

School of Education Courses

PLEASE CHECK THE COURSES YOU ARE QUALIFIED TO TEACH:

BLMC 319 - BILINGUAL TEACH COMPETENCE/LANG

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.

BLMC 518 - LANGUAGE & COMMUNICATION SKILLS FOR ENGLISH LEARNERS

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.

BLMC 536 – INTRO TO MULTICULTURAL EDUCATION

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.

BLMC 672 – LINGUISTICALLY AND CULTURALLY RESPONSIVE EDUCATIONAL PRACTICES

A STUDY OF THEORIES AND PEDAGOGICAL PRACTICES FOR MORE EQUITABLE LEARNING ENVIRONMENTS FOR LINGUISTICALLY AND CULTURALLY DIVERSE LEARNERS, IN BOTH K-12 CLASSROOMS AND IN UNIVERSITY CONTEXTS. COURSE CONTENT WILL INCLUDE SPECIFICALLY DESIGNED ACADEMIC INSTRUCTION DELIVERED IN ENGLISH, AS WELL AS INCLUSION OF STUDENTS' OTHER LANGUAGES AND LANGUAGE VARIATIONS TO MAXIMIZE LEARNING. THE MODELS PROVIDED WILL ALLOW FOR IMPLEMENTATION IN VARIED EDUCATIONAL CONTEXTS.

EDAD 631 - EDUCATIONAL LEADERSHIP: THE LITERATURE

THIS COURSE FOCUSES ON THE THEORY AND FOUNDATIONS OF TRANSFORMATIONAL EDUCATIONAL LEADERSHIP AND ADMINISTRATION. ROLE EXPECTATIONS OF THE SCHOOL PRINCIPAL AS A CHANGE AGENT ARE EXPLORED INCLUDING PROMOTION OF DEMOCRATIC EDUCATION, DEVELOPMENT OF PROFESSIONAL RELATIONSHIPS, INSTRUCTIONAL LEADERSHIP, AND ASSESSMENT OF STUDENT LEARNING FOR CONTINUOUS IMPROVEMENT. THIS IS THE FIRST COURSE IN THE PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL PROGRAM AND IS APPLICABLE TO THE MA IN EDUCATION.

EDAD 632 - EDUCATIONAL LEADERSHIP: CURRENT CONDITIONS

IN THIS SECOND COURSE IN THE PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL PROGRAM CANDIDATES LEARN AND APPLY ANALYTICAL PROCESSES ACROSS SIX CALIFORNIA LEADERSHIP DOMAINS TO IDENTIFY CURRENT SCHOOL CONDITIONS AND NEEDED CHANGES. ONSITE ADMINISTRATIVE FIELD EXPERIENCES ARE INCORPORATED. THIS COURSE IS APPLICABLE TO THE MA IN EDUCATION.

EDAD 633 - EDUCATIONAL LEADERSHIP: WHAT SCHOOLS CAN BE

CONTINUOUS IMPROVEMENT REQUIRES SCHOOL LEADERS TO BE AGENTS OF CHANGE. CANDIDATES IN THE PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL PROGRAM (PASC) LEARN TO DESIGN, ANALYZE, PRIORITIZE, AND SUPPORT SCHOOL CHANGE FOR THE IMPROVEMENT OF STUDENT LEARNING ACROSS THE SIX CALIFORNIA EDUCATIONAL LEADERSHIP DOMAINS. ONSITE ADMINISTRATIVE FIELD EXPERIENCES ARE INCORPORATED. THIS THIRD COURSE IN THE PASC PROGRAM IS APPLICABLE TO THE MA IN EDUCATION.

EDAD 634 - EDUCATIONAL LEADERSHIP: THE FIRST 100 DAYS

EFFECTIVE SCHOOL LEADERS INTEGRATE KNOWLEDGE, INTERPERSONAL, AND TECHNICAL SKILLS. THIS COURSE FOCUSES ON PLANNING THE PROCESSES AND STEPS FOR THE FIRST 100 DAYS OF A PRINCIPALSHIP THAT MAXIMIZES LONG TERM POSITIVE IMPACT, ESPECIALLY ON IMPROVED STUDENT LEARNING. ONSITE ADMINISTRATIVE FIELD EXPERIENCES ARE INCORPORATED. THIS IS THE FINAL COURSE IN THE PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL PROGRAM AND IS APPLICABLE TO THE MA IN EDUCATION.

