



Value the child. Educate the person.
Change the world.

Pacific Oaks College Academic Catalog

2010 -2011

School of Education Master of Arts Programs

-- April 2011 Addendum --

*"One's work may be finished some day,
but one's education never."*
Alexandre Dumas, pere

The purpose of this Academic Catalog Addendum is to amend the 2010-2011 Pacific Oaks College Academic Catalog.

Catalog Notice

Modification: Students adhere to the requirements and programs outlined in the catalog of the academic year in which they're admitted. Students who interrupt their programs for one or more years will adhere to the catalog of the academic year in which they're readmitted. The requirements, programs, class offerings, fees, policies, and all other subjects covered in this publication may be changed without notice. Users of this publication should contact Pacific Oaks representatives to learn the current status of matters covered herein. Pacific Oaks assumes no responsibility for any damages which may be claimed to have resulted from such changes.

International Student Admission

Modification & Addition: Based on U.S. Homeland Security regulations, international students applying for admissions to the online program will not be issued student visa. International students who have applied for their student visa and who wish to obtain sponsorship must apply for and be enrolled full-time at the Pasadena location.

Non-matriculating Student Status

Modification & Addition: College classes may be taken by non-matriculating students (not seeking a degree, credential, or certificate) on a space-available basis and subject to Program Chair approval. Applicants seeking to enroll in undergraduate-level courses must be high school graduates or have a GED. Applicants seeking to enroll in graduate-level courses must hold a baccalaureate or advanced degree. Non-matriculating applicants must complete the admissions application and submit the application fee. Apply as a non-matriculating student by contacting the Admissions Office at (800) 684-0900.

Online Learning: Programs Fully Online

Modification & Addition: The Bachelor of Arts and Master of Arts degree programs in the School of Education can be taken in a fully online format. Courses are delivered 100% online, and unless otherwise noted are each 7½ weeks in length.

Early Childhood Education, M.A.

M.A. Program Description

Pacific Oaks' MA degree in Early Childhood Education prepares graduates to integrate Pacific Oaks' transformative approach to early childhood education into leadership roles in public schools, child care programs, state agencies, and a variety of nonprofits serving children and families. This M.A. degree does not qualify a student for a CA K-12 teaching or service credential (see MA in Education programs that confer Multiple Subject or Education Specialist credential).

M.A. Program Learning Outcomes

PLO #1 Students will be able to provide leadership in the development of working and learning environments that actively promote cultural diversity, respect cultural differences, and advocate on behalf of under-served and/or under-represented populations in early childhood educational settings.

PLO #2 Students will be able to develop effective organizational and governance structures that promote effective communication, leadership development, and positive relations as pertaining to early childhood educational settings and their internal and external constituents.

PLO #3 Students will be able to utilize research-based data collection and analysis strategies to facilitate effective personnel, fiscal, and program management in early childhood educational settings.

PLO #4 Students will be able to identify and integrate key theories, models, and concepts related to early childhood development and education

Enrollment Requirements:

- Bachelor's degree in Early Childhood Education, Child Development, or a related field from a regionally accredited institution; OR Bachelor's degree (any major) and prerequisite coursework in: 1) social, emotional, and moral development in early childhood education, and 2) methods and research related to the observation of young children. **Note:** *Students who have not completed prerequisite coursework may be conditionally accepted based on work experience and may be required to complete the prerequisite coursework in the BA program in Early Childhood Education as a condition of their acceptance.*
- Minimum of five years of experience working in an early childhood education setting (minimum of 3 years for graduates from the BA in Early Childhood Education at Pacific Oaks College). Applicants with fewer than the required minimum work experience may be considered if they can demonstrate and verify previous leadership experience in an educational setting.

Modification: All 31 credits of Pacific Oaks course work must be taken to fulfill the requirements for the M.A. in Early Childhood Education. No credits can be transferred into the student's M.A. program from other institutions.

Modification for the fully online program: Students enrolled in the fully online M.A. Early Childhood Education degree program will complete the following courses. The below list reflects the courses required for completion, not necessarily the sequence in which they must be completed. Courses are delivered 100% online, and unless otherwise-noted are each 7½ weeks in length.

