EDUCATIONAL ADMINISTRATION

Graduate Courses

EDAD 6100 Visionary Leadership (3)
This course prepares Candidates to facilitate the development, articulation, implementation and stewardship of a vision of teaching and learning that is shared and supported by the diverse urban school community. Coursework and fieldwork focus on the development of strategic capacity and vision through collecting data, constructing profiles, aligning resources to support the vision, developing a strategic plan to implement the vision in a multicultural setting. Students will be able to apply research findings to address diverse learning styles. [Requirement for this Course: Concurrent enrollment in Action Research Project 1 and Leadership Development 1.]

EDAD 6200 Instructional Leadership (3)
This course addresses the candidate’s knowledge of California student academic content and curriculum standards, research-based instructional and assessment practices, and the candidate’s ability to assess classroom instruction and provide focused, constructive feedback to teachers. The program develops candidates’ knowledge of how to integrate creativity, collaboration, communication and critical thinking skills with the content standards. This course provides multiple opportunities for each candidate to learn, practice, and reflect on instructional leadership as further defined in the course materials and the adopted Content Expectations and Performance Expectations. [Requirement for this Course: Concurrent enrollment in Action Research Project 1 and Leadership Development 1.]

EDAD 6300 Management and Learning Environment (3)
This course provides an opportunity for the candidate to learn how to ensure the management of the organization, operations, and resources for a safe, efficient, and effective learning environment. Included is the study and application of organizational theory that reflects effective leadership and management concepts and strategies that contribute to student achievement and the professional participation of all adults in the school community. More specifically, this course is designed to prepare students to administer and manage public school’s fiscal and personnel resources in the urban setting. Students will study management principles and philosophies regarding resource management, including technological services, personnel, transportation, facilities, budgeting, maintenance, and legal mandates and constraints. Additionally, students will study the interconnecting influences of federal, state, county, city, and district governance to develop the ability to understand, respond to, and influence the larger managerial and operational problems of urban schools and leadership that can positively affect academic achievement. The candidate will also practice both team leadership and team membership so that the candidate can effectively generate and participate in communication with key decision-makers in the diverse urban school community. Finally, the candidate will learn how to view himself or herself as a leader of a team and as a member of a team by engaging in course work and activities that provide opportunities to find solutions for the fiscal realities facing urban public schools. [Requirement for this Course: Concurrent enrollment in Action Research Project 1 and Leadership Development 1.]

EDAD 6400 Family and Community Engagement (3)
This course prepares students to work effectively as collaborative and responsive leaders with diverse families, caregivers and community members; recognize the goals and aspirations of diverse families; respond to multicultural community interests and needs; and mobilize community resources in the service of student achievement. In this regard, through coursework and fieldwork, students will examine and evaluate issues of equity and attitudes toward people of different races, cultures, sexual-orientation and ethnic backgrounds. Students will be able to be effective instructional leaders of all diverse students in multicultural settings. Coursework and fieldwork will focus on improving student achievement regardless of family structures, religions, races, cultures, socio-economic status and ethnic backgrounds. [Requirement for this Course: Concurrent enrollment in Action Research Project 1 and Leadership Development 1.]

EDAD 6500 Ethics and Integrity (3)
This course prepares Candidates to facilitate the development, articulation, implementation and stewardship of a vision of teaching and learning that is shared and supported by the diverse urban school community. Coursework and fieldwork focus on the development of strategic capacity and vision through collecting data, constructing profiles, aligning resources to support the vision, developing a strategic plan to implement the vision in a multicultural setting. Students will be able to apply research findings to address diverse learning styles. [Requirement for this Course: Concurrent enrollment in Action Research Project 1 and Leadership Development 1.]

EDAD 6600 External Context and Policy (3)
This Preliminary Administrative Services Credential course is designed to prepare candidates to administer political, societal, economic, legal and cultural influences on urban and diverse schools. Through these interconnections, the candidate will develop the ability to understand, respond to, and influence the larger political, social, economic, legal and cultural context of urban schools and leadership. The candidate will practice both team leadership and team membership so that the candidate can effectively generate and participate in communication with key decision-makers in the diverse urban school community. The candidate will also learn how to view himself or herself as a leader of a team and as a member of a team by engaging in course work and activities that provide opportunities to both lead and work collaboratively by interconnecting the political, societal, economic, legal and
EDAD 6710 Leadership Development I (3)
Candidates will assess, create, implement and evaluate an induction plan designed to meet their needs as instructional leaders. The induction plan includes assessment of the candidate’s professional development needs, interests, job responsibilities, learning and management styles, leadership dispositions, and career goals. Students will determine their progress in relationship to the California Professional Standards for Educational Leaders (CPSEL) the CPSEL Content Expectation (CACEs), and the CPSEL Performance Expectations (CAPEs). Using the pre-assessments and analysis of standards, students will design their individual plans to become school leaders including fieldwork components. Students will participate in seminars, case study analysis and other types of activities that will help them implement their induction plan’s goals. A post-assessment and reflection will evaluate the growth of each individual. [Requirement for this Course: Concurrent enrollment in Fieldwork 1 and Content courses.]

EDAD 6720 Leadership Development II (3)
In this course candidates assess, create, implement and evaluate an induction plan designed to meet their needs as instructional leaders. The induction plan includes assessment of the candidate’s professional development needs, interests, job responsibilities, learning and management styles, leadership dispositions, and career goals. Students will determine their progress in relationship to the California Professional Standards for Educational Leaders (CPSEL) the CPSEL Content Expectation (CACEs), and the CPSEL Performance Expectations (CAPEs). Using the pre-assessments and analysis of standards, students will design their individual plans to become urban school leaders including fieldwork components. Students will participate in seminars, case study analysis and other types of activities that will help them implement their induction plan goals. A post-assessment and reflection will evaluate the growth of each individual. [Requirement for this Course: Concurrent enrollment in Fieldwork 2 and the content courses.]

