Master of Arts and Master of Science Degrees in Education
Graduate programs in the School of Education are designed to advance students’ knowledge and skills in the effective application, evaluation and implementation of sound pedagogy and educational strategies. Both the Master of Arts and the Master of Science degrees are offered. These degree programs are accredited by the California Commission on Teacher Credentialing (CCTC), the National Council for the Accreditation of Teacher Education (NCATE), and the Western Association of Schools and Colleges (WASC), 985 Atlantic Ave., Suite 100, Alameda, CA. 94501, 510-748-9001. The School of Education offers the master's level programs described below.

Graduate Degree Programs in the Department of Teacher Education
The Department of Teacher Education offers a program of study leading to a Master of Arts in Education degree in the following concentrations:
• Early Childhood & Family Education
• Reading/Literacy

Graduate Degree Programs in the Department of Advanced Educational Studies
The Department of Advanced Educational Studies offers programs and services that are designed to prepare teachers, administrators, and counselors for degrees, specific preliminary and professional credentials, and certification required in the State of California for service in specialist and administrative positions that require advanced preparation and special competence. A program of study leading to a Master of Arts or Master of Science degree in Education is offered in the following concentrations:
• Bilingual/Multicultural Education
• Curriculum & Instruction
• Educational Administration

Master of Science Degree in Counseling with Concentrations in:
• School Counseling (including the Pupil Personnel Services [PPS] Credential)
• Student Affairs in Higher Education
All these graduate programs have received accreditations from the National Council for Accreditation of Teacher Education (NCATE).

Graduate Degree Program in the Department of Special Education
The Department of Special Education offers programs and services that are designed to prepare teachers and administrators for service dealing with special student populations in positions that require advanced preparation and special competence.

Master of Arts Degree in Education with concentrations in:
• Special Education (General) in the areas of Mild/Moderate and Moderate/Severe Disabilities

School of Education Programs Offered at Antelope Valley
The Advanced Educational Studies Department and the Special Education Department offer the following Master of Arts degrees at Antelope Valley:
• Master of Arts in Education (concentration in Curriculum and Instruction)
• Master of Arts in Education (concentration in Educational Administration)
• Master of Arts in Education (concentration in Special Education-General)
Application Process and Program Requirements
To pursue a Master of Arts or Master of Science degree in the School of Education, the student must apply to the Office of Admissions and Records at CSUB for general admission to the university and classification. **It is extremely important that the applicant complete Part B of the CSUB Post-baccalaureate Application in its entirety, listing the program code number, to insure that the applicant’s application is sent to the School of Education Graduate Studies Evaluator (EDUC 105; 661-654-3160).** Application to specific School of Education graduate degree programs is initiated by obtaining an application from the Advanced Educational Studies Office, 661-654-3055, EDUC 238. Please see individual graduate degree program materials for specific admission requirements. The School of Education Graduate Studies Committee will determine the student’s admission status. All applicants will be notified in writing regarding admission, individual status, or progress in a specific degree program.

GRADUATE/POST-BACCALAUREATE STUDENT STANDING

Post-baccalaureate Classified Standing. Upon approval and completion of all admission requirements, a student may be formally admitted to a post-baccalaureate credential program or a certificate program in this student standing. Professional, personal, scholastic and other admissions standards, including qualifying examinations (if required by selected programs) may be included for admission to Post-baccalaureate Classified Standing.

Graduate Classified Standing. A student may be formally admitted to a graduate program in this student standing (or advanced to this student standing from Graduate Conditionally Classified Standing) if the student meets all the professional, personal, scholastic, and other standards (including a minimum 3.00 GPA in the last 90 quarter units) or any qualifying examination(s) prescribed by that particular graduate degree program. Graduate Classified Standing is required for enrollment in 600-level coursework.

Graduate Conditionally Classified Standing. With program faculty approval, a student may be formally admitted to a graduate degree program in this student standing if the student has deficiencies in requirements or prerequisite preparation but can remedy these deficiencies by completing appropriate course work and/or qualifying examination(s).

School of Education Special Admit Policy. An applicant to a graduate degree program who has a GPA below the required 3.00 GPA may petition for Special Admit status. The following options are available for students who have been approved by the graduate program faculty in this student standing:

a) Condition(s) are to be explained in writing by the graduate degree program coordinator, SOE Director of Graduate Studies, or Dean of School of Education;

b) Complete nine (9) quarter units of course work with a grade of “B” or better; or

c) Pass the Graduate Record Examination (GRE) with a score of 900 or better.