DEVELOPMENT

ECE500 Advanced Seminar in Early Childhood Education (3)

ECE510 Understanding Assessment and Research in Early Childhood Education (3)

DIVERSITY

ECE520 Balancing Ethical and Moral Consideration in Leadership in Early Childhood Education (3)

ECE530 Public Policy and Its Impact on Children and Families (3)

ECE600 The Impact of Privilege and Oppression in Early Childhood Educational Settings

COMMUNICATION

ECE540 Creating Responsive Communities for all Families (3)

RESEARCH

ECE 640 – Special Topics in Leadership in Early Childhood Education (3)

PRAXIS

ECE610 Business and Fiscal Management in Early Childhood Education (3)

ECE620 Human Resource Management in Educational Leadership (3)

ECE630 Program Evaluation and Design Seminar (4)

Education/ Multiple Subjects Preliminary Credential English Learner (CA), M.A.

M.A. Program Description

The Master of Arts in Education with Multiple Subjects Preliminary Credential English Language (California) is designed for candidates dedicated to instructional leadership in the K-12 setting. Courses meet the California Commission on Teacher Credentialing (CTC) requirements for a preliminary credential and meet requirements for a Master of Arts degree in education.

M.S. Program Learning Outcomes

PLO 1: Engage and Support All Classroom Students in Learning

PLO 2: Create and Maintain Effective Environments for Student Learning

PLO 3: Understand and Organize Subject Matter for Student Learning

PLO 4: Plan Instruction and Design Learning Experiences for All Students

PLO 5: Assess Students for Learning

PLO 6: Self-Develop as a Professional Educator

Enrollment Requirements:

- Bachelor's degree field from a regionally accredited institution
- Have passed the CBEST test.

Modification: All 44 credits of Pacific Oaks course work must be taken to fulfill the requirements for the Multiple Subject Preliminary Credential and the addition six credit research courses must be must be taken to obtain the Master of Arts degree in education.

Modification for the fully online program: Students enrolled in the fully online M.A. Education MSEL degree program will complete the following courses. The below list reflects the courses required for completion, not necessarily the sequence in which they must be completed. Courses are delivered 100% online, and unless otherwise-noted are each 7½ weeks in length

DEVELOPMENT

HD500 Early Childhood Themes and Lifestyles (3)

HD561 Advanced Studies in Social and Political Contexts of Human Development (3)

ED500 Intro to the Teacher Education Program (1)

ED510 Intro to Public Schooling (2)

DIVERSITY

ED530 Language and Literacy in a Diverse Classroom (3)

ED531 English Learner Methodologies in a Diverse Classroom (3)
HD600 Working with Children in a Diverse World (3)
SPED530 The Child with /Special Needs: An Interdisciplinary Perspective (3)

COMMUNICATION

SPED550 Collaboration and Communication Skills for Special Educators (3)

RESEARCH

ED520 TEP Practicum A: Focus on the Classroom (1)
ED521 TEP Practicum B: Focus on Learners (1)
ED522 TEP Practicum C: Focus on Curriculum (1)
ED590 MSEL Directed Teaching and Placement Seminar (6)
ED697 Introduction to Ethnographic Research in Education (2)
ED698 Working with Diverse Schools and Communities (2)
ED699 Pedagogical, Social, and Cultural Implications (2)

PRAXIS

ED540 Cognitive Development and Mathematics in a Diverse Classroom A (3)
ED541 Cognitive Development and Mathematics in a Diverse Classroom B (3)
ED560 Integrating Thematic Instruction (3)
ED570 Healthy Children and Classroom Communities (3)

Education/ Education Specialist Preliminary Credential English Learner, Mild/Moderate Disabilities (CA), M.A.

M.A. Program Description

The Master of Arts in Education with Education Specialist Preliminary Credential English Language, Mild/Moderate Disabilities (California) is designed for educators and other professionals who want to become knowledgeable about educational learning problems and teaching strategies to enhance student performance. Students enrolled in the joint degree credential program are not awarded the master's degree until they have completed all graduate and credential coursework, including student teaching.

M.A. Program Learning Outcomes

PLO 1: Engage and Support All Classroom Students in Learning
PLO 2: Create and Maintain Effective Environments for Student Learning
PLO 3: Understand and Organize Subject Matter for Student Learning
PLO 4: Plan Instruction and Design Learning Experiences for All Students
PLO 5: Assess Students for Learning
PLO 6: Self-Develop as a Professional Educator

Enrollment Requirements:

- Bachelor's degree field from a regionally accredited institution
- Have passed the CBEST test.

