

Education — Literacy and Early Education

School of Education
and Human Development

Department of Literacy and Early Education

Jacques S. Benninga, *Chair*
Education Building, Room 250
(559) 278-0250

Credentials

- Multiple Subject, Option II
- Early Childhood Education (CLAD)
- Multiple Subject, CLAD/BCLAD
- Early Childhood Specialist
- Reading/Language Arts Specialist

M.A. in Education

Options:

- Early Childhood Education
- Reading/Language Arts

The Department

The primary mission of the Department of Literacy and Early Education is to prepare knowledgeable and professionally competent teachers and curriculum leaders in the areas of early childhood education (N-3), bilingual/cross-cultural education (K-12), and reading/language arts (K-12) in both public and private educational settings.

The department offers the Preliminary Multiple Subject Credential in both Early Childhood Education (CLAD, Option II) and Bilingual/Cross-Cultural Language and Academic Development (CLAD/BCLAD). At the graduate level, the department offers programs in early childhood education and reading/language arts.

Credential Programs

Basic Teaching Credentials. The basic Multiple Subject Teaching Credential may be earned in conjunction with a baccalaureate degree (preliminary credential) or following completion of a fifth year of professional preparation in the following areas:

1. Multiple Subject Credential — Early Childhood Education with CLAD Emphasis
2. Multiple Subject Credential with CLAD Emphasis

Specialist Teaching Credential. The specialist teaching credential represents a year



of postbaccalaureate study and two years teaching experience in an area of teaching specialization. The specialist credential may be earned by a holder of a Multiple Subject or Single Subject Credential. The Department of Literacy and Early Education offers specialist credentials in early childhood education and reading/language arts.

Master's Degree Programs

The Department of Literacy and Early Education offers advanced and specialized study for the Master of Arts degree in Education with options in early childhood education and in reading/language arts. Completion of a master's degree signifies that the holder is prepared to provide professional leadership in an area of specialization offered by the department. Most candidates for the master's degree have three or more years of successful teaching experience.

Faculty

Jacques S. Benninga, *Chair*
Susan Macy, *Coordinator*
of Early Childhood Education Emphasis (Option II), Specialist Credential and Master's Programs, (559) 278-0267
Armando Baltra, *Coordinator*
of Bilingual/Cross-Cultural Language and Academic Development,
(559) 278-0364

Robert H. Pritchard, *Coordinator*
of Reading/Language Arts Specialist
Credential and Master's Programs,
(559) 278-0278

Shareen Abramson
Armando Baltra
Imelda Basurto
Glenn DeVoogd
Bonnie L. Dutton
Elaine Garan
Adrienne Herrell
Judith C. Neal
Cecilio Orozco
Richard F. Osterberg
Marilyn R. Shelton
Gail E. Tompkins
Anthony Vang

Special Programs

Bonner Center for Character Education
and Citizenship: Jacques S. Benninga,
Director
California Reading and Literature
Project: Rosie Arenas, Co-Director
Central California Reading Recovery
Project: Judith C. Neal, Director
Joyce M. Huggins Early Education
Center: Shareen Abramson, Director
San Joaquin Valley Writing Project:
Gail Tompkins, Director

Credential Programs

Preliminary Multiple Subject Credential programs in the Department of Literacy and Early Education include: Option II — Early Childhood Education with CLAD Emphasis.

For clarification pertaining to program content, see the appropriate Multiple Subject program coordinator or contact the Student Services Office in ED 100, (559) 278-0300.

Option II — Early Childhood Education with CLAD Emphasis

The Early Childhood Education Emphasis Program prepares students to teach in the elementary grades, with special strengths in early childhood education. This block program with fieldwork and student teaching in early childhood classrooms, preschool, kindergarten, primary, and intermediate grades enables the student to obtain a Multiple Subject CLAD Credential in a specific emphasis area. Students who elect to complete the EHD 160 assignment in two semesters enroll in EHD 160A (5 units) and EHD 160B (5 units). Successful completion of EHD 160A and EHD 160B must include a minimum of one week of full-time student teaching in each assignment.

Program Requirements

1. **Subject Matter Competency.** Demonstrate subject matter competence through completion of the Multiple Subject Equivalency Program or pass the Multiple Subject Assessment of Teaching (MSAT) examination Content Knowledge and Content Area Exercises I and II.
2. **Prerequisite Requirements**
 - a. Three units of child development or child psychology coursework
 - b. **Additional Course Requirements.** LEE 133 or LING 133 and the equivalent of 6 units of the same foreign language
 - c. EHD 50 or waiver

3. Professional Preparation	<i>Units</i>
EHD 111	1
EHD 112	1
EHD 113	1
CTET 121	3
ERF 130A	1
ERF 130ECE	2
ERF 140A	1
ERF 140ECE	2
LEE 146	3
LEE 148	4

LEE 149	3
EHD 160C	10
Total	32

4. **Completion of a Bachelor's Degree.** California law requires a bachelor's degree in a subject area other than professional education.