Graduate Advancement to Candidacy Standing. Students may be moved to this student standing upon completion of a significant portion of the graduate degree Plan of Study which must be approved by the program advisor. Graduate Advancement to Candidacy Standing is determined after a formal review and recommendation. In the School of Education, the Director of the Graduate Program and the graduate program coordinator approve such petitions for this student standing. Graduate Advancement to Candidacy is required for enrollment in the Culminating Activity (CA).

Non-active Graduate/Post-baccalaureate Standing. A graduate/Post-baccalaureate student who has been absent from coursework in his/her respective program for more than two (2) consecutive quarters without an approved Planned Educational Leave or without continuous Enrollment Status will be classified in Non-active student standing. A student who has been reclassified in a Non-active student standing must submit a new application for admission to the University and pay the nonrefundable application fee. Additionally the student must also resubmit an application for admission to the respective graduate degree program offered in the School of Education.

Advisement and Planning
All graduate programs leading to the MA in Education degree or the MS in Counseling Degree shall be planned in consultation with a graduate program advisor from the program concentration in the School of Education. The program advisor typically continues as the Chair of the Culminating Activity. It is the responsibility of the student to obtain the appropriate forms from the SOE Graduate Studies Office and develop the degree Plan of Study with a program advisor. There is no guarantee that prior graduate credit units earned in the School of Education or in other schools of the University will be accepted toward a program of study leading to a graduate degree. Although up to 13.5 quarter units may count toward the degree Plan of Study, the student must have prior written approval from the program advisor and/or graduate program coordinator for that specific program.

Since not all graduate courses are offered every academic quarter or year, a student seeking a specific sequence of courses to complete established programs leading to the master’s degree should consult with the program advisor to ensure efficient timing and maximum utilization of courses chosen.

**Culminating Activity Committee Selection**

Selection of a Culminating Activity (CA) Committee is a requirement for a student seeking the MA in Education. At least two (2) quarters before registering for a Culminating Activity, the student begins the process of selecting members for the Culminating Activity Committee. It is customary for the student to ask the program advisor to chair the CA Committee, however, this is not mandatory.

A student must have a total of three (3) faculty members on the CA Committee during the quarter(s) when the culminating activity is planned. (In Educational Administration the CA Committee will consist of two faculty members and a credentialed school administrator.) The student is to obtain a Culminating Activity Approval Form for Registration from the SOE Graduate Studies Office and have each faculty member sign this form as he/she agrees to serve. If a thesis or project is planned, this form is to be signed by the faculty members after they agree to serve and have approved the formal written proposal. Important information regarding the selection criteria for committee members is found in the School of Education Graduate Studies and Policies Manual, which is a required manual that is to be purchased in the University Bookstore.

When first registering for the Culminating Activity, a student will enroll for the number of units currently indicated for that specific CA listed on the program concentration planning form. In the event that a student does not complete the CA within the quarter planned, but has shown evidence of satisfactory progress, the student will be assigned a grade of “RP” (Report in Progress) and meet with the committee chair to discuss the time frame for completing the CA and maintaining continuous enrollment. According to University policy, a student must be enrolled during the quarter in which he/she wishes to receive the degree unless special consideration is requested and approved by the Dean for the School of Education.

Research for the master’s thesis or project that involves data from/about human subjects may be required to be reviewed and approved by the Institutional Review Board for Human Subjects Research (IRB/HSR).

**Graduation Writing Assessment Requirement**

All graduate and post-baccalaureate students must satisfy the Graduation Writing Assessment Requirement (GWAR) as soon as possible. Individual graduate programs have the option of giving deadlines by when this requirement must be met. Graduate students may meet this requirement by passing the regularly scheduled examination (offered once a quarter) or by earning a “C” or better in one of the approved GWAR courses.

Students are exempt from the GWAR if they meet either of the criteria below:

1. You graduated from a CSU or UC campus since 1980;
2. You earned a high enough score on one of the following tests (provided the test(s) were taken since 1980): **GMAT** 4.5 or higher on the writing portion; **CBEST** 41 or higher on the writing portion; **GRE** 4.5 or higher on the analytic writing portion.

Students who have one or more articles published as first author in a refereed professional journal or who already have a Masters in any discipline that included thesis or project and are working on another
degree or credential, may submit their work for review to the Chair of the university-wide GWAR committee with a formal request to waive the GWAR. In these last two situations, waiver requests and supporting documents will be reviewed, and you will receive a decision in approximately two weeks.

