
USC Rossier School of Education



The USC Rossier School of Education, one of the world's leading centers for urban education, has a longstanding partnership with the "USC Family of Schools" located near the University Park campus. Many Rossier students volunteer in the program, providing tutoring in math, reading, science and health.

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 mission of the School of Education is to strengthen urban education locally, nationally and globally. Educators in urban areas face a unique set of challenges, including poverty, density, mobility and immigration; strained social conditions around housing, healthcare and crime; and cultural and linguistic diversity. Urban education takes place in many contexts including pre-kindergarten through high school, human services, higher education and workplace settings.

We seek to transform urban education by:

- Preparing and developing educational leaders who are change agents with a commitment to improving urban education and competencies to address the complex educational and social issues facing urban communities.
- Leading the search for innovative, efficacious and just solutions to the challenges in urban education by engaging in research on educational practices and policy.
- Creating mutually beneficial partnerships to rethink curriculum, improve educational environments and develop sound policy.

Our vision is to be a premier and distinctive School of Education, defined by innovative educational programs and scholarship that directly impact policy and practice in urban education.

The School of Education is committed to four academic themes that guide all academic, research and service efforts within our school and serve as a guide for meeting the school's mission. These themes are leadership, diversity, learning and accountability.

USC Rossier School of Education
Waite Phillips Hall 1100
(213) 740-8313
www.usc.edu/dept/education

Administration

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

Dominic Brewer, Ph.D., *Associate Dean,
Research and Faculty Affairs*

Melora Sundt, Ph.D., *Associate Dean, Academic
Affairs*

Blair Sillers, *Chief of Staff*

Faculty

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

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

Irving R. Melbo Chair in Education: Rudy
Castruita, Ed.D.

*Clifford H. and Betty C. Allen Professor of Urban
Leadership:* Dominic Brewer, Ph.D.

*Diane and MacDonald Becket Professor of
Educational Policy:* Priscilla Wohlstetter, Ph.D.

*Leslie Wilbur and Norma Lash Wilbur-Evelyn
Keiffer Professor of Higher Education:* William
G. Tierney, Ph.D.

University Professors: Lloyd Armstrong, Jr.,
Ph.D.; William G. Tierney, Ph.D.

Professors: Ron Avi Astor, Ph.D. (*Social Work*);
Estela Mara Bensimon, Ed.D.; Dominic
Brewer, Ph.D.; Richard E. Clark, Ed.D.;
Michael Diamond, Ph.D. (*Business, Social
Work*); Guilbert C. Hentschke, Ph.D.;
Etta R. Hollins, Ph.D.; Bob Knight, Ph.D.
(*Gerontology*); David D. Marsh, Ph.D.;
Harold F. O'Neil, Jr., Ph.D.; Lawrence O.

Picus, Ph.D.; Robert Rueda, Ph.D.; Priscilla
Wohlstetter, Ph.D.

Associate Professors: Darnell Cole, Ph.D.;
Robert G. Keim, Ed.D. (*Dentistry*); Adrianna
Kezar, Ph.D.; William E. Maxwell, Ph.D.;
Ricardo Stanton-Salazar, Ph.D.

Assistant Professors: Richard S. Brown, Ph.D.;
Alicia Dowd, Ph.D.; Mary Helen Immordino-
Yang, Ph.D.; Tatiana Melguizo, Ph.D.; Michelle
Riconscente, Ph.D.; Jamy Stillman, Ph.D.

Professors of Clinical Education: Rudy M.
Castruita, Ed.D.; Rudy Crew, Ed.D.; Dennis
Hocevar, Ph.D., Michael Jackson, Ed.D.;
Sandra N. Kaplan, Ed.D.; Sylvia Rousseau,
Ed.D.

Associate Professors of Clinical Education: Mary
Andres, Psy.D.; David Balok, Ed.D.; Ruth
Gim Chung, Ph.D.; Ginger Clark, Ph.D.;
Michael Genzuk, Ph.D.; Margo Pensavalle,
Ed.D.; Margaret Reed, Ph.D.; Gary Scott,
Ed.D.; Julietta Shakhbagova, Ph.D.; Tracy
Poon Tambascia, Ed.D.; Kristan M. Venegas,
Ph.D.

Assistant Professors of Clinical Education:
Robert Filback, Ph.D.; Walton Green, M.S.;
Kimberly Hirabayashi, Ph.D.; Jing Li, Ed.D.;
Courtney Malloy, Ph.D.; Brandon Martin,
Ed.D.; Eugenia Mora-Flores, Ph.D.; Helena
Seli, Ph.D.; Kathy Stowe, Ed.D.

Research Professors: Reynaldo R. Baca, Ph.D.;
Allen Munro, Ph.D.; Melora Sundt, Ph.D.;
Douglas M. Towne, Ph.D.

Research Associate Professors: Elsa Macias,
Ph.D.; Gisele Ragusa, Ph.D.; Mark Power
Robison, Ph.D.; Kenneth Yates, Ed.D.

