EDAD 515 Administration and Supervision of Special Education (3)
This course includes intensive study of the organization, administration and supervision of education programs for exceptional children. Included are curriculum, legal relations, budgeting and financing, attendance reporting, facilities planning referral and the use of community agencies in addition to surveying of local, state, regional and national trends and issues.

EDAD 572 Legal Aspects of Education (3)
This course focuses on the laws of public education, examined from the point of view of implications for the profession and considers legal responsibilities and duties, powers and liabilities of teachers and administrators.

EDAD 573 Financing Public School Districts (3)
This course provides a systematic examination of such basic concerns as sources of public school revenues, patterns and problems of distribution, budgeting, PPBS programs, effects of technology, and management and accounting.

EDAD 576 School Personnel Management (3)
Policy formation for personnel practices, techniques of organizing for personnel selection and evaluation, and legal and theoretical aspects of the negotiation process are the focus of this course.

EDAD 580 Administrative Internship I (2)
Supervised internship for students serving in positions requiring an administrative credential. Includes reflective exercises, related readings, experiences in articulation between school levels, experience in target areas of school leadership. Prerequisites: Admission to the program, consent of coordinator and advisor, and commitment from district.

EDAD 581 Administrative Internship II (2)
EDAD 582 Administrative Internship III (2)
EDAD 583 Administrative Internship IV (2)
EDAD 584 Administrative Internship V (2)
EDAD 585 Administrative Internship VI (2)

EDAD 600 Administrative Induction (3)
This course is taken upon employment as an administrator. The candidate will learn approaches to professional self-assessment and develop a plan for meeting the Professional Clear Administrative Services Credential requirements. The plan will be based upon multiple assessments of the candidate’s competence, interests and career goals and will be developed in consultation with the employing school district and the candidate’s university faculty advisor. The plan will include individualized induction components, identification of a local mentor and a description of district support services available to the candidate (new administrator). Also included will be a plan for completing academic course work and other professional growth activities which address the following themes: organizational and cultural environment, dynamics of strategic issues management, ethical and reflective leadership, analysis and development of public policy, management of information systems and human and fiscal resources.

EDAD 610 Executive Seminar (3)
This elective seminar examines the role of the school superintendent in American public education. It examines the historical evolution of the position, the dimensions of specific responsibilities of the superintendent including fiscal management, instructional leadership, school-community relations, planning, governance, legal and school board relations.

EDAD 611 Executive Liberal Arts Seminar (3)
This is an elective course that approaches educational administration from a broad liberal arts perspective. It examines the ideals of a liberal education and explores what insights administrators can
gain from the arts and sciences, such as mathematics (e.g., modeling), the social sciences (e.g., survey research), the arts (e.g., aesthetic sensitivities) and technology (e.g., educational programming).

EDAD 671 The Governance and Politics of American Education (3)
This course studies the organization and administration of public school systems and the influence of governmental, political and social forces in the control and development of educational policy making.

EDAD 673 Human Relations in Educational Management (3)
This course stresses the understanding and development of human relations skills in management, with special emphasis on the facilitative skills of relating personally and within a group, conflict resolution and responsible confrontation.

EDAD 674 Supervision of Instruction (3)
Historical development and trends of supervision in an educational setting are addressed in addition to current practices and leadership behaviors necessary for the improvement of instruction, staff development and the evaluation of teaching-learning effectiveness.

EDAD 675 Supervision of Curriculum (3)
This course focuses on the historical, philosophical and psychological bases for curriculum decisions, the influence of social forces and subject matter on curriculum design, leadership procedures and processes for curriculum development and the evaluation and improvement of the curriculum.

EDAD 677 The Role of the Principal (3)
A study of the theoretical concepts of human organizational behavior in educational institutions and the communication and planning processes involved in the management system is the basis for this course.

EDAD 679 School-Community Relations (3)
This course studies the influence of the formal and informal structures of communications systems in communities, the nature of communities and the contributions of cultures.

Note: The courses that follow are basic courses leading to the Professional Administrative Services Credential.

EDAD 680 Theory and Planning in Complex Organizations (3)
A policy level analysis of theory and application related to all phases of theory on complex organizations is presented. Strategy related to long-term, short-term and strategic planning to relate theory to practice is also emphasized.

EDAD 681 Instructional Leadership (3)
Elements of instructional leadership, particularly those at the district-wide level will be emphasized. Elements that will be included will be a means by which state priorities such as new curriculum standards or changing college and university entrance requirements are implemented and their implications for school/district policy decisions.

EDAD 682 Management and Development of Human Resources (3)
Effective use of human resources and long-range planning relating to recruitment and development at the school/district level will be emphasized. Programs for developing district management personnel as well as school level personnel will be explored.

EDAD 683 Legal and Political Policy Analysis (3)
Court decisions and legislative enactments at the state and national level will be analyzed as to their implications regarding school level policy decisions. Activities relating to school/district intervention at the state policy level will also be investigated.

EDAD 684 Fiscal Policy Planning and Management (3)
Analysis of raising and allocating resources is the focus of this course. Resources forecasting and allocation planning for human resources as well as materials, equipment and building will be analyzed.
EDAD 685 Managing and Policy in Multicultural Settings (3)
The unique understandings necessary to meet the educational and social needs of culturally different children and the implications these needs have for policy decisions as they relate to both fiscal and human resources will be thoroughly analyzed.

Note: The following are all fieldwork experiences for the Professional Administrative Services Credential only.

EDAD 686 Field Work in Educational Administration I (3)
Field experiences are developed in consultation with the candidate, field supervisor and university advisor. The emphasis of the field work experience for the Professional Administrative Services Credential will be assuring that the candidate has a series of policy level administrative experiences in order to provide understanding of the decision-making processes relating to the important legislative issues at the local, county, state and national levels.

EDAD 687 Field Work in Educational Administration II (3)
EDAD 688 Field Work in Educational Administration III (3)
EDAD 689 Field Work in Educational Administration IV (3)

EDAD 690 Master's Thesis in Education (2-5)
A carefully designed review of the research literature and finding of a selected field of interest in education leading to a novel synthesis of original insights as contributions to graduate scholarship in the purpose of the thesis. Prerequisite: Successful completion of 30 quarter units in the graduate program, approved petition for advancement to candidacy and appointment of a three-member Culminating Activity Committee (CAC).

EDAD 691 Master's Project in Education (2-5)
The project involves the design and implementation with a written report of a field research, internship or similar activity not primarily designed to fulfill basic requirements for student teaching or its equivalent. Prerequisite: Successful completion of 30 quarter units in the graduate program, approved petition for advancement to candidacy and appointment of a three-member Culminating Activity Committee (CAC).

EDAD 692 Master's Examination in Education (2-5)
The examination involves an in-depth study of a specific area of concentration in education. The Culminating Activity Committee will determine development of the examination. Prerequisite: Successful completion of 30 quarter units in the graduate program, approved petition for advancement to candidacy and appointment of a three-member Culminating Activity Committee (CAC).

EDAD 692 Administrative Assessment (3)
This experience is taken at the end of the Professional Administrative Services Credential program to assess the completion of the induction plan. Successful completion will be determined as a collaborative effort involving the candidate, the employing school district and the university faculty advisor.

EDAD 693 Field Work in Educational Administration I (3)
This experience involves directed fieldwork in administration of schools and includes supervised project, assigned readings and written reports. Prerequisite: permission of instructor.

EDAD 694 Field Work in Educational Administration II (3)

EDAD 698 Culminating Examination in Educational Administration (3)
This examination involves and in-depth study of educational administration. Prerequisites: successful completion of 39 quarter units in the concentration and core requirements, EDCA 693, approved petition for advancement to candidacy and appointment of a three-member Culminating Activity Committee (CAC).

EDAD 699 Individual Graduate Study in Educational Administration (1-5)
EDBI 475 Introduction to Multicultural Education (3)
This course introduces pre-credential students to cultural and linguistic experiences vital to their educational and personal success in teaching. This includes a variety of factors that affect the education of children and youth, such as culture, socioeconomics, race, ethnicity, gender, and special needs. It examines diverse concepts, including cultural pluralism vs. assimilation and multicultural vs. monocultural education. Students analyze several methods of instruction designed to create successful personal and academic performance of minority (linguistic or ethnic) and non-minority students within multicultural classroom settings.

EDBI 476 Introduction to Language Acquisition and Development (3)
This course provides an introduction to theories and principles of second language acquisition, factors that affect language acquisition, instructional approaches, bilingual education, language and content assessment, and cultural factors. It includes a comparison of traditional and contemporary approaches to teaching English as a Second Language (ESL). The two major ESL contemporary approaches of English language development (ELD) and specially designed academic instruction in English (SDAIE) are emphasized. The course focus is on creating the most successful ESL classroom instructional climate in order to fully meet the needs of linguistic minority learners from various linguistic backgrounds.