EDAD 6810 Fieldwork I (3)
This course prepares candidates at the school level for actual job performance in both supervision and administrative work. Students will have exposure to the essential themes, concepts and skills related to the performance of administrative services. Each student will develop a professional perspective by examining contemporary administrative practices and schooling policies in relation to fundamental issues, theories and research in education. Students will determine their progress in relationship to the California Professional Standards for Educational Leaders (CPSEL) the CPSEL Content Expectation (CACEs), and the CPSEL Performance Expectations (CAPEs) as they research, plan, implement and evaluate their fieldwork activities. Fieldwork activities will be conducted with an instructional leadership focus. The program of administrator preparation, students participate in significant field experiences that are collaboratively designed to facilitate the application of theoretical concepts in practical settings. Each student addresses the major duties and responsibilities outlined in the California Professional Standards for Educational Leaders (CPSEL) the CPSEL Content Expectation (CACEs), and the CPSEL Performance Expectations (CAPEs) in a variety of realistic settings. Field experiences include intensive experiences both in the day-to-day functions of school leaders or administrators and in longer-term policy design and implementation that address state and national policy standards for educational leaders.

EDAD 6820 Fieldwork II (3)
This course prepares students at the school level for actual job performance in both supervision and administrative work. Students will have exposure to the essential themes, concepts and skills related to the performance of administrative services. Each student develops a professional perspective by examining contemporary administrative practices and schooling policies in relation to fundamental issues, theories and research in education. Students will determine their progress in relationship to the California Professional Standards for Educational Leaders (CPSEL) the CPSEL Content Expectation (CACEs), and the CPSEL Performance Expectations (CAPEs). Using the pre-assessments and analysis of standards, students will design their individual plans to become urban school leaders including fieldwork components. Students will participate in seminars, case study analysis and other types of activities that will help them implement their induction plan goals. A post-assessment and reflection will evaluate the growth of each individual. [Requirement for this Course: Concurrent enrollment in Visionary Leadership, Instructional Leadership, and Management and Learning Environment.]

In the program of administrator preparation, students participate in significant field experiences that are collaboratively designed to facilitate the application of theoretical concepts in practical settings. Each student addresses the major duties and responsibilities outlined in the California Professional Standards for Educational Leaders (CPSEL) the CPSEL Content Expectation (CACEs), and the CPSEL Performance Expectations (CAPEs) in a variety of realistic settings. Field experiences include intensive experiences both in the day-to-day functions of school leaders or administrators and in longer-term policy design and implementation that address state and national policy standards for educational leaders.

EDAD 6890 Culminating Project in Education (3)
This Preliminary Administrative Services Credential course is designed to prepare candidates to administer political, societal, economic, legal and cultural influences on urban and diverse schools. Through these interconnections, the candidate will develop the ability to understand, respond to, and influence the larger political, social, economic, legal and cultural context of urban schools and leadership. The candidate will practice both team leadership and team membership so that the candidate can effectively generate and participate in
communication with key decision-makers in the diverse urban school community. The candidate will also learn how to view himself or herself as a leader of a team and as a member of a team by engaging in course work and activities that provide opportunities to both lead and work collaboratively by interconnecting the political, societal, economic, legal and cultural influences on urban schools. Concurrent enrollment in EDAD 6810 is required.

CURRICULUM AND INSTRUCTION

Graduate Courses

EDCI 6100 Research Methods for Educational Leaders (3)
The course is intended to give educators and teachers as leaders (pre-service, in-service, beginning teachers, mentoring teachers) an opportunity to explore their collaborative roles as researchers in various school settings. It also provides them with a base for decision-making processes regarding effective instructional strategies and treatments. Using a self-reflective systematic and scholarly inquiry, the course offers participants an opportunity to formulate meaningful research questions, identify appropriate methods to use in answering a variety of research questions, and design and implement an action plan for change as they reflect on current practice. This class will help participants to play their optimal roles as researchers and instructional leaders in their diverse schools. Prerequisite: Admission to the Curriculum and Instruction Master’s in Education program.

EDCI 6200 Teaching for Diversity and Social Justice (3)
This course is intended to provide candidates an advanced exploration of the various critical issues pertaining to social justice and diversity in the American education system. It will provide a foundation for building the understanding and skills candidates will need to develop culturally relevant curriculum and pedagogy for all students. The course will build educational leadership skills and engage candidates in challenging social inequities in schools and their broader communities. Prerequisite: Admission to the Curriculum and Instruction Master’s in Education program.

EDCI 6300 Educational Leadership (3)
This online 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 educational leadership as they supervise, coach, mentor, network, and collaborate with other participants in the school community. Prerequisite: Admission to the Curriculum and Instruction Master of Arts in Education Program.

EDCI 6400 Curriculum Teaching for Diversity and Social Justice (3)
This course focuses on the development of curriculum at the K-12 level. Students will explore research and theory of curriculum revision and the principles of curriculum development and design. The development of needs assessments and analysis of results to inform curriculum transformation is covered in depth. Emphasis is on the interdependence of assessment, data and curriculum planning on student achievement. Prerequisite: Admission to the Curriculum and Instruction Master’s in Education Program.

EDCI 6700 Special Topics (3)
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 the opportunity to gain insight into the dynamics of learning and teaching in classroom settings. 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: Admission to the Curriculum and Instruction Master’s in Education program.

EDCI 6710 Advanced Topics in Education (3)
Exploration of selected topics in education at an advanced level. May be repeated for different course content.

EDCI 6800 Master’s Theses in Curriculum and Instruction (3)

EDCI 6810 Master’s Project in Curriculum and Instruction (3)

EDCI 6820 Master’s Exam in Curriculum and Instruction (3)

EDCS 5010 Practicum (3)
Practicum consists of a series of supervised observational experiences that can occur in classroom, laboratory, and field-based settings, providing for the application of knowledge and the development of skills. This class should be taken prior to beginning Fieldwork Experience (EDCS 6210, 6220, 6230, 6240, 6310, 6320).