Modification: All 46 credits of Pacific Oaks course work must be taken to fulfill the requirements for the Education Specialist Preliminary Credential and the addition six credit research courses must be must be taken to obtain the Master of Arts degree in education.

Modification for the fully online program: Students enrolled in the fully online M.A. Education ESC degree program will complete the following courses. The below list reflects the courses required for completion, not necessarily the sequence in which they must be completed. Courses are delivered 100% online, and unless otherwise-noted are each 7½ weeks in length.

DEVELOPMENT

HD500 Early Childhood Themes and Lifestyles (3)

HD561 Advanced Studies in Social and Political Contexts of Human Development (3)

ED500 Intro to the Teacher Education Program (1)

ED510 Intro to Public Schooling (2)

DIVERSITY

ED530 Language and Literacy in a Diverse Classroom (3)

ED531 English Learner Methodologies in a Diverse Classroom (3)

HD600 Working with Children in a Diverse World (3)

SPED530 The Child with /Special Needs: An Interdisciplinary Perspective (3)

COMMUNICATION

SPED550 Collaboration and Communication Skills for Special Educators (3)

RESEARCH

ED520 TEP Practicum A: Focus on the Classroom (1)

ED521 TEP Practicum B: Focus on Learners (1)

ED522 TEP Practicum C: Focus on Curriculum (1)

SPED590 ESC Directed Teaching and Placement Seminar (6)

ED697 Introduction to Ethnographic Research in Education (2)

ED698 Working with Diverse Schools and Communities (2)

ED699 Pedagogical, Social, and Cultural Implications (2)

PRAXIS

ED540 Cognitive Development and Mathematics in a Diverse Classroom A (3)

ED541 Cognitive Development and Mathematics in a Diverse Classroom B (3)

SPED540 Behavior Intervention and Program Planning Skills for Special Educators (3)

SPED560 Instructing and Assessing Students with Mild to Moderate Disabilities (4)

ED570 Healthy Children and Classroom Communities (3)

MA Early Childhood Course Descriptions

ECE 500 – Advanced Seminar in Early Childhood Education

3 Credits

This course critically examines current and emerging theories and research in early childhood education (e.g., brain development in young children; gender identity/expression in early childhood) that impact instruction and programming in early childhood education. The course also focuses on differentiating learning environments and curriculum design for infants and toddlers, preschoolers, and school-age (early elementary) to promote developmentally responsive leadership in the delivery of services to both children and the adults who care for them.

ECE510 Understanding Assessment and Research in Early Childhood Education

3 Credits

This course provides a framework for understanding the practical use of research and assessment data in designing, implementing, and evaluating early childhood educational programs. The course provides a review of research terminology and focuses on how educational data are captured and reported. Traditional and alternative data collection methods and their utility in comprehensive reporting for school transition data will be examined. Issues of accessibility and bias will also be explored regarding the application of assessment and research to culturally diverse children and families.

ECE520 Balancing Ethical and Moral Consideration in Leadership in Early Childhood Education

3 Credits

Effective early childhood leadership that is rooted in a commitment to social justice requires the examination of one's own beliefs, values, morals and assumptions as these inevitably impact one's practice with children, families and professionals. Accessing these parts of one's self and evaluating them in light of a leadership role in early childhood education allows opportunities to recognize one's moral and ethical strengths and assumptions and the ways in which these intersect with those of others in our care. Cultural differences will be considered, and strategies for bridging these differences in service to all children and families will be explored.

ECE 530 – Public Policy and Its Impact on Children and Families

3 Credits

This course explores the role and impact of public policy as it relates to early childhood education. Through an examination of current and historical public educational policy, the course examines the multiple factors that influence the education of young children including emerging scientific research, diverse pedagogical perspectives, historical influences and data, community activism and support systems addressing family well-being. The course also focuses on policies related to the academic qualifications of teachers and administrators in early childhood education and the allocation of resources to ensure quality delivery systems. Students will also critically examine existing policies with regard to the delivery of culturally competent care for children and families and articulate strategies for advocating for public policy change where indicated.

ECE540 Creating Responsive Communities for All Families

3 Credits

Maximizing the potential of every young child requires effective leadership committed to building culturally responsive and inclusive early childhood educational communities for all families. This course emphasizes the importance of understanding what creates community and how it is best nurtured to be responsive to common community needs (e.g., parent education that enhances child growth and development) as well as those unique to particular communities. This course addresses the importance of developing effective communication skills and culturally responsive programs and policies that welcome and celebrate all members of the early childhood educational community. Existing programs and communication strategies will be examined, particularly with regard to the diverse needs of families.

