

## 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**  
**Educational Leadership and**  
**Administration Option**

#### Minor in Education

#### Minor in Special Education

The School of Education's programs are built around a conceptual framework that values preparing effective, reflective and engaged educators who know their subject matter and practice effective pedagogy. Our graduates are committed to high quality education for all learners, informed decision making, civic responsibility and working collaboratively in educational settings. The School of Education, in partnership with other academic units and constituents from the public schools, is a member of the National Network for Educational Renewal.

The School of Education and its programs are fully accredited by the California Commission on Teacher Credentialing (CCTC) and the National Council for the Accreditation of Teacher Education (NCATE).

### 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 (ELD) and specially designed academic instruction in English (SDAIE) to English learners as well as content instruction delivered to teach learners in the primary language. Program participants may complete a substantial portion of the Master of Arts in Education coursework at the same time they earn a Multiple or Single Subject Credential with the BCLAD emphasis.

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

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



The Multiple and Single Subject and Education Specialist Internship Programs are alternative pathways to a credential designed to meet the credentialing needs of candidates who become 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.

### California Teachers of English Learners (CTEL) Program (CLAD Authorization)

The School of Education offers individual courses 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.

### Master of Arts Programs

The MA in Education is available with a variety of options. 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, including the Assumption Program for Loans in Education (APLE) and federal TEACH grants, are available for 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 course work for specific credential requirements and for advising out-of-state applicants who wish to obtain a California credential. For individual advising and evaluations, call the office of Credential Services.

## Education

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

**Department of Professional  
Studies in Education**  
**Tehama Hall 401; 530-898-5398**  
**e-mail: [psed@csuchico.edu](mailto:psed@csuchico.edu)**  
**<http://www.csuchico.edu/psed/>**  
**Chair: Teresa Davis**

**Department of Education**  
**Tehama Hall 101; 530-898-6421**  
**e-mail: [educ@csuchico.edu](mailto:educ@csuchico.edu)**  
**<http://www.csuchico.edu/educ/>**  
**Chair: Deborah Summers**

**Credential Services**  
**Academic Advising Programs**  
**Tehama Hall 209; 530-898-6455**  
**e-mail: [enr-credentials@csuchico.edu](mailto:enr-credentials@csuchico.edu)**  
**Analysts: Gay Maas**

Professional Education, Teaching Credentials, and Other Programs			
Programs Available	Coordinator	Location	Telephone
<b>School of Education</b>			
MA in Education with Linguistically and Culturally Diverse Learners Option . . . . .	Esther Larocco	Siskiyou 128B	898-4026
<b>Department of Education</b>			
	<b>Deborah Summers, Chair</b>	<b>Tehama 101</b>	<b>898-6421</b>
<b>Basic Programs:</b>			
Multiple Subject . . . . .	Melissa Miller	Tehama 102	898-5719
Multiple Subject through Internship . . . . .	Melissa Miller	Tehama 102	898-5719
Single Subject . . . . .	Robert Kohen	Tehama 103	898-4534
Single Subject through Internship . . . . .	Robert Kohen	Tehama 103	898-4534
<b>Service Credentials:</b>			
Administrative Services . . . . .	Rick Stout	Tehama 265	898-5532
Library Media Teacher Service . . . . .	Peter Milbury	Tehama 101	898-6421
<b>Master's Degree Programs:</b>			
Graduate Coordinator . . . . .	Cris Guenter	Tehama 443	898-6157
Education with a Curriculum & Instruction Option . . . . .	Cris Guenter	Tehama 443	898-6157
Education with an Option in Educational Leadership and Administration . . . . .	Rick Stout	Tehama 265	898-5532
<b>Other Programs:</b>			
Integrated Teacher CORE . . . . .	Darryl Eisele	Tehama 104	898-6169
<b>Department Of Professional Studies in Education</b>			
	<b>Teresa Davis, Chair</b>	<b>Tehama 401</b>	<b>898-5398</b>
<b>Basic Programs:</b>			
Multiple Subject-Tri Placement . . . . .	Rebecca Justeson	Tehama 423	898-6293
Single Subject-Tri Placement . . . . .	Rebecca Justeson	Tehama 423	898-6293
Multiple Subject with BCLAD Emphasis . . . . .	Esther Larocco	Siskiyou 143	898-6854
Single Subject with BCLAD Emphasis . . . . .	Charles Zartman	Siskiyou 141	898-4069
Concurrent Special Education/ Multiple Subject with BLCAD Emphasis . . . . .	Laurel Hill-Ward	Tehama 419	898-5025
Education Specialists (Special Education) . . . . .	Laurel Hill-Ward	Tehama 419	898-5025
<b>Specialist Credentials:</b>			
Reading/Language Arts . . . . .	James Richmond / Rebecca Justeson	Aymer J. Hamilton 124	898-6292
Special Education (Educ. Specialist Level I*) . . . . .	Laurel Hill-Ward	Tehama 419	898-5025
Special Education (Education Specialist Level I through Internship)	Michelle Cepello	Tehama 411	898-6281
Special Education (Educ. Specialist Level II*) . . . . .	Hsuying Ward	Tehama 417	898-5689
*Mild/moderate and moderate/severe disabilities			
<b>Master's Degree Programs:</b>			
Graduate Coordinator . . . . .	James Richmond	Aymer J. Hamilton 124	898-6292
Education with a Reading/Language Arts Option . . . . .	James Richmond / Rebecca Justeson	Aymer J. Hamilton 124	898-6292
Education with a Special Education Option . . . . .	Terri Davis	Tehama 407	898-6852
<b>Other Programs:</b>			
Mini Corps . . . . .	Lupe Guillen	Siskiyou 137	898-6828
Teacher Recruitment . . . . .	Esther Larocco	Siskiyou 143	898-4026
Upward Bound . . . . .	David Ferguson	Siskiyou 102	898-5181
California Reading/Language Arts Certificate . . . . .	James Richmond / Rebecca Justeson	Aymer J. Hamilton 124	898-6292
<b>Credentials Available From Departments Outside The School of Education</b>			
Adapted Physical Education (Physical Educ. & Exercise Science) . . . . .	Rebecca Lytle	Yolo 262	898-4298
Agriculture Specialist (Agriculture) . . . . .	Bradley Dodson	Plumas 211	898-6170
Clinical & Rehabilitative Services (Commun. Arts and Sciences) . . . . .	Doug McColl	Aymer J. Hamilton 103A	898-4517
Pupil Personnel, including School Psychology . . . . .	Denise Worth (Spring Only)	Modoc 206	898-5164
and Counseling (Psychology) . . . . .	James Wolfe	Modoc 112	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 advisor or particular program office, and by reading the appropriate academic planning guide or academic program chapter of *The University Catalog*.

Subject Matter	Advisor	Location	Telephone
<b>Agriculture</b>	Bradley Dodson	PLMS 211	898-6170
<b>Art</b>	Masami Toku	AYRS 125	898-6866
<b>English</b>	Judith Rodby	TALR 109	898-5465
<b>Health Science</b>	Mike Mann	BUTE 628	898-5633
<b>Spanish</b>	Sara Cooper	TRNT 148	898-5161
<b>Liberal Studies</b>	Contact Program Office	THMA 211	898-5802
<b>Mathematics</b>	Contact Department Office	HOLT 181	898-6111
<b>Music</b>	Keith Seppanen	PAC 106	898-5500
<b>Physical Education</b>	Catherine Himberg	YOLO 253	898-5239
<b>Adapted Physical Education</b>	Rebecca Lytle	YOLO 262	898-4298
<b>Science</b>	Beverly Marcum (Biology)	HOLT 330	898-5539
	Chris Nichols (Chemistry)	PHSC 308	898-5541
	Ann Bykerk-Kauffman (Earth Science)	PHSC 114	898-6305
	Chris Gaffney (Physics)	PHSC 106A	898-6259
<b>History</b>	Dale Steiner (History)	TRNT 209	898-6238

## Teaching Credentials

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

### Credential Designations

#### Multiple Subject Credential:

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

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

#### Single Subject Credential:

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

#### Credentials available through CSU, Chico programs include:

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

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

### Education Specialist Credentials:

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

#### Credentials and certificates available through CSU, Chico programs include:

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

## Entering a Program Leading to a Basic Credential

Application materials are available online at [www.csuchico.edu/soe/](http://www.csuchico.edu/soe/). 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. Bachelor's Degree:** Prospective teacher candidates should begin to meet credential course requirements as early as possible in their bachelor's degree 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). <http://www.cset.nesinc.com/>

#### Single Subject Credentials

candidates must:

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

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

- pass the appropriate single subject California Subject Examination for Teachers (CSET). <http://www.cset.nesinc.com/>

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. Multiple subject candidates may take the CSET with the accompanying writing skills test in lieu of the CBEST. <http://www.cbest.nesinc.com/>

#### 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. Visit the School of Education Web site at <http://www.csuchico.edu/soe>, 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 towards 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 service 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 service credentials will be found in programmatic brochures obtained from department offices, department Web pages, or from the coordinators of specific programs.

