

Program**Basic Teaching Credentials
Service and Specialist Credentials
MA in Education****MA Options in:****Curriculum and Instruction****Linguistically and Culturally****Diverse Learners****Reading/Language Arts****Special Education****Education Administration (pattern)****Minor in Education****Minor in Special Education**

CSU, Chico professional education programs prepare educators to be informed decision-makers. Graduates have developed a high level of competence consistent with the California Teaching Performance Expectations and the California Standards for the Teaching Profession. They are professionals who work collaboratively to apply the best research-based practices in their fields to enhance and support the learning, growth, and welfare of their students. Those who complete professional education programs at CSU, Chico accept the challenges to remain reflective practitioners, serve as agents of change, exercise responsible leadership, and model lifelong learning.

Basic Teaching Credentials

The Multiple Subject Credential authorizes the holder to teach all subjects in public schools organized in self-contained classrooms, kindergarten through grade twelve. The Single Subject Credential authorizes the holder to teach the subject designated on the credential in schools organized by subject departments, kindergarten through 12.

Multiple and Single Subject Credentials authorize the holder to teach all students in the regular classroom, including English learners.

The Bilingual, Crosscultural, Language, and Academic Development (BCLAD) Emphasis to a Multiple or Single Subject Credential authorizes the holder to provide English language development and specially designed academic instruction in English to English learners as well as to teach learners in their primary language.

The Education Specialist Credential with an emphasis in Mild/Moderate Disabilities authorizes the holder to instruct individuals in grades K-12, and adults, who have specific learning disabilities, mental retardation, other health impairments, and/or serious emotional disturbance.

The Education Specialist Credential with an emphasis in mild/moderate disabilities authorizes the holder to instruct individuals in grades K-12, and adults, with autism, mental retardation, deaf-blindness, serious emotional disturbance, and/or multiple disabilities.

The Multiple and Single Subject and Education Specialist Internship Programs are alternatives designed to meet the credentialing needs of candidates already employed as teachers.

**Advanced Credentials**

Other programs leading to California Specialist or Service Credentials are available. See the following page for a listing of programs.

Programs for Experienced Teachers

The School of Education offers individual courses and workshops for classroom teachers who wish to enhance their skills in planning, teaching, and evaluating learning. Details about current offerings may be obtained by consulting the department offices. Courses leading to a CLAD (Crosscultural, Language, and Academic Development) certificate are available.

Master of Arts Programs

The MA in Education is available with a variety of options and advising patterns. See the following pages for a complete description.

Career Outlook

California and the nation continue to have unmet needs for fully qualified teachers. The demand is increasing sharply and is expected to continue for many years. Salaries also are rising and recognition of the need for excellence in the profession remains strong. For more specific information, consult the Career Planning and Placement Office, 530-898-5253.

Special Resources

Scholarships and financial aid programs are available to students interested in careers in education. An application for all California State University, Chico scholarships is due February 1 in the Financial Aid Office.

A Credential Analyst is available to evaluate coursework for specific credential requirements and for advising out-of-state applicants who wish to obtain a California credential. For individual advising and evaluations, call the office of Credential Services.

Education

College of Communication and Education
School of Education
Dean: Phyllis Fernlund

Education Services Center
Holt Hall 101; 530-898-6391
e-mail: edsc@csuchico.edu
<http://www.csuchico.edu/edsc/>
Director: Terence C. Janicki

**Department of Professional
Studies in Education**
Tehama Hall 401; 530-898-5398
e-mail: psed@csuchico.edu
<http://www.csuchico.edu/psed/>
Chair: James E. Richmond

Department of Education
Tehama Hall 101; 530-898-6421
e-mail: educ@csuchico.edu
<http://www.csuchico.edu/educ/>
Chair: Michael Kotar

Credential Services
Academic Advising Programs
Meriam Library 180; 530-898-6455
e-mail: enr-credentials@csuchico.edu
Analysts: April Ward & Gay Maas

Education

Professional Education, Teaching Credentials, and Other Programs			
Programs Available	Coordinator	Location	Telephone
Education Services Center General Information regarding all credentials and programs . . .	Terence C. Janicki Christina Moore, Adviser	Holt 101 Holt 101	898-6391 898-6391
School Of Education MA in Education with Linguistically and Culturally Diverse Learners Option	Esther Larocco	Siskiyou 143	898-6854
Department Of Education Basic Credentials: Multiple Subject Multiple Subject through Internship Single Subject Single Subject through Internship	Michael Kotar, Chair Barbara Conklin Leo Kirchhoff Deborah Summers Leo Kirchhoff	Tehama 101 Tehama 102 Tehama 265 Tehama 104 Tehama 265	898-6421 898-5719 898-5854 898-5775 898-5854
Service Credentials: Administrative Services Library Media Teacher Service	Michael Kotar Peter Milbury	Tehama 101 Tehama 101	898-6421 898-6421
Master's Degree Programs: Graduate Coordinator Education with a Curriculum & Instruction Option Education with an Educational Administration Advising Pattern	Michael Kotar James Overholt Michael Kotar	Tehama 101 Tehama 447 Tehama 101	898-6421 898-5184 898-6421
Other Programs: Integrated Teacher CORE	Darryl Eisele	Tehama 438	898-6169
Department Of Professional Studies In Education Basic Credentials: Multiple Subject-Tri Placement Program Single Subject-Tri Placement Program Multiple Subject with BCLAD Emphasis. Single Subject with BCLAD Emphasis Concurrent Special Education/ Multiple Subject with BCLAD Emphasis. Education Specialist (Special Education).	Jim Richmond, Chair Margaret Mow Margaret Mow Esther Larocco Charles Zartman Terri Davis Terri Davis	Tehama 401 Tehama 423 Tehama 423 Siskiyou 143 Siskiyou 141 Tehama 407 Tehama 407	898-5398 898-6293 898-6293 898-6854 898-4069 898-6852 898-6852
Specialist Credentials: Reading/Language Arts Special Education (Educ. Specialist Level I*) Special Education (Educ. Specialist Level II*) through Internship. *Mild/moderate and moderate/severe disabilities	James Richmond Terri Davis Lisa Churchill	Tehama 401 Tehama 407 Tehama 409	898-5398 898-6852 898-5167
Master's Degree Programs: Graduate Coordinator Education with a Reading/Language Arts Option. Education with a Special Education Option	James Richmond James Richmond Lisa Churchill	Tehama 401 Tehama 401 Tehama 409	898-5398 898-5398 898-5167
Other Programs: Mini Corps Teacher Diversity Upward Bound Resource Specialist Certificate. Early Childhood Special Education Certificate. California Reading/Language Arts Certificate.	Lupe Guillen Esther Larocco David Ferguson Denise Dion Michelle Cepello James Richmond	Siskiyou 137 Siskiyou 143 Siskiyou 102 Tehama 403 Tehama 411 Tehama 401	898-6828 898-6854 898-5181 898-6146 898-6281 898-5398
Credentials Available From Departments Outside The School Of Education			
Adapted Physical Education (Physical Educ. & Exercise Science)	Rebecca Lytle	Yolo 262	898-4298
Agriculture Specialist (Agriculture).	Bradley Dodson	Plumas 209B	898-6170
Clinical & Rehabilitative Services (Commun. Arts and Sciences)	Judith Bresseur	Aymer J. Hamilton 112E	898-6590
Pupil Personnel, including School Psychology and Counseling (Psychology).	Denise Worth James Wolfe	Modoc 109 Holt 252	898-5164 898-4093

Subject Matter Preparation Programs

Subject Matter Preparation Programs are administered through the academic school or department related to that subject. The following Subject Matter Preparation Programs offer courses required for basic credentials. Further information may be obtained by calling the extension listed below or visiting the specific adviser or particular program office, and by reading the appropriate academic planning guide or academic program chapter of *The University Catalog*.

Subject Matter	Adviser	Location	Telephone
Agriculture	Bradley Dodson	PLMS 209B	898-6170
Art	Michael Simmons	AYRS 111	898-4553
English	Peter Kittle	TALR 218	898-5305
Health Science	Mary Portis	THMA 437	898-4994
Languages	Armeda Ferrini	BUTE 607A	898-6662
	Contact Department Office French, German, Italian, and Spanish	TRNT 122	898-5388
Liberal Studies	Contact Program Office	HOLT 101	898-5802
Mathematics	Contact Department Office	HOLT 181	898-6111
Music	Deborah Reinhardt	PAC 104	898-5152
Physical Education	Catherine Himberg	AGYM 111	898-5239
Science	Rebecca Lytle (Adapted)	THMA 406	898-4298
	Ailsie McEnteggart (Biology)	HOLT 308	898-6458
	Mina Hector (Chemistry)	PHSC 307	898-5226
	Ann Bykerk-Kauffman (Geological & Environ. Sci.)	PHSC 219	898-6269
Social Science	David Kagan (Physics)	PHSC 106A	898-6259
	Mark Morlock (Social Sci.)	BUTE 701F	898-5688
	Dale Steiner (History)	TRNT 209	898-6238

TEACHING CREDENTIALS

A teaching credential provides authorization to teach in a California public school. Eligibility for a credential requires possession of a baccalaureate (bachelor's degree); demonstration of subject matter competence in an appropriate major, either earned as part of the degree or established by examination; and successful completion of a professional education program.

CREDENTIAL DESIGNATIONS

Multiple Subject Credential:

Authorizes the holder to teach all subjects in the public schools organized with self-contained classrooms, preschool through grade twelve. Credentials available through CSU, Chico programs include the:

Multiple Subject Credential
Multiple Subject Credential
with BCLAD* Emphasis
Multiple Subject Credential
through Internship Program
Concurrent Special Education
(Education Specialist)/Multiple Subject
or Multiple Subject with BCLAD* Emphasis

Single Subject Credential:

Authorizes the holder to teach the subject designated on the credential in schools organized by subject departments, preschool through grade twelve.

Credentials available through CSU, Chico programs include the following:

Single Subject Credential
Single Subject Credential
with BCLAD* Emphasis
Single Subject Credential
through Internship Program

*BCLAD is an acronym for Bilingual, Cross-cultural, Language and Academic Development. The holder of a credential with BCLAD Emphasis is authorized to provide English language development and specially designed academic instruction in English to English language learners as well as to teach learners in their primary language.

Education Specialist Credentials:

The Education Specialist Credential with an emphasis in mild/moderate disabilities authorizes the holder to instruct individuals in grades K-12, and adults, who have specific learning disabilities, mental retardation, other health impairments, and/or serious emotional disturbance.

The Education Specialist Credential with an emphasis in moderate/severe disabilities authorizes the holder to instruct individuals in grades K-12, and adults, with autism, mental retardation, deaf-blindness, serious emotional disturbance, and/or multiple disabilities.

Credentials and certificates available through CSU, Chico programs include:

Preliminary Level I Education Specialist in
Mild/Moderate Disabilities
Preliminary Level I Education Specialist in
Moderate/Severe Disabilities
Professional Level II Education Specialist in
Mild/Moderate Disabilities
Professional Level II Education Specialist in
Moderate/Severe Disabilities
Early Childhood Special Education Certificate
Education Specialist Internship Programs

ENTERING A PROGRAM LEADING TO A BASIC CREDENTIAL

Obtain *FOCUS ON TEACHING, Application for Professional Education Programs*; information and application materials will guide you through the process. Application materials are available online at www.csuchico.edu/edsc/focus. Check with the department that houses the program of your choice for application deadlines. A \$50 non-refundable application processing fee is required when the completed application packet is submitted. Applicants to programs in Professional Studies in Education are requested to contact the department one year in advance of beginning the program for advising and pre-application materials.

NOTICE: Professional education program requirements are governed by legislative action and approval of the California Commission on Teacher Credentialing. Requirements may change between catalogs. Please consult with the Department of Education or the Department of Professional Studies in Education offices for current information.

Applicants to programs must meet the following requirements:

1. Baccalaureate: Prospective teacher candidates should begin to meet credential course requirements as early as possible in their baccalaureate program. While program applicants need not hold a baccalaureate at the time they enter a professional education program, the bachelor's degree is required to apply for a California Intern, Preliminary, or Professional Clear Credential.

2. Subject Matter Competence: The State of California requires candidates for credentials to know the subject they will teach. To qualify for entry into a Multiple Subject, Single Subject, or Education Specialist Program, an applicant must have a cumulative GPA of 2.67 or a last 60 unit GPA of 2.75.

