

# Education - California Prepared (EDUT)

## Courses

### EDUT 1990. Elective. (1-4 Hours)

Offers elective credit for courses taken at other academic institutions. May be repeated without limit.

### EDUT 2990. Elective. (1-4 Hours)

Offers elective credit for courses taken at other academic institutions. May be repeated without limit.

### EDUT 3990. Elective. (1-4 Hours)

Offers elective credit for courses taken at other academic institutions. May be repeated without limit.

### EDUT 4990. Elective. (1-4 Hours)

Offers elective credit for courses taken at other academic institutions. May be repeated without limit.

### EDUT 6100. Sociopolitical Foundations 1. (2 Hours)

Studies effective methods for cultivating a caring, supportive, nurturing, and rigorous classroom community. Discusses communities organizing for educational justice and how teachers are and can be involved in collective change. Engages in a sociohistorical and sociocultural analysis of inequity in U.S. schools and society. Uses critical reflection and reflexivity to discuss ideological development through schooling and socialization and to work to develop a foundation of socially just teaching and learning methods (curricular and pedagogical) that disrupt dominant ideologies and inequalities.

### EDUT 6101. Sociopolitical Foundations 2. (1 Hour)

Offers an overview of the structural and systemic issues and dilemmas facing educators and the profession of teaching. Seeks to assist students in making the transition from student to teacher by examining their positionality and ideological stance about teaching, learning, and schooling. Focuses considerable attention on the ideological, political, and ethical dimensions of the teacher's work and on the complexities of teaching in settings characterized by inequity. This is the second course in a three-course sequence.

**Prerequisite(s):** EDUT 6100 with a minimum grade of C

### EDUT 6102. Sociopolitical Foundations 3. (1 Hour)

Seeks to assist students in making the transition from student to teacher by examining their positionality and ideological stance about teaching, learning, and schooling. Focuses considerable attention on the ideological, political, and ethical dimensions of the teacher's work and on the complexities of teaching in settings characterized by inequity. This is the third course in a three-course sequence.

**Prerequisite(s):** EDUT 6101 with a minimum grade of C

### EDUT 6103. Human and Community Development 1. (2 Hours)

Examines sociocultural and developmental planning for children and adolescents and implications for teaching and learning based on physical, cognitive, affective, and social development. Studies theories in light of developmental, cultural, socioeconomic, and linguistic differences as well as health-related issues. Emphasizes documenting and interpreting behavior and collaborative problem solving, restorative and transformative justice, positive behavior interventions, and conflict resolution. Focuses on healing-centered classroom communities for socioemotional and interpersonal development. This is the first course in a two-course sequence.

### EDUT 6104. Human and Community Development 2. (1 Hour)

Examines sociocultural and developmental planning for children and adolescents and implications for teaching and learning based on physical, cognitive, affective, and social development. Studies theories in light of developmental, cultural, socioeconomic, and linguistic differences as well as health-related issues. Emphasizes documenting and interpreting behavior and collaborative problem solving, restorative and transformative justice, positive behavior interventions, and conflict resolution. Focuses on healing-centered classroom communities for socioemotional and interpersonal development. This is the second course in a two-course sequence.

**Prerequisite(s):** EDUT 6103 with a minimum grade of C

### EDUT 6106. Multiliteracies 1—Multidiscipline. (2 Hours)

Focuses on literacy teaching and learning in the elementary grades. Explores critical approaches to developing comprehension and composition of broadly defined texts. Practices varied methods of reading and writing instruction. Emphasizes instruction and assessment of listening and speaking skills, reading levels, phonemic awareness, word analysis, fluency, vocabulary, syntax, and academic language. Introduces management strategies such as grouping, scaffolds, interaction protocols, and engagement opportunities to provide grounding for the teaching and learning of literacy content. Stresses planning for cultural, linguistic, and ethnic diversity, as well as for children with disabilities. This is the first of a three-course sequence.

