

# ***SCHOOL OF EDUCATION COURSE DESCRIPTIONS***

## **GED 601 (3) FOUNDATIONS OF LEADERSHIP AND EDUCATIONAL ISSUES**

A study of leadership theory and skills in the context of today's management/administrative problems as they relate to current critical educational issues, especially those in public education.

## **GED 602 (3) INDIVIDUAL STUDENTS LEARNING STYLES AND THE EFFECTIVE TEACHER**

A variety of the most effective strategies developed through research, learning theory and effective schools.

## **GED 603 (3) VISIONARY LEADERSHIP**

Study of leadership practices that establish and support a shared vision for student learning throughout the school community.

## **GED 603F (1) FIELDWORK AND PRACTICUM FOR VISIONARY LEADERSHIP**

Application of coursework to directed experiences in school leadership. Concurrent seminar may be required. Graded Credit/No Credit.

## **GED 604 (3) INSTRUCTIONAL LEADERSHIP FOR THE SUCCESS OF ALL STUDENTS**

Study of strategies for translating the shared vision into observable actions including management of resources and collaboratively effecting improvements in curriculum and instruction for student success.

## **GED 604F (1) FIELDWORK AND PRACTICUM FOR INSTRUCTIONAL LEADERSHIP FOR THE SUCCESS OF ALL STUDENTS**

Application of coursework to directed experiences in school leadership. Concurrent seminar may be required. Graded Credit/No Credit.

## **GED 606 (3) ORGANIZATIONAL LEADERSHIP AND RESOURCE MANAGEMENT**

Study of labor relations, collective bargaining and management of contractual agreements with a focus on how to prioritize, plan and allocate human, fiscal and material resources to support the learning of all students.

## **GED 606F (1) FIELDWORK AND PRACTICUM FOR ORGANIZATIONAL LEADERSHIP AND RESOURCE MANAGEMENT**

Application of coursework to directed experiences in school leadership. Concurrent seminar may be required. Graded Credit/No Credit.

## **GED 608 (3) EDUCATIONAL PSYCHOLOGY**

Students explore learning from perspectives of behavioral, cognitive and human psychology, centering on such topics as developmental states, intelligence, culture, mainstreaming, motivation, evaluation and classroom discipline.

## **GED 609 (3) COLLABORATIVE AND RESPONSIVE LEADERSHIP**

Study of strategies for supporting and maintaining the shared vision of student learning with the extended learning community.

## **GED 609F (1) FIELDWORK AND PRACTICUM FOR COLLABORATIVE AND RESPONSIVE LEADERSHIP**

Application of coursework to directed experiences in school leadership. Concurrent seminar may be required. Graded Credit/No Credit.

## **GED 610 (3) LEADERSHIP WITHIN THE POLITICAL, SOCIAL, ECONOMIC AND LEGAL FRAMEWORK**

Study of laws and policies that provide oversight for students and employees; roles of school boards and others in making decisions that impact student learning experiences.

## **GED 610F (1) FIELDWORK AND PRACTICUM FOR LEADERSHIP WITHIN THE POLITICAL, SOCIAL, ECONOMIC AND LEGAL FRAMEWORK**

Application of coursework to directed experiences in school leadership. Concurrent seminar may be required. Graded Credit/No Credit.

## **GED 611 (3) ETHICAL, MORAL AND SERVANT LEADERSHIP**

Study of the moral obligations for leadership to include stewardship for guarding and protecting the school's purpose—equitable and excellent education for all students.

## **GED 611F (1) FIELDWORK AND PRACTICUM FOR ETHICAL, MORAL AND SERVANT LEADERSHIP**

Application of coursework to directed experiences in school leadership. Concurrent seminar may be required. Graded Credit/No Credit.

## **GED 616 (1-3) CURRICULUM DEVELOPMENT, INNOVATION, AND EVALUATION**

Principles and problems of curriculum development; procedures for evaluation of curriculum and curricular innovation; methods for stimulating change in education.

