

# GRADUATE AND PROFESSIONAL STUDIES IN EDUCATION

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

## MS in Counselor Education

**MS in Counseling (School Counseling)** (<https://catalog.csus.edu/colleges/education/graduate-professional-studies-education/ms-in-counseling-school-counseling-with-embedded-pps-credential/>)

Pupil Personnel Services School Counseling Credential (<https://catalog.csus.edu/colleges/education/graduate-professional-studies-education/pupil-personnel-services-school-counseling-credential/>)

Pupil Personnel Services School Counseling Internship Credential (<https://catalog.csus.edu/colleges/education/graduate-professional-studies-education/pupil-personnel-services-school-counseling-internship-credential/>)

**MS in Counseling (Career Counseling)** (<https://catalog.csus.edu/colleges/education/graduate-professional-studies-education/ms-in-counseling-career-counseling/>)

**MS in Counseling (Rehabilitation Counseling)** (<https://catalog.csus.edu/colleges/education/graduate-professional-studies-education/ms-in-counseling-rehabilitation-counseling/>)

**MS in Counseling (Marriage, Couple, and Family Counseling)** (<https://catalog.csus.edu/colleges/education/graduate-professional-studies-education/ms-in-counseling-marriage-couple-family-counseling/>)

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## MA in Educational Leadership and Policy Studies

**MA in Educational Leadership and Policy Studies (TK-12 Administration)** (<https://catalog.csus.edu/colleges/education/graduate-professional-studies-education/ma-educational-leadership-policy-studies-tk-12-educational-leadership/>)

Preliminary Administrative Services Credential (<https://catalog.csus.edu/colleges/education/graduate-professional-studies-education/preliminary-administrative-services-credential/>)

Preliminary Administrative Services Internship Credential (<https://catalog.csus.edu/colleges/education/graduate-professional-studies-education/preliminary-administrative-services-internship-credential/>)

**MA in Educational Leadership and Policy Studies (Higher Education Leadership)** (<https://catalog.csus.edu/colleges/education/graduate-professional-studies-education/ma-educational-leadership-policy-studies-higher-education-leadership/>)

**MA in Educational Leadership and Policy Studies (Workforce Development)** (<https://catalog.csus.edu/colleges/education/graduate-professional-studies-education/ma-educational-leadership-policy-studies-workforce-development-leadership/>)

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## MA/Ed.S in School Psychology

**Ed.S. in School Psychology** (<https://catalog.csus.edu/colleges/education/graduate-professional-studies-education/eds-in-school-psychology/>)

**MA in School Psychology** (<https://catalog.csus.edu/colleges/education/graduate-professional-studies-education/ma-in-education-school-psychology/>)

Pupil Personnel Services School Psychology Endorsement Credential (<https://catalog.csus.edu/colleges/education/graduate-professional-studies-education/pupil-personnel-services-school-psychology-endorsement-credential/>)

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## MA in Multicultural Education

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**MA in Education: Curriculum and Instruction** (<https://catalog.csus.edu/colleges/education/graduate-professional-studies-education/ma-in-education-curriculum-and-instruction/>)

For more information, please contact the College of Continuing Education at this website (<https://cce.csus.edu/master-arts-education-curriculum-and-instruction/>).

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## MA in (p. 1) Education, Equity, and Social Justice

**MA in Education, Equity, and Social Justice (Gender Equity Studies)** (<https://catalog.csus.edu/colleges/education/graduate-professional-studies-education/ma-in-education-equity-social-justice-gender/>)

**MA in Education, Equity, and Social Justice (Ethnicity and Race)** (<https://catalog.csus.edu/colleges/education/graduate-professional-studies-education/ma-in-education-equity-social-justice-ethnicity/>)

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## MA in Language and Literacy (<https://catalog.csus.edu/colleges/education/graduate-professional-studies-education/ma-in-education-language-and-literacy/>)

Reading and Literacy Added Authorization

Reading and Literacy Leadership Specialist Credential (<https://catalog.csus.edu/colleges/education/graduate-professional-studies-education/reading-language-arts-specialist-credential/>)

