

# SCHOOL OF EDUCATION

Education Bldg. (02), Room 120  
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<https://soe.calpoly.edu>  
[soe@calpoly.edu](mailto:soe@calpoly.edu)

Director: J. Kevin Taylor

## Academic Programs

Program name	Program type
Curriculum and Instruction	MA
Education	MA
Educational Leadership and Administration	MA
Higher Education Counseling and Student Affairs	MS
Special Education	MS

## Vision, Mission and Programs

**Vision:** The School of Education programs support the development of qualified, competent, and caring education professionals who prepare a diverse student population to become active and thoughtful participants in a democratic society.

**Mission:** The School of Education leads the campus in an all-university approach to preparing education professionals. These professionals create, assess and modify environments, practices, and policies to foster the achievement of each and every learner; they strive for equity in schools and society; and they are committed to inquiry and professional growth for themselves and the advancement of P-20 education.

School of Education faculty model leadership in their teaching, scholarship, and service through a grounded, reflective *learn-by-doing* approach and through sustained collaborations with their education partners: P-12 schools, families, community colleges, universities, and local, state, and national agencies.

**Learning Outcomes:** All candidates who complete a credential or master's degree in the School of Education will:

- *Be Qualified, Competent, and Caring Professional Educators*
- *Integrate Principles and Practices of Professional Fields to Support Student Learning*
- *Engage in Cross-Disciplinary and Collaborative Practices*
- *Demonstrate Authentic Assessment Practices Designed for Student Success, Individual Growth, and Program Improvement*
- *Effect Sustainable Communities in a Multicultural Environment*
- *Engage in Professional Practices*

**Programs:** The School offers a wide variety of courses and programs leading to careers in education. Common to all programs is a commitment to excellence, to partnerships and collaboration, and to preparation for future educational challenges. As the state's population grows, enrollments in grades P–12 increase and with them the demand for well-prepared teachers, and for specialists in administration, special education, and counseling/guidance.

To meet the need for excellence in the field, the School seeks talented, creative students who are committed to a long-term career in education and to the improvement of educational processes and institutions.

The School offers programs that lead to a preliminary credential in Multiple Subject or Single Subject teaching, in Administrative Services or as an Education or Agriculture Specialist. Supplementary and subject matter authorizations are available in a variety of subject areas.

The School offers multiple master's degrees; see the Graduate (p. 2) section for more information.

Stressing the "learn by doing" philosophy, the School provides opportunities for extensive on-site observation, tutoring, and fieldwork in educational settings. Cal Poly maintains cooperative relations with surrounding school districts and area educational agencies. Within our service area, teacher candidates and master's students can learn in cross-cultural, city and rural settings.

## Teacher Education

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The following credential programs are accredited by the California Commission on Teacher Credentialing (CTC) to prepare candidates and recommend for these credentials.

## Teaching Credential Programs

- Agriculture Specialist
- Multiple Subject
- Single Subject: Agriculture
- Single Subject: Biological Science
- Single Subject: Chemistry
- Single Subject: English
- Single Subject: Geosciences
- Single Subject: Mathematics
- Single Subject: Physics
- Single Subject: Social Science
- Single Subject: World Languages – French
- Single Subject: World Languages – Spanish
- Bilingual Authorization: Spanish
- Education Specialist: Mild/Moderate Disabilities (see Graduate section in School of Education)

Credential programs consist of coursework and field experiences, including the clinical practice known as student teaching, that are required to obtain a preliminary teaching credential in California. Coursework in credential programs in the state of California is required to fit within one year of full-time study. In some instances, candidates are able to take prerequisite courses and enter a credential program prior to the completion of their undergraduate degree.

Application deadlines are established for each specific program. Detailed information about application deadlines and other requirements is available on the School of Education website at <https://soe.calpoly.edu>.

## Multiple Subject Teaching

A multiple subject teaching credential permits someone to teach all subjects in a self-contained classroom (the context of elementary schools) up to the 8<sup>th</sup> grade, and Cal Poly's Multiple Subject Teacher Preparation (MSTEP) Program prepares students to earn this credential. Entry to MSTEP requires completion of an undergraduate degree, but prerequisite coursework can be taken either as part of an undergraduate

degree or at the post-baccalaureate level. Some prerequisite courses have specific requirements for enrollment (e.g. senior or graduate standing); hence, early advising is critical and interested individuals are encouraged to contact the School of Education Credential Office for this purpose.

During the MSTEP Program candidates take courses in methods of teaching specific subjects, and they engage in clinical practice (student teaching) in elementary school classrooms and participate in seminar courses designed to bridge university- and school-based learning experiences. Special attention is paid to learning how to teach young students whose first language is not English, so a credential earned from the MSTEP Program is designated as English learner authorized. Detailed information about steps to apply to the MSTEP Program and state requirements for a Multiple Subject Teaching Credential can be found on the School of Education website at <https://soe.calpoly.edu>.

## Single Subject Teaching

The Single Subject Teaching Credential is for candidates who wish to teach a specific content area at the secondary level. Single subject candidates must demonstrate subject matter competency by completing an approved subject matter course work program in that subject matter area or provide evidence of passing the appropriate California Subject Examinations for Teachers (CSET) specialty area test(s). Demonstration of subject matter competency must be completed before candidates begin the credential program.

Candidates for the Single Subject teaching credential in Agriculture or the Agricultural Specialist credential complete their preparation program through the Agricultural Education and Communication Department at Cal Poly and should communicate with the department credential advisor for further information or advisement (Dr. Ben Swan, at 805-756-2401 or [bswan@calpoly.edu](mailto:bswan@calpoly.edu)).

*NOTE:* Credential requirements are subject to change. Please check with program advisors for up-to-date information.

## Admission Requirements

Details concerning specific requirements are available from the appropriate advisor, the advisement handbook, or at <https://soe.calpoly.edu>.

The requirements for admission to Cal Poly to pursue a Multiple Subject credential differ slightly from those for the Single Subject credential. All applicants must first apply for admission to graduate studies in Education at Cal Poly by completing an application at <http://www.calstate.edu/apply> (<https://calstate.edu/apply>).

## Preliminary Credential

California has a two-tiered credentialing system. Initial credentialing to be a teacher requires earning a *preliminary* credential. Cal Poly programs provide a route to this credential and it allows a person to be hired as a classroom teacher in public schools in California. Contact the School of Education Credential Office for program-specific admission requirements, which include obtaining a Certificate of Clearance.