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**GED 619 (3) CURRICULUM, INSTRUCTION AND TECHNOLOGY FOR MILD/MODERATE DISABILITIES**

Development of teaching skills in the methods and materials in prescribed academic, vocational and independent living skills areas for students with mild/moderate disabilities. Emphasis on skill development in mathematics, science, social studies, pre- and vocational, and independent living skills. Course content will include the teaching of cultural or language-diverse students with mild/moderate disabilities.

**GED 621 (3) ASSESSMENT PROCEDURES AND SERVICES FOR STUDENTS WITH DISABILITIES**

The teacher candidate will receive expanded knowledge and practice in the screening, referral, assessment and placement procedures necessary to identify and qualify students with disabilities for Special Education services. Additional instruction will be given so that candidates will be able to use standard and non-standard assessments to determine the developmental, academic, behavioral, social, communication, vocational and community-life skill needs of individual students to develop and implement effective programs. The issues of diverse learners will be reviewed through discussions of referrals, assessments, placement, and parent collaboration. An emphasis of this course will be training for collaboration with students, parents, family members, school personnel, and agency representatives to build teams to ensure effective transitions across the lifespan of all learners.

**GED 622 (1-3) ADVANCED SPECIAL EDUCATION ASSESSMENT**

This course provides the candidate the opportunity to acquire advanced skills and proficiencies in identifying, describing, and administering a variety of standardized and non-standardized, formal and informal assessments. Additionally each candidate demonstrates advanced knowledge and the ability to implement systems that assess, plan and provide academic and social skill instruction to support students with emotional and behavioral needs. Up to the equivalent of two units of coursework may be met by work completed through a school district. If so, a component consisting of at least one unit must be taken directly through PLNU. PLNU credit will be awarded only upon demonstration of the required level of evidence-based on proficiency for each course.

**GED 626 (3) ORGANIZATION AND MANAGEMENT FOR SUCCESS IN THE MODERATE/SEVERE CLASSROOM**

The focus for this course is to introduce issues of managing the learning environment to promote a safe, socially supportive and enriched classroom that produces growth and learning for the child with moderate to severe disabilities. Techniques in training support personnel to actively use the appropriate monitoring systems to support the classroom will be presented. Additionally strategies and techniques related to behavior management, supporting the use of behavior strategies throughout the learning environment, and the laws and regulations to promote positive behavior interventions.

**GED 628 (1-3) USING TECHNOLOGY TO SUPPORT STUDENT LEARNING**

The purpose of this course is to provide fifth-year candidates the additional preparation they need to be fluent, critical users of technology, able to provide a relevant education and to prepare their students to be life-long learners in an information-based, interactive society. Candidates will make appropriate and efficient use of software applications and related media to access and evaluate information, analyze and solve problems, and communicate ideas in order to maximize the instructional process. The use of technology supports teaching and learning regardless of individual learning style, socioeconomic background, culture, ethnicity, or geographic location. Candidates integrate technology-related tools into the educational experience of students, including those with special needs. Field experience is an important component of this course; candidates may either work with their BTSA Support Provider or their PLNU advisor will assist them in selecting a classroom teacher with whom they can work collegially. May be repeated for up to three units.

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**GED 631 (3) CURRICULAR AND INSTRUCTIONAL ADAPTATIONS FOR STUDENTS WITH MILD/MODERATE DISABILITIES**

The teacher candidate receives expanded knowledge and practice in the major educational practices of special education, including emergent issues, theories and research as they relate to curricular and instructional decision making for students with mild/moderate disabilities. This course provides the candidate with the necessary knowledge regarding curriculum, instruction, and technology, learning methodology and skill acquisition necessary to provide special education services in the school system. Evaluation of the classroom management techniques and use of appropriate instructional methodology by the candidate will be assessed throughout the class.

**GED 632 (3) COLLABORATION AND CONSULTATION FOR IEP IMPLEMENTATION, EVALUATION AND PROGRAM IMPROVEMENT**

The teacher candidate receives expanded knowledge regarding the synthesis of all aspects of educating students with mild/moderate disabilities. The course will provide the candidate with the opportunity to synthesize information related to assessment of standards, short-range and long-range planning for students, transition services language and the effective use of consultation and collaboration.

**GED 633 (3) EDUCATIONAL LAW AND FINANCE**

Legal principles, laws relating to children, students, and school management; principles of financing public

education; practices, techniques, and problems associated with financial administration of schools.