Multiple Subject Credentials candidates must pass the Multiple Subject California Subject Examination for Teachers (CSET).

Single Subject Credentials candidates must:

- complete an approved Subject Matter Preparation Program (designated courses in subject) at CSU, Chico; or
- complete a California Commission on Teacher Credentialing (CCTC) approved Subject Matter Preparation Program at another university and obtain a verification of progress; or
- pass the California Subject Examination for Teachers (CSET).

Academic departments at CSU, Chico have credential advisers who help you plan a Subject Matter Preparation Program (see the previous page for a list of programs and advisers).

3. California Basic Educational Skills Test (CBEST): Applicants to CSU, Chico Professional Education Programs must take the CBEST before beginning a program. The CBEST must be passed prior to student teaching.

4. Additional Requirements

For additional information including all credential requirements, contact the department that houses the program of your choice. Prospective teacher candidates can begin to meet requirements during their bachelor's degree program.

Education

PROGRAM SPECIFIC PREREQUISITES

Each program of professional preparation requires completion of specific prerequisites. Consult *FOCUS ON TEACHING, Application for Professional Education Programs, program, or department offices for information.*

Internship Program Requirements for Multiple or Single Subject Credentials

The Multiple or Single Subject Internship Program enables qualified individuals who demonstrate potential for teaching to earn a credential while holding a paid teaching position. For information, contact the Department of Education.

SPECIALIST/SERVICE CREDENTIALS

The university, through the School of Education, offers programs leading to specialist credentials. Some work toward a specialization may be taken concurrently with Multiple and Single Subject programs. However, one must hold a basic teaching credential and have teaching experience prior to being recommended for most specialist or services credentials, except for the Education Specialist Credentials.

Potential candidates are advised to confer with program coordinators in planning courses. Programs leading to specialist or service credentials may be coordinated with a Master of Arts degree. A listing of specialist and service credentials can be found on the second page of this section of the catalog. Specific course requirements for the specialist and services credentials will be found in programmatic brochures obtained from department offices or from the coordinators of specific programs.

OTHER PROGRAMS

The School of Education participates in a number of projects and programs that provide service to CSU, Chico students and K-14 teachers and students throughout Northern California. Among these programs are: Integrated Teacher CORE, Beginning Teacher Support and Assessment Project, Mini Corps, Teacher Diversity, Upward Bound, Migrant Education, and the Butte College Reading Connections Project.

CLAD Certificate for Credentialed Teachers

Demographic changes in California schools require that teachers be prepared to meet the special needs of linguistically and culturally diverse students. The Crosscultural, Language and Academic Development (CLAD) Certificate for Credentialed Teachers provides the basic knowledge and practice to prepare teachers to work with diverse student populations.

Course Requirements:

BLMC 518	Lang & Comm Skills	3.0	FA
Prerequisites: Teaching experience and faculty permission.			
BLMC 536	Intro Multicultural Ed	3.0	FA
BLMC 672	Meth/Strat Sec Lang	3.0	FS
Prerequisites: Possess a single or multiple subject credential, or faculty permission.			
BLMC 689A	CLAD Practicum	1.0	FS
The above course may be taken three times or the following course may be taken once.			
BLMC 689C	CLAD Practicum	3.0	FS

In addition, an experience in learning a second language is required. A number of options are available to meet this requirement.

Early Childhood Special Education Certificate

Early Childhood Special Education Certificate is an authorization that may be added to either the Education Specialist Mild/Moderate or Moderate/Severe credentials. Specialists who have completed Levels I and II in either Mild/Moderate or Moderate/Severe will, if they successfully complete required course work and fieldwork in early childhood special education, receive a certificate authorizing service also to individuals with mild/moderate or moderate/severe disabilities from birth through pre-Kindergarten.

THE MINOR IN EDUCATION

Course Requirements for the Minor: 20 units

The following courses, or their approved transfer equivalents, are required of all candidates for this minor.

The Minor in Education provides opportunity and choice for individuals who are considering the teaching profession or other fields that demand effective communication and instructional skills. It addresses education foundations, communication skills, field experience with children, technology, and diversity awareness. This minor is not intended to substitute for an accredited teacher education program leading to a credential.

4 courses required:

CDES 101	Introduction to Communication	3.0	FS
This course is also offered as JOUR 101.			
CDES 272	Media for Instruction/Training	3.0	FS
Prerequisites: CDES 271 or concurrent enrollment or faculty permission. Students taking the course for the Minor in Education should request faculty permission.			
EDTE 302	Access & Equity in Education	3.0	FS
PSYC 362	Psychology of Learning	3.0	FS

2 units selected from:

EDCI 110	Field Experience with Youth	1.0-2.0	FS
Prerequisites: Faculty permission.			
EDCI 210	Education Field Experience	1.0-3.0	Inq
EDTE 150	ITC: K-12 Literacy Experience	2.0	FS
EDTE 250	ITC: K-12 Math Experience	1.0	FS
EDUC 399	Special Problems	1.0-3.0	FS

1 course selected from:

CMST 251	Adv Presentational Speaking	3.0	FS
Prerequisites: CMST 131.			
CMST 354	Persuasion	3.0	FS
Prerequisites: CMST 131.			

1 course selected from:

ANTH 304	Language and Culture	3.0	FS
MCGS 155	Intro Multicultural/Gender Std	3.0	FS *Eth
RDGL 557	Literature for a M/C World	3.0	FA
SPED 343	Overview of Special Education	3.0	FS

THE MINOR IN SPECIAL EDUCATION

Course Requirements for the Minor: 22 units

The following courses, or their approved transfer equivalents, are required of all candidates for this minor.

7 courses required:

EDTE 302	Access & Equity in Education	3.0	FS
PSYC 355	Child/Adolescent Psychology	3.0	FS
SPED 343	Overview of Special Education	3.0	FS
SPED 561	Curr & Instruc: Emph Incl Sett	3.0	FS
Prerequisites: SPED 343. Recommended: senior standing.			
SPED 563	Collab in Ed & Hlpng Profssns	2.0	FS
Prerequisites: SPED 343, SPED 569. Senior standing is recommended.			
SPED 564	Management of Learning Environ	2.0	SP
Prerequisites: SPED 343, SPED 569. Recommended: senior standing.			
SPED 569	Field Exp: Gen & Spec Educ	3.0	FS
Prerequisites: Concurrent enrollment in or prior completion of SPED 343.			

1 course selected from:

One 3-unit elective course, approved by the minor adviser. See the minor adviser for recommended course electives.

THE CERTIFICATE IN COMMUNITY COLLEGE FACULTY AND ADULT EDUCATION

The Department of Education offers a post-baccalaureate program for those potential and practicing community college faculty and adult educators seeking to improve their instructional competence. The 12-unit program provides for learning of foundations of community college and adult education, instructional methodology, and curriculum development. A guided professional teaching experience is also provided.

Prerequisites:

1. Completed application for admission submitted to the Office of Graduate Studies.
2. Documentation of meeting graduate admission requirements, including a bachelor's degree. Exceptions to the bachelor's requirement may be granted to those who have significant professional experience.
3. Admission to the post-baccalaureate program by the Education Department.

Course Requirements for the Certificate: 12 units

The following courses, or their approved transfer equivalents, are required of all candidates for this certificate.

Courses may be taken in any sequence. It is desirable to complete the field experience as the culminating course.

4 courses required:

EDCI 601	Curr Dev & Instructional Design	3.0	FA
EDCI 630	Community College and Adult Ed	3.0	Inq
EDCI 631	Facilitating Adult Learning	3.0	Inq
EDCI 689	Professional Field Experience	3.0	Inq

Additional Requirements:

A maximum of 3 units of transfer credit may be allowed for the certificate program. A grade point average of 3.0 must be earned for courses required for the certificate program, with no less than a B- in any graded course. Courses may be applied to the MA in Education, Curriculum and Instruction Option, if desired.

THE MASTER OF ARTS IN EDUCATION

Course Requirements for the Master's Degree: 30 units

Continuous enrollment is required. A maximum of 9 semester units of computer science or 6 semester units of computer science related transfer credit may be applied toward the degree.

Graduate Time Limit: All requirements for the degree are to be completed within seven years of the end of the semester of enrollment in the oldest course applied toward the degree. See "Graduate Education" in *The University Catalog* for complete details on general degree requirements.

Program Mission

The mission of the Master of Arts in Education is to address educational challenges in the belief that School of Education faculty, students, and educational partners will make a difference in the lives of those who learn and teach. The program instills respect for educational research and applications and a commitment to contribute to the heritage of scholarship in the field. The graduate program strives to improve the quality of education at all levels, to promote equality of opportunity for all learners, and to enhance the contributions that education makes to local communities and to society in general.

General Overview

The MA in Education is a professional degree that allows the candidate to study in depth a specific area of interest related to teaching and learning. The MA program provides an opportunity to study both theoretical and pragmatic issues and the interrelationships among these. The degree is designed to enhance the professional abilities of the career professional and to provide advanced preparation for those seeking degrees beyond the MA. MA in Education programs are available in both the Department of Professional Studies in Education and the Department of Education. Please see options and advising patterns below.

Master's Degree Option and Patterns

The Curriculum and Instruction Option is a multidisciplinary program that helps educators broaden their knowledge of learning and the educational concepts, and advance their ability to develop curriculum and plan instruction for the improvement of learning. Contact the Department of Education for a program planning guide.

The Linguistically and Culturally Diverse Learners Option is designed to develop a knowledge base and leadership skills that will prepare candidates to address the critical pedagogical and linguistic needs of California's diverse student population—including specially designed academic instruction in English and English language development—and to promote sensitivity to multicultural issues in education. Contact either the Department of Education or the Department of Professional Studies in Education for a program planning guide.

The Reading/Language Arts Option is designed to prepare teachers for leadership positions related to the teaching of reading/language arts in K-14 settings. Courses focus on issues of language development, child or adolescent literature, diagnosis and treatment of learner needs, including clinical practice, knowledge of issues and research. Most courses may be applied to a California Reading/ Language Arts Specialist Credential. Contact the Department of Professional Studies in Education for information.

The Special Education (Education Specialist) Option incorporates current master's degree requirements, courses from Level II and the Resource Specialist Certificate, and other options from which the candidate may select. One plan includes the thesis, a second plan includes a creative project, and a third includes research work and oral and written examinations. All inquiries and planning should be made directly with education faculty. Contact the Department of Professional Studies in Education for information.

The Advising Pattern in Educational Administration provides professional preparation for school leadership. Courses address communication skills, curriculum, supervision, management of funds and facilities, law, personnel, instructional leadership, and other administrative functions. Contact the Department of Education for a program planning guide.

Prerequisites for Admission to Conditionally Classified Status

1. An acceptable baccalaureate from an accredited institution, or an equivalent approved by the Office of Graduate Studies.
2. Satisfactory grade point average as specified in "Admission to Master's Degree Programs" in *The University Catalog*.
3. Approval by the department and the Office of Graduate Studies.

Students admitted to Conditionally Classified status also must file with the department graduate coordinator a Preliminary Program Plan and a statement describing their rationale for the program plan. These documents must be approved by the program coordinator of the option or advising pattern selected.

Prerequisites for Admission to Classified Status

Usually no fewer than 9 units or more than 15 units are taken before admission to Classified Status. In addition to the requirement above, you must:

1. Successfully complete EDMA 610, Intro to Inquiry in Education.
2. Form your master's advisory committee.
3. Obtain approval of your master's degree program plan in consultation with your master's advisory committee and file the plan with the department graduate coordinator. Include a rationale statement for the program plan.

Prerequisites for Advancement to Candidacy

Graduate students having Classified Status who have completed one-half of their approved program can apply for advancement to candidacy. In addition to the requirements above, you must obtain the approval of your master's advisory committee (with committee signatures) for your culminating activity and file the proposal with the department graduate coordinator. When applicable, approval for using human subjects must be secured before the proposal is filed.

