USC Rossier School of Education

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 USC Rossier School of Education is to improve learning in urban education locally, nationally and globally. Urban areas often face challenges associated with equity and access, poverty, density, mobility and immigration, environmental degradation and strained social conditions around housing, healthcare and crime. 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:

- Leading the search for innovative, efficacious and just solutions by engaging in collaborative translational research.

- Preparing and developing educational leaders who are change agents committed to urban education and who possess the competencies needed to address complex educational and social issues.

- Creating mutually beneficial partnerships to ensure our work is field-based and incorporates a diversity of perspectives and experiences.

Our vision is a world where every student, regardless of personal circumstance, is able to learn and succeed. We believe that USC Rossier, as a top tier research institution, has the responsibility and the ability to train the education leaders and to develop the innovative practices inclusive of equity and access that will help realize this vision.

The School of Education is committed to our four academic themes of leadership, diversity, learning and accountability that guide all academic, research and service efforts within our school.

USC Rossier School of Education
Waite Phillips Hall 1100
(213) 740-8313
rossier.usc.edu

Administration

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

Melora Sundt, Ph.D., *Executive Vice Dean*

William G. Tierney, Ph.D., *Associate Dean for Research and Faculty Affairs*

Kathy Stowe, Ed.D., *Associate Dean for Academic Programs*

Kenneth Yates, Ed.D., *Associate Dean for Program and Professional Improvement*

Blair Sillers, *Chief of Staff*

Faculty

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

Irving R. and Virginia Archer Melbo Chair in Education: Rudy Castruita, Ed.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.; Henry Jenkins, Ph.D. (*Annenberg*); Adrianna Kezar, Ph.D.; Franklin Manis, Ph.D. (*Dornsife*); Harold F. O'Neil Jr., Ph.D.; Daphna Oyserman, Ph.D. (*Dornsife*); Gary Painter, Ph.D. (*Price*); Lawrence O. Picus, Ph.D.; Robert Rueda, Ph.D.; Gale Sinatra, Ph.D.; John B. Slaughter, Ph.D. (*Engineering*)

Associate Professors: Patricia Burch, Ph.D.; Darnell Cole, Ph.D.; Alicia Dowd, Ph.D.; Mary Helen Immordino-Yang, Ph.D.; Robert G. Keim, Ed.D. (*Dentistry*); Julie Ann Marsh, Ph.D.; Tatiana Melguizo, Ph.D.; David Schwartz, Ph.D. (*Dornsife*); Katharine O. Strunk, Ph.D.; Brendesha Tynes, Ph.D.

Assistant Professors: Morgan Polikoff, Ph.D.; Jamy Stillman, Ph.D.

Professor of the Practice: Marleen Pugach, Ph.D.

Professors of Clinical Education: Reynaldo R. Baca, Ph.D.; Raymond John Gallagher, Ph.D.; Pedro Garcia, Ed.D.; Dennis Hocevar, Ph.D.; Sandra N. Kaplan, Ph.D.; Anthony B. Maddox, Ph.D.; Azad Madni, Ph.D. (*Viterbi*); Susan Metros, MFA (Technology Enhanced Learning); Margo Pensavalle, Ed.D.; Mark Power Robison, Ph.D.; Darlene Robles, Ph.D.; Sylvia Rousseau, Ed.D.; Julietta Shakhbagova, Ph.D.; Melora Sundt, Ph.D.; Adlai Wertman, MBA (Marshall)

Associate Professors of Clinical Education: Mary Andres, Psy.D.; Ruth Gim Chung, Ph.D.; Ginger Clark, Ph.D.; Robert Filback, Ph.D.; Frederick W. Freking, Ph.D.; Alan G. Green, Ph.D.; Angela Hasan, Ph.D.; Kimberly Hirabayashi, Ph.D.; Charles Lagreco, MFA (Leventhal); Eugenia Mora-Flores, Ph.D.; Julie Slayton, Ph.D.; Kathy Stowe, Ed.D.; 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.; Uju Anya, Ph.D.; Paula Carbone, Ph.D.; Lynne Goldfarb, Ph.D.; Walton Green, M.S.; Lynette Merriman, Ed.D. (Student Affairs); John Pascarella, Ph.D.; Claudia Pineda, Ed.D.; Artineh Samkian, Ed.D.; Helena Seli, Ph.D.; Kenneth Yates, Ed.D.

Associate (Teaching) Professor of Clinical Education: Michael Genzuk, Ph.D.

Assistant (Teaching) Professors of Clinical Education: Eric Bernstein, Ph.D., J.D.; Jenifer Crawford, Ph.D.; Monique Datta, Ed.D.; Kimberley Ferrario, Ph.D.; Corinne E. Hyde, Ed.D.; Emmy Min, Ph.D.

Research Professors: Jerome Lucido, Ph.D.; Allen Munro, Ph.D.

Research Assistant Professor: Zoe Corwin, Ph.D.

Executives in Residence: Michael Escalante, Ed.D.; Maria Ott, Ph.D.

Emeritus Professors: Earl Carnes, Ph.D.; Richard Clark, Ed.D.; Myron H. Dembo, Ph.D.; Mike Diamond, Ph.D. (Marshall); 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.; 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.

Emeritus Professor of Education: Guilbert C. Hentschke, Ph.D.

Emeritus Associate Professor of Clinical Education: William Maxwell, Ph.D.

