

Section II. Master's Degree Programs

Master of Arts Degree in Education

Admission to Graduate Study

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, Educational 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, policy studies, or in special education must also meet specific admission requirements. (For further information, refer to the College of Education, Office of Graduate Programs, Room Education 100K, or to the coordinators of the respective programs. Students in counseling and school psychology should go directly to the department for further information.)

Advancement to Candidacy

A student desiring a Master of Arts degree in education with a concentration in educational leadership and instruction, counseling, educational research, educational technology, elementary curriculum and instruction, reading education or secondary curriculum and instruction may be advanced to candidacy upon completion of the basic requirements as described in Part Two 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 Two 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 two options are available, Education 791A-791B-791C or Education 795A-795B. 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 Office of Graduate Programs, College of Education, Room Education 100K, or 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 (Major Code: 08261)

The Master of Arts degree in education with a concentration in counseling provides a sequential and integrated program of study in the theories, research, and practice of counseling. The program, usually with Plan A, is designed to provide the student with the education and experiences necessary to prepare for doctoral studies in counseling. The program, usually with Plan B, is intended for individuals who seek to increase their understanding of human behavior and improve their interpersonal skills in their current profession or occupation. This program does *not* lead to credentials or licensure in counseling. Individuals seeking California credentials in school counseling or school psychology or licensure in marriage, family, and child counseling are referred to the description of the Master of Science in counseling program provided in the Counseling and School Psychology section of this bulletin. For further information, see the graduate adviser in the Department of Counseling and School Psychology.

1. Prerequisite: Admission to the Department of Counseling and School Psychology (see Counseling and School Psychology section of this bulletin).
2. Education 690 Procedures of Investigation and Report (3)
3. Core program (minimum of 15 units):
 - a. Common Core (3 units):
 - CSP 600 Counseling Communication Skills (2)
 - CSP 600L Counseling Prepracticum (1) Cr/NC
 - b. Foundations (minimum of 6 units):
 - CSP 600L Counseling Prepracticum (1) Cr/NC
 - CSP 610A Determinants of Human Behavior: Personality (3)
 - CSP 610B Determinants of Human Behavior: Social and Cultural (3)
 - CSP 610C Determinants of Human Behavior: Development (3)
 - CSP 610D Determinants of Human Behavior: School Learning (3)
 - CSP 615 Seminar in Multicultural Dimensions in Counseling (3)

- c. Theory, Research, and Techniques (minimum of 6 units):
 - CSP 640 Theory and Process of Appraisal (3)
 - CSP 660 Theory and Process of Counseling (3)
 - CSP 662 Counseling Interventions with Children and Adolescents (3)
 - CSP 670 Theory and Process of Group Counseling (3)
 - CSP 680 Theory and Process of Consultation (3)
 - CSP 685 Theories of Marriage and Family Therapy (3)
- 4. Electives (6-9 units).
- 5. Research (3-6 units).
 - Ed 799A Thesis (3) or Ed 795A-795B Seminar (3-3) or Ed 791A Evaluation Techniques (3),
 - Ed 791B-791C Practicum: Evaluation (1-3)

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

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 services, or the non-profit sector, administrators of technical and vocational programs or school-to-work programs, student services professionals, or those who have other administrative objectives in educational 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 education 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.

Students applying for admission should electronically submit the University application available at www.csumentor.edu.

The following materials should be submitted as a complete package directly to the Department of Administration, Rehabilitation and Postsecondary Education:

- (1) Two sets of official transcripts (in sealed envelopes);
- (2) GRE scores (official notification);
- (3) Department application;
- (4) Two letters of recommendation.

Mail or deliver your complete admissions package to:

Interwork Institute
(Attention: Graduate Adviser)
San Diego State University
3590 Camino del Rio North
San Diego, CA 92108-1716

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 to nine units selected from the following:
 - ARP 605 Postsecondary Education (3)
 - 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 (3)
 - ARP 720 Educational Human Resource Development in Postsecondary Education (3)
 - ARP 727 Emerging Issues in Postsecondary Education 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 Education Learning Organizations (3)
- 3. Electives selected with the approval of the graduate adviser (6-9 units).
 - 4. ED 690 Procedures of Investigation and Report (3)
 - 5. Research: Three to six units selected from the following:
 - ED 791A Evaluation Techniques (3)
 - ED 791B-791C Practicum: Evaluation (1-3) or
 - ED 795A-795B Seminar (3-3) or
 - ED 799A Thesis (3)

**Educational Leadership: Specialization in PreK-12
(Major Code: 08271)**

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. 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 program, all students will discuss the degree curriculum with the graduate adviser during the first semester in the program.

Students applying for admission should electronically submit the University application available at www.csumentor.edu.

The following materials should be submitted as a complete package directly to the Department of Educational Leadership:

- (1) Two sets of official transcripts (in sealed envelopes);
- (2) CBEST
- (3) GRE scores (official notification);
- (4) Department application;
- (5) Two letters of recommendation.

