Mission
The Benerd School of Education embraces a mission to prepare thoughtful, reflective, caring, and collaborative educational professionals for service to diverse populations. Further, the Benerd School of Education directs its efforts toward researching the present and future needs of schools and the community, fostering intellectual and ethical growth, and developing compassion and collegiality through personalized learning experiences.

Admissions Requirements

General Admissions Requirements
1. A cumulative GPA of 3.0 or better for the last 60 units of college or post-baccalaureate work.
2. An appropriate degree from an accredited university (Bachelor’s for admission to master’s programs; masters for admission to doctoral programs).
3. A completed application portfolio to the Graduate School, an essay following departmental guidelines; official transcripts from all college-level coursework including official verification of the awarding of degrees; and three letters of recommendation attesting to the candidate’s ability to undertake doctoral studies.
4. Some programs may require the Graduate Records Examination (GRE). Please see specific programs for information.
5. Doctoral programs require an admissions interview. Please see specific programs for information.
6. Review by the appropriate department.
7. Evidence of qualities and character in keeping with the philosophy and standards of this University and the School of Education.

Basic Education Policies

Master of Education Degree
The Gladys L. Benerd School of Education offers a master’s degree that is designed for high potential graduate students who desire to become candidates for an initial teaching credential. This degree is the Master of Education degree (MEd). This degree prepares teachers to deal with instructional theory and applied research, and to develop competence beyond the skills of the usual beginning teacher. For specific information about MEd program requirements, please refer to the Curriculum and Instruction program information.

Requirements for the Master of Arts Degree
Graduate students who wish to secure a Master of Arts degree with a major in the School of Education must meet the requirements specified for all Master of Arts degrees. Students should consult with the assigned departmental advisor within the first semester of enrollment to develop a plan of study. The Gladys L. Benerd School of Education has four programs that lead to a master’s degree, of which plans A, B and C require a core of common courses in the major. The core courses include:

Program with Thesis (Plan A)
The requirements of the thesis plan are as follows:
1. Thirty units of graduate work, with 16 units in courses numbered 201 or above.
2. Required core courses common to all master’s degree programs in education.
3. A minimum of 16 units in education, including a thesis of 4 units.
4. Such additional courses as may be required for the adequate development of the thesis problem.
5. With the approval of the Dean or appropriate departmental chair, the candidate may choose coursework in not more than two other departments outside the School of Education.

Programs Offered

Master of Education (MEd)
- in Curriculum and Instruction and a Single, Multiple and/or Educational Specialist (mild/moderate) or (moderate/severe) Level I/Preliminary Credential

Master of Arts (MA)
- in Curriculum and Instruction
- in Curriculum and Instruction and a Single Subject Credential
- in Educational Administration and a Preliminary Administrative Services Credential
- in Educational Administration with a concentration in Student Affairs
- in Educational Psychology
- in Special Education and an Educational Specialist (mild/mild-moderate) or (moderate/severe) Level I/II/Credit

Educational Specialist (EdS)
- in School Psychology and a Pupil Personnel Services Credential in School Psychology

Doctor of Education (EdD)
- in Curriculum and Instruction
- in Educational Administration with a concentration in K-12 Administration/Leadership
- in Educational Administration with a concentration is Higher Education Administration

Doctor of Philosophy (PhD)
- in Educational Psychology with a specialization in School Psychology with a Pupil Personnel Services Credential in School Psychology

Credentials Offered

Preliminary Multiple Subject Credential
Preliminary Single Subject Credential in the following areas:
- Educational Specialist (mild/moderate) – Level I/Preliminary and Level II/Clear
- Educational Specialist (moderate/severe) – Level I/Preliminary and Level II/Clear
- Preliminary Administrative Services Credential
- Professional Clear Administrative Services Credential
- Personnel Services Credential in School Psychology
- Speech-Language Pathology Services Credential

(For more information contact Speech Language Pathology Department)

Admissions Requirements

General Admissions Requirements
1. A cumulative GPA of 3.0 or better for the last 60 units of college or post-baccalaureate work.
2. An appropriate degree from an accredited university (Bachelor’s for admission to master’s programs; masters for admission to doctoral programs).
3. A completed application portfolio to the Graduate School, an essay following departmental guidelines; official transcripts from all college-level coursework including official verification of the awarding of degrees; and three letters of recommendation attesting to the candidate’s ability to undertake doctoral studies.
4. Some programs may require the Graduate Records Examination (GRE). Please see specific programs for information.
5. Doctoral programs require an admissions interview. Please see specific programs for information.
6. Review by the appropriate department.
7. Evidence of qualities and character in keeping with the philosophy and standards of this University and the School of Education.

Basic Education Policies

Master of Education Degree
The Gladys L. Benerd School of Education offers a master’s degree that is designed for high potential graduate students who desire to become candidates for an initial teaching credential. This degree is the Master of Education degree (MEd). This degree prepares teachers to deal with instructional theory and applied research, and to develop competence beyond the skills of the usual beginning teacher. For specific information about MEd program requirements, please refer to the Curriculum and Instruction program information.

Requirements for the Master of Arts Degree
Graduate students who wish to secure a Master of Arts degree with a major in the School of Education must meet the requirements specified for all Master of Arts degrees. Students should consult with the assigned departmental advisor within the first semester of enrollment to develop a plan of study. The Gladys L. Benerd School of Education has four programs that lead to a master’s degree, of which plans A, B and C require a core of common courses in the major. The core courses include:

Program with Thesis (Plan A)
The requirements of the thesis plan are as follows:
1. Thirty units of graduate work, with 16 units in courses numbered 201 or above.
2. Required core courses common to all master’s degree programs in education.
3. A minimum of 16 units in education, including a thesis of 4 units.
4. Such additional courses as may be required for the adequate development of the thesis problem.
5. With the approval of the Dean or appropriate departmental chair, the candidate may choose coursework in not more than two other departments outside the School of Education.

Programs Offered

Master of Education (MEd)
- in Curriculum and Instruction and a Single, Multiple and/or Educational Specialist (mild/moderate) or (moderate/severe) Level I/Preliminary Credential

Master of Arts (MA)
- in Curriculum and Instruction
- in Curriculum and Instruction and a Single Subject Credential
- in Educational Administration and a Preliminary Administrative Services Credential
- in Educational Administration with a concentration in Student Affairs
- in Educational Psychology
- in Special Education and an Educational Specialist (mild/moderate) or (moderate/severe) Level I/II/Credit

Educational Specialist (EdS)
- in School Psychology and a Pupil Personnel Services Credential in School Psychology

Doctor of Education (EdD)
- in Curriculum and Instruction
- in Educational Administration with a concentration in K-12 Administration/Leadership
- in Educational Administration with a concentration in Higher Education Administration

Doctor of Philosophy (PhD)
- in Educational Psychology with a specialization in School Psychology with a Pupil Personnel Services Credential in School Psychology

Credentials Offered

Preliminary Multiple Subject Credential
Preliminary Single Subject Credential in the following areas:
- Educational Specialist (mild/moderate) – Level I/Preliminary and Level II/Clear
- Educational Specialist (moderate/severe) – Level I/Preliminary and Level II/Clear
- Preliminary Administrative Services Credential
- Professional Clear Administrative Services Credential
- Personnel Services Credential in School Psychology
- Speech-Language Pathology Services Credential

(For more information contact Speech Language Pathology Department)

Admissions Requirements

General Admissions Requirements
1. A cumulative GPA of 3.0 or better for the last 60 units of college or post-baccalaureate work.
2. An appropriate degree from an accredited university (Bachelor’s for admission to master’s programs; masters for admission to doctoral programs).
3. A completed application portfolio to the Graduate School, an essay following departmental guidelines; official transcripts from all college-level coursework including official verification of the awarding of degrees; and three letters of recommendation attesting to the candidate’s ability to undertake doctoral studies.
4. Some programs may require the Graduate Records Examination (GRE). Please see specific programs for information.
5. Doctoral programs require an admissions interview. Please see specific programs for information.
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Basic Education Policies

Master of Education Degree
The Gladys L. Benerd School of Education offers a master’s degree that is designed for high potential graduate students who desire to become candidates for an initial teaching credential. This degree is the Master of Education degree (MEd). This degree prepares teachers to deal with instructional theory and applied research, and to develop competence beyond the skills of the usual beginning teacher. For specific information about MEd program requirements, please refer to the Curriculum and Instruction program information.

Requirements for the Master of Arts Degree
Graduate students who wish to secure a Master of Arts degree with a major in the School of Education must meet the requirements specified for all Master of Arts degrees. Students should consult with the assigned departmental advisor within the first semester of enrollment to develop a plan of study. The Gladys L. Benerd School of Education has four programs that lead to a master’s degree, of which plans A, B and C require a core of common courses in the major. The core courses include:

Program with Thesis (Plan A)
The requirements of the thesis plan are as follows:
1. Thirty units of graduate work, with 16 units in courses numbered 201 or above.
2. Required core courses common to all master’s degree programs in education.
3. A minimum of 16 units in education, including a thesis of 4 units.
4. Such additional courses as may be required for the adequate development of the thesis problem.
5. With the approval of the Dean or appropriate departmental chair, the candidate may choose coursework in not more than two other departments outside the School of Education.
6. An acceptable thesis must be submitted within the deadlines as stated in the Graduate School calendar.
7. Successfully pass a final oral examination.

Program with Seminars (Plan B)
The requirements of the seminar plan are as follows:
1. Completion of 32 units of graduate work, with 18 units in courses numbered 201 or above.
2. Required core courses common to all master’s degree programs in education.
3. Completion of a minimum of 18 units in the School of Education.
4. Completion of a minor of 6 or more units selected from a discipline other than education.
5. Specializing in an area of interest: (at least 10-12 units as approved by advisor), such as curriculum and instruction, special education, bilingual/cross-cultural education, English as a second language, educational and counseling psychology or foundations.
6. A seminar and/or research paper in the field of specialization.
7. Successfully pass a final examination.

Program with Projects (Plan C)
The program under Plan C is designed for the Master of Arts degree and concurrently to meet certain state certification and licensing requirements and/or to prepare candidates for careers in specific professions (e.g. Student Affairs).

General Requirements
1. A minimum of 32 units of graduate work, with 18 units in courses numbered 200 or above.
2. Required courses common to all master’s degree programs in the School of Education.
3. Completion of the specific program requirements as described in departmental/program information.

Master of Arts Degree: Special Program (Plan D)
Although most candidates utilize Plans A, B or C, a special program can be designed for well-qualified students who have professional or personal needs for specialized study. Such special programs provide opportunity for course offerings in the School of Education to be linked with those of other schools and departments. Requirements for special programs, in addition to departmental approval, include the following:
1. A content major of at least 21 units. This represents the student’s primary area of interest and need for professional development. Courses may be chosen within a given department but are likely to include relevant courses from several departments.
2. Research and evaluation methodology and/or theoretical constructs of at least 6 units. The student is expected to develop relevant competencies in one or more of the following: research methods, critical analysis, inquiry techniques or theory.
3. Field experience and/or research of not less than 4 nor more than 6 units. Depending on the specific area of study, this may include supervised field experience, practicum, action research or thesis. The purpose is to synthesize the total program by demonstrating competencies in the field or through some research project.
4. A minimum of 32 units of graduate coursework with 16 units at the 200 level or above.
5. A minimum of 18 units in Education.
6. Completion of the specific program requirements as described in departmental/program information.