Lecturers: Priscilla Caraveo, M.A.; Nathan
Crandall, B.A.; Rachel Hayward, M.A.; Pamela
Yamamoto Ireland, M.A.; Sonja Lovelace, M.A.;
Stephen MacIsaac, M.A.; Kathleen O'Connor,
M.A.; Heather Robertson, Ed.D.; Kimberly
St. Charles, M.A.; Priscilla Taylor, M.A.

Executives in Residence: Pedro Garcia, Ed.D.;
Kenneth Hall, Ed.D.

Emeritus Professors: Robert L. Baker, Ph.D.;
Charles M. Brown, Ed.D.; Earl Carnes, Ph.D.;
Myron H. Dembo, Ph.D.; Mabel E. Hayes,
Ph.D.; Edward J. Kazlauskas, Ph.D.; Joyce
King-Stoops, Ed.D.; Frederick Knirk, Ed.D.;
Steven Krashen, Ph.D.; Johanna K. Lemlech,
Ed.D.; James Magary, Ph.D.; Merle Marks,
Ed.D.; William G. Millington, Ed.D.; Leonard
L. Murdy, Ed.D.; William F. O'Neill, Ph.D.;
Donald E. Polkinghorne, Ph.D.; William
M. Rideout, Jr., Ph.D.; Audrey J. Schwartz,
Ed.D.; Robert A. Smith, Ph.D.; Emery
Stoops, Ed.D.; Kathleen Wulf, Ph.D.

Emeritus Professor of Clinical Education: Stuart
E. Gothold, Ed.D.

Emeritus Professor of Clinical Psychology:
Rodney K. Goodyear, Ph.D.

Distinguished Emeriti Award: Emery Stoops,
Ed.D.

Degree Programs

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

The Rossier School of Education also offers the Ed.D. at the Hawaii, Orange County and Sacramento centers.

Undergraduate Minor

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
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

Component B: Creating Successful Learning Environments (three courses)

EDPA 302	Global Education	4
EDPA 308	Politics and American Education	4
EDPT 310	Parental Influences on Children's Educational Development	4
EDUC 204L	Sociological Foundations of Education, or	
EDUC 205L	Child Development and Learning	3
EDUC 409	Foundations of Language Education	3

Capstone Course (enroll after at least one course in each component)

EDPT 490x	Directed Research	2
-----------	-------------------	---

Minor in Urban Neighborhood Studies

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 USC: Architecture, Education, Social Work, and Policy, Planning, and Development. See Interdisciplinary Programs, page 108, 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 Interdisciplinary Programs, page 107.

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) 740-0224.

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. Students must maintain satisfactory progress toward their stated degree objective at all times.

Time Limit for Degree Completion

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.

The time limit begins with the first course at USC applied toward a specified degree and ends 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.

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. An academic department may grant an extension of up to one year at a time for a maximum of two years.

Master's Degrees

Master of Arts in Teaching, Multiple Subject, Single Subject and Single Subject (Music Education)

The Master of Arts in Teaching is designed for individuals who wish to complete requirements for a California preliminary teaching credential or to strengthen their ability to facilitate learning for all students in a K-12 environment (non-credential). Three programs are available: Multiple Subject, Single Subject and Single Subject (Music Education).

Multiple Subject

The M.A.T. Multiple Subject is designed for those interested in teaching at the elementary level. The non-credential option requires a minimum of 31 units; the credential option requires a minimum of 33 units.

Single Subject

The M.A.T. Single Subject is designed for those interested in teaching at the secondary level. The emphasis offers specializations in English, science (biological sciences, chemistry, geoscience or physics), mathematics and social science. The non-credential option requires a minimum of 28 units; the credential option requires a minimum of 30 units.

Single Subject (Music Education)

The M.A.T. Single Subject (Music Education) offers two tracks: choral/general and instrumental. A minimum of 39 units is required.

The Multiple Subject and Single Subject emphases are available online.

CORE COURSES	UNITS
EDUC 516	The Framing Experience 2
EDUC 518	The Application of Theories of Learning to Classroom Practice 4
EDUC 519	Human Differences and Teaching Special Populations 4
EDUC 517ab	Understanding the Social Context of Urban Schools 2-2
EDUC 543	Instruction for Limited-English Proficient Students 2

Additional course work for the Bilingual, Cross Cultural, Language and Academic Development (BCLAD) Credential:

EDUC 558	Culture Learning in Schools: Latino 3
----------	---------------------------------------

MULTIPLE SUBJECT	UNITS
EDUC 551	Teaching Physical Education 1
EDUC 554	Visual and Performing Arts in Elementary Subjects 2
EDUC 566	Teaching Mathematics and Science 4
EDUC 567	English and Language Arts in Elementary Social Studies 4
<i>Credential Track</i>	
EDUC 568	Guided Practice 6

