
USC Rossier School of Education



In the U.S. News & World Report 2005 edition of America's Best Graduate Schools, the newly redesigned Ed.D. program is ranked fifth. The program prepares students like Matthew McNabb to become leaders in urban education. Carol Wilson, director of Career Placement and Professional Development, offers personalized assistance and career counseling.

The USC Rossier School of Education is one of the world's premier centers for the study of urban education. The school is committed to preparing teachers, researchers, counselors, administrators and curricular specialists for leadership positions.

The school is among the nation's oldest and largest institutions of professional education. Classes in education at USC were started during the 1890s, with a Department of Education founded in 1909 and the School of Education established in 1918. In 1998, two alumni, Barbara J. and Roger W. Rossier, committed \$20 million to the school. In recognition of their gift, the school was renamed in their honor.

To fulfill its urban education mission, the school concentrates on four themes.

Learning represents the school's core technical skill and involves basic principles of how individuals learn and how what they learn is incorporated into their daily lives.

Diversity is the context within which educators operate, particularly in urban areas.

Accountability helps answer the questions of what should be learned and how well students learn. The school addresses indicators of success such as systems coherence and support, evidence-based best practices, processes of continual improvement and organizational learning.

Leadership enhances the skills and knowledge of people in an organization, creating a common culture of expectations, fostering productive relationships within the organization and holding individuals accountable.

To further its mission, the school has established partnerships with other schools; leadership institutes; symposia featuring national leaders in education; and regional educational centers where the school, local school districts and other post-secondary institutions work to improve student performance and offer on-site graduate and professional educational programs.

The school is accredited by the California Commission on Teacher Credentialing and the Western Association of Schools and Colleges.

Administration

Karen Symms Gallagher, Ph.D., *Dean*

David D. Marsh, Ph.D., *Associate Dean, Academic Programs*

Melora Sundt, Ph.D., *Associate Dean, Research*

Virginia Ikkanda-Suddith, *Assistant Dean for Advancement*

Gretchen B. Lees, *Assistant Dean, Business Affairs*

Yvonne McFadden, *Assistant Dean, Academic Services*

Faculty

Emery Stoops and Joyce King-Stoops Dean's Chair in Education: Karen Symms Gallagher, Ph.D.

Fahmy Attallah, Ph.D. and Donna Attallah Chair in Humanistic Psychology: Donald E. Polkinghorne, Ph.D.

Richard T. Cooper and Mary Catherine Cooper Chair in Public School Administration: Guilbert C. Hentschke, Ph.D.

Diane and MacDonald Becket Professorship in Educational Governance: Priscilla Wohlstetter, Ph.D.

Stephen Crocker Professorship in Education: Myron H. Dembo, Ph.D.

Leslie Wilbur and Norma Lash Wilbur-Evelyn Kieffer Professorship in Higher Education: William G. Tierney, Ph.D.

Professors: Estela Mara Bensimon, Ed.D.; Richard Clark, Ed.D.; Rodney Goodyear, Ph.D.; Maurice Hitchcock, Ed.D. (*Medical Education*); Etta R. Hollins, Ph.D.; Edward J. Kazlauskas, Ph.D.; Bob Knight, Ph.D. (*Gerontology*); David Marsh, Ph.D.; Michael D. Newcomb, Ph.D.; Harold O'Neil, Ph.D.; Lawrence O. Picus, Ph.D.; William M. Rideout, Jr., Ph.D.; Robert Rueda, Ph.D.; Nelly Stromquist, Ph.D.

Associate Professors: Ron Avi Astor, Ph.D. (*Social Work*); Amanda Datnow, Ph.D.; Robert E. Ferris, Ed.D.; Linda Serra Hagedorn, Ph.D.; Adrianna Kezar, Ph.D.; Laurie MacGillivray, Ph.D.; William E. Maxwell, Ph.D.; William F. McComas, Ph.D.; Ricardo Stanton-Salazar, Ph.D.; David Yaden, Ph.D.

Clinical Professors: Carl Cohn, Ed.D.; Joel Colbert, Ed.D.; Terry Deal, Ph.D.; Stuart Gothold, Ed.D.; Dennis Hocesvar, Ph.D.

Clinical Associate Professors: Michael Genzuk, Ph.D.; Sandra Kaplan, Ed.D.; Kim West, Ph.D.

Clinical Assistant Professors: Ruth Gim Chung, Ph.D.; Charles D. Espalin, Ed.D.; Walt Greene, M.S.; Shaun R. Harper, Ph.D.; Margo Pensavalle, Ed.D.; Gisele Ragusa, Ph.D.; Julietta Shakhbagova, Ph.D.; Shrinidhi Iyengar, Ph.D.

Research Professors: Reynaldo Baca, Ph.D.; Allen Munro, Ph.D.; Melora Sundt, Ph.D.

Emeritus Professor: Robert L. Baker, Ph.D.

Degree Programs

The Rossier School of Education offers the following degree programs: minor in the teaching profession; minor in education in a pluralistic society; Bachelor of Science in General Studies; Master of Science in Education; Master of Science, Education (Counseling Psychology); Master of Science in Teaching English to Speakers of Other Languages; Master of Education, Post-secondary Administration and Student Affairs; Master of Marriage and Family Therapy; Doctor of Education (Ed.D.); Doctor of Philosophy (Ph.D.) in Education; and Doctor of Education/Master of Business Administration (Ed.D./M.B.A.).

The Rossier School of Education also offers the Ed.D. in Educational Leadership at the Hawaii Center and the Ed.D. at the Orange County Center.

Educational Placement

Carol C. Wilson, Ed.D.: *Director*

The Office of Career Development and Educational Placement has, as its name implies, two principal functions: career counseling and assisting students and alumni in securing professional employment. The office has an excellent record of assistance to teachers, administrators and other educational specialists seeking positions in schools and universities and other education-related organizations.

The placement record for USC graduates in education has been exceptional. Although

the office has placed graduates in other states, and to some extent in foreign countries, the office primarily places graduates within California. Because the placement of graduates is a matter of high priority within the Rossier School of Education, graduates hold a high percentage of leadership positions in Southern California.

The services of the office are available to all students and graduates of the school, both for assistance in locating professional employment and for advisement about career advancement

opportunities. The director and staff assist graduates in obtaining educational administration positions as well as teaching, counseling and other specializations. The office also assists graduates interested in community college and four-year college teaching and administration positions.

Additional information may be obtained from the Office of Career Development and Educational Placement, Waite Phillips Hall 804, (213) 740-7072.

Undergraduate Degree

Bachelor of Science in General Studies

The Bachelor of Science in General Studies is the content preparation program of choice for students who plan to become skilled elementary classroom teachers. *Credential requirements may change due to state law.* Students are advised to consult periodically with the Undergraduate and Teacher Education Programs Office in Waite Phillips Hall, Room 1004, (213) 740-3471.

Admission Requirements

Admission to the General Studies major is based on the following: (1) overall GPA; (2) GPA in prerequisite courses (EDUC 200, EDUC 204L and EDUC 205L); (3) completion of the California Basic Educational Skills Test (CBEST); (4) three recommendations (two must be academic references); and (5) interview with the Teacher Education faculty.

All pre-teaching majors are expected to complete EDUC 200 as a sophomore. Incoming transfer students must complete EDUC 200 during their first USC semester.

For information on the admissions process or to obtain an application, contact Teacher Education.

General Education Requirements

The university's general education program provides a coherent, integrated introduction to the breadth of knowledge you will need to consider yourself (and to be considered by other people) a generally well-educated person. This program requires six courses in different categories, plus writing and diversity requirements, which are described in detail on pages 183 through 187.

Major Requirements

Students must meet general education and subject matter requirements in reading, language and literature; history and social science; mathematics; science; visual and performing arts; physical education; and human development. Successful completion of these required courses will prepare students to take the state-required California Subject Examination for Teachers. Passing CSET is required for all multiple subject credential candidates to demonstrate subject matter competency.

REQUIRED COURSES		UNITS
<i>Reading, Language and Literature (16 units)</i>		
Fulfill General Education writing and Category V requirements described in the General Education Program		
LING 275L	Language and Mind	4
<i>History and Social Science (12 units)</i>		
CLAS 150	The Greeks and the West, or	
HIST 101	The Ancient World	4
HIST 200	The American Experience	4
HIST 458	History of California	4
<i>Mathematics (8 units)</i>		
MATH 108	Introductory College Mathematics	4
MATH 200	Elementary Mathematics from an Advanced Standpoint	4
<i>Science (12 units)</i>		
Choose three courses that satisfy the General Education Category III requirement described in the General Education Program.		
<i>Visual and Performing Arts (8 units)</i>		
THTR 201	Introduction to the Theatre	4
Choose one:		
FA 102	Design Fundamentals	4
FA 150	Visual Culture and Literacy	4
<i>Physical Education (4 units)</i>		
EXSC 310	Sociopsychological Aspects of Sport and Physical Activity	4
<i>Human Development (4 units)</i>		
Choose one:		
PSYC 100	Introduction to Psychology	4
PSYC 336L	Developmental Psychology	4
PROFESSIONAL CORE I (15 UNITS)		UNITS
EDUC 200	Introduction to the Teaching Profession	2
EDUC 204L	Sociological Foundations of Education	3
EDUC 205L	Child Development and Learning in Schools	3
EDUC 409	Foundations of Language Education	3
EDUC 410	The Teaching of Reading and Writing	4

Credential Track

Students seeking eligibility for the Preliminary Multiple Subject Teaching Credential must apply for advancement to student teaching. Specific criteria for advancing to student teaching include: (1) passing the California Basic Educational Skills Test (CBEST); (2) passing the Subject Matter Examination; (3) completion of Professional Core I course work; (4) overall GPA of 3.0; (5) three recommendations from teacher education faculty; (6) Certificate of Clearance issued by the California Commission on Teacher Credentialing; (7) verification of the tuberculosis skin test; and (8) an interview. Applications are available in WPH 1004.

PROFESSIONAL CORE II (24 UNITS)		UNITS
EDUC 413	Methods and Models of Instruction for Language Minority Students	2
EDUC 415	Content to Pedagogy: Mathematics in the Elementary School	2
EDUC 416	Content to Pedagogy: Art in the Elementary School	2
EDUC 417	Content to Pedagogy: From Science Content to Science Curriculum	2
EDUC 418	Content to Pedagogy: From Social Sciences to Social Studies	2
EDUC 419	Content to Pedagogy: P.E. for Elementary Students	2
EDUC 424ab	Curriculum and Methods in Elementary Education	2-2
EDUC 425ab	Observation and Directed Teaching in Elementary Schools	3-3
MUED 479x	Music for the Elementary Classroom Teacher	2

Summative Assessment of Competence

To be recommended for the Preliminary Multiple Subject Teaching Credential, which is valid for five years, students must complete the following requirements: (1) earn the Bachelor of Science in General Studies degree with a minimum GPA of 3.0; (2) pass the California Subject Examination for Teachers (CSET); (3) pass the Reading Instruction Competency Assessment (RICA); (4) have a teaching performance assessment with the teacher education faculty; and (5) present a professional portfolio.

Portfolio specifications and credential application materials are available in WPH 1004.

