USC Rossier School of Education

MAT@USC, the USC Rossier School of Education's new online master's program, won a 2011 International Award for Innovative Practices in Higher Education. "The MAT@USC is a groundbreaking program whose goal is to put the best-prepared teachers into high-need classrooms in larger numbers than could ever be achieved in an on-campus program alone," said Rossier Dean Karen Symms Gallagher.

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

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

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.

T. & I. Katzman/Ernst Chair in Educational Entrepreneurship: David Dwyer, Ph.D.

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

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

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

Stephen Crocker Professor of Education: Robert Rueda, 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 J. Brewer, Ph.D.; Michael Diamond, Ph.D. *(Business, Social Work);* Guilbert C. Hentschke, Ph.D.; David D. Marsh, Ph.D.; Harold F. O'Neil Jr., Ph.D.; Lawrence O. Picus, Ph.D.; Robert Rueda, Ph.D.; John B. Slaughter, Ph.D. *(Engineering)*; Priscilla Wohlstetter, Ph.D.

Associate Professors: Patricia Burch, Ph.D.; Darnell Cole, Ph.D.; Alicia Dowd, Ph.D.; Robert G. Keim, Ed.D. *(Dentistry);* Adrianna Kezar, Ph.D.; William E. Maxwell, Ph.D.

Assistant Professors: Lauren Anderson, Ph.D.; Mary Helen Immordino-Yang, Ph.D.; Tatiana Melguizo, Ph.D.; Morgan Polikoff, Ph.D.; Michelle Riconscente, Ph.D.; Jamy Stillman, Ph.D.; Katharine O. Strunk, Ph.D.

Visiting Assistant Professor: Althea Scott Nixon, Ph.D.

Professors of Clinical Education: Reynaldo R. Baca, Ph.D.; Rudy M. Castruita, Ed.D.; Rudy F. Crew, Ed.D.; Raymond John Gallagher, Ph.D.; Pedro Garcia, Ed.D.; Dennis Hocevar, Ph.D., Michael Jackson, Ed.D. *(Student Affairs);* Sandra N. Kaplan, Ed.D.; Anthony B. Maddox, Ph.D.; Susan Metros, M.F.A. *(Technology Enhanced Learning);* Margo Pensavalle, Ed.D.; Darlene Robles, Ph.D.; Sylvia Rousseau, Ed.D.; Julietta Shakhbagova, Ph.D.; Melora Sundt, Ph.D.

Associate Professors of Clinical Education: Mary Andres, Psy.D.; Ruth Gim Chung, Ph.D.; Ginger Clark, Ph.D.; Frederick W. Freking, Ph.D.; Michael Genzuk, Ph.D.; Alan G. Green, Ph.D.; Kimberly Hirabayashi, Ph.D.; Brandon Martin, Ed.D. *(Athletics);* Eugenia Mora-Flores, Ph.D.; Margaret Reed, Ph.D.; Mark Power Robison, Ph.D.; Julie Slayton-Davis, Ph.D.; Kathy Stowe, Ed.D.; Denzil Suite, Ph.D. *(Student Affairs);* Tracy Poon Tambascia, Ed.D.; Patricia Tobey, Ph.D. *(Student Affairs);* Kristan M. Venegas, Ph.D.

Assistant Professors of Clinical Education: Shafiqa Ahmadi, J.D.; Paula Carbone, Ph.D.; Robert Filback, Ph.D.; Lynne Goldfarb, Ph.D.; Walton Green, M.S.; Angela Hasan, Ph.D.; Amy Johnson, Ed.D. *(Student Affairs);* Courtney Malloy, Ph.D.; Brandon Martinez, Ed.D.; Lynette Merriman, Ed.D. *(Student Affairs);* John Pascarella, Ph.D.; Gary Scott, Ed.D.; Helena Seli, Ph.D.; Maura Sullivan, Ph.D.