Non-Credential Track

EDUC 569	Capstone Portfolio in Learning and Instruction 4
----------	--

SINGLE SUBJECT

SINGLE SUBJECT	UNITS
Select one of the following:	
EDUC 534	Integrating English and Social Studies in Secondary Classrooms 4
EDUC 566	Teaching Mathematics and Science 4

Select one of the following:

EDUC 535	Teaching Secondary English and Language Arts 4
EDUC 539	Teaching Secondary Science 4
EDUC 542	Teaching Secondary Social Studies 4
EDUC 545	Teaching Secondary Mathematics 4

Credential Track

EDUC 568	Guided Practice 6
----------	-------------------

Non-Credential Track

EDUC 569	Capstone Portfolio in Learning and Instruction 4
----------	--

SINGLE SUBJECT (MUSIC EDUCATION)

SINGLE SUBJECT (MUSIC EDUCATION)	UNITS
EDUC 512	Reading and Writing Methods for Secondary Teaching 2
MUED 510	Leading a Music Program in a Public School Setting 2
MUED 515	Using Technology in the Classroom 2
MUED 540	Motivation and Discipline in the Music Classroom 2
MUED 549ab	Directed Teaching: Public School Music 2-2

Additional course work for Instrumental Track

MUED 522ab	Teaching Public School Instrumental Music 3-2
MUED 524	Teaching and Conducting Public School Instrumental Ensembles 4
MUED 526	Teaching General/Choral Music for Instrumentalists 2

Additional course work for Choral/General Track

MUED 532	Teaching General Music K-8 3
MUED 534	Teaching and Conducting Public School Choral Ensembles 4
MUED 536	Teaching Instrumental Music for Vocalists 2
MUED 547	Vocal Pedagogy in the Public School Classroom 2

Master of Education

The Master of Education is designed for individuals seeking a career or advancement opportunities in education as a teacher or administrator. A minimum of 28 units is required.

REQUIRED COURSES	UNITS
EDPT 502	Learning and Individual Differences 3
EDPT 510	Human Learning 3
EDPT 511	Human Motivation in Education 3
EDPT 540	Introduction to Educational Measurement and Evaluation 3
EDPT 550	Statistical Inference 3
EDPT 571	Instructional Design 3
EDPT 576	Technology in Contemporary Education and Training 3
CTSE 593ab	Master's Seminar 2-2
One course from the following:	
EDPT 520	Human Lifespan Development 3
EDPT 570	Language and Cultural Diversity in Learning 3

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 and family therapy. 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 60 units is required.

REQUIRED COURSES	UNITS
EDCO 541	Theories in Counseling Psychology 3
EDUC 500	The Counseling Process 3
EDUC 507	Professional Identity, Law and Ethics for Counselors 3
EDUC 515	Theories of Marriage and Family Therapy 3
EDUC 544	Measurement Procedures for Counselors 3

EDUC 546	Psychopathology for Marriage and Family Therapists	3
EDUC 547	Career Development: Theory and Process	3
EDUC 553	Psychopharmacology and the Effects of Substance Abuse	3
EDUC 570	Research Methods and Data Analysis for Counselors	3
EDUC 583	Counseling through the Lifespan	3
EDUC 593ab EDUC 594ab EDUC 633	Master's Seminar, or Master's Thesis Child and Elder Abuse and Domestic Violence	2-2 2
EDUC 634	Couples Counseling	3
EDUC 635	Psychotherapy with Children and Adolescents	3
EDUC 636	Perspectives on Human Sexuality	3
EDUC 637	Group Counseling: Theory and Process	3
EDUC 638	Cross-Cultural Counseling: Research and Practice	3
EDUC 644	Practicum in Counseling	3
EDUC 645ab	Fieldwork in Counseling	3-3

Certificate in School Counseling

The School Counseling Certificate program is designed for students enrolled in the Master of Marriage and Family Therapy (MMFT) program who wish to complete additional requirements to earn USC recommendation for a Pupil Personnel Services: School Counseling Credential. Students must have completed the following courses in the MMFT degree program prior to admission to the School Counseling Certificate program: EDCO 541, EDUC 500, EDUC 507, EDUC 544, EDUC 547, EDUC 570, EDUC 583, EDUC 637 and EDUC 638.

REQUIRED COURSES	UNITS
EDCO 504	Behavior Management in the Classroom 3
EDCO 505	Counseling and Collaborative Consultation in the School Setting 3
EDCO 506	Development, Administration, and Evaluation of Pupil Personnel Services 3
EDCO 574	School Counseling Practicum 2
EDCO 575	School Counseling Field Experience 4
EDPT 502	Learning and Individual Differences 3
EDUC 514	School Counseling Seminar 3

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). Graduates of the program become teachers, curriculum specialists or administrators in ESL 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. Students are required to complete a minimum of 33 units of approved graduate-level course work.