EDCS 5020 Human Communications (3)
This is 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. Students will receive a grade of credit (CR) or no credit (NC) for this course.
EDCS 5030 Social Justice (3)
This course is designed to provide an understanding of trends and issues in counseling multicultural and diverse populations. There is a focus on attitudes and issues arising from different values and cultural assumption that affect counseling intervention. Attention is given to cultural sub-groupings of ethnicity, racial, socioeconomic status, gender, sexual orientation, religion, age, disability, and other demographics as they relate to the counseling process.

EDCS 5040 Intro to Advocacy in Counseling (3)
This introductory to advocacy in counseling course is designed to provide students with an overview of the counseling profession and how to be an advocate for clients. Students will be introduced to the core requirements and multicultural competencies necessary to becoming a counselor, the various employment opportunities and settings in the counseling profession, the roles and functions of counselors in these settings, and how to be an active advocate for change in various settings. This course also focuses on 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 5050 Legal and Ethical Issues in Counseling (3)
This course focuses on legal and ethical issues pertaining to school counseling and student affairs professionals as found in the California Education Code and in the professional organizations. Codes of Ethics. Included are the laws governing minors and the reporting requirements imposed upon school counselors by regulation, statute, and case law, including child abuse reporting procedures. Goal and objectives of professional organizations, standards of training, credentialing, and the rights and responsibilities of the school counselor and student affairs professional are also covered.

EDCS 5060 Theories in Counseling (3)
This course is designed to focus upon basic concepts and theoretical models of counseling with a specific emphasis on their application for use in K-12 and/or college university settings. Models include Learning Theories, Psychoanalytic, Adlerian, Existential, Person Centered, Gestalt, Behavior, Cognitive-Behavioral, Behavioral Learning Theories, Reality, Feminist, Postmodern, Brief, Narrative, Solution-Focused, Theories of Motivation, and Family Systems approaches. Application of each theoretical perspective across the life span, within ethical boundaries, as it impacts diverse populations is presented.

EDCS 5070 Counseling Across the Lifespan (3)
The purpose of this course is to provide an understanding of human development across the lifespan. From conception to death, this course will focus on the physiological, cognitive, social, emotional, personality, and moral development of humans. Legal, ethical, and diversity issues will be reviewed in relation to counseling professionals.

EDCS 5080 Research in Counseling (3)
This course is designed to introduce students to various research methods, such as quantitative, qualitative, and mixed methods research designs, that are applicable in the field of counseling. Students will be able to identify various research methods and the strengths and limitations of each method. This course is also designed to give students the necessary skills to conduct research in the counseling field. This course will include an overview of statistics. Prerequisite: Permission of Coordinator.

EDCS 5090 Special Problems in Counseling (1-3)
Review and analysis of specific topics in counseling. May be used to extend field practice and/or repetition of coursework at the discretion of faculty. Prerequisite: Permission of Coordinator.

EDCS 6010 Assessment and Evaluation in Counseling (4)
Survey of selected assessment instruments, including standardized tests and other programs and techniques commonly used by school counselors and student affairs professionals to evaluate individuals and groups. Addressed are factors that bear (cultural/ethnic) upon academic assessment and achievement and the selection, administration, and interpretation of instruments appropriate to academic, career and personal/social counseling. Prerequisite: statistics.

EDCS 6020 Introduction to Student Affairs (3)
This course provides an overview to the field of student affairs and the specialty fields of student affairs. An overview of the history of higher education, college student development, and the various college settings is also emphasized in this course. Legal and ethical issues, competencies, and the interaction of the academic and students service areas will also be discussed.

EDCS 6030 School Counseling Domains and Techniques (3)
This course focuses upon the development of the practical skills and techniques necessary for effective and comprehensive prevention and early intervention in the academic, career, and personal/social domains of K-12 students. Specific techniques and preventive programs for current school issues, including school violence and safety, will be presented. Additional focus will be placed on classroom, school, family, and community factors that support pupil learning, as well as skills to assist pupils experiencing learning problems.

EDCS 6050 Career Counseling (3)
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 6060 Therapeutic Methods in Group Settings (3)
This course focuses on the theory and skills necessary for effective group and consultation interventions in multicultural educational settings. Students will have the opportunity to demonstrate self-awareness, sensitivity to others, and skillfulness in relating to individuals and groups through membership in, and facilitation of, small groups. The importance of socio-psychological concepts of group formation, reference groups, inter-group and intra-group relations and conflict will be addressed.

EDCS 6070 Group Counseling: Student Affairs (3)
This course focuses on the skills necessary for effective group interventions in college and/or university settings. Students will have the opportunity to demonstrate self-awareness, sensitivity to others, and skillfulness in relating to individuals and groups through membership in, and facilitation of, small groups. The importance of socio-psychological concepts of group formation, reference groups, inter-group and intra-group relations and conflict will be addressed.

EDCS 6210 Fieldwork in School Counseling I (4)
Supervised school counseling field experience that allows for 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. Prerequisite: Advanced to Candidacy standing and permission to enroll by Fieldwork Coordinator.

EDCS 6220 Fieldwork in School Counseling II (4)
Supervised school counseling field experience that allows for 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. Prerequisite: Advanced to Candidacy standing and permission to enroll by Fieldwork Coordinator.

EDCS 6230 Fieldwork in School Counseling III (1-3)
Supervised school counseling field experience that allows for 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 (EDCS 6230 and 6240 are to be taken in sequence only if candidate has enrolled in EDCS 6210 and 6220 but has not completed the 600-hour CCTC PPS Fieldwork requirement). Prerequisite: Advanced to Candidacy standing and permission to enroll by Fieldwork Coordinator.

EDCS 6240 Fieldwork in School Counseling IV (1)
Supervised school counseling field experience that allows for 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 (EDCS 6230 and 6240 are to be taken in sequence only if candidate has enrolled in EDCS 6210 and 6220 but has not completed the 600-hour CCTC PPS Fieldwork requirement). Prerequisite: Advanced to Candidacy standing and permission to enroll by Fieldwork Coordinator.