EDBI 478 Introduction to Teaching English as a Second Language (ESL/ELD) (3)
This course reviews and applies theories of second language acquisition and development. It focuses on the practice of ESL methods and materials for the classroom. The course provides teacher candidates with the methodology elements to meet CCTC Domain II-ESL methodology. This course builds on EDBI 475 (Introduction to Cross-cultural Education) which meets CCTC Domain III-Cultural Diversity and EDBI 476 (Introduction to Language Acquisition and Development) which meets CCTC Domain I-Language Acquisition). EDBI 477 moves from a review of the pedagogy for second language acquisition to an analysis of California State EL demographics, to investigating and comprehending the ELD and ELA State Standards, to exposure of various ESL strategies (including ELD and SDAIE), to observing ESL lessons which address the State Standards, and finally to designing their own ESL lessons, appropriate for the grade level and content area candidates expect to teach in. Critiques and self-reflection with be critical components throughout this course.

EDBI 503 Teaching Reading in Bilingual/Multicultural Settings (5)
This course is designed to focus on theory, research and development, assessment techniques and classroom management skills integral to the teaching of reading in the first and second languages to linguistic minority children within bilingual settings. All instruction and learning are conducted bilingual (Spanish and English). Pre-requisite: 30% on Spanish pre-test.

EDBI 504 Bilingual/Multicultural Methods in the Language Arts (5)
This course consists of language arts curriculum and methods for use with bilingual and monolingual students within multicultural classroom settings (K-12). Several approaches including whole language approaches that incorporate the students’ linguistic and cultural experiences will be emphasized for the Spanish and English language arts.

EDBI 505 Multicultural Education (5)
This experience is designed to provide a comprehensive understanding and application of the dynamics of language and culture and its importance to the educational, social and personal needs of students within multicultural classroom climates. Models and approaches that focus on the language cultural dynamics found within successful classrooms will be provided. Students will conduct group presentations on cultural experiences and develop multicultural teaching units.

EDBI 506 Bilingual/Multicultural Teaching Strategies (5)
Instructional theories and strategies appropriate for multicultural classrooms are thoroughly examined. The course is designed to assist the actively involved teacher in enhancing her/his teaching repertoire
within all classroom settings and climates, with a variety of subject matter content and with all students-bilingual and monolingual.

**EDBI 524 Techniques and Methods of Teaching English as a Second Language (5)**
Advanced methods, techniques and skills necessary for teachers at the elementary, secondary and adult levels to promote culturally-sensitive second language instruction and development with a variety of subject matter is the focus of this course. Presentation of second language development philosophy and theory, including “whole language” and “sheltered English” constructs, will further assist the participant to capture and appropriately apply the instructional methods, techniques and skills presented. Pre-requisite: EDBI 476.

**EDBI 543 Practicum in an English as a Second Language Classroom (5)**
This course serves as the field work for EDBI 524 and includes written and oral articulation, lesson plans for ELD and SDAIE, supervised classroom teaching, and related experiences with seminars and conferences arranged by a University Supervisor. Credit, No Credit basis. Prerequisites: EDBI 476 and EDBI 524.

**EDBI 564 Research and Evaluation in Bilingual/Multicultural Education (5)**
Intensive study, analysis and synthesis of classic and recent qualitative and quantitative research studies on language and culture as well as program evaluations within school settings compose the content of this course. Prerequisites: EDRS 680 and EDRS 681, EDBI 476 and EDBI 524.

**EDBI 635 Curriculum Development for Bilingual/Bicultural and Multicultural Education (5)**
This course provides guided curriculum development for bilingual/multicultural education which includes curriculum development principles and curricular strategies, as well as adaptation strategies for curriculum materials to be used with language and cultural minority students in a variety of classroom climates. Prerequisites: EDBI 476 and EDBI 524.

**EDBI 636 Seminar in Bilingual/Multicultural Education (5)**
This experience is an in-depth review of current research, trends, issues, programs and other areas related to bilingual/multicultural education. Topics of discussion will vary. Prerequisite: Permission of instructor.

**EDBI 690 Master’s Thesis in Education (1-5)**
**EDBI 691 Master’s Project in Education (1-5)**
**EDBI 692 Master’s Examination in Education (1-5)**
**EDBI 699 Individual Graduate Study in Bilingual Education (1-5)**

**COURSE DESCRIPTIONS—CURRICULUM AND INSTRUCTION**

**EDCI 511 Advanced Educational Psychology and Learning Theory (5)**
This course emphasizes advanced educational psychology and recent significant contributions in research in educational psychology and learning theory. Prerequisite: teaching credential or permission of the instructor.

**EDCI 516 Education: Past, Present, Future (3)**
An advanced, intensive study and analysis of the interrelated cultural, philosophical, historical and social factors which bear upon the continuing and contemporary issues in American education. The course focuses on an integration of foundational themes and concerns that relate directly to contemporary educational problems. Prerequisite: teaching credential or permission of the instructor.

**EDCI 520 Classroom Strategies for Improving Student Learning (3)**
An examination of various instructional strategies, with the research basis for each, will be included in this course. Selection, implementation and assessment of the strategies will be imbedded in coursework. Prerequisite: teaching credential or permission of the instructor.
EDCI 525 The Gifted, Talented and Creative Child (5)
This course introduces students to basic terminology, theories and general approaches to education related to gifted, talented and creative children. The focus will be on the nature and needs of these children. Prerequisite: teaching credential or permission of the instructor.

EDCI 527 Art Education in the Elementary and Secondary School (5)
Introduction to drawing, painting and sculpture for the public school teacher. Prerequisite: teaching credential or permission of the instructor.

EDCI 528 Music Education in the Elementary School (5)
The place and function of music in the elementary school curriculum is discussed. Selection, discussion and analysis of musical materials including state texts, planning activities that enable children to develop appreciation, skills and understanding of the music content is the focus. Prerequisite: teaching credential or permission of the instructor.

EDCI 530 Responding to Change: Curriculum Development (3)
The focus is on current curriculum issues facing educators, methods of effective curriculum change and development, and the larger context for curriculum in today’s schools. Prerequisite: teaching credential or permission of the instructor.

EDCI 531 Formative Assessment & Curriculum Evaluation (3)*
This course focuses on the process of educational evaluation seen through the model of Instructional Materials Selection for California public schools. The second focus is on student-centered assessment strategies that have systematic curricular and instructional implications for teachers and students within the context of prescribed standards and guidelines. A central theme in assessment is curriculum implementation in terms of structuring, planning, applying, constructing and explaining the process and product of measuring and evaluating learning/teaching outcomes in both traditional and field-based settings. Prerequisite: teaching credential or permission of the instructor.

EDCI 532 Concepts of Science Education (3)
Differentiation of the concepts of science education appropriate to learning and teaching science at the elementary and secondary levels. Prerequisite: teaching credential or permission of the instructor.

EDCI 533 Special Problems in Science Education (3)
Special research problems in science education including pilot studies, curriculum, methodologies and the nature of science are studied. Prerequisite: teaching credential or permission of the instructor.

EDCI 534 Curriculum Concepts for Secondary Science Education (3)
Special research studies and/or independent studies in science curriculum for the secondary school. Prerequisite: teaching credential or permission of the instructor.

EDCI 535 Science Laboratory Experiences with Children (5)
Graduate students are involved in the design and application of instructional strategies for teaching children science. Course experiences are focused on the processes of science in the development of laboratory experiences with children. Prerequisite: teaching credential or permission of the instructor.

EDCI 536 Special Problems in Mathematics Education (3)
Instruction in mathematical concepts related to specific problems in mathematics and education and the development of curricular units related to the problem under investigation is the focus of the course. Course includes research problems in mathematics education, including pilot studies, curriculum methodologies and the nature of mathematical learning. Prerequisite: teaching credential or permission of the instructor.

EDCI 537 The Nature of Science and Implications for Science Teaching (3)
This course is designed to illustrate the relationship between the nature of science and science teaching. A specific amount of time is devoted to developing understanding of the difference between scientific
inquiry and inquiry as a strategy of teaching. An additional primary purpose of the course is to bring the science teacher to understand the peculiar, and perhaps unique, structures within which facts and ideas of science fit. Emphasis placed upon how this information affects methodology, curriculum and the structure of specific courses in science. Prerequisite: teaching credential or permission of the instructor.

EDCI 539 Physical Education in the Elementary School (3)
This course includes the examination of the place and function of physical education in the elementary school curriculum, analysis of growth and development patterns, learning and motor development, instructional strategies, methodology, materials and evaluation procedures. Focus is on an understanding of the relationship of physical and motor development to the total learning experience of the child. Prerequisite: teaching credential or permission of the instructor. Note: independent study only.

EDCI 548 Teacher as Instructional Leader (3)*
This course focuses on the educational leadership paradigms to define teacher roles as professionals and leaders in schools. It also helps participants develop knowledge and skills in education leadership as they supervise, coach, mentor, network and collaborate with other participants in the school community. Prerequisite: teaching credential or permission of the instructor.