To make successful progress through a credential program, teacher candidates must maintain a B average in all professional education courses (MSTEP Program) or each a B or better in all professional education courses (Single Subject Program). Candidates must also complete additional application steps at specified transition points.

Check with the pertinent credential program advisor, handbook, and/or website (see <https://soe.calpoly.edu>) to determine all requirements to be completed for a specific credential program. A teacher candidate must provide evidence of completion of all state- and program-mandated requirements, and have that verified by the SOE Credential Office in order to be recommended for a preliminary credential.

## Clear Credential

The second tier of teacher credentialing in California is the *clear* credential. California Senate Bill 2042 transferred the recommending of a clear teaching credential to school districts via Induction Programs. Graduates obtaining their preliminary credential from Cal Poly should consult the school district employing them for information about Induction Programs and obtaining a clear credential.

## Supplementary and Subject Matter Authorizations

A basic teaching credential can be enhanced by adding supplementary and/or subject matter authorizations. These authorizations allow teachers to teach additional subjects without completing a full professional preparation program for that credential and we encourage candidates to consider whether it is possible to add these as part of completing their preliminary credential. To earn an authorization, students must complete a specific number of course credits in the new content area. See [www.ctc.ca.gov](http://www.ctc.ca.gov) (<http://www.ctc.ca.gov>) for specific information on these authorizations and consult with your credential advisor to plan your coursework in order to meet the necessary requirements for any additional authorizations desired.

## Graduate Programs Credential Programs

Credential programs are accredited by the California Commission on Teacher Credentialing (CTC) to prepare candidates and recommend for these credentials.

## Admission

Details concerning specific requirements are available from the appropriate advisor, the advisement handbook, or at <https://soe.calpoly.edu>.

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

## Administrative Services

- Preliminary
- Administrative Intern

The Educational Leadership and Administration Program offers the California Preliminary Administrative Services Credential for eligible candidates who hold a valid CLEAR California teaching or service credential and who have completed five (5) years of full-time teaching/

service with this credential. The Administrative Internship Program is an option for those who are requested by their employing district to concurrently serve in an administrative position while completing the requirements for the California Preliminary Administrative Services Credential.

## California Preliminary Administrative Services

This program emphasizes a comprehensive knowledge of K-12 school administration including applied theory, administration and leadership, schools in contemporary society, and effective management related to educational outcomes. As a basis for credential recommendation, the preliminary program emphasizes applied theory with actual experience in fieldwork assignments and an evaluation of administrative competence.

The credential program requires 58 quarter units, all of which are applicable to the MA in Education with a Specialization in Leadership and Administration. The Preliminary Administrative Services Credential authorizes service in any administrative position at any grade level (K-12) in California.

## Administrative Intern

This program supports districts that have an immediate need for an administrator and are without suitable candidates. Candidates earn the Preliminary Administrative Services Credential as they serve in an administrative capacity within a one year time frame.

## Education Specialist (Mild/Moderate Disabilities)

- Preliminary

This credential authorizes the holder to teach in the following settings: special day classes, special schools, home/hospital settings, correctional facilities, nonpublic schools and agencies, and resource rooms.

The program is designed to prepare candidates to work with pupils with mild/moderate disabilities, which include specific learning disabilities; mild to moderate intellectual disabilities; attention deficit and attention deficit and hyperactivity disorders; and serious emotional disturbances, and authorizes serving individuals in K-12, and in classes organized for adults through age 22.

A full-time candidate may complete the requirements in one calendar year. The Education Specialist program is heavily field based and requires 62 quarter units, most of which are applicable to the MA in Education with a Specialization in Special Education.

A Multiple or Single Subject teaching credential is *not* required for admission. However, some coursework taken for the Single Subject or Multiple Subject Credential program may meet prerequisite course requirements for the Education Specialist Credential program.

## Master of Arts in Education

**Applications for Fall 2018 admission to the MA Education program are not currently being accepted. Please see below for information on new programs accepting Fall 2018 applications.**

## General Characteristics

The Master of Arts degree program in Education is designed to provide a broad-based perspective of education. Specializations within this

degree program, are closely related to the occupational and professional requirements of a variety of pursuits in the fields of education, college student affairs, and agencies involved with community affairs.

## Admission

Admission to the MA in Education degree program minimally requires the following:

- 3.0 GPA in last 90 quarter units
- Letters of recommendation
- Bachelors degree from a regionally accredited college/university

Each specialization below may include additional requirements for the specific program (see the Graduate section (<http://catalog.calpoly.edu/graduateeducation>) of this catalog for additional information on admission).

## Program of Study

All specializations require a minimum of 45 quarter units of graduate work, with at least 40 units of 500-level Education (EDUC) courses. Courses taken in these specializations may also be applied toward related credentials.

Candidates must earn a grade of C- or better in all courses, maintain an overall grade point average of 3.0 or better, and remain in good professional standing within their specialization. All candidates must meet the Graduation Writing Requirement.

Credits earned in student teaching are not accepted toward completion of any specialization within the MA Education. At least 36 program-required units shall be completed in residence. Transfer and/or extension credits are only accepted when the credits are acceptable for master's degree credit by the offering institution in its own programs. Transfer credits are not accepted for the MA in Education with a specialization in Educational Leadership and Administration.

## Advising

The candidate must meet with his/her advisor on a regular basis. Continued consultation with the advisor assists a smooth progression toward completion of the degree.

## Formal Study Plan

The candidate is required to file a Formal Study Plan prior to completion of 12 units in his/her program. This plan is completed in consultation with the program advisor and helps the candidate to schedule courses in a sequence that results in timely completion of the program. A Formal Study Plan is required prior to Advancement to Candidacy.

## Advancement to Candidacy

Advancement to master's degree candidacy requires:

- Completing at least 24 units of program-required courses in residence, specified in a formal program of study, with minimum GPA of 3.0;
- Meeting the university Graduation Writing Requirement;
- Receiving formal recommendation of the graduate faculty;
- Earning a GPA of 3.0 in all coursework included on the formal program of study, and in all coursework completed subsequent to admission to post baccalaureate standing; and
- Meeting all conditions of admission.