### Other Programs

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

### CLAD Certificate for Credentialed Teachers

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

#### Course Requirements:

BLMC 518	Lang & Comm Skills	3.0	FA
Prerequisites: Teaching experience and faculty permission.			
BLMC 636	Intro Multicultural Ed	3.0	FA
BLMC 672	Meth/Strat Sec Lang	3.0	FS
Prerequisites: Possess a single or multiple subject credential, or faculty permission.			
BLMC 689C	CLAD Practicum	3.0	FS

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

### Early Childhood Special Education Certificate

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

### The Minor in Education

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

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

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

#### 4 courses required:

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

#### 2 units selected from:

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

#### 2 courses selected from:

ANTH 304	Language and Culture	3.0	FS
CMST 354	Persuasion	3.0	FS
Prerequisites: CMST 131.			
MCGS 155	Intro Multicultural/Gender Std	3.0FS * USD	
RDGL 557	Literature for a M/C World	3.0	FA
SPED 343	Overview of Special Education	3.0	FS

### The Minor in Special Education

#### Course Requirements for the Minor: 22 units

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

#### 7 courses required:

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

#### 1 course selected from:

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

### The Certificate in Community College Faculty and Adult Education

This is 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.

#### 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	FS
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	FS

#### Additional Requirements:

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

### The Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL)

The Department of Education offers this certificate to promote and foster the teaching of English to speakers of other languages as an integral com-

ponent of education in a global society. The Graduate TESOL Certificate is intended for students in the MA program in Teaching International Languages; students interested in expanding the professional applications of other degrees and credentials by preparing for positions teaching English in the US and abroad; international students interested in teaching English as a Foreign Language in other countries; foreign/second language teachers at the secondary level; individuals who already hold graduate degrees but seek specialized professional preparation in the field; individuals pursuing a Designated Subjects Adult Education Credential (Academic Subject: English as a Second Language); and individuals in related business enterprises (e.g., language institutes, English training in commercial settings).

#### Admission:

There are no course prerequisites for admission to this certificate program and the GRE is not required. However, to qualify for admission to the program, students must meet all University and departmental standards, policies, and procedures, including:

1. An acceptable bachelor's degree.
2. An undergraduate grade point average of at least 3.0 in the last 60 units.
3. An application on file with the Office of Graduate and International Studies.
4. A TOEFL score of at least 550 (213 on the computer-based test) for speakers of other languages with less than three years of successful, full-time study in an English-speaking country; an essay rating of at least 4.
5. Three letters of recommendation.
6. Approval by the TESOL program advisor. Students must file an approved certificate program plan upon admission.

#### Course Requirements for the Certificate: 18 units

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

##### 6 courses required:

EDCI	689	Professional Field Experience	3.0	FS
EDSL	610	Foreign/Second Lang Tch Meth	3.0	FA

Note: Students in the Linguistically and Culturally Diverse Learners option with the MA in Education may substitute BLMC 672.

EDSL	633	For/Sec Lang Teach: Culture	3.0	FA
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Note: Students in the Linguistically and Culturally Diverse Learners option with the MA in Education may substitute BLMC 536.

EDSL	635	Res/Dev Foreign/Second Lang Ed	3.0	SP
EDSL	636	For/Second Lang Test/Assess	3.0	SP
EDSL	637	Curric Dev Foreign Lang/ESL	3.0	FA

##### Additional Program Information:

1. Advising is required. Students may not complete more than 9 units toward the TESOL certificate before applying for admission to the program. No more than 3 units of transfer work are allowed.
2. A grade point average of 3.0 on all course work within the program, with no grade below a B-, is required.
3. Students intending to complete the MA in Teaching International Languages concurrently should meet with the Graduate Coordinator upon application to the graduate TESOL Certificate program. Admission to the certificate program does not necessarily qualify students for admission to the Teaching International Languages or any other graduate program. Students may, however, apply course work from the TESOL Certificate toward the MA in Teaching International Languages, consistent with program and University policies and procedures.

## 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 transfer and/or CSU Chico Open University course work may be applied toward the degree.

#### Graduate Time Limit:

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

#### Program Mission

The mission of the Master of Arts in Education is to address educational challenges in the belief that School of Education faculty, students, and educational partners will make a difference in the lives of those who learn and teach. The program instills respect for educational research and applications and a commitment to contribute to the heritage of scholarship in the field. The graduate program strives to improve the quality of education

at all levels, to promote equality of opportunity for all learners, and to enhance the contributions that education makes to local communities and to society in general.

### General Overview

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

### Master's Degree Options

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

**Admissions to the Linguistically and Culturally Diverse Learners Option is currently suspended. Please contact the department of Education to learn the current status of this program.**

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

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

**Admissions to the Special Education (Education Specialist) Option is currently suspended. Please contact the department of Education to learn the current status of this program.**

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

**The Educational Leadership and Administration Option** provides professional preparation for school leadership. This MA option includes the California Preliminary Administrative Services Credential and is a 36 unit program. Courses address communication skills, curriculum, supervision, management of funds and facilities, law, personnel, instructional leadership, and other administrative functions. For a program planning guide, contact the Department of Education or visit [www.csuchico.edu/educ](http://www.csuchico.edu/educ).

### Admission and Advancement in the MA in Education

To be admitted to the MA in Education, students must hold an acceptable baccalaureate from an accredited institution and have attained grade point averages of at least 2.5 overall, 2.75 in the last 60 units, and 3.0 in the last 30 units. Students must also pass the Initial Education Writing Assessment sent to them at the time of application for admission. Students meeting these requirements will be admitted to Classified Status.

Students who do not meet all requirements above may be admitted to Conditionally Classified status to address needs through additional preparation. Conditionally Classified students will complete 12 units of courses designated by the department's Graduate Coordinator with a minimum GPA of 3.0 and will satisfy any program specified criteria for admission to Classified Status.

Graduate students having Classified Status can apply for Advancement to Candidate status after successfully completing 15 units of program courses, including EDMA 610 (Introduction to Inquiry in Education), with a GPA of 3.0 or higher, the second writing proficiency assessment, and filing a master's degree program plan. Students submit an application for Advancement to Candidate status to their MA advisor/committee chair. Approval of the department's Graduate Coordinator is also required.

For additional information, see the *Graduate Education* section of this catalog and check with department offices in the School of Education.

Highlighted text indicates a change from the original publication.

**Requirements for the Master's Degree:**

Requirements for the Master's Degree in Education are established by the School of Education, 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. The Master's Project (EDMA 699P) or Master's Thesis (EDMA 699T) may not be more than 6 units.
  - (e) Completion of required courses: an educational foundations course selected from EDMA 603 or 604 (3.0 units) and an educational research course, EDMA 610.
  - (f) Completion of a culminating activity, courses associated with that culminating activity, and approval by the MA advisor 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 Leadership and Administration Option 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.
- (h) Master's degree students are required to be enrolled continuously from the time they begin their program until the degree is awarded. Continuous enrollment may be maintained either through registration as a matriculated student or through adjunct enrollment. See "Regulations Governing Graduate Students" for a full description of continuous enrollment.

2. Recommendation for the degree by the department graduate coordinator and the Graduate Coordinators Committee on behalf of the faculty of the University. All forms and approvals requiring the signature of the graduate coordinator must be processed by the department housing the option.

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

**Graduate Requirement in Writing Proficiency:**

Writing proficiency is a graduation requirement.

Students in the MA in Education program demonstrate writing proficiency through a combination of exercises beginning with the Initial Education Writing Assessment, submitted as part of the program application process, and continuing throughout the program. Specifically, with the application for Advancement to Candidate status, students submit a selected EDMA 610 writing assignment and a second writing assignment specified by program option faculty. These assignments are evaluated to determine graduate level writing proficiency.

**Graduate Grading Requirements:**

All courses in the major (with the exceptions of Independent Study - 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 697, 696, 699P, 699T and courses outside the major). While grading standards are determined by individual programs and instructors, it is also the policy of the University that unsatisfactory grades may be given when work fails to reflect achievement of the high standards, including high writing standards, expected of students pursuing graduate study.

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

**Graduate Advising Requirement:**

Advising is recommended each semester for MA in Education students. Upon admission to the program, graduate students are encouraged to consult with the graduate coordinator of the department which houses their option or advising pattern. It is important for you to do this as early as possible. The department graduate or program coordinator helps you in identifying and selecting an MA advisor. 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**

- Lynne Bercaw, 2006, Assoc Professor, EdD, Vanderbilt U.
- Cris E. Guenter, 1987, Professor, EdD, U Wyoming.
- Hilda Hernandez, 1981, Professor, PhD, Stanford U.
- Michael E. Kotar, 1986, Professor, EdD, Illinois State U.
- Devon J. Metzger, 1986, Professor, EdD, Indiana U.
- Melissa B. Miller, 2001, Assoc Professor, PhD, Stanford U.
- L. Maggie Payne, 1998, Assoc Professor, EdD, Oklahoma State U.
- William M. Rich, 2001, Assoc Professor, EdD, USC.
- Al Schademan, 2008, Assist Professor, PhD, U of Rochester.
- Ann K. Schulte, 2001, Assoc Professor, PhD, U Wisconsin.
- Paula M. Selvester, 2002, Assoc Professor, EdD, USC.
- Deborah G. Summers, 1998, Chair, Assoc Professor, EdD, USC.
- Maris Thompson, 2008, Assist Professor, PhD, UC Berkeley.