Assistant (Teaching) Professors of Clinical Education: Jenifer Crawford, Ph.D.; Kimberley Ferrario, Ph.D.; Brooke Howland, Ed.D.; Corinne E. Hyde, Ed.D.; Emmy Min, Ph.D.

Research Professors: Richard E. Clark, Ed.D; David Dwyer, Ph.D.; Jerome Lucido, Ph.D.; Allen Munro, Ph.D.; Douglas M. Towne, Ph.D.

Research Associate Professors: Gisele Ragusa, Ph.D.; Kenneth Yates, Ed.D.

Research Assistant Professor: Joanna Smith, Ph.D.

Executive in Residence: Michael Escalante, Ed.D.

Lecturers: Donna M. Brinton, M.A.*;* Priscilla Caraveo, M.A.; Rachel Hayward, M.A.; Marge Hoctor, 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.

Emeritus Professors: Robert L. Baker, Ph.D.; Earl Carnes, Ph.D.; Myron H. Dembo, Ph.D.; Robert Ferris, Ed.D.; Mabel E. Hayes, Ph.D.; Edward J. Kazlauskas, Ph.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.; Eddie Williams, 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.

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 Arts, Teaching, Teaching English to Speakers of Other Languages; Master of Education; Master of Education, School Counseling; Master of Education, Postsecondary Administration and Student Affairs; Master of Education, Educational Counseling; Master of Marriage and Family Therapy; Master of Science in Teaching English to Speakers of Other Languages; Doctor of Education/Master of Business Administration (Ed.D./M.B.A.); Doctor of Education (Ed.D.) and Doctor of Philosophy (Ph.D.) in Urban Education Policy.

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
SOCI 305	Sociology of Childhood	4
SOCI 342	Race Relations	4
SOCI 355	Immigrants in the United States	4
SOCI 356	Mexican Immigrants in Sociological Perspective	4
SOCI 360	Social Inequality: Class, Status, and Power	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

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 Cinematic Arts, page 221.

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 30 units; the credential option requires a minimum of 32 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 27 units; the credential option requires a minimum of 29 units.

Single Subject (Music Education)
The M.A.T. Single Subject (Music Education) offers two tracks: choral/general and instrumental. A minimum of 35 units is required.

The Multiple Subject and Single Subject emphases are available online.

CORE COURSES		UNITS
EDUC 501	Instruction for Teaching English as a New Language	3
EDUC 516	Framing the Social Context of High Needs Schools	3
EDUC 518	The Application of Theories of Learning to Classroom Practice	3
EDUC 519	Human Differences	3

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 504	Foundations of Literacy Development and Instruction	2
EDUC 551	Teaching Physical Education	1
EDUC 554	Visual and Performing Arts in Elementary Subjects	2
EDUC 556	Integrating English Language Arts and Social Studies	5
EDUC 566	Teaching Mathematics and Science	4

Credential Track

EDUC 568ab	Guided Practice	3-3

Non-Credential Track

EDUC 569ab	Capstone Portfolio in Learning and Instruction	2-2

SINGLE SUBJECT		UNITS
EDUC 505	Integrating Literacy in Secondary Content Instruction	2
EDUC 506	New Media Literacies in High Needs Schools	2

Select one of the following:

EDUC 502ab	Teaching Science in Secondary Classrooms	3-4
EDUC 509ab	Teaching Mathematics in Secondary Classrooms	3-4
EDUC 513ab	Teaching English Language Arts in Secondary Classrooms	3-4
EDUC 541ab	Teaching Social Studies in Secondary Classrooms	3-4

Credential Track

EDUC 568ab	Guided Practice	3-3

Non-Credential Track

EDUC 569ab	Capstone Portfolio in Learning and Instruction	2-2

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 Arts in Teaching, Teaching English to Speakers of Other Languages

The M.A.T., Teaching English to Speakers of Other Languages is designed to prepare aspiring English language teachers, domestic and international, to successfully provide instruction for children, youth or adults in the United States or abroad. This is a non-credential option. A minimum of 30 units is required. The program may be completed on campus or online.

