

# SPEC PROG IN PROF PSYCHOLOGY (EDSP)

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## **EDSP 427 Creating Effective Classrooms in Diverse Settings (3 semester hours)**

This course is designed to prepare candidates to be able to demonstrate knowledge and skills in managing environmental for diverse learners that are safe and effective and that facilitate positive self-esteem and self-advocacy. In addition, the candidate will be prepared to demonstrate knowledge of behavioral management strategies, varying communication styles that impact learning and laws, and regulations for promoting behavior that is positive and self-regulatory.

## **EDSP 436 Creating Collaborative Partnerships (3 semester hours)**

This course is designed to prepare candidates to be able to collaborate and communicate effectively with individuals with disabilities and their parents, other family members and primary care givers, school administrators, general and special education teachers, specialists, paraprofessionals, and community agency and related service personnel. The candidate will learn how to work in partnership to be able to design, implement, and evaluate intergrated services that reflect transitional stages across life span for all learners.

## **EDSP 440 Introduction to the Culturally and Linguistically Diverse Student with Exceptional Needs (3 semester hours)**

General survey of exceptionalities affecting normal child development. Causation, diagnosis, treatment, programs, and resources are included. Implications of recent legislation for the disabled will be emphasized.

## **EDSP 443 Informal Assessment & Individual Education Program Development for Students w/ Exceptional Needs (3 semester hours)**

A survey of strategies for assessing and teaching FEP and LEP students in all areas of exceptionality.

## **EDSP 444 Observation and Participation in General and Special Education Programs (3 semester hours)**

Direct contact experience observing and working with FEP and LEP students in all areas of exceptionality. A minimum of 100 clock hours must be spent with three exceptionalities. Credit/No Credit only.

## **EDSP 445 Special Education: Advocacy and the Law (3 semester hours)**

This course examines federal and California special education law with particular emphasis on the Individuals with Disabilities Education Improvement Act (IDEA 2004) and the Rehabilitation Act of 1973. The first half of the course will involve reading of material that will give a legal and practical background to the specifics of the law, its purpose, and how it is implemented by school districts. This background will serve as a foundation for the students to effectively advocate (with proper supervision) for their clients during the clinical portion of the class. The overall goal of the course is to give students insight into how to work with families and school personnel and how to ultimately avoid the pitfalls of non-compliance. The second half of the course will be a supervised clinical experience where students will handle a special education case. This will include: interviewing potential clients, analysis of facts, and advocacy at an IEP. Depending on the facts of the case, students may also file a state complaint and prepare a case for mediation and/or for due process hearing.

## **EDSP 452 Psychological and Educational Assessment (3 semester hours)**

Basic concepts of psychological testing, measurement, and evaluation applicable to the rationale, construction, evaluation, use, and interpretation of tests, rating scales, etc.; essential statistics. Practice required. Senior class standing required.

## **EDSP 453 Introduction to the Study of Disability and Special Education (3 semester hours)**

This course introduces students to the field of disability studies and special education. The difference between the two fields are carefully examined, discussed, and explored. The course introduces key components and theories underlying disability studies and foundational components of the special education system. The course explores disability through a historical, social, linguistic, cultural, economic, and political context. This course explores how disability is portrayed in society and reviews traditional stereotypes emerging from the disability rights movement. In regards to Special Education, this course will emphasize current laws and procedures regarding the appropriate education for children with disabilities and review major relevant issues affecting the field of special education including inclusion, advocacy, collaborating with diverse families and educational professionals, and transition processes.

## **EDSP 454 Major Issues and Foundations of Special Education (2 semester hours)**

Candidates will receive an overview of the characteristics of diverse learners with high incidence disabilities with a view towards developing an understanding of these characteristics as they impact learning, behavior, and socialization. The course will also emphasize current laws and procedures regarding the appropriate education of these students and review major issues including Universal Design for Learning (UDL), inclusion, advocacy, assistive technology, Response to Intervention (RTI), early intervention, collaborating with diverse families and educational professionals and transition planning. Prerequisite: EDSP 440 or 453.

## **EDSP 455 Development of IEPs for Students with Exceptional Needs (1 semester hour)**

This course will provide essential information regarding the development of Individualized Education Programs (IEPs) for students with exceptional needs. Candidates will learn the general components of an IEP and how to develop student present level of performance (PLOP) and goals. Prerequisite: EDSP 440 or 453.

## **EDSP 475 Teaching and Assessing Students with Mild/Moderate Disabilities (3 semester hours)**

Principles and techniques for diagnosing learning and behavioral strengths and weaknesses in children and youth with specific learning disability, mental retardation, other health impairments, or serious emotional disturbance. Additional emphasis is placed on effective techniques and methods in working with culturally and linguistically diverse youth. Development of teaching strategies, goals, and objectives suitable for direct intervention, implementation of individual instructional programs, and evaluation of program approaches and effectiveness.

## **EDSP 476 Policies and Issues in Education for Diverse Learners with Disabilities (3 semester hours)**

Survey of current issues and trends in the psychology and education of students with learning handicaps, e.g., theoretical instructional systems, use of research findings in program implementation, counseling, career guidance, and program evaluation with emphasis on history and practices of bilingual education, including organizational models and instructional strategies.

**EDSP 492 Behavior and Classroom Management Techniques for Teachers (3 semester hours)**

Explores current, alternative approaches to classroom discipline, management, and organization. Focuses on how teacher behavior, the learning task, and the classroom environment affect student behavior.

**EDSP 498 Special Studies (3 semester hours)**

**EDSP 499 Independent Studies (1-3 semester hours)**

**EDSP 5002 Survey of Second Language Acquisition Theories (2 semester hours)**

Course content includes theoretical perspectives in first and second language learning, language teaching methodologies, assessment, identification, and program placement for Limited English Proficient students with and without disabilities. Historical, political, legal, and social factors related to second language acquisition are addressed, including the history of bilingual education; federal, state, and local legislation; bilingual education models; and the role of parents and paraprofessionals in English language development.

**EDSP 5300 Introduction to Teaching and Learning in General and Special Education (2 semester hours)**

This course will provide initial instruction in the essential themes, concepts, and skills related to the duties of a special educator before the candidate assumes intern/teaching responsibilities. Admission to program required.

**EDSP 5301 Managing Learning Environments (2 semester hours)**

This course is designed to prepare candidates to be able to demonstrate knowledge and skills in managing environments for diverse learners that are safe and effective for students. Admission to program required.

**EDSP 5303 Foundations in Child Welfare and Attendance (3 semester hours)**

Candidates will understand the professional role (e.g. leadership and management responsibilities) of the CWA Counselor and develop the legal and professional knowledge and skills necessary to meet the Child Welfare and Attendance state standards. Students will also identify and think critically about their role in effective program management and implementation to address pupil's attendance and academic, psychological and social success. This course is designed to specifically address the CTC CWA Standards under the theme of Core Knowledge Base and Foundations.