Certificate of Competency - Teaching Reading to Adults (<https://catalog.csus.edu/colleges/education/graduate-professional-studies-education/certificate-of-competency-in-teaching-reading-to-adults/>)

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## Doctorate in Education (Ed.D.) (<https://catalog.csus.edu/colleges/education/graduate-professional-studies-education/doctorate-in-education/>)

Preliminary Administrative Services Credential

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## Contact Information

Dr. Geni Cowan, Interim Chair, Graduate and Professional Studies in Education

Eureka Hall 401

(916) 278-5557

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

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Doctorate Program Website (<https://www.csus.edu/college/education/doctorate-educational-leadership/>)

### Notice to Students RE: Professional Licensure and Certification

California State University programs for professions that require licensure or certification are intended to prepare the student for California licensure and certification requirements. Admission into programs for professions

that require licensure and certification does not guarantee that students will obtain a license or certificate. Licensure and certification requirements are set by agencies that are not controlled by or affiliated with the California State University and licensure and certification requirements can change at any time.

The California State University has not determined whether its programs meet other states' educational or professional requirements for licensure and certification. Students planning to pursue licensure or certification in other states are responsible for determining whether, if they complete a California State University program, they will meet their state's requirements for licensure or certification. This disclosure is made pursuant to 34 CFR §668.43(a)(5)(v)(C).

## Faculty

ADAMSON, FRANK

BASS de MARTINEZ, BERNICE

BLAND, TIARA

BOOSALIS, CHRIS

BROCK, STEPHEN

CARRION, ALEJANDRO

CHAVEZ, JOSE

CISNEROS, DANIEL

COWAN, GENI

FELIZ, VIRGINIA ARACELI

HOLLAND, MELISSA

JOO, HYUNGYUNG

JOUGANATOS, SARAH

KING, KELLY

LILES-LOURICK, ELISABETH

LILLY, FRANK

LOZANO, ALBERT S.

MARSHALL, RACHAEL

MORENO, JESSICA

MORGAN, ELIZABETH

NEVAREZ, CARLOS

O'MALLEY, MEAGAN

PARK, SANGMIN

RIVAS, BITA

RIVAS, ANTHONY

ROMERO, LISA

SABATI, SHEEVA

SIDORKIN, ALEXANDER "SASHA"

SWAMI, SRUTHI

WATSON, VAJRA

WILLIAM, LISA

WILLIAMS, EBONY

WONG, PIA L.

WYCOFF, SUSAN E.

XIONG, MAIKO

**EDC 205. Advanced Counseling Theory and Multicultural Systems Abroad. 3 Units**

**Prerequisite(s):** EDC 216, EDC 280, EDC 210, EDUC 155, and EDUC 156  
**Term Typically Offered:** Summer only

This course is designed to provide students with a foundation in the philosophy and practice of contemporary theories of counseling and psychotherapy. Course material is aimed at helping students develop basic skills necessary for effective counseling and communicating with clients. Students will engage in: (1) personal growth in counselor identity development, (2) counseling skills development utilizing multiple approaches, and (3) theory integration and multicultural systems. Students will be actively involved in their learning and invited to share knowledge.

**Note:** This course is a study abroad experience.

**EDC 210. Advocacy, Social Justice, and Cultural Foundations in Counseling. 3 Units**

**Prerequisite(s):** Classified and/or admitted student in MS Counseling program  
**Term Typically Offered:** Fall only

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 cultural groups. Students examine their own attitudes, behaviors, perceptions, and biases, and are encouraged to develop their own multicultural approach to counseling.

**EDC 212. Gender and Sexuality in Counseling. 3 Units**

**Prerequisite(s):** EDC 210 & Classified and/or admitted student to the MS Counseling program.

**Term Typically Offered:** Fall, Spring

An examination of various gender roles within society, including their impact on the individual, couple and family. An overview of information and methods for working in the field of human sexuality education and counseling. Addressing problems involving sexual disorders, sexually transmitted infection & HIV/AIDS. Preventing, assessing, reporting, and intervening in family violence. Obtaining and developing accurate information and awareness about current sources and methods to competently assist clients in their struggle toward a more meaningful and satisfying sense of self.