ECE600 The Impact of Privilege and Oppression in Early Childhood Educational Settings

3 Credits

Exploring the cultural contexts of communities from a lens of privilege and oppression opens doors to understanding and considerations for inclusion, equity, advocacy and support in early childhood educational settings. This course explores early childhood educational experiences relevant to such variables as race, ethnicity, gender, socioeconomic status, religion, sexual orientation, gender identity or expression, (dis)ability, and body size. Through self-reflection and critical review of related research and other scholarship, students will examine the historical and current role of privilege and oppression in the delivery of early childhood educational services. Strategies and resources for designing and implementing programs that are intentionally inclusive and welcoming to all will also be addressed.

ECE610 Business and Fiscal Management in Early Childhood Education

3 Credits

This course focuses on issues related to business and fiscal management of early childhood educational systems. Students will be introduced to processes such as developing reporting procedures, managing budgets, cultivating boards, and setting priorities based on a set of shared values and objectives. The course addresses how to initiate and operate systems that both balance the budget and communicate strategic priorities. Such concepts as cost effectiveness, benefits analysis, and budget forecasting will also be covered.

ECE 620 – Human Resource Management in Educational Leadership

3 Credits

This course introduces students to theories, models, and methods of human resource management in early childhood educational settings. The course emphasizes the importance of developing responsive and clearly articulated policies and procedures, recruiting and developing effective personnel, and maximizing staff retention. Various policies, practices, and systems in human resource management will be examined, particularly in terms of cultural sensitivity and accessibility to individuals with disabilities.

ECE 630 – Program Evaluation and Design Seminar

4 Credits

Within the context of this course, students will integrate their knowledge and understanding of program evaluation by formally evaluating a specific program being offered at an early childhood educational setting. The seminar focuses on industry standards for program evaluation and will introduce students to measurement tools used in the California Quality Rating Improvement System (QRIS) such as the Environment Rating Scales, NAEYC Accreditation components, the Program Administrators Scale (PAS), and the Adult Involvement Scale. Students will apply theory to practice by integrating field-based observations with data from QRIS assessment data to conduct an evaluation of a specific program and provide recommendations for optimizing effectiveness of programming.

ECE 640 – Special Topics in Leadership in Early Childhood Education

3 Credits (@ 1 unit each)

Special Topics* courses are one-unit elective seminars that deeply address complex issues related to leadership in early childhood education (see sample list below). Seminars will incorporate lecture, self-reflection, panel discussions relaying personal experiences, and concrete resource development. Students will complete reflective writing assignments and develop a comprehensive resource file which will include research articles regarding the topic, related government policies, list of community-based resource agencies, and agenda for staff development.

MA Education Course Descriptions

ED500 Introduction to the Teacher Education Program

1 Credit

This seminar provides an overview of the Teacher Education program and the requirements for earning a Preliminary Multiple Subject English Learner Credential (MSEL/2042) and Education Specialist, Mild/Moderate Level I Credential. Students will learn about the guiding principles and constructivist framework of the program. Students will be introduced to the Teaching Performance Expectations (TPE's) as an accountability tool. In addition, they will become familiarized with the assessment process in the program, which includes the Teaching Performance Assessment (TPA's) and the Portfolio Assessment System (PAS).

ED510 Introduction to Public Schooling

2 credits

This course focuses on broad educational issues including structures, policies, and what it means to be a teacher in a public school. The course will address federal, state, and local structures; governance, and demographics; education finance; standardized testing; teacher associations; California laws; school reform trends; and professional development. Students visit a public elementary school, and write a mini-ethnography.

ED520 TEP Practicum A: Focus on the Classroom

1 Credit

In this class, multiple subject and special education candidates focus collaboratively on the classroom as a unit of observation, reflection, and practice. Students select an approved

fieldwork site from the list provided by the department, and obtain permission from the site supervisor prior to starting their fieldwork. Students complete at least 25 hours of fieldwork at the site, observing and participating in teaching and learning activities. Students keep a journal for reference during in-class interactions. Students also use this fieldwork setting as a place to practice what they are learning in other courses. Topics in this class include the structure and dynamics of the classroom environment; the organization of routines, procedures, and transitions; the classroom management plan; what works for which children and whether some children are regularly marginalized; the schedules for days and weeks; and paraprofessional and parent participation. This course is the first of a 3-part fieldwork series, which must be completed in sequence. The whole series meets the fieldwork requirement for the Human Development B.A. or M.A.

