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# USC Rossier School of Education



*In September 1998, Barbara and Roger Rossier pledged \$20 million to the School of Education. The Rossiers' historic gift will enable USC to take a greater leadership role in promoting excellence in urban education.*

**T**he USC Rossier School of Education prepares teachers, researchers, counselors, administrators and curricular specialists to assume leadership within the spectrum of educational settings in the United States and other nations.

The Rossier School of Education is committed to research and long-term educational development, as well as to the training and support of educational professionals. The faculty is engaged in basic and field research directed toward the improvement of teaching and learning, the administration of educational development and the analysis and formulation of effective public educational policy.

The Rossier School of Education is one of the nation's oldest and largest institutions of professional education. Classes in education at USC were started during the 1890s. In 1909, a separate Department of Education was organized within USC; in 1911, the state of California authorized USC to grant the high school teacher's certificate; and in 1918 the School of Education was established.

Since 1911, a steady stream of teachers and administrators has graduated from the school and achieved an outstanding record in the school systems and higher education systems not only of California, but worldwide. The school is authorized to recommend a full range of advanced degrees through the doctorate in education.

The school enjoys international as well as national visibility. Its programs are accredited by the California Commission on Teacher Credentialing and the Western Association of Schools and Colleges. The program in higher education is among the top 10 in the nation according to *U.S. News and World Report*. Within the school there are varied professional programs leading to the baccalaureate, master's and doctor's degrees, as well as to teaching, administrative and other special credentials. In addition to the Los Angeles campus, the school has graduate study centers in several California cities and in Hawaii.

In 1998, two alumni, Barbara J. and Roger W. Rossier, committed \$20 million to the school. This gift, at the time, was the largest ever given to a school of education at an American college or university. In recognition of the Rossiers' gift, the USC Board of Trustees voted to rename USC's 90-year-old School of Education in the couple's honor.

**Administration**

Guilbert C. Hentschke, Ph.D., *Dean*

Estela Mara Bensimon, Ed.D., *Associate Dean*

Steve Wagner, *Assistant Dean, Business Affairs*

Melora Sundt, Ph.D., *Assistant Dean, Student Affairs*

Judith M. Grayson, Ph.D., *Director, Teacher Education*

**Counseling Psychology**

**Waite Phillips Hall 503**

**(213) 740-3259**

**FAX: (213) 740-3262**

**Email: newcomb@mizar.usc.edu**

*Chair:* Michael D. Newcomb, Ph.D.

**Faculty**

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

*Professors:* Rodney Goodyear, Ph.D.; Michael D. Newcomb, Ph.D.

*Associate Professor:* Betty Walker, Ph.D.

*Assistant Professors:* Ruth Gim Chung, Ph.D.; Joan Rosenberg, Ph.D.; Jose Abreu, Ph.D.

**Learning and Instruction**

**Waite Phillips Hall 600**

**(213) 740-3476**

**FAX: (213) 740-8666**

**Email: dembo@mizar.usc.edu**

*Chair:* Myron H. Dembo, Ph.D.

**Faculty**

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

*Professors:* Robert Baker, Ph.D.; Richard Clark, Ed.D.; Maurice Hitchcock, Ed.D. (*Medical Education*); Dennis Hocevar, Ph.D.; Edward J. Kazlauskas, Ph.D.; Frederick G. Knirk, Ed.D.; Stephen D. Krashen, Ph.D.; Johanna K. Lemlech, Ed.D.; William Michael, Ph.D.; Harold O'Neil, Ph.D.; Robert Rueda, Ph.D.; Kathleen Wulf, Ph.D.\*

*Associate Professors:* Kaaren I. Hoffman, Ph.D. (*Medical Education*); William Lee, Ph.D.; William F. McComas, Ph.D.; Birgitte Mednick, Ph.D.; Edgar Williams, Ed.D.; David Yaden, Ph.D.

*Assistant Professors:* Michael Genzuck, Ph.D.; Gretchen Guiton, Ph.D.; Laurie MacGillivray, Ph.D.

*Clinical Professor:* Agnes Lin, Ph.D.

*Clinical Associate Professors:* James H. Garrity, Ed.D.; Sandra Kaplan, Ed.D.

\*Recipient of university-wide or school teaching award.

**Educational Administration and Policy**

**Waite Phillips Hall 904**

**(213) 740-3454**

**FAX: (213) 740-0439**

**Email: wgtiern@mizar.usc.edu**

*Chair:* William G. Tierney, Ph.D.

**Faculty**

*Emery Stoops and Joyce King-Stoops Dean's*  
*Chair in Education:* Guilbert C. Hentschke, Ph.D.

*Irving R. Melbo Chair in Education:* David Marsh, Ph.D.

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

*Professors:* Estela Mara Bensimon, Ed.D.; David A. Peterson, Ph.D. (*Gerontology*); Lawrence O. Picus, Ph.D.; William M. Rideout, Jr., Ph.D.; Nelly Stromquist, Ph.D.; Priscilla Wohlstetter, Ph.D.

*Associate Professors:* David Eskey, Ph.D.; Robert E. Ferris, Ed.D.; William E. Maxwell, Ph.D.

*Assistant Professor:* Linda Serra Hagedorn, Ph.D.

*Clinical Professor:* Stuart Gothold, Ed.D.

*Clinical Associate Professors:* Thelma Moore-Stewart, Ed.D.; Melora Sundt, Ph.D.

**Degree Programs**

The School of Education offers the minor in the teaching profession and the minor in education in a pluralistic society; Bachelor of Science in General Studies; Master of Science in Education; Master of Science in Marriage, Family and Child Counseling; Master of Science in Teaching English as a Second Language; Master of Education, Postsecondary Administration and Student Affairs; Master of Science (Counseling Psychology); Doctor of Philosophy (Ph.D.) in Education; Ph.D. in Education (Counseling Psychology); and Doctor of Education (Ed.D.).

**Honor Societies**

The school sponsors two honor societies which are open to both students and alumni of the school.

*Phi Delta Kappa*

The USC Chapter of Phi Delta Kappa was installed at USC on June 10, 1922. The international organization, founded in 1906 as a professional fraternity of men in the field of education, opened its ranks in 1974 to women in education. Membership is by invitation, based on academic standing, professional attainments, interests, attitude and personal qualifications.

During its more than 75 years, the USC chapter has become the largest Phi Delta Kappa chapter in the world with 1,250 active members. The chapter has been further distinguished by four of its members having served as international president.

Each year the USC chapter sponsors a series of dinners which features speakers of eminence, and through fund-raising activities provides scholarship assistance to education students and financial assistance for the school.

The Phi Delta Kappa office can be reached by calling (213) 740-2176.

*Society of Delta Epsilon*

The Society of Delta Epsilon is an honorary professional organization for those who have achieved doctoral degrees in education. It was organized on May 14, 1947, as an outgrowth of the Doctoral Club, which was organized in 1937. Delta Epsilon seeks to advance the interests of education, foster professional growth among its members, acquaint its members with recent findings in educational research and advance the welfare of the School of Education.

Each year, the Society of Delta Epsilon chooses an individual who has made a notable contribution to the profession of education to be the Delta Epsilon Lecturer. The society also sponsors an annual commencement event which honors doctoral graduates completing their degrees. Information about membership is available from the School of Education Office of Development and Alumni Affairs, (213) 740-3499.

## Undergraduate Degree

### Bachelor of Science in General Studies

The Bachelor of Science in General Studies is the program of choice for the student who plans to become a skilled elementary classroom teacher. The General Studies program emphasizes:

- awareness of the school's culture-building role in a free and productive society,
- selection and use of the appropriate model of teaching and instructional materials to achieve the objective of a lesson,
- awareness of the language, economic, racial and ethnic experiences that affect teaching and learning, and the professional skills to account for diversities,
- transformation of academic content to pedagogy,
- development of relationships with colleagues.

Requirements for the degree meet the state's requirements for a Multiple Subject Teaching Credential with a Crosscultural, Language and Academic Development Emphasis. This credential authorizes a person to teach in a regular classroom or a classroom with limited-English-proficient students.

#### Admission Requirements

Admission requirements are: a completed university application with an indication of GNST (General Studies) as the major and a grade point average of 3.0 (A = 4.0) in any previous undergraduate work. Admission decisions are made on the full application and not on any one criterion.

#### Unit Requirements

The total unit requirement for graduation is 128 units, including 14 units of electives.

#### Grade Point Average Requirement

A 3.0 grade point average must be maintained for all courses taken in the major.

#### Advisement

Each student, immediately after admission may be assigned a faculty advisor. The faculty advisor is available to the student throughout the student's stay at USC and is ready to discuss topics of mutual professional interest.

Each student also has a staff advisor in the School of Education who can provide technical assistance regarding program requirements and procedures. Checkpoints with staff advisors have been established to assure regular, accurate advisement. These are: summer orientation and welcome by staff advisors; mandatory advisement for the first 24 units at USC; CTSE 130 Introduction to Curriculum Frameworks (1 unit) or a passing score on the examination during the first year at USC; Credential Essentials Workshop prior to enrolling in CTSE 410 The Teaching of Reading and Writing (4 units); student teaching interview, prior to enrolling in CTSE 424ab-425ab Curriculum and Methods in Elementary Education, and Observation and Directed Teaching in Elementary Schools; exit interview prior to application for the credential.

Notification of these events are sent by mail and/or announced in classes.

The advisement office is open Monday through Friday, 8:30 a.m. to 5 p.m. and is located in Waite Phillips Hall, Room 800. The phone number is (213) 740-2606.

#### General Education Requirements

The university's general education program provides a coherent, integrated introduction to the breadth of knowledge you will need to consider yourself (and to be considered by other people) a generally well-educated person. This new program requires six courses in different categories, plus writing, foreign language and diversity requirements, which are described in detail on pages 167 through 172.

All students who (1) entered the School of Education as freshmen in the summer of 1997 or later; or (2) began college elsewhere in the summer of 1997 or later; or (3) began college earlier but transfer to USC in the summer of 2000 or later, must satisfy the requirements of the new general education program. Other students whose schedules permit are encouraged to follow the new program as well. However, continuing and transfer students who began college full-time before summer 1997 and enter USC before

summer 2000 may elect to satisfy a "transitional" plan instead, which is outlined on page 172.

#### Course Requirements

Subject Areas	62 units
Concentration	16 units
Subject Area/Professional	9 units
Professional	27 units
Electives	14 units
Total	128 units

#### Subject Areas

REQUIREMENTS	UNITS
General Education*	24
Writing	8
Foreign Language I, II and III	12
Mathematics	
MATH 040x Basic Mathematical Skills, or Placement Examination	0
MATH 200 Elementary Mathematics from an Advanced Standpoint	4
U.S. History and Constitution	
HIST 200 The American Experience, or GEOG 222 Geography of American Politics	4
Physical Education	
EXSC 202L Introduction to Nutrition	2
EXSC 203 Individualized Exercise Prescription	2

\*Students must choose science courses to cover earth, life and physical sciences content areas.

