

SCHOOL OF EDUCATION AND PSYCHOLOGY

Caryl Hodges, EdD
Dean

For over 60 years, Notre Dame de Namur University has maintained a reputation for excellence in teacher, administrator, and counselor education. The goal of the School of Education and Psychology is to prepare competent teachers, specialists, administrators, counselors, and community leaders through professional programs that reflect current trends. Personalized attention and individualized counseling for students, field orientation of programs, and successful placement of graduates have characterized the program since their inception. All programs are accredited or approved by their professional licensing agencies: California Commission on Teacher Credentialing (CTC) and Board of Behavioral Sciences (BBS).

The School of Education and Psychology offers students the possibility of enrolling concurrently in some master's and credential programs. The School has several integrated programs designed to support each student as he or she prepares to be a professional educator or a community leader. Integrated programs articulate some degree of coursework between the credential and the graduate degree, significantly reducing the time and financial resources required to earn a degree.

Courses are taught by faculty representing diverse academic and practical expertise. Courses are available during both Summer sessions as well as the Fall and Spring semesters. Courses are offered late in the afternoons/evening and on weekends in order to accommodate work commitments.

Admission Information

Students applying to graduate programs in Clinical Psychology (p. 4141) and Education (p.40, 45, 5145) should see the corresponding pages for admission information.

Students may apply to enter graduate education programs in the School of Education and Psychology for the Fall, Spring, and Summer semesters and should meet the following requirements:

1. A bachelor's degree in any field from a regionally accredited institution
2. Undergraduate cumulative grade point average of 2.5 or better
3. Two letters of recommendation
4. A Statement of Intent - Describe your interest in the Credential/MA program applying to, relevant experience, connection to our NDNU mission, and qualities you would bring to our program
5. Personal interview with the program director

Teaching Credential Applicants must also submit:

1. Proof of completion of the Basic Skills Requirement through one of the CTC approved tests to meet this requirement (see CTC website: <http://www.ctc.ca.gov/credentials/leaflets/cl667.pdf>) or proof of having taken or registered for CBEST examination. NOTE: Basic Skills completion verification is required prior to enrollment in student teaching.
2. Proof of subject matter competency (CSET for Multiple Subject and Education Specialist applicants; CSET or a Subject Matter Competency waiver form from a CTC accredited subject matter preparation program for Single-Subject applicants) or proof of having taken or registered for CSET examination. NOTE: Subject matter competency verification is required prior to enrollment in student teaching.

Preliminary Administrative Services Credential Applicants must also submit:

1. Verification of one of the following valid credentials:
 - a. a clear or life California teaching credential that requires a baccalaureate degree and a program of professional preparation, including student teaching or the equivalent, and holds an English learner authorization; or

- b. a clear or life California designated subjects teaching credential in adult education, career technical education, vocational education or special subjects, provided the applicant also possesses a baccalaureate degree, and holds an English learner authorization; or
 - c. a clear or life California services credential in pupil personnel services, health services for school nurse, teacher librarian services, or speech-language pathology or clinical rehabilitative services requiring a baccalaureate degree and a program of professional preparation including field work or the equivalent.
2. Proof of completion of the Basic Skills Requirement through one of the CTC approved tests to meet this requirement (see CTC website: <http://www.ctc.ca.gov/credentials/leaflets/cl667.pdf>) or proof of having taken or registered for CBEST examination.
 3. Verification of 3 years of successful full-time teaching or full-time experience in a services area field for admission. Candidate must have completed 5 years of successful full-time teaching or full-time experience in a service area field prior to being recommended for the credential.

Admission requirements vary by program. Certain graduate programs may require an initial interview and/or test scores. See the relevant Catalog sections for program-specific requirements. For details on admission processes, see the section on Graduate Admission (p. 14).

Administrative Services

Susan Charles, EdD
Program Director

The Master of Arts in School Administration is offered in conjunction with the Preliminary Administrative Services Credential program. The Master of Arts (MA) in School Administration prepares students to serve as an administrator (superintendent, deputy superintendent, associate superintendent, assistant superintendent, principal, assistant principal, supervisor, consultant, coordinator, or an equivalent intermediate-level administrative position) in public and private schools and districts.

The program includes courses that address the critical juncture between theory and practice in instructional leadership. Eleven units of the course work are taken in leadership, management, finance, and a specially designed human resource development course addressing the specific needs of educational leaders. Twelve additional units are taken within four courses that include field-based practicum assignments. To ensure instructional leadership, 6 units in curriculum design and implementation and assessment and evaluation are included in the required courses. A 3-unit Action Research/Capstone course will be offered during the candidate's final year in the program.

Degree candidates are supported by University instructors as well as field-based partners in schools and districts during the program. The program is offered in a cohort model. Candidates are admitted in fall only for a 5-semester program (including summer semester). Courses are offered at convenient late afternoon-evening times and are offered off-campus in local school districts.

Program-Specific Admission Requirements

In addition to the basic requirements, applicants to the Master of Arts and Credential in Administrative Services must meet the following requirements:

1. Proof of a bachelor's degree
2. Valid Preliminary or Clear Teaching Credential, Designated Subjects Teaching Credential, or Services Credential
3. Meet the California basic skills requirement
4. Evidence (by transcript) of introductory courses in Psychology and Sociology or complete such courses by mid-program

5. Interview with Administrative Services Program Director
6. A minimum of three-years of classroom teaching experience or experience in a service area field (a minimum of five years is required before the Administrative Services Credential can be awarded).

The following summarizes the requirements for the Preliminary Administrative Services Credential recommendation and Master of Arts in School Administration through NDNU:

1. Successfully complete required courses (includes any required prerequisites)
2. Possess a valid clear or life teaching, designated subjects, or services credential
3. Complete five full years of teaching or services experience with a valid clear or life credential
4. Once employment as an administrator in a California public school district, nonpublic school or agency, or county office of education is validated, the State of California will issue an Administrative Services Credential. If the credential candidate does not have an offer of employment as an administrator, a Certificate of Eligibility will be applied for and issued.

MA School Administration and Preliminary Administrative Services Credential

Learning Outcomes

- Develop a shared vision of learning
- Promote a culture of teaching and understanding
- Effectively manage a school on the service of teaching and learning
- Work effectively with diverse families and communities
- Demonstrate personal ethics and leadership capacity
- Demonstrate political, social, economic, legal, and cultural understanding of education

Requirements

EDU 4600	Financial Management	Core Courses	3
EDU 4604	Human Resource Management in School/District		3
EDU 4606	Leadership Concepts		3
EDU 4609	Organization and Management		3
EDU 4700	Trends in Curriculum Development		3
EDU 4703	Educational Assessment/Evaluation		3

Practicum-based Courses

EDU 4621	School Parent Community Relations	3
EDU 4624	School Law, Governance, Politics	3
EDU 4627	Instructional Leadership	3
EDU 4881	Action Research/Capstone	3

Total Credit Hours: 30

Clinical Psychology

Helen Marlo
Academic Unit Leader

The Clinical Psychology Department offers a comprehensive foundation in clinical psychology and integrative clinical training that prepares students to: 1) become a licensed marriage and family therapist (MFT), and/or a licensed professional clinical counselor (LPCC); 2) pursue doctoral studies; and 3) to become a master's-level mental health professional (unlicensed).

Our graduates are well trained in the practice of psychotherapy and are qualified for careers in mental health, medical, allied health, administration, social service, legal, educational, geriatric, research, and business settings.

Students may attend our program in the afternoon, evening, and weekend, either part-time or full-time, depending on their needs.

It is structured to meet diverse professional goals through:

- **The Master of Science in Clinical Psychology (MSCP):** 37-unit program. This program prepares students for doctoral studies in psychology or another related field, or may serve as a terminal degree for unlicensed master's level mental health professionals who work in a broad range of clinical, research, healthcare, legal, or administrative settings.
- **The Master of Science in Clinical Psychology/Marriage and Family Therapy (MSCP/MFT):** 60-unit concentration.
- **The Master of Science in Clinical Psychology/Marriage and Family Therapy/Licensed Professional Clinical Counselor (MSCP/MFT/LPCC):** 67-unit concentration.

The MSCP/MFT and MSCP/MFT/LPCC concentrations cover the specific professional training leading to practice as a licensed marriage and family therapist (MSCP/MFT) or as a licensed marriage and family therapist and professional clinical counselor (MSCP/MFT/LPCC). These programs prepare the student for the MFT and/or LPCC licensing exams. They provide rigorous preparation for students who may desire to continue on in a doctoral

program in the future yet who first wish to train and be employed as a licensed psychotherapist.

These programs include all the necessary courses and meet the full educational requirements of MFT/LPCC licensures as required by the California Board of Behavioral Sciences (BBS).

The MSCP/MFT concentration emphasizes the treatment of relational issues, including with couples and families, as practiced by marriage and family therapists. The BBS requires 3,000 hours of experience prior to licensure and 1,300 hours may be acquired *prior* to graduation for students pursuing the MFT license. Our program provides 500 hours of practicum experience that may be counted towards licensure. With the support of our Clinical Training Team, additional hours may be earned that may count towards MFT licensure through our Supervised Field Experience course.

The MSCP/MFT/LPCC concentration includes, but builds upon, all of the requirements of the MFT degree. The combined MSCP/MFT/LPCC degree enables students to pursue dual licensure as a Marriage and Family Therapist and as a Licensed Professional Clinical Counselor. The LPCC is the most current licensing option for master's level mental health professionals. It differs from the MFT concentration in its emphasis on individual psychotherapy, including additional coursework in innovative clinical topics, trauma, and career counseling. The LPCC concentration enables students to earn a nationally recognized and transferable license within the U.S. The BBS requires 3,000 hours of *post-graduate* experience prior to licensure for students pursuing the LPCC license.

Learning Outcomes

- **Clinical Psychology Domain: Learning Outcome 1 --** Students will acquire a broad, integrative, and comprehensive foundation in the field of clinical psychology that integrates theoretical, clinical, and empirical findings particularly geared for the mental health professional. This domain emphasizes understanding factors that mediate human behavior, development throughout the lifespan, psychological health, and psychopathology.
- **Diversity and Cultural Competence Domain: Learning Outcome 2 --** Students will be educated on diversity through diverse teaching methods, courses, theoretical perspectives, and topics throughout the program, that directly embody and address issues of diversity. This domain will also include education on

cultural and cross-cultural issues and their impact on human behavior.

- **Psychotherapy Domain: Learning Outcome 3** -- Students will comprehend, integrate, and apply the major theories and basic empirical findings of psychotherapy practice, including theories and topics that are germane for MFT and LPCC licensure. Students will also acquire training in specialized clinical topics emphasized in clinical practice. Students will be versed in tenets of evidence based practice and findings from psychotherapy research.
- **Clinical, Professional, and Ethical Competence: Learning Outcome 4** -- Students will develop clinical, professional, and ethical competencies through academic coursework and clinical training/practicum experiences. Through such courses, tenets germane to professionalism; ethical development; and clinical practice will be accented. Students will be able to recognize the ethical and legal codes for mental health professions; demonstrate personal and professional awareness for their relevancy; and apply them in their clinical work.
- **Research Domain: Learning Outcome 5** -- Students will understand research designs and parameters of psychological research, particularly within the field of clinical psychology and become more critical consumers of psychological research. They will create and implement an original research project via a capstone project or thesis that is relevant to their scholarly professional interests. The final research project aims to contribute to the field and/or community in a meaningful way.

Admission

NDNU has rolling admission, accepting applications all year round, and admitting students throughout the year for fall, spring and summer semesters. Please review the Graduate Admissions (p. 1414) section of this catalog for complete admission requirements.