ED521 TEP Practicum B: Focus on Learners

1 Credit

In this class, multiple subject and special education candidates focus collaboratively on the learners as a unit of observation, reflection, and practice. Students select an approved fieldwork site from the list provided by the department, and obtain permission from the site supervisor prior to starting their fieldwork. Students complete at least 25 hours of fieldwork at the site, observing and participating in teaching and learning activities. Students keep a journal for reference during in-class interactions. Students also use this fieldwork setting as a place to practice what they are learning in other courses. Topics in this class include observation methods for teachers; teachers' own biases and perspectives; children's varied learning needs and how they are met; how children's strengths are recognized and built upon; ways of grouping learners and whether tracking occurs; the support of English learners or children with special needs; the close observation and description of one child and his or her learning in this setting; and the observation and descriptions of the learners as a group, and their interactions among themselves and with their teacher. This course is the second of a 3-part fieldwork series, which must be completed in sequence. The whole series meets the fieldwork requirement for the Human Development B.A.

Prerequisite(s): ED 520

ED522 TEP Practicum C: Focus on Curriculum

1 credit

In this class, multiple subject and special education candidates focus collaboratively on the curriculum as a unit of observation, reflection, and practice. Students select an approved fieldwork site from the list provided by the department, and obtain permission from the site supervisor prior to starting their fieldwork. Students complete at least 25 hours of fieldwork at the site, observing and participating in teaching and learning activities. Students keep a journal for reference during in-class interactions. Students also use this fieldwork setting as a place to practice what they are learning in other courses. Topics in this class include state-adopted and teacher-created curricula; implementation of standards; lesson and unit planning; adapting curriculum for English learners or children with special needs; hands-on learning; and types of formal and informal assessments. This course is the third of a 3-part fieldwork series, which must be completed in sequence. The whole series meets the fieldwork requirement for the Human Development B.A. or M.A..

Prerequisite(s): ED 520 and ED 521

ED 530 - Language and Literacy in a Diverse Classroom

3 credits

This is the first course in a 2 course sequence. It focuses on the historical, theoretical, and practical aspects of teaching reading, writing, speaking, and listening to elementary students in a diverse classroom. Emphasis is on incorporating state frameworks and standards into a program that also draws on children's real-life experiences and knowledge about language. In a language environment that parallels that of a dynamic elementary school classroom, students

will explore reading and language arts through readings, discussions, activities, observations, and reflection. The unique needs of English language learners and children with special needs will be addressed throughout the course. Key topics include the reading process, phonemic awareness and phonics, elements of a balanced reading program including guided reading and the writing process, lesson planning, inclusion, student assessments, children's literature, enrichment versus deficit models of schooling, and analysis of classroom discourse.

ED531 English Learner Methodologies for a Diverse Classroom

3 credits

y students in a diverse classroom. Emphasis is on incorporating state frameworks and ELD standards into a program that also draws on children's real-life experiences and knowledge about language and literacy. In an environment that parallels that of a dynamic elementary school classroom, students will explore language, literacy, and content acquisition for English learners through readings, discussions, activities, reflection, and classroom observations. The unique needs of English language learners and children with special needs will be addressed throughout the course. Key topics include primary and second language acquisition, the role of language in learning, SDAIE strategies, lesson planning, inclusion, student assessment, differentiation of instruction, enrichment versus deficit models of schooling, and analysis of classroom discourse.

Prerequisite(s): ED 530.

ED540 Cognitive Development and Mathematics in a Diverse Classroom A

3 credits

This course is the first of a two course series that focuses on the theoretical and practical aspects of teaching mathematics to elementary students in a diverse classroom. In keeping with the cognitive theories of Piaget, Vygotsky, and Gardner, emphasis will be placed on the implications of constructivist theory in terms of the role of the teacher, the classroom environment, and student learning. Students reflect on their own experiences as math learners, conduct observations in classrooms during math instruction, and complete a case study of a focus student over the course of the semester. The unique needs of English language learners and children with special needs will be addressed throughout the course. The course uses the NCTM standards for the teaching and learning of mathematics as a framework for creating developmentally appropriate, learner centered curriculum.

