

MASTER'S DEGREE PROGRAMS

M.A. in Education

Option: Administration and Supervision

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Program Description

The Department of Educational Research and Administration offers a program leading to a Master of Arts degree in Education with an option in Administration and Supervision. Candidates who qualify for a preliminary teaching credential, with prior approval, may use part or all of a master's degree program to satisfy the fifth-year requirements for a clear teaching credential.

Career Opportunities

The degree program provides preparation for several career opportunities, including P-12 administration*, higher education administration**, and other general administration career opportunities or professional positions.

Admission Requirements. In addition to the admission requirements listed in the *Graduate Education Program* section of this catalog, M. A. in Education – Administration and Supervision program applicants must provide verification of advisement.

Program Requirements

Prepare and submit an individually designed program within the following framework:

Program Requirements

Core requirements	<i>Units</i>
1. Core requirements.....	25
ERA 220, ERA 288 (or CI 285), EAD 298 or 299.....	10
EAD 261, 262, and 9 units from the following: EAD 263, 264, 265, 266, 267, 268, 269, 272, 273, 275, 278T, 279, 281, 283, 284, 287, 288, 290; CI 274, 282, 284, 286, 287; ERA 260, 272, 288.....	15
2. Electives	5
5 units from the above or other approved electives	
Total	30

* For individuals seeking careers in P-12 administrative positions, the following 15 units of electives are recommended: EAD 263, 267, 268, 269, and 272.

** For individuals seeking careers in higher education administration, development, grants administration, and other administrative positions, 14 units from the following electives are recommended: EAD 267, 273, 275 or 278T, 281 or other by arrangement.

*** Students meet the Graduate Writing Requirement by passing the writing component of EAD 261 and 262.

Note: no more than 6 units of coursework taken for *CR/NC* only may be applied toward degree requirements.

M.A. in Education

Option: Curriculum and Instruction

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Program Description

The Master of Arts in Education with an option in curriculum and instruction is designed to provide professional and specialized preparation for the candidate interested in acquiring knowledge and skills essential for the design and development of curriculum and related instructional practices. The program enables the student to elect and pursue in-depth study in areas of curriculum and instruction such as educational technology, mathematics education, science education, social science education, or other specializations related to elementary, middle school, and secondary education.

Career Opportunities

- Teacher on Special Assignment
- Mentor Teacher
- Content or Technology Specialist
- Curriculum Developer
- National Board Certified Teacher
- Education Specialist in Business or Community Service

Admission Requirements. In addition to the admission requirements listed in the *Graduate Education Program* section of this catalog, program applicants must provide verification of advisement.

Master's Degree Programs

Program Requirements

Under the direction of the graduate adviser, each student prepares and submits an individually designed program within the following framework:

	<i>Units</i>
1. Course Requirements	16
CI 250*, 275	6
ERA 220**, CI 285 or ERA 288 ...	6
CI 298 or 299	4
2. Electives	14
Electives are selected in consultation with a curriculum and instruction faculty adviser. The electives may constitute a broad-based program in curriculum and instruction or represent an in-depth study in a specialty area within the context of curriculum and instruction	
Total	30

* CI 250 includes the graduate writing requirement as part of the course.
 ** ERA 153 or an approved equivalent is a prerequisite for ERA 220.

M.A. in Education

Option: Early Childhood Education

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Program Description

The Master of Arts in Education with an option in early childhood education offers specialized preparation for a wide variety of positions in educational settings with children from birth through the primary grades. The program is designed to meet individual needs of candidates with different experiential and educational backgrounds and varied career objectives. Students may use the program to meet fifth-year credential requirements for the clear teaching credential.

Career Opportunities

Early childhood education graduate courses are designed to address individual professional development and career goals including the following:

- Kindergarten-Primary Teacher-Leader
- Early Childhood Program Administrator
- Community College Instructor
- Infant/Toddler and Preschool Teacher-Leader
- Early Childhood Curriculum Specialist

Admission Requirements. In addition to the admission requirements listed in the *Graduate Education Program* section of this catalog, M.A. in Education – Early Childhood Education program applicants must meet the following requirements:

1. Be qualified for ECE Master Teaching Permit (B.A./B.S. degree plus 12 units ECE or Child Development and 3 units supervised ECE fieldwork) or hold a valid teaching credential.
2. Provide verification of advisement.

