

## 2007-2009 Cal Poly Catalog

### Updated Course Descriptions.

See catalog pages as printed for [original descriptions](#).

### [College of Education](#)

## EDUC—EDUCATION

### EDUC 125 First Year Seminar (2) (CR/NC)

Issues associated with the successful transition from high school or community college to Cal Poly. Links fostered between student needs and campus resources. Coverage of academic policies and procedures, university study skills, goal setting, career planning, wellness and other topics relevant to student success. Credit/No Credit grading only. 1 lecture, 1 activity.

### EDUC 207 The Learner's Development, Culture and Identity in Educational Settings (4) (Also listed as CD 207)

Theoretical background of child and early adolescent development within diverse cultural settings and implications for the teaching-learning process. Observations of children in everyday settings. 3 lectures, 1 activity. Prerequisite: PSY 201 or PSY 202.

### EDUC 300 Introduction to the Teaching Profession (3) (CR/NC)

Supervised observation and participation in cooperating public schools. A minimum of forty-five hours of observation and participation. Discussion focuses on instructional practice and subject matter taught in grades observed, as well as the historical, philosophical, and social foundation of American public education. Total credit limited to 6 units. Credit/No Credit grading only. 2 lectures, 1 activity. Prerequisite: Junior standing or consent of instructor.

### EDUC 304 Orientation to the Teaching of Students with Disabilities (2) (CR/NC)

Introduction to the Education Specialist Credential and role of special education in the public school. Required first course in program. Orientation to program and study of self and others, laws and current conditions of special education. Required field observations and activities. 1 seminar, 1 activity. Credit/No Credit grading only. Prerequisite: Acceptance into Level I Special Education Credential Program, and must have fulfilled early field experience requirement.

### EDUC 310 Effective Teaching and Classroom Management with a Multicultural Perspective in K-3 and 4-8 Settings (4)

Knowledge, theory, fieldwork and research related to effectively managing, planning, and teaching in K-3 and 4-8 classrooms; connections between preventing discipline problems and choices about curriculum, instruction, and management; creating a positive learning environment for all students. 2 seminars, 2 activities. Prerequisite: Completion of GE Area A.

### EDUC 400 Special Problems for Undergraduates (1-4)

Individual investigation, research, studies or surveys of selected problems. Total credit limited to 8 units, with a maximum of 4 units per quarter. Prerequisite: Junior standing and consent of instructor.

### EDUC 412 Schooling in a Pluralistic Society (4) (CR/NC)

The role of culture, status, identity, and development in public school experiences for diverse learners. Organization and management of secondary classrooms as related to adolescent development and access to learning. PACT assessments embedded in course prepare credential candidates for the teaching event. Credit/No Credit grading only. 2 lectures, 2 activities. Prerequisite: Admission to the Single Subject Program. Concurrent: EDUC X410 and EDUC 414. *Changed effective Fall 2008.*



### EDUC 414 Curriculum and Inquiry in Public Schools (4) (CR/NC)

Principles, methods and practices of organizing curriculum, instruction, and assessment for secondary subject area content, with an emphasis on backward design in curriculum development and assessment. Site visits to local schools to allow analysis of planning, instruction, and assessment in secondary classrooms. PACT assessments embedded in course prepare credential candidates for the teaching event. Credit/No Credit grading only. 2 lectures, 2 activities. Prerequisite: Admission to the Single Subject Credential Program or consent of instructor. Concurrent: EDUC X410 and EDUC 412. *Changed effective Fall 2008.*



### EDUC 416 Literacy, Language, and Culture in Content Area Classrooms (4) (CR/NC)

Theories and application of literacy learning, assessment and second language acquisition in content classrooms. Observing classrooms, tutoring English language learners, and designing and teaching literacy lessons. Planning and implementing assessments for learners across content areas. Developing theories of literacy teaching and learning consistent with content teaching standards. Recognizing the role of culture in language acquisition. Accommodating multiple literacies in teaching and learning. Credit/No Credit grading only. 2 lectures, 2 activities. Prerequisite: Admission to the Single Subject Credential Program or senior standing for Agricultural Education candidates. Concurrent: EDUC 418 and EDUC 469 (except students enrolled in Agricultural Education Credential Program). *Changed effective Fall 2008.*

