

SCHOOL OF EDUCATION

Education Bldg. (02), Room 120
805.756.2126
<https://soe.calpoly.edu>
soe@calpoly.edu

Director: Chance Hoellwarth

Academic Programs

| Program name | Program type |
|---|--------------|
| Curriculum and Instruction | MA |
| Educational Leadership and Administration | MA, MS |
| Equity in Education | Minor |
| 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 higher education.

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 Educational Specialist credential in Multiple Subject or Single Subject teaching, in Administrative Services or as an Education Specialist or Agriculture Specialist. Supplementary and subject matter authorizations are available in a variety of subject areas.

The School offers four 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.

Undergraduate Program Equity in Education Minor

The Equity in Education Minor is an interdisciplinary course of study that introduces students to how cognition, social-emotional development, culture, and policy impact teaching and learning. The minor is meant to be flexible and allow students from all majors to deepen their knowledge about teaching and learning and the role of education for advancing social justice and equity. The minor is especially valuable for students who are interested in careers in education, including K-12 public schooling, higher education/student affairs, non-profit organizations, and educational leadership. Interested students should consult with an Equity in Education Minor advisor. The Equity in Education Minor is not open to Liberal Studies majors. Students preparing for the minor should take PSY 201 or 202 to fulfill the prerequisites for the required courses in the minor.

Minor Requirements (<https://catalog.calpoly.edu/collegesandprograms/collegeofsciencemathematics/schoolofeducation/equity-in-education-minor/>)

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 up to the 8th 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, subject matter coursework and prerequisite coursework, which 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.

Multiple subject candidates must demonstrate subject matter competency by completing an approved subject matter waiver program in elementary education or provide evidence of passing the Multiple Subject California Subject Examinations for Teachers (CSET). Demonstration of subject matter competency must be completed before candidates begin the credential program. 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).

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 <https://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>) 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 taxpayer 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 after 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 Educational 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. Education Specialist candidates must demonstrate subject matter competency by completing an approved subject matter waiver program in elementary education or provide evidence of passing the Multiple Subject

California Subject Examinations for Teachers (CSET). Demonstration of subject matter competency must be completed before candidates begin the credential program.

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 MS 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.

MA Curriculum and Instruction

General Characteristics

A Master of Arts 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 21st century.

Candidates in the program will be required to have at least two years of teaching experience or a teaching credential so that they have developed the skills necessary to lead instruction and can build more advanced knowledge and skills. This program will be offered in a classroom-based or hybrid format, with all core classes being offered online to enable the working educator to manage full-time employment and coursework. Similarly, all courses are designed with practical readings and activities to enhance relevance to working classroom teachers.

Admission

Admissions for the MA Curriculum & Instruction degree minimally requires the following:

- 2 years of PreK-16 classroom teaching experience/or a teaching credential
- 2.5 cumulative GPA
- 3 Letters of recommendation
- Bachelor's degree from a regionally accredited college/university

Program of Study

Completion of the program will place candidates in a position to take on curriculum design, instructional leadership roles, and/or 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, evidence-based teaching practice with the ambitious standards in K-16 education today.

Advising

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

Formal Study Plan

The candidate is required to file a Formal Study Plan prior to the 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 project involves 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 students. In this program, such activity will be in a more formal and systematic way as an action research project, with the result that each candidate will be contributing to our knowledge base about what works in classrooms to support desired student development. 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

NOTE: Applications for admission to the MA Educational Leadership and Administration program are not currently being accepted. Contact the School of Education for information regarding admission to the MS Educational Leadership and Administration, starting in Fall 2023.

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:
- 2.5 cumulative GPA
- 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 their 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 their 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 Educational Leadership and Administration

General Characteristics

The Master of Science 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:

- 2.5 cumulative GPA
- 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 MS 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 leadership and administration, and competence in research methods necessary for understanding and assessing learning organizations.

Advising

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

Formal Study Plan

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

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

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

- 2.5 cumulative GPA
- 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 to three years. Major strengths of the program are its focus on social justice and its extensive fieldwork experience, which provides students with professional work experience. Students come from a wide variety of educational and professional backgrounds with no specific undergraduate degree required. Although many students have backgrounds in Psychology and Social Sciences, others have come from Agriculture, Business, Mathematics, and the natural sciences.

Advising

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

Formal Study Plan

The student 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 coordinator 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 after admission to post baccalaureate standing, and
- Meeting all conditions of admission.

Culminating Experience

The culminating experience is a professional portfolio project conducted throughout the final year of the program and presented orally during the student's final quarter in the program as a deliverable within the EDUC 573 Fieldwork course. Students reflect on all past coursework and synthesize this into a professional development plan. The portfolio includes a current professional resume, a professional statement of practice/scholarship including their approach to diversity, equity, and inclusion, reflection statements and key assignment artifacts for each of the program learning outcomes, fieldwork feedback and reflection, and a professional cover letter.