With the framework described above, this program operates on a highly individualized basis. A student is assigned a primary advisor in the School of Education who is responsible for working out a program. Students and their advisors submit a rationale and description of their program for the departmental file. For an interdisciplinary program, the student also receives appropriate advising from a department outside the School of Education.

Doctor of Education Degree Basic Policies
The EdD degree is designed to ensure that each graduate possesses a deep understanding of foundational issues; key theories related to the student’s academic focus; historic and emerging research related to student’s academic focus; critical issues of research, policy, and practice; moral dimensions of research, policy, and practice; leadership challenges and opportunities; and methods and limitations of research. The degree is also designed to ensure that the candidate can identify key issues and problems and engage in focused and systematic research into problems and related questions. Further, the degree is designed to ensure that graduates possess leadership competencies including verbal and written communication skills; professional maturity; personal discipline; and social and emotional intelligence competencies.

Requirements for the Doctor of Education Degree
Graduate students who to secure a Doctor of Education (EdD) degree with a major in the School of Education must meet the requirements specified for all Doctor of Education degrees. Students should consult with the assigned departmental advisor within the first semester of enrollment to develop a plan of study. The Gladys L. Benerd School of Education has two departments that offer EdD degree: the Department of Curriculum and Instruction and the Department of Educational Administration and Leadership. Students who seek EdD degrees through both departments take the following core courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 352</td>
<td>Applied Inquiry I</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 354</td>
<td>Applied Inquiry II</td>
<td>6</td>
</tr>
<tr>
<td>EDUC 356</td>
<td>Applied Inquiry III</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 358</td>
<td>Applied Inquiry IV</td>
<td>3</td>
</tr>
</tbody>
</table>

Candidates who seek EdD degrees must also complete a doctoral dissertation and register for a minimum of 2 and a maximum of 7 units of EDUC 399. Students may register for EDUC 399.

Program Stages
The successful completion of Applied Inquiry I qualifies each student for full admission to the doctoral program;

The successful completion of Applied Inquiry III with the production of a quality problem statement and literature review coupled with an interview with faculty advances the student to Doctoral Candidacy.

Dissertation
An acceptable dissertation must be based on an original investigation. It must present either a contribution to knowledge and/or understanding, or an application of existing knowledge to the candidate’s special field of study. The dissertation must be submitted by the appropriate deadlines as stated in the current Graduate Academic Calendar. As noted above, students admitted to the EdD program in the Benerd School of Education require a minimum of 2 units and maximum of 7 units of Dissertation is to be completed after the dissertation proposal is completed.

Period of Candidacy
The maximum time allowed for completion of an EdD program is governed by the following: All requirements for the Doctor of Education degree must be completed within nine years after the first day of the semester of enrollment in EdD coursework at Pacific as a provisionally admitted doctoral student. Failure to complete within nine years requires the student to register for five additional units of EDUC 399 Dissertation. Students who do not meet these deadlines are dropped from the doctoral program.

Final Oral Examination
A final oral examination usually of two hours, conducted by the candidate’s dissertation committee, is held in accordance to the deadline.
established by the Graduate School. This oral exam concerns itself with the candidate’s dissertation and implications thereof. Supplemental information is available in School of Education department offices.

Semester Hour Requirements
A minimum of 55 doctoral units is required for the EdD degree. Some (usually no more than 6) post master degree units may be approved by petition for transfer from another university count toward the 55 doctoral units.

Credit value of the dissertation: Not less than 2 nor more than 7 units.

Grade Point Average Requirements
Grade point average of at least 3.0 in all work taken while in graduate studies is required. Preferably this should be 3.5.

Minimum Residence
The period of residence work represents an opportunity to secure additional competency in the area of specialization as well as the development of an acceptable dissertation. Residency requirement can be met by taking 18 units of coursework within 12 calendar months.

Courses Outside the Field of Education
Related graduate courses outside the field of education may count towards the EdD upon prior approval of the advisor and the Dean of the School of Education.

Requirements for the Doctor of Philosophy Degree
The Doctor of Philosophy degree in Educational Psychology with a specialization in School Psychology prepares professionals for systems interventions as school psychologists, and provides advanced training in applied development with diverse populations and consultation methods. For specific information about the PhD program in Educational Psychology with a specialization in School Psychology, please refer to Educational and School Psychology program information.

Gladys L. Benedict School of Education Faculty
Lynn G. Beck, Dean and Professor of Education, 2005; BA, Belhaven College, 1974; MA, University of Mississippi, 1976; PhD, Vanderbilt University, 1991.

Tenisha Tevis, Director of the Educational Resource Center, Assistant Professor, 2009, BA, California State University, Sacramento, 1997; MA, 2002; Ph.D, The Pennsylvania State University, 2007.

Harriett Arnold, Associate Professor, 1994, BA, San Francisco State College, 1968; MA, San Jose State University, 1974; EdD, University of San Francisco, 1984.

Ruth V. Brittin, Professor of Music Education, 1998, PhD, Florida State University, 1989.

Kellie Cain, Co-Coordinator of Teacher Credential Program, Assistant Professor, 2002, BA, University of California, Davis, 1987; MA, University of the Pacific, 1999; EdD, 2005.

Marilyn E. Draheim, Associate Professor, 1986, BA, Luther College, 1972; MA, University of Iowa, 1974; EdD, 1974; PhD, University of California, Berkeley, 1986.

Michael Elium, Associate Professor of Education, 2004, BA, Appalachian State University, 1975; MA, 1975; EdD, University of Alabama, Tuscaloosa, 1983.

Scott Evans, Instructor, Educational Resource Center, 1990, BA, California State University, Sonoma, 1976; MA, University of California, Davis, 1980.

Rachelle Hackett, Associate Professor, 1994, BA, California State University, Fresno, 1982; MS, Stanford University, 1986; PhD, 1994.

Ronald Hallett, Assistant Professor, 2009, BA, University of Nebraska, Lincoln, 1999; MA, The George Washington University, 2003; PhD, University of Southern California, 2009.


Justin Low, Assistant Professor, 2010, BA, Brigham Young University, Provo, UT, 2003; MA, The University of Texas at Austin, 2008; PhD, 2010.

Delores E. McNair, Assistant Professor, 2006, BA, Holy Names College, 1979; MPA, University of Southern California, 1988; EdD, Oregon State University, 2002.


Thomas G. Nelson, Associate Professor, 1995, BA, California State University, Northridge, 1975; MA, California State University, Sacramento, 1988; PhD, University of Arizona, 1993.


Gregory R. Potter, Co-Coordinator of Teacher Credential Program, Assistant Professor, 2002, BA, University of California, Davis, 1992; MS, 1996; PhD, 2000.

Joanna Royce-Davis, Associate Professor, 2008, BS, Indiana University, 1990; MA San Jose State University, 1994; PhD, Syracuse University, 2001.

Amy N. Scott, Assistant Professor, 2007, BA, University of California, Berkeley, CA, 2000; MA, Arizona State University, Tempe, AZ, 2002; PhD, 2006.

Antonio Serna, Assistant Professor, 2006, BA, California State University, Fresno, 1974; MA, Stanford University, 1978; EdD, University of the Pacific, 1990.

Linda Skrla, Professor, 2012, BBA, Sam Houston State University, Huntsville, 1979; MEd, 1991; PhD, The University of Texas at Austin, 1997.


Teresa Vail, Assistant Professor, 2013, BA, California State University at Sacramento, 1994; M.S., University of the Pacific, 2007; Ed.D., 2011.

Linda Webster, Associate Professor, 1996, BA, California State University, Fresno, 1981; MA, University of California, Berkeley, 1984; PhD, 1988.

Education Courses

EDUC 100. Introduction to Language. 4 Units.
This course is an introduction to the central role of language in cultures and societies. Emphasis is on social and regional language variation, language and prejudice, gender and social class differences in conversation styles, the history and evolution of languages, and societal attitudes toward language and socio-political-economic influences on language use. Students gain more precision in their academic language development as they explore English grammatical structures and develop an appreciation of the work sociolinguists do through conversational analysis. As part of the University of the Pacific’s general education program (1-A), this is a library intensive course. This means that students do library research, using online and other sources to meet some of the course requirements.

EDUC 129. Seminar: Cultural Basis of Conflict in Education. 3 Units.
Analysis of cultural diversity in American classrooms. Not open to doctoral students.
EDUC 130. Technology Enhanced Learning Environments. 2 Units.
This course focuses on basic skills and software for creating multimedia projects, completing assignments in all education courses, and meeting the state’s technology standards for teachers. All assignments in this course relate to building the structure and first section of a candidate’s teacher education electronic portfolio. Thereafter, candidates add sections to the portfolio during other courses and activities in their programs of study, which includes evidence that they have met the state’s technology standards. Upon graduation, the portfolios are archived in the BSE, and candidates can create a DVD of their entire portfolio or of parts they wish to use. This course is a prerequisite to Admission to Teacher Education.

EDUC 131. First and Second Language Acquisition/Linguistic Foundations. 4 Units.
This course is an introduction to first and second language development, using a compare and contrast framework. It covers theoretical perspectives in first and second language acquisition and explores the relationship between theories and practice in language learning and teaching. This course addresses pedagogical implications of various theories of second language acquisition and discusses socio-cultural factors that influence second language learning. In addition, there is particular attention given to language structure (phonology, morphology, semantics, and syntax) as it relates to the language development of native speakers of English as well as English language learners. This course includes a fieldwork component for which students work with young elementary students off campus once a week during the semester. Prerequisite: EDUC 100.

EDUC 140. Transformational Teaching and Learning. 4 Units.
This is an introductory course that explores the complex relationships within and among local, state, and national levels of public instruction. The course introduces historical, legal, and social issues that affect diverse educational settings. Topics include key movements and legal cases of prominence in American education; demographic information about learners and schools in California; home, family and school partnerships; and professional stages in teaching careers (e.g., subject matter preparation, teacher education, initial licensure, induction programs, and professional development). The course also includes an introduction to "reflective practice"; an overview of stages in human development; prominent learning and motivation theories; the characteristics of learners with exceptional needs; and individual differences among learners, which include English language learners. This course is taken by students interested in Multiple Subject, Single Subject and/or Educational Specialist credentials. It is a prerequisite to Admission to Teacher Education, but it is open to all students at the University. Fieldwork requires fingerprint review and clearance at local districts and TB clearance. There are fees for these services.

EDUC 141. Transformational Teaching and Learning Practicum. 2 Units.
This supervised practicum is taken concurrently with EDUC 140: Transformational Teaching and Learning. Students examine the community, school, and classroom contexts and how they influence the teaching and learning process. Translation of current learning theories into practice are analyzed and applied. Students interact with K – 12 students and teachers in public school settings.

EDUC 142. Visual Arts in Education. 3 Units.
This course assists students in developing an understanding of the visual arts and how they interface with children’s development through age 18. The course acquaints students with Visual Arts curriculum in the K-12 classroom. A philosophical emphasis is be placed upon the interface of visual arts with children’s development. The course explores such concepts and processes as aesthetic perception, creative expression, visual arts heritage and aesthetic valuing, and media and materials, suitable for children through age 18. Prerequisite: Sophomore standing.