**EDUT 6107. Multiliteracies 2—Multiple Subjects. (1 Hour)**

Focuses on literacy teaching and learning in the elementary grades. Explores critical approaches to developing comprehension and composition of broadly defined texts. Practices varied methods of reading and writing instruction. Emphasizes instruction and assessment of listening and speaking skills, reading levels, phonemic awareness, word analysis, fluency, vocabulary, syntax, and academic language. Introduces management strategies such as grouping, scaffolds, interaction protocols, and engagement opportunities to provide grounding for the teaching and learning of literacy content. Stresses planning for cultural, linguistic, and ethnic diversity, as well as for children with disabilities. This is the second of a three-course sequence.

**Prerequisite(s):** EDUT 6106 with a minimum grade of C

**EDUT 6108. Multiliteracies 3—Multiple Subjects. (2 Hours)**

Focuses on the teaching of writing, reading, language arts, and literature in the elementary grades. Offers students an opportunity to obtain a theoretical and practical framework for understanding, planning, and enacting balanced literacy instruction. This is the third of a three-course sequence.

**Prerequisite(s):** EDUT 6107 with a minimum grade of C

**EDUT 6109. Multiliteracies 1—Single Subject. (2 Hours)**

Offers students an opportunity to obtain a broader understanding of literacy development, the structure of academic language, and the foundations of writing proficiency beyond decoding and performing timed writing proficiencies. Explores the multiliteracies that students bring with them. Addresses issues related to nondominant students whose language and literacy practices do not mirror those expected in schools. Examines the literacy needs of English-language learners, speakers of nondominant varieties of English, students with disabilities, and youth who struggle with developing 21st-century literacy skills. Considers how the language and literacy practices of youth mediate their learning and development in school and examines, from a sociocultural perspective, these practices that are often not leveraged as resources for learning in classrooms.

**EDUT 6110. Multiliteracies 2—Single Subject. (1 Hour)**

Examines how educators can use multiliteracies as the pedagogical practice to not only authentically engage and meet their students' learning needs but also to highlight all the knowledge and skills that students already bring to the classroom. Studies best practices from educators, offering participants an opportunity to build their own toolkits, try out various multiliteracy strategies in their own classrooms, and reflect on growth.

**Prerequisite(s):** EDUT 6109 with a minimum grade of C

**EDUT 6112. Methodologies of English-Language Development and Content Instruction 1. (2 Hours)**

Offers students an opportunity to become aware of and clarify their beliefs about language and language development in general and in relation to teaching and learning in particular. Examines ideologies, beliefs, feelings, and dispositions about teaching, learning, and language to inform students' teaching. Uses personal experiences as a teacher and learner to shape their individual ideologies, beliefs, feelings, and dispositions. Analyzes how to teach in ways that enhance learner proficiency in using language for academic purposes, informed by students' knowledge as language learners and an understanding of the multilayered nature of language. This is the first of a two-course sequence.

**EDUT 6113. Methodologies of English-Language Development and Content Instruction 2. (1 Hour)**

Offers students an opportunity to become aware of and clarify their beliefs about language and language development in general and in relation to teaching and learning in particular. Examines ideologies, beliefs, feelings, and dispositions about teaching, learning, and language to inform students' teaching. Uses personal experiences as a teacher and learner to shape their individual ideologies, beliefs, feelings, and dispositions. Analyzes how to teach in ways that enhance learner proficiency in using language for academic purposes, informed by students' knowledge as language learners and an understanding of the multilayered nature of language. This is the second of a two-course sequence.

**Prerequisite(s):** EDUT 6112 with a minimum grade of C

**EDUT 6115. Curriculum and Instruction 1—Multiple Subjects. (2 Hours)**

Introduces the theoretical and practical investigations of transgressive and responsive approaches to curriculum, pedagogy, and assessment. Explores curricular theory, critical pedagogies in education, disability studies in education (centering disability and its intersections), curriculum design, planning, and assessment. Introduces backward design of a learning opportunity, as well as forms of responsive assessment that support student learning. Emphasizes continual growth and development in the teaching profession. The process of inquiry and reflexive practice in teaching and teacher education provides a central framework for both the class sessions and the assignments.

