Department of Teacher Education and Foundations

College of Education Building, Room 261, (909) 537-7405
Department of Teacher Education and Foundations website (http://coe.csusb.edu/departments/TEF)

Basic Credentials
Adapted Physical Education Added Authorization
Multiple Subject
Multiple Subject Bilingual, Crosscultural, Language and Academic Development (BCLAD)
Multiple Subject Credential and Multiple Subject Credential with Bilingual Crosscultural, Language and Academic Development Emphasis (BCLAD) (Intern Track)
Single Subject - Student Teaching Track
Single Subject - Intern Track

Specialist and Services Credential
Reading and Literacy Leadership Specialist Credential

Minors
Education
Gender and Sexuality Studies

Certificate
Education

Certificate Programs
Gender and Sexuality Studies
Reading and Language Arts

Master of Arts
Education - Bilingual/Cross-Cultural Option (not offered 2018/19-2019/20 Academic Years)
Education - Correctional & Alternative Education Option (not offered 2018/19-2019/20 Academic Years)
Education - Curriculum and Instruction Option (not offered 2018/19-2019/20 Academic Years)
Education - Holistic and Integrative Education Option (not offered in the 2018/19-2019/20 Academic Years)
Education - Kinesiology Option
Education - Reading and Literacy Option
Education - STEM Education Option
Education - Teaching English to Speakers of Other Languages (TESOL) Option

Master of Science
Master of Science in Science, Technology, Engineering and Mathematics Education Option (not offered in the 2018/19-2019/20 Academic Years)

Current Faculty
Lasisi Ajayi, Associate Professor
B.A. 1983, M.S. 1989, Obafemi Awolowo University, IFE
Ph.D. 1996, Literacy-University of Ibadan

Diane K. Brantley, Professor
B.A. 1985, San Diego State University
M.A. 1997, California State University, San Bernardino
Ph.D. 2001, University of Nevada, Las Vegas

Lynn Diaz-Rico, Professor
B.A. 1968, University of Pittsburgh
M.A. Ed. 1977, Arizona State University
Ed.D. 1988, InterAmerican University of Puerto Rico

Mark Groen, Professor
B.A. 1981, California State University, Northridge
M.A. 1992, University of Southern California
Ph.D. 2002, University of California, Riverside

Kathryn Howard, Associate Professor, Chair
B.A. 1990, University of Oregon
M.A. 1997, Ph.D. 2003, University of California, Los Angeles

Young Suk Hwang, Professor
B.A. 1989, Chongshin University, Korea
M.Ed. 1993, Ph.D. 1998, Auburn University, Alabama

Todd E. Jennings, Professor
B.A. 1983, Biola University
M.A. 1989, Ph.D. 1991, Claremont Graduate University

Joseph Jesunathadas, Professor
B.S. 1973, Kerala University
M.S. 1985, Ed.D. 1990, Utah State University

Kurt Kowalski, Professor
B.A. 1990, Ph.D. 1995, Arizona State University

Enrique Murillo, Professor
B.A. 1988, University of California, Los Angeles
M.A. 1995, California State University, Los Angeles
Ph.D. 1999, University of North Carolina Chapel Hill

Nena M. Torrez, Professor
B.A. 1972, University of California, Berkeley
J.D. 1975, California Western School of Law
M.A. 1980, California State University, Dominguez Hills
Ph.D. 1988, Claremont College

Michael Verdi, Professor
B.S. 1985, University of Notre Dame
M.S. 1986, Northwestern University
Ph.D. 1994, Arizona State University

Xinying Yin, Assistant Professor
B.S. 2004, Beijing Normal University
Ph.D. 2013, Indiana University - Bloomington
Emeriti
Richard Ashcroft, Professor
Maria V. Balderrama, Professor
Susan Daniels, Professor of Education
Barbara M. Flores, Professor
Thom G. Gehring, Professor
Juan M. Gutierrez, Professor of Education
Robert H. London, Professor of Education
Gary A. Negin, Professor

Graduate Degrees

Master of Arts


• Education - Kinesiology Option (http://bulletin.csusb.edu/colleges-schools-departments/education/teacher-education-foundations/kinesiology-mae)

• Education - Reading and Literacy Option (http://bulletin.csusb.edu/colleges-schools-departments/education/teacher-education-foundations/reading-literacy-mae)

• Education - STEM Education Option (http://bulletin.csusb.edu/colleges-schools-departments/education/teacher-education-foundations/STEM-education-mae)

• Education - Teaching English to Speakers of Other Languages (TESOL) Option (http://bulletin.csusb.edu/colleges-schools-departments/education/teacher-education-foundations/teaching-english-speakers-other-languages-mae)

Master of Science


Minors

• Education (http://bulletin.csusb.edu/colleges-schools-departments/education/teacher-education-foundations/education-minor)

• Gender and Sexuality Studies (http://bulletin.csusb.edu/colleges-schools-departments/education/teacher-education-foundations/gender-sexuality-studies-minor)

Coordinator: Todd Jennings

Certificate

• Education (http://bulletin.csusb.edu/colleges-schools-departments/education/teacher-education-foundations/education-certificate)

Certificate Programs

• Gender and Sexuality Studies (http://bulletin.csusb.edu/colleges-schools-departments/education/teacher-education-foundations/gender-sexuality-studies-certificate)

Coordinator: Todd Jennings

• Reading and Literacy (http://bulletin.csusb.edu/colleges-schools-departments/education/teacher-education-foundations/reading-language-arts-certificate)

Basic Teaching Credential Programs

• Adapted Physical Education Added Authorization (http://bulletin.csusb.edu/colleges-schools-departments/education/teacher-education-foundations/adapted-physical-education-added-authorization)

• Multiple Subject (http://bulletin.csusb.edu/colleges-schools-departments/education/teacher-education-foundations/multiple-subject-credential)

• Multiple Subject Bilingual, Crosscultural, Language and Academic Development (BCLAD) (http://bulletin.csusb.edu/colleges-schools-departments/education/teacher-education-foundations/multiple-subject-bilingual-crosscultural-language-academic-development-credential)

• Multiple Subject Credential and Multiple Subject Credential with Bilingual Crosscultural, Language and Academic Development Emphasis (BCLAD) (Intern Track) (http://bulletin.csusb.edu/colleges-schools-departments/education/teacher-education-foundations/multiple-subject-credential-bilingual-crosscultural-language-academic-development-intern-track)

• Single Subject - Student Teaching Track (http://bulletin.csusb.edu/colleges-schools-departments/education/teacher-education-foundations/single-subject-teacher-credential-student-teaching-track)

• Single Subject - Intern Track (http://bulletin.csusb.edu/colleges-schools-departments/education/teacher-education-foundations/single-subject-creditial-intern-track)

Specialist and Services Credential Program

• Reading and Literacy Leadership Specialist Credential (http://bulletin.csusb.edu/colleges-schools-departments/education/teacher-education-foundations/reading-language-arts-specialist-credential)
Correctional and Alternative Courses

EDCA 514. Foundations of Institutional Education: History and Literature. 4 Units.
Historic and current correctional and alternative education delivery structures, the prison reform/correctional education (CE) movement and the classic literature. Emphasis on major CE development in North America, CE paradigms, anomalies, and trends. (Also offered as EDCA 614. Students may not receive credit for both.) Students in EDCA 614 must complete additional requirements. Formerly EDUC 574.

EDCA 516. Teaching the Institutional Student. 4 Units.
Identified student needs, underlying assumptions, curricular components, and instructional methodologies appropriate to institutional education. Relevant traditional and innovative theory, practice and trends in instruction will be considered. (Also offered as EDCA 616. Students may not receive credit for both.) Students in EDCA 616 must complete additional requirements. Formerly EDUC 580.

EDCA 518. Social and Cultural Dynamics of Institutional Education. 4 Units.
Prerequisite/Corequisite: EDCA 514
Interpersonal communication and professional identity issues as they relate to the meanings of everyday events in schools and schooling within confinement institutions. Emphases include post-modernism and approaches of communication and critical theories. Addresses issues such as culture shock, typical experiences of institutional educators, the struggle for recognition and respect, burn-out and coping strategies to help avoid it, and retributive and restorative justice. (Also offered as EDCA 618. Students may not receive credit for both.) Students in EDCA 618 must complete additional requirements.

EDCA 520. Educational Change in Institutional Setting. 4 Units.
Prerequisite/Corequisite: EDCA 514
Reforming prisoners and prisons through democratic methods. Emphasizes student learning and personal/professional growth. (Also offered as EDCA 620. Students may not receive credit for both.) Students in EDCA 620 must complete additional requirements. Formerly EDUC 575.

EDCA 528. Special Education in Correctional Institutions. 4 Units.
Prerequisite/Corequisite: EDCA 514
Meeting the statutory/regulatory requirements of Federal- and State-funded education for disabled learners in confinement institutions. Special emphases include the identification of students with disabilities, definitions of a free and appropriate public education, staffing and records maintenance, confidentiality and due process, parental involvement, and the impact of current legislation. Historic and legal case histories are addressed, as well as current trends. (Also offered as EDCA 628. Students may not receive credit for both.) Students in EDCA 628 must complete additional requirements.

EDCA 530. Alternative and Correctional Education. 4 Units.
Prerequisite/Corequisite: EDCA 514
Similarities of alternative and correctional education students, and dissimilarities of organizational configuration and location in government. Introduction to the history and literature of alternative education, its role in selected urban and rural communities, and current trends. Includes the effects of educational reform, innovations consistent with the aspiration for multicultural education, and the teaching implications for the shift from a behavioral to a cognitive psychological base. (Also offered as EDCA 630. Students may not receive credit for both.) Students in EDCA 630 must complete additional requirements.

EDCA 532. Career and Vocational Education in Correctional Institutions. 4 Units.
Prerequisite/Corequisite: EDCA 514
History and specialized literature of vocational education in correctional institutions, linkages between academic/vocational instruction, and strategies for short- and long-term programs. Includes occupational projections, statutory and regulatory prohibitions for ex-felons in the workforce, relationships with the State departments of Education and Labor, and job preparation for traditional and emergent employment opportunities. (Also offered as EDCA 632. Students may not receive credit for both.) Students in EDCA 632 must complete additional requirements.

EDCA 534. Correctional Education Leadership. 4 Units.
Prerequisite/Corequisite: EDCA 514
Principles of educational administration, educational supervision, and theories and processes of educational management, within correctional education. (Also offered as EDCA 634. Students may not receive credit for both.) Students in EDCA 634 must complete additional requirements. (4 units.

EDCA 536. Pedagogy and Andragogy in Correctional Institutions. 4 Units.
Prerequisite/Corequisite: EDCA 514
Historic and current differences between the education of children (pedagogy) and of adults (andragogy). Emphasizes include developmental and transpersonal psychology; rationales and procedures associated with the education of children and adults; the issues of learner motivation, life tasks, and curricular concerns; and the similarities and differences of local school education, correctional and alternative education, and adult education. (Also offered as EDCA 636. Students may not receive credit for both.) Students in EDCA 636 must complete additional requirements.

EDCA 538. Organization of Correctional and Alternative Education Service Delivery. 4 Units.
Prerequisite/Corequisite: EDCA 514
Three current modes of institutional education delivery (decentralized, bureau, correctional school district), the origins of institutional education in moral and religious instruction, and alternative and continuation education as offered by court schools, municipalities, and counties. Includes patterns of organization that were designed to support schooling in settings characterized by resource inadequacy. (Also offered as EDCA 638. Students may not receive credit for both.) Students in EDCA 638 must complete additional requirements.
EDCA 540. Literacy in Adult Confinement Institutions. 4 Units.
Prerequisite/Corequisite: EDCA 514
Concepts of readiness to learn and developmental tasks, family literacy for incarcerates, prevalence of disabling conditions that impact learning, and the establishment of third space alphabetic and cultural literacy strategies. Critique of traditional and current curricular approaches and recent research findings. (Also offered as EDCA 640. Students may not receive credit for both.) Students in EDCA 640 must complete additional requirements.

EDCA 542. Library Services for Alternative and Correctional Students. 4 Units.
Prerequisite/Corequisite: EDCA 514
Historic alliances between the American Correctional Association and the American Library Association; Carnegie Fund and the Adult Education Association; and state, county, and agency library services. Emphases include traditional reading interests of juvenile and adult students in alternative and institutional school programs, readability assessments, various funding sources for library services, and the shift from print-based to digital/online delivery capabilities. (Also offered as EDCA 642. Students may not receive credit for both.) Students in EDCA 642 must complete additional requirements.