Admission is competitive. To ensure admission, complete your application before the following priority deadlines:

August 1: Fall Admission
 December 1: Spring Admission
 April 1: Summer Admission

Requirements:

1. Completed application
2. Official undergraduate transcripts. GPA of 3.0 preferred.

3. Two letters of recommendation (one academic; one professional preferred)
4. Autobiographical statement: 2-3 typed, double-spaced pages describing interests in the field, program, NDNU, and pertinent personal or professional experiences.
5. Interview
6. Five, 3-unit prerequisite undergraduate psychology courses are required (earning a "B-" or better):
 - General Psychology
 - Abnormal Psychology
 - Statistics
 - Six units of psychology courses from the following list:
 - Clinical Psychology
 - Counseling Psychology
 - Counseling/Psychotherapy Theories
 - Physiological Psychology
 - Biological Psychology
 - Child and Adolescent Psychopathology
 - Social Psychology
 - Cognitive Psychology
 - Psychological Assessment
 - Developmental Psychology
 - Personality Theories
 - Other courses approved by the Department Chair

Notes:

To progress in the degree program and continue to register for courses, all admission prerequisites must be accomplished by the completion of 15 graduate units and may be obtained at NDNU or transferred from other accredited institutions, pending Departmental approval.

We recommend satisfying prerequisites (earning a B- or better) prior to beginning the master's program to ensure more timely completion of program requirements.

Additional prerequisites or academic preparation may be required of applicants with a GPA below 3.0

For further information, contact the Clinical Psychology Department at (650) 508-3557 or clinicalpsychology@ndnu.edu or Graduate Admissions at (800)263-0545, (650) 508-3600, or grad.admit@ndnu.edu

DISTINCTIONS OF THE PROGRAM

Distinctions of the Program:

- Ranked the #2 Master's Program in Psychology in the U.S.A. in 2016
- Comprehensive program offering Master's degrees in Clinical Psychology with concentrations in marital/family therapy and marital family therapy/licensed professional clinical counseling
- Scholar-practitioner model with professors who are practicing clinicians.
- Fulfills all California academic requirements required by the Board of Behavioral Sciences (BBS) for licensed marriage and family therapists (MFT) and licensed professional clinical counselors (LPCC).
- Courses are conveniently offered, part-time or full-time, in the late afternoon, evening, and weekends.
- Provides preparation for MFT/LPCC exams and licensure.
- Competitive preparation for doctoral studies, including as a doctoral-level, licensed clinical psychologist.
- Training is applicable to a variety of backgrounds: psychology, social work, law, medicine, sociology, biology, business, education, nutrition, and more.
- Individualized clinical training and research project provides choices for fulfilling professional career goals.
- Offers a range of innovative, holistic, courses in psychotherapy (psychodynamic psychotherapy and psychoanalysis, cognitive behavioral therapy, family systems and relational psychotherapy; child/adolescent psychotherapy, group therapy, couple therapy, and more).
- Education on contemporary, specialized clinical topics: cross-cultural issues, trauma, addictions, neurophysiology, psychopharmacology, career counseling, and more.
- Practicum Training Fair with community agencies, provides opportunities for competitive practicum and internship placements throughout the Bay Area.
- Speakers Series of Bay Area Mental Health Professionals augment professional opportunities.
- Supervised clinical experience through practicum program that counts towards MFT licensure.

- Student centered program that includes the Association of Student Leaders who support academic and professional growth and peer networking.
- Well-respected clinical program for over 35 years with a holistic, values-based mission and vision that emphasizes professional training and community engagement.

MISSION, VISION AND PHILOSOPHY

Mission, Vision and Philosophy:

The Clinical Psychology Department (CPD) provides integrative, professionally oriented education and clinical training for mental health professionals, emphasizing lifelong learning and growth, consciousness, character, and integrity with the goal of promoting human development and alleviating suffering.

We value community, holistic learning, and values-based training which affirms sacredness and diversity. We support community engagement, service, and the work of social justice.

We provide ethical, comprehensive, and innovative clinical psychology training for mental health professionals while remaining guided by our humanistic core values.

The CPD approaches the study of clinical psychology with a value on the development of the whole person throughout the lifespan. Guided by the scholar-practitioner model, the CPD supports rigorous clinical training; values curiosity; honors diversity in academic, theoretical, and learning approaches; and respects the validity of theoretical, empirical, experiential, and clinical forms of learning.

The CPD is grounded in an integrative psychological approach, which emphasizes the interdependence of psychological, developmental, relational, affective, cognitive, behavioral, neurobiological, spiritual, cultural, and social dimensions of human behavior. Scientific, philosophical, humanistic, aesthetic, spiritual, and cultural ways of understanding human dynamics are all valued.

Out of respect for the whole person, the CPD combines scholarly, theoretical, clinical, creative, scientific, experiential, practical, and real world sources of information to provide a solid broad-based foundation, for the prospective clinician-psychotherapist, mental health professional, or future doctoral student. The programs are transformative, and provide opportunities for professional and personal growth. Personal psychotherapy is strongly recommended during the program to support growth and transformation.

The program offers a range of innovative courses taught by experienced professor-psychologists, who are actively working and practicing in the field of clinical psychology. Our experienced clinical professors provide training in family systems and relational psychotherapy; child and adolescent psychotherapy; marriage and family therapy; couple therapy, psychodynamic psychotherapy and psychoanalysis; emotion-focused therapy; cognitive behavioral therapy; dialectical behavior therapy; humanistic, existential, experiential, and expressive forms of psychotherapy; somatic, sensorimotor, play, sandplay, expressive arts, and group therapy. The curriculum offers courses in specialized clinical topics, cross-cultural issues; psychological assessment; addictions; neurophysiology and psychopharmacology; career counseling; and trauma to enhance professional training.

Individualized, professional interests are nurtured through our Clinical Training Program and Research Program.

The Clinical Training Program, led by our Director of Clinical Training (DCT) and Clinical Training Team (CTT), includes a year of supervised clinical training and experience at a respected community site, that includes a small group clinical seminar through the practicum/case seminar sequence. Opportunities for accruing additional clinical experiences--that count towards MFT licensure, are offered year round through a Supervised Field Experience course.

The Research Program involves an original research project—a capstone or thesis--that trains students to critically evaluate and conduct psychological research through our Research Methods/Proposal and Completion course sequence that can contribute to students' future clinical and research activities and professional opportunities. Students have the opportunity to produce a creative research project that is focused upon their professional interests.

Academic and professional success is fostered through a student-centered Department culture that emphasizes mentoring. Our Advising Analyst provides personalized advising and assistance with academic planning and course registration, which supports timely progression through our program. The Association of Student Leaders (ASL) fosters a student-centered culture that provides mentoring experiences for our students by our students.

Our Mission and Vision is summarized in the "5C's of the CPD:"

- Community
- Culture

- Character
- Clinical Training
- Core Values

MS Clinical Psychology

Please consult the CPD Student Handbook for detailed information on program requirements.

Program Requirements

		Major Requirements
CPY 4216	Psychopathology	3
CPY 4230	Lifespan Development	3
CPY 4235	Human Sexuality	1
CPY 4240	Psychodynamic Psychotherapy	3
CPY 4245	Professional Ethics and Law	3
CPY 4311	Cognitive Behavioral Therapy	3
CPY 4420	Clinical Practicum I	3
CPY 4422	Clinical Practicum II	3
CPY 4430	Clinical Case Seminar I	3
CPY 4432	Clinical Case Seminar II	3
CPY 5205	Neurophysiology and Psychopharmacology	3
CPY 4896	Research Methods and Proposal	3
Plus one of the following courses		
CPY 4882	Research Project: Capstone Completion	3
CPY 4897	Research Project: Thesis Completion	3
Optional:		
CPY 4888	Research Project: Capstone Extension	3
CPY 4898	Research Project: Thesis Extension	3
CPY 6992	Supervised Field Experience	1-3

Total Credit Hours: 37

MS Clinical Psychology/Marriage and Family Therapy Concentration

Please consult our Student Handbook for detailed information on program requirements.

Program Requirements

		Major Requirements
CPY 4216	Psychopathology	3
CPY 4217	Child and Adolescent Psychopathology and Psychotherapy	3
CPY 4221	Cross-Cultural Issues	3
CPY 4222	Family Systems and Relational Psychotherapy	3
CPY 4230	Lifespan Development	3
CPY 4235	Human Sexuality	1
CPY 4240	Psychodynamic Psychotherapy	3
CPY 4245	Professional Ethics and Law	3
CPY 4252	Clinical Assessment and Treatment	3
CPY 4275	Couple Psychotherapy	3
CPY 4280	Survey of Child and Adult Psychotherapy	2
CPY 4311	Cognitive Behavioral Therapy	3

CPY 4420	Clinical Practicum I	3
CPY 4422	Clinical Practicum II	3
CPY 4430	Clinical Case Seminar I	3
CPY 4432	Clinical Case Seminar II	3
CPY 5200	Group Psychotherapy	3
CPY 5205	Neurophysiology and Psychopharmacology	3
CPY 5265	Diagnosis and Treatment of Addictions	3
CPY 4896	Research Methods and Proposal	3
Plus one of the following courses		
CPY 4882	Research Project: Capstone Completion	3
CPY 4897	Research Project: Thesis Completion	3
Optional:		
CPY 4888	Research Project: Capstone Extension	3
CPY 4898	Research Project: Thesis Extension	3
CPY 6992	Supervised Field Experience	1-3

Total Credit Hours: 60

MS Clinical Psychology/Marriage and Family Therapy/Licensed Professional Clinical Counselor Concentration

Please consult our Student Handbook for detailed information on program requirements.

Program Requirements

Major Requirements		
CPY 4216	Psychopathology	3
CPY 4217	Child and Adolescent Psychopathology and Psychotherapy	3
CPY 4221	Cross-Cultural Issues	3
CPY 4222	Family Systems and Relational Psychotherapy	3
CPY 4230	Lifespan Development	3
CPY 4235	Human Sexuality	1
CPY 4240	Psychodynamic Psychotherapy	3
CPY 4245	Professional Ethics and Law	3
CPY 4252	Clinical Assessment and Treatment	3
CPY 4275	Couple Psychotherapy	3
CPY 4280	Survey of Child and Adult Psychotherapy	2
CPY 4286	Specialized Clinical Topics	1
CPY 4311	Cognitive Behavioral Therapy	3
CPY 4420	Clinical Practicum I	3
CPY 4422	Clinical Practicum II	3
CPY 4430	Clinical Case Seminar I	3
CPY 4432	Clinical Case Seminar II	3
CPY 5200	Group Psychotherapy	3
CPY 5205	Neurophysiology and Psychopharmacology	3
CPY 5265	Diagnosis and Treatment of Addictions	3
CPY 5550	Crisis, Trauma, and Recovery	3
CPY 5560	Career Development Theories and Techniques	3
CPY 4896	Research Methods and Proposal	3

Plus one of the following courses		
CPY 4882	Research Project: Capstone Completion	3
CPY 4897	Research Project: Thesis Completion	3
Optional:		
CPY 4888	Research Project: Capstone Extension	3
CPY 4898	Research Project: Thesis Extension	3
CPY 6992	Supervised Field Experience	1-3

Total Credit Hours: 67

Education MA Programs

Susan Charles
Program Director

The Master of Arts in Education Program is designed to serve educators, administrators, and community leaders working with and on behalf of schools. The program offers a concentration in Curriculum and Instruction. The concentration includes both required courses and electives which students can choose based on their particular professional interests and needs.

Students who recently completed the preliminary Multiple Subject or Single Subject credential at NDNU may articulate up to 12 units of credential coursework toward these education electives. Students who completed their credential coursework elsewhere and students who do not possess a preliminary credential will consult with the Program Director to develop an appropriate set of elective courses to fulfill the requirement.

A master's thesis is required to complete the degree program. The thesis project integrates research, practice, and personal reflection, allowing students to demonstrate scholarly knowledge, skills and habits of inquiry in the context of a particular research question. The required courses EDU 4721 and EDU 4724 are designed to support students in completing this requirement.

Program-Specific Admission Requirements

In addition to the basic requirements, applicants to the Master of Arts in Education must meet the following requirements:

For students applying solely to the Master of Arts in Education Program

- Valid preliminary teaching credential, with cumulative GPA of 3.0 or better in coursework *or*
- significant teaching experience in a public or private school, a cumulative undergraduate GPA of 3.0, and passing scores on the California Basic Education Skills Test (CBEST)

- International students whose first language is not English are required to submit TOEFL scores of 550 or higher or IELTS composite scores of 6.5 or higher

For students applying jointly to the MA and Credential Programs

- California Basic Education Skills Test (CBEST), California Subject Examinations for Teachers (CSET), and any other tests required for the Credential Program (must submit passing scores before enrolling in master's coursework)
- A personal interview with both the Credential and MA Program Directors

MA Education

Curriculum and Instruction Concentration

The goal of this concentration is to build the capacity of educators to promote social justice in schools and communities through improved teaching practice, curriculum development and assessment, program planning, and action research. The program culminates in a master's thesis, allowing students the opportunity to investigate a particular area of curriculum and instruction in depth.