ED541 Cognitive Development and Mathematics in a Diverse Classroom

3 credits

This course is the second of a two course series that focuses on the theoretical and practical aspects of teaching mathematics to elementary students in a diverse classroom. In this course, students continue to actively apply cognitive theoretical content to mathematics instruction as they develop and implement a math mini-unit that includes a series of lesson plans, assessment, and reflective analysis. In addition, students conduct research on an area of interest as they continue to develop their philosophical stance as a teacher of mathematics. The unique needs of English language learners and children with special needs will be addressed throughout the course. The course uses the NCTM standards for the teaching and learning of mathematics as a framework for creating developmentally appropriate, learner centered curriculum.

ED 560 Integrated Thematic Instruction: Science, Social Studies, and the Arts

3 credits

Candidates, as teachers/learners, will explore the concept of using science, social studies, and the visual and performing arts as a frame for the rest of the curriculum. Topics in social studies and science will be approached through hands-on learning, critical thinking, and using the community as a real-world text. Candidates will be introduced to state frameworks and standards and will create a thematic unit that demonstrates their ability to think creatively, plan instruction, utilize school and community resources, and integrate all curricular areas. Additionally, participants will have opportunities to examine standard texts, curricula and

materials used in public schools, and to analyze the impact of biases and misconceptions on children's learning. Emphasis will be placed on the inclusion of English language learners and children with special needs.

ED 570 Healthy Children and Classroom Communities

This course is built around the belief that building a classroom community promotes the social and academic growth of pupils. Through study, collaborative learning, and reflection, students will explore how safe, caring and respectful environments, student rights and responsibilities, cooperation, collaboration, choice, self-assessment and home-school communication impact the classroom community. Students will use the state content standards for teaching Physical Education and Health to develop lesson plans. Students will also examine issues and responsibilities involving class rules and procedures, safety, and bullying, as well as legal and practical issues pertaining to child abuse.

ED697 Introduction to Ethnographic Research in Education

2 credits

This course is the first in a series of 3 courses and serves as an introduction to the ethnography Thesis Project. The course introduces candidates to qualitative research and the use of ethnography to learn about students, families, schools, and community. This course uses the ethnographic method to help students identify a question, gather data in order to "tell the story," and analyze the data to inform their teaching practice. In this course students complete Section I of the ethnography by reflecting on their personal story and how it has led them to the teaching profession. Candidates complete Section II of the ethnography by identifying 3 students they will follow throughout the study, by interviewing the students and their parents and by gathering data so they can better tell the students' personal and academic stories. Early in the course, students must have their Human Subject Review forms approved by the instructor. Advancement to candidacy takes place upon successful completion of this course.

ED698 Working with Diverse Schools and Communities

2 credits

In this second course of the ethnography thesis project, students learn about the schools and communities in which they work, and in which their three student subjects go to school. Through interviews and visits candidates place the lives of their three ethnography subjects within a larger social context. Candidates interview school personnel to learn about programs and other resources within the school that may assist in improving the quality of their students' education. Candidates also visit community institutions and establishments, interviewing members of diverse organizations in order to better understand the inherent social and cultural capital within the community. Candidates continue to collect data and work with their three identified students while completing Section III of the ethnography project.

ED699 Pedagogical, Social, and Cultural Implications

2 credits

This third course is designed as both a scholarly and reflective opportunity where candidates ground their ethnography within a theoretical framework. The course helps students access the larger social and political context of schooling by analyzing issues such as society's perception of schools; the racial, economic, and linguistic pressures placed on parents and their children; and the policies and trends that impact learning. The candidates synthesize their experiences within schools and write about how they will work to create equitable learning environments in the future. Section IV of the ethnography project helps candidates synthesize previous readings by analyzing, supporting and discussing their data.

HD500 Early Childhood Themes and Life Cycle Issues

3 credits

Each stage of life poses a task to be accomplished. These tasks appear as a challenge and bring the chance for growth, but also a fear of failure and discomfoting disequilibrium. Themes which begin in early childhood - attachment, separation, autonomy, accomplishment and failure - recur later in the life cycle. Analysis of their beginnings and knowledge of psychosocial developmental theories enables adults to evaluate the resolution of these themes in their own lives, as well as in children's lives. This class requires extensive reading and a research project.