EDCA 544. Pre- and Post-Release Transitions for Correctional Students. 4 Units.
Prerequisite/Corequisite: EDCA 514
Rationale, program opportunities, and coping skills for the offender employment continuum. Directed to the different tasks confronting students inside and outside the institution with regard to family life, housing, drug abatement, transportation, community resources, basic domestic requirements and strategies to meet them, and finding and keeping regular employment. (Also offered as EDCA 644. Students may not receive credit for both.) Students in EDCA 644 must complete additional requirements.

EDCA 546. Comparative Correctional Education. 4 Units.
Prerequisite/Corequisite: EDCA 514
Provision of institutional education in rich and poor nations. Comparison of institutional learning opportunities for students with disabilities in various nations, cultural education, the normalization of schooling, and professional networking for institutional educators in selected nations. Various United Nations charges for the development of institutional education, and the European Prison Rules. (Also offered as EDCA 646. Students may not receive credit for both.) Students in EDCA 646 must complete additional requirements.

EDCA 584. Special Topics in Correctional and Alternative Education. 4 Units.
Prerequisite/Corequisite: EDCA 514
Lives and works of the great institutional educators and prison reformers, including the personalities, life conditions, and general programs of these contributors, their writings, social and professional networks, and alignment with successive correctional education paradigms. (Also offered as EDCA 684. Students may not receive credit for both.) Students in EDCA 684 must complete additional requirements. May be repeated for credit.

EDCA 614. Foundations of Institutional Education: History and Literature. 4 Units.
Historic and current correctional and alternative education delivery structures, the prison reform/correctional education (CE) movement and the classic literature. Emphasis on major CE development in North America, CE paradigms, anomalies, and trends. (Also offered as EDCA 514. Students may not receive credit for both.) Students in EDCA 614 must complete additional requirements. Formerly EDUC 674.

EDCA 616. Teaching the Institutional Student. 4 Units.
Prerequisite/Corequisite: EDCA 614
Identified student needs, underlying assumptions, curricular components, and instructional methodologies appropriate to institutional education. Relevant traditional and innovative theory, practice and trends in instruction will be considered. (Also offered as EDCA 516. Students may not receive credit for both.) Students in EDCA 616 must complete additional requirements. Formerly EDUC 680.

EDCA 618. Social and Cultural Dynamics of Institutional Education. 4 Units.
Prerequisite/Corequisite: EDCA 614
Interpersonal communication and professional identity issues as they relate to the meanings of everyday events in schools and schooling within confinement institutions. Emphases include post-modernism and approaches of communication and critical theories. Addresses issues such as culture shock, typical experiences of institutional educators, the struggle for recognition and respect, burn-out and coping strategies to help avoid it, and retributive and restorative justice. (Also offered as EDCA 518. Students may not receive credit for both.) Students in EDCA 618 must complete additional requirements.

EDCA 620. Educational Change in Institutional Settings. 4 Units.
Prerequisite/Corequisite: EDCA 614
Reforming prisoners and prisons through democratic methods. Emphasizes student learning and personal/professional growth. (Also offered as EDCA 520. Students may not receive credit for both.) Students in EDCA 620 must complete additional requirements. Formerly EDUC 675.

EDCA 628. Special Education in Correctional Institutions. 4 Units.
Prerequisite/Corequisite: EDCA 614
Meeting the statutory/regulatory requirements of Federal- and State-funded education for disabled learners in confinement institutions. Special emphases include the identification of students with disabilities, definitions of a free and appropriate public education, staffing and records maintenance, confidentiality and due process, parental involvement, and the impact of current legislation. Historic and legal case histories are addressed, as well as current trends. (Also offered as EDCA 528. Students may not receive credit for both.) Students in EDCA 628 must complete additional requirements.
EDCA 630. Alternative and Correctional Education. 4 Units.
Prerequisite/Corequisite: EDCA 614
Similarities of alternative and correctional education students, and dissimilarities of organizational configuration and location in government. Introduction to the history and literature of alternative education, its role in selected urban and rural communities, and current trends. Includes the effects of educational reform, innovations consistent with the aspiration for multicultural education, and the teaching implications for the shift from a behavioral to a cognitive psychological base. (Also offered as EDCA 530. Students may not receive credit for both.) Students in EDCA 630 must complete additional requirements.

EDCA 632. Career and Vocational Education in Correctional Institutions. 4 Units.
Prerequisite/Corequisite: EDCA 614
History and specialized literature of vocational education in correctional institutions, linkages between academic/vocational instruction, and strategies for short- and long-term programs. Includes occupational projections, statutory and regulatory prohibitions for ex-felons in the workforce, relationships with the State departments of Education and Labor, and job preparation for traditional and emergent employment opportunities. (Also offered as EDCA 532. Students may not receive credit for both.) Students in EDCA 632 must complete additional requirements.

EDCA 634. Correctional Education Leadership. 4 Units.
Prerequisite/Corequisite: EDCA 614
Principles of educational administration, educational supervision, and theories and processes of educational management, within correctional education. (Also offered as EDCA 534. Students may not receive credit for both.) Students in EDCA 634 must complete additional requirements.

EDCA 636. Pedagogy and Andragogy in Correctional Institutions. 4 Units.
Prerequisite/Corequisite: EDCA 614
Historic and current differences between the education of children (pedagogy) and of adults (andragogy). Emphasizes include developmental and transpersonal psychology; rationales and procedures associated with the education of children and adults; the issues of learner motivation, life tasks, and curricular concerns; and the similarities and differences of local school education, correctional and alternative education, and adult education. (Also offered as EDCA 536. Students may not receive credit for both.) Students in EDCA 636 must complete additional requirements.

EDCA 638. Organization of Correctional and Alternative Education Service Delivery. 4 Units.
Prerequisite/Corequisite: EDCA 614
Three current modes of institutional education delivery (decentralized, bureau, correctional school district), the origins of institutional education in moral and religious instruction, and alternative and continuation education as offered by court schools, municipalities, and counties. Includes patterns of organization that were designed to support schooling in settings characterized by resource inadequacy. (Also offered as EDCA 538. Students may not receive credit for both.) Students in EDCA 638 must complete additional requirements.

EDCA 640. Literacy in Adult Confinement Institutions. 4 Units.
Prerequisite/Corequisite: EDCA 614
Concepts of readiness to learn and developmental tasks, family literacy for incarcerates, prevalence of disabling conditions that impact learning, and the establishment of third space alphabetic and cultural literacy strategies. Critique of traditional and current curricular approaches and recent research findings. (Also offered as EDCA 540. Students may not receive credit for both.) Students in EDCA 640 must complete additional requirements.

EDCA 642. Library Services for Alternative and Correctional Students. 4 Units.
Prerequisite/Corequisite: EDCA 614
Historic alliances between the American Correctional Association and the American Library Association; Carnegie Fund and the Adult Education Association; and state, county, and agency library services. Emphases include traditional reading interests of juvenile and adult students in alternative and institutional school programs, readability assessments, various funding sources for library services, and the shift from print-based to digital/online delivery capabilities. (Also offered as EDCA 542. Students may not receive credit for both.) Students in EDCA 642 must complete additional requirements.

EDCA 644. Pre- and Post-Release Transitions for Correctional Students. 4 Units.
Prerequisite/Corequisite: EDCA 614
Rationale, program opportunities, and coping skills for the offender employment continuum. Directed to the different tasks confronting students inside and outside the institution with regard to family life, housing, drug abatement, transportation, community resources, basic domestic requirements and strategies to meet them, and finding and keeping regular employment. (Also offered as EDCA 544. Students may not receive credit for both.) Students in EDCA 644 must complete additional requirements.

EDCA 646. Comparative Correctional Education. 4 Units.
Prerequisite/Corequisite: EDCA 614
Provision of institutional education in rich and poor nations. Comparison of institutional learning opportunities for students with disabilities in various nations, cultural education, the normalization of schooling, and professional networking for institutional educators in selected nations. Various United Nations charges for the development of institutional education, and the European Prison Rules. (Also offered as EDCA 546. Students may not receive credit for both.) Students in EDCA 646 must complete additional requirements.

EDCA 684. Special Topics in Correctional and Alternative Education. 4 Units.
Prerequisite/Corequisite: EDCA 614
Lives and works of the great institutional educators and prison reformers, including the personalities, life conditions, and general programs of these contributors, their writings, social and professional networks, and alignment with successive correctional education paradigms. (Also offered as EDCA 584. Students may not receive credit for both.) Students in EDCA 684 must complete additional requirements. May be repeated for credit.
EDCA 999. Comprehensive Examination. 0 Units.
Prerequisites: advancement to candidacy, approval of department, completion of course work in the Masters program and good academic standing
An assessment of the students ability to integrate the knowledge of Correctional and Alternative Education, show critical and independent thinking and demonstrate mastery of the subject matter. Graded credit/no credit.

Curriculum and Instruction Courses

EDCI 540. Differentiated Curriculum and InstructionCreativity, Thinking and Problem Solving. 4 Units.
Methods of designing curriculum and instruction to accommodate differences and diversity in learners, with an emphasis on utilizing differentiated instructional methodologies to meet needs of all learners in the regular classroom.

EDCI 543. Creativity, Thinking and Problem Solving. 4 Units.
Emphasis on Characteristics, needs and appropriate education of creatively gifted individuals. Strategies for regular classroom applications of creative and critical thinking skills and infusion of problem solving across the curriculum.

EDCI 620. School Curriculum. 4 Units.
History, organization and operation of American K-12 schools; curriculum trends; recent practices in K-12 education. Formerly EELB 622, 640, 662; ESEC 662 and 699.

EDCI 624. Advanced Teaching Methodology. 4 Units.
Development of various advanced teaching methods as well as self and peer coaching for the improvement of teaching. Formerly EELB 580, 624; ESEC 516 and 624.

EDCI 628. Educational Assessment in K-12 Schools. 4 Units.
Development and utilization of educational assessment techniques to obtain reliable and useful information to document student achievement in K-12 schools. Includes the study of traditional assessment measures as well as authentic assessment and outcome-based methods. Formerly EELB 644 and ESEC 644.

EDCI 630. Childrens Literature in the Classroom. 4 Units.
Prerequisites: EELB 345 or consent of instructor
Intensive study of children's literature as it applies in elementary and middle school classrooms with an emphasis on developing familiarity with the variety and wealth of literature available, strategies for classroom instruction and appropriate assessment tools. Formerly EELB 630.

EDCI 632. Mathematics Clinic. 4 Units.
Prerequisites: MATH 301 and four additional quarter units in mathematics Administration of diagnostic instruments and assessment procedures to elementary school students, followed by prescription and initiation of remedial measures to strengthen the mathematics areas. Formerly EELB 632.

EDCI 633. History of Education in the United States. 4 Units.
History of education in the United States for educational professionals, including key events, policy changes and social movements that have shaped contemporary schooling, with an emphasis on social and cultural changes that transformed education.

EDCI 634. Contemporary Issues in Social Studies. 4 Units.
Advanced seminar exploring contemporary issues as well as current research, curriculum, and methods in K-12 social studies instruction.

EDCI 636. Advanced Science Methods. 4 Units.
Prerequisites: consent of instructor
Intensive study of teaching science in elementary school. Exploration, analysis, interpretation and implementation of science process teaching. Intended for experienced teachers. Formerly EELB 636.

EDCI 638. Advanced Educational Psychology. 4 Units.
Prerequisites: an upper-division child development course
Advanced seminar exploring recent theory and research on cognition, personality, and psychosocial development with an emphasis on examining their interactions with the learning process. Formerly EELB 620 and ESEC 620.

EDCI 640. Content Standards in Curriculum, Instruction and Assessment. 4 Units.
Prerequisites: preliminary teaching credential from California
Students will incorporate content standards into their curricula, instructional practices and assessment methods. This course may be applied for the Clear credential in multiple and single subjects.

EDCI 641. Curriculum and Policy. 4 Units.
History, organization and operation of American K-12 schools. Particular emphasis on curriculum trends, student assessment, educational policy, and current reform efforts.

EDCI 645. Academic Language Development Strategies K-12. 4 Units.
Presents core readings and an underlying rationale that emphasize the fundamental connection between academic/content area language development and overall academic achievement.

EDCI 650A. Professional Teacher Development: Seminar A. 4 Units.
Designed to support teachers pursuing National Board Certification. Teachers will review research of effective teaching strategies and examine their own practice as a foundation for effective decision making. Emphasis on student learning and development, student motivation, and the influence of context and culture on student learning and behavior. In addition, teachers will examine subject matter knowledge including how disciplinary knowledge is created, organized, linked to other disciplines, and applied to real world settings. Formerly EELB 650A and ESEC 650A.
EDCI 650B. Professional Teacher Development: Seminar B. 4 Units.
Prerequisite/Corequisite: EDCI 650A
Assists teachers pursuing National Board Certification. Examines instructional settings and techniques designed to capture and sustain student interest and ensure academic success. In addition, teachers will examine the use of multiple methods for measuring student growth and understanding. Formerly EELB 650B and ESEC 650B.