**Department of Professional Studies in Education**

- Victoria L. Bernhardt, 1986, Director, Professor, PhD, U Oregon.
- Michelle R. Cepello, 1994, Assoc Professor, EdD, USC.
- Jesus Cortez Jr, 1980, Professor, PhD, U Washington.
- Teresa M. Davis, 1993, Chair, Professor, PhD, U Oregon.
- Rebecca Fawns Justeson, 2007, Assist Professor, EdD, UOP.
- Kathleen Gabriel, 2008, Assist Professor, EdD, U Kansas.
- Steven P. Koch, 2006, Assist Professor, PhD, Fuller Theological Seminary.
- Esther L. Larocco, 1984, Professor, PhD, UC Davis.
- Claudia Peralta Nash, 2008, Assist Professor, PhD, U Colorado.
- Susan Porter, 2007, Assist Professor, PhD, UC Davis.
- Carolynn L. Reynolds, 1976, Professor, PhD, U New Mexico.
- James E. Richmond, 1969, Professor, PhD, UC Berkeley.
- Hsuying C. Ward, 2002, Assist Professor, PhD, U Texas.
- Charles G. Zartman, 1985, Professor, PhD, U Colorado.

**Emeritus Faculty**

- Brenda Lee Aden, 2000, Professor Emerita, JD, U Iowa.
- Katherine Ann Beeler, 1973, Professor Emerita, PhD, Arizona State U.
- Lisa R. Churchill, 1994, Professor Emerita, PhD, UCLA.
- Daniel Jerome Converse, 1970, Professor Emeritus, PhD, U Delaware.
- Eileen Marie Cotton, 1978, Professor Emerita, PhD, U Maryland.
- Carolyn E. Dankers, 1970, Professor Emerita, EdD, USC.
- Theodore W. DeBernardi, 1946, Professor Emeritus, EdD, U No Colorado.
- Duane Falk, 1965, Professor Emeritus, EdD, Stanford U.
- Frank H. Gladen Jr, 1963, Professor Emeritus, EdD, U Arizona.
- George Wenhong Huang, 1969, Professor Emeritus, PhD, U Idaho.
- Mary C. Jensen, 1986, Professor Emerita, PhD, U Oregon.
- Bonnie J. Johnson, 1985, Professor Emerita, EdD, Oregon State U.
- Charles L. Johnson Jr, 1971, Professor Emeritus, PhD, U Oregon.
- Leo H. Kirchhoff, 1968, Professor Emeritus, EdD, U Kansas.
- Gaylord C. Lasher, 1988, Professor Emeritus, EdD, Montana State U.
- James F. Lindsey, 1966, Professor Emeritus, EdD, UC Berkeley.
- Patricia A. Lyons, 1972, Professor Emerita, PhD, Ohio State U.
- Albert H. Marshall Jr, 1973, Professor Emeritus, EdD, U Oregon.
- Edward L. Miller, 1982, Professor Emeritus, PhD, U Pittsburgh.
- Paul L. Moore, 1988, Professor Emeritus, PhD, USC.
- Arnthia W. Okelo, 1975, Professor Emerita, PhD, UC Berkeley.
- James L. Overholt, 1970, Professor Emeritus, EdD, U Wyoming.
- Sidney W. Shnayer, 1962, Professor Emeritus, EdD, UC Berkeley.
- Nancy L. Williams, 1983, Professor Emerita, MA, CSU Chico.
- Marilyn A. Winzenz, 1977, Professor Emerita, EdD, UOP.

**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. (003039)

**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. (003040)

**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. (003130)

**EDUC 501 Assessment of Teaching Performance: Technical Aspects 1.0 Fa/Spr**

This course addresses technical aspects of electronic evaluation systems. Candidates learn how teaching performance assessments are evaluated. Scoring tools such as rubrics are explored. Technological topics include formatting and uploading responses, scanning documents for submission, and understanding online evaluation systems. You may take this course more than once for a maximum of 2.0 units. Credit/no credit grading only. (020382)

**EDUC 502 Assessment of Teaching Performance: Introduction 2.0 Fa/Spr**

This course prepares candidates to reflect on their Teaching Practicum I experience and demonstrate their teaching knowledge, skills, and abilities in relation to the California Teaching Performance Expectations (TPEs) on a performance-based assessment. Candidates are provided with an overview of the Teaching Performance Assessment through preparation sessions, materials, and ongoing support from faculty and peers. Topics include task orientation, designing and implementing standards-based instruction, distinguishing between analysis and reflection, videotaping teaching, protecting anonymity, and using technology to present data. You may take this course more than once for a maximum of 4.0 units. Credit/no credit grading only. (020383)

**EDUC 503 Assessment of Teaching Performance: Application 3.0 Fa/Spr**

This course prepares candidates to reflect on their Teaching Practicum II experience and demonstrate their teaching knowledge, skills, and abilities in relation to the California Teaching Performance Expectations (TPEs) on a performance-based assessment. Candidates are provided with an overview of the Teaching Performance Assessment through preparation sessions, materials, and ongoing support from faculty and peers. Topics include task orientation, modifying and adapting instruction, analyzing student work, using results to inform instruction, and using technology to present data. You may take this course more than once for a maximum of 6.0 units. Credit/no credit grading only. (020384)

**EDUC 504 Integrating Technology into Classroom Practice 3.0 Fa/Spr**

Prerequisites: Admission to credential program.  
This course provides opportunities for credential candidates to develop and utilize knowledge about technology in designing and delivering content to learners in the public schools. You may take this course more than once for a maximum of 6.0 units. (020477)

**EDUC 506 Level I: Introduction to Tutoring 1.0 Fa/Spr**

An introduction to the concepts, terminology, and issues encountered in tutoring, including exploration of various learning theories. This course also provides students with the practice, training, and support necessary to become effective tutors. (020459)

**EDUC 507 Level II: Advanced Tutoring 1.0 Fa/Spr**

Prerequisites: EDUC 506 or faculty permission.  
An advanced review of the concepts, terminology, and issues encountered in tutoring, including exploration of various learning theories. This course also provides students an opportunity to develop certainty, expertise, and increased confidence in the dynamics required in the role of tutoring by reviewing and highlighting specific skills, characteristics, and referral sources as well as by providing a detailed examination of the tutor cycle and its role in facilitating positive tutorial sessions. Students participate in projects related to Level I: Beginning Tutoring. (020460)

**EDUC 508 Level III: Master Tutoring 1.0 Fa/Spr**

Prerequisites: EDUC 507 or faculty permission.  
An advanced review of the concepts, terminology, and issues encountered in tutoring, including exploration of various learning theories. This course also provides students with the practice, training, and support necessary to become effective tutors and to develop professional presentation skills by taking an active role in planning and facilitating components of Level I: Beginning Tutoring and Level II: Advanced Tutoring. (020461)

**EDUC 509 Managing Residential Program 2.0 Fa/Spr**

This course prepares Resident Advisor interns for the Upward Bound six-week summer program. The class is highly interactive; a combination of lecture and group discussion is used to assimilate dorm scenarios and possible solutions. Topics range from motivating teens toward higher education to dealing with teen life issues. (020462)

**EDUC 510 Managing Career Exploration 1.0–3.0 Fa/Spr**

This course prepares students to supervise a career exploration program. Students are responsible for attending eight evening class meetings during the semester as well as meeting with the academic coordinator on an individual basis. The class is highly interactive; a combination of lecture and group discussion are utilized in preparation for managing youth in various career exploration projects and employment safety scenarios. Topics covered range from helping teens be responsible employees and motivating teens towards higher education to dealing with teen life issues. Interns develop abilities to work in team settings and receive an orientation on Upward Bound, Upward Bound ESL, Upward Bound Math/Science policies, safety training, and child labor laws. (020482)

**EDUC 516 Teaching Performance Assessment for Credential Candidates 3.0 Fa/Spr**

Prerequisites: Acceptance into teacher preparation program.  
This course engages the credential candidate in the demonstration of teaching competence, the key assessments designed to measure performance in relation to Teaching Performance Expectations (TPEs) specified by the California Commission on Teacher Credentialing (CCTC) and dispositions specified by the National Council on the Accreditation of Teacher Education (NCATE). Candidates engage in specific teaching activities, and their teaching proficiency is judged using a performance rubric. You may take this course more than once for a maximum of 6.0 units. Credit/no credit grading only. (020464)

**EDUC 589A Residential Program Practicum 4.0 Fa/Spr**

Prerequisites: EDUC 509.  
This course provides hands-on residential experience for Resident Advisor interns through the Upward Bound project's six-week summer program. (020463)

**EDUC 589B Career Exploration Practicum 4.0 Fa/Spr**

Prerequisites: EDUC 510.  
This course provides ongoing empirical experience in a career exploration program. Student interns are responsible for supervising and instructing a team of high school students. Scenarios and topics from the Managing Career Exploration course (EDUC 510) are utilized and evaluated. (020481)

## Education Administration Course Offerings

**EDAD 609 Leadership for Educational Equity and Access 3.0 Fa/Spr**

This course prepares leaders to focus on diversity in our public schools by (1) developing an historical, cultural, and legal understanding and perspective on issues of diversity, (2) recognizing the many demographic and sociological characteristics of diversity and understanding their implications for teaching and learning, and (3) identifying leadership responsibilities for the development of successful instructional programs for all students, including those with identified special needs and those who experience uneven success in school. (020333)

**EDAD 610 Communication Skills for School Administrators 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. (002744)

**EDAD 611 Supervision and Staff Development for School Improvement 3.0 Fa/Spr**

The philosophy, role, and techniques of supervision and staff development in the instructional program of elementary and secondary schools. (002745)

