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 332. 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 Childrens 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 313; EELB 315 or EELB 136; EELB 317 and 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 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 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 I 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 450. Must be taken concurrently with EELB 520C. Should be taken concurrently with EELB 422, EELB 423, and EELB 425.

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 Childrens Literature for the Bilingual Classroom. 4 Units.
Examines childrens 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 writer's 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.