



ADDENDUM C

TO THE NATIONAL UNIVERSITY GENERAL CATALOG 84

**National University
Spectrum Business Park
9388 Lightwave Ave,
San Diego, CA. 92123.**

The following updates will take effect July 5, 2022.

Technology Fees and Policy Information

The following courses utilize a third-party technology. Accessing the third-party technology is a required component of your course. The technology fee will be applied to the student's account at the time tuition is applied.

| | |
|----------------|----------|
| ACC 410A | \$90.00 |
| CHE 101A | \$244.73 |
| CHE 149A | \$140.73 |
| CHE 150A | \$209.73 |
| MTH 12A | \$41.25 |
| MTH 12B | \$41.25 |
| PHS 104A | \$261.73 |
| PHS 179A | \$266.73 |
| SOC 100 | \$33.50 |

Financial Aid Return Policy

As part of the Higher Education Amendments of 1998, Congress passed provisions regarding refund policies and procedures for students who have received federal student aid and are considered withdrawn from school. To comply with these regulations, any student who does not participate in academic-related activity for 35 consecutive days, with the exception of scheduled University holidays, breaks or Title IV approved leaves of absence will be considered withdrawn for Title IV financial aid purposes.

The Federal Return of Title IV Funds (R2T4) policy governs all federal grant and loan programs, including Federal Pell Grant, SEOG, TEACH Grant, Stafford/ Direct Loans (subsidized and unsubsidized), and PLUS loans.

For more information, read the Policies and Procedures section of this catalog.

Financial Aid Refund Policy

As part of the Higher Education Amendments of 1998, Congress passed new provisions on October 29, 2010 regarding refund policies and procedures for students who have received Federal Student Assistance and are considered withdrawn from school. To comply with these regulations, any student who does not participate in academic-related activity for 35 consecutive days, with the exception of scheduled University holidays, breaks or Title IV approved leaves of absence will be considered withdrawn for Title IV financial aid purposes.

The Federal Return of Title IV Funds (R2T4) policy was effective October 29, 2010, and governs all federal grant and loan programs, including Federal Pell Grant, SEOG, TEACH Grant, Stafford/Direct Loans (subsidized and unsubsidized,) and PLUS loans.

This federal regulation assumes that awards of Federal Student Aid funds are earned in proportion to the number of days attended for the period funded. If a student is considered withdrawn from the University, a calculation is then performed to identify the total scheduled financial assistance the student earned and is therefore entitled to receive. If the student receives (or the University receives on the student's behalf) more financial aid than is earned, the unearned funds must be returned to the Department of Education. If the student receives (or the University receives on the student's behalf) less financial aid than the amount earned, the student may be able to receive those additional funds.

The portion of federal grants and loans that a student is entitled to receive is calculated on a percentage basis. The percentage is determined by comparing the total number of days in the specified payment period to the number of days completed before withdrawing from the University.

For example, if a student completes 30 percent of the payment period, the student earns 30 percent of the financial aid he/she was originally scheduled to receive. This means that 70 percent of the scheduled award received at the beginning of the payment period becomes unearned and must be returned. In general, loan disbursements and grants cover a specific period of time and number of units called the payment period. Once more than 60 percent of the payment period has been completed, all (100 percent) of the financial aid award received for that period is considered earned.

Important Note: If a student is considered withdrawn from the University (officially or unofficially) before

completing 60 percent of a payment period, the student may have to repay unearned federal monies that were already disbursed at the beginning of the payment period.

The Withdrawal date will be determined as either:

- The effective date of withdrawal from the last course attempted, as documented by the University, or
- The last date of attendance at an academically related activity, as documented by the University.

If it is determined that the student received excess funds that must be returned, the University shares the responsibility of returning those funds. The University's portion of the funds to be returned is equal to the lesser of:

- The entire amount of the excess funds, or
- The total in tuition and fee charges multiplied by the percentage of unearned aid received.

If the refund calculation determines that the University is not required to return all of the excess funds, then the student must return the remaining amount. Any loan funds that a student is required to return must be repaid according to the terms of the promissory note. If any grant funds must be returned, the law allows the repayment amount to be reduced by 50 percent. This means that a student who has received too much in grant funds will only be required to return half of the excess amount.

If there is a return of any unearned financial aid by the University, the student will be billed accordingly. In such cases, the student will be required to make arrangements with the Student Business Services Office to pay the amount refunded to the Department of Education within 45 days of the date of the University's notification.

In addition, the student will not be eligible for any further federal financial aid until the balance is paid to the Business Office. Effective May 1, 2011, National University began reporting student account defaults to credit reporting agencies.

Leave of Absence

Students are limited to one hundred and eighty (180) Leave of Absence (LOA) days per twelve (12) month period. LOA days need not all be taken at once. A student may have multiple LOAs within a 12-month period provided that the cumulative total does not exceed the allowable amount. University scheduled breaks will be counted toward the 180-LOA day limit if a student is on an approved LOA during a scheduled break.

For students in non-term programs who need a break of sixty (60) days or less from their last date of attendance, an LOA may not be necessary. A student will not be considered to have withdrawn if the student submits written confirmation (email is acceptable) that they will resume attendance, and that future date of attendance is no later than 60 calendar days after the student ceased attendance.

A student on an approved LOA will be considered enrolled at National University. In some cases, these students may be eligible for an in-school deferment for student aid loans. Federal Student Assistance (FSA) may be negatively impacted if students fail to timely apply for a LOA or if the application is denied.

To request a formal LOA, students will need to follow the steps outlined below. Students who receive FSA in the form of loans and grants, and who will have a break in attendance of 35 days or more, may be subject to recalculation and/or return of unearned FSA monies, unless they have an approved LOA on file. Students who do not return from an approved LOA on the student's scheduled return date will be withdrawn from the University.

Further information for FSA students may be obtained from their Student Finance Advisor.

Students requesting a LOA must:

1. Timely inform their Student Finance Advisor of their request and discuss financial aid implications, as appropriate.
2. Submit the e-form request for Leave of Absence located on the student portal and include the following information:
 - a. Beginning and ending dates of the LOA requested
 - b. Reason for the LOA request.
3. An LOA approval must meet the above criteria and the reason for the request must be approved by the Office of the Registrar.

All students are encouraged to submit requests at their earliest opportunity to allow the University adequate time to process the request. Requests submitted the day of the requested leave start date or later will not be considered.

All LOA requests start the day of the student's request for the LOA. LOA will not be backdated unless the student has documented extenuating circumstances that prevented them from making the request in advance of their leave.

Once approved, the LOA will be entered into the student's record and the student will be reported as an approved LOA student. It is the student's responsibility to determine how this status may affect any other funding sources they may be receiving.

Requesting a LOA does not grant a drop or withdrawal from the current class of attendance. The current class remains subject to the official drop and withdrawal policies as published in the catalog. If an emergency LOA is approved, in the middle of the course, and the student receives a Withdraw, upon return, the student will not be charged tuition to retake the course.

Financial Aid Implications for Students Requesting a Leave of Absence

Financial aid students must contact their Student Finance Advisor as early as possible upon determining they would like to request a LOA to discuss the impact on student aid. Students who do not return from an approved LOA will have all future loan disbursements canceled. The loan repayment grace periods established on all previously disbursed loans will have begun as of the first day of the student's approved LOA. Therefore, if the student does not return from an approved LOA, the student may have exhausted some or all the grace period and may be required to enter repayment immediately. Students will need to contact their lender(s) regarding grace period rules and requirements.

Attendance Procedures

Defining Attendance

Attendance is mandatory in all University courses. The University requires students to be in attendance at least once every 35 calendar days from the last date of attendance. Students satisfy course attendance requirements through academic related activities. Academic-Related Activities (ARAs) are used to determine a student's official last date of attendance in the LMS and corresponding enrollment status at the University. ARAs are also used to determine the effective date of active and withdrawn enrollment statuses. (See examples of ARAs below)

The start-date of a session is the first Monday of the new course term. If the first Monday is a holiday, the start-date of the session will be the first Tuesday. For example, if the first-class meeting offered in the September session meets on Mondays and Wednesdays, and Monday is the holiday, then that first Tuesday is the start-date for the session. The term start date (whether a Monday or Tuesday) is the start date of the session and not the day students meet for their first class. Students are considered officially enrolled in a class at midnight (Pacific time) of the ninth (9th) day of the session.

All students must be officially enrolled in order to attend class and to receive a grade. This means that the course must be added to the student's schedule prior to the ninth (9th) day of the session. University instructors will not permit non-enrolled students to attend a class or be issued a grade. The Office of the Registrar will not post grades for students who are not officially enrolled.

Residential (face-to-face) Courses:

Students are expected to attend all scheduled classes of a course.

Online Courses:

Academic-related activities (ARAs) must be posted to an online course, within the LMS, no later than Sunday at 11:59 P.M. Pacific time each week.

The university's attendance policy is designed to encourage consistent or weekly academic engagement. All students are expected to engage in one of the following academic related activities throughout the term:

- Completing the initial assessment
- Submitting a graded assignment for evaluation
- Completing a pre-final exam
- Taking a final exam
- Submitting a final project; and/or
- Reviewing graded feedback from faculty on the initial assessment, unit assignments, pre-final, or final project.
- Taking quizzes
- Participating in an online tutorial or computer-assisted instruction
- Watching videos in the online course room
- Following links to external resources
- Participating in an online discussion about academic matters

The following will not count as attendance:

- Logging in and not engaging in an academically related activity
- Participation in orientation
- Contacting academic advisor

Out of Attendance:

The University requires students to be in attendance at least once every 35 calendar days from the last date of attendance. Lack of participation and/or attendance for students taking on-site or online classes does not qualify the student for a refund or consideration for a drop or

withdrawal from the class unless the student submits the request within the established timeframe (see refund and course drop and withdrawal policy). Students, whether on-site or online, are responsible for following the published policy on deadlines for drop and withdrawal.

With instructor approval, students may be allowed to make up examinations or class assignments missed due to absence or tardiness. Students must arrange to complete any make-up work with the instructor in advance. Work must be completed prior to the final class session. A grade of incomplete may be issued if the student has attended two-thirds of the course and coursework is not completed by the final class session. Instructors may use their discretion when issuing approval of, and assigning, an incomplete grade.

Any dispute about attendance must be addressed by the student in writing and submitted to the Office of the Registrar within ninety (90) days of grade posting. If extenuating circumstances prevent the submission of the dispute within that time frame, the Office of the Registrar will make a determination about whether the circumstances warrant further consideration. The Office of the Registrar will not consider a dispute that is more than one year old.

