

# Department of Teacher Education and Foundations

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College of Education Building, Room 261

(909) 537-7405 Department of Teacher Education and Foundations website (<https://www.csusb.edu/teacher-education/>)

## Current Faculty

Lasisi Ajayi, Professor, Chair

B.A. 1983, M.S. 1989, Obafemi Awolowo University, IFE  
Ph.D. 1996, Literacy-University of Ibadan

Maria V. Balderrama, Professor

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

Thom G. Gehring, Professor

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

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, Associate Professor

B.S. 2004, Beijing Normal University  
Ph.D. 2013, Indiana University - Bloomington

## Emeriti

Richard Ashcroft, Professor

Susan Daniels, Professor

Barbara M. Flores, Professor

Juan M. Gutierrez, Professor of Education

Joseph Jesunathadas, Professor

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

Robert H. London, Professor of Education

Gary A. Negin, Professor

## Graduate Degrees

### Master of Arts

- Education (<https://catalog.csusb.edu/colleges-schools-departments/education/teacher-education-foundations/education-ma/>)
- Reading and Literacy Education (<https://catalog.csusb.edu/colleges-schools-departments/education/teacher-education-foundations/reading-literacy-mae/>) (*suspended*)
- STEM Education (<https://catalog.csusb.edu/colleges-schools-departments/education/teacher-education-foundations/stem-education-ma/>) (pending Chancellor's Office approval)
- Teaching English to Speakers of Other Languages (TESOL) (<https://catalog.csusb.edu/colleges-schools-departments/education/teacher-education-foundations/teaching-english-speakers-other-languages-mae/>)

### Minor

Gender and Sexuality Studies (<https://catalog.csusb.edu/colleges-schools-departments/education/teacher-education-foundations/gender-sexuality-studies-minor/>)

- **Coordinator:** Todd Jennings

### Certificate Program

Gender and Sexuality Studies (<https://catalog.csusb.edu/colleges-schools-departments/education/teacher-education-foundations/gender-sexuality-studies-certificate/>)

- **Coordinator:** Todd Jennings

### Basic Teaching Credential Programs

Adapted Physical Education Added Authorization (<https://catalog.csusb.edu/colleges-schools-departments/education/teacher-education-foundations/adapted-physical-education-added-authorization/>)

Multiple Subject (<https://catalog.csusb.edu/colleges-schools-departments/education/teacher-education-foundations/multiple-subject-credential/>)

Single Subject - Student Teaching Track (<https://catalog.csusb.edu/colleges-schools-departments/education/teacher-education-foundations/single-subject-teaching-credential-student-teaching-track/>)

Single Subject - Intern Track (<https://catalog.csusb.edu/colleges-schools-departments/education/teacher-education-foundations/single-subject-credential-intern-track/>)

## **Educ Eng Speakers other Lang Courses**

### **EESL 5050. Graduate Writing for TESOL. Units: 3**

Writing for academic purposes at the graduate level, for candidates in the Master of Arts in TESOL. Academic language, multiple academic genres, academic citation and reference conventions, avoiding plagiarism.

### **EESL 5200. Language Studies for Educators. Units: 3**

Introduction to the study of language structure meaning and use for language teachers and educators; survey of first and second language acquisition processes and theories. Introduction to situational, geographical, and identity- based language variation.

### **EESL 5300. Technology-Enhanced Language Learning. Units: 3**

Survey and practice in technology applications for teaching English as an additional language in educational environments including electronic media, Internet, cloud-, mobile-, CD-ROM-, or DVD-based interactive materials, networks, and multimedia. Course includes a computer lab for hands-on application activities with multimedia and technology applications. Formerly offered as EESL 521. Two hours lecture and two hours activity.

### **EESL 5420. Special Topics in TESOL. Units: 3**

Intensive study of selected topics in education for TESOL. May be repeated for credit as topics change. Formerly offered as EESL 542D.

### **EESL 5500. Listening and Speaking Methods in TESOL. Units: 3**

Survey of contemporary pedagogy for teaching listening and speaking skills 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 teaching pronunciation in second-language acquisition. Formerly a topic under EESL 543.

### **EESL 6300. Crosscultural Teaching. Units: 3**

Methods and instructional strategies for teaching in multicultural and cross-cultural settings in both ESL and EFL contexts. This course prepares teachers to develop cultural awareness and skills to assist and motivate culturally diverse students. May be offered through distance learning. Formerly EESL 536.

### **EESL 6400. Literacy in TESOL. Units: 3**

Semester Prerequisite: EESL 5100

Survey of contemporary approaches to teaching and assessing literacy in multilingual contexts. Introduction to teaching, assessing, and designing instruction for reading and writing, including emergent and basic literacy for children and adults; reading and writing skills and strategies; writing for personal, academic, and creative purposes; and critical literacy.

### **EESL 6600. Structure, Function and Acquisition of English. Units: 3**

Survey of theories and approaches in second language acquisition across settings. Structures, functions and uses of the English language, and how they are acquired and taught in second language and foreign language classrooms. Formerly EESL 660.

### **EESL 6700. Principles and Practice in TESOL. Units: 3**

Second language acquisition theory, methods for teaching English as a second language (ESL), lesson planning, development and evaluation of materials and activities for ESL instruction. Formerly EESL 670.

### **EESL 6800. Research in TESOL. Units: 3**

Overview of important themes and debates in TESOL research, offering a perspective on current research principles and modes of 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. Students develop and master skills for interpreting, reviewing, and writing up research. Formerly EESL 685.

### **EESL 6900. Fieldwork: Teaching English to Speakers of Other Languages. Units: 3**

Quarter Prerequisite: consent of instructor

Supervised field work at pre-approved fieldwork sites in selected teaching methods and materials development for TESOL. Formerly EESL 679.

### **EESL 6970. Master's Thesis in TESOL. Units: 3**

Quarter Prerequisite: Advancement to candidacy  
Development and completion of master's thesis.

### **EESL 6980. Comprehensive Examination in TESOL. Units: 0**

Semester Prerequisite: EESL 6100, Advancement to candidacy, approval of department, submission of Candidate Assessment Portfolio, and good academic standing

An assessment of the candidate's ability to integrate the knowledge of the discipline, and demonstrate critical and independent thinking that evinces mastery of the subject matter. Graded credit/no credit.