EDCI 652. Service Learning in Public Schools. 4 Units.
Study of service learning, a pedagogy that integrates academic curriculum with community service. Examines the principles and best practices of including service learning in classrooms. Includes a field component. Formerly EELB 652 and ESEC 652.

EDCI 653. Supervision and Mentoring of Classroom Teachers. 4 Units.
Emphasizes the skills needed to support and mentor teachers as outlined in the California Standards for the Teaching Profession. Formerly EELB 653 and ESEC 653.

EDCI 655. Early Adolescent Educational Psychology. 4 Units.
Advanced seminar exploring recent theory and research on cognition, personality, and psycho-social development in early adolescents (grades 5-9) with emphasis on examining their interactions with the learning process.

EDCI 656. Curriculum for Early Adolescents. 4 Units.
Prerequisites: EDCI 620 and 628
Curriculum development and alignment to the state standards for grades 5-9, including assessment and accountability methods and measures. Formerly ESEC 517 and 617.

EDCI 657. Instructional Strategies for Early Adolescent Education. 4 Units.
Prerequisites: EDCI 624
Effective instructional methods and evaluation procedures that address the needs of early adolescents in grades 5-9. Formerly ESEC 521 and 621.

EDCI 663. Comprehensive Evaluation in Curriculum and Instruction. 2 Units.
Prerequisites: advancement to candidacy and permission of program coordinator
Review and preparation for the written comprehensive examination as well as the administration of the comprehensive examination. Formerly EELB 633 and ESEC 633. Graded credit/no credit.

EDCI 664. Thesis/Project Design in Curriculum and Instruction. 2 Units.
Prerequisites: completion of all core and required program courses in the M.A. in Education, Curriculum and Instruction Option
Steps and processes involved in the design and development of research proposals with emphasis on masters thesis/project. Formerly EELB 664, 698 and ESEC 664.

EDCI 999. Comprehensive Examination. 0 Units.
Prerequisites: advancement to candidacy, approval of department, completion of course work in the masters program, and in good academic standing
An assessment of the students ability to integrate the knowledge of the area, show critical and independent thinking and demonstrate mastery of the subject matter. Grade credit/no credit.

Educ Eng Speakers other Lang Courses
EESL 500. Introduction to Teaching English to Speakers of Other Languages. 4 Units.
Practices in teaching English to second-language learners, including strategies for teaching speaking, listening, reading, writing, and grammar; survey of second-language acquisition theory and English-language-development programs.

EESL 501. Foundations of TESOL. 4 Units.
Broad survey of fundamental principles underlying classroom practice across diverse settings. Extensive examination of educational practices for English learners from a global perspective, with a focus on the knowledge, skills, and dispositions to teach both English-language development (ELD) in US contexts and English as a foreign language (EFL) abroad.

EESL 505. Differentiated Curriculum in TESOL. 4 Units.
Simulation and classroom-based practice in teaching methods and materials for students across a broad range of learning styles and academic levels. Emphasis will be placed on developing a balanced approach to reading, writing, speaking, listening, and critical thinking skills. Strategies and implications for English learners at a variety of second-language-acquisition stages.

EESL 521. Technology-Enhanced Language Learning. 4 Units.
Survey of theory and practice in teaching English to speakers of other languages by means of technology, including computer software, mobile applications, web-based tools, and multimedia. Three hours lecture and two hours activity.

EESL 524. Supervised Observation/Participation in Teaching English to Speakers of Other Languages. 2 Units.
Observation/participation opportunities for candidates in English-as-a-second-language and English-as-a-foreign-language classrooms.

EESL 525. Tutoring Methods in Teaching English to Speakers of Other Languages. 2 Units.
Tutoring and small-group teaching of English to second-language learners, including strategies for tutoring in speaking, listening, reading, writing, and grammar.

EESL 533. TESOL Crosscultural Teaching Practicum. 2 Units.
Practicum in cultural practices in teaching English in English-as-a-foreign-language (EFL) settings.
EESL 536. Crosscultural Teaching. 4 Units.
Methods and teaching techniques for teaching in multicultural and
crosscultural settings in both ESL and EFL contexts. Developing cultural
awareness of teachers to assist them in relating to and motivating
culturally diverse students. May be offered through distance learning.
Formerly EELB 536.

EESL 540. Teaching Adult English Learners. 4 Units.
Simulation and classroom-based practice in teaching and tutoring adult
second-language learners, including strategies for English-for-special-
purpose domains such as business and scientific English, as well as adult
primary-language non-literate.

EESL 542D. Special Topics in ESL:. 4 Units.
Intensive study of selected topics in education. May be repeated for credit
as topics change.

EESL 543. Listening and Speaking Methods in TESOL. 4 Units.
Survey of contemporary pedagogy for listening and speaking in English-
as-a-second-language (ESL) and English-as-a-foreign-language (EFL)
classrooms. In-depth analyses of purposes, audiences, and strategies for
oral expression; including methods for pronunciation improvement and
accent reduction in second-language acquisition. Formerly a topic under
EESL 542.

EESL 544. Reading Methods for TESOL. 4 Units.
Reading methods for English language learners, featuring literacy transfer
from the first language, explicit instructions in phonetics, and emergent
literacy for adults.

EESL 545. Writing Methods in TESOL. 4 Units.
Survey of contemporary approaches to writing, contrasting styles and
formats appropriate for creative writing and personal essays with writing
intended for purposes of textual analysis and social or cultural expression.
Various computer technologies will be used to assist in idea generation,
text processing, editing, and desktop publishing. Class will include peer-
collaborative tutoring techniques.

EESL 578. Classroom Discourse and Interaction in TESOL. 4 Units.
Discourse analysis of instructional language use by students and teachers
in English-as-a-second-language and English-as-a-foreign-language
classrooms, with a focus on contemporary research and praxis. Formerly
EESL 678.

EESL 613. Cognition and Language Acquisition. 4 Units.
An analysis of the language acquisition process as it emerges from the
eyear grammars of the child and develops into the complex grammatical
structures and patterns of the mature individual.

EESL 650. Program Administration for TESOL. 4 Units.
Survey of existing public and private educational institutions for teaching
English to speakers of other languages: overview of curriculum and
instruction, program management, and staff supervision.

EESL 655. Mentoring and Evaluating TESOL Educators. 4 Units.
Prerequisites: consent of instructor
Fieldwork in supervision and mentoring for administration of programs for
Teaching English to Speakers of Other Languages (TESOL), including
theory and practice in leadership and faculty/staff in English-language-
teaching schools and programs in the United States and abroad.

EESL 660. Second Language Acquisition Classroom Research. 4 Units.
Survey of historical and contemporary theories and methodologies for
acquiring a second language, both in English-as-a-second-language
(ESL) and English-as-a-foreign-language (EFL) classroom settings.
Formerly EESL 515.

EESL 665. Creative Teaching in TESOL. 4 Units.
Survey of creative teaching methods to enhance classroom second-
language learning, including use of poetry, drama, art, and audio-video
computer-assisted language-learning techniques.

EESL 670. Principles and Practice in TESOL. 4 Units.
Second language acquisition theory, methods for teaching English as a
second language (ESL), development and evaluation of materials for ESL
instruction. Formerly EELB 607 and EESL 607.

EESL 671. Survey of Methods in Teaching English as a Foreign Language. 4 Units.
Overview of programs, curricula, and resources for the education of
English learners in countries where English is taught using foreign-
language-acquisition methodologies. Strategies for English language
development with an emphasis on vocabulary acquisition, communicative
language teaching, and awareness of sociocultural implications of target-
culture immersion.

EESL 675. Curriculum Design in TESOL. 4 Units.
Overview of school curriculum and programs in the field of teaching
English to speakers of other languages including development and
evaluation of materials for ESL/EFL instruction. Formerly EESL 614 and
EESL 514.

EESL 679. Fieldwork: Teaching English to Speakers of Other Languages. 4 Units.
Prerequisites: consent of instructor
Supervised field work in selected teaching methods and materials
development.

EESL 680. Practicum in Teaching English to Speakers of Other Languages (TESOL). 4 Units.
Prerequisites: consent of instructor
Simulation and classroom-based practice in teaching methods and
materials to include planning, teaching performance, classroom
organization, student management, and evaluation competencies.
Students will use microteaching, structured reports of classroom
visitations and observations, and commercially available videotaped case
studies to examine and discuss classroom management, lesson design,
and instructional delivery.
EESL 685. Research in TESOL. 4 Units.
Offers a perspective on current research principles and investigation across a wide spectrum of topics in teaching English to speakers of other languages, including communicative competence, transfer, modalities of language use, learning styles and strategies, and language acquisition. Formerly EESL 664.

EESL 686. Advanced Research Methods in TESOL. 4 Units.
Analysis of research in English-language development in the classroom, including sociocultural, cognitive, and behavioral approaches to instructional discourses and mediational techniques. Formerly EESL 664.

EESL 999. Comprehensive Examination. 0 Units.
Prerequisites: advancement to candidacy, approval of department, completion of course work in the masters program and in good academic standing
An assessment of the students ability to integrate the knowledge of the area, show critical and independent thinking and demonstrate mastery of the subject matter.

Elementary/Bilingual Education Courses

EELB 230. Introduction to Education. 4 Units.
Perspectives on public school teaching for potential elementary teachers. Awareness of the learning/teaching process; the various roles of teachers; the social, historical, and philosophical foundations of education.
Preparation for admission to the credential portion of the B.A. in Liberal Studies, Integrated Track. A minimum of 30 hours of observation/participation in public schools grades K-8.

EELB 285A. Service Learning Experience I. 2 Units.
Supervised intensive work performed in the classroom. Requires 60 hours of work/study, including weekly classes. Two units must be completed in a K-3 classroom setting and another two units completed in a 4-8 classroom setting taken in either order. Graded A,B,C/no credit. Formerly EELB 275 and 575.

EELB 285B. Service Learning Experience II. 2 Units.
Prerequisites: EELB 285A
Continuation of EELB 285A in either a K-3 or 4-8 classroom setting. Formerly EELB 275 and 575. Graded A,B,C/ no credit.

EELB 301. Growth and Development in Socio-Educational Contexts. 6 Units.
Comprehensive introduction to development from birth through adolescence. Emphasis is on physical, cognitive, social, language, and emotional development within social and educational contexts as affected by race, sex, culture, home language, gender, sexual orientation, socioeconomic status, and special needs. Includes learning to use observational and interview methodologies to analyze behaviors and contexts using developmental principles, theories, and current research. Requires a field component in an approved setting. Four units lecture and two units supervision. Formerly EELB 331.

EELB 310. Educational Psychology: Teaching and Learning in Diverse Classrooms. 3 Units.
Corequisites: HD 315
Explores the major educational theories of human learning and cognition, reviews research on effective teaching practices, and examines the use of learning theories and research among students of differing gender, ethnicity, language, socioeconomic status, and handicapping conditions. Five hours of observation/participation in a public elementary school classroom are required. This course cannot be taken in place of EELB 317.

EELB 311. Mathematics Curriculum and Methods in the Elementary School. 4 Units.
Prerequisites: admission to the B.A. in Liberal Studies, Accelerated Track
Corequisites: MATH 301A
Introductory course in curriculum and instruction for implementing meaning-centered elementary mathematics education in a culturally diverse society and in designing instruction to meet academic needs of English language learners. Course requires three hours lecture and two hours activity including observation and participation in approved setting.

EELB 313. Pedagogical Foundations for English Language Learners. 4 Units.
Prerequisites: admission to the Multiple Subject Credential Program
Overview of various theories, principles and instructional practices designed to develop the linguistic, social and academic proficiency of English language learners. Key issues and concepts include: linguistic development, first and second language acquisition, and the relationship between first language literacy and second language development.
Relevant state and federal laws pertaining to the education of English learners, the impact of these mandates on student placement and school site instructional programs, the importance of students’ families, cultural backgrounds and experiences and how these relate to successful school experiences for English learners are examined. Requires field component in an approved setting. Formerly EELB 333. May be taken concurrently with EELB 315 or EELB 316, EELB 317, EELB 510 and EELB 520B.