## Culminating Experience

Depending on the specialization, final assessment of a candidate's progress shall include a comprehensive written examination and EDUC 590 Research Application in Education, or the completion of a thesis/project. Students must enroll in EDUC 599 Thesis in Education for every quarter in which they are receiving related advisement.

## MA Education, Specialization in Counseling & Guidance

This program prepares students for careers as student affairs professionals and counselors in higher education settings. Admission to the program, which occurs **only** in spring quarter, requires references, an auto-biographical statement, and an interview. Students who have career goals of working in clinical counseling in agency settings or in private practice should refer to the MS Psychology in the College of Liberal Arts (<http://catalog.calpoly.edu/collegesandprograms/collegeofliberalarts>).

## MA Education, Specialization in Curriculum and Instruction

A Master of Arts in Education with a specialization in Curriculum and Instruction offers the opportunity for PreK-16 educators to advance their knowledge and practice in working with ambitious curricula and complex instructional approaches to foster students' development of deep understanding and multiple literacies for the 21<sup>st</sup> century.

Candidates in the program will be required to have at least two years of teaching experience so that they have automated the skills necessary to lead instruction and can build more advanced knowledge and skills. Courses in the program are hybrid in nature to enable the working educator to manage full-time employment while completing coursework, and they are designed with readings and activities that are practical as well as providing more in-depth information about key concepts that inform us about teaching for understanding. Completion of the program will place candidates in a position to take on curriculum design and/or instructional leadership roles or to lead professional development opportunities in their programs, schools or districts. In addition, it will lay the groundwork for graduate study at the doctoral level.

In the program, candidates will be part of a cohort and have collaborative learning opportunities to deepen their understanding of effective teaching practice with the ambitious standards in K-16 education today, and the theories/principles underlying them as well as research-based evidence behind them. A culminating experience will be a project involving the design and conduct of research in a classroom in response to an authentic question about teaching practice. Teachers engage in elements of this type of activity on a daily basis as they try out ideas to support the learning of their students. In this program, such activity will be taken on in a more formal and systematic way, as either an action research project or a thesis project in education, with the result that each candidate will be contributing to our knowledge base about what works in classrooms to support desired student development.

## MA Education, Specialization in Educational Leadership and Administration

The M.A. and Preliminary Administrative Services Credential program allows students to complete their master's degree and/or credential in 16 weekends (Friday evenings and all day Saturdays) and one summer session during an 11-month period. This rigorous, practical program is designed for those seeking leadership positions in K-12 schools, community colleges, universities, the military, government agencies, and educationally related organizations. Students are admitted once each year in the fall, and they progress through the program as a cohort. The program emphasizes applied theories of educational leadership, mastery of practical skills required for effective school administration and competence in research methods necessary for understanding and assessing learning organizations. While designed primarily for K-16 leaders, the program is beneficial for leaders from other fields. Individuals interested in leading nonprofit organizations are encouraged to apply.

## MA Education, Specialization in Special Education

Applicants who enroll in this specialization must meet personal and professional standards, including necessary qualifying examinations, presentation of personal recommendations, and a personal interview. Approved units for the master's degree program can be applied towards the requirements for a Preliminary Education Specialist Credential. It is also possible for qualified students to complete the requirements for the Specialist Credential while pursuing the requirements for the Master of Arts degree in Education.

## MA Curriculum and Instruction

### *New program, effective Fall 2018*

#### General Characteristics

A Master of Arts in Curriculum and Instruction offers the opportunity for PreK-16 teachers to advance their knowledge and practice in working with ambitious curricula and complex instructional approaches to foster students' deep understanding and development of multiple literacies for the 21<sup>st</sup> century. Applicants are required to have at least two years of classroom teaching experience so that they have developed the skills necessary to run a classroom and can build more advanced knowledge and skills upon that foundation.

#### Admission

- Admissions for the MA Curriculum & Instruction degree minimally requires the following:
- 2 years of PreK-16 classroom teaching experience
- 3.0 GPA in last 90 quarter units
- 3 Letters of recommendation
- Bachelor's degree from a regionally accredited college/university
- An interview with program faculty

#### Program of Study

The program will support students in developing the requisite knowledge and experience to take on curriculum design, instructional leadership, or lead professional development opportunities in their schools or districts. In addition, it will provide foundational experiences that will facilitate graduate work at the doctoral level. Students will be part of a cohort and

have collaborative learning opportunities to foster understanding of the theories and principles underlying research-based advanced practices.

## Advising

Students must meet with their advisor on a regular basis to ensure a smooth progression toward completion of the degree.

## Formal Study Plan

The candidate is required to file a Formal Study Plan prior to completion of 12 units in the program. This plan is completed in consultation with the program advisor and helps the candidate to schedule courses in a sequence that results in timely completion of the program. A Formal Study Plan is required prior to Advancement to Candidacy.

## Advancement to Candidacy

- Advancement to master's degree candidacy requires:
- Completing at least 24 units of program-required courses in residence
- Meeting the university Graduation Writing Requirement
- Receiving formal recommendation of the graduate faculty
- Earning a GPA of 3.0 in all coursework included on the formal program of study, and in all coursework completed subsequent to admission to post baccalaureate standing; and
- Meeting all conditions of admission.

## Culminating Experience

The culminating experience is an Action Research Project conducted in a learning environment. Students must receive a minimum score of 80 percent to pass the project. If a student fails to receive a passing mark, s/he will be permitted to rewrite and/or revise the project one additional time.

## MA Educational Leadership and Administration

*New program, effective Fall 2018*

### General Characteristics

The Master of Arts in in Educational Leadership and Administration Program (ELAP) allows students to complete their Master's degree in 16 weekends (Friday evenings and all day Saturdays) and one summer session during an 11-month period. It is possible for qualified students to also complete the requirements for the Preliminary Administrative Services Credential.

### Admission

- Admission to ELAP minimally requires the following:
- 3.0 GPA in last 90 quarter units
- 3 Letters of recommendation
- Bachelor's degree from a regionally accredited college/university
- Autobiographical statement
- An in-person interview or video testimonial

### Program of Study

The MA in Educational Leadership and Administration is a rigorous, practical program designed for those seeking leadership positions in K-12 schools, school districts, and educationally related organizations. Students are admitted once each year in the fall, and they progress through the program as a cohort. The program emphasizes applied theories of educational leadership, mastery of practical skills required

for effective school administration and competence in research methods necessary for understanding and assessing learning organizations.