EDUC 150. Teaching and Assessment. 4 Units.
This course supports reflective teaching and learner-centered principles and practices in the K-12 schools. The course focuses on state-adopted curriculum standards and frameworks in seven content fields, particularly on the content area of History/Social Science; approaches to classroom management; selection of curriculum materials at the state level; and evaluation. Topics include implementing appropriate teaching strategies for meeting the needs of students with special needs and culturally diverse learners; and using developmentally appropriate diagnostic, formative, and summative assessments to plan instruction. Technology is used to enhance curriculum design and student interaction with content knowledge. This course is taken concurrently with EDUC 153, Teaching STEM, for Multiple Subject candidates. EDUC 150 is taken by Education Specialist candidates. (EDUC 153 is not taken by Special Education candidates, unless they are planning to earn a Multiple Subject Credential.) Prerequisite: EDUC 140. Fingerprint and TB test clearance is required.

EDUC 151. Teaching Science (Multiple Subject), 2 Units.
Students study methods and curriculum for teaching science in self-contained classrooms. Topics include state-adopted content standards and curriculum frameworks, essential life, physical, and earth science themes, concepts, and skills, instructional planning and diverse and appropriate teaching strategies for meeting the needs of diverse learners, which include mainstreamed and culturally, linguistically, economically, and ethnically diverse learners. The course also examines the principles and practices that evaluate students' learning. Ten hours of fieldwork is required. This course is taken prior to directed teaching. Prerequisites: admission to Teacher Education as well as fingerprint and TB test clearance.

EDUC 152. Teaching Mathematics (Multiple Subject). 2 Units.
Students study methods and curriculum for teaching mathematics in self-contained classrooms. Topics include state-adopted content standards and curriculum frameworks, essential mathematics themes, concepts, and skills. The course also covers instructional planning and diverse and appropriate teaching strategies for meeting the needs of diverse learners which include mainstreamed and culturally, linguistically, economically, and ethnically diverse learners. The principles and practices that evaluate students’ learning are also addressed. Ten hours of fieldwork is required. Prerequisite: admission to Teacher Education.

EDUC 153. Teaching Science, Technology, Engineering, and Mathematics. 4 Units.
Methods and curriculum presented for teaching science, technology, engineering and mathematics in self-contained classrooms. Topics include state-adopted content standards and curriculum framework; essential mathematics, technology, engineering, life, physical, and earth science themes, concepts, and skills, instructional planning and diverse and appropriate teaching strategies for meeting the needs of diverse learners, including mainstreamed and culturally diverse learners; needs of diverse learners, including mainstreamed and culturally diverse learners; principles and practices of evaluation of students’ learning. Fieldwork is required. Prerequisite: EDUC 140.

EDUC 155. Teaching in the Content Areas I. 3 Units.
This is the first of a three-part course for Single Subject credential candidates to develop professional, reflective practices and abilities for teaching in single subject classrooms, especially in secondary schools. Candidates learn and apply current learning theories to planning, instruction, and assessment, focusing on the general knowledge, skills, and dispositions associated with managing contemporary, culturally diverse secondary classroom environments. Candidates begin to learn about specific subject matter content and pedagogy and a variety of instructional and assessment strategies to benefit all learners. The needs of all secondary school students, including English Learners, and characteristics of the school environment are emphasized for fostering effective teaching and learning.
EDUC 156. Content and Disciplinary Literacy Development in Secondary Schools. 3 Units.
This course provides an introduction to research-based content literacy instruction. The course focuses on preparing candidates to teach content-based reading and writing skills to a full range of students which includes struggling readers, students with special needs, and English Learners. A variety of content-based literacy strategies (reading, writing, listening, and speaking) is presented to facilitate learning in the content areas. The course meets credential requirements. Prerequisites: EDUC 140, admission to Credential Candidacy, Instructor/Curriculum and Instruction department permission, fingerprint and TB test clearance.

EDUC 157. TESOL Theory and Practice. 4 Units.
This course provides a link between theory and practice in the teaching of ESL. Aspects of language learning is discussed, and concomitant instruction and curriculum is analyzed while developing a working model for the development of curriculum that is appropriate for the teaching situation.

EDUC 160. Productive Learning Environments for Diverse Classrooms. 2 Units.
Core course concepts and activities include using culturally responsive techniques that contribute to productive learning environments and equitable student outcomes. Preservice teachers in this course survey current discipline and management models and practice research-based strategies designed to promote positive classroom behavior. Establishing and maintaining relationships with families, students, and colleagues are explored as well as practices that contribute to teacher well-being and self-care. Senior standing or permission of instructor.

EDUC 161. Literacy Development (Multiple Subject). 4 Units.
This course introduces methods and curriculum for teaching reading and language arts with integration of humanities and social science for students from kindergarten to eighth grade classrooms. The course focuses on theory-based effective instruction of reading, writing, listening and speaking across the curriculum. Students learn to analyze and evaluate effective literacy skills and strategies in teaching reading, writing, listening and speaking to K-8 students. To apply and practice these skills and strategies in various instructional settings in various content areas. Emphasis is placed on the integration of reading and language arts throughout the curriculum. Twenty-four hours of fieldwork is required. This course is taken prior to Directed Teaching (Professional Practice). Prerequisite: admission to Teacher Education program with fingerprint and TB test clearance.

EDUC 162. Literacy Assessment (Multiple Subject). 2 Units.
This course investigates the uses of ongoing instructional diagnostic strategies in reading and language arts that guide teaching and assessment. Topics include early intervention techniques appropriate for a classroom setting and guided practice of these techniques. Fieldwork is required and shared with EDUC 161. This course is taken prior to Directed Teaching and may be taken with EDUC 161 concurrently. Prerequisite: admission to Teacher Education with fingerprint and TB test clearance.

EDUC 163. Teaching English Learners. 4 Units.
This course is designed to equip mainstream classroom teachers with the theory, principles, knowledge, and skills to effectively understand and teach English Language Learners at a variety of levels of English proficiency in K-8 classrooms. Teachers will develop appropriate strategies and approaches for developing language proficiency and link their practice to both the California English Language Development Standards and the new Common Core State Standards. Students observe and implement these strategies during their field experiences in order to see, practice, and reflect on effective ways to meet the needs of English learners. Objectives include appropriate assessment, planning, and implementation of sheltered content instruction. Fieldwork hours (160 series fieldwork) specific to this class are required. A grade of C or higher is required for passing this course. Prerequisites: EDUC 100, 140, and 150, or instructor/C & I department permission; minimum GPA of 2.5; Fingerprint and TB test clearance.

EDUC 164. Introduction to Bilingual Education. 4 Units.
This course provides an overview of bilingual education and is designed to meet the needs of both undergraduate and graduate students who are interested in understanding the role of bilingual, bicultural education in schools. Students explore the related implications of second language acquisition research, sociopolitical theory, and historical as well as contemporary experiences in the contexts of program design, instructional practice, and school/community relations toward a conceptualization of bilingual education as a source of pedagogical enrichment strategies for all learners in all settings. Prerequisites: EDUC 100 and EDUC 131.

EDUC 165. Teaching in the Content Areas II. 2 Units.
This is the second of a multi-course series for Single Subject credential candidates to develop professional, reflective practices and abilities for teaching in single subject classrooms, especially in secondary schools. The emphasis in this course is on content-specific practices. Candidates join their respective professional organizations and participate in those organizations' professional development experiences. In addition to whole class meetings, candidates meet in content-specific seminars with practitioners in their content areas on a regular basis.

EDUC 167. Adolescent Development. 3 Units.
This course is designed for secondary preservice teachers to consider the principles of adolescent development in context. Biological, cognitive, psychological, social, and moral development are examined to determine how these developmental pathways affect student achievement, motivation, and well-being. The influence of family, peers, school, and the broader community on development are explored as well. Emphasis is on the current understandings of adolescent development on teaching, learning, and assessment are emphasized. In addition to class meetings, students participate in a practicum in order to apply learning in school settings.

EDUC 168. Microcomputers in Education. 3 Units.
This course introduces the student to the major concepts and applications related to the use of microcomputers in education. Students learn basic operations, terminology and capabilities of microcomputers within an educational context. Key issues related to the use of instructional technology are discussed. Application and evaluation of software for classroom instruction and management is investigated.

EDUC 169. Microcomputers and Curriculum Design. 3 Units.
Issues related to the educational application of instructional technology and its impact on education is investigated. Students do in-depth analyses of software applications and their validity in relation to learning models and the current curriculum. Students evaluate how new technologies may effect change in curriculum. Various projects that relate to evaluation of software, teaching strategies and research in new technologies are required. Prerequisite: EDUC 168 or permission of instructor.

EDUC 170. Professional Practice. 2-10 Units.
Professional practice is a full-day of Student Teaching in public schools. Candidates for a Single Subject and Multiple Subject Preliminary teaching credential are placed in local public schools for intensive application of their knowledge, skills, and dispositions for professional practice in California schools. Student Teaching is full-day teaching for a semester, and undergraduates are approved for Student Teaching. Prerequisites: EDUC 130, EDUC 140, EDUC 141, EDUC 150, EDUC 151, EDUC 152, EDUC 161, EDUC 162, EDUC 163, EDUC 172 (concurrently); SPED 125X (concurrently) with grades of “C” or higher; a minimum GPA of 2.5.; admission to Teacher Education/Credential Candidacy; a passing score on the CBEST with subject matter completed (CSET examination or approved subject matter waiver program) and approved; approval of a Certificate of Clearance with TB test clearance and program assessments completed prior to Directed Teaching; Directed Teaching approval process must be completed with clearance by the Director of Field Experiences; The United States Constitution requirement must be completed to apply for a teaching credential. No other coursework is permitted other than SPED 125X and weekend and vacation workshops. A candidate must petition for permission to take an additional course in advance with the Curriculum and Instruction Department's Director of Field Experiences.
EDUC 171. Professional Practice Music. 2-10 Units.
This course is a full-day of Student Teaching in public schools. Candidates for a Single Subject Music Preliminary teaching credential are placed in local public schools for intensive application of their knowledge, skills, and dispositions for professional practice in California schools. Student Teaching is full-day teaching for a semester, and undergraduates may be approved for Student Teaching. Prerequisites are EDUC 130, EDUC 140, EDUC 141, EDUC 150, EDUC 151, EDUC 152, EDUC 161, EDUC 162, EDUC 163, EDUC 171 (concurrently); SPED 125X (concurrently) with grades of “C” or higher; a minimum GPA of 2.5; admission to Teacher Education/Credential Candidacy; a passing score on the CBEST with subject matter completed (CSET examination or approved subject matter waiver program) and approved; approval of a Certificate of Clearance with TB test clearance program assessments completed prior to Directed Teaching; completed Directed Teaching approval process with clearance by the Director of Field Experiences; The United States Constitution requirement must be completed to apply for a teaching credential. No other coursework is permitted other than EDUC 172 and SPED 125X and weekend and vacation workshops. A candidate must petition for permission to take an additional course in advance with the Curriculum and Instruction Department’s Director of Field Experiences.