Mail or deliver your complete admissions package to:

Department of Educational Leadership
(Attention: Graduate Adviser)
San Diego State University
5500 Campanile Drive
San Diego, CA 92182-1190

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 Principles of Educational Administration (3)
 - EDL 610 Educational Leadership in PreK-12 Educational Organizations (3)

2. Six to nine units selected, with the approval of the graduate adviser, from the following:
 - EDL 630 Curriculum Design and Management (3)
 - EDL 652 Seminar in Instructional Improvement and Evaluation (3)
 - EDL 655 Administering Educational Organizations (3)
 - EDL 680 Seminar in PreK-12 Educational Administration (3)
 - EDL 740 Advanced Seminar in PreK-12 Educational Leadership and Administration (3)
3. Electives selected with the approval of the graduate adviser (6-9 units).
4. ED 690 Procedures of Investigation and Report (3)
5. Research: Three to six units selected from the following:
 - ED 791A Evaluation Techniques (3)
 - ED 791B-791C Practicum: Evaluation (1-3) or
 - ED 795A-795B Seminar (3-3) or
 - ED 799A Thesis (3)

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

(Academic coursework and experience required vary with the career goal of the student - see adviser):

1. Prerequisites:
 - a. An application for admission to the Educational Leadership Department.
 - b. Basic skills examination (CBEST).
 - c. Two letters of recommendation from school district or agency where employed.
 - d. A counseling interview with a program area faculty.
 - e. Valid California credential for teaching, pupil personnel services, school nursing, speech pathology, or librarianship.
 - f. Three years of successful, full-time K-12 school experience.
 - g. Students must have completed at least 1 unit (or the equivalent) of coursework dealing with computers in education.
 - h. Completion of GRE Writing Assessment.
2. Possession of a master's degree in Educational Administration or another field related to educational practice.
3.

EDL 600 Principles of Educational Administration	3
EDL 610 Educational Leadership in PreK-12 Educational Organizations	3
EDL 630 Curriculum Design and Management	3
EDL 652 Seminar in Instructional Improvement and Evaluation	3
EDL 655 Administering Educational Organizations	3
EDL 660 Field Experience in Educational Leadership	4-10
Electives selected with approval of adviser	3
Total	22-28

4. All students must meet the state mandated requirement for competencies needed to serve individuals with disabilities. Consult with a program adviser in the Department of Special Education for coursework and waiver requirement.

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 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 postbaccalaureate status 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. Two recent performance evaluations.
7. A letter of formal commitment of participating school district to support internship requirement.
8. Minimum grade point average of 3.25 in graduate study.
9. A selection interview with program area faculty members.

Program

The program requirements for the Professional Administrative Services Credential are:

	Units
EDL 707 Educational Law and Finance	3
EDL 720 Human Resource Development in PreK-12 Educational Organizations	3
EDL 727 Emerging Issues in PreK-12 Educational Organizations	3
EDL 747 Leadership in Diverse PreK-12 Educational Organizations	3
EDL 760 Internship in PreK-12 Educational Organizations	4-12
Electives selected with approval of advise	0-6
Total	22-30

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

Educational Research
(Major Code: 08241)

The Master of Arts degree in education with a concentration in educational research is designed to prepare students having a basic background in education to conduct measurement, research, and evaluation activities at a professional level. Emphasis is upon preparation for research activities at the school district level.

1. Prerequisite: A basic background in education (a minimum of 12 units of professional education) including at least one course in tests and measurement
2. ED 690 Procedures of Investigation and Report (3 units)
3. Core program (9 units): Policy Studies in Language and Cross-Cultural Education 612, Educational Ethnography in Multicultural Settings (3 units); Teacher Education 646, Seminar in Educational Measurement (3 units); and 3 units of educational research design selected with the approval of the adviser
4. Electives (15 units) selected with adviser's approval
5. ED 799A, Thesis (3 units)

Educational Technology (Major Code: 08992)

Students applying for admission should electronically submit the University application available at www.csumentor.edu.

The following materials should be submitted as a complete package directly to the Department of Educational Technology:

- (1) Two sets of official transcripts (in sealed envelopes);
- (2) GRE scores (official notification);
- (3) GRE Writing Assessment Examination;
- (4) Department application;
- (5) Three letters of recommendation (in sealed envelopes);
- (6) Personal statement.

Mail or deliver your complete admissions package to:

Department of Educational Technology
San Diego State University
5500 Campanile Drive
San Diego, CA 92108-1182

The Master of Arts degree in education with a concentration in educational technology enables students to prepare for careers as instructional technologists, educational specialists, instructional designers, trainers, and experts in educational computing. State-of-the-art coursework and internships in companies, agencies and schools prepare candidates to analyze performance problems and design, develop and evaluate instructional strategies and products. Students graduate with a portfolio including educational computer software, video, multimedia, print and web-based materials. For further information, see the coordinator of educational technology. Course requirements follow:

1. Prerequisite: Varies with the career goal of the student. Students use educational technology skills in settings as diverse as the schools, museums, multimedia companies, and corporate training programs. For most students, Educational Technology 540 and 541 are prerequisites. See adviser.
2. ED 690 Procedures of Investigation and Report (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 and goals. A minimum of nine units must be taken in courses at the 600 and 700 level.
4. Electives (6-9 units) selected with the approval of the adviser.
5. Research (3-6 units)

ED 791A	Evaluation Techniques (3)
ED 791B-791C	Practicum: Evaluation (1-3) or
ED 795A-795B	Seminar (3-3 units) or
ED 799A	Thesis (3 units)

Specialization in Educational Computing within Educational Technology Concentration: Students specializing in educational computing must include among their 15 core units Educational Technology 544 and 572. Recommended electives to be approved by the program adviser include Educational Technology 561, 596, 644, 670, 671, 684, 775, and Special Education 650. Specialization prerequisites are Educational Technology 540 and 541.