REQUIRED COURSES	UNITS
EDHP 510	Introduction to Teaching English to Speakers of Other Languages 3
EDHP 511	Applied Linguistics for Language Teachers 3
EDHP 518	Applied Linguistics: Teaching American English Pronunciation 3
EDHP 519	Applied Linguistics: Teaching English Grammar 3
EDHP 521	Course Design for Language Learning 3
EDHP 588	Practicum in Second Language Teaching 3
EDHP 593ab EDHP 594ab EDUC 527	Master's Seminar, or Master's Thesis Assessment in the Language Classroom 2-2 2
ELECTIVES (9 UNITS) UNITS	

The remaining 9 units are electives approved by the advisor and can include LING 411 Linguistics and Education.

Master of Education, Teaching English as a Foreign Language

The Master of Education in Teaching English as a Foreign Language is a professional one-year program of intensive course work for experienced teachers, teacher trainers or administrators in the international community who are required or desire to teach English as a foreign language. The program combines theoretical principles and frameworks for language as well as theories of language learning and teaching (EFL) with the practical aspects of syllabus design and language teaching practice. Students in this program are required to complete 28 units of course work and 300 hours of intensive English instruction.

REQUIRED COURSES	UNITS
EDHP 510	Applied Linguistics: Teaching English to Speakers of Other Languages 3
EDHP 511	Applied Linguistics for Language Teachers 3
EDHP 518	Teaching American English Pronunciation 3
EDHP 519	Applied Linguistics: Teaching English Grammar 3
EDHP 521	Course Design for Language Learning 3
EDHP 585ab	English for Academic Purposes 3-3
EDHP 588	Practicum in Second Language Teaching 3
EDUC 527	Assessment in the Language Classroom 2
EDUC 528	Course Proposal Project 2
Intensive English instruction – 15 hours per week	

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). Students will have an opportunity to develop an area of proficiency such as student affairs, athletic administration or academic advising. A minimum of 41 units of graduate-level course work is required.

REQUIRED COURSES	UNITS
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 587	Fieldwork in Higher, Adult, and Professional Education 4
EDHP 593ab EDHP 594ab EDHP 657	Master's Seminar, or Master's Thesis Management of Student Services in Higher Education 2-2 3
EDHP 687	Student Development in Higher Education 3
EDPT 550	Statistical Inference 3
Approved electives 12	

Master of Education, School Counseling

The Master of Education, School Counseling is geared toward socially responsible individuals who are aware that many of the issues pupils confront have societal origins. Designed to prepare educators interested in becoming school counselors in grades pre-K through grade 12, successful candidates will obtain the Master of Education, School Counseling degree along with USC recommendation for the Pupil Personnel Services School Counseling Credential. Forty-eight units of course work, 100 clock hours in a practicum experience and 600 clock hours of supervised field experience are required.

REQUIRED COURSES	UNITS		
EDCO 503	Ethical and Legal Issues in Counseling	3	EDPT 502 Learning and Individual Differences 3
EDCO 504	Behavior Management in the Classroom	3	EDPT 520 Human Lifespan Development 3
EDCO 505	Counseling and Collaborative Consultation in the School Setting	3	EDPT 550 Statistical Inference 3
EDCO 506	Development, Administration and Evaluation of Pupil Personnel Services	3	EDUC 500 The Counseling Process 3
EDCO 541	Theories in Counseling	3	EDUC 514 School Counseling Seminar 3
EDCO 574	School Counseling Practicum	2	EDUC 544 Measurement Procedures for Counselors 3
EDCO 575	School Counseling Field Experience	4	EDUC 547 Career Development: Theory and Process 3
			EDUC 637 Group Counseling: Theory and Process 3
			EDUC 638 Cross-Cultural Counseling: Research and Practice 3

Dual Degree Program

Doctor of Education/Master of Business Administration

The Rossier School of Education and the Marshall School of Business jointly offer a dual degree program that 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 Ed.D./M.B.A. 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.

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.)*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.

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 must have a full-time appointment in the Rossier School of Education. One member of the committee may be a faculty member elsewhere or a full-time professional educator holding a doctorate and with strength in the area of the dissertation topic, if nominated by the committee chair and approved by the executive director of the Ed.D. program.

Areas of Concentration

There are four areas from which students must select a specialization: K-12 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.

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 must 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 (EDUC 792 Critique of Research in Education and EDUC 790 Research).

Electives

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

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		UNITS
EDUC 630	Organization and Policy: Current Issues	4
EDUC 640	The Research University in the 21st Century	4
EDUC 642	Controversies in Learning and Instruction	4
EDUC 650	Globalization and the Nation-State: Theories of Change	4

Concentration Block

Courses in this block are linked to two of the four areas of concentrations available in the Rossier School of Education (higher education/community college leadership 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 Associate Vice Provost for Graduate Programs.

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 two categories of credentials offered in the Rossier School: teaching 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 or Korean (BCLAD) authorizes the holder with bilingual capabilities to teach to a bilingual student population.

For inquiries, contact (213) 740-3259.