EDUC 172. Professional Practice Seminar. 2-10 Units.
Students reflect upon and integrate the Directed Teaching experience in large and small group settings for the SB 2042 Credential. Topics include multicultural education, child abuse, school law, interpreting standardized test scores, professional associations and negotiations, discipline plans, lesson planning and conferencing skills. This course may be taken concurrently with EDUC 170/EDUC 270.

EDUC 175. Teaching in the Content Areas III. 2 Units.
This course is the culminating part of a three-part course for Single Subject credential candidates that develops professional, reflective practices and abilities for teaching in single subject classrooms schools. It is taken concurrently with the professional practice practicum (student teaching). Emphasis in the first two parts of the course is placed on acquiring and practicing general and content-specific knowledge, skills, and ethical values associated with managing contemporary, culturally diverse secondary classroom environments. The course is co-taught by University faculty and K-12 Content Area Specialists. In the third and final portion of the course, candidates integrate and synthesize prior learning and independently teach grades 7 – 12 students in their professional practice placements. University and Grades 7 – 12 Content Area Specialists supervise and support candidates and continue to lead seminar sessions. The capstone assessment that leads to the Level I teaching credential, the Performance Assessment for California Teachers (PACT) Teaching Event (TE) is completed as part of this course.

EDUC 180. Workshop Learning: Issues Group Leadership. 1 Unit.
This course is designed to support the learning and leadership model, Peer-Led Team Learning (PLTL). The course topics include practical information (understanding motivation, managing time, dealing with dominating students, learning styles, group dynamics, study skills, helping students improve critical thinking, develop logical reasoning, and prepare for tests), a foundation in learning theory, and guidance about the specific components of the workshop lessons.

EDUC 181. ECE: Social Justice/Diversity. 3 Units.
This course is conducted as an undergraduate level seminar that is designed to examine key normative issues in the area of social justice, diversity and multiculturalism with an emphasis in early childhood education. The relation of social diversity (race, ethnicity, gender, language, societal attitudes and class) to equality in education and education reform movements is viewed from multiple contexts. Topics explored are diversity, sociopolitical aspects of history and the impact on education, and specifically, early childhood education and multiculturalism. A practicum is required in this course.

EDUC 182. ECE: Curriculum and Inquiry. 3 Units.
This course is an upper division course that examines the theoretical understandings of curriculum and inquiry in the early childhood development classroom. Students refine their knowledge, skills, and dispositions related to early childhood methodology and application to young children in diverse populations.

EDUC 183. ECE: Social Contexts/Cognitive Development. 3 Units.
This course is conducted as an undergraduate level seminar that is designed to clarify the cognitive, philosophical, historical, psychological, cultural, social and ethical foundations of early childhood education. The nature of theory and practice are important to teachers of young children and this course provides a broad synthesis of knowledge of child development principles to better understand how children think, act, and how to be effective with them in the classroom.

EDUC 189. Practicum. 2-4 Units.

EDUC 191. Independent Study. 1-4 Units.

EDUC 192. Preliminary Fieldwork. 1-3 Units.
Consent of department chair.

EDUC 192A. Elementary Education Fieldwork. 1-3 Units.
Consent of department chair.

EDUC 192B. Secondary Education Fieldwork. 1-3 Units.
Consent of department chair.

EDUC 192D. Early Childhood Education Fieldwork. 1-3 Units.
Permission of department chair.

EDUC 192E. Reading Fieldwork. 1-3 Units.
Permission of department chair.

EDUC 192F. Bilingual Education Fieldwork. 1-3 Units.
Permission of department chair.

EDUC 192G. Cross-cultural Education Fieldwork. 1-3 Units.
Permission of department chair.

EDUC 195A. Pedagogical Seminar. 3 Units.
Investigation of the role that subject matter knowledge and its representations play in teaching. Emphasis on self-assessment of subject matter knowledge. Focus on moral and ethical dimensions of teaching and learning. Prerequisite: completion of a minimum of 8 units in a concentration for the diversified major or multiple subjects wavier program. Senior status or second semester junior status required. Permission of department chair.

EDUC 197. Research in Education. 1-4 Units.

EDUC 197D. Research in Education. 1-4 Units.

EDUC 204. Pluralism in American Education. 3 Units.
This course is a multi-disciplinary examination of the effects of cultural and social pluralism on educational policy, philosophy, classroom instruction and professional ethics in American public education, both historically and as contemporary issues.

EDUC 206. Comparative Education. 3 Units.

EDUC 207. Sociology of Education. 3 Units.

EDUC 209. Curriculum Theory. 3 Units.
Students examine curriculum from various philosophical and learning theory points of view. Models and rationales of curriculum are explored. Historical perspectives and specialized areas of the curriculum are examined in terms of present and future societal needs, and methods of curriculum dissemination are delineated.

EDUC 210. Seminar in American Educational Thought. 3 Units.
This seminar examines a philosophical treatment of American education.
EDUC 212. Instructional Strategies and Classroom Process. 3 Units.  
Students learn a variety of instructional strategies to achieve course objectives. Course content includes a review of research on effective teaching skills related to motivation, expectations, modeling, questioning, grouping, direct instruction, cooperative learning and classroom management. Students examine contemporary lines of inquiry with regard to classroom processes.

EDUC 214. Supervision of Instruction. 3 Units.  
This course offers a review of models of supervision and processes that support effective descriptions of classroom practices, analysis and feedback regarding those data and the provision of instructional support for continuing classroom improvement. A practicum component is included.

EDUC 220. Seminar: Social Class Effects in Education. 3 Units.  
This seminar explores the nature of social class and its effects on learning in the classroom.

EDUC 221. Research in Second Language Acquisition. 3 Units.  
This course focuses on the linguistic, psychological, social and cultural processes in learning and teaching a second language. It is designed to examine the major theoretical perspectives and research studies in second language acquisition. It involves critical analysis and critique of important literature and research studies in second language acquisition. It covers techniques for conducting classroom-based research in second language learning and teaching. Students in this course learn to develop a research proposal to investigate an area of interest in the field of second language acquisition.

EDUC 225. Psychology of Reading. 3 Units.  
Students explore current theory and research findings related to the psychological processes involved in literacy acquisition and development. Emphasis is placed upon a cognitive and psycholinguistic approach to understanding the processes of reading and the implications for instruction.

EDUC 229. Seminar: Cultural Basis Conflicts in Education. 3 Units.  
This seminar analyzes cultural diversity in American classrooms. It is not open to doctoral students.

EDUC 231. Seminar: Educational Anthropology. 3 Units.  
This seminar analyzes culture, language and values in education.

EDUC 232. Gender Issues: Cross-cultural Perspectives. 3 Units.  
Students examine social, economic and political forces which foster and perpetuate gender stratification and related issues. Trends/movements that regard gender roles/status are investigated from the perspective of economic and political systems in the context of Eastern and Western societies.

EDUC 233. Seminar: Multicultural Education. 3 Units.  
This seminar analyzes the theoretical and philosophical foundations of cultural pluralism. It helps students acquire an understanding of strategies for implementation of cross-cultural education, and develop units of instruction for use in cross-cultural education.

EDUC 234. Seminar: Asian Cultures. 3 Units.  
This course provides knowledge of East and Southeast Asia value systems. Students study Eastern philosophies and Eastern ways and life to gain a deeper understanding of cross-culturalism and its implications for American education and society.

EDUC 240. Introduction to Student Affairs. 3 Units.  
This course is a comprehensive introduction and overview of student affairs and functions within institutions of higher education. Emphasis is on studying the history and evolution of the student affairs movement, gaining an understanding of the multiple roles of the student affairs practitioner, creating an awareness of the best practices in student personnel, and developing knowledge of current issues regarding students and student services functions in higher education.

EDUC 241. Student Development Theory. 3 Units.  
This course is a forum for students to critically examine and evaluate current student development theories, research, and implications for practice. The course content includes study of attitudes and characteristics of American college students and their various cultures. This course also explores current issues in higher education as they impact student affairs roles and practice.

EDUC 242. College Student Environment. 3 Units.  
Students examine the characteristics and attitudes of traditional and non-traditional American college students and the effect of the college environment on students. Students study the historical and contemporary characteristics of students, understand the characteristics and needs of various sub-populations, and research the effects of college and its environments on students.

EDUC 243. Legal Issues in Higher Education Student Affairs. 3 Units.  
This course provides an overview of legal issues in American higher education, specifically those related to Student Affairs. This course is designed to ensure that students have the opportunity to learn basic legal principles necessary to function in an administrative or managerial capacity in post-secondary institutions. Administrative arrangements, policy issues, and case law are reviewed and discussed.

EDUC 244. Assessment in Student Affairs. 3 Units.  
Study of the elements of program assessment with an emphasis on models for practice in co-curricular programs. Emphasis is on practical and collaborative applications in university settings as well as analysis and critical reflection on assessment trends and movements.

EDUC 245. Counseling Theories in College Student Affairs. 3 Units.  
This course offers a critical and comprehensive study of current counseling theories and their application for student affairs practitioners.

EDUC 246. Teaching as Reflective Inquire I. 2 Units.  
Teaching as Reflective Inquiry I is the first of a three-part course in which preservice teachers are introduced to the concept of teacher research. First, participants critically analyze readings and teacher-inquiry products of experienced teacher researchers. They then conduct a mini-inquiry into their own practices that emerge as a result of their participation in the summer experience. These activities set the stage for more advanced consideration and application of teacher inquiry methods in parts II and III of the course, that lead to a culminating project during the professional practice practicum.

EDUC 248. Counseling Special Populations. 3 Units.  
The course focuses on the study of counseling processes and techniques with student client populations that are ethnically and racially diverse. Students build on the skills that students learned in the basic counseling theories course taught in prior semesters. Students explore theory and research beyond the contention that students of color may have different needs and experiences in counseling situations. Students also look at personal ethnic identity and how it affects the assumptions brought to counseling and they learn what it means to be “culturally competent” in regard to counseling skills.

EDUC 252. Teaching the Creative, Talented and Gifted Child. 3 Units.  
Students review the major writings and research that deal with the creative learner and his classroom needs. The course presents opportunities to develop curriculum plans and methods and approaches that can successfully be applied in an on-going educational program to assist the creative student to reach his or her full potential.
EDUC 255. Teaching in the Content Areas I. 3 Units.
This is the first of a multi-course series for Single Subject credential candidates to develop professional, reflective practices and abilities for teaching in single subject classrooms, especially in secondary schools. Candidates learn and apply current learning theories to planning, instruction, and assessment, focusing on the general knowledge, skills, and dispositions associated with managing contemporary, culturally diverse secondary classroom environments. Candidates will begin to learn about specific subject matter content and pedagogy and a variety of instructional and assessment strategies to benefit all learners. The needs of all secondary school students, including English Learners, and characteristics of the school environment will be emphasized for fostering effective teaching and learning.

EDUC 256. Content and Disciplinary Literacy Development in Secondary Schools. 3 Units.
This course provides an introduction to research-based content literacy instruction. The course focuses on preparing candidates to teach content-based reading and writing skills to a full range of students which includes struggling readers, students with special needs, and English Learners. A variety of content-based literacy strategies (reading, writing, listening, and speaking) is presented to facilitate learning in the content areas. The course meets credential requirements. Prerequisites: EDUC 140, admission to Credential Candidacy, Instructor/Curriculum and Instruction department permission, fingerprint and TB test clearance.

