

GED - EDUCATION

GED 6001 Foundations of Leadership and Educational Issues (3 Units)

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 (may be substituted for GEL 6007).

GED 6002 Individual Student Learning Styles and the Effective Teacher (3 Units)

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

GED 6005 Performance Improvement with Design Thinking (3 Units)

Performance Improvement is a process of selection, analysis, design, development, implementation, and evaluation of programs to most cost-effectively influence human behavior and accomplishment in the creation of personal, team and organizational learning. It is a systematic combination of three fundamental processes: performance analysis, cause analysis, and intervention selection, and can be applied to individuals, small groups, and large organizations. Students will study a systematic approach to improving productivity and competence, using a set of methods and procedures – and a strategy for solving problems grounded in systems and design thinking. Case studies, individual research and action learning will be used to understand and apply the principles of Performance Improvement using Team Based Learning and individual assessments.

GED 6008 Educational Psychology (3 Units)

Candidates 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 6013 (A,B,C) Reflective Coaching Seminar Year 1 (1 Unit)

This course is designed for candidates who are clearing their preliminary credential through a university option. Candidates participate in a reflective coaching with a site and university mentor each semester and demonstrate advanced proficiency in content knowledge and pedagogy through PLNU formative assessments aligned with state-adopted content standards and the California Standards for the Teaching Profession (CSTP). Candidates must hold a preliminary credential and be serving as the teacher of record as they complete the requirements for this course. The Reflective Coaching is in partial fulfillment of the Clear Credential. Must be taken in three (3) concurrent semesters. Credit/No Credit.

GED 6014 (A,B,C) Reflective Coaching Seminar Year 2 (1 Unit)

This course is designed for candidates who are clearing their preliminary credential through a university option. Candidates participate in a reflective coaching with a site and university mentor and demonstrate advanced proficiency in content knowledge and pedagogy through PLNU formative assessments aligned with state-adopted content standards and the California Standards for the Teaching Profession (CSTP). Candidates must hold a preliminary credential and be serving as the teacher of record as they complete the requirements for this course. The Reflective Coaching is in partial fulfillment of the Clear Credential. Must be taken in three (3) concurrent semesters. Credit/No Credit.

Prerequisite(s): GED 6013 (A,B,C)

GED 6016 Curriculum Development, Innovation, and Evaluation (3 Units)

This course provides candidates the opportunity to explore current innovations in teaching and learning as well as to examine their own teaching style in order to better meet the needs of diverse learners. The content of this course includes Models of Teaching and provides an in-depth analysis of Behavioral, Information Processing, Personal and Social models. Candidates also examine the principles and problems of pedagogy, curriculum development, procedures for evaluation of curriculum and curricular innovation, and methods for stimulating changes in teaching and learning environments.

GED 6022 Advanced Special Education Assessment and Analysis of Behavior (3 Units)

This course provides the candidate with advanced and applied strategies for students with disabilities impacting appropriate social and emotional functioning. The course addresses conceptual models of behavioral deficits, social, academic, and behavioral interventions, and current legal issues in special education. Special emphasis will be placed on conducting functional behavior assessments, designing data-driven instruction, working with individual and group problem solving skills, and understanding positive behavior supports by use of formal and informal assessments.

Corequisite(s): APE 6057CP (A,B,C,D)

GED 6029 Using Technology to Enhance Teaching and Learning (3 Units)

This course provides candidates the additional preparation they need to be fluent, critical users of technology, able to provide a relevant education to those who seek life-long learning in an information-based, interactive society. Candidates make appropriate and efficient use of software applications and related media to access and evaluate information, analyze and solve problems, and communicate ideas in order to maximize the instructional process. The use of technology supports teaching and learning regardless of individual learning style, socioeconomic background, culture, ethnicity, or geographic location. Candidates integrate technology-related tools into the educational experience of students, including those with special needs. Using technology resources and guidance of the instructor, candidates will access and evaluate information, analyze and solve problems, and communicate ideas in order to maximize the instructional process through the development of a related integrated technology project. Candidates in enrolled in the Reading and Literacy Added Authorization must complete the project in an area of reading and/or literacy development.

GED 6030 Assessment and Design of Hybrid and Online Learning (3 Units)

One of two core courses in the Instructional Design with Technology certification focused on using a variety of technologies to assess, design and deliver effective instruction in a hybrid or online format. The course is delivered in modules of learning content and participants will learn the components of creating a student-centered learning environment using technology to deliver quality online instruction. This course focuses heavily on best practices for online instruction and includes a faith integration component to affirm and promote a strong Christian community for students.

