Education-Secondary Education (ESEC)

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 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 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/Corequisite: 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 Secondary 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 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 management, 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.)