Articulation with other programs

Students who recently completed a preliminary credential at NDNU can count up to 12 units of credential coursework toward the degree. Applicants who completed a credential at another institution may transfer in up to 6 graduate level units (B- or better) that have not been applied to another degree, with approval of the Program Director. Courses must have been completed within the last seven (7) years in order to be considered transferrable to the MA degree.

Learning Outcomes

- Students will develop, implement, integrate, and assess curriculum
- Students will analyze and evaluate the different categories and uses of assessment
- Students will use a wide range of library and academic online databases and internet resources to research educational problems and apply a range of internet software programs to analyze and report quantitative and qualitative data.
- Students will evaluate practices and systems that support the success of under-represented minority groups

- Students will apply critical thinking skills, analytical reading skills, analytical writing skills, and oral communication skills in the evaluation of educational problems
- Students will plan, conduct, evaluate, publish, and present a thesis research project based on a socially-relevant research question

Degree Requirements

		Required Courses
EDU 4700	Trends in Curriculum Development	3
EDU 4703	Educational Assessment/Evaluation	3
EDU 4706	Social Justice, Diversity, Equity	3
EDU 4721	Intro to Educational Research	3
EDU 4724	Educational Research	3
	One of the following courses	
EDU 4207	Technology - Special Education	3
EDU 4709	Learning, Technology, Curriculum	3
EDU 4715	Media, Medium, and Method	3
EDU 4718	Contemporary Topics in Tech Leadership	3

Subtotal: 18

Education Electives or Articulated Credential Courses

Twelve semester units of education electives or 12 semester units articulated with the preliminary credential from the following courses: *

EDU 4100	Psychological and Developmental Foundations	3
EDU 4104	Sociological and Multicultural Foundations	3
EDU 4107	Foundations For Teaching English Learners	3
EDU 4110	Special Education for the Classroom Teacher	2
EDU 4119	Assessment in the Classroom	2
EDU 4330	Elementary Reading/Language Arts: Primary Grades	3
EDU 4333	Elementary Reading/Language Arts: Upper Grades	3
EDU 4410	Language and Literacy in the Content Areas	3

Subtotal: 12

*Students who recently completed or are co-enrolled in NDNU's credential program may articulate up to 12 semester units of coursework from this list. Those who obtained a preliminary teaching credential from another institution or who have substantial experience with private-school teaching can select 12 units of education electives in collaboration with the Program Director.

Total Credit Hours: 30

MA Teaching English to Speakers of Other Languages

Caryl Hodges, EdD
Dean

The Master of Arts in Teaching English to Speakers of Other Languages (MA TESOL) degree program at NDNU is a fully online degree program. It is a practitioner-based degree focused on engaging students for preparation to lead instruction in teaching English as an additional language while supporting the growth and knowledge of the communities they serve. Based on the principles of social justice and human rights, candidates will be grounded in pedagogical approaches and epistemological practices that incorporate technology in preparation to enter the field of TESOL as educators working toward a more just world.

Admission Information

Students may apply and be admitted to the Master of Arts in Teaching English to Speakers of Other Languages (MA TESOL) program in the fall, spring, or summer semesters and should meet the following requirements for consideration:

1. A four-year bachelor's degree from a regionally-accredited institution
2. A cumulative grade point average of 2.5
3. Two letters of recommendation (one reference must be academic)
4. Statement of intent (1-2 pages)
5. An interview with the Program Director

In addition to the General Graduate Program Admissions requirements, international students must provide the following:

- International university transcripts must be evaluated by a professional credential evaluation service. We require a course-by-course evaluation. We accept evaluations from members of NACES and recommend World Education Services, Inc.
- International graduate applicants whose first language is not English are required to submit proof of English language proficiency. For the Test of English as a Foreign Language (TOEFL) exam, the minimum requirement is a score of 550 (paper-based total), 213 (computer-based total) or 80 (internet-based total). For the International English Language Testing System (IELTS) exam, the minimum requirement is a score of 6.0 on the Academic test. In addition,

students may demonstrate English language proficiency by studying through an approved English language school. Speak with Admissions for more information about approved language partners and successful completion levels for each program. Meeting minimum requirements does not guarantee admission.

Learning Outcomes

- Students will be able to identify the foundational themes of conceptual knowledge, theoretical knowledge, and application skills to their teaching practice.
- Students will be able to demonstrate critical engagement of issues and theories in the field of TESOL that impacts the learners they serve.
- Students will be able to explore the purpose and role of technology as it applies to first/second language theory in global contexts.
- Students will be able to maintain awareness of and advocate for pathways toward greater racial, cultural, and linguistic equity in the context of education.
- Students will be able to determine how concepts towards language acquisition differ based on multiple stages of a learner's development.
- Students will be able to apply the NDNU Hallmarks of community engagement and social justice to course curriculum.

Requirements

		Foundation Courses
TSL 4400	TESOL Foundations in Theory and Methodology	3
TSL 4410	Digital Technologies for Inclusion in TESOL Instruction	3
TSL 4420	Applied Linguistics and TESOL Pedagogy	3
		Core Courses
TSL 4430	Assessment, Testing, and Evaluation in TESOL	3
TSL 4450	TESOL Curriculum Design in the Classroom	3
TSL 4460	Discourse Analysis Pragmatics	3
TSL 4470	Digital Storytelling in TESOL Contexts	3
TSL 4490	Structure of American English in Global Paradigms	3
TSL 4500	Online Instruction and Advising in TESOL	3
		Capstone
TSL 4480	TESOL Portfolio Design	3
Total Credit Hours:		30

English for International Students

The English for International Students Program is designed for students who need to develop their English skills in order to successfully complete academic studies at NDNU. A variety of English language classes are offered to provide students with increased opportunities for English study and practice.

Students are placed in appropriate classes on the basis of previous English study, TOEFL or IELTS scores, and Notre Dame de Namur University ESL Placement Test scores. These classes may be taken with other selected academic classes.

Courses in English for International Students do not satisfy General Education requirements, but this course work, to a maximum of 6 units, may be applied toward a degree as elective credit.

Credential: Preliminary Multiple Subject (Elementary School)

Stephanie Demaree, EdD
Program Director

The School of Education and Psychology offers a program of professional preparation for the California Multiple Subject Credential, approved by the California Commission on Teacher Credentialing (CTC). This credential authorizes service in self-contained TK-8th grade classrooms usually in an elementary school setting. NDNU's Multiple Subject Credential Program is post-baccalaureate and requires a full fifth year, or 33 semester units, of study. The concurrent program at NDNU offers candidates who have the Basic Skills and subject matter competency requirements completed by May 1 the opportunity to complete the professional course work and two student teaching experiences within a calendar year (summer session, fall semester, spring semester). NDNU students enrolled in its credential programs may articulate up to 12 units toward the Master of Arts in Education - Curriculum and Instruction (see p. 4646) or 9 units toward the Master of Arts in Teaching English to Speakers of Other Languages (TESOL) (see p. 4747). Interested candidates should contact the Program Director of the Master of Arts in Education program or the Program Director of the Master of Arts in TESOL for more information.

Learning Outcomes

Upon completion of a Preliminary Multiple Subject Credential:

- Candidates will be able to engage and support all students in learning.
- Candidates will be able to create and maintain effective environments for student learning.
- Candidates will be able to understand and organize subject matter for student learning.
- Candidates will be able to plan instruction and design learning experiences for all students.
- Candidates will be able to assess student learning.
- Candidates will be able to develop as professional educators.

Multiple Subject Credential (elementary) candidates spend one semester of student teaching at the primary level and one semester at the upper elementary grade level. These student teaching experiences are in culturally diverse schools with students from a variety of socioeconomic backgrounds and take place at two of the many public school districts with which we have contracts.

Public school districts occasionally offer qualified Multiple Subject candidates the opportunity for a paid internship in lieu of unpaid student teaching. This requires intern candidates to secure a CTC internship credential through the credentials office which requires an official offer of employment, approval of the Program Director, the completion of specified pre-service coursework including one semester of student teaching, and the willingness of the employing district to sign and participate in a support and supervision agreement with NDNU. Subject to Program Director approval, candidates may complete a portion of the student teaching requirement at a WASC accredited private school.

Transfer students must complete a minimum of 15 semester units of credit at Notre Dame de Namur University, including at least one semester of student teaching in the teacher preparation program in order to be recommended for a teaching credential.

The following summarizes the requirements for the preliminary Multiple Subject Teaching Credential recommendation through NDNU. Asterisked items are required for advancement to student teaching or internship eligibility:

1. *Prerequisite: Verification of 40 hours of pre-acceptance field experience by teaching or volunteer experience completed with appropriate age in a school setting. Provide the original form signed by the site supervisor, or provide official letter of verification from the site.

2. Successfully complete student teaching and required courses. The lowest grade in student teaching that is considered successful is a B-. The lowest grade in all other credential courses that is considered successful is a C, provided a 3.0 GPA minimum is maintained.
3. Pass the Teaching Performance Assessment.
4. *Passage of Basic Skills Requirement (e.g., CBEST or for more options, see <http://www.ctc.ca.gov/credentials/leaflets/cl667.pdf>)
5. *Verification of Subject Matter Competence (e.g., CSET in Multiple Subjects)
6. *Verification of fingerprinting clearance on file with the California Commission on Teacher Credentialing (also called a "Certificate of Clearance"). For more information, see <http://www.ctc.ca.gov/credentials/leaflets/cl271.pdf>.
7. *Copy of negative TB test result from within two years
8. *Signed NDNU Release of Liability Form
9. Verification of meeting the U.S. Constitution requirement by exam, course work, or CSU degree
10. CPR training in infant, child, and adult; training must meet standards of American Heart Association or American Red Cross and be current at time of credential filing.
11. Pass the Reading Instruction Competence Assessment (RICA) by the end of the program.

Requirements

		Required Courses
EDU 4100	Psychological and Developmental Foundations	3
EDU 4104	Sociological and Multicultural Foundations	3
EDU 4107	Foundations For Teaching English Learners	3
EDU 4110	Special Education for the Classroom Teacher	2
EDU 4113	Technology Applications in Education	1
EDU 4116	Health Education	1
EDU 4119	Assessment in the Classroom	2
EDU 4330	Elementary Reading/Language Arts: Primary Grades	3
EDU 4333	Elementary Reading/Language Arts: Upper Grades	3
EDU 4336	Curriculum: Elementary Math	2
EDU 4337	Curriculum: Social Studies	1
EDU 4338	Curriculum: Science	1
EDU 4342	Student/Intern Teaching/Semester I: Multiple Subject	4
EDU 4345	Student/Intern Teaching Semester II: Multiple Subject	4

Note: EDU 4119, EDU 4330, EDU 4333, EDU 4336, EDU 4337, and EDU 4338: These courses involve working directly with students in an approved classroom setting. Therefore, concurrent enrollment in either EDU 4342 or EDU 4345 is required.

Total Credit Hours: 33

Articulation with the Master of Arts in Education

NDNU students enrolled in its credential programs may articulate up to 12 units toward the Master of Arts in Education or up to 9 units toward the Master of Arts in Teaching English to Speakers of Other Languages (TESOL). Interested candidates should contact the Program Director of Master of Arts in Education or Master of Arts in TESOL for more information.

Professional Clear Teaching Credential Articulation with the Masters in Education

Teachers who have taken graduate coursework elsewhere as part of their induction program for the Professional Clear Credential may transfer up to 6 semester units of recent coursework that has not been applied toward another degree to the Master of Arts in Education. Consult with the Director of the Master of Arts in Education Program for information regarding approved induction courses.

CTC Early Completion Intern Option

The Early Completion Intern Option (ECO) is intended to provide individuals who have requisite skills and knowledge an opportunity to challenge the course work portion of a Multiple or Single Subject Intern Program and demonstrate pedagogical skills through a performance assessment while in a Commission-approved intern program. CTC requirements for ECO can be found online at <http://www.ctc.ca.gov/credentials/leaflets/cl840.pdf>. Qualified candidates must make an appointment to speak with a Program Director.