**EDAD 612 School Leadership 3.0 Fa/Spr**

Role expectations of the principal from several reference groups are explored. Included are program development, staff and curriculum development and supervision, community relationships and responsibilities, legal aspects, budget and finance, vocational and adult education. Opportunities for students to test their administrative decision making in simulated situations are provided. (002753)

**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. (002751)

## Education

### 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. (002756)

### EDAD 615 Field-Based Accountability: Managing for Learning 3.0 Fa/Spr

This field-based course provides candidates in school leadership a practical and conceptual understanding of educational accountability in regional schools. Candidates engage with current work in school and district efforts to become more accountable to democratic principles, local community priorities, and state and federal student achievement mandates. In addition to analyzing and understanding efforts to increase accountability, candidates propose improvements to an existing field-based accountability system. Problems of high stakes, ethics, equity, adequacy, intended and unintended consequences are related to school improvement and successful school leadership for democracy. Credit/no credit grading only. (002746)

### EDAD 620 Problems of School District Administration 3.0 Inquire

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. (002755)

### EDAD 621 School Site Instructional Leadership 3.0 Inquire

Prerequisites: California Preliminary Administrative Services Credential. This course will assist educational administrators in identifying and strengthening effective instructional leadership abilities. (002757)

### EDAD 622 Implementing Instructional Strategies at the School Site 3.0 Inquire

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. (002758)

### EDAD 623 Leadership in Personnel Administration 3.0 Inquire

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. (002759)

### EDAD 625A Administrative Field Experience: Induction (Professional Credential) 3.0 Inquire

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. (002748)

### EDAD 625B Administrative Field Experience: Assessment (Professional Credential) 3.0 Inquire

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 advisor and local educational mentor. Credit/no credit grading only. (002749)

## 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. (001396)

### BLMC 319 Bilingual Teaching Competence: Language 3.0 Fa/Spr

Prerequisites: SPAN 301 or equivalent, faculty permission. This course is taught entirely in Spanish. It is designed to develop bilingual teacher competence in the area of language. The primary goals are to develop language skill in content areas such as mathematics, science, and social studies, and to enhance the language proficiency of bilingual teachers in communication with parents, faculty, and staff. This course will also focus on teaching methodology in each of the content areas. You may take this course more than once for a maximum of 6.0 units. (001410)

### BLMC 370 Experiences with Migrant Children 3.0 Spring

Prerequisites: Open to students enrolled in CSU, Chico Mini-Corps, bilingual or bicultural programs, or on recommendation by a faculty member in cases where a special need for familiarity with the problems of migrant children is thought to exist. BLMC 270 - BLMC 370: Study of characteristics of migrant families, special methods and materials for teaching bilingual/bicultural children; problems of bilingual/bicultural students; problems of evaluating bilingual/bicultural education; and culture awareness. You may take this course more than once for a maximum of 15.0 units. (015975)

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

Prerequisites: A Multiple or Single Subject Credential or faculty permission. Study of special needs of language minority children related to communication skills, ESL/Bilingual, and language arts curriculum areas in elementary school. The value of language, with emphasis on English sounds, words, and sentences as they affect dialects and social standards, will be introduced. The interrelatedness of language processing as it incorporates children's literature will be discussed. (001409)

### BLMC 536 Introduction to Multicultural Education 3.0 Fa/Spr

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. (001411)

### BLMC 672 Methods and Strategies for Second Language Acquisition and Academic Development 3.0 Spring

Prerequisites: Possess a single or multiple subjects credential, or faculty permission. A study of strategies and methodologies used for teaching in a classroom setting structured to meet the needs of English language learners, including specifically designed academic instruction delivered in English. Bilingual/Crosscultural models will be analyzed. The models provided will allow for implementation in varied teaching situations. (001412)

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

Prerequisites: Possess a single or multiple subjects credential, or faculty permission. Current theory in Bilingual/multicultural education as it relates to the development of integrated curriculum for the bilingual/multicultural classroom. Factors to consider when developing and assessing curriculum and instructional materials. This course is taught in Spanish. (001413)

### 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. (001414)

## 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. (002762)

### EDCI 210 Education Field Experience 1.0–3.0 Inquire

This course is a field experience offered for 1.0-3.0 units. You must register directly with a supervising faculty member. A field experience in education, designed to introduce students to practical classroom experiences early in their college careers. Regularly scheduled meetings will provide a setting wherein the students can discuss their pre-kindergarten, elementary, secondary, or community college experience in the classroom. A maximum of 3 units may be earned. You may take this course more than once for a maximum of 15.0 units. Credit/no credit grading only. (002766)



<b>EDCI 411</b>	<b>Professional Strategies for Early Career Teachers</b>	<b>3.0 Fa/Spr</b>	
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. (002781)			
<b>EDCI 415</b>	<b>Beginning Teacher Support and Assessment Practicum</b>	<b>3.0 Fa/Spr</b>	
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. (002782)			
<b>EDCI 448</b>	<b>Methods and Materials for Environmental Education</b>	<b>3.0 Fa/Spr</b>	
Prerequisites: BIOL 342 or GEOS 130 or equivalent. Experiential-oriented survey of methods and materials for teaching environmental concepts in schools, communities, nature centers, camps, and parks. Exposure to history, theory, philosophy, and goals of environmental education programs. 2.0 hours activity, 2.0 hours lecture. Special fee required; see the Class Schedule. This course is also offered as RECR 448. (002778)			
<b>EDCI 601</b>	<b>Curriculum Development and Instructional Design</b>	<b>3.0 Fa/Spr</b>	
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. (002796)			
<b>EDCI 602</b>	<b>Assessment and Evaluation of Learning</b>	<b>3.0 Fa/Spr</b>	
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. (002795)			
<b>EDCI 611</b>	<b>Analysis of Instruction</b>	<b>3.0 Fa/Spr</b>	
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. (002813)			
<b>EDCI 620</b>	<b>Creativity Trends in Education</b>	<b>3.0 Fall</b>	
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. (002785)			
<b>EDCI 621</b>	<b>Art for the Classroom Teacher</b>	<b>3.0 Inquire</b>	
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. (002784)			
<b>EDCI 622</b>	<b>Curriculum Development and Instruction: Arts</b>	<b>3.0 Inquire</b>	
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. (002783)			
<b>EDCI 623</b>	<b>Curriculum Development and Instruction: Secondary English</b>	<b>3.0 Inquire</b>	
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. (002797)			
<b>EDCI 624</b>	<b>Curriculum Development and Instruction: Mathematics Education</b>	<b>3.0 Inquire</b>	
Teaching and learning of mathematics. Guidelines for developing curriculum and improving instruction in the learning of basic mathematics, problem solving, math investigations, use of current technology, interdisciplinary instruction, and assessment. Each participant will complete a focused investigation designed to enhance his or her mathematics teaching abilities. Examination of current state and national standards. (002787)			
<b>EDCI 625</b>	<b>Curriculum Development and Instruction: Science</b>	<b>3.0 Inquire</b>	
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. (002799)			
<b>EDCI 628</b>	<b>Advanced Classroom Organization and Management</b>	<b>3.0 Inquire</b>	
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. (002804)			
<b>EDCI 630</b>	<b>Community College and Adult Education</b>	<b>3.0 Inquire</b>	
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. (002789)			
<b>EDCI 631</b>	<b>Facilitating Adult Learning</b>	<b>3.0 Inquire</b>	
Teaching is an intellectual challenge that involves planning, facilitating, assessing, and reflecting on the process of student learning. Prospective educators learn research-based instructional methods for community college and work place settings, related to their areas of expertise. (002790)			
<b>EDCI 640</b>	<b>MA in Education Research Writing Development</b>	<b>1.0 Special Session Only</b>	
This academic course is five face-to-face sessions with some additional online work, created to equip the participant with the organization and revision skills necessary to produce good quality graduate-level writing for the MA in Education. Content will cover academic writing focus, expected research and knowledge skills, and experiences necessary for graduate thesis, graduate project, and the academic or professional journal. Expectations include communicating complex and difficult material clearly to a wide variety of expert and non-expert readers, including the readers in the educational academic community. The course may be repeated or recommended. (020943)			
<b>EDCI 650</b>	<b>Administration of School Media Centers</b>	<b>3.0 Inquire</b>	
Philosophy and objectives of school media center programs; planning, organizing, administering, and coordinating the program with the curriculum of the school; standards for evaluation of programs; development of automated library systems. (002806)			
<b>EDCI 651</b>	<b>Organization of Materials</b>	<b>3.0 Inquire</b>	
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. (002807)			
<b>EDCI 652</b>	<b>Information Access</b>	<b>3.0 Inquire</b>	
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. (002808)			
<b>EDCI 653</b>	<b>Collection Development: Selection and Acquisition of Resources</b>	<b>3.0 Inquire</b>	
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. (002809)			
<b>EDCI 655</b>	<b>Supervised Experience in School Library Media Centers</b>	<b>3.0 Inquire</b>	
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. (002814)			

Highlighted text indicates a change from the original publication.