**EDSP 5304 School Attendance Improvement and Truancy Remediation: Prevention and Intervention (3 semester hours)**

Candidates will gain the knowledge and skills to effectively collaborate with all school partners in order to support and increase pupil attendance, and gain superior knowledge in the culture and structure of the public-school system at both the school and district level to better serve in their role as a CWA student advocate. With a greater knowledge of the culture and structure of the public-school system, candidates will become familiar with the contributing factors to pupils who are not successful in school, including barriers to learning and attendance. Candidates will research and learn ways to intervene and improve school attendance, while providing pupils and their families with the appropriate level of support. This course is designed to specifically address the CTC CWA Standards under the theme of Professional Skills and Training.

**EDSP 5305 CWA Supervision in Community Partnerships and Fieldwork Hours (3 semester hours)**

This fieldwork course provides the Child Welfare and Attendance candidate with on-site supervised experience in the various roles and responsibilities covered in the Child Welfare and Attendance Authorization requirements. To meet competency for this course, a total of 150 hours in fieldwork for the add-on child welfare and attendance (CWA) authorization to the P.P.S. credential is required. Ninety hours (90) must be acquired in a school setting in direct contact with pupils. A minimum of thirty hours (30) must be acquired with an outside agency such as law enforcement, juvenile justice, child health and welfare, mental health, social services, child protective services, or a community based agency. The remaining thirty hours (30) may be acquired in a school setting, outside agency, or at the discretion of the university supervisor. Fieldwork hours must be completed within two semesters. This course is designed to specifically address the CTC CWA Standards under the theme of Field Experience. Credit/No Credit only.

**EDSP 5500 Concepts and Principles of Applied Behavior Analysis (3 semester hours)**

This course is the first in a series of seven courses that prepares students to apply for the Board-Certified Behavior Analyst (BCBA) exam. In this course, students learn the basic concepts and principles of Applied Behavior Analysis. Successful performance of the tasks on the BACB Fifth Edition Task List requires the foundational knowledge presented in this course for all BCBA candidates. Many concepts in the course will be examined in greater detail, in subsequent courses in the LMU BCBA program. Corequisite: EDSP 5600.

**EDSP 5501 Behavior Assessment and Measurement (3 semester hours)**

This course is the 3rd in a series of seven courses that prepares students to apply for the Board-Certified Behavior Analyst (BCBA) exam or as an additional elective for degree seeking and/or interested students that meet the prerequisites. In this course, students learn the basic principles of functional assessment of behavior problems, techniques of behavioral assessment, the fundamentals of repeated measurement to make data-based decisions about the function of a behavior and the effectiveness of an intervention, and evidence-based practices that promote social competency and "cura personalis" (care of the whole person) as aligned with the LMU Ignatian Paradigm (IP). Students will identify and select appropriate observation methods, employ functional assessment procedures and methods, display and interpret data, and design behavior intervention plans that result in socially meaningful outcomes "socially meaningful outcomes that are aligned with the LMU IP mission to promote meaningful action in one's environment." (Prevention/Antecedent strategies identify and make environmental changes that reduce the need for behavior analysis G-08.) Students will complete a functional assessment which will include recommendations. Prerequisites: EDSP 5500 and EDSP 5600. Corequisite: EDSP 5502.

**EDSP 5502 Behavior Change I: Reinforcement, Stimulus Control, Teaching New Behaviors and Supervision (3 semester hours)**

This course is the 4th in a series of seven courses that prepares students to apply for the Board-Certified Behavior Analyst (BCBA) exam. This course will familiarize students with all aspects of reinforcement, including the identification of reinforcers and the role they play in behavior change (e.g., operant conditioning, stimulus control), and including the use of various schedules of reinforcement. Students will learn the procedures for and differentiate between different behavioral approaches to teaching new behaviors to clients, such as shaping, chaining, and direct instruction. Students will be able to develop meaningful behavior goals for their clients that account for and reflect upon the clients' contexts, backgrounds and communities, in alignment with IP pedagogy. Students will identify potential interventions based on a functional assessment and the best available scientific evidence. Students will also learn to reflect upon and select the most appropriate procedure for reaching said goals and apply both supervision and management guidelines for potential supervisees. Prerequisites: EDSP 5500 and EDSP 5600. Corequisite: EDSP 5501.

**EDSP 5503 Behavior Change II: Verbal Behavior, Preventing and Reducing Unwanted Behaviors, and Supervision (3 semester hours)**

This course is the fifth in a series of seven courses that prepares students to apply for the Board-Certified Behavior Analyst (BCBA) exam or as additional elective for degree-seeking and/or interested students that meet the prerequisites. This course will address how students can support their clients by enacting behavioral procedures for reducing unwanted client behaviors and build alternative behavioral repertoires that allow for increased success in their environment. Students will learn behavior change procedures involving different schedules of reinforcement, strategies to increase client independence; how to determine and reflect upon the least intrusive approach to changing behavior; and how to select behavior change strategies that are most beneficial to the individual client within their learning context and community. Students will be expected to identify and evaluate any undesired side effects of various intervention strategies in order to determine the best possible intervention for specific client needs. Students will also identify and apply appropriate supervision and management guidelines to potential supervisees. Prerequisites: EDSP 5500, EDSP 5501, EDSP 5502, EDSP 5600. Corequisite: EDSP 5504.

**EDSP 5504 Experimental Design and Data Interpretation (3 semester hours)**

This course will review and apply experimental design treatments. Students will interpret and analyze graphic displays of behavioral data and use that data to promote generalized behavior change. Ethical considerations will be identified and applied to behavioral research and experimental design. Prerequisites: EDSP 5500, EDSP 5501, EDSP 5502, EDSP 5600. Corequisite: EDSP 5503.

**EDSP 5505 Ethical Compliance and Professionalism (3 semester hours)**

Students will identify the history of ethics and the Nine Core Principles of Ethical Treatment. This course will review responsible conduct of the Behavior Analyst and ethical practices in behavior assessments and implementing behavior change procedures. Prerequisites: EDSP 5500, EDSP 5501, EDSP 5502, EDSP 5503, EDSP 5504, EDSP 5600.

**EDSP 5600 Philosophical Assumptions of Applied Behavior Analysis (3 semester hours)**

This course is the 2nd course in a series of seven courses that prepares students to apply for the Board-Certified Behavior Analyst (BCBA) exam. In this course, students learn foundational concepts of applied behavior analysis, its history, and its evolution from radical to methodological behaviorism. Students learn about and connect the work of historical contributors to the field, such as B. F. Skinner, to modern day practices. Underlying assumptions of the science of behavior analysis are stressed, including determinism, empiricism, experimentation (experimental analysis), replication, parsimony, and philosophical doubt. Successful performance of the tasks on the BACB 5th Edition Task List requires the foundational knowledge presented in this course for all BCBA candidates. Many concepts in the course will be examined in greater detail, in subsequent course in the LMU BCBA program. Corequisite: EDSP 5500.