**EDUT 6116. Curriculum and Instruction 2—Multiple Subjects. (2 Hours)**

Familiarizes candidates with pedagogy and content knowledge required for teaching math and science in elementary schools with diverse learners. Engages candidates with relevant recent research, current standards, and California state frameworks to help them understand their role as math and science educators. Delves into math and science content, curricular planning, pedagogical methods and strategies, and assessment practices that support a range of learners. Emphasizes the belief that students can achieve in mathematics and science in a manner that cannot be predicted by economic status, geographical residence, linguistic proclivities, ethnicity, or other noncognitive demographic factors.

**Prerequisite(s):** EDUT 6115 with a minimum grade of C

**EDUT 6117. Curriculum and Instruction 3—Multiple Subjects. (2 Hours)**

Presents an overview of curriculum and instruction issues and concerns for elementary schoolteachers in “diverse” settings, with the aims of equity and social justice. Coordinates with the field experience to introduce the concepts and methodologies of curriculum and teaching in elementary schools. Emphasizes continual growth and development in the teaching profession. The process of inquiry and reflective practice in teaching and teacher education provides a central framework for both the class sessions and the assignments.

**Prerequisite(s):** EDUT 6116 with a minimum grade of C

**EDUT 6118. Curriculum and Instruction 1—Single Subject, Humanities. (2 Hours)**

Introduces teaching, learning, and curriculum in the secondary humanities classroom. Focuses on planning curriculum and instruction and preparing to become a justice- and liberation-oriented educator. Seeks to ensure that student teachers/ teacher candidates have a foundational body of knowledge about theory and practice with regard to curriculum and instruction. This is the first of a three-course sequence.

**EDUT 6119. Curriculum and Instruction 2—Single Subject, Humanities. (2 Hours)**

Introduces teaching, learning, and curriculum in the secondary humanities classroom. Focuses on planning curriculum and instruction and preparing to become a justice- and liberation-oriented educator. Seeks to ensure that student teachers/teacher candidates have a foundational body of knowledge about theory and practice with regard to curriculum and instruction. This is the second of a three-course sequence.

**Prerequisite(s):** EDUT 6118 with a minimum grade of C

**EDUT 6120. Curriculum and Instruction 3—Single Subject, Humanities. (2 Hours)**

Introduces teaching, learning, and curriculum in the secondary humanities classroom. Offers core instructional components for secondary credential candidates in art, English, and social studies. Includes an overview of curriculum and instruction issues for secondary classrooms. Identifies structure of knowledge in content areas as a basis for understanding curricular planning as the student teacher considers what and how to teach and for what reasons. Other topics include instructional and classroom management strategies, planning and assessment, and mandated state and local frameworks for secondary subjects. This is the third of a three-course sequence.

**Prerequisite(s):** EDUT 6119 with a minimum grade of C

**EDUT 6121. Curriculum and Instruction 1—Single Subject, Math/Science. (2 Hours)**

Introduces curriculum and instruction, providing some basic tools and support to start the educator's school year. Offers students an opportunity to obtain preparation for teaching in STEM with a social justice focus. Covers principles of culturally responsive practice, STEM literacy, and basic planning principles.

**EDUT 6122. Curriculum and Instruction 2—Single Subject, Math/Science. (2 Hours)**

Offers core instructional components for secondary math and science credential candidates. Includes an overview of curriculum and instruction issues for secondary classrooms. Uses structure of knowledge in content areas as a basis for understanding curricular planning as the student teacher considers what and how to teach and for what reasons. Also includes instructional and classroom management strategies; planning, technology, and assessment for secondary classrooms; and mandated state and local frameworks for secondary subjects.