Specialization in Workforce Education and Lifelong Learning:

This specialization will allow students to prepare themselves as professionals who will focus on the development of education and training programs for youth and adults who are traditionally undereducated, non-college educated and who work in non-management jobs.

Students specializing in Workforce Education and Lifelong Learning pursue the following program: Prerequisites are Educational Technology 540 and 541. Required courses included in the 15 unit core are Educational Technology 544, and Administration, Rehabilitation and Postsecondary Education 565. Recommended electives to be approved by the program adviser may include:

Educational Technology 572, 640, 644, 650, 670, 684, 685; Administration, Rehabilitation and Postsecondary Education 605, 631, 730, 747; Policy Studies in Language and Cross-Cultural Education 601, 602, 612; Teacher Education 631, 639.

Elementary Curriculum and Instruction (Major Code: 08021)

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) 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, Procedures of Investigation and Report (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 Teacher Education 657, Philosophy of Education (3 units); or related course with approval of adviser.
 - c. Teacher Education 610A, Seminar in Mathematics Education - Elementary School; or Teacher Education 610C, Seminar in Science in Elementary Education; or Teacher Education 630, Seminar in Reading Education; 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-791C, Evaluation (3-1-3 units); or Education 795A-795B, Seminar (3-3 units); or Education 799A, Thesis (3 units).

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

Students applying for admission should electronically submit the University application available at www.csumentor.edu.

The following materials should be submitted as a complete package directly to the School of Teacher Education (ED 100K). The department application may be obtained by calling (619) 594-6544:

- (1) Two sets of official transcripts (in sealed envelopes);
- (2) GRE scores (official notification);
- (3) Department application.

Mail or deliver your complete admissions package to:

Ceci Necochea
College of Education (ED 100K)
San Diego State University
5500 Campanile Drive
San Diego, CA 92108-1153

Policy Studies in Language and Cross-Cultural Education (Major Code: 08994)

The Master of Arts degree in education with a concentration in policy studies in language and cross-cultural education is designed to provide special knowledge and training for two diverse audiences with different career goals. Plan 1, curriculum and critical pedagogy, is geared for the classroom teacher or resource specialist who will be working directly with language minority students. Plan 2 has been developed to allow students to specialize in areas outside of the Department of Policy Studies in Language and Cross-Cultural Education. The nine 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. This allows for career options in a variety of settings with an emphasis in a noneducational discipline, to provide classroom teachers, researchers, and other specialists with a different orientation in examining policy research.

Students in each specialization will take a core of nine units in the Policy Studies in Language and Cross-Cultural Education Department. All students in Plan B will also take a comprehensive examination* covering coursework for the M.A. degree.

* It is recommended that students enroll in PLC 686 in preparation for the comprehensive examination.

Prerequisites:

PLC 600 Foundations of Democratic Schooling (3)
PLC 601 Language Policies and Practices (3)

Research: 6-9 units total.

ED 690 Procedures of Investigation and Report (3) AND
ED 795A-795B Seminar (6) OR
ED 799A Thesis (3) AND
ED 797 Research (1-3)

Electives: 3-6 units selected with approval of adviser.

Plan I: Curriculum and Critical Pedagogy Specialization Core:

PLC 612 Educational Ethnography in Multicultural Settings (3)
PLC 613 Organizational Strategies and Professional Development for the Multicultural School Community (3)
PLC 650 Bilingual/Cross-Cultural Curriculum Development and Practice (3)

Specialization: Select nine units from the following with consent of adviser.

PLC 553 Language Assessment and Evaluation in Multicultural Settings (3)
PLC 596 Special Topics in Bilingual and Multicultural Education (3)
PLC 602 Cross-Cultural Context of School Communities (3)
PLC 603 Community and Schools in a Diverse Society (3)
PLC 651 Multicultural Methods and Curriculum in Content Areas (1-3)
PLC 652 Multicultural Methods and Curriculum in Language Arts (3)
PLC 686 Seminar in Multicultural Education (1-6)
PLC 798 Special Study (1-6) Cr/NC/RP

Plan II: Outside Specialization

Core:

PLC 612 and six units selected from PLC 553, 602, 613, or 650 with approval of adviser.

Specialization: Nine units taken outside the Department of Policy Studies in Language and Cross-Cultural Education with consent of graduate adviser, and a cooperating department or program.

Reading Education (Major Code: 08301)

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/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, including a basic course in methods and materials for teaching reading and a course in children's/adolescent literature prior to or concurrent with enrollment in TE 637 Instructional Strategies for Reading/Language Arts.
2. Core program (24 units)
 - TE 631 Seminar in Language Arts (3)
 - TE 633 Leadership in Literacy Education (1)
 - TE 634 Seminar in Research Investigations in Reading and Language Arts (4)
 - TE 635 Assessment of Reading and Language Arts (3)
 - TE 636 Advanced Assessment of Reading and Language Arts (3)
 - TE 637 Instructional Strategies for Reading and Language Arts (4)
 - TE 638 Topics in Reading Education (minimum of 3)
 - TE 639 Literacy and Language (3)
3. ED 795A-795B Seminar (3-3) or ED 799A Thesis (3)
4. Electives (3)

Students applying for admission should electronically submit the University application available at www.csumentor.edu.