### EDUC 418 Culturally Responsive Teaching in Diverse Classrooms (4) (CR/NC)

Differentiated instruction and further theoretical knowledge and skills needed for successful teaching of linguistically and culturally diverse learners, as well as students with special learning needs. PACT assessments embedded in course prepare credential candidates for the teaching event. Credit/No Credit grading only. 2 lectures, 2 activities. Prerequisite: EDUC 412, EDUC 414, and content methods course. Concurrent: EDUC 416 and EDUC 469, or AGED 438 for students enrolled in Agricultural Education Credential Program. *Changed effective Fall 2008.*

### EDUC 420 Professional Development and Collaboration (4) (CR/NC)

Further development in the areas of assessment and teaching special needs students. Knowledge and skills needed for successful collaboration with other education professionals. Credit/No Credit grading only. 2 lectures, 2 activities. Prerequisite: EDUC 412, EDUC 414, EDUC 416 and content methods course. Concurrent: EDUC 418 and EDUC 469 (except students enrolled in Agricultural Education Credential Program).

### EDUC 423 Bilingual Literacy (4)

Patterns of classroom organization, application of reading programs, approaches, methods in English and Spanish, and supervised field experiences in elementary classrooms with bilingual students. 3 seminars, 1 activity. Limited to students seeking BCLAD certification. Prerequisite: Junior standing, Spanish proficiency and/or consent of instructor.

### EDUC 427 Theories, Methods, and Assessment for First and Second Language Acquisition in Secondary Schools (3)

Theories, methods, materials and assessment involved in the instruction of limited English proficient (L.E.P.) students. Bilingual, transitional, and English only programs compared across a historical framework. An integrated language arts approach emphasized, including application of reading programs based on theories of language acquisition. 2 seminars, 1 activity. Prerequisite: Admission to single subject teaching credential program or junior standing in agricultural education major.

### EDUC 428 Teaching K-3 Reading, Language Arts, and Children's Literature with a Multicultural Perspective (4)

Knowledge and skills for planning, teaching, and evaluating in a balanced, comprehensive, research-based primary (K-3) language arts program, with fieldwork, to ensure children of all abilities and backgrounds success as citizens who read, write, speak, listen and think effectively. 2 seminars, 2 activities. Prerequisite: Must be admitted into the Multiple Subject Credential Program (STEP I or STEP A).

**EDUC 429 Teaching 4-8 Grade Reading, Language Arts, and Children's Literature with a Multicultural Perspective (4)**

Knowledge and skills for planning, teaching, and evaluating in a balanced, comprehensive, research-based 4-8 grade language arts program, with fieldwork, to ensure children of all abilities and backgrounds success as citizens who read, write, speak, listen and think effectively. 2 seminars, 2 activities. Prerequisite: Must meet all requirements for acceptance into the Multiple Subject Credential Program and EDUC 428.

**EDUC 430 Teaching Reading and Language Arts with a Multicultural Perspective (6)**

Development of knowledge and skills for planning, implementing, and evaluating the teaching of a balanced, comprehensive, research-based reading and language arts program in grades K-8 with attention to children of all abilities and backgrounds. State and national trends. Language development. 4 seminars, 2 activities. Prerequisite: Admission into the Multiple Subject Credential Program.

**EDUC 431 Teaching Social Science and the Arts with a Multicultural Perspective (4)**

Development of knowledge and skills related to planning, implementing and evaluating integrated social science units of instruction; effects of culture on the selection and implementation of curriculum; knowledge and integration of physical education, art, and music. 2 seminars, 2 activities. Prerequisite: Admission into the Multiple Subject Credential Program.

**EDUC 432 Teaching Science and Mathematics with a Multicultural Perspective (4)**

Curriculum and instruction in elementary school science and mathematics. Selecting, organizing, and teaching science and mathematics at the appropriate level throughout the elementary school curriculum. Emphasis on teaching via inquiry in science and through problem solving in mathematics following state standards. 2 seminars, 2 activities. Prerequisite: Admission to Multiple Subject Credential Program. Can be taken concurrently with Student Teaching I (EDUC 434 or EDUC 454). Prerequisite for Liberal Studies majors: Completion of MATH 327 and MATH 326.

**EDUC 433 Bilingual Foundations (2)**

Limited to students seeking BCLAD Certification. Theories, methods, and techniques in bilingual education. 2 seminars. Prerequisite: Spanish proficiency, junior status and/or consent of instructor.

**EDUC 434 Student Teaching – Multiple Subject Credential (10) (CR/NC)**

Field assignment involving observation, teaching, research and related activities in public elementary and middle school classrooms. Credit/No Credit grading only. Concurrent: EDUC 455. Prerequisite: EDUC 430 and EDUC 431, and admission to STEP II or STEP B of the Multiple Subject Credential Program.

