

School of Education



SCHOOL OF EDUCATION

The School of Education is a professional school whose purpose is to prepare professionals for leadership roles in teaching, counseling, and administration in school and non-school settings.

The School of Education offers credential and degree programs in various professional areas including elementary, secondary, bilingual, and special education. These programs are designed to meet the credential requirements of the State of California and to provide students a sequential curriculum that includes field experiences with class sizes that facilitate personal attention and instructor accessibility.

In addition, the School of Education offers undergraduates the opportunity to enroll in the Leadership Studies minor, the American Humanics Program, and several special courses designed to meet the needs and interest of all undergraduates.

At the graduate level, the School of Education offers a Master of Arts (M.A.), Master of Education (M.Ed.), Master of Arts in Teaching (M.A.T.), and the Doctorate in Leadership Studies and Learning and Teaching (Ed.D.). Please refer to the current *Graduate Bulletin*.

The School of Education offers credential and placement services for its students. Please see the School of Education Credential Analyst for more information.

All School of Education graduate programs are applicable to the fifth year requirement for the Professional Clear Teaching Credential.

DATES AND DEADLINES

It is the student's responsibility to meet the deadlines published in this *Bulletin*.

ADMINISTRATION AND FACULTY

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Dean

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Associate Dean

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Assistant Dean

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Lonnie L. Rowell, Ph.D.
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Edward DeRoche, Ph.D.
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Teresa VanHorn, M.Ed.
Director, American Humanics Coordinator, Leadership Minor

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Credential Analyst

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Ana Estrada, Ph.D.

Fred Galloway, Ed.D.

Kenneth Gonzalez, Ph.D.

C. Bobbi Hansen, Ed.D.

Robert Infantino, Ed.D.

Noriyuki Inoue, Ph.D.

Misook Ji, Ph.D.

Ronn Johnson, Ph.D.

Lori Low, Ph.D.

Judy Mantle, Ph.D.

Dan Miller, Ph.D.

Theresa Monroe, R.S.C.J., Ed.D.

Jo Ellen Patterson, Ph.D.

Athena Perrakis, Ph.D.

Reyes Quezada, Ed.D.

Jaime Romo, Ed.D.

Mary Scherr, Ph.D.

Kendra Sisserson, Ph.D.

Lee Williams, Ph.D.

Susan Zgliczynski, Ph.D.



LEARNING AND TEACHING PROGRAM

In the State of California, classroom teachers are credentialed by the California Commission on Teacher Credentialing (CCTC) upon the recommendation of colleges and universities with approved teacher education programs. At the University of San Diego, it is possible for students to graduate in four years with a bachelor's degree and a teaching credential in several areas: the preliminary Multiple Subject Credential (with an option for BCLAD emphasis) for teaching in elementary education, the Level I Education Specialist Credential for teaching in Special Education in early childhood education or in grades K-12 (Mild/Moderate or Moderate/Severe), and the preliminary Single Subject Credential for teaching in secondary education.

In order to pursue an academic program leading to a degree and teaching credential, students must declare their major as soon as possible by filing the appropriate form. Students are required to make a formal application to the Teacher Credential Program in the second semester of their sophomore year or soon after declaring their major, should that occur in the junior year. To be admitted to the Teacher Credential Program, students must pass the California Basic Educational Skills Test (CBEST), complete an application, submit a recommendation, and be interviewed by a faculty member in the Learning and Teaching Program. A minimum 2.75 cumulative grade point average is required for admission to the Teacher Credential Program. A grade of B- or higher is required in all Professional Preparation courses.

The California Commission on Teacher Credentialing (CCTC) regularly revises program requirements to meet new standards. Please consult the School of Education for the most current program information.

CREDENTIAL PROGRAMS

Multiple Subject Credential with optional BCLAD emphasis

USD offers an approved subject matter program for Multiple Subject Credential candidates: The Liberal Studies major. This major is open only to students intending to pursue Preliminary Multiple Subjects, BCLAD (bilingual) or Education Specialist credentials. A description of the Liberal Studies major is contained in the Arts and Sciences section of this *Bulletin*.

Students will complete the Liberal Studies major and the following professional preparation course work:

- EDUC 381C – Multicultural and Philosophical Foundations of Education (3)
- EDUC 382 – Psychological Foundations of Education in a Diverse Society (3)
- EDUC 383P – Methods of Teaching Reading and Language Arts (3)
- EDUC 384C – Methods of Teaching English Language and Academic Development (3)
- EDUC 385P – Elementary Curriculum Methods (3)
- EDSP 389 – Healthy Environments and Inclusive Education (3)
- EDUC 490 – Student Teaching for the Multiple Subject Credential (12)

BCLAD (Bilingual Crosscultural Language and Academic Development) emphasis in the Multiple Subject Credential is for teachers with oral and written fluency in Spanish and English who are interested in teaching in bilingual classrooms. Students interested in BCLAD emphasis on their credential select the Liberal Studies major and complete some additional course requirements as noted in the Arts and Sciences section of this *Bulletin*.

To obtain the preliminary Multiple Subject Credential, students must complete the following steps:

- Declare the Liberal Studies Major.
- Pass the CBEST.

- Formally apply to the Teacher Credential Program and be admitted.
- Undergo a fingerprint check by the California State Department of Justice and the FBI.
- Pass the RICA (Reading Instruction Competencies Assessment) – to be taken upon completion of EDUC 383P.
- Formally apply and successfully complete a full-time semester of student teaching (EDUC 331). Admission to the Teacher Credential Program does not guarantee acceptance into student teaching. Refer to program materials for specific criteria.
- Complete all credential application papers and pay the proper fees.