## Advising

The candidate must meet with his/her advisor on a regular basis. Continued consultation with the advisor assists a smooth progression toward completion of the degree.

## Formal Study Plan

The candidate is required to file a Formal Study Plan prior to completion of 12 units in his/her program. This plan is completed in consultation with the program advisor and helps the candidate to schedule courses in a sequence that results in timely completion of the program. A Formal Study Plan is required prior to Advancement to Candidacy.

## Advancement to Candidacy

- Advancement to master's degree candidacy requires:
- Completing at least 24 units of program-required courses in residence
- Meeting the university Graduation Writing Requirement
- Receiving formal recommendation of the graduate faculty
- Earning a GPA of 3.0 in all coursework included on the formal program of study, and in all coursework completed subsequent to admission to post baccalaureate standing; and
- Meeting all conditions of admission.

## Culminating Experience

The culminating experience is a Comprehensive Examination consisting of questions drawn from material presented in each ELAP course (fieldwork is excluded). Students must receive a minimum score of 80 percent to pass the exam. If a candidate fails to receive a passing mark, s/he will be permitted to retake the Exit Examination one additional time. Students will have three hours to complete the exam.

## MS Higher Education Counseling and Student Affairs

*New program, effective Fall 2018*

### General Characteristics

The Master of Science in Higher Education and Counseling and Student Affairs (HECSA) program prepares students for careers as student affairs professionals and counselors in higher education settings. Admission to the program, which occurs only in spring quarter, requires references, an auto-biographical statement, and an interview. Students who have career goals of working in clinical counseling in agency settings or in private practice should refer to the MS Psychology in the College of Liberal Arts.

### Admission

Admission to the MS in Higher Education Counseling and Student Affairs degree minimally requires the following:

- 3.0 GPA in last 90 quarter units
- 3 Letters of recommendation
- Bachelor's degree from a regionally accredited college/university
- Auto-biographical statement
- An interview with program faculty

## Program of Study

Students attending full-time complete the 72-unit program in two years; students attending the program part-time typically complete the program in three years. A major strength of the program is its extensive internship experience, which takes place during the second year of study and provides students with “real world” work experience. Applicants may come from a wide variety of educational and professional backgrounds; no specific undergraduate degree is required. Although many students have backgrounds in Psychology and Social Sciences, others have possessed backgrounds in Agriculture, Business, Mathematics and the natural sciences.

## Advising

The candidate must meet with his/her advisor on a regular basis. Continued consultation with the advisor assists a smooth progression toward completion of the degree.

## Formal Study Plan

The candidate is required to file a Formal Study Plan prior to completion of 12 units in the program. This plan is completed in consultation with the program advisor and helps the candidate to schedule courses in a sequence that results in timely completion of the program. A Formal Study Plan is required prior to Advancement to Candidacy.

## Advancement to Candidacy

Advancement to master’s degree candidacy requires:

- Completing at least 24 units of program-required courses in residence
- Meeting the university Graduation Writing Requirement
- Receiving formal recommendation of the graduate faculty
- Earning a GPA of 3.0 in all coursework included on the formal program of study, and in all coursework completed subsequent to admission to post baccalaureate standing; and
- Meeting all conditions of admission.

## Culminating Experience

The culminating experience is a four hour Comprehensive Examination consisting of three essay questions drawn from material presented in each of the HECSA courses. The exam is scored anonymously utilizing a rubric developed by HECSA faculty. Students must pass all three sections to pass the exam. If a candidate fails a single section, they may retake just that segment. If a candidate fails multiple sections, they may retake the entire exam one additional time.

## MS Special Education

### *New program, effective Fall 2018*

### General Characteristics

The Master of Science in Special Education is designed to develop the knowledge and skills that will contribute to your success as a special day class teacher, resource specialist, inclusion specialist, autism specialist, or clinician. Approved units for the master’s degree program directly apply towards the requirements for a Preliminary Level I Education Specialist Credential (Special Education) Mild/Moderate Disabilities. It is possible for qualified students to complete the requirements for the Specialist Credential while pursuing the requirements for the Master’s degree.

## Admission

Admission to the MS in Special Education degree minimally requires the following:

- 3.0 GPA in last 90 quarter units
- 3 Letters of recommendation
- Bachelor’s degree from a regionally accredited college/university
- Auto-biographical statement
- An interview with program faculty

## Program of Study

The MS in Special Education (SPED) is a 45-unit, cohort-based program beginning each fall quarter. Cohorts are limited each year to 20 students. The MS in Special Education can be earned in three quarters of full-time enrollment, although there is an option to complete the program in two years. The MS SPED allows students to acquire depth in a “disability area,” and understand how action research can improve and enhance a teacher’s classroom performance.

## Advising

The candidate must meet with his/her advisor on a regular basis. Continued consultation with the advisor assists a smooth progression toward completion of the degree.

## Formal Study Plan

The candidate is required to file a Formal Study Plan prior to completion of 12 units in his/her program. This plan is completed in consultation with the program advisor and helps the candidate to schedule courses in a sequence that results in timely completion of the program. A Formal Study Plan is required prior to Advancement to Candidacy.

## Advancement to Candidacy

Advancement to master’s degree candidacy requires:

- Completing at least 24 units of program-required courses in residence
- Meeting the university Graduation Writing Requirement
- Receiving formal recommendation of the graduate faculty
- Earning a GPA of 3.0 in all coursework included on the formal program of study, and in all coursework completed subsequent to admission to post baccalaureate standing; and
- Meeting all conditions of admission.

## Culminating Experience

The culminating experience is a project consisting of a year-long applied research study in a school placement and submission of a final research paper. Drawing from coursework content on applied behavior analysis and research and evidence-based practices in special education, students design, propose, implement, evaluate, and disseminate a research study intended to address a targeted area of need for a school-aged individual with a mild or moderate disability. Students are evaluated on a final research paper that they submit by the 8th week of the quarter in the spring.

## EDUC Courses

### EDUC 125. First Year Seminar. 2 units

CR/NC

Term Typically Offered: TBD

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. Not open to students with credit in UNIV 100. Credit/No Credit grading only. 1 lecture, 1 activity. Crosslisted as EDUC/UNIV 125.