REQUIRED COURSES		UNITS
EDUC 501	Instruction for Teaching English as a New Language	3
EDUC 505	Integrating Literacy in Secondary Content Instruction	2

REQUIRED COURSES		UNITS
EDUC 506	New Media Literacies for High Needs Schools	2
EDUC 510	Foundations of Learning for the TESOL Classroom	3
EDUC 516	Framing the Social Context of High Needs Schools, or	
EDUC 563	Teaching from a Comparative and International Perspective	3
EDUC 521	Assessment and Instruction for Diverse English Learners	3
EDUC 526ab	Capstone in Teaching English Learners, or	
EDUC 540ab	Practicum in Teaching English as a Second or Foreign Language	2-2
EDUC 561	Teaching English to Speakers of Other Languages Pedagogy I	3
EDUC 562	Teaching English to Speakers of Other Languages Pedagogy II	4
EDUC 571	Systems of the English Language	3

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 Education, Educational Counseling

The Master of Education degree in Educational Counseling is designed for individuals seeking a career or advancement opportunities in postsecondary education as an academic or outreach counselor. The degree includes a theoretical and practical background in student affairs and counseling.

The program meets current requirements for postsecondary counseling positions in the California state system, particularly for those who wish to work in the public community college system. A minimum of 46 units is required.

REQUIRED COURSES		UNITS
EDCO 503	Ethical and Legal Issues in Counseling	3
EDCO 541	Theories in Counseling	3
EDHP 500	Foundations of Higher, Adult, and Professional Education	3
EDHP 552	The Politics of Difference	3
EDHP 563	Student Affairs Work in College	3
EDHP 580	The Community College	3
EDHP 587	Fieldwork in Higher, Adult and Professional Education	3
EDHP 593ab	Master's Seminar, or	
EDHP 594ab	Master's Thesis	4
EDHP 687	Student Development in Higher Education	3
EDPT 502	Learning and Individual Differences	3
EDUC 500	The Counseling Process	3
EDUC 547	Career Development: Theory and Process	3
EDUC 570	Research Methods and Data Analysis for Counselors	3
EDUC 609	Academic Advising in Postsecondary Education	3
EDUC 637	Group Counseling: Theory and Process	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). 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	Master's Seminar, or	
EDHP 594ab	Master's Thesis	2-2
EDHP 657	Management of Student Services in Higher Education	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
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 541	Theories in Counseling	3
EDCO 574	School Counseling Practicum	2
EDCO 575	School Counseling Field Experience	4
EDPT 502	Learning and Individual Differences	3
EDPT 520	Human Lifespan Development	3
EDPT 550	Statistical Inference	3
EDUC 500	The Counseling Process	3
EDUC 514	School Counseling Seminar	3
EDUC 544	Measurement Procedures for Counselors	3
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

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	Master's Seminar, or	
EDUC 594ab	Master's Thesis	2-2
EDUC 633	Child and Elder Abuse and Domestic Violence	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

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	Master's Seminar, or	
EDHP 594ab	Master's Thesis	2-2
EDUC 527	Assessment in the Language Classroom	2

ELECTIVES (9 UNITS)	UNITS

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

Certificate Program

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

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 Urban Education Policy (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 Urban Education Policy (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 Rossier 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 Rossier 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
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 clear credential is issued when all credential requirements have been completed.

Multiple Subject Teaching (MST) authorizes the holder to teach in a self-contained classroom such as the classrooms in most elementary schools. A teacher authorized for multiple subject instruction may be assigned to teach in any self-contained classroom (preschool, grades K-12 or many subjects within a self-contained classroom). This classroom situation is generally found in preschool and elementary grades or in classes organized primarily for adults. In addition, the holder of a Multiple Subject Teaching Credential may serve in a core or team teaching setting.