## Education

### EDCI 656 Rural and Small School Education 3.0 Inquire

This course investigates the issues and problems that are confronted by educators who work in rural and small schools, specifically in California. Learners review current theories and models for rural and small school organization and operation. Topics include small school and community relationships, curriculum design and implementation, options for operation and governance, community focus, partnerships and opportunities, implications of Federal policy, technology plans, diversity, and contemporary resources. (020332)

### 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. (002810)

### 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 school district and teachers' managerial duties. Instructional media is developed and evaluated, including print media, digital photography, audio and video capture, DVD production, and online application sources for instructional work and review. (002811)

### EDCI 689 Professional Field Experience 3.0 Fa/Spr

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. (002815)

## 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. (002887)

### EDSL 610 Foreign/Second Language Teaching: Methods 3.0 Fall

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. (002891)

### EDSL 633 Foreign/Second Language Teaching: The Cultural Dimension 3.0 Fall

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. (020007)

### 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. (002888)

### 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. (002889)

### 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. (002890)

### EDSL 696 Teaching International Languages Comprehensive Examination 3.0 Fa/Spr

Preparation for comprehensive examination in Teaching International Languages. Credit/no credit grading only. (015874)

## Education-Master's Degree Course Offerings

### EDMA 603 Foundations of Education for English Learners 3.0 Spring

Prerequisites: Possess a multiple or single subjects credential or faculty permission. A study of the rationale and history of bilingual education. Foundation aspects of American education include legal, social, political, legislative, financial, and other related topics, with particular emphasis on how these areas interface with bilingual/multicultural issues. (002869)

### EDMA 604 Foundations of Democratic Education 3.0 Fa/Spr

This course examines current and historical issues related to supporting the important relationship between democracy and public education. The concepts of democracy and democratic school and classroom practice are explored. (002870)

### 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. (002871)

### 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. (002873)

### 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. (002875)

### EDMA 611 Research Seminar in Education 3.0 Fa/Spr

Prerequisites: EDMA 610, faculty permission. Assists in the development of research proposals and the communication of research. Master's candidates gain insight into the conduct of educational research, develop the proposal for their thesis or project, and draft a summary of related previous research. This course should be taken just before beginning a master's thesis or project. (002876)

### 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. (002872)

### 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. (002878)

### 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. (002877)

### 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. (002881)

**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. (002879)

## Education-Reading/Language Arts Course Offerings

**RDGL 354 Literature for Young Children 3.0 Inquire**

An introductory survey of stories and poetry appropriate for pre-school children and children in the early primary grades. Techniques of teaching and presentation. Attention to the relationship between developmental characteristics of young children and appropriate experience with literature. Recommended for majors in Child Development and students specializing in early childhood education. (003016)

**RDGL 540 Reading Competence Practicum 3.0 Fa/Spr**

Multiple Subject Credential candidates review reading education and prepare for the California Reading Instruction Competence Assessment (RICA) exam. Course curriculum focuses on the California Reading Standards and RICA domains. You may take this course more than once for a maximum of 6.0 units. Credit/no credit grading only. (015813)

**RDGL 554 Literature for Children 3.0 Fa/Spr**

A study and critical examination of traditional and modern literature appropriate for the elementary school; criteria for curriculum development; teaching literature to children. Recommended for Multiple Subject credential candidates. (003115)

**RDGL 556 Literature for Adolescents 3.0 Inquire**

A critical examination of traditional and modern literature appropriate for secondary schools; development of curriculum in literature; approaches to teaching selected literary works. (003116)

**RDGL 557 Literature for a Multicultural World 3.0 Fall**

Multicultural literature is central to helping students understand themselves and the world in which they live. This survey course will address how to identify, select, and evaluate appropriate literature. This course will include study of how to implement and use multicultural books with children who are native English speakers as well as those who are English language learners. Intended for those interested in teaching at elementary, middle, and high schools. (008755)

**RDGL 618 Integrated Language Arts 3.0 Inquire**

Strategies for implementing a language arts program that integrates reading, writing, speaking, and listening. Study of current theory and practice of teaching language arts. Includes study of State of California English-language Arts and Reading Frameworks. Appropriate for Liberal Studies students, graduate students in Education, and teachers in the field. (003068)

**RDGL 654 Seminar in Literature for Children 3.0 Inquire**

Prerequisites: RDGL 554 or teaching experience.  
For the advanced student wishing to pursue research in the field of literature for children; problems of curriculum development; cooperative roles of teachers and librarians. (003172)

**RDGL 657 Books for Young Adults 3.0 Inquire**

Designed and recommended for junior and senior high school teachers, reading specialists, and librarians who want to become familiar with the books and magazines popular with young adults today. Seminar will cover the young adult novel, transition books, and selected types of adult fiction. Guidelines, policies, sources, and trends relating to choosing books for young adults will be included. This course has been approved for the Library Services program. (003121)

**RDGL 658 Seminar in Teaching Content Reading Skills 3.0 Inquire**

Examination of the professional literature, practices, and materials for science, math, social sciences, etc. The course content will focus on informal assessment instruments and techniques, teaching content vocabulary, study techniques for improving comprehension, and reading versatility. Appropriate for teachers of grades 4-14. 2.0 hours activity, 2.0 hours seminar. (003123)

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

Prerequisites: Completion of teacher education program.  
Examination in depth of various methods and materials for teaching reading in the elementary school. Evaluation of outcomes of reading programs. Supervised practice in specific techniques. Analysis of ways to integrate the four language arts as well as the various methods and materials. 2.0 hours activity, 2.0 hours seminar. (003122)

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

Prerequisites: RDGL 658 or RDGL 659 or faculty permission.  
Survey of current theory and research related to reading, thinking, and learning as it pertains to principles and practices of teaching reading/language arts to learners in grades K-14. This course provides experience in locating, using, and analyzing selected professional literature and teaching materials. 2.0 hours activity, 2.0 hours seminar. (003125)

**RDGL 661 Seminar in Individual Diagnosis in Reading 3.0 Fall**

Prerequisites: Faculty permission.  
Analysis of selected individual tests of reading and reading-related abilities. Evaluation of selected case studies. Introduction to selected interview techniques and interpersonal skills needed in working with students, teachers, families, school psychologists, and other school personnel concerned with the testing of individuals and groups of students. Supervised practice in selecting, constructing, administering, and interpreting individual measures of reading ability. (003182)

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

Evaluation and critique of research literature on the teaching of reading, with emphasis on psychological factors and principles of learning in reading instruction. Recommended for the reading consultant, specialist, or supervisor. (003190)

**RDGL 663 Seminar in New Trends in Teaching Reading 3.0 Inquire**

Review of current literature, and examination and evaluation of current methods and materials in teaching reading; a study of controversial issues in reading instruction. For administrators, supervisors, consultants, and the experienced teacher. (003191)

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

Prerequisites: RDGL 658 or RDGL 659.  
A critical examination of remedial techniques and materials used in teaching. An examination of the relationships between evaluation of reading test results and instructional practices. 2.0 hours activity, 2.0 hours seminar. (003126)

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

Prerequisites: Faculty permission.  
Evaluation of practices and materials suitable for teaching reading to individuals of all ages, preschool through adult, and at all levels of ability: clinical, remedial, corrective, developmental, and gifted. Emphasis on how to match instruction to the abilities of the individual learner. (003183)

**RDGL 666 Clinical Practice in Reading: Diagnosis 1.0–3.0 Each Trm**

Prerequisites: Faculty permission.  
This course is offered for 1.0-3.0 units. Supervised practice in the diagnosis of individuals with reading difficulties; use of standardized and informal measures of reading-related abilities; writing case reports; developing skills for working with school personnel, family members, and individual students; conducting parent and school conferences; ethics of clinical practice. May be used toward a master's degree or Reading Specialist Credential. You may take this course more than once for a maximum of 6.0 units. (003184)

**RDGL 667 Clinical Practice in Reading: Instruction 1.0–3.0 Each Trm**

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. (003187)

**RDGL 689 Internship in Teaching of Reading 3.0 Fa/Spr**

Prerequisites: Faculty permission.  
Supervised internship in selected aspects of reading development, including diagnostic practices, administration, supervision, and design of reading curriculum in schools; evaluation, in-service leadership, and treatment of reading problems. (003205)

## 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. (003010)

**SPED 489 Field Experience in Education of Exceptional Students 3.0 Fa/Spr**

Open to all students in practicum experience in schools with exceptional students. Introductory experiences in general and special education classroom settings. Guided observations and exposure to varied educational environments and practices in teaching to diversity. You may take this course more than once for a maximum of 15.0 units. (009293)

**SPED 501 Seminar for Field Experience 1.0 Fa/Spr**

Prerequisites: Admission to Education Specialist Credential Program. 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. You may take this course more than once for a maximum of 2.0 units. Credit/no credit grading only. (020480)

**SPED 514 Supervised/Student Teaching - Mild/Moderate Disabilities 3.0 Fa/Spr**

Prerequisites: Admission to Education Specialist Credential Program. Enrollees participate in, and assume full responsibility for, instruction of students with mild/moderate disabilities. Credit/no credit grading only. (020478)

**SPED 515 Supervised/Student Teaching - Moderate/Severe Disabilities 3.0 Fa/Spr**

Prerequisites: Admission to Education Specialist Credential Program. Enrollees participate in, and assume full responsibility for, instruction of students with moderate/severe disabilities. Credit/no credit grading only. (020479)

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

Prerequisites: Teaching, counseling, or administrative credential. Addresses requirements of legislature related to the gifted and talented, giving attention to the "differentiated competencies" of teachers, counselors, and administrators who work with gifted students (K-12). Additional emphases: characteristics of gifted students, suitable learning models, components of "qualitatively different" curriculum, and integration of gifted students into regular classrooms. (003067)