Other Preliminary Multiple Subject Credential Programs with CLAD Emphasis.

The emphasis of CLAD/BCLAD programs is to prepare teachers to work with English language learners. The CLAD authorization will certify teachers to provide instruction for English language development and specially designed academic instruction in English. The BCLAD (Spanish and Hmong) has replaced the Bilingual/Cross-Cultural Credential and authorizes teachers to provide academic instruction to English language learners in their primary language.

Prerequisite requirements: EHD 50 or equivalent. Requirements for a Preliminary Multiple Subject Credential with CLAD/BCLAD:

1. Demonstrate subject matter competence:
 - a. Complete an approved Multiple Subject Equivalency Program, the Liberal Studies degree, or pass the Multiple Subject Assessment for Teachers (MSAT), tests for Content Knowledge and Content Area Exercises 1 and 2.
 - b. Receive written notice from the academic adviser that subject matter competence has been met.
 - c. Additional course requirements: LEE or LING 133 and the equivalent of 6 units of the same foreign language.
2. Additional classes for BCLAD: the BCLAD requires courses in addition to those listed. For specific courses, see the Liberal Studies adviser, (559) 278-0270, or Multiple Subject adviser, (559) 278-0305.

3. Professional Preparation	<i>Units</i>
EHD 110	3
CTET 121	3
CTET 125	3
ERF 130	3
ERF 140	3
CTET 150	3
LEE 146	3
LEE 149	3

EHD 160C	10
Total*	34

*Additional course for BCLAD:

LEE 139	3
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Specialist Credentials/Certificate

Specialist credentials may be earned by holders of Multiple Subject and Single Subject credentials. The specialist credential represents a year of postbaccalaureate study in an area of teaching specialization. Specialist credential programs offered through the Department of Literacy and Early Education include: (1) Early Childhood Education and (2) Reading/Language Arts.

Early Childhood Education

Specialist Credential

Admission Requirements. (1) Prerequisite: completion of a Multiple Subject Credential or Single Subject Credential, (2) Completion of an Application for Admission to the Specialist Credential Program that must be approved by the program coordinator, (3) Attainment of Postbaccalaureate Standing (Credential only) or Graduate Standing (Credential and Master's Degree).

Program	<i>Units</i>
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|--|-----------|
| 1. Course Requirements | |
| Select 15 units with approval of ECE coordinator: LEE 171, 232, 233, 235, 241, 271 | 15 |
| 2. Electives are selected from fields including special education, educational administration, bilingual education, and other fields as determined in consultation with the ECE faculty adviser | 15 |
| Total | 30 |
| 3. Experience. Two years of successful teaching experience in early childhood education. | |

Courses taken in the Early Childhood Specialist Credential Program may be used to satisfy part or all of the clear credential (fifth year) requirements provided prior approval is obtained from the early childhood education coordinator. Specialist credential courses may also be used to meet part or all of the requirements for a master's degree. It is strongly advised that application for the master's degree be completed at the same time the application for the specialist credential occurs. See the SOEHD Teacher Preparation and Services Center in ED 100 for admission information. For information about all early childhood programs,

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contact the early childhood education program coordinator at (559) 278-0267.

Reading/Language Arts Specialist Credential

Admission Requirements. (1) Complete application for postbaccalaureate standing at California State University, Fresno; (2) complete application for Admission to SOEHD graduate programs; (3) possess a GPA of 2.75 overall; (4) provide three letters of recommendation; (5) complete a Statement of Purpose; (6) take the GRE (general test) or the Miller Analogies Test and submit a copy of score; (7) successfully complete 12 semester units of education coursework; and (8) possess a basic teaching credential.

Program	Units
1. Course Requirements	
LEE 213, 214, 215, 224, 234, 244, 254, 278	24
2. Experience: Completion of a one semester supervised field experience (LEE 254) and three years of successful teaching experience at any grade level (K-12).	

Courses taken in the Reading/Language Arts Specialist Credential Program may be used to satisfy part or all of the clear credential requirements for either the Multiple Subject or Single Subject credential, provided prior approval is obtained from the fifth-year adviser. Specialist credential courses may also be used to meet part of the requirements for a master's degree. See the SOEHD Teacher Preparation and Services Center in ED 100 for admission information. For information about the Reading/Language Arts Specialist Credential, contact the reading/language arts program coordinator at (559) 278-0278.