Credential: Preliminary Single Subject (Middle and High School)

Kelly Delaney, EdD
Program Director

The School of Education and Psychology offers a program of professional preparation for the California Single Subject Credential, approved by the California Commission on Teacher Credentialing (CTC). This credential authorizes service in departmentalized settings usually in middle schools and high schools. NDNU's Single Subject Credential program is post-baccalaureate and requires a full fifth year, or 31 semester units, of study.

The concurrent program at NDNU offers candidates who have the Basic Skills and subject matter competency requirements completed by May 1 the opportunity to complete the professional course work and two student teaching experiences within a calendar year (summer session, fall semester, spring semester). NDNU students enrolled in its credential programs may articulate up to 12 units toward the Master of Arts in Education - Curriculum and Instruction (see p. 4646) or up to 9 units toward the Master of Arts in Teaching English to Speakers of Other Languages (TESOL) (see p. 4747). Interested candidates should contact the Program Director of the Master of Arts in Education program or the Program Director of the Master of Arts in TESOL for more information.

Learning Outcomes

Upon completion of a Preliminary Single Subject Credential

- Candidates will be able to engage and support all students in learning.
- Candidates will be able to create and maintain effective environments for student learning.
- Candidates will be able to understand and organize subject matter for student learning.
- Candidates will be able to plan instruction and design learning experiences for all students.
- Candidates will be able to assess student learning.
- Candidates will be able to develop as professional educators.

Single Subject Credential candidates typically spend one semester of student teaching at the middle or junior high school level and one semester at the high school level. These student teaching experiences are intended to take place in culturally diverse schools with students from a variety of socioeconomic backgrounds. Students work at two of the many public school districts with which we have contracts.

Public school districts occasionally offer qualified Single Subject candidates the opportunity for a paid internship in lieu of unpaid student teaching. This requires intern candidates to secure a CTC internship credential through the credentials office which requires: an official offer of employment, approval of the Program Director, the completion of specified pre-service coursework including one semester of student teaching, and the willingness of the employing district to sign and participate in a support and supervision agreement with NDNU. Subject to Program Director approval, candidates may complete a

portion of the student teaching requirement at a WASC-accredited private school.

Transfer students must complete a minimum of 15 semester units of credit at Notre Dame de Namur University, including at least one semester of student teaching in the teacher preparation program in order to be eligible to be recommended for a teaching credential.

The following summarizes the requirements for the preliminary Single Subject Teaching Credential recommendation through NDNU. Asterisked items are required for advancement to student teaching or internship eligibility:

1. *Prerequisite: Verification of 40 hours of pre-acceptance field experience by teaching or volunteer experience completed with appropriate age in a school setting. Provide the original form signed by the site supervisor, or provide official letter of verification from the site.
2. Successfully complete student teaching and required courses. The lowest grade in student teaching that is considered successful is a B-. The lowest grade in all other credential courses that is considered successful is a C, provided a 3.0 GPA minimum is maintained.
3. Pass the Teaching Performance Assessment.
4. *Passage of Basic Skills Requirement (e.g., CBEST or for more options, see <http://www.ctc.ca.gov/credentials/leaflets/cl667.pdf>).
5. *Verification of Subject Matter Competence (e.g., CSET in appropriate teaching area or an approved subject matter waiver from an accredited college or university.)
6. *Verification of fingerprinting clearance on file with the California Commission on Teacher Credentialing (also called a "Certificate of Clearance"). For more information, see <http://www.ctc.ca.gov/credentials/leaflets/cl271.pdf>).
7. *Copy of negative TB test result from within two years.
8. *Signed NDNU Release of Liability Form.
9. Verification meeting the U.S. Constitution requirement by exam, course work, or CSU degree.
10. CPR training in infant, child, and adult; training must meet standards of American Heart Association or American Red Cross and be current at time of credential filing.

Requirements

		Required Courses
EDU 4100	Psychological and Developmental Foundations	3
EDU 4104	Sociological and Multicultural Foundations	3
EDU 4107	Foundations For Teaching English Learners	3
EDU 4110	Special Education for the Classroom Teacher	2
EDU 4113	Technology Applications in Education	1
EDU 4116	Health Education	1
EDU 4119	Assessment in the Classroom	2
EDU 4405	Teaching and Pedagogy	3
EDU 4407	Secondary Curriculum	2
EDU 4410	Language and Literacy in the Content Areas	3
EDU 4442	Student/Intern Teaching Semester I: Single Subject	4
EDU 4445	Student/Intern Teaching Semester II: Single Subject	4

Total Credit Hours: 31

Articulation with the Master of Arts in Education

NDNU candidates enrolled in its credential programs may articulate up to 12 units toward the Master of Arts in Education or up to 9 units toward the Master of Arts in Teaching English to Speakers of Other Languages (TESOL). Interested candidates should contact the Program Director of the Master of Arts in Education or Master of Arts in TESOL for more information.

Professional Clear Teaching Credential Articulation with the Masters in Education

Teachers who have taken graduate coursework as part of their induction program for the Professional Clear Credential may transfer up to 6 semester units of recent coursework that has not been applied toward another degree toward the Master of Arts in Education. Consult with the Director of the Program for information regarding approved induction courses.

CTC Early Completion Intern Option

The Early Completion Intern Option (ECO) is intended to provide individuals who have requisite skills and knowledge an opportunity to challenge the course work portion of a Multiple or Single Subject Intern Program and demonstrate pedagogical skills through a performance assessment while in a commission-approved intern program. CTC requirements for ECO can be found online at <http://www.ctc.ca.gov/credentials/leaflets/cl840.pdf>. Qualified candidates must make an appointment to speak with a Program Director.

Special Education

Susan Charles
Program Director

Credential: Preliminary Education Specialist

NDNU's Education Specialist Credential program prepares students to teach in special education programs in public and private schools. Students choose one of two concentration options: mild/moderate or moderate/severe disabilities.

Credential holders with a mild/moderate authorization will be able to teach students in Resource Specialist Program classes (K-12) and students in special day classes for learning disabilities. Credential holders with a moderate/severe authorization will be able to teach students in grades K-12 whose needs are more severe. A student may elect to complete the requirements for both options. This can be accomplished while in the program with the addition of the appropriate adaptations course (EDU 4234 or EDU 4237), appropriate curriculum and instruction courses (EDU 4336, EDU 4337, EDU 4338 or EDU 4251, EDU 4252), and an additional semester of fieldwork in an appropriate educational setting. If requirements for both are completed during the program the candidate will be recommended for both authorizations. If one or more semesters elapses between the completion of the credential and the commencement of the coursework/fieldwork for the second authorization OR if the candidate completes the master's requirement before the commencement of the coursework/fieldwork for the second authorization, then enrollment for coursework for the second authorization will be as an "Education Specialist Added Authorization" and may not be eligible for financial aid.

Special Education candidates may discover opportunities to serve as paid interns while earning the credential. Public school districts will require such interns to hold a university internship credential to begin, a recommendation which requires the successful completion of specific exams, coursework and fieldwork in both general education and special education settings including one semester of student teaching. Fieldwork experience must include one semester of student teaching/internship in a public school setting. Candidates who are working in private schools and seeking a credential are required to complete a substantive clinical experience of at least 150 hours in a diverse school setting where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population. See the

Education Specialist Program Handbook for details. The Preliminary Education Specialist Credential may be integrated with the Master of Arts Degree in Special Education. Credential courses taken at NDNU count towards the master's degree, subject to degree limits (residency requirements, etc.).

Learning Outcomes

Upon completion of a Preliminary Education Specialist Credential:

- Candidates will be able to develop a shared vision of learning.
- Candidates will be able to promote a culture of teaching and learning.
- Candidates will be able to effectively manage a school in the service of teaching and learning.
- Candidates will be able to work effectively with diverse families and communities.
- Candidates will be able to demonstrate personal ethics and leadership capacity.
- Candidates will be able to demonstrate political, social, economic, legal, and cultural understanding of education.

Students may obtain an Education Specialist Credential without a prior teaching credential. This requires 44 units. Applicants who already hold a teaching credential can complete the requirements for the Education Specialist credential with between 20-30 units of additional coursework and field placement depending on their current credential. A chronological program plan to meet the credential requirements will be discussed when the admitted student meets with the Program Director.

Transfer students must complete a minimum of 15 semester units of credit at Notre Dame de Namur University, including at least one semester of student teaching or internship in the teacher preparation program in order to be recommended for a teaching credential.

Public school districts occasionally offer qualified Education Specialist Credential candidates the opportunity for a paid internship in lieu of unpaid student teaching. This requires intern candidates to secure a university internship credential through the credentials office which requires: an official offer of employment, approval of the Program Director, the completion of specified pre-service coursework including one semester of student teaching, and the willingness of the employing district to sign and participate in a support and supervision agreement with

NDNU. Subject to Program Director approval, students may complete one student teaching semester at a WASC-accredited private school.

The following summarizes the requirements for the Preliminary Education Specialist Credential recommendation through NDNU. **Asterisked** items are required for student teaching eligibility (internship eligibility has additional course and fieldwork requirements). See Special Education Program Handbook:

1. *Prerequisite: Verification of 40 hours of pre-acceptance field experience by teaching or volunteer experience completed with appropriate age in a school setting. Provide the original form signed by the site supervisor, or provide official letter of verification from the site.
2. Successfully complete student teaching or internship and required courses (includes courses that allow authorization to teach English Learners)
3. *Passage of Basic Skills Requirement (e.g., CBEST or for more options, see <http://www.ctc.ca.gov/credentials/leaflets/cl667.pdf>).
4. *Verification of Subject Matter Competence (e.g., CSET in Multiple Subjects)
5. *Verification of fingerprinting clearance on file with the California Commission on Teacher Credentialing (also called a "Certificate of Clearance"). For more information, see <http://www.ctc.ca.gov/credentials/leaflets/cl271.pdf>.
6. *Copy of negative TB test result from within two years.
7. *Signed NDNU Release of Liability Form.
8. Verification of meeting the U.S. Constitution requirement by exam, course work, or CSU degree.
9. Pass the Reading Instruction Competence Assessment (RICA) by the end of your program.
10. *CPR training in infant, child, and adult; training must meet standards of American Heart Association or American Red Cross and be current at time of credential filing.

Coursework required for those who enter without a prior credential

Education Specialist Credential Mild/Moderate

		Required Courses
EDU 4100	Psychological and Developmental Foundations	3
EDU 4104	Sociological and Multicultural Foundations	3
EDU 4107	Foundations For Teaching English Learners	3

EDU 4116	Health Education	1
EDU 4200	Special Education Program Management	3
EDU 4203	Clinical Assessment	4
EDU 4207	Technology - Special Education	3
EDU 4209	Counseling - Special Education	3
EDU 4230	Student/Intern Teaching Seminar: (Special Education, 1st semester)	4
EDU 4231	Student/Intern Teaching/Seminar (Special Education, 2nd Semester)	4
EDU 4330	Elementary Reading/Language Arts: Primary Grades	3
EDU 4333	Elementary Reading/Language Arts: Upper Grades	3
Mild/Moderate Curriculum & Instruction Courses		
EDU 4234	Curriculum and Instruction Adaptations:Mild/Moderate	2
EDU 4336	Curriculum: Elementary Math	2
EDU 4337	Curriculum: Social Science	1
EDU 4338	Curriculum: Science	1

EDU 4107, EDU 4200, EDU 4203 must be completed prior to student teaching.

Total Required Units

Total: 43

Education Specialist Credential Moderate/Severe

		Required Courses
EDU 4100	Psychological and Developmental Foundations	3
EDU 4104	Sociological and Multicultural Foundations	3
EDU 4107	Foundations For Teaching English Learners	3
EDU 4116	Health Education	1
EDU 4200	Special Education Program Management	3
EDU 4203	Clinical Assessment	4
EDU 4207	Technology - Special Education	3
EDU 4209	Counseling - Special Education	3
EDU 4230	Student/Intern Teaching Seminar: (Special Education, 1st semester)	4
EDU 4231	Student/Intern Teaching/Seminar (Special Education, 2nd Semester)	4
EDU 4330	Elementary Reading/Language Arts: Primary Grades	3
EDU 4333	Elementary Reading/Language Arts: Upper Grades	3
Moderate/Severe Curriculum & Instruction Courses		
EDU 4237	Curriculum and Instruction Adaptations:Moderate to Severe	3
EDU 4251	Teaching Students w/ Motor, Sensory & Health Needs	2
EDU 4252	Core Curriculum Access for Students w/ Severe Disabilities	2

EDU 4107, EDU 4200, EDU 4203 must be completed prior to student teaching.