EDCI 549 Diagnosis and Remediation of Learning Problems in Mathematics (5)
Diagnosis, analysis and remediation procedures are provided to assist children who have problems in learning mathematics. This experience involves work with children, relating applicable theories of learning and instruction to mathematics teaching and learning, diagnosing children’s difficulties through the use of standardized and teacher-made tests and observations and analysis and remediation through the use of; manipulatives and other materials. Prerequisite: teaching credential or permission of the instructor.

EDCI 550 Social Studies in Elementary School (5)
The course surveys objectives and the foundation of the discipline of social studies, offers a variety of organizational and planning approaches for a program, a variety of learning experiences, instructional strategies and methods, areas of skill development, a means of providing for individual differences, addresses the affective domain, the role of current affairs, a variety of resources available and evaluation procedures. Prerequisite: teaching credential or permission of the instructor.

EDCI 560 Technology Innovation in the Classroom (3)
A practical guide to the use of technology in education. Emphasis is placed upon a variety of effective uses for computer-assisted instruction and computer managed instruction to include planning for the integration of application programs into elementary and secondary school curriculum. A laboratory experience is provided. Prerequisite: CTAP8 Level I certification.

EDCI 570 Technology and Assessment (5)
In this course participants develop technology-based means to assess student assignments and performances. Objectives, rubrics, student portfolios, models and sources for data-driven assessment, and new and emerging assessment technologies will be explored.

EDCI 572 Teaching to Standards (5)
This course is for teachers who are ready to integrate educational technologies into their instructional units. Using California Content Standards and a new set of technology standards, teachers explore how to create and modify lessons that use technology to help students meet learning standards.

School administrators and teachers face many legal and technical issues as they support and monitor students’ computer use. Learners will explore Internet and email access and use issues, copyright and intellectual property rights, social responsibility, ethics, and ways to create and maintain a productive and safe learning environment for teachers and students while using technologies. The course is taught online using a rich variety of resources.
EDCI 579 Technology Proficiency Certification (1)
This course is to assist students in completing the certification prerequisites for CTAP8 Level 1. (See EDCI 560 above.)

EDCI 580 Research in Elementary Science Education (3)
Includes the examination of research on processes in elementary science education, experimental learning, special problems and topics, methods and evaluation. Prerequisite: teaching credential or permission of the instructor. Note: independent study only.

EDCI 581 Research in Secondary Science Education (3)
Includes the examination of research on processes in secondary science education, experimental learning, special problems and topics, methods and evaluation. Prerequisite: teaching credential or permission of the instructor.

EDCI 587 Critical Thinking and Problem Solving for Educators (3)
This course will review the current theory and practice related to teaching critical thinking and problem solving within the context of educational settings. Students will learn specific strategies necessary for promoting critical thinking and problem solving. Important issues related to these topic areas will be addressed through a review of current scholarly literature. Prerequisite: teaching credential or permission of the instructor.

EDCI 588 Teaching Diverse Students (3)*
This course is intended to give students an opportunity to examine a variety of issues confronting many American ethnic/racial minority groups in the school setting. It is also intended to give students an opportunity to examine a variety of theoretical and practical models and approaches relevant to the needs of culturally diverse students and special education populations. Emphasis will be given to the social, psychological and educational needs of culturally and linguistically different children including low SES, ELD, bilingual/ESL and multicultural exceptional learners. Prerequisite: teaching credential.

EDCI 591 Problems in Early Childhood Education and Elementary Education (1-5)
This course is an in-depth study of various areas in early childhood and elementary education. This course is repeatable with different topics. Prerequisite: teaching credential or permission of the instructor.

EDCI 594 Seminar in In-service Education (1-5)
Special programs in in-service education are addressed. This course is repeatable with different topics. Prerequisite: teaching credential or permission of the instructor.

EDCI 595 Recent Developments in Education (1-5)
An examination of significant developments in education and presentation of recent research and ideas. This course is repeatable with different topics. Prerequisite: teaching credential or permission of the instructor.

EDCI 596 Special Topics in English Education (1-5)
Special investigation into specific problems in language arts education in elementary and secondary schools. Prerequisite: teaching credential or permission of the instructor.

EDCI 599 Standards-based Learning and Teaching (3)*
This course offers participants the opportunity to examine and review the national and state standards and their implications to learning, teaching and assessment. The course focuses on implementing standard-driven pedagogical practices in schools. In particular, INTASC, NCATE along with CSTP, will be overarching frameworks for curriculum planning and delivery. This course focuses on the standard-driven pedagogical practices in both traditional and field-based teacher education programs and how to meet relevant standards in various settings. It also includes the construction and use of rubrics in teaching and assessment. Prerequisite: teaching credential.
EDCI 604 Special Topics: Teachers as Reflective Practitioners I & II (1-5)*
Course participants have the opportunity to reflect on and examine their roles in schools as they observe, experience, evaluate and integrate instructional skills across the curriculum. The course also provides students and cohort groups the opportunity to gain insight into the dynamics of learning and teaching in classroom settings. Through their insinuation in the classroom culture and the “clinical ghetto,” students are challenged to think reflect and take action as they substantiate meanings relevant to their academic and professional development as empowered educators. This course will provide participants an opportunity to use their fieldwork to examine and explore their experiences with cohorts and others in a professional forum. Prerequisite: teaching credential.

EDCI 610 Philosophical Foundations of Education (3)
This course includes an examination of selected current philosophies of education, their histories and applications to contemporary educative processes. Prerequisite: teaching credential or permission of the instructor.

EDCI 612 Historical Foundations of Education (3)
This course includes a detailed study of the history of the major trends, forces and patterns in education. Prerequisite: teaching credential or permission of the instructor.

EDCI 615 Comparative Education (3)
This course studies the education patterns of various countries and the history, development and current status of systems of education in different cultural settings. Prerequisite: teaching credential or permission of the instructor.

EDCI 695 Action Research for Teachers (3)*
This course is intended to give educators and teachers (pre-service, in-service, beginning teachers, mentoring teachers, etc.) an opportunity to explore their role as action researchers in various school settings. It also provides them with a base for decision-making processes regarding effective instructional strategies and treatments. The course offers participants an opportunity to identify research problems, investigate workable solutions and implement an action plan for change as they reflect on current practices. This course will help participants to play their optimal roles as researchers in the classroom environment. Finally, this course focuses on the role of inquiry, reflection and action research as a major phase of induction field-based programs (BTSA/CFASST) to improve teaching and learning. Prerequisite: teaching credential.

EDCI 699 Individual Study – Graduate Education (1-5)
EDCI 690 Master’s Thesis in Education (1-5)
EDCI 691 Master’s Project in Education (1-5)
EDCI 692 Master’s Examination in Education (1-5)
* [Field- Based Emphasis Area Courses-BTSA/CFASST and Induction Program] (See EDLT 501, 502, 503, and 504 for course offerings in reading/literacy that can also be taken in the Curriculum and Instruction program).

COURSE DESCRIPTIONS—EDUCATIONAL COUNSELING

EDCS 502 Human Communications Skills (4)
A communication skills course that examines interpersonal processes related to the development of counseling skills and strategies and their application to interviewing, assessment and intervention in school and community settings. Demonstration of skills using videotape and feedback is required.

EDCS 505 Cross Cultural Counseling (4)
Focus on attitudes and issues arising from different values and cultural assumptions which affect educational counseling. Attention to cultural sub-groupings of ethnicity, socioeconomic status, gender, sexual orientation, religion, relationship status, age, disability, and other demographics as they relate to the counseling process. Emphasis on counselor roles in advocacy.
EDCS 510 Theories of Developmental Counseling with Children and Adolescents (4)
Focuses on the major developmental approaches to counseling interventions with children and adolescents, integrating learning theories and language development. Attention to developmental issues and tasks necessary for competent counseling with children and adolescents, including cognitive, biological, psychological, social and cultural processes that influence or disrupt normal development.

EDCS 515 Theories of Developmental Counseling with Adults and Families (4)
Exploration of the biological, psychological, social developmental tasks, and the life events of the adult years, including a family and vocational perspective. The focus is on developmental issues salient to relationships, separation/divorce, blended families, bi-ethnic/biracial families and their effect on academic and personal success.

EDCS 525 Legal and Ethical Issues in Counseling (4)
Focus on legal and ethical issues pertaining to educational and community counseling as found in State codes and in professional organizational ethical standards. Included are the laws governing minors and the reporting requirement imposed upon educational counselors by regulation, statute and case law. Professional orientation issues, such as goals of professional organizations, standards training and credentialing requirements are also presented.

EDCS 532 Assessment for Counselors (4)
Survey of selected assessment instruments, including standardized tests and other programs and techniques commonly used by school counselors to evaluate individuals and groups. Addressed are factors that bear upon academic assessment and achievement and the selection, administration, and interpretation of instruments appropriate to academic, career and personal/social counseling.

EDCS 540 Introduction to Counseling (4)
This introductory course focuses on the role and function of the counselor within the social structure of the educational and community system, including a discussion of the current trends in the organization and delivery of pupil personnel services, student services and community counseling services in multicultural educational settings.