**EDSP 5998 Special Studies (3 semester hours)****EDSP 5999 Independent Studies (1-3 semester hours)****EDSP 6001 Teaching Culturally/Linguistically Diverse Students with Exceptional Needs (3 semester hours)**

An overview of the problems confronting educators of students with exceptional needs with a view to developing an understanding of the psychological and educational implications for instruction and program planning. An overview of major exceptionalities and implications of recent legislation for the disabled ("mainstreaming") will be emphasized. This course meets the requirements for the 2042 credential.

**EDSP 6101 Psychology and Education of Culturally/Linguistically Diverse Students with Exceptional Needs (3 semester hours)**

An overview of the problems confronting educators of students with exceptional needs, with a view to developing an understanding of the psychological and educational implications for instruction and program planning. An overview of major exceptionalities and implications of recent legislation for the disabled ("mainstreaming") will be emphasized.

**EDSP 6104 Leadership for Instruction, Learning, and Achievement (3 semester hours)**

Designed for school management and institutional trainers to afford understanding of individualization of instruction, evaluation and assessment of instructional practices, skill in design and implementation of instructional sequences, and elements of effective instruction for all students.

**EDSP 6106 Human Development and Learning (3 semester hours)**

The study of major psychological theories and their application to the understanding of human behavior and the processes of learning. Appraisal of human biological, psychological, and social development from infancy through adolescence. Emphasis is placed on the impact of culture and diversity on child and adolescent development.

**EDSP 6251 Secondary School Curriculum and Methods for Math and Science (3 semester hours)**

Objectives, methods, materials, and problems involved in teaching math and science in the secondary schools. Explores methods of long and short range planning, course overviews, unit plans and lesson planning. Presents alternative strategies of instruction and methods of diagnosing needs and evaluating learning. Current approaches to classroom discipline, management, and organization are studied.

**EDSP 6300 Creating Effective Classrooms (3 semester hours)**

This course is designed to prepare candidates to be able to demonstrate knowledge and skills in managing environments for diverse learners that are safe and effective and that facilitate positive self-esteem and self-advocacy. In addition, the candidate will be prepared to demonstrate knowledge of behavior management strategies, varying communication styles that impact learning and laws and regulations for promoting behavior that is positive and self-regulatory.

**EDSP 6301 Creating Collaborative Partnerships (3 semester hours)**

This course is designed to prepare candidates to be able to collaborate and communicate effectively with individuals with disabilities and their parents, other family members, and primary care givers, school administrators, general and special education teachers, specialists, paraprofessionals, and community agency and related service personnel. The candidate will learn how to work in partnership to be able to design, implement and evaluate integrated services that reflect transitional stages across life span for all learners.

**EDSP 6302 Assessment of Students with Exceptional Needs (3 semester hours)**

This course surveys a variety of evidence-based strategies for assessing Fluent English Proficient (FEP) and English Language Learner (ELL) students with mild/moderate disabilities. Course content includes principles and techniques for assessing learning, developing appropriate IEP goals and instructional recommendations based on individual needs. Both formal and informal methods of assessment are reviewed, including Curriculum Based Assessment. Includes lecture and practicum.

**EDSP 6303 Teaching and Assessing Students with Mild/Moderate Disabilities (3 semester hours)**

Principles and techniques for diagnosing learning and behavioral strengths and weaknesses in children and youth with learning disability, mental retardation, other health impairments or serious disturbance. Additional emphasis is placed on effective techniques and methods in working with culturally and linguistically diverse youth, development of teaching strategies, goals, and objectives suitable for direct intervention, implementation of individual instructional programs, and evaluation of program approaches and effectiveness.

**EDSP 6304 Policies and Issues in Education for Diverse Learners with Disabilities (3 semester hours)**

Survey of current issues and trends in the psychology and education of students with learning handicaps, e.g., "mainstreaming" theoretical instructional systems, use of research findings in programs implementation, counseling, career guidance, and program evaluation, with emphasis on history and practices of bilingual education including organizational models and instructional strategies.

**EDSP 6310 Professional Induction Planning Seminar (0 semester hours)**

Candidates for the Professional Level II Education Specialist credential are required to take this course at the beginning of their Level II program. During this individualized seminar, the candidate develops a Professional Induction Plan with an assigned district support provider and a college advisor. Special approval required.

**EDSP 6311 Advanced Issues in Assessment and Instruction of Students with Special Needs (3 semester hours)**

In this advanced course, candidates acquire knowledge and skills to appropriately assess and instruct students with Mild/Moderate disabilities. Course content includes selecting and administering a variety of formal and informal assessment procedures in order to be able to teach, adapt and integrate curriculum appropriate to the educational needs of students. Special approval required.

**EDSP 6312 Consultation and Collaboration for Students with Special Needs (3 semester hours)**

This course will provide opportunities for candidates to develop skills in communication, collaboration and consultation with teachers and other school personnel, community professionals, and parents. A specific area of emphasis will be on the communication of relevant social, academic, and behavioral information in the areas of assessment, curriculum, behavior management, social adjustment, and legal requirements. At the completion of the course, candidates will be prepared to coordinate the process involved in special education placements. Special approval required.

**EDSP 6313 Supportive Environments for Students with Behavioral and Emotional Needs (3 semester hours)**

In this advanced course, candidates develop systems for academic and social skills instruction for students with complex behavioral and emotional needs including attention disorders, depression and suicidal behavior, psychotic behavior anxiety and related disorders, and delinquency of substance abuse. Course content includes advanced study of behavioral supports, social skills instruction, crisis management, and positive learning environments. Collaborative work with other professionals and community agencies is emphasized in the development of comprehensive support programs for these students. Special approval required.

**EDSP 6314 Professional Educator Evaluation Seminar (1 semester hour)**

This seminar is the culminating experience for the Professional Education Specialist credential program. Students reevaluate their professional competency to assess and teach culturally diverse students with learning and behavior problems. They compile a Professional Educator Portfolio, which includes artifacts documenting their professional competence and a plan for their continuing professional growth. The district support provider and the college advisor continue to support the student in this process.

**EDSP 6317 Research and Leadership in Special Education (2 semester hours)**

This seminar-style course will assist candidates to further develop and implement research skills in Special Education. Candidates will review seminal and current research. The course will also review research related to implementing change and effective practices for diverse populations with disabilities in the schools. This course will require active online and in-class assignments, discussions and participated. The course is designed to be directed by candidate's work in the schools with students, colleagues and families.