Degree Programs

The Rossier School of Education offers the following degree programs: Master of Arts, Teaching; Master of Arts, Teaching: Teaching English to Speakers of Other Languages; Master of Education, Teacher Leadership; Master of Education, Educational Counseling; Master of Education, Learning Design and Technology; Master of Education, Postsecondary Administration and Student Affairs; Master of Education, School Counseling; Master of Education, School Leadership; Master of Marriage and Family Therapy; Doctor of Education/Master of Business Administration (Ed.D./MBA); Doctor of Education (Ed.D.); Organizational Change and Leadership (Ed.D.); Global Executive (Ed.D.); and Doctor of Philosophy (Ph.D.) in Urban Education Policy.

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. Specific testing and recommendation requirements vary by program. For specific information on admission and application procedures, contact the Office of Admission and Recruitment, (213) 740-0224.

Satisfactory Academic Progress

Students must maintain a grade point average of 3.0 (A = 4.0) or better to stay in good academic standing. Consistent with USC's overall policies for graduate students, factors other than satisfactory grades may also be taken into consideration in decisions regarding a student's continuation in a graduate degree program. These factors include satisfactory performance in fieldwork or credentialing requirements, or meeting program-defined professional standards, which are communicated to students at the beginning of the program.

Students who do not earn or maintain a 3.0 (A = 4.0) grade point average in an academic term will be given an academic warning in the following term. Students may also be given an academic warning if they are have not fulfilled non-GPA related requirements, as defined by their degree program. The academic warning provides notification that the student is subject to dismissal. A student who is not in good academic standing is subject to dismissal, and may be dismissed from a program whenever, in the judgment of the associate dean for academic programs and the program director of the program in question, it is unlikely that the student will successfully complete his or her program.

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 advisers 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 MAT 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 MAT 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 30 units; the credential option requires a minimum of 32 units.

Single Subject (Music Education)

The MAT 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 Authorization:

EDUC 558	Culture Learning in	3

Schools: Latino

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

Additional course work in the subject matter area to be approved by the subject area faculty lead		3

Select one of the following:		Units
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 MAT, 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
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, Teacher Leadership

The Master of Education in Teacher Leadership provides current teachers with an in-depth exposure to pedagogy and teacher leadership development. The curriculum is designed to challenge experienced teachers to utilize technology in student-centered ways to improve learning outcomes, provide access to advanced interdisciplinary pedagogical practice, develop their capacity to initiate leadership with peers around improving instruction, and increase their understanding of successful instruction for learners with diverse needs.

Applicants to the program should have significant teaching experience. Public school teachers must hold a current teaching credential; private school teachers without a credential must be able to demonstrate at least three years of full-time teaching experience. Two letters of recommendation are required.

There are five areas of concentration in the Teacher Leadership program: (1) Teaching Science, Technology, Engineering, and Mathematics (STEM) in Elementary Schools to support teachers interested in fostering enthusiastic, confident and creative learning; (2) Differing Abilities, which focuses on understanding the range of learner needs in today's classroom; (3) Education Specialist Credential, for graduates of the Rossier MAT program seeking to add a Mild/Moderate Disabilities authorization; (4) Secondary Curriculum concentration

provides Social Studies and English teachers with methods for integrating the arts, literacy and civics; and (5) Teaching Science, Technology, Engineering, and Mathematics (STEM) in Secondary Schools provides an opportunity for secondary teachers to engage in an advanced, interdisciplinary study of instruction in STEM.

Degree Requirements

The Teacher Leadership program requires a minimum of 32 units including required core courses and completion of a concentration area.

Required Core		Units
EDUC 506	New Media Literacies in High Needs Schools	2
EDUC 516	Framing the Social Context of High Needs Schools	3
EDUC 518	Application of Theories of Learning to Classroom Practice	3
EDUC 529	Political and Academic Issues Affecting Gifted Students	3
EDUC 550	Multimedia Literacy	3
EDUC 564	Teacher Leadership	2
EDUC 569ab	Capstone Portfolio in Learning and Instruction	2-2
EDUC 573	Introduction to Special Education	3

Concentration Areas

Students select a concentration area from one of the following:

Teaching Science, Technology, Engineering, and Mathematics (STEM) in Elementary Schools		Units
EDUC 581	STEM Education from a Project-Based Learning Approach	3
EDUC 584	Facilitating Creativity and Innovation in STEM Classrooms	3
EDUC 585	Action Research Project	3

Differing Abilities		Units
EDUC 530	Differentiated Curriculum and Pedagogy for Gifted Students	3
EDUC 575	Assessment and Curriculum for Students with Disabilities	3
EDUC 576	Establishing and Maintaining an Effective Classroom Ecology	3

Education Specialist Credential		Units
EDUC 530	Differentiated Curriculum and Pedagogy for Gifted Students	3
EDUC 574	Collaboration, Families and Case Management	3
EDUC 575	Assessment and Curriculum for Students with Disabilities	3
EDUC 576	Establishing and Maintaining an Effective Classroom Ecology	3
EDUC 577	Guided Practice: Mild/Moderate Disabilities	3

The Secondary Curriculum		Units
EDUC 552	Literacies in the Content Area	3
EDUC 557	Civics Education	3
EDUC 578	Integrating the Arts into the Secondary Curriculum	3

Teaching Science, Technology, Engineering, and Mathematics (STEM) in Secondary Schools		Units
EDUC 555	STEM Education in Secondary Classrooms	3
EDUC 559	Discourse Analysis and Technology in STEM Classrooms	3

