GRADUATE AND PROFESSIONAL STUDIES IN EDUCATION

College of Education - Graduate and Professional Studies in Education (https://www.csus.edu/college/education/masters-programs/)

Programs

3. Certificate of Competency - Reading (http://catalog.csus.edu/colleges/education/graduate-professional-studies-education/certificate-of-competency-in-reading/)
4. Certificate of Competency - Teaching Reading to Adults (http://catalog.csus.edu/colleges/education/graduate-professional-studies-education/certificate-of-competency-in-teaching-reading-to-adults/)
5. Preliminary Administrative Services Credential (http://catalog.csus.edu/colleges/education/graduate-professional-studies-education/preliminary-administrative-services-credential/)
6. Preliminary Administrative Services Internship Credential (http://catalog.csus.edu/colleges/education/graduate-professional-studies-education/preliminary-administrative-services-internship-credential/)
7. Pupil Personnel Services School Counseling Credential (http://catalog.csus.edu/colleges/education/graduate-professional-studies-education/pupil-personnel-services-school-counseling-credential/)
8. Pupil Personnel Services School Counseling Internship Credential (http://catalog.csus.edu/colleges/education/graduate-professional-studies-education/pupil-personnel-services-school-counseling-internship-credential/)
9. Pupil Personnel Services School Psychology Endorsement Credential (http://catalog.csus.edu/colleges/education/graduate-professional-studies-education/pupil-personnel-services-school-psychology-endorsement-credential/)
10. Reading/Language Arts Specialist Credential (http://catalog.csus.edu/colleges/education/graduate-professional-studies-education/reading-language-arts-specialist-credential/)
11. MA in Education (Behavioral Sciences Gender Equity Studies) (http://catalog.csus.edu/colleges/education/graduate-professional-studies-education/ma-in-education-behavioral-sciences-gender-equity-studies/)
12. MA in Education (Curriculum and Instruction) (http://catalog.csus.edu/colleges/education/graduate-professional-studies-education/ma-in-education-curriculum-and-instruction/)
13. MA in Education (Educational Leadership) (http://catalog.csus.edu/colleges/education/graduate-professional-studies-education/ma-in-education-educational-leadership/)
14. MA in Education (Educational Technology) (http://catalog.csus.edu/colleges/education/graduate-professional-studies-education/ma-in-education-educational-technology/)
15. MA in Education (Higher Education Leadership) (http://catalog.csus.edu/colleges/education/graduate-professional-studies-education/ma-in-education-higher-education-leadership/)
16. MA in Education (Language and Literacy) (http://catalog.csus.edu/colleges/education/graduate-professional-studies-education/ma-in-education-language-and-literacy/)
17. MA in Education (Multicultural Education) (http://catalog.csus.edu/colleges/education/graduate-professional-studies-education/ma-in-education-multicultural-education/)
18. MA in Education (School Psychology) (http://catalog.csus.edu/colleges/education/graduate-professional-studies-education/ma-in-education-school-psychology/)
20. MS in Counseling (http://catalog.csus.edu/colleges/education/graduate-professional-studies-education/ms-in-counseling/)
22. Doctorate in Education (Ed.D.) (http://catalog.csus.edu/colleges/education/graduate-professional-studies-education/doctorate-in-education/)

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Admission into programs leading to licensure and credentialing does not guarantee that students will obtain a license or credential. Licensure and credentialing requirements are set by agencies that are not controlled by or affiliated with the CSU and requirements can change at any time. For example, licensure or credentialing requirements can include evidence of the right to work in the United States (e.g., social security number or tax payer identification number) or successfully passing a criminal background check. Students are responsible for determining whether they can meet licensure or credentialing requirements. The CSU will not refund tuition, fees, or any associated costs, to students who determine subsequent to admission that they cannot meet licensure or credentialing requirements. Information concerning licensure and credentialing requirements are available from the Dean of Undergraduate Studies, Sacramento Hall 234, (916) 278-5344.

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Faculty

ADAMSON, FRANK
CHDV 23. Assessment and Observation in Child Development. 3 Units
Prerequisite(s): CHDV 30, or CHDV 35, or equivalent
Purposes of and methodological issues involved in assessing and observing early child development and learning in educational and developmental settings. Topics include selection of appropriate observation methods, survey of standardized measures, ethics, and interpretation and implications of assessment data for teaching and learning. Focus will be on becoming objective and unbiased observers, use of both informal and formal assessment tools, and principles of observational assessment research. Students will be required to complete up to 10 hours of observation outside of class. APA style will be introduced to support the development of practical and scholarly communication and writing.

CHDV 30. Human Development. 3 Units
General Education Area/Graduation Requirement: Understanding Personal Development (E)
Term Typically Offered: Fall, Spring
Interdisciplinary study of human development with practical observations. Addresses physical, socio-cultural, intellectual and emotional aspects of growth and development from conception to death. A variety of field experiences will be required.

CHDV 31. Adult Supervision and Mentoring In Early Childhood Programs. 2 Units
Prerequisite(s): CHDV 30 or CHDV 35 or equivalent.
Term Typically Offered: Spring only
Study of research and exemplary practices in the supervision of early childhood teachers, other program staff, parents and volunteers. Content emphasizes adult learning.

CHDV 32. Administration and Supervision of Early Childhood Programs. 3 Units
Prerequisite(s): CHDV 30 or CHDV 35 or equivalent.
Term Typically Offered: Fall only
Basic issues, procedures and practices in the administration and supervision of public and private schools. Requires administrative supervisory fieldwork in an early childhood program.

CHDV 35. Child and Adolescent Development. 3 Units
General Education Area/Graduation Requirement: Understanding Personal Development (E)
Term Typically Offered: Fall, Spring
Examination of theory and research on cognitive, social and physical human development from conception through adolescence. Content will include data-collection techniques such as observation. Some course material will be applied to an analysis of elementary schooling.
CHDV 35F. Human Development and Elementary Field Experience. 2 Units
Corequisite(s): CHDV 35 may be taken concurrently.
Term Typically Offered: Fall, Spring

Directed field experiences in elementary school settings. Students are required to work at an elementary school and attend an on campus seminar. Includes the integration of student field experiences with theory and research in Human Development. Issues in learning, social development, adult career selection and schooling will be explored.

Note: Fieldwork includes 40 hours of service-learning at approved sites that are primarily off campus; students must complete clearance process (fingerprinting, TB tests) prior to placement.

Credit/No Credit

CHDV 44. Community Service Learning in Developmental and Educational Settings. 1 - 3 Units
Term Typically Offered: Fall, Spring

Designed to provide a range of service learning experiences where students apply their academic knowledge and skills in community-based settings. The community-based experiences will be combined with classroom activities designed to develop student understanding of topics related to their service activities such as tutoring reading and math, mentoring students from disadvantaged backgrounds, working with special populations of children.

Note: May be taken up to four times for credit (maximum 12 units of credit).

Credit/No Credit

CHDV 123. Qualitative Methods in Human Development. 3 Units
Prerequisite(s): CHDV 30, or CHDV 35, or equivalent
Term Typically Offered: Fall, Spring

Introduction to qualitative research methods and their philosophical underpinnings. The focus will be on theoretical, methodological, and ethical issues in studying human learning and developmental processes from interpretive and social constructivist perspectives. Attention given to methodological strategies used to document and analyze learning and development in context. Strategies include participant-observation field notes, interviews, audio/video recordings, documents, and artifacts, with implications for theory, policy, and practice. APA style will be introduced to support the development of scholarly communication and writing.

Note: For CHDV majors, must be taken prior to completion of 90 units; completion of 45 total units credit.

CHDV 128. Combined Research Methods in Human Development. 3 Units
Prerequisite(s): CHDV 30 or CHDV 35 or equivalent.
Term Typically Offered: Fall, Spring, Summer

Introduction to qualitative and quantitative research methods and their philosophical underpinnings. Consider theoretical, methodological, and ethical issues in studying learning and developmental processes from interpretive and social constructivist perspectives. Think critically about the generation of research questions and hypotheses and design and conduct of research inquiry, with implications for theory, policy, and practice. Students learn to locate, understand, critique, conduct, and report research findings from multiple approaches and be introduced to APA style writing as a tool for scholarly communication.

CHDV 130. Parent Education. 3 Units
Term Typically Offered: Fall, Spring

Ways parent education may be conducted in Child Development programs to meet legislated requirements as well as parent needs. Attention will be given to parent education programs which serve children of different ages, diverse language and cultural backgrounds, and children with special needs. The rights and responsibilities of children, parents and teachers will be discussed. Discussion and participation in such classroom activities as panels, presentations, demonstrations and cooperative learning assignments.

CHDV 131. Language Development. 3 Units
Prerequisite(s): CHDV 123. CHDV 133 may be taken concurrently.
Term Typically Offered: Fall, Spring

Investigation of the development of language and its relationship to school learning, cognitive development and social development. Both linguistic and communication competence are included. Specific attention to second language acquisition and principles underlying effective instruction in linguistically diverse children.

Note: Topic areas will vary by semester, and the course may be repeated.

CHDV 132. Fieldwork in Child Development. 3 Units
Prerequisite(s): CHDV 123
Term Typically Offered: Fall, Spring

Directed field experiences in settings selected to meet students’ experience and needs. Students are required to work at the selected setting and attend an on-campus seminar to explore developmental content and issues. Discussion will also focus on attention to professional development and ethics in community and educational settings working with children and families.

Note: Fieldwork includes 40 hours of service-learning at approved sites that are primarily off campus; students must complete clearance process (fingerprinting, TB tests) prior to placement; may be taken as a core requirement and repeated as an elective.

CHDV 133. Quantitative Methods in Human Development. 3 Units
Prerequisite(s): CHDV 30, or CHDV 35, or equivalent
Term Typically Offered: Fall, Spring

Introduction to quantitative research methods in human development and their philosophical underpinnings. Major topics include the structures, design and conduct of research inquiry, and the generation of research questions and hypotheses, and collection of data. Emphasis will also be on engaging in quantitative research as well as increasing students’ ability to locate, understand, critique, and report research findings. Students will be challenged to think critically about methodological issues in quantitative research. APA style will be introduced to support the development of scholarly communication and writing.

Note: For CHDV majors, must be taken prior to completion of 90 units; completion of 45 total units credit.
CHDV 134. Development of Young Children as Mathematical and Scientific Thinkers. 3 Units
Prerequisite(s): CHDV 30 or CHDV 35 or equivalent.
Term Typically Offered: Summer only

Theory, research, and practice in development of the child’s thinking about mathematical and scientific concepts. Topics will include: (a) early emergence of conceptual reasoning connected with mathematics and science, (b) symbolic development and language of mathematics and science, (c) developmental sequences in mathematical and scientific thinking, (d) California Preschool Learning Foundations; (e) age-appropriate and culturally-relevant experiences to promote mathematical and scientific reasoning. Activities include lecture, discussions, presentations, cooperative learning assignments, and integration of course content with early childhood classroom practice.

CHDV 135. Crosscultural Child Development. 3 Units
Prerequisite(s): CHDV 133. CHDV 133 may be taken concurrently.
Term Typically Offered: Fall, Spring

Examination of the physical, socio-emotional and cognitive development in children from a crosscultural orientation. Will investigate cultural variables that influence child development from both inter- and intrapersonal perspectives. Discussion of culturally universal and culturally specific behaviors, cognitions and experiences will be covered.

CHDV 136. Developmental Experiences, Methods and Curriculum. 3 Units
Prerequisite(s): CHDV 123. CHDV 123 may be taken concurrently.
Term Typically Offered: Fall, Spring

Examination of theory, research, and exemplary practices and programs for children through elementary school. Activities include discussions, presentations, demonstrations and cooperative learning assignments.

CHDV 137. Cognitive Development. 3 Units
Prerequisite(s): CHDV 133.
Corequisite(s): CHDV 137L.
Term Typically Offered: Fall, Spring

Cognitive development of children from conception through adolescence with consideration of biological and environmental influences. Lectures, discussions and participation in such classroom activities as presentations, demonstrations and cooperative learning assignments. Note: Student must co-enroll in the corresponding section of CHDV 137L.

CHDV 137L. Cognitive Development Research Laboratory. 1 Unit
Prerequisite(s): CHDV 133.
Corequisite(s): CHDV 137.
Term Typically Offered: Fall, Spring

Laboratory course to complement CHDV 137. Emphasis placed on the observation, interaction, documentation, and using a scientific approach to learn about cognitive development. Classroom, field, and research experiences supporting the study of cognitive development. Note: Student must co-enroll in the corresponding section of CHDV 137.

CHDV 138. Social and Emotional Development. 3 Units
Prerequisite(s): CHDV 133.
Corequisite(s): CHDV 138L.
Term Typically Offered: Fall, Spring

Study of the social and emotional development of children from conception through adolescence with consideration of biological and environmental influences. Lectures, discussions and participation in such classroom activities as presentations, demonstrations and cooperative learning assignments. Note: Student must co-enroll in the corresponding section of CHDV 138L.

CHDV 138L. Social and Emotional Development Laboratory. 1 Unit
Prerequisite(s): CHDV 133.
Corequisite(s): CHDV 138.
Term Typically Offered: Fall, Spring

Laboratory course to complement CHDV 138. Emphasis placed on the nature of observation, interaction, and using a scientific approach to learn about social and emotional development. Classroom and field experiences related to the study of social and emotional development. Note: Student must co-enroll in the corresponding section of CHDV 138.