## **Elementary/Bilingual Education Courses**

### **EELB 5420. Seminar in Elementary/Bilingual Education. Unit: 1**

Semester Prerequisite: admission to the Multiple Subject Credential Program and consent of the instructor

Intensive study of topics and problems in education for candidates seeking the Bilingual Added Authorization. May be repeated for credit as subject matter changes and with consent of instructor.

### **EELB 5500. Social and Cultural Contexts of Bilingual Education. Units: 3**

Examination of the social and cultural contexts of bilingual education in the United States. Sociological, societal, historical and cultural contexts in which multilingual learners are educated, including social context, cultural norms and school practices with particular attention to language minority student populations.

### **EELB 6100. Theory and Approaches in Bilingual Education. Units: 4**

Quarter Prerequisite: consent of instructor  
Survey of theories, policies and approaches to educating bilingual learners, including bilingual/ crosscultural teaching approaches, instructional modes and program types.

### **EELB 6200. Bilingual Language and Literacy Development. Units: 3**

Examines the language and literacy development of bilingual students from a range of perspectives, with a special emphasis on sociocultural, psycholinguistic, and sociolinguistic understandings of these processes. Formerly offered as EELB 626.

### **EELB 6250. Instruction and Innovation in Bilingual Education. Units: 4**

Semester Prerequisite: EELB 5500  
Examines the theoretical bases of innovations in curriculum, instruction and school reform to meet the needs of students in bilingual education. Emphasizes practices, pedagogies and instructional approaches to integrating English and Spanish in the classroom; integrating subject matter content and language.

### **EELB 6300. Bilingualism and Cognitive Development in Schools. Units: 4**

Examines the cognitive development of bilingual learners in school settings. For educators this requires an understanding of the connectedness of social, institutional, motivational and interactional factors which foster the cognitive and academic language development of bilingual students. Includes instructional practices, methods and strategies that foster language and academic development.

### **EELB 6350. Curriculum and Materials for Bilingual Classrooms. Units: 4**

Semester Prerequisite: EELB 6100  
Provides participants with advanced knowledge of curriculum design, lesson design and assessment for effective bilingual and English as a Second Language (ESL) instruction. Identifying, selecting, evaluating and designing materials and digital resources for bilingual classrooms.

### **EELB 6400. Research in Bilingual/Cross-Cultural Education. Units: 4**

Survey of current topics in the field of bilingual/crosscultural education and their applications in the classroom. Overview of research methods, interpreting research, and conducting classroom-based research and practitioner inquiry in bilingual classrooms.

### **EELB 6980. Comprehensive Examination: Bilingual / Crosscultural Education. Units: 0**

Semester Prerequisite: Advancement to candidacy, approval of department, completion of course work in the masters program and in good academic standing. Quarter Prerequisite: advancement to candidacy, approval of department, completion of course work in the masters program and in good academic standing  
A assessment of the candidate's ability to integrate the knowledge of the field of bilingual/ crosscultural education, show critical and independent thinking and demonstrate mastery of the subject matter. Graded credit/no credit. Formerly EELB 999.

## **Gender and Sexuality Studies Courses**

### **GSS 1000. Introduction to Women's Studies. Units: 3**

A multidisciplinary exploration of women's studies scholarship covering women's experiences, histories, and achievements in a variety of contexts and fields. The course critically examines gender as a social construct and the differential experiences of women related to intersectional identities, power, equity, and human rights both domestically and globally. Satisfies GE Category D3; DI designation; G designation. Formerly GSS 100.

### **GSS 1010. Introduction to Masculinity Studies. Units: 3**

Multidisciplinary exploration of how masculinity is constructed, understood, represented, and behaviorally expressed across multiple contexts and through its intersections with sex, sexuality, culture, nationality/geography, social class, physicality, race, ethnicity, and age. Satisfies GE Category D3; DI designation; G designation. Formerly GSS 101.

### **GSS 1020. Introduction to Transgender Studies. Units: 3**

Multidisciplinary exploration of the field of transgender studies. The course will explore how trans identities intersect with a diversity of other identities and how trans experiences vary across cultural, global, and historical contexts.

### **GSS 1030. Introduction to Lesbian, Gay, Bisexual, Transgender, and Queer Studies. Units: 3**

Multidisciplinary exploration of the field of lesbian, gay, bisexual, transgender, and queer studies. Explores historical events and contemporary issues related to LGBTQ populations, social justice, and the intersections of sexual and gender identities with other identities such as race, ethnicity, sex, social class, religion, ability, and nationality/ geography. Satisfies GE Category D2; DI designation; G designation. Formerly offered as GSS 103.

### **GSS 3901. Special Topics in Gender and Sexuality Studies. Units: 3**

Examination of selected topics of current interest in gender and sexuality studies. May be repeated for credit as topics change. Formerly offered as GSS 390.

### **GSS 4200. Feminist Theory. Units: 3**

An interdisciplinary survey of key feminist theoretical texts, intellectual traditions, and research while exploring the implications and applications of feminist theory across multiple contexts domestically and globally. This course seeks to provide students with an accurate understanding of feminism, its usefulness in understanding social problems, and aims to empower students to work toward sex and gender equity. Satisfies GE Category D4, DI designation; G designation. Formerly GSS 420.

### **GSS 4250. Women as Agents of Social Change. Units: 3**

Historical and contemporary analysis of women as agents of social change, including responses to sex and gender-based discrimination, consideration of feminist theories of social change and debates over how to create more equitable and inclusive societies. Formerly GSS 425.

**GSS 4500. Queer Theory. Units: 3**

An interdisciplinary exploration of queer theory through examining vital theoretical texts, intellectual traditions, and research while exploring the implications and applications of queer theory across multiple contexts domestically and globally. The course will provide students with a conceptual framework to critically analyze how gender and sexuality relate to social justice within changing historical and cultural contexts. Satisfies GE Category D4; DI designation; G designation. Formerly GSS 450.

**GSS 4550. Sexualities and Society. Units: 3**

This course provides an introduction to the sociology of sexualities. We often think of sex and sexuality as deeply personal and private, but in this class, we'll also learn how sexualities are profoundly social - that is, how sexualities are situated in larger social contexts. In this class, we will critically unpack how sex and sexuality are socially constructed, experienced, regulated, and contested in society.

