

# Education

IN THE COLLEGE OF EDUCATION

## 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, 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 child development, 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 associateships 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.calstate.edu/apply> along with the 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;
  - 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).

## 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.

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 weakness 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. Include the faculty at SDSU and CGU with whom you would like to work based on your thorough knowledge of their work. The personal statement should be double-spaced and typed;
4. A current curriculum vitae or 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>, SDSU institution code 4682) – 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;
  - 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).

For information regarding the admissions process, visit the department website at <http://go.sdsu.edu/education>.

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

The following admissions materials must be submitted electronically:

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

For information regarding the admissions process, visit the department websites at <http://go.sdsu.edu/education/cclead> or <http://go.sdsu.edu/education/edl>.

## 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. Curriculum vitae 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, interpersonal, 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 consideration for the award of a credential and must be passed by the third year of the program. The program does not require passing the CBEST for admission;
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://go.sdsu.edu/education/>

#### 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.

How can we develop schools and colleges that are more responsive to such communities? How can we make sense of the complexity of educational organizations, the communities they serve, and the environments in which they operate? If you are anxious to contribute to the knowledge base that supports creation of educational systems that are more democratic and more effective, the SDSU/CGU joint doctoral program in education offers the benefits of a large, comprehensive, public university and a small private university with a transdisciplinary emphasis. Students in the program may choose from the following topic areas in their program of study: educational policy; evaluation and reform (PER); higher education/student affairs (HE); or teaching learning and culture (TLC).

For further information visit <http://go.sdsu.edu/education/doc/default.aspx>.

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. Curriculum vitae or resume.

Students seeking admission to the SDSU/CGU Ph.D. program in education must apply online at <http://go.sdsu.edu/education/sdsu-cgu-joint-phd-admissions.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);
- Three research tools (one at each institution);
- Three 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

Three 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 850 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

Three written qualifying examinations are required. The first two qualifying examinations are usually written as research papers, a literature review on a research interest, or an examination. Students are eligible to sit for a qualifying examination after completing 46 units in the program (cumulative of SDSU courses, CGU courses, and master's transfer units). Examinations are 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. The final qualifying examination will take the form of a mock dissertation proposal and will

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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, and educational technology.

#### San Diego State University:

**Director:** Marva G. Cappello

**Faculty:** Alfaro, Aquino-Sterling, Black, Branch, Bresciani Ludvik, Butler-Byrd, Cappello, A. Chizhik, E. Chizhik, Degeneffe, Duesbery, Esquinca, Estrada, Evans, Fisher, Frey, Garrity, Geist-Martin, Green, Hall, Hampton, Harris, Hernandez, Herrera Villarreal, Ingraham, Johnson, Kraemer, Lamb, Lazarevic, Linder, Machado-Casas, Maldonado, Marshall, Monk, Moss, Myers-Brown, O'Donnell, Pang, C. Park, V. Park, Philipp, Pumpian, Qian, Ross, Santa Cruz, Sax, Sciarba, Shapiro, Soto, Suhrheinrich, Tran, Tucker, Vasquez-Urias, Vaughn, Wood, Wright

#### Claremont Graduate University:

**Dean:** DeLacy Ganley

**Faculty:** Carter, Cohn, Drew, Ganley, Luschei, Maramba, Paik, Perkins, Poplin, Santibañez, Smith

## Doctor of Education Degree in Educational Leadership

<http://go.sdsu.edu/education/cclead/>

<http://go.sdsu.edu/education/edl/>

### 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. Written statement of purpose reflecting understanding of the challenges facing the public schools or community colleges/institutions of higher education in California;
8. Curriculum vitae or resume;
9. Examples of professional and/or academic writings;
10. 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. 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**

**Core Curriculum Requirements (27-30 units)**

ED 815	Re-Thinking Leadership .....	3
ED 836	Research and Writing Support .....	6-9 (Cr/NC)
ED 840	Seminar in Leadership in a Diverse Society .....	3
ED 850	Seminar in Quantitative Methods of Inquiry.....	3
ED 851	Seminar in Qualitative Methods of Inquiry.....	3
ED 855	Seminar in Leadership for Developing Educational Systems.....	3
ED 860	Seminar in Leadership and Educational Change.....	3
ED 885	Seminar in Educational Program Planning and Evaluation.....	3

**Dissertation (6-12 units)**

ED 899	Doctoral Dissertation.....	6-12 (Cr/NC/RP)
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**Concentration in PreK-12 School Leadership (21-27 units)**

(Major Code: 08272) (SIMS Code: 331931)

Twenty-one to 27 units selected from the following courses:

EDL 650	Professional Learning and Growth Leadership.....	3
EDL 707	Educational Law and Finance .....	3
EDL 720	Human Resource Development in PreK-12 Educational Organizations .....	3
EDL 755	Governance and Policy Development in PreK-12 Learning Organizations .....	3
EDL 760	Practicum in PreK-12 Educational Organizations .....	2-6 (Cr/NC/RP)
EDL 830	Leadership for Learning .....	3
EDL 880	Seminar in Topics in Educational Leadership.....	3
ED 806	Ethnically Diverse Learners: Public Policy and Classroom Practice .....	3-4
ED 808	Academic Research and Publishing in Education.....	3
ED 810	Seminar in Curriculum Development and Implementation .....	3
ED 814	Seminar in Curricular Change Processes.....	3
ED 822	Seminar in Analysis and Issues in Race and Ethnic Relations.....	3
ED 823	Seminar in Action Oriented Policy Research in Multicultural Contexts .....	3
ED 827	Seminar in Communication and Cognition in Education.....	3
ED 895	Seminar: Writing and Research .....	3

**Concentration in Community College/Postsecondary Leadership (18 units)**

(Major Code: 08273) (SIMS Code: 331932)

ARP 801	Seminar in Community College History and Development.....	3
ARP 810	Seminar in Community College Law and Finance.....	3
ARP 812	Seminar in Budget and Resource Management in Community Colleges.....	3

ARP 813	Strategic Planning in Community Colleges.....	3
ARP 827	Seminar in Emerging Issues in Postsecondary Educational Leadership.....	3
Three units selected from the following courses:		
ED 852	Seminar in Advanced Quantitative Methods of Inquiry.....	3
ED 853	Seminar in Advanced Qualitative Methods of Inquiry.....	3

The program is designed to be completed in three calendar years including summer sessions. Classes are held during the late weekday afternoons/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.

**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 organization. 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

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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, Sax

**Educational Leadership:** Fisher, Frey, Johnson, Marshall, Park, Pumpian, Wright

## 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 and cultural foundations to create and engender a vision of educational equity in the 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 and aligned with the National Association of School Psychologists (NASP) standards and domains of practice. During the first three semesters, students 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 (CCTC). In the last year of the program, students must complete a 1,200-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 Pupil 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 all program requirements. Students who hold master's or doctoral degrees in closely related fields may complete the program on a "credential only" basis (Credential Code: 00804) 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 petitions for waiver of comparable courses and a proposed sequence of study, which is reviewed by the governing program faculty for approval prior to implementation.

### 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 and students are referred to the program website and office 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 other university-wide programs, which are administered by the Office of Financial Aid and Scholarships. 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.calstate.edu/apply>.
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 also 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 school psychology faculty members, who will rate the candidate in four areas of readiness.
    - a. Completed program application checklist;
    - b. Three letters of recommendation;
    - c. Essay/personal statement;
    - d. Curriculum vitae or resume;
    - e. 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 videotape of you working with children). Applicants whose 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;
    - f. 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.

The California Basic Educational Skills Test (CBEST) is required by the State of California prior to consideration for the award of a credential and must be passed by the third year of the program. The program does not require passing the CBEST for admission.

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 one 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 Requirements for Master's Degrees 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 Requirements for Master's Degrees. In addition, the student must demonstrate and document, in a comprehensive culminating portfolio, the integration and application of theory, research, and skills appropriate to the practice of school psychology.

### Curricular Requirements for the Ed.S. in School Psychology

The school psychology program requires a specific sequence of courses and supervised experiences that align with the National Association of School Psychologists (NASP) domains of practice, which is the program's accrediting agency. The student, in collaboration with the adviser, must file a program of study prior to taking courses to ensure all requirements are fulfilled. The student entering with a bachelor's degree must complete a minimum of 93 units of the M.S. and Ed.S. school psychology program, with courses selected in collaboration with the adviser. 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 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 47 units in the SDSU Ed.S. program and (b) the full-complement of knowledge and skills must be demonstrated prior to recommendation for the Ed.S. degree.

### M.S. in Counseling with Concentration in School Psychology\* (46 units)

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

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 619	Foundations in Ecosystemic Thinking and School Psychology.....	3
CSP 623	Ecobehavioral Assessment- Intervention.....	3
CSP 662B	Counseling Interventions with Children and Adolescents: School Counseling and School Psychology.....	3
CSP 663	Response to Intervention: Assessment- Intervention for Learning I.....	3
CSP 664	Response to Intervention: Assessment- Intervention for Learning II.....	3
CSP 710A	Professional Seminar: Evaluating Educational and Psychological Interventions.....	3
CSP 726	School Psychology Models and Practices in Family-School Collaboration.....	3
CSP 730	Fieldwork in Counseling.....	3 (Cr/NC)
CSP 740	Practicum.....	4 (Cr/NC)
CSP 750	Response to Intervention: Assessment and Instructional Support for Culturally and Linguistically Diverse Learners.....	3
CSP 762	Prevention, Crisis Intervention, and Conflict Resolution in Schools.....	3
CSP 764	Educational Psychology: Developmental and Biological Bases of Behavior.....	3
ED 690	Methods of Inquiry.....	3

\*Courses may be applied to the Master of Science degree in counseling with a concentration in school psychology (Major Code: 08261) (SIMS Code: 331046). Students are not directly admitted to the Master of Science degree in counseling with a concentration in school psychology.

### Ed.S. Degree in School Psychology (47 units)

CSP 680	Theory and Process of Consultation.....	3
CSP 710B	Professional Seminar: Advanced Research and Evaluation in School Psychology.....	3
CSP 723	School-Based Mental Health Interventions.....	3
CSP 730	Fieldwork in Counseling.....	3 (Cr/NC)
CSP 733	Ethics and Law for Educators.....	3
CSP 751	Response to Intervention: Advanced Assessment-Intervention: Special Populations.....	3
CSP 752	Seminar and Practicum: School Psychology.....	6 (Cr/NC)
CSP 760	Advanced Seminar in School Psychology.....	6
CSP 761	Dynamic Cognitive Assessment and Intervention.....	3
CSP 771	Advanced Learning and Multi-Tiered Mediated Interventions.....	3
CSP 780	Internship.....	8 (Cr/NC)
CSP 784	Advanced Consultation in Diverse Schools.....	3

Other courses as approved by adviser.

## Education

### Requirements for the Mandatory School Psychology Credential

This is a combined program that includes a M.S. in Counseling, an Ed.S. degree, and PPS credential. The PPS credential is not a degree. Students in this program will complete coursework towards a California Pupil Personnel Services credential with a focus area in school psychology. PPS credential requirements include the coursework for the M.S. and Ed.S., a 1,200-hour internship in the public schools as the culminating supervised field experience, and demonstrated competency in each of the NASP standards within the program. Upon completion of the credential, students receive the formal recommendation of the school psychology faculty. The internship is 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 enroll in Counseling and School Psychology 760 and 780 throughout the duration of their internship and complete a portfolio with concurrent enrollment in both classes.

### Performance Expectations

Students must maintain the university minimum 3.0 grade point average with no grade lower than B-. Falling 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.

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 University Policies). 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.calstate.edu/apply> along with the 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;
  - 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/apply-now.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/>  
619-594-6115

### 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/ed/>  
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)**

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

**For more information contact:**

School of Teacher Education  
Attention Dr. Lisa Clement Lamb ([Lisa.lamb@sdsu.edu](mailto:Lisa.lamb@sdsu.edu))  
[http://go.sdsu.edu/education/ste/ma\\_mathematics.aspx](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. Katie Sciorba ([ksciorba@sdsu.edu](mailto:ksciorba@sdsu.edu))  
<http://go.sdsu.edu/education/ste/reading.aspx>  
619-594-6131

**Secondary Curriculum and Instruction****(Major Code: 08301) (SIMS Code: 331973)**

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/Default.aspx>  
619-594-6031

**Special Education****(Major Code: 08081) (SIMS Code: 331982)****For more information contact:**

Department of Special Education  
<http://education.sdsu.edu/departments/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 Child and Family Development****(Major Code: 08231)**

The following materials should be submitted electronically on the department application or mailed to:

**Department of Child and Family Development**

Attention: Graduate Adviser  
San Diego State University  
5500 Campanile Drive  
San Diego, CA 92182-4502

1. Letter of intent which includes reason for seeking the degree and career goals;
2. Three letters of recommendation, one of which must be from an academic reference and another from an occupational reference;
3. Curriculum vitae or resume;
4. Written personal statement of background, interests, work experiences, abilities, and career goals for a graduate degree in child development;
5. Telephone or in-person interview conducted by one or more members of the child development faculty.