**EDC 214. Dynamics of Human Development. 3 Units**

**Prerequisite(s):** Classified or Admitted Student in MS Counseling program  
**Term Typically Offered:** Spring only

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. Lifespan coverage includes conception, pregnancy, birth, infancy-toddlerhood, early/middle childhood, adolescence, early/middle/late adulthood, as well as dying, death, and bereavement.

**EDC 215. Foundations of Professional School Counseling. 3 Units**

**Prerequisite(s):** Classified and/or admitted graduate student in MS Counseling program

**Term Typically Offered:** Fall, Spring

Understanding the roles, responsibilities, and functions of a professional school counselor is necessary to student and counselor success alike. Topics on school counseling services, practices, basic concepts related to the organization and operation of school counseling programs and socio-cultural, economic, and other societal influences on the educational process in TK-12 settings will be explored.

**EDC 216. Counseling Theory. 3 Units**

**Prerequisite(s):** Classified, or Admitted Student, in MS Counseling program

**Corequisite(s):** EDC 280.

**Term Typically Offered:** Fall only

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**

**Prerequisite(s):** Classified, or Admitted, Student in MS Counseling program

**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, classified student in the Counselor Education Program.

**Term Typically Offered:** Fall, Spring

Group Processes in Counseling is a course that introduces students to group process and theory, including group counseling skills and facilitation. Participation in a group experience is required as well as leading a group under supervision. The experience and material in this course are aimed at helping students develop group counseling skills necessary for effectively leading counseling and psychoeducational groups while integrating theory into practice.

**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, classified student in the Counselor Education Program.**Term Typically Offered:** Fall, Spring

This graduate level course provides students with an overview of adult and child psychopathology presented as a manifestation of multiple biological, psychological, sociocultural and other factors. It offers an advanced discussion of psychopathology with an emphasis on biopsychosocial assessment, differential diagnosis, use of the Diagnostic and Statistical Manual of Mental Disorders, and development of treatment plans.

**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 Use and Addiction Counseling.****3 Units****Prerequisite(s):** EDC 231, classified student in the Counselor Education Program.**Term Typically Offered:** Fall, Spring

Provides an overview of substance use disorders, addiction, and co-occurring disorders. Students will develop an understanding of Substance Use Disorders (SUD's); the physiological, psychological, behavioral, and social consequences on the user and family members; to facilitate the development of addiction counseling competencies that are associated with positive treatment outcomes, and to increase the student's level of confidence relative to providing substance use evaluation, education, and treatment services. Emphasis will be placed on developing and practicing substance use counseling skills.

**EDC 234. Seminar: Marriage and Family Counseling.****3 Units****Prerequisite(s):** EDC 216, EDC 280; classified student in the Counselor Education Program.**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.

**EDC 235. Advanced Seminar: Marriage and Family Counseling.****3 Units****Prerequisite(s):** EDC 234, must be a classified student in the MS Counseling program.**Corequisite(s):** EDC 475.**Term Typically Offered:** Fall, Spring

This course focuses on advanced concepts and principles in family therapy, including working with children and adolescents in concert with families and other subsystems. This course will build on systems theories and working with children, adolescents, and families with an emphasis on the major theories of marriage and family counseling and implementation into practice. Issues include clinical, ethical, legal, and diversity considerations, including migration; as well as managed care and continuum of care.

**EDC 236. Couples Counseling.****2 Units****Prerequisite(s):** EDC 212; EDC 234.**Term Typically Offered:** Fall, Spring

Focuses on applying major schools of couples and sex therapy to actual practice. Issues include evaluation of couples, interviewing strategies, power, diversity, ethical and legal considerations, treatment principles and practice, as well as outcome research in couples therapy. Lecture/discussion/practice.