The federal HR 1 No Child Left Behind Act (NCLB) requires that candidates for the Multiple Subject credential pass the CSET: Multiple Subject exams prior to student teaching.

Students are urged to meet regularly with their advisor and the School of Education’s Credential Analyst to ensure appropriate course selection and progress toward their credential. Information on the credential application process and credential requirements can be obtained from the Credential Analyst.

Education Specialist Credential (Special Education)

Undergraduate students interested in becoming Special Education teachers have several options available to them. Three credential programs are offered: Mild/Moderate (grades K-12), Moderate/Severe (grades K-12), and Early Childhood Special Education (Birth-Pre-Kindergarten).

To obtain a Level I Education Specialist Credential, students major in Liberal Studies and complete the major requirements as detailed in the Arts and Sciences area of this *Bulletin*.

Mild/Moderate Education Specialist

Professional Education Courses

- EDUC 383P – Methods of Teaching Reading and Language Arts (3)
- EDUC 384C – Methods of Teaching English Language and Academic Development (3)
- EDUC 385P – Elementary Curriculum Methods (3)

Education Specialist Common Core Courses

- EDSP 370 – Fundamentals of Assessment in Special Education (3)
- EDSP 371 – Management of Behavior and Instruction in Special Education (2)
- EDSP 372 – Typical and Atypical Language Development (2)
- EDSP 379 – Cultural, Legal, and Ethical Aspects of Education (2)

Mild/Moderate Specialist Emphasis Courses

- EDSP 290P – Practicum Mild/Moderate (1-6)
- EDSP 370 – Fundamentals of Assessment in Special Education (3)
- EDSP 374 – Characteristics and Needs of Individuals with Mild to Moderate Exceptionality (3)
- EDSP 375 – Curriculum and Instruction for individuals with Mild to Moderate Exceptionality (3)

Moderate/Severe Education Specialist

Professional Education Courses

(same as Mild/Moderate courses noted above)

Education Specialist Common Core Courses

(same as Mild/Moderate courses noted above)

Moderate/Severe Specialist Emphasis Courses

- EDSP 292P – Practicum Moderate/Severe (1-6)
- EDSP 370 – Fundamentals of Assessment in Special Education (3)
- EDSP 376 – Typical, Atypical, and Medical Development (3)
- EDSP 378 – Curriculum and Instruction for Moderate/Severe Exceptionality (3)

Early Childhood Special Education Specialist

Education Specialist Common Core Courses

(same as Mild/Moderate courses noted above)

Early Childhood Special Education Specialist Emphasis Courses

- EDSP 291P – Practicum Early Childhood (1-6)
- EDSP 370 – Fundamentals of Assessment in Special Education (3)
- EDSP 374 – Characteristics and Needs of Individuals with Mild to Moderate Exceptionality (3)
- EDSP 376 – Typical, Atypical, and Medical Development (3)
- EDSP 377 – Early Intervention Curriculum and Methods (3)
- EDSP 378 – Curriculum and Instruction for Moderate/Severe Exceptionality (3)

Important Note: It is possible to obtain more than one Education Specialist credential and/or the preliminary Multiple Subject Credential in conjunction with any of the Education Specialist programs described above. Additional course work is required, and if the preliminary Multiple Subject Credential is sought, a semester of full-time student teaching in a regular education classroom is also required. Detailed information is available from the School of Education.

To obtain a Level I Education Specialist Credential, students must complete the following steps:



- Declare the Liberal Studies major.
- Pass the CBEST.
- Formally apply to the Teacher Credential Program and be admitted.
- Undergo a fingerprint check by the California State Department of Justice and the FBI.
- Pass the RICA (Reading Instruction Competencies Assessment) – to be taken upon completion of EDUC 383P (for Mild/Moderate and Moderate/Severe specializations only).
- Formally apply and successfully complete a full-time semester of student teaching (EDSP 290P, 291P, or 292P). Admission to the Teacher Credential Program does not guarantee acceptance into student teaching. Refer to program materials for specific criteria.
- Complete all credential application papers and pay the proper fees.
- A grade of B- or higher is required in all professional preparation courses.

Students are urged to meet regularly with their advisor and the School of Education's Credential Analyst to ensure appropriate courses selection and progress toward their credential. Information on the Credential application process and Credential requirements can be obtained from the Credential Analyst.

Single Subject Credential

USD offers five approved subject matter programs for the Single Subject Credential: English, Biological Sciences, Mathematics, Social Science, and Spanish. Students in these areas may complete the approved programs, the professional preparation course work (listed below), and waive the subject matter competence examinations (the SSAT/Single Subject Assessments for Teaching and PRAXIS II) to qualify for a bachelor's degree and a Single Subject Credential. Students in other majors (e.g. French, Physics, Chemistry, Music, and Art) may also obtain a bachelor's degree and a Single Subject Credential by completing degree requirements, the professional preparation course work (listed below), and passing subject matter competence examinations prior to students teaching. The professional preparation course work for the Single Subject Credential is as follows:

- EDUC 332P – Curriculum and Methods of Teaching in the Secondary Schools (3)
- EDUC 334P – Methods of Teaching Reading in the Secondary Schools (3)
- EDUC 381C – Multicultural and Philosophical Foundations of Education (3)
- EDUC 382 – Psychological Foundations of Education in a Diverse Society (3)
- EDUC 384C – Methods of Teaching English Language and Academic Development (3)

EDUC 491 – Student Teaching for the Single Subject Credential (12)

EDSP 389 – Healthy Environments and Inclusive Education (3)

Depending on the approved program requirements and the amount of advanced standing with which students enter USD, it may be necessary for students to take course work in Summer Sessions and/or Intersession and/or carry 18 units during several semesters of undergraduate study in order to complete requirements for the approved program and professional preparation in four years. Depending on a number of variables, students may choose to complete some or all of their professional preparation course work in a fifth year as graduate students. Specific course requirements for the approved programs may be obtained from the School of Education or the appropriate academic department.