**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. Curriculum vitae or resume.

**For more information contact:**

Department of Counseling and School Psychology  
Marriage and Family Therapy Program  
<http://go.sdsu.edu/education/csp/mft.aspx>  
619-594-6109

**Master of Science Degree in Counseling****Multicultural Community Counseling  
Community-Based Block****(Major Code: 08261) (SIMS Code: 331006)**

Submit the following in the supplementary program application:

1. Three letters of recommendation;
2. Personal statement;
3. Curriculum vitae or resume.

**For more information contact:**

Department of Counseling and School Psychology  
Community-Based Block Program  
<http://go.sdsu.edu/education/csp/cbb.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. Curriculum vitae or resume;
4. California Basic Educational Skills Test (CBEST).

**For more information contact:**

Department of Counseling and School Psychology  
<http://go.sdsu.edu/education/csp/schoolcounseling.aspx>  
619-594-6109

**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/>  
619-594-6406

**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 Admission and Registration. 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 School of 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



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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, reading education, or secondary curriculum and instruction may be advanced to candidacy upon completion of the basic requirements as described in Requirements for Master's Degrees.

### 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 Requirements for Master's Degrees. 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

(Major Code: 08261) (SIMS Code: 331021)

The Department of Counseling and School Psychology offers a Master of Arts degree which prepares students to address the mental health and relational needs of culturally diverse populations to include those working in helping professions and on multi-disciplinary teams. The program covers contemporary mental health practices that focus on restorative justice practice and trauma-informed care including integrated recovery and strength-based approaches. The degree is a building block for candidates to be better equipped to work with the mental health needs of adults, children, and youth. The program also helps prepare students for more advanced training to be licensed professionals in mental health and counseling services and to meet entry requirements for doctoral study.

#### Fall Semester

CSP 612	Restorative Practices and Conflict Transformation .....	3
CSP 636	Mental Health Recovery.....	3
CSP 639	Law and Ethics in the Counseling Profession.....	3
CSP 652	Trauma-Informed Care in Multicultural Contexts.....	3

#### Spring Semester

CSP 600	Cross-Cultural Counseling Communication Skills .....	2
CSP 600L	Cross-Cultural Counseling Prepracticum.....	1 (Cr/NC)
CSP 637	Counseling and Marriage and Family Therapy Theories I.....	3
CSP 638	Counseling and Marriage and Family Therapy Theories II .....	3
ED 690	Methods of Inquiry.....	3

#### Summer Semester

CSP 672	Multidisciplinary Facilitation.....	2
CSP 673	Public and Private Policy and Counseling.....	1
ED 795A	Seminar .....	3

### 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, critical literacy and social justice, is geared for the classroom teacher or resource specialist who will be working directly with language minority students. Option 2, the outside specialization, has been developed to allow participants to cross-specialize in additional areas. The nine to 12 unit outside specialization may be in other College of Education departments or in other cooperating departments across campus. Students with an outside specialization need approval for outside courses from both the Dual Language and English Learner Education department and the cooperating department.

Students in each specialization will take the same 18 units of research and core classes but their other 12 units may vary as described below. All students must follow the guidelines and procedures established for the Master of Arts degree in education (i.e. take a comprehensive examination based on core coursework after advancing to candidacy).

**Research (required for both options):** Nine units total.

ED 690	Methods of Inquiry.....	3
<b>AND</b>		
ED 795A-795B	Seminar .....	6
<b>OR</b>		
ED 799A	Thesis.....	3 (Cr/NC/RP)
<b>AND</b>		
ED 797	Research.....	3 (Cr/NC/RP)

**Option 1: Critical Literacy and Social Justice Specialization (Major Code: 08994) (SIMS Code: 331965)**

**Core:**

DLE 600A	Foundations of Democratic Schooling.....	3
<b>OR</b>		
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 604	Learning and Teaching Language in a Dual Language Setting.....	3
DLE 651	Curriculum, Teaching, and Assessment: ELD and SDAIE .....	1-3
DLE 652	Literacy and Language: Critically Examining Curriculum for Teaching and Learning .....	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)

\*Bilingual authorization credential or score of 3 on SDSU Spanish examination is a prerequisite for course.

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

**Core:**

DLE 600A	Foundations of Democratic Schooling.....	3
<b>OR</b>		
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:** Nine to 12 units taken outside the Department of Dual Language and English Learner Education with consent of graduate adviser, and a cooperating department or program.

**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. 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:
    - ARP 610 Educational Leadership.....3
    - ARP 747 Equity-Minded Approaches for Student Success.....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 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 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. 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 36 units to include:

1. Core program:
  - ARP 610 Educational Leadership.....3
  - ARP 620 Student Affairs and Student Success.....3
  - ARP 623 Seminar in Critical Leadership Issues in Student Affairs.....3
  - ARP 747 Equity-Minded Approaches for Student Success .....3
  - ED 690 Methods of Inquiry.....3

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2. Fifteen units selected, with the approval of the graduate adviser, from the following:
 

ARP 621	Theoretical Foundations of Student Affairs and Student Success.....	3
ARP 622	Intra and Interpersonal Communication for Student Success.....	3
ARP 624	Advising and Coaching for Student Success.....	3
ARP 680	Seminar in Administration, Rehabilitation and Postsecondary Education.....	2-6
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 and Disability Systems.....	3
ARP 760	Internship in Postsecondary Educational Leadership.....	1-6 (Cr/NC/RP)
3. Research: Six units selected from the following:
 

ED 791A	Evaluation Techniques.....	3
ED 791B	Practicum: Evaluation.....	1-3
<b>OR</b>		
ED 795A-795B	Seminar.....	3-3
<b>OR</b>		
ED 799A	Thesis.....	3 (Cr/NC/RP)
<b>AND</b>		
ARP 798	Special Study.....	3 (Cr/NC/RP)
5. Research: Three to six units selected from the following:
 

ED 791A	Evaluation Techniques.....	3
ED 791B	Practicum: Evaluation.....	1-3
<b>OR</b>		
ED 795A-795B	Seminar.....	3-3
<b>OR</b>		
ED 799A	Thesis.....	3 (Cr/NC/RP)

The Master of Arts degree in Education with a concentration in Educational Leadership is also offered at SDSU Imperial Valley. For course requirements consult the SDSU Imperial Valley Bulletin.

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

Successful completion of the credential coursework and fieldwork requirements, including a passing score on the California Administrator Performance Assessment (CalAPA), 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 PK12.....	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 Clear Administrative Services Credential: (Credential Code: 00502)

Candidates pursuing the Clear 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 Clear Administrative Services Credential program:

1. An application for admission to the program  
**OR**
2. Admission to the 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. A letter of formal commitment of participating school district to support field experience requirement.
6. Minimum grade point average of 3.0 in graduate study.
7. A selection interview with program area faculty members.

### 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 Clear 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

**Program**

The program requirements for the Clear 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 Clear 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)**

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

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. ED 690 Methods of Inquiry ..... 3
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 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 SDSU Imperial Valley. For course requirements consult the SDSU Imperial Valley Bulletin.

**Mathematics Education (K-8)**

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

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

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/master.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 Multicultural Settings.....	3
DLE 601	Language Policies and Practices.....	3
LDT 540	Educational Technology.....	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 and literacy leadership 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,

## Education

university, and adult levels. This degree is often earned concurrently with a California Reading and Literacy Leadership 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
<b>OR</b>		
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)
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**AND**

	Electives.....	3
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### Secondary Curriculum and Instruction (Major Code: 08081) (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
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
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**OR**

ED 795A-795B	Seminar.....	3-3
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**OR**

ED 799A	Thesis.....	3 (Cr/NC/RP)
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**AND**

	Electives.....	3
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The Master of Arts degree in Education with a concentration in Secondary Curriculum and Instruction is also offered at SDSU Imperial Valley.  
For course requirements consult the SDSU Imperial Valley Bulletin.

### Special Education

#### (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, and vocational 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 Autism

##### (Major Code: 08081) (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 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.

#### 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 528; 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 681A 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.

\* In departmentally approved sections.

**Master of Arts in Teaching Degree**

**Admission to the Degree Curriculum**

Applicants must satisfy the general requirements for admission to the university with classified graduate standing, as described in Admission and Registration. An applicant may apply six units of adviser approved post-baccalaureate teacher credential work from an accredited institution to the Master of Arts in Teaching (MAT) degree. Teachers wishing to participate in this program who have not completed a post-baccalaureate teaching credential from an accredited institution may still apply to the program by providing evidence of a valid teaching credential from an accredited institution, in addition to fulfilling the other admission requirements, and taking six additional units of adviser-approved post-baccalaureate MAT coursework. It is recommended that the coursework for the MAT begin within four years of completion of the basic teacher credential program. In order to be awarded credit of a maximum of six post-baccalaureate credential units in the MAT, these units, along with the course of study units, cannot be more than six years old at the time of completion of the MAT.

**Advancement to Candidacy**

All students must satisfy the general requirements for advancement to candidacy as described in Part Four of this bulletin.

**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**

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 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. Prerequisite: A basic teaching credential to include curriculum and methods, child and adolescent growth and development, educational psychology, and history and philosophy of education.
2. Core courses (9 units): The core is comprised of three 3-unit courses, one selected from each area.

<b>Area 1:</b>	<b><i>Advanced Learning Theory and Applications to the Classroom</i></b>
TE 600	Curriculum Development in Education.....3
<b>Area 2:</b>	<b><i>Measurement and Assessment</i></b>
TE 693	Measuring and Assessing Student Achievement in Schools.....3
DLE 553	Language Assessment and Evaluation in Multicultural Settings.....3
<b>Area 3:</b>	<b><i>Socio-Cultural Foundations</i></b>
TE 655	Sociocultural Foundations of American Education.....3
TE 677	Research-Based Pedagogy for Diverse Learners.....3
DLE 600A	Foundations of Democratic Schooling.....3
3.	Electives (6 units): Students will take two courses at the 500-, 600-, 700-, and 900-level with approval of the graduate adviser.

**Master of Arts in Teaching (MAT) 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 615	Teaching Critical Thinking Using Technology.....3
TE 630	Seminar in Literacy and Language Arts.....3
TE 640	Planning for Teaching and Assessment in Writing.....3
TE 655	Sociocultural Foundations of American Education.....2-3
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

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DLE 604	Learning and Teaching Language in a Dual Language Setting.....	3
DLE 650	Curriculum Development for Urban School Communities.....	3
DLE 651	Curriculum, Teaching, and Assessment: ELD and SDAIE .....	1-3
MTHED 600	Teaching and Learning Mathematics in the Early Grades (Pre-K to 4).....	3
MTHED 601	Teaching and Learning Mathematics in the Middle Grades .....	3

### Secondary Education (15 units) (Major Code: 08292) (SIMS Code: 331949)

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

TE 600	Curriculum Development in Education .....	3
TE 615	Teaching Critical Thinking Using Technology.....	3
TE 640	Planning for Teaching and Assessment in Writing.....	3
TE 655	Sociocultural Foundations of American Education.....	2-3
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
DLE 650	Curriculum Development for Urban School Communities.....	3
DLE 651	Curriculum, Teaching, and Assessment: ELD and SDAIE .....	1-3

### Reading Education (15 units) (Major Code: 08292) (SIMS Code: 331954)

Courses will be selected in collaboration with the graduate adviser.

TE 530	Children's/Adolescents' Literature.....	3
TE 635	Assessment of Reading and Language Arts.....	3
TE 639	Literacy and Language .....	3
TE 779	Action Research in Learning Environments.....	3

One additional course selected at the 500-, 600-, 700-level with approval of graduate adviser (3 units).

### Mathematics Education (15 units) (Major Code: 08292) (SIMS Code: 331951)

Courses will be selected in collaboration with the graduate adviser.

TE 511	Assessment in Mathematics Education .....	3
<i>OR another 500-, 600-, 700-level course with approval of graduate adviser (3 units)</i>		
TE 779	Action Research in Learning Environments.....	3
MTHED 600	Teaching and Learning Mathematics in the 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

### Science Education (15 units) (Major Code: 08292) (SIMS Code: 331952)

Courses will be selected in collaboration with the graduate adviser.