Single Subject Teaching (SST) authorizes the holder to teach a specific subject(s) named on the credential in departmentalized classes such as those in most middle schools academic area. This classroom situation is generally found in middle and senior high schools. A teacher authorized for single subject instruction may be assigned to teach any subject on his or her authorized fields at any grade level: preschool, grades K-12 or in classes organized primarily for adults.

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

Both credentials authorize instruction to English learners.

Teacher certification rules and requirements vary greatly by state. Completion of a CCTC-approved program does not guarantee certification or licensure in another state. Prospective teacher candidates are strongly advised to learn about their state's requirements and to review the following accreditation statements:

Indiana
Accredited in Indiana by the Indiana Commission on Proprietary Education (CPE).

Minnesota
The University of Southern California is registered as a private institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Registration does not mean that credits earned at the institution can be transferred to all other institutions.

Washington
USC is authorized by the Washington Higher Education Coordinating Board (HECB) and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes USC to advertise, recruit and offer a student teaching component for the following degree program: Master of Arts in Teaching. Authorization by the HECB does not carry with it an endorsement by the board of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the HECB at P.O. Box 43430, Olympia, WA 98504-3430.

Prospective Washington state students are advised to contact the Office of the Superintendent of Public Instruction at (360) 725-6320 or profed@k12.wa.us to determine whether this education program is approved for teacher certification or endorsements in Washington state. In addition, teachers are advised to contact their individual school district as to whether this program may qualify for salary advancement.

Missouri
USC is approved by the Missouri Coordinating Board for Higher Education to deliver its online program to residents.

Tennessee
USC is authorized by the Tennessee Higher Education Commission. This authorization must be renewed each year and is based on an evaluation by minimum standards concerning quality of education, ethical business practices, health and safety, and fiscal responsibility.

If a complaint is not settled at the institutional level, the student may contact the Tennessee Higher Education Commission, Nashville, TN 37243-0830, (615) 741-5293. If the institution uses a mediation clause in its enrollment agreement, the catalogue must describe the steps required of the student and/or the institution to initiate the mediation process.

For inquiries, contact the MAT@USC office at (213) 743-2127.

Services Credentials
The *Administrative Services Credential* authorizes the holder to provide a variety of services in grades 12 and below, including preschool, and in classes organized primarily for adults. USC recommends candidates for the Clear Preliminary Administrative Services Credential. A prerequisite for admission to this program is admission to the Ed.D. program.

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

The Pupil Personnel Services: School Counseling Credential allows the holder to provide the following services:

• Techniques for facilitating individual growth and development to achieve academic success
• Human assessments
• Problem prevention and early intervention
• Consultation services
• Psychological education
• Coordination and development of school services
• Legal enablement and constraints
• Referral and utilization of services

USC recommends candidates for the School Counseling Credential that also authorizes the holder to perform the following duties:

• 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 schoolwide prevention and intervention strategies and counseling services.
• Provide consultation, training and staff development to teachers and parents regarding students' needs.

• Supervise a district-approved advisory program as described in California Education Code, Section 40600.

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

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

EDUCATION (EDUC)

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 424*a* or EDUC 424*b*.

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 424*b*.

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 424*a* or EDUC 424*b*.

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 424*a* or EDUC 424*b*.

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 424*b*.

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 425*a; b:* EDUC 425*b* 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 424*a; b:* EDUC 424*b*.

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 424*b*.

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

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 451*b*.

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 501 Instruction for Teaching English as a New Language (3, 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. (Duplicates credit in EDUC 543*ab*.) Open only to M.A.T. and M.A.T. (online) students.

EDUC 502ab Teaching Science in Secondary Classrooms (3-4, FaSpSm) Strategies, methods, and materials for teaching science to all learners in secondary classrooms. *b:* (Duplicates credit in EDUC 539.) Open only to M.A.T. Single Subject and Single Subject (online) students.