Master of Arts Degree in Education Early Childhood Education

The Master of Arts degree in Education with an option in early childhood education offers specialized preparation for a wide variety of positions in educational settings with children from birth through the primary grades. The program is designed to meet individual needs of candidates with different experiential and educational backgrounds and varied career objectives. Students may use the program to meet fifth-year credential requirements for the Clear Teaching Credential.

Admission Requirements for Classified Standing. See *General Admission Requirements* in the *Education — Graduate Program* section in this catalog.

Program. Prerequisites: LEE 171 and 12 additional units in education or child development and an adequate background for advanced work in the field as determined by the program faculty. ERF 153 is no longer a prerequisite for admission to the program. However, it is still a prerequisite to the research core requirement, ERF 220.

Course Requirements	Units
ERF 220; ERF 285 or 288; LEE 298B or 299	10
Select 15 units with approval of ECE coordinator: LEE 171; LEE 232, 233, 235, 241, 271	15
Approved Electives	5
Total	30

For information on the M.A. in Education, early childhood education option, contact the early childhood education coordinator at (559) 278-0320.

Master of Arts Degree in Education Reading/Language Arts

The Master of Arts degree program in Education with an option in reading/language arts is designed to provide professional and specialized preparation for classroom and resource teachers and consultants; diagnosticians and supervisors in reading clinics, schools, and community colleges. It enables graduates to do consulting and editing for publishing companies and to pursue advanced graduate study in universities offering the doctoral degree.

Admission Requirements for Classified Standing. See *General Admission Requirements* in the *Education — Graduate Program* section in this catalog.

Program. Prerequisites: 12 units of professional education coursework. ERF 153 is no longer a prerequisite for admission to the program. However, it is still a prerequisite to the research core requirement, ERF 220.

Course Requirements	Units
ERF 220; ERF 285 or 288 and LEE 298A or 299	10
LEE 213, 215, 244, 278	12
Approved Electives	8
(See adviser for suggested courses or groupings. The program offers special elective groupings in Integrated Language Arts, Teaching LEP Students, Diagnostic/Clinic Experiences, and Reading Recovery.)	
Total	30

For information on the M.A. in Reading/Language Arts, contact the reading/language arts coordinator at (559) 278-0278.

COURSES

Note: Students must provide their own transportation to off-campus sites for classes, student teaching, practica and field activities, and defray any resulting expense.

Literacy and Early Education (LEE)

AR. Reading Skills (1-3; max total 3)
Designed to improve reading abilities. Emphasis on improving vocabulary, comprehension, and flexibility in reading rate. Focus is on college level textbooks. Lecture-discussion approach with directed reading. *CR/NC* grading only; not applicable toward baccalaureate degree requirements.

1R. Reading Application Skills (1-3; max total 3)
A combination of lecture, discussion, and direct application to improve skills, such as identifying main point, building vocabulary, and drawing inferences. *CR/NC* grading only; not applicable toward baccalaureate degree requirements.

2R. Basic Skills Reading Development (3)
Designed to further the basic skills in reading for applicants to teacher education credential programs. Students who pass the course will satisfy the CBEST reading requirement for admission into teacher education. Students are still required to pass the CBEST to qualify for a teaching credential. *CR/NC* grading only; not applicable toward baccalaureate degree requirements.

120. Problems in Education

(2-3; repeatable with different topics; maximum of 3 units per code, e.g., CL, ST)

In-depth study of various areas in education including children's literature (CL) and storytelling (ST). Selected topics may require activities.

129. Hmong in Bilingual Schools: BCLAD (3)

Prerequisite: HMONG 101 or equivalent. Emphasis on Hmong language development for bilingual teachers. Includes basic content area instruction in Hmong, evaluation of teaching materials, and conferencing with parents. (Formerly HMONG 104)

133. English Language Learners in the Elementary School (3)

(Same as LING 133.) Language issues, methodologies, and materials for teaching K-8 English language learners. Structure and acquisition of English by first and second language learners. Basic characteristics of languages spoken by diverse school populations. Sociocultural factors for education of English language learners.

137. Language Minority Students in the Secondary Classroom (3)

(See LING 137.) Not open to students with credit in LING 137. Prerequisite: admission to the Single Subject Credential Program. Issues, methodologies, and materials to provide content area instruction to secondary students whose primary language is not English.