TE 600	Curriculum Development in Education.....	3
TE 610C	Seminar in Science in Elementary Education.....	3
TE 779	Action Research in Learning Environments.....	3
TE 790	Seminar in Teacher Education (Science in Secondary Education).....	3
N SCI 596	Special Topics in Natural Science .....	3

*OR another 500-, 600-, 700-level course with approval of graduate adviser.*

### Language Arts Education (Summer Only) (15 units) (Major Code: 08292) (SIMS Code: 331953)

Courses will be selected in collaboration with the graduate adviser.

TE 530	Children's/Adolescents' Literature .....	3
TE 630	Seminar in Literacy and Language Arts.....	3
TE 638	Topics in Reading Education .....	6
TE 640	Planning for Teaching and Assessment in Writing.....	3
TE 779	Action Research in Learning Environments.....	3

## Master of Science Degree in Child Development

### General Information

The Department of Child and Family Development (CFD) offers interdisciplinary graduate study leading to the Master of Science degree in child development. Graduate teaching assistantships and graduate assistantships in child development may be available to a limited number of qualified students.

The Master of Science degree in child development is one of only four child development programs available in the CSU. With 101 community college child development programs in California and 17 undergraduate programs within the CSU system, the M.S. program in child development plays a major role in training professionals for the State and region. The Department of Child and Family Development plays a leadership role in integration of curricula for community colleges and the CSU.<sup>1</sup>

Child development is an interdisciplinary area of study. The Master of Science degree, administered by the faculty from the Department of Child and Family Development, draws on the expertise of a multidisciplinary faculty who are committed to the study of children within the context of diverse families and communities. The focus of the department is on the study of social emotional development as the underlying foundation for all other areas of development including physical, cognitive, motor and language. The program represents an interdisciplinary field of study with a basic assumption that development takes place across the lifespan in the context of the family, community, and public policy. The department's emphasis on primary prevention prepares students with hands-on experiences through community-based learning.

The program focuses on the early years of childhood development, on parent-child intergenerational relationships to enhance school readiness, and preparation of teachers to work with families, including socio-emotional and behavior support in educational settings and homes. Faculty areas of study include attachment, socio-emotional development and school readiness, continuity of care, child abuse and relationship violence, intergenerational relationships, and parent education and involvement in education. Faculty work in collaboration with community agencies and programs are to include but are not limited to: SDSU Children's Center, Head Start, First 5, San Diego Unified School District, San Diego County Office of Education, San Diego County Health and Human Services—Office of Violence Prevention, San Diego County Health and Human Services Child and Adolescent

Services, Children Mental Health Services, YMCA, Exceptional Family Resource Center, Home Start, among others. Students can choose a research project or thesis. In addition to the thesis, there are projects on agencies and programs in the community. Students will have the opportunity to develop projects in the community and implement best practices of continuity of care, inter-generational programs, etc.

Graduates with the Master of Science degree qualify for administrator, coordinator, or service provider positions in preschools, day care centers, schools, hospitals, hospice centers, public welfare agencies, family service agencies, family planning clinics, community programs, business and industry, and government agencies. Graduates with an advanced certificate offered by the Department of Child and Family Development also qualify for positions related to early childhood mental health and behavioral health. Graduates from the Master of Science degree program also qualify as community college instructors and can continue their education for the doctoral degree in human development or a related field.

<sup>1</sup> In collaboration with the Grossmont-Cuyamaca District strategies for competency-based curricula across all levels of child development programs throughout the State are being designed.

### Admission to the Degree Curriculum

Students will be admitted to the graduate program in child development only after careful consideration of their qualification by the child development faculty. All students must satisfy the general requirements for admission to the university with graduate standing as described in Admission and Registration. Students who do not fully meet the requirements for admission with classified graduate standing may be considered for conditionally classified graduate standing upon recommendation of the admissions committee and the graduate adviser. In addition, a student applying for admission to the graduate program in child development, including those who hold an advanced certificate offered by the Department of Child and Family Development must meet the following graduate admission requirements.

To qualify for admission to the master's degree program in child development, the student must have:

1. A bachelor's degree in child development or related fields or consent of the Child Development Faculty Governing Board.
2. Completion of prerequisites for the program of study. If students' undergraduate preparation is deemed insufficient, students will be required to complete specified courses (Child and Family Development 375A, 375B, 375C, and two units from Child and Family Development 378A, 378B, 378C, 378D) in addition to the minimum 30-32 units required for the master's degree in child development.
3. A grade point average of 3.0 in the last 60 semester units attempted.
4. Completion of the GRE General Test.
5. Completion of program application form.

### Advancement to Candidacy

All students must satisfy the general requirements for advancement to candidacy, as described in Requirements for Master's Degrees. Additionally, a student who has selected Plan A must have identified a thesis adviser and have taken Child and Family Development 790 with a grade of B (3.0) or better. If the student has been approved to follow Plan B, they must complete Education 690 with a grade of B (3.0) or better and complete required coursework prior to enrolling in 799C.

### Standards for Admission

Students enrolled in the Master of Science degree in child development program with a concentration in early childhood mental health must complete the following for admission:

1. **Background check.** Students must successfully pass a background check in order to be placed in educational and community settings. Red flag issues that prevent placement may impede progression and successful completion of degree requirements;

2. **Tuberculin clearance.** Evidence of a negative tuberculosis (TB) test must be provided periodically for community-based classes;
3. **Proof of up-to-date immunizations.** Proof of measles, mumps, and rubella (MMR) and current tetanus, diphtheria and pertussis (Tdap) immunizations must be provided periodically for community-based classes. Clearance statements may be secured from SDSU Student Health services, private physicians or HMOs, or public health agencies.

### Specific Requirements for the Master of Science Degree in Child Development

(Major Code: 08231) (SIMS Code: 330909)

In addition to meeting the requirements for classified graduate standing and the basic requirements for the master's degree as described in Requirements for Master's Degrees, students must complete a graduate program of 30 units, to include at least 18 units of 600- and 700-numbered courses.

Students pursuing the Master of Science degree in child development may select Plan A (thesis/project) or Plan B (comprehensive examination) and must complete the following:

1. Plan A core sequence: Child and Family Development 624, 600A, 670B, 790, and Education 690 (15 units);  
**OR**
2. Plan B core sequence: Child and Family Development 624, 660A, 670B, and Education 690 (12 units).
3. Electives: Remaining units will consist of 500-, 600-, and 700-level child and family development courses. (Graduate students may also use 500-, 600-, and 700-level courses from related disciplines with approval of the graduate adviser).
4. Capstone: Upon completion of sections 1 or 2, students selecting Plan A enroll in Child and Family Development 799A. Students selecting Plan B will take the comprehensive examination and may enroll in Child and Family Development 799C.

**NOTE:** Students who completed the certificate in Early Childhood Transdisciplinary Education and Mental Health (EC-TEaMH) will have earned units that can be counted as the required electives towards the Master of Science degree in child development. Students pursuing the concentration in early childhood mental health will select Plan B and take a culminating comprehensive examination based on the courses outlined in the section describing this concentration below (rather than the courses outlined above).

### Concentration in Early Childhood Mental Health

(Major Code: 08231) (SIMS Code: 330809)

The Master of Science degree in child development with a concentration in early childhood mental health is designed to prepare students who wish to pursue California LPCC licensure. Students must complete, in consultation with an adviser, an official program of study that includes 60 units of 500-, 600-, and 700-numbered required and elective courses (up to 15 units can be taken from 500-level courses with the approval of the adviser). The 60 units program of study is aligned with the state licensure requirements that include 13 core content areas (39 units), advanced coursework (15 units), and 280 hours of supervised clinical experience (6 units). Students must maintain a B average throughout the program and pass relevant qualifying/clinical examination to complete the Master of Science degree.

To fulfill the educational requirements to qualify for state licensure in LPCC as published by the California Board of Behavioral Sciences laws and regulations related to the practice of marriage and family therapy, licensed social work, licensed educational psychologists, and licensed professional clinical counselors (Senate Bill 788), students must complete an additional 27 units selected from the following courses as they are aligned with the core content areas as delineated in the requirements:

1. Counseling and Psychotherapeutic Theories and Techniques  
CFD 634B Seminar in Counseling Theories and Techniques .....3



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2. Human Growth and Development Across the Lifespan  
CFD 670B Seminar in Human Development Theories-Intervention and Prevention Lifespan Approach.....3
  3. Career Development Theories and Techniques  
CFD 660A Seminar in Early Childhood Mental Health Career Development.....3
  4. Group Counseling Theories and Techniques  
CSP 670 Theory and Process of Group Counseling.....3
  5. Assessment, Appraisal, and Testing  
CSP 623 Ecobehavioral Assessment – Intervention.....3
  6. Multicultural Counseling Theories and Techniques  
CSP 615 Seminar in Multicultural Dimensions in Counseling.....3
  7. Principles of Diagnosis, Treatment Planning, Prevention of Mental and Emotional Disorders, and Dysfunctional Behavior  
CSP 618 Mental Health Recovery and the DSM: A Social Justice Perspective.....3  
**OR**  
SWORK 720 Seminar in Selected Topics in Human Behavior and Social Environment.....3
  8. Research and Evaluation  
ED 690 Methods of Inquiry.....3
  9. Professional Orientation, Ethics and Law in Counseling, California Law and Professional Ethics  
CFD 660B Seminar in Professional Law and Ethics in Counseling.....3
  10. Psychopharmacology (includes biological bases of behavior)  
CSP 694 Psychopharmacology for Marriage and Family Therapists and Counseling.....3
  11. Addictions Counseling (substance abuse, co-occurring disorders)  
CSP 687 Family and Systemic Treatment of Substance Abuse.....3  
**OR**  
SWORK 758 Seminar in Social Work and Selected Fields of Practice\*.....3
- \*Focus on addictions
12. Crisis/Trauma Counseling (multidisciplinary responses to crises, emergencies or disasters)  
CSP 650 Trauma and Crisis Counseling in Multicultural Community Context.....3
  13. Advanced Counseling and Psychotherapeutic Theories and Techniques  
CFD 634A Seminar in Family Therapy Theory and Techniques.....3
  14. Advanced Coursework  
In accordance with licensing requirements (4999.33 section 2), students are required to take 15 units of advanced coursework to develop knowledge of specific treatment issues and/or populations. The advanced coursework will focus on early childhood mental health in alignment with the concentration of this degree. The student may take courses not listed below upon approval of the student's program adviser.  
Required (nine units):  
CFD 673A Neurorelational Framework for Early Childhood Mental Health Treatment.....3  
CFD 673B Early Childhood Intake Assessment, Diagnosis, and Treatment Planning.....3  
CFD 673C Therapeutic Skills and Techniques for Early Childhood Mental Health.....3

Select six units from:

- |         |   |     |
|---------|---|-----|
| CFD 537 | Child Abuse and Family Violence.....                                    | 3   |
| CFD 595 | Early Childhood Mental Health: Theory and Practice.....                 | 3   |
| CSP 635 | Sexuality and Intimacy in Couple and Family Therapy and Counseling..... | 1-3 |
15. Supervised Clinical Experience  
To comply with LPCC requirements students must complete at least 6 semester units of supervised practicum to obtain the required 280 hours of supervised experience for licensure:  
CFD 792 Advanced Clinical Experience and Group Supervision..... 6 (Cr/NC)

Students must purchase professional liability insurance in order to participate in the clinical experience component of the program. A background check, fingerprint clearance, and proof of negative TB test.

### Post-Graduation Licensure Requirements

Upon completion of the degree, students may register as Professional Clinical Counselor Intern to complete required post-degree supervised clinical hours for licensure. Interns must complete 3,000 hours supervised experience over a period of no less than two years, including not less than 1,750 hours of direct counseling with individuals or groups in a clinical mental health counseling setting, and 150 hours in a hospital or community mental health setting.

Examination: Passing score on the National Clinical Mental Health Counselor Examination (NCMHCE), recently adopted as the licensure examination for California LPCCs, and the Jurisprudence and Ethics Examination. Both examinations will be administered by the California Board of Behavioral Sciences.

## Master of Science Degree in Counseling

### 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, multicultural community counseling community-based block, 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.

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, 400, 401, 420, 450, and 460. 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 marriage and family therapy, multicultural community counseling community-based block, or school counseling are considered only once a year. Applications are accepted between October 1 and December 15. 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 curriculum vitae or 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, cross-cultural, interpersonal, and professional.