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

- (1) Two sets of official transcripts (in sealed envelopes);
- (2) GRE scores (official notification);
- (3) Department application (paper only);
- (4) Personal statement;
- (5) Three letters of reference on official letterhead.

Mail or deliver your complete admissions package to:

School of Teacher Education
(Attention: Pamela J. Ross)
San Diego State University
5500 Campanile Drive
San Diego, CA 92182-1153

Secondary Curriculum and Instruction (Major Code: 08031)

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).

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 Procedures of Investigation and Report (3 units)
3. Core program (6 units): to include TE 600, Curriculum Development in Education (3 units); three units from TE 604, Advanced Problems in Instruction; or 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-791C Practicum: Evaluation (1-3) or ED 795A-795B Seminar (3-3 units) or ED 799A Thesis (3 units)

Students applying for admission should electronically submit the University application available at www.csumentor.edu.

The following materials should be submitted as a complete package directly to the School of Teacher Education (ED 100K). The department application may be obtained by calling (619) 594-6544:

- (1) Two sets of official transcripts (in sealed envelopes);
- (2) GRE scores (official notification);
- (3) Department application.

Mail or deliver your complete admissions package to:

Ceci Necoechea
College of Education (ED 100K)
San Diego State University
5500 Campanile Drive
San Diego, CA 92182-1153

Special Education (Major Code: 08081)

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 Level II Education Specialist Credentials in Special Education and may be earned concurrently with those credentials. The M.A. degree can include specializations in the following areas: 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

Core (15 units): Special Education 508, 644, 649, 658, 771.

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-791C; or 795A*-795B*; or 799A.

Specialization in Early Childhood

Prerequisites: Special Education 500, 501, 527, 528.

Core (12 units): Special Education 635, 643A, 643B; Education 690*.

Advanced Specialization (12-15 units): Special Education 681 (in section approved by adviser); 9-12 units selected from approved electives at 500-level or above.

Culminating Experience (3-6 units): Education 795A*-795B* or Education 791A, 791B, 791C or Education 799A.

Specialization in Mild/Moderate Disabilities

Prerequisites: Special Education 500, 501, 524, 527.

Core (11 units): Special Education 634, 647, 648; Education 690*. Advanced Specialization (13-16 units): Special Education 681 (in section approved by adviser); 10-13 units selected from approved electives at 500-level or above.

Culminating Experience (3-6 units): Education 795A*-795B* or Education 791A, 791B, 791C or Education 799A.

Specialization in Moderate/Severe Disabilities

Prerequisites: Special Education 500, 501, 525, 527.

Core (12 units): Special Education 635, 645 or 648, 647 or 664; Education 690*.

Advanced Specialization (12-15 units): Special Education 681 (in section approved by adviser); 9-12 units selected from approved electives at 500-level or above.

Culminating Experience (3-6 units): Education 795A*-795B* or Education 791A, 791B, 791C or Education 799A.

Resource Specialization

Prerequisites: Special Education 500 and 501.

Core (9-12 units): Education 690* and 6-9 units selected from the following categories:

- 3-6 units from Special Education 647, 648;
- 3-6 units from Special Education 524, 525, 529;
- 3-6 units from Special Education 645, 664;
- 3-6 units from Special Education 662, 677;
- 3 units from Special Education 634, 635.

Advanced Specialization (12-15 units): Special Education 681 (in section approved by adviser); 3-6 units selected from Special Education 651, 652, 653; 6-9 units selected from approved electives at 500-level or above.

Culminating Experience (3-6 units): Education 795A*-795B* or Education 791A, 791B, 791C or 799A.

Specialization in Severely Emotionally Disturbed/ Behaviorally Disordered

Prerequisites: Special Education 500 and 501.

Core (14 units): Special Education 529, 634, 647, 677; Education 690*.

Advanced Specialization (10-13 units): Special Education 681 (in section approved by adviser); 7-10 units selected from approved electives at 500-level or above.

Culminating Experience (3-6 units): Education 795A*-795B* or Education 791A, 791B, 791C or Education 799A.

Specialization in Teaching Low Achieving Students in the Mainstream

No new students are being admitted to this program during the 2002-2003 academic year. Contact Special Education Department.

Prerequisites: Special Education 501; Special Education 971 (4-6 units).

Core (15 units): Special Education 553, 647, 648, 650 (3); Education 690*.

Advanced Specialization (9-12 units): Special Education 527, 681 (in section approved by the adviser), 771 (1-3), 798, three units of approved electives at 600-level or above or Special Education 527.

Culminating Experience (3-6 units): Education 795A*-795B* or Education 791A, 791B, 791C or Education 799A.

* In departmentally approved sections.

Specialization in Vocational Transition

Prerequisite: Special Education 501 or Administration, Rehabilitation and Postsecondary Education 684.