EELB 315. Reading/Language Arts Curriculum and Pedagogy. 3 Units.
Prerequisites: admission to the Multiple Subject Credential Program
Research-based materials, methods, and strategies for teaching reading/language arts, including explicit systematic, meaningful instruction in basic reading skills and comprehension strategies to meet the needs of English learners, proficient English learners, and learners with special needs including learners with varied reading levels and language backgrounds. Emphasis is on emergent reading and writing behaviors, balanced literacy components, and literature. Requires field component including participation with beginning readers in an approved setting. Formerly EELB 445. May be taken concurrently with EELB 313, EELB 317, EELB 510 and EELB 520B.
EELB 316. Reading/Language Arts (Primary Language) Curriculum and Pedagogy. 3 Units.
Prerequisites: admission to the Multiple Subject Credential Program Materials, methods, and strategies for teaching reading/language arts with a focus on substantive research-based instruction, including explicit systematic, meaningful instruction in basic reading skills and comprehension strategies to meet the needs of English learners, proficient English learners with special needs including learners with varied reading levels and language backgrounds. Emphasis is on emergent reading and writing behaviors, balanced literacy components, and literature. Part of the course is taught in Spanish. Requires field component including participation with beginning readers in an approved Multiple Subject BCLAD setting. Formerly EELB 446. May be taken concurrently with EELB 313, EELB 317, EELB 510, and EELB 520B.

EELB 317. Educational Psychology for a Diverse Society. 4 Units.
Prerequisites: admission to the Multiple Subject Credential Program Overview of psychological principles applied to education using a variety of theoretical perspectives from psychology to explore educational practices, student development and characteristics, learning processes, teaching strategies and assessment in the multicultural classroom. Requires a minimum six-hour field component in an approved setting. Formerly EELB 332. May be taken concurrently with EELB 313, EELB 315 or EELB 316, EELB 510, and EELB 520B.

EELB 334. Language Development and Schooling. 4 Units.
First and second language acquisition and the applications of this to developing curriculum and instructional practices of English language learners. Historical, legal and educational foundations of bilingual instruction, English language development (ELD) and Specially Designed Academic Instruction in English (SDAIE) as well as enrichment versus deficit models of schooling. Requires five hours of observation and participation in an approved setting.

EELB 335. Reading/Language Arts Curriculum and Methods in the Elementary School. 4 Units.
Prerequisites: admission to the B.A. in Liberal Studies, Accelerated Track Corequisites: ENG 311 Emphasis on integration of linguistic concepts with appropriate strategies for teaching emergent readers and writers of varied reading levels and language backgrounds. Strategies include developing phonemic awareness; systemic explicit phonics instruction; selection of appropriate materials and assessment measures; making reading and writing connections; supporting comprehension and vocabulary development; and organizing classrooms for a balanced literacy program. Course requires three hours lecture and two hours activity including observation and participation in approved setting.

EELB 342. Curriculum and Methods for Early Childhood Education. 4 Units.
Prerequisites: EELB 301 and 312 Principles, methods and materials of instruction appropriate for young children.

EELB 414. Science Curriculum and Methods in the Elementary School. 4 Units.
Prerequisites: admission to the B.A. in Liberal Studies, Accelerated Track Corequisites: CHEM 304, GEOL 304 or PHYS 304 Introductory course in curriculum and instruction for implementing meaning-centered elementary science education in a culturally diverse society and in designing instruction to meet academic needs of English language learners. Course requires three hours lecture and two hours activity including observation and participation in approved setting.

EELB 422. Classroom Organization, Management and Discipline. 2 Units.
Prerequisites: admission to the Multiple Subject Credential Program and completion of all Phase I courses Seminar focusing on knowledge, skills and dispositions required to create and maintain a supportive, healthy environment for student learning. Topics include learning about students, encouraging parental involvement and support, understanding multiple factors that influence behavior, using support personnel, establishing procedures which result in using instructional time effectively, and developing a discipline plan based on research and personal educational philosophy. May be taken concurrently with EELB 423, EELB 425 and EELB 520C and either EELB 540A or EELB 560A. If not taken concurrently with EELB 520C and either EELB 540A or EELB 560A, then five hours of fieldwork will be required.

EELB 423. Mathematics Curriculum and Pedagogy. 4 Units.
Prerequisites: admission to the Multiple Subject Credential Program and completion of all Phase I courses Introductory course in curriculum and instruction in mathematics. Emphasis on implementing state adopted mathematics curriculum standards and skills in an elementary classroom based on an in depth understanding of concepts, skills, and strategies in mathematics. Includes designing instruction to meet the academic needs of all learners in a diverse classroom including English learners and learners with special needs. Formerly EELB 441. May be taken concurrently with EELB 423, EELB 425 and EELB 520C and either EELB 540A or EELB 560A. If not taken concurrently with EELB 520C and either EELB 540A or EELB 560A, then six hours of fieldwork will be required.

EELB 425. Literacy and Second Language Acquisition for the Intermediate Reader and Beyond. 3 Units.
Prerequisites: admission to the Multiple Subject Credential Program and completion of all Phase I courses Continuation of EELB 315 and 316 which extends the study of literacy development for the intermediate reader and beyond for all learners including English learners, proficient English learners; and learners with special needs. Emphasis on developing higher level academic skills for complex reading, writing, speaking, and thinking; approaches to English language development (ELD); planning for both language and content instruction, literacy in the content areas; development of strategies to build comprehension and fluency; assessment techniques; and transfer of literacy skills from first to second language. Formerly EELB 449. May be taken concurrently with EELB 423, EELB 425 and EELB 520C and either EELB 540A or EELB 560A. If not taken concurrently with EELB 520C and either EELB 540A or EELB 560A, then six hours of fieldwork will be required.
EELB 429. Reading, Writing and Literary Analysis in the Elementary. 4 Units.
Prerequisites: admission to the B.A. in Liberal Studies, Accelerated Track, EELB 235, ENG 306, and 311
Corequisites: ENG 301, 302, 303, 304, 309 or 320
Emphasis on approaches to reading and writing in the content areas; analysis of literature; assessment techniques; and strategies for making reading, writing and literature comprehensible to all students including English language learners. Course builds on process writing concepts including drafting, peer editing, and idea development. Course requires three hours lecture and two hours of activity including observation and participation in approved setting.

EELB 430. Supervised Student Teaching in the Blended Program. 8 Units.
Prerequisites: admission to the B.A. in Liberal Studies, Accelerated Track and admission to student teaching
Corequisites: HUM 497
Teaching in elementary grades in the public schools. Graded credit/no credit.

EELB 480. Capstone Seminar. 2 Units.
Prerequisites: EELB 450A, 451 and 533 or 534
Corequisites: EELB 450B, 452 and 511
Seminar on issues in curriculum, instruction and assessment; reflection on all previous course work and experiences; and continuing development of the teaching portfolio to accompany second quarter elementary student teaching. Graded credit/no credit.

EELB 510. Culture and Schooling in Multiple Subject Setting. 4 Units.
Prerequisites: admission to the Multiple Subject Credential Program Capstone course for multiple subject student teachers and interns.
Examines current practices in local school districts as related to healthy lifestyles for children as well as appropriate academic practices. Topics include legal and ethical responsibilities of teachers and the identification and use of community resources to support families. Requires field component in an internship or student teaching setting. Formerly EELB 312. Must be taken in the last quarter of enrollment in the credential program.

EELB 512. Spanish Children's Literature for the Bilingual Classroom. 4 Units.
Examines children's literature and how it has the potential to be culturally authentic, interesting and effective in literacy instruction. (Also offered as EELB 611. Students may not receive credit for both.)

EELB 519. Assessment Seminar I. 2 Units.
Prerequisites: admission to the Multiple Subject Credential program
Prerequisite/Corequisite: all courses in Phase I
Seminar focusing on knowledge, skills and dispositions required of first-year teachers. Emphasis on content specific and developmentally appropriate pedagogy, characteristics of English learners and learners with special needs, and demonstration of Teacher Performance Expectations 1, 3, 4, 6 and 7. Must be the last course taken in Phase I. Graded credit/no credit.

EELB 520A. Teaching Performance Assessment Seminar: Subject Specific Pedagogy Task 1. 1 Unit.
Prerequisites: classified program admission, good standing in program, and EELB 312; EELB 313; EELB 315 or EELB 423 with a grade of "B-" or better in each course
Seminar focused on candidate proficiency for Teaching Performance Expectations. Graded credit/no credit.

EELB 520B. Teaching Performance Assessment Seminar: Designing Instruction Task 2. 1 Unit.
Prerequisites: classified program admission, good standing in program, and EELB 312; EELB 313; EELB 315 or EELB 316; and EELB 317 with a grade of "B-" or better in each course
Seminar focused on candidate proficiency for Teaching Performance Expectations. Graded credit/no credit.

EELB 520C. Teaching Performance Assessment Seminar: Assessing Student Learning Task 3. 1 Unit.
Prerequisites: classified program admission and good standing in program, with grades "B-" or better
Corequisites: EELB 540A for student teachers and EELB 560B for intern teachers
Seminar focused on candidate proficiency for Teaching Performance Expectations. Graded credit/no credit.

EELB 520D. Teaching Performance Assessment Seminar: Culminating Teaching Experience Task 4. 1 Unit.
Prerequisites: classified program admission and good standing in program with grades "B-" or better
Corequisites: EELB 540B for student teachers and EELB 560C for intern teachers
Seminar focused on candidate proficiency for Teaching Performance Expectations. Graded credit/no credit.

EELB 520E. Assessment Seminar: TPA Cycle 1. 4 Units.
Seminar focusing on knowledge, skills and dispositions required for first year teachers. Emphasis on content specific and developmentally appropriate pedagogy, characteristics of English learners and students with special needs, and preparation to document parts of teacher performance expectations 1-6. TPA Cycle 1. Graded Credit/No credit.

EELB 520F. Assessment Seminar: TPA Cycle 2. 4 Units.
Seminar focusing on knowledge, skills and dispositions required for first year teachers. Emphasis on content specific and developmentally appropriate pedagogy, characteristics of English learners and students with special needs, and preparation to document parts of teacher performance expectations 1-6. TPA Cycle 2. Graded Credit/No credit.
EELB 529. Assessment Seminar II. 2 Units.
Prerequisite/Corequisite: EELB 422, 423, 425 for student teachers or EELB 532 for intern teachers. Prerequisite: admission to the Multiple Subject Credential program and all Phase I courses for student teachers or all courses in Phase I and II for intern teachers.
Corequisites: EELB 540A for student teachers or EELB 560B for intern teachers
Seminar focusing on knowledge, skills and dispositions required of first-year teachers. Emphasis on connecting instructional planning to student characteristics for academic learning; designing instruction in physical education; and demonstration of Teacher Performance Expectations 1, 4, 6, 7, 8, 9, and 13. Graded credit/no credit.

EELB 532. Science/Health Curriculum and Pedagogy. 4 Units.
Prerequisites: admission to the Multiple Subject Credential Program and completion of all Phase I and II courses
Introductory course in curriculum and pedagogy in science and health. Emphasis on implementing state adopted science and health curriculum standards in an elementary classroom. Includes designing instruction to meet academic needs of all learners including English language learners and learners with special needs. Formerly EELB 443. Student teachers may take concurrently with EELB 533 or EELB 534, EELB 520D and EELB 540B. Intern teachers may take concurrently with EELB 520C and EELB 560B. If not taken concurrently with EELB 540B or EELB 560B, then six hours of fieldwork will be required.

EELB 533. Social Studies and the Arts Curriculum Pedagogy. 4 Units.
Prerequisites: admission to the Multiple Subject Credential Program and completion of all Phase I, II and III courses for intern teachers
Introductory course in curriculum and pedagogy in history/social studies and visual/performing arts. Emphasis on implementing state adopted curriculum standards and skills in an elementary classroom based on an in-depth understanding of concepts, skills, and strategies in history/social studies and the visual/performing arts. Includes designing a teaching unit to meet academic and language needs of all learners including Spanish-speaking learners and learners with special needs. Formerly EELB 448. Student teachers may take concurrently with EELB 532, EELB 520D and EELB 540B. Intern teachers may take concurrently with EELB 520D and EELB 560C. If not taken concurrently with EELB 540B or EELB 560C, then six hours of fieldwork will be required.

EELB 534. Social Studies and the Arts (Primary Language) Curriculum and Pedagogy. 4 Units.
Prerequisites: admission to the Multiple Subject Credential program and completion of all Phase I and II courses for student teachers or completion of all Phase I, II, and III courses for intern teachers
Corequisites: EELB 540B or EELB 560C
Introductory course in curriculum and pedagogy in history/social studies and the visual/performing arts. Emphasis on implementing state adopted curriculum standards and skills in an elementary school based on an in-depth understanding of concepts, skills, and strategies in history/social studies and the visual/performing arts. Includes designing a teaching unit to meet academic and language needs of all learners including Spanish-speaking learners and learners with special needs. Part of the course will be taught in Spanish. Formerly EELB 448. Student teachers may take concurrently with EELB 532, EELB 520D and EELB 540B. Intern teachers may take concurrently with EELB 520D and EELB 560C. If not taken concurrently with EELB 540B or EELB 560C, then six hours of fieldwork will be required.