#### Humanities

One course each from two of the following areas *not* completed with general education (6 units): literature, hands-on art, hands-on music:

<i>Literature</i>		
ENGL 230x	Introduction to Shakespeare	4
ENGL 246x	Introduction to African-American Literature	4
ENGL 250x	Literary Classics of the United States	4
ENGL 254x	Women Writers in English	
ENGL 260x	English and American Literature since 1900	4
ENGL 261	English Literature to 1800	4

ENGL 262	English Literature since 1800	4	GEOG 300	Social and Population Geography	4	HIST 316	The Renaissance	4
ENGL 263	American Literature		GEOG 305	Economic Geography	4	HIST 320	Russian and Soviet Rebels: The Moral Dilemma and the Continuity of Dissent	4
ENGL 268x	Introduction to Literature and Society	4	GEOG 310	Approaches to the Study of Cities	4	HIST 325	History of England and Great Britain to 1603	4
ENGL 276x	Literature and Film: Narrative Forms	4	GEOG 331	Geography of the United States and Canada	4	HIST 326	History of England and Great Britain since 1603	4
<i>Hands-on Art</i>			GEOG 335	Geography of Latin America	4	HIST 339	China, 960-1800 A.D.	4
FA 101a	Drawing I	4	GEOG 340	Geography of the Chicano Southwest	4	HIST 353	Outlaws and Outcasts in the European Past	4
FA 102	Design Fundamentals	4	GEOG 345	Conservation of Natural Resources	4	HIST 405	Intellectual History of the Middle Ages	4
FA 105	Painting I	4	GEOG 365L	Fundamentals of Weather and Climate	4	HIST 406	Special Periods in Medieval History	4
FA 106	Sculpture I	4	GEOG 370	Marine and Coastal Zone Geography	4	HIST 408	History of Ancient and Medieval Science	4
FA 112	Ceramics	4	GEOG 410	Urban Geography	4	HIST 410	The Age of Humanism and Reformation	4
FA 207a	Two-Dimensional Art Workshop	2	GEOG 419	Environment and Health	4	HIST 415	History of Russia to 1861	4
FA 209a	Photography	4	GEOG 431	Geography of California	4	HIST 419	Poland and Its Neighbors in the Middle Ages	4
<i>Hands-on Music</i>			GEOG 437	Geography of Mexico	4	HIST 423	Europe, Africa and Asia: Maritime Relations, 1415-1789	4
MUED 330x	Fundamentals of Music	4	GEOG 477	Water Resources	4	HIST 431	Tudor and Stuart England	4
MUED 479x	Music for the Elementary Classroom Teacher	3	<b>OR HISTORY</b>		<b>UNITS</b>	HIST 432	Britain in the 18th Century	4
<b>Concentration</b>			One course from each of the following four categories. No more than one of the four courses can be taken at the lower division (100 or 200) level.					
Concentrations are available in these areas: English, fine arts, geography, history, mathematics, music, earth sciences, life sciences, physical sciences, Spanish or theatre. Students select one area and meet the specified requirements.			1. U.S. History: Making a New Nation					
			HIST 200	The American Experience	4	<b>OR MATHEMATICS</b>		
			HIST 457	The American West	4	Required:		
			HIST 475	Colonial America	4	MATH 125	Calculus I	4
			2. U.S. History: Growth and Conflict, 1785 to the Present			MATH 126	Calculus II	4
			HIST 250	History of the Black American	4	Two of the following:		
			HIST 343	Work, Leisure, and Violence in Industrializing America	4	MATH 430	Theory of Numbers	4
			HIST 352	The American Civil War	4	MATH 434	Geometry and Transformations	4
			HIST 356	The Old South	4	MATH 450	History of Mathematics	4
			HIST 378	Introduction to Asian American History	4	<b>OR MUSIC</b>		
			HIST 478	The United States, 1789-1850	4	MUED 330x	Fundamentals of Music	4
			HIST 483	The United States, 1877-1919	4	MUED 400	The Broadway Musical: Reflection of American Diversity, Issues, and Experiences	4
			3. World History: Ancient Civilization			MUED 479x	Music for the Elementary Classroom Teacher	4
			HIST 101	The Ancient World	4	MUHL 200x	Introduction to Concert Music	4
			HIST 301	The Greek World	4	<b>OR SCIENCE</b>		
			HIST 335	History of Japan to 1550	4	The science areas of concentration can be satisfied by four courses in earth, physical or life sciences selected with the advisement of appropriate science department faculty.		
			HIST 338	China to 960 A.D.	4	The courses which fulfill the concentration must be coherently related; must include exposure to the scientific method, basic scientific concepts, historical and contemporary scientific relevance; and must not have significant overlap.		
			4. World History: Medieval and Early Modern Times					
			HIST 102	Medieval Civilization	4			
			HIST 103	The Emergence of Modern Europe	4			
			HIST 311	France and Europe in the Age of Louis XIV	4			
<b>ENGLISH</b>			<b>UNITS</b>					
ENGL 263	American Literature	4						
ENGL 440	American Literature to 1865	4						
ENGL 445	The Literatures of America: Cross-cultural Perspectives	4						
LING 411x	Linguistics and Education	4						
<b>OR FINE ARTS</b>			<b>UNITS</b>					
Required:								
AHIS 121	Western Art after 1500	4						
FA 303x	Fundamentals of Visual Expression	4						
Two of the following:								
FA 101a	Drawing I	4						
FA 102	Design Fundamentals	4						
FA 106	Sculpture I	4						
FA 105	Painting I	4						
FA 112	Ceramics	4						
FA 209a	Photography	4						
<b>OR GEOGRAPHY</b>			<b>UNITS</b>					
Required:								
GEOG 160L	Geosystems	4						
GEOG 205	Introduction to Human Geography	4						
Two of the following:								
GEOG 120	Geopolitics	4						
GEOG 260L	Natural Hazards	4						

OR SPANISH		UNITS				
Prerequisite			CTSE 417ab	Content to Pedagogy: From Science Content	1-1	(7) Verification of tuberculosis skin test or chest X-ray.
SPAN 240	Spanish IV or equivalent	4	CTSE 418ab	Content to Pedagogy: From Social Sciences to Social Studies	1-1	(8) An interview with the Admissions Committee.
Required			<b>Professional REQUIREMENTS</b>		<b>UNITS</b>	<b>Credential Application</b>
SPAN 265	Spanish and the Media, or					Credential application materials must be completed toward the end of the semester in which all requirements will be met.
SPAN 266	Spanish through Literature	4	<i>Freshman Year</i>			Application materials may be obtained from and submitted directly to the Division of Student Affairs, Waite Phillips Hall 800.
SPAN 420	Spanish Applied Linguistics	4	CTSE 130	Introduction to Curriculum Frameworks (1 unit or examination)	0	
one course each from two of the following categories:			<i>Sophomore Year</i>			<i>Credential requirements may change due to state law.</i> Students are advised to consult periodically with Teacher Education Advisement, Waite Phillips Hall, Room 1001, for current credential requirements.
<i>Literature</i>			CTSE 203	Teaching and Learning in School Settings	4	
SPAN 304	Survey of Spanish and Spanish American Prose, or		<i>Junior Year</i>			
SPAN 305	Survey of Spanish and Spanish American Poetry and Drama	4	CTSE 409	Foundations of Language Education	3	<b>Professional Clear Credential Requirements</b>
<i>Contemporary Issues</i>			CTSE 410	The Teaching of Reading and Writing	4	For completion of the Professional Clear Multiple Subject Teaching credential program, a fifth year of course work is required.
SPAN 311	Advanced Spanish through Contemporary Issues: Oral Emphasis, or		<i>Senior Year</i>			The requirements are admission to the master's program, and CTSE 432 Use of Instructional Technology in Curriculum, CTSE 533 Student Health and Welfare, CTSE 565 Participation of Exceptional Children in Regular School Programs, CTSE 593ab Master's Seminar and 15 additional units of graduate study in education, approved in advance by the advisor. Certification in cardiopulmonary resuscitation (CPR) is required. Admission to the master's program requires a 3.0 grade point average and submittal of Graduate Record Examinations scores.
SPAN 312	Contemporary Issues: Advanced Reading and Writing	4	CTSE 413	Methods and Models of Instruction for Language Minority Students	2	
<i>Culture and Civilization</i>			CTSE 424ab	Curriculum and Methods in Elementary Education	3-3	
SPAN 360	Culture and Civilization: Spain, or		CTSE 425ab	Observation and Directed Teaching in Elementary Schools	4-4	
SPAN 370	Culture and Civilization: Spanish America	4	<b>Directed Teaching</b>			
<b>OR THEATRE</b>			<b>UNITS</b>			
Sixteen units from:						
THTR 122	Improvisation and Theatre Games	2	(1) 80% completion of a state-approved Subject Matter Competency Program leading to the MST or SST credential.			<b>Minor in the Teaching Profession</b>
THTR 201	Introduction to the Theatre	4	(2) Successful completion of CTSE 130, 203, 409 and 410; and HIST 200 or GEOG 222.			Education increasingly drives societal advancement and economic development. Important to our future is a broader core of professional teachers with knowledge and passion for their disciplines. The Teaching Profession Minor is designed to prepare capable students with an in-depth foundation and clinically developed skills to teach either in public school classrooms or as instructors in other settings.
THTR 300	Introduction to Modern Drama	4	(3) An overall pass on the California Basic Educational Skills Test (CBEST). We recommend that the CBEST be taken during the second year. Information may be obtained from the USC Testing Bureau, telephone (213) 740-7166.			There are two tracks of study available in this minor including one for students interested in teaching at the elementary level and another for secondary teaching.
THTR 310	Theory and Practice of World Theatre I, and		(4) References from three professional studies instructors.			
THTR 311	Theory and Practice of World Theatre II	4-4	(5) A cumulative grade point average of 3.0 (A = 4.0).			
THTR 478ab	Theatre for Youth	2-2	(6) A Certificate of Clearance.			
THTR 488	Theatre in the Community	3				
<b>Subject Area/Professional REQUIREMENTS</b>			<b>UNITS</b>			<b>ELEMENTARY AND SECONDARY TRACK</b>
<i>Senior Year</i>						<b>FOUNDATION REQUIREMENTS</b>
CTSE 415ab	Content to Pedagogy: Mathematics in the Elementary School	1-1				<b>UNITS</b>
CTSE 416	Content to Pedagogy: Art, Music, and P.E.	3				CTSE 203
						Teaching and Learning in School Settings
						4
						CTSE 409
						Foundations of Language Education
						3
						CTSE 410
						The Teaching of Reading and Writing
						4

**SECONDARY TRACK REQUIREMENTS**

		UNITS
CTSE 413	Methods and Models of Instruction for Language Minority Students	2
CTSE 450ab	Curriculum and Methods in Secondary Education	3-3
CTSE 451ab	Observation and Directed Teaching in the Secondary School	4-4
		<u>27</u>

Secondary track students are required to complete 27 units while those in the elementary track must also complete the following courses for a total of 36 units.

**ELEMENTARY TRACK REQUIREMENTS**

		UNITS
CTSE 413	Methods and Models of Instruction for Language Minority Students	2
CTSE 415ab	Content to Pedagogy: Mathematics in the Elementary School	1-1
CTSE 416	Content to Pedagogy: Art, Music and P.E.	3
CTSE 417ab	Content to Pedagogy: From Science Content to Science Curriculum	1-1
CTSE 418ab	Content to Pedagogy: From Social Sciences to Social Studies	1-1
CTSE 424ab	Curriculum and Methods in Elementary Education	3-3
CTSE 425ab	Observation and Directed Teaching in Elementary Schools	4-4
		<u>36</u>

Additional credential requirements are listed under Teaching Credentials, Entering as an Undergraduate, on page 435.

**Minor in Education in a Pluralistic Society**

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

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

The requirements for the minor include five courses plus directed research (22 units). The two-unit directed research course (EDPT 490x) provides an opportunity for students to write a paper on a critical issue in education.

Students will select courses from each of the following components: Societal Issues Affecting Education and Creating Successful Learning Environments. Students may choose one 200-level course from component A or component B, but not from both.