EDUC 257. TESOL Theories and Practices. 4 Units.
This course is designed to provide a link between theory and practice in the teaching of ESL. Aspects of language learning are discussed, and concomitant instruction and curriculum is analyzed while developing a working model for the development of curriculum which is appropriate for the teaching situation.

EDUC 260. Productive Learning Environments for Diverse Classrooms. 3 Units.
Core course concepts and activities taught include using culturally responsive techniques that contribute to productive learning environments and equitable student outcomes. K-12 preservice teachers in this course survey current discipline and management models and practice research-based strategies designed to promote positive classroom behavior. Establishing and maintaining relationships with families, students, and colleagues are explored as well as practices that contribute to teacher wellbeing and self-care. Senior standing or permission of instructor.

EDUC 262. Advanced Methods in Bilingual Education. 3 Units.
EDUC 264. Introduction to Bilingual Education. 4 Units.
EDUC 265. Teaching in the Content Areas II. 2 Units.
EDUC 266. Teaching as Reflective Inquiry II. 2 Units.
EDUC 267. Understanding Adolescents in School Contexts. 3 Units.
EDUC 268. Microcomputers in Education. 3 Units.
EDUC 269. Microcomputers and Curriculum Design. 3 Units.
EDUC 270. Professional Practice. 2-10 Units.

EDUC 255 requires additional assignments and action research for the MEd Degree. Corequisites are EDUC 261 or EDUC 130.
EDUC 262 is designed for secondary preservice teachers to consider the principles of adolescent development in context. Biological, cognitive, psychological, social, and moral development are examined to determine how these developmental pathways affect student achievement, motivation, and well being. The influence of family, peers, school, and the broader community on development are explored as well. Implications of current understandings of adolescent development on teaching, learning, and assessment is emphasized. In addition to class meetings, students participate in a practicum in order to apply learning in school settings.

EDUC 256 provides an introduction to research-based content literacy instruction. The course focuses on preparing candidates to teach content-based reading and writing skills to a full range of students which includes struggling readers, students with special needs, and English Learners. A variety of content-based literacy strategies (reading, writing, listening, and speaking) is presented to facilitate learning in the content areas. The course meets credential requirements. Prerequisites: EDUC 140, admission to Credential Candidacy, Instructor/Curriculum and Instruction department permission, fingerprint and TB test clearance.

EDUC 257 provides an introduction to research-based content literacy instruction. The course focuses on preparing candidates to teach content-based reading and writing skills to a full range of students which includes struggling readers, students with special needs, and English Learners. A variety of content-based literacy strategies (reading, writing, listening, and speaking) is presented to facilitate learning in the content areas. The course meets credential requirements. Prerequisites: EDUC 140, admission to Credential Candidacy, Instructor/Curriculum and Instruction department permission, fingerprint and TB test clearance.

EDUC 260 provides an introduction to research-based content literacy instruction. The course focuses on preparing candidates to teach content-based reading and writing skills to a full range of students which includes struggling readers, students with special needs, and English Learners. A variety of content-based literacy strategies (reading, writing, listening, and speaking) is presented to facilitate learning in the content areas. The course meets credential requirements. Prerequisites: EDUC 140, admission to Credential Candidacy, Instructor/Curriculum and Instruction department permission, fingerprint and TB test clearance.

EDUC 262 provides an introduction to research-based content literacy instruction. The course focuses on preparing candidates to teach content-based reading and writing skills to a full range of students which includes struggling readers, students with special needs, and English Learners. A variety of content-based literacy strategies (reading, writing, listening, and speaking) is presented to facilitate learning in the content areas. The course meets credential requirements. Prerequisites: EDUC 140, admission to Credential Candidacy, Instructor/Curriculum and Instruction department permission, fingerprint and TB test clearance.

EDUC 264 provides an introduction to research-based content literacy instruction. The course focuses on preparing candidates to teach content-based reading and writing skills to a full range of students which includes struggling readers, students with special needs, and English Learners. A variety of content-based literacy strategies (reading, writing, listening, and speaking) is presented to facilitate learning in the content areas. The course meets credential requirements. Prerequisites: EDUC 140, admission to Credential Candidacy, Instructor/Curriculum and Instruction department permission, fingerprint and TB test clearance.

EDUC 265 provides an introduction to research-based content literacy instruction. The course focuses on preparing candidates to teach content-based reading and writing skills to a full range of students which includes struggling readers, students with special needs, and English Learners. A variety of content-based literacy strategies (reading, writing, listening, and speaking) is presented to facilitate learning in the content areas. The course meets credential requirements. Prerequisites: EDUC 140, admission to Credential Candidacy, Instructor/Curriculum and Instruction department permission, fingerprint and TB test clearance.

EDUC 266 provides an introduction to research-based content literacy instruction. The course focuses on preparing candidates to teach content-based reading and writing skills to a full range of students which includes struggling readers, students with special needs, and English Learners. A variety of content-based literacy strategies (reading, writing, listening, and speaking) is presented to facilitate learning in the content areas. The course meets credential requirements. Prerequisites: EDUC 140, admission to Credential Candidacy, Instructor/Curriculum and Instruction department permission, fingerprint and TB test clearance.

EDUC 267 provides an introduction to research-based content literacy instruction. The course focuses on preparing candidates to teach content-based reading and writing skills to a full range of students which includes struggling readers, students with special needs, and English Learners. A variety of content-based literacy strategies (reading, writing, listening, and speaking) is presented to facilitate learning in the content areas. The course meets credential requirements. Prerequisites: EDUC 140, admission to Credential Candidacy, Instructor/Curriculum and Instruction department permission, fingerprint and TB test clearance.

EDUC 268 provides an introduction to research-based content literacy instruction. The course focuses on preparing candidates to teach content-based reading and writing skills to a full range of students which includes struggling readers, students with special needs, and English Learners. A variety of content-based literacy strategies (reading, writing, listening, and speaking) is presented to facilitate learning in the content areas. The course meets credential requirements. Prerequisites: EDUC 140, admission to Credential Candidacy, Instructor/Curriculum and Instruction department permission, fingerprint and TB test clearance.

EDUC 269 provides an introduction to research-based content literacy instruction. The course focuses on preparing candidates to teach content-based reading and writing skills to a full range of students which includes struggling readers, students with special needs, and English Learners. A variety of content-based literacy strategies (reading, writing, listening, and speaking) is presented to facilitate learning in the content areas. The course meets credential requirements. Prerequisites: EDUC 140, admission to Credential Candidacy, Instructor/Curriculum and Instruction department permission, fingerprint and TB test clearance.

EDUC 270 provides an introduction to research-based content literacy instruction. The course focuses on preparing candidates to teach content-based reading and writing skills to a full range of students which includes struggling readers, students with special needs, and English Learners. A variety of content-based literacy strategies (reading, writing, listening, and speaking) is presented to facilitate learning in the content areas. The course meets credential requirements. Prerequisites: EDUC 140, admission to Credential Candidacy, Instructor/Curriculum and Instruction department permission, fingerprint and TB test clearance.
EDUC 271. Professional Practice Music. 2-10 Units.
EDUC 271 offers Student Teaching or Internship for the Music Single Subject credential. The Music Education Department Chair approves one or more semesters of Directed Teaching and assigns number of units for each semester. The total over one or more semesters must be ten (10) units. This course is open to Master of Education candidates. Prerequisites: 1) Student Teaching; 2) Internship 1) Completion of all prerequisite coursework with grade of "C" or higher; minimum GPA of 2.5; Admission to Teacher Education/Credential Candidacy; CBEST passed; subject matter completed and approved; approval of a Certificate of Clearance; TB test clearance; program assessments completed; completion of Directed Teaching approval process and clearance by the Director of Field Experiences and Music Education Department Chair. The United States Constitution requirement must be completed to apply for a teaching credential. 2) Completion of all prerequisite coursework from 1) with grade of "C" or higher; minimum GPA of 3.0 in Teacher Education courses is required, and the United States Constitution requirement must be completed prior to enrolling in an internship. A contract from the district and a Memorandum of Understanding between the district and the University of the Pacific are required. Corequisites: CURR 195X and SPED 125X. These corequisites must be taken once, if Directed Teaching is split over two or more semesters.

EDUC 275. Teaching in Content Areas III. 3 Units.
This is the culminating part of a multi-course series for Single Subject credential candidates following full-time professional practice (student teaching). The goal of this course is to enhance and extend the general and content-specific knowledge, skills, and dispositions acquired in the previous courses in this series and during professional practice. The use of general and content-specific educational technology is emphasized, allowing candidates to explore a variety of ways to integrate technology into instruction. During the course, candidates examine the National Educational Technology Standards (NETS). Further, issues shaping today's technology uses in education are surveyed and discussed.

EDUC 276. Teaching as Reflective Inquiry III. 3 Units.
Teaching as Reflective Inquiry III is the culminating section of a three-part course in which preservice teachers continue to apply principles of teacher research. This is also the capstone course for the M.Ed. Participants continue to conduct action research, initiated in the prior semester, on their impact on student achievement. At the semester’s conclusion, participants submit research reports and make presentations of their findings to panels made up of University and K-12 faculty.

EDUC 277. Diversity and Constituency in Educational Administration. 3 Units.
Students explore the values and concerns of the many diverse communities that constitute a school community and they learn effective ways to involve various communities in the participation of school life are presented.

EDUC 278. Educational Organization and Diverse Constituencies. 3 Units.
Organizational patterns and issues that are related to the administration of educational organizations are presented. Particular emphasis is placed on effectively involving diverse stakeholders into the organizational culture of educational institutions.

EDUC 280. Education Law and Legal Processes. 3 Units.
Students examine laws, legal principles, interpretations and practices governing federal, state, county and local school organization and administrations. Course content includes laws relating to youth, contracts, liability and tort, effect of federal and state laws on education.

EDUC 281. Modern Trends in Early Childhood Education. 3 Units.
Students learn current trends in the education of children from birth through third grade.

EDUC 282. Advanced Curriculum and Theory in Early Childhood Education. 3 Units.
Involvement with curriculum design, analysis and evaluation.
EDUC 292L. Advanced Fieldwork in Bilingual Education. 1-6 Units.

EDUC 295A. Seminar: Middle School Curriculum. 3 Units.
Students review curricular issues in middle schools in the United States, that include an analysis of curricular concepts and the social, economic and political forces that may shape forthcoming curricular design. Specific content includes historical and philosophical foundation; curriculum trends, alternative approaches; and curriculum materials analysis.

EDUC 295B. Seminar: Secondary Curriculum. 3 Units.
Students review the curriculum issues in middle and secondary schools in the United States, that include an analysis of curriculum concepts and the social, economic and political forces that may shape forthcoming curricular design. Specific content includes historical and philosophical foundations, curriculum trends, alternative approaches, curriculum materials, analysis and issues that relate to adolescence.

EDUC 295C. Seminar: Educational Planning, Delivery, Assessment. 3 Units.
The role of the administrator as the instructional leader is the focus. Facets of the instructional program include curriculum planning, programmatic issues, delivery systems and assessment and evaluation.

EDUC 295E. Seminar: Teaching Reading and Writing. 3 Units.
Students examine current theory, research, trends, and issues in the teaching of reading and writing. Students translate theory and research in practice through observation of and participation with children in reading and writing activities. Prerequisites: previous coursework in reading, writing, or language development. Graduate standing.