EELB 539. Assessment Seminar III. 2 Units.
Prerequisite/Corequisite: EELB 532 and 533 or 534 for student teachers or EELB 533 or 534 for intern teachers. Prerequisites: admission to the Multiple Subject Credential program and Phase I and II for student teachers or Phase I, II and III for intern teachers
Corequisites: EELB 540B for student teachers or EELB 560C for intern teachers
Seminar focusing on knowledge, skills and dispositions required of first-year teachers. Emphasis on assessment of learning goals; lesson design, implementation, and reflection after instruction; professional, legal and ethical obligations; and demonstration of Teacher Performance Expectations 1 through 13. Graded credit/no credit.

EELB 540A. Supervised Student Teaching in Multiple Subject I. 6 Units.
Prerequisites: admission to supervision as a student teacher
Teaching practicum in public schools in a multiple subject setting as defined by CCTC. Two quarters of student teaching are required. Graded credit/no credit. Formerly EELB 447. Must be taken concurrently with EELB 520C. Should be taken concurrently with EELB 422, EELB 423, and EELB 424.

EELB 540B. Supervised Student Teaching in Multiple Subject II. 6 Units.
Prerequisites: EELB 422, EELB 423, EELB 425, EELB 520C and EELB 540A
Teaching practicum in public schools in a multiple subject setting as defined by CCTC. Two quarters of student teaching are required. Graded credit/no credit. Formerly EELB 450. Must be taken concurrently with EELB 520D. Should be taken concurrently with EELB 532 and EELB 533 or EELB 534.

EELB 540C. Supervised Student Teaching in Multiple Subject III. 6 Units.
Prerequisites: consent of program director
Teaching practicum in public schools in a multiple subject setting as defined by CCTC. Two quarters of student teaching are required. Graded credit/no credit. Formerly EELB 450.
EELB 542A. Seminar in Elementary/Bilingual Education. 1 Unit.
Prerequisites: graduate standing or consent of instructor
Intensive study of topics and problems in education. May be repeated for credit as subject matter changes and with consent of instructor.

EELB 542C. Seminar in Elementary/Bilingual Education. 3 Units.
Prerequisites: graduate standing or consent of instructor
Intensive study of topics and problems in education. May be repeated for credit as subject matter changes and with consent of instructor.

EELB 542D. Seminar in Elementary/Bilingual Education. 4 Units.
Prerequisites: graduate standing or consent of instructor
Intensive study of topics and problems in education. May be repeated for credit as subject matter changes and with consent of instructor.

EELB 545. Teaching Science in Elementary School. 4 Units.
Prerequisites: consent of instructor
Intensive study of teaching science in elementary school. Exploration, analysis, interpretation and implementation of science process teaching. Intended for experienced teachers.

EELB 560A. Supervised Intern Teaching in Multiple Subject I. 8 Units.
Prerequisites: admission to the intern program, completion of EELB 312, EELB 313, EELB 315 or EELB 316, and EELB 317 and admission to supervision
Corequisites: EELB 422, EELB 423, and EELB 425
Full-time teaching in the public schools under the intern credential in a multiple subject setting as defined by CCTC. Three quarters of supervised intern teaching are required. Formerly EELB 455. Graded credit/no credit.

EELB 560B. Supervised Intern Teaching in Multiple Subject II. 8 Units.
Prerequisites: EELB 312, EELB 313, EELB 315 or EELB 316, EELB 317, EELB 422, EELB 423, EELB 425, and EELB 560A
Corequisites: EELB 520C and EELB 532
Full-time teaching in the public schools under the intern credential in a multiple subject setting as defined by CCTC. Three quarters of supervised intern teaching are required. Formerly EELB 455. Graded credit/no credit.

EELB 560C. Supervised Intern Teaching in Multiple Subject III. 8 Units.
Corequisites: EELB 533 or 534 and 520D
Full-time teaching in the public schools under the intern credential in a multiple subject setting as defined by CCTC. Three quarters of supervised intern teaching are required. Formerly EELB 455. Graded credit/no credit.

EELB 605. Curriculum for Specially Designed Academic Instruction in English (SDAIE). 2 Units.
Prerequisites: EELB 312, EESL 536, or ESEC 321; EELB 333 or ESEC 333; and EELB 511 or ESEC 511
Study and practice of the design, implementation, and assessment of specially designed academic instruction in English (SDAIE). Includes selection and use of appropriate SDAIE strategies and materials. (Also offered as EELB 605. Students may not receive credit for both.)

EELB 606. Theory and Practice in Teaching Bilingual Students I. 4 Units.
Prerequisites: consent of instructor
Bilingual/crosscultural teaching strategies and curriculum development; methods of integrating English and Spanish in the instructional program; evaluation of language skills, emphasis on social sciences and language arts.

EELB 608. Research in Bilingual/Cross-Cultural Education. 4 Units.
Survey of current measurements and research in bilingual/cross-cultural education and their applications in the classroom.

EELB 611. Spanish Children's Literature for the Bilingual Classroom. 4 Units.
Examines children's literature and how it has the potential to be culturally authentic, interesting and effective in literacy instruction. (Also offered as EELB 512. Students may not receive credit for both.) Graduate students in this course must complete additional assignments.

EELB 612. Social and Cultural Contexts for School Learning. 4 Units.
Examination of the relationship between the sociology of knowledge, social context, cultural norms and school practices with particular attention to language minority student populations.

EELB 616. Advanced Reading/Language Arts (Primary Language) Curriculum and Pedagogy. 4 Units.
Research-based materials, methods, and strategies for teaching reading/language arts, including explicit systematic, meaningful instruction in basic reading skills and comprehension strategies to meet the needs of English learners, proficient English learners, and learners with special needs, including learners with varied reading levels and language backgrounds. Emphasis on emergent reading and writing behaviors, balanced literacy components, and literature. Part of the course will be taught in Spanish. Requires a minimum six-hour field component including participation with beginning readers in an approved Multiple Subject (BCLAD) setting. In addition, students will be required to conduct a case study research project tracking a beginning reader and writers literacy/biliteracy development across time. Fulfills credential requirement for EELB 316. Formerly EELB 646.

EELB 618. Social and Cultural Contexts for Bilingual Teaching and Learning. 4 Units.
The relationship between language and culture will be explored with an emphasis on some of the existent variations within the English language among different social and ethnic groups and how these differences have emerged. Examines the development of mind as social construction. For educators this requires an understanding of the connectedness of social, institutional and interactional factors which foster the cognitive development of bilingual students.

EELB 619. Cognition, Language Acquisition and Biliteracy. 4 Units.
An analysis of the language acquisition process as it emerges from the early grammars of the child and develops into the complex grammatical structures and patterns of the mature individual. Examines sociopsycholinguistic, sociocultural, psychogenetic and sociopolitical traditions and how they relate to the literacy development of students in bilingual and mainstream programs.
EELB 625. Curriculum and Materials for Bilingual and ESL Classrooms. 4 Units.
Provides participants with advanced knowledge of curricular and instructional approaches used in effective bilingual and English as a Second Language (ESL) programs.

EELB 626. Literacy and Bilingual Development. 4 Units.
Examines sociopsycholinguistic, sociocultural, psychogenetic and sociopolitical traditions and how they relate to the literacy development of students in bilingual and mainstream programs. C871.

EELB 627. Innovations in Bilingual Education. 4 Units.
Examines the theoretical bases of innovations in curriculum, instruction and school reform to meet the needs of students in bilingual education.

EELB 628. Bilingualism and the Social Construction of Mind. 4 Units.
Examines the development of mind as social construction. For educators this requires an understanding of the connectedness of social, institutional and interactional factors which foster the cognitive development of bilingual students.

EELB 629A. Special Topics in Elementary Education: Primary Language Literacy. 4 Units.
Relevant issues, techniques, and topics in elementary education.

EELB 639. Advanced Pedagogical Foundations for English Language Learners. 4 Units.
Prerequisites: admission into the BCLAD Credential and M.A. in Education: Language, Literacy and Culture (Primary Language) Option. Comprehensive study of various theories, principles, and instructional practices designed to develop the linguistic, social and academic proficiency of English language learners. Key issues and concepts to be implemented in dual language classrooms include: linguistic development, first and second language acquisition, and the relationship between first language literacy and second language development. Relevant state and federal laws pertaining to the education of English learners, the impact of these mandates on student placement and school site instructional programs, the importance of students families, cultural backgrounds and experiences and how these relate to successful school experiences for English learners are examined. Fulfills the credential requirement for EELB 313. Formerly EELB 654.

EELB 640. The Education of K-12 English Language Learners. 4 Units.

EELB 643. Advanced Social Studies and the Arts (Primary Language) Curriculum and Pedagogy. 4 Units.
Comprehensive course in curriculum and pedagogy in history/social sciences and visual/performing arts. Emphasis on implementing state adopted curriculum standards and skills in an elementary school based on an in-depth understanding of concepts, skills, and strategies in history/social studies and the visual/performing arts. Includes designing instruction to meet academic and language needs of all learners including Spanish-speaking learners and learners with special needs. Use of bilingual/crosscultural teaching strategies and curriculum development, methods of integrating English and Spanish in the instructional program and evaluation of language skills are presented. Part of the course will be taught in Spanish. Requires a minimum six-hour field component including participation in teaching at an approved dual language setting if not concurrently enrolled in intern teaching. Fulfills credential requirement for EELB 534. Formerly EELB 648.

EELB 649. Advanced Literacy and Second Language Acquisition for the Intermediate Reader and Beyond. 4 Units.
Prerequisites: EELB 616 Advanced study of literacy development for the intermediate reader and beyond for all learners including English learners, proficient English learners, and learners with special needs. Emphasis on developing higher level academic skills for complex reading, writing, speaking, and thinking; approaches to English language development (ELD); planning for both language and content instruction, literacy in the content areas; development of strategies to build comprehension and fluency; assessment techniques; and transfer of literacy skills from first to second language. In addition, a graduate research project will be required that focuses on acquiring English as a second language at the intermediate grade levels. Formerly EELB 655.

EELB 656. Internship Seminar IV: Ethics and Legal Aspects of Teaching-Capstone. 4 Units.
Prerequisites: admission to the Multiple Subject BCLAD Credential program Seminar for BCLAD Interns focusing on knowledge, skills and attitudes required for a first year teacher. Includes discussion of the issues in continuing development of the teaching work and experiences; and continuing development of the teaching portfolio. Also focuses on the legal and ethical aspects of teaching.

EELB 680. Practicum in Teaching English as a Second Language. 4 Units.
Prerequisites: (for CLAD certificate program only) EELB 312, or EESL 536, or ESEC 321; EELB 333 and 511 or ESEC 313 and 511. May be taken concurrently with ESEC 605 Simulation and classroom-based practice in teaching methods and materials to include planning, teaching performance, classroom organization, student management, and evaluation competencies. Formerly EELB and ESEC 680A.
EELB 697. Implementing Educational Change.  
4 Units.
Prerequisites: completion of all COE core courses; curriculum and instruction core courses, eight units of emphasis area and appropriate elective units
Seminar examining the relationships and techniques involved when teachers plan for educational change. The emphasis will be on change theory in the K-12 school setting. (Also offered as EELB 697. Students may not receive credit for both.).

EELB 999A. Comprehensive Examination: Bilingual. 0 Units.
Prerequisites: advancement to candidacy, approval of department, completion of course work in the masters program and in good academic standing
An assessment of the students ability to integrate the knowledge of the area, show critical and independent thinking and demonstrate mastery of the subject matter.

EELB 999C. Comprehensive Examination: ESL. 0 Units.
Prerequisites: advancement to candidacy, approval of department, completion of course work in the masters program and in good academic standing
An assessment of the students ability to integrate the knowledge of the area, show critical and independent thinking and demonstrate mastery of the subject matter. Graded credit/no credit.

Gender and Sexuality Studies Courses

GSS 100. Introduction to Women’s Studies. 4 Units.
(GE=D4)
An introduction to the growing body of women's studies scholarship. Includes feminist theories of gender stratification and introduces women's issues, experiences and achievements in a variety of fields. Formerly WSTD 100 and 200.