Requirements for the Master's Degree:

Requirements for the Master's Degree in Education are established by the department, the student's master's advisory committee, and the Office of Graduate Studies. They include:

1. Completion of an approved program consisting of a minimum of 30 units of 400/500/600-level courses as follows:
 - (a) At least 18 units in the discipline of Education.
 - (b) At least 18 units required for the degree in 600-level courses.
 - (c) Not more than 9 semester units of approved graduate-level transfer and/or extension credit.
 - (d) Not more than a total of 10 units of Independent Study (EDMA 697) and Master's Project (EDMA 699P) or Master's Thesis (EDMA 699T) may be applied to the degree; not more than 6 units of Master's Project (EDMA 699P) or Master's Thesis (EDMA 699T) may not be applied to the degree.
 - (e) Completion of required courses: an educational foundations course selected from the series EDMA 603-607 (3.0 units) and an educational research course, EDMA 610.
 - (f) Completion of a culminating activity, courses associated with that culminating activity, and approval by the MA adviser and the department graduate coordinator.
Thesis or project: students complete EDMA 611 and EDMA 699T or EDMA 699P.
- Students taking the comprehensive examination in the Curriculum and Instruction Option or the Educational Administration advising pattern complete EDMA 696 and write the exam as part of that course. Special Education Option students complete EDMA 611 and EDMA 697.
- (g) Completion of courses prescribed for the option or advising pattern.
- (h) Master's degree students are required to be enrolled continuously from the time they begin their program until the degree is awarded. Continuous enrollment may be maintained either through registration as a matriculated student or through adjunct enrollment. See "Regulations Governing Graduate Students" for a full description of continuous enrollment.
2. Meeting the literacy requirement: students in the MA in Education program demonstrate writing competence by submitting a rationale for their program plan and by completing EDMA 610.
3. Recommendation for the degree by the department graduate coordinator and the Graduate Coordinators Committee on behalf of the faculty of the university. All forms and approvals requiring the signature of the graduate coordinator must be processed by the department housing the option or advising pattern.

It is the student's responsibility to meet all requirements and submit application forms for changes in graduate status. Forms for advancement to classified status and candidacy are available from the Office of Graduate Studies and the department offices. Forms must be submitted to the appropriate graduate coordinator for approval.

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Graduate Literacy Requirement:

Writing proficiency is a graduation requirement.

Students in the MA in Education program demonstrate writing competence by submitting a rationale for their program plan and by completing EDMA 610.

Graduate Grading Requirements:

All courses in the major (with the exceptions of Independent Study - 597/697, Comprehensive Examination - 696, Master's Project - 699P, and Master's Thesis - 699T) must be taken for a letter grade, except those courses specified by the department as ABC/No Credit (400/500-level courses), AB/No Credit (600-level courses), or Credit/No Credit grading only. A maximum of 10 units combined of ABC/No Credit, AB/No Credit, and Credit/No Credit grades may be used on the approved program (including 597/697, 696, 699P, 699T and courses outside the major). While grading standards are determined by individual programs and instructors, it is also the policy of the university that unsatisfactory grades may be given when work fails to reflect achievement of the high standards, including high writing standards, expected of students pursuing graduate study.

Students must maintain a minimum 3.0 grade point average in each of the following three categories: all course work taken at any accredited institution subsequent to admission to the master's program; all course work taken at CSU, Chico subsequent to admission to the program; and all courses on the approved master's degree program.

Graduate Advising Requirement:

Advising is recommended each semester for MA in Education students. Upon admission to the program, graduate students are encouraged to consult with the graduate coordinator of the department which houses their option or advising pattern. It is important for you to do this as early as possible. The department graduate or program coordinator helps you in identifying and selecting an MA adviser. All forms and approvals requiring the signature of the graduate coordinator must be processed by the department housing the advising option or pattern.

School of Education Faculty

Department of Education

Brenda L. Aden, 2000, Vice Provost for Human Resources, Administrator, JD, U Iowa.

Anita Fernandez, 2001, Assist Professor, PhD, U Arizona.

Cris E. Guenter, 1987, Professor, EdD, U Wyoming.

Hilda Hernandez, 1981, Professor, PhD, Stanford U.

Judith A. Kerrins, 1991, Professor, PhD, U Colorado.

Michael E. Kotar, 1986, Chair, Professor, EdD, IL State U.

Devon J. Metzger, 1986, Professor, EdD, Indiana U.

Melissa Miller, 2001, Assist Professor, PhD, Stanford U.

James L. Overholt, 1970, Professor, EdD, U Wyoming.

L. Maggie Payne, 1998, Assist Professor, EdD, OK State U.

William Rich, 2001, Assist Professor, EdD, USC.

Ann Schulte, 2001, Assist Professor, PhD, U WI.

Paula Selvester, 2002, Assist Professor, EdD, USC.

Deborah Summers, 1998, Assist Professor, EdD, USC.

Edward F. Williams, 2001, Assist Professor, EdD, U San Fran.

Penelope Wong, 2001, Assist Professor, EdD, No Ariz U.

Department of Professional Studies in Education

Victoria L. Bernhardt, 1986, Director, Professor, PhD, U Oregon.

Michelle Cepello, 1994, Assist Professor, EdD, USC.

Lisa R. Churchill, 1994, Professor, PhD, UCLA.

Jesus Cortez Jr., 1980, Professor, PhD, U of WA.

Teresa Michele Davis, 1993, Professor, PhD, U Oregon.

Esther Larocco, 1984, Assoc Professor, PhD, UC Davis.

Mary Rita Mulholland, 2003, Assist Professor, PhD, The American U.

Carolynn L. Reynolds, 1976, Associate Dean, Administrator, PhD, U NM.

James E. Richmond, 1969, Chair, Professor, PhD, UC Berkeley.

Julia A Roth, 1994, Lecturer A, MA, CSU Chico.

Hsuying C. Ward, 2002, Assist Professor, PhD, U Texas.

Marilyn A. Winzenz, 1977, Associate Provost, Administrator, EdD, UOP.

Charles Zartman, 1985, Professor, PhD, U Colorado.

Faculty Emeritus

Katherine A. Beeler, 1973, Professor Emerita, PhD, Arizona State Univ.

Daniel J. Converse, 1970, Professor Emeritus, PhD, U Delaware.

Eileen G. Cotton, 1978, Professor Emerita, PhD, U Maryland.

Carolyn E. Dankers, 1970, Professor Emerita, EdD, USC.

Theodore W. DeBernardi, Professor Emeritus, EdD, U of Northern Colorado.

J. Duane Falk, 1965, Professor Emeritus, EdD, Stanford U.

Frank H., Jr. Gladen, 1963, Professor Emeritus, EdD, U Arizona.

Arley L. Howsden, 1958, Professor Emeritus, EdD, .

George W. Huang, 1969, Professor Emeritus, PhD, U Idaho.

Mary C. Jensen, 1986, Professor Emerita, PhD, U Oregon.

Bonnie J. Johnson, 1985, Professor Emerita, EdD, Oregon State U.

Charles L. R., Jr. Johnson, 1971, Professor Emeritus, PhD, U Oregon.

Leo H. Kirchoff, 1968, Professor Emeritus, EdD, U Kansas.

Gaylord C. Lasher, 1988, Professor Emeritus, EdD, Montana State Univ.

James F. Lindsey, 1966, Professor Emeritus, EdD, UC Berkeley.

Patricia A. Lyons, 1972, Professor Emerita, PhD, Ohio St U.

Albert H. Marshall, 1973, Professor Emeritus, EdD, U Oregon.

Edward L. Miller, 1982, Professor Emeritus, PhD, U Pitt.

Paul L. Moore, 1988, Professor, PhD, USC.

Arnthia W. Okelo, 1975, Professor Emerita, PhD, UC Berkeley.

George H. Roseman, 1953, Professor Emeritus, EdD, Vanderbilt.

Sidney W. Shnayer, 1962, Professor Emeritus, EdD, UC Berkeley.

Nancy L. Williams, 1983, Professor Emerita, MA, CSU Chico.

Education Course Offerings

Please see the section on "Course Description Symbols and Terms" in *The University Catalog* for an explanation of course description terminology and symbols, the course numbering system, and course credit units. All courses are lecture and discussion and employ letter grading unless otherwise stated. Some prerequisites may be waived with faculty permission. Many syllabi are available on the Chico Web.

EDUC 398 Special Topics 1.0-3.0 Fa/Spr

This course is for special topics offered for 1.0-3.0 units. Typically the topic is offered on a one-time-only basis and may vary from term to term and be different for different sections. See *The Class Schedule* for the specific topic being offered. Formerly EDUC 198.

EDUC 399 Special Problems 1.0-3.0 Fa/Spr

This course is an independent study of special problems offered for 1.0-3.0 units. You may take this course more than once for a maximum of 6.0 units. Credit/no credit grading only. Formerly EDUC 199.

EDUC 498 Special Topics 1.0-6.0 Fa/Spr

This course is for special topics offered for 1.0-3.0 units. Typically the topic is offered on a one-time-only basis and may vary from term to term and be different for different sections. See *The Class Schedule* for the specific topic being offered. Formerly EDUC 298.

Education Administration Course Offerings

EDAD 610 Communication Skills for the Administrator 3.0 Fa/Spr

Interpersonal communication is practiced, stressing the role of educational leader to improve knowledge and skills applicable to face-to-face communication; one's own unique style of communication; group and organizational factors which affect that communication. Formerly EDAD 385.

EDAD 611 Supervision and Professional Development 3.0 Fa/Spr

The philosophy, role, and techniques of supervision and staff development in the instructional program of elementary and secondary schools. Formerly EDAD 386.

EDAD 612 The Principalship 3.0 Fa/Spr

Role of the principal; program development; staff and curriculum development and supervision; community relationships and responsibilities; legal aspects; budget and finance; vocational and adult education. Formerly EDAD 391.

EDAD 613 Management of Funds and Facilities 3.0 Fa/Spr

Practical aspects of school support and revenue; California school apportionment system; financial problems of schools and capital outlay. Formerly EDAD 390A.

EDAD 614 The Law and Education 3.0 Fa/Spr

An examination of the effect of school law upon public school personnel. Special emphasis will be given to the areas of liability, contracts, tenure, and pupil-parent-teacher rights. Formerly EDAD 393.

EDAD 615A Administrative Field Experience (Preliminary Credential) 3.0 Fa/Spr

Prerequisites: Faculty permission.

The first of two practica providing for development of administrative or supervisory skills at the school or district site, including opportunities to observe and apply democratic school practices. Experience is supervised by university and district personnel. Credit/no credit grading only. Formerly EDAD 387A.

EDAD 615B Administrative Field Experience (Preliminary Credential) 3.0 Fa/Spr

Prerequisites: Faculty permission.

The second of two practica providing for development of administrative or supervisory skills at the school or district site, including opportunities to observe and apply democratic school practices. Experience is supervised by university and district personnel. Credit/no credit grading only. Formerly EDAD 387B.

EDAD 620 Problems of School District Administration 3.0 Fa/Spr

Prerequisites: California Preliminary Administrative Services Credential.

An analysis of the role of district-wide administrators in the areas of instruction, evaluation, staff development, fiscal management, and management of human and material resources. The class will be structured to meet special needs of those enrolled. Formerly EDAD 392.

EDAD 621 School Site Instructional Leadership 3.0 Fa/Spr

Prerequisites: California Preliminary Administrative Services Credential.

This course will assist educational administrators in identifying and strengthening effective instructional leadership abilities. Formerly EDAD 393A.

EDAD 622 Implementing Instructional Strategies at the School Site 3.0 Fa/Spr

Prerequisites: California Preliminary Administrative Services Credential.

This course is designed to strengthen the capabilities of aspiring and practicing school administrators in creating and maintaining schools which maximize student success. Administrators will learn techniques for incorporating excellence into instructional programs. Formerly EDAD 393B.

EDAD 623 Leadership in Personnel Administration 3.0 Fa/Spr

Prerequisites: California Preliminary Administrative Services Credential.

Using case study and problem based learning strategies, students will investigate issues and develop skills related to hiring, developing and evaluating credentialed and classified staff for effective schools. Topics such as professional development, legal issues in hiring, discipline and termination, and evaluation of the marginal employee will be included. Formerly EDAD 394.

EDAD 625A Administrative Field Experience: Induction (Professional Credential) 3.0 Fa/Spr

Prerequisites: A preliminary Administrative Services Credential and employment in a position requiring this credential; faculty permission.

Guidance in self-assessment, development of a professional growth plan and other induction activities such as goal setting, development of a professional portfolio, and participation in group seminars. This course requires the designation of a local educational mentor who has successful school district administrative experience and an administrative credential. Credit/no credit grading only. Formerly EDAD 387C.