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 simultaneously enroll in marriage and family therapy, multicultural community counseling community-based block, or school counseling.

#### Advancement to Candidacy

All students must meet the general requirements for advancement to candidacy, as described in Requirements for Master's Degrees 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 Requirements for Master's Degrees. 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):
 

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 (a minimum of 9 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
3. Theory, Research, and Techniques (a minimum of 12 units):
 

CSP 622A	Ecosystems Assessment – Intervention I: Students.....	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
<b>OR</b>		
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 Therapy.....	3 (Cr/NC)
CSP 780	Internship.....	1-12 (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
<b>OR</b>		
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' designed official program of study. The program is grounded in family systems theories and practice and has been awarded candidacy status accreditation by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE).

## Education

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 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.

### 1. Core courses (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. Concentration courses (48 units):

Each of the following three courses must be completed (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.....	3 (Cr/NC)

All students must 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 ensure oversight and supervision of all clinical hours of experience.

CSP 606A	Professional Issues in Mental Health Practice: California Law and Ethics for Marriage and Family Therapy.....	3
CSP 609	Family Life Cycle Development.....	3
CSP 615	Seminar in Multicultural Dimensions in Counseling.....	3
CSP 618	Mental Health Recovery and the DSM: A Social Justice Perspective.....	3
CSP 625	Marriage and Family Therapy Theories and Best Practices I.....	3
CSP 626	Marriage and Family Therapy Theories and Best Practices II.....	3
CSP 635	Sexuality and Intimacy in Couple and Family Therapy.....	1-3
CSP 640	Testing and Assessment for Marriage and Family Therapists.....	2
CSP 650	Trauma and Crisis Counseling in Multicultural Community Context.....	3
CSP 662A	Counseling Interventions with Children and Adolescents: Marriage and Family Therapy.....	3
CSP 670	Theory and Process of Group Counseling.....	3
CSP 670L	Group and Community Counseling Laboratory.....	1 (Cr/NC)
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 692	Seminar: Couples Therapy and Evidence-Based Relational Practices.....	3
CSP 694	Psychopharmacology for Marriage and Family Therapists.....	2-3
CSP 785	Marriage and Family Therapy Traineeship.....	1 (Cr/NC)

### 3. Research (6 units):

CSP 710A	Professional Seminar.....	3
CSP 710B	Professional Seminar.....	3

CSP 710A and 710B form the capstone experience of the program. Students are required to complete a master's project as part of the requirements of CSP 710A. In CSP 710B, students complete a theory integration paper and a comprehensive examination during their final semester of the program.

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.

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

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 610C Determinants of Human Behavior:  
Development..... 1-3

**OR**

    - CFD 670 Seminar in Human Development  
Theories—Intervention  
and Prevention.....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 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 Community 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.....1-12 (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 ..... 1-3
    - 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: 08261) (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. Students must pass the California Basic Educational Skills Test (CBEST) prior to admission. 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>.
    - 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 credential analysts in the office for Student Success, EBA-259.
  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 (6 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

## Education

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.	Electives (four units selected in consultation with an adviser).	
8.	Research (minimum three units selected in consultation with adviser):	
CSP 710A	Professional Seminar.....	3
<b>OR</b>		
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 the student's overall GPA.

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 Council for the Accreditation of Counseling and Related

Educational Programs (CACREP). 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 Admission and Registration. 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/arpe/>. 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 CACREP-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 Requirements for Master's Degrees.

### Specific Requirements for the Master of Science Degree in Rehabilitation Counseling (Major Code: 12221) (SIMS Code: 331009)

In addition to meeting the requirements for classified graduate standing, and the basic requirements for the master's degree, as described in Requirements for Master's Degrees, 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 in Rehabilitation .....	3
ARP 684	Rehabilitation Foundations .....	3
ARP 685A-685B	Medical and Psychological Aspects of Disability .....	3-3
ARP 687	Job Development for Individuals with Disabilities.....	3
ED 690	Methods of Inquiry.....	3

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

ARP 607	Applications of Rehabilitation Technology.....	3
ARP 610	Educational Leadership.....	3
ARP 615	Seminar in Multicultural Dimensions in Rehabilitation Counseling.....	3
ARP 648	Group Dynamics in Rehabilitation.....	3
ARP 680	Seminar in Administration, Rehabilitation and Postsecondary Education.....	2-6
ARP 708	Human Development and Disability.....	3
ARP 710A-710B	Seminar in Rehabilitation.....	3-3
ARP 740	Advanced Seminar in Administration, Rehabilitation and Postsecondary Education.....	3
ARP 747	Equity-Minded Approaches for Student Success.....	3
ARP 755	Governance and Policy Development in Postsecondary and Disability Systems.....	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**

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 Clinical 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:

- 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 648	Group Dynamics in Rehabilitation.....	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
- Advanced training in rehabilitation counseling (18 units):
 

ARP 601	Seminar in Best Practices in Psychiatric Rehabilitation.....	3
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ARP 608	Seminar in Principles of Psychiatric Rehabilitation.....	3
ARP 685A-685B	Medical and Psychological Aspects of Disability.....	3-3
ARP 687	Job Development for Individuals with Disabilities.....	3
ARP 708	Human Development and Disability.....	3
<b>3. Additional licensed professional clinical counselor requirements (12 units):</b>		
*CSP 618	Mental Health Recovery and the DSM: A Social Justice Perspective.....	3
*CSP 650	Trauma and Crisis Counseling in Multicultural Community Context.....	3 (3 units required)
*CSP 687	Family and Systemic Treatment of Substance Abuse.....	3 (3 units required)
CSP 694	Psychopharmacology for Marriage and Family Therapists and Counseling.....	3 (3 units required)

\*Contact the concentration in clinical rehabilitation and clinical mental health counseling coordinator for courses that require additional prerequisites.

**4. Fieldwork requirements (9 units):**

ARP 744	Practicum in Rehabilitation.....	3-12 (Cr/NC) (3-6 units required)
ARP 745	Internship in Rehabilitation.....	3-9 (Cr/NC) (3-6 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.calstate.edu/apply> along with the 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 to:

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

- Official transcripts (in official sealed envelopes if hard copy or sent electronically directly from the institution) 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.
- TOEFL score, if medium of instruction was in a language other than English (<http://www.ets.org>, SDSU institution code 4682).

**Program Admissions**

Most programs in the College of Education require the submission of a second program application. All letters of recommendation, personal statements, and other required documents are submitted through the online program application. Refer to the specific program requirements to be submitted and department contact information for each program.

## Education

### Multiple Subject Bilingual 2042 Credential (Elementary K-6 Education) (Credential Code: 00200)

1. Complete the program materials quadrant in Cal State Apply;
2. California Basic Educational Skills Test (CBEST) scores;
3. Demonstration of Language and Cultural Proficiency:
  - Arabic: Copy of CSET LOTE subtests II and V for language of emphasis;
  - Filipino: Copy of CSET LOTE subtests II and V (test codes 191 and 255 respectively) for language of emphasis;
  - Japanese: Copy of CSET LOTE subtest III and V (test codes 159 and 260 respectively) for language of emphasis;
  - Mandarin: Copy of CSET LOTE subtests III and V for language of emphasis;
  - Spanish: Completion of DLE 416 or copies of CSET LOTE subtests III and V for Spanish language emphasis;
  - World Languages: Copy of CSET LOTE subtest IV (test code 250) for language of emphasis;
4. TB test results;
5. Two 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 416L;
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 6 through 12: Arabic, Filipino, Japanese, Mandarin, or Spanish Emphasis) (Credential Code: 00100)

1. Complete the program materials quadrant in Cal State Apply;
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 416 or copies of CSET LOTE subtests III and V for Spanish language emphasis;
5. TB verification;
6. Two 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 (30 hours for single subject) or completion of DLE 416L;
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 and Literacy Leadership 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@sdsu.edu](mailto:cappello@sdsu.edu))  
<http://go.sdsu.edu/education/ste/reading.aspx>  
619-594-6131

### Education Specialist Credentials in Special Education

#### For more information contact:

Department of Special Education  
<https://education.sdsu.edu/academics/how-to-apply/apply-credential-program>  
619-594-6320

### General Information

The College of Education offers programs that 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 for Student Success, 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)*	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 Early Childhood Special Education Mild/Moderate Disabilities Moderate/Severe Disabilities	Teach special education students in the programs designated by each education specialist credential.

\* See Office for Student Success, EBA-259, 619-594-6320 for more information.

### Education Specialist Credentials\*

#### Specialist Credentials

Reading and Literacy Leadership

#### Service Credentials

- Administrative Services
- Clinical – Rehabilitative Services (School of Speech, Language and Hearing Sciences)
- Health – School Nurse Services (School of Nursing)
- Pupil Personnel Services:
  - » Child Welfare and Attendance (School Social Work)
  - » School Counseling (see M.S. in Counseling, concentration in School Counseling)
  - » School Psychology (see Ed.S. in School Psychology)
  - » School Social Work (School of Social Work)

#### Specialist Certificates

- Cross-Cultural Language and Academic Development (CLAD)
- Developing Gifted Potential
- Early Childhood Special Education
- Resource Specialist of Competence
- Supported Employment and Transition Specialist
- Teaching the Emotionally Disturbed/Behaviorally Disoriented

\* See Office for Student Success, EBA-259, 619-594-6320 for more information.

## Information Applicable to Both 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 for Student Success, 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 also be held responsible for successful completion of a California Teacher Credentialing approved Teacher Performance Assessment (edTPA).

### 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 for Student Success, EBA-259.

## Multiple Subject (SB 2042) 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 (SB 2042) 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 better.
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 Subjects examination of the California Subject Examinations for Teachers (CSET). Must have scores taken within 10 years prior to recommendation.
5. Successful completion of a California Teacher Credentialing approved Teacher Performance Assessment (edTPA).
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 substance 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 and certification in cardiopulmonary resuscitation (CPR).

**NOTE:** According to SB 2042 legislation, teachers will be able to earn Professional Clear Credentials upon successful completion of a clear credential program or an induction program approved by the California Commission on Teacher Credentialing. For information about the SDSU clear and induction programs; visit the website at [http://go.sdsu.edu/education/ste/apply\\_clear.aspx](http://go.sdsu.edu/education/ste/apply_clear.aspx).

*Undergraduate students in the Multiple Subject credential program may register for concurrent post-baccalaureate credit in their final semester prior to obtaining a baccalaureate degree as explained in the section of the SDSU General Catalog on "Admission and Registration."*

Refer to the *SDSU Imperial Valley Bulletin* for information on specific courses required for this credential on the SDSU-IV campus.

### 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 an online departmental application to the School of Teacher Education. Contact the School of Teacher Education for application dates or find them at <https://education.sdsu.edu/academics/how-to-apply/apply-credential-program>.

Applications must verify 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 copy of the individual score reports; uploaded to the online application.
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 10 years from the date the first subtest was passed and must be valid at the time of recommendation for the credential. Registration information and registration materials are available at <http://www.cset.nesinc.com>.



## Education

3. Prerequisite Courses. These courses or approved equivalents must be completed with grades of C, Cr, or better 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.
  - a. Education 451. Introduction to Multicultural Education (3)
  - b. Teacher Education 280. Health Education for Teachers (1)
  - c. Mathematics 210. Number Systems in Elementary Mathematics (3) In lieu of Mathematics 210, candidates may substitute any calculus course taken at the college or university with a grade of credit, "C," or better.
  - d. Special Education 450. Classroom Adaptations for Special Populations (3)

Candidates are required to submit unofficial transcripts from SDSU and official transcripts from all other colleges and universities attended including any current course-work-in-progress to verify completion of or enrollment in these courses.

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 a minimum 2.67 overall or 2.75 in the last 60 semester (or 90 quarter) units attempted. Candidates are required to submit official transcripts from all colleges and universities attended (with exception of SDSU) to the SDSU Graduate Admissions office for GPA calculations. Official SDSU transcripts are not required as they can be accessed via the SDSU WebPortal at <http://www.sdsu.edu/portal>.
5. Letters of Recommendation. Candidates must submit two letters of recommendation from individuals who know the candidate in different capacities (i.e. employer/supervisor, university professor, classroom teacher) 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. Letters from family or friends will not be considered. These letters will be collected through our online application system. Students will need the name and e-mail address for those who will be providing a recommendation for them.
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 or as quick as two weeks depending on one's background. Candidates must be fingerprinted through LiveScan and then submit the application directly to the California Commission on Teacher Credentialing (CCTC). The clearance must be granted on the CCTC website prior to admission to the credential program. Possessors of K-12 California credentials or Emergency Teaching Permits may satisfy this requirement with these valid credentials and will need to be kept current throughout the credential program.
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 available for downloading from the School of Teacher Education website at <https://education.sdsu.edu/academics/how-to-apply/apply-credential-program/early-field-experience>.