To obtain the preliminary Single Subject Credential, students must complete the following steps:

- Declare an academic major and the Single Subject Credential candidacy.
- Pass the CBEST.
- Formally apply to the Teacher Credential Program and be admitted.
- Undergo a fingerprint check by the California State Department of Justice and the FBI.
- Take Political Science 125 or History 117 at USD or an equivalent course at another college or pass a U.S. Constitution examination.
- Complete an approved subject matter program or pass subject matter examinations.
- Formally apply to and successfully complete a full-time semester of student teaching (EDUC 491). Admission to the teacher credential program does not guarantee acceptance to student teaching. Refer to program materials for specific criteria.
- Complete all credential application papers and pay the proper fees.
- A grade of B- or higher is required in all professional preparation classes.

AMERICAN HUMANICS PROGRAM

American Humanics is a national certificate program that prepares students for careers in youth and human service management. The program works with 20 national nonprofit agencies to train students in leadership skills, enhancing their employment opportunities upon graduation. American Humanics offers on-the-job experience, networking opportunities, and job placement. Numerous activities provide community involvement, voluntary service, and attendance at an annual conference. Students may take this program separately or in conjunction with the Leadership minor. Students enrolled in the program must complete the following core in the School of Education:

American Humanics Certificate

11 units
 EDLD 187P – Leadership Practical Experience (3) or
 EDLD 288 Leadership Internship I (3)
 EDLD 252 – Leadership in Youth and Human Services (3)
 EDLD 256S – Agency Seminar I (1)
 EDLD 356S – Agency Seminar II (1)
 EDLD 389 – Leadership Internship II (3)*
 American Humanics Management Institute

*Business majors may substitute BSCM 498 for EDLD 389.

American Humanics Certificate and Leadership Minor

20 units
 EDLD 160 – Leadership in Organizations (3)*
 EDLD 187P – Leadership Practical Experience (3) or
 EDLD 288 Leadership Internship I (3)
 EDLD 250 – Leadership in Groups (3)*
 EDLD 252 – Leadership in Youth and Human Services (3)
 EDLD 256S – Agency Seminar I (1)
 EDLD 351 – Leadership Seminar (3)
 EDLD 356S – Agency Seminar II (1)
 EDLD 389 – Leadership Internship II (3)*
 American Humanics Management Institute

*Business majors may substitute MGMT 300 for EDLD 160, MGMT 301 for EDLD 250, and BSCM 498 for EDLD 389.

LEADERSHIP MINOR

This minor offers undergraduate students in any major the opportunity to learn about and develop leadership in their personal and professional lives. Studies include an understanding of how organizations function; how change occurs in people’s lives, in the organizations to which they belong, and in society in general; and the nature and purpose of leadership in transforming people, organizations, and society. Leadership minor students learn how leaders use group dynamics and politics to achieve their purposes, and study the ethical dimensions of leadership. Students articulate their own philosophy of leadership that will guide them in their future careers and throughout life.

Practical experience is included to provide students the opportunity to develop their leadership abilities. Students may take this program separately or in conjunction with the American Humanics program

SPECIAL COURSES

Each semester the School of Education offers special courses for undergraduates interested in developing or improving personal and learning skills. Among the courses listed is EDLD 160 – Leadership in Organizations (3). Students may also enroll in service-learning classes offered by the School of Education and USD Office for Community Service-Learning. A student may apply no more than 12 units of special subjects towards graduation requirements.

Only 12 units of Special Courses and Recreation Courses combined are applicable toward graduation.

*C*OURSES

EDUCATIONAL RECREATION COURSES (EDRC)

The University offers a variety of educational recreation courses to both men and women students. One-half to one unit of credit per semester is available to students for participating in recreation courses. *A total not to exceed four recreation units is applicable towards graduation requirements. Courses may be repeated for credit. No more than two recreation courses may be taken in a semester.*

Recreation courses cover the subject areas of Aquatics, Combatives, Dance, Fitness, Health/Safety, Leisure Time Activities, Mission Bay Aquatic Center Courses, Recreation Sports, and Sports Clubs. Specific classes are announced in the *Directory of Classes* each semester. Class descriptions can be found in the Campus recreation brochure each semester. May be repeated. (Every semester) See also *Intercollegiate Athletics*.