Once grades have been issued and credit awarded, neither the coursework nor the grade can be expunged from the student's record. Tuition will not be refunded without extenuating circumstances and approval of the Finance Committee.

Satisfactory Academic Progress (SAP) Policy

Satisfactory Academic Progress (SAP) is the standard by which National University (NU) measures students' progress toward completion of a degree or certificate program. Standards of Satisfactory Academic Progress were established to encourage students to successfully complete courses and to progress satisfactorily toward degree completion. SAP is comprised of three components that cumulatively make up this standard. These components include a student's grade point average (GPA), course completion rate/rate of progression (ROP), and maximum timeframe to completion. If at an evaluation point a student fails to meet one or all of these components, they will be notified of any impacts and appropriate resolutions/courses of action. However, it is ultimately the student's responsibility to know these requirements, and failure to receive notification does not nullify the SAP status.

SAP Procedures

SAP Component Definitions

Qualitative Requirement – Grade Point Average (GPA)- GPA is calculated using **only grades earned at the university** for the student's current program of study. Credits transferred into a program have no bearing on the student's cumulative GPA. The minimum GPA requirement for undergraduate is 2.0. The minimum GPA requirement for graduate students is 3.0. Please refer to the grade point scale for additional information on calculating GPA.

Grade points are assigned to academic performance grades as indicated and are used to calculate a Cumulative Grade Point Average (CGPA) for each student:

| All Courses | Undergraduate Courses Only |
|--------------------|-----------------------------------|
| A = 4.00 | C- = 1.66 |
| A- = 3.66 | D+ = 1.33 |
| B+ = 3.33 | D = 1.00 |
| B = 3.00 | |
| B- = 2.66 | |
| C+ = 2.33 | |
| C = 2.00 | |
| F = 0.00 | |
| S = N/A | |
| U = N/A | |

NOTE:

S (Satisfactory) denotes satisfactory progress in a course but does not contribute to the calculation of GPA

U (Unsatisfactory) denotes unsatisfactory progress in a course but does not contribute to the calculation of GPA

Course Completion Rate/ Rate of Progression (ROP) - Students must earn a passing grade in two-thirds or no less than 66.67% of the course credit hours attempted toward completion of their program of study. The Course Completion Rate/Rate of Progression (ROP) is calculated by dividing the cumulative number of credit hours successfully completed, including those transferred into the program, by the cumulative number of credit hours attempted. All courses count as attempted except for drops and withdrawals for Military Leave. Only courses for which the student receives a passing grade count as completed.

SAP Maximum Timeframe -The SAP Maximum Timeframe to complete a program cannot exceed 150% of the published length of the student's active program and is measured in credit hours. For example, if an undergraduate program consists of 120 credit hours, the student must successfully complete the program after attempting no more than 180 credit hours. A SAP Appeal will need to be filed for all program extensions when it has been determined that a student cannot complete their program within the allowed attempted credit limits per their individual program requirements and will need more time to complete their degree program.

Treatment of Courses and Credits

Successfully Completed Courses- Successful completion of a course for undergraduates is defined as a course being assigned one of the following grades: A, A-, B+, B, B-, C+, C, C-, D+, D or S. Successful completion of a course for graduate students is defined as being assigned one of the following grades: A, A-, B+, B, B-, C+, C, or S.

Course Repetitions - Only the most recent grade for a repeated course is counted in the program GPA. All attempted courses are counted toward the Course Completion Rate/ Rate of Progression and the SAP Maximum Timeframe for program completion.

Dropped Courses - Courses dropped before the end of the drop period or are approved for a back-dated drop are not included in SAP calculations.

Applied/Migrated Credits Within the University - All credits earned at National University are accepted into the student's current program of study are considered as both attempted and completed credits for calculation of the Course Completion Rate/ Rate of Progression (ROP), are counted toward the SAP Maximum Timeframe, and are included in Program GPA calculations. If a comparison of the original program and the program the student is entering results in the determination of a substantial change by the Office of the Registrar, the student is considered to be starting a new program. In this case, SAP will restart.

Transfer Credits From Another Institution - All accepted transfer credits from an outside institution transferred into the student's current program of study are considered both attempted and completed credits for purposes of calculating the Course Completion Rate/ Rate of Progression. Graduate transferred credits are not included in SAP Maximum Timeframe or Program GPA calculations. Undergraduate transfer credits are included in SAP Maximum Timeframe but not in Program GPA calculations.

Course Withdrawals - All courses from which a student withdraws after the end of the add/ drop period will be counted in the student's course completion rate. These courses are considered attempted credits for calculation of the Course Completion Rate/ Rate of Progression and are counted toward the SAP Maximum Timeframe. Withdrawn classes do not count toward a student's cumulative GPA.

SAP Evaluation Timeframes

SAP evaluations will be completed on a payment period basis for all programs and degrees. Note: A SAP status shall be in place for a full evaluation period until a student reaches their next evaluation point.

Term-Based Programs – Students enrolled in term-based programs are evaluated for SAP after each term in their program.

Undergraduate Programs – Students enrolled in undergraduate programs are evaluated for SAP after every 18 quarter units attempted in their programs.

Graduate Programs – Students enrolled in graduate programs are evaluated for SAP after every 18 quarter units attempted in their programs.

SAP Evaluation Statuses

Good Standing - A student is in good standing if: 1) No grades have been posted yet, or 2) If SAP has not been evaluated yet, or 3) Student is meeting minimum SAP requirements at time of evaluation, or 4) Student regained Good Standing after being placed on Warning or Suspension period.

Warning – A student is in Warning status when they are not maintaining Good Standing pursuant to the terms of this policy at the time of any SAP evaluation. Financial aid may be received while in this status. If SAP is regained by the next scheduled SAP evaluation period, the student is returned to Good Standing status.

Suspension – A student is in a Suspension status when they did not regain Good Standing after being placed on Warning. While in this status, the student becomes ineligible for Title IV funding. Students that have Suspension and used Title IV funds previously, will need to determine an alternative funding option, with support from their advisor. The student may also request to appeal for reinstatement of Title IV funding through the appeals process. Should the student meet SAP upon the completion of this evaluation period, the student will return to Good Standing thereby regaining eligibility for Title IV funding. The inability to obtain “Good” SAP standing by the conclusion of the student’s evaluation period will lead to SAP Dismissal.

Probation – A student is in Probation status only if they were first placed on Suspension and then successfully appealed to have their funding reinstated. A student may not overlap courses while in this status unless approved by the school dean. If SAP is met by the next scheduled evaluation period, the student will regain Good Standing status and will also remain eligible for Title IV funding. Should SAP not be met upon the completion of the evaluation period, the student will reach SAP Dismissal.

Extended Probation – Special circumstances may permit a student to continue on Extended Probation and possibly receive federal financial aid for an additional evaluation period. A student is in Extended Probation status only if they were previously placed on Probation and failed to regain Good Standing status before the next evaluation point and has then decided to Appeal based on special circumstances. If SAP is met by the next scheduled evaluation period, the student will regain Good Standing status and will remain eligible for federal financial aid.

SAP Dismissal – This status indicates a student was in a Suspension or Probationary SAP period and did not regain good standing by the next SAP evaluation point. Students within this status may appeal the dismissal to return to the University should it be determined the student is recoverable at that point. If ever it is determined that it is mathematically impossible for the student to regain good standing within the current program, the student may consider a substantially different program.

Course Terminations

BUS 100-Intro to Business
CED 600-Applied Child/Adol Development
CED 601-Consultation in the Schools
CED 603-Multicultural Counseling
CED 604-School Counseling Orientation
CED 605-Instructional Design
CED 606-Development and Evaluation
CED 607-School Counseling Orientation
CED 610-Adv Coun Theories & Methods
CED 612-Career & Academic Counseling
CED 613-Assessment for Ed Counselors
CED 614-Legal and Ethical Practices
CED 616-School Counseling Intern. I
CED 617-School Counseling Intern. II
CED 618-School Counseling Intern. III
CED 619-Couns Practicum Comm College
CED 621-Practicum/Fieldwork Seminar
CED 637-School Counseling Research
CEE 499-Capstone Design Project II
CPY 5001-Holistic Apprch to Counseling
CPY 5002-Group Process A
CPY 5003-Group Process B
CPY 5004-Ethics and the Law
CPY 5005-Therapeutic Skills A
CPY 5006-Therapeutic Skills B
CPY 5007-Therapeutic Skills C
CPY 5008-Counseling Theory and Prac A
CPY 5009-Counseling Theory and Prac B
CPY 5010-Cultural & Soc Justice Issues
CPY 5011-Child, Adolescent, Fam Therapy
CPY 5012-Diagnosis and Assessment
CPY 5013-Pre Pract/Child Abuse Assess
CPY 5201-Adv. Diagnosis and Assessment
CPY 5202-Holistic Approaches to Diagnos
CPY 5203-Somatic Approaches to Diagnos
CPY 5204-The Family Life Cycle
CPY 5205-Principles of Somatic Psych
CPY 5206-Jungian Psychology
CPY 5207-Adv Child, Adolescent Fam Ther
CPY 5208-Body Oriented Psychotherapy
CPY 5209-Fundamentals of Transpersonal
CPY 5210-Brief Therapy
CPY 5211-Crisis and Trauma
CPY 5212-Addiction Studies
CPY 5213-Family Violence and Elder Care
CPY 5214-Sexuality Studies
CPY 5215-Advanced Studies in Depth Psy
CPY 5216-Dance and Movement Therapy
CPY 5217-Advanced Couple Therapy
CPY 5218-Holistic/Somatic App to Trauma
CPY 5219-Psychological Testing
CPY 5220-Specialization Seminar
CPY 5301-Psychopharmacology
CPY 5302-Research Methods

