

DOCTORATE OF EDUCATION

<https://education.pacific.edu/education/doctorate-programs>
Location: Gladys L. Benerd Building

Programs Offered

Doctorate of Education

Concentrations are offered in the following areas:

- Counseling Psychology (Psychologist License Eligible)
- Leadership and Innovation
- Transformative Action in Education

Admissions Requirement

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 (master's degree for admission to doctoral programs).
3. A completed application portfolio to Graduate Admissions, an essay(s) following concentration-specific guidelines; official transcripts from all college-level coursework including official verification of the awarding of degrees; and three letters of recommendation that attests to the candidate's ability to undertake doctoral studies.
4. Interviews with faculty are required for the EdD program.
5. Evidence of qualities and character in keeping with the philosophy and standards of this University and Benerd Education Programs.
6. Some programs may have additional requirements. Please contact the Program Lead for additional information.

Program Stages

The approval of the dissertation proposal by the student's committee 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 College require a minimum of 2 units and maximum of 5 units of Dissertation units (EDUC 399) that are completed after the dissertation proposal has been completed. After coursework is completed, students must register for at least one unit of EDUC 399 in each semester (including once during summer) to maintain active student status until the dissertation has been successfully defended, unless on an approved leave of absence. Students are not required to register in the semester immediately following a successful final defense.

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 the time limit outlined in the Residence and Time Limits section (<https://catalog.pacific.edu/stocktongraduate/academicregulations/#Residence>) of the Academic Regulations page of the graduate catalog. Students who do not meet these deadlines are dropped from the doctoral program.

Final Oral Examination

A final oral examination, conducted by the candidate's dissertation committee, is held in accordance to the deadline established by Benerd

College. This oral exam concerns itself with the candidate's dissertation. Supplemental information is available in the Benerd College department offices.

Semester Hour Requirements

A minimum of 56 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 and count toward the 56 doctoral units.

Students who take doctoral core courses as part of a MA degree completed at Pacific may count those units towards their EdD. Students graduating from a 32-unit program in Benerd can count up to 6 units requirements toward both degrees.

Students who receive the EdS degree and then decide to apply to the EdD or who are seeking the degrees concurrently may count 28 units from their EdS degree towards their EdD. Students concurrently working on the EdS and EdD may count the 28 units from the EdS towards the EdD if the EdS degree posts before the EdD. Students need to obtain a minimum of 28 units beyond the EdS to obtain the EdD.

Students who are working towards a MA degree with a concentration in Counseling Psychology that exceeds 32 units may apply for and enroll in the EdD with a concentration in Counseling Psychology after successful completion of their first 32 units in the MA degree.

Students who receive the MA degree with a concentration in Counseling Psychology and then decide to apply to the EdD with a concentration in Counseling Psychology or who are seeking the degrees concurrently may count units taken after the first 32 units in the MA degree towards their EdD.

Students who graduated from Benerd's MA in Leadership can consult with their advisor/program lead and the Associate Dean to transfer up to 6 units from the MA in Leadership to the EdD (Leadership & Innovation or Transformative Action in Education concentrations).

If students complete their MA degree requirements before completing their EdD requirements, they may be awarded the MA degree before completing EdD requirements.

Credit value of the dissertation: Not less than 2 nor more than 5 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 Benerd College.

Students will be able to:

- Contribute to their discipline through conducting an original research study

- Critique and synthesize existing information relevant to their area of inquiry
- Apply appropriate methodologies to their process of inquiry
- Analyze data gathered through their process of inquiry and draw appropriate conclusions from that data
- Synthesize their results with previously existing information

Doctorate of Education

The Doctorate of Education (EdD) requires a minimum of 56 units with a Pacific cumulative grade point average of 3.0. Students must complete the doctoral core courses as well as a dissertation proposal and defense.

Based upon state and federal laws, additional units and requirements may be necessary for those students electing to earn a credential, certification or license along with the graduate degree (e.g., teaching credential, licensed educational psychologist, or licensed psychologist). Students interested in earning a credential, certification or license should work closely with advisor and credential staff. Student may choose to specialize in one or more areas. Students will be required to complete a dissertation at the conclusion of the program.

I. Core

Option A - A minimum of 21 units. Required option for all concentrations with the exception of Educational Psychology and Specialization in Counseling Psychology.

EDUC 202	Statistical Thinking and Communication	3
EDUC 322 or EDUC 323	Qualitative Methods for Action-Oriented Research Critical Methods in Qualitative Research	3
EDUC 325	Quantitative Research Design and Methods	3
EDUC 352	Applied Inquiry I	3
EDUC 354	Applied Inquiry II	3
EDUC 356	Applied Inquiry III	3
EDUC 358	Applied Inquiry IV	3

Option B - A minimum of 21 units. Required for Educational Psychology and Specialization in Counseling Psychology concentrations.

EDUC 201	Techniques of Research	3
EDUC 202	Statistical Thinking and Communication	3
EDUC 304	Program Evaluation	3
EDUC 325	Quantitative Research Design and Methods	3
EDUC 326	Applied Multiple Regression	3
EDUC 327	Structural Equation Modeling	3
EDUC 352	Applied Inquiry I	3

II. Research and Dissertation

(Minimum 5 units)

EDUC 399	Doctoral Dissertation	2-5
Education Electives related to Dissertation at 200-300 level		0-3

III. Concentrations

Students in Sacramento ordinarily must complete the concentration as part of their course of study. In order to earn a concentration, students must fulfill the general requirements listed above as well as specific concentration requirements listed below. A single course may be used to fulfill requirements in two or more specializations.

