

Education — Interdepartmental

Interdepartmental Programs and Courses

The interdepartmental section provides information about the Master of Arts degree program in Education — Curriculum and Instruction, and the Victim Services Certificate of Special Study Program. These programs are sought by students with varied professional interests and career goals.

Information is also provided about special Kremen School of Education and Human Development (KSOEHD) programs and services that are available for administrators, faculty, and students.

For faculty listings, refer to the following departments within the KSOEHD:

- Counseling, Special Education, and Rehabilitation (CSE)
- Curriculum and Instruction (C&I)
- Educational Research, Administration, and Foundations (ERAF)
- Literacy and Early Education (LEE)

Master's Degree Program

The Master of Arts degree in Education with an option in curriculum and instruction is designed to provide professional and specialized preparation for candidates interested in acquiring knowledge and skills essential for the design and development of curriculum and related instructional practices. This 30-semester unit program provides candidates with an opportunity to obtain in-depth study in a variety of specialty areas associated with the field of education, such as microcomputer applications, subject area applications, philosophical/psychological foundation applications, etc. For more information about this program, refer to the *Education — Curriculum and Instruction* section in this catalog.

Victim Services Certificate Program

The KSOEHD and the Department of Criminology jointly sponsor the Victim Services Certificate of Special Study Program.

The primary goal of the Victim Services Program is to provide experiences, knowledge, and skills for working with victims within a criminological/human development framework. This program is also very useful for individuals interested in pursuing a career in the area of behavioral sciences.

Students working toward a Victim Services Certificate have an opportunity to receive an interdisciplinary/interagency examination of victim services as they relate to: theoretical concepts, legal aspects, victim rights, causes of victimization, and services available to assist the victim. Furthermore, emphasis is directed toward assisting the students in acquiring new perspectives and skills needed for working effectively with different types of victims.

Program Processes and Procedures. To attain a Victim Services Certificate, the candidate must progress through three distinct program phases: admission, completion of program courses, and certificate authorization. Each of these program phases is described in the copy that follows.

Admission. For admission information, contact the Department of Criminology in McKee Fisk 244 (559) 278-2305.

Course Requirements. A minimum of 12 units are required with 3 units selected from each of the four emphasis areas: (1) theory, (2) victim issues, (3) service delivery, and (4) legal/social policy.

	<i>Units</i>
1. Theory	3
Victimology (CRIM 175)	
2. Victim Issues	3
<i>Select a minimum of 3 units:</i>	
Family Violence (CRIM 140) .	(3)
Child Abuse (EHD 107)	(3)
Domestic Violence (WS 116) ...	(1)
Rape (WS 108)	(1)
Incest (WS 109)	(1)
3. Service Delivery	3
<i>Select a minimum of 3 units:</i>	
Intervention and Counseling for Helping Professions (EHD 108)	(3)
Victim Services (CRIM 176) .	(3)
Child Welfare (SWRK 128) ...	(3)
4. Legal/Social Policy	3
<i>Select a minimum of 3 units:</i>	
Education for Community Change (EHD 109)	(3)
Legal Policy in Victim Services (CRIM 177)	(3)
Women and Violence (CRIM/WS 126)	(3)
Total	12

Kremen School of Education and Human Development

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Victim Services Certificate Program
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M.A. in Education

Curriculum and Instruction Option

Victim Services Certificate

Field Experience. An additional 3-unit field experience (CRIM 182: Internship in Victimology) is available to interested students. Enrollment can be arranged by contacting the Department of Criminology.

Advising. For information and advisement, contact the Kremen School of Education and Human Development certificate program adviser or the chair of the Department of Criminology.

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Driver Education and Training. This program is currently suspended.

Special Programs and Services

The Center for Educational Research and Services (CERS) assists faculty, students, school districts, and the community in improving practice in education through research. Emphasis is on applied and collaborative research which will impact educational quality for learners of all ages. Assistance is available in grant proposal writing and submission; in administering state, federal, and private grants; and for consultation on specific needs such as organizational change, publication, and program planning. Other technical support includes evaluation, survey design, and statistical programming, analysis, and interpretation. The KSOEHD Center for Educational Research and Services is located in ED 334.

Advancement. In its effort to provide the highest quality programs and services to the educational community in the Central Valley, the KSOEHD has begun a comprehensive plan for advancement. The school intends to involve faculty, emeriti faculty, business leaders, students, alumni, and friends of education in providing “state-of-the-art” instruction, facilities, and programs for continuing development and support of education. Coordination of the Advancement program is provided by Katie Zenovich, director of advancement, in ED 236. For more information, call (559) 278-0373.