EDCI 601 - CURRICULUM DEVELOPMENT AND INSTRUCTIONAL DESIGN

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.

EDCI 602 - ASSESSMENT AND EVALUATION OF LEARNING

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.

EDCI 611 - ANALYSIS OF INSTRUCTION

APPLICATIONS OF PRINCIPLES, PRACTICES, SYSTEMS, AND MODELS FOR OBSERVATION AND ANALYSIS OF CLASSROOM INSTRUCTION FOR SELF-IMPROVEMENT AND THE IMPROVEMENT OF INSTRUCTION BY OTHER EDUCATORS.

EDCI 657 – LITERATURE FOR A MULTICULTURAL WORLD

MULTICULTURAL LITERATURE IS CENTRAL TO HELPING STUDENTS UNDERSTAND THEMSELVES AND THE WORLD IN WHICH THEY LIVE. THIS SURVEY COURSE ADDRESSES HOW TO IDENTIFY, SELECT, AND EVALUATE APPROPRIATE LITERATURE AND INCLUDES 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.

EDCI 674 - COMPUTER GRAPHICS AND PRESENTATION IN THE K-12 CURRICULUM

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.

EDCI 675 - USE OF COMPUTERS AND INSTRUCTIONAL MEDIA THROUGHOUT THE CURRICULUM

EXAMINATION OF THEORETICAL FOUNDATIONS AND PRACTICAL APPLICATIONS OF DIGITAL INSTRUCTIONAL MEDIA FOR EDUCATORS TEACHING FACE-TO-FACE AND/OR ONLINE. THIS COURSE ADDRESSES PEDAGOGICAL CONSIDERATIONS AND BEST PRACTICES FOR USING EMERGING TECHNOLOGIES FOR PROFESSIONAL DEVELOPMENT IN TEACHING AND INSTRUCTING STUDENTS.

EDMA 600 - CRITICAL PERSPECTIVES IN EDUCATION

THIS FOUNDATION COURSE EXAMINES CURRENT AND HISTORICAL ISSUES RELATED TO SUPPORTING THE IMPORTANT CONNECTION BETWEEN SOCIAL JUSTICE AND DEMOCRACY IN PUBLIC EDUCATION AND SOCIETY. STUDENTS EXPLORE, RESEARCH, AND DISCUSS PAST AND CURRENT SOCIO-POLITICAL ISSUES AND TRENDS IN EDUCATION, WITH PARTICULAR FOCUS ON DIVERSE STUDENT POPULATIONS IN OUR SCHOOLS AND THE DEMOCRATIC PROFESSIONAL PRACTICES THAT BEST SERVE OUR EDUCATIONAL COMMUNITIES.

EDMA 610 - INTRODUCTION TO INQUIRY IN EDUCATION

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.

EDMA 611 - RESEARCH SEMINAR IN EDUCATION

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.

EDTE 255 - INTRODUCTION TO DEMOCRATIC PERSPECTIVES IN K-12 TEACHING

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.

EDTE 265 - EXPLORATION OF TEACHING AND LEARNING IN DIVERSE K-12 SETTINGS

THIS COURSE PROVIDES EMERGING TEACHERS ACCESS TO ACQUIRE PLANNED, STRUCTURED OBSERVATIONS AND EXPERIENCES IN K-12 PUBLIC SCHOOL 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. ADDITIONALLY, CLASS DIALOGUE/DISCUSSION SESSIONS SUPPORT EMERGING TEACHERS TOWARD MAKING CONNECTIONS BETWEEN SUBJECT MATTER COURSES, PERSONAL, SOCIAL AND EMOTIONAL GROWTH, AND K-12 SCHOOLING EXPERIENCES. POTENTIAL

TEACHERS ARE ENCOURAGED TO BEGIN INTRODUCTORY SCHOOL EXPERIENCES AS EARLY AS POSSIBLE IN THE SUBJECT MATTER PROGRAM.

EDTE 302 - ACCESS AND EQUITY IN EDUCATION

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.