Students interested in earning a credential or license along with the degree will need to fulfill specific requirements as mandated by state and

national governing organizations. In order to ensure these requirements are fulfilled, the student must work closely with an academic advisor and the credential staff in the Benerd College.

For students entering the Leadership & Innovation or the Transformative Action in Education concentration, up to 9 units into either concentration may be accepted. Transferrable coursework must meet the following criteria:

- Courses must be post-baccalaureate and qualify for graduate or first-professional credit, with no distinction made between a completed or uncompleted degree.
- A grade of B or better (or its equivalent)
- Completed less than 7 years ago
- Determined by the program lead and approved by the Dean/Dean Designee, and the Registrar

Specialization Concentrations

Counseling Psychology (Psychology license eligible)

18 units of Specialization courses:		18
CPSY 320	Psychotherapeutic Interventions	3
CPSY 325	Group Counseling	3
CPSY 313	Law and Professional Ethics for Mental Health Professionals	3
CPSY 363	Psychopathology and Wellness Promotion	3
CPSY 355	Psychological Assessment	3
CPSY 360	Neuropsychology	3
Elective Courses List		
CPSY 306	Advanced Human Development I	3
CPSY 307	Advanced Human Development II	4
CPSY 308	Advanced Human Development III	2
CPSY 328	Theories of Multicultural Family Therapy and Collaboration	3
CPSY 332	Crisis Intervention	3
CPSY 340	Consultation Methods	3
CPSY 310	Advanced History and Systems in Psychology	3
CPSY 350	Behavior Assessment and Intervention	3
CPSY 351	Academic Assessment and Intervention	3
CPSY 358	Behavior and Personality Assessment	3
CPSY 316	Psychopharmacology for Mental Health Professionals	3
CPSY 315	Advanced Social Psychology	3
CPSY 334	Spousal and Partner Abuse, Detection, and Intervention	1
CPSY 337	Alcoholism and Chemical Substance Abuse Dependency	3
CPSY 335	Child Abuse Assessment and Reporting	1
CPSY 317	Human Sexuality	1
CPSY 394	Counseling Practicum	1-6

Or any Special Topics course (CPSY 393)

Leadership and Innovation

Select 18 units from the following Specialization courses:		18
EDUC 360	Trends, Issues, and Dynamics of Change	
EDUC 364	Policy Analysis, Creation, and Navigation	
EDUC 367	Seminar: Leadership in Diverse Organizations	
EDUC 368	Seminar: Leading Complex Organizations	
EDUC 372	Program and Organization Evaluation	

EDUC 380 Leading Innovation

Transformative Action in Education

Select 18 units from the following Specialization courses: 18

EDUC 314	Socio-Cultural Perspectives and Inquiry
EDUC 315	Cultural, Social, and Emotional Literacy
EDUC 316	Systems Thinking and Inquiry
EDUC 317	Aesthetics, Arts, and Imagination
EDUC 319	Teaching as a Subversive Activity
EDUC 353	Interdisciplinary Ways of Seeing, Knowing, and Acting
EDUC 360	Trends, Issues, and Dynamics of Change
EDUC 368	Seminar: Leading Complex Organizations
EDUC 372M	Measuring Social Impact

IV. Of the required 56 units a minimum of 18 units must be from the Benerd College

V. Of the required 56 units a minimum of 18 units must be taken at the 200 or 300 level

Education Courses

EDUC 010. Dean's Seminar. 1 Unit.

A basic introduction to the career of teaching and the programs and methodologies of the Benerd College including educational requirements, professional orientation, career opportunities and school and university regulations.

EDUC 011. Children's Literature. 3 Units.

Students examine various genres of quality literature for children from preschool through eighth grade. Emphasis is on how books affect the growing child and on ways to develop children's appreciation and comprehension of stories as well as to extend their subject matter knowledge.

EDUC 096A. Service-Learning and Civic Action Part A. 2 Units.

This seminar fulfills the first course of the two-course sequence that constitutes the foundational academic component of the California Civic Action Fellowship. This service-learning fellowship introduces students to some of the most pressing challenges facing urban centers such as Stockton, CA, and, through an interdisciplinary service-learning and social justice lens, offers pathways for addressing these challenges. Bridging theory and practice, the seminar aims to address issues around urban challenges broadly defined, develop civic skills and knowledge, prepare students for 21st-century challenges, and contribute to the public good. Students must take both EDUC 096A and EDUC 096B to earn GE credit for this sequence. (GEDI, GEGR)

EDUC 096B. Service-Learning and Civic Action Part B. 2 Units.

This seminar fulfills the second course of the two-course sequence that constitutes the foundational academic component of the California Civic Action Fellowship. This service-learning fellowship introduces students to some of the most pressing challenges facing urban centers such as Stockton, CA and, through an interdisciplinary service-learning and social justice lens, offers pathways for addressing these challenges. Working from the final proposal delivered at the conclusion of the previous fall semester, students will deliver a project to benefit the community partner with which they serve. Students must take both EDUC 096A and EDUC 096B to earn GE credit for this sequence. (GEDI, GEGR)

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 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.