9. Personal Narrative. See department website for current prompts at <http://education.sdsu.edu/academics/how-to-apply/apply-credential-program/prelim-credential-application>.

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 forms must be submitted concurrently with the application.

In addition to the minimum admissions standards identified above, the Multiple Subject Admissions and Retention Committee may also 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. The chancellor's office, Executive Order 1032, establishes standards for admission to teacher credential programs as follows: "The candidate shall have demonstrated personality and character traits that satisfy the standards of the teaching profession. The assessment of the candidates shall be made by the teacher education faculty of the campus, who may also consider information from public school personnel and others. The campus may use tests, observations, and interviews for this assessment."

**NOTE: Appointments for discussion of individual concerns relative to the credential program may be made with the Multiple Subject Credential Program Adviser during the academic year in the Office for Student Success, 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 "cohorts" including the full-time cohorts 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 cohorts are based at local elementary schools where we have established partnerships with schools and teachers. In these cohorts, 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 cohort offerings.

TE 902	Classroom Management Skills.....	1
TE 910A	Teaching Mathematics in the Elementary School.....	3
TE 910B	Teaching Social Studies in the Elementary School.....	3
TE 910C	Teaching Science in the Elementary School.....	3
TE 923	Psychological Foundations of Education.....	3
TE 930	Teaching Reading and Language Arts in the Elementary School.....	6
TE 960	Basic Student Teaching Seminar.....	2 (Cr/NC)

TE 961	Advanced Student Teaching Seminar.....	2 (Cr/NC)
TE 965	Basic Student Teaching in Elementary Schools .....	8 (Cr/NC)
TE 966	Advanced Student Teaching in Elementary Schools .....	11 (Cr/NC)
DLE 915A	Teaching and Learning in the Content Area: ELD/SDAIE: Multiple Subjects.....	3
ED 970	Teaching Event Assessment .....	3 (Cr/NC)

Total Units: 48

### Variations on the Multiple 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 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 second 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 field experience course in their first semester, and student teaching assignments in their second and third semesters. These student teaching assignments will be assigned at differing grade levels, one in K-3 and one in 4-6.

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

#### Semester 1

TE 362	Fieldwork in Community Settings .....	3
TE 910C	Teaching Science in the Elementary School .....	3
TE 923	Psychological Foundations of Education .....	3
TE 930	Teaching Reading and Language Arts in the Elementary School.....	3
DLE 915A	Teaching and Learning in the Content Area: ELD/SDAIE: Multiple Subjects.....	3

#### Semester 2

TE 902	Classroom Management Skills .....	1
TE 910A	Teaching Mathematics in the Elementary School.....	3
TE 910B	Teaching Social Studies in the Elementary School.....	3
TE 930	Teaching Reading and Language Arts in the Elementary School.....	3
TE 960	Basic Student Teaching Seminar.....	2 (Cr/NC)
TE 965	Basic Student Teaching in Elementary Schools .....	8 (Cr/NC/CP)

#### Semester 3

TE 961	Advanced Student Teaching Seminar.....	2 (Cr/NC)
TE 966	Advanced Student Teaching in Elementary Schools .....	11 (Cr/NC/CP)
ED 970	Teaching Event Assessment.....	3 (Cr/NC)

## Multiple Subject Bilingual 2042 Credential (Elementary K-6 Education)

(Credential Code: 00200)

The Multiple Subject Bilingual 2042 Credential (Elementary K-6 Education) is available to students interested in teaching in a bilingual Arabic, Filipino, Japanese, Mandarin, or Spanish elementary school classroom. Contact the department at 619-594-5155 to see which languages are currently available. 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 Arabic, Filipino, Japanese, Mandarin, or Spanish, as well as English, candidates must meet the respective language of emphasis proficiency requirements as outlined below.

Candidates who will pursue this credential need to specify "Multiple Subject Credential – Bilingual" in the application for graduate admission to SDSU (Code: 00200). Students applying for admission should electronically submit the university application along with the application fee. Directions and links to this application are available at <https://education.sdsu.edu/academics/how-to-apply/apply-credential-program/prelim-credential-bilingual-application>.

### Admissions Information

Applicants who complete their applications on time and meet the standard for admission will be asked to participate in candidate interviews. Applicants should complete application procedures the semester prior to beginning the credential program. Check the department website for current deadline information: <https://education.sdsu.edu/academics/how-to-apply/apply-credential-program/prelim-credential-bilingual-application>.

### Admission to Dual Language and English Learner

#### Education Department

The following materials should be submitted online as part of the Cal State Apply application.

1. Appropriate California Subject Examinations for Teachers (CSET) scores or evidence of an approved waiver program.
2. California Basic Educational Skills Test (CBEST) scores.
3. California Certificate of Clearance.
4. Tuberculin clearance.
5. Two letters of recommendation.
6. Evidence of early field experience. (Credit in DLE 416L can be used to meet this requirement.)
7. Evidence of current CPR training.
8. Autobiography/goals and philosophy.

### Standards for Admission

1. Completion of a bachelor's degree from an accredited institution.
2. Verification of 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 bilingual multiple subject credential program. Students must verify competency either
  - Through a university waiver assessment process which consists of reviewing coursework for completion of an approved teaching major or its equivalent at SDSU or another approved California teacher-training institution or
  - Through a passing score on the Multiple Subjects California Subject Examinations for Teachers (CSET). Test scores submitted for verification of subject matter competency are valid for 10 years from the date of the examination. Test information and registration materials are available at <http://www.cset.nesinc.com>.

## Education

3. CBEST scores. Students must pass the California Basic Educational Skills Test (CBEST) prior to admission to the Single Subject Bilingual Emphasis credential program. Candidates are urged to take this examination as early as possible. 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>.
4. Demonstration of Language and Cultural Proficiency. All candidates must meet Language Proficiency and Cultural Awareness requirements for the language of emphasis in their specific bilingual authorization.
  - Arabic: Pass CSET LOTE subtests II and V (test codes 193 and 251 respectively) for language of emphasis.
  - Filipino: Pass CSET LOTE subtests II and V (test codes 191 and 255 respectively) for language of emphasis.
  - Japanese: Pass CSET LOTE subtests III and V (test codes 159 and 260 respectively) for language of emphasis.
  - Mandarin: Pass CSET LOTE subtests III and V (test codes 165 and 253 respectively) for language of emphasis.
  - Spanish: Can be met via coursework or examination. Coursework: Complete DLE 416 with an 83% on the final examination and a minimum grade of C (2.0). Examination: Pass CSET LOTE subtests III and V (test codes 147 and 258 respectively) for Spanish language emphasis.
5. 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 Dual Language and English Learner Education Department.
6. Tuberculin 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) or X-ray showing no active tuberculosis. Clearance statements may be secured from Health Services, private physicians or HMOs, or public health agencies.
7. Two letters of recommendation attesting to the applicant's following characteristics: (a) attitude, aptitude, and ability to teach children; (b) personality and character; (c) academic ability. One letter of recommendation should be from an elementary school teacher with whom the student has worked and the others may be from faculty or administrators.
8. Verification of 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. Credit in DLE 416L can be used to meet this requirement.
9. Evidence of CPR training 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 (one written in the language of emphasis and the other in English) demonstrating an aptitude for the profession and written competence in both languages.
11. Communication Skills and Aptitude for the Profession. Successfully complete an interview with the admissions and retention committee of the Dual Language and English Learner Education Department.

12. Grade Point Average. Multiple Subject candidates must have attained a grade point average of at least 2.67 overall or 2.75 in the last 60 semester or 90 quarter units attempted. Candidates are required to submit official transcripts from all colleges and universities attended and unofficial SDSU transcripts for GPA calculations. If students are concerned about their GPA, advisers are available in the College of Education, Office for Student Success, EBA-259, 619-594-6320.
13. Prerequisite Courses. The following courses must be completed with a grade of C (2.0) or better prior to admission to the program. Prerequisite courses may be in progress at the time of application or taken in the term immediately prior to the program start date.

### Liberal Studies Majors

DLE 416**	Biliteracy Foundations for Teaching and Learning in Diverse Communities .....	3
<i>and</i>		
DLE 416L**	Biliteracy Foundations for Teaching and Learning in Diverse Communities Field Experience .....	1 (Cr/NC)
DLE 515*	Multilingual Education: Theory and Practice for Biliteracy Teachers .....	3
ED 451	Introduction to Multicultural Education .....	3
SPED 450	Classroom Adaptations for Special Populations .....	2
<b>OR</b>		
SPED 500	Human Exceptionality .....	3
TE 280	Health Education for Teachers .....	1

\*DLE 515 may be waived with passage of CSET LOTE subtest IV.

\*\*DLE 416 (formerly numbered DLE 415) may be waived with passage of CSET LOTE subtests III and V.

**Non-Liberal Studies Majors** (must take the prerequisites listed for Liberal Studies majors above and also the prerequisite listed below)

MATH 210***	Number Systems in Elementary Mathematics .....	3
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\*\*\*With approval of the mathematics adviser, any of the following mathematics courses may be substituted for Mathematics 210: Mathematics 124, 150, 312.

14. Other. In addition to the minimum admissions standards identified above, the Dual Language and English Learner Education Department, Admissions and Retention Committee, may also consider qualifications such as previous teaching experience and relevant working experience with children.

**NOTE:** Due to the number of applicants, application to the program does not ensure admission.

**Appeals Process.** Candidates who do not meet all the admission requirements may petition the Dual Language and English Learner Education Department, Admissions and Retention Committee, for individual consideration; petition letters must be submitted concurrently with the application packets.

After admission to the credential students will meet with the program coordinator to plan an appropriate program which includes a minimum of 31 units as defined by the California Commission on Teacher Credentialing.

### Global Learning Experience Requirement

All candidates in the Dual Language and English Learner Education multiple and single subject programs are required to participate in an organized experience working with students across the border. This requirement consists of two weekends or four days, usually scheduled just before or after the start of the fall semester. Candidates work in small groups to create lesson plans to be implemented in transborder locations such as Tecate or Tijuana, Mexico. This experience will give candidates the opportunity to work with border students in a Mexican school setting, practice lesson planning, and create community among cohort and faculty. Details for the experience, including the registration number for the appropriate section of ED 450 Study Abroad, will be provided upon acceptance to the program. For details, contact

the Department of Dual Language and English Learner Education at (619) 594-5155 or [dle@sdsu.edu](mailto:dle@sdsu.edu); or the College of Education Global Cultural Experience Coordinator at (619) 594-3266 or [coe-studyabroad@sdsu.edu](mailto:coe-studyabroad@sdsu.edu).

### Multiple Subject Bilingual 2042 Program

Prerequisite courses are listed under Standards for Admission.

ED 450	Study Abroad.....	1-3
DLE 523	Psychological Foundations for Biliteracy Teachers in K-6 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.....	3
DLE 954	Classroom Organization for Democratic Teaching in Bilingual Classrooms.....	1-4
DLE 960	Professional Seminar for Bilingual Teacher Candidates.....	1-4 (Cr/NC)
DLE 961	Practicum in Elementary Bilingual Classroom .....	1-12 (Cr/NC)
DLE 962	Student Teaching for Elementary Bilingual Students II .....	8 (Cr/NC)
ED 970	Teaching Event Assessment .....	3 (Cr/NC)

### Preliminary 2042 Credential Requirements

1. A bachelor's degree (or higher) with any major other than education.
2. Subject matter competency. Competency is demonstrated through completion of an approved waiver program or through the Multiple Subjects CSET examination. Candidates should check with the College of Education, Office for Student Success, EBA-259, to clarify the appropriate means for satisfaction of the subject matter competency requirement.
3. Successful completion of Language Proficiency and Cultural Awareness Requirements for language of emphasis.
4. Verification of current CPR competency.
5. California Certificate of Clearance.
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 post-baccalaureate units) with a grade point average of 3.0 or better.
8. 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."
9. Demonstrated knowledge of the needs of and methods for 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. Knowledge of health education in California, including substance abuse and nutrition: Teacher Education 280.
12. Successful completion of a California Teacher Credentialing approved Teacher Performance Assessment (edTPA).