**Prerequisite(s):** EDUT 6121 with a minimum grade of C

**EDUT 6123. Curriculum and Instruction 3—Single Subject, Math/Science. (2 Hours)**

Offers content-specific support in completing the California educator Teacher Performance Assessment (EdTPA). Explores content-specific themes to enhance knowledge as an educator, improve instruction, and make gains in the overall classroom experience of the students being taught. Continues development of skills in STEM curriculum design as related to a culturally responsive practice. Offers students an opportunity to establish a strong foundation for lesson and unit design; diagnostics and assessment planning that meet the needs of specific learners and respond to the needs of unique learners (e.g., students who are English-language learners, students with dis/abilities, etc.); and unique learning environments, such as online learning.

**Prerequisite(s):** EDUT 6122 with a minimum grade of C

**EDUT 6124. Pedagogical Content Knowledge Lab 1—Multiple Subjects. (2 Hours)**

Designed to support preservice and intern teachers in field experiences. Offers a forum for exploring practical and theoretical teaching dilemmas and issues related to subject matter content knowledge, learners, their families, and a range of sociocultural factors. Explores barriers and possibilities for integrating and applying theories and approaches discussed across the program. Focuses on creating culturally sustaining, healing-centered classrooms, as well as documenting and interpreting the functions of behavior and how they are constructed.

**EDUT 6125. Pedagogical Content Knowledge Lab 2—Multiple Subjects. (2 Hours)**

Designed to bridge teacher candidates' study of curriculum and instruction with their work in their field experiences. Examines via inquiry and reflexivity the complex reality of the daily work of teaching math and science in elementary schools and middle schools. Studies a diversity of perspectives to support candidates in the ongoing process of examining, developing, articulating and enacting an educational stance, with specific attention to issues of equity, inclusion, and identity. Seeks to build a sense of professional agency by taking purposeful action within the context of the student teaching placement, reflecting upon the outcomes and impact, and planning next steps.

**Prerequisite(s):** EDUT 6124 with a minimum grade of C

**EDUT 6126. Pedagogical Content Knowledge Lab 3—Multiple Subjects. (1 Hour)**

Accompanies the student teaching experience. Merges theory regarding professionalism, professional responsibilities, and professional identity with the student teaching experience(s.) Offers a forum for reflection with the teaching experience supervisor and with colleagues. Explores questions about student teaching, with an eye toward career development and the development of discrete skills.

**Prerequisite(s):** EDUT 6125 with a minimum grade of C

**EDUT 6127. Pedagogical Content Knowledge Lab 1—Single Subject. (2 Hours)**

Designed to support preservice and intern teachers in field experiences. Offers a forum for exploring practical and theoretical teaching dilemmas and issues related to subject matter content knowledge, learners, their families, and a range of sociocultural factors. Explores barriers and possibilities for integrating and applying theories and approaches discussed across the program. Focuses on creating culturally sustaining, healing-centered classrooms, as well as documenting and interpreting the functions of behavior and how they are constructed.

**EDUT 6128. Pedagogical Content Knowledge Lab 2—Single Subject. (2 Hours)**

Socializes new teachers into the profession while fostering a teaching identity that serves new teachers well in their own classrooms. Seeks to cultivate reflection and equity-oriented practice. Discusses the complexities of various aspects of teaching, such as planning and preparation; instruction; assessment; the realities of the classroom practice; and the building, nurturing, and sustaining of a classroom learning community. Offers students an opportunity to obtain discrete skills as well as broad perspectives aligned with the California Teaching Performance Expectations for preservice teachers.

**Prerequisite(s):** EDUT 6127 with a minimum grade of C

**EDUT 6130. Survey of Humanities in Secondary Schools—Single Subject. (1 Hour)**

Surveys recent major developments in the humanities. Offers a background for teaching art, English, and social sciences as academic subjects in secondary schools.