CHDV 139. Educational Play: Theory and Practice. 3 Units
Prerequisite(s): CHDV 30 or CHDV 35 or equivalent.
Term Typically Offered: Summer only

Use of play as an educational vehicle in early childhood. Discovering how play helps children develop physically, socially, emotionally, cognitively and creatively through a variety of playful modes. Constructing appropriate developmental play materials and activities with emphasis on the active role of the adult in child’s play. Activities include discussions, presentations, demonstrations and cooperative learning assignments.

CHDV 140. Coordination of Early Childhood Programs. 3 Units
Prerequisite(s): CHDV 30 or CHDV 35 or equivalent
Term Typically Offered: Fall, Spring

Advanced methodology of coordinating early childhood programs, to include organization, staff development and community relations. Includes the functions of parents, aides, volunteers and varied early childhood organizational patterns.

CHDV 141. History of Childhood: International and Interdisciplinary Perspectives. 3 Units
General Education Area/Graduation Requirement: Humanities (Area C2)
Term Typically Offered: Fall, Spring

Examination of what it means to be a child in today’s world by comparing social constructions of childhood across the broad historical periods and in contrasting parts of the world. Exploration of cultural beliefs, values and practices of childhood in different historical, social, and economic contexts. Comparative approach provides a critical framework from which to analyze scholarly inquiry about how children develop in families, schools, and broader society. Course content will interest students from a broad array of majors.
CHDV 143. Mind and Brain in Developmental Context. 3 Units
Prerequisite(s): CHDV 30 or 35; Introductory Biology.
General Education Area/Graduation Requirement: Upper Division Further Studies in Area B5
Term Typically Offered: Fall, Spring, Summer

Investigation of the biological processes underlying child development, from conception through adolescence. Emphasis will be on the genetic, neurological, and endocrine processes related to cognition, social, and emotional development. Students will explore the bidirectional nature of psychobiological processes, with specific emphasis on the psychobiological mechanisms underlying the transaction between cultural, educational, and social-emotional related to educational, and mental and physical health functioning.

CHDV 144. Community Service Learning in Developmental and Educational Settings. 1 - 3 Units
Prerequisite(s): Instructor permission.
Term Typically Offered: Fall, Spring

Designed to provide a range of service learning experiences where students apply their academic knowledge and skills in community-based settings. The community-based experiences will be combined with classroom activities designed to develop student understanding of topics related to their service activities such as tutoring reading and math, mentoring students from disadvantaged backgrounds, working with special populations of children.

Note: May be taken up to four times for credit (maximum 12 units of credit).

Credit/No Credit

CHDV 145. Controversial Issues in Childhood Development, Education, and Social Policy. 3 Units
Prerequisite(s): GWAR certification before Fall 09; or WPJ score of 80+; or 3-unit placement in ENGL 109M or ENGL 109W; or 4-unit placement in ENGL 109M or ENGL 109W and co-enrollment in ENGL 109X; or WPJ score 70 or 71 and co-enrollment in ENGL 109X.
General Education Area/Graduation Requirement: GE AREA D, Race & Ethnicity Graduation Requirement (RE), Writing Intensive Graduation Requirement (WI)
Term Typically Offered: Fall, Spring

Discussion-based examination of controversial issues linking development, education, and cultural practice in which scholarly inquiry has substantial implications for social policy. Specific topics vary by semester and include topics of both historical relevance and contemporary debates. Content relevant to multiple disciplines including issues such as adolescent risk behavior, bilingual education, brain-base pedagogy, child care, children and the law, cultural diversity, developmental theory and educational practice, gender, literacy practices, motivation, parenting styles, school violence, special education, standardized testing, and technological change.

CHDV 150A. Early Literacy Development in First and Second Language. 2 Units
Prerequisite(s): CHDV 123 or CHDV 133. CHDV 123 or CHDV 133 may be taken concurrently.
Corequisite(s): CHDV 150B.
Term Typically Offered: Summer only

Students will become familiar with language and emergent literacy of young children from birth to eight. An overview of research-based developmental progression will be emphasized as it relates to the learning foundations for language and literacy. Other focal points will be home-school connections and cultural influences on literacy development. Assessment topics, including observation and other developmental strategies will be intergrated. An emphasis on increasing students' ability to connect theoretical understanding to the practice offered in CHDV 150B.

CHDV 150B. Early Literacy Development in First and Second Language Practicum. 1 Unit
Prerequisite(s): CHDV 123 or CHDV 133. CHDV 123 or CHDV 133 may be taken concurrently.
Corequisite(s): CHDV 150B.
Term Typically Offered: Summer only

The practicum experience (20 hours) will provide students with the application of course content material learned in CHDV 150A. Students will observe and validate multiple experiences in which first and second language learners learn language and literacy successfuley. Factors affecting language and literacy development will be addressed.

Credit/No Credit

CHDV 153. Apprenticeship in Advanced Child Development. 3 Units
Prerequisite(s): Instructor permission
Term Typically Offered: Fall, Spring

Faculty mentors will meet with graduate and undergraduate apprentices individually or in small groups for guided discussions of assigned readings and/or research data analysis/collection endeavors. Prerequisite: Instructor permission.

Note: Readings will depend on the specific mentor's research or scholarly interest; May be repeated up to four times for 12 units of credit, with a limit of 6 units applied towards the CHDV major requirements.

CHDV 154. Issues in Parenting. 3 Units
Prerequisite(s): CHDV 30 or CHDV 35 or FACS 52.
Term Typically Offered: Fall, Spring, Summer

Survey of historical and contemporary attitudes toward parenting. Review of research on child-rearing and parent-child relationships. Use of case studies to explore the influence of personality, developmental stage, family structure, ethnic and cultural factors on parenting. Lecture, Case Study. Cross-listed: FACS 154; only one may be counted for credit.
CHDV 157.   Infant and Toddler: Development and Care.   3 Units
Prerequisite(s): One of the following: CHDV 30 or CHDV 35, FACS 50, PSYC 148, or SWRK 125A.
Term Typically Offered: Fall, Spring

Research theory and practice are examined in relation to each area of infant and toddler development (conception through 24 months): Physical, social, emotional, cognitive, and perceptual. Individual differences and needs are stressed. Issues pertinent to individual and group care will be covered. Activities include lecture, discussion, and observations. Cross Listed: FACS 157; only one may be counted for credit.

CHDV 194.   Cooperative Education Experience.   3 Units
Prerequisite(s): Completion of 60 units total credit and instructor permission. May be taken four times for a maximum of 12 units credit.
Term Typically Offered: Fall, Spring

Cooperative Education (Co-op) relates academic theory to professional practice by providing paid work experience in the students major field of study and academic credit. Students receive supervised employment in school districts, state and community agencies, companies and other appropriate settings. Requires regular meetings with faculty supervisor, completion of field study assignment, evaluation by field-based supervisor, and a written final report. Credit/No Credit

CHDV 196A.   Approaches to Research Methods in Child Development A.   3 Units
Prerequisite(s): CHDV 30 or CHDV 35 or equivalent; completion of 45 total units; Must be taken prior to completion of 90 units.
Term Typically Offered: Fall, Spring

This course examines methodological issues involved in assessment, observation, analysis, and design in the field of child development. Topics include the research process. APA style writing, ethics, design and methods, use assessment tools, qualitative and quantitative data analysis and interpretation. The focus will be on becoming critical consumers of research and developing the skills of scientific inquiry. Note: First course in a series. 196B must be taken in the semester immediately following completion of CHDV 196A.

CHDV 199.   Special Problems.   1 - 3 Units
Term Typically Offered: Fall, Spring

Individual projects designed especially for students capable of independent study. Admission by written approval of the instructor and Department Chair. Credit/No Credit

CHDV 200.   Proseminar in Child Development.   3 Units
Prerequisite(s): Admission to MA Child Development program or instructor permission.
Term Typically Offered: Fall only

Orientation to advanced scholarship in human development with a focus on understanding and evaluating current directions in developmental research. Developmental research methods and analytical strategies will be explored.

CHDV 210.   Seminar in Social Development.   3 Units
Term Typically Offered: Fall, Spring

Advanced seminar focusing on theoretical and empirical readings covering topics in social/emotional development. Potential topics may include social and emotional development of children from conception through adolescence with consideration of biological and environmental influences.
CHDV 211. Seminar in Cognitive Development. 3 Units
Prerequisite(s): Admission to MA program or instructor permission.
Term Typically Offered: Fall, Spring

Advanced developmental seminar focusing on theoretical and empirical readings covering topics in cognitive development. Specific topics will be related to cognitive development of children from conception through adolescence with consideration of biological and environmental influences.

CHDV 242. Theoretical Approaches to Development. 3 Units
Prerequisite(s): CHDV 137 or CHDV 138. Graduate standing or instructor permission.
Term Typically Offered: Fall only

An in-depth examination of theoretical approaches to various domains of human development. Content includes current and historical developmental theory and application of theory to developmental research. Critical thinking skills and scholarly writing will be emphasized.

CHDV 244. Community Service Learning in Developmental and Educational Settings. 1 - 3 Units
Term Typically Offered: Fall, Spring

Designed to provide a range of service learning experiences where students apply their academic knowledge and skills in community-based settings. The community-based experiences will be combined with classroom activities designed to develop student understanding of topics related to their service activities such as tutoring reading and math, mentoring students from disadvantaged backgrounds, working with special populations of children.

Note: May be taken up to four times for credit (maximum 12 units of credit).

Credit/No Credit

CHDV 245. Selected Topics in Developmental Theory. 3 - 6 Units
Prerequisite(s): Admission to MA program or instructor permission.
Term Typically Offered: Fall, Spring

In-depth study of selected topics in human development. Topics vary with each offering. Content includes theory and research on psychological dimensions of human development in various educational and community settings. May be repeated once for credit with different instructor.

Note: May be repeated twice as long as topics and instructors differ.

CHDV 246. Motivation and Learning in Children. 3 Units
Prerequisite(s): Graduate standing, or instructor permission.
Term Typically Offered: Fall, Spring

Sources of and developmental changes in motivation, including biological predispositions, critical life events, individual differences, and social, cultural and educational experiences will be examined. Students will participate in a group research effort on motivation and educational practice.

CHDV 247. Theoretical and Applied Perspectives on Cross-cultural Development. 3 Units
Prerequisite(s): CHDV 200 or instructor permission. CHDV 200 may be taken concurrently.
Term Typically Offered: Fall, Spring

The cultural basis of human development through an in-depth examination of the socio-emotional, cognitive, language and gender development of children from infancy through adolescence within and across different cultures and communities. Theory, methods, and research of cross-cultural investigations will be considered and applications of course material to educational and community settings will be explored and analyzed.

CHDV 248. Curriculum and Instruction. 3 Units
Prerequisite(s): Graduate standing or instructor permission.
Term Typically Offered: Fall, Spring

Advanced study of the sociocultural influences on curriculum development. Research, theory, and curricular practices will be analyzed, evaluated and applied to a variety of preschool and primary grade settings.

CHDV 249. Language Processes in Development. 3 Units
Prerequisite(s): Admission to MA program or instructor permission.
Term Typically Offered: Fall, Spring

Language is an important cognitive and communicative tool that promotes learning. Through an integrative approach to language and cognitive development, students will examine how children learn through language. Students will have practical experience in collecting and analyzing children's language learning in educational settings.

CHDV 250. Quantitative Research Methods. 3 Units
Prerequisite(s): CHDV 133; admission to the MA program or instructor permission.
Term Typically Offered: Fall, Spring

Critical analysis of quantitative research methods used in the study of development. Core issues in studying development will be discussed as they relate to families and societal issues. Major topics include the philosophical underpinnings of research design, various research methods of inquiry, ethical issues, and the development of research questions and data collection. Critical thinking and writing skills will be emphasized.

CHDV 253. Apprenticeship in Advanced Child Development. 3 Units
Prerequisite(s): Instructor permission.
Term Typically Offered: Fall, Spring

Faculty mentors will meet with graduate and undergraduate apprentices individually or in small groups for guided discussions of assigned readings and/or research data analysis/collection endeavors.

Note: Readings will depend on the specific mentor's research or scholarly interest; May be repeated up to 4 times for credit.