EDUC 295G. Seminar: Elementary Curriculum. 3 Units.
Students review curricular issues in elementary schools in the United States, that include an analysis of curricular concepts and the social, economic, and political forces, that may shape forthcoming curricular design. Specific content includes historical and philosophical foundation, curriculum trends, alternative approaches, and curriculum materials analysis.

EDUC 295H. Seminar in Language Teaching. 3 Units.
This course is a seminar in ESL methods, materials, theories and current research. Prerequisite: EDUC 127 or 227 (may be taken concurrently).

EDUC 297. Graduate Research in Education. 1-3 Units.

EDUC 299. Master’s Thesis. 1-4 Units.

EDUC 302. Issues in Teacher Education. 3 Units.
Students review and analyze current curricular topics related to pre-service and in-service teacher preparation.

EDUC 304. Program Evaluation. 3 Units.
Students examine selection design and the use of formal and informal devices for the purpose of making diagnosis of learner strengths and weaknesses, measuring learner progress and making summative evaluations of learner achievement, both on an individual and larger scale basis.

EDUC 306. Curriculum Materials Development. 3 Units.
Students design and develop appropriate curriculum materials for to achieve program and course objectives.

EDUC 308. Issues in Curriculum and Instruction. 3 Units.
Students explore crucial issues and trends in curriculum and instruction, their historical origins, current manifestations and implications for teaching and learning in effective schools.

EDUC 314. Contemporary Issues in Schooling and Education. 3 Units.
The intent of this course is to further inquiry into the ways in which school policies and practices have historically been initiated and implemented. In addition attention is paid to the role teachers and students play in the operationalizing of policies and research-based practices. Attention to review of pertinent readings is also emphasized.

EDUC 316. Interdisciplinary Curriculum Inquiry. 3 Units.
This course is designed to engage doctoral students in understanding the interrelationships between content areas and how teaching and learning are manifested through the use of interdisciplinary curricular strategies.

EDUC 318. Research in Classroom Context. 3 Units.
This course focuses on how to develop skills and knowledge related to conducting research in culturally and ethnically diverse classroom settings. Emphasis is placed on the collection and analysis of data, primarily through observations, interviews and curriculum documents. Students design and implement a study in a classroom context and present their work both in oral and written form.

EDUC 319. Curriculum Analysis. 3 Units.
Development of specific skills necessary for in-depth, formal analysis of any given Curriculum, focusing on origins, theoretical perspectives, implementation, enactment, and evaluation.

EDUC 320. Advanced Curriculum Studies. 3 Units.
This course is intended to be a capstone research course in curriculum studies. Emphasis is placed on critical analysis of curriculum issues and subsequent research-based and theoretical perspectives relative to areas of doctoral scholarship.

EDUC 321. Writing for Publication. 3 Units.
Focus on the relationship between formal inquiry and the development of research-based scholarship. Emphasis on manuscript development for the purpose of submitting to an academic journal for publication consideration.

EDUC 351. Seminar: Social Scientific Thinking. 3 Units.
This doctoral core course provides a meaningful theoretical context within which various methodologies and research designs may be better understood.

EDUC 352. Applied Inquiry I. 3 Units.
In this course students work collaboratively in learning communities to identify and explore general and specific educational/social/political issues that affect learners/learning outcomes for key educational constituencies. Each student identifies a preliminary issue/problem/concern for his/her dissertation project and engages in early exploration of foundational issues, key theories, and seminal emerging research on these topics.

EDUC 354. Applied Inquiry II. 6 Units.
This course provides doctoral students with an overview of assumptions/limitations/strengths and claims of educational research. Further, it provides them with an overview of quantitative and qualitative methodologies (data collection and analysis strategies) and of the relevance of these for specific problems and questions. Prerequisite: EDUC 352.

EDUC 356. Applied Inquiry III. 3 Units.
This course places doctoral students into professional learning communities with colleagues and a faculty leader. In these communities, students work collaboratively and independently to ensure that each student develops a refined problem statement and draft literature review. Prerequisites: EDUC 354.

EDUC 358. Applied Inquiry IV. 3 Units.
This course places doctoral students into professional learning communities with colleagues and a faculty leader. In these communities, students work collaboratively and independently to ensure that each student develops a defense ready dissertation proposal. Prerequisite: EDUC 356.

EDUC 360. Seminar: Trends, Issues and Dynamics of Change. 3 Units.
Students examine current issues and the impact of change in administration of educational programs.

EDUC 361. Seminar: Ethics, Law and Finance. 3 Units.
Students examine the relationships between ethics, law, and finance and how they impact decision-making in educational institutions.
EDUC 362. Seminar: Administration of Instructional Programs. 3 Units.
The seminar course covers instructional leadership, staff development, educational program planning/evaluation, curriculum designs and instructional delivery strategies, monitoring and evaluating student progress, and the use of instructional time and resources.

EDUC 363. Seminar: Personnel Issues. 3 Units.
This seminar course explores personnel management, resource allocations, employee evaluation, collective bargaining, staffing, staff development, and conflict mediation.

EDUC 364. Seminar: Educational Policy Making and Politics. 3 Units.
Students examine issues and techniques relative to policy formulation and implementation. The political, social and economic forces that impact policy decisions are emphasized.

EDUC 365. Seminar: Administration of Higher Education. 3 Units.
Students study administrative, educational and personnel problems and issues in community colleges and four-year institutions.

EDUC 366. Seminar: Communication and Public Relations in Education. 3 Units.
Techniques of effective communications in educational organizations are presented. Developing and maintaining positive public relations and public support for educational problems are emphasized.

EDUC 367. Seminar: Cultural Diversity and Educational Administration. 3 Units.
Students explore techniques for working with culturally diverse student, community and faculty populations.

EDUC 368. Seminar: Administering Complex Educational Organizations. 3 Units.
This seminar provides an in-depth examination of the theories, issues, trends, and challenges of administering complex educational organizations.

EDUC 369. Seminar: District Office Administration. 3 Units.
This seminar provides an in-depth examination of the structure, functions, politics, and purpose of school district administration.

EDUC 370. Prof. Induction Planning. 2 Units.
Students learn how to develop a collaborative professional induction plan to meet the requirements for the Professional Administrative Services Credential.

EDUC 371. Professional Assessment. 2 Units.
This course provides a formal assessment of candidates for the Professional Administrative Services Credential.

EDUC 372. Program Evaluation and Grant Writing. 3 Units.
This course prepares doctoral students with the attitudes, ethics and skills to evaluate a variety of public and private programs, and to develop requests for funding to meet grant specifications.

EDUC 373. Economics of Education. 3 Units.
This course prepares students to analyze alternative methods of assessing the contributions of education to economic growth, education and inequality, education production functions, cost analysis and planning, and economic aspects of innovation.

EDUC 381. Law in Higher Education. 3 Units.
This course prepares students to examine the legal dimensions of the collegiate-level decision process. Administrative arrangements, policy issues and case law are analyzed.

EDUC 382. Leadership in Higher Education. 3 Units.
This course prepares doctoral students with the attitudes and skills to analyze leadership theories, challenges and strategies in higher education.

EDUC 383. Administering Curriculum, Pedagogy and Assessment in Higher Education. 3 Units.
Students examine the application of principles and promising practices for teaching and learning in higher education. This course also examines curriculum design, pedagogy and assessment in post secondary programs of study.

EDUC 389. Curriculum Practicum. 2-4 Units.

EDUC 390. Qualitative Research Design and Methods. 3 Units.
This course focuses on methods of designing and conducting qualitative research in education. Topics include: characteristics of qualitative research, data collection and analysis, determining validity and reliability, and ethical issues related to qualitative research. Students will engage in qualitative research at off-campus field sites. This course is a component in the set of research courses required for all EdD. students. Prerequisite: EPSY 201 with a "B" or better or equivalent and EPSY 214.

EDUC 391. Graduate Independent Study. 1-4 Units.

EDUC 391A. Graduate Independent Study. 1-4 Units.

EDUC 391B. Graduate Independent Study. 1-4 Units.

EDUC 391C. Graduate Independent Study. 1-4 Units.

EDUC 391D. Graduate Independent Study. 1-4 Units.

EDUC 391E. Graduate Independent Study. 1-4 Units.

EDUC 391F. Graduate Independent Study. 1-4 Units.

EDUC 392. Internship and Advanced Field Experience in Administration. 1-4 Units.
Permission of department chair.

EDUC 393A. Special Topics. 1-3 Units.

EDUC 393B. Special Topics. 1-3 Units.

EDUC 393C. Special Topics. 1-3 Units.

EDUC 393D. Special Topics. 1-4 Units.

EDUC 393E. Special Topics. 1-4 Units.

EDUC 393F. Special Topics. 1-4 Units.

EDUC 393G. Special Topics. 1-4 Units.

EDUC 393H. Special Topics. 1-4 Units.

EDUC 393I. Special Topics. 1-4 Units.

EDUC 394. Seminar: Doctoral Research in Educational Administration. 3 Units.
The goal of this semester is to have doctoral students develop an acceptable dissertation proposal. Faculty members lead discussions, provide individual assistance, and collaborate on individual student progress with the aim to assist the student in the proposal development process. The seminar is divided into group sessions and individual meetings with student selected dissertation advisors. Prerequisite: Permission of department chair.

EDUC 395. Graduate Research in Education. 1-3 Units.

EDUC 398A. QSA Proposal Development. 1 Unit.
Doctoral students prepare and obtain approval of a proposal for three Qualifying Scholarly Activity (QSA) projects approved by a department faculty member mentor and two additional department faculty. Students may enroll in CURR 397A as early as the semester after Advancement to Full Admission has been completed or as late as the semester after they have completed a minimum of thirty units.

EDUC 398B. QSA Projects. 1 Unit.
Doctoral students develop and complete each of three proposed QSA projects. Students work with a mentor and two department faculty in conducting research relevant to three proposed projects. Doctoral students must have completed the approval of the Qualifying Scholarly Activity proposal (CURR 397Ap) or may have permission to be concurrently enrolled in CURR 397B. Students may enroll more than one time in CURR 397B until all three QSA projects have been completed and defended.
EDUC 398C. Dissertation Proposal Development. 1 Unit.  
This course is open to a doctoral student who has successfully completed all coursework and three Qualifying Scholarly Activities after taking CURR 397A and CURR 397B. The student prepares and defends the dissertation proposal and Institutional Review Board (IRB) proposal. The student concurrently enrolls in a minimum of one unit of CURR 399: Doctoral Dissertation.

EDUC 398D. Qualifying Scholarly Activities. 1 Unit.  
EDUC 398 provides doctoral candidacy qualifying requirement to demonstrate competence in research and subject matter. Students (a) identify a research area and level, (b) complete a scholarly annotated bibliography, (c) respond to a question in the form of a scholarly paper, and (d) orally defend the response to the question.

EDUC 399. Doctoral Dissertation. 1-15 Units.  

Educational Psychology Courses  

EPSY 121X. Learner-Centered Concerns. 3 Units.  
This course is a general overview of stages in human development from birth to young adulthood. Topics include prominent learning and motivation theories, learner-centered principles of teaching and assessment, the characteristics of learners with exceptional needs, and individual differences among learners including English language learners. Students who are interested in Multiple Subject, Single Subject and/or Educational Specialist credentials take this course. Twenty hours of fieldwork in K-12 public schools is required. Open to all students. Prerequisite: Admission to Teacher Education; fingerprint review and clearance at local districts; TB test clearance (there is a fee for these services).