Core (15-18 units): Special Education 664; 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 (9-12 units): Special Education 681 (in section approved by adviser); 6-9 units selected from Special Education 645, 650, 662, 798 (1-6), Administration, Rehabilitation and Postsecondary Education 645, 687, 3-6 units of approved electives at the 600 or 700 level.

Culminating Experience (3-6 units): Education 795A*-795B* or Education 791A, 791B, 791C or Education 799A.

* In departmentally approved sections.

Master of Science Degree in Rehabilitation Counseling

General Information

The rehabilitation counseling program has the primary objective of preparing rehabilitation students to enter the field of rehabilitation and provide rehabilitation and case management services with consumers with physical, emotional, and/or cognitive disabilities. Expanded curriculum is highlighted in assistive technologies, rehabilitation of deaf and hard of hearing consumers, mental health, career assessment, administration of rehabilitation programs, disability management, diversity program development and work within the 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 and CWAVES certification.

Admission to Graduate Study

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 Rehabilitation Counseling Program.

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 will be sent to the applicant along with all necessary forms. As there are specific requirements for the program, it is not sufficient to file only the general university admission application. Students are typically admitted in the fall semester each year.

Criteria for admission require that students submit evidence in written form 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 Graduate Division.

Students applying for admission should electronically submit the University application available at www.csumentor.edu.

The following materials should be submitted as a complete package directly to the Department of Administration, Rehabilitation and Postsecondary Education/Interwork Institute:

- (1) Department application;
- (2) Two sets of official transcripts (in sealed envelopes);
- (3) GRE scores;
- (4) Letters of reference;
- (5) Personal statement.

Mail or deliver your complete admissions package to:
Interwork Institute (Attention: Graduate Adviser)
San Diego State University
3590 Camino del Rio North
San Diego, CA 92108-1716

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 otherwise comply with the regulations of the Graduate Division as described in Part Two of this bulletin.

Specific Requirements for the Master of Science Degree in Rehabilitation Counseling

(Major Code: 12221)

In addition to meeting the requirements for classified graduate standing, and the basic requirements for the master's degree, as described in Part Two of this bulletin, the student must complete a minimum of 60 graduate units of 500-, 600- and 700-numbered courses, to include:

Core program (24 units):

ARP 645A-645B	Assessment in Rehabilitation (3-3)
ARP 660	Theory and Process of Counseling (3)
ARP 684	Introduction to Rehabilitation Process (3)
ARP 685A-685B	Medical and Psychological Aspects of Disability (3-3)
ARP 687	Placement Practices with Individuals with Disabilities (3)
ED 690	Procedures of Investigation and Report (3)

15 units of required courses selected from the following:

ARP 607	Applications of Rehabilitation Technology (3)
ARP 610	Educational Leadership (3)
ARP 648	Group Dynamics in Rehabilitation (3)
ARP 680	Seminar in Administration, Rehabilitation and Postsecondary Education (3)
ARP 710A-710B	Seminar in Rehabilitation (3-3)
ARP 720	Educational 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 Education Learning Organizations (3)
CSP 615	Seminar in Multicultural Dimensions in Counseling (3)

A minimum of six units selected from the following:

ARP 743	Fieldwork in Rehabilitation (3-6) Cr/NC
ARP 744	Practicum in Rehabilitation (3-12) Cr/NC
ARP 745	Internship in Rehabilitation (3-9) Cr/NC

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

Comprehensive Examination

A written comprehensive examination is required. The student must demonstrate satisfactory performance on a written comprehensive examination, in lieu of thesis, prepared by the rehabilitation counseling program. Reservations for the examination must be made in advance in the Rehabilitation Counseling Program Office at 3590 Camino del Rio North, San Diego, CA 92108-1716.

Program Structure

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

Master of Science Degree in Counseling

General Information

The Department of Counseling and School Psychology offers graduate study leading to either the 30-unit Master of Arts degree in education with a concentration in counseling or the 60-unit Master of Science degree in counseling with specializations in three areas.

The Master of Science degree in counseling provides an integrated sequence of study in the theories, research, and practice of counseling. This program prepares the student for the profession of counseling as applied in the schools, human services agencies, and industry. The program offers a generic core of competencies and experiences with specialized study and experiences provided via defined specializations: Marriage, Family, and Child Counseling; School Counseling; and School Psychology.

The Department of Counseling and School Psychology offers courses which may be applied to either degree program. Course offerings are organized by professional specialization; the majority are sequenced in year-long blocks. Most students attend full time, although limited part-time study is offered; all students in the Community-Based Block must attend full time.

Courses in the Community-Based Block and School Psychology Program are scheduled primarily in the day. School counseling and MFCC offer most courses in the late afternoons or evenings to accommodate student's work or fieldwork placement schedules. With careful planning and possible summer session courses, full-time students can complete the Master of Science degree in counseling in any of the specializations in three years. Part-time students who take at least two courses a semester and in summer session may expect to double the time needed to complete the degree. Student planning must be done with the adviser.

