College of Education

College of Education

Jay Fiene, Dean
Todd Jennings, Associate Dean
Michael Verdi, Associate Dean

College of Education Building, Room 221
(909) 537-5600
College of Education website (http://coe.csusb.edu)

Jim and Judy Watson COE Student Services
College of Education Building, Room 102, (909) 537-5609
Student Services website (http://coe.csusb.edu/studentServices)

Teacher Education and Foundations
College of Education Building, Room 261, (909) 537-7405
Teacher Education and Foundations website (http://coe.csusb.edu/departments/TEF)

Minors
Education
• Education Minor website (http://gendersexuality.csusb.edu)
Gender
• Gender and Sexuality Studies Minor website (http://gendersexuality.csusb.edu)

Certificate
Education

Certificate Programs
Gender and Sexuality Studies
Reading and Literacy
• Reading and Literacy Certificate website (http://coe.csusb.edu/programs/readingLangArts/readingCertificate.html)

Basic Credentials
Adapted Physical Education
• Adapted Physical Education Credential website (http://kine.csusb.edu/programInfo/documents/CSUSBAPECredentialGuideline-2.pdf)
Multiple Subject
• Multiple Subject website (http://coe.csusb.edu/studentServices/teacherEducation/teachingPrograms/multipleSubject.html)
Single Subject
• Single Subject website (http://coe.csusb.edu/programs/singleSubject)

Specialist and Services Credentials
Reading and Literacy Leadership
• Reading and Literacy Leadership Specialist Credential website (http://coe.csusb.edu/programs/readingLangArts/specialistCred.html)

Master of Arts in Education
with options in:
Kinesiology

Reading and Literacy
• Reading and Literacy Option/MA website (http://coe.csusb.edu/programs/readingLangArts/mastersDegree.html)

STEM Education
• STEM Education Option/MA website (http://coe.csusb.edu/programs/mathScienceEd)

Teaching English to Speakers of Other Languages
• Teaching English to Speakers of Other Languages (TESOL) Option/MA website (http://coe.csusb.edu/programs/tesol)

Special Education, Rehabilitation and Counseling
College of Education Building, Room 243, (909) 537-5606
Special Education, Rehabilitation and Counseling website (http://coe.csusb.edu/departments/SRC)

Certificates
Counseling
Rehabilitation Counseling

Basic Credential
Special Education
• Special Education Credential website (http://coe.csusb.edu/programs/specialEducation/credentialStudent)
Internship Education Specialist Credential: Early Childhood Special Education with EL Authorization
Internship Education Specialist Credential: Mild/Moderate Disabilities with EL Authorization
Internship Education Specialist Credential: Moderate/Severe Disabilities with EL Authorization
Preliminary Education Specialist Credential: Early Childhood Special Education with EL Authorization
Preliminary Education Specialist Credential: Mild/Moderate Disabilities with EL Authorization
Preliminary Education Specialist Credential: Moderate/Severe Disabilities with EL Authorization

Specialist and Services Credentials
Counseling and Guidance
• Counseling and Guidance Credential website (http://coe.csusb.edu/programs/counselingGuidance)

Education Specialist Clear Credential
Pupil Personnel Services Credential: School Counseling
Pupil Personnel Services Credential: School Psychology

School Psychology
• School Psychology Credential website (http://coe.csusb.edu/programs/schoolPsychology/credential.html)

Master of Arts
Rehabilitation Counseling
• Rehabilitation Counseling/MA website (http://coe.csusb.edu/programs/rehabCounseling)

Master of Science
Counseling and Guidance
• Counseling and Guidance/MS website (http://coe.csusb.edu/programs/counselingGuidance/MsCounselingGuidance.html)

Special Education

Education Specialist
School Psychology

Educational Leadership and Technology
College of Education Building, Room 374, (909) 537-7404
Educational Leadership and Technology website (http://coe.csusb.edu/departments/elt)

Minor
Career and Technical Education

Certificate
Career and Technical Education

Certificate Programs
E-Learning
Educational Technology

Basic Credential
Designated Subjects
• Designated Subjects Teaching and Supervision and Coordination Credential website (http://coe.csusb.edu/programs/careerTechnicalEd/teachingCredentials/supervisionCoordination.html)