CHDV 258. Qualitative Research Methods. 3 Units
Term Typically Offered: Fall, Spring

Introduction to qualitative research methods for the study of learning and development. Includes: a) discussions of theoretical perspectives underlying this methodological approach; b) techniques for and issues in gathering, analyzing, and recording qualitative data; and c) strategies for using and reporting qualitative data. Students will write initial thesis/project design and human subjects proposal for formal approval.
CHDV 290. Seminar for Culminating Experience. 3 Units
Prerequisite(s): Advancement to candidacy; completion of at least 20 units of course work towards the MA, instructor permission.
Term Typically Offered: Fall, Spring

Seminar to focus on topics/elements/expectations to be included in the culminating experience: defining and narrowing a topic for study; abstract writing; differentiation of primary/secondary source of evidence; development of organizational schemes for a literature review; database literature searches; APA format requirements; time management, range and breadth of evidence for a comprehensive review; connecting the review and project/thesis; writing style and quality; revisions and critical feedback; social/psychological dimensions of thesis/project process; data analysis and statistics help on campus for thesis.
Credit/No Credit

CHDV 292. Culminating Seminar for Exam Option. 3 Units
Prerequisite(s): Completion of all foundation course requirements for MA program (CHDV 200A, CHDV 200B, CHDV 242, CHDV 247, CHDV 250) advancement to candidacy, or instructor permission.
Term Typically Offered: Fall, Spring

Seminar to focus on topics/elements/expectations for the exam option culminating experience: test preparation and tips, exam writing, practice exam questions, time management, and community building with other students. Students will complete reading and writing assignments related to each exam area and prepare for an exam question related to an approved elective topic of their choice. Students will submit an exam petition to be reviewed and approved by the departmental exam committee.
Credit/No Credit

CHDV 295. Practicum in Child Development. 1 - 3 Units
Prerequisite(s): Graduate standing, or instructor permission.
Term Typically Offered: Fall, Spring

Directed field based experience in preschool, elementary or other community based settings serving children from infancy through adolescence and their families. Designed to provide students the opportunity to develop professional skills and understandings in applied settings or explore career development opportunities with particular emphasis on leadership or administrative skills and knowledge.
Note: Students are required to work at an instructor-approved field site consistent with their career goals and interests and attend an on campus seminar.
Credit/No Credit

CHDV 299. Special Problems. 1 - 3 Units
Prerequisite(s): Open only to upper division and graduate students with consent of faculty advisor and Department Chair.
Term Typically Offered: Fall, Spring

Individual projects at graduate level designed especially for students capable of independent study. Departmental petition, signed by instructor with whom student will be working and department chair, required.
Credit/No Credit

CHDV 504. Culminating Experience in Child Development: Thesis or Project. 3 Units
Prerequisite(s): Admission to MA, Child Development program or instructor permission.
Term Typically Offered: Fall, Spring

Guidance toward completion of thesis or project option for the MA, Child Development program. Credit is given upon successful completion of a thesis, project, or other approved culminating experience. Open only to the graduate student who has been advanced to candidacy for the Master's degree and has secured the permission of his/her faculty advisor and the Department Chair one full semester prior to registration.

CHDV 505. Culminating Experience in Child Development: Exam Option. 3 Units
Prerequisite(s): Admission to and completion of all course requirements for the MA, Child Development program, CHDV 292 or instructor permission.
Term Typically Offered: Fall, Spring

Guidance in ongoing preparation for the examination option for the MA, Child Development program. Credit is given upon successful completion of the examination option for the culminating experience. Open only to the graduate student who has completed all other course requirements, has been advanced to candidacy for the Master's degree, and has secured the permission of the Department Chair one full semester prior to registration.
Credit/No Credit

EDC 210. Multicultural/Ethnic Counseling. 3 Units
Term Typically Offered: Fall, Spring

Exploration of ethnic and cultural differences to develop or expand awareness, techniques, skills, theories, concepts, and to acquire information necessary to counsel effectively with clients of various ethnic/cultural groups. Students examine their own attitudes, behaviors, perceptions, and biases, and are encouraged to develop their own multicultural approach to counseling. Lecture/discussion three hours.

EDC 212. Gender Roles in Counseling. 3 Units
Term Typically Offered: Fall, Spring

An overview of the individual and societal parameters of gender roles and sexism in self-identity, sexual behavior, health, mental health, relationships, values, abuse, violence, etc. Attitudes, research, prevention, assessment and treatment methods are addressed. Meets Board of Behavioral Science requirements in human sexuality and domestic violence.

EDC 214. Dynamics of Human Development. 3 Units
Term Typically Offered: Fall, Spring

Overview of theories and research pertaining to the dynamics of human development, including cultural, biological, social, and psychological factors. Particular emphasis will be placed on the relationship of these factors to the field of counseling. Lecture three hours.
EDC 216. Counseling Theory. 3 Units
Corequisite(s): EDC 280.
Term Typically Offered: Fall, Spring
Examination of ten counseling philosophies, with emphasis on knowledge and practice. Requires the refinement of one’s own counseling orientation. Designed to provide students with a foundation in the basic philosophy and practice of contemporary theories of counseling/psychotherapy. The requirements support three components of multiple measures of learning and outcomes: 1) personal growth, 2) counseling skills building utilizing multiple approaches, 3) professional development.

EDC 218. Assessment In Counseling. 3 Units
Term Typically Offered: Fall, Spring
Intended to acquaint the prospective counselor with an array of assessment instruments and appraisal techniques. Includes practical experience with tests as well as foundations of test development. Lecture three hours.

EDC 219. Group Processes in Counseling. 3 Units
Prerequisite(s): EDC 216 and EDC 280.
Term Typically Offered: Fall, Spring
Group process theory and procedures, including group counseling and guidance. Participation in a group experience is required. Lecture, discussion, three hours.
Note: May be repeated for credit.

EDC 220. The Spiritual Dimension in Counseling and Psychotherapy. 3 Units
Prerequisite(s): EDUC 155, EDUC 156, EDC 216, EDC 280; or instructor permission.
Term Typically Offered: Fall, Spring
Investigation into concerns and issues, modes, and methodologies surrounding exploration of the spiritual dimension in the counseling/therapy relationship. Experiential activities are included.

EDC 222. Clinical Stress Reduction. 3 Units
Term Typically Offered: Fall, Spring
Major concepts, theories, and approaches to effective stress reduction. Includes stress level assessment, planning and implementation of a stress reduction program. Practice of beneficial stress reduction techniques and application in clinical practice.
Note: Open to unclassified students with instructor permission.

EDC 230. Law and Ethics for Marriage, Family, and Child Counseling. 3 Units
Prerequisite(s): EDUC 155, EDUC 156, EDC 216, EDC 280 or instructor permission.
Term Typically Offered: Fall, Spring
Legal and ethical considerations in the practice of marriage, family, and child counseling. Current laws, responsibilities, restrictions, rights and privileges, licensing regulations, and ethical standards of major professional groups. Child abuse assessment and reporting requirements. Organization, administration, and management of independent practice. Lecture three hours.

EDC 231. Diagnosis and Treatment Planning. 3 Units
Prerequisite(s): EDC 216, EDC 218, EDC 280; classified student in the Counselor Education Program.
Term Typically Offered: Fall, Spring
Advanced discussion of psychopathology with emphasis on differential diagnosis, use of DSM IV, and development of treatment plans. Use of mental status exam and structured interview schedules. Major diagnostic categories covered include schizophrenia, mood disorders, anxiety disorders, and personality disorders. Completion of case reports and understanding of clinical materials using diagnosis and treatment plans will be emphasized from a diversity perspective. Lecture three hours.

EDC 232. Family Violence. 3 Units
Prerequisite(s): EDC 212, EDC 230, EDC 234; or instructor permission.
Term Typically Offered: Fall, Spring
Violence in the family includes spouse abuse, child abuse, incest, and sexual abuse. Myths about these areas will be replaced by empirically-based facts. There will be an emphasis on effective treatment methods; research findings on family violence, including etiology and family patterns; overlap with alcohol and other drugs, and maintenance factors. Students will gain techniques and skills in interviewing, assessment, and counseling when violence is a presenting issue.

EDC 233. Substance Abuse and Addiction. 3 Units
Prerequisite(s): EDC 231.
Term Typically Offered: Fall, Spring
Provides an overview of substance abuse, addiction and co-occurring disorders with emphasis on psychoactive drugs including alcohol. Material will focus on the following areas: identification, evaluation, treatment and prevention of substance abuse and addiction, family, friends and coworker issues, legal and medical aspects of substance abuse, populations at risk, the role of support persons, support systems, and community resources.

EDC 234. Seminar: Marriage and Family Counseling. 3 Units
Prerequisite(s): EDC 214, EDC 216, EDC 280; classified student in the Counselor Education Program.
Corequisite(s): For MFCC Specialization: EDC 476.
Term Typically Offered: Fall, Spring
Introduction to the basic concepts and principles of family therapy. Provides and lays the foundation on which all theories/schools of family therapy are based and covers the basic theories of family therapy. Issues include evaluation of families, diagnosis in a family context, interviewing strategies, redefining problems in a family systems context, and treatment principles. Lecture three hours.
Note: May substitute PSYC 225 with consent of faculty advisor prior to registration.
EDC 238. Professional Issues in Marriage Couple and Family Counseling. 2 Units

**Prerequisite(s):** EDC 210, EDC 216, EDC 234, EDC 280 and acceptance into the Counselor Education Program.

**Term Typically Offered:** Fall, Spring

This course will provide MCFC students an advanced overview of current evidence-based practices, intervention techniques, and treatment strategies for diverse populations. This class will challenge students to conceptualize through diverse therapeutic lenses. Students will develop a deeper understanding of MFT theory and how to apply theory to practice. Topics may include domestic violence, death and dying, chemical dependency, patients with HIV or AIDS, relational trauma, the foster care system, infidelity in marriage and couples counseling, and caring for caregivers.

EDC 239. Foundations in Rehabilitation Counseling. 3 Units

**Term Typically Offered:** Fall, Spring

Introduction to the field of rehabilitation counseling. Students will learn about the foundations of rehabilitation counseling through lecture, discussion, observations of community facilities, and classroom activities. Students will spend 40 hours over the course of the semester volunteering with a rehabilitation agency. Field trip(s).

**Note:** Open to unclassified graduate students on a space available basis.

Field trip(s) may be required.

EDC 240A. Psychological, Social and Medical Aspects of Disability, A. 3 Units

**Prerequisite(s):** Approval as a candidate for the MS degree in Counseling.

**Term Typically Offered:** Fall, Spring

Psychological, social, and medical aspects of various congenital, hereditary, and trauma-induced disabilities are studied in-depth, particularly their relationship to vocational adjustment. The etiology, treatment, prognosis, and limitations caused by various disabling medical conditions are covered as well as such factors as depression, denial and dependency as they occur or are related to these disabling conditions. Emphasis is also given to the concepts of motivation, self-concept, and personal and societal attitudes toward disability.

EDC 240B. Psychological, Social and Medical Aspects of Disability, B. 3 Units

**Term Typically Offered:** Fall, Spring

This is a two-part course. Both EDC 240A and EDC 240B are required. EDC 240A is not a prerequisite for 240B.

EDC 241. Developmental Stages and Art Therapy Techniques. 3 Units

**Prerequisite(s):** EDUC 155 and EDUC 156.

**Term Typically Offered:** Fall, Spring

In-depth study of normal stages of development in art with special emphasis on the developmental stages as both diagnostic indicators and aids in devising art therapy treatment. Includes hands-on experience with a variety of art therapy techniques and discussion of their applicability to different client populations. Purchase of some basic art supplies is required. Lecture, discussion, three hours.

EDC 242. Play and Art in Therapy with Children. 3 Units

**Prerequisite(s):** EDC 216, EDC 280, classified student in the School Counseling Specialization. Other Counselor Education students may be permitted to enroll when space is available.

**Term Typically Offered:** Fall, Spring

Explores the ways children use fantasy, play, and art as means for communication, growth and healing. Emphasis is placed on clinical skills, therapeutic limit setting, counseling theory and developmentally appropriate interventions. Purchase of some basic art supplies is required.

EDC 244. Trauma and Crisis Counseling. 3 Units

**Term Typically Offered:** Fall, Spring

This course provides opportunities for both theory and skill development by examining crisis and trauma counseling, including crisis theory; multidisciplinary responses to crises, emergencies, or disasters; cognitive, affective, behavioral, and neurological effects associated with trauma; brief, intermediate and long-term approaches; assessment strategies for clients in crisis and principles of intervention for individuals with mental or emotional disorders during times of crisis, emergency, or disaster.

EDC 250. Education Research. 3 Units

**Prerequisite(s):** Graduate status.

**Term Typically Offered:** Fall, Spring

Studies qualitative and quantitative methods in the development of reliable knowledge in the field of education. Includes identification and formulation of research problems, research designs and presentation of reports representative of different research strategies. Classified students are encouraged to take this course early in their graduate programs.

EDC 252. Legal and Ethical Issues in Professional Counseling. 3 Units

**Term Typically Offered:** Fall, Spring

Designed to provide students with basic knowledge and skills necessary to be legally and ethically competent in practice of counseling. Examines ethical and legal considerations pursuant to practice of counseling. Topics to be covered are ethics (CAMFT, AAMFT, ACA, ASCA, NCDA) related to counseling practice in private and public sectors, as well as laws regarding mandatory child and elder abuse assessment and reporting, confidentiality, privilege, liability, marriage, family, child and school ethics and law. Required for graduation with a degree in Counseling.

EDC 254. Counseling and Psychotropic Medicine. 3 Units

**Prerequisite(s):** EDC 231

**Term Typically Offered:** Fall, Spring

Provides an introduction to psychopharmacology; the biological bases of behavior, basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications; and effective approaches to collaborating with clients, their families and other professionals so that appropriate referrals can be made for medication evaluations and so that the side effects of those medications can be identified. Meets the BBS licensure requirements for Professional Clinical Counselors and Marriage and Family Therapists.
EDC 260. Career Development. 3 Units
Term Typically Offered: Fall, Spring

Provides a basic introduction to career development and career counseling. Identification and assessment of issues common in career counseling settings are examined. Group and individual models of career development and counseling in schools, community agencies or private industry are also investigated and discussed. Lecture three hours.

EDC 261. Seminar in Counseling: Job Placement. 3 Units
Term Typically Offered: Fall, Spring

Analyzes and practice of job-seeking skills, employer information base, and job placement of the handicapped.

EDC 262. Career Counseling Process. 3 Units
Prerequisite(s): EDC 260; classified student in the Counselor Education Program.
Term Typically Offered: Fall, Spring

On-going learning of the processes needed to deliver career counseling services to a variety of clientele. Students will extend their theoretical knowledge base and will more clearly focus on the relationship between a person's life and the process of career development. Elements to be studied in more depth include career development theory, assessment techniques and strategies, goal setting, decision making, and integration of multicultural aspects and strategies. A practical experience in administering and interpreting selected test instruments extensively used in career counseling will be included. Lecture three hours; practical experience one hour.