Aquatics

- 100 (Sec. 01) Scuba Beginning (.5)
- 100 (Sec. 02) Scuba Advanced (.5)
- 101 (Sec. 01) Swimming Conditioning Beginning/Intermediate (.5)
- 101 (Sec. 02) Swimming Conditioning Advanced (.5)
- 102 Water Polo Co-Ed (.5)
- 103 (Sec. 01) Lifeguarding (.5)
- 103 (Sec. 02) Water Safety Instructor (.5)
- 104 (Sec. 01) Swimming Beginning (.5)
- 104 (Sec. 02) Swimming Stroke Development (.5)
- 105 Adaptive Aquatics (.5)



Combatives

- 110 (Sec. 01) Karate Beginning (.5)
- 110 (Sec. 02) Karate Multi-Level (.5)
- 111 Women's Self Defense (.5)
- 112 (Sec. 01) Tai Kwon Do Beginning (.5)
- 112 (Sec. 02) Tai Kwon Do Multi-Level (.5)
- 113 Tai Chi Multi-Level (.5)
- 114 Aikido Multi-Level (.5)
- 115 Judo Multi-Level (.5)
- 116 Kung Fu (.5)
- 117 Japanese Samurai Martial Arts (.5)

Dance

- 120 (Sec. 01) Ballet Beginning (.5)
- 120 (Sec. 02) Ballet Intermediate/Advanced (.5)
- 121 Ballroom Dance (.5)
- 122 (Sec. 01) Tap Beginning/Intermediate (.5)
- 122 (Sec. 01) Tap Advanced (.5)
- 123 (Sec. 01) Jazz Beginning (.5)
- 124 (Sec. 02) Jazz Intermediate/Advanced (.5)
- 125 (Sec. 01) Dance Performance Workshop (1)
- 125 (Sec. 02) Musical Theater Dance (1)
- 126 Stretch Exercise for Dance (.5)
- 127 Salsa (.5)
- 128 Swing Dancing (.5)
- 129 Polynesian Dance (.5)

Fitness

- 130 (Sec. 01) Fitness Weight Training (.5)
- 130 (Sec. 02) Fitness Weight Training for Women (.5)
- 131 Fitness Ladies Body and Soul (.5)
- 132 Fitness Hip Hop (.5)
- 133 (Sec. 01) Fitness Cardio Kick Boxing Women (.5)
- 133 (Sec. 02) Fitness Boxing Conditioning (.5)
- 134 (Sec. 01) Fitness Aerobics (.5)
- 134 (Sec. 02) Fitness Step Aerobics (.5)
- 134 (Sec. 03) Fitness Abs and Toning Training (.5)
- 135 (Sec. 04) Fitness Poly Aerobics (.5)
- 136 (Sec. 01) Fitness Pilates (.5)
- 136 (Sec. 02) Fitness Stretch and Flexibility (.5)
- 137 Fitness Physical Conditioning (.5)
- 138 Fitness Triathlon Multi-Level (.5)
- 139 Fitness Aqua Aerobics (.5)
- 140 Cycling Multi-Level (.5)
- 141 Mountain Biking Multi-Level (.5)
- 142 Men's Crew (.5)

Health/Safety

- 145 Community Safety and CPR (.5)
- 146 Advanced First Aid (.5)
- 147 First Aid Responding to Emergencies (1)

Leisure Time Activities

- 150 Horsemanship English (.5)
- 151 Horsemanship Western (.5)
- 152 Horse Polo (.5)
- 153 Massage (.5)
- 154 Yoga Multi-Level (.5)
- 160 Beginning Rock Climbing (.5)
- 161 Backpacking (.5)
- 162 Kayaking (.5)
- 163 Fishing (.5)
- 164 Snow Skiing (.5)
- 165 Leave No Trace (.5)

Mission Bay Aquatic Center Courses

- 170 (Sec. 01) Sailing (.5)
- 170 (Sec. 02) Sailing Hobie Cat (.5)
- 170 (Sec. 03) Sailing Laser (.5)
- 170 (Sec. 04) Sailing Keel Boat (.5)
- 171 Surfing (.5)
- 172 Water Ski Multi-Level (.5)
- 173 Wakeboarding (.5)
- 174 Kayaking (Sea) (.5)
- 175 Wind Surfing (.5)

Recreation Sports

- 180 Archery (.5)
- 181 (Sec. 01) Badminton (.5)
- 181 (Sec. 02) Basketball Multi-Level (.5)
- 181 (Sec. 03) Volleyball Co-Ed (.5)
- 181 (Sec. 04) Soccer Multi-Level (.5)
- 182 (Sec. 01) Golf Co-Ed Beginning (.5)
- 182 (Sec. 02) Golf Co-Ed Intermediate/Advanced (.5)
- 182 (Sec. 03) Golf Co-Ed Multi-Level (.5)
- 183 (Sec. 01) Tennis Beginning (.5)
- 183 (Sec. 02) Tennis Intermediate (.5)
- 183 (Sec. 03) Tennis Advanced (.5)
- 184 Ice Skating (.5)
- 185 Racquetball Beginning (.5)
- 186 Bowling Co-Ed (.5)
- 187 Fencing Multi-Level (.5)
- 188 Baseball Theory (.5)
- 189 Sports Officiating (.5)
- 190 Club Men's Rugby Team (.5)
- 191 (Sec. 01) Club Men's LaCrosse Team (.5)
- 191 (Sec. 02) Club Women's LaCrosse Team (.5)
- 192 (Sec. 01) Club Men's Volleyball Team (.5)
- 192 (Sec. 02) Club Women's Volleyball Team (.5)
- 193 Club Water Ski Team (.5)
- 194 Surf Club Team (.5)
- 195 Club Water Polo (.5)
- 196 Club Equestrian (.5)
- 197 Dance Team (.5)
- 198 Cheerleaders (.5)

INTERCOLLEGIATE ATHLETICS (IATH)

Students who participate in intercollegiate athletics may earn one unit of credit per semester. A total not to exceed four IATH units is applicable towards graduation requirements.