Non-Credential Track

Students seeking completion of the degree only, but not recommendation for the Preliminary Multiple Subject Teaching Credential, may pursue the non-credential track of the General Studies major. Requirements include completion of: (1) the major requirements; (2) Professional Core I course work; and (3) 20 additional units.

COURSE REQUIREMENTS		UNITS
Select two courses from the following (8 units):		
EDPA 308	Politics and American Education	4
EDPT 310	Parental Influences on Children's Educational Development	4
URBN 375	The Urban Neighborhood	4
Select three courses from the following (12 units):		
EDCO 324	Asian American Psychology	4
GEOG 350	Race and Environmentalism	4
HIST 455	Advanced Topics in African-American History	4
POSC 333	Stigma and Society: Physical Disability in America	4
POSC 427	Black Politics in the American Political System	4
POSC 442	The Politics of Human Differences: Diversity and Discrimination	4
PSYC 300	Human Diversity: The Psychology of Individual Differences	4
SOCI 305	Sociology of Childhood	4
SOCI 342	Race Relations	4
SOCI 355	Immigrants in the United States	4
SOCI 356	Mexican Immigrants in a Diverse Society	4
SOCI 360	Social Inequality: Class, Status, and Power	4
SWMS 364	Racial and Ethnic Women in America	4
SWMS 384	Overcoming Prejudice	4

Minor in the Teaching Profession

Education increasingly drives societal advancement and economic development. Important to our future is a broader core of professional teachers with knowledge and passion for their disciplines. The teaching profession minor is designed to prepare capable students with an in-depth foundation and clinically developed skills to teach at the secondary level in public school classrooms and to obtain USC recommendation for the Preliminary Single Subject Teaching Credential.

Admission Requirements

Admission to the teaching profession minor is based on the following: (1) overall GPA of 3.0; (2) 3.0 overall GPA in prerequisite courses (EDUC 200, EDUC 204L and EDUC 205L); (3) completion of the California Basic Educational Skills Test (CBEST); (4) three letters of recommendation (two must be academic references); and (5) interview with the Teacher Education faculty.

For information about the admissions process or to obtain an application, contact the Undergraduate and Teacher Education Program Office, WPH 1004, (213) 740-3471.

Program Requirements

The requirement for the minor is 29 units. In addition to required course work, students must also apply for advancement to student teaching prior to starting Core II courses. Specific criteria for advancing to student teaching include: (1) passing the California Basic Educational Skills Test (CBEST); (2) completion of the Subject Matter Requirement via examination or course work; (3) completion of Professional Core I course work; (4) overall GPA of 3.0; (5) three letters of recommendation from Teacher Education faculty; (6) Certificate of Clearance issued by the Commission on Teacher Credentialing; (7) verification of tuberculosis skin test; (8) U.S. History requirement by course work or examination; and (9) an interview. Applications are available in WPH 1004.

PROFESSIONAL CORE I

EDUC 200	Introduction to the Teaching Profession	2
EDUC 204L	Sociological Foundations of Education	3
EDUC 205L	Child Development and Learning in Schools	3
EDUC 409	Foundations of Language Education	3
EDUC 411	Reading and Writing Instruction in Secondary Schools	4
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PROFESSIONAL CORE II*

EDUC 413	Methods and Models of Instruction for Language Minority Students	2
EDUC 450	Curriculum and Methods in Secondary Education	3
EDUC 451ab	Student Teaching in Secondary Classrooms	3-3
EDUC 452	Curriculum and Methods in Secondary Subjects	3
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* Students must apply for advancement to Student Teaching prior to starting CORE II courses.

Summative Assessment of Competence

To be recommended for a Preliminary Single Subject Teaching Credential, students in the teaching profession minor must complete the following: (1) a bachelor's degree with a minimum grade point average of 3.0; (2) all subject matter course requirements or submit a passing score on the appropriate California Subject Examinations for Teachers (CSET); (3) Professional Core II course work; (4) an interview with the Teacher Education faculty; and (5) presentation of a Professional Portfolio.

Portfolio specifications and credential application materials are available in WPH 1004.

Minor in Education in a Pluralistic Society

This minor emphasizes the relationship between school and society. Students will study educational problems and issues and learn how they can participate, as individuals and as members of organizations, in the improvement of educational programs in their communities.

The minor will be of interest to students from a variety of backgrounds and interests: students majoring in social science areas such as anthropology, sociology, psychology and political science; future parents who will be sending their children to our nation's schools and participating in school improvement programs; international students who want to study the American educational system; and students entering professions such as law, medicine, social work, public administration and business where their work both impacts and is affected by the quality of students' educational experiences.

Required courses are two from Component A, three from Component B and the capstone course EDPT 490x. Twenty units of course work are required.

Component A: Societal Issues Affecting Education (two courses)

EDCO 324	Asian American Psychology	4
GEOG 350	Race and Environmentalism	4
HIST 455	Advanced Topics in African-American History	4
POSC 333	Stigma and Society: Physical Disability in America	4
POSC 427	Black Politics in the American Political System	4
POSC 442	The Politics of Human Differences: Diversity and Discrimination	4
PSYC 300	Human Diversity: The Psychology of Individual Differences	4

SOCI 305	Sociology of Childhood	4	EDPA 302	Global Education	4
SOCI 342	Race Relations	4	EDPA 308	Politics and American Education	4
SOCI 355	Immigrants in the United States	4	EDPT 310	Parental Influences on Children's Educational Development	4
SOCI 356	Mexican Immigrants in a Diverse Society	4			
SOCI 360	Social Inequality: Class, Status, and Power	4			
SWMS 364	Racial and Ethnic Women in America	4	<i>Capstone Course (enroll after at least one course in each component)</i>		
SWMS 384	Overcoming Prejudice	4	EDPT 490x	Directed Research	2
<i>Component B: Creating Successful Learning Environments (three courses)</i>			Minor in Urban Neighborhood Studies		
EDUC 204L	Sociological Foundations of Education, or	3	The focus of this minor is on the quality of urban life at the scale of the neighborhood or district. This is the location of the places of residence and work, of education and religion, of everyday life. The minor is supported by the four "urban schools" of		
EDUC 205L	Child Development and Learning	3			
EDUC 409	Foundations of Language Education	3			

USC: Architecture, Education, Social Work, and Policy, Planning and Development. See Architecture, page 80, for course requirements.

Honors in Multimedia Scholarship

This program offers qualified undergraduate students an opportunity to approach their discipline(s) of study through the critical application of multimedia expression and scholarship. The student experience will be characterized by smaller classes taught by leading faculty members and enriched by a program of lecture series, visiting scholars, symposia and conferences. For complete program requirements, see the School of Cinema-Television section, page 166.

Graduate Degrees

Admission

Applicants for admission to graduate degree programs must have a bachelor's degree or its equivalent from an accredited institution. Admission to graduate programs in the Rossier School of Education is highly selective and competitive. A grade point average of 3.0 (A = 4.0) is usually expected as well as satisfactory scores on the Graduate Record Examinations (GRE) General Test and three letters of recommendation. For specific information on admission and application procedures, contact the Office of Admission and Recruitment, (213) 740-2606.

Residence Requirements

A minimum of 20 graduate units at USC is required for the master's degree and 24 units for the doctorate. Residence is completed on the University Park campus, the Health Sciences campus and/or one of the approved off-campus study centers.

Satisfactory Academic Progress

A graduate grade point average of at least 3.0 is required at all times. Any student whose graduate grade point average falls below 3.0 will be placed on academic probation. Students on academic probation who do not raise their GPA to 3.0 after two semesters of written notification of academic probation will be academically disqualified.

Time Limit for Degree Completion

Students must maintain satisfactory progress toward their stated degree objective at all times. Progress is measured from the beginning of the first course at USC applied toward a specified degree. All requirements for that degree must be completed within a specified time computed from the end of the semester during which all requirements are met. A primary consideration of the setting of time limits is the currency of the course work and research with respect to the date the degree is to be conferred. Equally important is the concern that the faculty members serving as advisors or committee members be available to the student for the duration of graduate studies at USC.

The time limit for completing a master's degree is five years. The time limit for completing a doctoral degree is eight years. For students who earned an applicable master's degree within five years prior to admission to the doctorate, the time limit for completion is six years.

Occasionally a student finds it impossible to comply with prescribed time limits for completion of a degree. If a significant delay is likely to occur, the student must make arrangements in advance by petitioning for an extension of time. Such petitions will be considered when there is clear justification based on sound academic or critical personal reasons.

Master's Degrees

Master's Thesis and Seminar

An integral part of the requirements for the master's degree is the completion of either a thesis (594ab) or the master's seminar (593ab). Registration in both the 594a and 593a semesters are prerequisites to the 594b and 593b semesters. Concurrent registration in 594a and 594b or 593a and 593b is not permitted except by petition. Credit for 594ab is conditional upon satisfactory completion of the thesis.

Transfer of Course Work

The Degree Progress Department determines whether course work taken elsewhere is available for transfer credit. The available work is recorded on the Graduate Credit Statement prepared by that office.

For information about the maximum number of transfer credits which may be applied toward a master's degree, see Transfer of Course Work, page 56. Additional university regulations apply to students seeking a second master's degree. See page 63.

Final transfer of graduate credit to be applied toward a degree is dependent upon approval of the student's faculty advisor. The criteria used in approving available transfer credit are relevance to the program, recency, quality and grades earned.

Master of Science in Education

The Master of Science (M.S.) in Education is designed to develop qualities and techniques essential to leadership in professional services. The fundamental objectives of the program are to develop an awareness of the major fields and their relationships within professional education, to develop an understanding of and appreciation for the purposes and procedures of educational research, and to develop a particular proficiency in one or more of the special fields within the education profession. A minimum of 28 units of graduate-level course work is required. The units are selected with advisor consent to develop some degree of proficiency in an educational focus.

Master of Science in Education with a Concentration in Learning and Instruction

The Master of Science in Education concentration in learning and instruction is intended to educate professionals who are interested in improving learning and instruction in a variety of educational settings including schools and informal environments such as zoos and museums. In addition to enhancing one's own instructional abilities, most students in the program are preparing for careers in program development, curriculum design or improving

school capacity through instructional technology. A minimum of 28 units of graduate-level course work is required.

CORE COURSES (16-17 UNITS)

CORE COURSES (16-17 UNITS)		UNITS
Learning and Development; select one of the following:		
CTSE 503	Teaching and Learning in U.S. Schools	4
EDPT 502	Learning and Individual Differences	3
Assessment and Measurement; select one of the following:		
CTSE 534	Diagnosis of Reading Disability	3
EDPT 540	Introduction to Educational Measurement and Evaluation	3
Instruction and Curriculum; select one of the following:		
CTSE 509	Advanced Science Teaching Methods	3
CTSE 511	Reading and Writing Methods	3
CTSE 528	Foundations of Reading Instruction	3
CTSE 529	The Teaching of Writing: Research and Practice	3
CTSE 548a	Curriculum and Methods for Teaching Multiple Subjects, or	
CTSE 548b	Curriculum and Methods for Teaching Multiple Subjects	3
CTSE 556	Methods of Instruction for the Deaf and Hard of Hearing Child	3
EDPT 510	Human Learning	3
EDPT 571	Instructional Design	3
Inquiry Design – required courses:		
CTSE 593ab	Master's Seminar, or	
CTSE 594ab	Master's Thesis	2-2
EDPT 550	Statistical Inference, or another methodology course recommended by advisor	3

ELECTIVES (12 UNITS)

500-level electives to be approved by the faculty advisor to develop an area of educational focus (e.g., instructional technology, science education, literacy/reading, educational psychology and medical education) are required.