EDUC 580	Transforming STEM Education into Teaching Science	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 48 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 508	Creating Communities of Interest	2
EDUC 547	Career Development: Theory and Process	3
EDUC 570	Research Methods and Data Analysis	3
EDUC 609	Academic Advising in Postsecondary Education	3
EDUC 637	Group Counseling: Theory and Process	3

Master of Education, Learning Design and Technology

The Master's in Learning Design and Technology program is designed for people who want to significantly improve learning and performance outcomes within their organization. Graduates will be prepared to design, implement, and evaluate learning environments and outcomes for various formal (e.g., K-12 and higher education), non-formal (e.g., corporate, military and government organizations) and informal settings (e.g., museums, science centers and public spaces). The program draws from learning and motivation research, as well as knowledge of how to leverage technology, to design face-to-face, technology-enabled, and blended learning experiences. Through the project-based capstone, students will gain practical experience by designing a learning experience or evaluating an existing learning design. The program consists of 30 units and is delivered online only.

Required Courses		Units
EDUC 508	Creating Communities of Interest	2
EDUC 503	Learning and Motivation	3
EDUC 589	Human Lifespan Development	3
EDUC 591	Diversity: Power, Equity and Inclusion	3

EDUC 570	Research Methods and Data Analysis	3
EDUC 582	Assessment and Evaluation	2
EDUC 595	Instructional Design	3
EDUC 579	Media Selection and Evaluation	2
EDUC 586	Design of Learning Environments	3
EDUC 587	Master's Studio A	2
EDUC 588	Master's Studio B	4

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	3
EDHP 594ab	Master's Thesis, or	2-2
EDUC 616	Higher Education Seminar	3
EDHP 657	Management of Student Services in Higher Education	3
EDHP 679	Legal Issues in the Administration of Higher Education	3
EDHP 687	Student Development in Higher Education	3
EDUC 508	Creating Communities of Interest	2
EDUC 570	Research Methods and Data Analysis	3
Approved electives		9

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-nine 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 505	Counseling and Collaborative Consultation in the School Setting	3
EDCO 541	Theories in Counseling	3
EDCO 574	School Counseling Practicum	2
EDCO 575	School Counseling Field Experience	4
EDUC 500	The Counseling Process	3
EDUC 508	Creating Communities of Interest	2
EDUC 511	Introduction to Counseling	3
EDUC 520	Counseling for College and	2

	Career Readiness I	
EDUC 570	Research Methods and Data Analysis	3
EDUC 600	Counseling for College and Career Readiness II	2
EDUC 607	Role of School Counselors in Student Learning and Motivation	3
EDUC 608	School Connectedness, Climate, and Classroom Management	2
EDUC 612	Application of Human Development Theory in School Counseling	3
EDUC 618	School Counseling Professional Portfolio	2
EDUC 621	Measurement and Evaluation for School Counselors	3
EDUC 637	Group Counseling: Theory and Process	3
EDUC 638	Cross-Cultural Counseling: Research and Practice	3

Master of Education, School Leadership

School leadership matters. The Master of Education in School Leadership will prepare educational leaders with the knowledge and skills to lead effectively in urban school settings and to accelerate student achievement. Graduates will demonstrate that they can create a high achievement school culture and solve complex performance problems in K-12 schools by being able to advocate for a shared community-driven vision; create a high performance school culture and educational goals; collect data to diagnose causes of achievement gaps; plan appropriate research-based solutions; gather and manage resources; effectively communicate the plan to school administration, faculty, staff and community; and provide support for implementing, monitoring and evaluating progress toward achieving school improvement. All courses are taught through field-based experiences where problems are solved in real work settings, applying research to practice. Students who graduate from the program will be ready to work within the constantly evolving educational landscape of California and other states. A national trip is integrated into the program's curriculum.

The program is open to teachers, counselors, psychologists and other school-based personnel who have worked for a minimum of two years in such positions. Two letters of recommendation are required.

The program is only available online.

Required Courses		Units
EDUC 508	Creating Communities of Interest	2
EDUC 533	School Leadership: Theory and Practice	3
EDUC 537	Leading with the Community and Culture in Context	3
EDUC 538	Entrepreneurial School Leadership	2
EDUC 548	Data-driven Leadership for Schools	3
EDUC 549	Supervising Instruction for Optimal Learning	3
EDUC 570	Research Methods and Data Analysis	3
EDUC 604	National Perspective on School Leadership	1
EDUC 641	Human Capital and School Organization	3
EDUC 643	Advancing Community Support Through Social Media	2

EDUC 647	School Leadership Seminar	2
EDUC 648ab	Apprenticeship in School Administration and Leadership	2-2

Master of Marriage and Family Therapy

The program for the Master of Marriage and Family Therapy is offered for those students seeking to prepare for the practice of marriage 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 508	Creating Communities of Interest	2
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	3
EDUC 583	Counseling through the Lifespan	3
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
EDUC 646ab	Marriage and Family Therapy Capstone: Leadership Project	1-1

Certificate Programs

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. Application information is available in the Master's Program Office.