Prerequisite(s): GED 6016 and GED 6028

GED 6033 Educational Law and Finance (3 Units)

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 6034 Transition Services for Students with Disabilities (3 Units)

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

GED 6037 Development and Implementation of Hybrid and Online Learning (3 Units)

One of two core courses in the Instructional Design with Technology certification focused on course development and initial course implementation using a variety of technologies to design and deliver instruction in a hybrid or online format. Participants will employ a variety of tools for data analysis, collaboration, communication, and content delivery while developing the capacity to deploy and manage all aspects of hybrid and online learning.

Prerequisite(s): GED 6016, GED 6028, and GED 6030

GED 6039 Health Education (2 Units)

This course is designed to extend and refine the candidate's conceptual understanding of comprehensive school health as well as strengthen specific knowledge, skills, attitudes, and ability to explicitly deliver comprehensive support for students' physical, mental, emotional and social well-being in the classroom and school setting. Candidates focus on developing and sustaining the components of well-being as well as modeling preventive health practices in their own personal/professional lives.

GED 6041 Culturally Inclusive Environments: Instruction and Advocacy (3 Units)

This course develops candidates' knowledge, skills, and dispositions regarding cultural competence and sensitivity inclusive of personal awareness, culturally inclusive instruction, culturally inclusive counseling, advocating for diverse populations across the lifespan, in roles that eliminate biases, creating culturally inclusive environments. (May be substituted for GED 6009.)

GED 6042 Teaching Strategies for English Learners (3 Units)

This course builds on the knowledge, skills, applications and dispositions acquired during a preliminary teacher preparation program for the delivery of comprehensive, specialized instruction for English learners. Candidates will apply their knowledge, skills, understanding, and proficiency in language structure and use, first and second language development, and their relationship to academic achievement, assessment of English learners, foundations of English language literacy development (ELD) and content instruction, approaches, strategies and methods for ELD and content instruction, cultural concepts and perspectives, and culturally inclusive instruction.

GED 6047 School Culture and Barriers to Student Achievement (3 Units)

This course emphasizes the principle elements toward understanding contributing factors to pupils who are not successful in school. School culture and related systems, assessment and mitigation of barriers to learning, alternative education pathways that may be appropriate for pupils experiencing difficulties in the regular school setting, and methods for supporting the needs of students and their families will be presented.

GED 6048 PPS Intern Support Seminar (1 Unit)

This support course is a requirement each quad that a PPS Credential candidate serves as an intern School Counselor for a school district while enrolled in the PPS Credential Program. Candidates meet weekly with an assigned university supervisor for coaching, mentoring and on-the-job support.

GED 6049 (A,B) PPS Intern Support Seminar (1 Unit)

This support course is a requirement each quad that a PPS Credential candidate serves as an intern School Counselor for a school district while enrolled in the PPS Credential Program. Candidates meet weekly with an assigned university supervisor for coaching, mentoring and on-the-job support.

GED 6050 Universal Access: Equity for All Students (3 Units)

This course examines principles of designing and implementing equitable and inclusive learning environments free of bias, the use of culturally responsive pedagogical practices, and the differentiation of state-adopted academic content, student product, and instructional process to maximize student achievement through the use of a variety of resources and the implementation of a variety of service delivery models. Candidates apply skills to address curricular, instructional, and assessment challenges in the school and community settings.

Corequisite(s): APE 6057CP (A,B,C,D)

GED 6051 Foundations of School Counseling: Professionalism, Ethics, and Legal Mandates (3 Units)

This course examines the historical context of school counseling and provides candidates with the foundational aspects of professional, ethical, and legal considerations. A number of counseling theories are explored and model frameworks of school counseling programs are reviewed.

GED 6052 School Counseling and Academic Development (3 Units)

This course studies the stages of and factors impacting growth and development through early adulthood as well as learning theories and academic achievement. A focus is on the counselor's role in academic systems of support as well as student learning.

GED 6053 The School Counselor's Role in Student College and Career Development (3 Units)

This course explores the roles of the K-12 and college counselors in the areas of academic achievement and career development. Counseling candidates learn to eliminate barriers in the learning process in support of academic achievement and career development so that K-adult students have knowledge of and preparation for a full range of options.

GED 6054 The School Counselor's Role in Social and Emotional Development (3 Units)

This course provides candidates an understanding of the Social/Emotional Development concerns of the PreK-12th grade student experience and the school counselor's integral role in addressing those concerns as purveyors of a comprehensive school counseling program. Candidates will describe, explore and discuss the role of the school counselor in creating a social, emotional learning (SEL) environment, gain insight into personal perspectives of social/emotional awareness as well as inform their professional practices, a transitional aspect of the program.

