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, 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.
<table>
<thead>
<tr>
<th>Programs Available</th>
<th>Coordinator</th>
<th>Location</th>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education Services Center</strong></td>
<td>Terence C. Janicki</td>
<td>Holt 101</td>
<td>898-6391</td>
</tr>
<tr>
<td>General Information regarding all credentials and programs...</td>
<td>Christina Moore, Adviser</td>
<td>Holt 101</td>
<td>898-6391</td>
</tr>
</tbody>
</table>

**School Of Education**

MA in Education with Linguistically and Culturally Diverse Learners Option

<table>
<thead>
<tr>
<th>Coordinator</th>
<th>Location</th>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Esther Larocco</td>
<td>Siskiyou 143</td>
<td>898-6854</td>
</tr>
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</table>

**Department Of Education**

<table>
<thead>
<tr>
<th>Basic Credentials:</th>
<th>Coordinator</th>
<th>Location</th>
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<tbody>
<tr>
<td>Multiple Subject</td>
<td>Barbara Conklin</td>
<td>Tehama 102</td>
<td>898-5719</td>
</tr>
<tr>
<td>Multiple Subject through Internship</td>
<td>Leo Kirchhoff</td>
<td>Tehama 265</td>
<td>898-5854</td>
</tr>
<tr>
<td>Single Subject</td>
<td>Deborah Summers</td>
<td>Tehama 104</td>
<td>898-5775</td>
</tr>
<tr>
<td>Single Subject through Internship</td>
<td>Leo Kirchhoff</td>
<td>Tehama 265</td>
<td>898-5854</td>
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</tbody>
</table>

**Service Credentials:**

| Administrative Services          | Michael Kotar                | Tehama 101 | 898-6421    |
| Library Media Teacher Service    | Peter Milbury                | Tehama 101 | 898-6421    |

**Master's Degree Programs:**

| Graduate Coordinator             | Michael Kotar                | Tehama 101 | 898-6421    |
| Education with a Curriculum & Instruction Option | James Overholt              | Tehama 447 | 898-5184    |
| Education with an Educational Administration |                         | Tehama 101 | 898-6421    |

**Other Programs:**

| Integrated Teacher CORE          | Darryl Eisele                | Tehama 438 | 898-6169    |

**Department Of Professional Studies In Education**

<table>
<thead>
<tr>
<th>Basic Credentials:</th>
<th>Jim Richmond, Chair</th>
<th>Tehama 401</th>
<th>898-5398</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple Subject-Tri Placement Program</td>
<td>Margaret Mow</td>
<td>Tehama 423</td>
<td>898-6293</td>
</tr>
<tr>
<td>Multiple Subject with BCLAD Emphasis</td>
<td>Esther Larocco</td>
<td>Siskiyou 143</td>
<td>898-6854</td>
</tr>
<tr>
<td>Single Subject with BCLAD Emphasis</td>
<td>Charles Zartman</td>
<td>Siskiyou 141</td>
<td>898-4069</td>
</tr>
<tr>
<td>Concurrent Special Education/</td>
<td>Terri Davis</td>
<td>Tehama 407</td>
<td>898-6852</td>
</tr>
<tr>
<td>Special Education (Special Education)</td>
<td>Terri Davis</td>
<td>Tehama 407</td>
<td>898-6852</td>
</tr>
</tbody>
</table>

**Specialist Credentials:**

| Reading/Language Arts            | James Richmond               | Tehama 401 | 898-5398    |
| Special Education (Educ. Specialist Level I*) | Terri Davis               | Tehama 407 | 898-6852    |
| Special Education (Educ. Specialist Level II*) through Internship. | Lisa Churchill          | Tehama 409 | 898-5167    |

**Master's Degree Programs:**

| Graduate Coordinator             | James Richmond               | Tehama 401 | 898-5398    |
| Education with a Reading/Language Arts Option | James Richmond         | Tehama 401 | 898-5398    |
| Education with a Special Education Option | Lisa Churchill        | Tehama 409 | 898-5167    |

**Other Programs:**

| Mini Corps                      | Lupe Guillen                 | Siskiyou 137 | 898-6828    |
| Teacher Diversity               | Esther Larocco               | Siskiyou 143 | 898-6854    |
| Upward Bound                    | David Ferguson               | Siskiyou 102 | 898-5181    |
| Resource Specialist Certificate | Denise Dion                  | Tehama 403  | 898-6146    |
| Early Childhood Special Education Certificate | Michelle Cepello  | Tehama 411  | 898-6281    |
| California Reading/Language Arts Certificate | James Richmond | Tehama 401  | 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 2098 | 898-6170    |
| Clinical & Rehabilitative Services (Commun. Arts and Sciences) | Judith Brasseur | 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.