CPY 5303-Community Mental Health
 CPY 5304-Theories of Career Dev
 CPY 5305-Culminating Exam
 CPY 5401-Practicum A / Case Seminar
 CPY 5402-Practicum B / Case Seminar
 CPY 5403-Practicum C / Case Seminar
 CPY 5404-Practicum D / Case Seminar
 CPY 5405-Supplemental Practicum
 ECO 100-Intro to Economics
 PED 603-School Psychology Orientation
 PED 625-Research Methods in Education
 PED 637-School Psychology Research
 PED 662-Leadership in School Psych
 PED 663-Curriculum Interventions
 PED 664-Crisis Response & Intervention
 PED 665-Test and Measurements
 PED 667-Developmental Psychopathology
 PED 671-Cognitive Assessment
 PED 672-Psycho-Academic Assessment
 PED 673-Social/Emotional Assessment
 PED 674-Special Populations Assessment
 PED 676-Applied Behavior Analysis
 PED 677-Curriculum Interventions
 PED 678A-Practicum in School Psychology
 PED 678B-Practicum in School Psychology
 PED 678C-Practicum in School Psychology
 PED 680-Roles, Issues and Ethics
 PED 685-Internship Seminar
 PED 689-School Psych Internship I
 PED 690-School Psychology Intern II
 PSP 5002-Writing Workshop
 PSP 5054A-Rsch Methods: Quant & Qual A
 PSP 5054B-Rsch Methods: Quant & Qual B
 PSP 5279A-Introduction to Fieldwork A
 PSP 5279B-Introduction to Fieldwork B
 PSP 5280-Fieldwork
 PSP 5800A-Sport Psychology A
 PSP 5800B-Sport Psychology B
 PSP 5803A-Ethics & Issues Sport Psych A
 PSP 5803B-Ethics & Issues Sport Psych B
 PSP 5804-Assessment Strategies
 PSP 5805-Psychopathology Assessment
 PSP 5811-Counseling Skills A
 PSP 5812-Counseling Skills B
 PSP 5814-Diversity in Sport
 PSP 5815-Performance Enhancement A
 PSP 5816-Performance Enhancement B
 PSP 5817-Performance Enhancement C
 PSP 5819-Social & Hist Issues in Sport
 PSP 5820-Psychology of Coaching
 PSP 5821-Gender Issues in Sport
 PSP 5822-Team Building
 PSP 5826-Cognitive & Affective Behavior
 PSP 5832-Psychology of Injury
 PSP 5833-Kinesiology
 PSP 5834-Motor Learning & Performance
 PSP 5835-Exercise Psychology

PSP 5838-Health Psychology
PSP 5841-Neuropsychology
PSP 5842-Recreation Enhancement
PSP 5843-Mindful Appr to Performance A
PSP 5844-Mindful Appr to Performance B
PSP 5850A-Clinical Sport Psychology
PSP 5885-Best Practices Remote Consult
PSP 5895A-Applied Project A
PSP 5895B-Applied Project B
PSP 9000-Prof Development Seminar
PSP 9030-Develop a Consulting Prac A
PSP 9031-Develop a Consulting Prac B
PSP 9085-Fieldwork Exam
PSP 9090-Comprehensive Written Exam
PSP 9091-Comprehensive Oral Exam
PSP 9092-Thesis Defense
PSY 611A-Counseling Paradigms I
PSY 611B-Counseling Paradigms II
PSY 620-Perspectives on Psychology
PSY 626-Human Sexuality
PSY 632B-Couples Therapy
PSY 638-Wellbeing & Wellness
SPD 514-Lang/Lit- Case Study
SPD 550A-Student Teaching for M/S: A
SPD 550B-Student Teaching for M/S: B
SPD 552A-Student Teaching for M/M: A
SPD 552B-Student Teaching for M/M: B
SPD 600S-Foundation Preparation:SPED
SPD 621-Adv. Behavioral Supports & SEL
SPD 631-Special Ed Law
SPD 633-Assmnt, Differentiation M/M
SPD 645-Collab & Case Mgmnt M/S
SPD 691A-M/S Internship: A
SPD 691B-M/S Internship: B
SPD 691C-M/S Internship: C
SPD 691D-M/S Internship:D
SPD 691E-M/S Internship:E
SPD 691F-M/S Internship:F
SPD 693A-M/M Internship: A
SPD 693B-M/M Internship: B
SPD 693C-M/M Internship:C
SPD 693D-M/M Internship:D
SPD 693E-M/M Internship:E
SPD 693F-M/M Internship:F
SPD 695-Understanding Edu. Research
SPD 696-Capstone Project

Program Terminations

Master of Arts in Counseling Psychology (California) (JFKSOP)

Master of Arts in Sport Psychology

Master of Education in Special Education with a Preliminary Ed Specialist Credential: Mild/Moderate Credential with Internship Option (California)

Master of Education in Special Education with a Preliminary Ed Specialist Credential: Moderate/Severe with Internship Option (California)

Preliminary Education Specialist Credential: Mild/Moderate with Internship Option (California)

Preliminary Education Specialist Credential: Moderate/Severe with Internship Option (California)

University Internship Credential Program for Pupil Personnel Services School Counseling

Graduate Certificate in Sport Psychology

Degree Information

Courses

ACC 432A Taxation-Individual (4.50)

Prerequisite: ACC 201

Duration: 4

An introduction to the theory and practice of federal income taxation of individuals, including income, deductions, exemptions, credits, capital gains, depreciation, and deferred compensation plans. As a course requirement, students prepare Form 1040 income tax returns.

ACC 432B Taxation-Business (4.50)

Prerequisite: ACC 432A; ACC 431

Duration: 4

An introduction to the theory and practice of federal income taxation of partnerships, subchapter S, and subchapter C corporations. Students learn the use of tax research publications.

CEE 310 Circuit Analysis (4.50) *Historical-Review all addendums*

Prerequisite: CEE 300; **Corequisite:** CEE 310L

Duration: 8

An overview of basic circuit design and analysis. Introductory topics include: Ohm's law, Kirchhoff's Laws, the mesh-current method, and Thévenin and Norton Equivalent circuits. Students will apply these topics to RL, RC, and RLC circuit analysis. Advanced topics include the understanding and application of operational amplifiers.

CEE 324 Linear Systems and Signals (4.50) *Historical-Review all addendums*

Prerequisite: CEE 310; **Corequisite:** CEE 324L

Duration: 8

Introduction to fundamental concepts, analysis and applications of continuous-time and discrete-time signals and linear systems. Course contents include time-domain and frequency-domain characterization of signals and systems, Fourier Series and Fourier Transform, basic sampling and filtering concepts, the Laplace Transform, and the Z Transform etc. The course will be supplemented with MATLAB based exercises.

CEE 340 Embedded Systems (4.50) *Historical-Review all addendums*

Prerequisite: CSC 208 and CSC 252, or CSC 262; **Corequisite:** CEE 340L

Duration: 8

Exploration of design and interfacing of microcontroller based embedded systems. It covers various aspects of 8051 C and assembly language programming and interfacing. The course examines the architecture of the 8051 microcontroller along with a study of the I/O ports, addressing modes, interrupt routines, timings and the serial data communication in 8051.

CEE 420 Microelectronics (4.50) *Historical-Review all addendums*

Prerequisite: CEE 310; **Corequisite:** CEE 420L

Duration: 8

Describes the fundamentals of semiconductor devices and microelectronic circuits. Students will explore the terminal characteristics of p-n junction and Zener diodes, diode circuits, and transistors and transistor circuits. Specifically, discussion includes principles of MOSFET and BJT operations, biasing technology, and their application in transistor circuit analysis.

CIS 474 Information Systems Security (4.50) *Historical-Review all addendums*

Prerequisite: CIS 350, or CIS 423 and CSC 422

Duration: 4

This course covers the aspects of information security on computer systems and networks. Information is becoming a valuable asset and security is vital in maintaining its confidentiality, integrity, and availability. This course explores aspects of securing a network such as identifying threats, vulnerabilities, and assets that aid in planning, risk analysis, and implementation of security policies. Other topics include security management practices, security models and architectures, and business continuity, disaster recovery, and incident response planning. In addition, legal, ethical, and professional issues are analyzed. This course, together with CIS 475, may help students prepare for the Certified Information Systems Security Professional (CISSP) exam.

CSC 603 Software Eng Fundamentals (4.50)

Duration: 4

The course introduces students to tools, techniques, and processes needed to develop a software product, system or application, in a systematic manner. The course will expose students to various software development life cycle frameworks and activities, including Software Process and Requirement modeling. Students will also learn about basic and advanced software project design principles and concepts that are generally used in the current software industry.

CSC 605 Software Architecture Principl (4.50)

Prerequisite: CSC 603

Duration: 4

Students on this course will learn about tools and techniques to systematically create and implement software design to meet applicable requirements and customer needs. The course will introduce the students to various techniques used by the industry for quality assurance, testing and configuration control.

EDC 600 Foundations of Professional EC (4.50)

Prerequisite: 5 year CA Certificate of Clearance (CL-900) is needed before enrolling in the course.

Duration: 4

This course examines the history of educational counseling and provides context for the current state of the profession, within a Diversity, Equity and Inclusion (DEI) lens. Core counseling theories will be presented and explored within the context of schools and colleges. American School Counselor Association (ASCA) and American Counseling Association (ACA) models will be introduced and examined.

EDC 601 EDC Equity Driven Leadership (4.50)

Prerequisite: EDC 600

Duration: 4

The educational counselor's role as a leader, advocate, and systems change agent is explored. Theories and principles of equity within educational contexts is critiqued. The content identifies and addresses prejudice, power, personal biases, attitudes, oppression, and privilege that affect self and school communities, with the purpose of creating more safe, secure and nurturing learning environments.

EDC 602 Ethics&Legal Mandates for EC (4.50)

Prerequisite: EDC 601

Duration: 4

Provides an introduction to the ethical and legal obligations to students, parents, administrators, and teachers. Provides knowledge of federal and state laws, county ordinances, and district policies related to the rights of historically marginalized populations. Professional and ethical boundaries in school counseling relationships are examined per guidelines created by American School American School Counselor Association, American Counseling Association.

EDC 603 SEL & Academic Development (4.50)

Prerequisite: EDC 602

Duration: 4

Understanding of historical and contemporary theories across the lifespan. Utilizing a systemic perspective, the course examines academic, physical, cognitive, language, and moral development. Cultural assets and family configuration patterns, emphasizing social emotional learning as it relates to racial, ethnic, gender, sexual orientation and socio-economic status.

EDC 604 Cultural Conscious Counseling (4.50)

Prerequisite: EDC 603

Duration: 4

Analysis and reflection of personal knowledge, bias, attitudes and beliefs about counseling diverse populations. This course highlights race, culture, gender and intersectionality and theoretical cultural responsive concepts are examined. Students will build and enhance culturally conscious competence and will gain an understanding of the impact poverty, social class, community, culture, and family have upon diverse groups of students. Students practice culture-centered counseling perspectives. Cultural wealth is recognized along with the attributes that facilitate a culturally responsive PK-16 school climate welcoming and appreciating the assets, strengths, and gifts that diverse students have.