EDC 263. Case Practices in Rehabilitation Counseling. 3 Units
Prerequisite(s): Classification as a graduate student in the M.S. Counseling program or instructor approval.
Term Typically Offered: Fall, Spring

This course provides an in-depth review and study of the rehabilitation process. This course will address effective rehabilitation counseling interventions and documentation. This course is oriented to the methods used in obtaining relevant self-reported, measured, or demonstrated client information that will have direct impact on the individual's rehabilitation process. Students will formulate individual rehabilitation plans as a joint client-counselor process. Rehabilitation case records will be used to foster understanding of the client and their problems.

EDC 264. Seminar in Counseling: Career Systems Development. 3 Units
Prerequisite(s): EDC 260; classified student in the Counselor Education Program.
Term Typically Offered: Fall, Spring

Specific emphasis is at the implementation level, with students learning the necessary skills for implementing, maintaining, and stimulating career development in schools, community agencies or private industry. Lecture three hours.

EDC 266. Seminar in Counseling: Career Program Development. 3 Units
Prerequisite(s): EDC 260; classified student in the Counselor Education Program.
Term Typically Offered: Fall, Spring

Specific emphasis is at the program development level, with students learning the necessary components for developing a career counseling program in schools, community agencies, or private industry. Lecture three hours.

EDC 268. Career and Job Search. 3 Units
Prerequisite(s): EDC 260 or instructor permission.
Term Typically Offered: Fall, Spring

Work is undergoing change with the advent of new technologies, an increasingly diverse workforce, and corporate restructuring. These conditions have led to more frequent occupational shifts and the loss of previously secure jobs, self-reliance replacing loyalty in relations between employers and employees, and fragmented careers becoming more common as family responsibilities and work opportunities became increasingly interwoven. Examines traditional and emerging approaches for assisting clients in a changing and evolving job market.

EDC 270. Organization and Administration of School Counseling Programs. 3 Units
Term Typically Offered: Fall, Spring

Principles and practices necessary to plan, initiate, administer, and evaluate school counseling programs, including related laws. Lecture, discussion three hours.

EDC 272. Counseling Children and Youth. 3 Units
Prerequisite(s): EDC 216, EDC 280, classified student in Counselor Education Program. School specialization: EDC 242.
Corequisite(s): School Counseling Specialization: EDC 475.
Term Typically Offered: Fall, Spring

Provides students with a theoretical foundation and working knowledge of contemporary issues and interventions for children and youth. A variety of presenting problems and treatment strategies are explored.

EDC 274. Guidance and Consultation in School Counseling. 3 Units
Prerequisite(s): EDC 216, EDC 280, EDC 270; classified student in the Counselor Education Program.
Term Typically Offered: Fall, Spring

Presents a variety of topics and strategies related to the school counselor's role in implementing guidance curricula in the school. Explores models of consultation, change strategies, human relations skills, and ethical considerations. Emphasis is on the developmental nature of school counseling programming, the need for school counseling to support the larger instructional mission of the school, the role of the counselor as a change agent and the multiplicity of skills needed for successful guidance and consultation.

EDC 280. Practicum in Communication. 2 Units
Corequisite(s): EDC 216
Term Typically Offered: Fall, Spring

Supervised practice in the basic styles of communication, verbal and nonverbal, with additional focus on the particular skills of selected theories.

Note: Recommended to be taken within the first 6 units of study in the Counselor Education Program

EDC 282. Practicum in Group Counseling. 2 Units
Prerequisite(s): EDC 219; classified student in the Counselor Education Program.
Term Typically Offered: Fall, Spring

Supervised practice in leadership of group counseling. Lecture one hour; laboratory three hours.

Credit/No Credit
EDC 294. Cooperative Education Experience. 3 Units
Prerequisite(s): Open only to upper division and graduate students; consent of Department Chair.
Term Typically Offered: Fall, Spring

Cooperative Education (Co-op) relates academic theory to professional practice by providing paid work experience in the student's major field of study and academic credit. Students receive supervised employment in school districts, state and community agencies, companies, and other appropriate settings. Requires attendance at weekly meetings, preparation of application packet, completion of field study assignment, and a written final report.

Note: Units may not be used to meet course work requirements. May be repeated once for credit.

Credit/No Credit

EDC 296P. Current Issues in Counseling: Meditation. 1 Unit
Term Typically Offered: Fall, Spring

An introductory experimental class in meditation which provides a basic foundation of basic meditative theories, the experience of meditative practices, and a basic knowledge of meditative techniques of benefit both personally and with clients. Research has demonstrated that meditation is helpful in a number of stress-related conditions and recent research indicates it is often more effective than psychotherapy in treatment of some problems.

Note: Instructor approval required. May be taken twice for credit.

Credit/No Credit

EDC 299. Special Problems. 1 - 3 Units
Term Typically Offered: Fall, Spring

Individual projects at graduate level designed especially for students capable of independent study.

Note: Admission by approval of the instructor with whom the student will be working directly and the Department Chair.

Credit/No Credit

EDC 475. Practicum in Counseling. 3 Units
Prerequisite(s): Prerequisites for all specializations: EDC 210, EDC 214, EDC 216, EDC 280. Additional prerequisites by specialization: Career - EDC 212+, EDC 218, EDC 219+, EDC 260, EDC 262+; Community - EDC 201, EDC 212+, EDC 218, EDC 219; MFCC - EDC 212, EDC 218+, EDC 219, EDC 234, EDC 252+, EDC 476; School - EDC 252+, EDC 270.
Corequisite(s): By specialization: School - EDC 272.
Term Typically Offered: Fall, Spring

Supervised counseling practice in agency and/or school settings. Emphasis on application of counseling theories and the integration of one's own counseling philosophy into practical applications. Basic requirements: 100 clock hours with at least 40 client contact hours, 1 hour per week of individual/triadic supervision, and one and half hours per week of group supervision.

Note: Department petition is required the semester prior to enrollment.

Credit/No Credit

EDC 476. Practicum in Marriage, Family and Child Counseling. 1 Unit
Prerequisite(s): EDC 216, EDC 280, classified student in the Counselor Education Program.
Corequisite(s): EDC 234.
Term Typically Offered: Fall, Spring

Structured observation and supervised practice in marriage, family, and child counseling. Application of material learned in EDC 234. Emphasis on establishing relationships and interviewing techniques with multiple clients, assessment techniques, setting goals, and learning to think systemically. Laboratory two hours.

Credit/No Credit

EDC 480. Field Study in Counseling. 2 - 6 Units
Prerequisite(s): EDC 475 and all of its prerequisites. Additional prerequisites by specialization: MFCC - completion of required courses except culminating requirement.
Corequisite(s): By specialization: School - EDC 272.
Term Typically Offered: Fall, Spring

Supervised counseling and field experiences arranged in community-based settings such schools, colleges and/or agencies. One hundred clock hours of experience required for each unit of credit for a total of six hundred clock hours (or 6 units). Weekly supervision is provided throughout the field experience: one hour per week of individual/triadic supervision and one and half hours per week of group supervision.

Note: Department petition and approval of faculty advisor is required the semester prior to enrollment.

Credit/No Credit

EDC 500. Master's Culminating Experience. 1 Unit
Prerequisite(s): Advanced to candidacy for the master's degree and enrollment in the last semester of course work; Classified student in the Counselor Education Program; Department petition required the semester prior to enrollment.
Term Typically Offered: Fall, Spring

Focuses on reviewing and synthesizing of student's knowledge of theory, and practice. A review and examination of previous learning will be included.

Note: Taken in preparation for the comprehensive examination.

Credit/No Credit

EDC 551. Master's Project - Counseling - Plan B. 3 Units
Prerequisite(s): Advanced to candidacy. All course requirements in Counselor Education and EDC 505.
Term Typically Offered: Fall, Spring

Completion of a project approved for the Master's degree.

Note: Department petition is required the semester prior to enrollment.
EDD 600. Transformational Leadership. 3 Units
**Prerequisite(s):** Admission into the Ed.D. in Educational Leadership Program and instructor permission.
**Term Typically Offered:** Fall, Spring

Designed to engage students in understanding, implementing, and evaluating strategic leadership practices based on various theories, models, and approaches for achieving organizational transformation. Students will become skilled facilitators of the organizational transformation process by initiating, implementing, sustaining, and evaluating transformation/change efforts. Students will build a solid foundation through the integration of theory and practice in order to implement a planned change process in their home institution.

EDD 601. Organizational Leadership. 3 Units
**Prerequisite(s):** Admission into the Ed.D. in Educational Leadership Program and instructor permission.
**Term Typically Offered:** Fall, Spring

Builds and expands on candidates’ knowledge of systems thinking, personal and organizational behaviors, and leadership approaches to the change process. Candidates will demonstrate ethical thinking and action in organizational settings by re-conceptualizing leadership roles and organizational structures. In coursework and related fieldwork components students will apply concepts and theories to improving their respective educational institutions. Among the interactive pedagogies used are: case studies, experiential exercises, dialogue and group activities.

EDD 602. Policy and Practice for Educational Leaders I. 3 Units
**Prerequisite(s):** Admission into the Ed.D. in Educational Leadership Program and instructor permission.
**Term Typically Offered:** Fall, Spring

Develops in students the skills for informed analysis of educational policy in order to positively influence the educational policy in the K-12 or community college setting. In addition to studying the historical perspectives pertaining to educational policy, practice, and reform, students will investigate the mission of public education. Students will also study governance and inter-governmental relations through contemporary policy development with particular reference to current law, local board policy, shared governance, and working with a variety of constituencies.

EDD 603. Policy and Practice for Educational Leaders II. 3 Units
**Prerequisite(s):** Admission into the Ed.D. in Educational Leadership Program and instructor permission.
**Term Typically Offered:** Fall, Spring

Designed to engage students in critical analyses of policy at the local, state, national, and international levels. Specific California and federal policy environment structures and processes will be examined. Students will learn about how public policy is generated, potential consequences, ethical dilemmas, social justice, and equity issues.

EDD 604. Introduction to Educational Research. 3 Units
**Prerequisite(s):** Admission into the Ed.D. in Educational Leadership Program.
**Term Typically Offered:** Fall only

This course will introduce students to the uses of qualitative and quantitative data analysis by educational leaders for the purpose of improving student and organizational outcomes. In addition, the student will be introduced to qualitative, quantitative and mixed-methods research designs in preparation for conducting independent research and designing a doctoral dissertation. This course will also enable students to critically understand and critique various forms of data and apply it appropriately to a variety of educational issues.

EDD 605. Qualitative Research Methods. 3 Units
**Prerequisite(s):** Admission into the Ed.D. in Educational Leadership Program.
**Term Typically Offered:** Spring only

This course is designed to provide doctoral students with instruction in qualitative research approaches as applied to questions of educational leadership and policy. The course will emphasize individual and group interviewing as techniques for qualitative study data collection as well as coding and analysis of qualitative data. This course is particularly useful for doctoral students who plan to conduct a qualitative or mixed method dissertation related to an educational leadership and/or policy topic.

EDD 606. Quantitative Research Methods. 3 Units
**Prerequisite(s):** Admission into the Ed.D. in Educational Leadership Program.
**Term Typically Offered:** Fall only

This course will introduce educational leaders to concepts in quantitative research in preparation for conducting independent research. This course will enable students to critically understand, critique, and develop quantitative research methodology and apply it appropriately to various educational issues.

EDD 607. Community and Communication in Educational Leadership. 3 Units
**Prerequisite(s):** Admission into the Ed.D. in Educational Leadership Program and instructor permission.
**Term Typically Offered:** Fall, Spring

Presents theories and frameworks concerning organizational, interpersonal, and cross-cultural communication in educational and community contexts. Includes developing written and verbal skills for specific contexts, including strategic planning, evaluation, presentations, formal and informal texts, technology, crisis management, and public relations. Through research and practical application, enhances communication skills needed for creating inclusive systems and positive results for all stake-holders.

EDD 608. Diversity and Equity in Complex Organizations. 3 Units
**Prerequisite(s):** Admission into the Ed.D. in Educational Leadership Program and Instructor permission.
**Term Typically Offered:** Fall, Spring

Designed to engage students in self introspection of awareness and advocacy in applying theoretical frameworks and research to promote equitable, excellence in schooling. Students will demonstrate the ability to develop cross-cultural relationships across multiple constituents for the purpose of improving students performance and promoting social justice. Students will develop the capacity to be courageous change agents in assuring academic excellence for all students.
EDD 609. Human Resource Management for Educational Leaders. 3 Units

Prerequisite(s): Admission into the Ed.D. in Educational Leadership Program and instructor permission.
Term Typically Offered: Fall, Spring

Examines how to manage human resources effectively in the dynamic legal, social, and economic environment currently impacting educational institutions. Among the topics included are: formulation and implementation of human resource strategy, job analysis, methods of recruitment and selection, techniques for training and development, performance appraisal, compensation and benefits, and the evaluation of the effectiveness of human resource management frameworks and practices. Class participants will be expected to demonstrate understanding of Human Resource Management (HRM) competencies through assignments, exercises and case analyses.

EDD 610. Curriculum and Instruction Issues for Educational Leaders. 3 Units

Prerequisite(s): Admission into the Ed.D. in Educational Leadership Program and instructor permission.
Term Typically Offered: Fall, Spring

Presents curriculum and instruction from a leadership perspective within the contexts of K-12 schools and community colleges. Students examine contemporary issues in school curriculum, including policy initiatives and reform efforts affecting curricular decision-making. Prepares students to analyze and design appropriate strategies for implementing and evaluating district and school curricula and to investigate the implications of curricula for educational programming. Students also learn specific foundations and procedures for professional development that have well-documented effects on student achievement.