EDUC 129. Seminar: Cultural Basis of Conflict in Education. 3 Units.

Analysis of cultural diversity in American classrooms. Not open to doctoral students. (ETHC)

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 digital 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. 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.

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.

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 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. (GE2C, GEAP)

EDUC 145. Elementary Physical Education. 3 Units.

This course is designed to prepare students for employment in an elementary school setting and provide them with the tools necessary to formulate and implement a comprehensive elementary PE experience for all students. Participants learn a wide range of teaching skills that facilitate the ability to create a quality active learning environment in elementary PE. Students explore effective teaching and assessment strategies, classroom management skills, the use of constructive feedback, the negotiation of diverse classrooms and the development of appropriate student learning outcomes. Students also are introduced to the subject matter of elementary PE and will undertake several teaching episodes. This course encourages students to engage in reflexive teaching practices, develop physically educated young people, maximize student involvement and enjoyment in PE and integrate core curriculum subject matter into PE lessons.

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. 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 154. Productive Learning Environments for Diverse Secondary 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. Prerequisites: Instructor approval or Teacher Education Program permission; minimum 2.5 GPA, fingerprint and TB test clearance.

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.

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 Secondary 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. Prerequisites: Instructor approval or Teacher Education Program permission; minimum 2.5 GPA, fingerprint and TB test clearance.

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, and 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).

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. (ETHC)

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. (ETHC)

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 166. Teaching English Learners, Single Subject. 3 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-12 classrooms. Teachers develop appropriate strategies and approaches for developing language proficiency and link their practice to 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 140 or instructor/C & I department permission; minimum 2.5 GPA; Fingerprint and TB test clearance. (ETHC)

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. Implications of 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. 1-10 Units.

Teaching 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 typically consists of daily (M-F). Student Teaching in public schools for at least one Fall or Spring semester to meet the state-required number of hours needed for a teaching credential. Any variation from this typical student teaching experience must be approved by the program and Director of Field Experiences. Students enrolled in this course will determine the number of credits needed based on their individual degree and credential requirements. Students cannot enroll in other courses other than EDUC 172, SPED 125X, and/or EDUC 165. Students must petition for permission to take an additional course in advance. To enroll in this course, undergraduate students must: be admitted to the Teacher Education/Credential Candidacy, be approved for Student Teaching, receive a passing score or approved waiver of the CSET exam, receive approval of a Certificate of Clearance with TB test clearance and program assessments completed before Directed Teaching, and complete the United States Constitution requirement. The Directed Teaching approval process must be completed with clearance by the Director of Field Experiences. Prerequisites: EDUC 130, EDUC 140, EDUC 141, EDUC 161 or 156, AND EDUC 163 or 166 with grades of "C" or higher; Students should also be concurrently enrolled in EDUC 172 and SPED 125X; a minimum GPA of 2.5.

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 Teacher Education Program's Director of Field Experiences.

EDUC 172. Professional Practice Seminar. 1 Unit.

This course is a reflection upon and integration of the Directed Teaching experience in large and small group settings for the SB 2042 Credential and Education Specialist Credential. Topics include multicultural education, child safety, abuse, school law, interpreting standardized test scores, professional associates and negotiations, discipline plans, lesson planning, planning, and conferencing skills. This course will also focus on state credentialing requirements.

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. (DVSJ, ETHC)

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 188. Literacy in Early Childhood Education. 3 Units.

This course will intellectually engage participants in the exploration of integrating theory, research and practice in the dimensions of literacy for young children zero to five years of age. Participants will be expected to advance their own knowledge base as they develop their ability to research, analyze, evaluate and synthesize developmental, sociocultural, linguistic, cognitive and other sign systems associated with literacy events. Prerequisite: Junior standing.

EDUC 189. Practicum. 2-4 Units.

EDUC 191. Independent Study. 1-4 Units.

EDUC 192. Preliminary Fieldwork. 1-3 Units.

Consent of program lead.

EDUC 192A. Elementary Education Fieldwork. 1-3 Units.

Consent of program lead.

EDUC 192B. Secondary Education Fieldwork. 1-3 Units.

Consent of program lead.

EDUC 192D. Early Childhood Education Fieldwork. 1-3 Units.

Permission of program lead.

EDUC 192E. Reading Fieldwork. 1-3 Units.

Permission of program lead.

EDUC 192F. Bilingual Education Fieldwork. 1-3 Units.

Permission of program lead.

EDUC 192G. Cross-cultural Education Fieldwork. 1-3 Units.

Permission of program lead.

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 program lead.

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

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

EDUC 201. Techniques of Research. 3 Units.

Students study the 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.

EDUC 202. Statistical Thinking and Communication. 3 Units.

The objectives of this course are to review basic descriptive statistics and solidify students' understanding of inferential techniques commonly employed in educational research. Students will learn how to conduct appropriate statistical analyses, interpreting output produced by SPSS statistical software. Students will gain confidence in reading results sections of journal articles and learn to communicate using statistical terminology. Analysis of results sections of journal articles will demonstrate that the student can recognize situations, for which various statistical techniques are applicable, explain the reasoning underlying the choice of those techniques, interpret results, and critically evaluate whether the authors' conclusions logically follow from the data analysis conducted and the statistical information presented. Students are expected to learn the power of statistical analysis.