EDAD 625B Administrative Field Experience: Assessment (Professional Credential) 3.0 Fa/Spr

Prerequisites: Successful completion of EDAD 625A; faculty permission.

Summative assessment and evaluation of field experience including progress review of the candidate's professional growth plan and portfolio in consultation with the candidate's university adviser and local educational mentor. Credit/no credit grading only. Formerly EDAD 387D.

Education-Bilingual/Multicultural Education Course Offerings

BLMC 270 Experiences with Migrant Children 3.0 Fall
See BLMC 370. You may take this course more than once for a maximum of 15.0 units. Formerly BLMC 189.

BLMC 319 Bilingual Teaching Competence: Language 3.0 Fa/Spr

Prerequisites: SPAN 301 or equivalent, faculty permission.

This course is taught entirely in Spanish. It is designed to develop bilingual teacher competence in the area of language. The primary goals are to develop language skill in content areas such as mathematics, science, and social studies, and to enhance the language proficiency of bilingual teachers in communication with parents, faculty, and staff. This course will also focus on teaching methodology in each of the content areas. You may take this course more than once for a maximum of 6.0 units. Formerly BLMC 219.

BLMC 370 Experiences with Migrant Children 3.0 Spring

Prerequisites: Open to students enrolled in CSU, Chico Mini-Corps, bilingual or bicultural programs, or on recommendation by a faculty member in cases where a special need for familiarity with the problems of migrant children is thought to exist.

BLMC 270 - BLMC 370: Study of characteristics of migrant families, special methods and materials for teaching bilingual/bicultural children; problems of bilingual/bicultural students; problems of evaluating bilingual/bicultural education; and culture awareness. You may take this course more than once for a maximum of 15.0 units. Formerly BLMC 189B.

BLMC 518 The Language and Communication Skills of English Learners 3.0 Fall

Prerequisites: A Multiple or Single Subject Credential or faculty permission.

Examination of ways in which socio-cultural factors influence communication skills, ESL/Bilingual, and language arts curriculum areas in elementary school. The value of language, with emphasis on English sounds, words, and sentences as they affect dialects and social standards, will be introduced. The interrelatedness of language processing as it incorporates children's literature will be discussed. Formerly BLMC 218.

BLMC 536 Introduction to Multicultural Education 3.0 Fa/Spr

Study of special needs of language minority children related to communication skills, ESL/Bilingual, and language arts curriculum areas in elementary school. The value of language, with emphasis on English sounds, words, and sentences as they affect dialects and social standards, will be introduced. The interrelatedness of language processing as it incorporates children's literature will be discussed. Formerly BLMC 218.

BLMC 672 Methods and Strategies for Second Language Acquisition and Academic Development 3.0 Fa/Spr

Prerequisites: Possess a single or multiple subjects credential, or faculty permission.

A study of strategies and methodologies used for teaching in a classroom setting structured to meet the needs of English language learners, including specifically designed academic instruction delivered in English. Bilingual/Crosscultural models will be analyzed. The models provided will allow for implementation in varied teaching situations. Formerly BLMC 372.

BLMC 674 Development of Curriculum and Materials for Bilingual/Multicultural Education 3.0 Fall

Prerequisites: Possess a single or multiple subjects credential, or faculty permission.

Current theory in Bilingual/multicultural education as it relates to the development of integrated curriculum for the bilingual/multicultural classroom. Factors to consider when developing and assessing curriculum and instructional materials. This course is taught in Spanish. Formerly BLMC 374.

BLMC 689 Practicum in Language, Culture, and Academic Development for the Practicing Professional 1.0-9.0 Fa/Spr

This course provides practicing professionals with the opportunity to place into practice newly developed understanding of diverse cultures and languages. The practicing professional will develop and implement newly acquired understanding of strategies, methodologies, and approaches to teaching a second language. Opportunities will be designed to allow the practicing professional to receive feedback and coaching to hone newly acquired skills and abilities through peer coaching models. You may take this course more than once for a maximum of 15.0 units. Credit/no credit grading only. Formerly BLMC 389.

Education

Education-Curriculum and Instruction Course Offerings

EDCI 110 Field Experience with Youth 1.0-2.0 Fa/Spr

Prerequisites: Faculty permission.

Selected experience related to educational and social interaction with youth. Offered for 1.0, 1.5, or 2.0 units. Thirty to 60 hours of interaction with designated youth. Field Experience with Youth may be taken for a maximum of 6.0 units. Sign up at the CAVE office. You may take this course more than once for a maximum of 6.0 units. Credit/no credit grading only. Formerly EDCI 010.

EDCI 210 Education Field Experience 1.0-3.0 Inquire

This course is a field experience offered for 1.0-3.0 units. You must register directly with a supervising faculty member. A field experience in education, designed to introduce students to practical classroom experiences early in their college careers. Regularly scheduled meetings will provide a setting wherein the students can discuss their pre-kindergarten, elementary, secondary, or community college experience in the classroom. A maximum of 3 units may be earned. You may take this course more than once for a maximum of 15.0 units. Credit/no credit grading only. Formerly EDCI 089.

EDCI 411 Professional Strategies for Early Career Teachers 3.0 Fa/Spr

Prerequisites: Admission to the Beginning Teacher Support and Assessment Program (BTSA).

Professional development seminars for new teachers focusing on planning and designing instruction, delivering instruction to all students, organizing and managing the classroom, diagnosing and evaluating student learning and participating as a member of a learning community. Credit/no credit grading only. Formerly EDCI 283.

EDCI 415 Beginning Teacher Support and Assessment Practicum 3.0 Fa/Spr

Prerequisites: Admission to the Beginning Teacher Support and Assessment Program (BTSA).

Professional development for teachers in their first and second years of teaching supported by a collegial coaching relationship. New teachers are guided in reflective practice and self-assessment. You may take this course more than once for a maximum of 15.0 units. Credit/no credit grading only. Formerly EDCI 289.

EDCI 448 Methods and Materials for Environmental Education 3.0 Fa/Spr

Prerequisites: BIOL 342 or GEOS 130 or equivalent.

Experiential-oriented survey of methods and materials for teaching environmental concepts in schools, communities, nature centers, camps, and parks. Exposure to history, theory, philosophy, and goals of environmental education programs. 2.0 hours lecture, 2.0 hours activity. Special fee required; see *The Class Schedule*. Formerly EDCI 251. This course is also offered as RECR 448.

EDCI 601 Curriculum Development and Instructional Design 3.0 Fall

Introduction to current processes and practices of curriculum development, instructional design, implementation, and assessment. Emphasis is on applications of processes to curriculum decision making in districts, schools, and classrooms. Formerly EDCI 336.

EDCI 602 Assessment and Evaluation of Learning 3.0 Fall

Develops an understanding of assessment of learning, focusing on assessment instruments, design of multidimensional assessments, and appropriate use of assessment techniques and the data derived from them. Formerly EDCI 334.

EDCI 611 Analysis of Instruction 3.0 Spring

Applications of principles and practices used in the observation of classroom instruction. The collection and analysis of systematic and objective data are applied to classroom-based inquiry and clinical supervision processes. May be repeated once for credit by National Board Certification candidates with permission of the department graduate coordinator. Formerly EDCI 383.

EDCI 620 Creativity Trends in Education 3.0 Fall

Prerequisites: Faculty permission.

Historical attitudes and associated theories of creativity provide a basis for reviewing current educational models of creativity. Personal creative abilities and techniques for planning, organizing, and implementing K-12 lessons are addressed. The course is cross-curricular in design and provides opportunities for the student to make educational comparisons and discoveries on an academic and personal level. Formerly EDCI 314.

EDCI 621 Art for the Classroom Teacher 3.0 Inquire

This course focuses on the pedagogy of teaching two- and three-dimensional art in the classroom and integrating art with other subjects in the K-12 curriculum. Lesson planning, teaching strategies, and course assignments are aligned with the expectations of state and national arts standards. Special fee required; see *The Class Schedule*. Formerly EDCI 313.

EDCI 622 Curriculum Development and Instruction: Arts 3.0 Inquire

Prerequisites: Faculty permission.

Teaching strategies and activities in the arts that support integration with other curriculum areas. Addresses the many aspects of arts in our world, as well as how these aspects become powerful learning tools for teachers and their students. Examination of current state and national standards. Formerly EDCI 336A.

EDCI 623 Curriculum Development and Instruction: Secondary English 3.0 Inquire

Curriculum development and new instructional practices for teaching English in middle and secondary schools, with emphasis on the teaching of writing. Examination of current state and national practices. Formerly EDCI 336B.

EDCI 624 Curriculum Development and Instruction: Mathematics Education 3.0 Inquire

Teaching and learning of mathematics. Guidelines for developing curriculum and improving instruction in the learning of basic mathematics, problem solving, math investigations, use of current technology, interdisciplinary instruction, and assessment. Each participant will complete a focused investigation designed to enhance his or her mathematics teaching abilities. Examination of current state and national standards. Formerly EDCI 336C.

EDCI 625 Curriculum Development and Instruction: Science 3.0 Inquire

This course focuses on curriculum development theory, techniques, and practices in science education and applications of instructional strategies for improvement of K-12 science learning. Examination of current state and national standards. Formerly EDCI 336D.

EDCI 628 Advanced Classroom Organization and Management 3.0 Inquire

This course explores the proactive and reactive characteristics of a variety of classroom management models. Participants create effective organizational and management systems and learn to diagnose behavior problems. Formerly EDCI 342.

EDCI 630 Community College and Adult Education 3.0 Inquire

History, purpose, infrastructure, successes, and problems of the community college and adult education in the United States. Relationships to the larger context of higher education and profiles of diverse students are explored. Formerly EDCI 322.

EDCI 631 Facilitating Adult Learning 3.0 Inquire

Teaching is an intellectual challenge that involves planning, facilitating, assessing, and reflecting on the process of student learning. Prospective educators learn research-based instructional methods for community college and work place settings, related to their areas of expertise. Formerly EDCI 323.

EDCI 650 Administration of School Media Centers 3.0 Fall

Philosophy and objectives of school media center programs; planning, organizing, administering, and coordinating the program with the curriculum of the school; standards for evaluation of programs; development of automated library systems. Formerly EDCI 355A.

EDCI 651 Organization of Materials 3.0 Fall

Study of the purpose, history, and principles of access to information through bibliographic organization, description, and subject analysis; applications of classification schemes, subject headings, and MARC formats; automated library systems, as applied in school library media centers. Formerly EDCI 355B.

EDCI 652 Information Access 3.0 Spring

Emphasis on search strategies for finding information; selection and evaluation of information sources, multimedia, CD-ROMS, databases; techniques of access to electronic information sources and networks; issues related to information services, the information industry, and information management, as applied in school library media centers. Formerly EDCI 356A.

EDCI 653 Collection Development: Selection and Acquisition of Resources 3.0 Spring

Principles and policies of selection; building and maintaining collections; appraisal and use of bibliographic aids, reviews, and other information sources; the current publishing and media-producing world; censorship and copyright issues. Formerly EDCI 356B.

EDCI 655 Supervised Experience in School Library Media Centers 3.0 Fa/Spr

Prerequisites: EDCI 650 and EDCI 651 or equivalent, faculty permission. Supervised practice in a school library media center for at least 12 hours per week for one semester. Credit/no credit grading only. Formerly EDCI 384.

EDCI 674 Computer Graphics and Presentation in the K-12 Curriculum 3.0 Inquire

This course addresses the creation of graphics and ways of including graphics in a range of presentation formats used in the K-12 curriculum. Participants will use paint and graphic programs, digitize and convert images and formats for the Web, scan, make computer slide presentations, develop hypermedia, and do basic Web page construction for online displays. Formerly EDCI 374.

EDCI 675 Use of Computers and Instructional Media Throughout the Curriculum 3.0 Inquire

Examination of theoretical foundations and practical applications of instructional media, including computers, in schools. Also addresses computer use in teachers' managerial duties. Instructional media is developed and evaluated, including print media, realia, instructional games and simulations, photography, audio and video recordings, models, etc. Formerly EDCI 375.

EDCI 689 Professional Field Experience 3.0 Inquire

Specially designed and supervised field experience activities through coaching or mentoring, appropriate to the level of expertise and profession. Participants enhance competencies related to instruction, curriculum, assessment, and management. You may take this course more than once for a maximum of 15.0 units. Credit/no credit grading only. Formerly EDCI 389.