**GED 634 (1-3) TRANSITION SERVICES FOR STUDENTS WITH DISABILITIES**

This course is designed to expand upon the candidate's knowledge of transition services for students with disabilities. Each candidate will demonstrate knowledge of and the ability to implement factors associated with successful planning and implementation of transitional life experiences. Each candidate will collaborate with personnel from other educational, community agencies, students and families to plan for successful transitions by students.

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**GED 636 (3) ELEMENTARY AND SECONDARY SCHOOL MANAGEMENT**

Planning, organizing, implementing, facilitating and evaluating the daily operation of the school in order to achieve organizational goals and create a safe, productive environment conducive to student achievement.

**GED 638 (1-3) SYSTEMS MANAGEMENT FOR STUDENT SUCCESS IN THE MODERATE/SEVERE CLASSROOM**

Demonstration of advanced communication and leadership skills for maintaining and modifying an educational system that promotes adapting instructional strategies, curricular content, behavior support and daily schedules to maximize learning. Essential elements of systems management to be addressed in this course include: advanced behavioral supports, transition planning, data based decision making, curriculum selection and implementation, advanced communication and advanced leadership and management skills. Coursework may be graded IP for one year.

**GED 639 (1-3) HEALTH EDUCATION**

This course is designed to extend and refine the graduate student's conceptual understanding of comprehensive school health as well as strengthen specific knowledge, skills, attitudes, and ability to explicitly deliver comprehensive support for students' physical, mental, emotional and social well-being in the classroom and school setting. Graduate students focus on developing and sustaining the components of well-being as well as modeling preventative health practices in their own personal/professional lives. Success completion of a course portfolio, at an overall proficient level, satisfies the health education credit requirement for the professional Level 2 teaching credential.

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**GED 641 (3) SCHOOL COMMUNITIES IN A PLURALISTIC SOCIETY**

This course develops candidate knowledge, skills, and dispositions with regard to cultural concepts and perspectives and culturally inclusive instruction (CTEL 3 Domains 1 and 2), including cultural contact, cultural diversity in California and the United States, cross-cultural interaction, the role of culture in the classroom and school, culturally inclusive learning environments, and family/community involvement.

**GED 642 (1-3) ADVANCED TEACHING OF ENGLISH LEARNERS**

This course builds on the knowledge, skills, and dispositions acquired during a professional teacher preparation program for the delivery of comprehensive, specialized instruction for English Learners (2042 Standard 19). Candidates deepen their understanding of second language development and their relationship to academic achievement (CTEL 1 Domains 1 and 2), assessment of English Learners, foundations of English language literacy development and content instruction, approaches and methods for ELD and content instruction (CTEL 2 Domains 1, 2, and 3), and cultural concepts and perspectives and culturally inclusive instruction (CTEL 3 Domains 1 and 2). CLAD certificate requires 3 units.

**GED 662 (3) COUNSELING AND COUNSELING THEORY**

This course provides an overview of the school counseling profession including historical content and knowledge of social and cultural foundations. Foundational counseling theories, skills and techniques are introduced as are stages of the counseling relationship. Purposes, types, and applications of research in counseling are introduced, as is program evaluation.

**GED 663 (3) INDIVIDUAL AND GROUP COUNSELING AND ETHICAL STANDARDS**

This course allows the candidate to become familiar with and gain skills in the various models associated with individual and group counseling to include group dynamics and interpersonal relations. Candidates begin to develop a professional identify in accordance with the ethical standards of school counseling and the role of counseling in the educational process.

**GED 664 (3) COUNSELING FOR ACADEMIC ACHIEVEMENT AND CAREER DEVELOPMENT**

This course will explore the role of the counselor in both academic and career development. Counseling candidates learn to eliminate barriers in the learning process in support of academic achievement and career development so that K-12 students have knowledge of and preparation for a full range of options.

**GED 665 (3) SAFE SCHOOLS AND VIOLENCE PREVENTION**

The purpose of this course is to provide candidates with opportunities and experiences in understanding the

way in which violence has transformed the educational experience of students in schools today. Candidates learn to identify and access available resources to address these concerns. Early intervention counseling techniques will be explored, including the prevention of bullying, suicide, substance abuse, hate crimes, and gang conflict. Candidates will learn how to effectively employ these skills when working with students, teachers and families and how to improve student self esteem to assist in the development of a positive outlook for the future.