**GSS 5751. Internship in Gender and Sexuality Programs and Services. Unit: 1**

Quarter Prerequisite: consent of the Gender and Sexuality Studies Program Committee coordinator

Supervised work and study in private or public organizations involving gender and sexuality issues. May be repeated twice for credit, a total of six units may apply toward graduation. Graded credit/no credit. Formerly GSS 575D.

**GSS 5752. Internship in Gender and Sexuality Programs and Services. Units: 2**

Quarter Prerequisite: consent of the Gender and Sexuality Studies Program Committee coordinator

Supervised work and study in private or public organizations involving gender and sexuality issues. May be repeated once for credit, a total of four units may apply toward graduation. Graded credit/no credit. Formerly GSS 575B.

**GSS 5753. Internship in Gender and Sexuality Programs and Services. Units: 3**

Quarter Prerequisite: consent of the Gender and Sexuality Studies Program Committee coordinator

Supervised work and study in private or public organizations involving gender and sexuality issues. May be repeated once for credit, a total of six units may apply toward graduation. Graded credit/no credit. Formerly GSS 575C.

**GSS 5951. Independent Study. Unit: 1**

Quarter Prerequisite: junior standing, consent of instructor and approval by the Gender and Sexuality Program coordinator

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 six units of independent study may be applied toward the minor or certificate in gender and sexuality studies.

**GSS 5952. Independent Study. Units: 2**

Quarter Prerequisite: junior standing, consent of instructor and approval by the Gender and Sexuality Program Committee coordinator

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 six units of independent study may be applied toward the minor or certificate in gender and sexuality studies.

**GSS 5953. Independent Study. Units: 3**

Quarter Prerequisite: junior standing, consent of instructor and approval by the Gender and Sexuality Program Committee coordinator

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 six units of independent study may be applied toward the minor or certificate in gender and sexuality studies.

**Master of Arts in Teaching Courses****EMAT 5100. Technology and Instructional Practices for Educators. Unit: 1**

An emphasis on integrating new media and educational technology with content knowledge in K-12 classrooms. Enhances student knowledge and skills to use technology to introduce, reinforce, extend, enrich, assess, and remediate learning. Graded A through C-/No credit.

**EMAT 5101. Education, Diversity and Social Justice. Units: 3**

Examines issues of disparity among racial, cultural and linguistic groups in California and the U.S. Interactions among factors such as teaching quality, educational equity, state/federal policies, and achievement gaps are explored. Disparities in educational opportunities and resources are examined with an emphasis on social justice. Formerly offered as EELB 510. Grading is A through C-/No Credit.

**EMAT 6011. Advanced Study in Literacy across the Curriculum. Units: 3**

A focus on advanced knowledge, skills, and abilities to teach reading/ language arts across the different school subjects. Prepares teachers to effectively engage students in learning the language, texts, and literacy practices across different subjects. The role of theoretical frameworks in literacy instruction and learning is highlighted. The importance of literacy instruction and learning that is grounded in social, cultural, historical, psychological, political, and ideological practices is emphasized. Connections between different theoretical perspectives and real-life classroom practices are explored. Graded A through C-/No Credit.

**EMAT 6012. Advanced Teaching Methods. Units: 3**

Advanced knowledge and skills to implement innovative and creative teaching methods to reach diverse students in schools including English Language Learners. Emphasis on high-impact practices including classroom discussion, collaborative problem solving, metacognitive strategies, formative assessment, effective feedback, scaffolding, and technology to creating inclusive learning environments and maintaining high expectations for all students. Grading is A through C-/No Credit.

**EMAT 6013. Educational Research: Inquiry into Classrooms. Units: 3**

Educational research with an emphasis on inquiry about teaching, learning and other concepts/practices. Student-directed, interest-driven approaches to new knowledge about the complexity of today's classrooms. Develop hands-on, minds-on skills that increase student engagement in learning. Students will learn effective strategies that they can implement to understand the complex work of student learning; prioritize the knowledge, skills and background experiences that students bring to the classroom; and promote active problem-solving, communication, and the shared construction of new ideas in the classroom. Graded A through C-/No credit.



**EMAT 6014. Assessment and Instructional Differentiation. Units: 3**

Advanced assessment strategies to measure student performance and deliver effective differentiation of instruction based on a variety of theoretical perspectives from psychology. A focus on formative assessment and the use of feedback that enables enhances learning. Differentiated assessment strategies for diverse learning needs. Understanding the role of assessment in effective instructional planning and implementation. The course explores how assessment affects the other classroom elements (learning environment, curriculum, instruction, and leadership and management). Graded A through C-/No credit.

**EMAT 6015. Leadership in Education. Units: 3**

Designed to introduce students to leadership experience and leadership roles in schools. The course will emphasize initiatives teachers can take to improve school-wide policies and programs, teaching and learning opportunities, and communication across stakeholders. In particular, this course will provide students the knowledge to improve their schools by developing the skills required to act as leaders. Graded A through C-/No Credit.

**EMAT 6016. Social Justice in Education. Units: 3**

Examines issues and research on disparity among racial, culturally responsive, and anti-racist in education. The course develops multiple perspectives to educate each and every student regardless of social class, culture, race, ethnicity, language, gender, and sexual identity.

**EMAT 6017. Advanced Educational Psychology. Units: 3**

This is an advanced seminar exploring recent research, theory, and practice concerning cognition, social-emotional development, learning and instruction, and motivation within diverse educational contexts. The course uses social science research to explore educational practices, student characteristics, learning processes, teaching strategies, and classroom evaluation in today's diverse and rapidly changing educational communities. Formerly EDCI 638.

**EMAT 6018. Advanced Seminar in Education. Units: 2**

The seminar is designed to prepare and support students as they write their theses, projects, or prepare for the comprehensive examinations. Graded Credit/No credit.

**EMAT 6020. Seminar in Professional Development. Units: 3**

Principles and processes to enhance students' knowledge, skills, and dispositions for planning, developing and evaluating professional development (PD) activities and programs. Course focuses on procedures for identifying teacher needs, establishing PD goals and outcome criteria. Includes the study of professional development models such as Lesson Study, Professional Learning Communities (PLC), and Personal/Professional Service.# Graded A through C-/No credit.