Education-Foreign/Second Language Course Offerings**EDSL 600 Interaction in the Classroom: Language in the Teaching/Learning Process 1.0 Fall**

Prerequisites: Basic teaching credential or concurrent enrollment in a multiple or single subject Professional Preparation Program, or faculty permission. Examination of communication in the classroom. Focus is on the verbal and non-verbal interaction of teachers and learners and its impact on the instructional process. Formerly EDSL 317.

EDSL 610 Foreign/Second Language Teaching: Methods 3.0 Fa/Spr

Survey of innovative approaches to foreign/second language teaching. An overview of theory and practice in the field, highlighting methods for the development of comprehension and communication skills. Humanistic techniques, teaching the cultural context of language use, and language testing are also included. Formerly EDSL 371.

EDSL 633 Foreign/Second Language Teaching: The Cultural Dimension 3.0 Fa/Spr

This course provides language professionals with an opportunity to examine the cultural dimensions of language teaching and learning. Students investigate context and culture in language teaching, explore ways of addressing culture-related standards, and engage in an in-depth review of research in this area. They also apply their knowledge and skills to enhance interaction and instruction in language classrooms for all learners. Formerly EDSL 633.

EDSL 635 Current Research and Developments in Foreign/Second Language Education 3.0 Spring

Theories of language acquisition and applications of research. This course focuses on linguistic, psychological, sociocultural, historical, and legal bases of foreign language and English as a second language. Formerly EDSL 335F.

EDSL 636 Foreign/Second Language Education: Testing and Assessment Practices 3.0 Spring

Assessment, diagnosis, and evaluation of foreign/second language skills and proficiency. Emphasis on formal and informal assessment techniques. Course is intended primarily for Language Development and Bilingual Specialists, foreign language and ESL teachers. Formerly EDSL 335T.

EDSL 637 Curriculum Development: Foreign Languages/ESL 3.0 Fall

Articulation of curriculum theory and practice in foreign languages and English as a second language. Focus on examination of instructional programs, techniques, and materials as well as classroom organization. Formerly EDSL 337F.

EDSL 696 Teaching International Languages Comprehensive Examination 3.0 Fa/Spr

Preparation for comprehensive examination in Teaching International Languages. Formerly EDSL 396.

Education-Master's Degree Course Offerings**EDMA 603 Foundations of Education for English Learners 3.0 Spring**

Prerequisites: Possess a multiple or single subjects credential or faculty permission. A study of the rationale and history of bilingual education. Foundation aspects of American education include legal, social, political, legislative, financial, and other related topics, with particular emphasis on how these areas interface with bilingual/multicultural issues. Formerly EDMA 303.

EDMA 604 Foundations of Democratic Education 3.0 Fa/Spr

This course examines current and historical issues related to supporting the important relationship between democracy and public education. The concepts of democracy and democratic school and classroom practice are explored. Formerly EDMA 304.

EDMA 605 Seminar in Anthropology in Education 3.0 Inquire

Articulation of cultural anthropology and education. Education viewed as a cultural process. Cross-cultural perspectives for the public school teacher. Formal and informal education as seen in selected ethnographies. The educational institution as an object for anthropological study. Formerly EDMA 305.

EDMA 607 Seminar in Comparative Education 3.0 Inquire

A comparative study of the present educational systems in various parts of the world in terms of aims, methods of support, organizational patterns, curricula, classroom practices, teacher preparation, critical issues, and promising trends. Formerly EDMA 307.

EDMA 610 Introduction to Inquiry in Education 3.0 Fa/Spr

Prerequisites: Experience using computers, faculty permission. This course develops the knowledge and skills educators need as consumers and producers of educational research. Introduction to skills for accessing, comprehending, planning, and conducting educational research and basic statistics. This course should be taken early in the MA degree program. Formerly EDMA 335A.

EDMA 611 Research Seminar in Education 3.0 Fa/Spr

Prerequisites: EDMA 610, faculty permission. Assists in the development of research proposals and the communication of research. Master's candidates gain insight into the conduct of educational research, develop the proposal for their thesis or project, and draft a summary of related previous research. This course should be taken just before beginning a master's thesis or project. Formerly EDMA 335B.

EDMA 696 Synthesizing Experience in Education 3.0 Fa/Spr

Prerequisites: Advancement to candidacy in the MA in Education degree or permission of instructor. A study of the major themes of the MA in Education program. This course is open to all MA students; however, it is a preparation course for the MA in Education comprehensive exam. Students taking the comprehensive exam must register for this course in the final semester of their program. The exam is given as part of the course. Credit/no credit grading only. Formerly EDMA 335C.

EDMA 697 Independent Study 1.0-3.0 Fa/Spr

This course is a graduate-level independent study offered for 1.0-3.0 units. You may take this course more than once for a maximum of 6.0 units. Formerly EDMA 398.

EDMA 698 Special Studies in Education 1.0-3.0 Fa/Spr

This course is for special topics offered for 1.0-3.0 units. Typically the topic is offered on a one-time-only basis and may vary from term to term and be different for different sections. See *The Class Schedule* for the specific topic being offered. You may take this course more than once for a maximum of 9.0 units. Formerly EDMA 397.

EDMA 699P Master's Project 1.0-6.0 Fa/Spr

This course is offered for 1.0-6.0 units. You must register directly with a supervising faculty member. A Master's Project is an alternative terminal project as partial fulfillment of the requirements for a master's degree. In some cases the format of an MA study is most appropriately handled under the designation of project. The project is the creation of a product that has a purpose beyond the study; e.g., handbook, curriculum guide, video tape, video slide presentation, etc. A project requires a bound companion document which explains the project's creation and development. You may take this course more than once for a maximum of 6.0 units. Formerly EDMA 399P.

EDMA 699T Master's Thesis 1.0-6.0 Fa/Spr

This course is offered for 1.0-6.0 units. You must register directly with a supervising faculty member. You may take this course more than once for a maximum of 6.0 units. Formerly EDUC 399.

Education

Education-Reading/Language Arts Course Offerings

RDGL 354 Literature for Young Children 3.0 Inquire

An introductory survey of stories and poetry appropriate for pre-school children and children in the early primary grades. Techniques of teaching and presentation. Attention to the relationship between developmental characteristics of young children and appropriate experience with literature. Recommended for majors in Child Development and students specializing in early childhood education. Formerly RDGL 154A.

RDGL 540 Reading Competence Practicum 3.0 Fa/Spr

Multiple Subject Credential candidates review reading education and prepare for the California Reading Instruction Competence Assessment (RICA) exam. Course curriculum focuses on the California Reading Standards and RICA domains. You may take this course more than once for a maximum of 6.0 units. Credit/no credit grading only. Formerly RDGL 250.

RDGL 554 Literature for Children 3.0 Fa/Spr

A study and critical examination of traditional and modern literature appropriate for the elementary school; criteria for curriculum development; teaching literature to children. Recommended for Multiple Subject credential candidates. Formerly RDGL 254A.

RDGL 556 Literature for Adolescents 3.0 Inquire

A critical examination of traditional and modern literature appropriate for secondary schools; development of curriculum in literature; approaches to teaching selected literary works. Formerly RDGL 254B.

RDGL 557 Literature for a Multicultural World 3.0 Fall

Multicultural literature is central to helping students understand themselves and the world in which they live. This survey course will address how to identify, select, and evaluate appropriate literature. This course will include study of how to implement and use multicultural books with children who are native English speakers as well as those who are English language learners. Intended for those interested in teaching at elementary, middle, and high schools. Formerly RDGL 254M.

RDGL 618 Integrated Language Arts 3.0 Inquire

Strategies for implementing a language arts program that integrates reading, writing, speaking, and listening. Study of current theory and practice of teaching language arts. Includes study of State of California English-language Arts and Reading Frameworks. Appropriate for Liberal Studies students, graduate students in Education, and teachers in the field. Formerly RDGL 318.

RDGL 654 Seminar in Literature for Children 3.0 Inquire

Prerequisites: RDGL 554 or teaching experience. For the advanced student wishing to pursue research in the field of literature for children; problems of curriculum development; cooperative roles of teachers and librarians. Formerly RDGL 354A.

RDGL 657 Books for Young Adults 3.0 Inquire

Designed and recommended for junior and senior high school teachers, reading specialists, and librarians who want to become familiar with the books and magazines popular with young adults today. Seminar will cover the young adult novel, transition books, and selected types of adult fiction. Guidelines, policies, sources, and trends relating to choosing books for young adults will be included. This course has been approved for the Library Services program. Formerly RDGL 357B.

RDGL 658 Seminar in Teaching Content Reading Skills 3.0 Inquire

Examination of the professional literature, practices, and materials for science, math, social sciences, etc. The course content will focus on informal assessment instruments and techniques, teaching content vocabulary, study techniques for improving comprehension, and reading versatility. Appropriate for teachers of grades 4-14. 2.0 hours seminar, 2.0 hours activity. Formerly RDGL 358.

RDGL 659 Methods and Materials for Elementary School Reading Instruction 3.0 Inquire

Prerequisites: Completion of teacher education program. Examination in depth of various methods and materials for teaching reading in the elementary school. Evaluation of outcomes of reading programs. Supervised practice in specific techniques. Analysis of ways to integrate the four language arts as well as the various methods and materials. 2.0 hours seminar, 2.0 hours activity. Formerly RDGL 359.

RDGL 660 Introduction to Major Issues in the Teaching of Reading 3.0 Fall

Prerequisites: RDGL 658 or RDGL 659 or faculty permission. Survey of current theory and research related to reading, thinking, and learning as it pertains to principles and practices of teaching reading/language arts to learners in grades K-14. This course provides experience in locating, using, and analyzing selected professional literature and teaching materials. 2.0 hours seminar, 2.0 hours activity. Formerly RDGL 360.

RDGL 661 Seminar in Individual Diagnosis in Reading 3.0 Fall

Prerequisites: Faculty permission. Analysis of selected individual tests of reading and reading-related abilities. Evaluation of selected case studies. Introduction to selected interview techniques and interpersonal skills needed in working with students, teachers, families, school psychologists, and other school personnel concerned with the testing of individuals and groups of students. Supervised practice in selecting, constructing, administering, and interpreting individual measures of reading ability. Formerly RDGL 361A.

RDGL 662 Advanced Seminar: Curriculum and Research in Reading 3.0 Spring

Evaluation and critique of research literature on the teaching of reading, with emphasis on psychological factors and principles of learning in reading instruction. Recommended for the reading consultant, specialist, or supervisor. Formerly RDGL 362.

RDGL 663 Seminar in New Trends in Teaching Reading 3.0 Inquire

Review of current literature, and examination and evaluation of current methods and materials in teaching reading; a study of controversial issues in reading instruction. For administrators, supervisors, consultants, and the experienced teacher. Formerly RDGL 363.

RDGL 664 Seminar in Classroom Reading Diagnosis and Remediation 3.0 Fa/Spr

Prerequisites: RDGL 658 or RDGL 659. A critical examination of remedial techniques and materials used in teaching. An examination of the relationships between evaluation of reading test results and instructional practices. 2.0 hours seminar, 2.0 hours activity. Formerly RDGL 364.

RDGL 665 Techniques and Materials for Individual Instruction in Reading 3.0 Spring

Prerequisites: Faculty permission. Evaluation of practices and materials suitable for teaching reading to individuals of all ages, preschool through adult, and at all levels of ability — clinical, remedial, corrective, developmental, and gifted. Emphasis on how to match instruction to the abilities of the individual learner. Formerly RDGL 361B.

RDGL 666 Clinical Practice in Reading: Diagnosis 1.0-3.0 EachTrm

Prerequisites: Faculty permission. This course is offered for 1.0-3.0 units. Supervised practice in the diagnosis of individuals with reading difficulties; use of standardized and informal measures of reading-related abilities; writing case reports; developing skills for working with school personnel, family members, and individual students; conducting parent and school conferences; ethics of clinical practice. May be used toward a master's degree or Reading Specialist Credential. You may take this course more than once for a maximum of 6.0 units. Formerly RDGL 361E.

RDGL 667 Clinical Practice in Reading: Instruction 1.0-3.0 EachTrm

Prerequisites: Faculty permission. This course is offered for 1.0-3.0 units. Supervised practice in the instruction of individuals with reading difficulties; use of selected materials and methods based on diagnosed abilities and interests; use of clinical case reports; practice in conducting parent and school conferences; study of individual case progress with other professionals; writing of tutorial reports and recommendations for use by the home and school. May be used toward a master's degree or Reading Specialist Credential. You may take this course more than once for a maximum of 3.0 units. Formerly RDGL 361H.