**GED 667 (3) COMPREHENSIVE COUNSELING AND GUIDANCE PROGRAMS: COORDINATION AND COLLABORATION**

This course gives students an understanding of the development, operation, management and ongoing evaluation of a comprehensive counseling and guidance program at the elementary, middle and high school levels. The course will describe, define and discuss the elements necessary for the development of an effective guidance program that includes coordination of services, and collaboration with key individuals and groups including parents, administrators, teachers, and community-based organizations.

**GED 668 (3) BILINGUAL EDUCATION AND SPECIALLY DESIGNED ACADEMIC INSTRUCTION**

This course develops candidate knowledge, skills, and dispositions in the foundations of English language literacy development and content instruction with an emphasis on English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE), instructional planning and organization, components of effective instructional delivery, and the effective use of resources (CTEL 2 Domains 2 and 3).

**GED 670 (3) ADVANCED EDUCATIONAL PSYCHOLOGY**

Application of research and theory with major attention devoted to the problems of learning, individual differences, and behavior.

**GED 672 (3) PHILOSOPHY OF EDUCATION**

Exploration of major classical and modern philosophies as they relate to contemporary educational theories and practices. The course includes an emphasis on how the Judeo-Christian tradition (especially the Wesleyan perspective) informs the discipline and can provide a framework for interaction between and among educators, students, support staff, parents, and the community.

**GED 675 (3) FAMILY SYSTEMS**

The purpose of this course is to provide candidates with an understanding of the interdependence among family members to include how family members conceptualize their roles and position in the family unit. This course will equip candidates to work collaboratively with families toward successful academic development and personal/social issues such as positive self-esteem. Candidates learn the meaning of family systems theory and how it applies to school counselors as they execute their roles and responsibilities in schools today. Candidates will gain an understanding of parents' rights in the educational process enabling them to better meet their needs. Candidates learn how to coordinate prevention education training among multidisciplinary teams that include family participants.

**GED 677 (1-3) TEACHING STRATEGIES FOR SPECIAL POPULATIONS**

The purpose of this course is to provide fifth-year candidates the opportunity to build on their knowledge, skills, experiences and strategies acquired during preliminary preparation for teaching students with disabilities, students in the general education classroom who are at risk and students who are gifted and talented. Each candidate will review the statutory provisions of the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1973, discuss subsequent changes in the Acts, and any new, relevant statutory requirements. Candidates will review the statutory and/or local provisions relating to the education of students who are gifted and talented. May be repeated for up to three units.

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**GED 681 (3) EDUCATIONAL MEASUREMENT AND EVALUATION**

Study of validity and accuracy of examinations and marking systems; use of statistical procedures to interpret test results; nature, function and use of standardized tests and authentic assessment including portfolio methods for diagnosis and guidance; brief overview of educational research methods.

**GED 682 (3) FIELD STUDIES /ACTION RESEARCH IN TECHNOLOGY INSTRUCTION**

Supervised field experiences in technology applications in classroom settings and/or educational institutions. May be repeated. Graded Credit/No Credit.

**GED 683 (1-6) BTSA INDUCTION/REFLECTIVE COACHING**

Beginning teachers enrolled in the PLNU masters program may receive up to six units of graduate credit for completing the California Formative Assessment and Support System events at the proficient level. PLNU masters degree students who are not participating in a district induction program will participate in a reflective coaching seminar and complete PLNU formative assessment events aligned with the California Standards for the Teaching Profession. May be repeated to a total of six units. Graded Credit/No Credit.

*If the requirements for this course are met by work completed through a school district, a PLNU professor*

will monitor the coursework and require a minimum of three reflections with feedback in addition to a comprehensive review of the end-of-course portfolio to ensure that all Graduate Education 683 course requirements are met according to the PLNU course standards.