EDCS 6310 Fieldwork in Student Affairs I (3)
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. Prerequisite: Advanced to Candidacy standing and permission to enroll by Fieldwork Coordinator.

EDCS 6320 Fieldwork in Student Affairs II (3)
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. EDCS 6320 is a continuation of EDCS 6310. Prerequisite: Advanced to Candidacy standing and permission to enroll by Fieldwork Coordinator.

EDCS 6330 Master’s Exam in Counseling (2)
In this course, students will take a national standardized comprehensive examination in the field of counseling (Counselor Preparation Comprehensive Examination or CPCE). Students will receive a grade of credit (CR) or no credit (NC) for this course. Prerequisite: Advanced to Candidacy standing and permission to enroll by Course Instructor. Knowledge areas assessed include: 1) Human Growth and Development 2) Social and Cultural Foundations 3) Helping Relationships 4) Group Work 5) Career and Lifestyle Development 6) Appraisal 7) Research and Program Evaluation 8) Professional Orientation and Ethics.
ELEMENTARY EDUCATION (Multiple Subjects Credential courses)

Graduate Courses

EDEL 5100 Literacy Arts for Diverse Learners (4)
The course focuses on teaching literacy skills to students in transitional kindergarten through second grade. 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; integration of technical subjects (visual and performing arts; technology) which enhance and support 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. Candidates are required to complete a minimum of 25 hours of field experience with diverse students as a course requirement. Candidates must be admitted to the Multiple Subject Credential program, the IBEST program, or the Special Education program to take this course.

EDEL 5200 Math Methods and Assessment (4)
During interrelated activities in program coursework and fieldwork, MS candidates learn specific teaching strategies that are effective in supporting them to teach the state-adopted academic content standards for students in mathematics (K-8). They enable students to understand basic mathematical computations, concepts, and symbols; to use these tools and processes to solve common problems; and to apply them to novel problems. They help students understand different mathematical topics and make connections among them. Candidates help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. They provide a secure environment for taking intellectual risks and approaching problems in multiple ways. Candidates model and encourage students to use multiple ways of approaching mathematical problems, and encourage discussion of different solution strategies. They foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems. Candidates are required to complete a minimum of 25 hours of field experience with diverse students as a course requirement. Candidates must be admitted to the Multiple Subject Credential program, the IBEST program, or the Special Education program to take this course. Candidates must have passed EDTE 5100 with a grade of C or better or be enrolled in EDTE 4100 concurrently.

EDEL 5300 Classroom Management and Differentiated Instruction (4)
This course addresses the psychological foundations in the teaching-learning process, classroom management, and teaching diverse learners. The course is designed to prepare candidates to create a supportive and optimal learning environment for all students and to enable candidates to be conversant with current pedagogical theory and best practices employed by elementary teachers. The course topics include principles of classroom management, structuring the learning environment to maximize access to learning for all students, classroom procedures, standards-based lesson design, and issues related to professionalism and professional growth. Candidates are required to complete a minimum of 25 hours of field experience with diverse students as a course requirement. Candidates must be admitted to the Multiple Subject Credential program or the IBEST program to take this course.

EDEL 5400 Literacy and Social Studies (4)
The course focuses on teaching literacy skills to students in third through sixth grade, while integrating social studies methods and assessments. 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 intermediate 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; and 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 in social studies. The course includes an emphasis on assessment (diagnostic, formative, and summative) and data driven instruction. Candidates will acquire the knowledge to use data to form small flexible groups and intervene with students¿ needs. Candidates are required to complete a minimum of 25 hours of field experience with diverse students as a course requirement. Candidates must have passed EDTE 5100 with a grade of C or better. Candidates must be admitted to the Multiple Subject Credential program to take this course.
EDLT 6200 Writing Strategies, Assessment, and Intervention (3)
This introductory course examines the following: (a) current research and theory on what constitutes an effective culture of literacy, including reading, writing, listening, and speaking; (b) role of assessment/evaluation in written language development through instruction and differentiation; (c) written language development of English Language and English Only Learners. Prerequisites: None.

EDLT 6300 Literacy Instruction and Assessment (3)
This course provides candidates with an opportunity to plan, organize, and integrate differentiated literacy instruction for all students. Literacy materials, assessments, and instructional/intervention models are examined and implemented. Candidates apply knowledge by designing and implementing a classroom literacy intervention in a small group format that addresses the unique needs of all students in the diverse classrooms. In addition, this course provides opportunities for candidates to learn methods to assist teachers in using grade level or school-wide assessment data to implement and revise instructional programs and to plan, implement, and evaluate school-wide professional development.

EDLT 6400 Comprehension Strategies, Assessment, and Intervention (3)
This course focuses on the place of comprehension as one of the most significant aspects of promoting a culture of literacy. Current theory and research on the relationship between comprehension and literacy acquisition/proficiency are explored. Instructional/intervention strategies and materials to support comprehension for all students, including English Learners and students with special needs at the early, intermediate, and fluent levels are studied. Specific topics include background knowledge, culturally responsive pedagogy, response to intervention, concept formation, vocabulary development, narrative and expository text structure analysis, independent reading, and cross-cultural practices.

EDUCATIONAL RESEARCH

Upper Division

EDRS 4600 Educational Statistics (4)
This course is built on computer software (SPSS or SAS) to support data description, analysis, and interpretation. Methods include statistical inference, such as t test, ANOVA, correlation, regression, chi square test, and simple multilevel research design. In addition to hands-on training, this course is helpful to students who need to understand statistical results from school settings.
Graduate Courses

EDRS 6600 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 conclusion of the course work, 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 6610 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.

SECONDARY EDUCATION (Single Subjects Credential courses)

Graduate Courses

EDSE 5100 Classroom Management and Diff Instruction (4)
This course addresses the psychological foundations in the teaching-learning process, classroom management, and teaching diverse learners. The course is designed to prepare candidates to create a supportive and optimal learning environment for all students and to enable candidates to be conversant with current pedagogical theory and best practices employed by secondary teachers. The course topics include principles of classroom management, structuring the learning environment to maximize access to learning for all students, classroom procedures, standards-based lesson design, and issues related to professionalism and professional growth. Candidates are required to complete a minimum of 25 hours of field experience with diverse students as a course requirement. Candidates must be admitted to the Single Subject Credential program to take this course.