Service Credential

The *Administrative Services Credential* authorizes the individual to serve in any position requiring the credential. California has a two-tier credential structure. A five-year preliminary credential is the first credential issued after an individual meets basic credential requirements; a professional clear credential is issued when all credential requirements have been completed. The professional clear credential cannot be pursued until the candidate is employed in a position requiring an administrative credential and must be completed by the end of the five year period authorized by the preliminary credential.

The Rossier School offers a program leading to recommendation for the professional clear administrative services credential. A prerequisite for admission to the professional clear administrative services credential program is admission to the Ed.D. program.

For inquiries, contact the Ed.D. Program Office, (213) 740-9323.

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 Master's Program Office, (213) 740-3255.

Special Programs

Career Center

Director: David Pahl

The purpose of the Career Center is to provide USC Rossier School of Education students and alumni the information, support and tools necessary for career planning and professional development.

Services provided by the Career Center are specifically designed for the students and alumni of the School of Education. Career-related services include workshops, individual career counseling, job search planning and execution, "placement" file maintenance and transmittal, on-campus interviewing, internship and practicum informational assistance, resume, CV and cover letter writing.

To learn more about services and programs, contact the Career Center at Waite Phillips Hall 804, (213) 740-7072, or email edcareer@usc.edu.

USC Language Academy

Director: Kate O'Connor

The USC Language Academy provides year-round English as a Second Language (ESL) instruction for academic and professional preparation. Students rapidly improve their English skills through non-credit intensive study, campus involvement, and cultural and educational activities.

Instruction is offered at six proficiency levels and is designed to help students succeed in

university classrooms and in life. Distinctive benefits include individualized learning experiences, small class sizes, TOEFL test preparation, business English and more.

Students also explore life and culture in Los Angeles through weekly activities arranged by academy staff. The academy arranges student housing in university apartments or residence halls so that students may experience American university life in a comfortable, convenient and safe location and have opportunities to interact with USC students.

The USC Language Academy prepares international students for the next step in their academic or professional careers.

To learn more about programs, contact the USC Language Academy at (213) 740-0080, or email langacad@usc.edu.

Professional Development

Director: Colleen Dietz

The Office of Professional Development Programs offers a variety of non-degree and certificate programs for the education professional.

Certificate programs include: School Business Management Certificate, Professional Preparation for Reading, Training for the Teaching of the Twice Exceptional Student, and Differentiated Curriculum for Gifted and High-Ability Learners.

The Office of Professional Development Programs also offers annual institutes including:

- Summer Gifted Institute and Teacher Demonstration School: intended for teachers of gifted and high-ability learners
- School-wide Improvement Institute: designed to provide best practices from high-poverty, high-achieving schools

- Teaching for Learning: Connecting Brain and Cognitive Science with the Classroom: for teachers and administrators in K-12 and higher education who wish to make connections between cognitive research and the classroom

- Higher Education Leadership Institute: convenes a range of programs addressing contemporary issues in higher education for college and university senior executives

For further information, contact the Office of Professional Development Programs at (213) 743-1585 or email rsoepdp@usc.edu.

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*.

EDUC 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.

EDUC 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.

EDUC 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.

EDUC 392 Undergraduate Research Methods (2, Sp) (Enroll in AMST 392)

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

EDUC 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.

EDUC 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.

EDUC 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.

EDUC 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.

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

EDUC 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. *Concurrent enrollment:* EDUC 424a or EDUC 424b.

EDUC 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. *Concurrent enrollment:* EDUC 424a or EDUC 424b.

EDUC 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.

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

EDUC 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). *Concurrent enrollment:* a: EDUC 424a; b: EDUC 424b.

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

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

EDUC 451ab Observation and Directed Teaching in the Secondary School (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). *Prerequisite:* EDUC 411; *concurrent enrollment:* a: EDUC 450, b: EDUC 452.

EDUC 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.

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

EDUC 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.

EDUC 500 The Counseling Process (3) Theoretical foundations, models, values, and assumptions underlying psychological counseling; cross-cultural perspectives, ethical and legal considerations. (Duplicates credit in former EDCO 500.) *Concurrent enrollment:* EDUC 507.

EDUC 507 Professional Identity, Law and Ethics for Counselors (3) History of the field of counseling and professional identity development for counselors are addressed. Examination of current legal, ethical, and other professional issues in counseling. *Concurrent enrollment:* EDUC 500.

EDUC 512 Reading and Writing Methods for Secondary Teaching (2, Fa) Analysis of reading/writing processes; methods for teaching literacy in grades 9-12; issues in biliteracy and instruction.

EDUC 514 School Counseling Seminar (3, Sp) Current issues and problems in school counseling; emphasis is on K-12 learning and achievement.

EDUC 515 Theories of Marriage and Family Therapy (3) Major psychotherapeutic orientations relating to family systems, marital relationships, and communications theory applied to the family unit. (Duplicates credit in former EDCO 515.) *Prerequisite:* EDUC 500, EDUC 507, EDCO 541.

EDUC 516 The Framing Experience (2, FaSpSm) Introduction to the Master of Arts in Teaching Program. Relationship of schools and communities through interviews and observations. Graded CR/NC. Open only to MAT students.