**Component A: Societal Issues Affecting Education (two courses)**

EDCO 324	Asian American Psychology	4
GEOG 350	Race and Environmentalism	4
HIST 455	Advanced Topics in African-American History	4

POSC 233x	Stigma and Society: Physical Disability in America	4
POSC 427	Black Politics in the American Political System	4
POSC 442	The Politics of Human Differences: Diversity and Discrimination	4
PSYC 300	Human Diversity: The Psychology of Individual Differences	4
SOCI 305	Sociology of Childhood	4
SOCI 342	Race Relations	4
SOCI 355	Immigrants in the United States	4
SOCI 356	Mexican Immigrants in a Diverse Society	4
SOCI 360	Social Inequality: Class, Status, and Power	4
SWMS 364	Racial and Ethnic Women in America	4
SWMS 384	Overcoming Prejudice	4

**Component B: Creating Successful Learning Environments (three courses plus EDPT 490x)**

CTSE 203	Teaching and Learning in School Settings	4
EDPA 302	Global Education	4
EDPA 308	Politics and American Education	4
EDPT 310	Parental Influences on Children's Educational Development	4
EDPT 490x	Directed Research (2 units to be taken after the completion of at least one course in each of the two components)	

## Educational Placement

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

The placement record for USC graduates in education has been exceptional. Although the office has placed graduates in other states, and to some extent in foreign lands,

the office primarily places graduates within the state of California. Because the placement of graduates is a matter of high priority within the School of Education, graduates hold a high percentage of leadership positions in Southern California.

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

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

Additional information may be obtained from the Office of Career Development and Educational Placement, Waite Phillips Hall 802, (213) 740-2606.

## Graduate Degrees

The following sections give the general requirements which pertain to the awarding of the graduate degrees of Master of Science in Education; Master of Science in Marriage, Family and Child Counseling; Master of Science in Teaching English as a Second Language; Master of Education, Postsecondary Administration and Student Affairs; Master of Science (Counseling Psychology); Doctor of Philosophy (Ph.D.) in Education; Ph.D. in Education (Counseling Psychology) and Doctor of Education (Ed.D.). More specific course requirements for each of these degrees are available in the following academic divisions:

Counseling Psychology  
Waite Phillips Hall 503  
(213) 740-3255

Learning and Instruction  
Waite Phillips Hall 600  
(213) 740-3476

Educational Administration and Policy  
Waite Phillips Hall 904  
(213) 740-3454

### Admission

Admission to study for a graduate degree in education is based upon careful evaluation of the various competencies and attributes evidenced by the application for admission, a four year bachelor's degree from an accredited institution, upper division and graduate grade averages of B (3.0) or better, results of the GRE General Test and a favorable recommendation from the department in which the student intends to major. For some doctoral programs, a master's degree is the preferred criterion for admission (the Ed.D., for example).

Divisions may recommend admission of students who do not meet the above criteria if alternative evidence of potential success in the program is provided. This evidence could include high test scores, high class rankings, letters of recommendation, or samples of scholarly papers or publications. The GRE scores are not used as the sole determinant of admission nor are they used in isolation from other data.

The GRE scores for an international student are assessed in terms of the mean scores from that student's country and for that student's anticipated discipline. A record of extenuating circumstances should accompany the application if appropriate.

For admission to the Ph.D. program, acceptance must be by both the School of Education and the Graduate School. Students seeking a Ph.D. must meet the requirements for both the Graduate School and the School of Education in all phases of the program. Students are advised to read carefully the requirements of both the Graduate School and the School of Education.

## General Requirements for Graduate Degrees

### Residence Requirements

Residency for a graduate degree program at USC is a period of intensive study completed on the University Park and/or Health Sciences campuses. Study at off-campus centers or at other institutions may not be used to satisfy any portion of the requirement. Residency may not be interrupted by study elsewhere.

A minimum of six graduate units in residence at USC during one semester or summer session is required for the master's and advanced master's degrees; a minimum of nine graduate units during one semester or summer session or at least six graduate units during each of two consecutive semesters or summer sessions, exclusive of 794 Doctoral Dissertation, is required for the Ed.D. degree.

For the Ph.D. degree, a minimum of 24 graduate units applicable toward the degree, exclusive of 794 Doctoral Dissertation, must be completed on the University Park and/or

Health Sciences campuses. Internships, field work and other off-campus experiences and off-campus course work do not count toward residency.

The residence requirement reflects the belief of the School of Education and the Graduate School that scholastic requirements for the degree cannot be completed without devotion of a specified period of time to full-time study and research with appropriate facilities and under close faculty supervision.

### Time Limit for Degree Completion

Students must maintain satisfactory progress toward their stated degree objective at all times. Progress is measured from the beginning of the first course at USC applied toward a specified degree. All requirements for that degree must be completed within a specified time as computed from the end of the semester during which all requirements are met.

The time limit for completing the master's degree or the advanced master's degree is five years. The time limit for completing the Ed.D. degree is 10 years.

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

A primary consideration in the setting of time limits is the currency of the course work and research with respect to the date the degree is to be conferred. Equally important is the concern that the faculty members serving as advisors or members of the guidance committee and the dissertation committee 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 the degree. If a significant delay is likely to occur, the student must make arrangements in advance by petitioning for a

leave of absence or an extension of time. Such petitions will be considered when there is clear justification based on sound academic reasons, or critical personal reasons.

The forms for petitioning are obtained in the Division of Student Affairs, Waite Phillips Hall 800. The petitions must be endorsed by the major field division and the Division of Student Affairs, and, in the case of Ph.D. students, by the Graduate School, also.

## Master's Degrees

The School of Education offers five different master's degree programs: Master of Science in Education; Master of Marriage, Family and Child Counseling; Master of Science in Teaching English as a Second Language; Master of Education, Postsecondary Administration and Student Affairs; and Master of Science, Education (Counseling Psychology).

The program for the Master of Science in Education (M.S.) is designed to develop qualities and techniques requisite to leadership in professional service. The fundamental objectives of the program are to develop an awareness of the major fields and their relationships within professional education, to develop an understanding and an appreciation of the purposes and procedures of educational research and to develop a particular proficiency in one or more of the special fields within the education profession. Specializations in curriculum and teaching, early childhood education, communication handicapped, science education, educational psychology and instructional technology are offered by the Division of Learning and Instruction. The Division of Counseling Psychology offers a specialization in counseling psychology. The Division of Educational Administration and Policy offers specializations in administration, higher education and in international and intercultural education.

The program for the Master of Marriage, Family and Child Counseling is offered for those students seeking to prepare themselves for the practice of marriage, family and child counseling. The curriculum of the master's program is grounded in the applications of the discipline of counseling psychology to clinical work with couples, families and children in the family context. Students who complete this specialized professional degree program and who fulfill the additional state-mandated requirements are eligible for the State of California's Marriage, Family and Child Counseling license. The degree program is offered through the Division of Counseling Psychology.

The Master of Science in Teaching English as a Second Language (M.S.) is offered as a specialized, interdisciplinary degree. The M.S. program is designed to develop the knowledge and skills necessary to teach English as a second language and provide leadership in such teaching programs. This degree program is an appropriate master's level option for qualified elementary and secondary teachers who have earned or are pursuing certification as Crosscultural, Language and Academic Development (CLAD) teachers or Bilingual CLAD and for other educators already in the field who wish to update their knowledge and skills. The degree program is under the auspices of the Division of Curriculum and Teaching.

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 student services positions (academic advising and support services, admissions, school relations, residential life, student activities, multicultural student affairs, and disabled student services and programming). Candidates for admission must hold a valid undergraduate degree from an accredited institution, a grade point average (undergraduate, or graduate if appropriate) of B (3.0) or better, GRE combined verbal and quantitative score of 1000 or above, and three letters of recommendation. An interview with the program director is recommended but not required. Special attention will be given to evidence of undergraduate student leadership experience and/or work experience in postsecondary administration. The degree is offered through the Division of Educational Administration and Policy.

The program for the Master of Science, Education (Counseling Psychology) is designed to develop a broad knowledge of the theoretical, philosophical and scientific foundations of the field of counseling psychology as well as practical skills in the application of counseling techniques. This program is limited to students who entered the

Ph.D. program in counseling psychology directly from the baccalaureate. The program is offered through the Division of Counseling Psychology.

### Faculty Advisor

Upon notification of admission to graduate study, students must arrange to talk with their assigned faculty advisor.

### Program of Studies

A program of studies form for the appropriate master's degree is obtained from the Division of Student Affairs, Waite Phillips Hall 800. Together, the advisor and student plan a course of studies leading toward completion of degree requirements which is recorded on this form. Any changes in the program must be approved in advance in writing by the faculty advisor. Final approval of the program is based on a determination that all USC regulations and program requirements have been met. Students are encouraged to contact Student Affairs for advisement regarding university regulations and must submit the completed program form to that office during the first semester of enrollment.

### Transfer of Course Work

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

The maximum number of transfer credits which may be applied toward a master's degree requiring 28-32 units is four; eight units in programs requiring 33-40 units; 12 units in programs requiring 41 or more units. (Additional university regulations apply to students seeking a second master's degree. See page 59.)

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

**Master's Thesis and Seminar**

An integral part of the requirements for the master's degree is the completion of either a thesis (594ab) or the master's seminar (593ab). Each division within the School of Education offers both, providing the student with the option of choosing either one. Registration in the a semester is prerequisite to the b semester. Concurrent registration in a and b is not permitted except by petition. Credit for 594ab is conditional upon satisfactory completion of the thesis.

**Program Requirements for the Master of Science in Education**

A minimum of 28 units of acceptable graduate work in courses numbered 400 or higher is required. At least two-thirds of the units taken must be at the 500 or 600 level, not including 593 or 594, irrespective of the total number of units required.

The units are selected with school consent to develop some degree of proficiency in an educational specialty: administration, curriculum and teaching, communication handicapped, instructional technology, medical education, science education, or international and intercultural education. The school approves and monitors the course selection via a program of study which must be completed during the first semester of enrollment. Forms are obtained from and submitted to the Division of Student Affairs, WPH 800.

**Program Requirements for the Master of Marriage, Family and Child Counseling**

The minimum requirement is 50 units of approved graduate courses numbered 400 or higher. A minimum of four semesters is required for completion of the degree program. Students must demonstrate an acceptable level of counseling proficiency (a grade of B (3.0) or better) in EDCO 560 Practicum in Counseling before being permitted to complete the master's degree. (Students with little or no prior counseling experience are advised to audit the practicum course the first time it is taken. Two registrations for credit and one audit are permitted in EDCO 560.) Of the 50 units, the last 14 units must be completed at USC.

REQUIRED COURSE SEQUENCE	UNITS
EDCO 500 The Counseling Process	3
EDCO 503 Seminar: Ethical and Legal Issues in Counseling	2
EDCO 515 Theories of Marriage, Family, and Child Counseling	3
EDCO 516 Perspectives on Human Sexuality	3
EDCO 541 Theories in Counseling Psychology I	3

EDCO 542	Group Counseling: Theory and Process	3
EDCO 544	Measurement Procedures in the Helping Process	3
EDCO 546	Psychopathology for Counselors	3
EDCO 548	Career Development: Theory and Practice	3
EDCO 551	Cross-Cultural Counseling: Research and Practice	3
EDCO 557	Chemical Dependence and Substance Use	3
EDCO 560	Practicum in Counseling	3
EDCO 561	Field Work in Counseling	3
EDCO 593ab	Master's Seminar, or	2-2
EDCO 594ab	Master's Thesis	
EDPT 520	Human Lifespan Development	3
EDPT 550	Statistical Inference	3

**Program Requirements for the Master of Science in Teaching English as a Second Language**

A minimum of 29 units of approved graduate-level course work is required. Of the 29, the last 14 units, and at least 25 units, must be completed at USC.

REQUIRED COURSES (23 UNITS)	UNITS	
CTSE 409	Foundations of Language Education	3
CTSE 537	Methods in Bilingual Education and in Teaching English as a Second Language	3
CTSE 593ab	Master's Seminar, or	2-2
CTSE 594ab	Master's Thesis	
EDHP 521	Course Design for Language Learning	3
EDHP 586	Teaching Reading and Writing in a Second Language for the Literate Student	3
EDHP 588	Practicum in Second Language Teaching	3
LING 411x	Linguistics and Education	4

TAKE ONE OF THE FOLLOWING	UNITS	
CTSE 538	Curricula and Cultural Pluralism	3
EDPA 622	The Role of Education in Cultural Transmission	3

An elective (3 units) approved by a faculty advisor is required.