**SPED 517 Introduction to Teaching English Learners for Level I Education Specialists (Mild/Moderate and Moderate/Severe Disabilities) 3.0 Summer**

Prerequisites: Admission to Special Education Level II program. An introduction to the knowledge, skills, and dispositions necessary to teach in a diverse classroom setting, including a conceptual framework for the learning and teaching of English learners. (020445)

**SPED 518 Literacy and Academic Access for English Learners: Level I Education Specialists (Mild/Moderate and Moderate/Severe Disabilities) 3.0 Fall**

Prerequisites: SPED 517  
This course addresses the pedagogical theories, principles and practices for English language acquisition and development. Reading and writing strategies to promote English learners' access to and achievement in the academic content standards are addressed. Students utilize assessment information to diagnose English learners' language abilities and to design lessons that foster receptive and productive language processes. This course embeds current educational research with practical application to school settings. (020444)

**SPED 519 Advanced Methods for Teaching Pupils with Emotional/Behavior Disorders 3.0 Fa/Spr**

Prerequisites: Admission to or completion of Level II program, or faculty permission. In-depth coverage of issues of eligibility, assessment, and instructional services to students with emotional and behavioral disorders. Focus is on alternative service delivery models, teaching emotional regulation skills, and coordination of services with multiple agency providers to enhance student success. Credit/no credit grading only. (020458)

**SPED 520 Assessment and Evaluation in General and Special Education 3.0 Spring**

Prerequisites: SPED 343 or equivalent.  
Study techniques used in assessing skills and needs of general and exceptional learners. Topics include examination of standardized tests in general and special education; use and interpretation of standardized test results; development and use of teacher-made techniques for assessment; principles of curriculum-based assessment; and consideration of cultural and linguistic diversity factors in assessment. Activities focus on construction of teacher-made instruments and on administration and scoring of selected standardized tests. This course is part of the Level I preparation program for education specialists in mild/moderate/severe disabilities. Enrollment is normally limited to Special Education Credential candidates. Other students may enroll with faculty permission. This course is also offered as PSYC 516. (007958)

**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. (009302)

**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. (009305)

**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. (003037)

**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. (009308)

**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. (003128)

**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. (020005)

**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. (009306)

<b>SPED 560</b>	<b>General and Special Education Methods for Teaching Mathematics</b>	<b>2.0 Fall</b>
Prerequisites: Admission to Special Education professional preparation program or faculty permission. This course focuses on strategies and methodologies of elementary school instruction in mathematics for general and special education. Prospective teachers examine relevant learning theory, practices, current research, recommendations, and state and national standards and framework documents pertaining to mathematics instruction. Included are strategies integrating modern technologies, problem solving, and manipulations. Practice in writing, delivering, and evaluating mathematics lessons and utilizing appropriate assessment practices. (009294)		
<b>SPED 561</b>	<b>Curriculum and Instruction: Emphases for Inclusive Settings</b>	<b>3.0 Fa/Spr</b>
Prerequisites: SPED 343. Recommended: senior standing. This course focuses on the principles and practices of elementary school instruction in language arts, fine arts, mathematics, science, and social studies and national and state curriculum and subject matter standards. It includes selecting appropriate instructional strategies, lesson planning, assessment, service learning, writing goals and objectives, and methods for enhancing critical thinking and content area reading skills to meet the educational needs of culturally and linguistically diverse students. (009295)		
<b>SPED 562</b>	<b>Methods for Teaching Science/Social Science/Arts: General and Special Education</b>	<b>3.0 Fall</b>
Prerequisites: Admission to Special Education teacher preparation program or faculty permission. This course addresses the major themes and basic fields of study underlying science, social science, and fine arts, K-6, and includes the instructional strategies, materials, and assessment formats that allow students to investigate areas of study. Fields of science history/social science and fine arts include the content standards for California public schools, current research, and national curriculum documents. (009296)		
<b>SPED 563</b>	<b>Collaboration in Education and the Helping Professions</b>	<b>2.0 Fa/Spr</b>
Prerequisites: SPED 343, SPED 569. Senior standing is recommended. Roles and relationships of families and professionals involved in the special education service delivery process. Emphasis on developing professional communication with administrators, regular education personnel, specialists, paraprofessionals, district personnel. Pre-referral services and interactions, student study/student success teams, IEP/ITP teams and co-teaching models. For child development majors, an additional unit of internship credit is recommended. (009297)		
<b>SPED 564</b>	<b>Management of Learning Environments</b>	<b>2.0 Spring</b>
Prerequisites: SPED 343, SPED 569. Recommended: senior standing. This course focuses on the management of safe and effective learning environments and facilitates positive self-esteem and self-advocacy for all learners. It includes knowledge of behavior management models, varying communication styles that impact learning and strategies for promoting behavior that is positive and self-regulatory. (009298)		
<b>SPED 565</b>	<b>Behavior Management</b>	<b>2.0 Fall</b>
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. (009299)		
<b>SPED 566</b>	<b>Student Teaching - Multiple Subject</b>	<b>8.0 Fa/Spr</b>
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. (009303)		
<b>SPED 567</b>	<b>Supervised/Student Teaching - Mild/Moderate Disabilities</b>	<b>8.0 Fa/Spr</b>
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. (003036)		
<b>SPED 568</b>	<b>Fieldwork - General Education</b>	<b>3.0 Fa/Spr</b>
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. (009307)		
<b>SPED 569</b>	<b>Field Experience - General and Special Education</b>	<b>3.0 Fa/Spr</b>
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, 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. You may take this course more than once for a maximum of 15.0 units. (015978)		
<b>SPED 590</b>	<b>Intern Preservice and Orientation</b>	<b>2.0 Fa/Spr</b>
Preservice for special education interns. Orientation to on-the-job training program, philosophy and goals. Introduction to special education legislation, structures, content. Practice in planning and managing a special education classroom and in maintaining student files. Credit/no credit grading only. (009301)		
<b>SPED 636</b>	<b>Advanced Curriculum Content -- Mild/Moderate</b>	<b>3.0 Inquire</b>
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. (003161)		
<b>SPED 637</b>	<b>Curriculum and Instruction -- Moderate/Severe Disabilities</b>	<b>3.0 Fall</b>
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. (003101)		
<b>SPED 638</b>	<b>Instructional Strategies for the Behaviorally and Emotionally Disturbed</b>	<b>3.0 Fall</b>
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. (003163)		
<b>SPED 639</b>	<b>Advanced Curriculum Content: Moderate/Severe Disabilities</b>	<b>3.0 Fa/Spr</b>
Prerequisites: Admission to Special Education Level II program or faculty permission. The contents of this course are based on the following Education Specialist Credential Level II Standards: databased decision making; advanced behavioral, emotional, environmental supports; development of specific emphasis in moderate/severe disabilities. (009316)		
<b>SPED 640</b>	<b>Transition, Vocational, and Career Education</b>	<b>2.0 Inquire</b>
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. (009317)		
<b>SPED 641</b>	<b>Seminar for M.A., Special Education Option</b>	<b>3.0 Inquire Option</b>
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. (003166)		

## Education

### SPED 642 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. (009321)

### SPED 643 Mainstreaming 3.0 Fa/Spr

Overview of history, trends, and legal mandates concerning mainstreaming. Alternative forms of mainstreaming and use of specialized curriculum and strategies for the exceptional child in the regular classroom. Review of research and evaluation of mainstreaming. (003090)

### SPED 651 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. (009315)

### SPED 652 Issues in Development and Assessment in Early Childhood Special Education 3.0 Inquire

Prerequisites: SPED 651.

Study and application of best practices in child assessment, birth through pre-kindergarten, curriculum and intervention. (009320)

### SPED 670 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. (009313)

### SPED 671 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. (009314)

### SPED 672 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. (003100)

### SPED 673 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. (003108)

### SPED 691 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. (009312)

### SPED 692 Classroom Management for Individuals with Exceptional Needs 3.0 Fa/Spr

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

This course is designed to provide participants with an in-depth examination of basic behavioral theory and principles of learning as they apply to classroom management of exceptional students. You may take this course more than once for a maximum of 6.0 units. (003094)

## 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. Credit/no credit grading only. (002896)

### 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. You may take this course more than once for a maximum of 4.0 units. Credit/no credit grading only. (002897)

### EDTE 200 Teaching Writing Composition in the Elementary Classroom 3.0 Spring

This course is part of the Integrated Teacher CORE and prepares teacher candidates to teach writing. The course enables students to develop a comprehensive program of writing instruction that is aligned with the California English Language Arts Standards and the California Reading/Language Arts Framework. ABC/no credit grading only. (020514)

### 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. (002900)

### EDTE 255 Introduction to Democratic Perspectives in K-12 Teaching 3.0 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 6.0 units. Credit/no credit grading only. (015812)

### 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. (002975)

### 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. (002977)

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

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

This course facilitates observation of and engagement in multiple teaching tasks under the apprenticeship of classroom teachers and a peer mentor. Student teachers in the last assignment of their professional preparation program act as peer mentors to course participants. Students in this course begin to develop a framework for basic lessons and unit design. Prospective teachers examine California's current recommendations for educational reform as they affect culturally and linguistically diverse populations. This course assists students in the transition from their undergraduate program into the professional preparation program. 2.0 hours activity, 2.0 hours seminar. You may take this course more than once for a maximum of 15.0 units. (002958)

**EDTE 501 Application of Service Learning 1.0 Fa/Spr**

Prerequisites: Admission to credential program.