EDCS 560 Research Methods in Educational Counseling (4)
An analysis of methods utilized in educational counseling research. Emphasis on review of literature, hypothesis testing, proper sampling techniques and data collection, statistical methods for data analysis and interpretation of results as reported in counseling literature.

EDCS 570 Career Counseling (4)
Focuses on the processes of career and academic development through the life span, including an emphasis on theories of career education and career counseling, culturally different populations, the interface between the individual and the organizational climate and the resources utilized in the career and academic counseling process.

EDCS 581 Practicum (4)
Focuses on the observation of the practice of counselors across five distinct settings: elementary schools, junior high/middle school, senior high schools, postsecondary student services and community agencies. The major thrust will be on providing supervised experiential experiences of school counseling procedures and practices that focus on the academic, career and social/personal issues.

EDCS 590 Special Problems in Counseling (1-5)
Review and analysis of specific topics in counseling. May be used to extend field practice for those students requiring more than three quarters to complete the required hours of Internship (field practice). Prerequisite: Permission of Coordinator.

EDCS 601 Substance Abuse and Domestic Violence (4)
Focus on understanding the issues of substance abuse and domestic violence as they affect educational success. Addressed will be prevention, assessment, intervention and legal reporting issues related to substance abuse and violence in families.

**EDCS 605 Theories of Counseling (4)**
Focus upon basic concepts and theoretical models of counseling with an emphasis on their application for use with students in educational settings. Models may include Psychoanalytic, Cognitive, behavioral, Person Centered, Gestalt, reality, Solution-Focused, Existential and Brief approaches. Application of each theoretical perspective across the life span and with diverse populations is discussed.

**EDCS 620 Group Counseling (4)**
Focus on the major approaches to group counseling for applications to college or university settings. Emphasis on small and large group processes and involvement in group experiential activities designed to relate the counseling process to theory. Not designed for School Counseling concentration.

**EDCS 635 Consultation (4)**
This course focuses on discussion of the theory and practice of consultation and other primary skills required for effective functioning for student service professions in higher education settings. It is designed to enable counselors to promote primary prevention and facilitate change processes by functioning as consultants and managers within a variety of college and university settings. Not designed for School Counseling concentration.

**EDCS 645 Techniques in School Counseling (4)**
Course focuses on the development of the counseling skills necessary for effective functioning within multicultural educational settings. Experiences in curriculum awareness, assessment of classroom interaction, interpretation of educational tests and academic and career planning will be provided through observation, demonstration and practice. Not designed for Student Affairs concentration.

**EDCS 650 Group and Consultation in School Settings (4)**
Focus on the theory and skills necessary for effective group and consultation interventions in multicultural K-12 educational settings. Enables school counselors to establish the conditions necessary for primary and secondary change in such settings. Not designed for Student Affairs concentration.

**EDCS 690 Master’s Thesis in Counseling (1-5)**
This is a supervised project appropriate to the professional field of counseling. The written abstract includes objectives, methodology and a conclusion. Prerequisite: Submission and Acceptance of Culminating Activity form to Graduate Studies Evaluator, Advanced to Candidacy Standing and permission to enroll by Program Coordinator.

**EDCS 691 Counseling Internship (5)**
Supervised field practice that allows the demonstration of knowledge and skill in areas of educational assessment, personal and social counseling, academic and career counseling, program development, program coordination and supervision, consultation, legal aspects and professional ethics. Students must provide evidence of professional liability insurance to enroll. Offered on credit, no-credit basis only. Prerequisite: Advanced to Candidacy standing and permission to enroll by Internship Coordinator.

**EDCS 692 Counseling Internship II (5)**
This course is a continuation of EDCS 691. Students must provide evidence of professional liability insurance to enroll. Offered on credit, no-credit basis only. Prerequisite: EDCS 691 and permission to enroll by Internship Coordinator.

**EDCS 693 Counseling Internship III (5)**
This course is a continuation of EDCS 692. A minimum of six hundred (600) clock hours of field practice is required (across EDCS 691, 692 and 693). Students must provide evidence of professional liability insurance to enroll. Offered on credit, no-credit basis only. Prerequisite: EDCS 692 and permission to enroll by Internship Coordinator.
EDCS 697 Master's Exam in Counseling I (2)
This is a comprehensive examination in the field of counseling. Prerequisite: Submission and Acceptance of Culminating Activity form to Graduate Studies Evaluator, Advanced to Candidacy Standing and permission to enroll by Program Coordinator.

EDCS 698 Master's Exam in Counseling II (2)
This examination involves an in-depth study of a specific area of concentration in education.

COURSE DESCRIPTIONS—EARLY CHILDHOOD AND FAMILY

EDEC 443 Supervision and Administration of Early Childhood and Family Education Programs (5)
Planning, supervision, and administration in early childhood programs, local school districts, and private institutions are the focus of this course. The laws and regulations governing early childhood education in California are considered and reviewed. Procedures for evaluating early childhood programs in terms of the objectives of sponsoring institutions and the guidelines from regulatory agencies are included.

EDEC 444 Internship in Administration and Supervision of Children’s Programs (5)
This course will provide students administrative experience in a variety of public and private child development programs under the mentorship of experienced administrators. Selected mentors will have considerable experience in early childhood pedagogy and curriculum development, fiscal management, recruitment and training of staff. Students will learn sound managerial practices and procedures for operating centers effectively.

EDEC 513 Seminar in Early Childhood and Family Education (5)
An examination of the status of early childhood and family education; optional program patterns will be discussed and compared; basic theories are detailed and understood within historical context, research in the field is introduced and explored, and the practice of early childhood education is observed and analyzed.

EDEC 514 Growth and Cognitive Development (5)
Theories and research in socialization, development, cognition in children, and applications to instructional organization and performance of children in learning environments are examined in this course.

EDEC 522 Curriculum and Instruction in Early Childhood and Family Education (5)
Basic instructional modes and practices; curriculum content and development through application and working with others; materials and organization strategies for instruction will be will be explored, developed, and variations will be examined.

EDEC 523 Family and Community Involvement in Education (5)
Application of various kinds of family, school and community interaction and involvement within the Family Systems Model will be discussed. Focus on different levels of family-school and child-school interaction will be compared. Collaboration and impact of family participation in students’ academic performance and development will be addressed.

EDEC 532 Creative Experiences for Early Childhood Educational Settings (5)
Discussions of different creative experiences that are age appropriate will be covered.

EDEC 545 Human Development: A Life-Span Perspective (5)
Advanced study in growth and development from conception through adult years including mid-life and beyond. An examination of contemporary research and evidence from the literature is included along with field experiences with children and adults in a variety of environments, especially the family.

EDEC 590 Special Topics in Early Childhood and Family Education (1-5)
Course may explore different topics each time that it is offered. The course will include analysis and application of current topics in the field. This is the final course before the completion of the Culminating Activity; a high level of participation and production of work is expected.

**EDEC 644 Early Childhood Education Field Experience (1-6)**
This course includes laboratory and field experiences with children in various environments. This course may be modified to meet the special interests of the students and their professional goals.

**EDEC 699 Individual Graduate Study in Early Childhood Education (1-5)**

**COURSE DESCRIPTIONS—ELEMENTARY EDUCATION (Multiple Subjects Credential courses)**

**EDEL 240 Introductory Fieldwork (2)**
This course is observation and participation in an elementary school classroom designed to provide the prospective elementary teacher with a frame of reference for further work and study in the profession. The course is two credit units and will be a graded class. It is a prerequisite to the Multiple Subject Program. (45 hours of field based components required)

**EDEL 421 Foundations of American Education (2)**
In this introductory course candidates will explore the teaching profession, specifically focusing on: the interaction of school and society; the historical foundations of American education; the philosophical foundations of American education; and educational program development and teacher practices. Prerequisites: Admission to the Multiple Subject Credential Program.

**EDEL 437 Curriculum and Instruction of Elementary Mathematics (3)**
Provides knowledge and skills pertinent to the teaching and learning of math. It also focuses on promoting students’ skills in integrating pedagogical practices, methods and materials of mathematics in curriculum planning and content instruction. The course content focuses on alternative approaches to mathematics based on recommendations by the national Council of Teachers of Mathematics (NCTM). Prerequisites: Admission to the Multiple Subject Credential Program.

**EDEL 429 Classroom Learning Theories and Management (3)**
This course addresses the psychological foundations in the teaching, learning process, and it emphasizes classroom management. Other topics include learning theory, lesson design and presentation, child development and motivation, cooperative learning, assessment and evaluation, and parental involvement. Prerequisites: Admission to the Multiple Subject Credential Program. Note: course includes 10 hours of field based components.