**EMAT 6960. Culminating Experience: Project. Units: 3**

The project address a practical educational problem resulting in resolution or a product that has application. Students apply original thinking, critical and independent thinking to what they have learned in the program to address real-life situations, problems or challenges. Graded Credit/No credit.

**EMAT 6970. Culminating Experience: Thesis. Units: 3**

Students conduct original research under the guidance of a faculty advisor. Students show evidence of systematically addressing original research questions, critical and independent thinking. Graded Credit/No credit.

**EMAT 6979. Comprehensive Preparation in Teacher Education. Units: 3**

Prerequisites: Completion of courses for the program, advancement to candidacy and permission of program coordinator  
Review and prepare for the written comprehensive examination. Case studies will be presented. Consent required.

**EMAT 6980. Comprehensive Examination. Units: 0**

The comprehensive examination is designed to assess the cumulative knowledge, skills and abilities that students have acquired over the period of being in the master program. Graded Credit/No credit.

**Multiple Subject Courses****EDMS 2301. Introduction to Education. Units: 2**

Semester Prerequisite: admission to the Integrated Track for the Multiple Subject Credential program  
Perspectives on public school teaching for potential elementary teachers including the various roles of teachers the society and history. 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. Formerly EELB 230. Graded A through C-/No Credit.

**EDMS 3010. Growth and Development in Socio-Educational Contexts. Units: 3**

A comprehensive introduction to human development from birth through adolescence. Emphasis is on physical, cognitive, social-emotional, moral, and language development within educational contexts as affected by race, sex, culture, home language, gender, sexual orientation, socioeconomic status, and special needs. A minimum of 15 hours of observation in an approved school setting is required for this course. Graded A through C-/No Credit. Formerly EELB 301.

**EDMS 3011. Observational Methods and Data Collection in School Contexts. Units: 3**

Introduction to observational methodologies and data collection techniques used to collect information about children's growth and school contexts. Students will observe, record, analyze, and interpret school age students growth and development as they relate to current developmental research, theories, and school practices. A minimum of 15 hours of child observation will be required. Formerly offered as EELB 301.

### **EDMS 4100. Psychological Foundations of Education. Units: 3**

Quarter Prerequisite: admission to the Multiple Subject Credential Program

Overview of psychological principles as 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 linguistically and culturally diverse classrooms. Requires a minimum ten-hour field component in an approved setting. Graded A through C-/No credit. Formerly EELB 317.

### **EDMS 4101A. Language Arts Teaching and Learning. Units: 3**

Quarter Prerequisite: admission to the Multiple Subject Credential Program

This course provides teacher candidates with the skills, knowledge and practices that promote reading and language arts learning in language arts, content-area instruction and differentiated instruction for all students. The focus of instruction will be on a variety of teaching strategies and theories that inform English Language Arts instruction and learning. Graded A through C-/No Credit. Formerly EELB 315.

### **EDMS 4101B. Language Arts Teaching and Learning in Bilingual Settings. Units: 3**

Semester Prerequisite: admission to the multiple subject credential program. Quarter Prerequisite: admission to the Multiple Subject Credential Program

This course prepares teacher candidates with the skills, knowledge and practices that promote student learning of reading and language arts in bilingual settings. The course examines current theories of biliteracy development and strategies for teaching emergent bilingual learners, with a particular focus on Language Arts instruction. Requires field component including participation with emergent readers in an approved Multiple Subject bilingual setting. Graded A through C-/No credit. Formerly EELB 316.

### **EDMS 4102. Pedagogical Foundations for Teaching English Learners. Units: 3**

Semester Prerequisite: admission to the Multiple Subject Credential Program. Quarter Prerequisite: admission to the Multiple Subject Credential Program

Examines second language acquisition theories and principles, and instructional practices designed to develop the linguistic, social, and academic proficiency of English learners. Overview of educational equity for culturally and linguistically diverse learners, as this applies to the core curriculum, school practices, and high academic achievement. This course requires a field component at an approved public school setting, K through 6, where English learners attend. Graded A through C-/No credit. Formerly EELB 313.

### **EDMS 4103. Creating Supportive and Engaging Learning Environments. Units: 2**

Quarter Prerequisite: Admission to the Multiple Subject Credential Program

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 management plan based on research and personal educational philosophy. Formerly EELB 422. If not taken concurrently with student teaching, then five hours of fieldwork will be required. Graded A through C-/No credit.

### **EDMS 4107A. Supervised Student Teaching in Multiple Subject. Units: 6**

Semester Prerequisite: Must be a graduate student or admitted to the Multiple Subject Credential Program

Structured, supervised student teaching experience in a TK-6 setting. Those seeking a bilingual added authorization are placed in a bilingual setting. Formerly EELB 540A. Grading: Credit/No credit.

### **EDMS 4107B. Supervised Student Teaching in Multiple Subject II. Units: 3**

Semester Prerequisite: Complete all Phase I courses, including EDMS 4110. Quarter Prerequisite: Complete all phase I courses, including supervised student teaching I

Semester Corequisite: EDMS 4111

Structured, supervised teaching experience in a TK-6 setting. Those seeking a bilingual added authorization are placed in a bilingual setting. Formerly EELB 540B. Must be taken concurrently with EDMS 4111.

### **EDMS 4108A. Supervised Intern Teaching in Multiple Subject I. Units: 3**

Semester Prerequisite: complete all program prerequisites. Prerequisite: EELB 312, EELB 313, EELB 315 or EELB 316, EELB 317, EELB 422, EELB 423, EELB 425, and EELB 560A

Application of theory to practice for intern teachers currently teaching in TK-6 settings. 16 weeks over two semesters of supervised intern teaching are required. Provides intern teachers the opportunity to learn from experienced educators, evaluated against California Teaching Performance Expectations, and to have the support and guidance from site administrators, mentor teacher, and EL expert in order to become effective educators. Graded Credit/No credit. Formerly EELB 560A.

### **EDMS 4108B. Supervised Intern Teaching in Multiple Subject II. Units: 3**

Semester Prerequisite: EDMS 4108A. Quarter Prerequisite: EELB 312, EELB 313, EELB 315 or EELB 316, EELB 317, EELB 422, EELB 423, EELB 425, and EELB 560A

Provides the second semester of supervised student teaching for intern teachers currently teaching in TK-6 settings. 16 weeks over two semesters of supervised intern teaching are required, this is the second semester. Application of theory to practice , provides intern teachers the opportunity to learn from experienced educators, evaluated against California Teaching Performance Expectations, and to have the support and guidance from site administrators, mentor teacher, and EL expert in order to become effective educators. Formerly EELB 560B. Graded Credit/ No Credit.