EDD 611. Legal Issues for Educational Leaders. 2 Units

Prerequisite(s): Admission into the Ed.D. in Educational Leadership Program and instructor permission.
Term Typically Offered: Fall, Spring

Examines key legal issues that govern daily and long-range decisions of educational leaders. Focuses on understanding California and federal codes, case law, policies, and significant precedent and will emphasize analysis of key legal concepts and application of law to major areas including finance, personnel, risk management, curriculum, student services, teacher rights, torts, students rights, and access. Examines trends in law and the initiation and influence of educational law to positively influence educational institutions.

EDD 612. Student Services in Education. 2 Units

Prerequisite(s): Admission into the Ed.D. in Educational Leadership Program and instructor permission.
Term Typically Offered: Fall, Spring

Provides a comprehensive insight into the student services. It addresses both practical and theoretical perspectives intended to build a sense of vision and passion to transform the profession of student affairs and leadership. In particular, examines four distinct arenas: 1) historical and philosophical foundations of student affairs and leadership 2) management and organizational issues, 3) essential skills and professional development in building an equitable organization, and 4) the synthesis of practice and theory.

EDD 613. Finance and Budget for Educational Leaders. 2 Units

Prerequisite(s): Admission into the Ed.D. in Educational Leadership Program and instructor permission.
Term Typically Offered: Fall, Spring

Analyzes two related topics with respect to public educational institutions: funding and internal budget management. Provides a state and national overview of the economics and finance of K-12 and higher education, including private and public benefits of education, methods of financing public education, and contemporary policy issues regarding school and college finances. Focuses on how educational leaders can most effectively manage resources to further the vision, goals, and philosophy of the organization.

EDD 614. Issues in Educational Leadership: Synthesis and Application. 3 Units

Prerequisite(s): Admission into the Ed.D. in Educational Leadership Program and instructor permission.
Term Typically Offered: Fall, Spring

This problem based seminar integrates the three themes of the program. Includes conducting a review of the literature that will later be integrated into the candidates’ proposal. In addition, each student will study and select theoretical frame/s that supports their doctoral topic. Students will also work in teams formed by research interests. They will present findings to classmates in forums that they facilitate and they will critique each other’s work.

EDD 615. Dissertation Proposal Seminar. 6 Units

Prerequisite(s): Passed Ed.D. Qualifying Examination and instructor permission.
Term Typically Offered: Fall, Spring

Provides faculty and peer guidance in preparation of material to develop the dissertation proposal. Students will be guided in the clarification of dissertation topic, familiarization with relevant literature, and the development of a sound methodology. Students will learn how to critically analyze and provide constructive criticism to key research components proposed by others. At the end students are expected to complete the first three chapters of their dissertation in anticipation of their dissertation defense.

EDD 616. Dissertation I. 6 Units

Prerequisite(s): Admission into the Ed.D. in Educational Leadership Program and instructor permission.
Term Typically Offered: Fall, Spring

Each candidate will work with a dissertation advisor (dissertation committee chair) to conduct independent research leading to the completion of a dissertation. Twelve units of dissertation study will be required for completion of the program.

Note: Students must have passed their qualifying examination and successfully defended their dissertation proposal.

Credit/No Credit
EDD 616A.  Dissertation I - Seminar.  3 Units
Prerequisite(s): Admission into the Ed.D. in Educational Leadership Program and instructor permission.
Corequisite(s): EDD 616B.
Term Typically Offered: Fall, Spring

Each candidate will work with a dissertation advisor (dissertation committee chair) to conduct independent research leading to the completion of a dissertation. Twelve units of dissertation study will be required for completion of the program. This course provides a 3 unit seminar in support of the first phase of the dissertation.

Note: Students must have passed their qualifying examination and successfully defended their dissertation proposal.

Credit/No Credit

EDD 616B.  Dissertation I - Research and Writing.  3 Units
Prerequisite(s): Admission into the Ed.D. in Educational Leadership Program and instructor permission.
Corequisite(s): EDD 616A.
Term Typically Offered: Fall, Spring

Each candidate will work with a dissertation advisor (dissertation committee chair) to conduct independent research leading to the completion of a dissertation. Twelve units of dissertation study will be required for completion of the program. This course provides a 3 unit seminar in support of the first phase of the dissertation.

Note: Students must have passed their qualifying examination and successfully defended their dissertation proposal.

Credit/No Credit

EDD 617A.  Dissertation II - Seminar.  3 Units
Prerequisite(s): Admission into the Ed.D. in Educational Leadership Program and instructor permission. EDD 616A.
Corequisite(s): EDD 617B.
Term Typically Offered: Fall, Spring

Each candidate will work with a dissertation advisor (dissertation committee chair) to conduct independent research leading to the completion of a dissertation. Twelve units of dissertation study will be required for completion of the program. This course provides a 3 unit seminar in support of the second phase of the dissertation.

Note: Students must have passed their qualifying examination and successfully defended their dissertation proposal.

Credit/No Credit

EDD 617B.  Dissertation II - Research and Writing.  3 Units
Prerequisite(s): Admission into the Ed.D. in Educational Leadership Program and instructor permission. EDD 616B.
Corequisite(s): EDD 617A.
Term Typically Offered: Fall, Spring

Each candidate will work with a dissertation advisor (dissertation committee chair) to conduct independent research leading to the completion of a dissertation. Twelve units of dissertation study will be required for completion of the program.

Note: Students must have passed their qualifying examination and successfully defended their dissertation proposal.

Credit/No Credit

EDGR 210.  Contemporary Issues in Education: Curriculum and Social Emotional Well Being of Students.  3 Units
Term Typically Offered: Fall, Spring

This course examines contemporary issues in education, with special attention to the social, cultural, political, economic, and institutional dynamics of educational processes and the impacts on students, schools, and communities. Fulfilling the mission of the Masters programs and the College of Education vision, the course focuses on preparing students to become social change agents in schools and communities. Topics covered will fit into the two threads of (a) curriculum and (b) social emotional well-being of students.

EDGR 211.  Contemporary Issues in Education: Context of Schooling and Leadership.  3 Units
Term Typically Offered: Fall, Spring

This course examines contemporary issues in education, with special attention to the social, cultural, political, economic, and institutional dynamics of educational processes and the impacts on students, schools, and communities. Fulfilling the mission of the Masters programs and the College of Education vision, the course focuses on preparing students to become social change agents in schools and communities. Topics covered will fit into the two threads of (a) context of schooling and (b) leadership.

EDGR 220.  Issues in New Literacies throughout the Lifespan.  3 Units
Term Typically Offered: Fall, Spring

This course examines contemporary issues in literacy. The course introduces students to pedagogies and politics of new literacies within a variety of contexts: academic, new literacy studies, technology literacy, cultural, family, community, and workplace literacy. From a frame of literacy/illiteracy, students examine its connections with economic, political, social, occupational, education, governmental, and cultural change. Students will study how literacy programs are organized and implemented, examine research on the rationale for literacy, including the connection between literacy and healthy, livelihoods, empowerment, community development and cognitive skills.
EDGR 260. Writing and Research Across the Disciplines. 3 Units
Prerequisite(s): Admission to graduate program in the College of Education or instructor permission
Term Typically Offered: Fall, Spring

Orientation to graduate study design to introduce students to research within their field of study and across disciplines in the College of Education. Overview of qualitative and quantitative methods and basic statistical concepts. Focus on writing to communicate evidence-based knowledge in a professional manner using APA style. Includes research presentations, active discussion, critical reading, and analytical writing with some activities.

Note: This course serves as a foundation for further study and must be taken prior to 250. This course satisfies the GWI requirement.

EDGR 270. Makerspaces. 3 Units
Term Typically Offered: Fall, Spring, Summer

This course examines makerspaces as locales, which are central to “maker” culture. Students will explore the role of makerspaces in local, national and international communities. Specifically, students will conduct critical analysis of the concepts surrounding the rise of “third spaces” in American society to understand the proliferation of makerspaces throughout the United States. Students will also investigate the integration of makerspaces into schooling and vocational practices as they explore ways that makerspaces function to develop 21st century learning and innovation.

EDGR 272. Project-Based Learning and Assessment for Maker Educators. 3 Units
Prerequisite(s): EDGR 270, EDGR 273
Corequisite(s): Practicum
Term Typically Offered: Spring, Summer

In this hybrid course that includes equal parts theory and practical application students will experience what it is to both complete skill and performance based tasks using a Makers approach and also assess those same tasks through the lens of 21st Century Skills: communication, collaboration, critical thinking, problem solving, creativity and innovation.

EDGR 273. Maker Theory and Practice. 3 Units
Prerequisite(s): EDGR 270
Term Typically Offered: Fall, Spring, Summer

This course is an overview of theoretical frameworks that undergird making, the maker movement, and Maker Education. We will examine the ideas and practices associated with educational reforms that emphasize do-it-yourself (DIY) learning and 21st century skill development in high-tech and low-tech environments. Students will critically investigate the connections between theoretical perspectives and applied practices including STEM/STEAM Initiatives, design thinking, critical making, project-based learning, and universal design for learning. Theories that students will explore include: constructivism, constructionism, culturally sustaining pedagogy.

EDGR 274. Practicum for Maker Educators. 3 Units
Term Typically Offered: Spring, Summer

Supervised maker practice in community and/or school setting to be approved by instructor. Practicum emphasizes the function of maker theories in the development and implementation of maker programming. Basic requirements: 200 clock hours with at least 100 hours devoted to practical application of theoretical frameworks in programming and assessment, two hours per week of skill building with maker tools, and one hour bi-weekly of mentoring with practicum supervisor. Prerequisite: EDGR 270, EDGR 272, and EDGR 273.

Credit/No Credit

EDGR 287A. Seminar in Culminating Experience Exploration and Design. 1 Unit
Term Typically Offered: Fall only

Explore and identify potential Culminating Experience project topics in instructional design and/or educational technology trends and issues through surveys of published research, discussions, and presentations with peers and professionals. Compare and contrast existing literature and research, identify trends, recognize real-world best practices, and explore underlying factors contributing or relating to your Culminating Experience topic of interest.

Credit/No Credit

EDGR 287B. Seminar in Culminating Experience Development and Proposal. 2 Units
Prerequisite(s): EDGR 287A
Term Typically Offered: Spring only

Discuss, develop and propose a Culminating Experience project in instructional design and/or educational technology based on prior exploration and identification of topics and issues. Develop program ePortfolio.

Credit/No Credit

EDLP 200. Diversity and Equity in Educational Leadership. 3 Units
Term Typically Offered: Fall, Spring

The primary objective of this course is to prepare future education administrators to lead for a just, equitable, and inclusive education in all educational environments.

EDLP 200A. Diversity and Equity in Educational Leadership. 3 Units
Term Typically Offered: Fall, Spring

Primary objective is to provide a learning environment conducive to the development of knowledge, understanding and skills consistent with Multicultural Education and pluralistic philosophy. It will examine the advantages and complexities of a strategic approach to school and community relationships. Content will focus on public policy formation; community education role of culturally and linguistically diverse groups; current recommendations and emerging issues as they relate to the role of the school, family, and community in the ongoing debate of school reform.

EDLP 201. Foundations of Educational Leadership. 3 Units
Term Typically Offered: Fall, Spring

An introduction to theory and practice of educational leadership at the local, state, and federal levels. Specifically, students will examine strategies and techniques to effectively lead schools and other educational settings in the 21st century.
**EDLP 201A. Foundations of Educational Leadership.** 3 Units
Term Typically Offered: Fall, Spring

Introduction to theory and practice of educational administration at the local, state, and federal levels including but not limited to the structure and function of administration, organizational behavior, interpersonal relationships, trends affecting contemporary practice, and the changing nature of school reform. Designed to encourage introspection and the reflective process to examine students’ values, beliefs and needs. Students will examine strategies for integrating new information and experiences into their evolving professional knowledge base.

**Note:** May be taken twice for credit (Adm Credential Interns).

**EDLP 202. School Law and Ethics of Educational Leadership.** 3 Units
Term Typically Offered: Fall, Spring

The study of school law and ethical decision making as it applies to school leadership including federal and state decisions affecting the educational setting.

**EDLP 202A. Legal Basis of Education.** 3 Units
Prerequisite(s): Admission to the Educational Leadership Program and instructor permission.
Term Typically Offered: Fall, Spring

Study of school law as set forth in the common law, state, and federal constitutions, statutes, judicial decisions, and in the rules and regulations of state departments and local units of administration.

**EDLP 203. Foundations of Educational Leadership.** 3 Units
Term Typically Offered: Fall, Spring

School finance with focus on the State of California school system.

**EDLP 203A. Financial Resources Planning and Allocation.** 3 Units
Prerequisite(s): EDLP 201
Term Typically Offered: Fall, Spring

School finance and business administration with focus on the California school system.

**EDLP 205. Instructional Leadership.** 3 Units
Term Typically Offered: Fall, Spring

Instructional leadership that focuses on the diverse needs of students through the collection and analysis of data, state standards, accountability systems and culturally relevant pedagogy. Theory and practice will be explored on the best practice of supervisory techniques, classroom observation, and teacher improvement.