EDUC 517ab Understanding the Social Context of Urban Schools (2-2, FaSpSm) Examination of critical issues in diverse contemporary classrooms (social class, language, race, ethnicity, and ability); includes practices in relation to schools and community. Open only to MAT students.

EDUC 518 Application of Theories of Learning to Classroom Practice (4, FaSpSm) Learning theories and instructional practices for teaching. Procedures involved in curriculum development, planning, evaluation, and practical application. Open only to MAT students.

EDUC 519 Human Differences and Teaching Special Populations (4, FaSpSm) Equity and diversity in learning environments. Issues in teaching special populations. Beliefs about how people learn. Inclusive environment for special populations in the general classroom. Open only to MAT students.

EDUC 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.

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

EDUC 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.

EDUC 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.

EDUC 527 Assessment in the Language Classroom (2, Sm) Introduces students to relevant research in language assessment, reviews concepts of reliability and validity and examines assessment practices in the classroom.

EDUC 528 Course Proposal Project (2, Sm) Using a framework of course development, students present a course proposal, linking the theoretical, methodological and practical principles gained from all course work in the program.

EDUC 531 Student Disability Issues in Higher Education (3, Fa) History of the disability movement; current research on the success of students with disabilities in higher education; legal and management issues.

EDUC 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.

EDUC 534 Integrating English and Social Studies in Secondary Classrooms (4, FaSpSm) Instructional approaches for integrating English and language arts in secondary social studies classrooms. Factors affecting the teaching and learning of secondary subjects and language arts. Open only to MAT students.

EDUC 535 Teaching Secondary English and Language Arts (4, FaSpSm) Instructional procedures, techniques, strategies, and resources for teaching English in secondary classrooms. Open only to MAT students.

EDUC 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.

EDUC 539 Teaching Secondary Science (4, FaSpSm) Instructional procedures, techniques, strategies, and resources for teaching science in secondary classrooms. Open only to MAT students

EDUC 542 Teaching Secondary Social Studies (4, FaSpSm) Instructional procedures, techniques, strategies, and resources for teaching social studies in secondary classrooms. Open only to MAT students.

EDUC 543 Instruction for Limited-English Proficient Students (2, FaSpSm) Teaching linguistically and culturally responsively to linguistic minority students. Topics include learning theories, sociocultural contexts of language development, and assessment of language and non-language competencies. Open only to MAT students.

EDUC 544 Measurement Procedures for Counselors (3) Educational and psychological instruments; psychometric concepts and the rationale for the use of psychological instruments in the counseling relationship. (Duplicates credit in former EDCO 544.)

EDUC 545 Teaching Secondary Mathematics (4, FaSpSm) Instructional procedures, techniques, strategies, and resources for teaching mathematics in secondary classrooms. Open only to MAT students.

EDUC 546 Psychopathology for Marriage and Family Therapy (3) Theories of psychological impairment emphasizing diagnosis of child and family dysfunction. Practice in utilizing DSM-IV classification of case studies. (Duplicates credit in former EDCO 546.)

EDUC 547 Career Development: Theory and Process (3) Theories and process of career development; principles of career and leisure planning and counseling applicable throughout life. (Duplicates credit in former EDCO 548.)

EDUC 551 Teaching Physical Education (1, FaSpSm) Instructional approaches for integrating physical education content across the elementary curriculum. Open only to MAT students.

EDUC 553 Psychopharmacology and the Effects of Substance Abuse (3, Sp) Focus on the effects of psychotropic medication, alcohol, and other substances on behavior. The professional and ethical issues for marriage and family therapists.

EDUC 554 Visual and Performing Arts in Elementary Subjects (2, FaSpSm) Instructional approaches for integrating visual and performance arts content across the elementary curriculum. Open only to MAT students.

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

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

EDUC 566 Teaching Mathematics and Science (4, FaSpSm) Instructional approaches for integrating mathematics and science with other content areas in elementary and secondary classrooms. Open only to MAT students.

EDUC 567 English and Language Arts in Elementary Social Studies (4, FaSpSm) Integrating English and language arts development with learning in elementary social studies classrooms. Factors affecting the teaching and learning of social studies and language arts. Open only to MAT students.

EDUC 568 Guided Practice (6, FaSpSm) Supervised practicum in observation and teaching. Focus on planning, implementing, and assessing instruction for whole classes and individual students. Graded CR/NC. Open only to MAT students.

EDUC 569 Capstone Portfolio in Learning and Instruction (4, FaSpSm) The culminating experience in the Master of Arts in Teaching Program for students in the non-credential track. Open only to MAT students.

EDUC 570 Research Methods and Data Analysis for Counselors (3) Various research designs and their appropriateness for addressing different research questions. Threats to validity and other challenges in research. Basic statistical methods and their use. *Recommended preparation:* beginning statistics course.

EDUC 583 Counseling through the Lifespan (3) Developmental issues and life events from infancy to old age and their effect upon individuals, couples, and family relationships.

