

EDUCATION

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MASTER OF ARTS IN EDUCATION

The Master of Arts degree in Education is an advanced academic degree which builds upon an appropriate undergraduate foundation. A total of 36 semester units is required for the degree which is distributed between core courses and those in specific concentrations.

CONCENTRATIONS

Teaching, Learning and Technology

The concentration in Teaching, Learning and Technology refines and expands the ability of classroom teachers to understand and apply the latest research, methodology and technology in order to enhance achievement for all students.

COURSE #	TITLE	UNITS
GED 641*	School Communities in a Pluralistic Society	.3
GED 642*	Language Acquisition and English Language Development	.3
GED 668*	Bilingual Education and Specially Designed Academic Instruction in English (SDAIE)	.3
GED 682/3/5*	Research in Learning, Technology or Diversity	.3
* CLAD Certificate		.12
GED 602	Indiv. Students Learning Styles and the Effective Teacher	.3
GED 616	Curriculum Development, Innovation and Evaluation	.3
GED 628	Computers/Technology in Education	.3
GED 629	The Computer as a Thinking Tool	.3
GED 670	Advanced Educational Psychology (3)	.or
GED 608	Educational Psychology	.3
GED 672	Philosophy of Education	.3
GED 677	Special Ed. Procedures and Integration of Except. Learners	.3
GED 681	Educational Measurement and Evaluation	.3
Masters Total		.36

Special Education

The concentration in Special Education broadens the understanding of the needs of students with mild/moderate disabilities in schools.

COURSE #	TITLE	UNITS
GED 602	Individual Students' Learning Styles and the Effective Teacher	.3
GED 621	Assessment and Services for Students with Mild/Moderate Disabilities	.3
GED 628	Computers/Technology in Education	.3
GED 631	Curricular and Instructional Adaptations for Students With Mild/Moderate Disabilities	.3
GED 632	Collaboration and Consultation for IEP Implementation, Evaluation and Program Improvement	.3
GED 633	Educational Law and Finance	.3
GED 641	School Communities in a Pluralistic Society	.3
GED 670	Advanced Educational Psychology	.3
GED 672	Philosophy of Education	.3
GED 677	Special Education Procedures and Integration of Exceptional Learners	.3
GED 681	Educational Measurement and Evaluation	.3
GED 684	Field Studies, Research and Directed Teaching of Exceptional Learners	.3
TOTAL		.36

Counseling and Guidance

The purpose of the concentration in counseling and guidance is to prepare school counselors for service to students in a changing world. Candidates may be eligible for a Pupil Personnel Services credential upon successful completion of requirements.

Master of Arts in

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"The aim of education is not the knowledge of facts, but of values."

~ William Ralph Inge (1860-1954)

REQUIRED COURSES FOR THE CREDENTIAL & COUNSELING AND GUIDANCE DEGREE

COURSE #	TITLE	UNITS
GED 633	Educational Law and Finance	3
GED 641	School Communities in a Pluralistic Society	3
GED 662	Counseling and Counseling Theory	3
GED 663	Group Counseling and Ethical Standards	3
GED 664	Educational & Vocational Counseling	3
GED 667	Coordination, Consultation and Current Issues in Counseling	3
GED 670	Advanced Educational Psychology	3
GED 672	Philosophy of Education	3
GED 681	Educational Measurement and Evaluation	3
GED 687	Research, Field Studies & Practicum in Counseling and Guidance	9
Electives (2) to be selected from:		
GED 601	Foundations of Leadership and Educational Issues	3
GED 665	Safe School and Violence Prevention	3
GED 675	Family Systems	3
GED 677	Special Education Procedures and Integration of Exceptional Learners	3
GED 687	Research, Field Studies & Practicum in Counseling and Guidance	9
Masters Total		36

The program for the Master of Arts degree and a California Pupil Personnel Services Credential in School Counseling includes all of the above non-elective courses and:

GED 601	Foundations of Leadership and Education Issues	3
GED 665	Safe Schools and Violence Prevention	3
GED 675	Family Systems	3
GED 687	Research, Field Studies & Practicum in Counseling and Guidance	6

and either

GED 677	Special Education Procedures and Integration of Exceptional Learners	
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OR

Special Education Competency	
Masters plus Credential Total	48-51

Educational Leadership

The purpose of the program leading to a concentration in educational leadership is to prepare leaders to meet the challenges of school improvement and improve student achievement in a rapidly changing society. Candidates may be eligible for a Preliminary Administrative Services Credential upon successful completion of requirements.

