684 Rehabilitation Foundations (3)
- ARP 687 Placement Practices with Individuals with Disabilities (3)
- SPED 771 Directed Internship: Special Education (3) Cr/NC
- ARP 743 Fieldwork in Rehabilitation (3) Cr/NC
- ARP 745 Internship in Rehabilitation (3-6) Cr/NC
- CSP 730 Fieldwork in Counseling (3) Cr/NC

To complete the certificate, students must select 12 units of approved coursework in administration, rehabilitation and postsecondary education; counseling and school psychology; or special education.

Dr. Caren L. Sax, certificate program adviser in the Department of Administration, Rehabilitation and Postsecondary Education, meets with each certificate student to design an individualized program of study based on the student's educational background and professional experience. Students may enroll in certificate program and master's degree program concurrently.

Workforce Education and Lifelong Learning Certificate
(SIMS Code: 335601)

The certificate offers advanced study and field-based research opportunities for educators and human service personnel interested in assuming leadership roles in the development of education and training programs for non-college bound youth and adults. Employment opportunities include positions as training specialists, instructional developers, program administrators, and instructors in community colleges, adult education programs, and job training programs.

Improving the knowledge and skills of families and workers is one of the most important challenges facing American education. Economists note that even if school reform could be rapidly accomplished, it would have minimal influence on productivity, literacy, or quality of life in the work place during the next 20 years because out-of-school youth and adults are not subject to school reform, and they will constitute the vast majority of the American workforce well in this century.

Successful applicants must have completed a bachelor's degree from an accredited institution and demonstrate a record of excellence in working with youth or adults in schools, agencies, or employer-sponsored education and training programs. A minimum grade point average of 3.0 must be maintained in certificate coursework.

Required courses (9 units)
- LDT 544 Instructional Design (3)
- ARP 631 Seminar in Teaching in Postsecondary Education (3)
- ARP 730 Seminar in Adult Learning (3)

Electives: Six units selected with approval of the certificate program director. For further information, please contact the graduate adviser in the Department of Administration, Rehabilitation and Postsecondary Education.

Courses Acceptable on Master's and Doctoral Degree Programs in Education (ED)

Refer to Courses and Curricula and Regulations of the Division of Graduate Affairs sections of this bulletin for explanation of the course numbering system, unit or credit hour, prerequisites, and related information.

UPPER DIVISION COURSE

ED 516. Foundations of Bilingual Education (1)
(Offered only at IVC)
Prerequisite: Credit or concurrent registration in Education 451.
Overview of models of bilingual education programs for language minority students.

GRADUATE COURSES

NOTE: Twelve units of professional education are prerequisite for enrollment in all graduate courses.

ED 690. Methods of Inquiry (3)
Procedures for gathering, analyzing, and synthesizing information; reviewing the literature; designing studies. Section selection to be made with department graduate adviser.

ED 696. Selected Topics in Community Influences on Learning and Curriculum Planning (1-3)
Prerequisite: Teaching experience. Intensive study in specific areas of education. May be repeated with new content. See Class Schedule for specific content. Credit for 596 and 696 applicable to a master's degree with approval of the graduate adviser.

ED 791A. Evaluation Techniques (3)
Prerequisites: Education 690 and advancement to candidacy for the master's degree.
Theory and practice of instructional program and product evaluation.

ED 791B. Practicum: Evaluation (1-3)
791B: Lecture.
Prerequisites: Education 791A and advancement to candidacy for the Master of Arts degree in education.
Supervised experience in conducting a program or product evaluation, strategy selection, procedures, reporting methods, culminating in a written project.

ED 795A-795B. Seminar (3-3)
Prerequisites: Education 690 and advancement to candidacy for the Master of Arts degree in education.
An intensive study in selected areas of education culminating in a written project. Limited to students following Plan B for the Master of Arts degree in education.

ED 797. Research (1-3) Cr/NC/RP
Prerequisites: Education 690 and advancement to candidacy for the master's degree.
Research in one of the fields of education. Maximum credit six units applicable to a master's degree.

ED 799A. Thesis (3) Cr/NC/RP
Prerequisites: An officially appointed thesis committee and advancement to candidacy for the master's degree.
Preparation of a project or thesis for the master's degree.

ED 799B. Thesis Extension (0) Cr/NC
Prerequisite: Prior registration in Thesis 799A with an assigned grade symbol of RP.
Registration required in any semester or term following assignment of RP in Course 799A in which the student expects to use the facilities and resources of the university; also student must be registered in the course when the completed thesis is granted final approval.

ED 799C. Comprehensive Examination Extension (0) Cr/NC
Prerequisite: Completion or concurrent enrollment in degree program courses.
Registration required of students whose only requirement is completion of the comprehensive examination for the master's degree. Registration in 799C limited to two semesters.
DOCTORAL COURSES

ED 801. Seminar on Social and Cultural Foundations of Multicultural Education (3-4)
Prerequisites: Admission to the doctoral program or consent of the graduate coordinator. Students are required to have a background in the social sciences or humanities relevant to such educational issues as social behavior and minority cultures.