Specialist and Services Credential
Administrative Services
• Administrative Services Credentials website (http://coe.csusb.edu/programs/edAdministration)

Bachelors
Career and Technical Studies
• Career and Technical Studies/BA and BS website (http://coe.csusb.edu/programs/careerTechnicalEd/undergraduateDegrees)

Master of Arts in Education
with options in:
Career and Technical Education
• Career and Technical Education Option/MA website (http://coe.csusb.edu/programs/careerTechnicalEd/graduateDegrees/MACTS.html)
Instructional Technology
• Instructional Technology Option/MA website (http://coe.csusb.edu/programs/instructionalTechnology)
Educational Administration
• Educational Administration Option/MA website (http://coe.csusb.edu/programs/edAdministration/MAedAdmin.html)

Doctoral Program
Educational Leadership
• Educational Leadership/EdD website (http://coe.csusb.edu/programs/edAdministration)

Current Faculty
Jay Fiene, Professor

Ph.D. 1995, University of Missouri-Columbia, Columbia
Jacqueline Hughes, Professor
Ph.D. 1996, Arizona State University
Doris Wilson, Associate Professor, Associate Dean
B.S. 1964, Southwest Missouri State University
M.S. 1971, Azusa Pacific College
Ed.D. 1975, University of Southern California

Emeriti
Susan J. Brotherton, Professor
Herbert K. Brunkhorst
Bonnie Brunkhorst, Professor
Katharine Busch, Associate Professor
Renate Caine, Professor
Samuel M. Crowell, Professor
Esteban Diaz, Professor
G. Keith Dolan, Professor
Cheryl F. Fischer, Professor
Robert G. Fisk, Professor
Louise Fulton, Professor
Ernest Garcia, Professor
Rosalie Giacchino-Baker, Professor
Joseph W. Gray, Associate Professor
Richard Griffiths, Professor
Mildred M. Henry, Professor
Jose S. Hernandez, Professor
Irvin Howard, Professor
Sherry M. Howie, Professor
Kenneth Johns, Professor
Adria Klein, Professor
Nathan Kravetz, Professor
Ellen Kronowitz, Professor
Kenneth E. Lane, Professor
Barbara D. Larrivee, Professor
Richard Moss, Professor
T. Patrick Mullen, Professor
Ruth A. Norton, Professor
Bonnie J. Piller, Associate Professor
Judith M. Rymer, Professor
Ruth A. Sandlin, Professor
Rowena Santiago, Professor
Robert Senour, Professor
Gary Sherwin, Associate Professor
Mary Jo Skillings, Professor
Sue A. Spitzer, Associate Professor
Gordon E. Stanton, Professor
Helena Villacres Stanton, Associate Professor
David Stine, Professor
Darleen K. Stoner, Professor
Elton N. Thompson, Professor
Arthur J. Townley, Professor
Steven R. Wagner, Associate Professor
Janet Woerner, Professor
Alvin Wolf, Professor

Courses

EDUC 201. Introduction to Tutorial Techniques. 2 Units.
Introductory course in individual and small group instruction with emphasis on lesson planning, teaching methods and evaluation for tutorial settings.

EDUC 250. Democracy and Education. 4 Units.
Considers the role of education in a democratic society and introduces some of the themes in the subsequent courses: ideology and schooling, cultural background and education, and contemporary movements in education.

EDUC 302. Education in American Society. 4 Units.
Politics, organization, structure and philosophical concepts of schooling and education including an analysis of significant problems and issues in American education. Open to students in all majors.

EDUC 306. Expository Writing for Education. 4 Units.
Prerequisites: satisfaction of the GE written communication (A1) requirement and a minimum of 90 quarter (60 semester) units of college credit
Writing related to education including documented research reports, evaluations, and analytical papers. Revision and rewriting will be required. Course fulfills the upper-division writing requirement. May not be counted for fulfilling major requirements for any degree program offered by the College of Education. No more than one of the expository writing courses (EDUC 306, ENG 306, HUM 306, MGMT 306, NSCI 306, SSCI 306) may be taken for credit. Students who have received a grade of no credit in any combination of the expository writing courses two or more times must meet with the 306 coordinator or a designee to design a developmental writing plan as a condition for enrolling for a third quarter. All students must obtain junior status at the time of registration or the course requested will be cancelled. Formerly EDUC 495. Graded A, B, C/ no credit.