EDUC 204. Education for a Diverse Democracy. 3 Units.

This course is a multidisciplinary exploration of the intersections of education, diversity, and democracy. It introduces foundational and emerging theories and perspectives to examine the interplay of race, class, gender, ability, national origin, and other forms of difference in shaping educational policy, practice and experience, and considers fundamental questions including, "What is education?" and "What is education for? (ETHC)

EDUC 205. Urban Issues in Education. 3 Units.

This course is designed to enhance educators' awareness of and applied expertise in effectively addressing the issues facing youth attending public schools in urban settings. The focus is on developing, implementing and evaluating interventions using evidence based practices framework, which impact the achievement gap. The complex and multilayered issues of educational equity across diverse cultures will be analyzed. Participants will examine the varied cultural experiences of students and their communities and how learning and behavior is influenced in the classroom.

EDUC 207. Sociology of Education. 3 Units.

Students study the sociology of education and the classroom.

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 209D. Design in Education. 3 Units.

Explore design thinking processes and mindsets to innovate and create in the educational setting. Apply design thinking to learner experiences and create systems for learners to apply design thinking in the classroom and beyond.

EDUC 209M. Models of Learning. 3 Units.

Explore and analyze multiple learning models including experiential and project-based, competency-based and personalized learning, and more. Design plans to implement specific models in real educational settings.

EDUC 211. Facilitation of Projects and Initiatives. 3 Units.

This course provides knowledge and skills necessary to facilitate projects and initiatives related to learning and change. Emphasis will be on tools, techniques, processes, and steps of managing projects and group facilitation.

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 215. Creativity and Ideation. 3 Units.

This course engages students in processes to foster creativity and develop original ideas. Students develop skills in creativity and ideation processes to develop solutions that will be launched later in the program.

EDUC 216. Nature and Conditions 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.

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 230. Leading in Diverse Contexts. 3 Units.

This course provides knowledge and skills to lead, motivate, and coordinate diverse individuals toward attaining shared goals. The course will include study of leadership in organizational and community-based contexts, with an emphasis on development of personal leadership competencies.

EDUC 237. Organizational Learning. 3 Units.

Utilization of principles and theory understand how organizations learn, how they change their levels of organizational knowledge, and how they foster cultures of growth and renewal. Focus on theory and practice-based processes for creating, retaining, and transferring knowledge within an organization, as well understanding organizations within a systems context.

EDUC 246. Teaching as Reflective Inquiry 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 250. Teaching and Assessment. 3 Units.

This course supports reflective teaching and learner-centered principles and practices in 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. Prerequisites: EDUC 140 or EDUC 216; Fingerprint and TB test results.

EDUC 253. Teaching Science, Technology, Engineering and Mathematics (STEM). 4 Units.

This course reviews methods and curricula presented for teaching science, technology, engineering, and mathematics in K-12 classrooms. Topics include state-adopted content standards and curriculum frameworks; 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. Fieldwork is required.

EDUC 254. Productive Learning Environments for Diverse Adolescents. 3 Units.

Candidates will consider the principles of adolescent development in context. Key concepts will be examined to determine how developmental pathways affect student achievement, motivation, and wellbeing. Adolescent development will also be addressed as a major consideration for effective classroom management with a focus on using culturally responsive techniques that contribute to productive learning environments and equitable student outcomes. Pre-service teachers will 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. Prerequisites: Minimum GPA 2.5, Fingerprint and TB test clearance. Permission of instructor or curriculum and instruction department.

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 or EDUC 216; 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 259. Teaching English Learners. 3 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 K12 classrooms. Teachers will develop appropriate strategies and approaches for developing language proficiency and link their practice to all required literacy-related standards per the California Commission on Teacher Credentialing (CTC) Program Standards and Teaching Performance Expectations (TPEs). Students observe and implement these strategies during their field experiences to see, practice, and reflect on effective ways to meet the needs of English learners. Fieldwork hours specific to this class are required. Prerequisites: Fingerprint and TB test clearance.

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 261. Literacy Development. 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, and 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 262. Advanced Methods in Bilingual Education. 3 Units.

This course provides a critical interpretation of current practice in bilingual education, based on theory and research.

EDUC 263. 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/Teacher Education Program permission; minimum GPA of 2.5; Fingerprint and TB test clearance.

EDUC 264. 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. (ETHC)

EDUC 265. Teaching in the Content Areas II. 2 Units.

This is the second course content area 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 266. Transformational Teaching & Learning. 3 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. Fieldwork is required.

EDUC 267. Understanding Adolescents in School Contexts. 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. 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 270. Professional Practice. 1-10 Units.

EDUC 270 offers student teaching for the SB 2042 Multiple Subject, Single Subject, and Education Specialist credentials in public schools, for full-day placement. The placement requires additional assignments for the MA Degree and/or teaching credential. Students will determine the number of credits needed based on their individual degree and credential requirements. Prerequisites are completion of prerequisite coursework with a minimum GPA of 2.5, admission to Teacher Education/Credential Candidacy, 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. The United States Constitution requirement must be completed to apply for a teaching credential.