**EDC 238. Professional Issues in Marriage Couple and Family Counseling.****2 Units****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 a diverse therapeutic lens. Topics will include domestic violence, death and dying, substance use disorder, patients with HIV or AIDS, relational trauma, the foster care system, infidelity in marriage and couples counseling, caring for caregivers, family law, and practice/management considerations including HIPAA and third party reimbursement.

**EDC 239. Foundations in Rehabilitation Counseling. 3 Units****Prerequisite(s):** Classified student in the MS Counseling program**Term Typically Offered:** Spring only

This foundation course is designed to introduce and orient students to the profession of rehabilitation counseling, the various setting in which services are performed, and federal laws that dictate delivery of rehabilitation services. Students will learn about the history and development of rehabilitation counseling and the current issues relevant to this specialization including historical and contemporary perspectives on disability, societal attitudes towards disability and its influence on individuals with disabilities.

**EDC 240A. Medical & Psychosocial Aspects of Disability. 3 Units****Prerequisite(s):** Classified or Admitted Student in the MS Counseling program**Term Typically Offered:** Fall, Spring

This course focuses on intersection of medical and psychosocial aspects of disability including various congenital, hereditary, and trauma-induced disabilities along with psychosocial aspects such as the psychological genesis of and social implications affecting individuals with disabilities. The etiology, pathology, treatment, symptoms, prognosis, and limitations caused by various disabling medical conditions and various psychological disabilities will be explored in concert with treatment considerations. The course will explore rehabilitation from a holistic standpoint to enhance coping and skill development.

**EDC 240B. Psychosocial Aspects of Disability. 3 Units****Prerequisite(s):** Classified or Admitted Student in MS Counseling program**Term Typically Offered:** Fall, Spring

The primary focus of this course will be on the psychosocial aspects of disability including the psychological genesis of and social implications affecting individuals with disabilities. Various psychological disabilities will be explored in concert with treatment considerations. This course builds on knowledge gained in the EDC 240A: Medical Aspects of Disability. The course will explore rehabilitation philosophy and processes from a holistic standpoint to enhance coping and skill development to aid in vocational adjustment.

**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****Prerequisite(s):** EDC 231; Classified and/Admitted Student in the MS Counseling program.**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 245. Advanced Play Therapy. 3 Units****Prerequisite(s):** EDC 242**Term Typically Offered:** Fall, Spring

EDC 245 is a 3-unit seminar course designed for the advanced study of play therapy and builds upon material taught in EDC 242. Students will have the opportunity to expand on their basic play therapy skills through actual play therapy experiences with children, and receive both instructor and peer feedback. Students will study the application of play therapy theories with diverse populations, as well as additional advanced topics, including trauma and play therapy and play therapy across the lifespan.

**EDC 246. Filial and Group Play Therapy. 3 Units****Prerequisite(s):** EDC 242**Term Typically Offered:** Fall, Spring

EDC 246 is a 3-unit seminar course designed for the advanced study of play therapy and builds upon material taught in EDC 242. Students will study the theory, tenets, and implementation of filial therapy and group play therapy with diverse populations. Students will have the opportunity to apply group play therapy skills with children and adolescents, as well as practice an evidence-based filial therapy model, and receive both instructor and peer feedback.

**Note:** This course requires facilitating groups outside of class time.**EDC 250. Education Research. 3 Units****Prerequisite(s):** Graduate status**Term Typically Offered:** Fall, Spring

EDC 250 will provide the study of qualitative and quantitative methods used in the development of reliable knowledge in the field of education. It includes identification and formulation of research problems, research designs, and the presentation of reports representative of different research strategies. Scholars will be immersed in counseling discourse and a wide range of writing assignments in various genres. It is anticipated that this course will facilitate skills important to the evaluation of educational and psychological 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 and Classified or Admitted Student in the MS Counseling program

**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**

**Prerequisite(s):** Classified or Admitted Student in MS Counseling program

**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. Advanced Case Conceptualization in Clinical Rehabilitation. 3 Units**