### EDUC 207. Children's Learning and Development in Educational Settings. 4 units

Term Typically Offered: F, W, SP

Prerequisite: Sophomore standing; PSY 201 or PSY 202 or admission to the university with the intent to enter the MSTEP Program.

Study of theories and research about the development and learning of children and young adolescents within diverse backgrounds, and application to teaching in public school settings. Observations/interactions with children in school settings. 3 lectures, 1 activity. Participation in public schools requires mandated fingerprint clearance. Crosslisted as CD/EDUC 207.

### EDUC 270. Selected Topics. 1-4 units

Term Typically Offered: TBD

Prerequisite: Open to undergraduate students and consent of instructor.

Directed group study of selected topics. The Schedule of Classes will list title selected. Total credit limited to 8 units. 1 to 4 lectures.

### EDUC 300. Historical, Philosophical, and Social Foundations of Public Education. 3 units

Term Typically Offered: F, W, SP

Prerequisite: Junior standing.

Historical, philosophical, and social foundations of public education in relation to school curriculum, instruction and dispositions of effective teachers. Structured observation and participation in K-12 public schools with attention to instructional practices for diverse learners. 2 lectures, 1 activity. Participation in public schools requires mandated fingerprint clearance.

### EDUC 400. Special Problems for Undergraduates. 1-4 units

Term Typically Offered: TBD

Prerequisite: Junior standing and consent of instructor.

Individual investigation, research, studies or surveys of selected problems. Total credit limited to 8 units, with a maximum of 4 units per quarter.

### EDUC 401. Field Experience Seminar. 3 units

CR/NC

Term Typically Offered: F

Prerequisite: admission to the single subject credential program.

Discussion of contemporary educational issues, classroom practice, and professional dispositions; reflection on beginning fieldwork experiences in the classroom and their connection with educational theory and research. Credit/ No Credit grading only. 3 seminars.

### EDUC 405. Social, Historical and Cultural Influences on Latino/a Students in Education. 4 units

Term Typically Offered: SP

Prerequisite: SPAN 202 with a grade of B or better, or appropriate score on placement exam, or consent of instructor.

Social, cultural, historical, political, economic, and educational factors and systems in Latin America and the United States that have contributed to and shaped Latino/a individual and group identity. How factors affect individual acculturation in California and the United States and influence how Latino/as experience and participate with schooling in the United States. 3 seminars, 1 activity.

### EDUC 410. Social, Historical and Ethical Perspectives on Teaching and Learning. 4 units

Term Typically Offered: F, W, SP

Prerequisite: Admission to the Single Subject Credential Program.

Inquiry into the social, historical, philosophical and psychological foundations of education with an emphasis on applying educational theory to practice. Prepares Single Subject Credential Program students for classroom teaching. 4 lectures.

### EDUC 412. Access to Learning in a Pluralistic Society. 4 units

Term Typically Offered: F, SP

Prerequisite: Admission to the Single Subject Credential Program.

The role of culture, status, identity, and human development in public school experiences of diverse learners. Organization and management of secondary school classrooms as related to adolescent development and issues of access to learning. 4 lectures.

### EDUC 414. Curriculum and Inquiry in Public Schools. 4 units

Term Typically Offered: F, SP

Prerequisite: Admission to the Single Subject Credential Program.

Principles, methods and practices of organizing curriculum, instruction, and assessment for secondary school subject areas, 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 school classrooms. 4 lectures.

### EDUC 416. Literacy, Language, and Culture in Content Area Classrooms. 3 units

Term Typically Offered: F, W

Prerequisite: Admission to the Single Subject Credential Program.

Theories and application of literacy learning, assessment and second language acquisition in content classrooms. Observation of classrooms, tutoring English language learners, designing and teaching literacy lessons, planning and implementing assessments across content areas. Recognition of the role of culture in language acquisition. Course may be offered in classroom-based or online format. 3 lectures.

### EDUC 417. Literacy, Language, and Culture in the Content Area Classroom Fieldwork. 1 unit

CR/NC

Term Typically Offered: F, W

Fieldwork in the secondary classroom related to literacy, language and culture for Agriculture Education candidates. Includes 1-3 hours of observation each week. Participation in public schools requires mandated fingerprint clearance. Credit/No Credit grading. 1 activity.

**EDUC 418. Culturally Responsive Teaching in Diverse Classrooms. 3 units**

Term Typically Offered: F, SP

Prerequisite: Admission to the Single Subject Credential Program.

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. 3 lectures.

**EDUC 419. Culturally Responsive Fieldwork in Diverse Classrooms. 1 unit CR/NC**

Term Typically Offered: F, SP

Fieldwork in the secondary classroom related culturally responsive teaching in diverse classrooms for Agriculture Education candidates. Includes 1-3 hours of observation each week. Participation in public schools requires mandated fingerprint clearance. Credit/No Credit grading. 1 activity.

**EDUC 423. Bilingual Literacy. 4 units**

Term Typically Offered: W

Prerequisite: Admission to the Spanish Authorization for Bilingual Educators (SABE) Program.

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.

**EDUC 427. Theories, Methods, and Assessment of First and Second Language Acquisition in Schools. 4 units**

Term Typically Offered: F, W, SP

Prerequisite: Senior standing. Recommended: ENGL 391.

Theories, methods, materials and assessment involved in the instruction of emergent bilingual students. Bilingual, transitional, and English only programs compared across a historical framework. Emphasis on an integrated language arts approach; theories of language acquisition. 3 seminars, 1 activity. Participation in public schools requires mandated fingerprint clearance.

**EDUC 428. Foundations of K-8 Literacy Teaching and Learning in Schools with Diverse Populations. 4 units**

Term Typically Offered: F, W, SP

Prerequisite: Senior or Graduate standing.

Introduction of foundational topics in literacy teaching and learning in K-8 schools with diverse populations. Examination of concepts and theories underlying literacy learning and instruction, and relating research-based patterns of reading and writing development to features of the learner and learning environments. Participation in public schools requires mandated fingerprint clearance. 3 seminars, 1 activity.

**EDUC 429. Learning to Teach K-8 Literacy in Schools with Diverse Populations. 4 units**

Term Typically Offered: F, W, SP

Prerequisite: Admission to the Multiple Subject Teacher Preparation Program.