Required Courses		Units
EDCO 505	Counseling and Collaborative Consultation in the School Setting	3
EDCO 574	School Counseling Practicum	2
EDCO 575	School Counseling Field Experience	4
EDUC 511	Introduction to Counseling	3
EDUC 520	Counseling for College and Career Readiness I	2

EDUC 600	Counseling for College and Career Readiness II	2
EDUC 607	Role of School Counselors in Student Learning and Motivation	3
EDUC 608	School Connectedness, Climate, and Classroom Management	2
EDUC 618	School Counseling Professional Portfolio	2
EDUC 621	Measurement and Evaluation for School Counselors	3

Certificate in Gifted Education

Aligned with USC Rossier's mission to serve high-need students in urban centers, the Certificate in Gifted Education provides graduates of the Master of Arts in Teaching program with the competencies to respond to the needs, interests and abilities of gifted students in either heterogeneous regular classrooms or specific magnet school classrooms defined for gifted and high-ability students.

The Certificate in Gifted Education enables graduates to recognize the manifestations of giftedness among cultural, linguistic and economically diverse students in urban schools, to facilitate the identification of underrepresented students as gifted and to provide differentially appropriate curriculum for them.

Internal Applicants Credential Track*

Required Courses		Units
EDUC 529	Political and Academic Issues Affecting Gifted Students	3
EDUC 530	Differentiated Curriculum and Pedagogy for Gifted Students	3

Credential Track		
EDUC 568ab	Guided Practice	3, 3

Internal Applicants Non-Credential Track*

Required Courses		Units
EDUC 529	Political and Academic Issues Affecting Gifted Students	3
EDUC 530	Differentiated Curriculum and Pedagogy for Gifted Students	3

Non-Credential Track		
EDUC 550	Multimedia Literacy	3
EDUC 569ab	Capstone Portfolio in Learning and Instruction	2, 2

External Applicants**

Required Courses		Units
EDUC 529	Political and Academic Issues Affecting Gifted Students	3
EDUC 530	Differentiated Curriculum and Pedagogy for Gifted Students	3
EDUC 550	Multimedia Literacy	3
EDUC 569ab	Capstone Portfolio in Learning and Instruction	2, 2
EDUC 574	Collaboration, Families and Case Management	3

*Internal Applicants are students enrolled in the MAT Program
**External Applicants are students not admitted to USC or enrolled in the MAT Program who wish to complete the certificate.

Certificate in Special Education

The Certificate in Special Education provides graduates of the Rossier School of Education with the competencies to respond to the needs, interests and abilities of special needs students in either regular classrooms or specific school classrooms defined for students with documented learning differences. It widens the range of the graduates' knowledge about teaching and learning allowing them to compete in the contemporary professional marketplace. A certificate in special education is mandatory in some states, and in other states, it is a criterion for consideration to teach special needs students in any type of learning environment. The certificate may be completed concurrently with requirements for the MAT or the M.E. in Teacher Leadership. It is also available online.

Required Courses		Units
EDUC 573	Introduction to Special Education	3
EDUC 574	Collaboration, Families and Case Management	3
EDUC 575	Assessment and Curriculum for Students with Disabilities	3
EDUC 576	Establishing and Maintaining an Effective Classroom Ecology	3
EDUC 577	Guided Practice: Mild/Moderate Disabilities	3

Certificates in STEM Education

Aligned with the Rossier School of Education mission to serve the changing landscape of high needs and urban school districts, two STEM certificate programs are available to strengthen the instructional skills of novice and current teachers at the elementary or secondary level, so that they can have a positive impact on student learning in mathematics and the sciences. Both certificates widen graduates' knowledge about teaching and learning in order to compete in the contemporary professional marketplace.

Applicants must be currently enrolled in the MAT, M.E. in Teacher Leadership or capstone option of the MAT, or have a prior Master of Teaching degree and demonstrate three years of teaching experience.

*Certificate in Elementary STEM Education (Internal Applicants)**

Required Courses		Units
EDUC 550	Multimedia Literacy	3
EDUC 581	STEM Education from a Project-Based Learning Approach	3
EDUC 584	Facilitating Creativity and Innovation in STEM Classrooms	3
EDUC 585	Action Research Project	3

*Certificate in Elementary STEM Education (External Applicants)***

Required Courses		Units
EDUC 550	Multimedia Literacy	3
EDUC 569ab	Capstone Portfolio in Learning and Instruction	2, 2
EDUC 581	STEM Education from a Project-Based Learning Approach	3
EDUC 584	Facilitating Creativity and Innovation in STEM Classrooms	3
EDUC 585	Action Research Project	3

*Certificate in Secondary STEM Education (Internal Applicants)**

Required Courses		Units
EDUC 550	Multimedia Literacy	3
EDUC 555	STEM Education in Secondary Classrooms	3
EDUC 559	Discourse Analysis and Technology in STEM Classrooms	3
EDUC 580	Transforming STEM Education into Teaching Science	3

*Certificate in Secondary STEM Education (External Applicants)***

Required Courses		Units
EDUC 550	Multimedia Literacy	3
EDUC 555	STEM Education in Secondary Classrooms	3
EDUC 559	Discourse Analysis and Technology in STEM Classrooms	3
EDUC 569ab	Capstone Portfolio in Learning and Instruction	2, 2
EDUC 580	Transforming STEM Education into Teaching Science	3

Internal Applicants are students enrolled in the MAT Program
**External Applicants are students not admitted to USC or enrolled in the MAT Program who wish to complete the certificate.*

Dual Degree Program

Doctor of Education/Master of Business Administration

The Rossier School of Education and the USC 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./MBA 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.)