RDGL 689 Internship in Teaching of Reading 3.0 Fa/Spr

Prerequisites: Faculty permission. Supervised internship in selected aspects of reading development, including diagnostic practices, administration, supervision, and design of reading curriculum in schools; evaluation, in-service leadership, and treatment of reading problems. Formerly RDGL 389R.

Education-Special Education Course Offerings

SPED 343 Overview of Special Education 3.0 Fa/Spr

This is a survey course recommended for students interested in all types of exceptional learners and a prerequisite to professional preparation programs in the Department of Professional Studies in Education. Content includes (1) an overview of the characteristics, identification, and educational needs of special populations, (2) social, familial, biological, historical, cultural, economic, political, and legal contexts in which special education occurs, and (3) characteristics of effective programs. Includes a service learning experience. Formerly SPED 143.

SPED 516 Teaching the Gifted and Talented Student (GATE) 3.0 Inquire

Prerequisites: Teaching, counseling, or administrative credential. Addresses requirements of legislature related to the gifted and talented, giving attention to the "differentiated competencies" of teachers, counselors, and administrators who work with gifted students (K-12). Additional emphases: characteristics of gifted students, suitable learning models, components of "qualitatively different" curriculum, and integration of gifted students into regular classrooms. Formerly SPED 216G.

SPED 530 Practicum - Special Education 3.0 Fa/Spr

Prerequisites: Admission to Special Education Professional Preparation Program or faculty permission. Practicum experience in special education settings. Early development of teaching skills and knowledge, assessing needs of the exceptional student and his/her academic progress, adapting classroom management techniques, and participating in collaborative activities. Credit/no credit grading only. Formerly SPED 285E.

SPED 531 Student Teaching - Mild/Moderate Disabilities 5.0 Fa/Spr

Prerequisites: Completion of generic component of the Special Education Program and faculty permission. Enrollee participates in, and gradually assumes full responsibility for, instruction of students with mild/moderate disabilities. Credit/no credit grading only. Formerly SPED 285M.

SPED 532 Supervised/Student Teaching - Moderate/Severe Disabilities 8.0 Fa/Spr

Prerequisites: Admission to Special Education Preparation program, completion of generic component of the Special Education program, faculty permission. Enrollee participates in, and assumes full responsibility for, instruction of students with moderate/severe disabilities. Credit/no credit grading only. Formerly SPED 285S.

SPED 533 Student Teaching - Moderate/Severe Disabilities 5.0 Fa/Spr

Prerequisites: Completion of generic component of the Special Education Program and faculty permission. Enrollee participates in, and gradually assumes responsibility for, instruction of students with moderate/severe disabilities. Credit/no credit grading only. Formerly SPED 285U.

SPED 534 Field Experience - General and Special Education 1.0 Fa/Spr

Prerequisites: Admission to Special Education professional preparation program or faculty permission. Students enrolled in this course will participate in introductory field experiences in general and special education classroom settings. The course will include guided observations and exposure to varied educational environments and practices in teaching to diversity, and participating in special education and integrated regular education settings, pre-school to adult levels. Settings include programs in schools and agencies that provide services to students of six categories of exceptionalities, including those from culturally and linguistically diverse populations. 2.0 hours activity. You may take this course more than once for a maximum of 15.0 units. Formerly SPED 289A.

SPED 535 Mentored Support/Induction and Professional Assessment 3.0 Fa/Spr

Prerequisites: Faculty permission. Guidance, support, and assistance for special education interns and Level II candidates. University adviser facilitates the local support network and functions as a resource and communication link among candidates, support providers, and university faculty. You may take this course more than once for a maximum of 15.0 units. Credit/no credit grading only. Formerly SPED 289I.

SPED 536 Advanced Curriculum Content — Mild/Moderate 3.0 Inquire

Prerequisites: Admission to Special Education Level II program or faculty permission. Identification of effective models and strategies for teaching students with mild/moderate disabilities based upon data-based decision making. Content is individualized to address professional Level II standards for Mild/Moderate Specific Emphasis. Formerly SPED 346M.

SPED 537 Curriculum and Instruction — Moderate/Severe Disabilities 3.0 Fall

Prerequisites: Admission to and satisfactory progress in special education preparation program or faculty permission. Curricula, instructional models, methods, and materials for students with moderate/severe disabilities. Study of techniques for developing programs that are critical, functional, and comprehensive across life skills, community, vocational, social, and cognitive domains. Emphases on individualized learning styles, use of adaptations and instruction in integrated natural environments. Formerly SPED 346S.

SPED 538 Instructional Strategies for the Behaviorally and Emotionally Disturbed 3.0 Fall

Prerequisites: Admission to Special Education Level II program or faculty permission. Legal issues of eligibility, assessment, and placement of students with serious emotional and behavioral needs; identification and research on effective service delivery models; instructional strategies and curriculum materials for teaching students with behavioral and emotional disturbances. Formerly SPED 346T.

SPED 539 Advanced Curriculum Content: Moderate/Severe Disabilities 3.0 Fa/Spr

Prerequisites: Admission to Special Education Level II program or faculty permission. The contents of this course are based on the following Education Specialist Credential Level II Standards: databased decision making; advanced behavioral, emotional, environmental supports; development of specific emphasis in moderate/severe disabilities. Formerly SPED 346U.

SPED 540 Transition, Vocational, and Career Education 2.0 Inquire

Prerequisites: Admission to Special Education Level II Program or faculty permission. Emphasizes the vocational needs of the special student from pre-school through adult. Includes assessment, curriculum, regulations, IEP content, and multi-agency involvement. Formerly SPED 346V.

SPED 541 Seminar for M.A., Special Education Option 3.0 Inquire

Prerequisites: Admission to Special Education Master's Program or faculty permission. A seminar on the critical issues and practices in the treatment and education of persons with disabilities. M.A. candidates are assisted in defining and developing their contribution to scholarship in this field. Formerly SPED 348A.

SPED 542 Consultation and Staff Development 3.0 Fa/Spr

Prerequisites: Admission to Special Education Level II program or Reading Specialist program or instructor permission. Knowledge and skills required of specialist in consultant and staff developer roles. Communication, assessment, case management, referral, resource, career awareness, and interpersonal skills related to these roles. Formal process of consultation and problem solving for behavioral and academic interventions. Formerly SPED 348J.

SPED 543 Mainstreaming 3.0 Fa/Spr

Overview of history, trends, and legal mandates concerning mainstreaming. Alternative forms of mainstreaming and use of specialized curriculum and strategies for the exceptional child in the regular classroom. Review of research and evaluation of mainstreaming. Formerly SPED 343.

SPED 550 Field Experience - Early Childhood Special Education 6.0 Fa/Spr

Prerequisites: Faculty permission. Candidates work with pupils with disabilities within a variety of early childhood settings, from birth through pre-kindergarten. Credit/no credit grading only. Formerly SPED 285R.

SPED 551 Curriculum, Instruction, and Programming in Early Childhood Special Education 3.0 Inquire

Prerequisites: Completion of Level I Special Education Program or faculty permission. Introduction to various curricula, instructional models, methods, and materials, and materials for early childhood special education population. Formerly SPED 346R.

SPED 552 Issues in Development and Assessment in Early Childhood Special Education 3.0 Inquire

Prerequisites: SPED 551. Study and application of best practices in child assessment, birth through pre-kindergarten, curriculum and intervention. Formerly SPED 347R.

Education

- SPED 560 General and Special Education Methods for Teaching Mathematics** 2.0 Fall
 Prerequisites: Admission to Special Education professional preparation program or faculty permission.
 This course focuses on strategies and methodologies of elementary school instruction in mathematics for general and special education. Prospective teachers examine relevant learning theory, practices, current research, recommendations, and state and national standards and framework documents pertaining to mathematics instruction. Included are strategies integrating modern technologies, problem solving, and manipulations. Practice in writing, delivering, and evaluating mathematics lessons and utilizing appropriate assessment practices. Formerly SPED 229A.
- SPED 561 Curriculum and Instruction: Emphases for Inclusive Settings** 3.0 Fa/Spr
 Prerequisites: SPED 343. Recommended: senior standing.
 This course focuses on the principles and practices of elementary school instruction in language arts, fine arts, mathematics, science, and social studies and national and state curriculum and subject matter standards. It includes selecting appropriate instructional strategies, lesson planning, assessment, service learning, writing goals and objectives, and methods for enhancing critical thinking and content area reading skills to meet the educational needs of culturally and linguistically diverse students. ABC/no credit grading only. Formerly SPED 229B.
- SPED 562 Methods for Teaching Science/Social Science/Arts: General and Special Education** 3.0 Fall
 Prerequisites: Admission to Special Education teacher preparation program or faculty permission.
 This course addresses the major themes and basic fields of study underlying science, social science, and fine arts, K-6, and includes the instructional strategies, materials, and assessment formats that allow students to investigate areas of study. Fields of science history/social science and fine arts include the content standards for California public schools, current research, and national curriculum documents. Formerly SPED 229D.
- SPED 563 Collaboration in Education and the Helping Professions** 2.0 Fa/Spr
 Prerequisites: SPED 343, SPED 569. Senior standing is recommended.
 Roles and relationships of families and professionals involved in the special education service delivery process. Emphasis on developing professional communication with administrators, regular education personnel, specialists, paraprofessionals, district personnel. Pre-referral services and interactions, student study/student success teams, IEP/ITP teams and co-teaching models. For child development majors, an additional unit of internship credit is recommended. Formerly SPED 244C.
- SPED 564 Management of Learning Environments** 2.0 Spring
 Prerequisites: SPED 343, SPED 569. Recommended: senior standing.
 This course focuses on the management of safe and effective learning environments and facilitates positive self-esteem and self-advocacy for all learners. It includes knowledge of behavior management models, varying communication styles that impact learning and strategies for promoting behavior that is positive and self-regulatory. Formerly SPED 245A.
- SPED 565 Behavior Management** 2.0 Fall
 Prerequisites: SPED 564 and admission to Special Education professional preparation program.
 This course focuses on establishing and maintaining an educational environment where interventions are positive, proactive, and respectful of students. It includes the knowledge and skills in designing and implementing positive behavior support plans and intervention based on functional analysis assessments. Formerly SPED 245B.
- SPED 566 Student Teaching - Multiple Subject** 8.0 Fa/Spr
 Prerequisites: Admission to Special Education Preparation Program or faculty permission.
 Student teaching experiences in general education, cross-cultural settings. Development of teaching skills and knowledge, including assuming responsibility for total class instruction, assessing diverse student needs, implementing classroom management techniques, designing and implementing lesson plans and units of instruction, and participating in collaborative professional school activities. Formerly SPED 285F.
- SPED 567 Supervised/Student Teaching - Mild/Moderate Disabilities** 8.0 Fa/Spr
 Prerequisites: Admission to Special Education Preparation Program, completion of generic component of the Special Education Program, faculty permission.
 Enrollee participates in, and gradually assumes full responsibility for, instruction of students with mild/moderate disabilities. Credit/no credit grading only. Formerly SPED 285L.
- SPED 568 Fieldwork - General Education** 3.0 Fa/Spr
 Prerequisites: Admission to Special Education Professional Preparation program or faculty permission.
 Field practicum in general education cross-cultural setting. Development of awareness of the general education curriculum, instruction, and management, teaching skills and knowledge, assessing diverse student needs and academic progress, adapting classroom management techniques, and participating in collaborative activities. Credit/no credit grading only. Formerly SPED 285T.
- SPED 569 Field Experience - General and Special Education** 3.0 Fa/Spr
 Prerequisites: Concurrent enrollment in or prior completion of SPED 343.
 Students enrolled in this course will participate in introductory field experiences in general and special education classroom settings. The course will include guided observations and exposure to varied educational environments and practices in teaching to diversity, and participating in special education and integrated regular education settings, pre-school to adult levels. Settings include programs in schools and agencies that provide services to students of six categories of exceptionalities, including those from culturally and linguistically diverse populations. You may take this course more than once for a maximum of 15.0 units. ABC/no credit grading only. Formerly SPED 289C.
- SPED 570 Home/School/Community Relations in General and Special Education** 2.0 Spring
 Prerequisites: Admission to and satisfactory progress in special education preparation program or faculty permission.
 Development of conferencing, guidance, and referral skills for use with students and their families. Development of sensitivity to multicultural, community-based and socio-economic factors involved in serving the individual and family. Formerly SPED 344H.
- SPED 571 Technology in Specialized Instruction** 2.0 Spring
 Prerequisites: Admission to and satisfactory progress in special education preparation program or faculty permission.
 Principles and practices of the use of technology in the classroom including distance communication; selecting appropriate hardware and software for assessment and data collection purposes; instructional strategies, the enhancement of critical thinking and problem solving skills, and assistive technology to meet the needs of students with disabilities. Credit/no credit grading only. Formerly SPED 346C.
- SPED 572 Curriculum and Instruction — Mild/Moderate Disabilities** 3.0 Fa/Spr
 Prerequisites: Admission to and satisfactory progress in special education preparation program or faculty permission.
 Curriculum, instructional models, methods, and materials for students with mild/moderate disabilities. Modifications of core curriculum and instructional approaches used in specialized or generalized settings. Formerly SPED 346L.
- SPED 573 Laws and Regulations in Special Education** 1.0 Spring
 Prerequisites: Admission to, and satisfactory progress in, Special Education preparation program or faculty permission.
 This course is designed to develop understanding and application of laws and regulations which relate specifically to federal, state, and local master plan compliance requirements in special education. You may take this course more than once for a maximum of 3.0 units. Formerly SPED 348C.
- SPED 590 Intern Preservice and Orientation** 1.0 Fa/Spr
 Preservice for special education interns. Orientation to on-the-job training program, philosophy and goals. Introduction to special education legislation, structures, content. Practice in planning and managing a special education classroom and in maintaining student files. Credit/no credit grading only. Formerly SPED 284.
- SPED 591 Collaboration in Education** 3.0 Spring
 Prerequisites: Admission to Special Education Professional Preparation program or faculty permission.
 Roles and relationships of families and professionals involved in the special education service delivery process. Emphasis on developing professional communication with administrators, general education personnel, specialists, paraprofessionals, district personnel. Pre-referral services and interactions, student study/student success teams, IEP/ITP teams and co-teaching models. Development of conferencing, guidance and referral skills for use with students with disabilities and their families. Development of sensitivity to multicultural, community-based, and socio-economic factors involved in serving the individual and family. ABC/no credit grading only. Formerly SPED 344C.