GED 6055 Growth, Development, and Learning Support (3 Units)

This course studies the stages of and factors impacting growth and development through early adulthood as well as learning theories and academic achievement. A focus is on the counselor's role in academic systems of support as well as student learning.

GED 6056 Shared Leadership, Legislation, and Due Process (2 Units)

This course presents principles of organizational systems and systems change agent through examination of current legislation, theory, research, and practices in general and special education school reform. Exploration and development of shared leadership skills; advanced interpersonal communication; collaborative teaming and consultation; creative problem solving and conflict resolution; interagency coordination and change agency. Special emphasis is placed on legislative practices as they relate to special education due process proceedings, compliance, district and parental rights, and student advocacy. Candidates apply skills to address programmatic and systems change challenges in school and community settings.

Corequisite(s): APE 6057CP (A,B,C,D)

GED 6057 Leadership and Advocacy in Social Justice, Equity, and Access (3 Units)

This course examines the school counselor's role as a leader, advocate, and systems change agent based on leadership and change theory leading to equitable outcomes as well as demonstrating knowledge and application of federal and state laws and district policies related to the rights and treatment of historically marginalized populations. Aspects of preparing PreK-12 students to actively and productively engage in civic responsibility and to identify and critically analyze the variety of ideas and forces in society that contribute to (or constrain) a democratic society are explored.

GED 6058 Program Development: Research, Program Evaluation, and Technology (3 Units)

This course explores the use of data to articulate the impact of comprehensive school counseling programs, including academic, college/career and social emotional development for all students in traditional and alternative educational systems. In addition, candidates learn to plan, develop, implement and evaluate a comprehensive counseling program and the program's role connected with the overall school plan.

GED 6059 Independent Studies in Education (2 Units)

This course provides an opportunity for an intensive study of a special topic in Education involving support for further exploration of the action research topic or special studies for added authorization in Special Education.

GED 6062 Counseling Theory and Techniques (3 Units)

This course provides an overview of the school counseling profession in educational venues, 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 6063 Individual and Group Counseling and Ethical Standards (3 Units)

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

GED 6064 Counseling for Academic Achievement and Career Development (3 Units)

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

GED 6065 Safe Schools and Violence Prevention (3 Units)

This course provides 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 are explored, including the prevention of bullying, suicide, substance abuse, hate crimes, and gang conflict. Candidates 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 6066 Foundations of Counseling and Advising in Higher Education (3 Units)

This course will explore various advising models that are used to help college students effectively navigate their academic, personal, and career choices. The course will also focus on the role of the individual student affairs professional as a leader and advocate for students.

GED 6067 Comprehensive Counseling and Guidance Programs: Coordination and Collaboration (3 Units)

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

GED 6068 Advanced Practice for English Learners (3 Units)

This course develops candidates' knowledge, skills, and dispositions in the foundations of English language literacy development, content instruction, and understanding for communities with diverse language and cultural backgrounds. Candidates will develop an understanding of the process of English language literacy and content instruction development with an emphasis on Specially Designed Academic Instruction in English (SDAIE) and English Language Development (ELD). Candidates will focus on the effective process of instructional planning and organization, components of effective instructional delivery, and the effective use of resources.

GED 6069 Research and Evaluation of College Student Success (3 Units)

This course will focus on how to use research and data from higher education to build an equity-minded approach in developing programs that lead to persistence, thriving, and a sense of belonging for traditional, special populations, and racially underrepresented college students.

GED 6070 Applied Psychology of Learning (3 Units)

This course provides opportunity for the application of research and theory in the study of how learning occurs. Major attention devoted to the cognitive development of the learner, how knowledge and behavior are developed, conditions that promote learning, how to accommodate the needs of the diverse learners, and how to evaluate a variety of learning environments across the life span.

GED 6071X Research, Field Studies, and Practicum in College Counseling and Student Development Extension (0.5 Units)

This is an extension of GED 6017A or B if a student does not complete requirements for those courses within the enrollment period.
Credit/No Credit.

GED 6072 Philosophy in Education (3 Units)

This course is designed to guide and support graduate candidates in teaching and learning, counseling, and administration in clarifying a functional personal philosophy of education by extending, refining, and constructively applying their knowledge of the dominating philosophies of education. This course will provide candidates with an overview of both classical and contemporary philosophies and theories of education. The course includes introduction of Judeo-Christian tradition (especially the Wesleyan perspective) and how this tradition informs the discipline and can provide a framework for interaction between and among educators, students, support staff, parents, and culturally diverse traditions and school communities. The emphasis of study in this course leads to the development of a Personal Educational Philosophy for each candidate through focused reading, enhanced critical thinking skills, encouraging meaningful personal and professional reflection, and providing for formative shared thought.