Master of Science in Education, Deaf and Hard of Hearing Specialist Credential Track

The Deaf and Hard of Hearing Credential authorizes the holder to teach hearing-impaired students, 0-22 years of age.

REQUIRED COURSES

REQUIRED COURSES	UNITS	
CTSE 556	Methods of Instruction for the Deaf and Hard of Hearing Child	3
CTSE 557	Directed Teaching of the Deaf and Hard of Hearing Student	4
CTSE 577	Language Development for the Deaf and Hard of Hearing Child during Early Childhood	3
CTSE 578	Methods of Teaching Speech and Auditory Skills to the Deaf and Hard of Hearing Student	3
CTSE 579	Directed Teaching of the Deaf and Hard of Hearing Child during Early Childhood	2
CTSE 580	Audiology for Teachers of the Deaf and Hard of Hearing Child	2
CTSE 581	Topics in Deaf Education	3
CTSE 582	Language Development for the Deaf and Hard of Hearing Child	3
CTSE 583	Advanced Methods, Practicum, and Research in Spoken Language for the Deaf and Hard of Hearing Child	3
CTSE 585ab	Sign Language for Teachers of Deaf and Hard of Hearing Children	1-1
CTSE 586	Typical and Atypical Infant and Toddler Development	4
CTSE 587	Service Delivery System for Infants and Toddlers with Special Needs	4
CTSE 593ab	Master's Seminar	2-2
EDCO 580	Working with Families of Children with Special Needs	2

Master of Marriage and Family Therapy

The program for the Master of Marriage and Family Therapy is offered for those students seeking to prepare for the practice of marriage, family and child counseling. The curriculum of the master's program is grounded in the applications of the discipline of counseling psychology to clinical work with couples, families and children in the family context. Students who complete this specialized professional degree program and who fulfill the additional state-mandated requirements are eligible for the State of California's Marriage and Family Therapy license. A minimum of 51 units of graduate-level course work is required. A minimum of four semesters is required for completion of the degree program. Students must demonstrate an acceptable level of counseling proficiency, a grade of B (3.0) or better, in EDCO 560 Practicum in Counseling before being permitted to complete the master's degree. (Students with little or no prior counseling experience are advised to audit the practicum course the first time it is taken. Two registrations for credit and one audit are permitted in EDCO 560.) Of the 51 units, the last 14 units must be completed at USC.

REQUIRED COURSE SEQUENCE	UNITS
EDCO 500 The Counseling Process	3
EDCO 503 Ethical and Legal Issues in Counseling	3
EDCO 515 Theories of Marriage, Family, and Child Counseling	3
EDCO 516 Perspectives on Human Sexuality	3
EDCO 541 Theories in Counseling Psychology I	3
EDCO 542 Group Counseling: Theory and Process	3
EDCO 544 Measurement Procedures in the Helping Process	3
EDCO 546 Psychopathology for Counselors	3
EDCO 548 Career Development: Theory and Practice	3
EDCO 551 Cross-Cultural Counseling: Research and Practice	3
EDCO 557 Chemical Dependence and Substance Use	3
EDCO 560 Practicum in Counseling	3
EDCO 561 Field Work in Counseling	3
EDCO 593ab Master's Seminar, or	2-2
EDCO 594ab Master's Thesis	
EDPT 520 Human Lifespan Development	3
EDPT 550 Statistical Inference	3
2 additional units selected with the approval of the advisor	2

Master of Science in Teaching English to Speakers of Other Languages

The Master of Science in Teaching English to Speakers of Other Languages qualifies holders of this degree to teach English as a Second Language (ESL) or English as a Foreign Language (EFL). Graduates of the program become teachers, curriculum specialists or administrators in ESL/EFL programs, mainly at the secondary, adult and college levels, both in the U.S. and abroad. The program also welcomes experienced primary school teachers who wish to broaden their understanding of language teaching and learning. The program offers two tracks, one for typical non-native speakers who have not completely mastered the English Language (track 1: EFL) and one for native speakers and true bilinguals (track 2: ESL). A minimum of 28 units of approved graduate-level course work is required.

COURSES REQUIRED FOR BOTH TRACKS		UNITS
EDHP 510	Introduction to Teaching English to Speakers of Other Languages	3
EDHP 511	Applied Linguistics for Language Teachers	3
EDHP 521	Course Design for Language Learning	3
EDHP 588	Practicum in Second Language Teaching	3
CTSE 593a	Master's Seminar, and	2-2
EDHP 593b	Master's Seminar, or	
EDHP 594ab	Master's Thesis	
COURSES REQUIRED FOR TRACK 1: EFL		UNITS
EDHP 518	Teaching American English Pronunciation	3
EDHP 519	Teaching English Grammar	3
EDHP 585ab	English for Academic Purposes	3-3
COURSES REQUIRED FOR TRACK 2: ESL		UNITS
CTSE 537	Methods in Bilingual Education and in Teaching English as a Second Language	3
Select 3 courses from the following:		
EDUC 409	Foundations of Language Education	3
EDHP 518	Teaching American English Pronunciation	3
EDHP 519	Teaching English Grammar	3
EDHP 586	Teaching Reading and Writing in a Second Language for the Literate Student	3
EDPA 622	The Role of Education in Cultural Transmission	3

Master of Education, Postsecondary Administration and Student Affairs

The Master of Education, Postsecondary Administration and Student Affairs provides current and prospective professionals working in various capacities within two-year, four-year and professional postsecondary institutions with the theoretical foundation and practical applications to excel in a variety of higher education administrative and students services positions (academic advising and support services, admissions, school relations, residential life, student activities, multicultural student affairs and disabled student services and programming). A minimum of 41 units of graduate-level course work is required.

REQUIRED COURSES	UNITS
EDCO 500 The Counseling Process	3
EDHP 500 Foundations of Higher, Adult, and Professional Education	3
EDHP 551 Applied Educational Ethnography	3
EDHP 552 The Politics of Difference	3
EDHP 563 Student Affairs Work in College	3
EDHP 565 Intervention Strategies in College Student Development	3
EDHP 587 Field Work in Higher, Adult, and Professional Education	1-3
(41 total units is based on a student taking 1 unit of field work)	
EDHP 593ab Master's Seminar, or	4
EDHP 594ab Master's Thesis	
EDHP 657 Management of Student Services in Higher Education	3
EDHP 687 Student Development in Higher Education	3
EDPT 550 Statistical Inference	3

In addition, students choose 6 units from the following courses:

EDCO 548 Career Development: Theory and Practice	3
EDHP 502 Administration of Higher, Adult, and Professional Education	3
EDHP 503 Curriculum, Teaching, and Learning in Higher, Adult, and Professional Education	3
EDHP 580 The Community College	3
EDHP 621 International Higher Education: Administration and Planning	3
EDHP 658 Community College Administration	3

EDHP 679	Legal Issues in the Administration of Higher Education	3
EDHP 689	Fiscal Support and Expenditure in Higher and Postsecondary Education	3
EDPA 518	Organizational Theory	3

Master of Science, Education (Counseling Psychology)

The program for the Master of Science, Education (Counseling Psychology) is designed to develop a broad knowledge of the theoretical, philosophical and scientific foundations of the field of counseling psychology as well as practical skills in the application of counseling techniques. A minimum of 40 units of graduate-level course work is required. A minimum of four semesters is required for completion of the degree program. Students must demonstrate an acceptable level of counseling proficiency (a grade of B (3.0) or better) in EDCO 560 Practicum in Counseling before being permitted to complete the master's degree. Two registrations for credit and one audit are permitted in EDCO 560. Students with little or no prior counseling experience are advised to audit the practicum course the first time it is taken.

The last 14 units, and at least 32 units of the 40 unit minimum, must be completed at USC.

CORE SEQUENCE		UNITS
EDCO 500	The Counseling Process	3
EDCO 503	Ethical and Legal Issues in Counseling	2
EDCO 541	Theories in Counseling Psychology I	3
EDCO 542	Group Counseling: Theory and Process	3
EDCO 544	Measurement Procedures in the Helping Process	3
EDCO 548	Career Development: Theory and Process	3
EDCO 560	Practicum in Counseling	3
EDCO 561	Field Work in Counseling	3
EDCO 593ab	Master's Seminar, or	4
EDCO 594ab	Master's Thesis	3
EDPT 550	Statistical Inference	3

Speciality (12 units)

All students are required to take courses appropriate to their specialty in addition to the core sequence in counseling. Two specializations are available for students in the Master of Science, Education (Counseling Psychology) program: college counseling and general specialization.

Master of Business Administration/Doctor of Education

The Marshall School of Business and the Rossier School of Education jointly offer a program leading to the degree of Master of Business Administration/Doctor of Education. This program emphasizes educational leadership and management competencies across the wide variety of education-related organizations in the public, non-profit and for-profit sectors and is designed to prepare students to assume executive leadership positions in these organizations, including schools, universities, educating businesses, regional, state and federal education agencies, education research institutions, and private foundations with education missions. Graduates of the M.B.A./Ed.D. program will be prepared to significantly improve the scope and quality of educational services to targeted populations through the application of management skills to the field of education and of education principles to business enterprises.

A total of 90 units is required for the dual degree: 48 units in the Marshall School of Business and 42 units in the Rossier School of Education.

Students must apply to both the Marshall School of Business and the Rossier School of Education.

Certificates

Management of College Student Services

The Certificate in the Management of College Student Services provides professionals with a specialized competency in management and student development. Admission is open to professionals in higher education who wish to update their background and skills or to graduate students in the master's or doctoral programs. Students must complete a graduate admission application and pay the application fee. Those wishing admission only to the certificate program do not need to take the Graduate Record Examinations. A letter of recommendation from the applicant's current supervisor, as well as evidence of having completed a baccalaureate program at an accredited undergraduate institution, are required.

The certificate consists of 15 units of graduate course work.

REQUIRED COURSES		UNITS
EDHP 563	Student Affairs Work in College	3
EDHP 657	Management of Student Services in Higher Education	3
EDHP 658	Community College Administration	3
EDHP 687	Student Development in Higher Education	2

Select one of the following:

EDHP 679	Legal Issues in the Administration of Higher Education	3
EDHP 689	Fiscal Support and Expenditure in Higher and Postsecondary Education	3

The units earned in certification may later be applied to the degree program, but the candidate must apply for regular admission to the degree program (admission is not automatic) and submit scores for the GRE general test.

Doctoral Degrees

The Rossier School of Education offers the Doctor of Philosophy in Education (Ph.D.) and the Doctor of Education (Ed.D.). Both doctoral programs place strong emphasis on the acquisition of inquiry skills and on the collaborative and interdisciplinary study of issues mutually engaging to both students and the Rossier School of Education faculty members. Both degrees emphasize the acquisition of appropriate research and inquiry skills, but the application of these skills is expected to differ. The Ed.D. student is trained to use educational inquiry skills to solve contemporary educational problems, while the Ph.D. student is trained to contribute to the general and theoretical knowledge about educational issues. The Ed.D. is administered by the Rossier School of Education; the Ph.D. is administered by the Graduate School.