**EDUT 6133. Survey of STEM—Single Subject. (1 Hour)**

Offers students an opportunity to take content learning and explore issues in STEM beyond the classroom and normal teacher planning. Focuses on enhancing overall understanding and knowledge of current trends happening in STEM, connecting real-world STEM experiences to educators' learning as students, as well as to enhance the learning of the students they teach. This course is an extension of EDUT 6115.

**EDUT 6136. Perspectives on Diversity, Equity, and Assessment. (2 Hours)**

Uses a disability studies framework to explore the social, political, historical, cultural, and educational contexts of disability and special education both nationally and in California. Explores how disability is both constructed and reclaimed, as well as the material realities connected to disability. Asks educators to take a capacity-oriented approach to examine the history of special education, legislation, and litigation that have influenced the field, referral and assessment processes, various models of service delivery, and attitudes toward people with disabilities. Focuses on preparing general educators to work with students with disabilities. Studies the design and implementation of instruction that assures all children gain access to free and appropriate public education.

**EDUT 6140. Pedagogical Content Knowledge Lab 3—Single Subject. (3 Hours)**

Designed to merge the theory of professionalism, professional responsibilities, and emerging professional identity in the student teaching experience(s). Offers a forum for reflection with the teaching experience supervisor and with colleagues. Explores questions about student teaching, with an eye toward career development and the development of discrete skills.

**Prerequisite(s):** EDUT 6128 with a minimum grade of C

**EDUT 6200. Cultivating Critical Consciousness in Practice. (3 Hours)**

Engages students to explore their motivations, intentions, and commitments to social justice in their practice. Requires students to reflect, engage, and cultivate empathy for themselves and others to effectively practice; examine the systems and context in which their practice will and does occur; consider their positionality in their practice; and, finally, articulate where critical consciousness lives in their practice. Seeks to help students hone reflective skills and enable them to move into professional settings as agents for equity and advocacy, while building fulfilling and sustainable career practices.

**EDUT 6201. Legal Aspects and Program Design of Special Education. (3 Hours)**

Presents historical and current analyses of the social, legal, and ethical practices of special education. Offers students an opportunity to develop competencies in developing individualized programs for children with disabilities (IEPs and IFSPs) and in designing curriculum that supports learning in the least restrictive environment, including accommodations and modifications.

**EDUT 6202. Children with Special Needs: Infants and Young Children. (3 Hours)**

Focuses on special education issues that arise in teaching infants and young children. Examines the identification process of special needs and the evidence-based practices available to support infants and young children with special needs in their natural settings. Offers students an opportunity to obtain knowledge of developmental and behavioral characteristics of infants and young children, birth to five years, who have disabilities or are at risk for developmental delay. Discusses related topics such as prenatal risk factors, assessment, individual family service plans (IFSP), individualized education programs (IEP), early intervention, preschool special education, and laws protecting individuals with disabilities.

**EDUT 6203. Theory and Practice of Early Childhood Education 1: Infants, Toddlers, and Young Children. (3 Hours)**

Offers extensive, integrated experiences that support the development of reflective professionals whose work is grounded in theory, informed practice, and research. Emphasizes child development theories and the interrelatedness of theory, research, and practical applications in early childhood learning environments of typically developing children, from infancy to eight years old. Seminar and associated practicum are part of a two-semester course in early childhood education.

**EDUT 6204. Theory and Practice of Early Childhood Education 2: Infants, Toddlers, and Young Children. (3 Hours)**

Continues EDUT 6203. Focuses on children with special needs in early childhood education. Offers extensive, integrated experiences that support the development of reflective professionals whose work is grounded in theory, informed practice, and research. Emphasizes child development theories and the interrelatedness of theory, research, and practical applications in early childhood learning environments of children, from infancy to eight years old, with a focus on neurodiversity and children with special needs. Seminar and associated practicum are part of a two-semester course in early childhood education.