Students from campuses other than a CSU or UC campus who believe they have met this requirement, must submit a transcript, a course description, and a syllabus from an equivalent course to the Composition Coordinator for evaluation.

In-service Courses
Education courses offered that are designated at the 900- level are intended as in-service courses. These courses are generally offered as workshops and/or in conjunction with professional conferences or other activities. Such courses will not be computed in a student’s GPA nor will these courses be accepted to meet degree or credential requirements. Such courses are offered on a credit, no-credit basis only.

Award of Degree
The Master of Arts in Education degree will only be conferred upon those students who complete an authorized graduate degree curriculum established by the School of Education that meets the standards established by the school and University. The basic pattern for the MA programs consists of: (1) core studies (7-quarter units); (2) professional concentration options (34 units); and (3) a culminating project, thesis, practicum or comprehensive examination (1-5 units). All programs shall be based on an irreducible minimum of 45 quarter units of graduate credit acceptable to both the School of Education and the University. Plans of study shall be developed cooperatively by the student and his/her School of Education program advisor and subject to approval of the Director of Graduate Studies of the School of Education. All courses and the culminating activity must be completed within a seven (7) year period to qualify for the degree.

Specific courses for MA degree programs ordinarily will be selected from those in the 500 and 600 series. Some courses may be accepted from the 400 series but only upon prior approval of the program advisor. The student must have a plan of study which has at least one-half of the total degree program in courses designed primarily for graduate studies. Courses in the 600 series are designed primarily for classified graduate students for the MA or MS.

Upon completion of all requirements, with the exception of the Culminating Activity, the candidate is to obtain and file an Application for Graduation with the University Evaluations Office for award of the MA in Education or the MS in Counseling. The degree will be awarded only upon certification from the University Evaluations Office that all requirements for the degree have been met, and approval from the School of Education, Credentials, and/or Graduate Studies Offices.

Financial Assistance
Graduate Assumption Program of Loans for Education (Graduate APLE) - This program is designed to encourage students to complete their graduate education and serve as faculty at an accredited college or university in California. Participants may receive up to a total of $6,000 in loan assumption benefits ($2,000 each year) for three consecutive years of full-time employment at one or more California colleges or universities. Teaching service must begin within 10 years of being accepted into the Graduate APLE. Students having questions or needing assistance should contact the California Student Aid Commission at www.csusuccess.org/aple.

Governor’s Teaching Fellowship Program - These competitive awards are designed for students preparing to teach in low performing schools in California for four (4) years. These fellowships provide $20,000 to help pay education and living expenses while students are enrolled full-time in a California Commission on Teacher Credentialing (CCTC) accredited California State University (CSU), University of California (UC), or independent college/university teacher education program.

Eligibility Requirements:
• Bachelor’s degree from a regionally accredited college or university.
• Verified academic and employment record (including transcripts and employment history).
• Proof of admission to and/or enrollment in a California Commission on Teacher Credentialing (CCTC) accredited teacher education (nonintern) program.
• Documented experience in working with children.
• Letters of recommendation and faculty/employer evaluations.
• Interviews with program administrators.
• Commitment to teach in a low performing school (bottom half of the Academic Performance Index).

Application process:
• Download an online application at: www.teacher-fellowship@calstate.edu, or
• Request an application by e-mail at: teacher-fellowship@calstate.edu, or
• Call the toll-free number at: (866) 824-7335.

PROGRAM CONCENTRATIONS

Master of Arts Degree in Education with a Concentration in Bilingual/Multicultural Education
The Master of Arts in Education with a concentration in Bilingual/Multicultural Education is designed to meet the needs of bilingual and non-bilingual educators and professionals in related fields who seek to improve their skills in order to attain a higher level of professionalism in bilingual/multicultural education. The advanced degree is articulated with other programs available in the School of Education. A California teaching credential is required prior to the awarding of the degree. Work toward the MA in Bilingual/Multicultural Education may be articulated with the CLAD or BCLAD Certificates as designed by the California Commission on Teacher Credentialing (CCTC) standards.