REQUIRED COURSES FOR THE CREDENTIAL & EDUCATIONAL LEADERSHIP DEGREE

COURSE #	TITLE	UNITS
GED 601	Foundations of Leadership & Educational Issues	3
GED 616	Curriculum Development, Innovation & Evaluation	3
GED 620	Instructional Supervision & Personnel Administration	3
GED 633	Educational Law and Finance	3
GED 636	Elementary & Secondary School Management	3
GED 641	School Communities in a Pluralistic Society	3
GED 686	Field Studies & Practicum in School Management	6
Credential Total		24
GED 670	Advanced Educational Psychology (3)	or
GED 608	Educational Psychology	3
GED 672	Philosophy of Education	3
GED 681	Educational Measurement & Evaluation	3
	Elective	3
Masters Total		36

CROSSCULTURAL LANGUAGE AND ACADEMIC DEVELOPMENT CERTIFICATE (CLAD)

The purpose of this certificate is to prepare teachers to effectively deliver English language development and specifically designed instruction for academic content to limited English proficient students from all languages. Students must complete specialized coursework for the CLAD Certificate. (GED 641, GED 642, GED 668 and GED 685).

SUPPLEMENTAL COURSE (AS NEEDED)

GED 690	Special Studies in Education	1-6
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EDUCATIONAL SPECIALIST

The Educational Specialist Degree is a post-masters program designed for experienced teachers, counselors, and administrators and others interested in school change and leadership. A total of 32 semester hours balanced between course requirements and active research is required. At the conclusion, a comprehensive examination is written on The Educational Specialist Degree may be accepted by other institutions as applicable toward the doctoral degree.

The program provides advanced education in the leadership complexities involved in school site and central operations. Graduates will be prepared for promotion in educational leadership. The Professional Administrative Services Credential may be earned in conjunction with this program.

REQUIRED COURSES FOR THE EDUCATIONAL SPECIALIST DEGREE

COURSE #	TITLE	UNITS
GED 700	Leadership Theories and Human Relations	3
GED 715	Instructional Leadership and Staff Development	3
GED 725	Management of Human Resources	3
GED 730	Decision Making for Curriculum Change and Improvement	3
GED 740	Educational Law, Finance and Governance	3
GED 755	Professional and Political Issues in Organizations	3
GED 760	School/Community Relations in a Changing Society	3
GED 780	Philosophical & Sociological Backgrounds in Education	3
GED 795	Concurrent Course Assignments	8
Ed.S. Total		32
GED 796*	Advanced Fieldwork, Mentoring and Induction	4

*Required for the Professional Administrative Services Credential/Tier II

Graduate Education Courses

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 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 616 (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.

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 620 (3) INSTRUCTIONAL SUPERVISION AND PERSONNEL ADMINISTRATION

Organization, techniques, principles, objectives, evaluation of instruction, and personnel management in elementary and secondary schools.

GED 621 (3) ASSESSMENT PROCEDURES AND SERVICES FOR STUDENTS WITH MILD/MODERATE 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 mild/moderate 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 628 (3) COMPUTERS/TECHNOLOGY IN EDUCATION

Development of general and specific skills in the use of computers and other technologies; analysis of computer software and its integration in appropriate subject areas and grade levels.

GED 629 (3) THE COMPUTER AS A THINKING TOOL

Critical examination of the use of computers to teach thinking skills. Content includes theoretical background, research on technology effectiveness, applications in educational settings and grant writing procedures for technology funding.

Prerequisite: Graduate Education 528 or equivalent.

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

The teacher candidate will receive 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 will receive 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 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 641 (3) SCHOOL COMMUNITIES IN A PLURALISTIC SOCIETY

Current teaching and practices for working with diverse ethnic groups and cultures, promoting good human relations and having the school relate desirably and effectively to the community.

GED 642 (3) LANGUAGE ACQUISITION AND ENGLISH LANGUAGE DEVELOPMENT

The emphasis of this course is to identify and apply the various aspects of the structure of the English language, the theoretical framework of language

acquisition research, and the socio-cultural factors effecting language development. Through the course and fieldwork assignment, students will explore the concepts of primary language development, second language acquisition, language proficiencies, and the implementation of successful English Language Development (ELD) programs for English language learners (ELLs).

Prerequisite: Education 400 (In San Diego only).

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) GROUP COUNSELING AND ETHICAL STANDARDS

Group process theory and procedures including theory and practice of group and self development, group evaluation, and group work in educational settings including special attention to family, pupil-pupil, pupil-teacher, and teacher-parent relationships. A laboratory learning experience in analysis of group behavior with emphasis upon understanding the effects of group process on learning.

Prerequisite: Graduate Education 562 or equivalent.

GED 664 (3) EDUCATIONAL AND VOCATIONAL COUNSELING

Administration and interpretation of tests commonly used by counselors; use of case study to illustrate practices and problems; psychological bases of vocational choices; application of vocational information in the counseling process.

Prerequisite: Graduate Education 562 or equivalent.