EDUC 310. Education and Contemporary Culture. 4 Units.
Prerequisite/Corequisite: EDUC 250
Exploration of cultural studies, youth culture, digital culture, forces of globalization, and how emerging cultural movements are shaping the nature of public, private and proprietary education institutions.

EDUC 320. Diversity in Education. 4 Units.
Prerequisite/Corequisite: EDUC 250
How issues of race and ethnicity, gender, and sexual orientation have shaped American education and how they continue to do so.

EDUC 330. Education and Special Populations. 4 Units.
Prerequisite/Corequisite: EDUC 250
Special education (including landmark legislation), English language learners, correctional education, and inclusion of special populations.

EDUC 340. Social Class, Poverty, and Education. 4 Units.
Prerequisite/Corequisite: EDUC 250
Exploration into the relationships among (a) social class, economic inequality, interactions of class and race, and (b) statutory, regulatory, and policy decisions as they affect student access and success in education.

EDUC 350. History of Schooling. 4 Units.
Overview of the history of schooling. Includes key events and global and local social movements have shaped education in United States. Prerequisite or corequisite EDUC 250.

EDUC 360. Education for Peace and Nonviolence. 4 Units.
Exploration of the role of schooling in promoting human rights, resolving conflict, and producing safer schools and a more peaceful world. Prerequisite or corequisite EDUC 250.

EDUC 533. TEACH THE CHICANO. 5 Units.

EDUC 542A. Seminar in Education. 1 Unit.
Prerequisites: graduate standing or consent of instructor
Intensive study of topics and problems in education. May be repeated for credit as subject matter changes and with consent of instructor.
EDUC 542B. Seminar in Education. 2 Units.
Prerequisites: graduate standing or consent of instructor
Intensive study of topics and problems in education. May be repeated for credit as subject matter changes and with consent of instructor.

EDUC 542C. Seminar in Education. 3 Units.
Prerequisites: graduate standing or consent of instructor
Intensive study of topics and problems in education. May be repeated for credit as subject matter changes and with consent of instructor.

EDUC 542D. Seminar in Education. 4 Units.
Prerequisites: graduate standing or consent of instructor
Intensive study of topics and problems in education. May be repeated for credit as subject matter changes and with consent of instructor.

EDUC 595A. Independent Study. 1 Unit.
Prerequisites: a minimum overall grade point average of 3.0, consent of instructor and college approval of a written proposal of a project submitted on a standard application filed in advance of the quarter in which the course is to be taken
Special topics involving library and/or field research.

EDUC 595B. Independent Study. 2 Units.
Prerequisites: a minimum overall grade point average of 3.0, consent of instructor and college approval of a written proposal of a project submitted on a standard application filed in advance of the quarter in which the course is to be taken
Special topics involving library and/or field research.

EDUC 595C. Independent Study. 3 Units.
Prerequisites: a minimum overall grade point average of 3.0, consent of instructor and college approval of a written proposal of a project submitted on a standard application filed in advance of the quarter in which the course is to be taken
Special topics involving library and/or field research.

EDUC 595D. Independent Study. 4 Units.
Prerequisites: a minimum overall grade point average of 3.0, consent of instructor and college approval of a written proposal of a project submitted on a standard application filed in advance of the quarter in which the course is to be taken
Special topics involving library and/or field research.

EDUC 600. Masters Degree. 4 Units.
Prerequisites: advancement to candidacy

EDUC 601A. Advanced Independent Study Topics in Education. 1 Unit.
Prerequisites: minimum grade point average of 3.0, consent of instructor and college approval of a written proposal of a project submitted on a standard application, and filed in advance of the term in which the course is to be taken
Special topics involving application of educational procedures.

EDUC 601B. Advanced Independent Study Topics in Education. 2 Units.
Prerequisites: minimum grade point average of 3.0, consent of instructor and college approval of a written proposal of a project submitted on a standard application, and filed in advance of the term in which the course is to be taken
Special topics involving application of educational procedures.