Requirements for MA in Education with a Concentration in Bilingual/Multicultural Education (45 units)

Prerequisite:
1. A valid California teaching credential, issued by the California Commission on Teacher Credentialing

Core: (7 units)
1. EDRS 680 (4)
2. EDRS 681 (3)

Concentration: (a minimum of 33 units for MA Degree)

Required Courses:
1. EDBI 476 (3)
2. EDBI 503 (5)
3. EDBI 505 (5)
4. EDBI 524 (5)

Optional Courses: Take one of the following courses:
1. EDBI 564 (5)
2. EDBI 635 (5)

Elective Courses: Take at least 10 units of the following courses
1. EDBI 506 (5)
2. EDBI 635 (5)
3. EDBI 636 (5)
4. EDSP 501 (5)
5. CPSY 633 (4)

Language Requirement:
A Spanish Proficiency Examination (Pretest/Posttest or approved equivalent) is required. The Examination is waived for BCLAD Emphasis or BCLAD Certificate holders.

Culminating Activity (select one):
1. EDBI 690 (5)
2. EDBI 691 (5)
3. EDBI 692 (5)

Master of Arts Degree in Education with a Concentration in Curriculum and Instruction
The specialization in Curriculum and Instruction is available on the master’s level for those individuals who have undergraduate or Post-baccalaureate preparation (including qualifications for some type of appropriate teaching credential) in preschool, kindergarten, or elementary education and subject matter fields acceptable for instruction in grades seven (7) through twelve (12). This specialization will also benefit others including community college instructors, nurses, medical technologists and those in the field of media. Basic courses used to qualify for the initial elementary or secondary credential may not be included in the units applicable toward the MA degree even though these units were taken as Post-baccalaureate credits or as part of the “fifth year” pattern. Some credits, particularly those earned post credential as part of a fifth year program, may be used for the degree provided that those credits are approved by an advisor and carry clearly identifiable graduate numbers certifiable by transcripts from accredited institutions or programs, and such units were not used/needed for total units needed for the undergraduate degree.

Requirements for the MA in Education with a Concentration in Curriculum and Instruction

Prerequisites:
1. A valid basic teaching credential (or waiver)
2. An undergraduate GPA of 3.00 or better

Core:
1. EDRS 680
2. EDRS 681
3. EDCI 516
4. EDCI 520
5. EDCI 530

Electives: In selecting elective courses (minimum of 24 quarter units) for areas of emphasis, please see program plan sheet. Areas of emphasis include: educational technology, field-based studies, and other plans (Plan of Study) developed by the student and advisor. Advisement appointments with a program advisor are extremely important. No student will be permitted to enter the second quarter of coursework without a completed Plan of Study signed by the student and advisor.

Core-Culminating Activity: (select one)
1. EDCI 690
2. EDCI 691
3. EDCI 692

The concentration in Early Childhood and Family Education is available for those individuals who have undergraduate or post baccalaureate preparation related to Early Childhood and Family Studies. The student should intend to: teach in child-centered settings with infant, preschool, or elementary aged children; work as administrator of childhood and family programs; pursue a career as a researcher; become a college instructor in early childhood, child development, adolescent development, or family education; work in private industries related to child and family-centered products and services; or work in private or public service organizations.

The primary orientations of the concentration are toward improvement of teaching, design of child centered environments, and development of children’s programs, creation of curricula, and the utilization of research in child- and family-centered programs. Appropriate concerns are methods, materials, plans, research data, and procedures pertinent to early childhood and family education. The specialization in Early Childhood and Family Education may be obtained in conjunction with an elementary credential and the Master of Arts in Education degree.

Application Process. Please send the following application materials directly to the Early Childhood and Family Education Program.
1. Letter of interest
2. 3 Letters of recommendation
3. Copy of Transcript
4. Evidence of Graduate Writing Assessment Requirement (GWAR) or equivalent
Requirements for a MA in Education with a Concentration in Early Childhood and Family Education

Prerequisites:
1. A valid basic California Commission on Teaching Credential (CCTC) (when applicable, may be waived for those who do not intend to teach in a public school).
2. Nine (9) quarter or six (6) semester units in Child Development coursework or approved equivalent.
3. Acceptance to the CSUB Graduate Program.
4. Undergraduate GPA of 3.0 or higher.