138. Teaching the Linguistically Different (3)

Studies and methods used in English Language Development (ELD) classrooms, including multimedia instruction, SDAIE methodology, development and adaptation of materials. Parent involvement and working with paraprofessionals in an ELD classroom.

139. Teaching Content in L1 (3)

Prerequisites: Spanish or Hmong language fluency or permission of instructor. Teaches L1 methods and materials used to teach content in bilingual classrooms. Designed for BCLAD candidates. Students will deliver lessons in bilingual classrooms in local schools under university supervision.

146. Teaching Reading in K-3 Classrooms (3)

Prerequisites: (1) admission to the Multiple Subject Credential Program or the Special Education Credential Program (2)

ERF 130 and 140, and CTET 150 or LEE 148 (or concurrent enrollment); (3) concurrent enrollment in EHD 110 or 112 (if Option II) is highly recommended. LEE 146 and 149 must be taken concurrently with EHD 110 (except for Option II and Special Education.) Balanced reading/writing program for grades K-3, assessment strategies to guide literacy instruction, explicit skills teaching in a literature-based classroom, and techniques for culturally/linguistically diverse learners.

147. Early Childhood Education: Classroom Ecology and the Child with Special Needs (3)

A study of classroom environment with a focus on the relationship, attitudes and actions of teachers, children, parents, and staff who interact in a regular classroom with a mainstreamed child. (2 lecture, 2 lab hours)

148. Integrated Curriculum (4)

Prerequisites: admission to the Multiple Subject Credential Program, Option II; completion of or concurrent enrollment in EHD 110; ERF 130, 140. Taken in place of CTET 150 by students in Option II program. Integration of curriculum and use of instructional resources in early childhood programs and the elementary school (K-6); methods of teaching. Lecture supported by curriculum development activities. (3 lecture, 2 activity hours)

149. Teaching Reading in 4-8 Classrooms (3)

Prerequisites: (1) admission to the Multiple Subject Credential Program or the Special Education Credential Program; (2) ERF 130 and 140, and CTET 150 or LEE 148 (or concurrent enrollment); (3) concurrent enrollment in EHD 110 or 112 (if Option II) is highly recommended. LEE 146 and 149 must be taken concurrently with EHD 110 (except for Option II and Special Education). Balanced reading/writing program for grades 4-8; assessment techniques to guide instruction, emphasizing comprehension and strategy teaching; integrating language arts with content area instruction; and techniques for culturally/linguistically diverse students. (Formerly LEE 156M)

156. Literacy and Content Area Instruction (3)

Prerequisites: admission to the Single Subject Credential Program; concurrent enrollment in EHD 155A or 155B. Language and literacy development as it relates to content area teaching and learning, including techniques for culturally/linguistically

diverse learners. (Grades 7-12). (Formerly LEE 156S)

171. Trends and Issues in Early Childhood Education (3)

A comprehensive study of the field of early childhood education, including principles of early childhood education, parent relations, use of community resources, and organization of programs in early childhood education.

175. Teaching and Evaluating English Learners in K-12 Classrooms (3)

Prerequisite: previous or concurrent enrollment in LEE 138. Methods and materials for teaching and evaluating K-12 limited-English proficient students, with special emphasis on developing and assessing English language ability and interrelating language instruction with content area subject matter. Emphasis on SDAIE, Specially Designed Academic Instruction in English.

180T. Topics in Literacy and Early Education (1-3; max total 9)

Issues and topics in reading, bilingual/cross-cultural education, reading, and language development.

190. Independent Study (1-3; max total 6)

See *Academic Placement — Independent Study*. Approved for *SP* grading.

GRADUATE COURSES

(See *Course Numbering System*.)

Literacy and Early Education (LEE)

213. Teaching the Language Arts K-12 (3)

Seminar on integrated language arts, reading-writing connections, and using language arts in literature-based reading programs and theme cycles.

214. Literature for Children and Adolescents (3)

Prerequisite: admission to program or permission of instructor. Survey of genre, authors, and illustrators; critical interpretation and classroom application of books; the impact of social and cultural patterns in literature.

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215. Language Issues in Reading (3)

Prerequisite: admission to program or permission of instructor. Seminar exploring issues related to language acquisition and literacy development with special emphasis on culturally and linguistically diverse learners.

221. Early Childhood Curriculum for Children with Special Needs (3)

Modifications in mainstreamed or special settings to adapt early education curriculum for young children with special needs. Study of theoretical models, research, teaching techniques, criteria for selection of appropriate materials and provisions for adapting physical classroom environments.