MS Special Education

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 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:

- 2.5 cumulative GPA
- 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 their 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 their 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 after 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

Term Typically Offered: TBD
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. 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 Class Schedule will list topic 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 402. Learning to Teach K-8 Health and Physical Education with Diverse Populations. 3 units

Term Typically Offered: W, SP

Prerequisite: Admission to the Multiple Subject Teacher Preparation Program.

Subject-specific instructional methodologies in Health and Physical Education (PE). Design and implementation of elementary school instruction to address state-adopted content standards for Health and Physical Education in the State of California. Course may be offered in classroom-based or online format. 2 lecture, 1 laboratory.

EDUC 403. Developing Teachers of Color. 4 units

Term Typically Offered: SP

Prerequisite: Junior standing. Recommended: Lower-division Ethnic Studies (ES) course in GE Area F.

Developing and supporting teachers of Color in elementary and secondary (K-12) education. Focus on the structural factors associated with underrepresentation of teachers of Color, culturally sustaining pedagogies, and resources to support teachers of Color. 4 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. Course may be offered in classroom-based or online format. 3 seminars, 1 activity.

EDUC 410. Social, Historical and Ethical Perspectives on Teaching and Learning. 3 units

Term Typically Offered: SU

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. Course may be offered in classroom-based or online format. 3 lectures.

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

Term Typically Offered: F

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

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: 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

Term Typically Offered: TBD

CR/NC

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: SU

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

Term Typically Offered: F

CR/NC

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. Course may be offered in classroom-based or online format. 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,SPSU

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

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: 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. Course may be offered in classroom-based or online format. 3 seminars, 1 activity.

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

Term Typically Offered: F, W

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

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

Term Typically Offered: F, W

CR/NC

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. 3 units

Term Typically Offered: F, W

CR/NC

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. Credit/No Credit grading only. 3 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

Term Typically Offered: F

CR/NC

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

Term Typically Offered: W

CR/NC

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

Term Typically Offered: SP

CR/NC

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

Term Typically Offered: F, W, SP

CR/NC

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

Term Typically Offered: SU

CR/NC

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

Term Typically Offered: W, SP

CR/NC

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

Term Typically Offered: W, SP

CR/NC

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

Term Typically Offered: F, SP

CR/NC

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

Term Typically Offered: F, SP

CR/NC

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. Course may be offered in classroom-based or online format. 3 seminars.

EDUC 460. Clinical Practice I. 4 units

Term Typically Offered: F

CR/NC

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

Term Typically Offered: W
CR/NC

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. The 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 Class Schedule will list topic selected. Total credit limited to 8 units. 1 to 4 laboratories.

EDUC 479. Clinical Practice III. 12 units

Term Typically Offered: SP
CR/NC

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 500. Individual Study. 1-4 units

Term Typically Offered: F, W, SP
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: SU
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
Sustainability Related
Prerequisite: Graduate standing and consent of instructor.

Principles of organization, management, sustainability, and regenerative practices, leadership and their relationship to educational effectiveness and productivity. Activity experience in the application of management theory in schools. This course meets the requirements of the Cal Poly Sustainability Learning Objectives (SLO). 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: W
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 517. Managing Action Research Communities. 2 units

Term Typically Offered: SP
Prerequisite: Admission to School of Education's Educational Leadership and Administration Master's program.

Examination of issues that affect educational leaders implementing and managing large-scale collaborative action research projects. Application of interventions based on action research findings. 2 seminars.

EDUC 518. Administrative Services Fieldwork. 3 units

Term Typically Offered: F, W, SP
CR/NC

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

Term Typically Offered: SP
CR/NC

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. Course may be offered in classroom-based or online format. 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. Course may be offered in classroom-based or online format. 4 seminars.

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 531. Social Justice in Education: In & Out of the Classroom. 4 units

Term Typically Offered: SP
Prerequisite: Admission to a School of Education Master's program.

Examines social justice education approaches inside and outside the classroom. Prepares graduate students to develop an action-oriented project that includes strategies for advocating for marginalized students. Course may be offered in classroom-based or online format. 4 seminars.

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

Term Typically Offered: F, W, SP
CR/NC
Prerequisite: Admission to a School of Education Master's program.

Advanced field experience and practical application of master's degree 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 Mathematics Education. 4 units

Term Typically Offered: W
Prerequisite: Admission to a School of Education Master's program.

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

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

Term Typically Offered: 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 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: W

Prerequisite: Admission to MS in Special Education.

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: SP

Prerequisite: Admission to MS in Special Education.

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

Term Typically Offered: SP

Prerequisite: Admission to MS in Special Education.

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 MS in Higher Education, Counseling and Student Affairs.

Overview of the counseling profession, history, philosophy, theory and ethics. Required activity. Course may be offered in classroom-based or online format. 3 seminars, 1 activity.

EDUC 556. Multicultural Counseling. 4 units

Term Typically Offered: W

Prerequisite: Admission to MS in Higher Education, Counseling and Student Affairs.

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 MS in Higher Education, Counseling and Student Affairs.

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: Admission to MS in Higher Education, Counseling and Student Affairs.

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 MS in Higher Education, Counseling and Student Affairs.