**Prerequisite(s):** EDC 239 and Classified or Admitted Student in the MS Counseling program

**Term Typically Offered:** Fall, Spring

This course provides an in-depth review and study of the clinical rehabilitation processes and continuum of care. This course will address effective clinical rehabilitation counseling assessments, interventions, and documentation. Students will apply principles, models, and use documentation formats of biopsychosocial case conceptualization and treatment planning. This course will review strategies for interfacing with medical and allied health professionals, including interdisciplinary treatment teams culminating in a case management and clinical file addressing a holistic intervention for clients and consumers.

**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. Advocacy and Systemic Change 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

This course provides an overview of consultation, leadership, and advocacy models with emphasis on their use and application in school settings. The effective counselor must be able to employ consultation, advocacy, and leadership skills in order to meet the needs of students. Methods for analyzing data to design intentional and developmental school counseling interventions will be explored.

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| <p><b>EDC 280. Counseling Skills Lab.</b> <b>2 Units</b><br/> <b>Prerequisite(s):</b> Classified Student in MS Counseling program<br/> <b>Corequisite(s):</b> EDC 216 is taken the same semester<br/> <b>Term Typically Offered:</b> Fall only</p>  | <p><b>EDC 475. Counseling Practicum.</b> <b>3 Units</b><br/> <b>Prerequisite(s):</b> EDC 219 and classified student in MS Counseling.<br/> Additional prerequisites by specialization: Career - EDC 260; MCFC- EDC 476; School - EDC 270; Rehabilitation- EDC 239.<br/> <b>Term Typically Offered:</b> Fall, Spring</p>  |
| <p>Supervised practice in acquiring and developing counseling micro-skills including the basic styles of communication, verbal and nonverbal, with additional focus on developing and practicing counseling micro-skills under supervision and observation. The material in this course is aimed at helping students develop basic counseling skills necessary for effectively counseling and communicating with clients while integrating theory into practice.<br/> <b>Note:</b> Recommended to be taken within the first 6 units of study in the Counselor Education Program</p> | <p>Supervised counseling practice in Center for Counseling and Diagnostic Services (CCDS) 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.<br/> <b>Note:</b> Department petition is required the semester prior to enrollment. Must receive Credit for EDC 475 in order to move into EDC 480.</p>  |
| Credit/No Credit  | Credit/No Credit   |
| <p><b>EDC 282. Practicum in Group Counseling.</b> <b>2 Units</b><br/> <b>Prerequisite(s):</b> EDC 219; classified student in the Counselor Education Program.<br/> <b>Term Typically Offered:</b> Fall, Spring</p>  | <p><b>EDC 476. Advanced Skills in Marriage and Family Counseling.</b> <b>1 Unit</b><br/> <b>Prerequisite(s):</b> Classified student in the MS Counseling program and marriage, couple, family counseling concentration<br/> <b>Term Typically Offered:</b> Fall, Spring</p>  |
| <p>Supervised practice in leadership of group counseling. Lecture one hour; laboratory three hours.<br/> Credit/No Credit</p>   | <p>Structured observation and supervised practice in marriage, couple, and family counseling. Application of material learned in EDC 234 to build on practice and use of systems theories and techniques. Emphasis on establishing relationships, interviewing techniques with multiple clients, assessment techniques, setting goals, developing theory based treatment plans using systems theories, and learning to think systemically.<br/> Laboratory two hours.<br/> Credit/No Credit</p>  |
| <p><b>EDC 294. Cooperative Education Experience.</b> <b>3 Units</b><br/> <b>Prerequisite(s):</b> Open only to upper division and graduate students; consent of Department Chair.<br/> <b>Term Typically Offered:</b> Fall, Spring</p>   | <p><b>EDC 477. Supervision in Play Therapy.</b> <b>1 Unit</b><br/> <b>Prerequisite(s):</b> EDC 242<br/> <b>Term Typically Offered:</b> Fall, Spring</p>  |
| <p>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.<br/> <b>Note:</b> Units may not be used to meet course work requirements. May be repeated once for credit.</p>     | <p>EDC 477 is a 1-unit advanced counseling course designed to provide students with specialized supervision in play therapy from a faculty member who possesses the RPT-S credential. This course is intended to be taken concurrently with practicum, internship, or while earning post-graduate hours in the field. Students will participate in a weekly one-hour supervision group, as well as receive tri-weekly individual supervision to fulfill the play therapy supervision requirement for the Registered Play Therapist and/or School Based-Registered Play Therapist credentials.<br/> <b>Note:</b> EDC 477 should be taken alongside practicum, internship, or while earning post-graduate play therapy hours if a master's degree in counseling is already earned.</p> |
| Credit/No Credit  | Credit/No Credit   |
| <p><b>EDC 296P. Current Issues in Counseling: Meditation.</b> <b>1 Unit</b><br/> <b>Term Typically Offered:</b> Fall, Spring</p>  | <p><b>EDC 480. Counseling Internship.</b> <b>3 Units</b><br/> <b>Prerequisite(s):</b> EDC 475.<br/> <b>Term Typically Offered:</b> Fall, Spring</p>  |
| <p>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.<br/> <b>Note:</b> Instructor approval required. May be taken twice for credit.</p>                                 | <p>Supervised counseling and field experiences arranged in community-based settings such schools, colleges and/or agencies. Students are to collect between 600-800 hours of field work experience in the form of direct and indirect counseling experiences as designated by specialty and aligned with CACREP, CTC, and BBS requirements. This course is designed to be taken third year in both fall and spring, collecting approximately 300 hours each semester and totaling 6 units.<br/> <b>Note:</b> EDC 480 must be taken twice, over two separate semesters, in order to meet accreditation requirements. Department approval is required the semester prior to enrollment.</p>  |
| Credit/No Credit  | Credit/No Credit   |
| <p><b>EDC 299. Special Problems.</b> <b>1 - 3 Units</b><br/> <b>Term Typically Offered:</b> Fall, Spring</p>  |  |
| <p>Individual projects at graduate level designed especially for students capable of independent study.<br/> <b>Note:</b> Admission by approval of the instructor with whom the student will be working directly and the Department Chair.</p>  |  |
| Credit/No Credit  |  |