**Program Requirements for the Master of Education, Postsecondary Administration and Student Affairs**

Master's degree candidates in Postsecondary Administration and Student Affairs must complete a minimum of 41 units of graduate course work. The 35 units of required courses are:

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

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

EDCO 548	Career Development: Theory and Practice	3
EDHP 502	Administration of Higher, Adult, and Professional Education	3
EDHP 503	Curriculum, Teaching, and Learning in Higher, Adult, and Professional Education	3
EDHP 580	The Community College	3
EDHP 621	International Higher Education: Administration and Planning	3
EDHP 658	Community College Administration	3
EDHP 679	Legal Issues in the Administration of Higher Education	3
EDHP 689	Fiscal Support and Expenditure in Higher and Postsecondary Education	3
EDPA 518	Organizational Theory	3

### Program Requirements for the Master of Science, Education (Counseling Psychology)

The minimum requirement is 40 semester units of acceptable graduate work in courses numbered 400 or higher. All work must have been completed during the five-year period immediately preceding the end of the semester during which all requirements are met. A minimum of four semesters is required for completion of the degree program. Students must demonstrate an acceptable level of counseling proficiency (a grade of B (3.0) or better) in EDCO 560 Practicum in Counseling before being permitted to complete the master's degree. Two registrations for credit and one audit are permitted in EDCO 560. Students with little or no prior counseling experience are advised to audit the practicum course the first time it is taken.

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

All candidates must complete the following required core sequence in counseling psychology.

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

EDCO 564 Field Work in College Student Personnel Services may be substituted for EDCO 561 Field Work in Counseling with permission of the student's faculty advisor.

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

### Application for the Degree

Application for the degree must be made during the semester preceding the one in which the student expects to receive the degree. The student must file diploma application cards with the Office of Student Services. The Degree Progress Department will prepare a Degree Requirement Summary reflecting any requirements remaining to be met. A copy is sent to the student and to the School of Education.

## Doctoral Degrees

The School of Education offers graduate programs which lead to the Doctor of Philosophy, the Doctor of Education and the Doctor of Philosophy in Education (Counseling Psychology). Both the Ed.D. and the Ph.D. degrees require similar levels of quality and effort and both require a high degree of inquiry and scholarship proficiency.

The difference between the two degrees is best understood in terms of their relationship to the following three major research and development functions of a professional graduate school of education.

- (1) Expansion of relevant knowledge bases — in terms of data, general principles and theoretical models — for the organization of education, clarification of the dimensions of educational practice and the assessment of effects.
- (2) Development and validation of strategies for translating developed knowledge into practical and effective educational technologies and procedures.
- (3) Application — implementation, operation and evaluation — of organized knowledge and technologies to defining and addressing problems in an operating educational context.

A major distinction between the Ph.D. and Ed.D. can be made on the basis of the functions performed. Generally, the Ph.D. is identified with function number one above and

the Ed.D. with function number three. Function two clearly is neither one's exclusive province; the degree program chosen would likely be determined on the basis of the student's motives and career objectives.

On this basis, the Ph.D. program emphasizes a need for the student to develop a strong identification with theory-based parent disciplines and the substantive content required to support the chosen areas of inquiry. Similarly, the Ed.D. program emphasizes a need for the student to become well grounded in the relevant technologies and substantive professional content that are appropriate both for the inquiry and the functions the student will perform as a practicing professional.

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. Thus, the Ed.D. student engages in research and development efforts aimed at the direct improvement of educational practice; the Ph.D. student is expected to make contributions to theory and general knowledge that, while anticipated to be relevant to a problem solution, carry no mandate that they be applied to current educational practice.

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 School of Education faculty members.

Although essentially the same amount and quality of work are required for either doctorate, the person seeking a Ph.D. must meet specific requirements of the Graduate School (which has jurisdiction over all Ph.D. programs in the university) in addition to those of the School of Education.

The Ed.D. and Ph.D. degrees are conferred on the basis of high scholarship, demonstrated research skill, proven professional competence and personal dedication and integrity as judged by the faculty - not on the basis of credit hours accumulated or time spent at USC. The formal requirements in course work and residence are merely the minimum framework within which the essential study is undertaken.

### Sources of Additional Information

Students admitted to graduate study for Ph.D. or Ed.D. degrees should also familiarize themselves with any materials prepared by the academic division which describes more specifically the major requirements and/or procedures.

Ph.D. students should also familiarize themselves with the Graduate School section of the *USC Catalogue*, page 555.

## General Requirements for Doctoral Degrees

### *Faculty Advisor*

Academic advisement of entering graduate students will be provided by the faculty member designated in the letter of acceptance. Advisement will become the responsibility of the guidance or advisement committee when it has been established.

### *Transfer of Course Work*

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

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

### *Program of Studies*

A Program of Studies form for the appropriate doctoral degree is mailed to the student upon passing the preliminary review. The advisor or guidance committee and the student plan a course of studies which is recorded on this form. Any changes in the program must be approved in writing in advance by the advisor or committee chair. Final approval of the program is based on a determination that all USC regulations and program requirements have been met. Students are encouraged to contact the Division of Student Affairs for advisement regarding university regulations.

### *Program Unit Requirement*

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

### *Proposal for Doctoral Dissertation*

Preparation for the dissertation begins in course 791 Proposal for Doctoral Dissertation. This one-unit course is completed within the major division. It may not apply toward major requirements; it is applicable toward the 66-unit total requirement. The proposal must be approved by the guidance committee. Registration in 791 following the semester of admission to candidacy does not waive enrollment in 794 Doctoral Dissertation.

## Doctor of Education

### *Ed.D. Instructional Centers*

The Ed.D. program presently includes five instructional delivery centers in addition to the regular USC University Park Campus program.

Each center is organized as a "cohort" of students that progresses as a group through the complete cycle of course work over a two-

year period. The student becomes a member of a cohesive, mutually supportive group under the mentorship of a full-time faculty member from the University Park Campus.

Even though each doctoral student is a member of a cohort representing one of the centers, participation in the total doctoral program ensures that each is also a member of the entire School of Education network and Trojan family. The five instructional centers are: Central Valley (Fresno), Orange County (Irvine), Northern California (Sacramento), Inland Empire (San Bernardino) and Hickam Air Force Base, Hawaii.

Instruction at the five centers is organized using an intensive weekend format, with classes held on Friday evenings and Saturdays. A typical course meets for four weekends over a two-month period, usually every other weekend. Including residency and the dissertation, students can complete the program in three years.

### *Ed.D. Preliminary Review*

The Ed.D. Preliminary Review is a screening and guidance procedure that occurs after the student has taken three courses (four courses if EDPT 550 Statistical Inference was one of the first three). Passing the preliminary review is prerequisite to continuation of the program.

Completion of the preliminary review involves (1) assembling a preliminary review dossier consisting of a statement not to exceed five double-spaced pages that describes the student's professional goals and objectives; copies of all available written work (i.e., papers, essay examinations) completed in the three pre-review courses; and a separate page that identifies the three courses and instructor in each; (2) providing two copies of the dossier to the advisor.

A preliminary review panel composed of the advisor and two instructors will review the dossier in addition to the original application for admission and transcript. Each member of the panel will vote on whether continuation in the doctoral program is recommended. Continuation is not recommended if there is more than one dissenting vote. Notification of preliminary review results will be by official letter from the Dean of the School of Education.

### *Ed.D. Core Courses*

A minimum of 11 core courses is required. All students must complete EDPT 502 Learning and Individual Differences, EDPT 550 Statistical Inference, EDPT 552 Assessing Individual and Program Performance and EDPT 570 Language and Cultural Diversity in Learning.

### *Ed.D. Electives and Specializations*

While students may select their own set of courses, areas of specialization consisting of a minimum of 12 units are available. Each cluster of courses defines either an educational function or a content/discipline area such as business and finance, community college administration, curriculum and instruction, personnel administration, politics and policy, the principalship and site-based management, the superintendency, teacher education and in-service training.

### *Ed.D. Advisement Committee*

The student selects a three-member advisement committee in consultation with the advisor upon applying to take the qualifying examination. The chair must have expertise relevant to the student's prospective dissertation area.

### *Ed.D. Qualifying Examination*

The primary purpose of the qualifying examination is to test the student's capacity to do independent research and to examine the student's ability to master thoroughly the subject matter in the program core and specialization.

Application to take the qualifying examination is made with Student Services during or immediately following the last semester of course work and is due before September 30 for an examination in the fall semester or January 31 for one in the spring. The examination will focus extensively on the core program but may also focus on the specialization or the elective course work. The examination will be prepared by the committee chair and approved by one Ed.D. Steering Committee member before it is provided to the student.

Advisement committee members will read and evaluate the examination on a pass/fail basis. Ed.D. examinations cannot be passed if there is more than one score of "fail." Notification of qualifying examination results will be by official letter from the Dean of the School of Education.

### *Repeating the Qualifying Examination*

If the student fails the qualifying examination, the guidance committee may permit one retake. In such a case, the student must follow the procedure that was used in applying for permission to take the examination the first time.

### *Admission to Candidacy*

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

Notification of admission or denial of admission to candidacy is by letter from the Dean of the School of Education.

#### *Dissertation Committee*

Generally the Ed.D. guidance committee continues to serve as the dissertation committee after admission to candidacy and approval of the dissertation proposal.

#### *Dissertation Program*

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. Preparation of the dissertation proposal begins in course 791 and culminates with the guidance committee's approval of the proposal. The student must be enrolled 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 (four units) is required. Enrollment in 794 prior to admission to candidacy is not permitted and such registration is invalid. Continuous enrollment is required until the dissertation has been approved and the final typing card has been signed by the dissertation committee.

#### *Defense of the Dissertation*

After completing the dissertation, the candidate must defend it in an oral examination. An oral examination on an approved rough copy is known as a Defense Oral; an oral on the final copy is known as a Final Oral. The type of oral to be held is at the discretion of the dissertation committee. Candidates for the Ed.D. degree may obtain instructions for defense of the dissertation from the Division of Student Affairs. Regulations with regard to format and method of preparation are contained in *Regulations for Format and Presentation of Theses and Dissertations*.

#### *Submission of the Dissertation*

The final typed dissertation must be submitted to the Graduate School within six months after committee approval for final typing. Late submission will be subject to a late fee equal to one unit of tuition for each semester after six months.

#### *Dissertation Time Limit for the Ed.D.*

The doctoral dissertation must be completed within three years from admission to candidacy. If the dissertation has not been completed by the end of three years, it is possible to petition the Ed.D. Steering Committee for an extension of time. Requests for further extensions require appointment of a new dissertation committee.

### **Doctor of Philosophy**

#### *Areas of Study*

Doctoral degree programs are offered in the following areas.

The Division of Counseling Psychology offers the Ph.D. with an area of emphasis in counseling psychology.

The Division of Learning and Instruction offers the Ph.D. with specializations in curriculum and instruction, and in language, literacy and learning, and educational psychology.

The Division of Educational Administration and Policy offers the Ph.D. with specializations in policy and organization and in intercultural and international education.

#### *Preliminary Review*

The preliminary review, a screening procedure prerequisite to continuation in the doctoral program, must be arranged after completion of between nine and 21 units. Specific criteria for the preliminary review are available from the division.

#### *Ph.D. Guidance Committee*

The guidance committee is composed of five faculty members and is established after the student passes the preliminary review. The chair of the committee is generally a tenured faculty member in the major area and at least one member of the committee must be from a department outside the School of Education which grants a Ph.D. under the jurisdiction of the Graduate School.

#### *Ph.D. Research Methodology*

Twelve units of research methodology are required for the Ph.D. Students must complete three units in advanced research design in education followed by three units in analysis of variance/multiple regression. Students are also required to take three units in qualitative research methodology and select the remaining three units from one of the following research areas: advanced qualitative methods, measurement theory, multivariate statistical techniques or survey research.