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) COORDINATION, CONSULTATION AND CURRENT ISSUES IN COUNSELING

This course will give students an understanding of the operation and management of a comprehensive developmental guidance program at all levels—elementary, middle, and secondary. The course will describe, define, and discuss the elements necessary for the delivery of an effective guidance program—coordination, counseling, and consultation.

GED 668 (3) BILINGUAL EDUCATION AND SPECIALLY DESIGNED ACADEMIC

INSTRUCTION IN ENGLISH (Taught in English)
The purpose of this course is to provide a knowledge base of the theory and practice of bilingual education and other related socio-political issues. Models of teaching specially designed academic instruction in English (SDAIE) is emphasized in this course. This course is required for students working toward a cross-cultural, language, and academic development (CLAD) emphasis credential.

Prerequisite (in San Diego): Education 400.

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.

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 (3) SPECIAL EDUCATION PROCEDURES AND INTEGRATION OF EXCEPTIONAL LEARNERS

Study of the special education IEP process with emphasis on legal requirements, procedures, and timelines. Review of current research, theory and practice in the effective integration of exceptional students and the implementation of the least restrictive environment.

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. Graded Credit/No Credit. May be repeated.

GED 683 (1-6) FIELD STUDIES AND ACTION

RESEARCH IN INSTRUCTION

Supervised field experiences in teaching; utilizing school laboratory situations to expose the student to a variety of classroom instructional experiences. Concurrent seminar may be required. Graded Credit/No Credit. May be repeated.

GED 684 (1-6) FIELD STUDIES, RESEARCH AND DIRECTED TEACHING OF EXCEPTIONAL LEARNERS

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 will be assigned, as appropriate. Graded Credit/No Credit. May be repeated.

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. Graded Credit/No Credit. May be repeated.

GED 686 (1-6) FIELD STUDIES AND PRACTICUM IN SCHOOL MANAGEMENT

Directed experiences in school supervision, management, and leadership. Concurrent seminar may be required. Graded Credit/No Credit. May be repeated.

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. Graded Credit/No Credit. May be repeated.

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 Education and the Director of Graduate Education. The Master's Project is one option for those who do not choose to write a formal thesis. Concurrent seminar may be required. Graded Credit/No Credit. May be repeated.

GED 691 (1-9) EDUCATIONAL WORKSHOPS/SPECIAL STUDIES IN EDUCATION

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

GED 699 (3-9) THESIS

Credit granted for the completion of an acceptable thesis. Includes a weekly seminar. Graded Credit/No Credit. May be repeated.

GED 700 (3) LEADERSHIP THEORIES AND HUMAN RELATIONS

Advanced study of theory and application of leadership, management, administration, motivation, and organizational development.

GED 715 (3) INSTRUCTIONAL LEADERSHIP AND STAFF DEVELOPMENT

Role of the administrator and supervisor in positively impacting instruction, staff performance, and student achievement.

GED 725 (3) MANAGEMENT OF HUMAN RESOURCES

District organization as it relates to recruitment, selection, evaluation, discipline and employer-employee relations in educational organizations.

GED 730 (3) CURRICULUM CHANGE AND IMPROVEMENT

The role of the educational leader in the development of programs. Techniques for generating change and innovation in curriculum and instruction in order to enhance student learning.

GED 740 (3) EDUCATIONAL LAW, FINANCE AND GOVERNANCE

The federal, state, and local legal and financial foundations for effective organizational governance.

GED 755 (3) PROFESSIONAL AND POLITICAL ISSUES IN ORGANIZATIONS

Dealing with current, critical, professional, social, and political issues impacting education.

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

Understanding and working with interest groups, individuals, and coalitions in society; an in depth understanding of diversity.

GED 780 (3) PHILOSOPHICAL AND SOCIOLOGICAL BACKGROUNDS IN EDUCATION

A concept of the cultural matrix in which educational problems occur; exploration in depth of educational philosophical backgrounds, and the impact of sociological environment on education.

GED 790 (1-9) ADVANCED STUDIES WORKSHOPS ON CURRENT AND HISTORICAL ISSUES

Present-day issues examined against the background of European and early American educational thought and practice to gain a knowledge of the origin and impact on current problems in school management and program planning. Graded Credit/No Credit. May be repeated.

GED 795 (1-8) ACTION RESEARCH/ CONCURRENT COURSE ASSIGNMENTS

Through a series of projects, the candidate will deal with selected complex and controversial issues facing educators today. Development of a project may include a historical review, current status, and a projected solution for the issue. Graded Credit/No Credit. May be repeated.

GED 796 (4) ADVANCED FIELDWORK, MENTORING AND INDUCTION

Application of administrative theory in practical situations on school or district level projects. Graded Credit/No Credit. May be repeated.