**EDUC 440 Educating Individuals with Exceptional Needs (4)**

Characteristics, incidence, and etiology of individuals with exceptional needs. Problems, assessment, and approaches toward accommodating students with exceptional needs in the regular classroom. 4 seminars. Prerequisite: EDUC 310 or consent of instructor.

**EDUC 441 Education Specialist Level II Induction Seminar (2) (CR/NC)**

Orientation class to develop a two (minimum) to five (maximum) year plan that will result in a Professional Clear Education Specialist Credential. Plan to contain elements that extend the learning of the Level I credential, foster critical reflection, include involvement of employer (i.e., school district) representatives, and include both university and non-university academic work. Credit/No Credit grading only. 1 seminar, 1 activity. Prerequisite: Admission into Level II Special Education Credential Program.

**EDUC 442 Elementary Field Experience in General and Special Education (2-4) (CR/NC)**

Public school classroom experiences in both general education classrooms and special education classrooms at the elementary level. Teaching individuals and small groups, emphasis on reading skills. Minimum 20 hours per

week. Total credit limited to 8 units. Credit/No Credit grading only. Prerequisite: Acceptance into Level I Special Education Credential Program, EDUC 304, EDUC 440. Must be taken concurrently with EDUC 451.

**EDUC 443 Assessment of Level II Education Specialists (2) (CR/NC)**

Use of multifaceted assessment process to verify that candidates have met the Level II Performance standards, including portfolio review, coursework competency review, and oral presentation before an assessor panel composed of trained professional practitioners. Credit/No Credit grading only. 1 seminar, 1 activity. Prerequisite: Admission into the Professional Level II Special Education Credential Program and completion of all Level II coursework and related activities.

**EDUC 444 The Atypical Infant (4) (Also listed as PSY 444)**

Exploration of issues pertinent to the development of atypical infants. Relationship of theory and research to intervention efforts with handicapped, developmentally delayed infants, and other at-risk infants. 3 seminars, 1 activity. Prerequisite: Junior standing, PSY 256 or CD 209, and EDUC 440 or consent of instructor.

**EDUC 445 Reading/Language Arts Instruction for Special Educators (4)**

Diagnosis and remediation of reading problems. Review of reading programs. General education (K-12) reading instructions. Alternative methods of developing English language reading skills. Field activities required. 3 seminars, 1 activity. Prerequisite: Acceptance into Level I Special Education Credential Program, EDUC 440, EDUC 446.

**EDUC 446 Adapting Instruction for Students with Disabilities in General Education Programs (4)**

Adapting instructional methods in science, social science, mathematics, reading and the arts in elementary and secondary general education settings for students with disabilities and English language learners. 3 seminars, 1 activity. Prerequisite: EDUC 440.

**EDUC 447 Secondary Field Experience in General and Special Education (2-4) (CR/NC)**

Public school classroom experiences in both general education classrooms and special education classrooms at the secondary level. Teaching individuals and small groups, emphasis on behavior management. Minimum 20 hours per week. Total credit limited to 8 units. Credit/No Credit grading only. Prerequisite: Acceptance into Level I Special Education Credential Program, EDUC 440. Must be taken concurrently with EDUC 451.

**EDUC 449 Special Education Student Teaching (8) (CR/NC)**

Participation in public schools as a student teacher in activities representing different roles of special education teachers. Assumption of a teacher's responsibility for individual and small groups. Minimum 4 days per week. Credit/No Credit grading only. Prerequisite: Acceptance into Level I Special Education Credential Program, and completion of all program requirements. Must be taken concurrently with EDUC 451.

**EDUC 451 Special Education Student Teaching Seminar (4) (CR/NC)**

Educational issues and research, development and assessment of teaching portfolio, completion of materials for a job search, and beginning the first year as a special educator. 3 seminars, 1 activity. Must be taken concurrently with EDUC 449. Prerequisite: Acceptance into Level I Special Education Credential Program; completion of program requirements for the Level I Special Education Program.

**EDUC 454 Multiple Subject Student Teaching I (7) (CR/NC)**

Field assignment involving observation, teaching, professional growth and related activities in public K-8 classrooms. Taken concurrently with EDUC 455. Credit/No Credit grading only. Prerequisite: Senior standing in BS in Liberal Studies and completion of LS 461, acceptance in STEP II or STEP B of the Multiple Subject Credential Program.