**EDC 500. Master's Culminating Experience. 1 Unit**

**Prerequisite(s):** Advancement to Candidacy for the master's degree must be filed prior to enrollment in EDC 500: Culminating Experience which is taken in the last semester of course work; Classified student in the Counselor Education Program; Department petition, and Advancement to Candidacy, are 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 in the areas of: Professional Counseling Orientation & Ethical Practice; Social & Cultural Diversity; Human Growth & Development; Career Development; Counseling & Helping Relationships; Group Counseling & Group Work; Assessment & Testing; and Research & Program Evaluation, through the Counselor Preparation Comprehensive Examination (CPCE) comprehensive final exam. Students must pass the CPCE to demonstrate understanding of the 8 core content areas.

**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 599. Continuous Enrollment Doctorate in Education. 0 Units**

**Prerequisite(s):** Student has completed all EDD coursework prior to EDD 617 and earned an RP in EDD 617.

**Term Typically Offered:** Fall, Spring, Summer

This zero-unit course is for students in the Doctorate of Education (EDD) program who earn an RP in their culminating experience course for completing their dissertation, EDD 617. The purpose of this course is to allow EDD students to maintain their continuous enrollment status while they complete the culminating experience requirements for the EDD program.

Credit/No Credit

**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 introduces students educational research design, methodologies, findings, and audience. Students will learn the overall design uses of education research, including problem statements, research questions, hypotheses, and conceptual frameworks. They will study qualitative, quantitative, and mixed-methods research designs in preparation for conducting independent research. Students will analyze how educational researchers and leaders use qualitative and quantitative data in policy and practice, enabling them to understand and critique different research tools across educational areas and 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. 3 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. 2 - 3 Units**

**Prerequisite(s):** Successful completion of all previous courses in the EDD program (EDD 600-EDD 613) with a grade of B or higher and no incompletes.