Additional Multiple Subject Credential Requirement: Reading Instruction Competence Assessment (RICA). As of 1998, *California Education Code* Section 44283 requires that candidates for the preliminary or clear credential multiple subject pass the RICA (Reading Instruction Competence Assessment). The purpose of this assessment is to ensure that the candidate possess

the knowledge and skills important for the provision of effective reading instruction to students. Candidates must have passed the RICA to qualify to file for the credential.

**NOTE:** Undergraduate students in their final semester prior to obtaining a baccalaureate degree may sign up for concurrent post-baccalaureate credit as explained in the section of this catalog on "Admission and Registration."

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.

To be recommended for the bilingual authorization, candidates must meet the language and cultural proficiency requirements.

### Bilingual (Spanish) 2042 Multiple Subject and Special Education Credential Program (Credential Code: 00200)

Not accepting new applicants at this time.

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 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.calstate.edu/apply>.

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 perspective candidates. The following materials should be submitted as a complete package directly to the Dual Language and English Learner Education Department.

1. One set of official transcripts in sealed envelopes from each issuing institution;
2. Complete supplementary program application online at <http://go.sdsu.edu/education/applynow.aspx> (copy of scores for CBEST/Spanish Proficiency Examination/CSET or Portfolio, TB test results, letters of recommendation, early field experience, character and identification clearance, and statement of professional goals and philosophy).

### Standards for Admission

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>.

## Education

- 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 Multilingual Education: Theory and Practice for Biliteracy Teachers.....3

ED 451 Introduction to Multicultural Education .....3

**OR**

SPED 527 Special Education in a Pluralistic Society.....3

SPED 500 Human Exceptionality .....3

SPED 501 Typical and Atypical Learning Processes.....3

**OR**

DLE 523 Psychological Foundations for Biliteracy Teachers in K-6 Classrooms .....3

SPED 502 Field Experiences in General and Special Education .....1 (Cr/NC)

SPED 524 Characteristics of Students with Mild/Moderate Disabilities.....3

TE 280 Health Education for Teachers .....1

- 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.

- 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.

- Tuberculin 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.

- 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.

- 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.

- 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.

- Credential Advising Appointment. Advising is available in the College of Education, Office for Student Success, EBA-259, 619-594-6320. Ernesto Sanz is the adviser for the dual credential program and may be contacted at: [esanz@sdsu.edu](mailto:esanz@sdsu.edu), or 619-594-3265.

- Language and Culture Examination. All candidates must demonstrate minimum language proficiency and cultural awareness for the language of emphasis to meet their specific bilingual authorization. This can be met by passing the CSET LOTE examination or earning a C (2.0) or better in DLE 416.

- 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 possess 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.

- 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.

- 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

DLE 523 Psychological Foundations for Biliteracy Teachers in K-6 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 .....3

DLE 954 Classroom Organization for Democratic Teaching in Bilingual Classrooms..... 1-4

DLE 960 Professional Seminar for Bilingual Teacher Candidates..... 1-4 (Cr/NC)

DLE 961 Practicum in Elementary Bilingual Classroom..... 8 (Cr/NC)

DLE 962 Student Teaching for Elementary Bilingual Students II..... 8 (Cr/NC)

ED 970 Teaching Event Assessment.....3 (Cr/NC)

**Program: Year Two**

SPED 505	Educational Services for Students with Serious Emotional Disturbance .....	1
SPED 534	Classroom Assessment of Students with Mild/Moderate Disabilities.....	3
SPED 553	Behavioral Strategies and Supports for Students with Disabilities .....	3
SPED 560	Applications of Technology for Individuals with Disabilities .....	3
SPED 562	Collaboration, Legislation, and Educational Planning in Special Education .....	2
SPED 647	Special Education Adaptations of Basic Skills Instruction .....	3
SPED 648	Advanced Special Education Adaptations .....	3
SPED 970A	Practicum: Students with Disabilities in General and Special Education: Mild/Moderate Disabilities.....	4
SPED 980A	Advanced Practicum in Special Education: Mild/Moderate Disabilities.....	10 (Cr/NC)

**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 416.
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).

**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 (SB 2042) 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**

English language arts: Comparative Literature, English

**Mathematics****Music****Physical Education**

Science: Biology, Chemistry, Physical 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 better 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 for Student Success, 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 the General 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 needs of 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).
9. Successful completion of a California Commission on Teacher Credentialing (CCTC) approved Teacher Performance Assessment (edTPA).
10. Current certification in adult, child, and infant cardiopulmonary resuscitation (CPR).

**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.**

Undergraduate students in the Single Subject credential program may register for concurrent post-baccalaureate credit in their final semester prior to obtaining a baccalaureate degree as explained in the section of this catalog on "Admission and Registration."

### 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 application to the School of Teacher Education. Contact the School of Teacher Education for application dates or find them at <https://education.sdsu.edu/academics/how-to-apply/apply-credential-program/prelim-credential-application>.

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 current examinations 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 better 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 (3)**  
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 (1)**  
This course provides topics designated in the Health Framework for California to include how to infuse health topics into the general curriculum.
  - c. **Special Education 450. Classroom Adaptations for Special Populations (2)** This course provides strategies for adapting curriculum, differentiating instruction, meeting social and behavioral needs, and modifying assessments for students with disabilities and/or gifted and talented students in general education classrooms.
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 work 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 <https://education.sdsu.edu/academics/how-to-apply/apply-credential-program/prelim-credential-application>.
9. **Personal Narrative.** See department website for current prompts at <https://education.sdsu.edu/academics/how-to-apply/apply-credential-program/prelim-credential-application>.
10. **Appeals Process.** Candidates who do not meet all the 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. The chancellor's office, Executive Order 1032, establishes standards for admission to teacher credential programs as follows: "The candidate shall have demonstrated personality and character traits that satisfy the standards of the teaching profession. The assessment of the candidates shall be made by the teacher education faculty of the campus, who may also consider information from public school personnel and others. The campus may use tests, observations, and interviews for this assessment."

**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 in the Office for Student Success, 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 “cohorts” to include full-time cohorts 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

TE 903	Secondary School Student Teaching Seminar .....	3-4 (Cr/NC)
TE 914	Teaching and Learning in the Content Area: Major.....	3
TE 922	Behavioral and Psychological Aspects of Teaching.....	3
TE 933	Teaching of Literacies in the Secondary School .....	3
TE 954	Humanistic and Social Aspects of Teaching .....	3
TE 963	Secondary School Student Teaching I.....	6 (Cr/NC/RP)
TE 964	Secondary School Student Teaching II.....	12 (Cr/NC/RP)
ED 970	Teaching Event Assessment .....	3 (Cr/NC)
DLE 915B	Teaching and Learning in the Content Area: ELD/SDAIE: Single Subjects.....	3

Total Units: 39-40

## 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

TE 362	Fieldwork in Community Settings .....	3
TE 954	Humanistic and Social Aspects of Teaching: Social Foundation.....	3
DLE 915B	Teaching and Learning in the Content Area: ELD/SDAIE: Single Subjects.....	3

### Semester 2

TE 903	Secondary School Student Teaching Seminar .....	1 (Cr/NC)
TE 914	Teaching and Learning in the Content Area: Secondary Methods.....	3
TE 922	Behavioral and Psychological Aspects of Teaching: Educational Psychology .....	3
TE 933	Teaching of Literacies in the Secondary School.....	3
TE 963	Secondary School Student Teaching I.....	4 (Cr/NC/RP)

### Semester 3

TE 903	Secondary School Student Teaching Seminar: Methods.....	1-2 (Cr/NC)
TE 903	Secondary School Student Teaching Seminar: Advanced Student Teaching .....	2 (Cr/NC)
TE 964	Secondary School Student Teaching II.....	12 (Cr/NC/RP)
ED 970	Teaching Event Assessment .....	3 (Cr/NC)

**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 on letterhead stationary from their training agency (no phone call verifications).

## Single Subject Bilingual 2042 Credential (Secondary Education Grades 6 through 12): Arabic, Filipino, Japanese, Mandarin, or Spanish Emphasis (Credential Code: 00100)

The Single Subject Bilingual 2042 (Secondary Education) Teaching Credential 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). Directions and links to each application are available at <https://education.sdsu.edu/academics/how-to-apply/apply-credential-program/prelim-credential-bilingual-application>.

### Admissions Information

Applicants who complete their applications on time and meet the standard for admission will be asked to participate in candidate interviews. Applicants should complete application procedures the semester prior to beginning the credential program. Check the department website for current deadline information: <https://education.sdsu.edu/academics/how-to-apply/apply-credential-program/prelim-credential-bilingual-application>.



**Admission to Dual Language and English Learner Education Department**

Complete the online application. Directions and links are available at <https://education.sdsu.edu/academics/how-to-apply/apply-credential-program/prelim-credential-bilingual-application>. The following materials should be submitted online as part of the application.

1. Appropriate California Subject Examinations for Teachers (CSET) scores or evidence of an approved waiver program.
2. California Basic Educational Skills Test (CBEST) scores.
3. California Certificate of Clearance.
4. Tuberculin clearance.
5. Two letters of recommendation.
6. Evidence of early field experience. (Credit in DLE 416L can be used to meet this requirement.)
7. Evidence of current CPR training.
8. Autobiography/goals and philosophy.

**Standards for Admission**

1. Completion of a bachelor's degree from an accredited institution.
2. 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. Registration and test information is available at <http://www.cbest.nesinc.com>.
3. 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.nesinc.com>.
4. Prerequisite Courses: The following courses must be completed with a grade of C-, Cr 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 416*	Biliteracy Foundations for Teaching and Learning in Diverse Communities .....	3
<b>AND</b>		
DLE 416L	Biliteracy Foundations for Teaching and Learning in Diverse Communities Field Experience.....	1 (Cr/NC)
DLE 515**	Theories and Practices in Multilingual Education.....	3
ED 451	Introduction to Multicultural Education .....	3
SPED 450	Classroom Adaptations for Special Populations.....	3
<b>OR</b>		
SPED 500	Human Exceptionality .....	3
TE 280	Health Education for Teachers .....	1

\* DLE 416 (formerly numbered DLE 415) may be waived with passage of CSET LOTE subtests III and V.

\*\* DLE 515 may be waived with passage of CSET LOTE subtest IV.

5. **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.

6. **Letter of Recommendation.** Two letters 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.
7. **Tuberculin 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) or X-ray showing no active tuberculosis. Clearance statements may be secured from Health Services, private physicians or HMOs, or public health agencies.
8. **Early Field Experience.** Applicants must provide evidence of a minimum of 30 hours of experience with adolescent students in typical classroom settings within the last five years. Evidence must be documented. Credit in DLE 416L can be used to meet this requirement.
9. **Oral English and Written Statement of Professional Goals and Philosophy.** Have an interview with the admissions and retention committee of the DLE Department.
10. **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.
11. **Demonstration of Language and Cultural Proficiency.** All candidates must meet Language Proficiency and Cultural Awareness requirements for the language of emphasis in their specific bilingual authorization.
  - a. Arabic: Pass CSET LOTE subtests II and V (test codes 193 and 251, respectively) for language of emphasis.
  - b. Filipino: Pass CSET LOTE subtests II and V (test codes 191 and 255, respectively) for language of emphasis.
  - c. Japanese: Pass CSET LOTE subtests III and V (test codes 159 and 260, respectively) for language of emphasis.
  - d. Mandarin: Pass CSET LOTE subtests III and V (test codes 165 and 253, respectively) for language of emphasis.
  - e. Spanish: Can be met via coursework or examination.
    - Coursework: Complete DLE 416 with an 83 percent on the final examination and a minimum grade of C (2.0).
    - Examination: Pass CSET LOTE subtests III and V (test codes 147 and 258, respectively) for Spanish language emphasis.
12. **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.
13. **Application.** Applicants should complete application procedures the semester prior to beginning the credential program. Call the department for DLE application deadline.
 

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.

**Global Learning Experience Requirement**

All candidates in the Dual Language and English Learner Education multiple and single subject programs are required to participate in an organized experience working with students across the border. This requirement consists of two weekends or four days, usually scheduled just before or after the start of the fall

semester. Candidates work in small groups to create lesson plans to be implemented in transborder locations such as Tecate or Tijuana, Mexico. This experience will give candidates the opportunity to work with border students in a Mexican school setting, practice lesson planning, and create community among cohort and faculty. Details for the experience, including the registration number for the appropriate section of ED 450 Study Abroad, will be provided upon acceptance to the program. For details, contact the Department of Dual Language and English Learner Education at (619) 594-5155 or [dle@sdsu.edu](mailto:dle@sdsu.edu); or the College of Education Global Cultural Experience Coordinator at (619) 594-3266 or [coe-studyabroad@sdsu.edu](mailto:coe-studyabroad@sdsu.edu).