EDSE 5200 Methods for Teaching: Math (4)
This course is designed to enable candidates to be conversant with current pedagogical research and methods employed by junior and senior high school classroom teachers in their specific subject area. Candidates will demonstrate mastery of their content and best practices by incorporating them into lesson plans that they have designed and presented. Lesson plans will include strategies for working with unique populations, such as English Language Learners and students with special needs. The candidate will develop a Unit plan that will include the course-required lesson plan. Candidates will be required to consider aspects of technology, assessment, and behavior management when developing lesson plans designed specifically for the single subject classroom in their field of study. Candidates are required to complete a minimum of 25 hours of field experience in their credential content area as a course requirement. Candidates must be admitted to the Single Subject Credential program to take this course. Candidates must have passed EDTE 4100 with a grade of C or better or be enrolled in EDTE 4100 concurrently.

EDSE 5210 Methods for Teaching: Science (4)
This course is designed to enable candidates to be conversant with current pedagogical research and methods employed by junior and senior high school classroom teachers in their specific subject area. Candidates will demonstrate mastery of their content and best practices by incorporating them into lesson plans that they have designed and presented. Lesson plans will include strategies for working with unique populations, such as English Language Learners and students with special needs. The candidate will develop a Unit plan that will include the course-required lesson plan. Candidates will be required to consider aspects of technology, assessment, and behavior management when developing lesson plans designed specifically for the single subject classroom in their field of study. Candidates are required to complete a minimum of 25 hours of field experience in their credential content area as a course requirement. Candidates must be admitted to the Single Subject Credential program to take this course. Candidates must have passed EDTE 4100 with a grade of C or better or be enrolled in EDTE 4100 concurrently.

EDSE 5220 Methods for Teaching: English (4)
This course is designed to enable candidates to be conversant with current pedagogical research and methods employed by junior and senior high school classroom teachers in their specific subject area. Candidates will demonstrate mastery of their content and best practices by incorporating them into lesson plans that they have designed and presented. Lesson plans will include strategies for working with unique populations, such as English Language Learners and students with special needs. The candidate will develop a Unit plan that will include the course-required lesson plan. Candidates will be required to consider aspects of technology, assessment, and behavior management when developing lesson plans designed specifically for the single subject classroom in their field of study. Candidates are required to complete a minimum
of 25 hours of field experience in their credential content area as a course requirement. Candidates must be admitted to the Single Subject Credential program to take this course. Candidates must have passed EDTE 4100 with a grade of C or better or be enrolled in EDTE 4100 concurrently.

**EDSE 5230 Methods for Teaching: Social Studies (4)**
This course is designed to enable candidates to be conversant with current pedagogical research and methods employed by junior and senior high school classroom teachers in their specific subject area. Candidates will demonstrate mastery of their content and best practices by incorporating them into lesson plans that they have designed and presented. Lesson plans will include strategies for working with unique populations, such as English Language Learners and students with special needs. The candidate will develop a Unit plan that will include the course-required lesson plan. Candidates will be required to consider aspects of technology, assessment, and behavior management when developing lesson plans designed specifically for the single subject classroom in their field of study. Candidates are required to complete a minimum of 25 hours of field experience in their credential content area as a course requirement. Candidates must be admitted to the Single Subject Credential program to take this course. Candidates must have passed EDTE 4100 with a grade of C or better or be enrolled in EDTE 4100 concurrently.

**EDSE 5240 Methods for Teaching: World Language (4)**
This course is designed to enable candidates to be conversant with current pedagogical research and methods employed by junior and senior high school classroom teachers in their specific subject area. Candidates will demonstrate mastery of their content and best practices by incorporating them into lesson plans that they have designed and presented. Lesson plans will include strategies for working with unique populations, such as English Language Learners and students with special needs. The candidate will develop a Unit plan that will include the course-required lesson plan. Candidates will be required to consider aspects of technology, assessment, and behavior management when developing lesson plans designed specifically for the single subject classroom in their field of study. Candidates are required to complete a minimum of 25 hours of field experience in their credential content area as a course requirement. Candidates must be admitted to the Single Subject Credential program to take this course. Candidates must have passed EDTE 4100 with a grade of C or better or be enrolled in EDTE 4100 concurrently.

**EDSE 5250 Methods for Teaching: Art, Music, Physical Education (4)**
This course is designed to enable candidates to be conversant with current pedagogical research and methods employed by junior and senior high school classroom teachers in their specific subject area. Candidates will demonstrate mastery of their content and best practices by incorporating them into lesson plans that they have designed and presented. Lesson plans will include strategies for working with unique populations, such as English Language Learners and students with special needs. The candidate will develop a Unit plan that will include the course-required lesson plan. Candidates will be required to consider aspects of technology, assessment, and behavior management when developing lesson plans designed specifically for the single subject classroom in their field of study. Candidates are required to complete a minimum of 25 hours of field experience in their credential content area as a course requirement. Candidates must be admitted to the Single Subject Credential program to take this course. Candidates must have passed EDTE 4100 with a grade of C or better or be enrolled in EDTE 4100 concurrently.

**EDSE 5260 Methods for Teaching Health Science, Home Economics, Agriculture (4)**
This course is designed to enable candidates to be conversant with current pedagogical research and methods employed by junior and senior high school classroom teachers in their specific subject area. Candidates will demonstrate mastery of their content and best practices by incorporating them into lesson plans that they have designed and presented. Lesson plans will include strategies for working with unique populations, such as English Language Learners and students with special needs. The candidate will develop a Unit plan that will include the course-required lesson plan. Candidates will be required to consider aspects of technology, assessment, and behavior management when developing lesson plans designed specifically for the single subject classroom in their field of study. Candidates are required to complete a minimum of 25 hours of field experience in their credential content area as a course requirement. Candidates must be admitted to the Single Subject Credential program to take this course. Candidates must have passed EDTE 4100 with a grade of C or better or be enrolled in EDTE 4100 concurrently.