224. Assessment and Development of Reading Abilities (3)

Analysis of reading performance utilizing portfolio and performance based assessments and diagnostic instruments. Consideration of methods and materials for instruction.

232. Reading and Language Arts in Early Childhood Education (3)

Prerequisite: admission to program or permission of instructor. Examines development of oral and written language skills in young children. Explores theories, curricula, and strategies for teaching language arts and beginning reading.

233. Play, Observation, and Assessment in Early Childhood Education (3)

Prerequisites: LEE 171; admission to Early Childhood Emphasis or Specialist program. Play theory and research and its relationship to growth and development in young children. Observation-based assessment, developmental profiles, rubrics and portfolios to document development. Structuring environments that facilitate play and development in early childhood settings, infants through grade three. (2 lecture, 2 lab hours)

234. Clinical Experiences in Reading Assessment and Instruction (3)

Prerequisite: LEE 224. Clinical experiences in the supervised application of principles learned in LEE 224. Emphasis on individual and small group evaluation and instructional procedures. (2 lecture, 2 lab hours) (Instructional materials fee, \$10)

235. Concept Development in Early Childhood Education (3)

Prerequisite: LEE 233 or permission of instructor. Study of how young children develop concepts, analysis of existing curriculum and design of relevant curriculum. (2 lecture, 2 lab hours)

241. Fieldwork in Early Childhood Education (3)

Prerequisite: admission to Early Childhood Emphasis or Specialist program. Supervised experiences in work with young children and their families in at least two different levels including preschool, kindergarten, and primary. (Minimum of 135 hours)

244. Research for Reading Professionals (3)

Prerequisites: LEE 213, 215, 278, and permission of instructor. Study of past and current research in reading related to instructional issues; planning and analysis of curricula in light of current research; application of research skills.

254. Supervised Field Experiences in Reading (3)

Prerequisite: LEE 224, 244, and permission of instructor. Intensive varied supervised field experiences in settings with reading specialists, consultants, or staff development personnel involving diagnosis and treatment of reading difficulties; development or refinement of reading programs; evaluation of reading instruction; application of interpersonal communications and group process skills.

271. Culturally Responsive Teaching (3)

Ways in which culture affects personality, language, and cognitive development. Similarities and differences in education and socialization in a variety of cultural settings are studied. Curricula for multicultural education are included. (2 lecture, 2 lab hours)

278. Literacy Processes and Practices (3)

Prerequisite: LEE 146 and 149 for Multiple Subject Credential holders; LEE 156 for Single Subject Credential holders; or permission of instructor. Understanding literacy processes through the investigation of current theories, issues, and practices.

280T. Advanced Topics in Literacy and Early Education (1-3; max total 3)

Prerequisite: permission of instructor. Advanced, in-depth analysis of issues and problems related to literacy, bilingualism, and early childhood education. Emphasis placed on advanced research.

290. Independent Study (1-3; max total 6)

See *Academic Placement — Independent Study*. Approved for *SP* grading.

298A. Project — Literacy (4)

Prerequisite: advancement to candidacy for the master's degree; *B* average on 24 units of the master's program including ERF 220. See *Criteria for Thesis and Project*. A project consists of a significant undertaking appropriate to education such as the development of curricula and instructional materials, intervention programs, studies of policy related to reading and literacy, and educational theory. An approved proposal is required for enrollment. Approved for *SP* grading.

298B. Project — Early Childhood Education (4)

Prerequisite: advancement to candidacy for the master's degree; *B* average on 24 units of the master's program including ERF 220. See *Criteria for Thesis and Project*. A project consists of a significant undertaking appropriate to education such as the development of curricula and instructional materials, intervention programs, studies of policy related to early childhood education, and educational theory. An approved proposal is required for enrollment. Approved for *SP* grading.

299. Thesis (4)

Prerequisite: advancement to candidacy for the master's degree; *B* average on 24 units of the master's program including ERF 220 and completion of an acceptable thesis proposal. See *Criteria for Thesis and Project*. Preparation, completion, and submission of an acceptable thesis for the master's degree. See School of Education and Human Development's graduate programs coordinator for thesis guidelines. Approved for *SP* grading.

IN-SERVICE COURSES

(See *Course Numbering System*.)

Literacy and Early Education (LEE)

380T. Topics in Literacy and Early Education (1-6; max total 12)

Studies in theory, procedures, and application in such areas as pertain to departmental focus.

383. Problems in Child Study (2; max total 12 if no topic repeated)

Methods of studying children; relationship of child study groups, reviews of research findings in child development, and adolescent behavior.