**EDLP 205A. Curriculum and Instructional Leadership in K-12 Schools.** 3 Units

Prerequisite(s): EDLP 201
Term Typically Offered: Fall, Spring

Focuses on the significance of instructional leadership in the design and implementation of curriculum leading to high achievement for all students in K-12 schools. Particular attention will be given to current state and federal school accountability requirements, standards-based curriculum, the use of disaggregated student achievement data to design an instructional program appropriate to and effective for a diverse student population, and best research-based instructional practices.

**EDLP 206A. Supervision and Leadership.** 3 Units

Prerequisite(s): Admission to the Educational Leadership Program and instructor permission.
Term Typically Offered: Fall, Spring

Supervisory theory and technique, including assessment of educational innovations, supervision of teaching, development of strategies for inservice programming, and the roles of various groups and individuals in the improvement of instruction.

**EDLP 208A. School Leadership/Management.** 3 Units
Prerequisite(s): Admission to the Educational Leadership Program
Term Typically Offered: Fall, Spring

Examination, synthesis, and application of contemporary leadership/management theory and processes at the site or unit level; consideration given to the expanding roles and current requirements in the administration of educational enterprises. Lecture three hours per week.

**EDLP 209. Organizational Systems and Human Resources.** 3 Units
Term Typically Offered: Fall, Spring

Students will engage in examination, synthesis, and application of human resources and management practices necessary to effectively serve as school leader in P-12 educational setting.

**EDLP 209A. Human Resources and Supervision.** 3 Units
Term Typically Offered: Fall, Spring

Examines human resources and personnel practices in educational organizations. Key themes and issues in personnel will be presented with broad assumptions regarding dominant practices and their application to establishing positive human relations.

**EDLP 221. Foundations in Higher Education Leadership.** 3 Units

Prerequisite(s): Admission to the Master of Education: Higher Education Leadership Option.
Term Typically Offered: Fall, Spring

Analyzes higher education including its historical, political, philosophical and social aspects with emphasis upon the implications of crucial issues for leaders in higher education. An examination of the historical origins of contemporary practices and discourse and an analysis of the complex relationships between society and institutions of higher education: patterns of governance and coordination; diversity; overview of organizational and administrative structure; faculty; curriculum; student affairs, policy, and demographic trends.

**EDLP 222. Diversity in Higher Education.** 3 Units

Prerequisite(s): Admission to the Master of Education: Higher Education Leadership Option.
Term Typically Offered: Fall, Spring

Engages participants in a process of inquiry and reflection through self-critique, peer critique, and the dialogical examination of our assumptions, ideas, and understandings that promote intellectual growth. Participants will examine and discuss the literature, research, and discourse concerning theory, policy, and practice about diversity and its relation to higher education.
EDLP 223. Advanced Seminar: Student Affairs Leadership. 3 Units
Term Typically Offered: Fall, Spring
Prerequisite(s): Admission to the Master of Education: Higher Education Leadership Option.
Students will engage in examination, synthesis, and application of theories of change, organizational problem solving, planning and evaluation and change management. An exploration of administrative roles and responsibilities.

EDLP 222. Advanced Seminar: Dynamics of Organizational Change. 3 Units
Term Typically Offered: Fall, Spring
Students will explore changing demographics, accountability regarding statewide mandates, reporting regulations, and accreditation, and professional issues facing the public or private education administrator. Underlying decision making is to understand the basic nature of the academic enterprise and apply social and moral values to the management of higher education and ethical decision making.

EDLP 226. Workforce Development Professional Competencies. 3 Units
Term Typically Offered: Fall, Spring
Explores the foundational and professional competencies of workforce education and development in the context of educational institutions, business and industry, government, NGOs, and economic development at the national and local/regional level. Introduces the field and practice of human resource development in the workplace.

EDLP 227. Leading the Way for Student Success: Student and Instructional Services. 3 Units
Term Typically Offered: Fall, Spring
Participants will explore changing demographics, accountability regarding statewide mandates, reporting regulations, and accreditation, and other factors impacting California's community college student services programs and professionals. Gain an understanding of the philosophy and mission of student services initiatives and programs and student development theory. Examine the role of faculty as leaders in curriculum, instruction and assessment and student success. Understand the purposes and uses of research and technology to address student outcomes, teaching and learning, institutional effectiveness, and decision-making.

EDLP 228. Innovative Leadership: Strengthening Organizational Capacity. 3 Units
Term Typically Offered: Fall, Spring
California higher education leaders are presented with increased legislative and public pressure for accountability while in an era of chronic and disparate under-funding of the system. Understand the relationship between higher education finance and the overall fiscal operations of California’s higher education systems.

EDLP 229. Adult Education and Learning. 3 Units
Term Typically Offered: Fall, Spring
Explores the historical and philosophical foundations of the field of adult education and learning. Contemporary applications of adult learning theories and practices are explored to provide a broad understanding of andragogy (the art and science of teaching adults) and how it relates to workforce development and other related fields (e.g., career and technical education, human resource development).

EDLP 230. Master of Arts Thesis/Project Seminar. 3 Units
Prerequisite(s): EDLP 250 and advancement to candidacy.
Term Typically Offered: Fall, Spring
This individualized seminar is designed to extend research knowledge, and provide direction in the use of library/professional education resources, as well as exposure to sample theses and projects using APA style. Reviews research methods and a review of the literature and provides instruction in the appropriate academic writing style and format for academic presentations.

EDLP 270. Advanced Seminar: Applied Leadership and Staff Teambuilding. 3 Units
Term Typically Offered: Fall, Spring
Prerequisite(s): Completion of 12 units including EDLP 200, EDLP 201, and either EDLP 205 or EDLP 206A for Preliminary Administrative Services Internship Credential students only.
Corequisite(s): EDLP 401 and/or EDLP 402 for Administrative Services Credential students only.
Term Typically Offered: Fall, Spring
Experience and practice in observation and analysis of school environment, including disaggregated student achievement data.

EDLP 230. Master of Arts Thesis/Project Seminar. 3 Units
Term Typically Offered: Fall, Spring
Prerequisite(s): Admission into the EDLP Program.
Note: Graduate Writing Intensive (GWI) course.

EDLP 255. Field Experience Seminar. 3 Units
Prerequisite(s): Corequisite(s): EDLP 401 and/or EDLP 402 for Administrative Services Credential students only.
Term Typically Offered: Fall, Spring
Note: Intern Students are allowed to take class twice and can take course concurrently with EDLP 401 and EDLP 402.

EDLP 270. Advanced Seminar: Applied Leadership and Staff Teambuilding. 3 Units
Prerequisite(s): Graduate level status within the School of Education and instructor permission.
Term Typically Offered: Fall, Spring
Develop a comprehensive theoretical/conceptual framework from which to view current research surrounding Organizational Leadership and Staff Teambuilding. Special emphasis will be on providing students with experiential learning activities beyond the classroom and incorporate challenging outdoor components. Students will develop a resource portfolio relevant to their unique work situations.
EDLP 273. Advanced Seminar: Grants, Proposals and Systematic Planning. 3 Units
Term Typically Offered: Fall, Spring

Systematic planning theory and skills with particular attention to use of these skills in the development of grant proposals. Students will use funding agency regulations and guidelines relative to program development and implementation, and will develop a proposal which may be submitted to a funding agency.
Credit/No Credit

EDLP 277. Advanced Seminar: Assessment. 2 Units
Prerequisite(s): Admitted into the Professional Administrative Credential.
Term Typically Offered: Fall, Spring

Engage participants in a process of ongoing assessment of their administrative practice as school leaders. Such ongoing assessment uses multiple points of data, multiple sources of information, and multiple feedback sources such as colleagues and mentors.
Credit/No Credit

EDLP 286. Advanced Seminar: Supervision and Leadership. 3 Units
Prerequisite(s): Admission to the Educational Leadership Program, EDLP 206A, instructor permission.
Term Typically Offered: Fall, Spring

Through lecture and discussion, philosophical and practical problems of supervision of instruction will be explored. Current research on effective teaching, staff development, supervisory techniques, and theories of learning for both students and adults will be examined as a basis for sound supervision practices.

EDLP 292. Advanced Seminar: Current Topics in Educational Leadership and Policy Studies. 3 Units
Term Typically Offered: Fall, Spring

Selected current topics of concern to those involved with the administration of schools and other educational systems.
Credit/No Credit

EDLP 293. Induction Seminar. 2 Units
Term Typically Offered: Fall, Spring

Induction Seminar leads to the training experience of the Professional Administrative Services Credential candidate. Facilitates the interaction among candidate, district mentor, and university advisor, per standards of the Commission on Teaching Credentialing. Through guided practice, candidates are prompted and supported in developing an individualized induction plan. This induction plan includes mentoring, academic program at the university and non-campus components.
Credit/No Credit

EDLP 296A. Capstone Research Project. 3 Units
Prerequisite(s): Advancement to Candidacy

Each student conducts an individual project to fulfill the culminating experience graduation requirement. The course covers application of research in education to the professional practice of educational leadership, and integrates the accumulated knowledge, skills and strategies delivered in the program. This course is the culmination of the MA in Educational Leadership/Higher Education Leadership, leading to completion of the final project and the 4-semester degree.
Credit/No Credit

EDLP 296D. Leading with Technology in Institutions of Higher Education. 3 Units
Prerequisite(s): Admissions to the Master’s of Education: Higher Education Leadership Option.
Term Typically Offered: Fall, Spring

Geared specifically to meet the needs of those leaders in higher education. Those new to technology or those who want to learn more about using technology to lead programs and institutions of higher education. Participants will be provided with an array of appropriate educational technology resources to drive decision making practices. They will also learn various programs and software used to address enrollment management, admissions, records, fiscal matters, etc.

EDLP 299. Special Problems Educational Leadership. 1 - 4 Units
Term Typically Offered: Fall, Spring

Individual projects or directed reading.
Note: Departmental petition required. Professional Credential Students only may take up to 8 units.
Credit/No Credit

EDLP 299T. Special Problems - Educational Leadership. 3 Units
Term Typically Offered: Fall, Spring

Individual projects or directed reading - for students working on their culminating MA requirements.
Note: Departmental petition required.
Credit/No Credit

EDLP 401. Internship On-the-Job Experience. 8 Units
Term Typically Offered: Fall, Spring

First semester of the on-the-job internship experience. Interns are supervised in the administrative roles by sponsoring employing agency, as well as by university faculty. Limited to, and required of, internship candidates for the Preliminary Administrative Services Internship Credential.
Credit/No Credit

EDLP 402. Internship On-the-Job Experience. 8 Units
Term Typically Offered: Fall, Spring

Second semester of the on-the-job internship experience. Interns are supervised by sponsoring employing agency, as well as by university sponsors. Limited to, and required of, candidates for the Preliminary Administrative Services Internship Credential.
Credit/No Credit

EDLP 403. Internship On-the-Job Experience. 8 Units
Corequisite(s): EDLP 413.
Term Typically Offered: Fall, Spring

Third semester of the on-the-job experience for candidates who have not completed their credential requirements during the first year of internship. (Refer to EDLP 401.) Limited to, and required of, candidates for the Preliminary Administrative Services Internship Credential.
Credit/No Credit

EDLP 404. Internship On-the-Job Experience. 8 Units
Corequisite(s): EDLP 414.
Term Typically Offered: Fall, Spring

Fourth semester of the on-the-job internship experience. (Refer to EDLP 403.)
Credit/No Credit
EDLP 413. Supplemental Internship Experience. 6 Units
Corequisite(s): EDLP 403.
Term Typically Offered: Fall, Spring

Third semester of the supplemental internship experience. Provides firsthand visitations and experiences in various educational and community agencies at state, county, district, and local school levels; additional supervised experience for candidates; and seminar experiences in observation and analysis of school environments for candidates for the Preliminary Administrative Services Internship Credential. Credit/No Credit

EDLP 414. Supplemental Internship Experience. 6 Units
Corequisite(s): EDLP 404.
Term Typically Offered: Fall, Spring

Fourth semester of the supplemental internship experience. Provides firsthand visitations and experiences in various educational and community agencies at state, county, district, and local school levels; additional supervised experience for candidates; and seminar experiences in observation and analysis of school environments for candidates for the Preliminary Administrative Services Internship Credential. Credit/No Credit

EDLP 495A. Field Study in Educational Leadership. 3 Units
Prerequisite(s): Admission to Educational Leadership Program; completion of twelve (12) units of EDLP coursework, including EDLP 255; approval of faculty advisor.
Term Typically Offered: Fall, Spring

On-the-job experience in which the candidate assumes responsibility for observation and analysis of school environments including leadership responsibilities, supervision of instructional program, and overall school climate.
Credit/No Credit

EDLP 495B. Field Study in Educational Leadership. 3 Units
Prerequisite(s): EDLP 495A
Term Typically Offered: Spring only

Students will participate in leadership driven field experience at a TK-12 educational setting. The leadership activities will be purposefully planned to ensure the student engages in work that supports their learning as a future/current leader while simultaneously supporting the educational setting with their initiatives.
Credit/No Credit

EDLP 498. Advanced Administrative Field Experience. 8 Units
Prerequisite(s): Admission to Professional Administrative Services Credential Program and full-time employment as a school administrator.
Term Typically Offered: Fall, Spring

Candidates for the Professional Administrative Services Credential are supervised in full-time administrative roles by sponsoring employment agency and university faculty.
Credit/No Credit

EDLP 500A. Master of Arts Thesis/Project. 3 Units
Prerequisite(s): Advanced to candidacy and chair permission of his/her thesis or project committee.
Term Typically Offered: Fall, Spring

Completion of a thesis or project approved for the Master's degree.