Integration of theory and practice for planning, instruction and assessment in a balanced, comprehensive, research-based K-8 literacy and language arts program to enable children of all abilities and background to read, write, speak, listen and think effectively. 4 seminars.

**EDUC 431. Learning to Teach K-8 Social Studies with Diverse Populations. 4 units**

Term Typically Offered: F, W, SP

Prerequisite: Admission to the Multiple Subject Teacher Preparation Program.

Curriculum instruction and assessment concepts regarding teaching social studies to culturally diverse students in grades K-8, to promote civic competence and the development of elementary students' knowledge and reasoning in the social sciences. 4 seminars.

**EDUC 433. Foundations of Bilingual Education. 4 units**

Term Typically Offered: F

Prerequisite: Admission to the Spanish Authorization for Bilingual Educators (SABE) Program.

History, theories, and practices associated with contemporary bilingual education in California and the U.S. Observation and limited teaching in bilingual classrooms. Approximately one-half of the class taught in Spanish. 3 seminars, 1 activity.

**EDUC 435. Learning to Teach K-8 Mathematics with Diverse Populations. 4 units**

Term Typically Offered: F, W, SP

Prerequisite: Admission to the Multiple Subject Teacher Preparation Program.

Curriculum, instruction, and assessment concepts regarding teaching mathematics for understanding to culturally diverse students in grades K-8, with emphasis on using manipulatives to promote elementary students' development of mathematical knowledge and reasoning. 4 seminars.

**EDUC 436. Learning to Teach K-8 Science with Diverse Populations. 4 units**

Term Typically Offered: F, W, SP

Prerequisite: Admission to the Multiple Subject Teacher Preparation Program.

Curriculum, instruction, and assessment concepts regarding teaching science for understanding to culturally diverse students in grades K-8, with emphasis on teaching via inquiry to promote the development of scientific knowledge and reasoning. 3 seminars, 1 activity.

**EDUC 438. Multiple Subject Clinical Practice I. 2-4 units CR/NC**

Term Typically Offered: F, W, SP

Prerequisite: Admission to the Multiple Subject Teacher Preparation (MSTEP) Program.

Clinical experiences involving observation; limited lesson planning, instruction, assessment and reflection; growth as a professional educator and participation in school-related activities in K-8 public school classrooms. Participation in public schools requires mandated fingerprint clearance. Total credit limited to 4 units. Credit/No Credit grading only.



**EDUC 439. Multiple Subject Clinical Practice Seminar I. 2 units**

CR/NC

Term Typically Offered: F, W, SP

Prerequisite: Admission to the Multiple Subject Teacher Preparation (MSTEP) Program.

Discussion of contemporary educational issues and classroom practice; reflection on beginning clinical experiences in elementary education and their connection with educational theory and research. Total credit limited to 4 units. Credit/No Credit grading only. 2 seminars.

**EDUC 440. Educating Individuals with Exceptional Needs. 4 units**

Term Typically Offered: F, W, SP

Prerequisite: EDUC 429, EDUC 431, EDUC 435, EDUC 436, EDUC 438 and EDUC 439.

Characteristics, incidence, and etiology of individuals with exceptional needs. Problems, assessment, and approaches toward accommodating students with exceptional needs in the regular classroom. 3 seminars, 1 activity.

**EDUC 442. Elementary Field Experience in General and/or Special Education. 1-4 units**

CR/NC

Term Typically Offered: F

Prerequisite: Acceptance into the Preliminary Special Education Credential Program or the Multiple Subject Teacher Preparation (MSTEP) Program.

Public school classroom experiences in general education and/or special education classrooms at the elementary level. Teaching individuals and small groups. Total credit limited to 4 units. Credit/No Credit grading only.

**EDUC 447. Secondary Field Experience in General and/or Special Education. 1-4 units**

CR/NC

Term Typically Offered: F

Prerequisite: Acceptance into the Preliminary Special Education Credential Program or the Single Subject Credential Program.

Public school classroom experiences in general education classrooms and/or special education classrooms at the secondary level. Teaching individuals and small groups. Total credit limited to 4 units. Credit/No Credit grading only.

**EDUC 449. Special Education Student Teaching. 8 units**

CR/NC

Term Typically Offered: SP

Prerequisite: Acceptance into Level I Special Education Credential Program, and completion of all program requirements. Concurrent: EDUC 451.

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.

**EDUC 450. Teaching Performance Assessment Seminar. 1 unit**

CR/NC

Term Typically Offered: F, W, SP

Tasks, timelines, evaluation rubrics, and academic writing in relation to the Teaching Performance Assessments that are required for teacher credentialing in California. Total credit limited to 2 units. Credit/No Credit grading. 1 seminar.

**EDUC 451. Special Education Student Teaching Seminar. 4 units**

CR/NC

Term Typically Offered: SP

Prerequisite: Acceptance into Level I Special Education Credential Program; completion of program requirements for the Level I Special Education Program. Concurrent: EDUC 449.

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.

**EDUC 454. Multiple Subject Clinical Practice II. 6 units**

CR/NC

Term Typically Offered: F, W, SP

Prerequisite: Admission to the Multiple Subject Teacher Preparation (MSTEP) Program.

Clinical experiences involving planning, instruction, assessment and reflection; growth as a professional and related activities in K-8 public school classrooms. Participation in public schools requires mandated fingerprint clearance. Credit/No Credit grading only.

**EDUC 455. Multiple Subject Clinical Practice Seminar II. 3 units**

CR/NC

Term Typically Offered: F, W, SP

Prerequisite: Acceptance into STEP II or STEP B of the Multiple Subject Teacher Preparation Program. Concurrent: EDUC 454.

Discussion of contemporary educational issues, state education policies and expectations for effective classroom practice; reflection on clinical experiences in elementary education and their connection with educational theory research. Participation in public schools requires mandated fingerprint clearance. Credit/No Credit grading. 3 seminars.

**EDUC 456. Multiple Subject Clinical Practice III. 12 units**

CR/NC

Term Typically Offered: F, W, SP

Prerequisite: EDUC 454 and EDUC 455. Concurrent: EDUC 457.

Advanced clinical experiences involving planning, instruction, assessment and reflection; growth as a professional and related activities in K-8 public school classrooms. Credit/No Credit grading only.