EDTE 450 – HEALTH EDUCATION FOR ELEMENTARY SCHOOL TEACHERS

ADDRESSES MAJOR HEALTH ISSUES AFFECTING THE CHILD, INCLUDING, BUT NOT LIMITED TO, HEALTH PROMOTION AND DISEASE PREVENTION, NUTRITION, SUBSTANCE USE AND ABUSE, AND SEXUALITY. OVERVIEW OF HEALTH INSTRUCTION FRAMEWORK FOR CALIFORNIA PUBLIC SCHOOLS. FULFILLS THE STATE HEALTH EDUCATION REQUIREMENT FOR A PRELIMINARY TEACHING CREDENTIAL.

EDTE 451 – HEALTH EDUCATION FOR SECONDARY SCHOOL TEACHERS

ADDRESSES MAJOR HEALTH ISSUES AFFECTING THE ADOLESCENT, INCLUDING, BUT NOT LIMITED TO, HEALTH PROMOTION AND DISEASE PREVENTION, NUTRITION, SUBSTANCE USE AND ABUSE, AND SEXUALITY. FULFILLS THE STATE HEALTH EDUCATION REQUIREMENT FOR A PRELIMINARY TEACHING CREDENTIAL.

EDTE 520 - FUNDAMENTALS OF TEACHING PRACTICE - MULTIPLE SUBJECT

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.

EDTE 521 - EARLY READING AND LITERACY DEVELOPMENT IN A MULTI-LINGUAL/CROSS-CULTURAL SETTING

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.

EDTE 522 - READING COMPREHENSION AND CONTENT AREA LITERACY IN THE MULTI-LINGUAL/CROSS-CULTURAL SETTING

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.

EDTE 523A - CURRICULUM THEORY AND PRACTICE: MATH

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.

EDTE 523B - CURRICULUM THEORY AND PRACTICE: SCIENCE

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.

EDTE 524A - CURRICULUM THEORY AND PRACTICE: SOCIAL SCIENCE

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

EDTE 524B - CURRICULUM THEORY AND PRACTICE: ARTS

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

EDTE 528 – SYNTHESIS OF TEACHING THEORY AND PRACTICE

TO MEET THE NEEDS OF STUDENTS IN A DEMOCRATIC SOCIETY, TEACHERS MUST BE CHANGE AGENTS IN THEIR SCHOOLS AND COMMUNITIES. THIS CAPSTONE COURSE DEEPENS CANDIDATES' KNOWLEDGE AND APPLICATION OF THEORIES AND PRACTICES NECESSARY TO EXECUTE THE PLAN-TEACH-ASSESS-REFLECT CYCLE OF TEACHING IN DIVERSE CLASSROOMS. CANDIDATES ANALYZE RESEARCH-BASED TEACHING PRACTICES AS APPLIED IN CLASSROOM CONTEXTS, EXAMINE STUDENT LEARNING OUTCOMES, DOCUMENT THEIR GROWTH AS TEACHERS AND SET GOALS FOR THEIR DEVELOPMENT AS PROFESSIONAL EDUCATORS.

EDTE 530 - FUNDAMENTALS OF TEACHING PRACTICE FOR SECONDARY TEACHERS - SINGLE SUBJECT 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.

EDTE 532 - LITERACY DEVELOPMENT

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.

EDTE 533 - SUBJECT AREA PEDAGOGY I

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.

EDTE 534 - TEACHING SPECIAL POPULATIONS

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.

EDTE 536 - SUBJECT AREA PEDAGOGY II

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.

EDTE 537 - APPLICATIONS FOR DEMOCRATIC EDUCATION

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 DEVELOPING APPLICATIONS FOR AUTHENTIC DEMOCRATIC CLASSROOM AND SCHOOL PRACTICE.

EDTE 570 – CREATING/MAINTAINING A SUPPORTIVE LEARNING ENVIRONMENT

THIS COURSE FACILITATES OBSERVATION OF AND ENGAGEMENT IN MULTIPLE TEACHING TASKS UNDER THE APPRENTICESHIP OF A CLASSROOM TEACHER. A FRAMEWORK FOR LESSON AND UNIT DESIGN IS DEVELOPED. THE RELATIONSHIP BETWEEN CURRICULUM, INSTRUCTION, AND ASSESSMENT IS EXPLORED. CANDIDATES ASCERTAIN FACTORS THAT AFFECT INSTRUCTIONAL AND CLASSROOM MANAGEMENT STRATEGIES WHEN TWO LANGUAGES ARE USED FOR INSTRUCTION. CALIFORNIA'S CURRENT RECOMMENDATIONS FOR EDUCATIONAL REFORM AND THEIR AFFECT ON CULTURALLY AND LINGUISTICALLY DIVERSE POPULATIONS ARE EXAMINED. IN THE BILINGUAL/CROSSCULTURAL PROGRAM, ALL OR PORTIONS OF THIS COURSE MAY BE CONDUCTED IN SPANISH. CANDIDATES ARE ASSIGNED TO A CLASSROOM FOR 20 HOURS OF EARLY FIELD EXPERIENCE.