**EDUC 455 Multiple Subject Student Teaching Seminar I (2)**

Educational issues and research; rights and legal responsibilities (teachers and students); reform movements and moral dimensions in education; self evaluation based on teaching performance expectations (TPEs); student assessment and evaluation and development; assessment of MSCP

Program Portfolio; and preparing a job search. 2 seminars. Prerequisite: Senior standing in BS in Liberal Studies and completion of LS 461, admission into STEP II or STEP B of the Multiple Subject Credential Program. Taken concurrently with EDUC 434 or EDUC 454.

**EDUC 456 Multiple Subject Student Teaching II (12) (CR/NC)**

Second field assignment involving observation, teaching, professional growth and related activities in public K-8 classrooms. Credit/No Credit grading only. Taken concurrently with EDUC 457. Prerequisite: Successful completion of EDUC 454, EDUC 455, and LS 461.

**EDUC 457 Multiple Subject Student Teaching Seminar II (3)**

Issues related to teaching, moral responsibilities of educators, setting professional goals, parent conferencing, self-assessment, implementation of formal and standardized assessments, interviews, completion of materials for a job search, and beginning the first year as a teacher. Planning, implementation, and evaluation of units of instruction, teaching performance assessments, and multiple subject program portfolio. 2 seminars, 1 activity. Taken concurrently with EDUC 456. Prerequisite: Successful completion of EDUC 434 or EDUC 454 and EDUC 455.

**EDUC 458 Summer Quarter Field Experiences: General and Special Education (4) (CR/NC)**

Participation in public schools in activities representing different teaching roles in general and special education. Assumption of a teacher's responsibility for individual and small groups. May include student teaching in special education. Minimum 20 hours per week. Total credit limited to 12 units. Credit/No Credit grading only. Prerequisite: EDUC 304 and acceptance into Education Specialist Credential program. Must be taken concurrently with EDUC 459.

**EDUC 459 Summer Quarter Special Education Seminar (4) (CR/NC)**

Provides support and understanding of field experiences and the role of general and special education. Total credit limited to 8 units. 4 seminars. Credit/No Credit grading only. Prerequisite: EDUC 304 and acceptance into Level I Special Education Credential Program. Must be taken concurrently with EDUC 458.

**EDUC 469 Part-Time Student Teaching (6) (CR/NC)**

Part-time assignment in a classroom (Single Subject only). Includes teaching activities under the direction of a selected cooperating teacher in consultation with a university supervisor. Assignment consists of an entire morning in the classroom (or the equivalent) for one quarter. Credit/No Credit grading only. Prerequisite: Completion of courses and requirements to begin student teaching and approval of campus screening committee for credential candidates. Taken concurrently with EDUC 466, EDUC 467, EDUC 468.

**EDUC 470 Selected Advanced Topics (1-4)**

Directed group study of selected topics for advanced students. Open to undergraduate and graduate students. The Schedule of Classes will list topic selected. Total credit limited to 8 units. 1 to 4 lectures. Prerequisite: Consent of instructor.



**EDUC 471 Selected Advanced Laboratory (1-4)**

Directed group laboratory study of selected topics for advanced students. Open to undergraduate and graduate students. The Schedule of Classes will list topic selected. Total credit limited to 8 units. 1-4 laboratories. Prerequisite: Consent of instructor. [New course effective Spring 2009.](#)

**EDUC 479 Student Teaching (12) (CR/NC)**

Full-time assignment in a classroom (Single Subject only). Includes teaching activities under the direction of a selected cooperating teacher in consultation with a university supervisor. Assignment consists of an entire teaching day in the school for one quarter. Credit/No Credit grading only. Prerequisite: Completion of all courses and requirements prerequisite to full-time student teaching and approval by campus screening committee for credential candidates.

**EDUC 480 Computer Based Curriculum (3)**

Computer assisted instruction and computer based technology. Lesson planning and integration of technology into the K-12 curriculum. Familiarization with available educational courseware and software.

Emphasis on classroom application. 2 seminars, 1 activity. Prerequisite: Computer literacy, CSC 488 or CSC 416, or equivalent.

**EDUC 481 Advanced Educational Technology Methods and Integration (4)**

Exploration of advanced educational technology methods and review of constructivist approaches to lesson design. Designing and running technology-based lessons in local K-12 classrooms, and preparing portfolio to meet Level II technology requirements as defined by CCTC. 3 seminars, 1 activity. Prerequisite: EDUC 480 or test equivalent.

**EDUC 500 Individual Study (1-4)**

Advanced study planned and completed under the direction of a member of the department faculty. Open only to graduate students who have demonstrated ability to do independent work. Enrollment by petition. Total credit limited to 8 units. Prerequisite: Consent of department head, graduate major advisor, and supervising faculty member.