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

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, with autism, mental retardation, deaf-blindness, serious emotional disturbance, and/or multiple disabilities.

The Education Specialist Credential with an emphasis in mild/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.

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 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 with BCLAD* Emphasis Single Subject Credential through Internship Program

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:

a. complete an approved Subject Matter Preparation Program (designated courses in subject) at CSU, Chico;

b. complete a California Commission on Teacher Credentialing (CCTC) approved Subject Matter Preparation Program at another university and obtain a verification of progress; or

c. pass the California Subject Examination for Teachers (CSET).

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

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 Integrated Teacher CORE, Beginning Teacher Support and Assessment Project, 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 Credentialled 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 Credentialled Teachers provides the background knowledge and guided professional teaching experience is also provided.

**Course Requirements:**

BLMC 518 Lang & Comm Skills 3.0 FA

Prerequisites: Teaching experience and faculty permission.

BLMC 536 Intro Multicultural Ed 3.0 FA

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 SPECIAL EDUCATION**

**Course Requirements for the Minor: 20 units**

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

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

EDTE 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 Presentation 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 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 & Instruct: Emph Incl Set 3.0 FS

Prerequisites: SPED 343. Recommended: senior standing.

SPED 563 Collab in Ed & Hlpng Professns 2.0 FS

Prerequisites: SPED 343, SPED 569. Senior standing is recommended.

SPED 564 Mangement 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 advisor. See the minor advisor 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 certifi-
cate 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 com-
puter science or 6 semester units of computer science related transfer credit
can 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 ed-
ucation partners will make a difference in the lives of those who learn and
teach. The program instills respect for educational research and appli-
cations 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 en-
hance 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
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 educa-
tional 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 candi-
dates to address the critical pedagogical and linguistic needs of Califor-
nia’s diverse student population—including specially designed academic
instruction in English and English language development—and to pro-
mote 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 adoles-
cent 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 Spec-
ialist 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 inqui-
ries 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, person-
nel, 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 docu-
ments 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 admis-
sion to Classified Status. In addition to the requirements 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 culmi-
nating activity and file the proposal with the department graduate
cooridnator. 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 cul-
minal 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 matricu-
lated 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 pro-
ongram 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 coordina-
tor and the Graduate Coordinators Committee on behalf of the faculty of
the university. All forms and approvals requiring the signature of the grad-
uate coordinator must be processed by the department housing the option
for review.

It is the student's responsibility to meet all requirements and submit applica-
tion forms for changes in graduate status. Forms for advancement to classi-
fied 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.
Education

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 EDM 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 major; 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. Aiden, 2000, Assistant Professor, PhD, U Arizona.

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


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


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

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

Melissa Miller, 2001, Assistant Professor, EdD, Stanford U.


L. Maggi Payne, 1998, Assistant Professor, EdD, OK State U.

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

Ann Schulte, 2001, Assistant Professor, PhD, U Washington.

Paula Severson, 2002, Assistant Professor, EdD, USC.

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

Edward F. Williams, 2001, Assistant Professor, EdD, U San Francisco.

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

Department of Professional Studies in Education
Victoria L. Bernhardt, 1986, Director, Professor, PhD, U Oregon.

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

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

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

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

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

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

Carolyn L. Reynolds, 1978, Professor Emeritus, PhD, U Maryland.

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


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

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

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

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


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


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

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

Arnhetha W. Okelo, 1975, Professor Emerita, PhD, 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 of 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 361 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 courses where a special need for familiarity with the problems of migrant children is thought to exist.

BLMC 370 - 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 3.0 Fall of English Learners
Prerequisites: A Multiple or Single Subject Credential or faculty permission. 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.

BLMC 536 Introduction to Multicultural Education 3.0 Fa/Spr
Prerequisites: Possess a single or multiple subject credential or faculty permission. An examination of ways in which socio-cultural factors influence teaching/learning process for students in all classrooms. Emphasis on approaches and strategies for integrating cross-cultural concepts into content areas, evaluating instructional materials, and developing curriculum. Formerly BLMC 236.