**EDSP 6318 Supporting Behavior and Social Skills for Students with Exceptional Needs (3 semester hours)**

This course is designed to prepare candidates to demonstrate knowledge and skills in managing environments for diverse learners that are safe and effective and that facilitate positive self-esteem and self-advocacy. The candidates will be prepared to demonstrate knowledge of behavior analysis and management strategies, varying communication styles that impact learning, and laws and regulations for promoting behavior that is positive and self-regulatory. In addition, this course focuses on characteristic and learning needs of students with emotional disturbance and autism.



**EDSP 6319 Literacy Instruction for Special Needs Students in Single Subject Classrooms (3 semester hours)**

This graduate course is designed to develop an understanding of the nature of literacy and how it impacts the content literacy needs of disabilities. Course content includes evidence-based approaches to language arts/literacy instruction, assessment, differential instruction; Response to Intervention (RtI), literacy needs of ELLs and students with disabilities, as well as methods, processes, and techniques for teaching content area literacy skills in grades 6-12.

**EDSP 6320 Development of IEPs for Students with Exceptional Needs (1 semester hour)**

This training course is designed to provide candidates with essential information regarding the development of individualized Education Programs for students with disabilities. Candidates will learn the general components of an IEP, and how to develop current student functioning levels and goals.

**EDSP 6325 Foundation of Special Education (2 semester hours)**

This course will provide an overview of the characteristics of diverse students with high incidence disabilities with a view towards developing an understanding of the psychological and educational implications of these exceptionalities. This course will also emphasize current laws and procedures regarding the appropriate education of these students and review major relevant issues affecting the field of special education including Universal Design for Learning, inclusion, advocacy, assistive technology, Response to Intervention/early intervention, collaborating with diverse families and educational professionals, and transition planning, Fieldwork required.

**EDSP 6362 Counseling Theories and Techniques (3 semester hours)**

A survey of major theoretical orientations to the practice of counseling. An overview of basic counseling skills with particular emphasis on communication skills applicable to the counseling relationship. Candidates are introduced to experiences that will give them a greater understanding of self and others.

**EDSP 6365 Research Methodology and Statistics (3 semester hours)**

An introduction to data gathering methods and models of assessment statistics to guide program direction and evidence-based educational decision-making. Overview of different types of tests and inventories, their construction and evaluation. Candidates will also learn how to design and collect different types of data to determine the impact of their counseling interventions. Preparation in explaining educational assessment data and results data to different stakeholders. Basic descriptive statistics, research designs and methods will also be examined to develop skill in a critical approach to examining the research literature in counseling as well as the importance of conducting counseling research.

**EDSP 6366 Principles, Organization, and Administration of Pupil Personnel and Human Services (3 semester hours)**

This course emphasizes contemporary trends in school counseling, including application of the ASCA National Model. The role of the school counselor as a leader and change agent and best practices will be examined. Information pertaining to the practice of school counseling and guidelines for the development, implementation, coordination, and evaluation of pupil personnel services in elementary, middle, and high school will be provided. Facilitating collaborative partnerships with school-based personnel and community resources, including referral processes for students and families, will be addressed. Field assignment required.

**EDSP 6368 Career Counseling and Educational Planning (3 semester hours)**

An overview of career development theories as they relate to the whole person will be examined, including effectively addressing the needs of specific populations (e.g., women, ethnic minorities, students with special needs, and economically disadvantaged students). Assessment and counseling techniques and related tools to be used within career counseling and educational planning will be explored. This course will also emphasize contemporary trends in educational and career guidance applied to educational and career planning within the K-12 and higher education settings. Field assignment and lab fee required. Prerequisite: EDSP 6390 or EDSP 6391.

**EDSP 6372 Consultation and Collaboration in Schools (3 semester hours)**

This course is designed to support learning and application of knowledge and skill in collaborative consultation with school personnel and families on academic, social, and behavioral factors that impact student achievement and related outcomes. Candidates will also learn and apply concepts related to systemic consultation, with an emphasis on prevention and early intervention. The counselor's leadership role in identifying, organizing, and developing prevention and intervention services is emphasized. Field assignment required.

**EDSP 6376 Crisis and Trauma Counseling (3 semester hours)**

This graduate level course is designed to support learning and application of knowledge and skill in 1) counseling; 2) prevention and early intervention in events such as violence, suicide, pregnancy, and others that may lead to individual crises; 3) quality indicators of school and community-based crisis teams. Prerequisite: EDSP 6362.

**EDSP 6377 Multicultural Counseling (3 semester hours)**

Students examine the spectrum of beliefs, values, and behaviors that comprise cultural diversity and on developing strategies that facilitate the counseling process. Prerequisites: EDSP 6362 and EDSP 6391.

**EDSP 6378 Group Counseling (3 semester hours)**

Theories, techniques, and development of human communication processes, both verbal and non-verbal, in group situations. Experience in group participation is provided. Use of communication skills applicable to counseling. Prerequisites: EDSP 6362, EDSP 6391, and EDSP 6394. Credit/No Credit only.

**EDSP 6379 Social, Emotional, and Behavioral Functioning (3 semester hours)**

Candidates will become familiar with the spectrum of emotional and behavioral disorders and symptomatology. In this course, candidates will learn both DSM-IV-TR diagnostic criteria and educational code criteria that apply to emotional and behavioral problems. Other areas covered in this course include promoting health and wellness, evidence-based treatments, school-based preventions and interventions, and referral resources. Prerequisites: EDSP 6362 and EDSP 6390.

**EDSP 6382 Ethical and Legal Issues (3 semester hours)**

This course examines ethics, laws, regulations, and best practices for pupil personnel counseling professionals. Critical issues relevant to child abuse and partner abuse will be addressed. Procedures for resolving ethical and legal dilemmas will be emphasized.

**EDSP 6384 Practicum in School Psychology (3 semester hours)**

On-site supervised field work experiences and on-campus demonstrations, practicum and seminars designed to develop the student's competence in performance of School Psychologist functions and working knowledge and beginning competencies of the School Psychologist. Experiences focus upon the direct application of classroom knowledge and training. Enrollment limited to students accepted and enrolled in the School Psychology Credential Program. (Application for fingerprint clearance must be submitted at least two semesters prior to enrolling in this course). Credit/No Credit only. Special approval required.

**EDSP 6386 Culturally Responsive Counseling with Individuals (3 semester hours)**

Through the use of videotaped sessions with volunteer clients, advanced candidates under the supervision of licensed professionals observe and critique their counseling skills with individuals and groups. This class involves peer evaluation and discussion. Cross-cultural counseling experiences are emphasized. Prerequisite: EDSP 6394. Completion and documentation of approved 10 pre-counseling hours required. Credit/No Credit only. Permission of Coordinator required.

**EDSP 6390 Lifespan Development (3 semester hours)**

The study of major psychological theories and their application to the understanding of human behavior. Appraisal of human biological, psychological, and social lifespan development from infancy through death. Emphasis is placed on the impact of culture and diversity on lifespan development.