Total Required Units

Total: 46

Dual Authorization

Students pursuing a dual authorization must complete the Curriculum and Instruction courses for both the Mild/Moderate and Moderate/Severe Education Specialist Credentials as well as complete a 3rd semester of student/intern teaching.

Coursework required for those who enter with a California credential, depending on the credential held.

For those holding an out-of-state credential, additional coursework may be required.

	Required Courses	
EDU 4200	Special Education Program Management	3
EDU 4203	Clinical Assessment	4
EDU 4207	Technology - Special Education	3
EDU 4209	Counseling - Special Education	3
EDU 4230	Student/Intern Teaching Seminar: (Special Education, 1st semester)	4
EDU 4231	Student/Intern Teaching/Seminar (Special Education, 2nd Semester)	4

EDU 4107, EDU 4200, EDU 4203 must be completed prior to student/intern teaching.

Also required are the Curriculum and Instruction Courses for the selected credential, either Mild/Moderate or Moderate Severe, as detailed in the corresponding sections above.

For students holding a Single Subject Credential, the following courses may be required depending on their Single Subject content area:

EDU 4236	Student/Intern Teaching Seminar (Special Education - Extended)	1
EDU 4330	Elementary Reading/Language Arts :Primary Grades	3
EDU 4333	Elementary Reading/Language Arts: Upper Grades	3
EDU 4336	Curriculum: Elementary Math	2
EDU 4339	Curriculum: Social Studies/Science	2

For the Mild/Moderate Credential

EDU 4234	Curriculum and Instruction Adaptations:Mild/Moderate	2
EDU 4336	Curriculum: Elementary Math	2
EDU 4337	Curriculum: Social Science	1
EDU 4338	Curriculum: Science	1

For the Moderate/Severe Credential

EDU 4237	Curriculum and Instruction Adaptations:Moderate to Severe	3
EDU 4251	Teaching Students w/ Motor, Sensory & Health Needs	2
EDU 4252	Core Curriculum Access for Students w/ Severe Disabilities	2

Students may complete three units of capstone coursework in addition to the Education Specialist Credential in order to earn a master's degree. See Master of Arts in Special Education (p. 5454) for further information.

MA Special Education

The goal of the MA Special Education degree is to develop professional practitioners with expertise in three key areas: conceptual knowledge, theoretical knowledge, and application skills. The program is designed to enable students, upon graduation to:

- Use theory as a lens for thinking critically
- Be a knowledgeable consumer of educational literature
- Be skillful in applying research-based teaching practices.
- Use a wide range of instructional materials, approaches, and methods for learners at different stages of development and from differing cultural and linguistic backgrounds.
- Use a wide range of assessment tools including informal/formal, individual/group, and formative/summative instruments.

Building upon the Education Specialist Credential, the program enables NDNU Education Specialist credential students to complete an additional 3-unit course in order to earn a master's degree. See the Education Specialist Credential for the list of required courses. Students who enter the program with a prior teaching credential or degree in a related area (counseling, non-profit agency working with special needs individuals) who are pursuing graduate work to enhance their ability to work with special populations can complete their MA in Special Education degree with 30 units.

Degree Requirements

	Required Courses	
EDU 4200	Special Education Program Management	3
EDU 4203	Clinical Assessment	4
EDU 4207	Technology - Special Education	3
EDU 4209	Counseling - Special Education	3
EDU 4880	Educational Research Capstone	3
Choose one Curriculum and Instruction Course from:		
EDU 4234	Curriculum and Instruction Adaptations: Mild/Moderate	3
EDU 4237	Curriculum and Instruction Adaptations: Moderate to Severe	3

Subtotal: 19

Education Electives - 11 units of graduate level courses with approval of Program Director

The other Curriculum and Instruction course may be used as an elective

Select from Education Department coursework (Multiple Subject, Single Subject, Special Education, or MA in Education). Note: undergraduate, Student Teaching, or Field Practicum courses may not be used to satisfy the elective requirement.

Transfer in up to 6 units of coursework in the field of education not previously used for a degree.

Students may also use up to 6 units of Independent Study.

Subtotal: 11

Total Credit Hours: 30

SEP COURSES

Course listings are sorted alphabetically by prefix code. Please refer to the following list of academic departments to find the prefix code for courses offered by each department:

Department	Prefix Code
Clinical Psychology	CPY
Education	EDU
English for International Students	EIS
Gerontology	GER
Teaching English to Speakers of Other Languages	TSL

CPY - CLINICAL PSYCHOLOGY

CPY 4216 - Psychopathology (3)

This course introduces students to the study and understanding of psychological disorders. The study of psychopathology is approached from the standpoint of individual character structure/personality and the context of treatment. The etiology and dynamics of character structure and the development of symptoms and personality disorders are examined and discussed. Symptom formation and character disorders are examined primarily from dynamic, developmental, and socio-cultural perspectives, with attention given to cultural assumptions underlying classifications of psychopathology and the development of biopsychosocial case formulations. The course discusses the importance of developing an integrative approach to treatment by taking into account the treatment context, the socio-cultural context, and the nature of the evidence on which assertions about effectiveness of treatment are based. Includes BBS mandates for the 'principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools such as the current edition of the Diagnostic and Statistical Manual, the impact of co-occurring substance use disorders or medical psychological disorders, established diagnostic criteria for mental or emotional disorders, and the treatment modalities and placement criteria within the continuum of care.'

CPY 4217 - Child and Adolescent Psychopathology and Psychotherapy (3)

This course explores forms of psychopathology, mental disorder, and normal and abnormal development in children and adolescents and their treatment. It incorporates the perspective of developmental psychopathology for understanding etiology, assessment, diagnosis, and treatment. The course focuses on adaptive and maladaptive behaviors and psychological processes, as well as risk and protective factors within the child, family, and environment, while addressing cultural issues including ethnicity, socioeconomic status, and gender differences. This course offers education on child abuse effects, assessment, diagnosis, and treatment. Forms of psychotherapy that address psychopathology in children and adolescents are surveyed.

CPY 4221 - Cross-Cultural Issues (3)

This course educates students about the role of culture in human behavior; assist students in gaining knowledge about cross-cultural phenomena and reflect on their encounters in a cultural context that is different from their native culture. The course emphasizes the students' integration of theory and research about the relationships between culture and psychology, develop skills to apply knowledge about the impact of culture on psychology to themselves and others, and promotes continuous reflection on their multi-dimensional cross-cultural experiences. This course provides an overview of the principles of mental health recovery-oriented care and methods of service delivery in recovery-oriented practice models. Attention is given to the intersection of multiple cultural influences, as well as power differences that occur between groups.

CPY 4222 - Family Systems and Relational Psychotherapy (3)

This course examines the application of a variety of systemic and relational theories and models of intervention to interpersonal and relational problems with a strong emphasis on contemporary systems, interpersonal, attachment, humanistic, and relational theories. Reviews principles of mental health recovery-oriented care and methods of service delivery as appropriate within systems. This course emphasizes systemic therapy approaches for resolving individual, interpersonal, couple, and family problems.

Developmental and intervention considerations of non-traditional and diverse couples and families are examined.

CPY 4230 - Lifespan Development (3)

This course provides an analysis of major approaches to the study of human development from infancy to old age, reviewing specific family life events and the psychological implications of developmental milestones such as childbirth, childrearing, childhood, adolescence, adulthood, marriage, divorce, career, blended families, parenting, aging and long-term care, and geropsychology. Education on issues of aging and long-term care are examined comprehensively and fulfill BBS requirements. An overview of the individual differences and biological, cultural, socioeconomic, and environmental factors that influence growth and development across the lifespan are provided.

CPY 4235 - Human Sexuality (1)

This course offers a study of the psychological, social, and physiological dimensions of human sexual behavior. Emphasis is placed on the diversity of human sexual development and current research. Reflection of individual attitudes about sexuality and the sources that have affected the development of those attitudes is encouraged. Deviations, dysfunctions, and controversies in sexuality are presented.

CPY 4240 - Psychodynamic Psychotherapy (3)

This course provides a clinical survey of theoretical and empirical psychodynamic psychotherapy approaches and topics. Classical models of psychoanalysis are surveyed including Freudian, Jungian, Ego Psychology, Object Relations, Humanistic, and Self-Psychology while being integrated into contemporary, Developmental, Relational and evidence based practice. Specific topics include foundational psychodynamic concepts that inform the practice of psychotherapy. The psychotherapeutic relationship; conscious and unconscious processes; transference/countertransference; the development of personal qualities; developmental issues; personality; and relationships are examined. Clinical practice issues, including therapeutic interventions, are accented including for individuals with a range of diagnoses (including severe mental illness). Issues regarding assessment, diagnosis, treatment planning, interventions, and collaborative treatment practices are surveyed.

CPY 4245 - Professional Ethics and Law (3)

This course examines ethical and legal standards, codes, and issues within the mental health professions and their relevant professional, clinical, and personal dimensions

and implications. While covering legal and ethical issues requisite for licensure, it also emphasizes personal and professional development, the development of professional qualities, and the impact of personal values as an integral part of cultivating an ethical attitude within the field of psychology. The course emphasizes the relationship between the development of personal qualities, sense of self, values, professional behavior, ethics, and clinical practice. Specific topics include child and elder abuse assessment and reporting; scope of practice; legal patterns and trends; privilege/confidentiality; treatment of minors; professional writing; evidence-based practice; collaborative treatment; case management; and community resources.

CPY 4252 - Clinical Assessment and Treatment (3)

This course introduces the basic appraisal concepts, various instruments, procedures, methods, and interview techniques used for developmental, behavioral, cognitive, affective, learning, and personality assessment. Emphasis is placed on understanding, criticizing, and using the assessment report to assist in the development of an approach to treatment. Includes BBS mandates for the assessment, appraisal, and testing of individuals, including basic concepts of standardized and non-standardized testing and other assessment techniques, norm-referenced and criterion-referenced assessment, statistical concepts, social and cultural factors related to assessment and evaluation of individuals and groups, and ethical strategies for selecting, administering, and interpreting assessment instruments and techniques in counseling. Appropriate treatment planning and collaborative treatment with health care providers and family members is reviewed.

CPY 4275 - Couple Psychotherapy (3)

This course examines the theory and practice of psychotherapy with couples. Conscious and unconscious patterns of communication, behaviors, interactions, and defenses are discussed. The course reviews a variety of issues encountered in couple psychotherapy, including transitions to parenthood and childrearing, problems with intimacy and sex, substance use, infidelity, abuse and domestic violence, and more. Education on spousal and intimate partner abuse, assessment, reporting, and intervention is covered. The context of the couple is examined from a socio-cultural perspective, with attention paid to diverse types of couples and relationships. Assessment, diagnosis, and intervention strategies for couples are reviewed.

CPY 4280 - Survey of Child and Adult Psychotherapy (2)

This course surveys a variety of treatment approaches for children and adults and may incorporate training in modalities such as play therapy; expressive arts therapy; sandplay therapy; somatic, and experiential therapies. Possible topics include treating premarital, couple, family, and child relationships; treating child, adult, spousal, and elderly trauma and abuse; healthy functioning; health promotion; illness prevention; working with families; professional writing, including documentation of services, treatment plans, and progress notes; and connecting consumers with resources.

CPY 4286 - Specialized Clinical Topics (1)

This course focuses on a variety of specialized clinical topics, including alternative psychotherapeutic approaches, relevant for MFT/LPCC licensure. Topics range across the broad spectrum of clinical practice and research in the field of psychology, bringing students into contact with the most recent and sometimes controversial clinical issues. Topics are continually modified to fulfill evolving BBS recommendations and standards.