**EDUC 457. Multiple Subject Clinical Practice Seminar III. 3 units**

CR/NC

Term Typically Offered: F, W, SP

Prerequisite: EDUC 454 and EDUC 455. Concurrent: EDUC 456.

Discussion of contemporary educational issues, national education policies and expectations for effective classroom practice; reflection on advanced clinical experiences in elementary education and their connection with educational theory and research. Credit/No Credit grading. 3 seminars.

**EDUC 460. Clinical Practice I. 4 units**

CR/NC

Term Typically Offered: F

Prerequisite: Admission to the Single Subject Credential Program.

Clinical experiences involving observation; limited planning, instruction, assessment and reflection; growth as a professional, and participation in other school-related activities in secondary public classrooms. Credit/No Credit grading only.

**EDUC 469. Clinical Practice II. 8 units**

CR/NC

Term Typically Offered: W

Prerequisite: Completion of courses and requirements to begin student teaching and approval of campus screening committee for credential candidates.

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.

**EDUC 470. Selected Advanced Topics. 1-4 units**

Term Typically Offered: TBD

Prerequisite: Consent of instructor.

Directed group study of selected topics for advanced students. Open to undergraduate and graduate students. Class schedule will list topic selected. Total credit limited to 8 units. 1 to 4 lectures.

**EDUC 471. Selected Advanced Laboratory. 1-4 units**

Term Typically Offered: TBD

Prerequisite: Consent of instructor.

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.

**EDUC 479. Clinical Practice III. 12 units**

CR/NC

Term Typically Offered: SP

Prerequisite: Completion of all courses and requirements prerequisite to full-time student teaching and approval by campus screening committee for credential candidates.

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.

**EDUC 480. Computer Based Curriculum. 2 units**

Term Typically Offered: TBD

Prerequisite: Junior standing.

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. 1 seminar, 1 activity.

**EDUC 500. Individual Study. 1-4 units**

Term Typically Offered: F,W,SP,SU

Prerequisite: Consent of department head, graduate major advisor, and supervising faculty member.

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.

**EDUC 502. Advancing Pedagogical Practices with Technology. 4 units**

Term Typically Offered: W

Prerequisite: Graduate standing.

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 Web-based tools, apps, digital story telling, and media production. Course offered online only. 3 seminars, 1 activity.

**EDUC 510. Education Finance and Resource Allocation. 4 units**

Term Typically Offered: SP

Prerequisite: Graduate standing and consent of instructor.

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.

**EDUC 511. Educational Law and Governance. 4 units**

Term Typically Offered: SP

Prerequisite: Graduate standing and consent of instructor.

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.

**EDUC 512. Education Organization and Management. 4 units**

Term Typically Offered: F

Prerequisite: Graduate standing and consent of instructor.

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.

**EDUC 513. Education Planning and Decision Making. 4 units**

Term Typically Offered: F

Prerequisite: Graduate standing and consent of instructor.

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

**EDUC 515. Educational Program Management and Evaluation. 4 units**

Term Typically Offered: F

Prerequisite: Graduate standing and consent of instructor.

Supervision, management, and evaluation of educational curriculum and educational programs. Current trends in program management including mapping, monitoring, alignment. 3 seminars, 1 activity.

**EDUC 516. Educational Personnel Supervision and Evaluation. 4 units**

Term Typically Offered: W

Prerequisite: Graduate standing and consent of instructor.

Principles and processes for the supervision and evaluation of certificated and classified staff including legal, research, and professional considerations. 3 seminars, 1 activity.

**EDUC 518. Administrative Services Fieldwork. 3 units**

CR/NC

Term Typically Offered: F, W, SP

Prerequisite: Admittance to the Administrative Services Credential program and consent of instructor.

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.

**EDUC 519. Professional e-Portfolios for Educational Leaders. 1 unit**

CR/NC

Term Typically Offered: SP

Prerequisite: Enrollment in the Educational Leadership and Administration Program (ELAP).

Demonstration of exemplars of professional practice keyed to standards for the California Preliminary Administrative Services Credential. Class meets two (2) times per quarter. Faculty meet individually with students as to address portfolio development on a case-by-case basis. Credit/No Credit grading only. 1 activity.

**EDUC 521. Literacy Across the Curriculum. 4 units**

Term Typically Offered: F

Prerequisite: Graduate standing.

Supporting students' literacy development across school subjects -- English language arts, mathematics, science, social studies -- through an integrated instructional approach focusing on critical literacy as meaning-making, accommodating diverse students including English language learners and students with special needs. 4 seminars.

**EDUC 522. Advanced Classroom Pedagogy. 4 units**

Term Typically Offered: SP

Prerequisite: Graduate standing.

Principles of authentic pedagogy and development of a classroom learning community. Examination of the role of classroom culture and advanced instructional strategies to foster conceptual development and disciplinary ways of knowing in diverse classrooms. 4 seminars.

**EDUC 523. Integrative Approaches to Curriculum. 4 units**

Term Typically Offered: W

Prerequisite: Graduate standing.

Perspectives, principles and practices for designing curriculum to foster authentic instruction using integrative approaches. Emphasis on designing for the development of multiple literacies. 3 seminars, 1 activity.

**EDUC 528. Advanced Classroom Pedagogy in English Language Arts. 4 units**

Term Typically Offered: F

Prerequisite: Graduate standing.

The relationship between theory, research and practice in English Language Arts. Emphasis is on reading processes and principles and advanced teaching practices for the English Language Arts with attention to working with diverse students including English language learners and students with special needs. 4 seminars.

**EDUC 532. Advanced Field Experiences in Education. 2-6 units**

CR/NC

Term Typically Offered: F, W, SP

Prerequisite: Graduate standing, completion of a basic teaching or administrative credential.

Advanced field experience and practical application of specialization emphasis for general and special education teachers, school administrators and school support personnel. Total credit limited to 12 units for specialist credentials. Total credit limited to 6 units for the master's degree. Credit/No Credit grading only.

**EDUC 535. Advanced Classroom Pedagogy in Elementary Mathematics Education. 4 units**

Term Typically Offered: W

Prerequisite: Graduate standing.

Standards-based principles and advanced pedagogical practices for elementary mathematics instruction in diverse classroom settings. 4 seminars.