Ph.D. students must *also* consult the Graduate School section of this catalogue for regulations and requirements pertaining to the degree.

Doctor of Education (Ed.D.)

Faculty Advisor

The assigned faculty advisor provides academic advisement. Advisement will become the responsibility of the guidance or advisement committee after it is established.

Preliminary Review

The Ed.D. preliminary review must be passed before the student has completed more than 21 units. Passing the preliminary review is prerequisite to continuing in the program. Completion of the preliminary review involves assembling a dossier consisting of: (1) a statement not to exceed five double-spaced pages that describes the student's professional goals and objectives; (2) samples of written work, completed in the core program; and (3) presentation of a paper that synthesizes the issues and problems examined throughout the first year of study. A preliminary review panel composed of the assigned advisor and two members of the Ed.D. committee reviews the dossier, in addition to the student's application for admission and USC transcript. The preliminary review is not reported as passing if there is more than one dissenting vote.

Advisement Committee

The student selects a three-member advisement committee in consultation with the advisor upon applying to take the qualifying examination. The committee chair (or the co-chairs) must have full-time faculty appointments in the Rossier School of Education.

One member of the committee (or the co-chair) can be an adjunct professor of any rank in the Rossier School.

Areas of Concentration

There are four areas from which students must select a specialization: Leadership in Urban Education Settings, Educational Psychology, Higher Education/Community College Leadership and Teacher Education in Multicultural Societies.

Unit Requirement

The Ed.D. requires completion of 60 units of course work. A maximum of 4 dissertation units (794 Doctoral Dissertation) may be applied toward the degree. Students admitted with Advanced Standing complete a minimum of 43 units.

Transfer of Course Work

A maximum of 6 units of transfer credit may be applied toward the Ed.D. with Advanced Standing. Admission with Advanced Standing is based upon a completed graduate degree. Only course work taken after completion of that degree is available for transfer credit. The faculty of the student's degree program determines whether transfer credit is applicable toward a specific graduate degree.

Core Program

Ed.D. students are required to complete 12 units of core course work: EDUC 522 Challenges in Urban Education: Accountability, EDUC 523 Challenges in Urban Education: Diversity, EDUC 524 Challenges in Urban Education: Leadership, and EDUC 525 Challenges in Urban Education: Learning.

Methods

All Ed.D. students complete EDUC 532 Inquiry Methods I and EDUC 536 Inquiry Methods II for a total of 6 units.

Research

Students must complete 6 units of research course work (EDPA 792 Critique of Research and EDUC 790 Research).

Electives

In consultation with assigned advisors, students select a minimum of 14 units of elective course work.

Educational Leadership Track (Hawaii only)

Unit Requirement

A minimum of 66 units of approved course work, exclusive of 794 Doctoral Dissertation, is required.

Transfer of Course Work

The maximum number of transfer credits that may be applied is 20 units. The faculty of the student's degree program determines whether transfer credit is applicable toward a specific graduate degree.

Core Program

Thirty-three units of core course work are required.

REQUIRED COURSES

CTSE 635	Curriculum, Teaching, and Learning Environments	3
CTSE 688	School Leadership and Instructional Improvement	3
EDPA 516	Public School Finance	3
EDPA 518	Organizational Theory	3
EDPA 519	Current Issues in Governance and Education Policy	3
EDPA 610	Management of Human Resources	3
EDPA 613	The Laws and Politics of Education	3
EDPT 502	Learning and Individual Differences	3
EDPT 550	Statistical Inference	3
EDPT 552	Assessing Individual and Program Performance	3
EDPT 570	Language and Cultural Diversity in Learning	3

Electives and Specializations

Students may select their own set of courses (minimum 12 units) to define an area of specialization. Each specialization is defined by a cluster of courses representing an educational function or a content/discipline area such as business and finance, community college administration, curriculum and instruction, personnel administration, politics and policy, the principalship and site-based management, the superintendency, teacher education and in-service training.

Admission to Candidacy

Admission to candidacy is a formal action taken by the faculty of the Rossier School of Education. That action is based upon passing the qualifying examination.

Doctoral Dissertation

A dissertation based upon original research is required. An acceptable dissertation must show technical mastery of a special field, capacity for independent research and scholarly ability. The student must be enrolled in 794 Doctoral Dissertation each fall and spring semester after admission to candidacy until the dissertation has been approved. A minimum of two semesters (4 units) is required.

Enrollment in 794 prior to admission to candidacy is not permitted and such registration is invalid.

Doctor of Philosophy in Education (Ph.D.)

Program Requirements

The Ph.D. program requires a minimum of 63 units of course work, comprising the following elements: Core Block (16 units), Concentration Block (15 units), Research Block (15 units), Cognate Block (12 units) and Dissertation Proposal and Dissertation Block (5 units).

Core Block

The core represents the essential knowledge that serves as the groundwork for later course work and for other research and scholarly activities within the program and beyond with a particular focus on urban education. This work is completed in the first year of full-time study.

REQUIRED COURSES

EDUC 630	Organization and Policy: Current Issues	4
EDUC 640	The Research University in the 21st Century	4
EDUC 642	Identity/Individual Learners: Examining Differences	4
EDUC 650	Globalization and the Nation-State: Theories of Change	4

Concentration Block

Courses in this block are linked to one of the four areas of concentrations available in the Rossier School of Education (educational psychology, higher education/community college leadership, teacher education in multicultural societies and leadership in urban education settings). Courses in this block permit students to consider applied problems in collaboration with advanced Ed.D. students.

Research Block

Courses in this block provide the basic tools to pursue systematic, programmatic, empirical investigation. It includes qualitative and quantitative elements with the understanding that complex educational problems require a variety of investigative approaches. Areas required include research design, analysis of variance/multiple regression, qualitative methods, and one elective in measurement, advanced qualitative or quantitative analysis, or a related area. Courses may be taken inside or outside the School of Education.

Cognate Block

This block is designed for students to pursue interdisciplinary approaches to educational issues, and may consist of courses inside or outside the School of Education. The specific courses are determined in conjunction with the advisor.

Dissertation Block

This block includes preparation for the qualifying examination and initial dissertation proposal. It is taken during the semester of the qualifying examination and EDUC 794ab Dissertation (minimum of 4 units taken after a student passes the qualifying examination and has advanced to candidacy). The dissertation block is designed to prepare students for their dissertation research and continues through the writing and defense of the dissertation. The process involves intensive collaboration with the advisor and the guidance committee.

Transfer of Course Work

The maximum number of transfer credits that can be applied toward the degree is 20 units. The faculty of the student's degree program determines whether transfer credit is applicable toward a specific graduate degree.

Faculty Advisor

A designated faculty member provides the academic advisement for entering graduate students at the point of admission. A faculty member is appointed to serve as the advisor until an approved guidance committee is established.

Screening Process

When students have completed the core course work, the doctoral screening committee assesses their performance and makes a decision about their readiness to continue in the program. Students are notified of the results by the Ph.D. program chair. If the decision is to continue, a formal program of studies and a guidance committee is established.

Guidance Committee

The guidance committee is composed of at least five members. A minimum of three, including the chair, must be from the Rossier School; one must be a faculty member from outside the Rossier School. Normally, all members of the guidance committee are regular faculty with the rank of assistant professor or above in departments offering the Ph.D.

Qualifying Examinations

As a prerequisite to candidacy for the Ph.D., students must pass written and oral qualifying examinations. The written qualifying examination is designed to assess a student's readiness to undertake dissertation research and to assess the student's ability to critically analyze and synthesize theoretical and methodological knowledge. The oral portion consists, in part, of a teaching and research portfolio. The teaching portfolio documents and reflects the student's development and productivity in thinking about course content and instructional delivery. The research portfolio documents and reflects the student's development and productivity in research and writing from the point of entry into the program.

Admission to Candidacy

Admission to candidacy is a formal action taken by the faculty that is based upon passing the qualifying examination and completing all Ph.D. course requirements (with the exception of 794 Doctoral Dissertation). Notification of admission or denial of admission to candidacy is by letter from the Dean of the Graduate School.

Dissertation Committee

After admission to candidacy and approval of the dissertation proposal, the Ph.D. guidance committee is known as the dissertation committee and is usually reduced to three members. The committee will include one faculty member from outside the Rossier School of Education and will be chaired by a tenure track faculty member.

Doctoral Dissertation

After the qualifying examination is passed, students must enroll in 794 Doctoral Dissertation each semester, except summer session, after admission to candidacy until all degree requirements have been completed. A minimum of two semesters (4 units) is required. A maximum of 4 dissertation units may be applied to satisfy the degree requirement. While enrolled in 794a, students will develop a dissertation proposal in collaboration with the advisor. The dissertation committee grants final approval for the proposal. Credit for 794a and permission to enroll in 794b will only be given after the dissertation proposal is approved. IRB (Human Subjects Institutional Review Board) approval is required for all dissertation studies.

Credential Programs

A credential is a license issued by the California Commission on Teacher Credentialing (CCTC) to persons wishing to legally teach or perform certain other professional services in California's public schools. USC is one of several institutions authorized to recommend qualified persons to the CCTC for receipt of credentials.

There are three categories of credentials offered in the Rossier School: teaching, specialist and service. Requirements for these credentials may be obtained by calling the appropriate phone number listed below.

Credential requirements may change due to state law. Students are advised to consult periodically with the Rossier School of Education for current credential requirements.

Teaching Credentials

Multiple Subject Teaching (MST) authorizes the holder to teach many subjects within a self-contained classroom. This classroom situation is generally found in preschool and elementary grades.

Single Subject Teaching (SST) authorizes the holder to teach a specific academic area. This classroom situation is generally found in junior and senior high schools.

Multiple and Single Subject Teaching with a Bilingual Emphasis in Spanish (BCLAD) authorizes the holder with bilingual capabilities to teach multiple (or single) subjects to a bilingual student population.

For inquiries, contact Undergraduate and Teacher Education Programs, (213) 740-3471.

Specialist Credential

The *Deaf and Hard of Hearing Credential* authorizes the holder to teach hearing-impaired students, 0-22 years of age. See page 466 for course requirements. For inquiries, contact the program director, (213) 821-3147.

Service Credential

Administrative Services Credential authorizes the holder to serve as a superintendent, associate or assistant superintendent, principal, assistant principal, supervisor, consultant, coordinator, or in an equivalent or intermediate level administrative position. This is a two-step credential program.

Pupil Personnel Services: School Counseling Credential authorizes the holder to develop, plan, implement and evaluate a school counseling and guidance program that includes academic, career, personal and social development; advocate for the high academic achievement and social development of all students; provide school-wide prevention and intervention strategies and counseling services; provide consultation, training and staff development to teachers and parents regarding students' needs; and supervise a district-approved advisory program as described in Education Code Section 49600.

For inquiries, contact the program director, (213) 740-3265.

Courses of Instruction

EDUCATION (EDUC)

The terms listed are *expected* but are not *guaranteed*. For the courses offered during any given term, consult the *Schedule of Classes*.