**EDUC 501 Applied Practices in Curriculum Development (4)**

Overview of major curriculum trends; planning and development of a comprehensive curriculum project geared toward use of technology in teaching. Emphasis on practicality. 3 seminars, 1 activity. Prerequisite: Graduate standing.

**EDUC 503 Seminar in Language Arts Curriculum and Methods (4)**

Language arts curriculum: objectives, methods, content, materials, evaluation, current trends, research and field work activities. 3 seminars. 1 activity. Prerequisite: Graduate standing.

**EDUC 504 Seminar in Science and Mathematics Curriculum and Methods (4)**

In-depth study of science and mathematics curriculum. Objectives, methods, content, materials, evaluation, current trends, and assessments. 3 seminars, 1 activity. Prerequisite: Graduate standing.

**EDUC 505 Seminar in Social Studies Curriculum and Methods (4)**

In-depth study of the social studies curriculum: objectives, methods, content, materials, evaluation, current trends and field work activities. 3 seminars, 1 activity. Prerequisite: Graduate standing.

**EDUC 506 Models of Instruction (4)**

Analysis of a wide variety of approaches to elementary and secondary teaching that guide instruction in the classroom and in other educational settings. In-depth analysis and implementation of selected teaching strategies. 3 seminars, 1 activity. Prerequisite: Graduate standing.

**EDUC 507 Instructional Materials and Technology (4)**

Examination of technology-supported instruction with special focus on the use of technology to enable constructivist learning experiences for K-12 students. A survey of advanced technologies including electronic media, digital geography, digital story telling, probeware, simulation, and blogging. 3 seminars, 1 activity. Prerequisite: Graduate standing.

**EDUC 508 Digital Moviemaking for K-12 Educators (4)**

Digital moviemaking as the centerpiece of constructivist learning projects in K-12 classrooms. Project-based. Tools and skills for digital moviemaking. Designing constructivist lessons that require K-12 students to make their own movies. 3 seminars, 1 activity. Prerequisite: EDUC 481 or EDUC 507 or consent of instructor.

**EDUC 509 Robotics for K-12 Educators (4)**

The use of robots as the centerpiece of constructivist learning projects in K-12 classrooms. Project-based. Learning to build and program robots and design constructivist lessons around them. No engineering background required. 3 seminars, 1 activity. Prerequisite: EDUC 480 or EDUC 481 or EDUC 507 or consent of instructor.

**EDUC 510 Educational Finance and Resource Allocation (4)**

Financing public schools in America: historical and current sources and types of funding. District level and site level funding and budgeting including priorities and purchasing procedures. Financial implications of personnel contracts and obligations. 3 seminars, 1 activity. Prerequisite: Graduate standing and consent of instructor.

**EDUC 511 Educational Law and Governance (4)**

Legal aspects of school administration including unions, collective bargaining, and contract administration. Governing roles of federal, state, and local agencies including boards and district administrators. 3 seminars, 1 activity. Prerequisite: Graduate standing and consent of instructor.

**EDUC 512 Educational Organization and Management (4)**

Principles of organization, management, and leadership and their relationship to educational effectiveness and productivity. Activity experience in the application of management theory in schools. 3 seminars, 1 activity. Prerequisite: Graduate standing and consent of instructor.

**EDUC 513 Educational Planning and Decision Making (4)**

Concepts of planning and decision making in educational administration that utilize a wide range of data gathering and analysis procedures. 3 seminars, 1 activity. Prerequisite: Graduate standing and consent of instructor.

**EDUC 514 School Site Administration (4)**

Principles and practices of effective building level administration in multicultural/multilingual environment. 4 seminars. Prerequisite: Graduate standing and consent of instructor.

**EDUC 515 Educational Program Management and Evaluation (4)**

Supervision, management, and evaluation of educational curriculum and educational programs. Current trends in program management including mapping, monitoring, alignment. 3 seminars, 1 activity. Prerequisite: Graduate standing and consent of instructor.

**EDUC 516 Educational Personnel Supervision and Evaluation (4)**

Principles and processes for the supervision and evaluation of certificated and classified staff including legal, research, and professional considerations. 3 seminars, 1 activity. Prerequisite: Graduate standing and consent of instructor.