GSS 101. Introduction to Masculinity Studies. 4 Units.
(GE=D4)
Different ways that masculinity is constructed, understood, and represented historically and contemporarily. Social and personal meanings of masculinity across multiple contexts including the definitions of masculinity held by people as shaped by sex, culture, nationality, social class, physicality, race/ethnicity, age and sexual orientation.

GSS 103. Introduction to Lesbian, Gay, Bisexual, and Transgender Studies. 4 Units.
(GE=D4)
Interdisciplinary overview of the field of lesbian, gay, bisexual, and transgender studies. Explores both historical events and contemporary issues related to LGBT studies, drawing readings from various academic disciplines including anthropology, the arts, communication studies, history, literature, philosophy, psychology, the sciences, sociology and women's studies. Addresses multiple aspects of diversity among LGBT people, their histories, and experiences. Formerly WSTD 103.

GSS 300. Feminist Research Methods. 4 Units.
Development and implementation of research (quantitative or qualitative) informed by feminist theory.

GSS 336. Women Writers. 4 Units.
Literary analysis of selected works by women writers, with special emphasis on historical and contemporary issues of women’s lives. (Offered as ENG and GSS 336. Students may not receive credit for both.) GSS 336 was formerly WSTD 336.

GSS 390. Topics in Gender and Sexuality Studies. 4 Units.
Examination of selected topics of current interest in gender and sexuality studies. May be repeated for credit as topics change. Formerly WSTD 390.

GSS 420. Feminist Theory. 4 Units.
Survey of feminist theory. Formerly WSTD 420.

GSS 425. Women as Agents of Social Change. 4 Units.
Prerequisites: GSS 100 or consent of instructor. Formerly WSTD 425
Historical and contemporary analysis of women as agents of social change, including responses to gender-based discrimination, consideration of feminist theories of social change and debates over desired directions for the future of societies.

GSS 450. Queer Theory. 4 Units.
Introduction to queer theory through an examination of key theoretical texts, providing an interdisciplinary survey of theories of sexual diversity within changing historical and cultural contexts. Formerly WSTD 450.

GSS 575B. Internship in Gender and Sexuality Programs and Services. 2 Units.
Prerequisites: consent of the Gender and Sexuality Studies Program Committee coordinator. Formerly WSTD 575
Supervised work and study in private or public organizations involving gender and sexuality issues. May be repeated once for credit, a total of eight units may apply toward graduation. Graded credit/no credit.

GSS 575C. Internship in Gender and Sexuality Programs and Services. 3 Units.
Prerequisites: consent of the Gender and Sexuality Studies Program Committee coordinator. Formerly WSTD 575
Supervised work and study in private or public organizations involving gender and sexuality issues. May be repeated once for credit, a total of eight units may apply toward graduation. Graded credit/no credit.

GSS 575D. Internship in Gender and Sexuality Programs and Services. 4 Units.
Prerequisites: consent of the Gender and Sexuality Studies Program Committee coordinator. Formerly WSTD 575
Supervised work and study in private or public organizations involving gender and sexuality issues. May be repeated once for credit, a total of eight units may apply toward graduation. Graded credit/no credit.
GSS 595B. Independent Study. 2 Units.
Prerequisites: junior standing, consent of instructor and approval by the Gender and Sexuality Program Committee coordinator. Formerly WSTD 595
Investigation of special topics in gender and sexuality studies that are not covered by the curricular offerings in gender and sexuality studies or the cross-listed offerings from other departments. No more than eight units of independent study may be applied toward the minor or certificate in gender and sexuality studies.

GSS 595C. Independent Study. 3 Units.
Prerequisites: junior standing, consent of instructor and approval by the Gender and Sexuality Program Committee coordinator. Formerly WSTD 595
Investigation of special topics in gender and sexuality studies that are not covered by the curricular offerings in gender and sexuality studies or the cross-listed offerings from other departments. No more than eight units of independent study may be applied toward the minor or certificate in gender and sexuality studies.

GSS 595D. Independent Study. 4 Units.
Prerequisites: junior standing, consent of instructor and approval by the Gender and Sexuality Program Committee coordinator. Formerly WSTD 595
Investigation of special topics in gender and sexuality studies that are not covered by the curricular offerings in gender and sexuality studies or the cross-listed offerings from other departments. No more than eight units of independent study may be applied toward the minor or certificate in gender and sexuality studies.

GSS 595E. Independent Study. 5 Units.
Prerequisites: junior standing, consent of instructor and approval by the Gender and Sexuality Program Committee coordinator. Formerly WSTD 595
Investigation of special topics in gender and sexuality studies that are not covered by the curricular offerings in gender and sexuality studies or the cross-listed offerings from other departments. No more than eight units of independent study may be applied toward the minor or certificate in gender and sexuality studies.

Reading Education Courses

ERDG 542A. Seminar in Reading Education. 1 Unit.
Prerequisites: graduate standing or consent of instructor
Intensive study of topics and problems in education. May be repeated for credit as subject matter changes and with consent of instructor.

ERDG 542B. Seminar in Reading Education. 2 Units.
Prerequisites: graduate standing or consent of instructor
Intensive study of topics and problems in education. May be repeated for credit as subject matter changes and with consent of instructor.

ERDG 542C. Seminar in Reading Education. 3 Units.
Prerequisites: graduate standing or consent of instructor
Intensive study of topics and problems in education. May be repeated for credit as subject matter changes and with consent of instructor.

ERDG 542D. Seminar in Reading Education. 4 Units.
Prerequisites: graduate standing or consent of instructor
Intensive study of topics and problems in education. May be repeated for credit as subject matter changes and with consent of instructor.

ERDG 619. Literacy Assessment and Evaluation. 4 Units.
Investigation of literacy assessments, strategies for their use in literacy instruction and early intervention. Research and evaluation for literacy instruction. Formerly ERDG 640.

ERDG 626. Foundations of Literacy. 4 Units.
Survey of theories of literacy development and learning, methods of literacy instruction and assessment. Formerly ERDG 620.

ERDG 627. Literacy and Language Processes. 4 Units.
Methods for integrating the language development processes that underlie effective literacy curriculum. Formerly ERDG 658.

ERDG 629. Special Topics in Literacy. 2 Units.
Prerequisites: ERDG 626
Relevant issues, techniques and topics in literacy. May be repeated for credit as topics change.

ERDG 633. Multi-modal Meaning Systems in Literacy. 4 Units.
Prerequisites: ERDG 626
How various meaning systems, including the arts, affect literacy learning.

ERDG 636. Critical Approaches to a Culture of Literacy. 4 Units.
Prerequisites: ERDG 626
Exploration of concepts of diversity and culture as they affect literacy learning. Using multicultural literature in the literacy curriculum. Understanding multiple literacies, genres, and digital modalities as they affect the literacy curriculum. formerly ERDG 642.

ERDG 637. Basic Materials and approaches to Literacy. 4 Units.
Prerequisites: ERDG 627
Investigating, creating and making critical judgments about curriculum approaches and materials, including software and digital resources, appropriate to different theoretical perspectives. Formerly ERDG 622.

ERDG 639. Practicum in Reading and Literacy. 4 Units.
Prerequisites: ERDG 619
Supervised experience applying reading and literacy instructional strategies; implementing, analyzing and interpreting diagnostic assessments; planning for and delivering tutorial and intervention. Formerly ERDG 625.

ERDG 641. Multicultural Perspectives and Issues of Literacy. 4 Units.
Prerequisites: ERDG 626
Understanding multicultural perspectives and issues within the contexts of literacy with diverse populations.
ERDG 646. Socio-psycholinguistics and Literacy. 4 Units.
Prerequisites: ERDG 626, 636, 637, 639, 647, 649
Social and linguistic processes of literacy learning and the implications for instruction. Formerly ERDG 624.

ERDG 647. Curriculum Perspectives in Literacy. 4 Units.
Prerequisites: ERDG 627
Examination of theoretical approaches that affect literacy curriculum. Formerly ERDG 631. Meets graduate entrance writing requirement for the M.A.

ERDG 649. Assessment and Intervention in PreK-12 Literacy. 4 Units.
Prerequisites: ERDG 619
Strategies for literacy assessment, assessment design, and intervention in Pre-K through 12th grade classrooms. Advanced clinical experience with assessment. Meeting the literacy needs of all learners. Formerly ERDG 632.

ERDG 656. Contemporary Issues in Literacy. 4 Units.
Prerequisites: ERDG 626
Advanced critical and contemporary perspectives affecting literacy and literacy education for grades PreK-12. Advanced professional competencies for the literacy leader and educator. Formerly ERDG 643.

ERDG 657. Leadership Roles in Reading and Literacy. 4 Units.
Prerequisites: ERDG 626, 627, 619, 636, 637, 647, and consent of coordinator
Investigation of leadership roles in schools and districts. Responsibilities of a reading and literacy specialist. Includes program planning and evaluation, leadership skills, knowledge of standards-based education, responding to state mandates, analyzing and applying research, meeting the needs of all students. Formerly ERDG 630.

ERDG 659. Field Work for the Reading and Literacy Specialists. 4 Units.
Prerequisites: ERDG 626, ERDG 627, ERDG 619, ERDG 636, ERDG 637, ERDG 639, ERDG 647, ERDG 649, ERDG 657 and consent of the coordinator
Field experiences including demonstration of leadership roles in curriculum planning, inservice presentations and professional development. Graded credit/no credit. Formerly ERDG 679.

ERDG 999. Comprehensive Examination. 0 Units.
Prerequisites: advancement to candidacy, approval of department, completion of course work in the masters program, and in good academic standing
An assessment of the students ability to integrate the knowledge of the area, show critical and independent thinking and demonstrate mastery of the subject matter.

Sci, Tech, Engin, Math Edu Courses

ESTM 510. Foundations of STEM Education. 4 Units.
Overview of philosophy, perspectives, and standards of Science, Technology, Engineering, and Mathematics (STEM) education that contribute to an integrated view of STEM education.

ESTM 511. Technology and Engineering Design in STEM Education. 4 Units.
Prerequisites: ESTM 510 or consent of instructor
Examination of the technology and engineering design process models that result in effective Science, Technology, Engineering and Mathematics (STEM) Education.

ESTM 512. Foundations of Research in STEM Education. 4 Units.
Prerequisites: ESTM 510 and 511 or consent of program coordinator
Fundamentals of planning, designing, and conducting a research study. Will emphasize research methods including qualitative and quantitative in Science, Technology, Engineering, and Mathematics (STEM) education, frame research questions, review literature and library resources, and include descriptive and inferential statistics.

ESTM 514. STEM Education: Technology Tools. 4 Units.
Prerequisites: ESTM 510
Introduction to various technology tools useful for use in STEM education. (4 units.

ESTM 535. STEM Education: Exploration of Technology. 4 Units.
Prerequisites: ESTM 510 or consent of coordinator
Use of technology and technological systems for the understanding of the relationship between natural and human-made world.

ESTM 548. STEM Education: Green Technology. 4 Units.
Prerequisites: ESTM 510 or consent of instructor
Green technology with an emphasis in wind turbines, hydroelectric power, bio-fuels, environmental monitoring solar power, fuel cells, green construction, other related technologies and career paths.

ESTM 613. Assessment in Stem Education. 4 Units.
Prerequisites: ESTM 510 or consent of program coordinator
Assessment principles and techniques in STEM classrooms or workforce development/training with a focus on developing and using assessment instruments resulting in valid and reliable information for and of learning.

ESTM 623. Teaching Physical Science in STEM Education. 4 Units.
Examine, develop, and apply physical science and learning reflected through STEM Education.
ESTM 624. Teaching Elementary Mathematics in STEM Education. 4 Units.
Prerequisites: ESTM 510, ESTM 511, MATH 115 or equivalent, MATH 301A, MATH 301B, MATH 301C, and MATH 308 or consent of program coordinator
Advanced models for mathematics teaching and learning in elementary schools, including how students learn mathematics, and technology and resources to facilitate mathematics learning.

ESTM 625. Teaching Algebra in STEM Education. 4 Units.
Prerequisites: ESTM 510, ESTM 511, and ESTM 624 or consent of program coordinator
Topics building on college algebra courses, methods of teaching algebraic skills, procedures and concepts, and technology and resources to facilitate algebra learning.

ESTM 626. Teaching Geometry in STEM Education. 4 Units.
Prerequisites: ESTM 510, ESTM 511, ESTM 624 and ESTM 625 or consent of program coordinator
Topics in Euclidean and non-Euclidean geometry. Technology and resources to facilitate geometry learning and fostering geometric thinking among K-8 students.

ESTM 628. The Integrated STEM Curriculum. 4 Units.
Prerequisites: ESTM 510, ESTM 511, ESTM 624, ESTM 625, and ESTM 626 or consent of program coordinator
Cumulating course in the STEM education program that examines the development of integrated STEM education curricular units.