Program Requirements

Under the direction of the graduate adviser, each student prepares and submits an individually designed program within the following framework:

	<i>Units</i>
1. Course Requirements	25
ERA 220*; CI 285 or ERA 288; LEE 235**, 241; LEE 298B or 299	16
Select 9 units with approval of ECE coordinator: LEE 171; LEE 232, 233, 271	9
2. Approved Electives	5
Total	30

* ERA 153 or an approved equivalent is a prerequisite for ERA 220.
 ** Students meet the Graduate Writing Requirement by passing the writing component of LEE 235. See graduate program coordinator for further information.

M.A. in Education

Option: Reading/Language Arts

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Program Description

The Master of Arts degree program in Education with an option in reading/language arts is designed to provide professional and specialized preparation for classroom and resource teachers and consultants; diagnosticians and supervisors in reading clinics, schools, and community colleges. It enables graduates to do consulting and editing for publishing companies and to pursue advanced graduate study in universities offering the doctoral degree.

Reading and Language Arts graduate courses are designed to help teachers learn how to make curricular decisions about teaching reading and how to meet the needs of students with varying language communication backgrounds. Students pursuing a degree or credential in Reading and Language Arts also learn to inspire other teachers to upgrade the reading/language abilities of students through demonstrations of effective reading strategies.

Career Opportunities

Graduates will be qualified to administer an array of formal and informal diagnostic tests and use a variety of correctional and remedial procedures. They also lead their staff in developing a creative and stimulating environment for growth in reading/language competency.

Reading and Language Arts graduate courses are designed to address individual professional development and career goals including:

- Classroom teachers
- Reading consultants
- Reading resource teachers
- Reading clinicians
- Informed administrators
- Reading coordinators

Admission Requirements. In addition to the admission requirements listed in the *Graduate Education Program* section of this catalog, M. A. in Education – Reading/Language Arts program applicants must provide verification of advisement.

Program Requirements

Under the direction of the Reading Program Coordinator, each student prepares and submits an individually designed program within the following framework:

	<i>Units</i>
1. Course Requirements	22
ERA 220*; ERA 288 (or CI 285) and LEE 298A or 299	10
LEE 213, 215, 244, 278**	12
2. Approved Electives	8
(See adviser for suggested courses or groupings. The program offers special elective groupings in Integrated Language Arts, Teaching English Language Learners, Diagnostic/Clinic Experiences, and Reading Recovery.)	
Total	30

* ERA 153 or an approved equivalent is a prerequisite for ERA 220.
 ** Students meet the Graduate Writing Requirement by passing the writing component of LEE 278. See graduate program coordinator for further information.

M.A. in Teaching (MAT)

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Program Description

The Master of Arts in Teaching (MAT) is designed to improve classroom instruction, close the achievement gap in California public schools, and extend the academic and technological foundation provided in credential programs. The Web-based MAT focuses explicitly on applied advanced study in K-12 classrooms and is augmented with at least one two-day face-to-face session. Many of the theoretical and research skills included in conventional master's programs are part of the MAT; however, the MAT emphasizes practitioner-oriented knowledge, skills, and

dispositions necessary to increase learning for all students. These are key ingredients in California's commitment to highly qualified teachers. The MAT meets three priority areas in CSU teacher education: (1) outreach to underserved populations of teachers, (2) development of distance education programs for teachers, and (3) development of statewide and regional instructional programs.

Program Requirements

The MAT is a three-semester program (fall, spring, summer) offered to cohorts of students completing a prescribed sequence of courses taught by a faculty cohort.