**EDEL 420 Literacy Acquisition - A (4)**
This course focuses on teaching literacy skills to students in kindergarten through second grades. Theory, research, and practice related to students’ successfully acquiring literacy skills or functioning at an at-risk level will be emphasized. The course includes instruction in knowledge of literacy skills, methods, and materials for the primary grades; assessment procedures and materials for students at the emergent level of literacy acquisition; meeting the needs of literacy learners with culturally and linguistically diverse backgrounds; and instructional strategies and materials for use in a culturally and linguistically diverse classroom. Prerequisites: Admission to the Multiple Subject Credential Program. Note: course includes 20 hours of field based components.

**EDEL 430 Literacy Acquisition - B (4)**
This course focuses on teaching literacy skills to students in third through sixth grades. Theory, research, and practice related to student’s successfully acquiring literacy or functioning at an at-risk level will be emphasized. The course includes instruction in content area reading; knowledge of literacy skills, methods, and materials for the intermediate grades; assessment procedures and materials for grade level students, at risk students, and students with culturally and linguistically diverse backgrounds; and instructional strategies and materials for use in a culturally and linguistically diverse. Prerequisites: EDEL
EDEL 420 and Prerequisites: Admission to the Multiple Subject Credential Program. Note: course includes 20 hours of field based components.

**EDEL 428 Teaching Reading in Bilingual Elementary School Settings (4)**
This course is designed to provide instruction in theoretical models, instructional methods, materials, and resources used for reading instruction in the primary language (L1) Spanish. Primary language materials, diagnosis and the prescription of reading strategies for facilitating transition from L1 reading (Spanish) to English reading are primarily emphasized. The diagnosis and prescription of linguistic minority and the bilingual student needs are addressed as well as the California State English Language Development Standards. The standards set forth by CCTC, NCTE, ELD and RICA regarding literacy are reviewed. Bilingual emphasis students (BCLAD) in the Multiple Subjects Credential Program will develop diagnostic and prescriptive teaching skills to prepare them for assuming the teaching responsibilities in a variety of English learning elementary classroom setting. Prerequisites: Admission to the Multiple Subject Credential Program.

**EDEL 436 Curriculum and Instruction of Elementary Social Studies (3)**
This course is designed to familiarize students with the instructional strategies, skills, and materials for teaching social studies to diverse student populations at the elementary level. Demonstration, discussion, reading, and practical experiences will provide students with the basis of an effective social studies program that includes: the use of goals and objectives, approaches to curriculum development, basic content, and techniques for authentic assessment. Prerequisites: Admission to the Multiple Subject Credential Program. Note: course includes 10 hours of field based components.

**EDEL 438 Curriculum and Instruction of Elementary Science (3)**
This course includes curriculum, instructional strategies, and laboratory activities for teaching science in the elementary school. Course experiences are focused on the nature of science as it relates to science teaching. This course is taken concurrently with EDEL 449. Prerequisites: Successful completion of Stage I&II requirements. Co-requisite: EDEL 449. Note: course includes field based components while doing student teaching (EDEL 429).

**EDEL 439 Preparation for Advanced Fieldwork (6)**
This course focuses on providing opportunities for candidates to demonstrate their competency on the Teaching performance Expectations through the completion of two benchmark assessments. The fieldwork component of the courses allows the candidates to teach a series of twelve whole class and/or small group lessons in four areas of instruction (science, social studies, math, and language arts) under the guidance of a master teacher. This field experience involves half day student teaching scheduled during the normal public school daily session (4 hours). It also involves a seminar that meets at least five times during the quarter. Prerequisites: EDEL 420, 421, 429, 437, EDBI 476.

**EDEL 449 Advanced Fieldwork (9)**
This student teaching experience provides an opportunity to apply pedagogical theory and skills in a classroom setting with guidance and assistance from a cooperating teacher and university supervisor. The instruction includes all areas of the curriculum and is an extension of EDEL 439 plus EDSP 301 Teaching Exceptional Diverse Learners in Inclusive Settings and EDEL 438 Curriculum and Instruction in Science. The experience is scheduled during the regular public school daily schedule. Prerequisites: Successful completion of EDEL 439 and all Stage I and Stage II course requirements. Co-requisites: EDEL 438 and EDSP 301.

**EDEL 445 Intern Teaching Multiple Subjects II**
**EDEL 444 (A-F) Intern Seminar**
**EDEL 446 Intern Teaching Multiple Subjects III**

**EDEL 450 Field Experience in Elementary Class (5)**
This is a student teaching course taken by special education preliminary (Level I) credential program candidates who pursue the elementary track courses. This course provides an initial opportunity for the candidates to apply pedagogical theory and skills in an elementary classroom setting with guidance and
assistance from a cooperating teachers and university supervisor. The focus is on curriculum areas of reading, language arts, and mathematics. Scheduled to teach half day daily for five weeks usually during the summer. (Candidates must request student teaching placement one quarter in advance.) Pre-requisites: EDEL 421, EDEL 437, EDEL 420.

**EDEL 451 Seminar: Field Experience-Student Teaching in an Elementary Classroom (1)**
This is a seminar course taken by special education preliminary (Level I) credential program candidates who pursue the elementary track courses. This course provides opportunities for discussion of problems and practices of elementary school teaching. Various topics, including self-awareness, analysis of teaching problems, are examined as appropriate. Must be taken concurrently with EDEL 450. Pre-requisites: EDEL 421, EDEL 437, EDEL 420

**COURSE DESCRIPTIONS—INDIVIDUAL STUDY**

**EDIS 496 Internship in Education (1-5)**
This course involves an assignment with an educational or community agency with placement and supervision by a department within the School of Education. The assignment and coordination of the work project, along with conferences and assigned readings, as well as determining course credits, evaluation and grading are the responsibility of the assigned School of Education faculty instructor in consultation with the field supervisor. This course is a credit, no-credit experience. This course may not be used as the equivalent to any part of the student teaching experience.

**EDIS 497 Cooperative Education (1-5)**
The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education Office on an individual basis, subject to approval by the Teacher Education Department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working in cooperation with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation and grading are the responsibility of the department faculty. This is a credit, on-credit experience. Note: each department will determine application for credit.

**EDIS 499 Individual Study (1-5)**
This experience involves the exploration and study of a specific topic, primarily through directed readings and discussed with a School of Education faculty professor. Prerequisite: consent of assisting instructor and written approval of Department Chair and Dean, School of Education.

**EDIS 699 Individual Graduate Study (1-5)**

**COURSE DESCRIPTIONS—READING/LITERACY**

**Reading Certificate Program (RCP)**
Five courses are required in the Reading Certificate Program (RCP) totaling 21 quarter units. Courses are sequenced to scaffold candidates' increasing levels of competency from awareness to basic and comprehensive levels; therefore, prerequisites exist in all but the foundational courses. A brief description of the course content follows:

**EDLT 501 Foundations of Literacy Learning (4) ONLINE**
This introductory course examines classical and current theory and research related to components of the literacy acquisition process including oral language; reading comprehension, fluency, word recognition and vocabulary development; written language content form and use.

**EDLT 502 Written Language Development and Literacy Learning (4)**
This introductory course examines: (a) structure and linguistic elements of English language; (b) relationships between language, spelling, reading and writing; (c) role of assessment/evaluation in
language instruction and learning; and (d) literacy acquisition of English Language and English Only Learners.

EDLT 503 Literacy Processes & Practices (K-12) (4)  
Literacy materials, assessment and instructional/intervention models are examined. Candidates apply knowledge by designing and implementing a classroom literacy intervention in a small group format that addresses English Language and English Only Learners, cross-cultural practices and students at the early or intermediate reading level.

EDLT 504 Comprehending Narrative and Expository Texts (4) ONLINE  
Current theory and research on the relationship between comprehension and literacy acquisition/proficiency are explored. Instructional/intervention strategies and materials to support comprehension at the early, intermediate and fluent levels are studied. Specific topics include background knowledge, concept formation, vocabulary development, narrative and expository text structure analysis, independent reading and cross-cultural practices.

EDLT 505 Clinical Experiences in Literacy Learning (4)  
This course meets at a designated public school site where CSUB operates a field-based literacy clinic. An intervention based on formal and informal assessment and a research-based, balanced model of literacy instruction is designed and implemented for a student experiencing difficulty with literacy acquisition. Results are reported to stakeholders in a case study format. Prerequisites: EDLT 501, 502, 503, & 504.

Reading and Language Arts Specialist Credential Program (RSCP)  
The five RCP courses are prerequisites for the RSCP (21 quarter units). An additional five classes are required in the RSCP totaling 19 quarter units (with a grand total of 40 quarter units for the RSCP). Classes are sequenced to scaffold candidates’ increasing levels of competency from awareness to basic and comprehensive levels; therefore, prerequisites exist in all classes. A brief description of the course content follows:

EDLT 506 Theoretical Models and Processes of Reading (4) ONLINE  
An advanced analysis of classical and current literacy theory and research is conducted. The analysis includes examining the relationship between current literacy issues, emerging research findings in literacy and related disciplines, and theoretical models of literacy acquisition. Prerequisites: EDLT 501, 502, 503, 504, & 505 (Waived upon approval).