The Instructional Technology and Resource Center (INTERESC) provides support to faculty for the utilization and integration of technology in the curriculum. INTERESC staff provide assistance in instructional design required for the preparation and production of instructional materials such as slides, videotapes, multimedia, and other media formats. Center personnel also consult with students, faculty, and staff in selecting computer hardware and software, and audiovisual equipment. This unit also includes a Resource Center which contains print and non-print curriculum materials that are available for both immediate examination and checkout. A Support Services area can be accessed for development of special publications and presentations as well as for volume duplication and reproduction. INTERESC manages all KSOEHD computerized classrooms

and laboratories and provides technical support for the Human Development Center. Coordination of INTERESC is provided by Otto E. Benavides in ED 481.

The Human Development Center provides support for instruction and also includes specialized services for clientele ranging in age from infant through adult. This center is comprised of two major areas: the Early Childhood Education Center and the Clinic.

- **The Joyce Early Childhood Education Center** provides opportunities for students to observe child development and learning processes as well as to participate in the educational processes through supervised laboratory experiences. The clientele include children from low-income families and other children from the local community who are on-site throughout the day.
- **The Clinic** provides laboratory space in support of instruction in counseling, reading, and special education programs. Clientele using this facility receive a variety of special clinical services delivered in one-to-one or small group formats. These services include individual and group testing, special reading instruction, work skills assessment, parenting instruction, and other programs that are focused on unique client needs.

International Education and Special Programs. KSOEHD is involved in international program development and study so that faculty and students can enhance their understanding of other cultures and nations and contribute constructively toward a better future throughout the world. Special support is provided for international, multicultural, and cross-cultural educational experiences for faculty, staff, and students. Additionally, the KSOEHD is committed to the development and offering of special courses and programs to meet the educational needs of students and the community. Coordination of the KSOEHD International Education and Special Programs is provided by Berta Gonzalez in ED 205.

Mini Corps. The KSOEHD provides facilities for the Mini Corps Program. This program is developed to prepare migrant students to work in bilingual classrooms and to obtain teaching credentials. Mini Corps staff provide counseling, advising, and financial support annually for 80 mi-

grant students who are interested in becoming teachers. For more information contact Directors Lilly Lomeli or Jose Mejia in the Mini Corps Office located in ED 461.

COURSES

Education and Human Development (EHD)

50. Introduction to Teaching (2)

Orientation to role of teacher in public schools; observation of teacher-pupil interaction, instructional approaches, classroom management in elementary, secondary, and/or middle schools; two-hour lecture weekly, plus two-hour school site observation weekly, not including travel. *CR/NC* grading only.

101. Peace Education (1-3; max total 3)

An introduction to peaceful conflict resolution strategies for use in the home, school, community, and international relations including educational models and programs for the prevention of nuclear war. A multidisciplinary approach with invited speakers and audiovisual presentations.

107. Child Abuse (3)

Develops perspectives on child abuse and child victimization. Assessment, treatment, and prevention of child abuse/neglect are covered. Other areas include: effects of divorce, media, and war on the lives of children and children's rights. Course meets licensure and licensure renewal requirements for many professional groups.

108. Intervention and Counseling for Helping Professions (3)

Focuses on crisis intervention and the coping process. Looks at ways of assisting persons directly and indirectly affected by crises such as crime victimization, family change, and other problems.

109. Education for Community Change (3)

The capacity of a society to ensure individuals a safe environment and a high quality of life is dependent on its ability to respond to needs and make appropriate changes. Examples of specific mechanisms for affecting public policy are explored. Includes such activities as advocacy, interprofessional collaboration, planning strategies, legislative proposals, grant writing, grass roots organizing, and public education efforts at the city, county, and state levels.

110. Initial Student Teaching (1-3; max total 3)

Prerequisites: admission to Multiple Subject Program; ERF 130; CI 150 and LEE 146 must be taken concurrently, except in Option IV. Supervised activities and teaching in public school classrooms. Forty minutes per day per unit with additional conference periods. *CR/NC* grading only. (Instructional materials fee, \$7)

114. Initial Student Teaching — Curriculum and Reading (2)

Prerequisites: admission to Multiple Subject Credential Program (Option II); ERF 130ECE, and ERF 140ECE, concurrent enrollment with LEE 146 and LEE 148. Supervised reading and curriculum activities and teaching in elementary school classrooms. *CR/NC* grading only. (Formerly EHD 112, EHD 113)

115. Liberal Studies Senior Project (3)

Prerequisite: senior standing and if planning to enter the Multiple Subject Credential Program, EHD 50 or equivalent. Supervised tutorial in the public schools, working one-on-one with students identified as “at risk” of school failure. A journal, final paper, and other written and oral work are required. One hour lecture, three hours tutorial.