**Prerequisite(s):** EDUT 6203 with a minimum grade of C

**EDUT 6205. Family Systems and Cultural Diversity. (3 Hours)**

Examines the significance of cultural values, traditions, and practices in child rearing, education, and health for infants and young children at risk and with special needs. Understanding the special needs and circumstances of children in a multicultural and socioeconomically diverse society requires knowledge of child development, early intervention, the special education system, and a wide range of factors that impact the special-needs child. Equally as important is knowledge and sensitivity about family culture and one's ability to communicate effectively with children and parents/guardians from diverse socioeconomic racial, ethnic, and cultural backgrounds.

**EDUT 6206. Assessment and Intervention for Children with Special Needs. (3 Hours)**

Offers an overview of infant and early childhood assessment and intervention strategies, particularly for children with special needs. Examines best practices in the selection of assessment instruments for screening, diagnosis, and child progress. Includes a variety of assessment tools and techniques used in infant and early childhood developmental and mental health diagnosis, along with demonstrations of how to use them. Investigates the theoretical concepts of infant and early childhood assessment and applies this knowledge of assessment instruments and intervention strategies to the clinic setting and/or classroom in collaboration with families and community agencies.

**EDUT 6207. Positive Behavior Support and Intervention. (3 Hours)**

Offers students an opportunity to comprehensively study and apply positive behavioral approaches for young children with disabilities. Covers how to design learning communities at the classroom and schoolwide level that prevent and reduce problematic behaviors. Students assess individual behavior and design a positive behavioral intervention that is considerate of the child's culture and is in alignment with federal law.

**EDUT 6208. Field Experience in Early Childhood Special Education 1. (3 Hours)**

Designed for graduate students who are participating in a supervised student teaching practicum in a special education and infant mental health setting with infants/toddlers and with preschool-aged children. Seeks to prepare reflective and innovative professionals who ensure the development and education of diverse populations within a dynamic context, including English-language learners, children with disabilities, and children who need psychosocial support for maximum development. Supports administrative experiences in preschool and primary grades or healthcare settings.

**EDUT 6209. Field Experience in Early Childhood Special Education 2. (3 Hours)**

Designed for graduate students who are participating in a supervised student teaching practicum in a special education and infant mental health setting with infants/toddlers and with preschool-aged children. Seeks to prepare reflective and innovative professionals who ensure the development and education of diverse populations within a dynamic context, including English-language learners, children with disabilities, and children who need psychosocial support for maximum development. Supports administrative experiences in preschool and primary grades or healthcare settings.

**Prerequisite(s):** EDUT 6208 with a minimum grade of C

**EDUT 6210. Research in Education 1: Early Childhood Education. (3 Hours)**

Introduces qualitative and quantitative research as a way of obtaining foundational knowledge, support, and guidance for work on early childhood education, child life, or special education master's research projects. Examines a wide variety of educational research traditions and methods and applies these methods toward the completion of a research proposal by the end of the course.

**EDUT 6211. Research in Education 2: Early Childhood Education. (3 Hours)**

Continues EDUT 6210. Offers support and guidance for completion of thesis research projects, including collecting and analyzing data, drawing conclusions, forming recommendations, and writing a final report of research findings.

**Prerequisite(s):** EDUT 6210 with a minimum grade of C

**EDUT 6212. Leadership and Administration in Early Childhood Programs. (3 Hours)**

Examines theories of organization systems and change, personal leadership development, and leadership theories as they apply to early care and education and other disciplinary contexts where professionals are working directly with, or on behalf of, young children and their families. Through a collaborative classroom environment, studies historical and more contemporary conceptualizations of leadership and how these different understandings have served to position early childhood professionals in larger systems with complex power relationships.

**EDUT 6213. Language Development: Literacy, Communication, and Multilingualism. (3 Hours)**

Studies the process of language development and the application of this knowledge to children with diverse abilities and varying cultural backgrounds. Examines research on children's language acquisition, typical and divergent language development, first- and second-language learning, English-language learning in the United States, multilingualism, the relationship between language and cognition, and the relationship between the development of oral and written literacies. Investigates how factors such as age, gender, neurodiversities, and cultural experiences influence oral and written language competence and performance. Examines the role of play—particularly with language itself and in conversations with adults, peers, and siblings in fostering language development—and how the use of cultural tools, books, and media with young children can be used to foster language and literacy development.