**EDSE 5270 Methods for Teaching: Industrial and Technology Education or Business (4)**
This course is designed to enable candidates to be conversant with current pedagogical research and methods employed by junior and senior high school classroom teachers in their specific subject area. Candidates will demonstrate mastery of their content and best practices by incorporating them into lesson plans that they have designed and presented. Lesson plans will include strategies for working with unique populations, such as English Language Learners and students with special needs. The candidate will develop a Unit plan that will include the course-required lesson plan. Candidates will be required to consider aspects of technology, assessment, and behavior management when developing lesson plans designed specifically for the single subject classroom in their field of study. Candidates are required to complete a minimum of 25 hours of field experience in their credential content area as a course requirement. Candidates must be admitted to the Single Subject Credential program to take this course. Candidates must have passed EDTE 4100 with a grade of C or better or be enrolled in EDTE 4100 concurrently.
**EDSE 5300 Literacy Across the Curriculum (4)**
This course 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. Candidates are required to complete a minimum of 25 hours of field experience in their credential content area as a course requirement. Candidates must be admitted to the Single Subject Credential program to take this course.

**EDSE 5400 Educational Psychology (4)**
This course focuses on theories of learning, motivation, and adolescent development. It explores the multiple factors that contribute to the complexity of teaching and learning in diverse learning communities. Candidates are required to complete a minimum of 25 hours of field experience in their credential content area as a course requirement. Candidates must be admitted to the Single Subject Credential program to take this course.

**EDSE 5500 Assessment for Single Subject Teacher (4)**
This course is designed to enable candidates to be conversant with current pedagogical and assessment methods employed by single subject classroom teachers in their specific subject area. Candidates will analyze and develop classroom assessments as a means for guiding instruction. Candidates are required to complete a minimum of 25 hours of field experience in their credential content area as a course requirement. Candidates must have passed EDSE 5200 or 5210 or 5220 or 5230 or 5240 or 5250 or 5260 or 5270 with a grade of C or better to take this class.

**EDSE 5800 Single Subject Supervised Fieldwork (8)**
This is a field experience course taken at the final stage of the preliminary credential program. Candidates are provided with opportunities to engage in co-teaching with a Cooperating Teacher in a single subject classroom setting. Each candidate is required to assume responsibilities of teachers for one semester. This course is scheduled daily during regular school sessions. Each candidate will be supervised by a cooperating teacher and university supervisor in a public school setting. Candidates must have completed the following coursework with a grade of C or better to take this course: EDTE 3308 and 4100 and 4200 and 4310 and 4320 and EDSE 5100 and 5200 or 5210 or 5220 or 5230 or 5240 or 5250 or 5260 or 5270, and 5300, EDSE 5400, 5500. Candidates must be currently enrolled in EDTE 4330 and 4340.

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**SPECIAL EDUCATION**

**Upper Division**

**EDSP 4250 Technology for Education Specialists (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 4260 Establishing Foundations in Special Education (3)**
This course is a general introduction designed to provide the prospective special education teacher with a frame of reference for further work and study in a special education professional career. It includes the study of professional, legal, ethical and historical practices of special education, current special education issues and trends, inclusion, culturally responsive teaching, and multicultural education. This course will address the requirements of the special education teaching profession such as the use of standards of quality and effectiveness, lesson planning, the components of IEPs, procedural safeguards, and regulations pertaining to the eligibility determination and education of exceptional individuals. This course will be conducted using face-to-face sessions and online learning using Blackboard.

**EDSP 4800 Early Field Experience in Gene (3)**
This course provides early field experience to candidates pursuing an education specialist credential. Candidates are exposed to both general education and special education classrooms which serve students with diverse learning needs. Through this course, candidates are provided with opportunities to observe, first-hand, the various learning characteristics of students with diverse special needs across educational settings and to actively participate in a variety of instructional delivery systems that serve diverse student populations. This course is designed to provide the prospective special education teacher with a frame of reference for further work and study in a special education professional career. This course will be conducted using face-to-face seminars and online learning.
EDSP 5050 Classroom Management and Positive (4)
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. Candidates are required to complete a minimum of 25 hours of field experience.

EDSP 5100 Assessment of Students with Disabilities (4)
This course will provide the 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 disabilities and diverse learners with disabilities. The approaches include assessments of the developmental, academic, behavioral, social, communication, vocational and other related skill needs. After completing this course, each candidate will be able to (1) understand and apply the principle of non-discriminatory testing in identifying and assessing students’ needs, (2) administer formal and informal assessment tools, and (3) 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-referenced, performance-based, and appropriate to the diverse needs of individual students. Candidates are required to complete a minimum of 25 hours of field experience.

EDSP 5230 Collaboration and Transition in Special Education
This course 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 addresses the components of essential collaborative partnerships between individuals with disabilities and their families, school personnel including paraprofessionals, and community or agency services. Research-based practices such as co-teaching and self-determination are examined along with effective transition planning practices. This course has a field experience component. Candidates are required to complete a minimum of 25 hours of field experience. This course is taught as a hybrid using face-to-face and online instruction.

EDSP 5250 Characteristics and Needs of Students with Mild to Severe Disabilities (4)
This course presents 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-five (25) hours during the semester for observation and participation in the education setting for students with Moderate/Severe Disabilities.

EDSP 5320 Curriculum and Instruction for Students with Moderate/Severe Disabilities (4)
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. Candidates are required to complete a minimum of 25 hours of field experience with diverse students with disabilities as a course requirement.

EDSP 5450 Curriculum and Instruction for Students with Mild to Moderate Disabilities (4)
This course will review the basic theories of curriculum and a variety of effective instructional strategies for teaching students with mild/moderate disabilities in curricular content areas. Candidates will have opportunities to develop and implement appropriate curriculum and instructional strategies that reflect the adaptation and modification of the core curriculum to meet the unique needs of students with mild/moderate disabilities by incorporating approaches such as universal design for learning, response to intervention, and evidence-based practices. This course has a field experience component. Candidates are required to complete a minimum of 25 hours of field experience.