EDTE 580 - EDUCATIONAL PSYCHOLOGY

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.

EDTE 660A – TEACHING ENGLISH LEARNERS I

THIS COURSE PREPARES CANDIDATES TO DEVELOP THE KNOWLEDGE, SKILLS, AND DISPOSITIONS TO TEACH IN A DIVERSE CLASSROOM SETTING. THE CANDIDATES DEVELOP A CONCEPTUAL FRAMEWORK FOR THE LEARNING AND TEACHING OF ENGLISH LEARNERS. 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. THIS COURSE EMBEDS THE LATEST EDUCATION RESEARCH WITH PRACTICAL APPLICATION IN A SCHOOL SETTING.

EDTE 660B – TEACHING ENGLISH LEARNERS II

THIS COURSE PREPARES CANDIDATES TO DEVELOP THE KNOWLEDGE, SKILLS, AND DISPOSITIONS TO TEACH IN A DIVERSE CLASSROOM SETTING. THE CANDIDATES DEVELOP A CONCEPTUAL FRAMEWORK FOR THE LEARNING AND TEACHING OF ENGLISH LEARNERS. 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 WILL UTILIZE ASSESSMENT INFORMATION TO DIAGNOSE STUDENTS LANGUAGE ABILITIES AND TO DESIGN LESSONS THAT FOSTER RECEPTIVE AND PRODUCTIVE LANGUAGE PROCESSES. THIS COURSE EMBEDS THE LATEST EDUCATION RESEARCH WITH PRACTICAL APPLICATION IN A SCHOOL SETTING. THIS COURSE BUILDS ON CONCEPTS LEARNED IN EDTE 660A.

EDTE 663 – LITERACY DEVELOPMENT AND ASSESSMENT

THIS COURSE PROVIDES SUBSTANTIVE, RESEARCH-BASED INSTRUCTION THAT BUILDS THE THEORETICAL AND PRACTICAL KNOWLEDGE BASE. THIS COURSE 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 CONTENT STANDARDS, THE CALIFORNIA READING/LANGUAGE ARTS FRAMEWORK, AND THE ENGLISH LANGUAGE DEVELOPMENT STANDARDS. CANDIDATES LEARN TO EXPLICITLY TEACH BASIC DECODING, VOCABULARY, COMPREHENSION, AND FLUENCY SKILLS AND STRATEGIES TO ALL STUDENTS, INCLUDING THOSE WITH VARIED READING AND LANGUAGE LEVELS AND BACKGROUND EXPERIENCES AND KNOWLEDGE. CANDIDATES WORK CLOSELY WITH CLASSROOM TEACHERS, SUPERVISORS, AND INSTRUCTORS TO STUDY AND APPLY BASIC PRINCIPLES AND PRACTICES OF READING LANGUAGE ARTS INSTRUCTION IN CAREFULLY SELECTED FIELD EXPERIENCE SITES. CANDIDATES DEVELOP KNOWLEDGE ABOUT FACTORS INFLUENCING READING DEVELOPMENT, INSTRUCTIONAL STRATEGIES, BEGINNING READING SKILLS, CONTENT AREA READING, ORGANIZATIONAL PRACTICES, IN-DEPTH ASSESSMENT PRACTICES, AND MATERIALS. CANDIDATES LEARN ABOUT TEACHING THE LANGUAGE ARTS IN RURAL EDUCATIONAL SETTINGS, WITH AN EMPHASIS ON INCORPORATING STRATEGIES, APPROACHES, AND MATERIALS TO SUPPORT AT-RISK LEARNERS, ENGLISH LEARNERS, AND SPECIAL POPULATIONS. TECHNOLOGY IS USED THROUGHOUT THE COURSE AS A TOOL OF INSTRUCTION AND IN CANDIDATE ASSIGNMENTS.