120 Understanding the Relationship Between Teaching and Learning (1) Creates an opportunity to explore how teachers and teaching, formal and informal, influence learning. Graded CR/NC.

200 Introduction to the Teaching Profession (2) Gateway to the minor in the Teaching Profession and the major in Bachelor of Science in General Studies. Identification and discussion of current issues and trends in schools and the teaching profession. Introduction to the development of a professional portfolio. (Duplicates credit in former CTSE 130.)

204L Sociological Foundations of Education (3, FaSp) Introduction to the sociological foundations of education through focused study of schools, teacher-student relations, and classroom processes as they relate to social stratification. (Duplicates credit in former CTSE 204).

205L Child Development and Learning in Schools (3, FaSp) Introduction to processes of development and learning in school aged children, with an emphasis on school contexts. (Duplicates credit in former CTSE 205).

409 Foundations of Language Education (3, FaSp) Overview of research and current theories in bilingual, second language, and foreign language instruction. (Duplicates credit in former CTSE 409).

410 The Teaching of Reading and Writing (4, FaSp) Analysis of reading/writing processes; methods/materials for teaching literacy in elementary schools; issues in biliteracy and instruction; classroom observation/participation in small-group instruction. Admission to the major or Teaching Profession minor. (Duplicates credit in former CTSE 410).

411 Reading and Writing Instruction in Secondary Schools (4, FaSp) Analysis of reading and writing processes; methods and materials for teaching literacy in secondary schools; issues in biliteracy and instruction; classroom observation and participation in small-group instruction.

413 Methods and Models of Instruction for Language Minority Students (2, FaSp) Curriculum materials and teaching strategies for use in successfully teaching language minority students in both elementary and secondary schools. (Duplicates credit in former CTSE 413).

415 Content to Pedagogy: Mathematics in the Elementary School (2, FaSp) Bridging college-level mathematics content and elementary school curricula to design developmentally appropriate mathematics instruction. *Concurrent enrollment:* EDUC 424a or EDUC 424b. (Duplicates credit in former CTSE 415).

416 Content to Pedagogy: Art in the Elementary Schools (2, Sp) Transformation of content in art to curriculum in the elementary classroom. (Duplicates credit in former CTSE 416). *Corequisite:* EDUC 424b.

417 Content to Pedagogy: From Science Content to Science Curriculum (2, FaSp) An overview of the goals and content of science instruction at the elementary level coupled with appropriate science curricular and pedagogical models. (Duplicates credit in former CTSE 417). *Concurrent enrollment:* EDUC 424a or EDUC 424b.

418 Content to Pedagogy: From Social Sciences to Social Studies (2, FaSp) Content, concepts, methods, and values for integrating the social sciences in the social studies. (Duplicates credit in former CTSE 418). *Concurrent enrollment:* EDUC 424a or EDUC 424b.

419 Content to Pedagogy: P.E. for Elementary Students (2, Sp) Transformation of content in Physical Education to curriculum in the elementary classroom. *Corequisite:* EDUC 424b.

424ab Curriculum and Methods in Elementary Education (2-2, FaSp) Curriculum materials and teaching procedures in the elementary school. (Duplicates credit in former CTSE 424ab). *Prerequisite:* EDUC 410; *concurrent enrollment:* a: EDUC 425a; b: EDUC 425b or EDUC 427.

425ab Observation and Directed Teaching in Elementary Schools (3-3, FaSp) Observation and experience in teaching under supervision in elementary schools (one semester at the kindergarten-primary level and one semester in the intermediate or upper grades). (Duplicates credit in former CTSE 425ab). *Concurrent enrollment:* a: EDUC 424a; b: EDUC 424b.

427 Observation and Directed Teaching for Bilingual Teaching in Elementary Schools (3, FaSp) Supervised student teaching in a bilingual elementary classroom. (Duplicates credit in former CTSE 427). *Concurrent enrollment:* EDUC 424b.

450 Curriculum and Methods in Secondary Education (3) Curriculum materials and teaching procedures in the secondary school. (Duplicates credit in former CTSE 450.) *Prerequisite:* EDUC 411; *concurrent enrollment:* EDUC 451a.

451ab Observation and Directed Teaching in the Secondary Schools (3-3, FaSp) Observation and experience in teaching under supervision in secondary school (one assignment in middle school/junior high school and one assignment in senior high school). (Duplicates credit in former CTSE 451ab). *Prerequisite:* EDUC 411; *concurrent enrollment:* a: EDUC 450, b: EDUC 452.

452 Curriculum and Methods in Secondary Subjects (3, Sp) Curriculum materials and teaching procedures in secondary English, social studies, mathematics, and science classrooms. *Concurrent enrollment:* EDUC 451b.

490x Directed Research (2-8, max 8, FaSpSm) Individual research and readings. Not available for graduate credit. (Duplicates credit in former EDCO 490x).

499 Special Topics (2-4, max 8, FaSp) Seminar in selected topics in education. Specific topics to be determined at the time seminar is offered.

513 Community Colleges: International and National Perspectives (3, Sp) An advanced course on internationalization of the community college concept and its conceptualization as an educational entity outside of the U.S.

522 Challenges in Urban Education: Accountability (3, Sp) Issues related to accountability theory and practice in urban education settings. Open only to Ed.D. students.

523 Challenges in Urban Education: Diversity (3, Fa) Diversity issues in urban educational settings. Open only to Ed.D. students.

524 Challenges in Urban Education: Leadership (3, Sp) Theories, principles, and concepts of leadership in urban K-12 schools and institutions of higher education. Open only to Ed.D. students..

525 Challenges in Urban Education: Learning (3, Fa) Theory and research in learning, motivation, and instruction for diverse educational settings. Open only to Ed.D. students.

532 Inquiry Methods I (3, Sp) Logic and methods of quantitative data analysis in the examination of educational issues and the framing of solutions for them. Open only to Ed.D. students.

533 Student Health and Welfare (3, FaSp) Physical and emotional welfare of students; emphasis on the identification of and intervention in behaviors incompatible with educational achievement. (Duplicates credit in former CTSE 533).

536 Inquiry Methods II (3, Sp) Logic and methods of qualitative data analysis in the examination of educational issues and the framing of solutions for them. Open only to Ed.D. students. *Prerequisite:* EDUC 532.

565 Participation of Exceptional Children in Regular School Programs (4, SpSm) Special systems and procedures designed for teaching handicapped and gifted and talented students in the regular classroom, with special emphasis on techniques and procedures. (Duplicates credit in former CTSE 565).

590 Directed Research (1-12, FaSpSm) Research leading to the master's degree. Maximum units which may be applied to the degree to be determined by the department. Graded CR/NC.

595 Induction Seminar (2, FaSpSm) Initial course in the Professional Administrative Services Credential Program. Focuses on the development of an individualized plan for meeting credential requirements. Open only to Ed.D. students. Graded CR/NC.

596 Assessment Seminar (2, FaSpSm) Final course in the Professional Administrative Services Credential Program. Summative assessment of completion of the induction plan developed in EDUC 595. Graded CR/NC. *Prerequisite:* EDUC 595.

599 Special Topics (2-4, max 8, FaSpSm) Selected topics in various areas of education.

630 Organizations and Policy: Current Issues (4, Sp) Study of contemporary issues in educational organizations, policy and change in K-12 and higher education with an explicit focus on the improvement of urban education. Open to students admitted to the Ph.D. only.

640 The Research University in the 21st Century (4, Fa) An examination of the current transformation of the American research university with a focus on key issues that confront academics who work in research universities. Open to students admitted to the Ph.D. only.

642 Controversies in Learning and Instruction (4, Sp) An introduction to learning research and theory, issues in learning and educational psychology situated in the context of diverse, urban settings. Open to students admitted to the Ph.D. only.

650 Globalization and the Nation-State: Theories of Change (4, Fa) The impact of globalization on educational public policies and practices: an examination of technology, information and communications, and their influence on transnational and national politics. Open to students admitted to the Ph.D. only.

790 Research (1-12, FaSpSm) Research leading to the doctorate. Maximum units which may be applied to the degree to be determined by the department. Graded CR/NC.

794abcdz Doctoral Dissertation (2-2-2-2-0, FaSp) Credit on acceptance of dissertation. Graded IP/CR/NC.

EDUCATION COUNSELING (EDCO)

030x The Process of Paraprofessional Counseling for Young Adults (2, Sp) Explores the theoretical processes involved in paraprofessional counseling with specific application to issues faced by young adults. Graded CR/NC.

102xm Human Diversity: People, Power and Politics (4, FaSp) Social and political power relationships: Historical perspectives; factors which maintain dominant and subordinate status within current society; empowerment of persons (groups) in subordinate positions. Not available for major credit.

248 Theories of Career Development (2, FaSp) An exploration into the theories, literature, and techniques in the field of career development and the impact of psychological, sociological, economic, and other variables on career decision-making.

324m Asian American Psychology (4, Sp) Psychological issues of Asian Americans such as cultural identity, intergenerational conflict, stereotypes, interracial dating and marriage, educational achievement, and mental health.

500 The Counseling Process (3, FaSm) Theoretical foundations, models, values, and assumptions underlying psychological counseling; cross-cultural perspectives, ethical and legal considerations.

502 Systems of Scientific Inquiry (3, Sp) Study of the philosophical assumptions underlying the development of scientific knowledge in counseling psychology. Emphasizes logical and conceptual understanding of quantitative and qualitative research procedures.

503 Ethical and Legal Issues in Counseling (3, Sp) Examination of current legal, ethical, and other professional issues in the practice of counseling and psychotherapy. *Prerequisite:* EDCO 500.

504 Behavior Management in the Classroom (3, Sp) Analysis of student behavior in school settings. Emphasis is on a problem-solving functional approach to behavioral changes.

505 Counseling and Collaborative Consultation in the School Setting (3, Sp) Theory and practice of collaborative consultations provided by school counselors and school psychologists to improve student achievement and the learning environment.

506 Development, Administration and Evaluation of Pupil Personnel Services (3, Fa) Develop skills in the evaluation and management of pupil personnel services programs in the public schools for comprehensive support of student learning and achievement.

515 Theories of Marriage, Family, and Child Counseling (3, Sp) Major psychotherapeutic orientations relating to family systems, marital relationships, and communications theory applied to the family unit. *Prerequisite:* EDCO 541.

516 Perspectives on Human Sexuality (3, Fa) The physiological-psychological and socio-cultural variables associated with sexual identity and sexual behavior with an emphasis upon sexual dysfunctions.

541 Theories in Counseling Psychology I (3, FaSp) Theory, research, and practice of psychological counseling. *Corequisite:* EDCO 500.

542 Group Counseling: Theory and Process (3, FaSp) Theory, research, and practice of group counseling. Includes laboratory experience. *Prerequisite:* EDCO 541.

544 Measurement Procedures in the Helping Process (3, Fa) Educational and psychological instruments; psychometric concepts and the rationale for the use of psychological instruments in the counseling relationship. *Corequisite:* EDCO 500, EDPT 550 or EDPT 652.