This course provides instruction about the fundamentals of service learning and one way to incorporate it into teaching and curriculum design. The course is specifically for pre-service teachers who are studying to become teachers in K-12 settings. Credit/no credit grading only. (020476)

**EDTE 520 Fundamentals of Teaching Practice 3.0 EachTrm**

Teaching is an intellectual challenge that involves planning, facilitating, and reflecting on the process of student learning. Teacher candidates develop strategies necessary to create safe and structured learning environments and explore relationships among curriculum, instruction, assessment, and classroom climate to meet the needs of a diverse student population within a democratic society. This is a Multiple Subject Program course and is not applicable to a master's degree. ABC/no credit grading only. (002904)

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

At the center of a working democracy is a literate population. This course provides a substantive, research-based approach to deliver and assess a comprehensive program of early (grades K-3) reading, literacy development, and related language arts instruction that is aligned with the California English Language Arts Academic Content Standards and the Reading/Language Arts Framework. Teacher candidates are introduced to the best practices associated with developing diverse students' concepts about print, phoneme awareness, phonics knowledge, writing, spelling, reading fluency, and comprehension. Teacher candidates learn to use assessment tools to inform their instructional planning, text selection, and instructional approach. This is a Multiple Subject Program course and is not applicable to a master's degree. ABC/no credit grading only. (002917)

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

This course provides a substantive, research-based approach to deliver and assess a comprehensive program of systematic reading, writing, and related language arts instruction (grades 4-8) that is aligned with the state adopted English Language Arts Academic Content Standards for Students and the Reading/Language Arts Framework. Teacher candidates study reading and language arts methods in the context of democratic practices that include reading comprehension strategies instruction, a strong literature component; strategies that promote and guide pupil independent reading; and instructional approaches that incorporate listening, speaking, reading, and writing for children in multilingual, cross-cultural classrooms. This is a Multiple Subject Program course and is not applicable to a master's degree. ABC/no credit grading only. (002918)

**EDTE 523A Curriculum Theory and Practice: Math 2.0-3.0 EachTrm**

This course examines the principles and practices for elementary school instruction in mathematics within the context of democratic classroom practice. It includes application of national and state standards to planning curriculum and assessment, as well as selection and implementation of appropriate instructional strategies, resources, materials, and electronic teaching technologies to meet the educational needs of diverse student populations. This course is a Multiple Subject Program course and is not applicable to a master's degree program. You may take this course more than once for a maximum of 4.0 units. ABC/no credit grading only. (002921)

**EDTE 523B Curriculum Theory and Practice: Science 2.0 EachTrm**

This course examines the principles and practices of elementary school instruction in science within the context of democratic classroom practice. It includes application of national and state standards to planning curriculum and assessment, as well as selection and implementation of appropriate instructional strategies, resources, materials, and electronic teaching technologies to meet the educational needs of diverse student populations. This course is a Multiple Subject Program course and is not applicable to a master's degree program. You may take this course more than once for a maximum of 4.0 units. ABC/no credit grading only. (020714)

**EDTE 524A Curriculum Theory and Practice: Social Studies 2.0 EachTrm**

This course examines the principles and practices for elementary school instruction in social studies within the context of democratic classroom practice. It includes application of national and state standards to planning curriculum and assessment, as well as selection and implementation of appropriate instructional strategies, resources, materials, and electronic teaching technologies to meet the educational needs of diverse student populations. This course is a Multiple Subject Program course and is not applicable to a master's degree program. You may take this course more than once for a maximum of 4.0 units. ABC/no credit grading only. (002922)

**EDTE 524B Curriculum Theory and Practice: Arts 2.0 EachTrm**

This course examines the principles and practices of elementary school instruction in the arts (dance, music, visual art, and theatre) within the context of democratic classroom practice. It includes application of national and state standards to planning curriculum and assessment, as well as selection and implementation of appropriate instructional strategies, resources, materials, and electronic teaching technologies to meet the educational needs of diverse student populations. This course is a Multiple Subject Program course and is not applicable to a master's degree program. You may take this course more than once for a maximum of 4.0 units. ABC/no credit grading only. (020715)

**EDTE 525 Teaching Practicum I 6.0 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 a collaborative effort of the University and colleagues in cooperating K-8 schools. This is a Multiple Subject Program course and is not applicable to a master's degree. Credit/no credit grading only. (020010)

**EDTE 526 Teaching with Technology 1.0 Fa/Spr**

This course addresses the prudent, efficient, and appropriate uses of computer technology, communication tools, and electronic information management as they relate to the teaching and learning process in the K-12 setting. This is a Multiple Subject Program course and is not applicable to a master's degree. ABC/no credit grading only. (002916)

**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. (002919)

**EDTE 528 Applications for Democratic Education 3.0 Fa/Spr**

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

To meet the needs of students in a democratic 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. You may take this course more than once for a maximum of 6.0 units. ABC/no credit grading only. (002923)

**EDTE 529 Teaching Practicum II 9.0 Fa/Spr**

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

This second course in teaching practica continues the sequence of carefully planned substantive, supervised field experiences in the K-8 classroom. Teacher candidate placements are determined through a collaborative effort of the University and colleagues in cooperating K-8 schools. This is a Multiple Subject Program course and is not applicable to a master's degree. Credit/no credit grading only. (002924)

## Education

### 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. (002935)

### 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. (002936)

### EDTE 532 Literacy Development 3.0 EachTrm

This course examines issues of language and literacy development for first and second language learners with an emphasis on the adolescent learner. Theory and research on the effects of prior knowledge, motivation, and culture on reading and writing are addressed. Specific reading, writing, speaking, and listening strategies to support comprehension of academic content by diverse student populations are emphasized. Assessment techniques specific to literacy development are explored. The central theme of the course is helping students (grades 7-12) become strategic readers and critical consumers of information in a democratic society. This is a Single Subject Program course and is not applicable to a master's degree. ABC/no credit grading only. (002902)

### EDTE 533 Subject Area Pedagogy I 3.0 EachTrm

This course assists teacher candidates in applying democratic practices to subject matter content as they develop their skills in planning, facilitating, and assessing student learning in their selected disciplines. Teacher candidates design short-term and long-term curricula to deliver content-specific instruction that is consistent with the state-adopted academic content standards and the basic principles and primary values of the underlying disciplines. They consider various instructional designs, create engaging experiences for all learners, and develop content-appropriate methods of assessing student learning. This is a Single Subject Program course and is not applicable to a master's degree. ABC/no credit grading only. (002937)

### EDTE 534 Teaching Special Populations 2.0 EachTrm

This course focuses on legal mandates and practical instructional strategies for general education instructors working with the exceptional student. Content includes the general education teachers' obligations under IDEA and ADA, the nature and range of exceptional students, models within schools for supporting special populations and selection of appropriate instructional materials and teaching strategies. The course addresses teachers' attitudes toward inclusion and emphasizes the development of a positive climate of instruction for all special populations in the general classroom. This is a Single Subject Program course and is not applicable to a master's degree. ABC/no credit grading only. (002938)

### EDTE 535 Teaching Practicum I 6.0 Fa/Spr

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

This first of two teaching practica provides a developmental sequence of carefully planned substantive, supervised field experiences in the 7-12 grade classroom, including opportunities to observe and apply democratic practices. Teacher candidate placements are determined through a collaborative effort of the University and colleagues in cooperating 7-12 grade schools. This course is a Single Subject Program course and is not applicable to a master's degree. Credit/no credit grading only. (002939)

### EDTE 535A Teaching Practicum I for Blended Mathematics Candidates 3.0 Fa/Spr

This is the first of two teaching practica designed for mathematics teachers. It provides a developmental sequence of carefully planned substantive, supervised field experiences in the 7-12 classroom, including opportunities to observe and apply mathematics-specific pedagogy and democratic practices. This course is a Single Subject Program course and is not applicable to a master's degree program. (020985)

### EDTE 536 Subject Area Pedagogy II 3.0 Fa/Spr

This course increases the candidates' awareness and understanding of issues, trends, challenges, and democratic practices of their selected areas of specialization. Teacher candidates advance their knowledge and skills in teaching academic content standards-based curriculum in the subject area guided by multiple measures of assessing student learning. They make and reflect on instructional decisions informed by educational theories and research, state-adopted materials and frameworks, and consultations with other professionals. This course is a Single Subject Program course and is not applicable to a master's degree. ABC/no credit grading only. (002940)

### EDTE 537 Applications for Democratic Education 3.0 Fa/Spr

Prerequisites: Capstone course to be taken in the final semester of the program. To meet the needs of students in a democratic and diverse society, teachers must be change agents in their school and community. This capstone course advances candidates' knowledge and skills in developing applications for authentic democratic classroom and school practice. This course is a Single Subject Program course and is not applicable to a master's degree. You may take this course more than once for a maximum of 6.0 units. ABC/no credit grading only. (002941)

### EDTE 538 Teaching Practicum II 9.0 Fa/Spr

Prerequisites: Successful completion of Practicum I (EDTE 535). This second course in teaching practica continues the sequence of carefully planned substantive, supervised field experiences in the 7-12 grade classroom. Teacher candidate placements are determined through a collaborative effort of the University and colleagues in cooperating 7-12 grade schools. This is a Single Subject Program course and is not applicable to a master's degree. Credit/no credit grading only. (002942)

### EDTE 562 Content Area Methods and Assessment - Single Subject 3.0 Fa/Spr

Prerequisites: Acceptance into Tri-Placement Program Single Subject pathway. This course prepares single subject candidates to plan and deliver content-specific instruction for all students based on the student academic content standards and curriculum frameworks. Candidates examine the relationship between instruction and assessment. Effective use of technologies is reviewed and evaluated. (020483)

### 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. (020893)

### EDTE 574 Teaching in Inclusive Settings: Preparing to Teach Special Populations in the General Education Settings 1.0 Spring

Prerequisites: Admission to a Professional Education Program and successful completion of EDTE 570, EDTE 671, EDTE 672, EDTE 673, EDTE 575.