The Doctor of Education (Ed.D.) is a three-year degree program that equips practitioner-scholars with the skills needed to lead high-performing organizations, connect research with practice and help all students to learn. The program is geared toward working professionals who aspire to be leaders in urban education. Admission requires a master's degree and a minimum of three years of work experience in a related field.

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 adviser 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 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 School Settings, Educational Psychology, Higher Education Administration 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 13 units of core course work: EDUC 605 Framing Educational Leadership, 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 advisers, students take 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.

Ed.D. in Organizational Change and Leadership

The Education Doctorate in Organizational Change and Leadership is a three-year degree program that prepares current and future leaders to create conditions that foster continuous improvement in themselves and their organizations. It emphasizes how learning occurs informally and formally in workplaces and serves as a mechanism for change and innovation in organizations and systems. Arranged by four topical streams - problem solving, leadership, dispositions of leaders and reflection - the program seeks to attract a diverse student body of current and emerging leaders who are interested in fostering learning that leads to systemic improvement in their workplaces. The primary emphasis will be on those individuals who currently hold or are seeking leadership positions within colleges/universities, traditional and non-traditional K-12 environments, chief learning officers and their related human resources staff, non-profits and governmental organizations. The degree is not linked to the credentials typically needed to become an administrator in a K-12 environment, including becoming a principal or superintendent. The degree requires a minimum of 60 units. Students with a prior master's may enter with Advanced Standing, reducing their units to 43. It is delivered only online.

Required Courses		Units
EDUC 522	Challenges in Urban Education Accountability	3
EDUC 523	Challenges in Urban Education Diversity	3
EDUC 524	Challenges in Urban Education Leadership	3
EDUC 532	Inquiry Methods I	3
EDUC 619	Framing Educational Leadership in a Global Context	4
EDUC 620	Understanding the Fundamentals of Creativity, Innovation, and Entrepreneurship	2
EDUC 627	Education Performance Problems Role of Learning	3
EDUC 714	Measurement and Evaluation for Decision-Making	3
EDUC 723	Evaluating and Assessing Educational System Outcomes	3

EDUC 725	Analyzing Effectiveness of Educational Systems	3
EDUC 730	Using Communication to Facilitate Organizational Change	3
EDUC 731	Economics of Organizational Change and Learning Environments	3
EDUC 732	Building Capacity for Organizational Change	3
EDUC 794a	Doctoral Dissertation	2
EDUC 794b	Doctoral Dissertation	2

Global Executive (Ed.D.)

The Global Executive Ed.D. prepares tomorrow's transformational educational leaders, policy makers, administrators and change agents for their challenging task of improving individual and national educational outcomes. The curriculum is designed to enhance the professional experience of senior educational leaders and policy makers by:

- Increasing their understanding of global trends and the implications of those trends for their work;

- Challenging them to utilize evidence and theory-based approaches in problem solving;

- Developing their capacity to effectively use complex data in decision making; and

- Providing access to key leaders and leading education scholars.

The program will focus on achieving large-scale improvements across educational systems through strategic use of policy, innovative practice and assessment. The curriculum stresses the examination of educational solutions from around the world as participants work with their own, local challenges.

Classes are delivered in Los Angeles and in Hong Kong. The total units required for the degree is 60. A maximum of 4 project units (EDUC 764 Consulting Project) may be applied toward the degree. Students admitted with advanced standing complete a minimum of 50 units.

Required Courses		Units
EDUC 619	Framing Educational Leadership in a Global Context	4
EDUC 620	Fundamentals of Creativity, Innovation, and Entrepreneurship	2
EDUC 623	Understanding Research That Informs Leadership	2
EDUC 624	Educational Organizations: Governance and Finance I	2
EDUC 626	Fostering Entrepreneurship in Educational Systems	2
EDUC 627	Education Performance Problems: Role of Learning	3
EDUC 628	Educational Organizations: Governance and Finance II	2
EDUC 629	Consulting Practicum Context Analysis	3
EDUC 631	Locating Educational Performance Problems	3
EDUC 723	Evaluating and Assessing Educational System Outcomes	3
EDUC 724	Creating Policy Alternatives for	3

	Educational Settings	
EDUC 725	Analyzing Effectiveness of Educational Systems	3
EDUC 726	Making Choices: Deciding Among Policy Alternatives	4
EDUC 727	Implementing Policy in Educational Systems	3
EDUC 728	Global Trends: Emerging Ideas, Emerging Markets	3
EDUC 729	Assessing Policy Impact in Educational Settings	3
EDUC 764abcdz	Consulting Project	1-1-1-1-0
EDUC 790	Research	1
Additional course work to be approved by program faculty		10

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 adviser.

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 adviser and the qualifying exam 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 Adviser

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 adviser until an approved qualifying exam 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 qualifying exam committee is established.

Qualifying Exam Committee

The qualifying exam 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 qualifying exam 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. qualifying exam 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 adviser. 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.

All teacher candidates must meet the following requirements in order to be recommended/endorsed for a teaching credential: successful evidence of completion and passing of the TPA (Teaching Performance Assessment) and verification of training in cardiopulmonary resuscitation (CPR) that covers infant, child and adult CPR skills.

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

University of Southern California is authorized by the Washington Student Achievement Council 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 University of Southern California to offer specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of 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 Council 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

Professional Development

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

Certificate programs include: Professional Preparation for Reading, Differentiated Curriculum for Gifted and High-Ability Learners, School Business Management, and School Business for Site Professionals.