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 272. Professional Practice Seminar. 1 Unit.

This course is a reflection upon and integration of the Directed Teaching experience in large and small group settings for the SB 2042 Credential and Education Specialist Credential. Topics include multicultural education, child safety, school law, interpreting standardized test scores, professional associates and negotiations, discipline plans, lesson planning, and conferencing skills. This course will also focus on state credentialing requirements.

EDUC 274. Action Research. 3 Units.

This course focuses on methods of designing and conducting action research in education. Topics include: characteristics of action research, data collection and analysis, determining trustworthiness, and ethical issues related to action research. Students will engage in action research to learn how to develop actionable knowledge. This course is a component in the set of research courses required for master and doctoral students.

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 279. Innovation in Education. 3 Units.

This course explores innovation in the educational and social sectors. Provides knowledge and skills necessary to create change within these sectors.

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 283. School Finance and Business Administration. 3 Units.

Public schools as economic institutions and the roles of the federal, state and local governmental agencies related to school finance are addresses. Students examine public school revenues and expenditures, budget development and administration, and the operational finance of funds and services.

EDUC 284. Directed Teaching Special Assignment. 2-10 Units.

All day Student Teaching in subject-matter classroom(s) and action research, usually in a secondary school. Open only to Master of Education candidates. Prerequisites: completion of all prerequisite coursework with grade "C" or higher; minimum GPA of 3.0; 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. The United States Constitution requirement must be completed to apply for a teaching credential. No other coursework permitted other than CURR 195X and SPED 125X and weekend and vacation workshops, except that a candidate must petition in advance to the Teacher Education Program's Director of Field Experiences for an additional concurrent course. Corequisite: CURR 195X, SPED 125X.

EDUC 285. Leadership Fundamentals. 3 Units.

Students learn and apply functions, responsibilities and relationships of being a leader. Student progress through a series of modules aimed at developing leadership competence, self-reflection, and expertise in specific applications of leadership.

EDUC 286. Administration of Human Resources. 3 Units.

This course addresses skills and techniques of employee selection, orientation, administration, supervision and evaluation. Topics include staff development activities, determining personnel need, and employee organizations.

EDUC 287. Social Entrepreneurship. 3 Units.

Engages students in action-oriented research of current social enterprises to examine the concept of social entrepreneurship. Provides students a platform to plan how to create social impact through an actual venture created through the program.

EDUC 288. Literacy in Early Childhood Education. 3 Units.

The purpose of this graduate level course is to intellectually engage participants in the exploration of integrating theory, research and practice in the dimensions of literacy for young children zero to five years of age. Participants will be expected to advance their own knowledge base as they develop their ability to research, analyze, evaluate and synthesize developmental, sociocultural, linguistic, cognitive and other sign systems associated with literacy events. This graduate course may be taken by post-bachelor's degree and graduate degree candidates.

EDUC 289. Practicum. 2-4 Units.

Graduate students may enroll in library research with consent of the program lead.

EDUC 290. Digital and Blended Learning. 3 Units.

Explore and identify impactful digital and blending learning models for technology-enhanced learning. Merge curricular and instructional design to implement motivating and accessible synchronous, asynchronous, and blending learning experiences.

EDUC 291. Graduate Independent Study. 1-4 Units.

Graduate students may enroll in library research with consent of the program lead.

EDUC 292. Advanced Fieldwork. 1-6 Units.

Prerequisite: Consent of the program lead.

EDUC 292A. Elementary Education Fieldwork. 1-6 Units.**EDUC 292B. Secondary Education Fieldwork. 1-6 Units.****EDUC 292C. Student Affairs Field Experience. 1-3 Units.**

Student Affairs Field Experience allows students to experience a variety of professional roles under the guidance of mentorship of a qualified Student Affairs or Higher Education Administration practitioner. Field experience serves as a complement to students classroom learning and integrates classroom theories and ideas with practical applications.

EDUC 292D. Early Childhood Education Fieldwork. 1-6 Units.**EDUC 292E. Field Experience in Administration and Supervision. 1-4 Units.**

This course offers experience in practical on-the-job administrative and supervisory functions at a school site. One unit over each of three semesters is required. This field experience is open only to administrative credential candidates at the University. Permission of program lead.

EDUC 292F. Reading Fieldwork. 1-6 Units.**EDUC 292H. Special Projects Fieldwork. 1-6 Units.****EDUC 292L. Advanced Fieldwork in Bilingual Education. 1-6 Units.****EDUC 293Z. Special Topics. 1-4 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 forth-coming 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 295D. Trends in Health Professions Education. 3 Units.

Focused on the changing landscape and shifting paradigm in healthcare and health professions education, and what we can do as educators in response to the opportunities and challenges brought by the new learning needs of students, diverse patient population, evolving technology, and emerging pedagogical models. Key trends and hot topics in curriculum design, instruction, and technology in the health sciences will be examined and discussed.

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 295I. Innovative Learning Environments. 3 Units.

Understand and investigate learning theory as it relates to designing innovative physical, digital, social, and collaborative learning environments. Create and implement a plan for impactful environmental design.

EDUC 295M. Seminar: Learning Design. 3 Units.