EDLT 507 Advanced Topics in Literacy Learning (4)  
An in-depth analysis of current topics in the field of literacy is conducted (instructional models, intervention programs, materials and resources). A classroom literacy intervention is planned following an action research design (to be implemented in EDLT 509). Implementation criteria include the use of assessment to inform instruction, addressing the needs of all literacy learners, developing material and resource selection guidelines, and grounding the intervention in a research-based, balanced literacy model. Prerequisites: EDLT 501, 502, 503, 504, & 505. Recommend EDRS 680 and EDRS 681 prerequisite.

EDLT 508 Reading / Language Arts Curriculum and Programs (4)  
Characteristics of effective literacy instruction, intervention, curriculum, and program planning are studied. Evaluation criteria for and procedures used with instructional programs and materials are examined. A comprehensive, staff development model for literacy learning will be developed and a segment of that model will be presented in a staff development format. Prerequisites: EDLT 501, 502, 503, 504, 505 (Waived upon approval).

EDLT 509: Field Experience in Literacy Learning (4) ONLINE  
The action research project planned in EDLT 507 is implemented, analyzed, and reported. The project is supervised and evaluated by the instructor, a school administrator, and a peer group. The reporting
process includes a formal, written document (data analysis, findings, conclusions, and implications) and oral presentation to peers. Prerequisites: EDLT 501, 502, 503, 504, 505, 506, & 507.

EDLT 510 Advanced Clinical Experiences In Literacy Learning (4)
This course meets at a designated public school site where CSUB operates a field-based literacy clinic. A comprehensive intervention based on formal and informal assessments and a research-based, balanced model of literacy instruction is designed for a student experiencing severe difficulty with literacy acquisition. The implementation includes ongoing interaction with the student’s classroom teacher and parent/guardian. Results are reported to stakeholders and colleagues using a case study format. Prerequisites: EDLT 501, 502, 503, 504, 505, 506, 507, 508, & 509.

EDLT 699 Individual Graduate Study in Reading/Literacy (1-5)

COURSE DESCRIPTIONS—EDUCATIONAL RESEARCH

EDRS 680 Educational Statistics (4)
This course covers basic parametric and nonparametric methods that are useful in educational research. The quantitative training has a three-fold focus: (1) when to use each statistical method; (2) how to use the method through computer programming; and (3) how to interpret the results in research literature and computer printout. At the conclusion of the course students will have a set of useful programs. By replacing numeric parts of each program with their own data in the future, students will be able to conduct statistical analyses and produce empirical results for dissemination. The academic training is also helpful to students who need to understand statistical results produced by other investigators. In summary, the course design is geared toward preparing students as competent producers and consumers of educational research.

EDRS 681 Research Design and Analysis in Education (3)
This course focuses on various qualitative approaches, including historical inquiry, descriptive research, quasi-experimental design, single-subject investigation, document analysis, interview planning, observation inventory and ethnographic studies. These research tools are incorporated with statistical methods from EDRS 680 to facilitate development of student research proposals. Topics of the proposal often reflect characteristics of action research that are relevant to classroom teacher, educational administrators, school counselors and special educators. Prerequisite: EDRS 680.

COURSE DESCRIPTIONS—SECONDARY EDUCATION (Single Subjects Credential courses)

EDSE 400 Introduction to Secondary Teaching/CTAP Level I (6)
This course is a general introduction to teaching and the teaching preparation program for Single Subject Credential candidates. It includes exposure to a single subject classroom, basic technology proficiency, and the requirements for the teaching preparation and induction programs. Designed to provide the prospective secondary teacher with a frame of reference for further work and study in the teaching profession. 45 hours of observation in a junior or senior high school classroom is required. C-TAP Level I Component is included.

EDSE 401/501 Foundation of Secondary Education (5)
This course is a general introduction to American Education and the profession of teaching for students in the Single Subject/Secondary Credential Program. It includes the study of current issues, theories and conditions in education, the requirements of the profession, as well as credentialing in California.

EDSE 403/503 General Methods and TPE’s (3)
This course is required of all candidates for a Single Subject Secondary Teaching Credential during Phase II of the program. The content is designed to acquaint the candidate with pedagogical techniques, philosophies, and practices utilized by successful classroom teachers and required by the Teaching Performance Expectations # 1-13 as delineated in the Standards of Quality and effectiveness for Teacher preparation Programs. Ten hours of observation in a junior or senior high school classroom is required.
EDSE 503B TPA Designing Instruction Specific Pedagogy (1)
This is an activity course for the completion of the Teacher Performance Assessment. This course must be taken with EDSE 503.

EDSE 404/504 Reading Methodology (3)
This course is required of all candidates in the Single Subject Secondary Teaching Credential. The content is designed to acquaint prospective teachers with research-based information on adolescent literacy development across diverse student populations. Candidates will study the developmental reading, writing, and thinking stages of all students, including students varied reading levels and language backgrounds, including English Language Learners.

EDSE 405/505 Special Methods/Content Area (5)
A special methods course may not be offered at CSUB in some of the major subject areas. In such cases an appropriate related subject may be substituted (with prior approval) or a special methods course may be used/completed from another institution. Ten hours of observation in a junior or senior high school classroom is required. Prerequisites: EDSE 401, 403, & 404.

EDSE 505B TPA Designing Instruction (1)
This is an activity course for the completion of the Teacher Performance Assessment. This course must be taken with EDSE 505.

EDSE 406/506 Reading Across the Curriculum (5)
This course is required of all candidates in the Single Subject Secondary Teaching Credential. The content is designed to acquaint prospective teachers with research-based information on adolescent literacy across content areas. Candidates will study an array of strategies and methods for guiding and developing content-based reading and writing abilities of all students, including students of varied reading levels and language backgrounds. Ten hours of observation in a junior or senior high school classroom is required.

EDSE 407/507 Classroom Management (5)
This course relates directly to the student’s beginning teaching experience and addresses the psychological foundations in the teaching-learning process. Major topics include: adolescent development and psychology, classroom management, motivation, learning theory, assessment and evaluation. This course is taken in Phase II concurrently with EDSE 445. This course is a requirement for a Single Subject Credential. The course is designed to make candidates conversant with current pedagogical theory and best practices employed by secondary teachers to promote an optimal learning environment for all students. The course topics include principles of classroom management, understanding students' motivation and behavior, structuring the learning environment, class planning as a prevention measure for obstructive behavior, procedures for handling various types of classroom behavioral crisis, and steps to take in modifying disruptive student behavior. Prerequisites include: EDSE 401, 403, & 404.

EDSE 408/508 Educational Psychology and Assessment (5)
This course relates directly to students' beginning teaching experience and addresses the Psychological foundations in the teaching-learning process. Major topics include: adolescent development and psychology, classroom management, motivation, learning theories, assessment, and evaluation. This course is taken in Phase II concurrently with EDSE 499. Prerequisites include EDSE 400, 401, 403, 404, 405, 406, 407, & EDBI 475/476 and EDSP 301.

EDSE 450/550 Secondary Field Experience for Special Education Majors (5)
This student teaching course provides an initial opportunity for special education majors to apply pedagogical theory and skills in a junior and/or senior high school setting with the guidance and assistance from a cooperating teacher and university supervisor. Candidates are required to student teach for five (5) weeks, half-day in a secondary (single subject) classroom. (Candidates must request student teaching placement one quarter in advance.)
EDSE 492/592 Secondary Intern Teaching I (6)
EDSE 493/593 Secondary Intern Teaching II (6)
Note: Except for an Internship, EDBI 475 & 476, EDSP 301, EDSE 401, 403, 404, 405, 406, 407 must be successfully completed before the student will be permitted to begin EDSE 499. EDSE 408 must be taken concurrently with student teaching. Ten hours of observation in a junior or senior high school classroom is required when enrolled in these courses: EDSE 403, 405, 406, and 407.

EDSE 499/599 Supervised Teaching Induction (12)
This student teaching experience involves a full-day teaching responsibility in the classroom. This experience is based in junior and/or high school with the guidance and assistance of the cooperating teacher and university supervisor.
Note: All student teachers, including interns, must verify that they are CTAP Level I computer literate for the preliminary credential.

EDSE 508B TPA Assessing Learning (1)
This is an activity course for the completion of the Teacher Performance Assessment. This course must be taken with EDSE 508.

EDSE 599B TPA Culminating Teaching Activity (2)
This is an activity course for the completion of the Teacher Performance Assessment. This course must be taken with EDSE 599.

COURSE DESCRIPTIONS—SPECIAL EDUCATION
Note: Cross Listings of EDSP Courses
Special Education (EDSP) courses with two numbers indicate cross listings of undergraduate and graduate level courses. Undergraduate students must enroll in the lower number courses. For instance, the ISPED program candidates for Liberal Studies major must enroll in EDSP 405 while graduate students enroll in EDSP 505.