**EDUC 518 Administrative Services Fieldwork (3) (CR/NC)**

Supervised fieldwork in school administration for supervision at the elementary and secondary level. Assignments must encompass three of the four academic quarters and must involve some multicultural experience. Total credit limited to 18 units, only 9 of which may be applied toward master's degree. Credit/No Credit grading only. Prerequisite: Admittance to the Administrative Services Credential program and consent of instructor.

**EDUC 525 Literacy and Reading Processes, Programs and Technology (4)**

Physiological, psychological and psycholinguistic components of the reading process. Applications of research findings of teaching reading, including innovative programs and the use of reading technology. 3 seminars, 1 activity. Prerequisite: Graduate standing.

**EDUC 526 Diagnostic Procedures in Literacy and Reading (4)**

Formal and informal methods of diagnosing and remediating reading problems in classrooms and reading clinics. 3 seminars, 1 activity. Prerequisite: Graduate standing.

**EDUC 527 Language and Literacy Models for Second Language Learners (4)**

Theory and models of learning in a second language at the high levels needed for school success. Analysis and synthesis of research in bilingualism and second language acquisition for teachers of second language learners. The Schedule of Classes will list topic selected. Total credit limited to 8 units. 3 lectures, 1 activity. Prerequisite: EDUC 423 or EDUC 433 or comparable BCLAD coursework.

**EDUC 529 Bilingual Special Education and Reading Instruction (4)**

Principles, procedures and materials for teaching reading to bilingual students coupled with diagnostic and prescriptive methods for understanding reading problems of the bilingual and bilingual special education student. 2 seminars, 2 activities. Prerequisite: Graduate standing.

**EDUC 530 Secondary, College, and Adult Literacy Practices (4)**

Principles, procedures, and materials for improving literacy and reading in the subject matter areas with students of different backgrounds and abilities in grades 7 through college. Field experiences in teaching reading to adults,

college, or secondary students. 3 seminars, 1 activity. Prerequisite: Graduate standing.

**EDUC 532 Advanced Field Experiences in Education (3-12) (CR/NC)**

Supervised advanced field experience and practical application of specialty for classroom teachers, reading and special education specialists, administrators and school support personnel. Total credit limited to 18 units for specialist credentials. Total credit limited to 6 units for the master's degree. 30 hours work experience per unit of credit. Credit/No Credit grading only. Prerequisite: Graduate standing, completion of basic teaching or administrative credential, or consent of instructor.

**EDUC 542 Administration of Special Programs and Services (4)**

Principles and practices of organizing and administering special education, reading, counseling, and other support programs. Assessment and placement procedures, middle management's role, overview of specially funded programs, historical precedents and future trends. 3 seminars, 1 activity. Prerequisite: Graduate standing and consent of instructor.

**EDUC 543 Advanced Studies in Assessment, Behavioral Support, Curriculum for Transition in Special Education (4)**

Advancement of Level II candidate's knowledge and skills in assessment driven decision making for pupils with disabilities, supporting pupils with serious emotional or behavioral problems, and preparing pupils with disabilities, including English Language Learners, for major life cycle school transitions. Analyzing assessment data to determine how to modify academic instruction, provide behavioral support, social skills training, career and vocational preparation. 3 seminars, 1 activity. Prerequisite: Admission into the Professional Level II Special Education Credential Program, EDUC 441.

**EDUC 544 Advanced Collaboration and Consultation for Teachers of Students with Special Needs (5)**

Advanced studies and skills in educational consultation. Emphasis on the collaborative and consultative role of the special educator with a wide range of individuals from diverse cultural backgrounds including school personnel, parents, outside agencies, and paraprofessionals. 3 seminars, 2 activities. Prerequisite: Admission into the Level I Special Education Credential Program and master's degree program in education.

**EDUC 545 Characteristics and Instruction of Pupils with Mild/Moderate Disabilities (5)**

Characteristics of, and instructional strategies for students with mild/moderate disabilities. Organization and management of the special classroom. Evaluation of the instructional system. Individualization of instruction, appropriate methods for English language learners and interaction in the total school environment. 3 seminars, 2 activities. Prerequisite: Acceptance into Level I Special Education Credential Program, EDUC 440.

**EDUC 547 Advanced Curricular and Instructional Adaptations for Students with Special Needs (4)**

Advanced studies and skills in adaptation and modification of curriculum and instructional techniques to meet the needs of students with special needs. Educational implications of current learning theories as applied to individuals with special needs. Development and application of a remedial therapy with appropriate individual(s). Development of instruction based on the adopted instructional program for English Language Development. 3 seminars, 1 activity. Prerequisite: Acceptance into Level II Special Education Credential Program and EDUC 441

**EDUC 548 Advanced Collaboration, Consultation and Instructional Techniques for Teachers of Pupils with Disabilities (4)**

Advanced studies in assessment, adaptation and modification of curriculum, and instructional techniques for teachers of pupils with disabilities. Emphasis on the collaborative, consultative, and management roles of the special educator, focus on interactions with school staff, parents, and outside agencies. 3 seminars, 1 activity. Prerequisite: Admission into the Professional Level II Special Education Credential Program, EDUC 441.