100 [005] Baseball (1)

Participation in athletic competition. May be repeated. (Spring)

101 [010] Basketball Men (1)

Participation in athletic competition. May be repeated. (Fall or spring)

102 [010] Basketball Women (1)

Participation in athletic competition. May be repeated. (Fall or spring)

103 [040] Crew Men (1)

Participation in athletic competition. May be repeated. (Spring)

104 [040] Crew Women (1)

Participation in athletic competition. May be repeated. (Spring)

105 [050] Cross Country Men (1)

Participation in athletic competition. May be repeated. (Fall)

106 [050] Cross Country Women (1)

Participation in athletic competition. May be repeated. (Fall)

107 [035] Football (1)

Participation in athletic competition. May be repeated. (Fall)

108 [015] Golf (1)

Participation in athletic competition. May be repeated. (Spring)

109 [055] Soccer Men (1)

Participation in athletic competition. May be repeated. (Fall)

110 [055] Soccer Women (1)

Participation in athletic competition. May be repeated. (Fall)

111 [045] Softball Women (1)

Participation in athletic competition. May be repeated. (Spring)

112 [030] Swimming and Diving (1)

Participation in athletic competition. May be repeated. (Fall or spring)

113 [020] Tennis Men (1)

Participation in athletic competition. May be repeated. (Spring)

114 [020] Tennis Women (1)

Participation in athletic competition. May be repeated. (Spring)

115 [025] Volleyball (1)

Participation in athletic competition. May be repeated. (Fall)

EDUCATION COURSES (EDUC)**124 [024] Sport and Higher Education: The Student Athlete Experience (2)**

This course is designed to assist freshmen student-athletes in their quest to achieve a holistic education. Course content is based on the five commitment areas set forth by the NCAA Lifeskills Program. The NCAA Lifeskills Programs strives to promote as part of the student-athlete experience: personal development, career development, academic planning, athletic development, and community service learning. This course will foster development in these specific areas and, in turn, will promote integration of the student athlete into the University community.

314 [114] Instructional Technology: Design and Evaluation (3)

An advanced computer technology course requiring a working knowledge of computers in education. The emphasis is on design, delivery, and evaluation of software as an instructional enhancement for teaching and learning in a variety of instructional settings. Software, multimedia resources, and the Internet are explored to equip instructional leaders with the resources and evaluation techniques to enhance learning and teaching. This course meets the State requirements for the graduate-level Clear Teaching Credential technology requirement.

332P [132S] Curriculum and Methods of Teaching in the Secondary Schools (3)

A general curriculum and methods course emphasizing teaching techniques, writing of objectives, lesson planning, evaluation, classroom management, and subject matter applications. A 50-hour practicum is required in a secondary school. A portfolio addressing TPE's is required. Prerequisites: Prior or concurrent enrollment in EDUC 381C and EDUC 382, and formal admission to the credential program.

334P [134S] Methods of Teaching Reading in the Secondary Schools (3)

Techniques in the teaching of reading, including phonics, are studied and applied to secondary classrooms. A 50-hour practicum is required in a secondary school. Grade level and site are appropriate to the student's credential and must involve the teaching of reading and/or other language arts and communication skills. Prerequisites: Prior or concurrent enrollment in EDUC 381C and EDUC 382, and formal admission to the credential program.

342 [142] Psychological Foundations and Teaching Models in Bilingual Classrooms (3)

Designed to provide a framework and strategies to develop biliterate/bicultural programs. It examines the theory and practice of socio-cultural and psychological aspects of development involved in the education of children from Spanish-speaking backgrounds. Includes 12 hours of field experience in bilingual classrooms. Taught entirely in Spanish. Offered only in the fall semester.

360 [160] Physical Education in the Elementary Schools (3)

This course provides an education foundation for teaching health and physical education in elementary schools. It integrates the six broad goals of physical education (activity, fitness and wellness, movement, social interactions, self-realization, individual excellence) with health education principles and practices.

381C [181] Multicultural and Philosophical Foundations of Education (3)

Philosophical, sociological, and historical foundations of multicultural education will be examined. Issues related to the education of diverse learners will be explored. The research on multicultural and multiethnic education will be evaluated in light of current school reform movements. Community service-learning and classroom observations are required.

382 [182] Psychological Foundations of Education in a Diverse Society (3)

The psycho-physical development of children through adolescence is studied, with emphasis on the developmental aspects of the psychology of learning. Includes observations of children and adolescents in school settings.

383P [183] Methods of Teaching Reading and Language Arts (3)

This course assists in the development of a personal theory of the reading process and a repertoire of strategies consistent with that theory. Students explore relationships among reading, writing, and the language arts. The course stresses the use of children's literature to promote reading and ways to create environments that support literacy development. This course prepares students for the RICA exam. Prerequisite: Admission to the credential program.

384C [184] Methods of Teaching English Language and Academic Development (3)

Explores different theories of second language acquisition and strategies for the developments of language and academic development in English. Includes the development of socio-cultural skills to work with linguistically diverse learners and their families, literacy assessment for English Language Learners (ELL), strategies for literacy development in a second language, and Specially Designed Academic Instruction in English, including the adaptation of curriculum and instruction and development of lesson plans. Prerequisite: Admission to the credential program.

385P [185] Elementary Curriculum Methods (3)

This course is designed to provide candidates with subject-specific pedagogical knowledge and skills in the following areas: mathematics, science, history-social science, the visual and performing arts, and physical education. In each major subject area candidates learn to use appropriate instructional strategies and materials, to plan and implement instruction that fosters student achievement of state-adopted academic content standards, and to interrelate ideas and information within and across the major subject areas. 50-hour practicum. Prerequisite: Admission to the credential program.