Professional Development also offers the two-day Summer Gifted Institute and Teacher Demonstration School intended for teachers of gifted and high-ability learners. Additionally, workshops are provided to new teachers who are in the induction phase of their practice.

The Office of Professional Development Programs provides fully customized programs as well as customized versions of their open enrollment programs. Some key areas of expertise include adult learning; teaching and learning with technology; differentiated curriculum; school district leadership development; and data-driven decision-making. In tandem with the USC Language Academy, the office also supports short-term programming for international students who desire an immersive experience in the education profession.

For further information, contact the Office of Professional Development Programs at (213) 740-7775.

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)
- Education Counseling (EDCO)
- Curriculum, Teaching and Special Education (CTSE)
- Educational Policy, Planning and Administration (EDPA)
- Educational Psychology and Technology (EDPT)
- Higher and Postsecondary Education (EDHP)

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 140m Mind, Belief and Behavior: Learning in a Diverse World (4, FaSpSm) Examination of current research about learning and motivation in the context of human diversity.

EDUC 200 Introduction to the Teaching Profession (2) 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.

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*.

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 490x Directed Research (1-8, max 12, 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 MAT and MAT (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 MAT Single Subject and Single Subject (online) students.

EDUC 503 Learning and Motivation (3, FaSpSm) Design and advancement of learning and motivation outcomes in various environments through a systematic examination and application of current research.

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 MAT 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 MAT 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 MAT 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 508 Creating Communities of Interest (2, FaSpSm) Framing the graduate experience for master's students. Establishing a professional foundation and philosophy as educators.

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 MAT 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 MAT TESOL and TESOL (online) students.

EDUC 511 Introduction to Counseling (3, Fa) The role of the school counselor. An overview of key elements in increasing access to and equity for primary and secondary education for all 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 MAT 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 MAT and MAT (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 and MAT (online) 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 MAT and MAT (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 MAT and MAT (online) students.

EDUC 520 Counseling for College and Career Readiness I (2, Fa) Theoretical foundations of individual and systemic characteristics that impact college and career choices. Consideration of economic, political, social, and policy issues.

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 MAT 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 MAT TESOL and TESOL (online) students. Graded CR/NC.

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 529 Political and Academic Issues Affecting Gifted Students (3, FaSpSm) Examination of the political and academic issues affecting gifted and high-ability students. Psychosocial reasons contributing to achievement and underachievement. Institutional and personal factors inhibiting potential. Open only to MAT students.

EDUC 530 Differentiated Curriculum and Pedagogy for Gifted Students (3, FaSpSm) Recognizing the talent and potential of gifted and high ability students. How gifted education can be generalized to affect the education of all students. Open only to MAT students.

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 533 School Leadership: Theory and Practice (3, Fa) Theories and principles of leadership and the application of principles to solve authentic problems in elementary and secondary schools.

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 537 Leading with the Community and Culture in Context (3, Sp) Creating a positive culture of learning to promote student success. Strategies to engage diverse communities.

EDUC 538 Entrepreneurial School Leadership (2, Fa) Entrepreneurial opportunities in education. Developing the skills and knowledge for entrepreneurial leadership to improve educational outcomes.

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 MAT 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 MAT 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 MAT 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 548 Data-Driven Leadership for Schools (3, Sm) Analyzing, interpreting, and using data to increase effectiveness of instruction and programs, improve student learning, and reduce or eliminate the achievement gap.

EDUC 549 Supervising Instruction for Optimal Learning (3, Sm) Application of adult learning theory to evaluate instruction. Appropriate professional development to improve student achievement.

EDUC 550 Multimedia Literacy (3, FaSpSm) Applying new technology in the classroom. Exploration of the use of multimedia tools to increase literacy. Examination of multiple forms of technology to facilitate learning. Open only to MAT and Gifted Education Certificate students.

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

EDUC 552 Literacies in the Content Area (3, FaSpSm) Literacy and language within content areas. Developing reading, writing, speaking and listening skills for real audiences. Academic language.

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 555 STEM Education in Secondary Classrooms (3, FaSpSm) Developing innovative practices in designing inquiry-based lesson plans to facilitate integrating the STEM disciplines as a foundation for teaching.

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 MAT Multiple Subject and Multiple Subject (online) students.

EDUC 557 Civics Education (3, FaSpSm) Uses of pedagogical practices for increasing student engagement in the study of history and civics. Becoming critical thinkers, problem solvers, and effective citizens.

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 559 Discourse Analysis and Technology in STEM Classrooms (3, FaSpSm) Using multiple assessment strategies and technology to assess mathematical and scientific thinking and performance.

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 MAT 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 564 Teacher Leadership (2, FaSpSm) Strategies of leadership that lead from influencing learning in the classroom to influencing learning across an entire school. Becoming an instructional leader.

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 MAT 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 MAT students. (Duplicates credit in former EDUC 569.)

EDUC 570 Research Methods and Data Analysis (3, FaSpSm) 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 573 Introduction to Special Education (3, FaSpSm) Effective and appropriate educational settings for students with disabilities. Legal and professional responsibilities. Components for an inclusive classroom.

EDUC 574 Collaboration, Families and Case Management (3, FaSpSm) Planning and implementing effective educational services for students receiving special education services. Potential interventions for family support. Coordination of services.

EDUC 575 Assessment and Curriculum for Students with Disabilities (3, FaSpSm) Developing effective educational interventions for students with disabilities. Formal and informal assessment. Curriculum strategies.