EDSP 5510 Introduction to Early Childhood Special Education (3)
This course will provide candidates with a working knowledge of the history and legal precedence for providing early intervention (EI) and early childhood special education (ECSE) services, characteristics of young children with special needs and their families, and effective instructional techniques for working with this population. This course is required for
EDSP 5770 Special Topics (1)

EDSP 6100 Teaching Students with Autism (3)
in EI/ECSE.

This course presents unique characteristics and evidence based instructional strategies used with children with Autism Spectrum Disorder (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. An overview of instructional and behavioral strategies to meet the needs of students with ASD will be presented. 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.

EDSP 5520 Family Systems and Service for Young Children with Disabilities (3)
The purpose of this course is to provide program candidates with the knowledge of basic family theories and family systems as they are applied to intervention with infants, toddlers, and preschoolers who are at risk or have disabilities and their families. The course explores issues related to cultural, linguistic, and socio-economic diversity in order to increase students’ awareness, understanding, and appreciation for family customs, lifestyles, values, and priorities. Legal and legislative mandates are reviewed. Students learn professional approaches and strategies for determining family needs and preferences, implementing family centered approaches to services, and developing and sustaining family-professional partnerships and support. They also learn how to develop an Individualized Family Service Plan (IFSP). This course is required for Early Childhood Special Education Added Authorization program. This is a hybrid course.

EDSP 5540 Field Experience in Early Intervention and Early Childhood Special Education (3)
This field experience course is designed to provide foundational knowledge and practical experiences in two public or private education programs for infants and young children with disabilities from culturally and linguistically diverse backgrounds. These experiences are aligned with CEC/DEC standards and ECSE-AA standards. Candidates are actively engaged in reflecting on the connections among research, professional standards, and community practices, as well as their own professional development as professional in EI/ECSE.

EDSP 5550 Assessment and Intervention/ instructional Strategies: Birth through Pre-Kindergarten (3)
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 children (birth to 5 years of age). The candidate will be able to make appropriate educational decisions on the basis of a variety of non-biased standardized, non-standardized, and alternative assessment techniques, instruments and procedures. The candidate will also acquire skills to design and implement intervention and instructional strategies that address specific learning needs, are developmentally, culturally, and individually appropriate and reflect family concerns and priorities. The candidate will acquire a broad repertoire of developmentally appropriate strategies (e.g., hands-on, experiential, child-centered, play-based activities within daily routines), adaptations, assistive technologies, and other supports.

EDSP 5530 Assessment and Intervention/ instructional Strategies: Birth through Pre-Kindergarten (3)
This course presents unique characteristics and evidence based instructional strategies used with children with Autism Spectrum Disorder (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. An overview of instructional and behavioral strategies to meet the needs of students with ASD will be presented. 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.

EDSP 5510 Field Experience in Early Intervention and Early Childhood Special Education (3)
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 6200 Research in Special Education (4)
The seminar course will review, analyze, interpret, and apply specific topical research in special education. Students will learn various quantitative and qualitative research methodologies, including descriptive research, quasi experimental design, single subject research methodology, and observation. Students 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 the research or contribute to the literature in the area of special education. Students are also expected to integrate qualitative and quantitative knowledge to evaluate research reports, assessment techniques, and sample designs. Students are required to complete at least 15 hours of lab activities.

EDSP 6810 Master’s Project Special Education (3)
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 6820 Master’s Exam in Special Education (3)
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 semester units in the graduate program, approved petition for advancement to candidacy and appointment of a three-member Culminating Activity Committee (CAC).

EDSP 6830 Master’s Thesis in Special Education (1-3)
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 semester units in the graduate program, approved petition for advancement to candidacy and appointment of a three-member Culminating Activity Committee (CAC).

EDSP 6840 Field Experience II: Student Teaching Mild/Moderate Disabilities (9)
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: Must complete EDSP 503 and 505 and 506 and 510 and 545 and EDTE 410 and 416 and EDEL 460 and 461 with a C or better in all.

EDSP 6850 Field Experience II: Student Teaching in Moderate/Severe Disabilities (9)
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: Must complete EDSP 503 and 505 and 506 and 510 and 545 and EDTE 410 and 416 and EDEL 460 and 461 with a C or better in all.

EDSP 6860 Intern Seminar/Supervision in Special Education (4)
This practicum is developed to provide ongoing support and guidance to on-the-job intern credentialed teachers serving mild to moderate and moderate to severe populations. The seminar focuses on developing a community of learners in special education classrooms that includes: fundamental organization, constructing IEPs, classroom management, instructional skills, lesson/unit planning, working with paraprofessionals, teaching culturally diverse learners, and professional development. Candidates will demonstrate and/or document their 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.

TEACHER EDUCATION

Upper Division

EDTE 3000 Introduction to Education (3)
This course provides early field experience to candidates pursuing a Multiple or Single Subject Credential. Through this course, candidates are provided with opportunities to observe, first-hand, the various learning characteristics of diverse learners across educational settings and to actively participate in a variety of instructional delivery systems that serve diverse student populations. This course is designed to provide the prospective teacher with a frame of reference for further work and study in a professional teaching career. This course will be conducted using face-to-face seminars, a minimum of 45 hours of field experience in educational settings, and online learning. Completion or waiver of this course or EDTE 3100 is required for program admission.

EDTE 3100 STEM Practicum (3)
This course provides early field experience to candidates pursuing a Multiple or Single Subject Credential. Through this course, candidates are provided with opportunities to observe, first-hand, the various learning characteristics of diverse learners across educational settings in Science, Technology, Engineering, and Mathematics (STEM) and to actively participate in a variety of instructional delivery systems that serve diverse student populations. This course is designed to provide the prospective teacher with a frame of reference for further work and study in a professional teaching career. This course will be conducted using face-to-face seminars, a minimum of 45 hours of field experience in educational settings, and online learning. Completion or waiver of this course or EDTE 3000 is required for program admission.