#### *Ph.D. Outside Course Work*

Three courses (three or four units each) outside of the School of Education are required. Each course must relate directly to an area within the program of studies (i.e., research methodology, specialty or major).

#### *Ph. D. Qualifying Examinations*

Both written and oral examinations will be administered on the University Park Campus. All portions of the examination must be completed within 60 days. Postponement of the examination must have approval of the dean of graduate studies.

#### *Dissertation Committee*

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

#### *Dissertation Program*

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. Preparation of the dissertation proposal begins in course 791 and culminates with approval of the proposal by the guidance committee. The student must be enrolled 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 (four units) is required. Enrollment in 794 prior to admission to candidacy is not permitted and such registration is invalid. Continuous enrollment is required until the dissertation has been approved and the final typing card has been signed by the dissertation committee.

#### *Defense of the Dissertation*

After completing the dissertation, the candidate must defend it in an oral examination. An oral examination on an approved rough copy is known as a Defense Oral; an oral on the final copy is known as a Final Oral. The type of oral to be held is at the discretion of the dissertation committee. Candidates for the Ph.D. may obtain instructions for defense of the dissertation from the Office of Student Services. Regulations with regard to format and method of preparation are contained in *Regulations for Format and Presentation of Theses and Dissertations*.

#### *Submission of the Dissertation*

The final typed dissertation must be submitted to the Graduate School within six months after committee approval for final typing. Late submission will be subject to a late fee equal to one unit of tuition for each semester after six months.

## Credential Programs

A credential is a license issued by the Commission on Teacher Credentialing of the state of California. Persons wishing to legally teach or perform certain other professional services in California's public schools must have registered their credentials with the proper authority (a county or district board of education). USC is one of several institutions authorized to recommend qualified persons to the commission for receipt of credentials.

There are three major categories of credentials: teaching, specialist and service.

### Teaching Credentials

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

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

*Multiple and Single Subject Teaching with a Crosscultural, Academic and Language Development Emphasis (CLAD)* authorizes the holder with knowledge and experiences in teaching English as a second language to

teach multiple (or single) subjects in a classroom composed of limited-English-speaking students.

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

### Specialist Credential

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

### Service Credential

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

Requirements for these credential programs are listed in the following sections. *However, credential requirements may change due to state law.* Students are advised to consult periodically with the Division of Student Affairs for current credential requirements.

### Community College Leadership Certificate

The Community College Leadership Certificate program provides current and prospective community college instructors with course work on formal teaching methods, curriculum design, adult learning theory and other areas applicable to the instruction of adult students. Candidates for admission must hold a valid undergraduate degree from an accredited institution, a grade point average (undergraduate, or graduate if appropriate) of B (3.0) or better, and a favorable recommendation from the Division of Educational Administration and Policy. Special attention will be given to work experience in a community college or similar institution.

Certificate candidates must complete a minimum of 12 credits of graduate course work. Required courses include EDHP 503, EDHP 580, and EDPT 502. In addition, students choose three units from a select list of appropriate courses. Candidates must also complete a final review.

## Teaching Credentials

The Metropolitan Teacher Education Program is a California Commission on Teacher Credentialing approved program for preparing professional educators for service largely in urban, suburban and ethnic neighborhoods within California. It is the intention of the USC School of Education to encourage the development of research and instruction with an emphasis on the metropolitan context. USC's credential programs for Multiple and Single Subject Teaching have been developed around this theme. These credential programs can be initiated at the undergraduate or graduate level.

Two types of Single and Multiple Subject Credentials are issued: Preliminary and Professional Clear. The Preliminary Credential is issued to a candidate for a period of up to five years. The undergraduate program at USC is structured so that the

Preliminary Credential may be earned at the end of the senior year. Within five years of receiving the Preliminary Credential, the holder must complete additional course requirements to qualify for the Professional Clear Credential. The Professional Clear Credential must be renewed every five years to continue teaching in California.

### Entering as an Undergraduate: Multiple and Single Subject Teaching Credentials with CLAD Emphasis

Persons who wish to pursue work leading to USC recommendation for a teaching credential must first gain admission to the university. Once admission has been verified, the student should seek program advisement from staff in the School of Education, Teacher Education, Waite Phillips Hall 1001.

*Subject Matter Requirements: Multiple Subjects*  
Students must establish subject matter competency by completing requirements for the Bachelor of Science in General Studies (see page 425) or by passing the Multiple Subjects Assessment for Teachers (MSAT).

*Subject Matter Requirements: Single Subject*  
Students must establish competency in a content field by completing the university required Subject Matter Competency Program courses or by passing the Praxis and Single Subject Assessments for Teaching (SSAT) exam for the subject in one of the academic majors listed below.

	(213) 740-	
Art	WAH 104	6261
Biology*	SCI 264	9202
Chemistry*	LJS 269	7022
Chinese	THH 226	3707
Earth Science*	SCI 317	3551

English*	THH 420	3738
History-Social Science	SOS 253	1659
Japanese	THH 226	3707
Mathematics	DRB 206	3764
Music*	WPH 302	3223
Physics*	SGM 410	1144
Spanish	THH 125	1258

\*Check with Teacher Education Advisement, WPH 1001 for further information regarding the examinations.

*Professional Studies Requirements: Multiple and Single Subject*

**FRESHMAN YEAR UNITS**

CTSE 130	Introduction to Curriculum Frameworks (1 unit or examination) or a passing score on the MSAT or SSAT and Praxis	
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**SOPHOMORE YEAR UNITS**

CTSE 203	Teaching and Learning in School Settings	4
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**JUNIOR YEAR UNITS**

CTSE 409	Foundations of Language Education	3
CTSE 410	The Teaching of Reading and Writing	4

**SENIOR YEAR REQUIREMENTS:**

**MULTIPLE SUBJECT UNITS**

CTSE 413	Methods and Models of Instruction for Language Minority Students	2
CTSE 415ab	Content to Pedagogy: Mathematics in the Elementary School	1-1
CTSE 416ab	Content to Pedagogy: Art, Music and P.E.	3
CTSE 417ab	Content to Pedagogy: From Science Content to Science Curriculum	1-1
CTSE 418ab	Content to Pedagogy: From Social Sciences to Social Studies	1-1
CTSE 424ab	Curriculum and Methods in Elementary Education	3-3
CTSE 425ab	Observation and Directed Teaching in Elementary Schools	4-4

**SENIOR YEAR REQUIREMENTS:**

**SINGLE SUBJECT UNITS**

CTSE 450ab	Curriculum and Methods in Secondary Education, or	3-3
MUED 402	Teaching Choral Music, and	3
MUED 403	Teaching Instrumental Music	3

CTSE 451ab	Observation and Directed Teaching in the Secondary School, or	
MUED 474	Directed Teaching: Public School Music	4

Each student must meet the following requirements before enrolling in the Directed Teaching courses:

(1) 80% completion of a state-approved Subject Matter Competency Program or a passing score on the MSAT or the Praxis and SSAT.

(2) Successful completion of CTSE 203, 409 and 410.

(3) Successful completion of HIST 200, GEOG 222 or U.S. Constitution examination.

(4) An overall pass on the California Basic Educational Skills Test (CBEST). The CBEST must be taken prior to enrollment in CTSE 410. Information may be obtained from the USC Testing Bureau, telephone (213) 740-7166.

(5) References from three professional studies instructors.

(6) A cumulative grade point average of 3.0 (A = 4.0) or passing score on the MSAT or Praxis and SSAT.

(7) A Certificate of Clearance.

(8) Verification of tuberculosis skin test or chest X-ray.

(9) An interview with the Admissions Committee.

*Professional Clear Credential Requirements*

For completion of the Professional Clear Credential Program, a fifth year of course work is required in order to be recommended to the Commission on Teacher Credentialing.

The requirements are admission to the master's program, CTSE 432, 533, 565 and 593ab and 15 additional units of graduate study in education, approved in advance by the advisor. Certification in cardiopulmonary resuscitation (CPR) is also required.

Admission for the master's program credential requires a 3.0 grade point average (A = 4.0) and submittal of Graduate Record Examinations scores.

*Credential Applications*

Credential application materials must be completed toward the end of the semester in which all requirements will be met. Application materials may be obtained from and submitted directly to the Division of Student Affairs, Waite Phillips Hall 800.

**Entering as a Graduate: Multiple and Single Subject Teaching Credentials with CLAD Emphasis**

Graduate students who enter the USC Metropolitan Teacher Education Program to complete a Multiple or Single Subject Teaching Credential must have completed a bachelor's degree at an accredited college or university, achieved an overall "pass" on the California Basic Educational Skills Test, submitted results of the Graduate Record Examinations General Test and submitted a graduate application to USC for admission to the master's degree program.

Admission to the master's program requires a 3.0 grade point average.

*General Education and Academic Major Requirements*

Students entering the elementary track will have fulfilled the general education and major requirements if they have passed the Multiple Subjects Assessment for Teachers (MSAT) or have completed an approved subject matter competency program at an accredited college or university.

Students entering the secondary education track, or the Single Subject Teaching program, must either pass the Praxis Series Subject Examination and SSAT or have completed the required courses in a state-approved Subject Matter Competency Program for: art, Chinese, English, history-social science, mathematics, music, science, or Spanish. Advisement for these programs at USC is the same as that listed for undergraduates (see Subject Matter Requirements: Single Subject).

**REQUIRED COURSES UNITS**

CTSE 409	Foundations of Language Education	3
CTSE 432	Use of Instructional Technology in Curriculum	2
CTSE 503	Teaching and Learning in U.S. Schools	4
CTSE 533	Student Health and Welfare	3
CTSE 537	Methods in Bilingual Education and in Teaching English as a Second Language	3

CTSE 565	Participation of Exceptional Children in Regular School Programs	4	Each student must meet the following requirements before enrolling in the Directed Teaching courses:	(7) A Certificate of Clearance.
CTSE 599	Special Topics	2-4		
EDPT 540	Introduction to Educational Measurement and Evaluation	3	(1) Current enrollment in the M.S.Ed. degree program.	(8) Verification of tuberculosis skin test or chest X-ray.
<b>DIRECTED TEACHING EXPERIENCE FOR MULTIPLE SUBJECT TEACHING</b>			(2) Completion of a USC Subject Matter Competency program, a passing score on the Multiple Subjects Assessment for Teachers (MSAT) or a passing score on the Praxis Series Subject Examination and SSAT.	(9) An interview with the Admissions Committee.
CTSE 548ab	Curriculum and Methods for Teaching Multiple Subjects	3-3		
CTSE 549ab	Observation and Directed Teaching in Multiple Subjects	4-4	(3) Successful completion of CTSE 503 and CTSE 538 or evidence of course work in multiculturalism and a course or examination on the U.S. Constitution.	<b>Entering as an Undergraduate or Graduate: Bilingual CLAD Emphasis</b> Persons who wish to obtain authorization for teaching in a bilingual classroom must meet the following requirements:
<b>DIRECTED TEACHING EXPERIENCE FOR SINGLE SUBJECT TEACHING</b>			(4) An overall pass on the California Basic Educational Skills Test (CBEST).	
CTSE 550ab	Curriculum and Methods for Teaching Single Subjects	3-3	(5) References from two professional studies instructors.	(1) Complete a program for the Multiple or Single Subject Credential with a CLAD Emphasis.
CTSE 551ab	Observation and Directed Teaching in Single Subjects	4-4	(6) A cumulative grade point average of 3.0 (A = 4.0).	(2) Complete one semester of directed teaching in a bilingual classroom.
				(3) Complete CTSE 558 and 560.
				(4) Pass the state's language examination in Spanish.

## Specialist and Service Credentials

Specialist and service credentials are earned in conjunction with a master's degree or with the doctorate.