Core: (7 units)
1. EDRS 680 (4)
2. EDRS 681 (3)

Concentration: a minimum of 25 units of EDEC coursework which must include the following 4 courses:
1. EDEC 513 (5)
2. EDEC 514 (5)
3. EDEC 545 (5)
4. EDEC 590 (5)

Electives: a minimum of 8 units of EDEC coursework; the following are recommended courses, but other classes approved by a graduate advisor are acceptable.
1. EDEC 443 (5)
2. EDEC 444 (5)
3. EDEC 522 (5)
4. EDEC 523 (5)
5. EDEC 532 (3)
6. EDEC 644 (1-6)

Culminating Activity: (select one)
1. EDEC 690 (5) (recommended)
2. EDEC 691 (5) (recommended)
3. EDEC 692 (5)

Master of Arts Degree in Education with a Concentration in Educational Administration

The concentration in Educational Administration is available for post-baccalaureate students who have an interest in administering programs in elementary or secondary public schools. Work toward the MA degree may be closely coordinated with requirements for the Preliminary Administrative Services Credential. The Preliminary Administrative Services Credential (Tier I) is the first of two credentials (Professional Administrative Services Credential, Tier II) that one must earn to be permanently credentialed as an educational administrator in California's elementary or secondary public schools. Individuals who have the Preliminary Administrative Services Credential may hold any administrative position in California for which they are otherwise qualified. The Preliminary Administrative Services Credential is in effect for five (5) years from the date of issuance, which corresponds with the date of employment in an administrative position requiring the credential.

Requirements for the MA Degree in Education with a Concentration in Educational Administration

Prerequisites:
1. A valid basic California Commission on Teaching Credential (CCTC)
2. EDCI 516
3. EDCI 530

Core:
1. EDRS 680
2. EDRS 681

Concentration:
1. EDAD 515
2. EDAD 572
3. EDAD 573
Master of Arts Degree in Education with a Concentration in Reading/Literacy

This program leads to a Master of Arts degree in Education with requirements for the Reading Certificate and Reading/Language Arts Specialist Credential embedded in the sequence of coursework. Competencies emphasized in this program prepare the candidate for professional work and leadership in the field of literacy in grades K-12.

This concentration in Literacy is available for post-baccalaureate students who have an interest in further refinement of their professional skills and knowledge in the areas of reading and the language arts at the elementary or secondary level. Applicants for this graduate concentration in Literacy must also qualify for an official teaching credential but this may be waived under special circumstances. Work toward the MA with a concentration in Literacy may be closely articulated with the Reading/Language Arts Specialist Credential as designed by standards of the California Commission on Teacher Credentialing (CCTC). Website: www.csub.edu/soe/teacher_education/reading_and_language_arts/

Prerequisites:
1. Admitted to CSUB (Post-baccalaureate)
2. BA degree verified (include transcripts if not from CSUB)
3. GPA Verified
4. Essay
5. Copy of California teaching credential verified or MOU
6. Upper division writing (GWAR) competency passed
7. Three recommendation surveys (online)
8. Evidence of CBEST passage

Requirements for MA in Education with a Concentration in Reading/Literacy

Reading Certificate (20 units):
1. EDLT 501 (4)
2. EDLT 502 (4)
3. EDLT 503 (4)
4. EDLT 504 (4)
5. EDLT 505 (4)

Reading/Language Arts Specialist Credential (20 units):
1. EDLT 506 (4)
2. EDLT 507 (4)
3. EDLT 508 (4)
4. EDLT 509 (4)
5. EDLT 510 (4)

Master of Reading/Literacy Required Courses (10-12 units):
1. EDRS 680 (4)
2. EDRS 681 (3)
3. EDLT 690 (5) or EDLT 691 (3) or EDLT 692 (3)

Note: The Reading/Language Arts Specialist Credential requires the 20 units indicated plus the courses in the Reading Certificate.
Master of Arts Degree in Education with a Concentration in Special Education
The Department of Special Education offers programs and services leading to the Master of Arts in Education with a concentration in Special Education in the areas of mild/moderate disabilities and moderate/severe disabilities. This MA degree concentration is individually designed to reflect the student’s interests. In addition, two state-recognized credentials can be earned. These professional certificates are the Mild/Moderate Disabilities and the Moderate/Severe Disabilities credentials. Technological applications and multicultural considerations are emphasized in all programs.

Requirements for MA in Education with a Concentration in Special Education (General)
Any final degree program may not contain units that are over seven (7) years old at the time that the degree is to be awarded. Please check with the SOE Graduate Studies Office.

A candidate seeking an MA degree must form her/his Culminating Activity Committee at least one in advance of completing the MA Culminating Activity. This involves completing the Culminating Activity-Approval for Registration form and obtaining the signatures of faculty who have agreed to serve on the candidate’s committee. The MA degree candidate must also complete the Advancement to Candidacy form. Both forms are available in the SOE Credential Office.