116. Initial Student Teaching-Reading, Grades 4-6 (1)

Prerequisite: admission to the Multiple Subject Credential Program (Option II). Concurrent enrollment with LEE 149. Supervised reading activities and teaching in upper elementary classroom, grades four through six. *CR/NC* grading only.

155A. Student Teaching in Secondary School (4)

Prerequisites: admission to the Single Subject Credential Program; ERF 151, 152, and CI 159 must be taken prior to or concurrently with EHD 155A. EHD 180T - Special Needs Secondary Education must be taken concurrently. Student teaching in middle school under clinical supervision; assignment requires 3 hours per day, Monday through Friday. *CR/NC* grading only. (Instructional materials fee, \$15)

155B. Student Teaching in Secondary School (5 or 10; max total 10)

Prerequisites: admission to student teaching; EHD 155A; CI 161 (or concurrently, depending on major departmental policy); senior or postbaccalaureate standing; approval of major department including sub-

ject matter competency approval; completion of the subject matter preparation program or passing the subject matter examination(s) designated by the California Commission on Teacher Credentialing. Supervised teaching in a single subject classroom; assignment is for the full day; five days per week. *CR/NC* grading only.

160A. Student Teaching in Elementary School (5)

Prerequisites: admission to the Multiple Subject Credential Program; completion of all requirements for admission to student teaching; ERF 140 or concurrent enrollment. Supervised teaching in public school classrooms; assignment requires a minimum of one-half day, five days per week. *CR/NC* grading only. (Instructional materials fee, \$5)

160B. Student Teaching in Elementary School (5)

Prerequisites: admission to the Multiple Subject Credential Program; completion of all requirements for admission to student teaching; ERF 140 or concurrent enrollment. Supervised teaching in public school classrooms; assignment requires one-half day, five days per week. Assignment also requires two weeks of full-time teaching. *CR/NC* grading only. (Instructional materials fee, \$5)

160C. Student Teaching in Elementary School (10)

Prerequisites: admission to the Multiple Subject Credential Program; completion of all requirements for admission to student teaching; ERF 140 or concurrent enrollment. Supervised teaching in public school classrooms; assignment is one-half day for the first five weeks and all day for the last ten weeks. *CR/NC* grading only. (Instructional materials fee, \$10)

180T. Topics in Education and Human Development (1; max total 9)

Issues and topics in education and human development.

IN-SERVICE COURSES

(See *Course Numbering System*.)

Education and Human Development (EHD)

Note: EHD 306, 316, and 326 are equivalent to the CSU consortium courses Designated Subjects 306, 316, and 326. They satisfy specified requirements for the Designated Subjects Credential for Adult and Vocational Education.

306. Foundations of Adult/Vocational Education (3)

Scope and function of adult education, curriculum principles and practices, instructional techniques and media, student and instructional evaluation.

316. Seminar in Adult/Vocational Education (3)

Prerequisite: EHD 306. Community and occupational relationships, work experience, counseling and guidance, leadership development, community and cultural differences.

317. Curriculum Development (2)

Candidates will be able to prepare unit plans including goals, objectives, topical outlines, strategies, activities, safety considerations, materials, and student assessment instruments that are well-defined and coordinated.

318. Learning and Instruction (2)

Emphasis on individual traits and differences during stages of development affecting how students learn. Candidates will use a variety of instructional techniques, strategies, activities, and materials that are appropriate for students with diverse needs and learning styles.

319. Classroom and Laboratory Management (1)

Candidates will demonstrate proficiency in the operation and maintenance of a facility for vocational instruction. Successful completion of these course requirements satisfies Standard 12 of Level I.

320. Evaluation (1)

Teacher candidates will identify students' prior knowledge and skills, develop individualized instructional objectives, evaluate student performance and achievements, and assess overall program effectiveness.

321. Curriculum Development and Evaluation (2)

Teacher candidates will prepare unit plan and lesson plans that include goals, objectives, strategies, activities, and safety considerations, as well as materials and student assessment instruments that are well-defined and coordinated.