GED 6074 Emergent Adult Development Theory (3 Units)

This course examines major bodies or theory related to college-age student development and the contexts in which that development occurs. Provided is an overview of major concepts, theories and research related to the cognitive, linguistic, social, emotional and physical development of emerging adults. Wesleyan perspectives in adult development are introduced. Effective and age-appropriate development strategies that ensure engaged participation for diverse populations are taught and observed through fieldwork experiences offered concurrently.
Letter grade.

GED 6075 Family Systems (3 Units)

This course provides candidates with an understanding of the interdependence among family members, including how family members conceptualize their roles and position in the family unit. This course equips 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 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 6076 Higher Education Leadership in Student Development (3 Units)

Contemporary trends and issues in the administration of curricula, instructional programs, student development programs, and student support services are examined in relation to historical background, conceptual models and actual institutional settings. This course is intended to give students the competencies necessary to undertake various operational and leadership roles in higher education, non-profit and human services agencies. Students examine the major laws and principles regarding the historical and contemporary purposes, roles and functions of higher education institutions and support agencies in American society, supported with fieldwork experiences offered concurrently.
Letter grade.

GED 6077 Teaching Strategies for Special Populations (3 Units)

This course builds on the candidate's knowledge, skills, experiences, and strategies acquired during preliminary preparation for teaching students with disabilities, English language learners, students who are gifted and talented, and students who are at risk in the general education classroom. Each candidate will practice delivery of comprehensive, specialized instruction for English learners, review and learn application principles for the statutory provisions of the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1973, and become aware of any new, relevant statutory requirements.

GED 6081 Educational Measurement and Evaluation (3 Units)

Study of validity and accuracy of examinations and marking systems across age spans and educational venues; 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 6082 Field Studies/Action Research in Technology Instruction (3 Units)

Supervised field experiences in technology applications in classroom settings and/or educational institutions.
May be repeated up to a total of six (6) units. Credit/No Credit.

GED 6083 New Teacher Induction and Reflective Coaching (1-6 Units)

This course provides Master's level graduate credit to Beginning Teachers and to the Master Teachers who support them. Credentialed Beginning Teachers working in a school district may earn three (3) credits per year for completion of one or two years of a CTC-approved Beginning Teacher Induction Program satisfied through an approved School District or County Office of Education. Induction Mentors and Clinical Practice Master Teachers may earn a total of three (3) credits for the CTC-required training and subsequent supervised service to a pre-service or beginning teacher. Required of Induction teachers to receive credit is submission of the candidate's Individual Learning Plan (ILP), including pre- and post-student achievement data and official certificate of successful completion. Because the requirements for this course are met by work completed through a school district, a PLNU professor will monitor the coursework and require a comprehensive review of the ILP to ensure that all GED 6083 course requirements are met according to the PLNU course standards. Candidates must register and pay online prior to submitting documentation of program completion. The Induction program must have been completed within three (3) years of the request for units. Required of Master Teachers to receive credit is documented completion of the CTC-required training, at least eight (8) weeks of PLNU Master Teacher supervision and fulfillment of all supervision requirements.

Up to six (6) units of GED 6083 credit may be applied as elective credit to the Leadership in Learning concentration of the Master of Arts in Education degree and up to two (2) units can be applied to the Master of Arts Educational Administration degree. May be repeated up to a total of six (6) units. Credit/No Credit.

GED 6085 Research, Field Study, and Special Topics in Multicultural Education (1-6 Units)

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

Concurrent: Concurrent seminar may be required.

GED 6087F1 School Counseling Fieldwork I (2 Units)

Candidates will gain on-site fieldwork experience under the supervision of a School Counseling (PPS) Credential holder at two grade levels. Candidates may enroll in GED 6087F1 after the prerequisites GED 6087P and GED 6062 have been completed. There are three sections of GED 6087F (GED 6087F1, GED 6087F2, and GED 6087F3). Each section is two units and equals 200 hours of fieldwork and clinical practice for a total of six units (600 hours total). Enrollment requires clearance consistent with public school districts. Fieldwork hours must be completed within three semesters.

Credit/No Credit.