**EDSP 6391 Foundations of Counseling (3 semester hours)**

The objectives of this course are for master's students in counseling to gain core foundational knowledge of the counseling field and facilitate the development of a professional counselor identity. The core foundations include the history of counseling, multicultural issues, career and vocational counseling, counseling, process and outcome, ethics, prevention, health promotion, and social justice. In addition, a review of the practice of counseling and program specializations will be offered.

**EDSP 6392 Psychopharmacology (3 semester hours)**

The primary objective of this course is to offer a survey of psychopharmacology for the professional counselor. Biological and psychological effects of psychotropic medications will be discussed along with indications and contraindications for psychopharmacological interventions and the relative efficacy of psychopharmacology treatments in comparison to counseling and psychotherapeutic interventions will be addressed.

**EDSP 6393 Assessment, Appraisal, and Diagnosis (3 semester hours)**

The objectives of this course include developing a broad understanding of assessment issues and procedures. These issues and procedures include 1) the history of assessment, 2) legal and ethical issues, 3) cultural diversity, 4) the scientist/practitioner approach to clinical judgment, 5) diagnostic interviewing, 6) approaches to test construction, 7) reliability and validity, 8) types of vocational, cognitive, and personality tests, and 9) special education.

**EDSP 6394 Helping Skills (3 semester hours)**

The objectives of this course are for graduate students in counseling and education to 1) develop proficiency in beginning counseling skills, 2) prepare for counseling fieldwork experiences, and 3) begin to develop an understanding of the counselor's role in facilitating or inhibiting client change. Multicultural experiences are emphasized. Prerequisite: EDSP 6362. Permission of Coordinator required.

**EDSP 6395 Counseling for Addictions and Substance Use Disorders (3 semester hours)**

This graduate course is intended to provide graduate Counseling students with core foundational knowledge of addictions counseling including substance abuse, co-occurring disorders, and addiction (e.g., gambling, sex, food, pornography). Major approaches to identification, evaluation, treatment, and prevention of substance abuse and addiction will be explored. Topical consideration will also be given to legal and medical aspects of substance use and addictions, populations and risk, the role of support persons, support systems, and community resources. Addictions and addictions counseling within the contexts of culture, race, ethnicity, gender, and social class will be examined. Prerequisites: EDSP 6362 and EDSP 6391.

**EDSP 6396 Human Sexuality and Gender Identity (3 semester hours)**

This graduate level course explores historical and contemporary theories and best practices relative to sexuality across the lifespan. The biological, physiological, psychological, and sociocultural factors that influence human sexual responses will be addressed, advanced counseling and psychotherapeutic techniques relative to assessment and treatment will be introduced, and the contemporary socio-political environment relative to certain populations (e.g., LGBTQ, physically challenged, etc.) and the media (e.g., visual, auditory, and written) that frame the expression of sexuality will be discussed. Prerequisites: EDSP 6362 and EDSP 6391.

**EDSP 6397 Trauma Counseling: Theories and Interventions (3 semester hours)**

This graduate level course is intended to provide graduate Counseling students with core foundational knowledge of and best practices relative to responding to traumas, catastrophes, and disasters. Specific foci will target theories and models for understanding intrapersonal, interpersonal, and community responses to natural and man-made disasters, war, and genocide. Violence in the community, in the workplace, and in schools will be addressed as will violence across the lifespan, within the context of multiculturalism, and within the context of national and international parameters. The trauma of loss and vulnerability will also be explored. Finally, ways of managing challenges, concerns, and issues relative to counselor self-care, first responders, and ethical practices will be discussed. Prerequisites: EDSP 6362 and EDSP 6391.

**EDSP 6400 Community Psychology: Theories and Practice (3 semester hours)**

This graduate level course provides an overview of community psychology theoretical models. Candidates will be exposed to evidence-based approaches to prevention and promotion of social-emotional competencies and resilience across the lifespan within a variety of contexts. This course will offer a community-based learning opportunity emphasizing social justice and health promotion, particularly in underprivileged and/or underserved populations.

**EDSP 6500 Foundations of Ethical, Professional, and Legal Practice in School Psychology (3 semester hours)**

This course provides a comprehensive study of the field of School Psychology. Content includes historical antecedents and contemporary educational, legal, and system issues which frame the multiple roles, service models, and methods of the practice of school psychologists. State and national standards that govern the training of school psychologists are highlighted. School Psychology Program only. Field assignments required. Permission of Coordinator required.

**EDSP 6501 Introduction to Ethics and School Psychology Practice (1 semester hour)**

This course provides an overview of professional ethics and practice in the field of school psychology. Content draws on state and national guidelines, standards, and domains of practice.

**EDSP 6502 Determinants of Child and Adolescent Learning and Development (3 semester hours)**

This course introduces candidates to knowledge base regarding major contributors to student learning and development. Educational context and social influences on behaviors are reviewed. Advanced analysis and application of major psychological theories and biological basis will help candidates understand typical and atypical child and adolescent development. Evidence-based individual, school, family, and community interventions are explored.

**EDSP 6504 Statistics, Research Methods, and Program Evaluation (3 semester hours)**

This graduate level course emphasizes the development of knowledge and skills with regard to interpreting and applying essential descriptive statistics, research methodologies, and basic concepts of psychological and education assessment. The course content consists of an overview of individual and group tests and inventories; test construction and evaluation; alternative assessment; progress monitoring; program evaluation; and comprehensive testing programs. School Psychology Program only. Permission of Coordinator required.

**EDSP 6505 Advocacy, Leadership and Professional Practice I (1 semester hour)****EDSP 6506 Seminar in Counseling and Interpersonal Relations (3 semester hours)**

This course provides an overview of major counseling theories, and provides candidates with basic counseling skills with general and special education students. Candidates will learn general and specific techniques appropriate for use in school settings. Issues related to interpersonal relationships, culturally competent counseling, law and ethics, and evaluation of counseling will be addressed. School Psychology Program only. Permission of Coordinator required.

**EDSP 6507 Advocacy, Leadership and Professional Practice II (1 semester hour)****EDSP 6508 Student Diversity and Exceptionalities (3 semester hours)**

This course provides an overview of the characteristics of student diversity and exceptionality, including but not limited to individual differences, ability/disability, race, culture, language, socioeconomic status, and gender and the impact on educational access. Candidates learn about the importance of culturally competent practice, with an emphasis on strength-based approaches, evidence-based educational/intervention strategies, and collaboration with diverse families. School Psychology Program only. Field assignments required. Permission of Coordinator required.

**EDSP 6510 Seminar in Instruction and Learning (3 semester hours)**

This course provides students with an overview of teacher instruction and the evaluation of student learning using curriculum based measures for reading, writing, and math; observation of student behavior during instruction; teacher interviews; and observation of effective classroom practices. The course also provides an overview of instructional strategies in the areas of reading, writing, and math for students who are at-risk for academic failure. School Psychology Program only. Permission of Coordinator required.