EDUC 504 Foundations of Literacy Development and Instruction (2, FaSpSm) Application of a balanced, integrated, interactive perspective to teaching reading in an elementary classroom. Foundational skills needed in the developmental phase of learning to read. Open only to M.A.T. Multiple Subject and Multiple Subject (online) students.

EDUC 505 Integrating Literacy in Secondary Content Instruction (2, FaSpSm) Facilitation, mediation and intervention in the development of literacy and language integrated within the content areas. Connection between language and literacy to developing content knowledge. Open only to M.A.T. Single Subject, Single Subject (online), TESOL and TESOL (online) students.

EDUC 506 New Media Literacies in High Needs Schools (2, FaSpSm) Instructional procedures and resources for encouraging secondary students' interests in communications, cultural studies, media production, and literacy education. Open only to M.A.T. Single Subject, Single Subject (online), TESOL and TESOL (online) students.

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 509ab Teaching Mathematics in Secondary Classrooms (3-4, FaSpSm) Strategies, methods, and materials for teaching mathematics to all learners in secondary classrooms. *b:* (Duplicates credit in EDUC 545.) Open only to M.A.T. Single Subject and Single Subject (online) students.

EDUC 510 Foundations of Learning for the TESOL Classroom (3, FaSpSm) Relationship of learning theories to second language learning and to student assessment, motivation, self-regulation, and classroom management in the TESOL classroom. Open only to M.A.T. TESOL and TESOL (online) students.

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 513ab Teaching English Language Arts in Secondary Classrooms (3-4, FaSpSm) Strategies, methods, and materials for teaching English to all learners in secondary classrooms. *b:* (Duplicates credit in EDUC 535.) Open only to M.A.T. Single Subject and Single Subject (online) students.

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 Framing the Social Context of High Needs Schools (3, FaSpSm) Introduction to the Master of Arts in Teaching Program. Relationship between the actions of the teacher and student learning in the classroom and school context. (Duplicates credit in EDUC 517*ab*.) Open only to M.A.T. and M.A.T. (online) 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 (3, FaSpSm) Learning theories and instructional practices for teaching. Procedures involved in curriculum development, planning, evaluation, and practical application. Open only to M.A.T. Single Subject (Music Education), Single Subject (online), Multiple Subject and Multiple Subject (online) students.

EDUC 519 Human Differences (3) 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 M.A.T. Single Subject (Music Education), Single Subject (online), Multiple Subject and Multiple Subject (online) students.

EDUC 521 Assessment and Instruction for Diverse English Learners (3, FaSpSm) Assessment practices and strategies in English language instruction with special attention to learner differences (social, cultural, physical, intellectual) that influence academic performance. Open only to M.A.T. TESOL and TESOL (online) 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 526ab Capstone in Teaching English Learners (2-2, FaSpSm) The culminating experience for in-service teachers in the Master of Arts in Teaching, Teaching English to Speakers of Other Languages Program. Open only to M.A.T. TESOL and TESOL (online) 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 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 540ab Practicum in Teaching English as a Second or Foreign Language (2) The culminating experience for beginning teachers in the Master of Arts in Teaching, Teaching English to Speakers of Other Languages Program. Open only to M.A.T. TESOL and TESOL (online) students. Graded CR/NC.

EDUC 541ab Teaching Social Studies in Secondary Classrooms (3) Strategies, methods, and materials for teaching social studies to all learners in secondary classrooms. *a:* (Duplicates credit in former EDUC 534.) *b:* (Duplicates credit in former EDUC 542*b*.) Open only to M.A.T. Single Subject and Single Subject (online) 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 543ab Methods in Teaching English as a New Language (1-1) 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 M.A.T. students. (Duplicates credit in former EDUC 543.)