### **EDMS 4109. Internship Seminar for Multiple Subject. Units: 3**

EDMS 4109 is designed to prepare teacher candidates for a successful completion of their intern teaching assignment and for the entry and success in a professional teaching position in public schools. The teaching/learning methods used in this course will include lecture/demonstration, small group work, and class discussion, a variety of active-learning techniques, microteaching, and independent work. This course is offered during the first semester of internship. Formerly offered as EELB 480. Grading is A through C-/No Credit.

### **EDMS 4110. Assessment Seminar: CalTPA Cycle. Units: 3**

Semester Corequisite: EDMS 4107A

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. Preparation and individual mentoring for CalTPA 1 and 2. Graded Credit/No credit. Formerly EELB 520E.

### **EDMS 4111. Assessment Seminar: CalTPA Cycle 2. Units: 2**

Semester Prerequisite: EDMS 4110

Semester Corequisite: EDMS 4107B

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. Preparation and individual mentoring for TPA Cycle 2. Formerly EELB 520F. Graded Credit/No credit.

### **EDMS 5104. Mathematics Teaching and Learning. Units: 3**

Semester Prerequisite: Admission to the Multiple Subject Credential Program. Quarter Prerequisite: Admission to the Multiple Subject Credential Program

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. Graded A through C-/No credit. Formerly EELB 423.

### **EDMS 5105. Science Teaching and Learning. Units: 3**

Semester Prerequisite: admission to the Multiple Subject Credential Program

Introductory course in curriculum and pedagogy in science and health. Emphasis on implementing state adopted science and health curriculum standards in an elementary classroom, including designing instruction to integrate technology and meet academic needs of all learners such as English language learners and special needs students. If not taken concurrently with Student Teaching, then six hours of fieldwork will be required. Graded A through C-/No credit. Formerly EELB 532.

### **EDMS 5106A. Social Studies and the Arts Teaching and Learning. Units: 3**

Semester Prerequisite: Admission to the Multiple Subject Credential Program and completion of all Phase I courses. Quarter Prerequisite: admission to the Multiple Subject Credential Program and completion of all Phase I, II and III courses for intern teachers  
Methods of teaching 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 needs of all learners including English language learners and learners with special needs. Graded A through C-/No credit. Formerly EELB 533.

### **EDMS 5106B. Social Studies and the Arts Teaching and Learning in Bilingual Settings. Units: 3**

Semester Prerequisite: Admission to the Multiple Subject Credential Program and completion of all Phase I courses

Methods of teaching history/social studies and the visual/performing arts in bilingual settings. 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 534. Six hours of fieldwork will be required.

## **Reading Education Courses**

### **ERDG 6100. Foundations of Literacy. Units: 3**

Survey of theories of literacy, literacy development and learning, approaches to literacy instruction and assessment. Formerly ERDG 620.

### **ERDG 6110. Literacy and Language Processes. Units: 3**

Language development processes that underlie effective literacy curriculum, including bilingual and English Learner development. Literacy development and reading/ writing processes. Formerly offered as ERDG 627.

### **ERDG 6120. Literacy Assessment, Intervention and Evaluation. Units: 3**

Semester Prerequisite: ERDG 6100

Investigation of literacy assessments, strategies for their use in literacy instruction and early intervention, assessment design. Evaluation for literacy instruction. Meeting the literacy needs of all learners. Formerly offered as ERDG 619.

### **ERDG 6130. Contemporary Issues and Research in Literacy. Units: 3**

Semester Prerequisite: ERDG 6100. Quarter Prerequisite: ERDG 626  
Advanced critical and contemporary perspectives affecting literacy and literacy education for grades PreK-12. Understanding and utilizing contemporary research in Literacy. Advanced professional competencies for the literacy leader and educator. Formerly offered as ERDG 656.

### **ERDG 6140. Technology, Multimodality and Digital Literacies for Educators. Units: 3**

Advanced theory, research and classroom practices for integrating technology, multimodality and digital literacies in English Language Arts classrooms.

### **ERDG 6200. Critical and Cultural Approaches to Literacy. Units: 3**

Semester Prerequisite: ERDG 6100. Quarter Prerequisite: ERDG 626  
Explores diversity and culture as they affect literacy development and instruction. Using multicultural literature in the literacy curriculum and creating a culture of literacy. Understanding multiple literacies, genres, and modalities as they affect the literacy curriculum. Integrates a critical approach of power and diversity as it impacts literacy. Formerly offered as ERDG 636.

### **ERDG 6210. Materials, Curriculum and Approaches to Literacy. Units: 3**

Semester Prerequisite: ERDG 6100. Quarter Prerequisite: ERDG 627  
Investigating, creating and making critical judgments about curriculum approaches and materials, including software and digital resources, appropriate to different theoretical perspectives. Formerly offered as ERDG 637.

### **ERDG 6220. Practicum in Reading and Literacy. Units: 3**

Semester Prerequisite: ERDG 6100, ERDG 6110, ERDG 6120. Quarter Prerequisite: ERDG 619

Applying reading and literacy instructional strategies; implementing, analyzing and interpreting diagnostic assessments; planning for and delivering tutorial and intervention. Formerly ERDG 639.

### **ERDG 6230. Leadership Roles in Reading and Literacy. Units: 3**

Semester Prerequisite: ERDG 6100. Quarter Prerequisite: ERDG 626, 627, 619, 636, 637, 647, and consent of coordinator  
Investigation of literacy leadership roles in schools and districts. 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 offered as ERDG 657.

### **ERDG 6240. Advanced Curriculum Perspectives in Literacy. Units: 3**

Examination of theoretical approaches that affect literacy curriculum. Advanced curriculum design. Formerly offered as ERDG 647.

### **ERDG 6980. Comprehensive Examination. Units: 0**

Semester Prerequisite: advancement to candidacy, approval of department, completion of course work in the masters program, and in good academic standing. Quarter Prerequisite: 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. Formerly ERDG 999.