**EDSP 6512 Group Counseling and Intervention with Children and Adolescents (3 semester hours)**

This course focuses on the application of group counseling theories to support positive mental health development in children and adolescents. Topics include different types of group counseling, including psychoeducational and social skills groups in the school setting. Issues related to culturally competent group counseling and law and ethics will be addressed. School Psychology Program only. Field assignments required. Permission of Coordinator required.

**EDSP 6513 Advanced Counseling Seminar I (2 semester hours)**

This course is the first of a two-semester didactic and counseling supervision experience for school psychology candidates completing their second-year practicum. Candidates will learn more in-depth techniques to provide mental health interventions and support the development of social and life skills for children and adolescents, including cognitive behavioral therapy, social emotional learning, and solution-focused counseling. Emphasis will be placed on collaborating with families and developing interventions at the individual, small group, classroom, and school levels to promote positive mental health. Methods of evaluating impact and outcomes will be addressed. School Psychology Program only. Field assignments required. Permission of Coordinator required.

**EDSP 6514 Family, School, and Community Collaboration (3 semester hours)**

This course emphasizes the principles and research related to collaborating effectively with diverse families and community partners to positively impact student learning, health, and mental health. Using experiential and ethnographic approaches, candidates learn historical and contemporary perspectives on family systems, strengths, needs, and culture. Candidates also learn evidence-based strategies to design, implement, and evaluate culturally-responsive services to promote family-school-community partnerships. Themes covered may include: inequality in educational policies and practices, overrepresentation of minorities in special education, assessment/intervention bias, immigration and second language learners, and working with non-majority culture and SES groups. School Psychology Program only. Field assignments required. Permission of Coordinator required.

**EDSP 6515 Advanced Counseling Seminar II (2 semester hours)**

This course is the second of a two-semester didactic and counseling supervision experience for school psychology candidates completing their second-year practicum. Candidates learn more in depth techniques provide mental health interventions and support the development of social and life skills for children and adolescents, including cognitive behavioral therapy, social emotional learning, and solution-focused counseling. Emphasis is placed on collaborating with families and developing interventions at the individual, small group, classroom, and school levels to promote positive mental health. Methods of evaluating impact and outcomes are addressed. School Psychology Program only. Field assignments required. Permission of Coordinator required.

**EDSP 6516 Seminar in Motivation and Achievement (2 semester hours)**

This course focuses on psychological theories, concepts, and research related to developing intervention to improve student outcomes, individually and school-wide. Special emphasis is placed on motivational theories and application, school engagement, family influences, and socio-cultural factors on learning. School Psychology Program only. Permission of Coordinator required.

**EDSP 6518 Assessment and Intervention for Cognitive and Learning Problems I (3 semester hours)**

This is the first of a two-semester course focusing on psycho-educational assessment, intervention, and data-based decision making. Content includes psychological theory and psychometrics as related to achievement, motivation, school climate, family influences, retention, assessment of learning environments, and socio-cultural impact on learning. Legal and ethical issues related to testing cultural and linguistically diverse students are emphasized, along with proper administration, scoring, interpretation of results, and integration of data from multiple sources. School Psychology Program only. Permission of Coordinator required. Course fee required.

**EDSP 6520 Prevention, Intervention, and Consultation (3 semester hours)**

This course provides knowledge and application related to effective decision making and problem solving for school psychologists through consultation and collaboration. Content includes the study of methods of collaborative consultation and communication with individuals, families, groups, and systems. School Psychology Program only. Field assignments required. Permission of Coordinator required.

**EDSP 6522 Assessment and Intervention for Cognitive and Learning Problems II (3 semester hours)**

This is the second of a two-semester course focusing on psycho-educational assessment, intervention, and data-based decision making. Content includes psychological theory and psychometrics as related to achievement, motivation, school climate, family influences, retention, assessment of learning environments, and socio-cultural impact on learning. Legal and ethical issues related to testing culturally and linguistically diverse students are emphasized, along with proper administration, scoring, interpretation of results, and integration of data from multiple sources. Permission of Coordinator required. School Psychology Program only. Course fee required.

**EDSP 6524 Practicum in School Psychology I (3 semester hours)**

This course is the first of a full year (two-semester) field experience with concurrent University seminar for second-year candidates in the School Psychology program. Candidates gain knowledge and experience, practice skills acquired in course work, and demonstrate beginning competency in a wide range of skills and services typically performed by a school psychologist. Permission of Coordinator required. School Psychology Program only.

**EDSP 6525 Practicum in School Psychology II (3 semester hours)**

This course is the second of a full year (two-semester) field experience with concurrent University seminar for second-year candidates in the School Psychology program. Candidates continue to gain knowledge and experience, practice skills acquired in course work, and demonstrate more advanced competency in a wide range of skills and services typically performed by a school psychologist, in preparation for internship the following year. Permission of Coordinator required. School Psychology Program only.

**EDSP 6526 Social Responsibility, Violence Prevention, and Crisis Intervention in Schools (3 semester hours)**

This course focuses on preventive and responsive services to promote resilience and reduce risk in student populations. Candidates learn about the development, implementation, and evaluation of systemic and individual strategies to address issues such as violence, pregnancy, bullying, and suicide. Candidates also learn about best practices in school-based crisis teams, including prevention, preparation, response, and recovery. The importance of collaborating with families and community agencies to ensure safe and violence-free schools is highlighted. Permission of Coordinator required. School Psychology Program only.

**EDSP 6528 Social, Emotional, and Behavioral Assessment (3 semester hours)**

This course teaches candidates to administer and interpret assessments of students' social and emotional functioning in school. Students use assessment results, in conjunction with other data sources to write comprehensive psychoeducational reports with concise conceptualization of how a student's social and emotional issues impact his/her school functioning. School Psychology Program only. Permission of Coordinator required. Course fee required.

**EDSP 6530 Treatment of Emotional and Behavioral Disorders in Children and Adolescents (3 semester hours)**

This course focuses on biological, cultural, developmental, and social influences on emotional and behavioral disorders common in children and adolescents, including autism, ADHD, conduct disorder, mood disorders, eating disorders, substance abuse, and emotional disturbance. Evidence-based academic and mental health interventions are addressed, and contemporary related issues impacting student development are highlighted, such as psychopharmacology, obesity, online/gaming addiction, cyberbullying, and sexuality/gender identity. School Psychology Program only. Field assignments required. Permission of Coordinator required.

**EDSP 6532 Seminar in School Systems and Psychological Services (3 semester hours)**

This course emphasizes the breadth of school psychology roles, functions, and settings of practice, in preparation for internship. Candidates expand their knowledge of school systems, including general education, special education, and other educational and allied services. Principles and research related to organizational development and systems theory within school settings are included, with a key focus on school-wide, empirically-supported practices and interventions that enhance learning and social-emotional development and promote safe, supportive, and effective learning environments. School Psychology Program only. Permission of Coordinator required.