**Term Typically Offered:** Spring only

This seminar integrates the principal three themes of the program: leadership, policy, methods, and equity. Students will take a qualifying exam to demonstrate their mastery of key program skills, concepts, and theories and their readiness to undertake dissertation research.

**EDD 615. Dissertation Proposal Seminar. 6 Units**

**Prerequisite(s):** Passed Ed.D. Qualifying Examination and instructor permission.

**Term Typically Offered:** Fall, Spring, Summer

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.

Credit/No Credit

**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.

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

Credit/No Credit

**EDD 617. Dissertation II. 6 Units**

**Prerequisite(s):** Admission into the Ed.D. in Educational Leadership Program and completion of EDD 616 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.

**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

**EDD 623. Educational Foundations. 3 Units**

**Term Typically Offered:** Fall only

This course introduces major sociological theories, key education history and policy, current and reoccurring equity debates in education—concepts fundamental to educational leadership, policy, and doctoral research. It includes a survey of seminal theorists, social theory, and its application; key historical events, facts, policies, and decisions that influence and situate contemporary educational practice; and important equity debates, such as segregation and tracking, access and quality, public and private roles, testing and accountability, and others.

**EDD 699. Independent Study Doctorate in Education. 1 - 3 Units**

**Term Typically Offered:** Fall, Spring, Summer

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

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 251. Principles of Universal Design for Learning. 3 Units**

**Term Typically Offered:** Fall only

Provides an introduction to the UDL educational framework to explore strategies for educators and course designers to build UDL into lessons and assessments so all participants have equal opportunities to learn. A range of topics in UDL explore ways for practitioners to use the framework as a guide to design flexible curriculum in a variety of disciplines.

**EDGR 252. Instructional Design and eLearning Practicum I. 3 Units**

**Term Typically Offered:** Fall only

Provides an opportunity to demonstrate competence in applying concepts from instructional design, project management, and educational technology based on the results of a needs analysis in a field-based setting. Students will design an inclusive instructional intervention and present a model for an online or hybrid eLearning modality. Program project plan provides support for students' culminating projects/thesis.

**EDGR 253. Instructional Design and eLearning. 3 Units**

**Term Typically Offered:** Spring only

This course provides students with experiences to develop the knowledge, skills, and dispositions essential in the design of instruction that involves uses of inclusive technology for learning. Students will develop teaching and learning activities that may include webinars, parts of a course or workshop, online learning, or others with the instructor's approval. Students will explore and apply instructional design processes, the UDL framework, and theories for analysis, planning, and evaluation of equitable and inclusive learning experiences for diverse audiences.

**EDGR 254. Instructional Design and eLearning Practicum II. 3 Units**

**Term Typically Offered:** Spring only

Provides a continued opportunity to demonstrate competence incorporating concepts from instructional design, project management, and educational technology in the field-based program project. Students will develop, incorporate, and evaluate the effectiveness of applying the UDL principles to an instructional intervention. Project plan provides support for students' culminating projects/thesis.

**EDGR 255. Multimedia and Advanced Applications for Inclusive Course Design. 3 Units**

**Term Typically Offered:** Spring only

Examines technology and multimedia as the foundation for inclusive education strategies. Includes the necessity for accessible technology applications, web design, and learning materials. Explore strategies in which technology can be utilized in the development of inclusive learning materials.

**EDGR 256. Aligning Culturally Responsive Education and UDL. 3 Units**  
**Term Typically Offered:** Summer only

Advanced study of effective and inclusive education design. Examine curriculum design through a culturally responsive lens in digital spaces where a diversity of voices are affirmed. Studies theories of learning, assessment, individual differences, cultural, historical, philosophical, and social/political influences. Students will utilize the UDL framework to anticipate barriers to learning for historically underrepresented communities.