322. Special Needs (1)

Prerequisite: completion of Level 1 requirements. Specifically addresses the identification of special needs populations and those learning strategies, activities, and

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materials that may be utilized to be successful with a very diverse student population.

323. Learning, Instruction, and Classroom (2)

Focus on presenting ideas, concepts, and procedures using clear and meaningful language. Candidates will use a variety of instructional techniques, strategies, activities, and materials that are appropriate for students with diverse needs and learning styles.

324. Foundations of Vocational Education (1)

Teacher candidates will understand the concepts of vocational education and how it relates to other subject areas. History, traditions, current delivery systems, and current initiatives will be addressed. Teacher candidates will acquire an understanding of current policies, funding, practices, and issues.

325. Perspectives on the Adult Learner: Adult Learning Styles and the Role of the Teacher (2)

Prerequisites: CBEST or high school diploma or GED. Overview of the diversity in adult population, adult learning process, and interpersonal relations. Examination of a variety of theories, techniques, and strategies to enhance adult learning. Emphasis will be on adult student characteristics and learning styles.

326. Independent Study in Adult/Vocational Education (3)

Prerequisite: EHD 316. Individually prescribed assignments in terms of candidate's educational and occupational background and teaching field.

327. Instructional Strategies and Evaluative Techniques in Adult Education (2)

Centers on the practical applications of adult learning theory. Topics include handling the diversity of adult learning styles, developing dynamic instructional strategies, utilizing learning retention techniques, evaluating instruction, and student assessment.

328. Adult Learning through Interpersonal Relations, Counseling, and Guidance (2)

Designed to help participants target the needs of adult learners as a diverse population and to recognize personal and aca-

demic problems. Topics include identifying appropriate school or community services available to students, conflict resolution, and group facilitation.

329. Curriculum, Instructional Technology, and Community Legislative and Occupational Relationships (3)

Overview of the essential elements in the design, development, and delivery of successful adult education classes, including the use of technology in the classroom. Addresses current issues which impact adult education.

335. The Driving Privilege (2)

Introduces safe driving. Identifies motivational factors and risk tolerance. Explores psychological, neurological, physiological factors including permanent and temporary results of impaired driving. Explores interactions with roadway users. Identifies roles of school and parent in the novice driver learning process.

336. Sensory Input (3)

Offers techniques for effective visual and perceptual abilities for safe vehicle operation. Develops skills for detection, perception and evaluation of perceived driving hazards. Describes the effects of alcohol and drugs on driving. Explores performance of driving-related divided attention tasks.

337. Risk Management and Traffic Strategies (3)

Analyzes risk perception and reasoned decision making in driving situations. Explores differences in risk-management by novice and experienced drivers. Explains rationale of positive corrective actions and responses. Discusses utilization of appropriate technology for simulation of risk management.

338. Driver Education Organization and Management (1)

Provides knowledge needed to design, organize and manage a public high school driver education and training program. Explores various models including traditional and competency-based programs. Demonstrates fiscal, facility, equipment, and insurance needs.

339. Behind-the-Wheel (3)

Discusses roles of school, teacher, and parent in novice's behind-the-wheel learning. Studies transfer of classroom safety education to laboratory instruction. Describes effective instructional strategies and evaluation of behind-the-wheel performance. Participants experience behind-the-wheel vehicle operation.

353. Curriculum Problems and Practices (1-3; max total 12 if no topic repeated)

Prerequisite: teaching credential. Individual or group projects in curriculum analysis, implementation, and evaluation; implications of individual differences and environmental factors. Written report required. May not be applied to a master's program.

361. General Methods of Teaching (3)

Basic principles of teaching and application to the classroom; implications of methods for classroom management, motivation, pupil behavior, and reporting to parents; preparation of instructional plans and evaluation instruments.

363F. Fieldwork in Curriculum

(1-3; max total 6 if no project repeated)

Prerequisite: regular credential or recommendation of the principal. Special projects in curriculum implementation and evaluation. Individual or group projects. Written report submitted to instructor and school district (individual or group conference; hours arranged).

381. Planning and Organizing Outdoor Education (3)

Prerequisite: teaching experience. Role of the public school in promoting learning opportunities outside the classroom; outdoor science, conservation, education, health and safety, group living, camp work experience, and nature study; responsibilities of classroom teachers for outdoor leadership. (Seminar, lab, field trips)

395. Supervision of Student Teachers (2; max total 4)

Prerequisites: postbaccalaureate standing, teaching experience. Supervision and evaluation of student teachers; role of the supervising classroom teacher, college supervisor, and other personnel. *CR/NC* grading only.