## **Sci, Tech, Engin, Math Edu Courses**

### **ESTM 5114. Technology and Engineering in STEM Education. Units: 3**

Study of technology and engineering tools, practices, and standards that contribute to K-12 Science, Technology, Engineering, and Mathematics (STEM) education.

### **ESTM 6104. Foundations of STEM Education. Units: 3**

Overview of philosophy, perspectives, and standards of Science, Technology, Engineering, and Mathematics (STEM) education that contribute to an integrated view of STEM education. Formerly offered as ESTM 510.

### **ESTM 6134. Assessment in STEM Education. Units: 3**

Quarter Prerequisite: ESTM 510 or consent of program coordinator  
Introduction to assessment strategies that enhance learning in STEM education. Topics include formative and summative assessment, student feedback, development and analysis of assessment item, measurement methods, and data driven decision making. Previously offered as ESTM 613.

### **ESTM 6203. Advanced Teaching Methods in STEM Education. Units: 3**

Emphasis is on curricular connections across topics, disciplines and grade levels, fostering scientific and mathematical thinking and practices, STEM integration, and equitable teaching strategies.

### **ESTM 6234. Teaching Science in STEM Education. Units: 3**

Emphasis is on curricular connections across topics and grade levels, fostering scientific thinking and practices, STEM integration, research and trends in science education that impact teaching and learning of science.

### **ESTM 6244. Teaching Mathematics in STEM Education. Units: 3**

Quarter Prerequisite: ESTM 510, ESTM 511, MATH 115 or equivalent, MATH 301A, MATH 301B, MATH 301C, and MATH 308 or consent of program coordinator

The emphasis is on curricular connections across topics and grade levels, fostering mathematical thinking and practices, STEM integration, research and trends in mathematics education that impact teaching and learning of mathematics.

### **ESTM 6284. Equity in STEM Education. Units: 3**

An examination of the issues of diverse student groups based on race, ethnicity, language, socio-economic status, gender, and special needs in STEM education. Emphasis is on approaches to ensure equity in STEM education, such as differentiation strategies and culturally relevant teaching.

### **ESTM 6344. Research Methods in STEM Education. Units: 3**

Quarter Prerequisite: ESTM 510 or consent of the instructor  
Introduction to the major educational research methods and paradigms with an emphasis on reflective, practitioner-directed inquiry. Formerly offered as ESTM 634.



### **ESTM 6920. Practicum in STEM Education. Units: 3**

Prerequisites: Consent of the instructor  
Practicum course including application of research-based STEM Education practices in formal and informal educational settings. Consent of the instructor.

### **ESTM 6930. Advanced Disciplinary Topics in STEM Education. Units: 3**

Advanced study of subject matter pedagogy in STEM-related disciplines to enable candidates to incorporate current and relevant content knowledge in STEM Education. Consent of the instructor.

### **ESTM 6954. Advanced topics in STEM Education. Units: 3**

Semester Prerequisite: Advancement to candidacy and approval from program coordinator  
Culminating experience for STEM Education master's students. Synthesis of current trends and practices in STEM Education in the local and national context.

### **ESTM 6963. STEM Education Master Project. Units: 3**

Semester Prerequisite: Prerequisites:##ESTM 6344, advancement to candidacy, and approval of project proposal by the student's advisory committee  
Independent graduate project in STEM Education conducted under the direction of the student's advisory committee.

### **ESTM 6973. STEM Education Master Thesis. Units: 3**

Semester Prerequisite: ESTM 6344, advancement to candidacy, and approval of thesis proposal by the student's advisory committee  
Independent graduate research related to issues in STEM Education conducted under the direction of thesis committee.

### **ESTM 6980. STEM Education: Comprehensive Examination. Units: 0**

Semester Prerequisite: Completion of course work in the master's program, advancement to candidacy, in good academic standing and approval of the program coordinator. Quarter Corequisite: ESTM 681.  
Quarter Prerequisite: ESTM 680, completion of course work in the master's program, advanced to candidacy, approval of the department, and in good academic standing  
Semester Corequisite: ESTM#6954  
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.

### **ESTM 6990. Continuous Enrollment for Graduate Candidacy Standing. Units: 0**

Quarter Prerequisite: 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 a Continuous Enrollment for Graduate Candidacy Standing course each quarter until the project or thesis is accepted or the comprehensive examination passed. Students who enroll 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. Continuous Enrollment for Graduate Candidacy Standing 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 6991. Continuous Enrollment for Graduate Candidacy Standing. Unit: 1**

Quarter Prerequisite: 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 a Continuous Enrollment for Graduate Candidacy Standing course each quarter until the project or thesis is accepted or the comprehensive examination passed. Students who enroll 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. Continuous Enrollment for Graduate Candidacy Standing 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 6992. Continuous Enrollment for Graduate Candidacy Standing. Units: 2**

Quarter Prerequisite: 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 a Continuous Enrollment for Graduate Candidacy Standing course each quarter until the project or thesis is accepted or the comprehensive examination passed. Students who enroll 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. Continuous Enrollment for Graduate Candidacy Standing 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 6993. Continuous Enrollment for Graduate Candidacy Standing. Units: 3**

Quarter Prerequisite: 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 a Continuous Enrollment for Graduate Candidacy Standing course each quarter until the project or thesis is accepted or the comprehensive examination passed. Students who enroll 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. Continuous Enrollment for Graduate Candidacy Standing 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 6994. Continuous Enrollment for Graduate Candidacy Standing. Units: 4**

Quarter Prerequisite: 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 a Continuous Enrollment for Graduate Candidacy Standing course each quarter until the project or thesis is accepted or the comprehensive examination passed. Students who enroll 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. Continuous Enrollment for Graduate Candidacy Standing 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 6995. Continuous Enrollment for Graduate Candidacy Standing. Units: 5**

Quarter Prerequisite: 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 a Continuous Enrollment for Graduate Candidacy Standing course each quarter until the project or thesis is accepted or the comprehensive examination passed. Students who enroll 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. Continuous Enrollment for Graduate Candidacy Standing 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 6996. Continuous Enrollment for Graduate Candidacy Standing. Units: 6**

Quarter Prerequisite: 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 a Continuous Enrollment for Graduate Candidacy Standing course each quarter until the project or thesis is accepted or the comprehensive examination passed. Students who enroll 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. Continuous Enrollment for Graduate Candidacy Standing 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.