CPY 4311 - Cognitive Behavioral Therapy (3)

This course introduces students to Cognitive-Behavioral Theory and technique as well as developments within Cognitive-Behavioral Therapy including Dialectical Behavior Therapy (DBT) and Acceptance and Commitment Therapy (ACT). Students learn about empirical findings that demonstrate its usefulness for a wide variety of problems, including mood disorders, anxiety disorders, personality disorders, eating disorders, substance abuse disorders, and psychotic disorders. Students learn to apply CBT; DBT; and ACT, and learn to address a variety of clinical topics, as recommended by the BBS, through this treatment modality.

CPY 4420 - Clinical Practicum I (3)

This two-semester sequence of supervised practicum in the field provides an average of 20 hours weekly (250 hours per semester) of supervised training and face-to-face psychotherapeutic experience with children, adolescents, adults, couples, and families in community agencies, schools, and hospitals throughout the Bay Area. A practicum packet must be completed and signed by all parties to ensure that the site, student, and faculty are in agreement of the BBS and departmental requirements. This clinical field placement meets the requirements of the Board of Behavioral Sciences for ongoing experience in the use of applied psychotherapeutic techniques, assessment, diagnosis, crisis intervention, and the

treatment of individuals in need. Integrated strength-based recovery model, evidence-based and best practices, case management, working with co-occurring disorders, collaborative treatment, and training on working with domestic violence, child, adult, spousal, and elderly abuse will be emphasized. Understanding of the impact of socioeconomic position and culture will also be emphasized. Please note timeline restrictions (earliest start date is August 15 for training at field site).

CPY 4422 - Clinical Practicum II (3)

This two-semester sequence of supervised practicum in the field provides an average of 20 hours weekly (250 hours per semester) of supervised training and face-to-face psychotherapeutic experience with children, adolescents, adults, couples, and families in community agencies, schools, and hospitals throughout the Bay Area. A practicum packet must be completed and signed by all parties to ensure that the site, student, and faculty are in agreement of the BBS and departmental requirements. This clinical field placement meets the requirements of the Board of Behavioral Sciences for ongoing experience in the use of applied psychotherapeutic techniques, assessment, diagnosis, crisis intervention, and the treatment of individuals in need. Training on working with domestic violence, child, adult, spousal, and elderly abuse will be emphasized. Integrated strength-based recovery models, evidence-based and best practices, case management, working with co-occurring disorders, and collaborative treatment will be emphasized. Understanding of the impact of socioeconomic position and culture will also be emphasized.

CPY 4430 - Clinical Case Seminar I (3)

This two-semester sequence accompanies CPY 4420 and provides an intensive small-group seminar setting within which students may discuss their field placement experiences and their cases. Students focus on the personal issues involved in transference and counter-transference in their cases; develop a better sense of the relationship between the development of personal qualities, their sense of self, values, professional behavior, and ethics; learn to integrate theory with evidence-based practice; benefit from feedback from their colleagues and instructor; learn how to construct and present case analyses; develop professional writing skills; become acquainted with community resources and methods of collaborative treatment; develop psychotherapy, intervention, assessment, and case management skills, including methods for specialized issues; and explore this opportunity for profound professional growth. It addresses many questions that beginning therapists face,

including: setting up a therapeutic frame, establishing a therapeutic alliance, developing a treatment plan, using one's self in the treatment process, being alert to danger signals, working with cultural issues, handling crises and abuse, deciding on which type of intervention to use, developing a working hypothesis/formulation of the patient's difficulties, termination, and more. This class augments and supports what students are learning academically and experientially, concurrently, in CPY 4420.

Corequisite: CPY 4420.

CPY 4432 - Clinical Case Seminar II (3)

Group seminar setting within which students may discuss their field placement experiences and their cases. Students focus on the personal issues involved in transference and counter-transference in their cases; develop a better sense of the relationship between the development of personal qualities, their sense of self, values, professional behavior, and ethics; learn to integrate theory with evidence-based practice; benefit from feedback from their colleagues and instructor; learn how to construct and present case analyses and develop professional writing skills; become acquainted with community resources and methods of collaborative treatment; develop psychotherapy, intervention, assessment, and case management skills, including methods for specialized issues; and explore this opportunity for profound professional growth. It addresses many questions that beginning therapists face, including: setting up a therapeutic frame, establishing a therapeutic alliance, developing a treatment plan, using one's self in the treatment process, being alert to danger signals, working with cultural issues, handling crises and abuse, deciding on which type of intervention to use, developing a working hypothesis/formulation of the patient's difficulties, termination, and more. This class augments and supports what students are learning academically and experientially, concurrently, in CPY 4422.

Corequisite: CPY 4422.

CPY 4882 - Research Project: Capstone Completion (3)

This course enables the student to build upon their Capstone proposal; conduct and complete their research capstone.

CPY 4888 - Research Project: Capstone Extension (3)

This course is offered for exceptional situations, a maximum of two times, unless there is chair approval, as

an alternative to students who do not complete their capstone in the previous two courses.

CPY 4896 - Research Methods and Proposal (3)

This course provides an overview of research design and methodology culminating in developing a complete Master's Thesis or Capstone research proposal. Special emphasis is placed on helping the student conceptually understand the principles of psychological research, which informs evidence-based practice. Topics include observation and measurement, study design and implementation, descriptive and inferential statistics and the range of research projects including theses, needs assessments, grants, and program evaluations. This course culminates with the completion of a formal project proposal. Thesis or capstone project proposal may not proceed without IRB approval and project must be approved by the professor.

CPY 4897 - Research Project: Thesis Completion (3)

This course enables the student to build upon their Thesis proposal; conduct and complete their thesis.

CPY 4898 - Research Project: Thesis Extension (3)

This course is offered for exceptional situations, a maximum of two times, unless there is chair approval, as an alternative to students who do not complete their thesis in the previous two courses.

CPY 4986 - Special Topics in Clinical Psychology (1-3)

Course covers topics of special interest in the Clinical Psychology field.

CPY 5200 - Group Psychotherapy (3)

This course provides an overview of group psychotherapy, including analysis of group development, dynamics, process, and agents of therapeutic change. Issues pertaining to group leadership, ethics, and work with special populations are addressed. The intrapsychic and interpersonal dimensions of groups may be explored. Emphasis is placed on group developmental stage theories, group leadership styles and approaches, pertinent research and literature, group psychotherapy methods, and evaluation of effectiveness.

CPY 5205 - Neurophysiology and Psychopharmacology (3)

This course introduces the basic components of the brain and the central nervous system, focusing upon the role of sensation, perception, learning, mood, and memory in mental health. Developments in the field of interpersonal neurobiology and their relevancy for psychotherapy may

be surveyed. A review of the range of psychotropic medications used in the management of psychological health is included. Emphasizes understanding of how to collaborate and communicate effectively with health care providers and family members, including evidence-based and best practices to work with consumers with co-occurring disorders. Special emphasis is placed on the new requirements regarding basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medical evaluations and so that the side effects of those medications can be identified.

CPY 5265 - Diagnosis and Treatment of Addictions (3)

This course focuses on the detection, evaluation, and treatment of substance abuse in a sociocultural context. It includes the historical and contemporary perspectives on alcohol and drug abuse, basic principles of diagnosis and assessment, and prevention and intervention strategies with diverse populations. Sociopolitical and cultural aspects of work in this area is emphasized. Reviews the principles of mental health recovery-oriented care and methods of service delivery in recovery-oriented practice environments.

CPY 5550 - Crisis, Trauma, and Recovery (3)

This course integrates an integrative, depth-oriented, and community-based approach to trauma including crisis theory, multidisciplinary responses to crises, emergencies, or disasters; cognitive, affective, behavioral, and neurological effects associated with trauma; brief, intermediate, and long-term approaches to trauma treatment; assessment strategies for clients in crisis; principles of intervention for individuals with mental or emotional disorders during times of crisis or emergency; and other clinical topics including domestic violence and abuse. Trauma-specific theories and approaches are integrated along with patient advocacy, collaborative care and referrals, and community resources with emphasis on strength-based and evidence-based approaches.

CPY 5560 - Career Development Theories and Techniques (3)

Career development theories and techniques are surveyed, including career development decision-making models and interrelationships among and between work, family, and other life roles and factors, as well as the role of multicultural issues in career development.

CPY 6992 - Supervised Field Experience (1-3)

Offers supervised practicum hours which supports students in receiving clinical training and in fulfilling the

BBS requirements after the completion of 12 graduate units. This course requires the approval of the Director of Clinical Training and/or Chair; may fulfill individual clinical training needs and requirements; and may partially fulfill requirements from CPY 4420; CPY 4422; CPY 4430; CPY 4432 given individual contracts and agreements in these respective courses. Students meet with the Director of Clinical Training by appointment after obtaining an approved practicum site. A practicum packet must be completed and signed by all the parties to ensure that the site, student, and faculty are in agreement of the BBS and departmental requirements.

EDU - EDUCATION

EDU 4100 - Psychological and Developmental Foundations (3)

Investigates and critically appraises insights derived from psychology, especially as they pertain to the teaching-learning process for diverse classrooms of today. Explores theories from behavioral, humanistic, developmental, and cognitive psychology that are relevant for education. Considers effects on student learning, teacher expectations, classroom climate (affective and cognitive), classroom management, planning, diversity factors, learning styles, individual differences, motivation, and evaluation.

EDU 4104 - Sociological and Multicultural Foundations (3)

Analyzes major influences on American education, including social, cultural, historical, political and economic influences. Explores contemporary issues in education, such as the nature of culture, the purposes of public schooling, the profession of teaching, the social structure and education, equality of opportunity, and multicultural education.

EDU 4107 - Foundations For Teaching English Learners (3)

Examines theories of second language acquisition and historical perspectives of bilingual education. Explores factors affecting first and second language acquisition and bilingual education with an emphasis on instructional strategies. Includes class participation demonstrating knowledge of the content and field observations whenever possible. Covers Specially Designed Academic Instruction in English (SDAIE) competencies.

EDU 4110 - Special Education for the Classroom Teacher (2)

This course is designed to provide information, resources, and materials related to the education of students with

disabilities in the general education classroom. It includes a description of the categories of disabilities as defined by the Federal law, current regulations, and the IEP/ITP process. Emphasis is placed on the strategies for modifications and accommodations necessary to provide an appropriate learning environment. Attention focuses on the support system available at the school site level.

EDU 4113 - Technology Applications in Education (1)

California has adopted Technology Standards that define computer-based technology use in classrooms. This course ensures that all teacher candidates understand and are able to use appropriate computer based technology to facilitate the teaching and learning process. In addition to the California Level I Standards, the course covers issues surrounding technology use by society in general and education in particular. Also, several Teacher Performance Expectations (TPEs) from the California Standards of Quality and Effectiveness for Professional Teacher Preparation Programs are addressed in this course.

EDU 4116 - Health Education (1)

This course provides an introduction to health promotion through school health education. Current literature, health education resources, and teaching strategies are introduced and discussed. This course fulfills the California State Credential requirements. CPR and First Aid are NOT included in this course.

EDU 4119 - Assessment in the Classroom (2)

Introduces measurement concepts needed by teachers in order to meet their instructional objectives. Students learn how to create and use assessments that guide instruction and measure results. They also learn how to communicate with students, families, and other audiences about student progress.

EDU 4200 - Special Education Program Management (3)

This course is designed as a seminar focusing on the coordination procedures and implementation of laws, regulations, and other requirements related to special education. The focus is on ethics, policies, and related issues for teachers of students and adults with disabilities. Topics also include training and supervision of instructional aides, staff development/in-service functions, coordination and scheduling of IEP and ITP meetings, monitoring the referral process, inclusion of special education students in the regular education classroom, record keeping, and familiarity with student and parent rights.

EDU 4203 - Clinical Assessment (4)

This course is designed as a survey course of diagnostic assessment tools used by special education teachers. Competencies and understanding of the historical perspective, terminology, administration procedures and interpretation, cognitive assessments-academic achievement assessments, current research in learning styles, and adaptation to Individualized Educational Programs are addressed. Students are expected to administer and interpret various assessment instruments.