545 Individual Study in Counseling (1-3, FaSpSm) Applied research, creative projects, or investigations in the counseling or student personnel setting. Graded CR/NC. *Prerequisite:* EDCO 500 or EDCO 563.

546 Psychopathology for Counselors (3, Sp) Theories of psychological impairment emphasizing diagnosis of child and family dysfunction. Practice in utilizing DSM-IV classification of case studies.

547 Assessment of Cognitive and Intellectual Abilities (3, Fa) Developing the knowledge and skills for selecting, administering, scoring and interpreting measures of intelligence and cognition. *Prerequisite:* EDCO 544.

548 Career Development: Theory and Practice (3, SpSm) Theories and process of career development; principles of career and leisure planning and counseling applicable throughout life. *Corequisite:* EDCO 541.

551 Cross-Cultural Counseling: Research and Practice (3, FaSp) Examination of the cultural, socioeconomic, and language factors that affect culturally differentiated populations in counseling and research practice. *Corequisite:* EDCO 541.

554 Psychotherapy with Children (2, Sm) An examination of the relevant literature and theories concerning the development and psychopathologies of children and adolescents, including the topics of divorce, homosexuality and abuse.

557 Chemical Dependence and Substance Use (3, Fa) Use and abuse of licit and illicit substances are examined from several perspectives including epidemiology, psychophysiology, etiology, consequences, treatment, and education/prevention. *Prerequisite:* EDCO 541.

560 Practicum in Counseling (3, max 6, FaSpSm) Supervised practice in individual counseling with children, adolescents, and families. Graded CR/NC. *Prerequisite:* EDCO 503, EDCO 541.

561 Field Work in Counseling (3, max 6, FaSpSm) Professional supervision of the student's counseling process in a school or community setting. Graded CR/NC. *Prerequisite:* EDCO 560.

574 School Counseling Practicum (1-2, max 2, FaSpSm) Supervised practice in school counseling. Graded CR/NC. *Prerequisite:* EDCO 503, EDCO 541.

575 School Counseling Field Experience (1-4, max 4, FaSpSm) Supervised field experience in applying knowledge and skills within a K-12 school setting. Graded CR/NC. *Prerequisite:* EDCO 574.

580 Working with Families of Children with Special Needs (2, Sp) Demonstration, discussion, and participation in counseling parent groups concerned with special needs children; the role of the professional in perceiving and understanding these problems.

593ab Master's Seminar (2-2, FaSpSm) An examination and analysis of research and literature in the student's area of focus. Required for all candidates who do not enroll in the Master's Thesis (594abz). Graded CR/NC.

594abz Master's Thesis (2-2-0, FaSpSm) Required for all master's candidates who do not enroll in the Master's Seminar (593ab). Credit on acceptance of thesis. Graded IP/CR/NC.

640 Counseling Psychology Practicum I (3, max 6, FaSpSm) Supervised practice in individual counseling with children, adolescents, and adults. Emphasis on applications of the scientist-practitioner model to problem definition and solution. Graded CR/NC. *Prerequisite:* EDCO 503, EDCO 541.

641 Theories in Counseling Psychology II (3, Fa) Major theoretical approaches to counseling psychology. *Prerequisite:* EDCO 640.

642 Personality Assessment in Counseling Psychology (3, Sp) Developing the knowledge and skills for selecting, administering, scoring, and interpreting measures of personality. *Prerequisite:* EDCO 544.

645 Special Problems in Counseling (3, Irregular) Specialized counseling theories and approaches as they relate to children, adolescents, families, aging, social, cultural, and situational differences. Conjoint counseling and innovations in practice.

647 Gender Issues in Counseling (3, Sp) Effects of gender-role socialization and sex discrimination on psychological theory, research, and practice; emphasis on the integration of theory and research.

649 Advanced Qualitative Analysis (3, Sm) Advanced issues and problems in the use of qualitative research methods. Practice and skill development in interviewing and observation, analyzing qualitative data, communicating results, and evaluating qualitative research. *Recommended preparation:* EDPT 612.

660 Counseling Psychology Practicum II (3, max 9, FaSpSm) An extension of 640, with greater depth and breadth of counseling experience, more emphasis on assessment. Graded CR/NC. *Prerequisite:* EDCO 542, EDCO 544, EDCO 548.

760 Theory and Practice of Counselor Supervision (3, Fa) Theory, research and practice of the supervision of individual counseling. Laboratory component. *Prerequisite:* EDCO 640.

763abcd Internship in Counseling Psychology (1-1-1-1, FaSp) Supervised field work in application of theory to counseling psychology practice with individuals, groups, families, children, or adolescents in an approved agency setting. Graded CR/NC.

790 Research (1-12, FaSpSm) Research leading to the doctorate. Maximum units which may be applied to the degree to be determined by the department. Graded CR/NC.

791 Proposal for Doctoral Dissertation (1, FaSpSm) Preparation of initial dissertation proposal. Graded CR/NC.

794abcdz Doctoral Dissertation (2-2-2-2-0, FaSp) Credit on acceptance of dissertation. Graded IP/CR/NC.

CURRICULUM, TEACHING AND SPECIAL EDUCATION (CTSE)

432 Use of Instructional Technology in Curriculum (2, FaSpSm) Role of audio-visual instruction in the curriculum; selection, preparation, and evaluation of audio-visual materials.

474 Directed Teaching: Public School Music (4, Sp) Observation and teaching under the guidance of a university supervisor and a directing teacher. Music Education majors only. *Corequisite:* MUED 474.

503 Teaching and Learning in U.S. Schools (4, FaSm) Focused study of schools, teachers, students and society. (Three hours of lecture/discussion and three hours of school participation each week.)

504 Physical Science Concepts for Elementary Teachers (3) An introduction to the basic content of the physical sciences coupled with pedagogical and curricular models appropriate for teaching in the elementary grades.

505 Earth/Space Science Concepts for Elementary Teachers (3) An introduction to the basic content of the earth and space sciences coupled with pedagogical and curricular models appropriate for teaching in the elementary grades.

506 Life Science Concepts for Elementary Teachers (3) An introduction to the basic content of the life sciences coupled with pedagogical and curricular models appropriate for teaching in the elementary grades.

507 Issues, History and Rationale of Science Education (3) An overview of the history, goals and issues in science education K-12. Including related literature, research basis and needs.

508 Nature of Science: Philosophy of Science for Science Educators (3) Introduction to the major issues in the philosophy of science with special emphasis on applications to science teaching and learning.

509 Advanced Science Teaching Methods (3) An advanced examination of the practical and theoretical aspects of science instruction including conceptual change teaching, laboratory instruction, informal science learning and assessment modes.

511 Reading and Writing Methods (3, Fa) Analysis of reading/writing processes; methods for teaching literary K-12; issues in biliteracy and instruction. *Prerequisite:* CBEST score and departmental approval; *corequisite:* CTSE 503; CTSE 549a or CTSE 551a.

514 Curriculum of the Elementary School (3, Fa) Overview of elementary curriculum, relationships among areas, trends, materials of instruction, recent research and developing practices in the field. *Prerequisite:* teaching experience.

521 Course Design for Language Learning (3) (Enroll in EDHP 521)

526 Workshop in Curriculum and Instruction (1-6) Preparation of units of work, materials of instruction, and other projects for improvement of curriculum and instruction.

528 Foundations of Reading Instruction (3, Fa) Survey of psychological, physiological, sociological, and methodological research relating to the teaching of reading and reading improvement from infancy to adulthood. *Prerequisite:* teaching experience.

529 The Teaching of Writing: Research and Practice (3, Sp) Students will participate in the process approach to writing, learn about implementation strategies K-12, and examine composition research related to fluency, bilingualism, social interaction and assessment.

534 Diagnosis of Reading Disability (3, Fa) Theoretical and practical consideration of the causes of reading disability and techniques and materials for individual diagnosis. *Prerequisite:* CTSE 528.

535 Remediation of Reading Disability (3, Sp) Clinical and classroom techniques, materials for correcting reading disability; participation in instructional program of the Reading Center. *Prerequisite:* CTSE 534.

537 Methods in Bilingual Education and in Teaching English as a Second Language (3, FaSp) Survey of procedures and materials for use in bilingual education and in teaching English as a second language; communication through understanding, speaking, reading, and writing from the elementary through adult levels.

538 Curricula and Cultural Pluralism (3, SpSm) Concepts, values, and pedagogical strategies for multicultural education.

543 Reading Programs Leadership (3) Skills and understandings needed to provide curricular leadership of reading programs, including change, interaction, evaluation, inservice, working with parents and aides and bilingual/cultural groups.

548ab Curriculum and Methods for Teaching Multiple Subjects (a: 3, Fa; b: 3, Sp) Curriculum, instructional processes, learning environments, and the professional responsibilities of teachers for linking knowledge of subject fields, pedagogy, and insight about elementary school-aged children. *Concurrent enrollment:* a: CTSE 549a; b: CTSE 549b. *Prerequisite:* CTSE 503.

549ab Observation and Directed Teaching in Multiple Subjects (a: 4, Fa; b: 4, Sp) Supervised observation and experience in teaching the multiple subjects for kindergarten through eighth grades (one assignment in primary; one in intermediate or upper grades). *Prerequisite:* CTSE 503.

551ab Observation and Directed Teaching in Single Subjects (a: 4, Fa; b: 4, Sp) Supervised observation and experience in teaching a single subject field at the middle- and high-school levels (one semester at each level). *Prerequisite:* CTSE 503.

552 Advanced Teaching Styles and Strategies (1-4) Analysis and application of teaching styles and strategies; evaluation of curriculum materials.

556 Methods of Instruction for the Deaf and Hard of Hearing Child (3, Fa) Curricular; instructional materials and methods for teaching academic subjects to deaf and hard of hearing children, grades K through 12. Open to students enrolled in the Deaf and Hard of Hearing Master's/Credential Program only.

557 Directed Teaching of the Deaf and Hard of Hearing Student (4, Sp) Observation and directed teaching of the deaf and hard of hearing child. Open to students enrolled in the Deaf and Hard of Hearing Master's/Credential Program only.

558 Culture Learning in Schools: Latino (3, Sp) History, values, beliefs, and the demography of Spanish-speaking people; implications for the American classroom. Conducted in Spanish. *Prerequisite:* SPAN 220.

560 Primary Language Instruction in a Bilingual Setting (3, Fa) Bilingual programs, their goals, personnel, teaching methods, and materials.

570 Language Proficiency Assessment of Language Minority Students (3) Research and practice issues involved in assessing languages and other competencies of non- and limited-English proficient language minority children and adults. *Prerequisite:* departmental approval.

572 Instructional Media Production (3, Sm) Instructional application of mixed media and multiple media presentation formats, including examination of relevant design elements and production.

573 Management of Instructional Resources (3, Sm) Operation of instructional or training material centers including proposal preparation, facilities design, supply and maintenance procedures, budget preparation, and personnel selection.

577 Language Development for the Deaf and Hard of Hearing Child during Early Childhood (3, Fa) Introductory course in the early development of language for the deaf and hard of hearing child with emphasis on teaching receptive and expressive language.

578 Methods of Teaching Speech and Auditory Skills to the Deaf and Hard of Hearing Student (3, Fa) Introduction to theory and methods for speech and auditory development and remediation for deaf and hard of hearing children. Open to students enrolled in the Deaf and Hard of Hearing Master's/Credential Program only.