## **Secondary Education Courses**

### **ESEC 5000. Early Fieldwork Seminar. Units: 3**

This course is the first of two Clinical Practice fieldwork courses designed to provide single subject credential candidates practical hands-on experience in schools. Candidates are required to conduct Early Fieldwork hours (120 hours) including observations, tutoring diverse learners, small group work, and completing fieldwork assignments from the various program courses. The course also requires candidates to explore and reflect on school-wide policies, classroom environments, classroom management and procedures, and instructional design. The seminars link coursework with practice and provide collegial support for the candidates. Graded credit/no credit.

### **ESEC 5001. Classroom Management & Pedagogy. Units: 3**

Semester Prerequisite: Admission into the Single Subject Program  
This course explores current research, theory, and best practices for managing student behavior in secondary classrooms. Topics include managing classroom routines and procedures, setting clear behavioral expectations, appropriate pedagogy and communicating expectations to students and families, and developing positive interventions to promote student social-emotional growth.

### **ESEC 5002. Educational Equity and Advocacy. Units: 3**

This course provides students with the essential knowledge and dispositions of culturally responsive, anti-racist, and critical education. The course highlights the imperative to teach with multiple perspectives and develops student capacity to teach all youth regardless of social class, culture, race, ethnicity, language, gender, and sexual identity.

### **ESEC 5003. Pedagogical Foundations for English Language Learners in Secondary Classrooms. Units: 3**

This course explores strategies for modifying instruction to teach all students, including English language learners, effectively. The course provides students with the knowledge and skills necessary to create inclusive learning environments and maintain high expectations for all students. This course may not use it for master's credit.

**ESEC 5004. Adolescent Development and Educational Theory. Units: 3**

The course highlights the ways adolescents interact within school settings, and examines research on adolescent development as it pertains to effective teaching. Students will explore various theories of physical, cognitive, social, and emotional development, and consider how those theories inform teaching in secondary school contexts.

**ESEC 5450. Adolescents Literacy Tutoring. Units: 3**

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. Department consent required.

**ESEC 6002. Educational Equity and Advocacy. Units: 3**

This course provides students with the essential knowledge and dispositions of culturally responsive, anti-racist, and critical education. The course highlights the imperative to teach with multiple perspectives and develops student capacity to teach all youth regardless of social class, culture, race, ethnicity, language, gender, and sexual identity.

**ESEC 6003. Pedagogical Foundations for English Language Learners in Secondary Classrooms. Units: 3**

This course explores strategies for modifying instruction to effectively teach all students, including English language learners. The course provides students with the knowledge and skills necessary for creating inclusive learning environments and maintaining high expectations for all students.

**ESEC 6004. Adolescent Development and Educational Theory. Units: 3**

The course highlights the ways adolescents interact within school settings, and examines research on adolescent development as it pertains to effective teaching. Students will explore various theories of physical, cognitive, social, and emotional development, and consider how those theories inform teaching in secondary school contexts.

**ESEC 6005. Literacy Across the Content Areas. Units: 3**

This course explores how to teach reading and writing to prepare students for discipline-specific thinking across content areas. The course includes the design and implementation of formative and summative assessments in the classroom.

**ESEC 6006. Secondary Education Special Topics (Capstone). Units: 3**

Quarter Prerequisite: Admission to the Single Subject Program

This course provides students with ethical and legal guidelines for special education, school discipline, data privacy, copyright & technology use agreements, internet security, and other issues for classroom teachers. Exploring the influences of political, social, economic, legal and cultural issues on schools and classroom practices.

**ESEC 6010. Methods of Teaching in the Content Areas: Art. Units: 3**

This course provides students with an understanding of the existing knowledge-base of teaching methods in Art, and the skills to plan and implement subject-specific pedagogy for Art in secondary classrooms. Topics include selecting and adapting methods of teaching for the content areas, planning lessons and units, assessing learning and developing practices that promote inquiry and critical thinking.

**ESEC 6011. Methods of Teaching in the Content Areas: English. Units: 3**

This course provides students with an understanding of the existing knowledge-base of teaching methods in English/ Language Arts and the skills to plan and implement subject-specific pedagogy in English/ Language Arts secondary classrooms. Topics include selecting and adapting methods of teaching for the content areas, planning lessons and units, assessing learning, and developing practices that promote inquiry and critical thinking.

**ESEC 6012. Methods of Teaching in the Content Areas: World Language. Units: 3**

This course provides students with an understanding of the existing knowledge-base of teaching methods in World Languages and the skills to plan and implement subject-specific pedagogy in secondary World Languages classrooms. Topics include selecting and adapting methods of teaching for the content areas, planning lessons and units, assessing learning, and developing practices that promote inquiry and critical thinking.

**ESEC 6013. Methods of Teaching in the Content Areas: Mathematics. Units: 3**

This course provides students with an understanding of the current knowledge-base of teaching methods in mathematics and the skills required to plan, evaluate, and implement effective mathematics pedagogy in secondary classrooms. Topics include selecting and adapting evidence-based methods of teaching for the content area of mathematics, planning lessons and units, assessing learning, and developing practices and dispositions that promote inquiry and critical thinking.

**ESEC 6014. Methods of Teaching in the Content Areas: Music. Units: 3**

This course provides students with an understanding of the existing knowledge-base of teaching and the skills to plan and implement subject-specific pedagogy in secondary classrooms. Topics include selecting and adapting methods of teaching for the content areas, planning lessons and units, assessing learning, and developing practices that promote inquiry and critical thinking.

**ESEC 6015. Methods of Teaching in the Content Areas: Physical Education. Units: 3**

This course provides students with an understanding of the existing knowledge-base of teaching Physical Education and the skills to plan and implement subject-specific pedagogy in secondary Physical Education classrooms. Topics include selecting and adapting methods of teaching for the content areas, planning lessons and units, assessing learnings, and developing practices that promote inquiry and critical thinking.

### **ESEC 6016. Methods of Teaching in the Content Areas: Science. Units: 3**

This course provides students with an understanding of the existing knowledge-base of teaching Science and the skills to plan and implement subject-specific pedagogy in secondary Science classrooms. Topics include selecting and adapting methods of teaching for the content areas, planning lessons and units, assessing learning, and developing practices that promote inquiry and critical thinking.