490 [331] Student Teaching for the Multiple Subject Credential (12)

Supervised teaching assignments are in selected classrooms of participating school districts. Assignments are full-day for one semester. The candidate must file a Student Teaching Application, with evidence of fingerprint clearance, passing CBEST score, and passing CSET scores (if applicable), by October 15 for spring semester student teaching and by March 15 for fall semester student teaching. The requirements for student teaching include attendance at seven seminars during the course of the placement. See the *Student Teaching Handbook* (http://www.sandiego.edu/soe/currstudents/Handbooks/2003-2004Student_Teaching_Handbook.pdf) for details. Fieldwork fee: \$200. Prerequisites: Admission to the program, completion of required professional education course work, and consent of the Director of Elementary Education.

491 [332] Student Teaching for the Single Subject Credential (12)

Supervised teaching assignments are in selected classrooms of participating school districts. Assignments are full-day for one school district semester. The candidate must file a Student Teaching Application, with evidence of fingerprint clearance, passing CBEST score, and passing CSET scores (if applicable), by October 15 for spring semester student teaching and by March 15 for fall semester student teaching. The requirements for student teach-

ing include attendance at seven seminars during the course of the placement. See the Student Teaching Handbook (http://www.sandiego.edu/soe/currstudents/Handbooks/2003-2004Student_Teaching_Handbook.pdf) for details. Fieldwork fee: \$200. Prerequisites: Admission to the program, completion of EDUC 381C, 332P, 334P, 382, EDSP 389, and consent of the Director of Secondary Education.

SPECIAL EDUCATION COURSES (EDSP)**290P [390A] Practicum Mild/Moderate (total 6 units)**

[Students may take the course in 1- to 6-unit increments with a full semester commitment for each course.] Supervised field experience in teaching for special education with increasing teaching responsibility in community and classroom education service delivery models ranging from special day to general education settings. Required proficiencies must be met and documented in competency log. Observations and practical experience across age groups and education settings. Competency must be demonstrated in relation to referral, assessment, IEP/ITP/BIP process, instruction, intervention, program, instructional and materials modification, consultation, coteaching, teacher inservice, behavior planning, and intervention. This is a semester-long commitment and includes seminar classes related to practicum experience. Candidates must file a student teaching application with the School of Education by the posted deadlines. Contact the School of Education Field Placement Coordinator for details. Fieldwork fee: \$200.

291P [390B] Practicum Early Childhood (total 6 units)

[Students may take the course in 1- to 6-unit increments with a full semester commitment for each course.] Supervised participation in Early Start and district special education preschool programs. Increasing responsibility as an early interventionist or teacher is expected. Experiences most include supervised field experience in both home-based and center/classroom-based settings. Any candidate who cannot document substantial experience in a typical early intervention program will also need to participate in an least one program that is considered to be a natural environment. Required proficiencies must be met and documented in a competency log. This is a semester-long commitment and includes seminar classes related to practicum experience. Candidates must file a student teaching application with the School of Education by the posted deadlines. Contact the School of Education Field Placement Coordinator for details. Fieldwork fee: \$200

292P [390C] Practicum Moderate/Severe (total 6 units)

[Students may take the course in 1- to 6-unit increments with a full semester commitment for each course.] Supervised field experience in teaching for special education with increasing teaching responsibility in community and classroom education service delivery models ranging from special day to general education settings. Required proficiencies must be met and documented in competency log. Observations and practical experience across age groups and education settings. Competency must be demonstrated in relation to referral, assessment, IEP/ITP/BIP process, instruction, intervention, intervention, program, instructional and materials modification, consultation, coteaching, teacher inservice, behavior planning, and intervention. This is a semester-long commitment and includes seminar classes related to practicum experience. Candidates must file a student teaching application with the School of Education by the posted deadlines. Contact the School of Education Field Placement Coordinator for details. Fieldwork fee: \$200.

370 Fundamentals of Assessment in Special Education (1-3)

General survey of standardized and informal assessment related to identification, placement, planning, and performance monitoring regarding individuals with special needs. Criteria for becoming competent assessors of at-risk students and consumers of test results in terms of IFSP, IEP, and ITP decision-making teams. Cases studies and review of standardization regarding public law, nondiscriminatory practices, and district multidisciplinary teams provide a framework for making valid assessment decisions. Attention is given to techniques required to ensure nonbiased assessment. Students will administer formal assessment tests and construct, administer, and evaluate informal assessments.

371 [171] Management of Behavior and Instruction in Special Education (2)

Helping teachers and students learn to identify, manage, and monitor their own behavior and the behavior of others across learning settings and social situations is emphasized. A cross section of theories, models, legal, and ethical variables relevant to orchestrating learning across preschool to high school settings where individuals with mild, moderate, and severe handicaps are receiving instructional services. A 20-hour fieldwork commitment in order to complete the assignments and meet the performance-based competencies for this course is required.

372 [172] Typical and Atypical Language Development (2)

Survey of normal and abnormal development of communication skills (hearing, speech, and language). The normal stages of language development from birth through adulthood are presented to serve as a framework for discussing language and communication delays, disorders, differences, and loss. English as a second language, language handicapped, special education categories, and development lags are highlighted in the course. A 20-hour fieldwork commitment in order to complete the assignments and meet the performance-based competencies for this course is required.