EDTE 672 - TEACHING READING/LANG ARTS IN SELF-CONTAINED CLASSROOMS

THIS COURSE PROVIDES SUBSTANTIVE, RESEARCH-BASED INSTRUCTION THAT BUILDS THE THEORETICAL AND PRACTICAL KNOWLEDGE BASE OF K - 12 LITERACY DEVELOPMENT. THIS ENABLES CANDIDATES TO DELIVER AN EFFECTIVE AND COMPREHENSIVE PROGRAM OF INSTRUCTION IN READING/LANGUAGE ARTS IN ENGLISH AND THE STUDENTS PRIMARY LANGUAGE WHICH IS ALIGNED WITH THE CALIFORNIA ENGLISH LANGUAGE ARTS AND ENGLISH LANGUAGE DEVELOPMENT FRAMEWORK. CANDIDATES EXAMINE THE RELATIONSHIP AMONG LANGUAGE DEVELOPMENT, LITERACY LEVEL IN THE PRIMARY (L1) AND TARGET LANGUAGE (L2), AS WELL AS THE TRANSFER OF SKILLS BETWEEN L1 AND L2. SELECTION AND/OR ADAPTATION OF APPROPRIATE STRATEGIES AND MATERIALS FOR EMERGENT BILINGUALS ARE MODELED TO FACILITATE CANDIDATES' ABILITY TO APPLY THEM IN THEIR CLASSROOMS. BILINGUAL CANDIDATES REVIEW APPROPRIATE MATERIALS AND RESOURCES AVAILABLE IN ENGLISH AND IN THE STUDENTS' PRIMARY LANGUAGE. IN THE BILINGUAL/CROSS-CULTURAL PROGRAM, ALL OR PORTIONS OF THIS COURSE MAY BE CONDUCTED IN SPANISH.

EDTE 673 – TEACHING ENGLISH LEARNERS: LITERACY & ACADEMIC ACCESS

PROSPECTIVE K-12 TEACHERS STUDY PEDAGOGICAL THEORIES, PRINCIPLES, AND PRACTICES FOR ENGLISH LANGUAGE ACQUISITION AND DEVELOPMENT. THE EFFECTS OF PRIOR KNOWLEDGE, LITERACY IN THE PRIMARY LANGUAGE, CULTURE AND THE TRANSFERABILITY OF LANGUAGE SKILLS ON READING AND WRITING ARE EXPLORED. CANDIDATES UTILIZE ASSESSMENT INFORMATION TO DIAGNOSE STUDENTS' LANGUAGE ABILITIES AND TO DESIGN LESSONS THAT FOSTER RECEPTIVE AND PRODUCTIVE LANGUAGE PROCESSES. BILINGUAL INSTRUCTIONAL MODELS ARE COMPARED TO EXAMINE THE EXTENT TO WHICH MODELS BEST SUPPORT INSTRUCTION THAT IS LINGUISTICALLY AND CULTURALLY RESPONSIVE AND PROVIDE OPPORTUNITIES FOR PARENTAL INVOLVEMENT. IN THE BILINGUAL/CROSSCULTURAL PROGRAM, ALL OR PORTIONS OF THIS COURSE MAY BE CONDUCTED IN SPANISH.

EDTE 676 A - Interdisciplinary Instruction and Assessment

THIS COURSE PREPARES CANDIDATES TO PLAN AND DELIVER CONTENT-SPECIFIC INSTRUCTION FOR ALL STUDENTS BASED ON THE STUDENT ACADEMIC CONTENT STANDARDS AND CURRICULUM FRAMEWORKS IN HISTORY-SOCIAL SCIENCE. BILINGUAL CANDIDATES ADDRESS THE EFFECTS OF INSTRUCTION IN TWO LANGUAGES WHILE PLANNING STANDARDS-BASED INSTRUCTION. THE ROLE OF PARENTS IN THE TEACHING/LEARNING PROCESS IS EXAMINED AND STRATEGIES FOR PROMOTING AUTHENTIC PARENTAL PARTICIPATION ARE DISCUSSED. ALL OR PORTIONS OF THIS COURSE MAY BE CONDUCTED IN SPANISH.