EDU 4207 - Technology - Special Education (3)

Introduces developmental and methodological foundations for the use of current technologies and practical application to the special education classroom. The use of low-tech to high-tech devices as assistive technology in meeting IEP needs of students are emphasized. Emphasis is also placed on learning the tools to enhance communication, information access, use of adaptive devices, use of current software/hardware, and problem-solving for the special education and regular education classroom.

EDU 4209 - Counseling - Special Education (3)

This course surveys the various support systems that can be used with special education children and families. An understanding of in-district and community agencies are examined. Effective communication techniques for counseling students and families with special needs are emphasized. Current research and publications that deal with assisting students' families are explored. Developing behavior plans for classrooms and individuals and the use of questionnaires, health histories, and other related information are also explored.

EDU 4230 - Student/Intern Teaching Seminar: (Special Education, 1st semester) (4)

This course has the same focus as EDU 4342, but in a special education setting. Heavy emphasis is placed on exploring and examining solutions for day-to-day problems encountered in teaching students in special education classes, including issues such as planning, instructional problems, and evaluation.

EDU 4231 - Student/Intern Teaching/Seminar (Special Education, 2nd Semester) (4)

Continuing candidates are provided with an opportunity to reflect upon and improve the field experience. Candidates are encouraged to discuss problems and reactions to their field experiences. Continued emphasis on exploring and examining solutions for day-to-day

problems encountered in teaching students in special education classes, including issues such as planning, instructional problems, and evaluation.

Prerequisite: EDU 4230.

EDU 4234 - Curriculum and Instruction Adaptations: Mild/Moderate (3)

Involves adaptations and methods of curriculum and instruction to meet the needs of students with identified mild/moderate disabilities. This course explores services to support students with special needs in and out of the regular classroom and how additional support services, such as speech, nurse, and adaptive physical education can be utilized. The role of the special education teacher as a support for children with 504 Plans are also discussed.

EDU 4236 - Student/Intern Teaching Seminar (Special Education - Extended) (1)

Candidates are provided with an extended opportunity to plan, teach, and reflect upon and improve their special education field experience. Candidates continue to engage in discussions of the day-to-day problems encountered in teaching students in special education classes, including issues such as planning, instructional problems, and evaluation. May be repeated for credit.

Prerequisite: EDU 4230 OR EDU 4231.

EDU 4251 - Teaching Students with Motor, Sensory and Health Needs (2)

This course focuses on students with severe and multiple disabilities, including severe intellectual disability, deaf-blindness, multiple disabilities, and related disabilities such as physical impairments, sensory impairments, other health impairments, and traumatic brain injury. The course covers the characteristics of these learners and teaching methods to meet their varied needs, including methods to support movement, mobility, sensory, and specialized health care needs in order for students to access classrooms, schools, and the community to the fullest extent of their ability. Emphasis on developing communication skills including knowledge and application of augmentative and alternative communication systems or devices and services to facilitate communication for students with physical/orthopedic disabilities, other health impairments, deaf/blindness, and multiple disabilities.

EDU 4252 - Core Curriculum Access for Students with Severe Disabilities (2)

This course covers evidence based instructional methods for students with severe disabilities. Using systematic instruction and other research-based techniques, participants will develop skills to facilitate meaningful participation for students with disabilities in a standards-based academic curriculum with appropriate goals and objectives, support, accommodations and specialized instructional techniques. Content areas including literacy, math, science and social studies will be included. The importance of linking instructional activities with valued life outcomes will be emphasized. Methods for including students with severe disabilities in general education classrooms will be discussed.

EDU 4237 - Curriculum and Instruction Adaptations: Moderate to Severe (3)

Studies adaptations and methods of curriculum and instruction to meet the needs of students with identified moderate/severe disabilities. This course explores current issues and research in special education instructional methods. Topics include the role of the special day class teacher in a school setting, the coordination of services to support students with special needs in and out of the classroom, and how additional support services such as speech therapist, nurse, school psychologist, and adaptive physical education teacher can be utilized. The role of the teacher in referring to outside agencies, working with parents, and developing IEP and ITP are also discussed.

EDU 4330 - Elementary Reading/Language Arts: Primary Grades (3)

Surveys the teaching of beginning reading and language arts in diverse elementary classrooms. Introduces current research, principles, issues, strategies, and materials/resources for developmental processes of learning to read and write for all students. Presents theories concerning language acquisition and language development for first- and second-language learners. Constructs a literacy model with a multicultural/multilingual perspective. Concurrent coursework and field placement are required to ensure application and reflective practice.

EDU 4333 - Elementary Reading/Language Arts: Upper Grades (3)

Continues examination of current research, principles, issues, strategies, and materials/resources, focusing on upper elementary students of diverse backgrounds. Explores language acquisition issues in upper elementary

grades. Facilitates connections among students, literature, and response in a multicultural perspective. Introduces literacy in content areas and SDAIE techniques for understanding literature. Concurrent coursework and field placement are required to ensure continued reflection/application.

Prerequisite: EDU4330.

EDU 4336 - Curriculum: Elementary Math (2)

Emphasizes content and method of teaching elementary math concepts. This course includes all eight strands of the state mathematics framework. Students learn hands-on methods designed for prospective teachers.

EDU 4337 - Curriculum: Social Science (1)

Students develop expertise in planning, implementing, and assessing social science curriculum and experiment with a variety of strategies and techniques designed to promote higher-level thinking and provide for differences in teaching a diverse, multilingual, and multicultural population.

EDU 4338 - Curriculum: Science (1)

Students develop expertise in planning, implementing, and assessing science curriculum and experiment with a variety of strategies and techniques designed to promote higher-level thinking and provide for differences in teaching a diverse, multilingual, and multicultural population.

EDU 4342 - Student/Intern Teaching/Semester I: Multiple Subject (4)

Focuses on orientation to and observation of realities of teaching through weekly seminars and on-site assignments in public and private schools. As candidates take charge of classes under the direction of master teachers, seminar sessions enriched by guest speakers stress class management and control, lesson planning, curriculum development, and organization and use of class time. Heavy emphasis is placed on examining solutions for the day-to-day problems that candidates are experiencing.

EDU 4345 - Student/Intern Teaching Semester II: Multiple Subject (4)

Continuing candidates are provided with an opportunity to reflect upon and improve the field experience. Candidates are encouraged to discuss problems and reactions to their field experiences. Normally, at least one-half of the class is focused on candidates' concerns.

Performance Assessment for California Teachers (PACT) is the focus of this course.

EDU 4346 - Student/Intern Teaching Seminar (Multiple Subject - Extended) (1)

Candidates are provided with an extended opportunity to continue to reflect upon and improve the field experience. Candidates are encouraged to discuss problems and reactions to their field experiences. Normally, at least one-half of the class is focused on candidates' concerns. May be repeated for credit.

Prerequisite: EDU 4342 OR EDU 4345.

EDU 4405 - Teaching and Pedagogy (3)

Teacher candidates are oriented to the Single Subject Credential Program and the teaching profession. This course is coordinated by an NDNU faculty member and jointly taught by mentor teachers from local schools. The focus of this course is teaching the state adopted academic content standards using effective strategies in the discipline of the teacher candidate. Program-related topics and legal requirements such as well as a review of the Teaching Performance Expectations (TPE's). Other topics include, but are not limited to classroom management, teaching and learning in a standards-based environment, and setting high expectations for all students. Candidates apply course content to field practicum and the development of their Teaching Performance Assessment.

EDU 4407 - Secondary Curriculum (2-3)

Develops expertise in curriculum planning applied to the subject area and presents strategies and techniques that provide for teaching a diverse population. Direct instruction, questioning techniques, small-group discussions, and higher order thinking skills are included and used by the student in designing a unit of instruction.

EDU 4410 - Language and Literacy in the Content Areas (3)

Introduces current research, principles, issues, strategies, and resources, with respect to language and literacy in Single Subject content areas. Focuses on Specially Designed Academic Instruction in English (SDAIE) for language minority students. Field experience in public school is required.

EDU 4442 - Student/Intern Teaching Semester I: Single Subject (4)

Focuses on orientation to and observation of realities of teaching through weekly seminars and on-site assignments in public and private schools. As candidates take charge of classes under the direction of master teachers, seminar sessions enriched by guest speakers stress class management and control, lesson planning, curriculum development, and organization and use of class time. Heavy emphasis is placed on examining solutions for the day-to-day problems that candidates are experiencing.

EDU 4445 - Student/Intern Teaching Semester II: Single Subject (4)

Continuing candidates are provided with an opportunity to reflect upon and improve the field experience. Candidates are encouraged to discuss problems and reactions to their field experiences. Normally, at least one-half of the class is focused on candidates' concerns. Preparation of a professional portfolio is required for both Multiple Subject and Single Subject candidates.

EDU 4446 - Student/Intern Teaching Seminar (Single Subject - Extended) (1)

Candidates are provided with an opportunity to continue to reflect upon and improve their field experience. Candidates are encouraged to discuss problems and reactions to their field experiences. Normally at least one-half of the class is focused on the candidates' concerns. May be repeated for credit.

Prerequisite: EDU 4442 OR EDU 4445.

EDU 4492 - Field Practicum PIP STSP (1)

This course consists of a monthly seminar and regular supervisor support designed to provide academic and mentoring support to those candidates hired by school districts as teacher of record on PIP or STSP. Candidates participate in a process of reflection/action and evaluation (*California Standards for the Teaching Profession* [CSTPs]; *Teaching Performance Expectations* [TPEs]) as a vehicle for problem solving and critical thinking directly related to their day to day teaching practice. The course includes monthly seminars with candidates in the same credential program and observations/mentoring by an assigned university supervisor. Supervisors visit candidates in their classroom on a regular basis as well as provide weekly check-in (phone, email, video) to provide feedback and support to assist candidates in having a successful teaching experience. Course is graded Pass/No Pass.

EDU 4600 - Financial Management (3)

This course is designed to develop candidates' leadership capacity and knowledge base in collaboratively aligning fiscal, human and material resources (including technology) to support the learning of all subgroups of students while ensuring optimum management of the organization, operation and resources for a safe, efficient and effective learning environment. The principles and concepts in public fiscal management, budget development, revenue and taxation policies are explored. The final project includes the development of a budget spreadsheet with a time-process plan to ensure collaborative budget development taking student learning into a role of primary consideration which is presented with oral rationalization to a variety of audiences (staff, community, parents, central office personnel).

EDU 4604 - Human Resource Management in School/District (2)

This course is intended to help educational leaders at the school and district level develop knowledge and capacity to perform effectively in the area of human resources (HR) and build high performing human resource teams in schools and districts. The focus of the course is on how the HR function in general serves the needs of all other parts of a system of education and yet has its own unique character within the system. Since the HR function consumes at least 80 percent of the school/district budget and also consumes a great deal of the school district's time and energy, the HR system of a school/district must be carefully considered by the educational leader. It follows that the HR system of a school/district is directly related to the overriding purpose of school in terms of student achievement. While the essential organization of this course is towards developing human and organizational capacities, particular emphasis is given to the application of knowledge and skills to authentic problems of practice within a school/district in order to develop research-based solutions to these problems.

EDU 4606 - Leadership Concepts (3)

This course explores the historical and philosophical approaches to educational leadership and include identification of personal leadership strengths. The concept of facilitating the development of a shared vision for the achievement and success of all students based upon relevant quantitative and qualitative measures of student learning is a primary focus. Through an emphasis on personal leadership practices and their potential impact and influence on the performance of other adults and students, candidates come to realize the importance

of educational leadership in a democratic society. The candidate recognizes the primary function of the ability to communicate and implement a shared vision so that the entire school community understands and acts on the mission of the school as standards-based educational system. Candidates come to know and experience the leadership roles inherent in shaping school programs, plans, and activities to ensure integration, articulation and consistency with the shared vision.

EDU 4609 - Organization and Management (3)

This course covers the principles and concepts of management theory, including an historical overview. The managerial functions of leading, planning, organizing, and staffing are focused upon with an emphasis on how these functions are being facilitated by instructional leadership through communication and participatory decision-making. Organizational behavior patterns in management are explored through assigned readings, small-group discussions, guest speakers, and selected videos. There is an emphasis on what makes public organizations distinctive, and analyzing the environment of schools through problem-based learning assignments.