EDLP 500B. Master of Arts Thesis/Project. 3 Units
Prerequisite(s): Advanced to candidacy and chair permission of his/her thesis or project committee.
Term Typically Offered: Fall, Spring

Completion of a thesis or project approved for the Master's degree.

EDS 140. Introductory Behavioral Statistics. 3 Units
Term Typically Offered: Fall, Spring

Descriptive and interpretative statistics in education and allied fields. Use of calculators and statistical tables. Lecture three hours.

EDS 201. Legal Aspects of Special Education. 3 Units
Term Typically Offered: Fall, Spring

Legislative provisions related to implementation of special education programs and procedures will be a primary focus. Additional emphasis will be given to pertinent judicial decisions and to law as it relates to special education in a multicultural context.

EDS 202. Seminar in Neurodevelopmental Disabilities. 3 Units
Term Typically Offered: Fall, Spring

Examines topics and issues in neurodevelopmental disabilities and includes educational, clinical, habilitative, therapeutic, and medical perspectives. Focuses on collaborative, interdisciplinary perspectives on educational and related interventions with students who have neurodevelopmental disabilities.

EDS 203. Seminar for Resource Specialists: Management and Delivery of Services. 3 Units
Prerequisite(s): EDS 201, EDS 101 and Special Education Credential.
Term Typically Offered: Fall, Spring

Review of literature, and simulated experience in the various roles of the resource specialist in special education programs in the schools. Professional problem-solving strategies; standards and procedures; model program organizational alternatives; management approaches of resource specialist program (RSP); major developments and trends at Federal, State and local levels; references to legal provisions, rules and regulations in special education.
Credit/No Credit

EDS 213A. Mathematics Curriculum and Instruction in Inclusive Classrooms. 2 Units
Corequisite(s): EDS 213B.
Term Typically Offered: Fall, Spring

Prepares Mild/Moderate/Severe and multiple subject teacher candidates to teach mathematics content standards for California public schools. Prepares teacher candidates with the knowledge of basic principles and strategies related to mathematics education. Candidates develop, implement, and evaluate math curricula appropriate for those students receiving special education services with mild/moderate/severe disabilities. Expanded treatment of mathematics pedagogy, manipulative, technological supports, accommodations, inclusive instructional techniques, and strategies specially suited in instruction of English language learners and students with disabilities. Prerequisite: Admittance to Mild/Moderate or Moderate/Severe Credential Program or permission of respective special education coordinator.
EDS 213B. Mathematics Curriculum and Instruction in Inclusive Classrooms Lab. 1 Unit
Prerequisite(s): Admittance to Mild/Moderate or Moderate/Severe Credential Program or permission of respective special education coordinator.
Corequisite(s): EDS 213A.
Term Typically Offered: Fall, Spring
Field-base practice lab (30 hours). Lab will be a synthesis and application of course content (EDS 213A) in a setting for students who receive special and/or general education services.
Credit/No Credit

EDS 214A. Social Science Curriculum and Instruction in Inclusive Classrooms. 2 Units
Prerequisite(s): Admittance to Mild/Moderate or Moderate/Severe Credential program or permission of respective special education coordinator.
Corequisite(s): EDS 214B.
Term Typically Offered: Fall, Spring
Prepares mild/moderate/severe and multiple subject teacher candidates to teach history-social science content standards for California public schools to all students, including English Learners and students with disabilities; to use analytical and critical thinking skills in history and social science; and to integrate history-social science topics, themes and concepts with other subject areas. Pedagogical topics include the use of timelines, maps, and artifacts, case studies, simulations, literature, art, multiple perspectives, SDAIE, cooperative projects, and research activities.

EDS 214B. Social Science Curriculum and Instruction in Inclusive Classrooms Lab. 1 Unit
Prerequisite(s): Admittance to Mild/Moderate or Moderate/Severe Credential program or permission of respective special education coordinator.
Corequisite(s): EDS 214A.
Term Typically Offered: Fall, Spring
Field-based practice lab (30 hours). Lab will be a synthesis and application of course content (EDS 214A) in a setting for students who receive special and/or general education services.
Credit/No Credit

EDS 215A. Science Curriculum and Instruction in Inclusive Classrooms. 2 Units
Prerequisite(s): Admittance to Mild/Moderate or Moderate/Severe Credential program or permission of respective special education coordinator.
Corequisite(s): EDS 215B.
Term Typically Offered: Fall, Spring
Prepares mild/moderate/serve and multiple subject teacher candidates to teach science content standards for California public schools to all students. Give participants the knowledge of basic principles and strategies related to science education appropriate for general education (K-8) teacher candidates. Participants will also develop, implement, and evaluate science curricula appropriate for those students with mild/moderate/severe disabilities. This includes an expanded treatment of science pedagogy, manipulative, technological supports, accommodations, inclusive instructional techniques, and other strategies specially suited to the instruction of English Learners and students with disabilities.

EDS 215B. Science Curriculum and Instruction in Inclusive Classrooms Lab. 1 Unit
Prerequisite(s): Admittance to Mild/Moderate or Moderate/Severe Credential program or permission of respective special education coordinator
Corequisite(s): EDS 215A.
Term Typically Offered: Fall, Spring
Field-based practice lab (30 hours). Lab will be a synthesis and application of course content (EDS 215A) in a setting for students who receive special and general education services.
Credit/No Credit

EDS 222. Perspectives Workforce Dev. 3 Units
Term Typically Offered: Fall, Spring
Examines the premises of workforce development and advocacy with emphases on adult learning styles and learning communities. Explores the specific needs of the formal and informal vocational, technical and adult learning community in an ever-changing work environment.

EDS 223. Organization Learning Comm. 3 Units
Term Typically Offered: Fall, Spring

EDS 224. WF Assess+Accountability. 3 Units
Term Typically Offered: Fall, Spring

EDS 226. Resource Enhance For WDA. 3 Units
Term Typically Offered: Fall, Spring

EDS 227. Issues Impacting WDA. 3 Units
Term Typically Offered: Fall, Spring

EDS 228. Sem:Future Workforce Dev. 3 Units
Term Typically Offered: Fall, Spring

EDS 231. Group Process in School Psychology. 3 Units
Term Typically Offered: Fall, Spring
Designed to equip students with the group process skills and understanding essential to the practice of school psychology. Focus on both developing counseling groups within the schools and on the understanding of group process necessary to being an effective agent in the school setting. Topics include the logistics of working within a school system, balancing groups, soliciting referrals, sharing information, participating in staff meeting, and facilitating parent teacher and other school level meetings such as Individualized Education Program Planning meetings.

EDS 239. Education Specialist Seminar. 3 Units
Prerequisite(s): Approval as a candidate in the Education Specialist program, completion of courses required for the School Psychology Internship credential, approval of advisor, and department petition.
Term Typically Offered: Fall, Spring
Explores leadership roles of school psychologists.
Credit/No Credit

EDS 240. Functional Assessment of Behavior. 3 Units
Prerequisite(s): Instructor permission.
Term Typically Offered: Fall, Spring
Assessment of behaviors using the techniques of applied behavior analysis. Students will learn how to do functional assessments of behavior. Methods appropriate for assessment of children in the school setting are emphasized.
EDS 241. Counseling and Psychotherapy for School Psychologists. 3 Units
Corequisite(s): EDS 440.
Term Typically Offered: Fall, Spring
Examination of basic theories of counseling and therapy used by school psychologists, with emphasis on children and youths in an educational setting and their families. Refinement of one's own counseling orientation is required.

EDS 242A. Cognitive Assessment. 3 Units
Corequisite(s): EDS 242B.
Term Typically Offered: Fall, Spring
Designed to introduce prospective school psychologists to both theory and practice in the assessment of cognitive abilities. Students will be exposed to various approaches to cognitive assessment including information processing, CBA, dynamic, and psychometric. Students will learn to administer and interpret major standardized cognitive assessment instruments including the WISC-R, WAIS-R, Stanford-Binet FE, K-ABC, and others. Lecture.

EDS 242B. Cognitive Assessment Lab. 4 Units
Corequisite(s): EDS 242A.
Term Typically Offered: Fall, Spring
Clinic based practice lab. Lab will be a synthesis and application of course content in the assessment of cognitive function. Students will be assigned clients for purposes of administering, scoring, evaluating and reporting assessment data.

EDS 243. Assessment Practicum. 3 Units
Term Typically Offered: Fall, Spring
Administration, scoring, and interpretation of tests taught in EDS 242A-B, EDS 244, and EDS 247. Students will be assigned five to seven cases. They will assess the children, meet with the families to gather history, and render interpretation.
Note: Must be taken concurrently with EDS 242A, EDS 242B, EDS 244, and EDS 247. May be taken twice for credit.

EDS 243A. Assessment Practicum A. 3 Units
Term Typically Offered: Fall, Spring
Administration, scoring, and interpretation of tests taught in EDS 242A and B and EDS 244. Students will be assigned five cases. They will assess the children, meet with the families to gather history, and render interpretation.
Note: Taken concurrently with EDS 244, unless granted special permission of faculty.

EDS 243B. Assessment Practicum. 3 Units
Prerequisite(s): EDS 243A
Corequisite(s): EDS 247
Term Typically Offered: Fall, Spring
Advanced practice in administration, scoring, and interpretation of tests taught in EDS 242A-B, EDS 243A, EDS 244, and EDS 247. Students will be assigned five to seven cases (with some cases in Fieldwork placements). Development of skills in assessment, analysis of data, intervention planning and conveying results orally and in writing.
Note: Taken concurrently with EDS 247, unless granted special permission of faculty.

EDS 243C. Assessment Practicum. 3 Units
Prerequisite(s): EDS 243B
Term Typically Offered: Fall, Spring
Continued training in development of advanced skills in administration, scoring, and interpretation of tests taught in EDS 242 A-B, EDS 243A, EDS 243B, EDS 244, or EDS 247. Students will be assigned cases by the practicum supervisor as appropriate. Students are expected to successfully engage in all stages of assessment process with clients.
Note: Taken with permission of faculty after completion of EDS 243A and EDS 243B.

EDS 244. Social, Emotional and Behavioral Assessment. 3 Units
Prerequisite(s): EDS 243A and EDS 242A.
Corequisite(s): EDS 243.
Term Typically Offered: Fall, Spring
Examines social/emotional assessment strategies and instruments appropriate for working with students in schools. Topics include clinical interviewing, social-emotional functioning, conduct disorder, and effective report writing. Students use course information during concurrent enrollment in EDS 243: Assessment Practicum.
Note: Must be admitted to School Psychology Program.

EDS 245. Psychology In The Schools. 3 Units
Prerequisite(s): Must be admitted to School Psychology Program.
Term Typically Offered: Fall, Spring
Overview of psychology in the schools. Topics include school systems, program development, service delivery models and the role of the school psychologist. Students will engage in systematic school observations.

EDS 246A. Preventive Academic Interventions. 3 Units
Prerequisite(s): Instructor permission.
Term Typically Offered: Fall, Spring
Study and application of various primary, secondary, and tertiary academic interventions designed to prevent school failure and/or learning challenges. Examines techniques of identifying pupils who are experiencing academic difficulties that interfere with school functioning, and intervention techniques designed to remediate or ameliorate these problems.

EDS 246B. Preventive Mental Health Interventions. 3 Units
Prerequisite(s): Instructor permission.
Term Typically Offered: Fall, Spring
Study and application of various primary, secondary, and tertiary psychological interventions designed to prevent school failure and/or emotional challenges. Examines techniques of identifying pupils who are experiencing mental health difficulties that interfere with school functioning, and intervention techniques designed to address these problems.

EDS 247. Assessment of Special Needs. 3 Units
Term Typically Offered: Fall, Spring
Assessment of client behavior using formal and non-formal methods based on neuropsychological principles. Students will learn to use interview techniques, standardized cognitive and projective tests, and neuropsychological screening procedures to assess students with special needs. Report writing, parent conferences, and consultation strategies will be stressed.
EDS 248. Human Development and Learning. 3 Units
Term Typically Offered: Fall, Spring
Cognitive, socio-emotional and personality development through the lifespan (with emphasis on birth through early adulthood) as influences on the learning process. Includes analysis of theories, empirical research and current issues in human development and learning as applied to school learning.

EDS 249. Special Seminar: School Psychology. 1 - 3 Units
Term Typically Offered: Fall, Spring
Individual projects or directed reading.
Note: Departmental petition required.
Credit/No Credit

EDS 252A. Advanced Teacher Induction Seminar. 2 Units
Prerequisite(s): Admission to Special Education Level II program.
Corequisite(s): EDS 252B.
Term Typically Offered: Fall, Spring
Leads to the development of a Professional Level II Education Specialist Credential induction plan for the support and professional development of the teacher credential candidate as required by the California Commission on Teacher Credentialing. The candidate, the university advisor, and the employer’s representative work together to plan course work, and provide individual assistance, and professional development opportunities to address individual performance goals. Seminar. Credit/No Credit

EDS 252B. Advanced Teacher Induction Seminar Lab. 1 Unit
Prerequisite(s): Admission to Special Education Level II program.
Corequisite(s): EDS 252A.
Term Typically Offered: Fall, Spring
Level II candidate, university advisor/supervisor and employer’s representative work collaboratively to develop a professional plan which relates to the CCTC standards and the individual learning needs of the student. The class is designed as a lab to support the acquisition of all proscribed Level II standards and to support the development of the candidate’s professional portfolio for assessment of designated competencies. Credit/No Credit

EDS 264. Seminar in Counseling: Work Evaluation. 3 Units
Term Typically Offered: Fall, Spring
Study of the work evaluation process and the modalities utilized, with emphasis on the use of work evaluation in the rehabilitation process.