ED 804. English Learner Education: Models, Current Research, and Policy Trends (3-4)
Prerequisites: A background in sociolinguistics or social anthropology and admission to the doctoral program or consent of program director.

ED 806. Ethnically Diverse Learners: Public Policy and Classroom Practice (3-4)
Prerequisites: Education 801 and admission to the doctoral program or consent of the graduate coordinator. Background in psychological foundations of education and educational policy is required.

ED 810. Seminar in Curriculum Development and Implementation (3)
Prerequisite: Admission to doctoral program.

ED 814. Seminar in Curricular Change Processes (3)
Prerequisite: Education 810.

ED 815. Re-Thinking Leadership (3)
Prerequisite: Admission to educational leadership doctoral program.

ED 820. Advanced Educational Statistics (3-4)
Prerequisites: Education 690, Teacher Education 646, or equivalent graduate level course and consent of graduate coordinator.

ED 822. Seminar in Analysis and Issues in Race and Ethnic Relations (3)
Prerequisite: Education 801.

ED 823. Seminar in Action Oriented Policy Research in Multicultural Contexts (3)
Prerequisite: Education 801.

ED 824. Seminar in Institutional Change in Multicultural Contexts (3)
Prerequisite: Education 801.

ED 827. Seminar in Communication and Cognition in Education (3)
Prerequisite: Admission to doctoral program.

ED 836. Research and Writing Support (2-3) Cr/NC
Prerequisite: Admission to educational leadership doctoral program.

ED 840. Seminar in Leadership in a Diverse Society (3)
Prerequisite: Admission to educational leadership doctoral program.

ED 850. Seminar in Quantitative Methods of Inquiry (3)
Prerequisite: Admission to educational leadership doctoral program.

ED 851. Seminar in Qualitative Methods of Inquiry (3)
Prerequisite: Admission to educational leadership doctoral program.

ED 852. Seminar in Advanced Quantitative Methods of Inquiry (3)
Prerequisite: Education 850.

ED 853. Seminar in Advanced Qualitative Methods of Inquiry (3)
Prerequisite: Education 851.

ED 855. Seminar in Leadership for Developing Educational Institutions (3)
Prerequisite: Admission to educational leadership doctoral program.

ED 860. Seminar in Curriculum Development (3)
Prerequisite: Admission to doctoral program.

ED 865. Seminar in Leadership for Developing Educational Systems (3)
Prerequisite: Admission to educational leadership doctoral program.

ED 877. Seminar in Multicultural Contexts (3)
Prerequisite: Admission to educational leadership doctoral program.

ED 880. Seminar in Multicultural Curriculum (3)
Prerequisite: Admission to educational leadership doctoral program.

ED 885. Seminar in Multicultural Education (3-4)
Prerequisite: Admission to educational leadership doctoral program.

ED 890. Seminar in Multicultural Theories and Practices (3-4)
Prerequisite: Admission to educational leadership doctoral program.
ED 860. Seminar in Leadership and Educational Change (3)
Prerequisite: Admission to educational leadership doctoral program.
Complexities of educational change. Models of organizational change and specific leadership skills and strategies; action plans for educational leadership challenges.

ED 885. Seminar in Educational Program Planning and Evaluation (3)
Prerequisite: Admission to educational leadership doctoral program.
Effective monitoring of and evaluating systems for educational program improvement and policymaking.

ED 895. Seminar (1-8)
Prerequisite: Admission to the doctoral program or consent of the graduate coordinator.
Investigation of a particular topic or issue, emphasis on empirical research in education. See Class Schedule for specific content. Maximum credit eight units applicable to an advanced degree.

ED 897. Doctoral Research (1-15) Cr/NC/RP
Prerequisite: Admission to the doctoral program.
Independent investigation in the general field of the dissertation.

ED 899. Doctoral Dissertation (3-15) Cr/NC/RP
Prerequisites: An officially constituted dissertation committee and advancement to candidacy.
Preparation of the dissertation for the doctoral program. Enrollment is required during the term in which the dissertation is approved.

CREDENTIAL COURSES
ED 970. Teaching Event Assessment (3) Cr/NC
Prerequisite: Admission to teacher education or dual language and English learner education multiple or single subject credential program.
Tasks required for performance assessment teaching event: context of learning, planning instruction and assessment, instructing students and supporting learning, assessing student learning, and reflecting on teaching and learning.

ED 997. Special Topics in Education (0.5-6)
(Offered only in the College of Extended Studies)
Prerequisite: Consent of instructor.
Designed to meet the needs of teachers who wish to develop or continue the study of a current topic. May be repeated with new content.