EDC 605A Individual/Group Counseling (4.50)**Prerequisite:** EDC 604

Duration: 4

Course reviews and evaluates the core counseling theories that work most effectively in schools, such as but not limited to: Adlerian Theory, Choice Theory, Cognitive Behavioral Therapy (CBT), Family Systems, Mindfulness-Based Stress Reduction (MBSR), Motivational Interviewing, Person-Centered Counseling, Rational Emotive Behavior Therapy (REBT), and Solution-Focused Brief Counseling (SFBC).

EDC 605B Individual/Group Counseling (4.50)**Prerequisite:** EDC 605A

Duration: 4

Introduce and further develop the core counseling theories that work most effectively in schools, such as but not limited to: Adlerian Theory, Choice Theory, Cognitive Behavioral Therapy (CBT), Family Systems, Mindfulness-Based Stress Reduction (MBSR), Motivational Interviewing, Person-Centered Counseling, Rational Emotive Behavior Therapy (REBT), and Solution-Focused Brief Counseling (SFBC).

EDC 606 Trauma Informed Counseling (4.50)**Prerequisite:** EDC 605B

Duration: 4

Learn to provide treatment strategies to school populations who have experienced trauma-related issues. Through defining and understanding trauma-informed care, SC's will help students cope with a variety of high stress situations.

EDC 607 Current Trends in Schools (4.50)**Prerequisite:** EDC 606

Duration: 4

Theories and principles of equity are examined for the purpose of creating more safe, secure and nurturing learning environments. Exploration of the current role of the school counselor in PreK-14 academic tiered systems of support, developing strategies to intervene academically through appraisal, advisement, individual student planning and goal-setting. The course builds upon students' strengths and assets to support all students, especially historically underserved students. Current social issues are identified, such as cyber bullying, social media literacy, alcohol, tobacco, and other drugs, suicide, truancy, LGBTQ+ awareness and empowerment, prevention and intervention strategies within school communities.

EDC 608 College & Career Counseling (4.50)**Prerequisite:** EDC 607

Duration: 4

Articulate the role of the school counselor in PreK-14 college/career tiered systems of support utilizing knowledge and understanding of state and local graduation requirements, and provisions for marginalized populations. Apply educational transitional strategies, including career development and exploration, throughout the lifespan including using multiple career assessments and planning tools applying knowledge and understanding of local and national career and job market trends.

EDC 609 EDC Evaluation and Assessment (4.50)**Prerequisite:** EDC 608

Duration: 4

The course provides the foundation of educational inquiry and data analysis processes that help develop, implement, and evaluate comprehensive educational counseling programs. The course provides candidates with the skills and knowledge related to the evaluation and assessment of data that ensures access and equitable educational outcomes and the examination of comprehensive educational counseling programs that drive policy and create systematic change, including academic, college/career and social emotional development for PK-14 educational systems will be articulated.

EDC 610 Intro EDC Research Methods (4.50)**Prerequisite:** EDC 609

Duration: 4

The course provides an introduction to the basic principles of research design in schools and program evaluation as applied to educational counseling. Fundamental concepts and practices in educational research, methods, design, analysis, and conclusions, will be covered with the utilization of the current American Psychological Association (APA) research writing style. The course is designed to prepare candidates for the research project that will be completed during the capstone course, EDC 611 Research in Schools.

EDC 611 Research in Schools (9.00)**Prerequisite:** EDC 610

Duration: 8

The course provides an overview of the basic principles of research design in schools and program evaluation as applied to school counseling. The course addresses fundamental concepts and practices of educational inquiry, research, methods, design, and analysis. The course is designed as the capstone course in which candidates will select a topic of interest and demonstrate research and evaluation competencies by completing an educational research project.

EDC 612A Fieldwork Experience A (4.50) *Historical-Review all addendums***Prerequisite:** EDC 600; EDC 601; EDC 602; EDC 603; EDC 604; EDC 605A; EDC 605B

Duration: 16

This course focuses upon the experiences school counseling students are engaged in during program-approved field placements. Students participate in supervision in PK-12 public school settings in conjunction with the course instructor, which includes group supervision with their peers and a self-care plan. This course is for students in their first term of fieldwork.

EDC 612B Fieldwork Experience B (4.50) *Historical-Review all addendums***Prerequisite:** EDC 612A

Duration: 16

This course focuses upon the experiences school counseling students are engaged in during program-approved field placements. Students participate in supervision in PK-12 public school settings in conjunction with the course instructor, which includes group supervision with their peers and a self-care plan. This course is for students in their second term of fieldwork.

EDC 613A Internship A (4.50) *Discontinued***Prerequisite:** EDC 600; EDC 601; EDC 602; EDC 603; EDC 604; EDC 605A; EDC 605B; EDC 606; EDC 607; EDC 608; EDC 609; EDC 610; EDC 611

Duration: 16

Engagement in school counseling fieldwork experiences during a program-approved paid internship. Students participate in supervision in a PK-12 public school setting in conjunction with the course instructor, which includes group supervision with their peers and a self-care plan. This course is for students with program-approved School Counselor paid internships only.

EDC 613B Internship B (4.50) *Discontinued***Prerequisite:** EDC 613A

Duration: 16

Engagement in school counseling fieldwork experiences during a program-approved paid internship. Students participate in supervision in a PK-12 public school setting in conjunction with the course instructor, which includes group supervision with their peers and a self-care plan. This course is for students with program-approved School Counselor paid internships only.

EDC 614A Exploration of CC Counseling (4.50) *Historical-Review all addendums*

Prerequisite: EDC 600; EDC 601; EDC 602; EDC 603; EDC 604; EDC 605A; EDC 605B; EDC 606; EDC 607; EDC 608; EDC 609; EDC 610; EDC 611

Duration: 16

The course provides an overview of community colleges in the United States including history, multiple missions, structure of community colleges, policies, operation, and the varying roles/divisions, and functions of each. A brief examination of the functions of community college counseling divisions, visions, missions provide the candidate a foundation of understanding of the role of the community college counselor.

EDC 614B Exploration of CC Counseling (4.50) *Historical-Review all addendums*

Prerequisite: EDC 614A

Duration: 16

The course provides an in depth understanding of community college counseling divisions in the United States. Candidates further explore the history, missions, structure of community colleges, and the policies and functions that impact student success. An inquiry into the functions of community college counseling divisions, visions, missions provides the candidate with an understanding of the role of the community college counselor and counseling structures through a Diversity, Equity, and Inclusive lens.

ENM 607A Capstone Course I (4.50) *Historical-Review all addendums*

Prerequisite: Students must complete the six Core Courses, along with their chosen Specialization courses, prior to being able to register for the Capstone Courses starting with ENM 607A. ; ENM 600; ENM 601; ENM 602; PME 602; ENM 604; TMG 610; and ENM 603; PME 601; PME 604; , or SYE 600; SYE 601; SYE 602; SYE 603

Duration: 4

Culminating capstone project that includes the engineering management processes learned throughout this program. Working in teams under the guidance of their assigned faculty advisor, students select a research topic. The duration of this course is one month. This is the first part of a three course series that each student has to complete sequentially. Grading is H, S, or U only.

ENM 607B Capstone Course II (4.50)

Prerequisite: Students must complete the six Core Courses, along with their chosen Specialization courses, prior to being able to register for the Capstone Courses starting with ENM 607A. ; ENM 607A

Duration: 4

Continuation of ENM 607A capstone project. Specific focus is on the literature review and preliminary data gathering and analysis. The duration is one month. This is the second part of a three course series that each student has to complete sequentially. Failure to complete this second course successfully require students to repeat ENM607A and ENM607B again. Grading is H, S, or U only.

ENM 607C Capstone Course III (4.50)

Prerequisite: Students must complete the six Core Courses, along with their chosen Specialization courses, prior to being able to register for the Capstone Courses starting with ENM 607A. ; ENM 607B

Duration: 4

Continuation of ENM 607B project course. Specific focus is on the analysis of the data collected including problem solutions. Students present their research in both written and oral form to the client organization, if applicable, and to other students and faculty. This is the third part of a three course series that each student has to complete sequentially. Failure to complete this third course successfully requires students to repeat ENM607A/B/C again with a new team and/or a new project. Grading is H, S, or U only. Course is eligible for In Progress (IP) grade.

ESN 639 Fudtns for Instr. Assm. Coll (4.50) *Historical-Review all addendums*

Prerequisite: SED 615

Duration: 4

Candidates will learn the basics of identifying the unique abilities of the students with extensive support needs and build individualized curricula aligned with state-wide standards. An emphasis is placed on providing access to equitable opportunities to build on individual strengths, such as sensory, motor, language, cognitive development, by employing research-based and high-leverage intervention practices in a collaborative format.

ESN 640 Assmnt & Differentiation (4.50)**Prerequisite:** ESN 639

Duration: 4

Emphasizes use of formal and informal assessments and curriculum-based measures to determine learning strengths/challenges of students with M/S. Will examine appropriate selection of assessment tools and methods, administration, analysis of data to determine present levels of performance, write IEP goals, and plan instruction for students with Extensive Support Needs (ESN).

ESN 641 Collab. & Case Mnemnt. (4.50)**Prerequisite:** ESN 640

Duration: 4

Addressing the dual responsibility of special educators to teach students and perform case management duties, will examine a comprehensive process for the coordination of services and transitions support across grade levels for students with Extensive Support Needs (ESN). Details management across educational settings, legal compliance, problem solving while ensuring and educational benefit for students.

ESN 655A Student Teaching A (2.25)**Prerequisite:** ESN 641; **Corequisite:** ESN 659A

Duration: 8

First half (8 weeks) of student teaching experience toward the M/S authorization. Establishment of 300 of 600 total hours. Clinical practice placement in a district-university approved California TK-12 special education classroom. Grading is S, U or In Progress (IP). Does not grant graduate units towards graduate degree.

ESN 655B Student Teaching B (2.25)**Prerequisite:** ESN 655A; **Corequisite:** ESN 659B

Duration: 8

Second half (8 weeks) of student teaching experience toward the M/S authorization. Establishment of 300 of 600 total hours. Clinical practice placement in a district-university approved California TK-12 special education classroom. Grading is S, U or In Progress (IP). Does not grant graduate units towards graduate degree.