This course provides understanding and application in the design, development, and evaluation of learning experiences in various sectors, with a particular emphasis on creating innovative and immersive learning experiences.

EDUC 295P. Teaching and Assessment in Health Professions Education. 3 Units.

Focused on assisting faculty in the health professions and others who support them to understand and implement effective teaching and assessment strategies. Addresses the knowledge, skills, and dispositions expected from a professional educator within the specific context of health professions.

EDUC 296. Integrative Capstone in Innovative Leadership. 2-4 Units.

This course provides the culminating experience of the program, including leadership-related fieldwork project to apply innovation skills through integration of research, theory, and practice.

EDUC 296T. Integrative Capstone in Innovative Teaching and Learning. 3 Units.

Provides the culminating experience of the program, including a teaching and learning-related fieldwork project to apply innovation skills through integration of research, theory, and practice.

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. Socio-Cultural Perspectives and Inquiry. 3 Units.

This course aims to investigate social and democratic aspects of our communities, particularly education and schooling, in the context of a diverse and multicultural society. It engages doctoral students in exploring, conceptualizing, and critiquing social identities and positionality to examine the interdisciplinary understandings of cultural and social realities.

EDUC 315. Cultural, Social, and Emotional Literacy. 3 Units.

Utilizes a systems theory approach to evaluate theoretical foundations and relevant research on the promotion and evaluation of social emotional learning, culturally sustaining pedagogies and culturally responsive teaching.

EDUC 316. Systems Thinking and Inquiry. 3 Units.

This course focuses on interdisciplinary ways of conceiving curriculum through the use of a systems theory framework. Emphasis will be placed on understanding interrelationships between subject matter disciplines for the purposes of describing and offering solutions to local/global problems requiring sustainable behaviors.

EDUC 317. Aesthetics, Arts, and Imagination. 3 Units.

Explores the arts as both a foundation for a liberal education and a medium for inquiry into education. Emphasis will be places on understanding the role the arts as practiced by education practitioners and the role of the arts in conducting educational inquiry.

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. Teaching as a Subversive Activity. 3 Units.

This course focuses on the role critical theory and critical thinking in schooling and education and the ways in which these processes aim to disrupt traditional, standardized, limiting orientations to teachers' curriculum decision making, and re-envisioning what it means to be well educated.

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 322. Qualitative Methods for Action-Oriented Research. 3 Units.

This course focuses on methods of designing and conducting action-oriented qualitative research. Topics include: characteristics of qualitative research, data collection and analysis, determining validity and reliability, and ethical issues related to qualitative research.

EDUC 323. Critical Methods in Qualitative Research. 3 Units.

The purpose of this course is to provide students with an overview of critical qualitative research methodologies. The course will examine the work of Indigenous, Black, and other peoples of color (BIPOC) scholars who critique and theorize about the colonial legacies attached to research praxis and discourse. The course aims at providing an overview of different forms of social inquiry that have a commitment to democratizing knowledge by decentering dominant paradigms of research methodologies and theoretical perspectives rooted in whiteness and western ideology. The overview of critical qualitative methodologies provides tangible ways to incorporate decolonial learning into qualitative research praxis. Students will spend the final portion of the class exploring the possibilities of democratizing research by developing and workshopping their own qualitative research projects.

EDUC 325. Quantitative Research Design and Methods. 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., EDUC 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.

EDUC 326. 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 the 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: EDUC 202 or equivalent course.

EDUC 327. 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. Prerequisites: EDUC 325, EDUC 326.

EDUC 328. Theories of Multicultural Couples Therapy. 3 Units.

This course introduces major theories of couples counseling. It prepares mental health clinicians to assess functioning in couples from diverse backgrounds and to design and implement interventions for couples. Students in this course will study evidence-based approaches to couples counseling, legal and ethical considerations in marriage and couples counseling, relationship violence, and separation and divorce.

EDUC 329. Advanced Human Development Across the Lifespan. 3 Units.

This course focuses on human development across the lifespan. Topics include early childhood development, middle childhood and adolescent development, adult development, and aging and long-term care. The course examines theoretical and research-based knowledge of the influences of biological, social, cognitive, affective, cultural, ethnic, experiential, socio-economic, gender-related, and linguistic factors in human development across the lifespan.

EDUC 330. Advanced Human Development I. 3 Units.

This course focuses on the developmental period of early childhood development. The course examines theoretical and research-based knowledge of the influences of biological, social, affective, cultural, ethnic, experiential, socio-economic, gender-related, and linguistic factors in children's development.

EDUC 331. Advanced Human Development II. 4 Units.

This course focuses on the developmental period of middle childhood and adolescent development. The course examines theoretical and research-based knowledge of the influences of biological, social, affective, cultural, ethnic, experiential, socio-economic, gender-related, and linguistic factors in children's and adolescent's development.

EDUC 332. Advanced Human Development III. 2 Units.

This course focuses on adult development, aging and long term care. The course examines theoretical and research-based knowledge of the influences of biological, social, cognitive affective, cultural, ethnic, experiential, socio-economic, gender-related, and linguistic factors in adult development, aging and long term care.

EDUC 333. Career Counseling. 3 Units.