373 [173] Family Systems and Community/Cultural Resources in Special Education (3)

This course is designed to provide students with the skills required to work effectively with the families of children and youth with disabilities and with the network of service providers and community agencies with which these families interact. Focus will be on understanding family coping processes, development of communication and problem solving skills, active listening, utilization of parent interview techniques in family assessment, and methods for accessing educational and developmental service delivery systems. There will be a strong emphasis on the development of cultural competence as candidates learn to understand family systems and family life stages, transition challenges, the importance of collaborative parent-professional relationships, parent advocacy, and development of cooperative intervention programs.

374 [174] Characteristics and Needs of Individuals with Mild to Moderate Exceptionality (3)

Identification and distinction of characteristics that qualify an individual for mild and moderate special education services according to federal and state law. Implications for instructional, social, and behavior enhancement of abilities of individuals explored from research and practical implication perspectives.

375 [175] Curriculum and Instruction for Individuals with Mild to Moderate Exceptionality (3)

Focus is on curriculum and instruction planning and delivery that addresses the individual needs of students with mild to moderate exceptionality that maintains the integrity of age-appropriate state content area standards. Theory, practice, and research are integrated into activities designed to provide education specialists with a multiplicity of approaches for working with students, paraeducators, general educators, and ancillary professionals across the spectrum of inclusive education options. This course stresses the development and implementation of individual educational plans (IEPs) and individual transition plans (ITPs). A 20-hour fieldwork commitment in order to complete the assignments and meet the performance-based competencies for this course is required.

376 [176] Typical, Atypical, and Medical Development (3)

Introduction to typical and atypical growth and development, including medical and health problems evolving from prenatal and perinatal developmental risk factors. The examination of children's development will consider relevant cultural perspectives. Students will develop the skills necessary to support individuals with physical and medical needs such as specialized feeding, suctioning, catheterization, positioning, and handling.

377 [177] Early Intervention Curriculum and Methods (3)

This course develops the skills necessary to provide quality intervention for young children with special developmental needs from birth to five years of age. Includes a review of philosophies of early intervention, curricula resources, and intervention models and strategies. Assignments promote opportunities to simulate a variety of intervention techniques, and to think critically about how relationships, environments, and materials affect a child's experience of intervention. Class discussions and assignments expand on information provided in assigned readings and acquired through field experience.

378 [178] Curriculum and Instruction for Moderate/Severe Exceptionality (3)

This course looks at curriculum, behavior, communication skills, and the needs of individuals with moderate to severe disabilities. It focuses on implications and methods of assessment and curriculum development for individuals who are moderately, severely, or profoundly mentally retarded, or have multiple disabilities. Included is information on curriculum adaptation, self-advocacy, and residential services. This course discusses positive behavior intervention planning and communication skill strategies, which allow individuals with moderate to severe disabilities to participate in inclusive education settings. A 20-hour fieldwork commitment in order to complete the assignments and meet the performance-based competencies for this course is required.

379 [179] Cultural, Legal, and Ethical Aspects of Special Education (2)

This course will explore policy and procedures pertinent to the special education system within the cultural diversity of California. It will examine such system elements as assessment, case management, finance, individualized program planning, regulations, and professional ethics. Under consideration will be other relevant compliance requirements as contained in federal and state regulations.

389 [189] Healthy Environments and Inclusive Education (3)

This course is focused on two critical areas relative to teaching school-age populations in contemporary schools. Emphasis is placed on creating supportive, healthy environments for student learning and teaching special populations in general education. Personal, family, school, community, and environmental factors related to students' academic, physical, emotional, and social well-being are addressed, as well as the effects of student health and safety on learning. There is a focus on family involvement and community-based resources. Characteristics and service delivery alternatives for individuals with disabilities from birth through adulthood are also a focus of this course. Policy, legislation, and litigation pertaining to disabled children and youth are emphasized. There is a primary focus on how educational, behavioral, social, ecological, transitional, and vocational needs of exceptional students can be met in general education settings. Strategies for adapting instruction for individuals with disabilities are stressed. Site visits to five schools are required.

LEADERSHIP COURSES (EDLD)**156 [179] Models of Participatory Leadership (3)**

This course is an opportunity for participants to be exposed to Mondragon Cooperative Corporation (MCC). MCC is in Mondragon, Spain, and is a unique organizational model of superior economic success coupled with participatory leadership, management, ownership, and decision-making. Participants will review the sales, financial, and growth figures, and will become acquainted with MCC's unique educational, training, financial, and human resources systems, as well as with the institutionalized core values that support MCC. These values are based on an ongoing balance between organization and personal needs, continuous solidarity with each other and the community, and economic and social justice. This class is currently being held during the summer only.

158 [158] American Humanics Management Institute (1)

The purpose of this course is to provide students of the American Humanics program with an opportunity to interact with agency professionals and students nation-wide. The strategic conference focuses on innovative ideas and techniques related to successful careers in the not-for-profit sector. The American Humanics Management Institute (AHMI) is a four-day, intensive national conference for American Humanics students. Attendance at this out-of-town state conference is required for students pursuing American Humanics certification. Prerequisites: EDLD 252 and 256S (may be taken concurrently with EDLD 158).

160 [060] Leadership in Organizations (3)

This course balances the examination of theories and concepts in leadership and organizational behavior with the practical areas that relate directly to the problems experienced in organizations. Following an initial consideration of the philosophical, psychological, and sociological aspects of leadership, specific skill areas will include motivating other people, time management, communication skills, assessment and goal-setting, team-building, and changing leadership styles.

161 [061] Emerging Leaders (3)

This course is designed to acquaint entering freshmen with 21st-century models of leadership and to expose them to the multiple opportunities for active participation in leadership at the University of San Diego. Through readings, class presentations, experiential exercises, journal reflections, and small group discussion, students will be challenged to map their path of initial leadership development at USD.