*Credential requirements may change due to state law.* Students are advised to consult periodically with the Division of Student Affairs for current credential requirements. The following requirements are common to the specialist and service credentials:

- (1) Admission to the School of Education's master's or doctoral program.
- (2) A program of studies approved by an appropriate faculty advisor in the School of Education.
- (3) Achievement of an overall "pass" on the California Basic Educational Skills Test (CBEST).

Additional requirements for the specialist and service credential programs offered within the School of Education follow:

### Deaf and Hard of Hearing Credential (through John Tracy Clinic)

The following requirements are specific to the Deaf and Hard of Hearing Credential.

PROGRAM PREREQUISITES		UNITS			
CTSE 410	The Teaching of Reading and Writing	4	CTSE 580	Audiology for Teachers of the Deaf and Hard of Hearing Child	2
CTSE 503	Teaching and Learning in U.S. Schools	4	CTSE 581	Topics in Deaf Education	3
CTSE 565	Participation of Exceptional Children in Regular School Programs	4	CTSE 582	Language Development for the Deaf and Hard of Hearing Child	3
EDPT 502	Learning and Individual Differences	3	CTSE 583	Advanced Methods, Practicum, and Research in Speech for the Deaf and Hard of Hearing Child	3
REQUIRED COURSES		UNITS	CTSE 585ab	Sign Language for Teachers of Deaf and Hard of Hearing Children	1-1
CTSE 556	Methods of Instruction for the Deaf and Hard of Hearing Child	3	CTSE 593ab	Master's Seminar	2-2
CTSE 557	Directed Teaching of the Deaf and Hard of Hearing Child	4	EDCO 580	Working with Families of Children with Special Needs	2
CTSE 577	Language Development of the Deaf and Hard of Hearing Child during Early Childhood	3	The following courses must be completed before applying for the Deaf and Hard of Hearing Level I Credential:		
CTSE 578	Methods of Teaching Speech and Auditory Skills to the Deaf and Hard of Hearing Child	3	HIST 200	The American Experience	
CTSE 579	Directed Teaching of the Deaf and Hard of Hearing Child during Early Childhood	2	or equivalent		
			GEOG 222	Geography of American Politics	
			or equivalent		
			CTSE 432	Use of Instructional Technology in Curriculum	
			CTSE 533	Student Health and Welfare	

The following exam or equivalent must be passed before applying for the Deaf and Hard of Hearing Credential: MSAT (Multiple Subject Achievement Test) or verification of subject-matter competency.

Contact the John Tracy Clinic for additional information, (213) 748-5481.

### Preliminary and Professional Administrative Services Credentials

Credentials-only programs are not available. Requirements for both administrative credentials may be met as a function of successful completion of the Ed.D. program. All of the proscribed competencies and field work for both the Preliminary and Professional Administrative Credentials have been integrated into the Ed.D. program through the following steps:

(1) Holding a basic teaching credential.

(2) Verification of three years of teaching, counseling, librarianship or administrative experience.

(3) Verification of having earned a master's degree relevant to professional education.

(4) Admission to the Ed.D. program.

(5) Successful completion of the following courses:

REQUIRED COURSES		UNITS
CTSE 635	Curriculum, Teaching, and Learning Environments	3
CTSE 688	School Leadership and Instructional Improvement	3
EDPA 516	Public School Finance	3
EDPA 518	Organizational Theory	3
EDPA 519	Current Issues in Governance and Education Policy	3
EDPA 610	Management of Human Resources	3
EDPA 613	The Laws and Politics of Education	3

EDPT 502	Learning and Individual Differences	3
EDPT 550	Statistical Inference	3
EDPT 552	Assessing Individual and Program Performance	3
EDPT 570	Language and Cultural Diversity in Learning	3

(6) Successful completion of 400 hours of planned field experience.

(7) Completion of a final interview and an exit evaluation of program performance.

The above listed courses do not represent the total course requirements for the Ed.D. degree; they represent the minimum configuration of courses necessary to meet all credential competencies.

Students interested in the Preliminary or Professional Administrative Services Credential should contact the School of Education Office of Student Services prior to enrolling in any course, (213) 740-3492.

## Courses of Instruction

### COUNSELING (EDCO)

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

#### 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.

**100x Ethical Approaches to Self-Development (4, FaSp)** Approaches to self-development, involving contrasting images of human nature, well-being, and the good society; emphasis on ethical views of Freud, the behaviorists, and the humanistic existentialists. Not available for major credit.

#### 101x The Experience of Gender: Social Science Research Perspectives (4, FaSp)

Research on such gender issues as sexuality, intimacy, and power, perspectives on women and men; critique of social science research. Generation of original research. Not available for major credit.

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

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

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

**490x Directed Research (2-8, max 8, FaSpSm)** Individual research and readings. Not available for graduate credit. *Prerequisite:* departmental approval.

**499 Special Topics (2-4, max 8, Irregular)** Selected topics in counseling, student personnel work, and student development.

**500 The Counseling Process (3, FaSm)** Theoretical foundations, models, values, and assumptions underlying psychological counseling; cross-cultural perspectives, ethical and legal considerations. *Prerequisite:* departmental approval for non-majors.

**501 Proseminar in Counseling Psychology (2, Fa)** An orientation to counseling psychology, with special emphasis on its history, definition, settings, roles, research foci.

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

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

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

- 516 Perspectives on Human Sexuality (3, Fa)** The physiological-psychological and socio-cultural variables associated with sexual identity and sexual behavior with an emphasis upon sexual dysfunctions.
- 541 Theories in Counseling Psychology I (3, FaSp)** Theory, research, and practice of psychological counseling. *Corequisite:* EDCO 500.
- 542 Group Counseling: Theory and Process (3, FaSp)** Theory, research, and practice of group counseling. Includes laboratory experience. *Prerequisite:* EDCO 541.
- 544 Measurement Procedures in the Helping Process (3, Fa)** Educational and psychological instruments; psychometric concepts and the rationale for the use of psychological instruments in the counseling relationship. *Corequisite:* EDCO 500, EDPT 550 or EDPT 652.
- 545 Individual Study in Counseling (1-3, FaSpSm)** Applied research, creative projects, or investigations in the counseling or student personnel setting. Graded CR/NC. *Prerequisite:* EDCO 500 or EDCO 563.
- 546 Psychopathology for Counselors (3, Sp)** Theories of psychological impairment emphasizing diagnosis of child and family dysfunction. Practice in utilizing DSM-IV classification of case studies.
- 548 Career Development: Theory and Practice (3, SpSm)** Theories and process of career development; principles of career and leisure planning and counseling applicable throughout life. *Corequisite:* EDCO 541.
- 551 Cross-Cultural Counseling: Research and Practice (3, FaSp)** Examination of the cultural, socioeconomic, and language factors that affect culturally differentiated populations in counseling and research practice. *Corequisite:* EDCO 541.
- 554 Psychotherapy with Children (2, Sm)** An examination of the relevant literature and theories concerning the development and psychopathologies of children and adolescents, including the topics of divorce, homosexuality and abuse.
- 557 Chemical Dependence and Substance Use (3, Fa)** Use and abuse of licit and illicit substances are examined from several perspectives including epidemiology, psychophysiology, etiology, consequences, treatment, and education/prevention. *Prerequisite:* EDCO 541.
- 560 Practicum in Counseling (3, FaSpSm)** Supervised practice in individual counseling with children, adolescents, and families. Graded CR/NC. *Prerequisite:* EDCO 503, EDCO 541, and departmental approval.
- 561 Field Work in Counseling (3, max 6, FaSpSm)** Professional supervision of the student's counseling process in a school or community setting. Graded CR/NC. *Prerequisite:* EDCO 560.
- 580 Working with Families of Children with Special Needs (2, Sp)** Demonstration, discussion, and participation in counseling parent groups concerned with special needs children; the role of the professional in perceiving and understanding these problems.
- 593ab Master's Seminar (2-2, FaSpSm)** An examination and analysis of research and literature in the area of counseling. Lecture and discussion. Graded CR/NC.
- 594abz Master's Thesis (2-2-0, FaSp)** Required for all candidates for the degree M.S. in Ed. who do not choose the Master's Seminar (593ab). Credit on acceptance of thesis. Graded IP/CR/NC.
- 599 Special Topics (2-4, max 8, Irregular)** Seminar in selected topics in counselor education.
- 640 Counseling Psychology Practicum I (3, max 6, FaSpSm)** Supervised practice in individual counseling with children, adolescents, and adults. Emphasis on applications of the scientist-practitioner model to problem definition and solution. Graded CR/NC. *Prerequisite:* EDCO 503, EDCO 541 and departmental approval.
- 641 Theories in Counseling Psychology II (3, Fa)** Major theoretical approaches to counseling psychology. *Prerequisite:* EDCO 640.
- 644 Clinical Assessment in Counseling Psychology (3, Sp)** Clinical application of counseling psychology theory; comparison of models of clinical assessment including interpersonal/existential, empirical/objective. *Prerequisite:* admission to doctoral program.
- 645 Special Problems in Counseling (3, Irregular)** Specialized counseling theories and approaches as they relate to children, adolescents, families, aging, social, cultural, and situational differences. Conjoint counseling and innovations in practice.
- 647 Gender Issues in Counseling (3, Sp)** Effects of gender-role socialization and sex discrimination on psychological theory, research, and practice; emphasis on the integration of theory and research.
- 649 Advanced Qualitative Analysis (3, Sm)** Advanced issues and problems in the use of qualitative research methods. Practice and skill development in interviewing and observation, analyzing qualitative data, communicating results, and evaluating qualitative research. *Recommended preparation:* EDPT 612.
- 660 Counseling Psychology Practicum II (3, max 9, FaSpSm)** An extension of 640, with greater depth and breadth of counseling experience, more emphasis on assessment. Graded CR/NC. *Prerequisite:* EDCO 542, EDCO 544, EDCO 548, and departmental approval. *Corequisite:* EDCO 644.
- 664 Internship in College Student Personnel Services (2-5, max 5, Irregular)** Internship in selected positions in residence hall counseling, admissions, registration, foreign student advisement, student affairs administration, or placement. Graded CR/NC. *Prerequisite:* EDCO 564.
- 690 Readings in Counseling Psychology (1-3, FaSpSm)** Individual study under the guidance of a faculty member. Graded CR/NC.
- 760 Theory and Practice of Counselor Supervision (3, Fa)** Theory, research and practice of the supervision of individual counseling. Laboratory component. *Prerequisite:* EDCO 640.
- 763abcd Internship in Counseling Psychology (1-1-1-1, FaSp)** Supervised field work in application of theory to counseling psychology practice with individuals, groups, families, children, or adolescents in an approved agency setting. Graded CR/NC. *Prerequisite:* departmental approval.
- 790 Research (1-12, FaSpSm)** Research leading to the doctorate. Maximum units which may be applied to the degree to be determined by the department. Graded CR/NC.
- 791 Proposal for Doctoral Dissertation (1, FaSpSm)** Preparation of initial dissertation proposal. Graded CR/NC.
- 794abcdz Doctoral Dissertation (2-2-2-2-0, FaSp)** Credit on acceptance of dissertation. Graded IP/CR/NC.

## CURRICULUM, TEACHING AND SPECIAL EDUCATION (CTSE)

**130 Introduction to Curriculum Frameworks (1, FaSp)** Survey of state curriculum frameworks; application to course selection for General Education and major requirements; application to development of an academic portfolio.

**203 Teaching and Learning in School Settings (4, FaSp)** Gateway to the minor in the Teaching Profession and the major in Bachelor of Science in General Studies. Elective for the minor in Education in a Pluralistic Society. Introduction to teaching through focused study of schools, teachers, and students. (Three hours lecture and discussion weekly and three hours participation experiences in schools.)

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

**410 The Teaching of Reading and Writing (4, FaSp)** Analysis of reading/writing processes; methods/materials for teaching literacy in elementary/secondary schools; issues in biliteracy and instruction; classroom observation/participation in small-group instruction. *Prerequisite:* CBEST score and departmental approval; *corequisite:* CTSE 203.