ESN 657A Internship A (2.25)**Prerequisite:** ESN 641; **Corequisite:** ESN 659A

Duration: 16

First half (4 months) of intern experiences as a teacher of record in first half of practicum experience required for an Education Specialist Credential with an M/S authorization. Grading is S, U or In Progress (IP). Does not grant graduate units towards graduate degree.

ESN 657B Internship B (2.25)**Prerequisite:** ESN 657A; **Corequisite:** ESN 659B

Duration: 16

Second half (4 months) of intern experiences as a teacher of record in the second half of practicum experience required for an Education Specialist Credential with an M/S authorization. Grading is S, U or In Progress (IP). Does not grant graduate units towards graduate degree.

ESN 657C Internship C (2.25)**Prerequisite:** ESN 657B

Duration: 16

Continued Internship Support for Moderate/Severe teacher candidates, which provides targeted support for their internship as required by the Commission on Teacher Credentialing (CTC). This 4-month (2.25 units) course will be repeated by individual interns until they have successfully completed all the credential requirements for the Preliminary Education Specialist Credential with Authorization in Moderate/Severe. Does not grant graduate units towards graduate degree.

ESN 657D Internship D (2.25)**Prerequisite:** ESN 657C

Duration: 16

Second half (4 months) of intern experiences as a teacher of record in the second half of practicum experience required for an Education Specialist Credential with an M/S authorization. Grading is S, U or In Progress (IP). Does not grant graduate units towards graduate degree.

ESN 657E Internship E (2.25)**Prerequisite:** ESN 657D

Duration: 16

Continued Internship Support for Moderate/Severe teacher candidates, which provides targeted support for their internship as required by the Commission on Teacher Credentialing (CTC). This 4-month (2.25 units) course will be repeated by individual interns until they have successfully completed all the credential requirements for the Preliminary Education Specialist Credential with Authorization in Moderate/Severe. Does not grant graduate units towards graduate degree.

ESN 657F Internship F (2.25)**Prerequisite:** ESN 657E

Duration: 16

Continued Internship Support for Moderate/Severe teacher candidates, which provides targeted support for their internship as required by the Commission on Teacher Credentialing (CTC). This 4-month (2.25 units) course will be repeated by individual interns until they have successfully completed all the credential requirements for the Preliminary Education Specialist Credential with Authorization in Moderate/Severe. Does not grant graduate units towards graduate degree.

ESN 659A Seminar A (2.25)**Prerequisite:** ESN 641; **Corequisite:** ESN 655A, or ESN 657A

Duration: 8

During ESN 659A, candidates will focus on completing all requirements of Education Specialist CalTPA Cycle 1 and associated TPEs. Candidates will apply the Plan, Teach and Assess, Reflect, and Apply specifically to completing evidentiary requirements related to "Focusing on Students and Planning Instruction."

ESN 659B Seminar B (2.25)**Prerequisite:** ESN 659A; **Corequisite:** ESN 655B, or ESN 657B

Duration: 8

During ESN 659B, candidates will focus on completing all requirements of Education Specialist CalTPA Cycle 2 and associated TPEs. Candidates will apply the Plan, Teach and Assess, Reflect, and Apply specifically, completing evidentiary requirements focusing on "Assessment Driven Instruction."

HCA 499 Healthcare Capstone (4.50)**Prerequisite:** HSC 300; HSC 310; HTM 310; HCA 400; HCA 401; HCA 402; HCA 403; HSC 430; HCA 405; HCA 407; HCA 409; HCA 425; HCA 450; ODV 420

Duration: 8

Practical application of the knowledge and skills required for a healthcare administration professional in a healthcare agency. Students will be assigned to agencies according to their interests and the availability of an approved internship site. Two-month requirement. Grading is by S/H/U only. Course is eligible for In Progress (IP) grade. Graduates will enhance their opportunities for professional growth and job placement through carefully planned capstone experience. Healthcare administration involves the organization, financing and delivery of services to prevent and treat illness and disease, including programs that serve the public and private sectors at all levels—local, state and federal.

LIT 498 English Capstone Course (4.50)**Prerequisite:** Satisfactory completion of 8 upper-division ENG or LIT courses

Duration: 8

This course is designed as the culmination of the English B. A. program. Students will bring the skills in literary study, analysis, research and writing learned in the program to bear on an original work of literary scholarship. Students will also be given the opportunity to revisit and revise several papers written in previous classes in the major. This course is an eight-week Practicum. Grading is H, S, or U only.

MAE 691 Special Topics (0.50-6.00)

Duration: 4

Provides guided study opportunities to; 1) describe, apply, or analyze knowledge, skills, or behaviors of selected special topics, 2) design learning science-based instruction for a special topic, 3) design targeted assessments for a special topic and 4) evaluate curriculum, instructional and assessment of a special topic.

MMS 617 Intro Assm, Collab, & Instrt (4.50) *Historical-Review all addendums*

Prerequisite: SED 615

Duration: 4

This course provides candidates with knowledge in identifying students with mild/moderate disabilities and their needs for service delivery, placement, IEP development and instruction. The course will address how to apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments and how to apply evidenced-based high leverage practices with a range of student needs. Candidates will recognize how mild/moderate disabilities affect students in their ability to learn the California core curriculum. In addition, candidates will examine effective strategies to coordinate and collaborate with paraprofessionals and other adults in the classroom.

MMS 620 Assmnt, Differentiation M/M (4.50)

Prerequisite: MMS 617

Duration: 4

Emphasize the use of formal and informal assessments and curriculum-based measures to determine learning strengths/challenges of students with MMSN. Examine appropriate selection of assessment tools and methods, administration, and analysis of data to determine present level of performance, write IEP goals, and plan instruction for students with MMSN.

MMS 623 Collaboration & Case Mgmt (4.50)

Prerequisite: MMS 620

Duration: 4

Examine the roles and responsibilities of the educational specialist in a multi-disciplinary team to develop effective multi-tiered intervention plans. Design a comprehensive process for the collaboration and coordination of services and transition support across grade levels for students with MMSN.

MMS 625A Student Teaching for M/M: A (2.25)

Prerequisite: MMS 623; **Corequisite:** MMS 629A

Duration: 8

First half (8 weeks) of supervised student teaching for M/M authorization. Establishment of 300 of 600 total hours. Clinical practice placement in a district-university approved California TK-12 special education classroom. Grading is S, U or In Progress (IP). Does not grant graduate units towards graduate degree.

MMS 625B Student Teaching for M/M: B (2.25)

Prerequisite: MMS 625A; **Corequisite:** MMS 629B

Duration: 8

Second half (8 weeks) of student teaching experience toward the M/M authorization. Establishment of 300 of 600 total hours. Clinical practice placement in a district-university approved California TK-12 special education classroom. Grading is S, U or In Progress (IP). Does not grant graduate units towards graduate degree.

MMS 627A Internship A (2.25)

Prerequisite: MMS 623; **Corequisite:** MMS 629A

Duration: 16

First half (4 months) of intern experiences as a teacher of record required for an Education Specialist Credential with a M/M authorization. Grading is S, U or In Progress (IP). Does not grant graduate units towards graduate degree.

MMS 627B Internship B (2.25)

Prerequisite: MMS 627A; **Corequisite:** MMS 629B

Duration: 16

Second half (4 months) of intern experiences as a teacher of record in second half of practicum experience required for an Education Specialist Credential with a M/M authorization. Grading is S, U or In Progress (IP). Does not grant graduate units towards graduate degree.

MMS 627C Internship C (2.25)

Duration: 16

Continued Internship Support for Mild/Moderate teacher candidates, which provides targeted support for their internship as required by the Commission on Teacher Credentialing (CTC). This 4-month (2.25 units) course will be repeated by individual interns until they have successfully completed all the credential requirements for the Preliminary Education Specialist Credential with Authorization in Mild/Moderate. Does not grant graduate units towards graduate degree.

MMS 627D Internship D (2.25)

Duration: 16

Continued Internship Support for Mild/Moderate teacher candidates, which provides targeted support for their internship as required by the Commission on Teacher Credentialing (CTC). This 4-month (2.25 units) course will be repeated by individual interns until they have successfully completed all the credential requirements for the Preliminary Education Specialist Credential with Authorization in Mild/Moderate. Does not grant graduate units towards graduate degree.

MMS 627E Internship E (2.25)

Duration: 16

Continued Internship Support for Mild/Moderate teacher candidates, which provides targeted support for their internship as required by the Commission on Teacher Credentialing (CTC). This 4-month (2.25 units) course will be repeated by individual interns until they have successfully completed all the credential requirements for the Preliminary Education Specialist Credential with Authorization in Mild/Moderate. Does not grant graduate units towards graduate degree.

MMS 627F Internship F (2.25)

Duration: 16

Continued Internship Support for Mild/Moderate teacher candidates, which provides targeted support for their internship as required by the Commission on Teacher Credentialing (CTC). This 4-month (2.25 units) course will be repeated by individual interns until they have successfully completed all the credential requirements for the Preliminary Education Specialist Credential with Authorization in Mild/Moderate. Does not grant graduate units towards graduate degree.

MMS 629A Seminar A (2.25)

Prerequisite: MMS 623; **Corequisite:** MMS 625A OR; MMS 627A

Duration: 16

This is the culminating course taken concurrently with Student Teaching for preliminary authorization program in Mild/Moderate Support Needs. The seminar courses are 2.25 quarter units each and will be taken concurrently with clinical practice courses.

MMS 629B Seminar B (2.25)

Prerequisite: MMS 629A; **Corequisite:** MMS 625B OR; MMS 629B

Duration: 16

Student Teaching "B" Courses Description: This is the culminating course taken concurrently with Student Teaching for preliminary authorization program in Mild/Moderate Support Needs. The seminar courses are 2.25 quarter units each and will be taken concurrently with clinical practice courses.

PED 606 Foundations in School Psych (4.50)

Duration: 4

This course is designed to introduce students to the history of school psychology, and the professional standards set forth by the California Commission on Teacher Credentialing (CCTC) School Psychology Performance Expectations (SPPE). Students will learn the historical timelines of school psychology, the role and functions of school psychologists, and the evolution of the field. This course will engage students and promote critical thinking to evaluate and address the importance of social justice, ethical considerations, and legal aspects required in the field of school psychology.