Corequisite(s): GED 6087S1

GED 6087F2 School Counseling Fieldwork II (2 Units)

Candidates will gain on-site fieldwork experience under the supervision of a School Counseling (PPS) Credential holder at two grade levels. There are three sections of GED 6087F (GED 6087F1, GED 6087F2, and GED 6087F3). Each section is two units and equals 200 hours of fieldwork and clinical practice for a total of six units (600 hours total). Enrollment requires clearance consistent with public school districts. Fieldwork hours must be completed within three semesters.

Credit/No Credit.

Prerequisite(s): Candidates may enroll in GED 6087F2 after the prerequisites GED 6087P and GED 6062 have been completed.

Corequisite(s): GED 6087S2

GED 6087F3 School Counseling Fieldwork III (2 Units)

Candidates will gain on-site fieldwork experience under the supervision of a School Counseling (PPS) Credential holder at two grade levels. There are three sections of GED 6087F (GED 6087F1, GED 6087F2, and GED 6087F3). Each section is two (2) units and equals 200 hours of fieldwork and clinical practice for a total of six (6) units (600 hours total). Enrollment requires clearance consistent with public school districts. Fieldwork hours must be completed within three semesters.

Credit/No Credit.

Prerequisite(s): Candidates may enroll in GED 6087F3 after the prerequisites GED 6087P and GED 6062 have been completed.

GED 6087M1 Research, Field Studies, and Practica in Counseling and Guidance (1 Unit)

Designed for students seeking a master's degree without the addition of a credential.

GED 6087M2 Research, Field Studies, and Practica in Counseling and Guidance (1 Unit)

Additional hours and reporting for masters only students in Counseling and Guidance.

Prerequisite(s): GED 6087M1

GED 6087M3 Research, Field Studies, and Practica in Counseling and Guidance (1 Unit)

This is the final unit requirement for master's degree only students in the Counseling and Guidance concentration.

Credit/No Credit.

Prerequisite(s): GED 6087M2

GED 6087P School Counseling Practica (1 Unit)

The GED 6087P Practica fieldwork course is designed to explicitly provide support to the Pupil Personnel Services - School Counseling candidates with class meetings and 100 hours of observation responsibilities in diverse school and other education-related settings of school counselors or areas within the counseling field. Enrollment requires clearance consistent with public school districts. Practica hours must be completed within one semester to progress to field experience hours.

Prerequisite(s): GED 6087P serves as a prerequisite to GED 6087F1 (Fieldwork) and GED 6087S1 (Seminar).

Concurrent: The course is taken simultaneously with GED 6062.

GED 6087S1 School Counseling Seminar (1 Unit)

The GED 6087S Seminar will be used to discuss professional school counseling standards and best practices, legal and ethical issues, case studies, assignments, and fieldwork skills and practice. Two semesters of GED 6087S are required for the PPS Credential. Fieldwork hours must be completed within three semesters.

Credit/No Credit.

Corequisite(s): GED 6087F1

GED 6087S2 School Counseling Seminar (1 Unit)

The GED 6087S Seminar will be used to discuss professional school counseling standards and best practices, legal and ethical issues, case studies, assignments, and fieldwork skills and practice. Two semesters of GED 6087S are required for the PPS Credential. GED 6087S2 is taken the semester following GED 6087S1. Fieldwork hours must be completed within three semesters.

Credit/No Credit.

Corequisite(s): GED 6087F2

GED 6089 Master's Research and Design (3 Units)

This course is designed to explicitly support Master of Arts degree, and Reading and Literacy Added Authorization candidates in developing and internalizing the essential knowledge, skills, and dispositions to conduct an investigation of primary sources. The course is intended to demonstrate the candidate's ability to work independently on a problem, to demonstrate wide familiarity with the literature in the field of the program, to demonstrate command of the techniques and principles of research and to demonstrate ability to form valid generalizations from the data used. The candidate's learning and research previously conducted in the required Master's level coursework serve as the foundation for developing essential action research or thesis topics. Enrollment spans one semester and must be at the end of the candidate's coursework and can be concurrent with other coursework. Passage of this course at a B- or better is required for Enrollment in GED 6089P1 (.5). Earning a grade lower than a B- requires that the candidate enroll concurrently in GED 6089W with GED 6089P1 for additional support in the thesis writing process. GED 6089P1 is required the two terms immediately following the successful completion of GED 6089. Portions of the content are offered in an online format.

May be repeated.