**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. *Prerequisite:* CTSE 203.

**414 Learning and Evaluation (2, FaSp)** Principles of learning, models of teaching, and appropriate evaluation strategies.

**415ab Content to Pedagogy: Mathematics in the Elementary School (a: 1, Fa; b: 1, Sp)** Bridging college-level mathematics content and elementary school curricula to design developmentally appropriate mathematics instruction. *Corequisite:* CTSE 424ab.

**416 Content to Pedagogy: Art, Music, and P.E. (3, Sp)** Transformation of content in Art, Music and Physical Education to curriculum in the elementary classroom. *Corequisite:* CTSE 424b.

**417ab Content to Pedagogy: From Science Content to Science Curriculum (a: 1, Fa; b: 1, Sp)** An overview of the goals and content of science instruction at the elementary level coupled with appropriate science curricular and pedagogical models. *Corequisite:* CTSE 424ab.

**418ab Content to Pedagogy: From Social Sciences to Social Studies (a: 1, Fa; b: 1, Sp)** Content, concepts, methods, and values for integrating the social sciences in the social studies. *Corequisite:* CTSE 424ab.

**424ab Curriculum and Methods in Elementary Education (a: 3, Fa; b: 3, Sp)** Curriculum materials and teaching procedures in the elementary school with emphasis on the metropolitan condition: preparation for teaching the statutory subjects; group observation of teaching. *Prerequisite:* CTSE 203, CTSE 410.

**425ab Observation and Directed Teaching in Elementary Schools (a: 4, Fa; b: 4, Sp)** 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). *a:* To be taken concurrently with CTSE 424a. *b:* To be taken concurrently with CTSE 424b. *Prerequisite:* admission by Committee on Personnel and Credentials; *corequisite:* CTSE 424ab.

**427 Observation and Directed Teaching for Bilingual Teaching in Elementary Schools (4, FaSp)** Supervised student teaching in a bilingual elementary classroom. *Prerequisite:* admission by Committee on Personnel and Credentials; *corequisite:* CTSE 424ab.

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

**434 The Physical Education Program in the Elementary School (2)** Principles, organization, curriculum, and methods for teaching physical education in the elementary school.

**450ab Curriculum and Methods in Secondary Education (a: 3, Fa; b: 3, Sp)** Curriculum materials and teaching procedures in the secondary school. *Prerequisite:* CTSE 203, CTSE 410.

**451ab Observation and Directed Teaching in the Secondary School (a: 4, Fa; b: 4, Sp)** Observation and experience in teaching under supervision in secondary school (one assignment in middle school/junior high school and one assignment in senior high school). *Prerequisite:* admission by Committee on Personnel and Credentials.

**491 Directed Teaching of the Learning Handicapped (4)** Observation and directed teaching of the learning handicapped.

**493 Internship (4-8, max 8)** Practical experience in a real-world setting which requires application of instructional technology principles and techniques.

**495 Curricula and Methods of Teaching the Learning Handicapped (3)** Development and learning characteristics of the learning handicapped; curricula, methods, and instructional materials for learning disabilities, behavior disorders, and educationally retarded at elementary and secondary school levels.

**499 Special Topics (2-8, max 8)** Seminar in state-of-the-art developments in instructional technology. Specific topics to be determined at the time seminar is offered.

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

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

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

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

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

**508 Nature of Science: Philosophy of Science for Science Educators (2-3)** Introduction to the major issues in the philosophy of science with special emphasis on applications to science teaching and learning.

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

- 514 Curriculum of the Elementary School (3, Fa)** Overview of elementary curriculum, relationships among areas, trends, materials of instruction, recent research and developing practices in the field. *Prerequisite:* teaching experience.
- 515 Curriculum and Research in Mathematics (3)** Curriculum planning; instructional materials; modern teaching methods; recent research and its application in the classroom, K-12. For experienced teachers, supervisors, and administrators. *Prerequisite:* teaching credential or teaching experience.
- 517 Curriculum and Research in Science (3)** Analysis of school science and research, K-12; key scientific concepts and processes; performance objectives; discovery approaches; laboratory and field experiences.
- 521 Course Design for Language Learning (3)** (Enroll in EDHP 521)
- 526 Workshop in Curriculum and Instruction (1-6)** Preparation of units of work, materials of instruction, and other projects for improvement of curriculum and instruction.
- 528 Foundations of Reading Instruction (3, Fa)** Survey of psychological, physiological, sociological, and methodological research relating to the teaching of reading and reading improvement from infancy to adulthood. *Prerequisite:* teaching experience.
- 529 The Teaching of Writing: Research and Practice (3, Sp)** Students will participate in the process approach to writing, learn about implementation strategies K-12, and examine composition research related to fluency, bilingualism, social interaction and assessment.
- 530 Seminar in Curriculum and Instruction (2, max 6)** Classroom management, instructional strategies, and instructional materials; pre-school through grade 12.
- 533 Student Health and Welfare (3, FaSp)** Physical and emotional welfare of students; emphasis on the identification of and intervention in behaviors incompatible with educational achievement.
- 534 Diagnosis of Reading Disability (3, Fa)** Theoretical and practical consideration of the causes of reading disability and techniques and materials for individual diagnosis. *Prerequisite:* CTSE 528.
- 535 Remediation of Reading Disability (3, Sp)** Clinical and classroom techniques, materials for correcting reading disability; participation in instructional program of the Reading Center. *Prerequisite:* CTSE 534.
- 537 Methods in Bilingual Education and in Teaching English as a Second Language (3, FaSp)** Survey of procedures and materials for use in bilingual education and in teaching English as a second language; communication through understanding, speaking, reading, and writing from the elementary through adult levels.
- 538 Curricula and Cultural Pluralism (3, SpSm)** Concepts, values, and pedagogical strategies for multicultural education.
- 539 Curriculum Leadership in Urban Education (3)** Strategies for improvement of curriculum and instruction in urban school systems.
- 540 Evaluation of Learning Materials and Software (3)** Criteria and procedures for selection and evaluation of computer software and other instructional materials; synthesis of research; resources in the field.
- 543 Reading Programs Leadership (3, Sp)** Skills and understandings needed to provide curricular leadership of reading programs, including change, interaction, evaluation, inservice, working with parents and aides and bilingual/cultural groups. *Prerequisite:* CTSE 528, CTSE 534, CTSE 535.
- 544 Curriculum Making: Political Perspectives (3)** Roles of textbook publishers and testing agencies; influence of state and federal policies on curriculum development.
- 545 Career Education (3)** Career education curriculum and instruction including Work Experience Education, Regional Occupational Programs, and vocationally oriented programs inside and outside the schools.
- 548ab Curriculum and Methods for Teaching Multiple Subjects (a: 3, Fa; b: 3, Sp)** Curriculum, instructional processes, learning environments, and the professional responsibilities of teachers for linking knowledge of subject fields, pedagogy, and insight about elementary school-aged children. *Concurrent enrollment:* a: CTSE 549a; b: CTSE 549b. *Prerequisite:* CTSE 503.
- 549ab Observation and Directed Teaching in Multiple Subjects (a: 4, Fa; b: 4, Sp)** Supervised observation and experience in teaching the multiple subjects for kindergarten through eighth grades (one assignment in primary; one in intermediate or upper grades). *Prerequisite:* CTSE 503.
- 550ab Curriculum and Methods for Teaching Single Subjects (a: 3, Fa; b: 3, Sp)** Curriculum, instructional processes, learning environments, and the professional responsibilities of teachers for linking knowledge of a subject field, pedagogy, and insight about young adults. *Concurrent enrollment:* a: CTSE 551a; b: CTSE 551b. *Prerequisite:* CTSE 503.
- 551ab Observation and Directed Teaching in Single Subjects (a: 4, Fa; b: 4, Sp)** Supervised observation and experience in teaching a single subject field at the middle- and high-school levels (one semester at each level). *Prerequisite:* CTSE 503.
- 552 Advanced Teaching Styles and Strategies (1-4)** Analysis and application of teaching styles and strategies; evaluation of curriculum materials.
- 553 Advanced Classroom Performance (2-6)** Validation of teaching competence through student teaching of the statutory subjects (K-12).
- 554 Curriculum Planning in Secondary Schools (3, Fa)** Principles of course construction; critical comparison of various types of course improvement. *Prerequisite:* CTSE 550 or CTSE 500 and teaching experience.
- 556 Methods of Instruction for the Deaf and Hard of Hearing Child (3, Fa)** Curricular, instructional materials and methods for teaching academic subjects to deaf and hard of hearing children, grades K through 12. Open to students enrolled in the Deaf and Hard of Hearing Master's/Credential Program only.
- 557 Directed Teaching of the Deaf and Hard of Hearing Student (4, Sp)** Observation and directed teaching of the deaf and hard of hearing child. Open to students enrolled in the Deaf and Hard of Hearing Master's/Credential Program only.
- 558 Culture and Learning in Schools: Latino (3, Sp)** History, values, beliefs, and the demography of Spanish-speaking people; implications for the American classroom. Conducted in Spanish. *Prerequisite:* SPAN 220.
- 559 Culture and Learning in Schools: Chinese (3)** History, values, beliefs, and the demography of Chinese-speaking people; implications for the American classroom.

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

**562 Problems of the Learning Handicapped (3)** Etiology and characteristics of the learning disabled, behaviorally disordered, and educationally retarded; evaluation of instructional systems for the learning handicapped.

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

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

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

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

**574 Instructional Uses of Television (3)** The use of television in individual classrooms and on a school-wide basis; review of research and exploration of future uses of the medium.

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

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

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

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

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

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

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

**584 Interprofessional Practice in Health and Human Services in Inner City Communities (1, Fa)** (Enroll in SOWK 584)

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

**591 Field Work in the Area of Exceptional Children (3, max 6)** Field work in special education facilities. Graded CR/NC.

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

**593ab Master's Seminar (2-2, FaSpSm)** *a:* An introduction to professional standards, ethics, and practices of teaching, an examination and analysis of research and literature in the area of exceptional children, and a Family Case Study, carried out in conjunction with the courses in language (CTSE 579), audiology (CTSE 580), speech and audition (CTSE 578), methods (CTSE 556), and working with families (EDCO 580). *b:* An examination and analysis of research and literature in the area of exceptional children. Open to students enrolled in the Deaf and Hard of Hearing Master's/Credential Program only.

**593ab Master's Seminar (2-2, FaSpSm)** An examination and analysis of research and literature in the area of curriculum, teaching, and/or special education. Lecture and discussion. Graded CR/NC.

**594abz Master's Thesis (2-2-0)** Required of all candidates for the degree M.S. in Ed. who do not choose the master's seminar (593ab). Credit on acceptance of the thesis. Graded IP/CR/NC.

**599 Special Topics (2-4, max 8)** Seminar in selected topics in curriculum, teaching, and special education.

**605 Socio-Political Context of Bilingual Curriculum and Instruction (3)** Social, legal, and political constraints on bilingual, English as a second language, and foreign language curriculum and instruction in the U.S. *Prerequisite:* departmental approval.

**606 Bilingual, Learning, and Instruction (3)** Study of literacy (reading/writing) in more than one language; relationships between oral proficiency, writing systems, cognition, and instruction. *Prerequisite:* departmental approval.

**615 Instructional Theory and Technology (3, Fa)** Examination of prescriptive theories of instruction which contribute to instructional research and design; emphasis on models which include learner, task, and instructional interactions. *Prerequisite:* EDPT 571.

**616 Research in Instructional Technology (3)** Examination of current research in instructional technology; emphasis on empirical and analytic studies that promise both contributions to future educational design and to clarify theoretical issues. *Prerequisite:* EDPT 571.