EDUC 601C. Advanced Independent Study Topics in Education. 3 Units.
Prerequisites: minimum grade point average of 3.0, consent of instructor and college approval of a written proposal of a project submitted on a standard application, and filed in advance of the term in which the course is to be taken
Special topics involving application of educational procedures.

EDUC 601D. Advanced Independent Study Topics in Education. 4 Units.
Prerequisites: minimum grade point average of 3.0, consent of instructor and college approval of a written proposal of a project submitted on a standard application, and filed in advance of the term in which the course is to be taken
Special topics involving application of educational procedures.

EDUC 603. Effective Communication in Education. 4 Units.
Prerequisites: EDUC 306 or equivalent
Varying theoretical approaches with an emphasis on identifying ones personal/professional school of thought. Dynamics of interpersonal communication in educational structures: participation of individuals and small groups from a pluralistic perspective; writing for research purposes and professional speaking.

EDUC 605. Foundations of Education. 4 Units.
Prerequisite/Corequisite: EDUC 603
History and theory of elementary, secondary and postsecondary education within the setting of American society: underlying assumptions, organizational structure, and educational change. Multiculturalism is studied in a balanced context relevant to the educational setting. Students apply what they learn to their school of thought in education, thereby connecting theory to the daily practice in the schools. Formerly EDUC 695.

EDUC 607. Introduction to Educational Research. 4 Units.
Prerequisites: EDUC 603 and 605
Introduction to the vocabulary, design, and sources of quantitative and qualitative methodologies, and program evaluation research in education. Ethical strategies for collecting, treating, and reporting data are emphasized; research reports and identifying, developing and critiquing trends in research communities. Formerly EDUC 663.

EDUC 611. Foundations of Integrative and Holistic Models of Education. 4 Units.
Prerequisites: consent of department
Introduction to constructive post-modernist paradigms, systems theory, theories of meaning, constructivism and holistic theory. Students explore the importance of an engaging learning environment, a facilitative learning community and open-ended processes of problem solving.

EDUC 613. Integration and Meaning in Education. 4 Units.
Prerequisites: consent of department
Investigation of instructional applications of the neuro-sciences, holistic learning and constructivist principles. Emphasizing group processes, collaborative action research, integrating technology, implementing cooperative groups, and developing cultural sensitivity and awareness of social justice issues.
EDUC 615. Exploring Arts, Creativity and Sign Systems. 4 Units.
Prerequisites: consent of department
Application of the research on, and processes of art and creativity to learning. Exploration of the use of multiple modalities and somatic approaches to teaching, and semiotic understandings of disciplines. Introduction of intuitive development into the teaching/learning process.

EDUC 617. Exploring Integrative and Holistic Curriculum Theory. 4 Units.
Prerequisites: consent of department
Exploration of the dominant perspectives on curriculum and introduction to constructive postmodernist curriculum theory as a foundation for integrative and holistic curriculum design. Development and field testing of substantive and engaging curriculum projects.

EDUC 619. Seminar Holistic Education. 4 Units.
Prerequisites: consent of department
Exploration of a variety of selected topics in holistic education through readings, class presentations, discussions, and reflective writing. Selection by student of an approved topic for in-depth exploration. Planning of a mini-conference in holistic education that includes presentations by each student, as well as outside speakers.

EDUC 620. Spiritual Perspectives in Public Education. 4 Units.
Principles and techniques of integrating a nonsectarian spiritual perspective in a public school setting. Theoretical framework consistent with a variety of spiritual traditions, the implications of the new sciences, and current educational psychology (e.g., constructivism). Focus on nonsectarian methods that nourish the inner life of the educator and the student.

EDUC 621. Assessment and Research: Holistic Perspectives. 4 Units.
Prerequisites: consent of department
Focus on the skills, understandings and methodologies of assessment and research design from a holistic perspective. Includes both quantitative and qualitative models, evaluation design and scholarly writing.

EDUC 630. Supportive Learning Environments for All Students. 4 Units.
Classroom and curricular differentiation strategies for diverse classroom and school learning environments. Emphasis on planning and implementing positive academic environments for all students.