EPSY 191. Independent Study. 1-3 Units.  
Permission of department chair is required.

EPSY 201. Techniques of Research. 3 Units.  
Students study various research methodologies that include qualitative, descriptive, causal-comparative, survey, correlational and experimental. Emphasis is on learning to read and comprehend research published in professional journals. The content includes understanding how basic descriptive and inferential statistics are applied to address quantitative research questions.

EPSY 214. Intermediate Statistics. 3 Units.  
This course is not intended to be a first course in statistics. It reviews descriptive statistics that includes correlation and probability. Also included is an introduction to applied inferential statistics, t-test for means, tests for proportions, tests for correlations and ANOVA that utilize statistical computing software. Emphasis is placed on conceptual understanding to ensure students recognize the power as well as the limitations of statistical techniques.

EPSY 220. Nature and Condition of Learning. 3 Units.  
Students study both cognitive and traditional learning theories, their applications to instruction and the development of effective teaching strategies. In addition, information processing models are explored and their implications for instruction are addressed. Prerequisite: EPSY 121X or equivalent or consent of the instructor.

EPSY 285. Alcohol and Drug Dependency Counseling. 1 Unit.  
This course focuses on the etiology and treatment of substance abuse disorders. Emphasis is on theoretical consideration of causes and basis of treatment as related to theory. Topics will include an overview of rehabilitation and the dynamics of recovery. Emphasis is on the counselor's role in treatment, how to work with families, relapse prevention and adjunctive resources.

EPSY 286. Child Abuse Counseling Issues. 1 Unit.  
This course provides students of family therapy with an understanding of the nature of child abuse/molest and the dynamic implications for victims and perpetrators, reporting procedures and the law, as well as discussion of the manifestations of abuse in adulthood.

EPSY 287. Human Sexuality and Sexual Counseling. 1 Unit.  
This course provides the student of family therapy a focus on the study of the biological, social, cultural, personal and relational aspects of human sexuality. Course emphasis is on sexual dysfunction and therapy, current research on sexuality, varieties of sexual behavior and preference, and gender identity and gender role. Prerequisite: Consent of the instructor is required.

EPSY 291. Independent Graduate Study. 1-4 Units.  
Prerequisite: Consent of the department chair.

EPSY 294B. School Psychology Fieldwork. 1-4 Units.  
EPSY 294B offers advanced supervised field placement in preschool and/or K-12 setting(s). Permission of instructor for selection field site/supervisor.

EPSY 297. Graduate Research. 1-3 Units.  
Permission of department chair.

EPSY 299. Master's Thesis. 4 Units.

EPSY 300. Seminar: Introduction to School Psychology. 1 Unit.  
This course serves as an introduction to the specialization of school psychology. It is intended to give the student an overview of the field of school psychology that focuses on the role and function of the school psychologist in the public schools and other settings. Topics include the history of school psychology, Pupil personnel services in schools, service delivery models, school psychology, organizations, research traditions in school psychology, international school psychology, ethical and legal issues, publications and resources in school psychology. Prerequisites: Admission to school psychology program.

EPSY 301. Data-Based Decision Making I. 2 Units.  
This course introduces the graduate student to the systematic processes used by school psychologists to collect and analyze data. This course is accompanied by one unit of EPSY 294B School Psychology Field Work. Students learn various methods of data collection, that include interviews, systematic observations, and review of records. Prerequisites: Admission to school psychology program.

EPSY 302. Data-Based Decision Making II. 2 Units.  
This course is a continuation of EPSY 301 Data-Based Decision Making I. This course is accompanied by one unit of EPSY 294B School Psychology Field Work. Students learn various methods of data collection, that include interviews, systematic observations, and review of records. Students are also introduced to the response-to-intervention model, and some of the basic curriculum-based assessment techniques. Prerequisites: admission to school psychology program and EPSY 301.

EPSY 306. Psychotherapeutic Interventions in School. 3 Units.  
This course prepares school psychologists to design, implement, and evaluate wellness, prevention, intervention, and other mental health programs at the individual, group, and program level to school-aged children. Prerequisites: Admission to school psychology program.

EPSY 307. Group Counseling. 3 Units.  
This course prepares school psychologists to use direct methods and techniques of group counseling for school-aged children. Prerequisites: Admission to school psychology program.

EPSY 308. History and Systems of Psychology. 3 Units.  
This course explores major developments and ideas in the history of psychology as an academic discipline. Although our focus is on psychology this course also introduces students to the history and foundations of the profession of school psychology, including education, special education, health care, and related fields. This course will examine the historical progression of ideas central to psychology, the philosophical and empirical roots of those ideas, and the confluence of those ideas into the various systems we have today. This survey course includes such topics as of the history of psychology from the early Greek philosophers, through the beginnings of modern science and philosophy, through the early approaches to psychology, to psychology in its most contemporary form.
EPSY 309. Consultation Methods. 3 Units.
This course prepares school psychologists to provide mental health consultation to school personnel and parents. Various consultation methodologies are studied with applications particularly appropriate to children in the public school system.

EPSY 310. Crisis Intervention. 3 Units.
This course helps prepare school psychologists to be able to work with school personnel, pupils, parents, and the general community in the aftermath of personal, school, and community crises.

EPSY 311. Law and Professional Ethics. 1 Unit.
This course provides students with the opportunities and experiences to display an understanding of current legal mandates, as well as an awareness of the range of legal issues, such as statutory, regulatory, and case law affecting the delivery of pupil services. Students acquire the ability to access information about legal and ethical matters.

EPSY 312. Child Psychology/Wellness Promotion. 3 Units.
This course examines various programmatic approaches to the primary and secondary prevention of emotional disturbance and educational failure and the promotion of health and mental health in public schools.

EPSY 315. Individual Assessment. 3 Units.
This course prepares school psychologists to use assessment information in a problem-solving process, and to use data-based decision making to improve outcomes for instruction, development of cognitive and academic skills, and the development of life competencies. Students are also exposed to process and procedures identified in federal and state laws related to special education services.

EPSY 316. Behavior/Personality Assessment in School. 3 Units.
This course is designed to prepare school psychologists to gain proficiency in the administration, scoring, and interpretation of several instruments commonly used in behavioral and personality assessment in the schools. The writing of professional reports, theoretical aspects and measurement of behavior and personality, and legal and ethical issues are addressed.

EPSY 317. Neuropsychology in the Schools. 3 Units.
This course provides a general overview of brain-based behavior, neuroanatomy and physiology, conceptualizing psychoeducational assessment data from a neuropsychological perspective, the effects and uses of psychotropic agents, and information on neuropathology as it pertains to learner-centered problems.

EPSY 318. Program Evaluation for School Psychologists. 3 Units.
This course prepares advanced degree students with the attitudes, ethics and develop skills that will allow them to evaluate a variety of educational programs in different types of settings, as well as develop requests for funding to meet grant specifications. This course is specifically designed for the unique responsibilities of professionals in school psychology.

EPSY 324. Seminar: Advanced Consultation and Supervision. 3 Units.
This course provides doctoral students with advanced training in and exposure to effective models of collaboration and supervision with an emphasis on systems-level change with diverse populations in public schools.

EPSY 325. Social Psychology in the Schools. 3 Units.
This course is designed to introduce students to current social psychology theory, concepts, and research. A broad range of theoretical topics will be covered, including research methodology, the self, attributions and social perception, social cognition, attitudes, social influence, attraction and interpersonal relationships, prosocial behavior, and aggression. Additionally, issues of diversity, such as prejudice, stereotypes, and group dynamics/relations, will be addressed. The relevance of these social psychology concepts as foundational for the practice of professional psychology will be highlighted.

EPSY 330. Seminar: Advanced Human Development I. 3 Units.
This course, the first in a three-course sequence, focuses on the early childhood development. The course examines theoretical and research-based knowledge of the influences of biological, social, affective, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in children’s early development.

EPSY 331. Seminar: Advanced Human Development II. 3 Units.
This course, the second in a three-course sequence, focuses on the developmental period of middle childhood. The course examines theoretical and research-based knowledge of the influences of biological, social, affective, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in children's development.

EPSY 332. Seminar: Advanced Human Development III. 3 Units.
This course, the last in a three-course sequence, focuses on the developmental period of adolescence. The course examines theoretical and research-based knowledge of the influences of biological, social, affective, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in adolescent development. Prerequisite: EPSY 331.

EPSY 391. Graduate Independent Study. 1-3 Units.
Permission of department chair.

EPSY 394. Applied Multiple Regression. 3 Units.
This course acquaints the student with the use of the general linear model as a data analytic tool. Students learn how to generate and interpret output produced by SPSS statistical software in conducting (a) multiple regression analyses involving both continuous and categorical independent variables; and b) logistic regression analyses involving categorical dependent variables. Prerequisite: EPSY 214 or equivalent course.

EPSY 395. Quantitative Research Design and Method. 3 Units.
This course exposes students to and develops their ability to conceptualize a broader range of research questions dealing with (a) significance of group differences; (b) degree of relationship among variables; (c) prediction of group membership; and/or (d) structure that quantitative design and analysis strategies might inform than those typically introduced in a first course (e.g., EPSY 201). Topics emphasized in the course relate to (a) the purpose and principles of research design; (b) the use of multivariate approaches and analysis; and (c) the construction and validation of measuring instruments. Students learn both to critically examine published research as well as to design methods for studies proposed to validly address research questions dealing with (a) significance of group differences; (b) degree of relationship among variables; (c) prediction of group membership; and/or (d) structure. Prerequisite: EPSY 214.

EPSY 395J. Seminar: Promoting Cultural Competence Across Systems. 3 Units.
This course is designed to provide the doctoral student with advanced training in and exposure to effective models to promote cultural competence in public schools, with an emphasis on systems-level change with diverse populations.

EPSY 395M. Measurement Theory and Practice. 3 Units.
This course is designed to solidify students' understanding of classical test theory to and introduce them to modern test theory, that includes Item Response Theory. Prerequisites: EPSY 204 and EPSY 215 or equivalent.

EPSY 396. Structural Equation Modeling. 3 Units.
This course is designed to build upon knowledge and skills in multivariate statistical analysis and introduce students to structural equation modeling. Students will develop conceptual as well as practical understandings of structural equation modeling (SEM), and will learn basic SEM techniques to analyze data. Students will also develop skills in writing results from an SEM analysis. Prerequisite: EPSY 394, EPSY 395.

EPSY 397. Graduate Research. 1-4 Units.
Permission of department chair.

EPSY 397D. Graduate Research. 1-4 Units.
EPSY 397E. Graduate Research. 1-4 Units.
EPSY 397F. Graduate Research. 1-4 Units.
EPSY 398. School Psychology Internship. 1-4 Units.
Student perform duties of a school psychologist in multicultural school settings at both elementary and secondary levels under the direct supervision of a credentialed school psychologist. Placement must be half- or full-time. Prerequisites: Students must have an intern credential and permission of the instructor before beginning an internship.