SPED 592 Classroom Management for Individuals with Exceptional Needs 3.0 Fa/Spr

Prerequisites: Admission to and satisfactory progress in special education preparation program or faculty permission.

This course is designed to provide participants with an in-depth examination of basic behavioral theory and principles of learning as they apply to classroom management of exceptional students. You may take this course more than once for a maximum of 6.0 units. Formerly SPED 345.

Education-Teacher Education Course Offerings**EDTE 145 Prospective Teachers 3.0 Fa/Spr**

This course is designed to help students discover the ideas and realities that make professional education at the same time very challenging and highly rewarding. Students engage in the study of schooling that includes child and adolescent development, teachers' roles and responsibilities, and the culture of schools in a changing society. Students also observe and participate in the real world of the classroom, examining and trying concepts and theories in the day-to-day light of the school classroom. It is offered through the High School Scholars program. 6.0 hours activity. You may take this course more than once for a maximum of 6.0 units. Formerly EDTE 050.

EDTE 150 Integrated Teacher CORE: K-12 Literacy Experience 2.0 Fa/Spr

This is an early field experience course for university students exploring teaching as a career. It prepares students to assist classroom teachers as tutors. Students are placed as volunteer tutors in area schools; emphasis is on literacy and reading education. Guidance is provided to help students make important connections between academic studies, personal, social and emotional growth, and life in the K-12 school. This course is associated with the Integrated Teacher CORE program. 4.0 hours activity. You may take this course more than once for a maximum of 4.0 units. Credit/no credit grading only. Formerly EDTE 055.

EDTE 250 Integrated Teacher CORE: K-12 Math Experience 1.0 Fa/Spr

This is an early field experience course for university students exploring teaching as a career. Students are placed in area schools; emphasis is on math education. Guidance is provided to help students make important connections between academic studies, personal, social and emotional growth, and life in the K-12 school. This course is associated with the Integrated Teacher CORE program. 2.0 hours activity. You may take this course more than once for a maximum of 4.0 units. Credit/no credit grading only. Formerly EDTE 060.

EDTE 255 Introductory Classroom Experience 2.0 Fa/Spr

Prospective teachers acquire planned, structured observations and experiences in K-12 classrooms. Placements are made in selected schools and classrooms that demonstrate exemplary practice as described in the California Standards for the Teaching Profession and represent California's diverse student population. Dialog/discussion sessions assist prospective teachers in making connections between subject matter courses, personal, social and emotional growth, and life in the K-12 schools. Prospective teachers are encouraged to begin introductory school experiences as early as possible in the subject matter program. You may take this course more than once for a maximum of 8.0 units. Credit/no credit grading only. Formerly EDTE 065.

EDTE 301 Democracy and Public Schooling in America 2.0 EachTrm

This course enhances awareness of the historical foundation, issues, and challenges of American public education within the context of a democratic society. The teacher candidate is assisted in developing, clarifying, and evaluating educational values and positions with the expressed purpose of becoming an active participant in determining the current and future direction of American public education. ABC/no credit grading only. Formerly EDUC 100.

EDTE 302 Access and Equity in Education 3.0 Fa/Spr

Prospective teachers examine socio-political issues of education relative to current demographics of California schools, integration of multicultural education, and promotion of social justice. Candidates identify, analyze, and minimize personal and institutional bias and explore the complexities of living and teaching in a pluralistic, multicultural society. Candidates identify barriers English Learners experience in becoming full participants in the school program and strategies for assisting students in overcoming these barriers. Formerly EDUC 102.

EDTE 440 Practicum in Multilingual/Multicultural Classroom Settings 3.0 Fa/Spr

Prerequisites: Forty-five hours of early classroom experience in culturally and linguistically diverse setting; submission of early Professional Preparation Program application packet; and approval of program faculty.

This course facilitates observation of and engagement in multiple teaching tasks under the apprenticeship of classroom teachers and a peer mentor. Student teachers in the last assignment of their professional preparation program act as peer mentors to course participants. Students in this course begin to develop a framework for basic lessons and unit design. Prospective teachers examine California's current recommendations for educational reform as they affect culturally and linguistically diverse populations. This course assists students in the transition from their undergraduate program into the professional preparation program. 2.0 hours seminar, 2.0 hours activity. You may take this course more than once for a maximum of 15.0 units. Formerly EDTE 289C.

EDTE 520 Fundamentals of Teaching Practice 3.0 EachTrm

Teaching is an intellectual challenge that involves planning, facilitating, and reflecting on the process of student learning. Teacher candidates develop strategies necessary to create safe and structured learning environments and explore relationships among curriculum, instruction, assessment, and classroom climate to meet the needs of a diverse student population within a democratic society. This is a Multiple Subject Program course and is not applicable to a master's degree. ABC/no credit grading only. Formerly EDTE 225A.

EDTE 521 Early Reading and Literacy Development in a Multi-Lingual/Cross-Cultural Setting 3.0 EachTrm

At the center of a working democracy is a literate population. This course provides a substantive, research-based approach to deliver and assess a comprehensive program of early (grades K-3) reading, literacy development, and related language arts instruction that is aligned with the California English Language Arts Academic Content Standards and the Reading/Language Arts Framework. Teacher candidates are introduced to the best practices associated with developing diverse students' concepts about print, phoneme awareness, phonics knowledge, writing, spelling, reading fluency, and comprehension. Teacher candidates learn to use assessment tools to inform their instructional planning, text selection, and instructional approach. This is a Multiple Subject Program course and is not applicable to a master's degree. ABC/no credit grading only. Formerly EDTE 225C.

EDTE 522 Reading Comprehension and Content Area Literacy in the Multi-Lingual/Cross-Cultural Setting 3.0 EachTrm

This course provides a substantive, research-based approach to deliver and assess a comprehensive program of systematic reading, writing, and related language arts instruction (grades 4-8) that is aligned with the state adopted English Language Arts Academic Content Standards for Students and the Reading/Language Arts Framework. Teacher candidates study reading and language arts methods in the context of democratic practices that include reading comprehension strategies instruction, a strong literature component; strategies that promote and guide pupil independent reading; and instructional approaches that incorporate listening, speaking, reading, and writing for children in multilingual, cross-cultural classrooms. This is a Multiple Subject Program course and is not applicable to a master's degree. ABC/no credit grading only. Formerly EDTE 225D.

EDTE 523 Curriculum Theory and Practice: Math and the Arts 3.0 EachTrm

This course examines the principles and practices for elementary school instruction in mathematics and in the arts within the context of democratic classroom practice. It includes the selection and implementation of appropriate instructional strategies, resources, and materials, and the use of electronic teaching technologies that are aligned with state and national content standards to meet the educational needs of diverse student populations. This is a Multiple Subject Program course and is not applicable to a master's degree. ABC/no credit grading only. Formerly EDTE 225G.

EDTE 524 Curriculum Theory and Practice: Science and Social Studies 3.0 EachTrm

This course examines the principles and practices for elementary school instruction in science and social studies within the context of democratic classroom practice. It includes the selection and implementation of appropriate instructional strategies, resources, and materials, and the use of electronic teaching technologies that are aligned with state and national content standards to meet the educational needs of diverse student populations. This is a Multiple Subject Program course and is not applicable to a master's degree. ABC/no credit grading only. Formerly EDTE 225H.

Education

EDTE 525 Teaching Practicum I 3.0 Fa/Spr

Prerequisites: Admission to the Department of Education Multiple Subject Program and completion of Block One courses.

This first of two teaching practica provides a developmental sequence of carefully planned substantive, supervised field experiences in the K-8 classroom, including opportunities to observe and apply democratic practices. Teacher candidate placements are determined through the university and colleagues in cooperating K-8 schools. This is a Multiple Subject Program course and is not applicable to a master's degree. Formerly EDTE 225F.

EDTE 526 Teaching with Technology 1.0 Fa/Spr

This course addresses the prudent, efficient, and appropriate uses of computer technology, communication tools, and electronic information management as they relate to the teaching and learning process in the K-12 setting. This is a Multiple Subject Program course and is not applicable to a master's degree. ABC/no credit grading only. Formerly EDTE 225B.

EDTE 527 Teaching Special Populations 2.0 EachTrm

This course focuses on legal mandates and practical instructional strategies for general education instructors working with the exceptional student. Content includes the general education teacher's obligations under IDEA and ADA, the nature and range of exceptional students, models within schools for supporting special populations and selection of appropriate instructional materials and teaching strategies. The course addresses teachers' attitudes toward inclusion and emphasizes the development of a positive climate of instruction for all special populations in the general classroom. This is a Multiple Subject Program course and is not applicable to a master's degree. ABC/no credit grading only. Formerly EDTE 225E.

EDTE 528 Applications for Democratic Education 2.0 EachTrm

Prerequisites: Capstone course to be taken in the final semester of the program. To meet the needs of students in a democratic society, teachers must be change agents in their schools and communities. This capstone course advances teacher candidates' knowledge and skills in creating curricular projects that promote authentic democratic practices in the classroom, school, and community. This is a Multiple Subject Program course and is not applicable to a master's degree. ABC/no credit grading only. Formerly EDTE 225R.

EDTE 529 Teaching Practicum II 12.0 Fa/Spr

Prerequisites: Successful completion of Practicum I (EDTE 525).

This second course in teaching practica continues the sequence of carefully planned substantive, supervised field experiences in the K-8 classroom. Teacher candidate placements are determined through a collaborative effort of the university and colleagues in cooperating K-8 schools. This is a Multiple Subject Program course and is not applicable to a master's degree. Credit/no credit grading only. Formerly EDTE 225S.

EDTE 530 Fundamentals of Teaching Practice 3.0 EachTrm

Teaching is an intellectual challenge that involves planning, facilitating, and reflecting on the process of student learning. Teacher candidates develop strategies necessary to create safe and structured learning environments and explore relationships among curriculum, instruction, assessment, and classroom climate to meet the needs of a diverse student population within a democratic society. This is a Single Subject Program course and is not applicable to a master's degree. ABC/no credit grading only. Formerly EDTE 230A.