PED 608 Ethics and Dispositions (4.50)**Prerequisite:** PED 606

Duration: 4

This course introduces candidates to the roles school psychologists play in the state of California and nationally focusing on the ethical and legal guidelines that shape the profession and emergent practices in assessment, crisis intervention, personal and social counseling, behavior management, consultation, and systems change. Emphasis will be placed on professional dispositions (behavior and attitude), responsibility, adaptability, initiative, and self-care.

PED 610 Tests and Measurements (4.50)**Prerequisite:** PED 608

Duration: 4

This course is an introduction to basic concepts and methods of measurement as applied to psychological and educational testing. Candidates will learn about the basic concepts, competencies, issues, and tools used in psychological testing and measurement and their practical applications. Emphasis will be placed three main areas: 1) theory and principles (e.g., statistical foundations, reliability, validity, item analysis), 2) applications and issues (e.g., test construction and evaluation), and 3) practical elements (e.g., test use in educational and clinical settings).

PED 612 Special Education and Law (4.50)**Prerequisite:** PED 610

Duration: 4

This course will provide candidates with an introduction to California State Educational Code and federal laws for the purpose of advocating for students in need of special education supports. Candidates will examine the timeline of special education legislation, specifically focusing on the Individuals with Disability Education Improvement Act (IDEIA), due process, mediation, Individual Education Plans (IEP), Least Restrictive Environment (LRE), and Free and Appropriate Public Education (FAPE) within a culturally diverse student population. A focus will be addressing landmark cases directly related to Special Education.

PED 614 Academic interventions (4.50)**Prerequisite:** PED 612

Duration: 4

This course provides candidates' knowledge and training in Multi-Tiered System of Supports (MTSS) which includes Response to Intervention (RtI) and Positive Behavior Intervention and Supports (PBIS). The framework focuses on Universal Design for Learning (UDL) and provides supports and resources for K-12 students in the areas of academics and behavioral success. Candidates will also learn to select, implement, and monitor evidence-based interventions to improve academic performance with diverse students.

PED 616 Cognitive Assessments (4.50)**Prerequisite:** PED 614

Duration: 8

This is the first of four assessment courses. This course provides the foundation for all assessment courses by exploring assessment practices, ethical expectations, historical context of assessment, and considerations of all learners with special emphasis on students who are ethnically, linguistically, and culturally diverse. Content includes psychometrics, psycho-educational assessment, cognitive theories, assessment processes and data-based decision making. Emphasis will be placed on Cattell-Horn-Carroll (CHC) theory of cognitive abilities to formulate a student's cognitive profile to drive instructional change based on strengths and needs. Multiple assessment factors will be reviewed (e.g., motivation, attendance, school climate, etc.) which can impact student learning. Proper administration, scoring, interpretation of results, and synthesis of data from several sources will be addressed.

PED 618A Practicum A (1.50)**Prerequisite:** PED 616

Duration: 16

PED 618A is an online and school-based practicum course designed to provide candidates with an orientation to the professional role and responsibilities of a school psychologist within school systems. PED 618A is part one of a three-part consecutive course sequence. Skill development and level of independence will advance with each course. Candidates will observe school psychologists in their daily activities and engage in experiences across NASP's 10 Domains of Practice and CCTCs 10 School Psychology Performance Expectations (SPPEs). Special emphasis will be placed on ethical and legal issues associated with service delivery, federal and state guidelines for special education, and psychoeducational assessment. Issues related to diversity, equity, and inclusion will be examined in relation to assessment, collaboration, and intervention.

PED 618B Practicum B (1.50)**Prerequisite:** PED 624

Duration: 16

PED 618B is the second practicum course within the three-part practicum sequence. During this course candidates will continue to build on their knowledge of the role and responsibilities of a school psychologist within school systems. Special emphasis will be placed on ethical and legal issues associated with service delivery, best practice in implementing multi-tiered interventions and assessment and intervention for academic, behavioral, social-emotional concerns. Issues related to diversity, equity, and inclusion will be examined in relation to assessment, system-level policies, and intervention.

PED 618C Practicum C (1.50)**Prerequisite:** PED 630

Duration: 16

PED 618c is the final practicum course in the three-part practicum sequence. During this course, candidates will demonstrate their knowledge of the role and responsibilities of a school psychologist within school systems. Special emphasis will be placed on data-based decision-making, assessment of low incidence populations, home-school collaboration, evidence-based counseling practices, mental health, and crisis intervention. Issues related to diversity, equity, and inclusion will be examined in relation to building collaborative partnerships with families and the community.

PED 620 Developmental Milestones (4.50)**Prerequisite:** PED 616

Duration: 4

This course is an introduction to the foundations of human development across the lifespan. The course will describe the history and foundational knowledge related to the study of childhood and adolescence, examine the various theories of developmental psychology, and highlight current issues in the field of school psychology.

PED 622 Consultation in Schools (4.50)**Prerequisite:** PED 620

Duration: 4

This course is designed to introduce school psychology candidates to problem-solving consultative and collaborative procedures to engage in effective design, implementation, and evaluation of collaborative procedures with teachers, administrators, parents, and community agencies. Emphasis is placed on candidates engaging in multi-disciplinary teams to support a positive school climate, student engagement, and academic, behavioral, and social-emotional interventions.

PED 624 Academic and Processing Asmnts (4.50)**Prerequisite:** PED 622

Duration: 8

This is the second of four assessment courses and is designed to explore academic assessment and investigate additional psychological processing assessments. This course will further candidates' understanding of the various ways to assess academic skills in students, including cognitive processing assessments, curriculum-based assessment and measurement, and response to intervention in order to further explore a student's overall learning profile to select, implement, and monitor evidence-based interventions to improve academic performance in diverse students. Emphasis will be placed on interpretation of assessment results for students from ethnically, linguistically, and culturally diverse backgrounds.

PED 626 Rdg Assessment & Intervention (4.50)**Prerequisite:** PED 624

Duration: 4

In this course, candidates will explore the "big five" components of reading (phonemic awareness, fluency, vocabulary and comprehension). Candidates will also be introduced to reading difficulties (i.e., dyslexia) and will learn how to assess reading skills and deficits. Emphasis will be placed on evidence-based reading interventions to support a student's reading growth. The link between the "Big five" and instructional decision-making will be ongoing throughout the course, with attention to standardized assessment practices, curriculum-based measurements, DIBELS and other alternative measures for learners with diverse needs and providing instructional support to teachers.

PED 628 Intro to Research (4.50)**Prerequisite:** PED 626

Duration: 4

This course is designed to develop candidates' knowledge and skills in educational research and inquiry, including qualitative and quantitative research methods, basic statistical analyses, psychometric concepts, critical evaluation of research and its methodology, cross-cultural methods of inquiry, and the ethical standards guiding educational research.

PED 630 Behavior & SEL Interventions (4.50)**Prerequisite:** PED 628

Duration: 8

This course teaches the foundational principles of applied behavior analysis and social-emotional learning. Candidates will learn to apply various theoretical frameworks such as social cognitive theory, respondent conditioning, and operant conditioning to improve social-emotional and behavioral functioning of k-12 students. This course will explore functional behavior assessments, behavior intervention plans, schoolwide positive behavior and intervention supports, data collection methods, and intervention design within a problem-solving framework. Additionally, candidates will examine how diversity, equity, and inclusion affect behavior management in schools.

PED 632 Social Emotional Assessments (4.50)**Prerequisite:** PED 630

Duration: 8

This is the third course in a sequence of four assessment courses. In this course, social-emotional, behavior and trait-oriented assessment tools are introduced and explored. This course will examine the theories and skills needed to properly administer and interpret standardized measures and research-based evaluations assessing social-emotional functioning and behavioral conditions to determine appropriate special education eligibility for Other Health Impaired and Emotional Disturbance. Candidates will analyze ethnic, linguistic, and cultural background in the interpretation of assessment results to develop effective Functional Behavior Assessment and behavior intervention plans.

PED 634 Individual and Grp Counseling (4.50)**Prerequisite:** PED 632

Duration: 8

This course will initially provide an introduction to the major theories of counseling including behavioral, humanistic, social learning, psychoanalytic, and cognitive. Approaches, principles, and procedures of counseling and consultation will be introduced including individual and group. In addition, this course provides the theoretical and practical foundation and strategies for candidates to design and implement interventions that focus on behavioral and social/emotional wellness appropriate for all students that adhere to the national and state models within a multicultural context.

PED 636 Mental Health & Crisis Response (4.50)**Prerequisite:** PED 634

Duration: 4

This course will introduce school psychology candidates to school related culturally responsive mental health supports and multi-tiered crisis preventative strategies. Areas of focus include protective and resiliency factors, crisis preparation, response, and recovery. Emphasis is placed on collaborative problem-solving procedures to promote school safety through mental health supports, threat and risk assessments, and crisis response planning.

PED 638 Childhood Dev. Disorders (4.50)**Prerequisite:** PED 636

Duration: 4

This course will look at child psychopathology from a development perspective, covering typical social-emotional and cognitive development and then examining how this gets disrupted or otherwise altered to result in child and adolescent psychopathology. We will examine classification systems and models of diagnosis and disease, as well as alternatives to the more traditional "medical model" such as examining risk, resilience and the role of psychosocial and cultural factors. The course will aim to teach candidates to identify potential mental/behavioral health issues in children and adolescents, and then understand and be able to explain to others what the implications of this might be for a given student. Candidates will think critically about the ethics and issues of controversy around child and adolescent mental health. The emphasis is on the psychological disorders of children most encountered in the delivery of school psychological services.

PED 640 Special Population Assessments (4.50)**Prerequisite:** PED 638

Duration: 8

This is the final assessment course. In this course, assessment processes for determining eligibility for Autism and Intellectual Disability will be examined. Content will include investigating non-school-based supports (e.g., regional center, Department of Rehab, etc.) to provide support for students and families outside of the school setting. Candidates will learn how to use both standardized and non-standardized assessment methods to address student needs and skills. Candidates will practice methods to communicate eligibility determination to families in a sensitive manner.

PED 642 Internship I (4.50)**Prerequisite:** PED 640

Duration: 20

PED 646 is a supervision course for the first 600 hours of the school psychology internship. The internship is considered the culminating training experience within a school psychology program. The goal of the internship is to provide high-quality, comprehensive training experiences across all the domains of practice to prepare candidates for their role as school psychologists. School Psychology candidates will demonstrate their ability to apply their university training, knowledge, and specialized assessment skills to address the needs of children, families, and the community. In PED 646, candidates will engage in supervised fieldwork experiences leading to competencies in the following areas: data-based decision making, human diversity, social justice, legal/ethical issues, academic and behavior interventions, social-emotional development/mental health, crisis response, program development and evaluation, preventative and responsive services, consultation and collaboration, leadership and advocacy as they are related to the School Psychology profession. In this course, candidates will develop an internship portfolio, that will be used throughout their internship, to demonstrate proficiency in all school psychology performance expectations.