EDTE 676 B - Assessment in Bilingual and/or General Education K-12 Classrooms

CANDIDATES EXAMINE THE RELATIONSHIP BETWEEN INSTRUCTION AND ASSESSMENT. THEY UTILIZE ASSESSMENT INFORMATION TO DIAGNOSE ENGLISH LEARNERS' LANGUAGE ABILITIES IN SPANISH AND ENGLISH AND TO DESIGN LESSONS IN BOTH LANGUAGES. TOPICS INCLUDE EXAMINATION, USE AND INTERPRETATION OF STANDARDIZED TEST RESULTS, PRINCIPLES OF CURRICULUM-BASED ASSESSMENT AND CONSIDERATIONS OF CULTURAL AND LINGUISTIC DIVERSITY IN ASSESSMENT. CANDIDATES ARE ASKED TO ANALYZE SCHOOL AND CLASSROOM ASSESSMENT DATA; DESIGN AND IMPLEMENT AN INTERVENTION; EXAMINE OUTCOMES; REFLECT ON THE TEACHING/LEARNING PROCESS; AND MAKE RECOMMENDATIONS FOR FUTURE INSTRUCTION. IN THE BILINGUAL/CROSSCULTURAL PROGRAM, ALL OR PORTIONS OF THE COURSE MAY BE CONDUCTED IN SPANISH.

EDUC 501A - Assessment of Teaching Performance: Cycle 1

THIS COURSE ADDRESSES TECHNICAL ASPECTS OF THE TEACHER PERFORMANCE ASSESSMENT CALTPA CYCLE 1. 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 EVALUATIONS SYSTEMS.

EDUC 501 B - Assessment of Teaching Performance: Cycle 2

THIS COURSE ADDRESSES TECHNICAL ASPECTS OF THE TEACHER PERFORMANCE ASSESSMENT CALTPA CYCLE 2. 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 EVALUATIONS SYSTEMS.

SPED 343 – OVERVIEW OF SPECIAL EDUCATION

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.

SPED 501 – SEMINAR FOR FIELD EDUCATION

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

□ SPED 520 – ASSESSMENT & EVALUATION IN GENERAL & SPECIAL ED

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.

SPED 560 – GEN. & SPEC METHODS FOR TEACHING MATHEMATICS

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.

□ SPED 561 – CURRICULUM AN INSTRUCTION: EMPHASES FOR INCLUSIVE SETTINGS

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.

□ SPED 562 - METHODS FOR TEACHING SCIENCE/SOCIAL SCI/ARTS:GENERAL/SPEC ED

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.

□ SPED 564 – MANAGEMENT OF LEARNING ENVIRONMENTS

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.

□ SPED 569 – EARLY FIELD EXPERIENCE: SPECIAL EDUCATION & INCLUSIVE SETTINGS

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.

□ SPED 580 – INTRODUCTION TO AUTISM SPECTRUM DISORDERS

THIS IS A SURVEY COURSE RECOMMENDED FOR STUDENTS INTERESTED IN AUTISM SPECTRUM DISORDERS. CONTENT INCLUDES: CHARACTERISTICS AND EDUCATIONAL NEEDS OF STUDENTS WITHIN AUTISM SPECTRUM, INCLUDING SOCIAL, FAMILIAL, BIOLOGICAL, CULTURAL AND LEGAL CONTEXTS; CHARACTERISTICS OF EFFECTIVE PROGRAMS INCLUDING EVIDENCE-BASED PRACTICES AND EFFECTIVE COMMUNICATION WITH SUPPORT SERVICES. INCLUDES A SERVICE-LEARNING EXPERIENCE.

□ SPED 637 – CURRICULUM AND INSTRUCTION – MOD/SEVERE DISABILITIES

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.

SPED 639 – ADVANCED CURRICULUM CONTENT: MODERATE/SEVERE DISABILITIES

ADVANCED CURRICULA, INSTRUCTIONAL MODELS, METHODS, AND MATERIALS FOR STUDENTS WITH MODERATE/SEVERE DISABILITIES. DATABASED DECISION MAKING; ADVANCED BEHAVIORAL, EMOTIONAL, ENVIRONMENTAL SUPPORTS; AND DEVELOPMENT OF SPECIFIC EMPHASIS IN MODERATE/SEVERE DISABILITIES.