EDSP 301 Teaching Exceptional Diverse Learners in Inclusive Settings (3)
This course presents an overview of the role and responsibilities of elementary and secondary teachers in meeting the educational needs of exceptional and diverse learners in general education classrooms. Students will be given the opportunity to study the special education process, characteristics of exceptional, diverse, and at-risk learners, and the use of effective differentiated instructional guidelines, practices and accommodations. Emphasis will also be focused on management considerations, evaluative and collaborative activities, curriculum modifications, and laws, procedures and regulations pertaining to the education of exceptional learners. SB2042 Multiple Subjects and Single Subject Preliminary Credential candidates are required to take this course.

EDSP 302 Early Field Experiences in Special Education (2)
This course provides initial opportunities for Educational Specialist credential candidates to observe various learning characteristics of students with diverse needs and to actively participate in two or more special education settings and grade levels spending a minimum of 45 hours evenly spaced during the quarter under the supervision of a district cooperating teacher and a university supervisor. In addition, candidates are expected to attend 5 on-campus seminars. This course will provide the candidate with an excellent opportunity for assessing one’s aptitude for a special education professional career. (This course is a pre-requisite course and may be taken concurrently with EDSP 301.)

EDSP 415 Technology for Special Education Teachers (3)
This course is a prerequisite course for a preliminary education specialist credential candidate. Students will acquire the ability to use computer-based technology to facilitate the teaching and learning process during this course. This course presents topics including, but not limited to Universal Design of Learning, effective use of computer-based technology, augmentative and alternative communication devices, low and high technology devices, legal and ethical issues in the use of technology.
EDSP 450 Field Experience in General Classroom for Education Specialists (3)
This seminar prepares the teacher candidate for their fieldwork experience as well as observations and evaluations by their University Supervisor. Topics include fieldwork requirements and responsibilities, portfolio preparation, classroom management, lesson planning, and other topics as needed for successful completion of the fieldwork experience.

EDSP 501 Advanced Study of Special Populations (5)
This course provides an advanced study of professional, legal, ethical and historical practices along with current issues and trends related to providing meaningful learning opportunities for teaching special populations including students with disabilities and those who are gifted and talented. The course will include discussion and analysis of laws, practices, procedural safeguards, and regulations pertaining to the eligibility determination and education of exceptional individuals. It will also address the ethics and values of the professional educator as a reflective decision maker. Current and future special educational services, issues and trends will also be discussed such as the principle of the least restrictive environment (LRE), inclusion, and the historical sequence legislation, P L 94-142, IDEA, ADA and Section 504. In addition, this course provides advanced study of the educational, psychological, and behavioral characteristics and needs of exceptional learners and their families. This course is required to clear the fifth year mainstreaming component for multiple subjects and single subject Ryan credential candidates. This is a 5 Quarter Unit course. (Prerequisite for all Special Education courses)

EDSP 502 Field Experience I: Observation/Participation (2)
Early field experiences in two or more special education settings and grade levels in public schools. Candidates are expected to spend a minimum of 45 hours evenly spaced during the quarter under the supervision of a district cooperating teacher and a university supervisor. Additionally, candidates are expected to attend five (5) on-campus seminars. Candidates are provided opportunities to observe various learning characteristics of students with diverse special needs and actively participate in a variety of instructional delivery systems learning how to manage learning environments with diverse student populations. This course will provide the candidate with an excellent opportunity for assessing one’s aptitude for a special education professional career. Co-requisite: EDSP 501.

EDSP 403/503 Communication and Consultation: Collaborative Partnership (5)
This course closely interweaves issues of exceptionality, diversity and life span transitions while the teacher candidate demonstrates growing knowledge and skills in effective communication and self-awareness. This course is designed to focus on managing learning environments for diverse learners that facilitate positive behavioral self-control, self-esteem and self-advocacy. Further, the abilities to facilitate the essential collaborative partnerships between individuals with disabilities and their families, school personnel and community related services will be modeled and taught. The teacher candidate’s role in facilitating communication and in focusing on realistic shared responsibility in collaborative partnerships is the foundation themes of this course. Given the stressful challenges of this course, teacher self-care will be integrated into all skill training. The knowledge base skills taught integrate Jung’s contemporary model of personality diversity, cognitive self-awareness models, the classic Gordon teacher effectiveness communication model and the applied behavior analysis model. Prerequisites: EDSP 301/501 & EDSP 302/502 or permission of instructor. This is a core requirement for Mild/Moderate & Moderate/Severe program.

EDSP 405/505 Classroom Management and Positive Behavior Support (5)
This course will familiarize candidates with the components of a positive and proactive approach to behavior management in the classroom. Specific techniques (i.e., social skills, training, surface behavior management, and role-playing) for creating a positive learning environment will be demonstrated. Most commonly used behavior management approaches (including the ecological approach, educational approach, psycho-educational approach, humanistic approach, psychodynamic approach, behavioral approach, applied behavior analysis and cognitive behavior modification) will be reviewed. Within a “case-study” format, specialist/degree candidates design behavioral intervention programs for student exhibiting a wide range of learning and behavioral needs. Candidates will be challenged to consider ethical, cultural and pedagogical implications inherent in the use of A.B.A. technology; and to design interventions that empower children toward self-regulation. Additionally, the Hughes Bill will be
introduced and its implication to special education for student with challenging behaviors will be discussed. Prerequisites: EDSP 301/501 & EDSP 302/502 or instructor permission. This is a core requirement for Mild/Moderate & Moderate/Severe program.

EDSP 406/506 Characteristics of M/M Disabilities and Curriculum Adaptations (5)
This course will examine a variety of unique learning needs of students with Mild/Moderate (M/M) Disabilities in terms of intellectual, emotional-social, behavioral, communication, and psychological characteristics. This course will also address the basic principles and strategies of assessment, curriculum adaptation and instructional strategies. Candidates will be able to develop appropriate IEP goals and objectives and implement such individualized curriculum adaptations to meet their students' unique educational needs. Additionally, candidates are required to spend a minimum of twenty (20) hours during the quarter for observation and participation in the education setting for students with Mild/Moderate Disabilities. Prerequisite: EDSP 301/501 & EDSP 302/502 or instructor permission.

EDSP 408/508 Assessment of Students with Mild to Moderate Disabilities (5)
This course will provide candidates with knowledge and skills related to using and communicating the results of a variety of individualized assessment and evaluation approaches appropriate for students with mild to moderate disabilities which include assessment of the developmental, academic, behavioral, social, communication, vocational and other related skill needs. Each candidate will be able to make appropriate instructional decisions on the basis of a variety of non-biased standardized and non-standardized techniques, instruments and processes that are functional, curriculum references, performance-based and appropriate to the diverse needs of individual students. Prerequisites: EDSP 301/501, EDSP 302/502 and EDSP 406/506 or instructor permission.

EDSP 517 Characteristics of M/S Disabilities and Curriculum Adaptations (5)
This course will examine a variety of unique learning needs of students with Moderate/Severe (M/S) Disabilities in terms of intellectual, emotional-social, behavioral, communication, and psychological characteristics. This course will also address the basic principles and strategies of assessment, curriculum adaptation and instructional strategies. Candidates will be able to develop appropriate IEP goals and objectives and implement such individualized curriculum adaptations to meet their students' unique educational needs. Additionally, candidates are required to spend a minimum of twenty (20) hours during the quarter for observation and participation in the education setting for students with Moderate/Severe Disabilities. Prerequisite: EDSP 301/501 & EDSP 302/502 or instructor permission.

EDSP 529 Transition and Career Education (3)
This course will prepare candidates to implement successful planning of transitional life experiences for elementary and secondary students with mild to severe disabilities. This course will discuss the curriculum, program administration, services and legal aspects of vocational education and training for exceptional children, including occupational information and counseling, work evaluation and adjustment principles. Candidates will visit programs in the community and consult with field-based personnel. Prerequisite: EDSP 301/501 & EDSP 302/502 or instructor permission.

EDSP 445/545 Instructional Strategies for M/M Disabilities (5)
This course will review the basic theories of curriculum and a variety of effective instructional strategies for teaching reading, language arts, mathematics, and science to students with Mild/Moderate disabilities. Candidates will have opportunities to develop and implement appropriate curriculum and instructional strategies for each area of instruction for different ability levels that can reflect the adaptation and modification of the core curriculum to meet the unique needs of students with Mild/Moderate disabilities. Prerequisites: EDSP 301/501, EDSP 302/502, EDSP 406/506, EDSP 408/508 or instructor permission.

EDSP 570 Characteristics and Needs of Students with Autism Spectrum Disorder (4)
This course is required for students in CSUB Autism Added Authorization or Autism Certificate program. This course presents unique characteristics of students with Autism Spectrum Disorder (ASD). Students will be given opportunities to acquire knowledge of cognition and neurology of students with ASD. Challenges that students with ASD face will be discussed including in the areas of, but not limited to,
language and communication, social skills, behavior, and processing. Emphases will be focused on the implications of the challenges for special education teachers. An overview of instructional and behavioral strategies to meet the needs of students with ASD will be presented.