EDTE 531 Teaching with Technology 1.0 Fa/Spr

This course addresses the prudent, efficient, and appropriate uses of computer technology, communication tools, and electronic information management as they relate to the teaching and learning process in the K-12 setting. This is a Single Subject Program course and is not applicable to a master's degree. ABC/no credit grading only. Formerly EDTE 230B.

EDTE 532 Literacy Development 3.0 EachTrm

This course examines issues of language and literacy development for first and second language learners with an emphasis on the adolescent learner. Theory and research on the effects of prior knowledge, motivation, and culture on reading and writing are addressed. Specific reading, writing, speaking, and listening strategies to support comprehension of academic content by diverse student populations are emphasized. Assessment techniques specific to literacy development are explored. The central theme of the course is helping students (grades 7-12) become strategic readers and critical consumers of information in a democratic society. This is a Single Subject Program course and is not applicable to a master's degree. ABC/no credit grading only. Formerly EDTE 230C.

EDTE 533 Subject Area Pedagogy I 3.0 EachTrm

This course assists teacher candidates in applying democratic practices to subject matter content as they develop their skills in planning, facilitating, and assessing student learning in their selected disciplines. Teacher candidates design short-term and long-term curricula to deliver content-specific instruction that is consistent with the state-adopted academic content standards and the basic principles and primary values of the underlying disciplines. They consider various instructional designs, create engaging experiences for all learners, and develop content-appropriate methods of assessing student learning. This is a Single Subject Program course and is not applicable to a master's degree. ABC/no credit grading only. Formerly EDTE 230D.

EDTE 534 Teaching Special Populations 2.0 EachTrm

This course focuses on legal mandates and practical instructional strategies for general education instructors working with the exceptional student. Content includes the general education teachers' obligations under IDEA and ADA, the nature and range of exceptional students, models within schools for supporting special populations and selection of appropriate instructional materials and teaching strategies. The course addresses teachers' attitudes toward inclusion and emphasizes the development of a positive climate of instruction for all special populations in the general classroom. This is a Single Subject Program course and is not applicable to a master's degree. ABC/no credit grading only. Formerly EDTE 230E.

EDTE 535 Teaching Practicum I 3.0 Fa/Spr

Prerequisites: Admission to the Department of Education Single Subject Program and completion of Block One courses.

This first of two teaching practica provides a developmental sequence of carefully planned substantive, supervised field experiences in the 7-12 grade classroom, including opportunities to observe and apply democratic practices. Teacher candidate placements are determined through a collaborative effort of the university and colleagues in cooperating 7-12 grade schools. This course is a Single Subject Program course and is not applicable to a master's degree. Credit/no credit grading only. Formerly EDTE 230F.

EDTE 536 Subject Area Pedagogy II 3.0 Fa/Spr

This course increases the candidates' awareness and understanding of issues, trends, challenges, and democratic practices of their selected areas of specialization. Teacher candidates advance their knowledge and skills in teaching academic content standards-based curriculum in the subject area guided by multiple measures of assessing student learning. They make and reflect on instructional decisions informed by educational theories and research, state-adopted materials and frameworks, and consultations with other professionals. This course is a Single Subject Program course and is not applicable to a master's degree. ABC/no credit grading only. Formerly EDTE 230G.

EDTE 537 Applications for Democratic Education 2.0 Fa/Spr

Prerequisites: Capstone course to be taken in the final semester of the program.

To meet the needs of students in a democratic and diverse society, teachers must be change agents in their school and community. This capstone course advances candidates' knowledge and skills in developing applications for authentic democratic classroom and school practice. This course is a Single Subject Program course and is not applicable to a master's degree. ABC/no credit grading only. Formerly EDTE 230R.

EDTE 538 Teaching Practicum II 12.0 Fa/Spr

Prerequisites: Successful completion of Practicum I (EDTE 535).

This second course in teaching practica continues the sequence of carefully planned substantive, supervised field experiences in the 7-12 grade classroom. Teacher candidate placements are determined through a collaborative effort of the university and colleagues in cooperating 7-12 grade schools. This is a Single Subject Program course and is not applicable to a master's degree. Credit/no credit grading only. Formerly EDTE 230S.

EDTE 570 Creating and Maintaining a Supportive Learning Environment 2.0 Fa/Spr

Prerequisites: Admission to a Professional Education Program.

This course prepares teacher education candidates to develop a conceptual framework for implementing various instructional and classroom management strategies that support the educational, social, and emotional needs of students. ABC/no credit grading only. Formerly EDTE 229A. This course is also offered as EDTE 246A.

- EDTE 571 Curriculum Development and Instructional Strategies** 3.0 Fall
Prerequisites: Admission to a Professional Education Program.
This course provides an introduction to planning and delivering content specific instruction based on the academic content standards for students and curriculum frameworks in the major subject areas of mathematics and science, physical education and health. Candidates learn and begin to understand the appropriate use of computer-based technology for information collection, analysis, and management in the instructional settings. ABC/no credit grading only. Formerly EDTE 229B. This course is also offered as EDTE 581.
- EDTE 572 Teaching Reading/Language Arts in Self-Contained Classrooms** 4.0 Fall
Prerequisites: Admission to a Professional Education Program.
This course provides substantive, research-based instruction that builds the theoretical and practical knowledge base. This enables candidates to deliver a comprehensive program of systematic instruction in reading, writing, and related language arts that is aligned with the California English Language Arts Academic Contents Standards for Students. Candidates examine issues of English language development and select appropriate strategies and materials for students, including those from diverse cultural and linguistic backgrounds. ABC/no credit grading only. Formerly EDTE 229C.
- EDTE 573 Teaching English Learners: Literacy and Academic Access** 3.0 Fall
Prerequisites: Admission to a Professional Education Program.
Prospective K-12 teachers study pedagogical theories, principles, and practices for English Language acquisition and development. The effects of prior knowledge and culture on reading and writing are explored. Reading and writing strategies to promote students' access to, and achievement in, the academic content standards are addressed. Candidates utilize assessment information to diagnose students' language abilities and to design lessons that foster receptive and productive language processes. ABC/no credit grading only. Formerly EDTE 229D.
- EDTE 574 Teaching in Inclusive Settings: Preparing to Teach Special Populations in the General Education Settings** 1.0 Spring
Prerequisites: Admission to a Professional Education Program and successful completion of EDTE 570, EDTE 571, EDTE 572, EDTE 573, EDTE 575.
This course focuses on relevant state and federal laws pertaining to the education of exceptional populations as well as the selection and use of instructional strategies and technologies for those populations. Basic information is provided relative to the IEP process, including identification, referral, assessment, exit procedures, IEP planning and meeting, and implementation and evaluation. ABC/no credit grading only. Formerly EDTE 229E.
- EDTE 575 Field Experience** 4.0 Fall
Prerequisites: Admission to a Professional Education Program.
This course is the first in a two course series. It provides a developmental sequence of substantive, carefully planned experiences in a self-contained classroom. Candidates observe and reflect on instructional practices, organizational structures, and curriculum implementation. All candidates have significant experiences delivering comprehensive instruction to English Learners in at least one of the two field-based courses; bilingual candidates have at least one field-based experience in a bilingual classroom setting. The increase of instructional responsibilities is guided and determined by the university supervisor and cooperating teacher. Credit/no credit grading only. Formerly EDTE 229F.
- EDTE 576 Interdisciplinary Instruction and Assessment** 6.0 Spring
Prerequisites: Admission to a Professional Education Program and successful completion of EDTE 570, EDTE 571, EDTE 572, EDTE 573, and EDTE 575.
This course prepares candidates to plan and deliver content-specific instruction for all students (i.e., English speakers, English learners, and special populations) based on the student academic content standards and curriculum frameworks in history-social science and the visual and performing arts. Candidates examine the relationship between instruction and assessment. Technologies for effective use in relation to the state-adopted academic curriculum are reviewed and evaluated. ABC/no credit grading only. Formerly EDTE 229G.
- EDTE 577 Student Teaching** 9.0 Spring
Prerequisites: Admission to a Professional Education Program and successful completion of EDTE 570, EDTE 571, EDTE 572, EDTE 573, and EDTE 575.
This second field-based course continues the developmental sequence of substantive, carefully planned experiences in a self-contained classroom. Candidates assume daily teaching responsibility for whole-class instruction and management for at least two weeks. All candidates have significant experiences delivering comprehensive instruction to English Learners in at least one of the two field-based courses. Bilingual candidates have at least one field-based experience in a bilingual classroom setting. Credit/no credit grading only. Formerly EDTE 229S.
- EDTE 580 Educational Psychology** 3.0 Fall
Prerequisites: Conditional admission to a Professional Education Program.
This course is designed to help candidates understand how students' cognitive, personal-social, and physical development, and cultural and linguistic backgrounds are related to effective teaching and interpersonal relations in secondary schools. Major segments of instruction include the study of how students learn, remember, and make use of the knowledge they have acquired and how students' educational growth is assessed in schools. Each candidate begins to use this knowledge to organize and manage a learning environment that supports student development, motivation, and learning. This course is not applicable to a master's degree. ABC/no credit grading only. Formerly EDTE 246A.
- EDTE 581 Curriculum Development and Instructional Strategies for Secondary Settings** 3.0 Fall
Prerequisites: Admission to a Professional Education Program.
This course prepares candidates to develop a conceptual framework for implementing various instructional strategies to support all students (i.e., English speakers, English Learners, and special populations). Candidates are introduced to planning and delivering content standards and curriculum frameworks. Appropriate use of computer-based technology for information collection, analysis, and management of instructional settings are discussed. ABC/no credit grading only. Formerly EDTE 246B. This course is also offered as EDTE 571.
- EDTE 583 Teaching English Learners in Secondary Settings: Literacy and Academic Access** 3.0 Fa/Spr
Prerequisites: Admission to a Professional Education Program.
Prospective teachers study pedagogical theories, principles, and practices for English Language acquisition and development. The effects of prior knowledge and culture on reading and writing are explored. Reading and writing strategies to promote students' access to, and achievement in, the academic content standards are addressed. Candidates utilize assessment information to diagnose students' language abilities and to design lessons that foster receptive and productive language processes. ABC/no credit grading only. Formerly EDTE 246D.
- EDTE 584 Teaching in Inclusive Settings: Preparing to Teach Special Populations in Secondary Settings** 1.0 Spring
Prerequisites: Admission to a Professional Education Program and successful completion of EDTE 580, EDTE 581, EDTE 582, EDTE 583, EDTE 585.
This course focuses on relevant state and federal laws pertaining to the education of exceptional populations as well as the selection and use of instructional strategies and technologies. Basic information is provided relative to the IEP process, including identification, referral, assessment, exit procedures, IEP planning and meeting, and implementation and evaluation. ABC/no credit grading only. Formerly EDTE 246E.
- EDTE 585 Field Experience** 4.0 Fa/Spr
Prerequisites: Admission to a Professional Education Program.
This course is the first in a two-course series. It provides a developmental sequence of substantive, carefully planned experiences in a secondary setting. Candidates observe and reflect on instructional practices, organizational structures and curriculum implementation. The increase of instructional responsibilities is guided and determined by the university supervisor and cooperating teacher. Candidates have significant experiences delivering comprehensive instruction to English Learners in at least one of the two field-based courses. Credit/no credit grading only. Formerly EDTE 246F.
- EDTE 586 Subject-Specific Content Instruction and Assessment** 6.0 Spring
Prerequisites: Admission to a Professional Education Program and successful completion of EDTE 580, EDTE 581, EDTE 582, EDTE 583, EDTE 585.
This course prepares single subject candidates to plan and deliver content-specific instruction for all students (i.e., English speakers, English learners, and special populations) based on the student academic content standards and curriculum frameworks. Candidates examine the relationship between instruction and assessment. Technologies for effective use in relation to the state-adopted academic curriculum are reviewed and evaluated. ABC/no credit grading only. Formerly EDTE 246G.
- EDTE 587 Student Teaching** 9.0 Spring
Prerequisites: Admission to a Professional Education Program and successful completion of EDTE 580, EDTE 581, EDTE 582, EDTE 583, EDTE 585.
This second field-based course continues the developmental sequence of substantive, carefully planned experiences in a secondary setting. Candidates assume daily teaching responsibility for whole-class instruction and management for two or more teaching assignments. All candidates have significant experiences delivering comprehensive instruction to English Learners in at least one of the two field-based courses. Credit/no credit grading only. Formerly EDTE 246S.