**EDUT 6300. School Law and Public Policy. (3 Hours)**

Explores state and federal laws designed to ensure that the rights of both students and staff are protected. Explores administrators' legal obligations to ensure compliance with these state and federal laws and to create practices and procedures that prioritize equity and access.

**EDUT 6301. Instructional Leadership. (4 Hours)**

Designed to prepare administrators to lead faculty, staff, and community members to make informed and collaborative decisions about curriculum and instruction, consistent with constructivist learning theory and reflective practice. Studies the history of curriculum development in the United States; contending philosophies and views on the purposes of education in American public schools; and current theories and principles regarding the design, implementation, and evaluation of curriculum and instruction for diverse learners.

**EDUT 6302. Field Experience 1: Educational Leadership. (2 Hours)**

Designed to help students consider work in administrative settings. Uses readings, discussion, and experiences to allow them to apply coursework, including theory, concepts, and strategies. Supports students as they complete their CalAPA (California Administrator Performance Assessment).

**EDUT 6303. Field Experience 2: Educational Leadership. (2 Hours)**

Designed to help students consider work in administrative settings. Uses readings, discussion, and experiences to allow them to apply coursework, including theory, concepts, and strategies. Supports students as they complete their CalAPA (California Administrator Performance Assessment).

**Prerequisite(s):** EDUT 6302 with a minimum grade of C

**EDUT 6304. Working with Families and the Community. (3 Hours)**

Studies what schools and families can do to address child readiness, to foster family-school connections among diverse populations, and to engage families at the secondary level. Examines how school staff can build meaningful relationships with all stakeholders and how teachers can involve family in supporting classroom instruction. Course readings, presentations, and discussions provide a forum to generate and explore a series of essential questions in relation to school, family, and community involvement that inform and develop educational leadership practices.

**EDUT 6305. Human Resource Management in Education. (4 Hours)**

Seeks to prepare future administrators to attract and develop human resources and to create conditions to keep human resources. Uses practical everyday school experiences as a source of exploration and learning. Focuses specifically on teacher supervision, engaging in difficult conversations, and understanding and nurturing human resources from a broad and individual perspective.

**EDUT 6306. School Leadership. (4 Hours)**

Examines the changing role and nature of public school leaders, along with the changing nature of leadership. Offers educators an opportunity to study and experience some key challenges of the job, while leading faculty, parents, students, and other constituents toward leveraging the school's resources and talents to the levels needed to create the optimum conditions for teaching and learning. This is a core course for students seeking the California Administrative Services Credential (ASC).

**EDUT 6307. Fiscal and Business Services. (4 Hours)**

Examines the concepts and theories that form the foundation of public school finance in California. Studies the processes by which financial decisions are made by local school districts, with special emphasis on the roles of site and district administrators in the budgeting process. Includes techniques of constructing and managing budgets, while addressing issues of need and equity in the school community. Explores some of the sociopolitical factors that complicate the budgeting process.

**EDUT 6308. Trauma-Informed Leadership. (4 Hours)**

Offers students preparing to be school administrators an opportunity to develop personal insights, interpersonal skills, and management practices for leading diverse, inclusive programs and organizations with a focus on trauma-informed schools and second-language learners. Introduces core concepts (foundational knowledge) and intervention for children and adolescents exposed to trauma. Highlights strength-based practices, along with a focus on the identification of protective and promotive factors that foster resilience and post-traumatic growth. Also highlights the role of development, culture, and empirical evidence in trauma-specific assessment, referral, and interventions with children, adolescents, and their families. Addresses immigrant and refugee populations, second-language acquisition, and unaccompanied minors.

**EDUT 6962. Elective. (1-4 Hours)**

Offers elective credit for courses taken at other academic institutions. May be repeated without limit.