579 Directed Teaching of the Deaf and Hard of Hearing Child during Early Childhood (2, Fa) Introduction to and directed teaching of preschool deaf and hard of hearing children and their parents. Open to students enrolled in the Deaf and Hard of Hearing Master's/Credential Program only.

580 Audiology for Teachers of the Deaf and Hard of Hearing Child (2) Application of audiological theory to the auditory development of the deaf and hard of hearing child.

581 Topics in Deaf Education (3, Sp) Historical trends, current research, issues, and their application to the deaf and hard of hearing child.

582 Language Development for the Deaf and Hard of Hearing Child (3, Sp) Current language development theory, assessment, curriculum planning, and implementation for the deaf and hard of hearing child. *Prerequisite:* CTSE 577.

583 Advanced Methods, Practicum, and Research in Spoken Language for the Deaf and Hard of Hearing Child (3, Sp) An advanced course in research and methods for teaching speech, language, and auditory skills to the deaf and hard of hearing child, through a teaching lab experience. Open to students enrolled in the Deaf and Hard of Hearing Master's/Credential Program only. *Prerequisite:* CTSE 578.

585ab Sign Language for Teachers of Deaf and Hard of Hearing Children (1-1) a: An introduction to the history of sign language, especially ASL, its use by the Deaf culture, and beginning aspects of its grammar, with a lab component for practice. b: An intermediate course covering more advanced aspects of ASL grammar and more in-depth information on Deaf culture. Open to students enrolled in the Deaf and Hard of Hearing Master's/Credential Program only.

586 Typical and Atypical Infant and Toddler Development (4) Introduction to research and practice in typical and atypical child development for children, birth through three years of age, with hearing loss and related special needs, and their families. Open to students in the Deaf and Hard of Hearing Specialist Credential program only.

587 Service Delivery System for Infants and Toddlers with Special Needs (4) Introduction to early intervention and public policy and participation in special education service delivery systems for infants and toddlers with hearing loss and other special needs.

592 Independent Study in Special Education (1-3) Applied research, creative projects, or investigations involving new techniques to be used with exceptional children. Graded CR/NC.

593ab Master's Seminar (2-2, FaSpSm) An examination and analysis of research and literature from the student's area of focus. Required of all master's candidates who do not enroll in the Master's Thesis (594abz). Graded CR/NC.

594abz Master's Thesis (2-2-0, FaSpSm) Required of all master's candidates who do not enroll in the Master's Seminar (593ab). Credit on acceptance of the thesis. Graded IP/CR/NC.

605 Sociopolitical Context of Bilingual Curriculum and Instruction (3) Social, legal, and political constraints on bilingual, English as a second language, and foreign language curriculum and instruction in the U.S..

631 Evaluation of Educational Programs (3, Sp) Principles and procedures for assessing the quality and effectiveness of educational programs and materials in elementary and secondary schools.

635 Curriculum, Teaching, and Learning Environments (3, Fa) Relationships among curriculum, teaching and learning environments; normative, positive analyses of curriculum and instructional processes; emphasis on alignment and consideration of languages, culture, and society. Admission to doctoral program and departmental approval are required.

649 Initial Encounters with Print: The Beginnings of Reading and Writing (3, Fa) Theoretical, empirical, pedagogical issues of initial literacy learning; parallels between oral and written language development; effects of culture and home environment; developmental patterns and strategies. *Prerequisite:* doctoral standing.

659 Seminar in Comprehending, Composing, and Instruction (3) Reading and writing processes and their interrelationship; cognitive, linguistic, and contextual issues; instructional literacy research. *Prerequisite:* doctoral standing.

669 Seminar in Literacy, Cognition, and Curriculum (3, Sp) Current theory and research in the fields of literacy, cognition, and curriculum as it relates to the development and implementation of integrated literacy curricula. *Prerequisite:* doctoral standing.

688 School Leadership and Instructional Improvement (3, Fa) Instructional leadership in the implementation of change in K-12 schools. Emphasis on research-based strategies for curriculum supervision, curriculum development and instructional improvement. Admission to the Ed.D. degree program is required.

791 Proposal for Doctoral Dissertation (1, FaSpSm) Preparation of initial dissertation proposal. Graded CR/NC.

EDUCATIONAL POLICY, PLANNING AND ADMINISTRATION (EDPA)

202 Culture, Change and Education in Sub-Saharan Africa (4, FaSp) The role of education in the changing cultures and societies of Sub-Saharan Africa studied from historical and contemporary perspectives.

302 Global Education (4) Analysis of education's present and potential contributions to human and environmental development; focusing on growing needs for global collaboration at local, national and international levels.

308 Politics and American Education (4, FaSp) Historical study of political, legislative, judicial decisions that have shaped American education; interaction of educators, courts, legislative bodies; emphasis on in-depth analysis of current issues.

375 The Urban Neighborhood (4, Fa) (Enroll in URBN 375)

475 Urban Practicum (4, Sp) (Enroll in URBN 475)

500 Organization and Administration of Public Education (3, FaSpSm) Development and principles of organization and administration of public education at federal, state, county, and local levels; specific reference to California.

501 Philosophies of Education (3, FaSpSm) The relation of philosophical concepts to educational practices.

506 International Education (3, Fa) Analysis of major issues in educational systems of Europe, Africa, Asia, Latin America, and the Middle East; relevance of international education to U.S. schools and communities.

507 Innovations in Urban Education (3, Sm) Identification, description, and analysis of significant contemporary innovations in urban education; theories and assumptions underlying their development and survival.

508 Sociology of Education (3) Analysis of the school in the social order; the classroom as a social system.

512 The Role of Language in International Education (3, Sp) Introduction to language in education planning and policy formation; approaches to second and foreign language education world-wide; English as an international language.

516 Public School Finance (3, FaSp) State and local tax issues, school revenues, apportionments, court cases and fiscal equity in education. Emphasis on equity analysis using computer simulations. Admission to graduate program is required.

518 Organizational Theory (3, FaSp) Foundations of organizational theory. Emphasis on education and training issues related to the influence of culture and demographics on structure, leadership style and performance.

519 Current Issues in Governance and Education Policy (3, FaSp) Reviews current educational policy development at all governmental levels; includes student achievement, demographics, economic, and political trends. Admission to doctoral program or departmental approval is required.

529ab Field Experience in School Administration and Supervision (2-1, FaSpSm) Supervised field experience at two school levels for one full school year; actual job performance in both supervisory and administrative work. Graded CR/NC.

530 Non-Formal Education in Developing Areas (3, 2 years, Sp) Education outside the context of formal schooling; emphasis on approaches to illiterate and unskilled populations in developing regions of the world.

531 Education for Citizenship in Developing Countries (3, 2 years, Fa) Overview of attempts in educational systems to teach citizens their rights and duties and to promote cognitive and affective appreciation of their nations and regions.

535 International Cooperation in Education (3, 2 years, Fa) Educational policies and practices of multilateral and bilateral agencies in international development; their role in shaping structure and content of education in the Third World. *Prerequisite:* EDPA 506.

550 Gender and Education in the Third World (3, Sp) Analyses of socioeconomic, cultural processes affecting education of men and women; overt and hidden curricula in reproduction and transformation of gender differences in developing countries.

593ab Master's Seminar (2-2, FaSpSm) An examination and analysis of research and literature in the student's area of focus. Required for all master's candidates who do not enroll in Master's Thesis (594abz). Graded CR/NC.

594abz Master's Thesis (2-2-0, FaSpSm) Required for all master's candidates who do not enroll in the Master's Seminar (593ab). Credit on acceptance of thesis. Graded IP/CR/NC.

600 Seminar in the Principalship (3, Sp) Role of the principal in elementary and secondary schools. *Prerequisite:* EDPA 500 or EDPA 518.

602 Urban Neighborhood Studies: Creating Schooling Options (3, FaSp) Assessment of available educational services in urban neighborhoods and development of proposals for enhancing the quality of, variety of, and access to schooling options.

603 Markets, Regulation and Performance in Education (3, Fa) Examination of market and regulatory forces which shape behaviors of educational organizations and analysis of contemporary issues which grow out of historic interplay of market forces and regulatory parameters.

604 Education in Asia (3, 2 years, Fa) Analysis of educational systems in Asia; study of social, economic, and political factors influencing educational objectives and strategies.

605 Education in Europe (3, 2 years, Sp) Analysis of educational systems in Europe; study of social, economic, and political factors influencing educational objectives and strategies.

606 Education in Africa and the Middle East (3, 2 years, Fa) Analysis of educational systems in Africa and the Middle East; study of social, economic, and political factors influencing educational objectives and strategies.

608 Advanced Development Education (3, 2 years, Sp) Principles and processes of educational planning for national development. Case analyses in educational systems of developing nations.

610 Management of Human Resources (3, Fa) Issues related to the management of human resources as it relates to restructuring, forecasting, recruitment, selection, compensation, collective bargaining, negotiation models, and other contemporary movements.

611 Introduction to Survey Research (3, Fa) Survey research techniques: problem formulation, research design, sampling, questionnaire construction, data processing, data analysis, interpretation; final report. *Prerequisite:* EDPT 550.

612 Qualitative Methods in Educational Research (3, SpSm) Overview of the assumptions, methods and techniques of qualitative educational research; discussion and application of analytical tools derived from anthropology, sociology, history, and related social sciences. *Prerequisite:* EDPT 550.

613 The Laws and Politics of Education (3, SpSm) Analysis of major legal and political issues in education that affect the performance of school systems, with extensive use of case studies to highlight controversies in education. Admission to doctoral program required.

615 Economics of Education (3, FaSp) Theories and principles of the economics of education and the economy; administrative policies and planning related to economics.

617 Seminar in School Business Administration (3, Sp) Current issues and problems in school business administration. Open only to experienced administrators or advanced students in administration.

618 Seminar in the Superintendentcy (3, Sm) Administrative planning and policy making; current issues and problems in the work of the chief school executive. Open only to experienced administrators or advanced students in administration.

619 Education Policy Implementation (3, Sp) Conceptual and empirical analyses of the implementation of selected American educational policies. Focus on the knowledge about the changing nature of effective implementation processes.

620 Seminar in School District Personnel Administration (3, Sm) Current issues, problems, and trends in procurement, retention, and separation of employees; emphasis on practical aspects. Open to experienced school administrators.

622 The Role of Education in Cultural Transmission (3, FaSpSm) Application of anthropology to education; transmission of culture in educational environments, especially in terms of values and roles.

623 Emerging Educational Enterprises: Schools, Colleges, and Universities as Economic Organizations (3, Fa) Examination of trends of the education industry, including forces affecting emerging for-profit and "dot.com" educating businesses as well as traditional schools, colleges and universities.

625 Administration of Instructional Programs (3, 2 years, Sp) Theoretical developments and empirical findings regarding the administrator's role in the management of the instructional program; emphasis on the supervisory/evaluation process and instructional leadership. *Prerequisite:* EDPA 500 or EDPA 518.

632 Seminar in Education in a Pluralistic Society (3, Sp) Analysis of group relations, acculturation, and educational policy from different theoretical perspectives and their implication for equality of educational opportunity and social status.