PED 644 Internship Seminar (4.50)

Corequisite: PED 642 If a student has not been enrolled into PED 644 by completion of PED 642, it will be at the discretion of the faculty to enroll students during PED 646. Advisors should contact faculty prior to enrollment for approval.

Duration: 8

This seminar is for school psychology interns and will run concurrently with PED 646 or PED 648. PED 644 will provide further knowledge on special topics in school psychology such as manifestation determinations, risk and threat assessments, social justice, culturally responsive assessment and interventions, and evidence-based counseling strategies. Support will be provided for graduation preparation, Praxis and comprehensive exam, portfolio construction, the school psychology program exit process and entry into the profession.

PED 646 Internship II (4.50)

Prerequisite: PED 642

Duration: 20

PED 646 is the continuation of the previous supervision course for the last 600 hours of the school psychology internship. The goal of the internship is to provide high-quality, comprehensive training experiences across all the domains of practice to prepare candidates for their role as a school psychologist. School Psychology candidates will have the opportunity to demonstrate their ability to apply their university training, knowledge, and specialized assessment skills to address the needs of children, families, and the community. In PED 646, candidates will continue to engage in supervised fieldwork experiences leading to competencies in the following areas: data-based decision making, human diversity, social justice, legal/ethical issues, academic and behavior interventions, social-emotional development/mental health, crisis response, program development and evaluation, preventative and responsive services, consultation and collaboration, leadership and advocacy as they are related to the School Psychology profession. Candidates will complete and defend the internship portfolio in this course.

PHL 100 Introduction to Philosophy (4.50)

Prerequisite: ENG 102

Duration: 4

A study of a variety of ways of thinking about such fundamental issues as the nature of knowledge and belief, human nature, the nature of reality, and the relationship between mind and body. Develops skills in thinking critically and reflectively. Fosters an awareness of world philosophies and diverse ontological perspectives.

PSY 97 Prof Development Seminar (0.00) *Discontinued*

Duration: 52

This seminar will have multiple components, including guest speakers covering a variety of topics in sport and performance domains, discussing contemporary issues in the field, as well as providing diverse training workshops.

PSY 98 Benchmark Written Exam (0.00) *Historical-Review all addendums*

Prerequisite: PSY 602; PSY 607; PSY 644; PSY 648; PSY 637A; PSY 614; PSY 647; PSY 649; PSY 656

Duration: 0

Comprehensive written examination covering material from year one, to be taken after successfully completing PSY 602, PSY 607, PSY 644, PSY 648, PSY 637A, PSY 614, PSY 647, PSY 649, and PSY 656.

PSY 99 Comprehensive Exit Exam (0.00) *Historical-Review all addendums*

Prerequisite: PSY 685

Duration: 0

Comprehensive oral examination covering materials in all phases of the program to be taken in the student's last course.

PSY 605 Lifespan & Sexual Development (4.50) *Historical-Review all addendums*

Prerequisite: Bachelor's Degree in Psychology, or PSY 501A and PSY 501B

Duration: 4

This course examines the theories of development as applied to the clinical assessment, diagnosis, and treatment of children, adolescents, adults, and older adults. Areas considered include diversity, gender, and multicultural issues as well as identifying normative developmental transitions and their differentiation from deviant developmental patterns. This course also focuses on developing foundational knowledge of human sexuality at a professional level.

PSY 607A Ethics Sport & Perform Psych (4.50)

Duration: 4

This course examines the professional laws and ethics pertaining to the practice of counseling and psychotherapy, with an emphasis on the laws and ethics pertaining to therapy and consulting with individuals and groups in a wide variety of settings. The content of various relevant legal and ethical codes will be reviewed, and the similarities and differences in ethical practice between the contexts of psychotherapy and performance psychology consulting will be explored in depth.

PSY 610 Community Mental Health (4.50) *Historical-Review all addendums*

Prerequisite: Bachelor's Degree in Psychology, or PSY 501A and PSY 501B

Duration: 4

This course explores community mental health theories and practices in the US and internationally from the theoretical perspectives of community psychology and social justice. Topics include the history of institutionalization and community mental health movements; navigating the complex public health and social services systems; working with dual diagnosed clients, useful therapeutic models and effective practices; principles of recovery; strength-based assessment and resilience; and fundamentals of case management.

PSY 614A Counseling in Sprt & Perf Psy (4.50)

Duration: 4

This course offers an overview of major theoretical counseling orientations and techniques and their application in performance psychology settings. Emphasis is on basic interviewing, assessment, and counseling skills that facilitate the helping process through integration of various theoretical models.

PSY 632 Couples Therapy & Sexuality (4.50)

Duration: 4

This course provides a comprehensive look at the theories, techniques, and critical issues involved in treating couples. It will provide a focus on major approaches to the treatment of couples, including resilience and recovery models. The course also focuses on identifying and treating sexual problems and unhealthy sexual relationships. Students will have an opportunity to practice counseling sessions with couples in a role-play format.

PSY 637 Cultural & Social Justice Iss. (4.50) *Historical-Review all addendums*

Prerequisite: PSY 501A; PSY 501B

Duration: 4

An exploration of the role of culture, social justice, and systemic privilege and oppression in concepts of mental health practice. Students will examine how their own cultural background frames their understanding of themselves and others. Social and economic disadvantage, structural inequality, white fragility, and the limitations of the dominant Eurocentric psychological world view to diverse populations are explored.

PSY 637B Multicul Iss Perform Consult (4.50)

Duration: 4

An exploration of the role of culture in concepts of sport and performance psychology consultation and intervention. Students will examine how their own cultural background frames their understanding of themselves and others. Family heritage culturally informed assessment and intervention, and the limitations of the dominant Eurocentric psychological worldview to diverse populations are explored.

PSY 644 Performance Enhancement (4.50)

Duration: 4

This course will provide a foundation of knowledge in the field of sport and performance psychology relevant to specific performance enhancement techniques. Students will examine ethical issues, explore being professional in the field, and enhance competence in performance enhancement skills and techniques for use in Sport and Performance Psychology, consulting with athletes in a variety of diverse settings. Through theoretical research of the techniques, students will create a binder of Sport and Performance Psychology-based handouts to prepare for their work with a diverse population of clients.

PSY 644A Therapeutic Skills & Theory A (4.50) *Historical-Review all addendums*

Duration: 4

This is the first of a two-course sequence. In this course students learn what makes an effective psychotherapist and what therapeutic skills that lead to positive client outcomes. The clinician's ability to establish and maintain a trusting, supportive relationship with clients, and bring presence to the therapeutic encounter, is essential to all current therapeutic approaches. Students learn how to create and maintain the therapeutic frame and understand how the structure of a therapeutic relationship differs from other types of relationships. Students also learn the basics of crisis intervention, including assessing and addressing suicide risk. Students learn to practice counseling psychology with cultural humility, curiosity, an awareness of one's own biases, cultural influences, and social location. Finally, students learn about barriers to mental health services experienced by non-dominant groups in American society.

PSY 644B Therapeutic Skills & Theory B (4.50) *Historical-Review all addendums*

Prerequisite: PSY 644A

Duration: 4

This is the second of a two-course sequence. In this course, students continue to learn what makes an effective psychotherapist by studying the work of several master psychotherapists. Students expand their knowledge of how to create and maintain a strong therapeutic alliance, understanding the therapy relationship as a microcosm of the client's life, using compassionate and effective feedback to address dilemmas and obstacles to therapeutic progress. Students become more familiar with interpersonal, psychodynamic, solution focused, attachment-based, cognitive-behavioral and mindfulness approaches to conducting therapy, understanding when to apply a short-term or long-term approach. The course includes a brief introduction to the contributions of modern neuroscience to the field of psychotherapy. As with all of our courses, a multi-cultural and social justice orientation will increase knowledge of the social structure of our society and experiences of marginalized and oppressed cultural groups.

PSY 644C Therapeutic Skills & Theory C (4.50)

Prerequisite: PSY 644A; PSY 644B

Duration: 4

This course focuses on how to integrate existing clinical skills into the pragmatics of clinical practice. Additionally, the course provides an introduction to crisis assessment, treatment planning, and intervention. This includes how to develop a case conceptualization, identify specific goals, and connect them to appropriate and effective interventions. This will be done through the integrated model of psychotherapy, where a variety of therapeutic models and interventions are utilized in the development of a treatment plan. Students will gain practical experience with both process and content issues through in-class role playing and demonstrations and receive both instructor and peer feedback. Grading is H, S or U only.

PSY 645A Career Counseling (4.50)

Duration: 4

This course provides an opportunity for students to learn and evaluate several key career development theories and practice how to integrate and apply aspects of theories to their counseling work with diverse client populations. Students will understand the importance of theory in career development and life planning, learn the historical and philosophical perspective of career development, recognize current challenges in existing theories, explore emerging issues and trends, and appreciate the complexity of career choice, decision-making, and satisfaction of clients.

PSY 646 Holistic Treatment (4.50)

Duration: 4

This course is a survey of holistic approaches to counseling psychology. Theories and practices of transpersonal, somatic, expressive arts, and holistic psychology will be examined. The course will focus on experiential examination of each theory and how it may be clinically applied with different therapeutic issues and across different client identities. Ethical considerations for use of Holistic Counseling will also be examined.

PSY 647 Assessment Strategies (4.50)

Duration: 4

The course encompasses the purpose, implementation and utility of assessment strategies within sport and performance settings. Topics include the use of structured, semi-structured, and unstructured interviews, performing behavioral observations, theoretical foundations of assessment measures, test construction and the administration, scoring and interpretation of objective psychological measures applicable to the sport/performance setting. This course will emphasize synthesizing information gleaned from multiple methods to assist in accurate initial assessment, intervention planning, and evaluating changes in performance. The course will also highlight the importance of keeping case notes and accurate record keeping. Templates will be developed for informed consent and case notes. Finally, this course will discuss how to make referrals and how to assess for suicide in non-clinical settings.

PSY 648 Research Methods (4.50)

Duration: 4

This course sequence is designed to present an overview of research designs and methods, including qualitative and quantitative approaches to research. Additionally, ethics in research, issues of diversity and multicultural competence relevant to the research process, and an introduction to the process of publishing within journals and other outlets will be covered.