EDSP 575 Collaborative Partnerships for Students with Autism Spectrum Disorder (4)
This course is a required course for an Autism Authorization certificate program. It closely interweaves issues of exceptionality, diversity and lifespan transitions while the teacher candidate demonstrates growing knowledge and skills in effective communication and self-awareness. This course is designed to focus on managing learning environments for students with autism that facilitate positive behavioral self-control, self-esteem and self-advocacy. Further, the abilities to facilitate the essential collaborative partnerships between students with Autism and their families, school personnel and community related services will be modeled and taught. The teacher candidate’s roles in facilitating communication and in focusing on realistic shared responsibility in collaborative partnerships are the foundation themes of this course.

EDSP 580 Behavioral Assessment and Interventions for Students with Autism Spectrum Disorder (4)
This course is required for students in Autism Added Authorization or Autism Certificate program. This course addresses behavioral assessment, evidence based intervention strategies to meet the unique needs of students with ASD. It also focuses on positive and proactive approaches to behavior management in the classroom for students with ASD. Specific techniques for creating positive learning environments will be addressed and demonstrated. Additionally, the Hughes Bill will be introduced and its implication for students with ASD will be discussed. Students are required to participate in class activities including, but not limited to, simulation, role playing, discussions, lectures, or case-based instruction.

EDSP 585 Instructional Strategies for Students with Autism Spectrum Disorder (4)
This course is required for students in Autism Added Authorization or Autism Certificate program. This course addresses evidence based instructional strategies used with children with ASD. Topics include physical organization of the instructional setting, structured teaching, visual schedules, and environmental modifications to address challenges of sensory issues. It also discusses interventions to improve social and communication skills in academic and nonacademic settings and technology for students with ASD. Other topics include pivotal response training, self management, and incidental teaching strategies. A brief overview of alternate therapies will be discussed.

EDSP 625 Field Experience II: Student Teaching Mild/Moderate Disabilities (5)
A special education field experience course taken at the third and final phase of the Mild/Moderate Credential program. Candidates are provided with opportunities for meaningful collaborative instruction for students with Mild/Moderate disabilities and diverse needs in the public school setting (K-12). For one (1) quarter, each candidate is required to participate in and reflect on a variety of activities representing different roles of special educators including interactions with parents, and to assume other responsibilities of full-time teachers and service providers. Prerequisites: EDSP 301/501, 302/502, 403/503, 405/505, 406/506, 408/508, 545.

EDSP 631 Assessment of Individuals with Moderate/Severe Disabilities (5)
This course will provide the candidates with a knowledge base and skills related to using and communicating the results of a variety of individualized assessment and evaluation approaches for students with Moderate/Severe disabilities. The candidate will be able to make appropriate educational decisions on the basis of a variety of non-biased standardized and non-standardized assessment techniques, instruments and procedures that are functional, curriculum-based and appropriate to the diverse needs of individual students. Additionally, this course will explore the ethical foundation of assessment and a case study approach will be utilized. Prerequisites: EDSP 301/501, EDSP 302/502 & EDSP 417/517 or instructor permission.
EDSP 632 Curriculum & Instruction for Students with Moderate/Severe Disabilities (5)
This course will review the basic theories of curriculum and instruction and examine the structure of curricula that are currently available. Candidates will also study a variety of effective instructional strategies that are used to meet the diverse learning needs of students with Moderate/Severe disabilities. Candidates will have an opportunity to develop appropriate curriculum for each area of instruction for different ability levels that can reflect the adaptation and modification of the core curriculum to meet the unique needs of students with Moderate/Severe disabilities. Prerequisites: EDSP 301/501, EDSP 302/502, EDSP 405/505, EDSP 431/531 or instructor permission.

EDSP 635 Field Experience II: Student Teaching in Moderate/Severe Disabilities (5)
A special education field experience course taken during the third and final phase of the Moderate/Severe credential program. For one (1) quarter, candidates are provided with opportunities for meaningful collaborative instruction for students with Moderate/Severe disabilities with diverse needs in public school settings (K-12). Each candidate is required to participate in interactions with parents and to assume other responsibilities of full-time teachers and service providers. Prerequisites: EDSP 301/501, 302/502, 403/503, 405/505, 417/517, 431/531, 432/632.

EDSP 636 (A-F) Intern Seminar/Supervision in Special Education (2)
This practicum is developed to provide ongoing support and guidance to on-the-job intern credentialed teachers serving Mild/Moderate and Moderate/Severe populations. The seminar focuses on developing a community of learners in special education classrooms that include fundamental organization, classroom management, instructional skills, use of assessment batteries, lesson/unit planning and professional development. A major emphasis in this practicum will be sharing experiences and expertise so teachers can learn from each other. During this practicum, teachers will be provided guidance in their assigned classroom from support teachers and university faculty. Supervision will focus on basic classroom management and instructional competencies. The first quarter interns take EDSP 636A, the second quarter EDSP 636B, etc. Prerequisite: EDSP 501 & EDSP 502. (Sections must be completed in sequence of A, B, C, D, E, & F)

EDSP 650 Application of Theory into Practice Induction Seminar (2)
This field-based seminar course will require the candidate, in collaboration with a university advisor and a district support provider, to develop a Level II Professional Induction Plan. The plan will include university and non-university components and will address the candidate’s needs, goals and professional interests, apply conceptual knowledge into practice and build upon the foundation established in the Level I Preliminary Credential program. Prerequisite: Completion of Level I credential program.

EDSP 660 Professional Development in Specialization Areas (1-5)
This field-based seminar course will require candidates, in collaboration with their university advisor and district support provider, to identify approved non-university activities, participate in those activities and evaluate the effectiveness of those activities in meeting the candidate’s performance goals included in the Professional Level II Induction Plan. The course will build on the foundation established in the Preliminary Level I Credential Program and expand the student’s scope and depth in specific content areas, as well as expertise in performing specialized functions. Candidates must register for varying units (1-5) throughout the Level II program. Prerequisite: Completion of Level I credential program. EDSP 650 or instructor permission.

EDSP 680 Current Instructional Practices for Diverse Learners (3)
This field-based seminar course will provide opportunities for candidate’s to discuss and evaluate local, state, and national issues and trends in the areas of inclusive education, multicultural special education, early intervention, augmentative communication, outcomes assessment, technology and other areas that have implications for effective educational practices in special education for the 21st century. Prerequisites: Level I completion, EDSP 650 or instructor permission.

EDSP 688 Research in Special Education (3)
This field-based seminar course will review, analyze, interpret and apply specific topical research in special education. Candidates will select a research topic, formulate a research question, develop a
research proposal, analyze the literature and propose appropriate research methodology to fill a gap in research or contribute to the literature in the area of special education. Prerequisites: Level I completion, EDSP 650 or instructor permission

**EDSP 690 Advanced Behavioral and Environmental Supports (3)**
This field-based seminar course will provide advanced knowledge, ability, and application opportunities to implement systems that assess, plan, and include academic and social skill instruction to support students with complex behavioral and emotional needs. Candidates will collaborate with educational, mental health and other community resources to insure a positive learning environment and appropriate behavioral supports. Prerequisites: Level I completion, EDSP 650 or instructor permission.

**EDSP 691 Master’s Project in Special Education (5)**
The project involves the design and implementation with a written report of a field research, internship or similar activity not primarily designed to fulfill basic requirements for student teaching or its equivalent. Prerequisite: Successful completion of 30 quarter units in the graduate program, approved petition for advancement to candidacy and appointment of a three-member Culminating Activity Committee (CAC).

**EDSP 692 Master's Examination in Special Education (5)**
The examination involves an in-depth study of a specific area of concentration in special education. The Culminating Activity Committee will determine development of the examination. Prerequisite: Successful completion of 30 quarter units in the graduate program, approved petition for advancement to candidacy and appointment of a three-member Culminating Activity Committee (CAC).

**EDSP 693 Master’s Thesis in Special Education (5)**
The thesis involves a carefully designed review of the research literature and finding of a selected field of interest in special education leading to a novel synthesis of original insights as contributions to graduate scholarship in the purpose of the thesis. Prerequisite: Successful completion of 30 quarter units in the graduate program, approved petition for advancement to candidacy and appointment of a three-member Culminating Activity Committee (CAC).

**EDSP 695 Professional Leadership Seminar (2)**
This seminar course will evaluate and finalize the candidate’s Professional Level II Induction Plan and Professional Development Portfolio. The candidate will demonstrate and/or document his/her ability to implement, evaluate and modify curricula, instruction and instructional contexts to meet the unique needs of individual learners across the range of ages, abilities, learning characteristics, diversity needs and disabling conditions. Prerequisites: Level I completion, EDSP 529, 650, 660, 680, 688, 690.

**EDSP 699 Individual Graduate Study in Special Education (1-5)**
This experience involves the investigation of an approved topic selected in consultation with a School of Education professor in an area of major interest. Prerequisites: consent of assisting professor and approval of Department Chair and Dean, School of Education.