This course covers vocational theory, information interests, testing, and counseling applications. Social-psychological perspectives in vocational decisions, careers, and labor force trends. Practice in administration, interpretation, and counseling use of various career assessment tools including the Strong-Campbell Interest Inventory (SCII), The Myers Briggs and the Career Assessment Inventory (CAI). The intent is to provide each class participant with a structured and focused orientation to career development issues that cross the life span of students/clients that the human services/counseling professional will interact with in future counseling, therapy, or guidance situations. Access and orientation to guidance and counseling resources, and an awareness of career development and career counseling theory will be central to class activities and goals.

EDUC 334. Theories of Multicultural Family Therapy and Collaboration. 3 Units.

This course prepares mental health clinicians to assess functioning in and design and implement interventions for couples and families by studying major theories of couples and family therapy. This course also prepares mental health clinicians to help families collaborate with helping institutions to improve the well-being of children.

EDUC 335. Psychotherapeutic Interventions. 3 Units.

This course provides an overview of counseling and psychotherapeutic theories, principles, and techniques, including the counseling process in a multicultural society, an orientation to wellness and prevention, counseling theories to assist in the selection of appropriate counseling interventions, models of counseling consistent with current professional research and practice, and the development of a personal model of counseling.

EDUC 336. Group Counseling. 3 Units.

This course prepares mental health professionals to use direct methods and techniques of group counseling for children, adolescents, adults, and elder adults.

EDUC 337. Crisis Intervention. 3 Units.

This course reviews counseling theory and basic listening and responding skills and contrast them with crisis counseling practices. It also examines various programmatic approaches to the primary and secondary prevention of educational failure and the promotion of health and mental health. The focus is on the enhancement of individual and family competence following a crisis event. The course explores the underlying knowledge base, models for implementing prevention, specific examples of techniques and programs designed to intervene before, during and after a crisis event. Also covered is policy questions, and evaluation issues. Specific attention is given to concepts of stress, coping, and resiliency. Programs such as suicide prevention, crisis intervention, drug and alcohol education, sexuality education, child abuse prevention, and others are closely examined and criticized.

EDUC 338. Consultation Methods. 3 Units.

This course prepares school psychologists to provide mental health consultation to school personnel and parents. Various consultation methodologies will be studied with applications particularly appropriate to children in the public school system.

EDUC 339. Advanced Psychotherapeutic Interventions. 3 Units.

This course provides advanced training in counseling and psychotherapeutic theories, principles, and techniques, including the counseling process in a multicultural society, therapeutic relationships, selection of appropriate counseling interventions, models of counseling consistent with current professional research and practice, and the development of a personal model of counseling.

EDUC 340. 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 focusing 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.

EDUC 341. History and Systems in 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 examines 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.

EDUC 342. Law and Professional Ethics for Mental Health Professionals. 3 Units.

This course is designed for students in credential and licensing graduate programs in human services and mental health professions. Students will study approaches to ethical decision-making in addition to learning relevant law and regulation and existing ethical codes of behavior.

EDUC 343. Psychopathology and Wellness Promotion. 3 Units.

This course will examine a variety of mental disorders from a variety of perspectives, including the biomedical model of mental disorders and diagnostic categories while emphasizing sociocultural viewpoints and developmental experiences. The predominant treatments, including educational interventions, for the major disorders will also be covered, as well as primary and secondary prevention of mental disorders and the promotion of health and mental health in public schools and the community.

EDUC 344. Behavior Assessment and Intervention. 3 Units.

In this course graduate students will learn how to develop and write a behavior intervention plan. Students will learn about and practice various methods of data collection, including interviews, systematic observations, and review of records, designing behavioral interventions, implementing behavioral interventions, and analyzing behavioral interventions. Particular attention is given to collecting and analyzing behavioral data within a multi-tiered system of supports (MTSS) framework. For students in the School Psychology program, this course is accompanied by one unit of EDUC 396 School Psychology Field Work.

EDUC 345. Academic Assessment and Intervention. 3 Units.

In this course graduate students will collect and analyze academic data and design and implement academic interventions. Students will learn various methods of academic assessment including academic data collection (including curriculum based assessment and other standardized and norm referenced tests), designing academic interventions, implementing academic interventions, analyzing the outcomes of academic interventions, and writing academic support plans. Particular attention is given to collecting and analyzing academic data within a multi-tiered system of support (MTSS) framework. For students in the School Psychology program, this course is accompanied by one unit of EDUC 396 School Psychology Field Work.

EDUC 346. Psychological Assessment. 3 Units.

This course prepares mental health professionals to use psychological testing and 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 will also be exposed to process and procedures identified in referral and state laws related to special education services.

EDUC 347. Behavior and Personality Assessment. 3 Units.

This course is designed to help students gain proficiency in the administration, scoring, and interpretation of several instruments commonly used in behavioral and personality assessment. The writing of professional reports, theoretical aspects and measurement of behavior and personality, and legal and ethical issues will be addressed.

EDUC 348. Neuropsychology. 3 Units.

This course provides a general overview of: brain-based behavior; neuroanatomy and physiology; conceptualizing psychoeducational and psychological assessment data from a neuropsychological perspective; the effects and uses of psychotropic agents; and information on neuropathology.

EDUC 349. Psychopharmacology for Mental Health Professionals. 3 Units.