Candidates planning to do research with human subjects must receive an approval of their research proposals form the CSUB Institutional Review Board for Human Subjects prior to starting their research. Candidates are expected to work with their committee chair to fulfill this requirement.

Prerequisite:
1. EDSP 501 (5)

Core Requirements:
1. EDRS 680 (4)
2. EDRS 681 (3)

Area of Emphasis: Select either Mild/Moderate or Moderate/Severe

Mild/Moderate Disabilities Emphasis

Phase I: Foundation and Basic Understanding
1. EDSP 503 (5)
2. EDSP 506 (5)

Phase II: Skill Development
1. EDSP 505 (5)
2. EDSP 508 (5)
3. EDSP 545 (5)
4. EDSP 688 (5)
5. EDSP 529 (5)
6. Elective: Recommend EDSP 680, 690, 660, 695 or EDAD or EDBI course (2-3 units)

Phase III: Culminating Activity (select one):
EDSP 691 (5)
EDSP 692 (5)
EDSP 693 (5)

Moderate/Severe Disabilities Emphasis

Phase I: Foundation and Basic Understanding
1. EDSP 503 (5)
2. EDSP 517 (5)

Phase II: Skill Development
1. EDSP 505 (5)
2. EDSP 631 (5)
3. EDSP 632 (5)
4. EDSP 688 (3)
5. EDSP 529 (3)
6. Elective: Recommend EDSP 680, 690, 660, 695 or EDAD or EDBI course (2-3 units)

Phase III: Culminating Activity (select one):
EDSP 691 (5)
EDSP 692 (5)
EDSP 693 (5)

Master of Science in Counseling with Concentrations in School Counseling or College Student Affairs

The Master of Science degree in Counseling is a 72-quarter unit degree designed to provide graduate preparation for counselors in the areas of School Counseling and College Student Affairs. The major goal of the Program is to prepare professional counselors who have the skills to practice in a wide variety of settings. All MS in Counseling students take 48 units of core courses in Counseling, 8 units of specialty courses, 15 units of supervised field experience or internship, and a final culminating activity (thesis or comprehensive exam). Extensive field-based experiences are woven throughout the Program. Courses are typically offered on weekdays in the late afternoon and evening for working students, although courses in Practicum and Internship will require extensive daytime commitments. Students must select one of the two concentrations described below in their initial application:

School Counseling. Students desiring to counsel in K-12 public or private educational settings should select a concentration in the area of School Counseling. The curriculum has been designed for preparation toward a Pupil Personnel Services (PPS) credential. This option reflects the preparation standards established by the American School Counselor Association and the California Commission on Teacher Credentialing (CCTC).

College Student Affairs. Students desiring to work in student services positions within community college, college, and university settings should select a concentration in the area of College Student Affairs. The curriculum has been designed to prepare effective professional counselors to work in a wide range of settings. Examples include Admissions and Records, Financial Aid, Residence Life, Academic Advising, Career Development, Talent Search and Upward Bound.

Admissions Process

The Counseling Program admits new students once a quarter during the academic year, with the following deadlines for completed files to be submitted to the Office of the Graduate Studies Evaluator (EDUC 105; 661-654-3160): October 15 (for Winter Quarter); February 15 (for Spring Quarter); and April 15 (for Fall Quarter). Prior to formal admission to the Counseling Program, students may enroll in EDCS 510 Counseling Children and Adolescents, EDCS 540 Introduction to Counseling, EDCS 570 Career Counseling, and EDCS 601 Substance Abuse.

To pursue the Master of Science in Counseling, the applicant must first apply to the Office of Admissions and Records, CSUB (661-654-3036), designating the appropriate code for Educational Counseling/Guidance (08261). Following admission to the University, the applicant is to contact the Department of Advanced Educational Studies Office (EDUC 238; 661-654-3055) for a brochure and application to the specific graduate degree program desired. The completed application is to be returned to the Office of the Graduate Studies Evaluator (EDUC 105; 661-654-3160) for review. The Program Admissions Committee will certify admission or non-admission to the desired degree program only after admission to the University has been established. Applicants will be notified in writing of actions regarding admission taken by the Committee.