ESTM 634. Research in STEM Education. 4 Units.
Prerequisites: ESTM 510 or consent of the instructor
Focus on advanced research and implications on STEM Education.

ESTM 644. Inquiry in STEM Education. 4 Units.
Examine, develop and apply strategies for inquiry teaching and learning in STEM Education.

ESTM 647. Teaching Earth/Space Science in STEM Education. 4 Units.
Examine develop and apply earth science and space science teaching and learning reflected through STEM Education.

ESTM 648. Teaching Life Science in STEM Education. 4 Units.
Examine, develop and apply life science teaching and learning reflected through STEM Education.

ESTM 680. STEM Education: Integration Seminar I. 4 Units.
Prerequisites: ESTM 510 or consent of program coordinator
Interdisciplinary discussion of Science, Technology, Engineering, and Mathematics (STEM) education topics and issues, presentation of STEM projects.

ESTM 681. STEM Education: Integration Seminar II. 4 Units.
Prerequisites: ESTM 510 and ESTM 680 or consent of program coordinator
Leadership development, utilizing a cross-disciplinary approach in Science, Technology, Engineering, and Mathematics (STEM) education requiring presentations and leading discussions in STEM related projects.

ESTM 690. STEM Education: Advanced Research. 4 Units.
Prerequisites: ESTM 510, 511, and 512 or consent of program coordinator
Advanced techniques in both quantitative and qualitative research methods, introduction to regression analysis, Excel spreadsheets, and SPSS conducting research in Science, Technology, Engineering, and Mathematics (STEM) education. Provides students with the knowledge and skills to complete their own research work. (4 units).

ESTM 692. STEM Education: Service Learning Fieldwork. 4 Units.
Prerequisites: ESTM 613 or consent of program coordinator
Application of STEM education in field settings. Service learning in an educational setting - e.g., K-12, continuing education, professional development, and adult education. Requires a written agreement with a sponsoring agency and departmental approval of that agreement.

ESTM 698A. Continuous Enrollment for Graduate Candidacy Standing. 1 Unit.
Prerequisites: advancement to candidacy and approval of program graduate coordinator or, if an interdisciplinary studies major, consent of the Dean of Graduate Studies
Independent study leading to completion of requirements (other than course work) for the master's degree. To retain classified standing in the master's program, a student must enroll in 698 each quarter until the project or thesis is accepted or the comprehensive examination passed. Students who enroll in 698 through the university have full use of all university facilities. See Culminating Experience: Exam, Thesis, or Project in Graduate Degree and Program Requirements section of the Bulletin of Courses. 698 is a variable unit course, see fee schedule in the Financial Information section of the Bulletin of Courses. Earned units are not degree-applicable nor will they qualify for financial aid.

ESTM 698B. Continuous Enrollment for Graduate Candidacy Standing. 2 Units.
Prerequisites: advancement to candidacy and approval of program graduate coordinator or, if an interdisciplinary studies major, consent of the Dean of Graduate Studies
Independent study leading to completion of requirements (other than course work) for the master's degree. To retain classified standing in the master's program, a student must enroll in 698 each quarter until the project or thesis is accepted or the comprehensive examination passed. Students who enroll in 698 through the university have full use of all university facilities. See Culminating Experience: Exam, Thesis, or Project in Graduate Degree and Program Requirements section of the Bulletin of Courses. 698 is a variable unit course, see fee schedule in the Financial Information section of the Bulletin of Courses. Earned units are not degree-applicable nor will they qualify for financial aid.
**ESTM 698C. Continuous Enrollment for Graduate Candidacy Standing. 3 Units.**
Prerequisites: advancement to candidacy and approval of program graduate coordinator or, if an interdisciplinary studies major, consent of the Dean of Graduate Studies
Independent study leading to completion of requirements (other than course work) for the master's degree. To retain classified standing in the master's program, a student must enroll in 698 each quarter until the project or thesis is accepted or the comprehensive examination passed. Students who enroll in 698 through the university have full use of all university facilities. See Culminating Experience: Exam, Thesis, or Project in Graduate Degree and Program Requirements section of the Bulletin of Courses. 698 is a variable unit course, see fee schedule in the Financial Information section of the Bulletin of Courses. Earned units are not degree-applicable nor will they qualify for financial aid.

**ESTM 698D. Continuous Enrollment for Graduate Candidacy Standing. 4 Units.**
Prerequisites: advancement to candidacy and approval of program graduate coordinator or, if an interdisciplinary studies major, consent of the Dean of Graduate Studies
Independent study leading to completion of requirements (other than course work) for the master's degree. To retain classified standing in the master's program, a student must enroll in 698 each quarter until the project or thesis is accepted or the comprehensive examination passed. Students who enroll in 698 through the university have full use of all university facilities. See Culminating Experience: Exam, Thesis, or Project in Graduate Degree and Program Requirements section of the Bulletin of Courses. 698 is a variable unit course, see fee schedule in the Financial Information section of the Bulletin of Courses. Earned units are not degree-applicable nor will they qualify for financial aid.

**ESTM 698E. Continuous Enrollment for Graduate Candidacy Standing. 5 Units.**
Prerequisites: advancement to candidacy and approval of program graduate coordinator or, if an interdisciplinary studies major, consent of the Dean of Graduate Studies
Independent study leading to completion of requirements (other than course work) for the master's degree. To retain classified standing in the master's program, a student must enroll in 698 each quarter until the project or thesis is accepted or the comprehensive examination passed. Students who enroll in 698 through the university have full use of all university facilities. See Culminating Experience: Exam, Thesis, or Project in Graduate Degree and Program Requirements section of the Bulletin of Courses. 698 is a variable unit course, see fee schedule in the Financial Information section of the Bulletin of Courses. Earned units are not degree-applicable nor will they qualify for financial aid.

**ESTM 698F. Continuous Enrollment for Graduate Candidacy Standing. 6 Units.**
Prerequisites: advancement to candidacy and approval of program graduate coordinator or, if an interdisciplinary studies major, consent of the Dean of Graduate Studies
Independent study leading to completion of requirements (other than course work) for the master's degree. To retain classified standing in the master's program, a student must enroll in 698 each quarter until the project or thesis is accepted or the comprehensive examination passed. Students who enroll in 698 through the university have full use of all university facilities. See Culminating Experience: Exam, Thesis, or Project in Graduate Degree and Program Requirements section of the Bulletin of Courses. 698 is a variable unit course, see fee schedule in the Financial Information section of the Bulletin of Courses. Earned units are not degree-applicable nor will they qualify for financial aid.

**ESTM 698Z. Continuous Enrollment for Graduate Candidacy Standing. 0 Units.**
Prerequisites: advancement to candidacy and approval of program graduate coordinator or, if an interdisciplinary studies major, consent of the Dean of Graduate Studies
Independent study leading to completion of requirements (other than course work) for the master's degree. To retain classified standing in the master's program, a student must enroll in 698 each quarter until the project or thesis is accepted or the comprehensive examination passed. Students who enroll in 698 through the university have full use of all university facilities. See Culminating Experience: Exam, Thesis, or Project in Graduate Degree and Program Requirements section of the Bulletin of Courses. 698 is a variable unit course, see fee schedule in the Financial Information section of the Bulletin of Courses. Earned units are not degree-applicable nor will they qualify for financial aid.

**ESTM 699. STEM Education: Master's Thesis/Project. 4 Units.**
Prerequisites: ESTM 690, advancement to candidacy, approval of thesis/project by the student's advisory committee
Independent graduate research or projects conducted under the direction of thesis or project committee.

**ESTM 999. STEM Education: Comprehensive Examination. 0 Units.**
Prerequisites: ESTM 680, completion of course work in the master's program, advanced to candidacy, approval of the department, and in good academic standing
Corequisites: ESTM 681
An assessment of the student's ability to integrate the knowledge of STEM education, show critical and independent thinking and demonstrate mastery of the subject matter.

### Science Education Courses

**EDSC 623. Teaching Physical Science in Stem Education, 4 Units.**
Examine, develop and apply physical science learning in inquiry-based and problem-based activities that reflect perspectives of STEM Education.

**EDSC 634. Research in Mathematics and Science Education. 4 Units.**
Focus on current research in mathematics and science education.
EDSC 643. Assessment in the Science Classroom. 4 Units.
Assessment techniques in science education including the development of assessment tools to obtain reliable and useful information about student achievement in science.

EDSC 644. Inquiry in the Mathematics and Science Classroom. 4 Units.
Introduction to inquiry teaching and learning in mathematics and science. Focuses on the design of classroom learning experiences to support mathematical and scientific investigation, and the use of appropriate classroom teaching and learning strategies, materials and assessment to guide mathematics and scientific investigation.

EDSC 647. Teaching Earth/Space Science in Stem Education. 4 Units.
Examine, develop and apply earth science and space science learning in inquiry-based and problem-based activities that reflect perspectives of STEM Education.

EDSC 648. Teaching Life Science in Stem Education. 4 Units.
Examine, develop and apply life science learning in inquiry-based and problem-based activities that reflect perspectives of STEM Education.

EDSC 699. Masters Degree Project. 4 Units.
Prerequisites: advancement to candidacy
Development and completion of masters thesis/project.

EDSC 999. Comprehensive Examination. 0 Units.
Prerequisites: advancement to candidacy, completion of course work in the program and in good academic standing
An assessment of the student's ability to integrate the knowledge of the area, show critical and independent thinking and demonstrate mastery of the subject matter.

Secondary Education Courses

ESEC 200. Introduction to Careers in Secondary Education. 2 Units.
Perspectives on public school teaching for potential secondary teachers (grades 6-12). Early field experience activities including planned observations, instruction and tutoring provide students with the opportunity to link undergraduate subject matter coursework with classroom experience. Enrollment requires a Certificate of Clearance. Includes a minimum of eight hours of field experience in an approved setting.

ESEC 333. Curriculum and Instruction for a Diverse Society. 4 Units.
Prerequisite/Corequisite: ESEC 321. (For CLAD Certificate candidates only: EESL 536 may be substituted for ESEC 321
Overview of the social, theoretical, classroom and policy perspectives used to explain the school performance of English language learners. Includes historical, legal, and educational foundations of bilingual education; first and second language acquisition; structure of language; nonverbal communication; English language development; specially designed academic instruction in English; assessment and placement issues; and an examination of the role of verbal interaction in learning. Requires a ten-hour field component in an approved setting.).

ESEC 405. Introduction to Secondary School Culture. 4 Units.
Prerequisites: admission to the program
Examines the importance of students as the center of school culture. Analyzes a broad range of issues and theories that serve as the foundation to the profession of teaching in a diverse society.

ESEC 407. Secondary School Teaching. 4 Units.
Prerequisites: admission to the program
Comprehensive and balanced view of teaching and all its complexities.

ESEC 410. Adolescent Development and Learning. 4 Units.
Prerequisites: admission to the program
In-depth understanding of the developmental characteristics of early, middle and late adolescence as applicable to teaching in the secondary school settings and teaching.

ESEC 413. Language Interaction in the Classroom. 4 Units.
Prerequisites: admission and good standing in the program or consent of program director
Examines the philosophy, design, goals and characteristics of school-based organizational structures designed to meet needs of English language learners (ELLs).

ESEC 417. Educational Psychology: Instructional Theory, Assessment and Classroom Management. 4 Units.
Prerequisites: knowledge of the Single Subject Program or consent of program director
Examines psychological principles applied to instructional theory and practice. Develops skills and classroom management for the multicultural, single subject classroom.

ESEC 419. Literacy Across the Curriculum. 4 Units.
Prerequisites: admission and good standing in the program or consent of program director
Acquire and demonstrate research-based instruction that provides for teaching effective strategies and methods for guiding and developing the content based reading and writing abilities of all students, including students of varied reading levels and language backgrounds.

ESEC 502. Special Topics for Undergraduates in Secondary Education. 2 Units.
Issues and techniques in selected topics current in secondary education. This course is designed for the Integrated Teaching Track students. Senior status in the degree program is required.

ESEC 506E. Curriculum and Instruction in the Content Areas: English. 4 Units.
Prerequisites: admission and good standing in the program or consent of program director
Formerly ESEC 505 and ESEC 508
Accessibility of secondary school content to all students from varied populations. Student evaluation, assessment and practice that provides equal access to content areas in the secondary schools. Reviews and reflects on application of methodologies and strategies through micro-teaching.
ESEC 506F. Curriculum and Instruction in the Content Areas: Foreign Language. 4 Units.
Prerequisites: admission and good standing in the program or consent of program director. Formerly ESEC 505 and ESEC 508
Accessibility of secondary school content to all students from varied populations. Student evaluation, assessment and practice that provides equal access to content areas in the secondary schools. Reviews and reflects on application of methodologies and strategies through micro-teaching.