#### **GED 684 (1-6) BTSA INDUCTION/REFLECTIVE COACHING FOR SPECIAL EDUCATION**

Supervised field study, practicum and directed teaching with students with mild/moderate disabilities. Advanced field-based experiences of research, and application of learning/teaching principles with students with mild/moderate disabilities. Supervised teaching experiences are assigned as appropriate. May be repeated to a total of six units. Graded Credit/No Credit. If the requirements for this course are met by work completed through a school district, a PLNU professor will monitor the coursework and require a minimum of three reflections with feedback in addition to a comprehensive review of the end-of-course portfolio to ensure that all Graduate Education 684 course requirements are met according to the PLNU course standards.

#### **GED 685 (1-6) RESEARCH, FIELD STUDY, AND SPECIAL TOPICS IN MULTICULTURAL EDUCATION**

Supervised field experience and practice in action research on special topics related to multicultural education. Concurrent seminar may be required. May be repeated. Graded Credit/No Credit.

#### **GED 687 (1-9) RESEARCH, FIELD STUDIES, AND PRACTICUM IN COUNSELING AND GUIDANCE**

Supervised field work in counseling and guidance. Concurrent seminar may be required. May be repeated for a total of nine units. Graded Credit/No Credit.

#### **GED 689 (3-9) MASTER'S PROJECT**

A research study organized and conducted under the supervision of a faculty member with approval of the Dean of the School of Education and the location director. The Master's Project is one option for those who do not choose to write a formal thesis. Concurrent seminar may be required. May be repeated. Graded Credit/No Credit.

#### **GED 691 (.5-3) EDUCATIONAL WORKSHOPS/ SPECIAL STUDIES IN EDUCATION**

An intensive study of a special topic in education involving university faculty and/or lecturers. Available for continuing education units. May be repeated for a total of 12 units. Graded Credit/No Credit or Letter.

#### **GED 692 (3) STANDARDS, ASSESSMENT AND INSTRUCTION: COMPREHENDING AND COMPOSING WRITTEN LANGUAGE**

Planning, organizing, implementing, managing, and evaluating explicit instruction of: comprehension strategies and study strategies, literary response and analysis skills, and the writing process. Focuses on providing universal access to narrative and expository texts (including content area textbooks and multicultural literature). Emphasis is given to strengthening skills in aligning State Standards and assessment results with the selection and appropriate use of instructional strategies, materials and programs.

**Prerequisite: Admission to the Reading Certificate Program**

#### **GED 693 (2) RESEARCH-BASED INTERVENTION MODELS AND STRATEGIES**

Development of research-based knowledge and skills in the alignment of reading and writing intervention models and strategies with on-going assessment results. Strengthens understanding of the use of intervention, both in and outside of the classroom, to help struggling readers build the reading and writing skills necessary for school success.

**Prerequisite: Admission to the Reading Certificate Program**

#### **GED 694 (3) STANDARDS, ASSESSMENT AND INSTRUCTION: WORD ANALYSIS, FLUENCY AND SYSTEMATIC VOCABULARY DEVELOPMENT**

Students explore research and best practices related to: precursors for phonics success, stages in word recognition, stages of spelling, exemplary phonics instruction, developing sight words, automaticity and fluency, and systematic vocabulary and concept development. Emphasis is given to strengthening skills in aligning State Standards and assessment results with the selection and appropriate use of instructional strategies, materials and programs.

**Prerequisite: Admission to the Reading Certificate Program**

#### **GED 698 (1) SPECIAL STUDIES IN EDUCATION: LITERACY FIELD STUDIES (READING CERTIFICATE LEVEL)**

The literacy field studies provide opportunities to demonstrate and reinforce knowledge and skills that are embedded in the program design and curriculum standards. Graded Credit/No Credit.

#### **GED 699 (3-9) THESIS**

Credit granted for completion of an acceptable thesis. Consent of location director is required. May be repeated for a total of nine units. Graded Credit/No Credit.

#### **GED 700 (3) LEADERSHIP THEORIES AND HUMAN RELATIONS**

This course leads to an understanding and application of the techniques in leadership and management. It is concerned with the formulation of concepts involved in the leadership functions and the application of these concepts to current models for analysis and validity. This course reviews trends and explore the leadership issues currently confronting educators. It seeks to orient the candidate to the responsibilities and challenges of educational leadership, giving particular reference to the skills required in accomplishing

organizational objectives, working with people, and improving culture and climate.