**Single Subject Bilingual 2042 Program**

See Standards of Admission section for prerequisites for this program.

**Credential Courses**

DLE 524	Psychological Foundations for Bilingual Teachers in Grades 7-12 .....	1-4
DLE 653	Language Development in K-12 Multilingual Classrooms .....	3
DLE 915B	Teaching and Learning in the Content Area: English Language Development/SDAIE: Single Subjects .....	3
DLE 933	Skills in Teaching Reading to Bilingual Secondary Students.....	3
DLE 954	Classroom Organization f or Democratic Teaching in Bilingual Classrooms .....	3
DLE 960	Professional Seminar for Bilingual Teacher Candidates.....	1-4 (Cr/NC)
DLE 963	Practicum in Secondary Bilingual Classroom.....	3-4 (Cr/NC)
DLE 964	Student Teaching for Bilingual Secondary Students II .....	8-12
ED 970	Teaching Event Assessment .....	3 (Cr/NC)
TE 914	Teaching and Learning in the Content Area: Major.....	3

**Preliminary Credential Requirements**

1. A bachelor’s degree with one of the approved single subject majors listed in the single subject bilingual teaching credential General 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 for Student Success, 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 of and methods of providing educational opportunities to individuals with exceptional needs, Special Education 450 or 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).

**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.**

Undergraduate students in their final semester prior to obtaining a baccalaureate degree may sign up for concurrent postbaccalaureate credit as explained in the bulletin.

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

The induction program offers contracted teachers the opportunity to obtain a professional clear credential. The two-year 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.

Interaction with faculty as a part of the coursework is fully online. Assignments include field experience that can be in your local school setting.

**Prerequisite:** A valid SB 2042 Preliminary Multiple or Single Subject Credential or equivalent. A contract to teach at a K-12 school. Clear credential program coursework cannot be taken prior to issuance of the preliminary credential. Requires verification of contracted employment by school administration before seeking approval to complete field experience in their own classrooms.\*

**Courses Required for the Credential (24 units)**

SPED 651	Legislation, Leadership, and Management.....	3
TE 969	Clinical Practice for Induction.....	3
TE 969	Clinical Practice for Induction.....	6
TE 969	Clinical Practice for Induction.....	6
TE 969	Clinical Practice for Induction.....	6

Special Education 651 and Teacher Education 969 (3 units) must be taken together in the first semester of the program and only one section of Teacher Education 969 can be taken during each semester, such that a non-accelerated program will take two academic years. Experienced teachers can complete the program with fewer units (accelerated path) upon approval from the program director. The accelerated path can include fewer Teacher Education 969 units per semester (using variable units) or fewer semesters, as deemed appropriate by the program director.

All coursework must be done simultaneously with contracted employment at a school site, not during vacation.

\*For questions regarding the program, contact the clear credential office at [clearcredential@sdsu.edu](mailto:clearcredential@sdsu.edu). For details or to apply, [http://go.sdsu.edu/education/ste/clear\\_credential.aspx](http://go.sdsu.edu/education/ste/clear_credential.aspx).

## Induction Program for a Clear Education Specialist Credential (Early Childhood Special Education; Mild Moderate Disabilities and Moderate to Severe Disabilities)

The induction program offers contracted teachers the opportunity to obtain a professional clear credential. The two-year 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.

This is a hybrid program with most courses offered online. Field experience in your local school setting.

**Prerequisites:** A valid Preliminary Education Specialist Credential or equivalent. Students must satisfy university standards and qualifications for admission to postbaccalaureate standing. A contract to teach in an early intervention agency or a preK-12 school. Clear credential program coursework cannot be taken prior to issuance of the preliminary credential. Requires verification of contracted employment by school administration before seeking approval to complete field experience in their own classrooms.

### Courses Required for the Credential (24 units)

SPED 651	Legislation, Leadership, and Management.....	3
SPED 771	Directed Internship: Special Education .....	3 (Cr/NC)
SPED 771	Directed Internship: Special Education .....	6 (Cr/NC)
SPED 771	Directed Internship: Special Education .....	6 (Cr/NC)
SPED 771	Directed Internship: Special Education .....	6 (Cr/NC)

## Multiple Subject and Single Subject Professional Clear Teaching Credential

The San Diego State University, College of Education, Clear Credential Program is approved by the Commission on Teacher Credentialing (CTC) and is structured around support, collaboration, university coursework, action research, and formative assessment. The year-long program offers individualized support based on the candidate's instructional context and needs, develops deeper understandings of pedagogy, and advances knowledge and application of current universal access paradigms. Throughout the program, a cycle consisting of growth plan development, Planning for instruction, Instructing, Assessing student learning, Reflection, and Application to subsequent planning and instruction (PIARA) model of formative assessment occurs, integrating university coursework with practical action research in the candidate's classroom.

This coursework cannot be taken prior to issuance of the preliminary credential.

**Prerequisites:** A valid SB 2042 Preliminary Multiple or Single Subject Credential or equivalent and verification by the employing school district or private school employer that an induction program is not available to the applicant.

For additional information, contact Carol Prime ([prime@sdsu.edu](mailto:prime@sdsu.edu)) or [clearcredential@sdsu.edu](mailto:clearcredential@sdsu.edu).

## Reading and Literacy Leadership Specialist Credential (Credential Code: 00410)

San Diego State University offers a program leading to a Reading and Literacy Leadership 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)

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
<b>OR</b>		
TE 677	Research-Based Pedagogy for Diverse Learners.....	3
TE 640	Planning for Teaching and Assessment in Writing.....	3

### 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 to Moderate Support Needs, Extensive Support Needs, 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 Added Authorization 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 online within designated application periods. Information about applications for Program Admission is available from the Office for Student Success, EBA-259.

Completed application 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.

For students applying for the Specialist Credential in Early Childhood Special Education, an appropriate major such as Child Development, Developmental Psychology, or Liberal Studies is required.

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 competency.
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 528.
  - b. Special Education 527 (or CLAD/BCLAD credential).
7. 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 calculation.
8. Tuberculin 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.
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 program application online at <https://education.sdsu.edu/academics/how-to-apply/apply-credential-program/prelim-credential-application>.
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, 530, 553#, 562, 647, 657. Teacher Education 930 (3 units). 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. Extensive Support Needs: Special Education 526, 545, 560, 635, 970B, 980B.

- c. Early Childhood Special Education: Special Education 526, 528, 530, 543, 980D (Infant/Toddler) (6 units), 980D (Preschool) (6 units); and Child and Family Development 380, 580, 585, or 33 units total.

# Not applicable for Early Childhood Special Education credential.

### 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

## Education

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. Added Authorizations

### Bilingual Added Authorization with an Emphasis in Biliteracy for K-12

This added authorization is open to all teachers who hold a preliminary or clear California 2042 credential for multiple or single subject teaching and are interested in adding the bilingual authorization for Spanish.

For those interested in adding other languages to include Arabic, Japanese, Mandarin, or Tagalog, contact the department for details on pathway for these languages. Nine units of coursework in this added authorization may be applied (with prior approval) toward a Master of Arts degree program in education. Courses must be completed with a grade of B (3.0) or better to receive credit for the authorization.

#### Additional requirements for entrance to the multiple subject or single subject bilingual authorization:

1. Completion of a bachelor's degree from an accredited institution and a California 2042 Multiple or Single Subject Teaching Credential or equivalent.
2. Proficiency in a language other than English, demonstrating language competency in Spanish with a minimum score of *Approaching Advanced* on the Computer Assisted Screen Tool (CAST) in Spanish or by passing the California Commission on Teacher Credentialing California Subject Examinations for Teachers: Language Other than English (LOTE) for Spanish proficiency.

#### Required courses (12 units):

DLE 416	Biliteracy Foundations for Teaching and Learning in Diverse Communities.....	3
DLE 515	Multilingual Education: Theory and Practice for Biliteracy Teachers.....	3
DLE 532	Biliteracy Teaching in Language Arts for Elementary Students.....	3
<b>OR</b>		
DLE 604	Learning and Teaching Language in a Dual Language Setting.....	3
DLE 653	Language Development in K-12 Multilingual Classrooms.....	3

### Early Childhood Special Education Added Authorization

The Early Childhood Special Education Added Authorization is authorized by the California Commission on Teacher Credentialing. It is designed for individuals who have completed Preliminary or Clear Education Specialist coursework in Mild/Moderate or Moderate/Severe support needs. 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 authorization 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. Required coursework: Special Education 528, 543, 980D, Child and Family Development 580 and 585.

## Reading and Literacy Added Authorization

This added authorization, formerly entitled Reading 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 and literacy added authorization completed with a grade of B or better are also acceptable in partial fulfillment for the Master of Arts degree program in reading education and reading and literacy leadership specialist credential programs, upon the candidate's acceptance into these programs. Students admitted to the Master of Arts in Teaching degree program can select to complete the reading and literacy leadership specialist credential as their area of concentration.

#### 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
<b>OR</b>		
TE 677	Research-Based Pedagogy for Diverse Learners.....	3

#### Additional requirements:

To be eligible to apply for the Reading and Literacy Added Authorization 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.

## Section V. 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
<b>OR</b>		
CSP 623	Ecobehavioral Assessment-Intervention.....	3
<b>AND</b>		
SPED 676	Advanced Applied Behavior Analysis.....	3

**Elective courses (nine units from the following):**

SPED 530	Issues in Autism .....	3
SPED 605	Advanced Behavioral and Health Supports .....	1
SPED 655	Leadership, Supervision, and Management .....	3
SPED 681B	Advanced Studies in Special Education: Moderate/Severe Disabilities and Early Childhood .....	3
SPED 685	Single Case Research Design .....	3
SPED 771A	Directed Internship: Applied Behavior Analysis .....	3
CSP 710A	Professional Seminar .....	3
CSP 710B	Professional Seminar .....	3
CSP 733	Ethics and Law for Educators .....	3

ARP 687	Job Development for Individuals with Disabilities .....	3
ARP 744	Practicum in Rehabilitation .....	3 (Cr/NC)
ARP 745	Internship in Rehabilitation .....	3 (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 225 hours of internship in ARP 745 by taking one three-unit course (fall or spring semesters). The internship will be completed in a rehabilitation agency supporting persons with cognitive disabilities, with at least half of the student’s clinical experience being directed toward individuals with cognitive disabilities.

Students must complete 18 units with a 3.0 (B) grade point average. Students in the certificate program will complete 12 units of formal coursework, three units of practicum, and three units of internship as described unless the program adviser 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.

**Bilingual (Spanish) Special Education Certificate**

(SIMS Code: 330101)

No new students are being admitted to this program. Contact the Department of Special Education.

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.

**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, acquired 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 685A	Medical and Psychological Aspects of Disability .....	3

**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.

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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.

Prerequisites for admission: (1) Successful completion of a bachelor's degree from an accredited institution; (2) Possession of either of the following: bilingual credential or CLAD, SB 2042 multiple subject, single subject, or administrative credential plus a bilingual authorization; (3) Recommendation from an administrator or other supervisor familiar with the applicant's work in an education-related field; (4) Successful completion of the application and interview process.

Required courses (12 units): Dual Language and English Learner Education 553, 600A or 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.

Up to 12 units completed with a grade of B (3.0) or better may be applicable to the Master of Arts degree in education with a concentration in dual language and English learner education. For further information, contact the Department of Dual Language and English Learner Education, 619-594-5155.

### Early Childhood Transdisciplinary Education and Mental Health (EC-TEaMH) Certificate

(SIMS Code: 330308)

The certificate program in Early Childhood Transdisciplinary Education and Mental Health (EC-TEaMH) is an interdisciplinary 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.

Fifteen program units are required to earn the certificate in Early Childhood Transdisciplinary Education and Mental Health (EC-TEaMH). Twelve units of seminar courses addressing core knowledge foundations for early childhood mental health and three units of supervised 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, human development, psychology, school counseling, social services, or social work 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: children with special needs, early years of development, family functioning and parent-child relationships, parenting, and theories in socio-emotional development. If students' undergraduate preparation is deemed insufficient, students will be required to complete specified courses determined by the certificate program's adviser.
4. Recommendation of employer and/or director of certificate program.