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 MS in Higher Education, Counseling and Student Affairs.

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 MS in Higher Education, Counseling and Student Affairs.

Assessment in the form of tests, scales, measures, and other instruments with college and community college students, young adults, and postsecondary program evaluation. An understanding of culturally appropriate tests and measures, collaboration with stakeholders in the review and interpretation of assessments, test scores, and measures. 3 seminars, 1 activity.

EDUC 566. Leadership and Consultation in Counseling. 4 units

Term Typically Offered: SP

Prerequisite: Admission to MS in Higher Education, Counseling and Student Affairs.

Development of skills in planning, organizing, coordinating, and delivering programs that generate systemic change through establishing collaboration among 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 MS in Higher Education, Counseling and Student Affairs.

Theory and practice of individual counseling, process and termination, and application of theories to specific developmental issues working with college and community college students and young adults. 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 Class Schedule will list topic selected. Total credit limited to 8 units. 1 to 4 lectures.

EDUC 573. Field Experience in Higher Education Counseling and Student Affairs. 1-12 units

Term Typically Offered: F, W, SP

CR/NC

Prerequisite: Admission to the MS Degree in Higher Education Counseling and Student Affairs.

Practical application of higher education counseling and student affairs coursework in 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 MS in Higher Education, Counseling and Student Affairs.

EDUC 586. Introduction to Inquiry in Education. 4 units

Term Typically Offered: F

Prerequisite: Admission to a School of Education Master's program.

Explanation of social construction of knowledge, and the philosophical basis of quantitative and qualitative research. Introduction to professional literature search techniques and to professional organizations as a basis for educational inquiry. The Class Schedule will list topic selected. Total credit limited to 12 units. Course may be offered in classroom-based or online format. 3 seminars, 1 activity.

EDUC 587. Educational Foundations and Current Issues. 4 units

Term Typically Offered: F, SU

Prerequisite: Admission to a School of Education Master's Program.

Historical, organizational, legal and philosophical characteristics of education in the United States. Emphasis on the analysis of contemporary issues focusing on these characteristics. The Class Schedule will list topic selected. Total credit limited to 12 units. Course may be offered in classroom-based or online format. 4 seminars.

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

Term Typically Offered: F,W,SP,SU

Prerequisite: Admission to School of Education Master's Program.

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. The Class Schedule will list topic selected. Total credit limited to 12 units. Course may be offered in classroom-based or online format. 4 seminars.

EDUC 589. Educational Research Methods. 4 units

Term Typically Offered: W, SP

Prerequisite: Admission to a School of Education Master's Program.

Educational research methodologies, application of inferential and descriptive statistics, critical analysis of research designs and data collection techniques. The Class Schedule will list topic selected. Total credit limited to 12 units. Course may be offered in classroom-based or online format. 3 seminars, 1 activity.

EDUC 590. Research Application in Education. 4 units

Term Typically Offered: W, 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

Term Typically Offered: SU

CR/NC

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.

SPED Courses**SPED 420. Understanding Special Education. 4 units**

Term Typically Offered: SP

Prerequisite: Completion of GE Area D1; one course in GE Area D2 (or in GE Area D3 for students on the 2019-20 or earlier catalogs); and completion of GE Area E (GE Area D4 for students on the 2017-19 or earlier catalogs).

Overview of the field of special education, including a historical perspective of special education, special education law, service delivery models, and characteristics of students with variable learning needs. 3 seminars, 1 activity.

SPED 545. Mathematics Methods for Students with Disabilities. 4 units

Term Typically Offered: W

Prerequisite: Admission to Master of Science in Special Education/ Education Specialist Credential Program.

Principles of mathematics instruction for students with disabilities. Implementation of field-based instruction, teaching, and assessing practices in mathematics for K-12 students with mild/moderate disabilities. 3 seminars, 1 activity.

SPED 547. Science and Social Studies Methods for Students with Disabilities. 4 units

Term Typically Offered: W

Prerequisite: Admission to the Integrated Master of Science in Special Education and Education Specialist Credential Program.

Principles of science and social studies instruction for students with disabilities. Implementation of field-based instruction, teaching, and assessing practices in science and social studies for K-12 students with mild/moderate disabilities. 3 seminars, 1 activity.

SPED 587. Instructional Methods for Learners with Autism. 4 units

Term Typically Offered: F

Prerequisite: Admission to the Integrated Master of Science in Special Education and Education Specialist Credential Program.

Focuses on the specific instructional approaches that are most effective for learners with autism. Meets the core competencies required for the Autism Authorization through the California Commission on Teacher Credentialing. 3 lectures, 1 activity.

SPED 588. Developing Compliant Individualized Education Plans. 4 units

Term Typically Offered: F

Prerequisite: Admission to Integrated Master of Science in Special Education and Education Specialist Credential Program.

The development and implementation of California compliant Individualized Education Plans (IEPs) for students with disabilities, including legal requirements, communication, and collaboration with all stakeholders, and IEP meeting facilitation and problem-solving. 3 lectures, 1 activity.