GED 6089P1 Culminating Research Project Support (0.5 Units)

This course is designed to explicitly support Master of Arts degree, and Reading and Literacy Added Authorization candidates in developing the written product and the oral presentation of a research project developed during the GED 6089 course. A faculty mentor is assigned to each candidate to complete a written product and oral presentation representing the research process, which may include implementation and reporting results of an original research experience in a classroom environment. Enrollment in GED 6089P1 and GED 6089P2 are required the two terms immediately following the successful completion of GED 6089. Earning a grade lower than a B- in GED 6089 requires that the candidate enroll concurrently in GED 6089W with GED 6089P1 for additional support in the thesis writing process. Continuous enrollment is required each quad until the project is completed. GED 6089P1 and P2 are repeated for each additional Master's degree earned.

Credit/No Credit.

Prerequisite(s): GED 6089

GED 6089P2 Culminating Research Project Support (0.5 Units)

This is a continuation of the project support initiated in GED6089P1. This course, and GED6089P1, is to be repeated for each additional Master's degree earned. This course is designed to explicitly support Master of Arts degree, and Reading and Literacy Added Authorization candidates in developing the written product and the oral presentation of a research project developed during the GED 6089 course. A faculty mentor is assigned to each candidate to complete a written product and oral presentation representing the research process, which may include implementation and reporting results of an original research experience in a classroom environment. Enrollment in GED6089P1 and GED6089P2 are required the two terms immediately following the successful completion of GED 6089. Earning a grade lower than a B- in GED6089 requires that the candidate enroll concurrently in GED6089W with GED6089P1 for additional support in the thesis writing process. Continuous enrollment is required each quad until the project is completed. These courses are to be in continuous enrollment each session until the project is completed.

Credit/No Credit.

Prerequisite(s): GED 6089P1

GED 6089W Graduate-Level Writing Support (2 Units)

This course provides an intensive focus on graduate-level writing. May be repeated.

GED 6090 Contemporary Issues in Higher Education (2 Units)

This course explores issues in higher education particularly in the areas of college counseling and student development.

GED 6091 Educational Workshops/Special Studies in Education (0.5-3 Units)

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

GED 6094 Action Research and Capstone (3 Units)

This course is designed to explicitly support Master of Arts degree candidates to learn the process of conducting a literature review through an action research perspective. Candidates learn the iterative process of plan, assess, reflect, and apply and use action research methodology to write about and reflect on an issue of practice. This course prepares candidates to complete their capstone project in GED 6095.

GED 6095 Capstone Project and Presentation (3 Units)

This course is designed to complement GED 6094, giving the candidate an opportunity to share the GED 6094 literature review and develop a capstone of the candidate's learning in the Master of Arts program. The Capstone Project integrates candidate learning by drawing practical, relevant, and reflective conclusions from candidate coursework, field experience, and research. Candidates work with a mentor instructor to complete the Capstone Project. At the end of the course, candidates deliver a public presentation of their work.

Credit/No Credit.

Prerequisite(s): GED 6094

GED 6096 Advanced Research-Based Literacy Instruction for All Students (3 Units)

This course explores research and best practices related to systematic literacy development at all grade levels and the curriculum to address the specific needs of diverse groups of students. Candidates will learn components of research-based literacy instruction, including oral language development, word analysis, fluency, vocabulary development, listening and reading comprehension, and written language development. Emphasis is given to strengthening skills in aligning State Standards, contents of the California Preschool Learning Foundations and Frameworks (Volume 1) and the California Reading/Language Arts Framework, and assessment results with the selection and appropriate use of instructional strategies, materials and programs.

Prerequisite(s): Admission to the Reading and Literacy Added Authorization (RLAA) Program.

GED 6097 Advanced Literacy Assessment, Instruction, and Intervention for All Students (3 Units)

This course teaches candidates how to implement, manage, and evaluate explicit instruction of comprehension strategies and study strategies, literary response and analysis skills, and all components of the writing process. Candidates focus on providing universal access to narrative and expository texts (including content area textbooks and multicultural literature). Emphasis is given to creating a culture of literacy by aligning State Standards and assessment results with the selection and appropriate use of instructional programs, intervention strategies, and appropriate materials based on current research in literacy. Candidates will have a concurrent experience in a PreK-12 fieldwork setting in order to complete assignments and apply their skills.

Prerequisite(s): Admission to the Reading and Literacy Added Authorization (RLAA) Program.