**GED 715 (3) INSTRUCTIONAL LEADERSHIP AND STAFF DEVELOPMENT**

Provides the student with both an examination and understanding of the role of the principal/administrator as an instructional leader. It also provides an examination and understanding of the function and importance of staff development in school improvement and change, and the role of the principal/administrator as a staff developer. In addition, the student is provided with research and theoretical backgrounds in both instructional leadership, as well as acquiring practical tools, which will enhance his/her skills as an instructional leader and staff developer.

**GED 725 (3) MANAGEMENT OF HUMAN RESOURCES**

Explores effective staff utilization patterns, developing and implementing effective personnel policies, short and long range planning procedures for filling staff needs, evaluation of staff performance, and employer-employee relations issues.

**GED 730 (3) DECISION MAKING FOR CURRICULAR CHANGE AND IMPROVEMENT**

This course explores the roles of the educational leader in the development, modification and evaluation of programs. Techniques for generating curricular change and innovation at all levels are discussed. The procedures for testing and evaluating curricular innovations and student achievement are also reviewed. An emphasis is placed on decision-making models and strategic planning processes for transformational change.

**GED 740 (3) EDUCATIONAL LAW, FINANCE, AND GOVERNMENT**

Designed to provide advanced and comprehensive knowledge and practical application of the following areas of study: School law; legal framework of public education and the political and sociological forces which have effect on school practices; fiscal management; school and district level funding and budgeting; organization, functions and problems of school financing; effective utilization and management of human and material resources; and short and long range planning for establishing needs, priorities and implementation.

**GED 755 (3) PROFESSIONAL AND POLITICAL ISSUES IN ORGANIZATIONS**

Deals with complex, controversial and political issues facing educators. Origins of critical problems are identified and techniques for dealing with these issues are reviewed. The class provides an opportunity for each candidate to examine the context within which the school operates, including the school district, employee bargaining units, the school board, and other governmental entities and understand how the politics from several levels of government influence teaching and learning.

**GED 760 (3) SCHOOL/COMMUNITY RELATIONS IN A CHANGING SOCIETY**

Ethnic and socio-economic variations in the total community are studied in their relationship to a given school's program and operation and to the total educational operation. The components of cultural, sociological economic diversity include the general ethnic, racial, and religious composition of the state and the specific composition of the local community, concepts of cultural values and language diversity, programs and procedures for meeting the instructional needs of limited English-proficient pupils, and principles and procedures for involving all parents and other family members in school activities and in reaching educational objectives.

**GED 780 (3) PHILOSOPHICAL AND SOCIOLOGICAL BACKGROUNDS IN EDUCATION**

In order to better understand the philosophical foundations of education, students examine the philosophies of the Perennialists, the Essentialists, the Pragmatists, the Social Reconstructionists, and others. Students are expected to explore in depth educational philosophical problems of their own selection. This course also provides a study of the relationship of elementary, secondary, and higher education in the United States and the sociological environment in which they function. It is intended that the student increases his/her ability to be perceptive about social environment and its influence upon human development and behavior. As students in the discipline of education, there should be increased ability to use social realities and understanding in working with the processes inherent in education.

**GED 790 (1-9) SPECIAL STUDIES IN EDUCATION**

An intensive study on a special topic in education involving university faculty and/or lecturers. Consent of location director is required. May be repeated for a total of nine units. Graded Credit/No Credit.

**GED 795 (1-8) CONCURRENT COURSE ASSIGNMENTS**

Action research projects that correlate with each of the above courses.

**GED 796 (1-4) INDUCTION, MENTORING, AND ADVANCED FIELDWORK**

Assessment of leadership competency, development of induction plan and mentoring. Graded Credit/No Credit.

**GED 797 (3) PROFESSIONAL DEVELOPMENT AND ASSESSMENT**

Professional development opportunities, continued mentoring and final activity indicating achievement of goals and objectives included in the Induction Plan. Graded Credit/No Credit.

**GED 798 (2) RESEARCH DESIGN SEMINAR**

Discussion and study of research designs for planning and conducting research in the field of education.

Seminar format.