**EDUC 536. Advanced Classroom Pedagogy in Elementary Science Education. 4 units**

Term Typically Offered: TBD

Prerequisite: Graduate standing.

Perspectives, principles and advanced practices for instruction geared to the Next Generation Science Standards at the elementary level. Emphasis on strategies to support elementary students in substantive conversation in a learning community and higher-order thinking and activity common to the practice of science/engineering. 4 seminars.

**EDUC 542. Administration of Special Programs and Services. 4 units**

Term Typically Offered: W, SP

Prerequisite: Graduate standing and consent of instructor.

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.

**EDUC 544. Advanced Collaboration and Consultation for Teachers of Students with Special Needs. 5 units**

Term Typically Offered: TBD

Prerequisite: Admission into the Level I Special Education Credential Program and master's degree program in education.

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.

**EDUC 545. Characteristics and Instruction of Pupils with Mild/Moderate Disabilities. 5 units**

Term Typically Offered: W

Prerequisite: Admission into the Level I Special Education Credential Program and master's degree program in education.

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.

**EDUC 546. Reading and Language Arts Instruction in Special Education. 5 units**

Term Typically Offered: F

Prerequisite: Admission into the Level I Special Education Credential Program and master's degree program in education.

Overview of principles of reading instruction, elements of the language arts program including literature-based reading, content area reading, and the role of phonics, emergent literacy, and diagnosis of reading problems for special education teachers. 3 seminars, 2 activities.

**EDUC 550. Assessment Strategies for Special Education. 5 units**

Term Typically Offered: F

Prerequisite: Acceptance into Level I Special Education Credential Program and MA in Education, EDUC 440, EDUC 446.

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.

**EDUC 552. Support and Transition Strategies in Special Education. 5 units**

Term Typically Offered: W

Prerequisite: Acceptance into Level I Special Education Credential Program and MA in Education, EDUC 440, EDUC 446.

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.

**EDUC 553. Current Issues, Emerging Research and Practices in Special Education. 4 units**

Term Typically Offered: TBD

Prerequisite: Admission to Level I Special Education Credential Program or masters degree program.

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.

**EDUC 554. Behavior Disorders and Positive Behavior Support Strategies. 5 units**

Term Typically Offered: SP

Prerequisite: Acceptance into Level I Special Education Credential Program and MA in Education, EDUC 440, EDUC 446.

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.

**EDUC 555. Introduction to the Counseling Profession. 4 units**

Term Typically Offered: F

Prerequisite: Admission to MA Education program.

Overview of the counseling profession, history, philosophy, theory and ethics. Required activity. 3 seminars, 1 activity.

**EDUC 556. Multicultural Counseling. 4 units**

Term Typically Offered: W

Prerequisite: Admission to MA Education program.

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.

**EDUC 557. Career Counseling. 4 units**

Term Typically Offered: SP

Prerequisite: Admission to MA Education program.

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.

**EDUC 560. Counseling Theories. 4 units**

Term Typically Offered: W

Prerequisite: EDUC 555 and admission to MA Education program.

Theories and practice of counseling with special emphasis on the counseling process. Emphasis of conditions of counseling, counseling techniques, counseling diverse populations and the counselor as a professional helper. 3 seminars, 1 activity.

**EDUC 561. Group Counseling. 4 units**

Term Typically Offered: F

Prerequisite: EDUC 555, EDUC 560 or consent of instructor.

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.

**EDUC 562. Student Development - Higher Education. 4 units**

Term Typically Offered: F

Prerequisite: Admission to MA Education program.

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.

**EDUC 564. Legal and Ethical Issues in Counseling. 4 units**

Term Typically Offered: W

Prerequisite: Admission to MA Education Program.

Consideration of legal, ethical, cultural and related professional issues as they affect the practice of counseling. 3 seminars, 1 activity.

**EDUC 565. Counseling Measurement and Assessment. 4 units**

Term Typically Offered: SP

Prerequisite: Admission to MA Education Program, Counseling and Guidance Specialization.

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.

**EDUC 566. Leadership and Consultation in Counseling. 4 units**

Term Typically Offered: SP

Prerequisite: Admission to MA Education Program.

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.

**EDUC 568. Individual Counseling Techniques. 4 units**

Term Typically Offered: SP

Prerequisite: Admission to MA Education Program, Counseling and Guidance Specialization.

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.

**EDUC 570. Selected Advanced Topics. 1-4 units**

Term Typically Offered: TBD

Prerequisite: Graduate standing or consent of instructor.

Directed group study of selected topics for graduate students. Open to undergraduate and graduate students. The Schedule of Classes will list title selected. Total credit limited to 8 units. 1-4 lectures.

**EDUC 573. Field Experience, Counseling. 1-12 units**

CR/NC

Term Typically Offered: F, W, SP

Prerequisite: EDUC 555, EDUC 560 and Advancement to Candidacy.

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 12 units may be applied toward MA Education.

**EDUC 586. Introduction to Inquiry in Education. 4 units**

Term Typically Offered: F

Prerequisite: Admission to School of Education master's program.

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.

**EDUC 587. Educational Foundations and Current Issues. 4 units**

Term Typically Offered: F, SU

Prerequisite: Graduate standing.

Historical, organizational, legal and philosophical characteristics of American education. Emphasis on the analysis of contemporary issues focusing on these characteristics. Course may be offered in classroom-based or online format. 4 seminars.

**EDUC 588. Education, Culture, and Learning. 4 units**

Term Typically Offered: SU

Prerequisite: Graduate standing.

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.

**EDUC 589. Educational Research Methods. 4 units**

Term Typically Offered: W, SP

Prerequisite: EDUC 586.

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

**EDUC 590. Research Application in Education. 4 units**

Term Typically Offered: SU

Prerequisite: EDUC 589.

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

**EDUC 598. Action Research Project in Education. 1-3 units**

CR/NC

Term Typically Offered: F

Prerequisite: EDUC 589.

Completion and presentation of the results of an action research project that addresses a meaningful question in the practice of education. Total credit limited to 6 units. Credit/No Credit grading only.

**EDUC 599. Thesis in Education. 3 units**

Term Typically Offered: TBD

Prerequisite: Consent of graduate committee and supervising faculty member(s).

Completion of a thesis pertinent to the field of education. Student must register for each quarter of advisement. Total credit limited to 6 units.