GED 6098 Master of Science Thesis Design (3 Units)

This course is designed to explicitly support Master of Science degree candidates in developing and internalizing the essential knowledge, skills, and dispositions to conduct an investigation of primary sources. The course is intended to demonstrate the candidate's ability to work independently on a problem, to demonstrate wide familiarity with the literature in the field of the program, to demonstrate command of the techniques and principles of research and to demonstrate ability to form valid generalizations from the data used. The candidate's learning and research previously conducted in the required Master's level coursework serve as the foundation for developing essential thesis topics. Enrollment spans one semester and must be at the end of the candidate's coursework and can be concurrent with other coursework.

GED 6099 Master of Science Thesis (3 Units)

This course is designed to explicitly support Master of Science candidates in developing the written thesis product and the oral presentation of the research project developed during the GED 6098 course. A faculty mentor is assigned to each candidate to complete a written product and oral presentation representing the research process, which may include implementation and reporting results of an original research and/or experience in an educational environment. Enrollment spans one semester and is required immediately following the successful completion of GED 6098. Continuous enrollment is required each semester until the thesis is completed.

May be repeated. Credit/No Credit.

Prerequisite(s): GED 6098

Concurrent: If the candidate receives lower than a B- in GED 6098, GED 6089W is required with GED 6099 for additional support in the thesis writing process.

GED 6171A Research, Field Studies, and Practicum in College Counseling and Advising (1 Unit)

The first of two experiences of 125 hours each of observation and participation specific to college counseling and advising under supervision in approved settings with a focus on equipping, transforming, and empowering college and university students with diverse needs, strengths, and backgrounds.

Credit/No Credit.

GED 6171B Research, Field Studies, and Practicum in College Counseling and Advising (1 Unit)

The second of two experiences of 125 hours each of observation and participation specific to college counseling and advising under supervision in approved settings with a focus on equipping, transforming, and empowering college and university students with diverse needs, strengths, and backgrounds.

Credit/No Credit.

GED 6171S Seminar in College Counseling and Advising (1 Unit)

Candidates gain understanding of the fieldwork process and procedures required in the Higher Education program and demonstrate understanding of various helping roles (advisor, counselor, and success coach), supportive communication, triage skills, and a firm understanding of when one's expertise ends and referral to other campus and outside resources may be needed.

Letter grade.

GED 6181A Research, Field Studies, and Practicum in Student Affairs (1 Unit)

The first of two experiences of 125 hours each of observation and participation specific to student affairs under supervision in approved settings with a focus on equipping, transforming, and empowering college and university students with diverse needs, strengths, and backgrounds.

Credit/No Credit.

GED 6181B Research, Field Studies, and Practicum in Student Affairs (1 Unit)

The second of two experiences of 125 hours each of observation and participation specific to student affairs under supervision in approved settings with a focus on equipping, transforming, and empowering college and university students with diverse needs, strengths, and backgrounds.

Credit/No Credit.

GED 6181S Seminar in Student Affairs (1 Unit)

Candidates gain understanding of the fieldwork process and procedures required in the Higher Education program and demonstrate understanding of the unique ways that each student affairs department supports the academic, personal, and professional development of college and university students.

Letter grade.

GED 6187P School Counseling Practica (1 Unit)

The GED 6187P Practica fieldwork course is designed to explicitly provide support to the Pupil Personnel Services - School Counseling candidates with class meetings and 100 hours of observation responsibilities in diverse school and other education-related settings of school counselors or areas within the counseling field. Enrollment requires clearance consistent with public school districts. Practica hours must be completed within one semester to progress to field experience hours.

GED 6187S1 School Counseling Fieldwork Seminar I (1 Unit)

The GED 6187S1 Seminar will be used to discuss professional school counseling standards and best practices, legal and ethical issues, case studies, assignments, and fieldwork skills and practice. Two semesters of GED 6187S are required for the PPS Credential. Fieldwork hours must be completed within three semesters.

Credit/No Credit.

Prerequisite(s): GED 6187P

Corequisite(s): GED 6188F1

GED 6187S2 School Counseling Fieldwork Seminar II (1 Unit)

The GED 6187S2 Seminar will be used to discuss professional school counseling standards and best practices, legal and ethical issues, case studies, assignments, and fieldwork skills and practice. Two semesters of GED 6187S are required for the PPS Credential. Fieldwork hours must be completed within three semesters.

Credit/No Credit.

Prerequisite(s): GED 6187P

Corequisite(s): GED 6188F2

GED 6188F1 School Counseling Fieldwork Placement I (4 Units)

Candidates will gain on-site fieldwork experience under the supervision of a School Counseling (PPS) Credential holder at two grade levels. GED 6188F1 School Counseling Fieldwork Placement 1 is four units and equals 400 hours of fieldwork and clinical practice in a public setting. Enrollment requires clearance consistent with public school districts. Fieldwork hours must be completed within two semesters.