EDUC 576 Establishing and Maintaining an Effective Classroom Ecology (3, FaSpSm) Environmental and personal factors affecting student achievement. Intervention methodologies. Creating an effective learning environment.

EDUC 577 Guided Practice: Mild/Moderate Disabilities (3, FaSpSm) Supervised practicum in observation and teaching. Focus on planning, implementing, and assessing instruction for whole classes and individual students with mild/moderate disabilities.

EDUC 578 Integrating the Arts into the Secondary Curriculum (3, FaSpSm) Methods for integrating the arts into secondary classroom instruction. Critical and creative thinking, aesthetic education.

EDUC 579 Media Selection and Evaluation (2, FaSpSm) Selection and evaluation of media and technologies in support of instructional design based on a survey of current research and recommendations.

EDUC 580 Transforming STEM Education into Teaching Science (3, FaSpSm) The convergence of science, technology, engineering, and mathematics (STEM) as a foundation for teaching science.

EDUC 581 STEM Education from a Project-Based Learning Approach (3, FaSpSm) Model-based reasoning and inquiry as a means of integrating STEM disciplines.

EDUC 582 Assessment and Evaluation (2, FaSpSm) Overview of the concepts and procedures for assessment and evaluation of individual and overall performance in various learning environments.

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 584 Facilitating Creativity and Innovation in STEM Classrooms (3, FaSpSm) The role of creativity in STEM education. Theories and approaches to facilitating creative and innovative thinking.

EDUC 585 Action Research Project (3, FaSpSm) Design and implementation of a STEM-based project.

EDUC 586 Design of Learning Environments (3, FaSpSm) Design of learning environments through application of design principles; project-based practice in aligning instructional design, media selection, and the features of learning spaces.

EDUC 587 Master's Studio A (2, FaSpSm) Students propose and design a capstone project that applies knowledge and skills learned throughout the program and prepare a coursework portfolio.

EDUC 588 Master's Studio B (4, FaSpSm) Students implement the capstone project and submit a portfolio that integrates program coursework.

EDUC 589 Human Lifespan Development (3, FaSpSm) Fundamentals of human physical, motor, mental, social,

and emotional development, spanning the prenatal period through late adulthood. (Duplicates credit in the former EDPT 520.)

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 591 Diversity: Power, Equity and Inclusion (3, FaSpSm) Appraises practices that maintain power; creates strategies to empower individuals and marginalized groups by intervening to achieve equitable outcomes in education, professions and communities.

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 595 Instructional Design (3, FaSpSm) Formulation and design of effective instruction; emphasis on analysis of media characteristics and instrumentation requirements. (Duplicates credit in the former EDPT 520.)

EDUC 599 Special Topics (1-4, max 9, FaSpSm) Selected topics in various areas of education.

EDUC 600 Counseling for College and Career Readiness II (2, Fa) Planning and implementing theoretical foundations of college and career counseling. The application of contextually relevant strategies for assisting in college and career choices.

EDUC 604 National Perspective on School Leadership (1, Sm) Students will examine the cultural, political, and economic issues pertinent to urban education within the national context to prepare them to be effective school leaders.

EDUC 605 Framing Educational Leadership (1, Fa) Critical analysis and creative expression applied to problems of practice. Supported and unsupported assertions. Evidence-based decision-making. The quality of evidence used to support arguments. Graded CR/NC. Open only to doctoral students.

EDUC 606 International Studies Seminar (1, FaSpSm) Analyzing educational challenges and opportunities in international and global contexts. Understanding the global context of international education and issues facing international and global urban education. Course includes an overseas trip. Open only to doctoral students. Graded CR/NC.

EDUC 607 Role of School Counselors in Student Learning and Motivation (3, FaSpSm) The process of identifying and assessing learning and motivational issues in schools, the application of research-based interventions, and the evaluation of effectiveness of these interventions.

EDUC 608 School Connectedness, Climate, and Classroom Management (2, Fa) Prevention, education, and training for achievement. Data collection for assessment and evaluation of school climate, crisis and classroom management conducive to learning and success.

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 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 612 Application of Human Development Theory in School Counseling (3, FaSpSm) A theoretical perspective of human development across the lifespan. Issues and challenges faced by school counselors.

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 616 Higher Education Seminar (3, FaSp) Capstone seminar course focused on the future of student affairs and higher education.

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 618 School Counseling Professional Portfolio (2, Fa) Preparation of an electronic resource portfolio that addresses a field based practice. The culminating experience for the M.Ed., School Counseling program.

EDUC 619 Framing Educational Leadership in a Global Context (4, Sm) Globalization as a distinct phenomenon. Assessment of impact of globalization on educational systems and institutions. Open only to doctoral students.

EDUC 620 Fundamentals of Creativity, Innovation, and Entrepreneurship (2, Sm) The genesis and facilitation of creative ideas in educational practice. The transformation of creativity into innovation and entrepreneurship. Open only to doctoral students.

EDUC 621 Measurement and Evaluation for School Counselors (3, Fa) The use of formal and informal assessments to improve student achievement and well-being. Use of assessment data for intervention and evaluation.

EDUC 622 Educational Theory and Instructional Design (2, Fa) Theories and elements of learning. Application in educational settings. Methodology for course development and evaluation. Emphasis on strategies, tools, and use of technology.

EDUC 623 Understanding Research That Informs Leadership (2, Fa) Understanding, interpreting, and applying education research. Open only to doctoral students.