	<i>Units</i>
Course Requirements	
CalStateTEACH 404 or equivalent*	9
CI 240**	3
CI 241	3
ERA 243	3
CI 245	4
CI 246	4
CI 298	4
Total	30

* The MAT requires 21 units of residency. Applicants need to submit official CalStateTEACH transcripts or the equivalent.
 ** CI 240 includes the graduate writing requirement (GWR) as part of the course. (See page 261 for details.)

M.A. in Special Education

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Program Description

The Master of Arts in Special Education offers advanced preparation in mild/moderate disabilities and moderate/severe disabilities and is closely related to course requirements for the Professional Level II Education Specialist Credential program. It is expected that students seeking admission to the Master of Arts in Special Education will possess a substantial entry-level background in special education, such as having made significant progress toward completion of the Preliminary Level I Education Specialist Credential program in mild/moderate or moderate/severe disabilities.

Master's degree candidates are provided various opportunities to broaden their

professional and educational preparation. Faculty regularly involve degree candidates in advanced research, professional conference presentations, and collaborative writing for publication. Interested students receive mentoring concerning scholarships, grant writing, positions of leadership in school districts, and doctoral programs.

Applicants seeking the Master of Arts in Special Education who also wish to teach in special education settings in the public schools of California should be concurrently enrolled in the Education Specialist Credential program. The master's degree alone will not provide authorization for classroom instruction in the state of California. Only students seeking teaching positions in states other than California, students seeking expertise for application to employment settings that specifically exclude public education, or students desiring to teach outside of the United States may pursue the Master of Arts without concurrent enrollment in the Education Specialist Credential program. Students with these unique aspirations are responsible for understanding credentialing/licensing requirements that may pertain to their desired work setting.

Students are not required to obtain this master's degree to be employed as a fully credentialed special education teacher in California. It is the credentials (both Level I and II) that provide the required state authorization. Most individuals at the Professional Level II will desire the master's degree as a reflection of their professional preparation beyond the entry level, and for purposes of possible salary augmentation. Students who already possess a master's degree in another field are not required to complete this degree program while pursuing the education specialist credentials.

It is essential that time considerations for admission to and completion of the Master of Arts and credential programs be observed. Applicants who wish to be fully credentialed as special education teachers must complete the Professional Level II Education Specialist Credential program in mild/moderate or moderate/severe disabilities within five years of completing the Level I program. Six units of Special Education coursework may be brought forward from the Level II credential program to the Master of Arts program. The Master of Arts must be completed no later than five years subsequent to taking the first approved course for the degree.

Master's Degree Programs

Career Opportunities

Persons completing the Master of Arts in Special Education may seek employment in public or private school programs, clinics, special schools, resource classrooms, educational programs, residential facilities, hospitals, and other agencies serving persons with special needs.

Admission Requirements. In addition to the admission requirements listed in the *Graduate Education Program* section of this catalog, M.A. in Special Education program applicants must meet the following requirements:

1. Evidence of a minimum GPA of 3.0 on all postbaccalaureate coursework.
2. Complete prerequisite coursework for admission no later than the first semester of 200-level coursework and prior to taking ERA 220 or SPED 233. The following course or its equivalent is a prerequisite: ERA 153. Students must earn a letter grade of C or better. *Exception:* Applicants who are only enrolled in the Professional Level II Credential program and not in the M.A. in Special Education are not required to take ERA 153.
3. An interview with the program coordinator and faculty review.

Program Requirements

Under the direction of the graduate adviser, each student prepares and submits an individually designed program within the following framework:

Units

Core requirements.....	19
6 units of approved postbaccalaureate coursework in special education from the Level II Education Specialist Credential Program or equivalent	(6)
ERA 220 and SPED 298	
or 299	(7)
SPED 219, 233*	(6)

Area of specialization..... 6

- Mild/Moderate Disabilities*
SPED 235 and 237
- Moderate/Severe Disabilities*
SPED 236 and 240

Electives 5

Electives are determined in consultation with the student's program adviser and are to support the student's development in areas of specific emphasis (e.g. severe emotional disturbance, early childhood special education, home/school/community collaboration, etc.) All elective units must meet the criteria for graduate-level experiences.