This course surveys the physiological and behavioral effects of the major classes of psychoactive drugs, including therapeutic agents and drugs of abuse, mechanisms of action, side effects, effects on the fetus, and collaborating with other health and mental health professionals and families. The main focus of this course is on psychoactive anxiety disorders, schizophrenia, and substance abuse.

EDUC 350. Social Psychology. 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, pro-social 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.

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 353. Interdisciplinary Ways of Seeing, Knowing, and Acting. 3 Units.

Engages students in the development of understanding of the multiple foundational influences in which education is viewed today. Addresses historical, philosophical, epistemological scholarship that frames contemporary educational and schooling decision-making processes.

EDUC 354. Applied Inquiry II. 3 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. Prerequisite, may be taken concurrently: EDUC 202.

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 the on-going development of a refined problem statement and dissertation draft. 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 359. Dissertation Learning Community. 3 Units.

This course is ideal for doctoral candidates who have an approved dissertation proposal and seek support in writing their dissertation. This course also benefits doctoral students who are in the process of completing their dissertation proposal. This course facilitates intensive, focused writing time, and provides participants with strategies and structure to overcome common roadblocks in the dissertation process. Prerequisite: Approved dissertation research proposal or instructor approval.

EDUC 360. Trends, Issues, and Dynamics of Change. 3 Units.

In-depth exploration of the intersection of learning, leadership, and change in various sectors. The class integrates research and practice through (1) organization theory and change and (2) an innovation and systems perspective on learning.

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 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. Policy Analysis, Creation, and Navigation. 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. Students think through their own relationships with policy from an organizational perspective.

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. Marketing and Storytelling for Social Impact. 3 Units.

Provides experiences crafting marketing strategies that resonate with stakeholders of ventures designed for social impact. Emphasis is on creation of projects in storytelling, recruiting, social media, and branding.

EDUC 367. Seminar: Leadership in Diverse Organizations. 3 Units.

In this course, students explore techniques for using leadership skills to increase cultural proficiency in diverse educational and organizational contexts.

EDUC 368. Seminar: Leading Complex Organizations. 3 Units.

This course provides an in-depth examination of the theory, research, and practice of administering and leading in today's complex organizations. With an emphasis on the development of personal leadership competencies and practical application of course concepts, the course will enrich students' professional capacity to attain shared goals and take practical action toward solving real-world problems.

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 and Organization Evaluation. 3 Units.

The course provides knowledge, skills, and experience in the evaluation process for programs and organizations to facilitate organization effectiveness and development.

EDUC 372M. Measuring Social Impact. 3 Units.

Provides knowledge, skills, and experience to evaluate and iteratively develop social and educational change initiatives.

EDUC 374. Action Research. 3 Units.

This course focuses on methods of designing and conducting action research in education. Topics include: characteristics of action research, data collection and analysis, determining trustworthiness, and ethical issues related to action research. Students will engage in action research to learn how to develop actionable knowledge. This course is a component in the set of research courses required for master and doctoral students.

EDUC 377. Design Thinking & Lean Startup for Social Impact. 3 Units.

This course develops context for design thinking and lean startup models in starting an educational or social enterprise. Students implement ideas into actionable projects and enterprise development.

EDUC 380. Leading Innovation. 3 Units.

This course provides knowledge, practice, and experience in cross-sector innovation tools to impact organizations and institutions through leading the development of new ideas, processes, products, and/or services.

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 384. Spousal and Partner Abuse, Detection, and Intervention. 1 Unit.

This course addresses the causes, assessment, treatment, statistics and legal issues concerning intimate partner violence.

EDUC 385. Alcoholism and Chemical Substance Abuse Dependency. 3 Units.

This course describes the most commonly abused substances as well as the signs of abuse and addiction and the most effective treatment principles and therapeutic techniques.

EDUC 386. Child Abuse Assessment and Reporting. 1 Unit.

This course provides information on identifying, assessing, and reporting child abuse and neglect, including the laws governing mandated reporting. This course also covers prevention and treatment of child abuse and neglect.

EDUC 387. Human Sexuality. 1 Unit.

This course reviews the basic anatomy, sexual function and response, and challenges and disorders of sexual function. Diagnostic formulations and treatments for the disorders that clinicians are most likely to encounter in clinical practice are also presented. Finally, challenges and complexities of sexuality within special populations are reviewed.

EDUC 388. Counseling Practicum. 1-6 Units.

Counseling Practicum entails the supervised application of psychological procedures in appropriate settings.

EDUC 389. Curriculum Practicum. 2-4 Units.**EDUC 391. 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 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 program lead.

EDUC 396. School Psychology Fieldwork. 1-3 Units.

Fieldwork in School Psychology entails the supervised application of school psychological procedures in schools and related settings.

EDUC 397. Graduate Research in Education. 1-4 Units.**EDUC 397A. Graduate Research in Education. 1-4 Units.****EDUC 397B. Graduate Research in Education. 1-4 Units.****EDUC 397C. Graduate Research in Education. 1-3 Units.****EDUC 398. Internship. 1-3 Units.**

Students provide psychological services under the direct supervision of an appropriately credentialed or licensed mental health professional. Students complete their internships in a setting appropriate to their to their program of study. Placement must be half-or full-time.

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.