HD561 Advanced Studies in Social and Political Contexts of Human Development

3 credits

The diverse social and political contexts of our society affect the socialization of the individual and his/her understanding of human development. This class evaluates attitudes toward gender, class, race/ethnicity, disability and sexual orientation, along with the socio-historical contexts within which specific theories of human development were created. Students are challenged to evaluate and critique these influences on their own growth and perceptions of human behavior, to define their personal ethics within the context of contemporary society, and to construct effective professional responses to inequality and bias. Class pedagogy in grounded in praxis and includes experiential activities, small group discussions, weekly writing, reading.

HD600 Advanced Studies in Working with Children in a Diverse World

3 credits

Students will evaluate developmental needs of children and the different assumptions which underlie developmental and constructivist approaches to working with children. Students will investigate and critique the uses of interpersonal power in settings where adults and children encounter each other, observe children in a variety of contexts, and create effective facilitative strategies for teaching, parenting, and social and educational change. Emphasis will be on valuing diversity and respecting the individual; active experiential learning; synthesis of theory and practice; and the impact of social contexts on oneself and others.

SPED530 The Child with Special Needs: An Interdisciplinary Perspective

3 credits

This course is designed to explore the context of culture and anti-bias issues related to educating children and adolescents with special needs in both inclusive and more restrictive settings. For purposes of enhancing the teacher's effectiveness in the classroom, the following areas will be addressed: 1. Knowledge of, and sensitivity toward, people with disabilities 2. Knowledge of federal/state mandates for educating students with disabilities; 3. Identification and screening of a child with special needs; 4. Involvement of parents in the process of meeting student needs; 5. Collaboration with other professionals to identify appropriate interventions; 6. Application of methods used to modify the curriculum and accommodate various learning styles; and 7. Accessing educational and community resources such as assistive technology, career and vocational education.

SPED540 Behavior Intervention and Program Planning for Students with Special Needs

3 credits

This course explores the relationship between teacher choices, academic task and classroom environment in encouraging and discouraging student self-esteem, behavior and achievement. Four models of behavior management will be discussed from a social systems perspective: psycho-dynamic, behavioral, environmental, and constructivist. Analysis of behavior will be discussed in relation to antecedents and consequences of target behaviors as highlighted by a case study approach. Teacher candidates will develop skills in designing whole class management systems, as well as individualized programs (positive behavior support plans)

consisting of data collection on target behaviors, identification of replacement behaviors with specific behavioral goals and objectives, and appropriate reinforcement strategies.

SPED550 Collaboration and Communication Skills for Special Educators

3 credits

This course explores the spectrum of interpersonal and interactive learning skills required of the special educator. Emphasis will be placed on effective communication strategies with students with disabilities, their families, and other school or agency professionals. Teacher candidates will learn how to collaborate with other IEP team members to develop, implement and evaluate individual student programs, including transition plans. Counseling strategies to enhance the parent professional partnership will be discussed. Issues of conflict resolution, mediation, crisis management, and advocacy for students and their families will be explored. Cross-cultural issues, including bilingual and bicultural considerations will be integrated throughout the course. This course meets the communication competency requirement for HD degrees

SPED560 Instructing and Assessing Students with Mild to Moderate Disabilities

4 credits

This course examines principles and techniques for assessing academic progress and addresses the design of instruction and selection of curriculum materials for students and young adults with mild to moderate disabilities. Class work will include observing and learning from practicing special education teachers. (Fifteen hours of fieldwork/observation is required at 2 different age levels.) Emphasis will be placed on collecting data from many sources, and accurately interpreting assessment results for students including those who are culturally and linguistically diverse. Curriculum planning, related to state and local standards, will be discussed with a focus on accommodating learners and modifying materials. Teacher candidates will develop skills in writing concise descriptions of students' present levels of performance, goals and objectives that are achievable and measurable, and both individual and group lesson plans. Compliant IEPs will be discussed.

SPED590 ESC Directed Teaching Placement and Seminar

6 credits

Directed Teaching is a 15-week student teaching experience in a Special Day Class or program for students or young adults with mild/moderate disabilities. The practicum is accompanied by a seminar which meets at regular intervals to discuss experiences with other student teachers, and to refine skills in the following areas: 1. Ability to adapt and modify core curriculum to ensure student learning; 2. Collaboration with families and other professionals to coordinate services; 3. Planning and implementing appropriate individualized instructional programs, including transition plans; 4. Providing a supportive climate for growth in interpersonal relationships; 5. Evaluating children's progress and program effectiveness with a variety of assessment approaches; and 6. Developing an effective classroom management plan, including individual Positive Behavior Support Plans, as appropriate.