EDU 4621 - School Parent Community Relations (3)

This course covers changing social and institutional conditions including public relations in the age of information, the effective use of administrative technology for communication, identification and analysis of community resources, ways to work effectively with parents, community agencies and special interest groups as well as working with a culturally diverse school community. Candidates examine and evaluate their own attitudes toward people of different races, cultures, and ethnic backgrounds as well as examine their attitudes toward sexual orientation and individuals with disabilities, so they become aware of their individual feelings and be able to be an effective leader in a diverse setting, finding value in all individuals. Special emphasis is put on an educational leader's primary focus in mobilizing community resources in the service of student achievement and incorporating family and community expectations in school decision-making activities. This course includes a written practicum which reflects work on an administrative project supervised by an on-site administrator (who serves as a partner in field-based experience) and approved by the instructor. The project is congruous with the course objectives for learning.

EDU 4624 - School Law, Governance, Politics (3)

This course introduces the candidate to the basic concepts of school governance, law, and politics with an overview

of our educational system at the federal, state and local levels. State-adopted content standards for students are examined and candidates develop an understanding of the critical role of instructional leadership in monitoring the educational needs of all students. The course covers the interaction of historical and philosophical forces that give rise to various institutionalized practices and laws and focuses on the interaction of administrative, legal and political forces and issues which need careful consideration and/or potential action and advocacy on the part of instructional leaders. This course includes a written practicum which reflects work on an administrative project supervised by an on-site administrator (who serves as a partner in field-based experiences) and approved by the instructor. The project is congruous with the course objectives for learning.

EDU 4627 - Instructional Leadership (3)

This course focuses on understanding the breadth, depth, and application of Instructional Leadership and Associated CAPEs 2A, 2B, 2C, & 2D (California Administrative Performance Expectations). The candidate explores the roles and resultant implications of the actions of a variety of stakeholders in curriculum development and program implementation. Procedures and strategies for implementing special programs and mandates are identified and discussed. This course includes a practicum project in which the candidate designs, initiates, and implements, an instructional program aimed at the improvement of student achievement. The written component of the practicum reflects work on an administrative project supervised by an on-site administrator (who serves as a partner in the field-based experiences) and approved by the instructor.

EDU 4700 - Trends in Curriculum Development (3)

This course considers curriculum development and leadership and the factors affecting and influencing both. Current and historical factors are explored, taking an in-depth look at *The Story of American Public Education*. Integral instructional leadership roles in curricular planning and decision-making processes are emphasized. Additionally, the concept of the integration of subject matter and multicultural perspectives and resources, critical thinking and communication skills with technological resources is woven throughout the course.

EDU 4703 - Educational Assessment/Evaluation (3)

This course applies the basic principles of measurement and evaluation to the classroom, the school, and the district. In addition, it addresses the practical problems and concerns facing teachers and schools in dealing with

data-driven decision-making and evaluation. Course readings, discussions, and activities center around standardized, standards-based, norm-referenced, criterion-referenced, performance assessment, and formative assessment. Finally, the course explores issues surrounding the California Accountability Dashboard.

EDU 4706 - Social Justice, Diversity, Equity (3)

This course examines the function of schooling within a culturally diverse, democratic society. Course readings explore the current context of schooling and the ways in which schools currently perpetuate inequities. Course discussions and class projects analyze exemplary practices and visions of what school could be like for all students. Throughout the course, students develop strategies for reviewing practices in ways that promote equity.

EDU 4709 - Learning, Technology, Curriculum (3)

This survey course expands and extends the content of EDU4113. It provides students with an overview of and practice with a variety of technologies used in education. Course content includes K-12 curricular uses of camcorders, videodiscs, digital media tools, simulation and problem-solving applications, multimedia authoring tools, and telecommunications. Emphasis is placed upon determining appropriate use of technology, managing the learning process in the classroom, and setting and assessing student outcomes utilizing the performance standards recommended by the State of California for adoption at the district level.

EDU 4715 - Media, Medium, and Method (3)

This applied course examines the appropriate use of multimedia technology as a tool for implementing curriculum. Students learn to discern the appropriate media to meet a specific curriculum objective and to evaluate the merits of using various educational software programs as the medium to create a product. Through guided hands-on practice with the technologies, students demonstrate how to address the needs of individual learning styles in a diverse cultural environment through multimedia. Teams of students apply theories of learning, methods of teaching, and principles of multimedia design to the creation of interdisciplinary curriculum projects.

EDU 4718 - Contemporary Topics in Leadership and Technology (3)

This course provides the candidate with a broad range of contemporary topics that address the intersection of leadership and technology. The course is intended to help educational leaders at the school and district level develop knowledge and capacity to perform effectively

through directly addressing issues of student achievement with the study of leadership strongly supported by expertise in the area of technology and communications. The focus of the course is on how technology used optimally serves the needs of professional educators in closing the achievement gap among students and target the unique needs of classrooms, schools and districts. Leadership in the area of technology in a school/district, when used to focus in on learning objectives and subsequent results, can be directly related to the overriding purpose of schools in terms of student achievement. The essential orientation of this course is on addressing the critical intersect of leadership, technology and student achievement. Critical emphasis is given to the application of knowledge and skills to authentic problems of practice within a school/district in order to develop research-based solutions to these challenges.

EDU 4721 - Intro to Educational Research (3)

This is the first course of a two-course series (EDU 4724 is the second course) designed to support students in writing the master's thesis. Course readings, discussions, and activities engage students in developing the skills, habits, and knowledge needed to engage in research that is both scholarly and action-based. Students identify a research question, review, analyze, and synthesize the literature pertaining to the question, and develop ethical and reliable methods to conduct research in the field. Students complete the thesis proposal in the context of this course and submit it for approval to NDNU's Institutional Review Board.

EDU 4724 - Educational Research (1-3)

This course specifically assumes that students have a completed and approved thesis proposal. The course supports students in obtaining informed consent to begin research in the field and introduces them to methods for analyzing qualitative and quantitative data. Discussions and activities guide students through data collection, analysis, and completion of the final thesis. Students must file the thesis before the end date of the course.

Prerequisite: EDU 4721.

EDU 4880 - Educational Research Capstone (3)

This is the capstone course for students completing the Master of Arts in Special Education. In lieu of a thesis, students develop a portfolio based on the California Standards for the Teaching Profession. The portfolio demonstrates that the student has the capacity to integrate research and practice in his/her classroom work with students with disabilities.

Prerequisite: All other coursework in the master's degree program; MA Special Education students may be concurrently enrolled in EDU 4230.

EDU 4881 – Action Research/Capstone: Administrative Services, Preliminary (3)

The Action Research/Capstone Course in the Administrative Services Program at Notre Dame de Namur University reflects the Program's intent to prepare educational leaders who are innovative thinkers equipped with 21st Century skills whose reflective thinking and resultant action is tied to the continual improvement of student achievement. The action research focus of the course establishes a forum for students to engage in and apply real-time problem-centered research that allows for the active integration and application of the knowledge base established during the duration of the Administrative Services Program.

EDU 4886 - Special Topics in Education (1-3)

Course offered to cover topics of special interest in the field of education.

EIS - ENGLISH FOR INTERNATIONAL STUDENTS

EIS 6000 - Academic English: Intermediate Communication Skills (1-3)

Focuses on developing English speaking, reading, and writing skills through readings in academic areas and writing across the curriculum. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

EIS 6008 - Academic English: Advanced Communication Skills (1-3)

Focuses on the development of advanced writing skills in a variety of academic subjects and includes a research paper in student's major field of study. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

EIS 6016 - Spoken English: Pronunciation (1)

Focuses on study of American English pronunciation, including sounds, intonation, and stress through classroom and language lab activities, using computers, tapes, and videos. May be repeated for credit.

EIS 6032 - Spoken English: Oral Presentation (1)

Gives students the opportunity to develop speaking skills by participating in classroom debates and discussions and by giving a variety of oral presentations. May be repeated for credit. The amount of work required for upper-division credit differs in both quantity and quality from that required for lower-division credit.

EIS 6070 - Graduate ESL Seminar (1)

Focuses on advanced academic writing and research paper organization and style for graduate students in their major field of study.

GER - CLINICAL GERONTOLOGY

GER 4145 - Dying, Death, Bereavement (1)

Addresses the psychological reactions of terminally ill people and their families and examines appropriate therapeutic interventions related to the grief process. Fosters introspection of belief systems about dying, death, and bereavement.

TSL - Teaching English to Speakers of Other Languages

TSL 4400 - TESOL Foundations in Theory and Methodology (3)

Examination of theory and methods of instruction for English language development and theory and methods of specifically designed academic instruction delivered in English. This course focuses on the concepts, principles, theories, and research in teaching English as a Second Language. The main areas of emphasis are: culture, standards, assessment, learning, grammar and the reading process.

TSL 4410 - Digital Technologies for Inclusion in TESOL Instruction (3)

This course focuses on the use of computer technology for diverse learners in the United States. Students explore issues surrounding the use of computers to enhance learning for all students. Through critical reading, the use of software, and hands-on activities, students study the relationship between technology and equity, the way technology is changing culture, gender equity, inclusion, and educational computing as a social practice. The class is both theoretical and practical. Students are required to have access to the internet and a microphone for audio recordings.

TSL 4420 - Applied Linguistics and TESOL Pedagogy (3)

This course focuses on the concepts, principles, theories, and research in selected major areas of linguistic studies. The main emphasis of the course is on language structure, language use, and first and second language acquisition. Major content divisions include theories of first and second language acquisition/learning; models of second language acquisition/learning; psycho-linguistic factors in language acquisition; personality factors in second language acquisition; socio-cultural factors in second language acquisition; contrastive analysis and error analysis.

TSL 4430 - Assessment, Testing, and Evaluation in TESOL (3)

This course is designed to develop, identify, and assess students' understanding regarding the nature of second language testing and assessment. In addition to researching and analyzing second language examinations, the course also focuses on evaluating standardized tests as a means of measuring second language proficiency. Moreover, students are prepared to select, administer, and interpret the rationale of specific tools for second language testing as well as its impact on linguistic rights as defined in the TESOL Member Resolution on Language Rights (1987).

TSL 4450 - TESOL Curriculum Design in the Classroom (3)

This course explores the preparation and evaluation of TESOL materials with specific emphasis on integrated skills and student-centered instruction. It examines the ways that English Language Teaching (ELT) materials can be evaluated and adapted to individualize and pluralize instruction as well as nourish students' learning preferences and cultural identities.

TSL 4460 - Discourse Analysis Pragmatics (3)

This course explores several approaches to discourse analysis and pragmatics with application to the teaching of language arts/ESL/EFL. The emphasis is on oral communication (oracy) with some attention to written texts (literacy). Students will gain facility with discourse analysis and gain an understanding of the importance of discourse and pragmatics in language teaching with particular application to their own professional situations.

TSL 4470 - Digital Storytelling in TESOL Contexts (3)

This course explores the role of storytelling in the digital era, specifically in the field of TESOL. Students explore essential elements of digital storytelling, experiment with storytelling through various media types and techniques,

and collaborate with and contribute to a diverse learning community through storytelling projects and presentations.

TSL 4480 - TESOL Portfolio Design (3)

This capstone course affords students the opportunity to fully integrate theory and practice of second language acquisition and expand their knowledge through individual evaluation and conceptualization of areas of interest and concern. It provides students with the information and guidance needed for the development and completion of an online teaching portfolio in TESOL.

TSL 4490 - Structure of American English in Global Paradigms (3)

This course examines the structure of American English through an overview and inquiry into English phonology, morphology, syntax, semantics, and grammar. Students practice applying concepts of English linguistics to planning, teaching, and assessing in ESL/EFL/EDL contexts. The major thread and framework for this course is the notion that language is not neutral and teaching language is a political act; that language is not limited to its parts, like grammar and meaning, but it is first of all the cultural product of the people who use it to communicate. In teaching language, we teach cultural norms regarding the value of each utterance in a given society. Voice, power, and emotion play a critical role in teaching and learning a language.

TSL 4500 - Online Instruction and Advising in TESOL (3)

This course introduces the concepts and theories of social computing. It explores distance and distributed learning, varied techniques to promote mentoring, reflective discourse, collegial sharing, and dissemination of information. Research in current technologies informs the development of online community of student choice.