**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**

**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

**EDGR 557. Culminating Experience in MA in UDEL. 3 Units**

**Term Typically Offered:** Summer only

Student will evaluate the implementation of Program project. Culminating Exam will consist of an ePortfolio organized with program coursework artifacts. Student reflections of educational experiences through various program courses will be included.

**EDLP 200. Diversity and Equity in Educational Leadership. 3 Units**

**Term Typically Offered:** Fall, Spring

Students will engage in reflection regarding equity focused practices and policy throughout educational systems. Students will develop an understanding of how, and ability to lead for a just, equitable, and inclusive educational system.

**EDLP 201. Foundations of Educational Leadership. 3 Units**

**Term Typically Offered:** Fall, Spring

Designed to introduce students to leadership theories and their direct connection to practice in the field of educational leadership. Develops in students the ability to examine various leadership theories, frames, techniques, and lenses that can be used to effectively lead schools and other educational settings.

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

School finance with focus on the State of 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 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 223. Workforce Development Resource Planning, Implementation, and Evaluation. 3 Units**  
**Term Typically Offered:** Fall, Spring

Builds on the foundational competencies for workforce education and development professionals. Emphasis is on workforce development planning, analysis, design, implementation, management, and measurement and evaluation processes. Introduces several program planning models and frameworks used in the field of workforce development.

**EDLP 224. Advanced Seminar: Dynamics of Organizational Change. 3 Units**  
**Term Typically Offered:** Fall, Spring

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 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. Examines the research literature pertaining to identification of those competencies that are demonstrated to be critical for professional success as a Workforce Development Professional.

**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, new technology 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 presentation.  
 Credit/No Credit

**EDLP 250. Education Research. 3 Units**  
**Prerequisite(s):** Admission into the EDLP Program.  
**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. Establishes and improves students' professional and academic writing skills in preparation for leadership duties. Classified students are encouraged to take this course early in their graduate programs.  
**Note:** Graduate Writing Intensive (GWI) course.



- 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 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 299C. Special Problems-Preliminary Administrative Services Credential.** 1 Unit  
**Term Typically Offered:** Fall, Spring
- Individual projects for Preliminary Administrative Services Credential candidates at graduate/credential level especially for students capable of independent study. Admission with written approval by the instructor with which the student will be working and the program pathway coordinator.  
**Note:** Students must have failed a CalAPA cycle(s) to take this course. This course may be repeated for up to 3 units of credit.  
 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 495A. Field Study in Educational Leadership. 3 Units**  
**Term Typically Offered:** Fall only
- 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**  
**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 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 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/severe 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 250. Educational Research.** **3 Units**  
**Prerequisite(s):** Graduate status  
**Term Typically Offered:** Spring only
- 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.
- 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 a 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 280. Foundational Elements of Adult Learning Disability Intervention. 2 Units****Term Typically Offered:** Fall, Spring

Explore and analyze the most common social, emotional and psychological problems of adults with learning disabilities (LD) impacting cognition and learning. Topics include: current definitions, characteristics of learning disabilities (LD), the impact of dual diagnosis, and the collaborative role of the LD specialist regarding issues of professional conduct, ethics, and legality. Differences will be examined between LD and other disability categories such as Attention Deficit Disorder (ADD), Acquired Brain Injury (ABI), Developmentally Delayed Learners (DDL), etc.

**EDS 281. Assessing Achievement in Adults with Learning Disabilities. 3 Units****Term Typically Offered:** Fall, Spring**EDS 282A. Assess Cognitive Skls Adult LD. 3 Units****Term Typically Offered:** Fall, Spring**EDS 282B. Assess Cognitive Skl Adult LD II. 3 Units****Term Typically Offered:** Fall, Spring**EDS 283. Legal Issues+Adult Learning Di. 1 Unit****Term Typically Offered:** Fall, Spring**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 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 439B. Early Fieldwork in School Psychology.** **1 - 10 Units**  
**Prerequisite(s):** Satisfactory completion of first year coursework and EDS 439A 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 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