**EDUC 550 Assessment Strategies for Special Education (5)**

Using norm referenced, criterion referenced, and curriculum based testing for assessing academic, behavioral, and physical status of individuals with exceptional needs, including English language learners, for referral purposes. Instructional and evaluation decisions regarding exceptional students in school settings. 3 seminars, 2 activities. Prerequisite: Acceptance into Level I Special Education Credential Program and MA in Education, EDUC 440, EDUC 446.

**EDUC 551 Characteristics and Instruction of Pupils with Moderate/Severe Disabilities (4)**

Definition and social behavioral characteristics of students with moderate to severe disabilities. Instructional strategies emphasizing law, assessment, educational settings, and the collaborative strategies necessary for facilitating the inclusion of students with moderate/severe disabilities in general education settings. Emphasis on the communication, social skills, movement, mobility, sensory and specialized health care issues of students with moderate to severe disabilities. 3 seminars, 1 activity. Prerequisite: Acceptance into Level I Special Education Credential Program, EDUC 440.

**EDUC 552 Support and Transition Strategies in Special Education (5) (formerly EDUC 452)**

Basic guidance techniques for teachers working with exceptional individuals and their families. Career selection, preparation, and counseling. Transition from school to work, and community resource utilization. 3 seminars, 2 activities. Prerequisite: Acceptance into Level I Special Education Credential Program and MA in Education, EDUC 440, EDUC 446.

**EDUC 553 Current Issues, Emerging Research and Practices in Special Education (4)**

Consideration of assumptions and techniques of educational research regarding the educational, personal, social and vocational difficulties affecting the development of individuals with exceptional needs; emphasizing their applicability to general and specific educational programs. 4 seminars. Prerequisite: Admission to Level I Special Education Credential Program or masters degree program.

**EDUC 554 Behavior Disorders and Positive Behavior Support Strategies (5) (formerly EDUC 450)**

Assessment of students whose behavior impedes either their own learning or the learning of other students. Strategies for facilitating proactive educational, environmental and social-emotional techniques for supporting students with challenging behavior. 3 seminars, 2 activities. Prerequisite: Acceptance into Level I Special Education Credential Program and MA in Education, EDUC 440, EDUC 446.

**EDUC 555 Introduction to the Counseling Profession (4)**

Overview of the counseling profession, history, philosophy, theory and ethics. Required activity. 3 seminars, 1 activity. Prerequisite: Admission to MA Education program.

**EDUC 556 Multicultural Counseling (4)**

Initiation of critical analysis of personal beliefs and attitudes regarding counseling in a diverse society. Focus on a variety of approaches to explore the beliefs and attitudes of the student in counseling settings, and examination of strategies considered effective in working with diverse populations. 3 seminars, 1 activity. Prerequisite: Admission to MA Education program.

**EDUC 557 Career Counseling (4)**

Focus on the study and application of career development theories in career counseling. Utilizing appraisal instruments, community referral resources, occupational information, computerized retrieval systems, and personal and social data and required activities. 3 seminars, 1 activity. Prerequisite: Admission to MA Education program.

**EDUC 558 Elementary School Counseling (4)**

Focus on the development of skills for the integration of counseling activities into elementary school curriculum – specifically the role of the counselor in the development of a comprehensive guidance program, classroom guidance, counseling, consultation, program design and evaluation, curriculum and administration of special programs. 3 seminars,

1 activity. Prerequisite: PPS credential candidate, or consent of instructor.

**EDUC 559 Secondary School Counseling (4)**

A basic understanding of the secondary school environment, the role and responsibilities of the counselor within the school environment/community, the components of a secondary school counseling program, the developmental issues of 13-18 year olds, emerging standards for school counselors and the changing nature of student populations. 3 seminars, 1 activity. Prerequisite: PPS credential candidate, or consent of instructor.

**EDUC 560 Counseling Theories (4)**

Theories and practice of counseling with special emphasis on the counseling process. Emphasis on conditions of counseling, counseling techniques, counseling diverse populations and the counselor as a professional helper. 3 seminars, 1 activity. Prerequisite: EDUC 555 and admission to MA Education program.