This course focuses on relevant state and federal laws pertaining to the education of exceptional populations as well as the selection and use of instructional strategies and technologies for those populations. Basic information is provided relative to the IEP process, including identification, referral, assessment, exit procedures, IEP planning and meeting, and implementation and evaluation. ABC/no credit grading only. (002931)

### EDTE 575 Field Experience 6.0 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. (002932)

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<b>EDTE 577</b>	<b>Student Teaching</b>	<b>9.0 Spring</b>
Prerequisites: Admission to a Professional Education Program and successful completion of EDTE 570, EDTE 671, EDTE 672, EDTE 673, and EDTE 575. This second field-based course continues the developmental sequence of substantive, carefully planned experiences in a self-contained classroom. Candidates assume daily teaching responsibility for whole-class instruction and management for at least two weeks. All candidates have significant experiences delivering comprehensive instruction to English Learners in at least one of the two field-based courses. Bilingual candidates have at least one field-based experience in a bilingual classroom setting. Credit/no credit grading only. (002934)		
<b>EDTE 580</b>	<b>Educational Psychology</b>	<b>3.0 Fall</b>
Prerequisites: Conditional admission to a Professional Education Program. This course is designed to help candidates understand how students' cognitive, personal-social, and physical development, and cultural and linguistic backgrounds are related to effective teaching and interpersonal relations in secondary schools. Major segments of instruction include the study of how students learn, remember, and make use of the knowledge they have acquired and how students' educational growth is assessed in schools. Each candidate begins to use this knowledge to organize and manage a learning environment that supports student development, motivation, and learning. This course is not applicable to a master's degree. ABC/no credit grading only. (015899)		
<b>EDTE 584</b>	<b>Teaching in Inclusive Settings: Preparing to Teach Special Populations in Secondary Settings</b>	<b>1.0 Spring</b>
Prerequisites: Admission to a Professional Education Program and successful completion of EDTE 580, EDTE 681, EDTE 682, EDTE 683, EDTE 585. This course focuses on relevant state and federal laws pertaining to the education of exceptional populations as well as the selection and use of instructional strategies and technologies. Basic information is provided relative to the IEP process, including identification, referral, assessment, exit procedures, IEP planning and meeting, and implementation and evaluation. ABC/no credit grading only. (002953)		
<b>EDTE 585</b>	<b>Field Experience</b>	<b>6.0 Fa/Spr</b>
Prerequisites: Admission to a Professional Education Program. This course is the first in a two-course series. It provides a developmental sequence of substantive, carefully planned experiences in a secondary setting. Candidates observe and reflect on instructional practices, organizational structures and curriculum implementation. The increase of instructional responsibilities is guided and determined by the University supervisor and cooperating teacher. Candidates have significant experiences delivering comprehensive instruction to English Learners in at least one of the two field-based courses. Credit/no credit grading only. (002954)		
<b>EDTE 587</b>	<b>Student Teaching</b>	<b>9.0 Spring</b>
Prerequisites: Admission to a Professional Education Program and successful completion of EDTE 580, EDTE 681, EDTE 682, EDTE 683, EDTE 585. This second field-based course continues the developmental sequence of substantive, carefully planned experiences in a secondary setting. Candidates assume daily teaching responsibility for whole-class instruction and management for two or more teaching assignments. All candidates have significant experiences delivering comprehensive instruction to English Learners in at least one of the two field-based courses. Credit/no credit grading only. (002957)		
<b>EDTE 650A</b>	<b>Multiple Subject as a Second Credential</b>	<b>6.0 Summer</b>
This course is designed to provide a credentialed secondary teacher with the knowledge, skills, and experiences necessary to successfully teach in an elementary school classroom (Multiple Subject). Coursework includes early literacy/language arts, a variety of methods and democratic practices targeted for elementary learners, and child development psychology. Supervised fieldwork includes placement in an elementary classroom setting. With subject matter competency, this course package meets the requirements for a Single Subject credentialed teacher to add a Multiple Subject Credential. (020989)		
<b>EDTE 650B</b>	<b>Single Subject as a Second Credential</b>	<b>6.0 Summer</b>
This course is designed to provide a credentialed elementary school teacher with the knowledge, skills, and experiences necessary to successfully teach in a secondary school classroom (Single Subject). Coursework includes subject-specific methods and democratic practices for the targeted content area and adolescent development psychology. Supervised fieldwork includes placement in a secondary classroom setting. With subject matter competency, this course package meets the requirements for Multiple Subject credentialed teacher to add a Single Subject Credential. (020983)		
<b>EDTE 671</b>	<b>Curriculum Development and Instructional Strategies</b>	<b>3.0 Fall</b>
Prerequisites: Admission to a Professional Education Program. This course provides an introduction to planning and delivering content specific instruction based on the academic content standards for students and curriculum frameworks in the major subject areas of mathematics and science, physical education and health. Candidates learn and begin to understand the appropriate use of computer-based technology for information collection, analysis, and management in the instructional settings. ABC/no credit grading only. (020894)		
<b>EDTE 672</b>	<b>Teaching Reading/Language Arts in Self-Contained Classrooms</b>	<b>4.0 Fall</b>
Prerequisites: Admission to a Professional Education Program. This course provides substantive, research-based instruction that builds the theoretical and practical knowledge base. This enables candidates to deliver a comprehensive program of systematic instruction in reading, writing, and related language arts that is aligned with the California English Language Arts Academic Contents Standards for Students. Candidates examine issues of English language development and select appropriate strategies and materials for students, including those from diverse cultural and linguistic backgrounds. ABC/no credit grading only. (020895)		
<b>EDTE 673</b>	<b>Teaching English Learners: Literacy and Academic Access</b>	<b>3.0 Fa/Spr</b>
Prerequisites: Admission to a Professional Education Program. Prospective K-12 teachers study pedagogical theories, principles, and practices for English Language acquisition and development. The effects of prior knowledge and culture on reading and writing are explored. Reading and writing strategies to promote students' access to, and achievement in, the academic content standards are addressed. Candidates utilize assessment information to diagnose students' language abilities and to design lessons that foster receptive and productive language processes. ABC/no credit grading only. (020896)		
<b>EDTE 676</b>	<b>Interdisciplinary Instruction and Assessment</b>	<b>6.0 Spring</b>
Prerequisites: Admission to a Professional Education Program and successful completion of EDTE 570, EDTE 671, EDTE 672, EDTE 673, 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. (015712)		
<b>EDTE 681</b>	<b>Curriculum Development and Instructional Strategies for Secondary Settings</b>	<b>3.0 Fall</b>
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. (020336)		
<b>EDTE 682</b>	<b>Teaching Content Area Reading/Language Arts in Secondary Settings</b>	<b>3.0 Fall</b>
Prerequisites: Admission to a Professional Education Program. This course provides substantive, research-based instruction that builds the theoretical and practical knowledge base to provide instruction in content-based reading and writing skills for all students, including students with varied reading levels and language backgrounds. Candidates are introduced to approaches, methods, and strategies in reading to develop a comprehensive, systematic program that is aligned with the English Language Arts Academic Content Standards for Students. Candidates apply basic principles and practices of reading/language arts. Factors influencing reading development, content area reading, organizational practices, assessment, and materials are discussed. ABC/no credit grading only. (020037)		

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## Education

<b>EDTE 683</b>	<b>Teaching English Learners in Secondary Settings: Literacy and Academic Access</b>	<b>3.0 Fa/Spr</b>
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Prerequisites: Admission to a Professional Education Program.  
Prospective teachers study pedagogical theories, principles, and practices for English Language acquisition and development. The effects of prior knowledge and culture on reading and writing are explored. Reading and writing strategies to promote students' access to, and achievement in, the academic content standards are addressed. Candidates utilize assessment information to diagnose students' language abilities and to design lessons that foster receptive and productive language processes. ABC/no credit grading only. (020337)

<b>EDTE 686</b>	<b>Subject-Specific Content Instruction and Assessment</b>	<b>6.0 Spring</b>
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Prerequisites: Admission to a Professional Education Program and successful completion of EDTE 580, EDTE 681, EDTE 682, EDTE 683, EDTE 585.  
This course prepares single subject candidates to plan and deliver content-specific instruction for all students (i.e., English speakers, English learners, and special populations) based on the student academic content standards and curriculum frameworks. Candidates examine the relationship between instruction and assessment. Technologies for effective use in relation to the state-adopted academic curriculum are reviewed and evaluated. ABC/no credit grading only. (002955)