Total 30

* Students meet the Graduate Writing Requirement by passing the writing component of SPED 233. Contact the coordinator of the Special Education Program for more information.

M.S. in Counseling

Options:

- **Marriage and Family Therapy**
- **Counseling and Student Services**
– **Specialization: K-12, Higher Education**

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Program Description

The Master of Science in Counseling is a professional degree program designed for persons who desire to practice in the field of counseling. The Master of Science includes two program options: (1) the Option in Marriage and Family Therapy and (2) the Option in Counseling and Student Services.

Career Opportunities

Completion of the M.S. in Counseling with an option in marriage and family therapy (MFT) may qualify graduates for employment in private or agency counseling practices, county mental health programs, employee assistance programs, drug and alcohol abuse centers, and hospital mental health settings. The MFT option may fulfill the educational requirements for the state of California Marriage and Family Therapist License. Since this program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), upon graduation MFT students are qualified to take the National Certified Counselor Exam, which is used in the professional counselor licensing process in more than 35 states.

Admission Requirements. In addition to the admission requirements listed in the *Graduate Education Program* section of this catalog, M.S. in Counseling program applicants must meet the following requirements:

1. Complete the following prerequisite coursework or their equivalents, earning a letter grade of C or better: ERA 153, COUN 174 or PSYCH 174, and COUN 176 or PSYCH 166.

Option in Marriage and Family Therapy

The Master of Science in Counseling is a 60-unit professional degree program designed for persons who desire to practice in the field of counseling. The degree may qualify graduates for employment in private or agency counseling practices, county mental health programs, employee assistance programs, drug and alcohol abuse centers, and hospital mental health settings. Completion of the M.S. in Counseling with an option in marriage and family therapy fulfills the educational requirements for the state of California Marriage and Family Therapist License.

Students seeking licensure should contact the coordinator of counselor education for information regarding licensing. This degree program is designed to meet the requirements of Division 2, Chapter 13, Section 4980.37 of the California Business and Professions Code. The MFT option is accredited by the Council for Accreditation



Program Requirements

Under the direction of a graduate adviser, each student develops and submits an individually designed program within the following framework:

	<i>Units</i>
Core requirements	25
COUN 200, 201, 202, 203, 206, 208, 220; ERA 220	
Counseling and Student Services	
Option	16
<i>Higher Education Specialization</i>	
COUN 214, 215, 219; CI 285 or ERA 288; EAD 261	
<i>K-12 Specialization</i>	
COUN 240, 241, 242, 249 (4 units); CI 285 or ERA 288	
Culminating experience	7
Choose between (a) 7 units of electives plus comprehensive exam, (b) COUN 298 Project [3 units] plus 4 units of electives, or (c) COUN 299 Thesis [3 units] plus 4 units of electives.	
Total	48

Note: (1) Practicum must be completed with a grade of B or better. (2) Students meet the Graduate Writing Requirement by passing the writing component of COUN 220. Please refer to the specific counseling program's *Student Handbook* for additional information regarding the Graduate Writing Requirement and appeals process.

M.S. in Rehabilitation Counseling

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Program Description

The Master of Science in Rehabilitation Counseling is a 60-unit professional degree program designed to cover two years of full-time coursework, including a full semester of internship. The program combines classroom and practical field experiences, which integrates theory and practice of rehabilitation counseling. Upon graduation, all students are expected to be competent in individual and group counseling, case management, medical and psychological aspects of disability, ethics, assessment, independent living philosophy, and all other knowledge domain areas of the Commission on the Certification of Rehabilitation Counselors (CRCC).

of Counseling and Related Educational Programs (CACREP). Students are qualified to take the National Certified Counselor Exam upon graduation, which is used in the professional counselor licensing process in more than 35 states.