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 556 Integrating English Language Arts and Social Studies (5, FaSpSm) Strategies and methods for integrating English language arts in social studies classrooms. Reinforces the concept of social studies as a conduit to further student learning. (Duplicates credit in EDUC 567.) Open only to M.A.T. Multiple Subject and Multiple Subject (online) 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 561 Teaching English to Speakers of Other Languages Pedagogy I (3) Overview of approaches in Teaching English to Speakers of Other Languages and methods for teaching reading, writing, listening, speaking, along with grammar, vocabulary, and pronunciation. Open only to M.A.T. TESOL and TESOL (online) students.

EDUC 562 Teaching English to Speakers of Other Languages Pedagogy II (4) Introduction to micro-components of effective teaching, including curriculum and lesson planning, lesson sequencing and delivery, and creating a classroom environment conducive to English language learning.

EDUC 563 Teaching from a Comparative and International Perspective (3, FaSpSm) Examines the social context of schooling from a comparative and international perspective, connections between cultural beliefs and societal values; issues of social stratification and marginalization.

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 568ab Guided Practice (3-3) Supervised practicum in observation and teaching. Focus on planning, implementing, and assessing instruction for whole classes and individual students. Open only to M.A.T. students. Graded CR/NC. (Duplicates credit in former EDUC 568.)

EDUC 569ab Capstone Portfolio in Learning and Instruction (2-2) The culminating experience in the Master of Arts in Teaching Program for students in the non-credential track. Open only to M.A.T. students. (Duplicates credit in former EDUC 569.)

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 571 Systems of the English Language (3) Exploration of English language systems including words, sounds, sentence structure, and discourse and application of this knowledge to teaching English as second or foreign language.

EDUC 572ab Teaching in an International and Intercultural Context (2-2, Fa) Examines social context of education from an international and intercultural perspective, linkages between societal values, culture, and schooling, and implications for the role of teachers.

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 593*ab*.)

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

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

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

EDUC 610 Higher Education Administration in China (3, Sm) Examination of student affairs and higher education administration practices in the People's Republic of China. Course concludes with a trip to China.

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 614 Research and Assessment in Higher Education (3, Sm) Theory and practice of outcomes assessment, program evaluation, and research design in postsecondary educational administration.

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 625*a* duplicates credit in former EDUC 595; EDUC 625*b* 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 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.

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 716 Instructional Leadership (3, Sm) Examines the role of instructional leaders in improving student performance; current issues in curriculum design and implementation; and effective instructional leadership approaches for school improvement. (Duplicates credit in former CTSE 688.) Open only to doctoral students.

EDUC 717 Schooling as an Economic Enterprise (3, Fa) Applying economic theory to the study of education. Application of market theory to education, partnerships, allocation of resources, and the examination of educational enterprises. (Duplicates credit in former EDPA 615.) Open only to doctoral students.

EDUC 718 Maximizing Human Resources in Education (3, Sm) Strategically understanding the management of human capital to ensure high student performance. How to attract and retain top quality teachers. (Duplicates credit in former EDPA 610.) Open only to doctoral students.

EDUC 719 The Policies and Politics of Education Governance (3, Fa) Major issues facing educators in the 21st century. Emphasis on how educational policy can focus on incentives for schools to improve student learning. (Duplicates credit in former EDPA 613.) Open only to doctoral students.

EDUC 720 Leadership for Principals (3, Sm) The role of the principal as an instructional leader with a focus on improving student achievement. (Duplicates credit in former EDPA 600.) Open only to doctoral students.

EDUC 721 Leadership for Superintendents (3, Sm) The role of the superintendent in establishing a focus on student achievement and holding school sites accountable. How superintendents support student learning through leadership. (Duplicates credit in former EDPA 618.) Open only to doctoral students.

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.

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 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 applying knowledge and skills within a K-12 school setting. Graded CR/NC. *Prerequisite:* EDCO 574.

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 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 (594*abz*). 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 (593*ab*). Credit on acceptance of the thesis. Graded IP/CR/NC.

EDUCATIONAL POLICY, PLANNING AND ADMINISTRATION (EDPA)

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 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.

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 intellective and non-intellective 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 (594*abz*). 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 (593*ab*). 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.