Credit/No Credit.

Prerequisite(s): GED 6187P

Corequisite(s): GED 6187S1

GED 6188F2 School Counseling Fieldwork Placement II (4 Units)

Candidates will gain on-site fieldwork experience under the supervision of a School Counseling (PPS) Credential holder at two grade levels. GED 6188F2 School Counseling Fieldwork Placement 2 is four units and equals 400 hours of fieldwork and clinical practice in a public setting. Enrollment requires clearance consistent with public school districts. Fieldwork hours must be completed within two semesters.

Credit/No Credit.

Prerequisite(s): GED 6187P

Corequisite(s): GED 6187S2

GED 7001 (A,B,C,D) Individualized Coaching and Induction Plan 1 (1 Unit)

This course includes the development of an Individualized Induction Plan, utilizing assessments of leadership competency as well as the rubrics from Moving Leadership into Every Day Work: Descriptions of Practice (WestEd, 2003). Twenty-five hours of individualized coaching based on the California Professional Standards for Educational Leaders (CPSELs) is provided to the candidate.

Must be taken for a total of four (4) units. Credit/No Credit.

GED 7002 (A,B,C,D) The California Professional Standards for Educational Leaders: Inquiry Modules 1 (0.5 Units)

These .5 unit modules are developed around the California Professional Standards for Educational Leaders (CPSELs); practicing administrators complete a site based inquiry in each of the six standards. 1. Development and Implementation of a Shared Vision 2. Instructional Leadership 3. Management and Learning Environment 4. Family and Community Engagement 5. Ethics and Integrity 6. External Context Policy Must be taken for a total of two (2) units. Credit/No Credit.

GED 7003 (A,B,C,D) Individualized Coaching and Induction Plan 2 (1 Unit)

This course includes the development of an Individualized Induction Plan, utilizing assessments of leadership competency as well as the rubrics from Moving Leadership into Every Day Work: Descriptions of Practice (WestEd, 2003). Twenty-five hours of individualized coaching based on the California Professional Standards for Educational Leaders (CPSELs) is provided to the candidate.

Must be taken for a total of four (4) units. Credit/No Credit.

GED 7004 (A,B,C,D) The California Professional Standards for Educational Leaders: Inquiry Modules 2 (0.5 Units)

These .5 unit modules are developed around the California Professional Standards for Educational Leaders (CPSELs); practicing administrators complete a site based inquiry in each of the six standards. 1. Development and Implementation of a Shared Vision 2. Instructional Leadership 3. Management and Learning Environment 4. Family and Community Engagement 5. Ethics and Integrity 6. External Context Policy Must be taken for a total of two (2) units. Credit/No Credit.

GED 7025 Management of Human Resources (3 Units)

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

GED 7030 Decision Making for Curricular Change and Improvement (3 Units)

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

GED 7040 Educational Law, Finance, and Governance (3 Units)

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

GED 7055 Professional and Political Issues in Organizations (3 Units)

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

GED 7060 School/Community Relations in a Changing Society (3 Units)

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

GED 7080 Philosophical and Sociological Backgrounds in Education (3 Units)

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

GED 7090 Special Studies in Education (1-9 Units)

An intensive study on a special topic in education involving university faculty and/or lecturers.

May be repeated for a total of nine (9) units. Credit/No Credit.

Prerequisite(s): Consent of location director is required.

GED 7095 Concurrent Course Assignments (1-8 Units)

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

GED 7096 Induction, Mentoring, and Advanced Fieldwork (3 Units)

This course utilizes assessments of leadership competency, mentoring, and university site-based coaching, development of an induction and a professional growth plan in collaboration with a district mentor and University Fieldwork Supervisor. The induction plan includes goals related to enhancing candidate competency in the California Professional Standards for Educational Leaders.

Credit/No Credit.

GED 7097 Professional Development and Assessment (3 Units)

This course provides professional development opportunities for the beginning administrator in areas of special interest or areas needing development. The candidate will continue to work toward achievement of the goals identified in the Individual Induction Plan (IIP). Formative and summative assessments of leadership competence are utilized to guide candidate growth and completion of the IIP. At the conclusion of GED 7097 Professional Development and Assessment, the candidate will engage in a culminating exhibition with his/her mentor, University Fieldwork Supervisor, and peers, during which he/she presents a portfolio with evidence of having met the goals listed in the IIP.

Credit/No Credit.

Prerequisite(s): GED 7096

GED 7098 Research Design Seminar (2 Units)

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

Seminar format.