### Standards for Admission

Students enrolled in the certificate program in Early Childhood Transdisciplinary Education and Mental Health (EC-TEaMH) must complete the following for admission:

1. **Background check.** Students must successfully pass a background check in order to be placed in educational and community settings. Red flag issues that prevent placement may impede progression and successful completion of degree requirements;
2. **Tuberculin clearance.** Evidence of a negative tuberculosis (TB) test must be provided periodically for community-based classes;
3. **Proof of up-to-date immunizations.** Proof of measles, mumps, and rubella (MMR) and current tetanus, diphtheria and pertussis (Tdap) immunizations must be provided periodically for community-based classes. Clearance statements may be secured from SDSU Student Health services, private physicians or HMOs, or public health agencies.

Course requirements (15 units). The EC-TEaMH 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 and a practicum courses that includes experience in early childhood setting and programs accompanied by Reflective Practice Facilitation (total of 120 hours of supervised practicum).

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

#### Knowledge Area (12 units):

CFD 580	Observation and Assessment of Young Children's Environments and Relationships.....	3
CFD 670B	Seminar in Human Development Theories-Intervention and Prevention Lifespan Approach.....	3
CFD 671A	Seminar in Supporting Early Childhood Mental Health.....	3
SPED 676	Advanced Applied Behavior Analysis.....	3

#### Experience Area – Field Experience/Practicum (3 units):

CFD 697A	Advanced Field Experiences A.....	3 (Cr/NC)
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(Three units; minimum of 120 hours of practicum and minimum of 24 hours of group reflective supervision).

For further information, contact the program adviser.

### English Language Development for Academic Literacy Certificate

(SIMS Code: 331996)

Available on-site as an advanced certificate concurrent with a master's degree at San Diego State University or online, this certificate program provides K-16 teachers and other education professionals with specialized preparation for developing academic literacy assessment, curriculum, and teaching methods specifically designed to meet the needs of English Language Learners (ELLs). The program provides further development in theory and methods for development, evaluation, and implementation of (a) appropriate language assessment, (b) effective instruction to ELLs specific to developing academic literacy in English across proficiency levels, and (c) culturally responsive curriculum and teaching strategies. The program is designed for professionals working in programs or classrooms with diverse language learners.

Successful applicants must have completed a bachelor's degree from an accredited institution. Preference will be given to those who hold a current teaching or administrative credential. 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 (12 units): Dual Language and English Learner Education 553, 600A or 600B, 650, 651. Nine to 12 units completed with a grade of B (3.0) or better may be applicable to the Master of Arts degree in education with concentration in dual language and English learner education. For further information, contact the Department of Dual Language and English Learner Education, 619-594-5155.

## Psychiatric Rehabilitation Certificate

(SIMS Code: 330320)

The purpose of the certificate is to educate rehabilitation counseling and postsecondary education students to provide effective psychiatric rehabilitation interventions that will result in educational success and integration of individuals with psychiatric disabilities in academic and community settings. This certificate is designed for current and aspiring rehabilitation counselors and postsecondary education professionals who work in a variety of settings including public and private mental health programs, employment programs, postsecondary education (community college, university), out-patient hospital programs, state departments of rehabilitation, and private rehabilitation agencies.

Prerequisites: A bachelor's degree from an accredited institution with demonstrated experience in postsecondary education or rehabilitation services and/or related academic coursework.

Required courses for both the rehabilitation counseling track and the postsecondary education track include 12 units and one fieldwork course (3 units) as follows:

### Certificate core (9 units):

ARP 601	Seminar in Best Practices in Psychiatric Rehabilitation.....	3
ARP 608	Seminar in Principles of Psychiatric Rehabilitation.....	3
ARP 660	Theory and Process of Counseling in Rehabilitation.....	3

### AND

### Rehabilitation Counseling Track (6 units):

ARP 648	Group Dynamics in Rehabilitation.....	3
ARP 745	Internship in Rehabilitation.....	3 (Cr/NC)

### OR

### Postsecondary Education Track (6 units):

ARP 622	Intra and Interpersonal Communication for Student Success.....	3
ARP 760	Internship in Postsecondary Educational Leadership.....	3 (Cr/NC/RP)

Students must maintain a minimum grade point average of 3.0 in all certificate coursework with no less than a grade of C (2.0) in any course. Only three units of coursework with a grade of C (2.0) will count towards the certificate. A maximum of three units of coursework can be repeated. Courses in the certificate program may be applied to a master's degree if applicable.

Contact the program adviser for more information.

## 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.

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 740	Advanced Seminar in Administration, Rehabilitation and Postsecondary Education.....	3
ARP 747	Equity-Minded Approaches for Student Success.....	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.

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.

## Rehabilitation Counseling Certificate

(SIMS Code: 330203)

The Advanced Certificate in Rehabilitation Counseling is designed for current and aspiring rehabilitation counselors who are, or intend to become, holders of the certified rehabilitation counselor credential, per Category R established by the Commission on Rehabilitation Counselor Certification. The advanced certificate prepares holders to work in the California Department of Rehabilitation and other state vocational rehabilitation agencies, the United States Department of Veteran Affairs, California Regional Centers, or other government agencies supporting persons with disabilities, nonprofit 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 (21 units):

ARP 615	Seminar in Multicultural Dimensions in Rehabilitation Counseling.....	3
ARP 645A	Assessment in Rehabilitation.....	3
ARP 660	Theory and Process of Counseling in Rehabilitation.....	3
ARP 684	Rehabilitation Foundations.....	3
ARP 685A		
<b>OR</b>		



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ARP 685B	Medical and Psychological Aspects of Disability .....	3
ARP 687	Job Development for Individuals with Disabilities .....	3
ARP 740	Advanced Seminar in Administration, Rehabilitation and Postsecondary Education.....	3

Electives: If one or more of the required courses has been completed, substitute elective(s) can be taken with consent of the coordinator.

Students must complete the course requirements with a 3.0 (B) grade point average. Three units of coursework with a grade of "C" is applicable to the certificate program. Maximum three units of coursework can be repeated.

Students may be concurrently registered in the Advanced Certificate in Rehabilitation Counseling and the Master of Science degree in Rehabilitation Counseling. An individualized program of study based on the student's educational background and professional experience will be designed with the coordinator.

For further information, contact the program coordinator at 619-594-6921.

### Restorative Justice Practice and Trauma-Informed Care Certificate (SIMS Code: 331012)

The purpose of this certificate is to educate a national and international body of mental health professionals and para-professionals in contemporary mental health practices that focus on restorative justice practices and trauma-informed care. The certificate draws upon integrated recovery and strength-based approaches and emphasizes the role of trauma-informed treatment models in understanding the causes of mental ill-health and restorative justice practices to address human suffering caused by environmental trauma. The certificate is offered in an online format to cater to educational and health-care professionals residing in locations all over the world.

Prerequisites: A bachelor's degree from an accredited institution with demonstrated experience in serving people requiring mental health services.

#### Required courses (12 units):

CSP 612	Restorative Practices and Conflict Transformation .....	3
CSP 636	Mental Health Recovery.....	3
CSP 639	Law and Ethics in the Counseling Profession.....	3
CSP 652	Trauma-Informed Care in Multicultural Contexts .....	3

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.

For further information, contact the program adviser, Dr. Gerald Monk, 619-594-6109.

### 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
<b>OR</b>		
ARP 684	Rehabilitation Foundations .....	3
ARP 687	Job Development for Individuals with Disabilities .....	3
SPED 771	Directed Internship: Special Education .....	3 (Cr/NC)
<b>OR</b>		
ARP 743	Fieldwork in Rehabilitation.....	3 (Cr/NC)
<b>OR</b>		
ARP 745	Internship in Rehabilitation.....	3-6 (Cr/NC)
<b>OR</b>		
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 for 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.*

### 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)

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.

Social and cultural parameters that have contributed to the shaping of American society and affected developments in education in the last two decades. Emphasis on the impact on multicultural education and human social behavior in pluralistic societies.

#### 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.

Analysis of existing models of English learner education and processes for educational leadership for designing, analyzing or researching policy, curriculum or programs, to meet diverse linguistic and cultural needs of students in current socio-political contexts.

#### 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.

National, state, and school policy directed at providing the minority learner with equal educational opportunity. Discussion of legislation for desegregation, bilingual education, school implementation cases and classroom practices as these relate to equal educational opportunity.

#### ED 808. Academic Research and Publishing in Education (3)

Prerequisite: Completion of a minimum of 12 units in a College of Education doctoral program.

Development, writing, and submission of an article to a juried journal in education. Argument development, creation of abstracts, and identification of theoretical frameworks.

#### ED 810. Seminar in Curriculum Development and Implementation (3)

Prerequisite: Admission to doctoral program.

Curriculum development and implementation to include culturally diverse contexts with emphasis on reflective implementation and critical analysis of commercial and site-based curriculum.

#### ED 814. Seminar in Curricular Change Processes (3)

Prerequisite: Education 810.

Curriculum change processes in educational organizations. Process of planning change and elements necessary for implementing and managing curriculum change to include diverse cultural contexts.

#### ED 815. Re-Thinking Leadership (3)

Prerequisite: Admission to educational leadership doctoral program.

Concepts of individual and group leadership in educational environments. Practices and policies of effective management and leadership; ethical and emerging trends in leadership styles.

#### ED 820. Advanced Educational Statistics (3-4)

Prerequisites: Education 690 or equivalent graduate level course and consent of graduate coordinator.

Theory and practice of statistical inference for research in education. Probability and sampling theory, data collection and organization, computer applications in educational research, statistical significance testing and prediction, use of statistical computer program libraries.

#### ED 822. Seminar in Analysis and Issues in Race and Ethnic Relations (3)

Prerequisite: Education 801.

Analysis of race and ethnic relations in education from a theoretical, research, and action based perspective. Conceptual framework of race, ethnicity, and prejudice theory needed for policies and strategies of reform in education to address unequal race relations.

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### **ED 823. Seminar in Action Oriented Policy Research in Multicultural Contexts (3)**

Prerequisite: Education 801.

Multidimensional ways to resolve social problems. Development of community based issues, analysis, research, and implementation.

### **ED 827. Seminar in Communication and Cognition in Education (3)**

Prerequisite: Admission to doctoral program.

Roots of communication in a diverse society. Relationship between cognition and communication including mass media, as well as cross-cultural, and personal modes.

### **ED 836. Research and Writing Support (2-3) Cr/NC**

Prerequisite: Admission to educational leadership doctoral program.

Identification and clarification of a researchable problem in PreK-12 and community college leadership; analysis of related literature, investigation of possible methodology; application to Institutional Review Board. Maximum credit nine units.

### **ED 840. Seminar in Leadership in a Diverse Society (3)**

Prerequisite: Admission to educational leadership doctoral program.

Theories and practices for achieving schools informed by and built around participation of diverse communities and cultures. Inter-section of leadership with socio-historical, socio-cultural, and social justice theories.

### **ED 850. Seminar in Quantitative Methods of Inquiry (3)**

Prerequisites: A master's level course in research methods and admission to doctoral program.

Inquiry and empirical research in educational settings within public schools, postsecondary institutions, and public and private sector educational organizations.

### **ED 851. Seminar in Qualitative Methods of Inquiry (3)**

Prerequisites: A master's level course in research methods and admission to doctoral program.

Theory and methods of qualitative research and evaluation. Computer applications in qualitative research. Match methodology to research settings in education; design a research or evaluation proposal; collect and analyze data; and present results of qualitative study.

### **ED 852. Seminar in Advanced Quantitative Methods of Inquiry (3)**

Prerequisite: Education 850.

Quantitative methods to include weighting, missing value analysis, mean-based procedures, prediction modeling, and causal modeling.

### **ED 853. Seminar in Advanced Qualitative Methods of Inquiry (3)**

Prerequisite: Education 851.

Qualitative procedures to include advanced observation, focus groups, visual ethnography, and case study research.

### **ED 854. Visual-Based Research Methods (3)**

Prerequisite: Education 851.

Theoretical groundings, design, and conduct of qualitative research to include an array of visual-based data generation tools.

### **ED 855. Seminar in Leadership for Developing Educational Systems (3)**

Prerequisite: Admission to educational leadership doctoral program.

Skills and processes to lead the development of educational systems. Development of educational systems into learning organizations through organizational communications, adult learning, and professional development.

### **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.

## CREENTIAL COURSES

### **ED 970. Teaching Event Assessment (1-3) Cr/NC**

Prerequisite: Admission to teacher education or dual language and English learner education multiple or single subject credential program and credit or concurrent registration in Dual Language and English Learner Education 960, Teacher Education 903, or 961.

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. Open only to students completing their final semester of student teaching. May be repeated with new content. See *Class Schedule* for specific content. Maximum credit six units applicable to a master's degree.

### **ED 997. Special Topics in Education (0.5-6)**

(Offered only through SDSU Global Campus)

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.