The Community Based Block (CBB) is a special unit within the Department of Counseling and School Psychology. The CBB is community based in two senses of the word "community." The basic approach to learning is the development of a total, self-contained "learning community" - a group of approximately 30 full-time graduate students and at least three core faculty members committed to working and learning together. The word "community" also refers to the locale of the program (almost all of the program is off-campus) and to its special focus on the inner-city and people of difference. The CBB deliberately recruits an extremely diversified group of students. Although the CBB places special emphasis on working in innercity settings with multiethnic populations, admission to the program is not limited to students committed to working with these populations. The program is designed for students who intend to work in a variety of settings and includes appropriate fieldwork placements.

The following departmental courses are open to students who have not been accepted into a program and are interested in exploring departmental offerings: Counseling and School Psychology 400, 401, 596, 600, 600L, 610A, 610B, 620, and 621. Credit from 500 and 600 level courses may be applied towards graduation if admitted to a program. Students should consult with the coordinator of the particular program in which they are interested about the credit application policy within the program.

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 Financial Aid Office. Other forms of financial assistance administered by the University are presented elsewhere in this bulletin.

Accreditation

The National Council for the Accreditation of Teacher Education (NCATE) has accredited the specializations in school counseling and, in conjunction with the National Association of School Psychologists (NASP), in school psychology. These national accreditations, however, do not guarantee certification or credentialing as school counselors or school psychologists 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.

Admission to Graduate Study

In seeking admission to graduate study in counseling, the student should write directly to the Department of Counseling and School Psychology, requesting appropriate application materials. Degree, program, and specialization information and detailed instructions concerning application procedures will be sent to the applicant along with all necessary forms. All application materials become the property of the department and will not be returned to the applicant.

NOTE: In addition to application with the Department of Counseling and School Psychology, the student must file an application for admission to San Diego State University with the Office of Graduate Admissions. Admission is for the fall semester only. There is no spring admission.

Applications to each program specialization are made separately. MFCC applications must be received by February 1 for consideration for Fall admission. School psychology, school counseling and community-based block applications received by February 1 are given high priority for Fall admission. Review begins on that date.

Students applying for admission should electronically submit the University application available at www.csumentor.edu.

The following materials should be submitted as a complete package directly to the Department of Counseling and School Psychology:

- (1) Completed program application form and personal statement;
 - (2) Three letters of recommendation;
 - (3) Two sets of official transcripts (in sealed envelopes) of all collegiate work (one set for graduate admissions and one set for department);
 - (4) Two sets of GRE scores (official notification).
- For school counseling and school psychology applicants:
- (5) Two personal statements;
 - (6) Vita;
 - (7) California Basic Educational Skills Test (CBEST) must be taken.

Mail or deliver your complete admissions package to:

Department of Counseling and School Psychology
(name of specialization)
College of Education
San Diego State University
5500 Campanile Drive
San Diego, CA 92182-1179

No minimum set of qualifications in any way guarantees admission. From the large number of applications typically received, applicants considered to have demonstrated high potential are interviewed. Interviews assist the faculty in determining pre-professional readiness and "fit" with the specializations.

Recommendations are made by the Admissions Committee to the department faculty and chair who make the final recommendation for admission to the University.

Advancement to Candidacy

All students must meet the general requirements for advancement to candidacy, as described in Part Two of this bulletin and be recommended by the faculty. A student may be advanced to candidacy when the official program 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)

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 Two 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, e.g., designing an elementary school counseling program. 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 710B. The examination is offered near the end of each semester. Information is available from the Counseling and School Psychology office.

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 specializations and must be reviewed with the adviser.

The student must complete a minimum of 60 units (62 units for the Specialization in School Psychology) of 500-, 600-, 700-numbered courses, including:

- Common Core (6 units):
 - ED 690 Procedures of Investigation and Report (3)
 - CSP 600 Counseling Communication Skills (2)
 - CSP 600L Counseling Prepracticum (1) Cr/NC
- Foundations (a minimum of 9 units):
 - CSP 610A Determinants of Human Behavior: Personality (3)
 - CSP 610B Determinants of Human Behavior: Social and Cultural (3)
 - CSP 610C Determinants of Human Behavior: Development (3)
 - CSP 610D Determinants of Human Behavior: School Learning (3)
 - CSP 615 Seminar in Multicultural Dimensions in Counseling (3)
- Theory, Research, and Techniques (a minimum of 12 units):

- CSP 640 Theory and Process of Appraisal (3)
- CSP 660 Theory and Process of Counseling (3)
- CSP 662 Counseling Interventions with Children and Adolescents (3)
- CSP 670 Theory and Process of Group Counseling (3)
- CSP 680 Theory and Process of Consultation (3)
- CSP 685 Theories of Marriage and Family Therapy (3)
- CSP 686 Seminar: Gender and Ethnicity in Family Therapy (3)

- 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 (3) Cr/NC
 - CSP 741 Practicum: Group Counseling (3) Cr/NC
 - CSP 750 Advanced Seminar and Practicum: Individual Counseling (3-6) Cr/NC
 - CSP 780 Internship (2-12) Cr/NC
- Research (a minimum of 3 units):
 - CSP 710A Professional Seminar (3) or
 - CSP 799A Thesis (3) Cr/NC/RP
- Electives: 24 units selected with adviser's approval.