162 [062] Introduction to Outdoor Leadership (3)

This course will examine how the application of leadership, judgment, and decision-making principles affect the quality of wilderness experiences and the safety of the group. It includes classroom, case-study, experiential, and reflective learning opportunities and will demonstrate how to apply lessons learned in the outdoors to other leadership opportunities.

187P [187] Leadership Practical Experience (1-3)

Students taking this internship develop their leadership skills by serving in a position of influence in a human service organization. Placement is at USD. Students devote hours to a leadership experience under the joint supervision of the Leadership minor coordinator and a USD faculty sponsor. Placement must be pre-approved.

240 [140] Women in Leadership (3)

This course is constructed along a feminist pedagogical perspective. It looks at the impact of gender on leadership. The approach focuses on theoretical and practical viewpoints. This course emphasizes and creates space for the exercise of self-awareness, skill development, self-reflection, and social responsibility for women in leadership.

250 [150] Leadership in Groups (3)

This course introduces the student to learning theories of group process and then develops effective skills of leading and influencing groups. After some theoretical understanding of the way groups work and after sensitizing the students to the personal and emotional dynamics of group processes, the course will deal with power and influence relationships, negotiating agreement, problem solving and intervention strategies, and group development. The course concepts will be integrated with skill-building exercises in simulated situations.

252 [152] Leadership in Youth and Human Services (3)

This course is designed to provide knowledge and understanding of the leadership of nonprofit organizations. Student gain theoretical and practical knowledge of concepts including management, marketing, public relations, public speaking, board development, fundraising, ethics, personnel practices, risk management, and paid and volunteer staff relationships.

253 [179G] Leadership and the Practice of Presence (3)

This course offers students in any field of study an opportunity to connect “classroom learning” to “real world problems.” It presents students with a chance to uncover their leadership ability in an experiential manner. Students will explore and examine the value of vulnerability and risk taking to create an environment of trust, even when competition may be present. The course is designed to give students a heightened awareness of the skills and talents they possess to lead and exercise authority in any group setting.

256S [156] Agency Seminar I (1)

Students taking this course gain an appreciation for the role of leaders in human service organizations. Topics include volunteerism, agency administration, financial management, and ethics and values.

280/380 (01) Leadership through Service Learning (1)

This course is designed to explore and experience leadership development and enhance skills and awareness of community issues and civic responsibility. After completing service-learning, students will reflect on their experience and apply this to other experiences outside of class. This seminar provides opportunities for collaborative learning in small groups, facilitated by a student leader mentor and service-learning associates.

280/380 (02) Leadership for Social Change (1)

This course is designed to explore and experience leadership within the social issues context of advocacy and action. Students will examine the skills, reflective strategies, and capacity for innovation needed to collaborate and address social issues.

280/380 (03) R.A. Leadership: Building Better Communities (1)

This course allows students to develop leadership skills for effective community building in residence halls. Specific skill building areas include: communication skills, self-awareness, job competencies, balance, and conflict resolution. Students will be trained in diversity, student development theory, service opportunities, collaborative leadership and ethics.

288 [188] Leadership Internship I (1-3)

Students taking this internship develop their leadership skills by serving in a position of influence in an organization. Placement is at a community organization or in a position of leadership at USD. Students devote hours to a leadership experience under the joint supervision of the Leadership minor coordinator and an agency sponsor or USD sponsor. Internship must be pre-approved.

351 [151] Leadership Seminar (3)

The capstone course will allow students to integrate what they have learned throughout the leadership sequence of courses. In seminar fashion, the students will research and discuss various issues facing leaders both now and in the future. Each student will develop a personal philosophy of leadership to which he or she is committed. Case analysis will give the students an opportunity to build policy-making and change-agent skills. Prerequisites: EDLD 160 or MGMT 300 and EDLD 250.

353 [153] Professional and Ethical Issues and the Practice of Leadership (3)

This course explores ethical issues pertinent to organizations. Students gain greater awareness of philosophical, religious, and civic traditions of leadership in organizations. Topics include social responsibility, employee rights, employee participation in decision making, self-regulation, economic justice, honesty and deception.

354 [154] Leadership and Diversity in Organizations (3)

This course is designed to provide an overview of how issues of diversity impact organizations. Using the organization as a frame of reference, topics include oppression, racism, discrimination, structural factors in organizations, communication across cultures, cultural differences affecting organizations, and moral obligations connected with the role of a leader. Students will analyze the reciprocal nature of beliefs, values, attitudes, and behaviors with regard to various microcultures in organizations.

356S [157] Agency Seminar II (1)

This course is a continuation of EDLD 256S.

389 [189] Leadership Internship II (1-3)

Students taking this internship develop their leadership skills by serving in a position of influence in a human service organization. Placement is at a community organization. Students devote hours to a leadership experience under the joint supervision of the Leadership minor coordinator and an agency sponsor. Internship must be pre-approved.

391F [340] Field Experience in Volunteer Leadership to EDLD 280/380 (1)

Students taking this internship develop leadership by directing a USD volunteer project. The course includes an initial retreat, and bi-weekly meetings covering volunteerism, team building, communication, citizenship, and grant development and management.

MARITAL AND FAMILY THERAPY COURSE (MFT)**400 Introduction to Marital and Family Therapy (3)**

Introduction to the theories and methods of marital and family therapy through lecture, discussion and experiential activities. This course is designed for students interested in pursuing careers in mental health services and medicine.