**EDSP 6534 Advanced Assessment and Positive Behavioral Intervention (3 semester hours)**

This course focuses on understanding, assessing, and developing effective interventions to support student behavior at the individual, classroom, and school-wide levels. Candidates learn to conduct Functional Behavioral Assessments, focusing on antecedents, consequences, and functions of behaviors that impede learning and socialization, and they use the data collected to develop and evaluate positive behavior support plans. Candidates also learn about classroom management appropriate to students' developmental level and effective classroom and school-wide programming to promote pro-social behaviors and increase school engagement. School Psychology Program only. Field assignments required. Permission of Coordinator required.



**EDSP 6535 Seminar in Ethical Leadership and Social Justice I (1 semester hour)**

This course is the first of a two-semester seminar that examines ethical leadership and social justice issues within the context of candidates' full-time internship in school psychology. Content focuses on building awareness, knowledge, and leadership skills to address individual and institutional barriers, policies, and practices that perpetuate educational and social inequity.

**EDSP 6536 Special Issues and Best Practices in School Psychological Services (2 semester hours)**

This course reviews advanced issues and practices in the delivery of psychological services in school settings. Content includes serving students with low-incidence disabilities, the use of assistive technology, and assessment and intervention with culturally and linguistically diverse students. As part of this course, a leadership module provides candidates with knowledge about leadership in order to effect change in their practice. School Psychology Program only. Field assignments required. Permission of Coordinator required.

**EDSP 6537 Seminar in Ethical Leadership and Social Justice II (1 semester hour)**

This course is the second of a two-semester seminar that examines ethical leadership and social justice issues within the context of candidates' full-time internship in school psychology. Content focuses on building awareness, knowledge, and leadership skills to address individual and institutional barriers, policies, and practices that perpetuate educational and social inequity.

**EDSP 6538 Supervised Internship in School Psychology I (3 semester hours)**

This seminar is the final level of supervision for school psychology interns. Under the supervision of both field-based and university-based psychologists, candidates refine their practice and delivery of psychoeducational services in the school setting with the P-12 student population. School Psychology Program only. Permission of Coordinator required.

**EDSP 6540 Supervised Internship in School Psychology II (3 semester hours)**

This seminar is a continuation from previous semester designed to support school psychology interns. Support in preparation for graduation and entry into the profession of school psychology is emphasized. School Psychology Program only. Permission of Coordinator required.

**EDSP 6600 Evidence-Based Assessment Practices to Promote Student Learning (3 semester hours)**

This course will focus on evidence-based assessment practices of students with exceptional needs. It will build candidate competency in determining student progress towards content standards; use of instructional strategies and techniques to support learning; and how to use, interpret, understand, and communicate informal/formal assessment results. Special Education Program only.

**EDSP 6601 Language and Literacy in Culturally and Linguistically Diverse K-8 Environments (3 semester hours)**

This course will address critical areas of instructional decision making while focusing on evidence-based language and literacy instruction that builds upon the cultural and linguistic backgrounds of students with learner variability in K-8 environments. Special Education Program only.

**EDSP 6602 Language and Literacy in Culturally and Linguistically Diverse Secondary Settings (3 semester hours)**

This course will address critical areas of instructional decision making while focusing on evidence-based language and literacy instruction that builds upon the cultural and linguistic backgrounds of students with learner variability in secondary school environments.

**EDSP 6603 Creating and Maintaining Effective Environments in Support of Student Learning (3 semester hours)**

This course is designed to prepare candidates to be able to demonstrate knowledge and skills in creating and maintaining environments for diverse learners that are safe and effective and that also facilitate positive self-esteem and self-advocacy and maximize instructional time. In addition, the candidate will be prepared to demonstrate knowledge of behavior analysis and management strategies, varying communication styles that impact learning, and laws and regulations for promoting behavior that is positive and self-regulatory. Special Education Program only.

**EDSP 6604 Elementary Instructional Design/Methods (Math, STEM, Social Studies) (3 semester hours)**

This course is designed to provide a foundation for candidates to effectively plan, implement, and evaluate instructional programs in Math, STEM, and Social Studies that are informed by CA K-12 content standards and frameworks, with focus on assessment and ELD/SDAIE strategies in elementary settings that are responsive to the needs of diverse populations and environments. Special Education Program only.

**EDSP 6605 Secondary Instructional Design/Methods (Math, STEM, Social Studies) (3 semester hours)**

This course is designed to provide a foundation for candidates to effectively plan, implement, and evaluate instructional programs in Math, STEM, and Social Studies that are informed by CA K-12 content standards and frameworks, with focus on assessment and ELD/SDAIE strategies in secondary settings that are responsive to the needs of diverse populations and environments. Special Education Program only.

**EDSP 6606 Developing Collaborative Partnerships for Inclusive Schooling (3 semester hours)**

This course is designed to prepare candidates to be able to collaborate and communicate effectively with individuals with disabilities and their parents, other family members and primary care givers, school administrators, general and special education teachers, specialists, paraprofessionals, and community agency and related service personnel to promote partnerships and inclusive practices, including co-planning/co-teaching with general educators. The candidate will learn how to work in partnership and be able to design, implement, and evaluate integrated services that reflect transitional stages across life span for all learners. Special Education Program only.

**EDSP 6607 Developing as a Professional Educator (2 semester hours)**

This course is designed to provide critical content related to professional, legal, and ethical obligations as an educator of students with exceptionalities. Candidates will use reflection and feedback to formulate and prioritize goals for increasing their subject matter knowledge and teaching effectiveness. They develop appropriate plans for professional growth in subject matter knowledge and pedagogy. This course will be offered online. Special Education Program only.

**EDSP 6608 Research Methods in Special Education (3 semester hours)**

This course will provide candidates with knowledge and skills in the interpretation and application of evidence-based practices and research methodology in special education. Topics include methods for conducting survey research, experimental and quasi-experimental research, and qualitative research. Emphasizes analyses of specific issues in special education. Special Education Program only.

**EDSP 6609 Advanced Inclusionary Practices for Students with High Incidence Disabilities (3 semester hours)**

This course will examine advanced evidence-based strategies for accommodating and adapting instruction for exceptional learners with high incidence disabilities who may be culturally and/or linguistically diverse. Special Education Program only.

**EDSP 6610 Special Topics in Special Education (3 semester hours)**

This course will explore current issues related to characteristics, educational methods, and curricula, and questions, problems, concerns, and movements connected to the education of children and youth with learning disabilities, emotional/behavioral disorders, and autism spectrum disorders. Special Education Program only.