EDUC 634. Motivation, Teaching and Learning. 4 Units.
Course focuses on theories, research, and concept of human motivation related to learning and teaching. Explores what motivates students to learn and examine strategies, techniques and interventions that promote and sustain learner motivation. Historical and contemporary research on motivation, teaching and learning will be reviewed, analyzed and discussed.

EDUC 694. Masters Project in Science Education. 4 Units.
Prerequisites: advancement to candidacy and consent of the graduate coordinator
EDUC 698D. Continuous Enrollment for Graduate Candidacy Standing. 4 Units.
Prerequisites: advancement to candidacy and approval of program graduate coordinator or, if an interdisciplinary studies major, consent of the Dean of Graduate Studies
Independent study leading to completion of requirements (other than course work) for the master's degree. To retain classified standing in the master's program, a student must enroll in 698 each quarter until the project or thesis is accepted or the comprehensive examination passed. Students who enroll in 698 through the university have full use of all university facilities. See Culminating Experience: Exam, Thesis, or Project in Graduate Degree and Program Requirements section of the Bulletin of Courses. 698 is a variable unit course, see fee schedule in the Financial Information section of the Bulletin of Courses. Earned units are not degree-applicable nor will they qualify for financial aid.

EDUC 698E. Continuous Enrollment for Graduate Candidacy Standing. 5 Units.
Prerequisites: advancement to candidacy and approval of program graduate coordinator or, if an interdisciplinary studies major, consent of the Dean of Graduate Studies
Independent study leading to completion of requirements (other than course work) for the master's degree. To retain classified standing in the master's program, a student must enroll in 698 each quarter until the project or thesis is accepted or the comprehensive examination passed. Students who enroll in 698 through the university have full use of all university facilities. See Culminating Experience: Exam, Thesis, or Project in Graduate Degree and Program Requirements section of the Bulletin of Courses. 698 is a variable unit course, see fee schedule in the Financial Information section of the Bulletin of Courses. Earned units are not degree-applicable nor will they qualify for financial aid.

EDUC 698F. Continuous Enrollment for Graduate Candidacy Standing. 6 Units.
Prerequisites: advancement to candidacy and approval of program graduate coordinator or, if an interdisciplinary studies major, consent of the Dean of Graduate Studies
Independent study leading to completion of requirements (other than course work) for the master's degree. To retain classified standing in the master's program, a student must enroll in 698 each quarter until the project or thesis is accepted or the comprehensive examination passed. Students who enroll in 698 through the university have full use of all university facilities. See Culminating Experience: Exam, Thesis, or Project in Graduate Degree and Program Requirements section of the Bulletin of Courses. 698 is a variable unit course, see fee schedule in the Financial Information section of the Bulletin of Courses. Earned units are not degree-applicable nor will they qualify for financial aid.

EDUC 698Z. Continuous Enrollment for Graduate Candidacy Standing. 0 Units.
Prerequisites: advancement to candidacy and approval of program graduate coordinator or, if an interdisciplinary studies major, consent of the Dean of Graduate Studies
Independent study leading to completion of requirements (other than course work) for the master's degree. To retain classified standing in the master's program, a student must enroll in 698 each quarter until the project or thesis is accepted or the comprehensive examination passed. Students who enroll in 698 through the university have full use of all university facilities. See Culminating Experience: Exam, Thesis, or Project in Graduate Degree and Program Requirements section of the Bulletin of Courses. 698 is a variable unit course, see fee schedule in the Financial Information section of the Bulletin of Courses. Earned units are not degree-applicable nor will they qualify for financial aid.

EDUC 700. Scientific Inquiry. 4 Units.
Prerequisites: admission to the Ed.D. in Educational Leadership
Overview of basic tools and methods required for scientific inquiry. Guided practice in the critical review of current educational literature, hypothesis development, and design of basic quantitative and qualitative methods. Content coverage to include research designs, sampling techniques, data collection strategies, basic psychometrics, descriptive and inferential statistics, and ethical treatment of research participants.