SPED 661 – INCLUSIVE THEORIES AND PRACTICES IN SPECIAL EDUCATION

THIS COURSE INVITES CANDIDATES TO DEVELOP THEORIES, KNOWLEDGE, AND DISPOSITIONS TO TEACH IN A VARIETY OF SCHOOL SETTINGS SERVING STUDENTS RECEIVING SPECIAL EDUCATION. INTEGRATING KNOWLEDGE AND PRACTICE FROM THE FIELDS OF DISABILITY STUDIES AND SPECIAL EDUCATION, CANDIDATES EXPLORE CRITICAL TOPICS INCLUDING: DISABILITY IN SOCIETY AND SCHOOLS; THE INTERSECTION OF DISABILITY STATUS WITH RACE, CLASS, ETHNICITY, LANGUAGE, SEXUAL ORIENTATION, AND GENDER IDENTITIES; AND STRATEGIES FOR DEVELOPING AND ENACTING INCLUSIVE SPECIAL EDUCATION POLICIES, PRACTICES, ASSESSMENTS, AND CURRICULA.

SPED 664 –INSTRUCTIONAL AND ASSISTIVE TECHNOLOGY

THIS COURSE ADDRESSES ORGANIZATION AND MANAGEMENT OF DIFFERENTIATED READING AND SOCIAL COMMUNICATION INSTRUCTION AND INTERVENTIONS TO MEET THE NEEDS OF THE FULL RANGE OF LEARNERS. IN THIS COURSE, STUDENTS DEMONSTRATE COMPETENCE IN ADMINISTERING, INTERPRETING AND UTILIZING THE RESULTS OF FORMAL AND INFORMAL ASSESSMENTS OF THE LITERACY AND COMMUNICATION SKILLS OF STUDENTS WITH DISABILITIES FOR THE PURPOSES OF DEVELOPING AND IMPLEMENTING ACADEMIC LITERACY. STUDENTS CONDUCT ASSESSMENTS, PROVIDE INSTRUCTION, AND SPECIAL EDUCATION SERVICES TO INDIVIDUALS WITH ACADEMIC LANGUAGE AND/OR COMMUNICATION NEEDS IN THE AREAS OF LANGUAGE AND LITERACY DEVELOPMENT, INCLUDING SPECIFIC LITERACY'S REQUIRED TO MEET STATE-ADOPTED CONTENT STANDARDS AND STUDENT IEP GOALS. STUDENTS LEARN HOW TO APPLY THESE LITERACY ASSESSMENTS AND INTERVENTIONS IN THE CONTEXT OF RESPONSE-TO-INTERVENTION AND OTHER PRE-REFERRAL INTERVENTION MODELS. STUDENTS LEARN HOW TO USE ASSISTIVE TECHNOLOGY FOR PURPOSES OF ENHANCING LITERACY AND COMMUNICATION AND INCREASE ACCESS TO THE GENERAL EDUCATION CURRICULUM.

SPED 672 - CURRICULUM AND INSTRUCTION - MILD/MOD DISABILITY

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.

SPED 680 - ADVANCED METHODS FOR AUTISM

THE PURPOSE OF THIS COURSE IS TO PROVIDE EDUCATION SPECIALIST CANDIDATES AND INTERNS WITH IN DEPTH KNOWLEDGE OF EDUCATIONAL SERVICES FOR STUDENTS WHO HAVE AN AUTISM SPECTRUM DISORDER (ASD). STUDENTS EVALUATE AND APPLY EVIDENCE BASED PRACTICES IN LANGUAGE CURRICULA, CORE CURRICULA AND BEHAVIORAL PROGRAMS AND STRATEGIES DESIGNED SPECIFICALLY FOR K-12 STUDENTS WITH ASD. STUDENTS IN THIS COURSE LEARN AND APPLY APPROPRIATE ACCOMMODATIONS, MODIFICATIONS AND OTHER ACADEMIC SUPPORTS FOR STUDENTS WITH ASD IN GENERAL EDUCATION ENVIRONMENTS.

SPED 691 - COLLABORATION & LAWS IN EDUCATION

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. INCLUDES UNDERSTANDING AND APPLICATION OF LAWS AND REGULATIONS WHICH RELATE TO FEDERAL, STATE AND LOCAL MASTER PLAN COMPLIANCE REQUIREMENTS IN SPECIAL EDUCATION. DEVELOPMENT OF SENSITIVITY TO MULTICULTURAL, COMMUNITY-BASED, AND SOCIO-ECONOMIC FACTORS INVOLVED IN SERVING THE INDIVIDUAL AND FAMILY.

SPED 692 - CLASSROOM MGMT FOR INDIVIDUALS WITH EXCEPTIONAL NEEDS

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