EDS 265. Current Issues in Counseling: Disabled. 1 Unit
Term Typically Offered: Fall, Spring
Examination of myths regarding the disabled client. Course includes an exploration of counseling families with a disabled member, the impact of disability upon sexuality and upon interpersonal relationships. Factual data will be presented. The student’s attitude toward the disabled will be examined. Credit/No Credit

EDS 267A. Advanced Studies in Special Education-Seminar I. 3 Units
Corequisite(s): EDS 267B.
Term Typically Offered: Fall, Spring
For candidates accepted into the Level II Alternative Option Program; skills for inservice training, working with paraprofessionals, coordinating meetings, developing consensus, dealing with conflict and serving as part of collaborative teams; e-mail, use of Listproc and attendance at monthly seminars required; attaining and documenting competencies and developing portfolios related to outcomes of the Level II Mild/Moderate or Moderate/Severe Specialist Credential. Lecture.

EDS 267B. Advanced Studies in Special Education Seminar I Laboratory. 3 Units
Corequisite(s): EDS 267A.
Term Typically Offered: Fall, Spring
Will be a synthesis and application of course content (EDS 267A) in a setting(s) for students who receive special education services. The 3-unit lab section requires approximately 90 hours of related field-based and/or on-the-job activities. E-mail/Internet access required. Credit/No Credit

EDS 268A. Advanced Studies in Special Education-Seminar II. 3 Units
Corequisite(s): EDS 268B.
Term Typically Offered: Fall, Spring
For candidates accepted into the Level II Alternative Option Program; skills for ongoing individualized assessment and curriculum adaptation to meet needs of diverse populations and advanced skills for behavioral management in inclusive settings; e-mail, use of Listproc and attendance at monthly seminars required; attaining and documenting competencies and developing portfolios related to outcomes of the Level II M/M or M/S Specialist Credentials; individualized planning for candidates who are self-directed and committed to self improvement. Lecture.

EDS 268B. Advanced Studies in Special Education Seminar II Laboratory. 3 Units
Corequisite(s): EDS 268A.
Term Typically Offered: Fall, Spring
Synthesis and application of course content (EDS 268A) in a setting(s) for students who receive special education services. The 3-unit lab section requires approximately 90 hours of related field-based and/or on-the-job activities. E-mail/internet access required. Credit/No Credit

EDS 269A. Collaborative Strategies for Inclusive Practice. 2 Units
Prerequisite(s): CCTC Preliminary Multiple or Single Subject credential. Sacramento State graduate status or CCE/Open University enrollee.
Corequisite(s): EDS 269B.
Term Typically Offered: Fall, Spring
For candidates seeking to meet Special Education CCTC requirements for Level 2 (Induction) Multiple or Single Subject Teaching Credentials. Candidates must demonstrate skills for ongoing IDEA and State mandates, curriculum adaptation to meet individual needs, and advanced skills for behavioral management in inclusive settings. All activities will be tied to attaining and documenting CCTC Level 2 special education standards through individual portfolios. Assignments will be designed to emphasize an interdisciplinary perspective to collaborative problem solving. E-mail/Internet access required.
EDS 269B. Collaborative Strategies for Inclusive Practice Lab. 1 Unit
Prerequisite(s): CCTC Preliminary Multiple or Single Subject credential. Sacramento State graduate status or CCE/Open University enrollee.
Corequisite(s): EDS 269A.
Term Typically Offered: Fall, Spring

Field-based practice lab (30 hours field). Lab will be synthesis and application of course content in a setting for students who receive special education services. Students will verify experiences across the age-span and in inclusive settings, agencies, and/or other natural environments.
Credit/No Credit

EDS 273A. Instructional Strategies - Mild/Moderate. 2 Units
Prerequisite(s): Admittance into Mild/Moderate Credential or M.A. in Education programs.
Corequisite(s): EDS 273B.
Term Typically Offered: Fall, Spring

Development of knowledge, strategies, and skills in the areas of dyslexia, social skills and transition, and other specific learning challenges for individuals with mild/moderate disabilities.

EDS 273B. Instructional Strategies - Mild/Moderate - Lab. 1 Unit
Prerequisite(s): Admittance into Mild/Moderate Credential or M.A. in Education programs.
Corequisite(s): EDS 273A.
Term Typically Offered: Fall, Spring

Field-based practice lab (30 hours). Lab will be synthesis and application of course content (EDS 273A) in developing instructional strategies for the Mild/Moderate Credential Program area. Students are required to participate in class visitations, student tutoring, and interviews.
Credit/No Credit

EDS 285. Strategies to Enhance Academic Skills for Adults with Learning Disabilities. 3 Units
Term Typically Offered: Fall, Spring, Summer

For adults with learning disabilities (LD), compensatory learning strategies are vital tools for success in the post secondary academic arena and beyond. Learn to utilize the most effective teaching and learning strategies and review material and method for teaching adults with disabilities in reading, writing, spelling and mathematics. Topics include: subtypes of learning disabilities; historical as well as current teaching approaches; formal and informal assessment methods; cognitive function as a basis of understanding learning behaviors and learning strategies; and current technologies available to enhance learning opportunities. Learn how to empower adults with LD with the ability to adapt commonly used learning strategies to meet individual needs.

EDS 290. Issues in Early Childhood Education for Children with Disabilities 3 Units
Term Typically Offered: Fall, Spring

Overview of current theories, research, policies and practices regarding educational services for children, from birth to 8, with disabilities and their families. Topics emphasized include typical/atypical development, interdisciplinary assessment, family involvement, community resources, program planning, mainstreaming, and collaborative case management. Requires observations/field study in settings serving young children with disabilities.

EDS 291A. Technology in Special Education. 2 Units
Prerequisite(s): Admittance to Special Education Program or instructor permission.
Corequisite(s): EDS 291B.
Term Typically Offered: Fall, Spring

Offers an overview of technology usage in special education. Topics covered include: current research; identification of needs of exceptional children that can be met through use of microcomputers; evaluation and prescription of software, hardware and assistive devices; writing computer-assisted instructional programs to meet special needs; time management, and the general implementation of microcomputers into a special education program.

EDS 291B. Technology in Special Education Lab. 1 Unit
Prerequisite(s): Admittance to Special Education Program or instructor permission.
Corequisite(s): EDS 291A.
Term Typically Offered: Fall, Spring

Field-based practice lab (30 hours). Lab will be a synthesis and application of course content (EDS 291A) in technology usage with students who receive special education services.
Credit/No Credit

EDS 299. Special Problems. 1 - 3 Units
Term Typically Offered: Fall, Spring

Individual projects at graduate level especially for students capable of independent study.
Note: Departmental petition required.
Credit/No Credit

EDS 332. Assessment Center Laboratory for Multiple Subject Candidates. 2 Units
Prerequisite(s): Admittance to Mild/Moderate or Moderate/Severe Credential program or permission of respective special education instructor.
Corequisite(s): EDSP 420B or approved equivalent by assigned advisor or department chair.
Term Typically Offered: Fall, Spring

Individual support to guide multiple subject candidates through the process of completing and submitting the culminating PACT Teaching Event and completion of their electronic portfolio. The signature assignments, formative PACT assessments and summative PACT Teaching Event represent a working electronic portfolio embedded throughout the credential program, and the summative component will be polished and formally submitted at the conclusion of the EDS 332.
Credit/No Credit

EDS 412. Student Teaching: Moderate/Severe. 5 - 10 Units
Corequisite(s): EDSP 233. A total of 10 units is required.
Term Typically Offered: Fall, Spring

Students teaching in a cooperating LEA/District providing services for students receiving Moderate/Severe special education program services. Candidates must meet the criteria for student teaching to be accepted to this course.
Note: Approximately 320 hours are required to meet competencies.
Credit/No Credit
EDS 439. Early Fieldwork in School Psychology. 1 - 10 Units
Prerequisite(s): Satisfactory completion of first year coursework.
Term Typically Offered: Fall, Spring

Fieldwork experience is designed to allow students to explore roles in public schools and to gain experience in the organization and operation of schools, classrooms, and special services. The field placement allows students to work with pupils in public school settings that offer individual and group counseling; consultation with teachers, parents, and other school staff, and special accommodations for students with special needs. Students will work under the supervision of a credentialed school psychologist or school counselor at local school sites. A faculty supervisor from the School Psychology Training Program will work closely with students and field supervisor.
Note: May be repeated for credit.
Credit/No Credit

EDS 439A. Early Fieldwork in School Psychology. 1 - 10 Units
Prerequisite(s): Satisfactory completion of first year coursework and EDS 439B Graded: Credit / No Credit Units: 1.0 - 10.0
Term Typically Offered: Fall, Spring

Advanced fieldwork experience providing the opportunity for students to engage in the following activities: individual and group counseling; consultation with teachers, parents, and other school staff, and assessment of students. Students will work under the supervision of a credentialed school psychologist. A faculty supervisor from the School Psychology Training Program will work with students and field supervisor.
Credit/No Credit

EDS 439B. Early Fieldwork in School Psychology. 1 - 10 Units
Prerequisite(s): Satisfactory completion of first year coursework and EDS 439C Graded: Credit / No Credit Units: 1.0 - 10.0
Term Typically Offered: Fall, Spring

Ongoing fieldwork experience providing the opportunity for students to more fully develop their skills in: individual and group counseling; consultation with teachers, parents, and other school staff, and assessment of students. Students will work under the supervision of a credentialed school psychologist and a faculty supervisor from the School Psychology Training Program.
Credit/No Credit

EDS 440. Practicum in Individual Counseling/School Psychology. 3 Units
Prerequisite(s): Approval as a candidate in School Psychology program, approval of advisor, and department petition.
Term Typically Offered: Fall, Spring

Supervised practice in individual counseling.
Credit/No Credit

EDS 441. Internship in School Psychology. 3 - 15 Units
Prerequisite(s): Approval as a candidate in the School Psychology program, completion of courses required for the School Psychology Internship credential, approval of advisor, and department petition. May be repeated for credit.
Term Typically Offered: Fall, Spring

Directed field study for school psychologists. Supervised experiences are arranged in school psychology.
Credit/No Credit

EDS 441A. Internship in School Psychology. 3 - 15 Units
Prerequisite(s): EDS 441A Graded: Credit / No Credit Units: 3.0 - 15.0
Term Typically Offered: Fall, Spring

Advanced field study for school psychologists interns. Supervised experiences are arranged in school psychology.
Credit/No Credit

EDS 441B. Internship in School Psychology. 3 - 15 Units
Prerequisite(s): EDS 441B Graded: Credit / No Credit Units: 3.0 - 15.0
Term Typically Offered: Fall, Spring

Third semester of advanced field study for school psychologist interns. Supervised experiences are arranged in school psychology.
Credit/No Credit

EDS 441C. Internship in School Psychology. 3 - 15 Units
Prerequisite(s): EDS 441C Graded: Credit/ No Credit Units: 3.0 - 15.0
Term Typically Offered: Fall, Spring

Fourth semester of advanced field study for school psychologists interns. Final semester in which candidates may accrue hours. Supervised experiences are arranged in school psychology.
Credit/No Credit

EDS 460. Practicum in Individual Counseling/VRC. 3 Units
Prerequisite(s): Approval as a candidate in the Vocational Rehabilitation program, approval of advisor, and department petition.
Term Typically Offered: Fall, Spring

Supervised practice in individual counseling.
Credit/No Credit
EDS 461. Field Study in Counseling/VRC. 3 - 15 Units
Prerequisite(s): Approval as a candidate in the Vocational Rehabilitation program, completion of core courses except EDS 560, EDS 561, or Comprehensive Examination (oral or written), approval of advisor, and department petition.
Term Typically Offered: Fall, Spring
Directed field study for rehabilitation counselors. Supervised experiences are arranged in rehabilitation counseling. Forty hours of experience required for each unit of credit. Credit/No Credit

EDS 472E. Student Teaching: Serious Emotional Disturbance. 10 Units
Corequisite(s): EDS 277.
Term Typically Offered: Fall, Spring
Students will be placed in approved settings which serve students with serious emotional disturbance as a primary disability; be expected to demonstrate skills for instruction across content areas; interact with emotionally disturbed students using a combination of counseling and behavior management strategies; and consult with families, co-workers, mental health representatives and other in a collaborative style. Credit/No Credit

EDS 530. Project In WDA I. 2 Units
Term Typically Offered: Fall, Spring

EDS 531. Project In WDA II. 4 Units
Term Typically Offered: Fall, Spring

EDS 540. Education Specialist Thesis: School Psychology. 4 - 6 Units
Term Typically Offered: Fall, Spring
Credit given upon successful completion of a thesis approved for the education specialist degree.
Note: Open only to the graduate students who have been advanced to candidacy for the education specialist degree. Number of units of credit is determined by the candidate's education specialist advisory committee. Credit/No Credit

EDS 541. Master's Project: Education/School Psychology (Plan B). 4 - 6 Units
Prerequisite(s): Advanced to candidacy.
Term Typically Offered: Fall, Spring
Credit given upon successful completion of a project approved for the M.A. in Education/School Psychology option.

EDS 542. Education Specialist Project: School Psychology. 4 - 6 Units
Term Typically Offered: Fall, Spring
Credit given upon successful completion of a project approved for the Education Specialist degree.
Note: Open only to the graduate student who has been advanced to candidacy. Department petition is required. Number of units of credit is determined by the candidate's advisor. Credit/No Credit