EDUC 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.

EDUC 593ab Master's Seminar (2-2) An examination and analysis of research and literature in the student's area of focus. Graded IP/CR/NC. (Duplicates credit in former EDCO 593ab.)

EDUC 594abz Master's Thesis (2-2-0) Credit on acceptance of thesis. Graded IP/CR/NC. (Duplicates credit in former EDCO 594abz.)

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

EDUC 609 Academic Advising in Postsecondary Education (3, Fa) Contemporary issues in academic advising in postsecondary education. Examines and analyzes relevant theories, policies, and practices related to academic advising.

EDUC 611 Athletic Administration (3, Sp)

Analysis and discussion of critical issues in intercollegiate athletics. Student-athlete academic and social accountability; challenges of NCAA policies; commercialization, marketing, and fundraising in college athletics.

EDUC 613 Gender Issues in Athletic Administration (3, Sp)

Overview of Title IX and gender issues in institutions of higher education and implications for public schools.

EDUC 615 Ethics in Athletic Administration (3, Fa)

Ethical concerns in intercollegiate athletics. Review, analysis, and discussion of ethical and moral conduct in sports. Relevance of social justice to ethical behaviors.

EDUC 617 The Student Athlete in Higher Education (3, Fa)

Examination of student athletes in higher education. Effective strategies for counseling and advising college student athletes; issues and challenges of athletic amateurism.

EDUC 625ab Induction Plan and Assessment of Candidate Competence (1-1, FaSpSm)

The development of an individualized induction plan and assessment of competence for meeting requirements for the Clear Administrative Services Credential. (EDUC 625a duplicates credit in former EDUC 595; EDUC 625b duplicates credit in former EDUC 596.) Graded CR/NC.

EDUC 630 Organizations and Policy: Current Issues (4, FaSp)

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.

EDUC 633 Child and Elder Abuse and Domestic Violence (2)

A review of laws governing mandated reporting of child and elder abuse, the procedures involved, as well as etiology, effects, and treatment interventions.

EDUC 634 Couples Counseling (3)

Examines relational development and change, strategies for intervention with couples, and selected issues in couples relationship functioning. *Prerequisite:* EDUC 500, EDUC 507, EDCO 541.

EDUC 635 Psychotherapy with Children and Adolescents (3)

Training in unique diagnostic considerations in working with children and adolescents. Exposure to empirically supported treatment modalities for children and adolescents. (Duplicates credit in former EDCO 554.) *Prerequisite:* EDUC 500, EDUC 507, EDCO 541.

EDUC 636 Perspectives on Human Sexuality (3)

The physiological-psychological and socio-cultural variables associated with sexual identity and sexual behavior with an emphasis upon sexual dysfunctions. (Duplicates credit in former EDCO 516.) *Prerequisite:* EDUC 501, EDUC 507.

EDUC 637 Group Counseling: Theory and Process (3)

Theory, research, and practice of group counseling. Includes laboratory experience. (Duplicates credit in former EDCO 542.) *Prerequisite:* EDUC 500, EDUC 507, EDCO 541.

EDUC 638 Cross-Cultural Counseling: Research and Practice (3)

An examination of the cultural, socioeconomic, and language factors that may affect culturally differentiated populations; alternative cross-cultural counseling approaches. (Duplicates credit in former EDCO 551.)

EDUC 640 The Research University in the 21st Century (4, FaSp)

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.

EDUC 642 Controversies in Learning and Instruction (4, FaSp)

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.

EDUC 644 Practicum in Counseling (3)

Supervised clinical work with clients, including adults, couples, children, and families. (Duplicates credit in former EDCO 560.) *Prerequisite:* EDUC 500, EDUC 507, EDUC 546, EDCO 541.

EDUC 645ab Fieldwork in Counseling (3-3)

Supervised field experience in a clinical setting. Graded CR/NC. (Duplicates credit in former EDCO 561.) *Prerequisite:* EDUC 644.

EDUC 650 Globalization and the Nation-State: Theories of Change (4, FaSp)

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.

EDUC 653 Advanced Qualitative Research (3, Sp)

Interactive seminar that explores the theoretical underpinnings and practicalities of interviews, portraiture, focus groups, life histories, and cultural biographies. *Recommended preparation:* introductory statistics.

EDUC 689 Fiscal Support and Expenditure in Higher 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. (Duplicates credit in former EDHP 689.)

EDUC 700 Research and Practice in the Preparation of Teachers (3)

Research on the preparation of teachers for diverse populations. Measures of teacher quality and student achievement. Existing practices in teacher education from multiple perspectives.

EDUC 701 Pedagogy in Teacher Education (3)

A critical examination of pedagogical practices in teacher education. The design of pedagogical approaches and programs for diverse and underserved students in urban schools.

EDUC 702 Curriculum, Teacher Preparation, and Student Learning (3)

The process and role of curriculum in a variety of urban settings, teacher preparation, and professional growth. The philosophical and psychological foundations of curriculum development. Open to doctoral students only.