### **ESEC 6017. Methods of Teaching in the Content Areas: Social Science. Units: 3**

This course provides students with an understanding of the existing knowledge-base of teaching Social Science and the skills to plan and implement subject-specific pedagogy in secondary Social Science classrooms. Topics include selecting and adapting methods of teaching for the content areas, planning lessons and units, assessing learning, and developing practices that promote inquiry and critical thinking.

### **ESEC 6020. Supervised Field Experience I. Units: 6**

This course is intended to help the teacher candidate make the transition from a college student to classroom teacher. Student teaching is an opportunity for the candidate to enact the theories, practices and strategies learned in the foundational stage of the credential program. In the initial stages of this transformative experience, the teacher candidate will observe the Resident Teacher and orient her/himself to the students and the school culture. Over the course of the semester the candidate will have increasing responsibility for the classroom, teaching an increasing number of periods through the school day. Student teaching is a full-time, all day experience in a public school setting. Graded: Credit/No Credit.

### **ESEC 6022. Supervised Field Experience II. Units: 3**

Semester Prerequisite: ESEC 6020

Semester Corequisite: ESEC 6032, ESEC 6033

This course is intended to help the teacher candidate make the transition from a college student to classroom teacher. Student teaching is an opportunity for the candidate to enact the theories, practices and strategies learned in the foundational stage of the credential program. In this second stage of student teaching, teacher candidates will assume more responsibility for the classroom, teaching an increasing number of periods through the school day. Student teaching is a full-time, all day experience in a public school setting. Graded: Credit/No Credit.

### **ESEC 6030. Teaching Performance Assessment Supervised Study I. Unit: 1**

This course will prepare students to submit their Teaching Performance Assessment. This will include one-on-one mentoring sessions to supervise and provide guidance on student work for the TPA. Graded credit/no credit.

### **ESEC 6031. Teaching Performance Assessment Seminar. Units: 3**

This course guides the teacher candidate in preparing for and responding to the California Commission on Teacher Credential (CCTC) state mandated Teacher Performance Assessment required of all teacher candidates. This state mandated assessment evaluates what teacher candidates know and are able to do before being recommended for a teacher credential. In this course students will engage in practical exploration of and preparation for the TPA Cycle 1. Can be taken a maximum of two times for a total of six units. Graded Credit/No credit.

### **ESEC 6032. Teaching Performance Assessment Supervised Study II. Unit: 1**

This course will prepare students to submit part II of their Teaching Performance Assessment. This will include one-on-one mentoring sessions to supervise and provide guidance on student work for the TPA. Graded Credit/No credit.

### **ESEC 6033. Teaching Performance Assessment Seminar II. Units: 2**

Semester Prerequisite: Must have completed Teaching Performance Assessment Seminar I

This course guides the teacher candidate in preparing for and responding to the California Commission on Teacher Credential (CCTC) state mandated Teacher Performance Assessment required of all teacher candidates. This state mandated assessment evaluates what teacher candidates know and are able to do before being recommended for a teacher credential. In this course students will engage in practical exploration of and preparation for the TPA Cycle 2. Graded Credit/No credit.

### **ESEC 6034. Teaching Performance Assessment Seminar. Units: 3**

This course guides the teacher candidate in preparing for and responding to the California Commission on Teacher Credential (CCTC) state mandated Teacher Performance Assessment required of all teacher candidates. This state mandated assessment evaluates what teacher candidates know and are able to do before being recommended for a teacher credential. In this course students will engage in practical exploration of and preparation for the TPA Cycles 1 and 2. Can be taken a maximum of two times for a total of six units. Graded Credit/No credit.

### **ESEC 6055. Internship Seminar I. Units: 2**

This course provides support and guidance to the intern teacher candidate. The intern candidate is a full-time teacher with full responsibilities of the classroom in a cooperating school district. On a daily basis, the intern will demonstrate and refine their teaching of content area standards as well as demonstrate effective use of the theories and strategies learned in the foundational stage of the credential program. Graded credit/no credit. Formerly offered as ESEC 555.

### **ESEC 6056. Internship Seminar II. Units: 2**

This course is the second phase of supervised intern teaching. In this course, the candidate continues to receive support and refine their teaching of content area standards. Graded credit/no credit. Formerly offered as ESEC 556.

### **ESEC 6071. Intern Supervision I. Units: 3**

Semester Prerequisite: Admission to Single Subject Program and Intern requirements met. Quarter Prerequisite: enrollment in Single Subject Program and meeting Intern requirements

Supervised field experience for full-time intern teaching in a single subject setting in a public school. Formerly ESEC 570A. Graded Credit/No Credit.

### **ESEC 6072. Intern Supervision II. Units: 3**

Semester Prerequisite: satisfactory completion of ESEC 6071 and consent of program coordinator. Quarter Prerequisite: 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 570B. Graded Credit/No credit.



**ESEC 6605. Advanced Topics in Education.****Units: 3**

History and theory of elementary, secondary and post-secondary education within the setting of American society: underlying assumptions, organizational structure, leadership, policy, and educational change.

Multiculturalism is studied in a balanced context relevant to the educational setting. Students apply what they learn to their educational philosophy, thereby connecting theory to the daily practice in the schools. Formerly EDUC 605/6605.

**ESEC 6610A. Teaching and Learning****Technique A - Student Engagement. Units: 3**

Theories, research, and concept of human motivation and engagement related to learning and teaching. Explores what motivates students to learn and examine strategies, techniques and interventions that promote and sustain learner engagement. Historical and contemporary research on motivation, teaching and learning will be reviewed, analyzed and discussed.

**ESEC 6610B. Teaching and Learning****Technique B: Effective Communication in Education. Units: 3**

Practical approaches to effective communication in educational contexts. Correlates of effective change and the dynamics of interpersonal communication; group dynamics from a pluralistic perspective; writing and speaking for professional and academic purposes.

**ESEC 6610C. Teaching and Learning****Technique C: Instructional Facilitation. Units: 3**

Provides a context for understanding learner-centered effective questioning techniques, coaching conversations, facilitation strategies, working with struggling learners, navigating conflict, and verbal and nonverbal communication skills.