EPSY 399. Doctoral Dissertation. 1-10 Units.
Special Education Courses
SPED 123. The Exceptional Child. 3 Units.
Description of the characteristics and needs of children and youth with disabilities. Exploration of the etiology, treatment, educational strategies, social and vocational opportunities for individuals with disabilities. Ten hours of field experience will be required as part of the course content. This course satisfies the requirements for clearing a preliminary multiple and single subject credential as specified by the California Commission on Teacher Credentialing (CTCC).

SPED 124. Assessment of Special Education Students. 3 Units.
The role of assessment in teaching students with disabilities will be explored. In addition, teacher made tests, curriculum based assessment, portfolio assessment, and commonly used standardized tests will be examined. This course will comply with the California Commission on Teacher Credentialing (CCTC) requirements for The Preliminary Level One Credential for Education Specialist: Mild/Moderate/Severe Disabilities. Prerequisites: SPED 123 and SPED 166. Admission to Teacher Education/Credential Candidacy or permission of Special Education Coordinator or Department Chair of Curriculum and Instruction.

SPED 125X. Teaching Exceptional Learners. 2 Units.
This method-based course is for candidates who will be teaching students with disabilities in the general education classroom, and it includes techniques and strategies for individualizing specific student needs. The course content reviews special education law and the inclusive school movement. Taken concurrently with Directed Teaching. Prerequisite: admission to Teacher Education (Credential Candidacy). Fingerprint and TB test clearance.

SPED 128M. Advanced Programming for Students with Mild/Moderate Disabilities. 3 Units.
Theoretical and applied information that pertains to the characteristics and educational needs of students with mild to moderate disabilities is presented. The course complies with the California Commission on Teacher Credentialing (CCTC) requirements for the Preliminary Level One Credential for Educational Specialist: Mild/Moderate Disabilities. Prerequisites: SPED 123 and SPED 166 with admission to Teacher Education/Credential Candidacy or permission of Special Education Coordinator or Department Chair of Curriculum and Instruction.

SPED 128S. Advanced Programming for Students with Moderate/Severe Disabilities. 3 Units.
This course presents theoretical and applied information that pertains to special education services and needs as well as educational characteristics for students with moderate/severe disabilities. This course complies with the California Commission on Teacher Credentialing (CCTC) requirements for the Preliminary Level One Credential for Educational Specialist: Moderate/Severe Disabilities. Prerequisites: SPED 123 and SPED 166 with admission to Teacher Education/Credential Candidacy or permission of Special Education Coordinator or Department Chair of Curriculum and Instruction.

SPED 142M. Curriculum and Instruction for Students with Mild/Moderate Disabilities. 3 Units.
This course presents theoretical and applied information that pertains to methods of curriculum and instruction for students with mild to moderate disabilities. This course complies with the California Commission on Teacher Credentialing (CCTC) requirements for The Preliminary Level One Credential for Educational Specialist: Mild/Moderate Disabilities. Prerequisites: SPED 123 and SPED 166 with admission to Teacher Education/Credential Candidacy or permission of Special Education Coordinator or Department Chair of Curriculum and Instruction.

SPED 142S. Curriculum and Instruction for Students with Moderate/Severe Disabilities. 3 Units.
This course presents theoretical and applied information that pertains to methods of curriculum and instruction for students with moderate to severe disabilities. This course complies with the California Commission on Teacher Credentialing (CCTC) requirements for the Preliminary Level One Credential for Educational Specialist: Moderate/Severe Disabilities. Prerequisites: SPED 123 and SPED 166 with admission to Teacher Education/Credential Candidacy or permission of Special Education Coordinator or Department Chair of Curriculum and Instruction.

SPED 121S. Independent Study. 1-4 Units.
Permission of department chair is required.

SPED 195E. Positive Behavioral Support in the Classroom. 3 Units.
Theoretical and applied information that pertains to methods of providing positive behavioral support to students with and without disabilities in educational settings is examined. This course complies with the requirements for the California Commission on Teacher Credentialing (CCTC) Preliminary Level One Credential for Educational Specialist: Mild/Moderate/Severe Disabilities. Prerequisites: SPED 123 and SPED 166 with admission to Teacher Education/Credential Candidacy or permission of Special Education Coordinator or Department Chair of Curriculum and Instruction.

SPED 198M. Directed Teaching: Mild/Moderate. 1-10 Units.
This student teaching experience provides an opportunity for candidates in the mild/moderate credential program to apply theoretical knowledge and acquired skills to the classroom in a student teaching experience. Prerequisites: the completion of all prerequisite and required courses needed to enroll in Directed Teaching and permission of the Director of Special Education or designate.

SPED 198S. Directed Teaching: Moderate/Severe. 1-10 Units.
This student teaching experience provides an opportunity for candidates in the moderate/severe credential program to apply theoretical knowledge and acquired skills to the classroom in a student teaching experience. Prerequisites: the completion of all prerequisite and required courses needed to enroll in Directed Teaching and permission of the Director of Special Education or designate.

SPED 224. Assessment of Special Education Students. 3 Units.
The role of assessment in teaching students with disabilities is explored. In addition, teacher made tests, curriculum based assessment, portfolio assessment and commonly used standardized tests are examined. This course complies with the California Commission on Teacher Credentialing (CCTC) requirements for the Preliminary Level One Credential for Educational Specialist: Mild/Moderate or Moderate/Severe Disabilities. Prerequisites: SPED 123, SPED 166 and admission to Teacher Education/Credential Candidacy or permission of Special Education Coordinator or Department Chair of Curriculum and Instruction.
SPED 228M. Advanced Programming for Students with Mild/Moderate Disabilities. 3 Units.
Theoretical and applied information that pertain to the characteristics and educational needs of students with mild to moderate disabilities are presented. The course complies with the California Commission on Teacher Credentialing (CCTC) requirements for the Preliminary Level One Credential for Educational Specialist: Mild/Moderate Disabilities. Prerequisites: SPED 123, SPED 166 and admission to Teacher Education/Credential Candidacy or permission of Special Education Coordinator or Department Chair of Curriculum and Instruction.

SPED 228S. Advanced Programming for Students with Moderate/Severe Disabilities. 3 Units.
Theoretical and applied information that pertain to specialized health care and sensory needs as well as educational characteristics for students with moderate/severe disabilities are presented. This course complies with the California Commission on Teacher Credentialing (CCTC) requirements for the Preliminary Level One Credential for Educational Specialist: Moderate/Severe Disabilities. Prerequisites: SPED 123, SPED 166 and admission to Teacher Education/Credential Candidacy or permission of Special Education Coordinator or Department Chair of Curriculum and Instruction.

SPED 242M. Curriculum and Instruction for Students with Mild/Moderate Disabilities. 3 Units.
Theoretical and applied information that pertain to methods of curriculum and instruction for students with mild to moderate disabilities are presented. This course complies with the California Commission on Teacher Credentialing (CCTC) requirements for the Preliminary Level One Credential for Educational Specialist: Mild/Moderate or Moderate/Severe Disabilities. Prerequisites: SPED 123, SPED 166 and admission to Teacher Education/Credential Candidacy or permission of Special Education Coordinator or department Chair.

SPED 242S. Curriculum and Instruction for Students with Mild/Moderate Disabilities. 3 Units.
This course presents theoretical and applied information that pertain to methods of curriculum and instruction for students with moderate to severe disabilities. This course complies with the California Commission on Teacher Credentialing (CCTC) requirements for the Preliminary Credentialing (CCTC) requirements for the Preliminary Level One Credential for Educational Specialist: Mild/Moderate or Moderate/Severe Disabilities. Prerequisites: SPED 123, SPED 166 and admission to Teacher Education/Credential or permission of Special Education.

SPED 250. Introduction to Induction Plan. 2 Units.
The purpose of this practicum-based course is two fold: to introduce the student to the induction plan process, and provide an opportunity for candidates enrolled in the Mild/Moderate or Moderate/Severe Level II Educational Specialist Credential Program to identify their particular professional needs as well as to set goals and objectives for their continued teacher development and to apply theoretical understandings to the classroom. The course complies with the California Commission on Teacher Credentialing (CCTC) requirements for the Level II Professional Development Educational Specialist Mild/Moderate and Moderate/Severe Clear Credential. Prerequisite: Completion of the Preliminary Level I Educational Specialist Credential Program in Mild/Moderate and/or Moderate/Severe.

SPED 252. Portfolio Assessment. 2 Units.
This is the last class in the 16-unit course sequence for the Level II phase of the Educational Specialist credential program. The course provides an opportunity for candidates enrolled in the Mild/Moderate or Moderate/Severe Credential Program to apply theoretical understandings to the classroom and demonstrate professional competencies, through a series of evaluation processes. Students enrolled in this course are expected to log 40 contact hours in the field. Students must have two years of teaching experience as an Educational Specialist. This course complies with the California Commission on Teacher Credentialing (CCTC) requirements for the Level II Professional Development Educational Specialist Mild/Moderate or Moderate/Severe Disabilities Clear Credential. The Special Education coordinator or department chair must be consulted prior to enrollment to update progress on the Professional Induction Plan. Prerequisites: SPED 250; SPED 295A or SPED 385A; and completion of electives in the Professional Development Plan.

SPED 291. Independent Graduate Study. 1-3 Units.

SPED 293. Special Project. 1-3 Units.
Prerequisite: Consent of the department chair.

SPED 295A. Seminar: Crucial Issues in Special Education. 3 Units.
This course provides a methodology and format for advanced special education students and other related disciplines to explore crucial issues and trends and their historical origin. Course content includes attention to research and the development of positions on trends, issues and current law.

SPED 295E. Positive Behavioral Support in the Classroom. 3 Units.
Theoretical and applied information that pertain to methods of providing positive behavioral support to students with and without disabilities in educational settings is examined. This course complies with the California Commission on Teacher Credentialing (CCTC) requirements for the Preliminary Level One Credential for Educational Specialist: Mild/Moderate or Moderate/Severe Disabilities. Prerequisites: SPED 123, SPED 166 and admission to Teacher Education/Credential Candidacy or permission of Special Education coordinator or department chair.

SPED 297. Graduate Research. 1-3 Units.

SPED 298M. Directed Teaching: Special Education (Mild/Moderate). 1-10 Units.
This student teaching experience provides an opportunity for candidates in the mild/moderate credential program to apply theoretical knowledge and acquired skills to the classroom in a student teaching experience. All prerequisite and required courses must be completed to enroll in Directed Teaching. Permission of Director of Special Education.

SPED 298S. Directed Teaching: Special Education (Moderate/Severe). 1-10 Units.
This student teaching experience provides an opportunity for candidates in the moderate/severe credential program to apply theoretical knowledge and acquired skills to the classroom in a student teaching experience. All prerequisite and required courses must be completed to enroll in Directed Teaching. Permission of Director of Special Education.

SPED 299. Master’s Thesis. 4 Units.

SPED 391. Independent Graduate Study- Special Education. 1-3 Units.

SPED 391D. Indep. Grad. Study/Spec. Educ.. 1-4 Units.

SPED 395A. Seminar: Crucial Issues in Special Education. 3 Units.
This semester provides a methodology and format for advanced special education students and other related disciplines to explore crucial issues and trends and their historical origin. Attention to research and the development of positions on trends, issues and current law is included.

SPED 397. Graduate Research. 1-3 Units.