**618 Advanced Telecommunications in Education (3)** Development of instruction for television-based distribution systems, including an examination of special problems related to entry behaviors, response techniques, and evaluation. *Prerequisite:* CTSE 574.

**619 Advanced Computers in Instruction and Training (3)** Applications of computers in instruction and training including artificial intelligence, CAI, small and large scale simulation, and informational retrieval techniques. *Prerequisite:* EDPT 575 and knowledge of computer language such as BASIC or PASCAL.

**630 Seminar in Improvement of Curriculum and Instruction (3)** Consideration and analysis of procedures for improving instruction in the elementary and secondary schools. Group analysis of current problems in selected schools.

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

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

**640 Instructional Leadership Seminar (3, Sp)** Curriculum improvement through the development of instructional sequences, models of teaching and direct instruction. Designed for in-service leaders, supervisors, and administrators. *Prerequisite:* teaching experience.

**643 Current Research in Intellectual Deficits (3)** Critical theories and research concerning learning characteristics and psychological aspects of cognitive disorders; conceptual frameworks for educational treatment; impact on family and community.

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

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

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

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

**690 Readings in Curriculum, Teaching, and Special Education (1-3, FaSp)** Individual study under the guidance of a faculty member. Graded CR/NC.

**729 Advanced Seminar in Curriculum and Instruction (3)** Examination of basic problems and current trends in curriculum and instruction K-12; individual study and research on selected topics. Graded CR/NC. *Prerequisite:* admission to the doctoral program.

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

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

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

#### EDUCATIONAL POLICY, PLANNING AND ADMINISTRATION (EDPA)

**102 Education and Identity: Qualitative Inquiry and Educational Research (4, Sp)** An introduction to qualitative inquiry in educational research focusing on current topics about college students such as racism, sexism and homophobia.

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

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

**308 Politics and American Education (4, FaSp)** Historical study of political, legislative, judicial decisions that have shaped American education; interaction of educators, courts, legislative bodies; emphasis on in-depth analysis of current issues. (Duplicates credit in former EDPA 101x.)

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

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

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

**507 Innovations in American Education (3, Fa)** Identification, description, and analysis of significant new developments in American education; theories and/or assumptions underlying such developments.

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

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

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

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

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

**528 School Administration and Supervision (3, Fa)** Organization and administration of staff, pupils, and program; supervision of the program; principles and techniques in the cooperative improvement of teaching-learning activities. *Prerequisite:* teaching experience.

**529ab Field Experience in School Administration and Supervision (2-1, FaSpSm)** Supervised field experience at two school levels for one full school year; actual job performance in both supervisory and administrative work. Graded CR/NC. *Prerequisite:* EDPA 528 and previous enrollment in the university.

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

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

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

**544 Policymaking in Education (3, 2 years, Fa)** Introduction to policy process with focus on agenda-setting, policy formulation, and decision-making; application of political analysis to case studies in education.

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

**561 The Administration of ESL Programs (3)** (Enroll in EDHP 561)

**593ab Master's Seminar (2-2, FaSpSm)** An examination and analysis of research and literature in the area of educational policy, planning, and administration. Lecture and discussion. Graded CR/NC.

**594abz Master's Thesis (2-2-0, FaSpSm)** Required for all candidates for the degree M.S. in Ed. who do not choose the Master's Seminar (593ab). Credit on acceptance of thesis. Graded IP/CR/NC. *Prerequisite:* minimum 6 units in Educational Policy, Planning, and Administration.

**599 Special Topics (2-4, max 8, Irregular)** Seminar in selected topics in Educational Policy, Planning, and Administration.

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

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

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

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

**607 Education in Latin America (3, 2 years, Fa)** Analysis of educational systems in Latin America; study of social, economic, and political factors influencing educational objectives, strategies, and outcomes.

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

**610 Management of Human Resources (3, Fa)** Issues related to the management of human resources as it relates to restructuring, forecasting, recruitment, selection, compensation, collective bargaining, negotiation models, and other contemporary movements. Admission to the Ed.D. program and departmental approval are required.

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

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

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

**614 School Housing Programs and Plans (3, Sp)** School housing surveys; location and capacity of schools; instructional needs as a basis for planning, standards for equipment; checking plans and specifications.

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

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

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

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

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

**621 International Higher Education: Administration and Planning (3)** (Enroll in EDHP 621)

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

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

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

**639 State Politics and Education (3, 2 years, Fa)** Principles, institutions, and processes of state government; emphasis on political factors influencing educational policymaking. Case analyses of current issues and trends in state education reform.

**640 Collective Bargaining in Education (3, Sm)** History, status, and rationale for collective bargaining in education; recognition, unit determination, and unfair practices; scope of bargaining; policy issues of collective bargaining in education.

**650 School Management under Collective Bargaining (3, Sp)** Management organization for bargaining; bargaining goals, strategy, and techniques; political dimensions of bargaining by school district personnel; schedule and budgetary considerations.

**669 Advanced Field Experience in School Supervision and Administration (3, max 6, Sm)** Supervised field experience and/or internship in school supervision and administration at the district level for one full school year. Graded CR/NC. *Prerequisite:* EDPA 529*ab* or approved experience in supervision or administration.

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

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

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

**690 Readings in Educational Policy, Planning, and Administration (1-3, FaSpSm)** Individual study under the guidance of a faculty member. Graded CR/NC.

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

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

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

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

#### EDUCATIONAL PSYCHOLOGY AND TECHNOLOGY (EDPT)

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

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

**467L Educational Software Development (3, Sp)** Psychological principles, design, and computer techniques for the development of educational software. Project oriented.

**490x Directed Research (2-8, max 8, FaSpSm)** Individual research and readings. Not available for graduate credit. *Prerequisite:* departmental approval.

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

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

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

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

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

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

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

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

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

**575 Applications of Computers and Information Processing to Education and Training (3, Fa)** Fundamental uses of the computer as a design tool in instructional technology, including selected higher-level language, elementary educational systems architectures, CAI, CMI, data processing.

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

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

**599 Special Topics (2-4, max 8, Irregular)** Seminar in selected topics in educational psychology and technology.

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

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

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

**617 Development and Implementation of Instructional Programs (3, Sp)** Development, validation, and installation of instructional programs; emphasis on systems design approach with integrated media application. (Duplicates credit in former CTSE 617.)

**623 Infant and Child Development (3)** Theory and research on the fundamentals of infant and child physical, motor, mental, social and emotional development; individual differences and nature-nurture issues. *Prerequisite:* EDPT 520.

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

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

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

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

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

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

**690 Readings in Educational Psychology and Technology (1-3, FaSpSm)** Individual study under the guidance of a staff member. Graded CR/NC.

**691 Internship in Educational Psychology and Technology (3-5, FaSp)** Supervised, formally structured professional activity in appropriate public and private agencies. Graded CR/NC. *Prerequisite:* departmental approval.

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

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

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

#### HIGHER, ADULT AND PROFESSIONAL EDUCATION (EDHP)

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

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

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

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

**518 Teaching American English Pronunciation (3, Sp)** Provides ESL instructors with a thorough grounding in the sound system of American English and a variety of techniques for teaching pronunciation. *Prerequisite:* LING 411.

**521 Course Design for Language Learning (3, Sp)** A survey of current approaches, types of syllabus designs, language courses for specific purposes; evaluating, selecting, and writing course materials. *Prerequisite:* LING 502a or CTSE 437.

**540 Adult and Continuing Education in the United States (3, Fa)** History and current trends in American adult and continuing education; aims, control, support, and organization; characteristics of the adult learner; improvement of teaching; research in the field.

**542 Adults as Learners (3, 2 years, Sm)** Adult development and learning; implications for design of adult education programs in home, community, and institutional settings.

**550 Evaluation of Educational Research (3, Sp)** Research and planning for improving the management of higher, adult, and professional education; organizational data systems; market, demographic, questionnaire and interview analyses; secondary data archives.

**Teaching Music Fundamentals and Appreciation Courses (2)** (See MUED 550)

**551 Applied Educational Ethnography (3, Fa)** Research for improving leadership in higher, adult, and professional education. Ethnographically motivated field designs, observations, focused and unstructured interviews and unobtrusive techniques.

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

**560 Feminist Theory (4)** (Enroll in SWMS 560)

**561 The Administration of ESL Programs (3)** Principles of ESL administration: governance models; budgeting; curriculum and materials development; faculty employment, development, and evaluation; student recruitment, services, and evaluation; immigration and legal concerns.

**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. (Duplicates credit in former EDCO 563.)

**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). (Duplicates credit in former EDCO 565.)

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

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

**586 Teaching Reading and Writing in a Second Language for the Literate Student (3, Sm)** Survey of current theory, research, and practice in the teaching and learning of second-language reading and writing to students literate in their own languages. (Duplicates credit in former CTSE 586.)

**587 Field Work in Higher, Adult, and Professional Education (2-8, FaSpSm)** Structured participation in supervised teaching or administrative activities. Assignments matched with student's goals, training, experience. Graded CR/NC. *Prerequisite:* EDHP 500 or EDHP 501 and departmental approval.

**588 Practicum in Second Language Teaching (2-6, Sp)** Observation and participation in ESL programs of various types and levels. Students assigned to programs on basis of experience, needs, and interests. (Duplicates credit in former CTSE 588.)

**593ab Master's Seminar (2-2, FaSpSm)** An examination and analysis of research and literature in the area of higher, adult, and professional education. Lecture and discussion. Graded CR/NC.

**594abz Master's Thesis (2-2-0, FaSpSm)** Required of all candidates for the M.S. in Ed. who do not choose the Master's Seminar (593ab). Credit on acceptance of thesis. Graded IP/CR/NC. *Prerequisite:* minimum of 9 units in EDHP courses.

**599 Special Topics (2-4, max 8, Irregular)** Seminar in selected topics in higher and postsecondary education.

**621 International Higher Education: Administration and Planning (3, Sm)** Comparative study of higher, adult, and professional education in different societies, with emphasis on developing nations; governance, administration, politics and policy, planning, faculty.

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

**642 Seminar in Postsecondary Education (3, Sp)** Programs of research or organization developed by agencies and individuals; societal significance to postsecondary educators. Postsecondary teaching experience required.

**657 Management of Student Services in Higher Education (3, Sp)** Delivery of student services and programs in higher education, organizational behavior, management systems, administrative procedures, and alternative leadership styles.

**658 Community College Administration (3, 2 years, Sm)** Analysis of administration policies and planning. Emphasis on administrative and managerial principles and techniques related to community college academic programs.

**679 Legal Issues in the Administration of Higher Education (3, Sm)** Analysis of legal issues related to the administration of higher education; emphasis on relations with students, faculty, staff, alumni, and campus communities. *Prerequisite:* EDHP 500 or appropriate experience.

**683 Professional Education in the United States (3, Fa)** Development of preparation for the professions; history, curriculum, faculty, admission, finance, organization, relation to undergraduate and graduate schools, and teaching practices. *Prerequisite:* EDHP 500, EDHP 580, EDHP 680, or departmental approval.

**684 Problems of College Teaching (3, Sp)** Major problems which influence institutional development of excellence in teaching. *Prerequisite:* EDHP 500.

**685 Current Problems and Research in Professional Education (2, Sp)** Examination of problems in education for the professions; review of research in professional education for medicine, dentistry, law, nursing, social work, engineering, education. *Prerequisite:* EDHP 500, EDHP 580, or departmental approval.

**687 Student Development in Higher Education (3, Sp)** Theories of college student development and application of developmental models to program design, interventions, outreach, and research programs.

**689 Fiscal Support and Expenditure in Higher and Postsecondary Education (3, Sp)** Analyses of private and public financial support and expenditure patterns; includes recent trends in state and federal legislation related to higher education. *Prerequisite:* EDHP 500.

**690 Readings in Higher and Postsecondary Education (1-3, FaSpSm)** Individual study under the guidance of a faculty member. Graded CR/NC.

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

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

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