EDUC 624 Educational Organizations: Governance and Finance I (2, Fa) Overview of economic concepts of education. Linkages between economic growth, development, and education. Impact of globalization. Open only to doctoral students.

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 626 Fostering Entrepreneurship in Educational Systems (2, Fa) The role of entrepreneurship in education and conditions that support entrepreneurism within an educational organization. How social entrepreneurship partnerships improve educational outcomes. Open only to doctoral students.

EDUC 627 Education Performance Problems: Role of Learning (3, Sp) Contemporary perspectives on learning and motivation. Strategies and tools for identifying, diagnosing, and solving learning and motivational challenges and opportunities. Open only to doctoral students.

EDUC 628 Educational Organizations: Governance and Finance II (2, Sp) Diversification and differentiation of educational institutions globally. The finances of higher education. Open only to doctoral students. *Prerequisite:* EDUC 624.

EDUC 629 Consulting Practicum Context Analysis (3, Sm) Preparation, design, and analysis of an education-related problem.

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 631 Locating Educational Performance Problems (3, Sp) Development and implementation of strategies for locating, solving and evaluating solutions to performance problems in educational organizations. Open only to doctoral students.

EDUC 632 Technology in Higher Education (2, Sm) The integration of technology in higher education and the relationship to quality of teaching, access to learners, and cost-effectiveness for universities and colleges.

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 641 Human Capital and School Organization (3, Fa) School leadership, organization, management and development of school personnel. Capitalizing on school resources to meet school goals.

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 643 Advancing Community Support through Social Media (2, Fa) Use of social media to communicate school vision. Incorporating objectives, strategies, assessment, and accountability measures in communication plans.

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 646ab Marriage and Family Therapy Capstone: Leadership Project (1-1, FaSp) An evidence-based leadership project, designed to enhance fieldwork site functioning. Includes needs assessment, literature review, project design, implementation, and evaluation.

EDUC 647 School Leadership Seminar (2, Sp) Planning, design, and development of an action research plan for school improvement using multiple measures of project assessment.

EDUC 648ab Apprenticeship in School Administration and Leadership (2-2, FaSp) Supervised field experience in administrative areas of K-12 schools. Development of Administrative Services Portfolio.

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 651 Introduction to Qualitative Research Methods (3, FaSpSm) Introduces qualitative methodologies, qualitative data collection and analysis techniques, support in drafting research proposals, and paradigms on how to critically think about inquiry.

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 654 Advanced Qualitative Research Methods II (3, FaSpSm) Designed to follow Advanced Qualitative Research, focuses on data analysis in the qualitative research tradition, writing and publishing from qualitative data.

EDUC 657 Social Foundations of Research (3, Fa) Foundations in social science research with exposure to broad cross-section of research methods, design, and analytical techniques. Open only to doctoral students.

EDUC 658 Hierarchical Linear Models (3, Fa) Application of two- and three-level multilevel models in educational settings, fixed and random effects, growth models. *Recommended preparation:* a working understanding and knowledge of regression analysis and related Stata software.

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 723 Evaluating and Assessing Educational System Outcomes (3, Sm) Evaluating impact. Examination of key assessment theories; planning and implementation of learning and program effectiveness. Open only to doctoral students.

EDUC 724 Creating Policy Alternatives for Educational Settings (3, Sm) Effective policy-making and constructing alternatives. Open only to doctoral students.

EDUC 725 Analyzing Effectiveness of Educational Systems (3, Fa) Organizational change and development in the context of educational settings. How change and reform occur. How to foster change and transformation. Open only to doctoral students.

EDUC 726 Making Choices: Deciding Among Policy Alternatives (4, Fa) Models of decision making including cost-benefit analysis, risk-benefit analysis, and decision analysis. Ethical considerations and the political environment. Open only to doctoral students.

EDUC 727 Implementing Policy in Educational Systems (3, Sp) Effective policy-making. Human and financial resources to support implementation. Targeting resources to support implementation to attain policy goals. Open only to doctoral students.

EDUC 728 Global Trends: Emerging Ideas, Emerging Markets (3, Sp) Examination of a range of emerging markets in education. Global efforts of institutions of higher education to access new markets through collaborations and offshore endeavors. Open only to doctoral students.

EDUC 729 Assessing Policy Impact in Educational Settings (3, Sp) Theory and practice of educational policy evaluation. Limits of rationality and the political forces that shape policy. Preparation of an evaluation design. Open only to doctoral students.

EDUC 730 Using Communication to Facilitate Organizational Change (3, FaSpSm) Addresses communication strategies that leaders use to facilitate positive change in their organization. Reinforces written, non-verbal, and verbal communication skills through leadership situations.

EDUC 731 Economics of Organizational Change and Learning Environments (3, FaSpSm) Leadership, problem solving, communication, research, reflection, and professional dispositions will concurrently expand. Candidates will acquire the knowledge and skills to identify and implement economic change.

EDUC 732 Building Capacity for Organizational Change (3, FaSpSm) Focuses on learning issues related to building organizational capacity for change through leadership and development of personnel within an organization.

EDUC 764abcdz Consulting Project (1-1-1-1-0, FaSpSm) Credit on acceptance of consulting project. Graded CR/NC. Open only to doctoral students. *Prerequisite: EDUC 629.*

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 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.*

Curriculum, Teaching and Special Education (CTSE)

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.

Educational Policy, Planning and Administration (EDPA)

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 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 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 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 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 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 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.