EDUC 702. Foundations in Education and Leadership. 5 Units.
Examines links between educational theory, research, and practice in the larger context of ethical, philosophical, economic, and political issues, while addressing diversity and equity in the U.S. and worldwide. Provides a context for understanding the current and emerging nature and role of education and educational leaders in contemporary society. Four hours lecture and a two hour per week educational workshop.

EDUC 705. Organization and Administration of School Systems/Community Colleges. 4 Units.
Prerequisites: admission to the Ed.D. in Educational Leadership
Examines educational institutions, leadership, organizational and administrative theory. Developing and sustaining positive relationships with boards and governance issues are emphasized.

EDUC 707. Quantitative Research Methods. 4 Units.
Prerequisites: EDUC 700 and EDUC 705
Guided practice in designing and conducting quantitative research in education. Analyzes quantitative methods, data collection and results.

EDUC 709. Diversity and Equity in Education. 4 Units.
Prerequisites: EDUC 700 and EDUC 705
Prepares educational leaders to promote equity and diversity in PK-20. Review of theories, interpret policies, and develop inclusive practices. Fosters various forms of diversity.

EDUC 712. Qualitative Research Methods. 4 Units.
Prerequisites: EDUC 707 and EDUC 709
Guided practice in designing and conducting qualitative research in education. Analyzes qualitative methods, data collection, and results.
EDUC 714. Educational Systems as Cultural and Social Systems. 4 Units.
Prerequisites: EDUC 707 and EDUC 709
Examines the context of schooling as a domain of socio-cultural interaction and interrogates the theoretical perspectives from which this domain can be understood.

EDUC 718. Strategic Planning, Accountability and Change. 5 Units.
Prerequisites: EDUC 712 and EDUC 714
Principles of change, innovation, shared vision, mission and goals in accordance with the principles of strategic planning and accountability, to include the Educational and Facilities Master Plan. Four hours lecture and two hours practicum.

EDUC 720. Advanced Quantitative Research Methods. 4 Units.
Prerequisites: EDUC 707 and EDUC 716
Advanced designs and statistics commonly applied in educational research. Analysis and interpretation of data from designs using covariates (ANCOVA and hierarchical regression), mediation and moderation effects (in ANOVA and multiple regression), hierarchical linear modeling (nested data), factor analysis, structural equation modeling, utility analysis, and meta-analysis. Results writing and discussion sections based on selected data analyses.

EDUC 722. Advanced Qualitative Research Methods. 4 Units.
Prerequisites: EDUC 707 and EDUC 716
Advanced designs and data analysis commonly applied in qualitative study in education on a topic of their choice and to better understand the assumptions of theory, method, and analysis guiding their research choices. Readings will focus on issues involved in the interconnected processes of framing a study, writing a proposal, considering ethical and political issues, collecting data, analyzing and interpreting data, and writing and presenting research for varied purposes.

EDUC 726. Ethical Leadership and Decision Making in Education. 4 Units.
Prerequisites: EDUC 716
Leadership ethics and the utilization of principles of personal balance in daily life and work. Covers decision making theories and how decisions are made at various levels in P-12 and community college to effectuate positive and sustaining change.

EDUC 734. Strategic Human Resource Management. 5 Units.
Examines issues surrounding human resources in PK-20 contexts, including: state and federal laws, union relations, employee hiring and evaluation, professional development, and capacity building. Four hours lecture and two hours practicum. Formerly EADM 734.

EDUC 760. Foundations of Community Colleges and other Higher Education Systems. 4 Units.
Broad overview of California's higher education system, including its historical, political, philosophical, and social Aspects. Emphasizes social responsibility and the relationships between PreK-12 and higher education. Formerly EADM 760.

EDUC 762. Higher Education Strategic Planning, Accountability, and Change. 5 Units.
Engages students in an in-depth exploration of strategic planning in higher education. Focuses on the transformational changes needed to position higher education institutions to address current and future challenges and emphasizes the relationships between PreK-12 and higher education. Four hours lecture and two hours practicum. Formerly EADM 762.

EDUC 764. Fostering Student Learning and Success. 5 Units.
Prerequisites: completion of required courses, with the exception of Dissertation credits, or permission of the director
Examines the context of schooling as a domain of socio-cultural interaction and interrogates the theoretical perspectives from which this domain can be understood.