**EDUC 561 Group Counseling (4)**

Theory and practice of group counseling, client selection, group structure, process and termination, and application of theories to specific developmental groups. Communication and facilitation skills emphasized with relevant ethics and law. 3 seminars, 1 activity. Prerequisite: EDUC 555, EDUC 560 or consent of instructor.

**EDUC 562 Student Development–Higher Education (4)**

Exploration of the roles and competencies of the student development specialist in higher education. Review of relevant developmental theory with emphasis on practical implementation. Explore current issues and trends in higher education, and organizational framework. 4 seminars. Prerequisite: Admission to MA Education program.

**EDUC 563 Violence Prevention in Schools (4)**

Specific counseling strategies and issues related to violence in the schools. Alienation, violence, parenting, as they relate to the factors associated with school violence. Evaluation of effective intervention programs for K-12 schools. 3 seminars, 1 activity. Prerequisite: Admission to MA Education program.

**EDUC 564 Legal and Ethical Issues in Counseling (4)**

Consideration of legal, ethical, cultural and related professional issues as they affect the practice of counseling. 3 seminars, 1 activity. Prerequisite: Admission to MA Education Program or PPS Credential Program.

**EDUC 565 Counseling Measurement and Assessment (4)**

Training and evaluation in the utilization of tests, scales, measures, and other instruments with K-12, and college-age students. An understanding of culturally appropriate tests and measures, collaboration with school personnel, parents, and students in the review and interpretation of test scores and measures. 3 seminars, 1 activity. Prerequisite: Admission to MA Education Program, Counseling and Guidance Specialization, or to PPS Credential Program.

**EDUC 566 Leadership and Consultation in Counseling (4)**

Development of skills in planning, organizing, coordinating, and delivering programs that generate systemic change through establishing collaboration within schools, communities and other stakeholders. Emphasis on social action and its role in the counseling profession. 3 seminars, 1 activity. Prerequisite: Admission to MA Education Program or PPS Credential Program.

**EDUC 568 Individual Counseling Techniques (4)**

Theory and practice of individual counseling, process and termination, and application of theories to specific developmental issues working with K-12 students. Communication and facilitation skills emphasized, working with diverse populations and following legal and ethical guidelines. 3 seminars, 1 activity. Prerequisite: Admission to MA Education Program, Counseling and Guidance Specialization, or to PPS Credential Program.

**EDUC 573 Field Experience, Counseling (I–12) (CR/NC)**

Practical application of guidance services and counseling in public schools, colleges and community settings. Seminars with university staff included. Total credit limited to 24 units. Credit/No Credit grading only. Maximum of 6-12 units may be applied toward MA Education. Prerequisite: EDUC 555, EDUC 560 and Advancement to Candidacy. *Corrected/effective Summer*

07.

**EDUC 581 Graduate Seminar in Education (1-3)**

Contemporary problems in education. Trends, developments, and issues. Total credit limited to 9 units. Prerequisite: Graduate standing.

**EDUC 586 Introduction to Inquiry in Education (4)**

Introduction to professional literature search techniques and to professional organizations as a basis for educational inquiry. Explanation of social construction of knowledge, and the philosophical basis of quantitative and qualitative research. 3 seminars, 1 activity. Prerequisite: Admission to UCTE master's program.

**EDUC 587 Educational Foundations and Current Issues (4)**

Historical, organizational, legal and philosophical characteristics of American education. Emphasis on the analysis of contemporary issues focusing on these characteristics. 4 seminars. Prerequisite: Graduate standing.

**EDUC 588 Education, Culture, and Learning (4)**

Cultural characteristics of educational institutions and practice. Review of theory and research relating to the social and organizational context in which learning and teaching takes place. 4 seminars. Prerequisite: Graduate standing.

**EDUC 589 Educational Research Methods (4)**

Introduction to research methodologies, application of inferential and descriptive statistics, critical analysis of research designs and data collection techniques. 3 seminars, 1 activity. Prerequisite: EDUC 586.

**EDUC 590 Research Applications in Education (4)**

Application of social science research techniques to problems in education and human services. Capstone experience for the UCTE master's inquiry course sequence. Completion of an inquiry project required. 2 seminars, 2 activities. Prerequisite: EDUC 589.

**EDUC 599 Thesis or Project (3) (3)**

Completion of a thesis or project pertinent to the field of education. Student must register for each quarter of advisement. Prerequisite: Consent of graduate committee and supervising faculty member(s).