Specialization in Marriage, Family, and Child Counseling

The Master of Science in counseling with a specialization in marriage, family, and child counseling, is designed to satisfy the coursework requirements for the California license for marriage and family therapists. The student must design the sequencing of the degree program in consultation with the adviser, and must complete a minimum of 60 units of 500-, 600-, and 700-numbered courses, including:

- Program prerequisite:
 - CSP 610A Determinants of Human Behavior: Personality (3)

Students may fulfill this requirement with completion of an equivalent upper division undergraduate course, with adviser approval.
- Common Core (6 units):
 - ED 690 Procedures of Investigation and Report (3)
 - CSP 600 Counseling Communication Skills (2)
 - CSP 600L Counseling Prepracticum (1) Cr/NC
- Foundations (minimum 6 units):
 - CSP 610C Determinants of Human Behavior: Development (3)

AND

- CSP 615 Seminar in Multicultural Dimensions in Counseling (3)

OR

- CSP 610B Determinants of Human Behavior: Social and Cultural (3)

- Theory, Research, and Techniques (minimum 22 units):
 - CSP 640 Theory and Process of Appraisal (3)
 - CSP 660 Theory and Process of Counseling (3)
 - CSP 662 Counseling Interventions with Children and Adolescents (3)
 - CSP 670 Theory and Process of Group Counseling (3)
 - CSP 684 Family Life Cycle Development (3)
 - CSP 685 Theories of Marriage and Family Therapy (3)
 - CSP 686 Seminar: Gender and Ethnicity in Family Therapy (3)
 - CSP 689 Family Counseling in the Schools (1)
 - CSP 691 Violence in Couples' Relationships (1)
 - CSP 692 Seminar in Couples in Therapy (3)
- Integration and Application of Theory, Research, and Techniques (minimum 9 units).

Six units selected from:

 - CSP 740 Practicum: Individual Counseling MFCC (3) Cr/NC and/or

Education

CSP 750 Advanced Seminar and Practicum: Individual Counseling MFCC (3-6) Cr/NC

Minimum of three units selected from:

CSP 730 Fieldwork in Counseling: MFCC (2-6) Cr/NC

CSP 740 Practicum: Individual Counseling (3) Cr/NC

CSP 740 Practicum: Individual Counseling MFCC (3) Cr/NC

CSP 750 Advanced Seminar and Practicum: Individual Counseling MFCC (3-6) Cr/NC

CSP 780 Internship: MFCC (2-12) Cr/NC

Satisfactory completion of the clinical experience component of the program includes 500 hours of direct client contact, 250 of which must be relational hours with couples and families. Students must be supervised in both group and individual formats in the ratio of one hour of supervision for five hours of client contact.

6. Additional requirements for the specialization (11 units):

CSP 585A Human Sexuality for Counselors (3)

CSP 585B Dynamics of Adjustment Behavior (3)

CSP 605 Seminar in Ethical and Legal Issues for Counselors (3)

CSP 687 Family Treatment of Substance Abuse (1)

CSP 688 Family Systems Assessment of Child Abuse (1)

7. Research (3 units):

CSP 710A Professional Seminar (3) or

CSP 799A Thesis (3) Cr/NC/RP

8. Electives (3 units): Selected with approval of adviser.

Adherence to the Laws and Regulations Relating 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. Copies of the Laws and Regulations and Codes of Ethics accompany the MFCC Program and Clinical Training Manual that is distributed at Student Orientation.

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.

For additional information related to the marriage, family, and child counselor specialization and licensure, contact the Department of Counseling and School Psychology or the director of the specialization.

Specialization in School Counseling

Due to changing credential requirements, substantial revision of the requirements and/or courses listed below may be underway. Consult directly with the graduate program for most current requirements.

The Master of Science in counseling with a specialization 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 counselor in grades K through 12. Additional information may be obtained from the Department of Counseling and School Psychology or the director of the school counseling specialization. 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:

Admission to the University and the Department of Counseling and School Psychology for specialized study in school counseling.

2. Common Core (6 units):

ED 690 Procedures of Investigation and Report (3)

CSP 600 Counseling Communication Skills (2)

CSP 600L Counseling Prepracticum (1) Cr/NC

3. Foundations (minimum 6 units):

CSP 610A Determinants of Human Behavior: Personality (3)

CSP 610B Determinants of Human Behavior: Social and Cultural (3)

CSP 610C Determinants of Human Behavior: Development (3)

CSP 610D Determinants of Human Behavior: School Learning (3)

CSP 615 Seminar in Multicultural Dimensions in Counseling (3)

4. Theory, Research, and Techniques (12 units):

CSP 645 Career Development and Assessment (3)

CSP 660 Theory and Process of Counseling (3)

CSP 662 Counseling Interventions with Children and Adolescents (3)

CSP 670 Theory and Process of Group Counseling (3)

CSP 680 Theory and Process of Consultation (3)

5. Integration and Application of Theory, Research, and Techniques (minimum 12 units):

CSP 730 Fieldwork in Counseling: School Counseling (2-6) Cr/NC

CSP 740 Practicum: Individual Counseling (1-6) Cr/NC

CSP 780 Internship: School Counseling (2-12) Cr/NC

6. Additional requirements for specialization (minimum 3 units):

CSP 620 Guidance Services in Public Education (3)

CSP 745 Program Development and Evaluation in Pupil Services (3)

7. Research (a minimum of 3 units):

CSP 710A Professional Seminar (3) or

CSP 799A Thesis (3) Cr/NC/RP

8. Electives (12 units):

Selected with approval of adviser.