EDTE 3200 California Mini-Corps (1)
The purpose of this course is to provide undergraduate California Mini-Corps students in the Credential Programs Pathway for California Mini-Corps with multi-faceted pre-service training experience that is methods oriented, pedagogically sound and that references the California Mini-Corps tutoring experiences. This course explores supporting academic achievement of culturally and linguistically diverse students, including tutoring migrant students, and also prepares undergraduates for entrance to the credential programs. This course may be repeated for a total of eight (8) units. Enrollment is restricted to Mini-Corps students who have obtained consent of instructor.

EDTE 3308 Socio-Cultural Foundations of Education (3)
This course is a general introduction to American education and the profession of teaching. It includes the history of American education, the study of current issues including student diversity, theories and conditions in education, the requirements of the profession, as well as credentialing in America as it applies to a diverse, multicultural environment. This course will reinforce written communication skills focusing on personal reflection while exploring the diverse social experiences of public K-12 educational institutions.

EDTE 4100 Teaching English Language and Special Pop (4)
This course is designed to promote foundational knowledge and pedagogical skills necessary for working with diverse learners. In particular, candidates will develop relevant knowledge and instructional skills necessary for responding to sociocultural, academic, cognitive, linguistic, and individual needs of all students in inclusive classrooms including English Learners, students with special needs, and gifted learners. The course also focuses on the landmark and current trends and practices in light of the principles of second language acquisition and bilingual discourse, the evolution of legal entitlements of English Learners and students with special needs, the integration of culturally conducive and equitable instructional and assessment differentiation, the implementation of new English Language Development and Common Core State Standards, along with relevant adaptations in lesson planning and delivery. Candidates are required to complete a minimum of 25 hours of field experience with diverse students as a course requirement.

EDTE 4200 Technology for Educators (3)
This course is an introduction to using technology with emphasis on the enhancement of both technology as a tool to facilitate instruction and learning in the educational setting. Topics include technology concepts, use of technologies as a communication tool, instructional strategies, materials and adaptive technology for use with children with exceptionalities, digital citizenship, digital literacy and digital ethics as participants are introduced to a wide variety of K-12 hardware, software, websites and applications, and explore pedagogical issues raised by the use of computers for students, teachers and school administrators. This course meets the technology standards for the preliminary Multiple Subject Teaching Credential and preliminary Single Subject Teaching Credential.

EDTE 4310 TPA-1 (1)
This activity based course is the first in a series of the required California Teaching Performance Assessment courses which provide candidates the opportunity to demonstrate Teaching Performance Expectations 1, 3, 4, 6, 7 and 9. Emphasis is on synthesizing information from the program coursework and field experience as evidenced in a passing score (3 or 4). This course must be taken with EDEL 5200 or EDSE 5200, 5210, 5220, 5230, 5240, 5250, 5260, or 5270.

EDTE 4320 TPA-2 (1)
This activity based course is the second in a series of the required California Teaching Performance Assessment courses which provide candidates the opportunity to demonstrate Teaching Performance Expectations 1, 4, 6, 7, 8, 9 and 13. Emphasis is on synthesizing information from the program coursework and field experience as evidenced in a passing score (3 or 4). This course must be taken with EDEL 5200 or EDSE 5200, 5210, 5220, 5230, 5240, 5250, 5260, 5270.

EDTE 4330 TPA-3 (1)
This activity based course is the third in a series of the required California Teaching Performance Assessment courses which provide candidates the opportunity to demonstrate Teaching Performance Expectations 1, 4, 6, 7, 8, 9 and 13. Emphasis is on synthesizing information from the program coursework and field experience as evidenced in a passing score (3 or 4). This course must be taken with EDEL 5800 or EDSE 5800 or EDTE 5800.

EDTE 4340 TPA-4 (1)
This activity based course is the fourth in a series of the required California Teaching Performance Assessment courses which provide candidates the opportunity to demonstrate Teaching Performance Expectations 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 and 13. Emphasis is on synthesizing information from the program coursework and field experience as evidenced in a passing score (3 or 4). This course must be taken with EDEL 5800 or EDSE 5800 or EDTE 5800.

EDTE 4810 Remediation TPA-1 (1)
This independent study course is designed to assist credential candidates who did not pass the Teaching Performance Assessment with a score of 3 or 4. In this course, candidate’s areas of need are identified and assistance unique to that area of need is provided to the candidate in an effort to promote successful revision of the exam and passage of the specific TPA. Candidates will be allowed to revise and resubmit their TPA task.

EDTE 4820 Remediation TPA-2 (1)
This independent study course is designed to assist credential candidates who did not pass the Teaching Performance Assessment with a score of 3 or 4. In this course, candidate’s areas of need are identified and assistance unique to that area of need is provided to the candidate in an effort to promote successful revision of the exam and passage of the specific TPA. Candidates will be allowed to revise and resubmit their TPA task.

EDTE 4830 Remediation TPA-3 (1)
This independent study course is designed to assist credential candidates who did not pass the Teaching Performance Assessment with a score of 3 or 4. In this course, candidate’s areas of need are identified and assistance unique to that area of need is provided to the candidate in an effort to promote successful revision of the exam and passage of the specific TPA. Candidates will be allowed to revise and resubmit their TPA task.

EDTE 4840 Remediation TPA-4 (1)
This independent study course is designed to assist credential candidates who did not pass the Teaching Performance Assessment with a score of 3 or 4. In this course, candidate’s areas of need are identified and assistance unique to that area of need is provided to the candidate in an effort to promote successful revision of the exam and passage of the specific TPA. Candidates will be allowed to revise and resubmit their TPA task.

EDTE 5800 Intern Supervised Fieldwork (5)
This is a field experience course taken by candidates who have an intern teaching placement in a K-12 district as the teacher of record. Candidates will be supervised in their placement by a university supervisor in a public school setting. Candidates will be required to log hours of support and supervision.