PSY 653 Research and Evaluation (4.50) *Historical-Review all addendums*

Duration: 4

The Research Methods and Evaluation course provides a brief introduction to various forms of research methods: quantitative, qualitative, mixed methods, art-based, and community-based participatory research. We will explore these paradigms as they apply to social science research, and students will apply these methodologies to a research question of their choosing. Scientific problem-solving will be emphasized to include observational techniques and measurement tools, coding, analytic strategies, and reporting of research – as well as in the use of program evaluation. This course emphasizes the embodied research and the ability of students to navigate published literature in the field of mental health.

PSY 656 Mindfulness (4.50) *Historical-Review all addendums*

Duration: 4

This is a course that introduces the concept of mindfulness. Students will gain basic knowledge in mindfulness meditation practices. The course will focus on the historical background, define concepts, present research, and enable opportunities for students to practice a wide variety of techniques. In-class participation and assignments will foster experience and familiarity with theories, strategies, and techniques, thereby allowing students to accumulate an applied knowledge of mindfulness that can be integrated into their personal and professional practices.

PSY 657 Leadership & Team Building (4.50)

Duration: 4

The focus of this course is to learn how to facilitate leadership and team building, through interactive experiences, in an effective way. Students will learn ways of working with a team in order to build necessary skills including cohesion, communication, trust, and respect. Emphasis will be placed on activities, skills and strategies that will enable students to effectively work with teams and groups of many kinds. The students will gain an understanding of group behavior and dynamics and will be able to use this knowledge with diverse populations. Students will learn to recognize ethical issues in relation to working with groups and will examine their interpersonal and professional style through hands-on application of ideas.

PSY 658 Psychopathology Assessment (4.50) *Historical-Review all addendums*

Duration: 4

The purpose of this course is to familiarize students with the major classifications of psychopathology and their impact upon individual performance. Psychopathology Assessment will introduce students to the Diagnostic and Statistical Manual of Mental Disorders, 5th Edition (DSM-V). Emphasis will be placed on assessing mental health conditions that require referrals to appropriate treating professionals. Psychopathology Assessment focuses on recognizing the classification of mood and anxiety disorders, impulse control disorders, eating disorders, sleep disorders, organic brain disorders, thought disorders, personality disorders, and substance abuse disorders.

PSY 659 Mentored Fieldwork Experience (4.50) *Discontinued*

Prerequisite: PSY 98

Duration: 16

Covers internship placement along with weekly individual and group mentorship. The internship-placement aspect requires students to intern at a site working with performers and applying knowledge and skills learned in the classroom. Individual and group mentorship involves one-on-one meetings, discussions, case presentations, role-playing, and covers ethical issues. The combined mentorship provides students with a supportive environment for discussions exploring issues which pertain to their fieldwork experience. Prior to internships, and as part of this course, students will complete Introduction to Fieldwork classes, and the Fieldwork Exam. The Fieldwork Handbook is a reference source for all matters related to being a Student-Intern.

PSY 678 Psychopharmacology (4.50)

Duration: 4

Psychopharmacology is the study of how medications and other drugs affect the human mind and body. This course has two major areas of focus. The first area of focus is on the principles of neuroscience and the brain mechanisms that are responsible for behavior. In order to understand how psychiatric medications work, one must first understand how the brain works, especially the neurons of the brain. The latest understanding of how psychotherapy changes brain functioning is also discussed. The second major area of focus is an exploration of the major therapeutic drugs for depression, psychosis and anxiety, etc. Metabolism of the medications and their action on neurotransmitter systems are important parts of the knowledge base. Emphasis is on choice of medication, mode of action and side effects.

PSY 679A Found. & Trauma-Focused Care (4.50)

Duration: 4

This course concentrates on the basics of trauma theory, trauma responses and treatment of traumatic symptomatology so that students can develop the knowledge and skills necessary to effectively treat survivors. The course will review the assessment process, including frequently used standardized measures, and various intervention approaches utilized with this population. Included in the course are maps, models and the development of skills with a focus on the Nervous System as a guiding approach. Students will learn to help clients resource, stabilize, process, metabolize and integrate personal and historical experiences of trauma, as well as ongoing challenges with activation.

PSY 679B Relational & Systemic Trauma (4.50)

Duration: 4

This course will look at the traumatic impact of institutionalized racism, bias and marginalization as well as the isolative effects of acute trauma on the client and how these systemic issues can be worked with in a therapeutic session. Issues of diversity, privilege and human potential will be explored. The course will also explore trauma of war including moral injury as well as an exploration of the effects on refugees and displaced individuals. Relational violence and its traumatic effects will also be an area of focus.

PSY 682 Adv Performance Enhancement (4.50) *Historical-Review all addendums*

Prerequisite: PSY 659; PSY 644

Duration: 8

This is an advanced course for the Sport and Performance Psychology Program. It covers a more in-depth approach to using the performance enhancement techniques and troubleshooting issues that clients may be presenting to the consultant. The students will address professional and ethical issues of consulting in the field and in relation to their own personal consulting style. They will be able to apply these skills to diverse populations. Students will work on going more in-depth in individual consulting sessions.

PSY 684 Advanced Sport Psychology (4.50) *Historical-Review all addendums*

Prerequisite: PSY 659; PSY 602

Duration: 8

This is an advanced course in sport and performance psychology. The main theoretical approaches in the field of Sport and Performance Psychology will be revisited, updated and addressed from an integrated perspective. The students will be expected to synthesize the various theoretical perspectives and current research findings and show how this integrated perspective can help their work with performers. The students will be encouraged to think and work from an evidence-based perspective. The students will develop their own philosophy of practice. The course will continue to encourage students to think critically about the research presented and how it relates to their work in the field as a practitioner.

PSY 685 Applied Project (4.50) *Historical-Review all addendums*

Prerequisite: PSY 657 and PSY 682; PSY 658; PSY 684; PSY 659

Duration: 8

The Applied Project involves effective, appropriate, and professional communication issues. Topics addressed will include ethics and professionalism in writing and the publication process. The final product will be an applied paper or project that will be of a publishable quality incorporating evidence-based research in a form that does not necessarily require collection and/or presentation of data. The project must be agreed upon by the instructor and student. At the end of the Applied Project, students will present their work to their peers and the Sport and Performance Psychology department.

PSY 687 Capstone (4.50) *Historical-Review all addendums*

Prerequisite: PSY 657; PSY 658; PSY 606

Duration: 8

The capstone provides practical application of sport and performance psychology principles in a professional setting. A thesis consisting of the written report of an in-depth research project is required. This project must be initiated, executed, and reported by the student under the mentorship of the faculty.

SED 601 Special EDU Foundations (4.50)

Duration: 4

Foundational preparation in special education pedagogy, law, typical/atypical human development, classroom/behavior management, SEL, literacy, inclusive HLP, UDL, technology, diversity, and teaching English learners. This is one of three courses to meet the required 120 hours course contact time, as one of the requirements for an internship.

SED 605 Class/Behavior Management (4.50) *Historical-Review all addendums*

Prerequisite: SED 601

Duration: 4

This course will address how to design ways to establish, maintain, and monitor inclusive learning environments by using an array of positive behavior supports ensuring each student is treated fairly and respectfully by adults and peers, thrives through social-emotional growth, and expresses appropriate developmental and individual responsibility.

SED 606 Health Care & Technology Sppt (4.50)**Prerequisite:** SED 605; ITL 608

Duration: 4

The course will address the legal responsibilities of teachers related to student health care plans to support a safe environment and implement specialized health care regulations and technology, including how to support movement, mobility, and sensory, procedures and assistive technology, augmentative and alternative communication (AAC). The course includes an introductory study of atypical development associated with various disabilities as well as resilience and protective factors. The course will utilize assessment data for planning and implementing appropriate transition options including issues related to traumatic brain injury and providing support for students with disabilities to acquire responsibility for learning and self-advocacy. This course will also include effective conflict resolutions techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals.

SED 607 Language/Literacy Basics (4.50)**Prerequisite:** SED 606

Duration: 4

Using research-based theories, methods, and strategies designed for students with disabilities, aligned with CA-CCSS and the California ELA/ELD framework, Education Specialist candidates will learn to assess, instruct and provide interventions for foundational listening, speaking, reading, writing, and language for all learners in the PK-12 classrooms.

SED 609 Lang & Lit Case Studies (4.50)**Prerequisite:** SED 607

Duration: 4

Course provides substantive, research-based instruction that effectively prepares candidates to assess and teach literacy to students with MMSN and ESN. Through a case study, candidates will administer and analyze a variety of reading/writing assessments, develop IEP goals specific to data from the assessments and plan lessons that promote student access and achievement in mastering literacy standards.

SED 610 Adv. Beh. Spts. & SEL (4.50)**Prerequisite:** ITL 516

Duration: 4

Research-based assessments and strategies within multi-tiered systems address the behavioral and social emotional needs of learners with disabilities. Will explore development of functional behavioral assessments, positive behavior support plans, and behavioral intervention plans. Will work collaboratively to minimize disruptive behaviors and increase adaptive behaviors and social emotional learning skills.

SED 615 Special Education Law (4.50) *Historical-Review all addendums***Prerequisite:** SED 610

Duration: 4

This course provides a comprehensive overview of the professional, legal, and ethical practices for educators. Candidates explore in-depth federal/case law that contribute to the placement, instruction, and service delivery in addition to the privacy issues in special education. The course addresses federal and state courts' interpretation of statutes and regulations of special education service delivery, IEPs, transition plans, and related services for learners with mild to moderate support needs and with extensive support needs.

SED 695 Understanding Edu. Research (4.50) *Discontinued*

Duration: 8

This course is designed to provide the student with the basic knowledge and skills required to read, interpret and evaluate both quantitative and qualitative educational research in order to determine if research results have implications for program, curriculum or instructional decisions.

SED 696 Capstone Project (4.50) *Discontinued*

Duration: 8

Apply knowledge, skills, and dispositions to complete a culminating project. Candidates will identify a topic of interest in their classroom, school, or district; conduct a review of the literature on the topic of their choice; and design a process to gather information on the topic. Grading is H, S, or U only. Course is eligible for In Progress (IP) grade.

THR 200 Theater Arts (4.50)

Duration: 4

An introduction to theater as a dramatic medium, focusing on performance and production skills in a variety of genres and contexts.