**EDSP 6611 Master's Professional Project (3 semester hours)**

This course supports an applied research project resulting in a paper that involves original collection or treatment of data and/or results. The Professional Project involves original research and exemplifies a contribution to scholarship. The final Professional Project is a paper of scholarly quality and should address a current area of inquiry. Special Education Program only.

**EDSP 6612 Master's Thesis (3 semester hours)**

This course supports an original research project resulting in a substantive paper that involves original collection or treatment of data and/or results. The Thesis involves original research and exemplifies an original contribution to scholarship. The final MA Thesis is a paper of scholarly quality and should address a current area of inquiry related to the field. The Thesis is optional for program completion, and in addition to, the MA Professional Project. It is designed for candidates who are interested in pursuing advanced training and/or doctoral level programs. Special Education Program only.

**EDSP 6820 Education of Students with Exceptional Needs in Catholic Schools (3 semester hours)**

An overview of the problems confronting educators in Catholic schools regarding students with exceptional needs, with a view to developing an understanding of the educational implications for instruction and program planning. An overview of major exceptionalities and implications of recent legislation will be emphasized.

**EDSP 6821 Informal Assessment and Program Development in Catholic Schools (3 semester hours)**

A survey of strategies for assessing and teaching students with exceptional needs in Catholic schools. Course content includes principles and techniques for assessing learning and behavioral patterns, development of individual learning programs, development and implementation of instructional strategies based on individual needs, and designing and using pupil performance criteria to evaluate pupil learning and behavior. Includes lecture and practicum.

**EDSP 6822 Creating Successful Inclusion Programs (3 semester hours)**

This course will stimulate discussion and decision making about the mission of individual Catholic schools in providing an appropriate educational experience for all its students. This course will focus on essential components to be included in an individual school's inclusion plan.

**EDSP 6823 Advanced Practicum in Catholic Inclusive Education (3 semester hours)**

This course is a practicum during which candidates will support staff at practicum sites in the identification, assessment, and intervention of learning differences. Candidates will participate as case managers and engage in trainings for assessment and intervention instruments.

**EDSP 6940 Fieldwork in Mental Health Counseling I (3 semester hours)**

Work in this area will be developed around supervised on-site fieldwork experiences and seminar sessions on campus. Supervised fieldwork experiences will focus upon the direct application of classroom knowledge and training. Enrollment limited to advanced candidates. An application for fingerprint clearance must be submitted at least two semesters prior to enrolling in this course and a minimum of nine courses in the counseling sequence completed. Credit/No Credit only. Special approval required.

**EDSP 6942 Fieldwork in Multicultural and Social Justice Counseling I (3 semester hours)**

Work in this area will be developed around supervised on-site fieldwork experiences and seminar sessions on campus. Supervised fieldwork experiences will focus upon the direct application of classroom knowledge and training. Enrollment limited to advanced candidates. An application for fingerprint clearance must be submitted at least two semesters prior to enrolling in this course and a minimum of nine courses in the counseling sequence completed. Credit/No Credit only. Special approval required.

**EDSP 6945 Fieldwork in Mental Health Counseling II (3 semester hours)**

Work in this area will be developed around supervised on-site fieldwork experiences and seminar sessions on campus. Supervised fieldwork experiences will focus upon the direct application of classroom knowledge and training. Enrollment limited to advanced candidates. An application for fingerprint clearance must be submitted at least two semesters prior to enrolling in this course and a minimum of nine courses in the counseling sequence completed. Credit/No Credit only. Special approval required.

**EDSP 6947 Fieldwork in Multicultural and Social Justice Counseling II (3 semester hours)**

Work in this area will be developed around supervised on-site fieldwork experiences and seminar sessions on campus. Supervised fieldwork experiences will focus upon the direct application of classroom knowledge and training. Enrollment limited to advanced candidates. An application for fingerprint clearance must be submitted at least two semesters prior to enrolling in this course and a minimum of nine courses in the counseling sequence completed. Credit/No Credit only. Special approval required.

**EDSP 6955 Master's Thesis I (1 semester hour)**

This course is intended for students working on a master's thesis. The committee chair provides ongoing support for the master's thesis. Credit/No Credit only.

**EDSP 6956 Master's Thesis II (1 semester hour)**

A continuation of Master's Thesis I for students who have not completed their master's thesis. Credit/No Credit only. Special approval required.

**EDSP 6957 Master's Thesis III (1 semester hour)**

A continuation of Master's Thesis II for students who have not completed their master's thesis. Credit/No Credit only. Special approval required.

**EDSP 6970 Fieldwork in School Counseling I (3 semester hours)**

Work in this area will be developed around supervised on-site fieldwork experiences and seminar sessions on campus. Supervised fieldwork experiences will focus upon the direct application of classroom knowledge and training. Enrollment limited to advanced candidates. An application for fingerprint clearance must be submitted at least two semesters prior to enrolling in this course; the CBEST must have been passed, and a minimum of nine courses in the counseling sequence completed. Credit/No Credit only. Special approval required.

**EDSP 6972 Fieldwork in Guidance Counseling (1-2 semester hours)**

One hundred hours of community-based experience working with targeted populations are required for all candidates in the GCNS program. The experience will be designed to facilitate the application of classroom knowledge in various community settings. The chosen experience should be tailored to each candidate's background and future plans and should also be clearly related to the field of guidance and counseling. A proposal for this experience should be submitted to the Fieldwork Liaison for approval. Site-based mentors need to be identified and approved. Credit/No Credit only. Permission of Coordinator required with approval by Fieldwork Liaison.

**EDSP 6980 Fieldwork in School Counseling II (3 semester hours)**

Work in this area will be developed around supervised on-site fieldwork experiences and seminar sessions on campus. Supervised fieldwork experiences will focus upon the direct application of classroom knowledge and training. Enrollment limited to advanced candidates. An application for fingerprint clearance must be submitted at least two semesters prior to enrolling in this course in the counseling sequence completed. Credit/No Credit only. Special approval required.

**EDSP 6984 Internship Fieldwork Supervision (1 semester hour)**

A continuation of EDSP 6980 Fieldwork in School Counseling II.

**EDSP 6990 Fieldwork in School Counseling III (3 semester hours)**

A continuation of EDSP 6970 Fieldwork in School Counseling I. Prerequisite: EDSP 6980 Concurrent enrollment in EDSP 6970, EDSP 6980, and EDSP 6990 is not permitted. Credit/No Credit only. Special approval required.

**EDSP 6995 Comprehensive Examination (0 semester hours)**

The Comprehensive Examination is usually taken during, or immediately following, the last semester of coursework completion. It may be a written and/or oral examination. Candidates should register for the specific section required for their program. Credit/No Credit only. Special approval required. Fee required.

**EDSP 6998 Special Studies (1-3 semester hours)****EDSP 6999 Independent Studies (1-3 semester hours)**