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 specialization.

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. Students must have Certificate of Clearance *prior* to starting fieldwork (CSP 730), practicum (CSP 740), or internship (CSP 780). Students should contact the Credentials Office, ED-151, regarding the CBEST and Certificate of Clearance.

Students already holding a master's degree in counseling or in a related area may apply for non-degree credential preparation in school counseling. This option is offered by the department when space and funding are available. These students must follow the regular application procedures and requirements. An individualized program of study may be designed on approval of the school counseling committee. To pursue the non-degree credential preparation, contact the school counseling program director.

Specialization in School Psychology

The Master of Science in counseling with a specialization in school psychology (**Major Code: 08261**) includes coursework and experiences for the development of competencies required for the California

credential in school psychology (**Credential Code: 00804**). The credential authorizes the holder to function as a school psychologist from preschool through high school settings. Additional information may be obtained from the office of the Department of Counseling and School Psychology or the director of the school psychology specialization. The student should design the sequencing of the degree program in consultation with the adviser, and must complete a minimum of 62 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 specialized study in school psychology.
 - b. Related undergraduate coursework in psychology, education, child development, and/or culture studies is strongly recommended.
 - c. California Basic Educational Skills Test (CBEST) scores must be reported to the department *prior* to beginning this sequence of study. A photocopy will suffice.
 - d. The student must apply for a Certificate of Clearance *prior* to beginning the sequence of study. Consult the Credentials Office, ED-151.
2. Common Core (6 units):

ED 690	Procedures of Investigation and Report (3)
CSP 600	Counseling Communication Skills (2)
CSP 600L	Counseling Prepracticum (1) Cr/NC
3. Foundations (a minimum of 9 units):

Required courses:

CSP 610C	Determinants of Human Behavior: Development (3)
CSP 610D	Determinants of Human Behavior: School Learning (3)

Three units from the following selected in consultation with the adviser:

CSP 610B	Determinants of Human Behavior: Social and Cultural (3)
CSP 615	Seminar in Multicultural Dimensions in Counseling (3)
4. Theory, Research, and Techniques (a minimum of 12 units).

Required courses:

CSP 640	Theory and Process of Appraisal (3)
CSP 662	Counseling Interventions with Children and Adolescents (3)
CSP 680	Theory and Process of Consultation (3)

Three units from the following selected in consultation with the adviser:

CSP 620	Guidance Services in Public Education (3)
CSP 660	Theory and Process of Counseling (3)
CSP 670	Theory and Process of Group Counseling (3)
CSP 685	Theories of Marriage and Family Therapy (3)

or other course(s) in the department or in a related field.
5. Integration and Application of Theory, Research, and Techniques (a minimum of 12 units selected in consultation with the adviser).

CSP 730	Fieldwork in Counseling: School Psychology (2-6) Cr/NC
CSP 740	Practicum: Individual Counseling (3) Cr/NC
CSP 752	Seminar and Practicum: School Psychology (3-6) Cr/NC
6. Additional requirements for specialization (a minimum of 11 units):

CSP 621	Introduction to School Psychology (3)
CSP 642A and 642B	Individualized Appraisal of Learning Characteristics (4-4)

7. Research (a minimum of 3 units selected in consultation with the adviser).

CSP 710A or 710B	Professional Seminar (3)
CSP 760	Advanced Seminar in School Psychology (3)
CSP 770	Advanced Seminar in Counseling (3)
CSP 799A	Thesis (3) Cr/NC/RP
8. Electives (a maximum of 9 units).

Electives must be chosen in consultation with the adviser to form a coherent cognate that complements the student's program in school psychology.

In addition to the courses required for the Master of Science in counseling with a specialization in school psychology, the following courses or equivalents are required for the California School Psychology Credential:

SPED 500	Human Exceptionality (3)
CSP 745	Program Development and Evaluation in Pupil Services (3)
CSP 780	Internship (2-12) Cr/NC

Students must maintain the university minimum 3.0 grade point average. Students must earn 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 school psychology credential. Students not meeting this requirement must immediately consult with the adviser or the director of the school psychology specialization. In addition, three grades of B- or lower (including NC) are grounds for dismissal from the program regardless of a student's overall GPA.

Adherence to the National Association of School Psychologists Principles for Professional Ethics is a mandatory requirement. 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 program handbook which is distributed to students at orientation.

In addition to the required courses and experiences, the student must (a) receive the recommendation of the school psychology faculty and (b) pass all components of the CBEST for eligibility for the credential.

The school psychology program, including degree and credentials requirements, may be completed on three-, four-, or five-year plans. Students must maintain residency throughout their tenure in the program unless specifically granted a formal leave of absence. The final year, Counseling and School Psychology 780 (Internship) is a full-time experience.

Students already holding a master's or doctoral degree in counseling, psychology, or a related area may apply for non-degree credential preparation in school psychology. These students must follow the regular application procedures and requirements. After admission to the program, an individualized program of study may be designed on approval of the school psychology faculty.

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.

Selecting a Specialization

Students intending to pursue one of the three defined specializations should consult with the director of the specialization regarding application or declaration procedures. Students must declare their intent to specialize prior to filing the official program of study.