ESEC 506L. Curriculum and Instruction in the Content Areas: Life and Physical Science. 4 Units.
Prerequisites: admission and good standing in the program or consent of program director. Formerly ESEC 505 and ESEC 508
Accessibility of secondary school content to all students from varied populations. Student evaluation, assessment and practice that provides equal access to content areas in the secondary schools. Reviews and reflects on application of methodologies and strategies through micro-teaching.

ESEC 506M. Curriculum and Instruction in the Content Areas: Mathematics. 4 Units.
Prerequisites: admission and good standing in the program or consent of program director. Formerly ESEC 505 and ESEC 508
Accessibility of secondary school content to all students from varied populations. Student evaluation, assessment and practice that provides equal access to content areas in the secondary schools. Reviews and reflects on application of methodologies and strategies through micro-teaching.

ESEC 506P. Curriculum and Instruction in the Content Areas: Physical Education. 4 Units.
Prerequisites: admission and good standing in the program or consent of program director. Formerly ESEC 505 and ESEC 508
Accessibility of secondary school content to all students from varied populations. Student evaluation, assessment and practice that provides equal access to content areas in the secondary schools. Reviews and reflects on application of methodologies and strategies through micro-teaching.

ESEC 506S. Curriculum and Instruction in the Content Areas: Social Sciences. 4 Units.
Prerequisites: admission and good standing in the program or consent of program director. Formerly ESEC 505 and ESEC 508
Accessibility of secondary school content to all students from varied populations. Student evaluation, assessment and practice that provides equal access to content areas in the secondary schools. Reviews and reflects on application of methodologies and strategies through micro-teaching.

ESEC 510. Teaching English as a Second Language in Secondary Schools. 4 Units.
Prerequisites: ESEC 321 and 333
Offers a broad overview of approaches and methods used in language teaching, but will focus specifically on practices that can support the development of English language proficiencies needed for success in secondary schools.

ESEC 511. Theory and Practice for English Language Development (ELD). 4 Units.
Prerequisites: EELB 312, EESL 536 or ESEC 321; and EELB 313 or ESEC 333
Study and practice of the design, implementation, and assessment of a communication-based curriculum for the English language learners in all stages of second language development. Includes selection and use of appropriate ELD strategies and materials.

ESEC 512. Assessment Seminar: Designing Instruction. 2 Units.
Prerequisites: admission and good standing in the program or consent of program director
Teaching Performance Assessment Task 2 Designing Instruction which consists of an assessment of Teaching Performance Expectations 1, 4, 6, 7, 8, 9, and 13. Graded credit/no credit.

ESEC 513. Assessment Seminar: Assessment Learning. 2 Units.
Prerequisites: admission and good standing in the program as well as concurrent enrollment in Student Teaching or Internship Teaching Supervision
Teaching Performance Assessment Task 3 - Assessing Learning which consists of assessment of Teaching Performance Expectations 3, 5, 7, 8, 9, and 13. Graded Credit/no credit.

ESEC 514. Assessment Seminar: Culminating Teaching Experience. 2 Units.
Prerequisites: admission and good standing in the program
Corequisites: enrollment in Student Teaching or Internship Teaching Supervision
Teaching Performance Assessment Task 4 - Culminating Teaching Experience which consists of an assessment of Teaching Performance Expectations 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 and 13. Graded credit/no credit.

ESEC 515. Issues and Trends in Secondary Education. 2 Units.
Prerequisites: consent of advisor
Examination of issues and trends in secondary education. May be repeated with consent of advisor.

ESEC 520A. Teaching Performance Assessment: Subject Specific Task 1. 1 Unit.
Prerequisites: admission, good standing in the program and have successfully completed ESEC 407, ESEC 410, and ESEC 413 with a grade of “B” or better
Seminar focused on candidate proficiency for Teaching Performance Expectations. Graded credit/no credit. Graded credit/no credit.

ESEC 520B. Teaching Performance Assessments: Designing Instruction Task 2. 1 Unit.
Prerequisite/Co requisite: ESEC 417, ESEC 506, ESEC 550A or ESEC 555 with a “B” or better. Corequisite: ESEC 550B or ESEC 570B
Seminar focused on candidate proficiency for Teaching Performance Expectations. Graded credit/no credit. Graded credit/no credit.
ESEC 520C. Teacher Performance Assessments Assessing Learners Task 3. 1 Unit.
Prerequisite/Corequisite: ESEC 419 with a "B" or better. Corequisite: ESEC 550C or ESEC 570C
Seminar focused on candidate proficiency for Teaching Performance Expectations. Graded credit/no credit. Graded credit/no credit.

ESEC 520D. Teacher Performance Assessment Culminating Teaching Experiences Task 4. 1 Unit.
Prerequisite/Corequisite: ESEC 419 with a "B" or better. Corequisite: ESEC 550C or ESEC 570C
Seminar focused on candidate proficiency for Teaching Performance Expectations. Graded credit/no credit. Graded credit/no credit.

ESEC 520E. Assessment Seminar: TPA Cycle 1. 4 Units.
Activity and supervision class focusing on knowledge, skills, and dispositions required for first year teachers. Emphasis on content specific and developmentally appropriate pedagogy, characteristics of English learners and students with special needs, and preparation to document parts of teacher performance expectations 1-6. TPA Cycle 1. Graded Credit/No credit.

ESEC 520F. Assessment Seminar: TPA Cycle 2. 4 Units.
Activity and supervision class focusing on knowledge, skills, and dispositions required for first year teachers. Emphasis on content specific and developmentally appropriate pedagogy, characteristics of English learners and students with special needs, and preparation to document parts of teacher performance expectations 1-6. TPA Cycle 2. Graded Credit/No credit.

ESEC 523. Mainstreaming Exceptional Students in the Secondary Classroom. 2 Units.
Addresses the needs of exceptional students in the mainstreamed secondary school classroom. Current research, practice and legislation will be examined as they apply to the secondary school teacher and students.

ESEC 542A. Seminar in Secondary Education. 1 Unit.
Prerequisites: graduate standing or consent of instructor
Intensive study of topics and problems in education. May be repeated for credit as subject matter changes and with consent of instructor.

ESEC 542B. Seminar in Secondary Education. 2 Units.
Prerequisites: graduate standing or consent of instructor
Intensive study of topics and problems in education. May be repeated for credit as subject matter changes and with consent of instructor.

ESEC 542C. Seminar in Secondary Education. 3 Units.
Prerequisites: graduate standing or consent of instructor
Intensive study of topics and problems in education. May be repeated for credit as subject matter changes and with consent of instructor.

ESEC 542D. Seminar in Secondary Education. 4 Units.
Prerequisites: graduate standing or consent of instructor
Intensive study of topics and problems in education. May be repeated for credit as subject matter changes and with consent of instructor.

ESEC 545. Adolescents Literacy Tutoring. 4 Units.
Prerequisites: consent of instructor
Tutor training for students to work with low literacy and at-risk adolescents in reading. Topics include literacy methods, multicultural issues, learning disabilities and use of educational software. 20 hours lecture and 48 hours of tutoring an adolescent in a field-based setting.

ESEC 550A. Student Teaching Experience. 2 Units.
Prerequisites: must be enrolled in a single subject program or consent of program director
Full-time teaching in a single subject setting at a public school. Student teaching candidates are required to conduct observations and complete fieldwork assignments from the various program courses. In addition, student teaching candidates are required to tutor a designated English Language Learner and a student with special needs. (100 hours).

ESEC 550B. Student Teaching II. 4 Units.
Prerequisites: successful completion of ESEC 407, ESEC 410, ESEC 413 and ESEC 550A
Full-time teaching in a single subject setting at a public school. Graded credit/no credit.

ESEC 550C. Student Teaching III. 8 Units.
Prerequisites: successful completion of ESEC 550B
Full-time teaching in a single subject setting at a public school. Graded credit/no credit.

ESEC 555. Internship Seminar I. 2 Units.
Seminar for interns, focusing on knowledge, skills and attitudes required for a first year teacher. Graded credit/no credit.

ESEC 556. Internship Seminar II. 2 Units.
Seminar for Secondary interns, focusing on knowledge, skills and attitudes required of a first year teacher. Graded credit/no credit.

ESEC 560. Study Skills for Secondary School. 4 Units.
Programs, methods and materials for teaching study skills to exceptional junior and senior high school students. Study strategies include: note taking, organization, memory devices, study contracts and preparation for examinations.

ESEC 570A. Intern Supervision I. 6 Units.
Prerequisites: enrollment in Single Subject Program and meeting Intern requirements
Full-time teaching in a single subject setting in a public school. Graded credit/no credit. Formerly ESEC 422.

ESEC 570B. Intern Supervision II. 6 Units.
Prerequisites: satisfactory completion of ESEC 570A and consent of program coordinator
Full-time teaching in a single subject setting in a public school. Graded credit/no credit. Formerly ESEC 422.
ESEC 570C. Intern Supervision III. 6 Units.
Prerequisites: satisfactory completion of ESEC 570B
Full-time teaching in a single subject setting in a public school. Graded credit/no credit. Formerly ESEC 422.

ESEC 570D. Intern Supervision IV. 6 Units.
Prerequisites: satisfactory completion of ESEC 570C
Full-time teaching in a single subject setting in a public school. Graded credit/no credit. Formerly ESEC 422.

ESEC 570E. Intern Supervision V. 6 Units.
Prerequisites: satisfactory completion of ESEC 570D
Full-time teaching in a single subject setting in a public school. Graded credit/no credit. Formerly ESEC 422.

ESEC 570F. Intern Supervision VI. 6 Units.
Prerequisites: satisfactory completion of ESEC 570E
Full-time teaching in a single subject setting in a public school. Graded credit/no credit. Formerly ESEC 422.

ESEC 602. Special Topics in Secondary Education. 2 Units.
Exploration, demonstration and application of issues and techniques in selected topics of current concern in secondary education (such as, inquiry-discovery teaching, simulations and games, alternate education programs, consumer education, team teaching, career education, teacher as counselor). May be repeated for credit as topics change.

ESEC 605. Curriculum for Specially Designed Academic Instruction in English (SDAIE). 2 Units.
Prerequisites: EELB 312, EESL 536, or ESEC 321; EELB 333 or ESEC 333; and EELB 511 or ESEC 511
Study and practice of the design, implementation, and assessment of specially designed academic instruction in English (SDAIE). Includes selection and use of appropriate SDAIE strategies and materials. (Also offered as EELB 605. Students may not receive credit for both.).

ESEC 622. Practicum in Middle Grade Education. 4 Units.
Prerequisites: ESEC 443, 617 and 621
Practicum for middle grade philosophies, objectives, and functions. Formerly ESEC 522.

ESEC 623. Foundations of Middle School Education. 4 Units.
History and philosophical foundations of middle school education; examination of theories and research related to middle school students, curriculum, programs and practices.

ESEC 666. Techniques and Applications of Mathematics Education. 4 Units.
Applications of theory in mathematics teaching including materials development in the design and implementation of mathematics instruction, audiovisual technology, computer-assisted instruction, and nontraditional curricula. Focus on techniques in pre-algebra, algebra, geometry, analytic geometry, trigonometry and pre-calculus.

ESEC 672. Educational Assessment in Mathematics Teaching. 4 Units.
Program and learner assessment in mathematics using curriculum evaluation, testing, and evaluation systems for the purpose of improving instruction through problem diagnosis, intervention and redesign.

ESEC 678. Mathematics Clinic for Secondary Education. 4 Units.
Administration of diagnostic instruments and assessment procedures to secondary school students followed by prescription and initiation of remedial instruction to strengthen mathematics skills.

ESEC 680. Practicum in Teaching English as a Second Language. 4 Units.
Prerequisites: (for M.A. in Education, Teaching English as a Second Language Option) consent of advisor; (for CLAD certificate program only) EELB 312, or EESL 536, or ESEC 321; EELB 313 and 511 or ESEC 333 and 511. May be taken concurrently with ESEC 605
Simulation and classroom-based practice in teaching methods and materials to include planning, teaching performance, classroom organization, student manage- ment, and evaluation competencies.

ESEC 697. Implementing Educational Change. 4 Units.
Prerequisites: completion of all COE core courses; curriculum and instruction core courses, eight units of emphasis area and appropriate elective units
Seminar examining the relationships and techniques involved when teachers plan for educational change. The emphasis will be on change theory in the K-12 school setting. (Also offered as EELB 697. Students may not receive credit for both.).