BLMC 672 Methods and Strategies for Second Language Acquisition and Academic Development 3.0 Fa/Spr
Prerequisites: Possess a single or multiple subject 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 subject 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 curricular 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-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 where 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 systems 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 integration, 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 workplace settings, related to a variety of learning environments. Formerly EDCI 323.

**EDCI 650** Administration of School Media Centers 3.0 Fall
Philosophy and objectives of school media centers; 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 335.

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 337.

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 Language 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
There is a course examining the 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. A study of 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 EDFC 399.
Education

Education-Reading/Language Arts
Course Offerings

RDGL 354 Literature for Young Children
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
Multiple Subject Credential candidates review reading education and prepare for the California Reading Competence Assessment (RCA) 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
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
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
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
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
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 657 Books for Young Adults
A 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. Emphasis on psychology factors and principles of learning in teaching reading. Formerly RDGL 254M.

RDGL 658 Seminar in Teaching Content Reading Skills
Examination of the professional literature, practices, and materials for science, math, social sciences, etc. The course content will focus on information 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
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
Prerequisites: RDGL 657 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
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
Prerequisites: Faculty permission. 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
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
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
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
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. Includes 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
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
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** 3.0 Inquire (GATE)
Prerequisites: Teaching, counseling, or administrative credential. Addresses requirements of legislators 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 285US.

**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, preschool 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 advisor 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 Disabilities** 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: database 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

**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.
SPED 560 General and Special Education Methods 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 technology, 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: Emphasis for Inclusive Settings 3.0 Fa/Spr
Prerequisites: SPED 560. Senior standing is recommended.
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
Science: General and Special Education
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 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 562. 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/teacher 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 543, SPED 563. 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 283T.

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 345L.

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
Prerequisites: Admission to and satisfactory progress in, Special Education preparation program or faculty permission.
Preserve for special education intern. Orientation to on-the-job training program, philosophy and goals. Introduction to special education legislation, structure, 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.
Education

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 SPED 345.

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 050.

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 055.

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
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 15.0 units. Formerly EDTE 289C.

EDTE 520 Fundamentals of Teaching Practice 3.0 EachTrm
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.

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 225A.

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

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 522 Reading Comprehension in the Multi-Lingual/Cross-Cultural Setting 3.0 EachTrm
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.

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

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 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. 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 225S.

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. ABC/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 identified. A variety of instructional techniques specific to the development of literacy 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 values of the subject matter 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 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 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. ABC/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 frameworks, and consultation 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 teacher 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 230H.

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 course is a Single Subject Program course and is not applicable to a master's degree. ABC/no credit grading only. Formerly EDTE 230I.

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 225A. 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 to design and deliver comprehensive instruction to English Learners in at least one of the two curricular content areas. Minimum of 90 teaching hours, including at least 15 hours of student teaching. Credit/no credit grading only. Formerly EDTE 229B.

EDTE 572 Teaching Reading/Language Arts in Self-Contained Classrooms 4.0 Fall
Prerequisites: Admission to a Professional Education Program. This course provides candidates with instruction that builds the theoretical and practical knowledge base. This course is also offered as EDTE 581.

EDTE 573 Teaching English Learners: Literacy and Academic Access 3.0 Fall
Prerequisites: Admission to a Professional Education Program. This course focuses on relevant state and federal laws pertaining to the education of English Language Learners. Candidates learn 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 229C.

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. This course focuses on relevant state and federal laws pertaining to the education of exceptional populations 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 also offered as EDTE 575.

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 229E.

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, EDTE 575. This course provides 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 229F.

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 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 578 Educational Psychology 3.0 Fall
Prerequisites: 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 also offered as EDTE 246A.

EDTE 580 Curriculum Development and Instructional Strategies for Secondary Settings: Literacy and Academic Access 3.0 Fa/Spr
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.

EDTE 581 Curriculum Development and Instructional Strategies for Secondary Settings: Literacy and Academic Access 3.0 Fa/Spr
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.

EDTE 582 Teaching in Inclusive Settings I: Special Populations in Secondary Settings 1.0 Spring
Prerequisites: Admission to a Professional Education Program. This course focuses on relevant state and federal laws pertaining to the education of exceptional populations 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 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. 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.

EDTE 584 Teaching in Inclusive Settings I: Special Populations in Secondary Settings 1.0 Spring
Prerequisites: Admission to a Professional Education Program. 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. 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 provides 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 246F.

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 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. Credit/no credit grading only. Formerly EDTE 246S.