671 The Computer and Data Processing in Education (3, Sm) Computer theory and operation, including capabilities of data processing devices; software, problem definition, flow charting, with special emphasis on education applications and computer-assisted instruction.

681 Human Problems and Administrative Behavior (3, Sm) Individual and group behavior and reactions in the school administrative process; implications and guidelines for action by the administrator.

686 Organizational Behavior in Education (3, Sm) Seminar covering: theoretical approaches to complex organizations and their application in educational organizations; research designs for study of educational organizations based on current empirical literature.

791 Proposal for Doctoral Dissertation (1, FaSpSm) Preparation of initial dissertation proposal. Graded CR/NC.

792 Critique of Research in Educational Policy, Planning, and Administration (3, max 6, FaSpSm) A survey and critical analysis of selected research and other literature in the major divisions of the field; emphasis as determined by individual interest. *Prerequisite:* admission to the doctoral program. Graded CR/NC.

EDUCATIONAL PSYCHOLOGY AND TECHNOLOGY (EDPT)

110 Motivation and Learning Strategies (4, FaSp) Applying research in cognitive psychology and motivation theory to improve students' learning in different academic disciplines.

310 Parental Influences on Children's Educational Development (4, FaSp) Basic principles and theories of child development and learning with emphasis on parent-child, parent-school, and child-school relationships.

490x Directed Research (2-8, max 8, Sp) Individual research and readings. Not available for graduate credit.

502 Learning and Individual Differences (3, FaSpSm) Theory and research in learning, development, and individual differences, and social psychology related to education or training contexts.

510 Human Learning (3, FaSp) Nature of the learning process; theories and problems of learning and their application to educational practice.

511 Human Motivation in Education (3, FaSpSm) A survey of current research, theories and practical programs for enhancing the motivation of adults and children in education.

520 Human Lifespan Development (3, FaSp) Fundamentals of human physical, motor, mental, social, and emotional development, spanning the prenatal period through late adulthood.

540 Introduction to Educational Measurement and Evaluation (3, FaSp) Survey of theories, concepts, and procedures for assessing intellectual and non-intellectual characteristics and for evaluating individual and program performances.

550 Statistical Inference (3, FaSpSm) Application of statistical techniques in education; emphasis on underlying principles and concepts coupled with selected inferential techniques using desk-top computer software.

552 Assessing Individual and Program Performance (3, FaSp) Canons of research, use of theories, hypotheses and design models; emphasis on assessment issues in evaluating performance and making instructional decisions.

570 Language and Cultural Diversity in Learning (3, Fa) Analysis of current research and theory regarding the influences of language and culture on learning and cognition, with a special focus on academic achievement and instructional transactions.

571 Instructional Design (3, FaSp) Formulation and design of effective instruction; emphasis on analysis of media characteristics and instrumentation requirements.

576 Technology in Contemporary Education and Training (3, FaSp) Development and scope of instructional technology and its role in modern educational and training systems; overview of instructional development; innovation and trends in the field.

594abz Master's Thesis (2-2-0, FaSpSm) Required of all master's candidates who do not enroll in the Master's Seminar (593ab). Credit on acceptance of the thesis. Graded IP/CR/NC.

601 Ph.D. Proseminar in Education (4, Fa) An introduction to the issues, research methodologies, philosophical frameworks and voices engaged in redefining excellence in education.

612 Research in Learning (3, Sp) Examination of current research in selected areas of learning; emphasis on studies which promise both contributions to educational practice and to clarify theoretical issues. *Prerequisite:* EDPT 510.

613 Individual Differences and Motivation (3, Fa) Survey of individual differences focusing on educationally relevant traits which predict learning and motivation in different instructional settings. *Prerequisite:* EDPT 510.

614 Social Psychology of Education (3, Fa) Social psychological principles and research techniques applied to educational problems: group behavior, teacher behavior, social learning, role theory, classroom socialization, and social influence processes. *Prerequisite:* EDPT 502.

624 Adolescent Development (3, Sp) Theory and research on physical, intellectual and personal development and on social forces influencing individuals and groups.

641 Instructional Evaluation (3, Sp) Design and implementation of instructional management information systems; emphasis on the continuous monitoring of individual accomplishments and instructional program effectiveness.

642 Measurement Theory (3, FaSp) Mathematical concepts and psychometric theory underlying test construction and interpretation; emphasis on current research in the area. *Prerequisite:* EDPT 652.

652 Multiple Regression (3, FaSpSm) Multiple regression, factorial analysis of variance, path analysis. *Prerequisite:* introductory statistics.

654 Multivariate Statistical Techniques (3, FaSpSm) Multivariate statistical procedures in the analysis of behavioral inquiries; particular emphasis on multivariate analysis of variance. *Prerequisite:* EDPT 652.

655 Advanced Research Methods in Education (3, FaSpSm) Focuses on principles of research design in education including literature synthesis, formulation of research problem and questions, selection of methodology and integration of research proposal. *Prerequisite:* EDPT 550.

791 Proposal for Doctoral Dissertation (1, FaSpSm) Preparation of initial dissertation proposal. Graded CR/NC.

HIGHER AND POSTSECONDARY EDUCATION (EDHP)

500 Foundations of Higher, Adult, and Professional Education (3, Fa) Contemporary issues in higher, adult, and professional education in the United States; analytic perspectives from various disciplines (history, philosophy, sociology); implications for policy and practice.

502 Administration of Higher, Adult, and Professional Education (3, Sp) Policies and theories for governance and management. Relations between historical and contemporary organizational processes in postsecondary education. Critique and applications of current research.

503 Curriculum, Teaching, and Learning in Higher, Adult, and Professional Education (3, Sp) Curriculum, teaching, and learning strategies for general, vocational, and professional education; planning for lifelong learning; theories, policies, and practices for higher, adult, and professional education.

508 Organization Theory and Higher Education (3) Examines the most prominent organization theories and analyzes issues, problems, and situations in higher education through the lenses of these theories.

510 Introduction to Teaching English to Speakers of Other Languages (3, Fa)

Overview of the foundations of second-language acquisition research and the principles and practices of teaching both ESL (Second Language) and EFL (Foreign Language).

511 Applied Linguistics for Language

Teachers (3, Fa) Overview of linguistics and its application to second-language teaching for teachers of English to speakers of other languages.

518 Teaching American English Pronunciation (3, Sp)

Provides ESL instructors with a thorough grounding in the sound system of American English and a variety of techniques for teaching pronunciation.

519 Teaching English Grammar (3, Sp)

Provides ESL instructors with a thorough grounding in the grammar of English and a variety of techniques for teaching grammar.

521 Course Design for Language Learning (3, Sp)

A survey of current approaches, types of syllabus designs, language courses for specific purposes; evaluating, selecting, and writing course materials.

551 Applied Educational Ethnography (3, Fa)

Research for improving leadership in higher, adult, and professional education. Ethnographically motivated field designs, observations, focused and unstructured interviews and unobtrusive techniques.

552 The Politics of Difference (3)

Explores strategies for restructuring institutions of higher education to improve student support and achievement among historically marginalized groups.

563 Student Affairs Work in College (3, Fa)

Principles, services, and organizational patterns of student affairs programs and services for two-year, four-year and professional higher education institutions.

565 Intervention Strategies in College

Student Development (3, Sp) Exploration of current campus issues such as violence, diversity and academic remediation, and their related intervention strategies (policy-based, programmatic, and counseling-based).

580 The Community College (3, SpSm) The community college movement; history; aims; curriculum; types of administrative organization; teaching procedures; relation to lower and higher institutions; profiles of faculty and students; evaluation.

584 Improvement of Adult and Postsecondary Instruction (3, 2 years, Sp) Relation of teaching objectives, methods, materials, and evaluation to postsecondary instruction. Emphasis on individual applications. Employs analysis of videotaped student presentations.

585ab English for Academic Purposes

(a: 3, Fa, b: 3, Sp) *a:* First of a two-course sequence for international students only introducing U.S. academic discourse in relation to the subject of methodology in teaching English as a second language. Open to international students only. *Concurrent enrollment:* EDHP 510. *b:* Second of a two-course sequence for international students only introducing U.S. academic discourse in relation to the subject of methodology in teaching English as a second language.

586 Teaching Reading and Writing in a Second Language for the Literate Student (3, Sm)

Survey of current theory, research, and practice in the teaching and learning of second-language reading and writing to students literate in their own languages.

587 Field Work in Higher, Adult, and Professional Education (1-8, max 8, FaSpSm)

Structured participation in supervised teaching or administrative activities. Assignments matched with student's goals, training, experience. Graded CR/NC. *Recommended preparation:* EDHP 563, EDHP 565.

588 Practicum in Second Language Teaching (2-6, Sp)

Observation and participation in ESL programs of various types and levels. Students assigned to programs on basis of experience, needs, and interests.

593ab Master's Seminar (2-2, FaSpSm)

An examination and analysis of research and literature in the student's area of focus. Required for all master's candidates who do not enroll in the Master's Thesis (594abz). Graded CR/NC.

594abz Master's Thesis (2-2-0, FaSpSm)

Required for all master's candidates who do not enroll in the Master's Seminar (593ab). Credit on acceptance of thesis. Graded IP/CR/NC.

621 International Higher Education: Administration and Planning (3, Sm)

Comparative study of higher, adult, and professional education in different societies, with emphasis on developing nations; governance, administration, politics and policy, planning, faculty.

624 International Higher Education in Postindustrial Societies (3, Sm) Comparative study of higher education in postindustrial societies; governance, administration, policy, faculty, student access, foreign students, curriculum, teaching, and services.

642 Seminar in Postsecondary Education (3, Sp)

Programs of research or organization developed by agencies and individuals; societal significance to postsecondary educators. Postsecondary teaching experience required.

657 Management of Student Services in Higher Education (3, Sp)

Delivery of student services and programs in higher education, organizational behavior, management systems, administrative procedures, and alternative leadership styles.

658 Community College Administration (3, 2 years, Sm)

Analysis of administration policies and planning. Emphasis on administrative and managerial principles and techniques related to community college academic programs.

679 Legal Issues in the Administration of Higher Education (3, Sm)

Analysis of legal issues related to the administration of higher education; emphasis on relations with students, faculty, staff, alumni, and campus communities. *Prerequisite:* EDHP 500 or appropriate experience.

683 Professional Education in the United States (3, Fa)

Development of preparation for the professions; history, curriculum, faculty, admission, finance, organization, relation to undergraduate and graduate schools, and teaching practices. *Prerequisite:* EDHP 500, EDHP 580.

684 Problems of College Teaching (3, Sp)

Major problems which influence institutional development of excellence in teaching. *Prerequisite:* EDHP 500.

687 Student Development in Higher

Education (3, Sp) Theories of college student development and application of developmental models to program design, interventions, outreach, and research programs.

689 Fiscal Support and Expenditure in Higher and Postsecondary Education (3, Sp)

Analyses of private and public financial support and expenditure patterns; includes recent trends in state and federal legislation related to higher education. *Prerequisite:* EDHP 500.

791 Proposal for Doctoral Dissertation (1, FaSpSm)

Preparation of initial dissertation proposal. Graded CR/NC.