EDUC 766. Assessment and Evaluation in Higher Education. 5 Units.
Establishes the understanding of assessment and evaluation practices and processes to promote continuous quality and long-term health of higher education institutions and programs. Emphasis will be placed on accreditation, accountability measures, and performance. Four hours lecture and two hours practicum. Formerly EADM 766.

EDUC 768. Higher Education Governance and Policy. 5 Units.
Examines higher education governance and policy at the institutional, state, and federal level. Students gain theoretical and practical understanding of various models of governance, policy development, interpretation, implementation, and stakeholder collaboration. Four hours lecture and two hours practicum. Formerly EADM 768.

EDUC 780. Special Topics in Educational Leadership. 4 Units.
Prerequisites: completion of required courses, with the exception of Dissertation credits, or permission of the director
This is a variable topic course. Students are allowed to take this course two times for credit as topics change. Special topic in current issues is examined in depth. Analyze, evaluate, and reflect a controversial educational leadership issue, such as school reform, organizational studies, curriculum, instruction and supervision, assessment and evaluation, and sociocultural studies.

EDUC 790. Research Seminar. 1 Unit.
Prerequisites: admission to the Ed.D. in Educational Leadership and advancement to candidacy for the Doctoral Degree
Mentors and guides candidates through the dissertation. Members meet and discuss their progress with the cohort and faculty. Faculty supervise dissertation planning, research, and preparation. Must be repeated for a total of five units.

EDUC 795B. Independent Study. 2 Units.
Prerequisites: completion of required courses, with the exception of Dissertation credits, or permission of the director
Advanced material beyond the scope of current course offerings. May be repeated for credit for a maximum of six units. Each course must address a different topic. Graded Credit/no credit.
EDUC 795C. Independent Study. 3 Units.
Prerequisites: completion of required courses, with the exception of
Dissertation credits, or permission of the director
Advanced material beyond the scope of current course offerings. May be
repeated for credit for a maximum of six units. Each course must address
a different topic. Graded Credit/no credit.

EDUC 795D. Independent Study. 4 Units.
Prerequisites: completion of required courses, with the exception of
Dissertation credits, or permission of the director
Advanced material beyond the scope of current course offerings. May be
repeated for credit for a maximum of six units. Each course must address
a different topic. Graded Credit/no credit.

EDUC 799B. Dissertation. 2 Units.
Prerequisites: admission to the Ed.D. in Educational Leadership and
advancement to candidacy for the Doctoral Degree
Directed independent study. Candidates prepare their dissertations with
faculty support. Must be repeated for a total of 16 units. Graded credit/no
credit.

EDUC 799C. Dissertation. 3 Units.
Prerequisites: admission to the Ed.D. in Educational Leadership and
advancement to candidacy for the Doctoral Degree
Directed independent study. Candidates prepare their dissertations with
faculty support. Must be repeated for a total of 16 units. Graded credit/no
credit.

EDUC 799D. Dissertation. 4 Units.
Prerequisites: admission to the Ed.D. in Educational Leadership and
advancement to candidacy for the Doctoral Degree
Directed independent study. Candidates prepare their dissertations with
faculty support. Must be repeated for a total of 16 units. Graded credit/no
credit.

EDUC 799E. Dissertation. 5 Units.
Prerequisites: admission to the Ed.D. in Educational Leadership and
advancement to candidacy for the Doctoral Degree
Directed independent study. Candidates prepare their dissertations with
faculty support. Must be repeated for a total of 16 units. Graded credit/no
credit.

EDUC 799F. Dissertation. 6 Units.
Prerequisites: admission to the Ed.D. in Educational Leadership and
advancement to candidacy for the Doctoral Degree
Directed independent study. Candidates prepare their dissertations with
faculty support. Must be repeated for a total of 16 units. Graded credit/no
credit.

EDUC 999. Comprehensive Examination. 0
Units.
Prerequisites: advancement to candidacy, approval of department,
completion of course work in the masters program, and in good academic
standing
An assessment of the students ability to integrate the knowledge of the
area, show critical and independent thinking and demonstrate mastery of
the subject matter.