Only complete applications files will be considered. It is the responsibility of the applicant to make certain that the application file is complete and contains the following information:
1. Transcripts from all previous undergraduate and graduate study (photocopies acceptable);
2. Counseling Program Application (including personal statement and other documents);
3. Letter of Admission to CSUB Graduate School (photocopy) from the Admissions Office;
4. CBEST Score Report (photocopy) [for School Counseling only];
5. Certificate of Clearance (photocopy) [for School Counseling only].
6. Evidence of course in statistics (see below).

**Minimum Requirements and Prerequisites for Full Admission.** Students must meet all the following applicable conditions to be admitted as “classified”:
1. Cumulative grade point average of 3.0 (on a 4.0 scale) in all undergraduate work attempted;
2. Completion of an undergraduate or graduate course in statistics, completed within the past five years, with a grade of "C" or higher;
3. Submission of CBEST scores copy (for School Counseling only)
4. Submission of Certificate of Clearance copy (for School Counseling only).

Information regarding the CBEST (California Basic Educational Skills Test) and the Certificate of Clearance may be obtained from the Credentials Office (EDUC 102; 661-654-2110). Conditionally classified admission may be granted on an individual basis to applicants who do not satisfy all of the above conditions. Students accepted as "conditionally classified" will be limited in the number of courses they may take until all conditions are removed and they are reclassified as fully classified.

**After Admission: Advancement Steps Toward Degree.** Once the applicant is admitted, additional steps must be achieved to successfully matriculate toward the MS degree.

**Advancement to Candidacy.** Students are required to be Advanced to Candidacy prior to enrollment in Internship or the Culminating Activity (e.g., comprehensive exam or thesis). Decisions regarding Advancement to Candidacy in the Counseling Program are delayed until a student has taken at least 15 quarter units of coursework to determine, from the students’ perspective, whether the Program will meet their career and professional goals; and, from the faculty perspective, whether the student has demonstrated minimal knowledge and skills for continuance in the program leading toward a career as a professional counselor.

In order to better mentor the growth of students throughout the program and to insure the quality of program graduates, Program faculty reserves to itself certain requirements (see Counseling Student Handbook for specifics). A form requesting Advancement to Candidacy should be completed by the student in the quarter prior to the first internship and submitted to the Office of the SOE Graduate Studies Evaluator (EDUC 105; 661-654-3160).

**Ability to Work with People Effectively.** Throughout the Counseling Program and prior to completion, the student must continually provide evidence of the ability to interact competently, successfully, and ethically with people from a variety of backgrounds in a manner consistent with the role of a professional person in counseling. Such evidence may come from Practicum and techniques courses, courses with an experiential focus, or from the supervised internship experiences in the Program. The student is advised that this quality is difficult to evaluate prior to admission; it may become apparent only as the student progresses through the Program. The applicant who recognizes that these skills may be significantly difficult to achieve is urged to consider other career options. Faculty reserve the right to deny continuation or Advancement to Candidacy for students who do not demonstrate the ability to work with people effectively as described above.

**Internship Application.** A student must submit a completed “Application for Internship” form to the Program Internship Coordinator midway through the quarter prior to each quarter in which Internship credit is desired. The form is downloadable from the website of the intern coordinator.

**Application for Culminating Activity.** The student should complete and submit an “Application for Culminating Activity” form with the SOE Office of the Graduate Studies Evaluator during the quarter prior to enrollment in a culminating activity course, i.e., EDCS 696 Masters Project in Counseling (Thesis).

**Application for Graduation.** The student should file an "Application for Graduation" midway through the quarter prior to the expected graduation quarter. The student should work closely with the SOE Graduate Studies Evaluator to assure that the file is complete and accurate. Any deviation from the original Program of Study filed at the beginning of the MS program must be explained and approved.
Counseling Core Courses (for both concentrations)
EDCS 502 (4)
EDCS 505 (4)
EDCS 510 (4)
EDCS 515 (4)
EDCS 525 (4)
EDCS 532 (4)
EDCS 540 (4)
EDCS 560 (4)
EDCS 570 (4)
EDCS 581 (4)
EDCS 601 (4)
EDCS 605 (4)
EDCS 691 (5)
EDCS 692 (5)
EDCS 693 (5)

Culminating Activity (for both concentrations)
EDCS 696 (Thesis) (5) or
EDCS 697 (2)

School Counseling Courses
EDCS 645 (4)
EDCS 650 (4)

College Student Affairs Courses
EDCS 620 (4)
EDCS 635 (4)