EDUC 703 Examining Literacy Theories and Practice (3)

Literacy theories as practiced in urban, teacher education and professional development settings using an inquiry approach to examine best practice. Open to doctoral students only.

EDUC 704 Evaluation and Assessment in Teacher Education (3, Fa)

Evaluation and assessment in the context of public schools, teacher preparation and professional growth in urban settings. Policy implications of data-based decision making and program implementation.

EDUC 706 Proseminar in Higher Education (3)

Critical issues in urban higher education from historical and philosophical perspectives.

EDUC 707 Administration in Higher Education (3, Fa)

Administrative issues in higher education. Academic leadership related to undergraduate and graduate education. Quality standards and assessment. How administrators create efficiency, effectiveness, performance, and change.

EDUC 708 Advanced Student Development Theory (3, Fa)

Examination of traditional and emergent student development theories.

EDUC 709 Finance in Higher Education (3)

Local, national, and global economic and policy environments and their effect on institutional policies and practices.

EDUC 710 Assessment, Organizational Learning and Performance (3) The role of assessment in higher education. An analysis of the purpose and value of particular assessment approaches and instruments, in particular those addressing classroom learning and institutional effectiveness.

EDUC 711 Social Factors Influencing Learning and Motivation (3) Social psychological principles and research techniques applied to educational problems; school environment, group behavior, teacher effectiveness, teacher-student interaction, behavioral change. Open to doctoral students only.

EDUC 712 Issues in Human Motivation (3) Analysis of motivational principles; diagnosis and solutions to motivation gaps in learning environments; and motivation and efficacy theories and principles. Open to doctoral students only.

EDUC 713 Issues in Lifespan Development (3) An examination of issues related to the development of diverse students and the development of environments that promote motivated behavior. Open to doctoral students only.

EDUC 714 Measurement and Evaluation for Decision-Making (3, Sm) Collecting, analyzing, and using quantitative data to solve problems of practice and in evaluating educational institutions, programs, and policies. Open only to doctoral students.

EDUC 715 Current Research in Learning (3) Current research in the application of learning theories, and the applicability of this research across a variety of contexts. Open to doctoral students only.

EDUC 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.

EDUC 791 Proposal for Doctoral Dissertation (1, FaSpSm) Preparation of initial dissertation proposal. Graded CR/NC. (Duplicates credit in former EDPA 791.)

EDUC 792 Critique of Research in Education (3, FaSp) A survey and critical analysis of selected research and literature. Graded CR/NC. Open to students admitted to the Ed.D. only.

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

EDUCATION COUNSELING (EDCO)

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.

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

EDCO 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. Graded CR/NC.

EDCO 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.

EDCO 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:* EDUC 500.

EDCO 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.

EDCO 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.

EDCO 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.

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

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

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

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

EDCO 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.

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

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

CURRICULUM, TEACHING AND SPECIAL EDUCATION (CTSE)

CTSE 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.

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

CTSE 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.

CTSE 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.

CTSE 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.

EDUCATIONAL POLICY, PLANNING AND ADMINISTRATION (EDPA)

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.

EDPA 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.

EDPA 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.

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

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

EDPA 600 Seminar in the Principalship (3, Sp) Role of the principal in elementary and secondary schools.

EDPA 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.

EDPA 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.

EDPA 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.

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

EDPA 618 Seminar in the Superintendency (3, Sm) Administrative planning and policy making; current issues and problems in the work of the chief school executive.

EDPA 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.

EDUCATIONAL PSYCHOLOGY AND TECHNOLOGY (EDPT)

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

EDPT 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.

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

EDPT 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.

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

EDPT 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.

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

EDPT 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.

EDPT 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.

EDPT 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.

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

EDPT 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.

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

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

EDPT 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.

EDPT 655 Advanced Research Methods in Education (3, Sp) 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.

HIGHER AND POSTSECONDARY EDUCATION (EDHP)

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.

EDHP 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.

EDHP 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.

EDHP 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.

EDHP 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).

EDHP 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.

EDHP 518 Applied Linguistics: Teaching American English Pronunciation (3, FaSp) Provides ESL instructors with a thorough grounding in the sound system of American English and a variety of techniques for teaching pronunciation.

EDHP 519 Applied Linguistics: Teaching English Grammar (3, FaSp) Provides ESL instructors with a thorough grounding in the grammar of English and a variety of techniques for teaching grammar.

EDHP 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.

EDHP 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.

EDHP 552 The Politics of Difference (3) Explores strategies for restructuring institutions of higher education to improve student support and achievement among historically marginalized groups.

EDHP 560 Feminist Theory (4, FaSpSm)
(Enroll in SWMS 560)

EDHP 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.

EDHP 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).

EDHP 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.

EDHP 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.

EDHP 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.

EDHP 587 Fieldwork 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.

EDHP 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.

EDHP 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.

EDHP 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.

EDHP 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.

EDHP 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.

EDHP 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.