Program Requirements

Under the direction of a graduate adviser, each student develops and submits an individually designed program within the following framework:

	<i>Units</i>
Core requirements	25
COUN 200, 201, 202, 203, 206, 208, 220; ERA 220	
Marriage and Family Therapy	
Option	28
COUN 230, 231, 232, 233, 234A, B, C, D, E, 238 (4 units), 239 (6 units)	
Culminating experience	7
Choose between (a) 7 units of electives plus comprehensive exam, (b) COUN 298 Project [3 units] plus 4 units of elec- tives, or (c) COUN 299 Thesis [3 units] plus 4 units of electives.	
Total	60

Note: (1) Practicum must be completed with a grade of B or better. During the semester that students are enrolled in COUN 208, the Clinical Review Committee of program faculty convenes to evaluate students. The criteria for this evaluation are based on skills and qualities considered appropriate for

entry-level counselors. Students may be asked to leave the program if committee recommendations are not met. Students will not be allowed to advance to candidacy until they pass the clinical review. (2) Students meet the Graduate Writing Requirement by passing the writing component of COUN 220. Please refer to the specific counseling program's *Student Handbook* for additional information regarding the Graduate Writing Requirement and appeals process.

Option in Counseling and Student Services

The Option in Counseling and Student Services is a 48 unit program that is designed for individuals seeking advanced preparation for careers in educational settings.

There are two specialization areas in this option. The K-12 specialization is designed to complement the Pupil Personnel Services Credential (PPS) curriculum and is intended to enhance preparation of public school counselors. The PPS credential is required of those seeking employment as counselors in the K-12 public schools.

The Higher Education specialization is designed to prepare individuals for employment as student service professionals in four-year and community college settings. Graduates with this degree are prepared for employment in the multifaceted arena of higher education.

Master's Degree Programs

The program is accredited by the Council on Rehabilitation Education (CORE). Students are eligible to take the national exam to become a Certified Rehabilitation Counselor (CRC) during the last semester of study.

It is ranked among the top 20 in the country by the U.S. News and World Report.

Career Opportunities

Persons completing the M.S. in Rehabilitation Counseling may become employed in a variety of work settings including state and federal vocational rehabilitation programs, sheltered workshops, medical rehabilitation centers, private practice, drug and alcohol abuse rehabilitation programs, county and private mental health programs, community colleges and university disabled student programs, industrial accident/employee assistance programs, and insurance company rehabilitation programs. The M.S. in Rehabilitation Counseling qualifies students to take the national exam to become a Certified Rehabilitation Counselor (CRC).

Admission Requirements. In addition to the admission requirements listed in the *Graduate Education Program* section of this catalog, M. S. in Rehabilitation Counseling program applicants must meet the following requirements:

1. Complete the following prerequisite coursework or their equivalents, earning a letter grade of C or better: ERA 153, COUN 174 or PSYCH 174, and COUN 176 or PSYCH 166.

Program prerequisites may not be counted toward the Master of Science in Rehabilitation Counseling. The prerequisites may be completed during the first semester of the program, but students may not complete more than 10 units of 200-level coursework before obtaining classified standing (full admission to the program).

Program Requirements

Under the direction of the graduate adviser, each student prepares and submits an individually designed program within the following framework:

	<i>Units</i>
Core requirements	44
COUN 250, 251A, 251B, 252, 253, 257, 258, 260, 263, 268A or B or C, 269	
Courses in supporting curriculum	9
Research methods: ERA 220 (3)	
Individual and group counseling skills: COUN 200, 202 (6)	
Elective	1
(Approved by adviser.)	
Culminating Experience	6
Choose between (a) 6 units of electives plus comprehensive exam,	
(b) COUN 298 Project [3 units] plus 3 units of electives, or (c) COUN 299 Thesis [6 units].	
Total	60

Note: (1) COUN 250, 251A, 251B, 257, and 258 must be completed with a grade of B or better. (2) Students meet the Graduate Writing Requirement by passing the writing component of COUN 257 or 258. Please refer to the program's Student Manual for additional information.

In order to graduate, the student must demonstrate proficiency by the satisfactory completion of a culminating experience, the graduate writing requirement, and two clinical reviews in addition to fulfillment of all other specified degree requirements.