

## Education Courses

### COURSES

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

### UNDERGRADUATE COURSES

#### **CalStateTEACH (CST)**

##### **CST 401. Multiple Subject Credential Module 1: Curriculum, Instruction, and Intern Teaching in the Elementary School (10)**

Prerequisite: admission to CalStateTEACH program. Major emphasis on the foundations of education, teaching reading and mathematics, and assessment. (\$350 course materials fee)

##### **CST 401A. Beginning Curriculum, Instruction, and Supervised Teaching Fieldwork in the Elementary School (7)**

Major emphasis on instructional planning and reading/language arts. Taken concurrently with CST 444: CSET Preparation. Offered fall semester only. (\$350 course materials fee)

##### **CST 401B. Curriculum, Instruction, and Supervised Teaching Fieldwork in the Elementary School (6)**

Continuation of CST 401A. Major emphasis on foundations of education, instructional planning, and reading and mathematics instruction and assessment. Offered spring semester only. (No course materials fee)

##### **CST 402. Multiple Subject Credential Module 2: Curriculum, Instruction, and Intern Teaching in the Elementary School (10)**

Prerequisites: successful completion of CST 401 and subject matter competency (passage of CSET). Continued work in the foundations of education, teaching, reading, and mathematics. Major emphasis in teaching science, language arts, technology, and assessment. (\$350 course materials fee)

##### **CST 403. Multiple Subject Credential Module 3: Curriculum, Instruction, and Intern Teaching in the Elementary School (10)**

Prerequisite: successful completion of CST 402. Continued work in all curricular areas. Major emphasis in teaching social studies and mathematics, learning theory, and models of discipline. (\$350 course materials fee)

##### **CST 404. Multiple Subject Credential Module 4: Curriculum, Instruction, and Intern Teaching in the Elementary School (10)**

Prerequisite: successful completion of CST 403. Continued work in all curricular areas. Major emphasis in reading diagnosis and remediation, integrated curriculum, technology, visual and performing arts, and physical education. (\$350 course materials fee)

##### **CST 444. CSET Preparation (3-6)**

Prerequisite: admission to CalStateTEACH program. To be taken concurrently with 401A: CSET Track. Only for those students who have not passed the CSET. Designed to further basic skills in math, science, language arts, social studies, fine arts, and physical arts. *CR/NC* grading only.

### UNDERGRADUATE COURSES

#### **Counselor Education (COUN)**

##### **COUN 102. Rehabilitation Professions (3)**

(See PHTH 102.)

##### **COUN 150. Laws Relating to Children (3)**

Current and proposed legislation in parent-child relationships, adoption, and guardianship, education of the minor, marriage contract, child labor, juvenile delinquency, and child welfare programs.

##### **COUN 174. Introduction to Counseling (3)**

(Same as PSYCH 174.) An overview of basic counseling models, including psychoanalytic, behavioral, cognitive, and humanistic approaches. Includes a personal counseling experience.

##### **COUN 176. Counseling and Mental Health (3)**

Examination of the relationship between counseling and mental health with emphasis on current issues of adjustment in society.

##### **COUN 180T. Topics in Counseling (1-3; max total 12 if no area repeated)**

Prerequisite: permission of instructor. Seminar covering special topics relating to counseling: new developments in counseling techniques, special populations, and current research. (Successful Career Development, \$10)

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

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

### GRADUATE COURSES

(See *Catalog Numbering System*.)

#### **Counselor Education (COUN)**

##### **COUN 200. Seminar in Counseling Techniques (3)**

Prerequisite: COUN 174. Emphasis given to interviewing skills, philosophy, theory, and methodology as applied to counseling. Students must earn a grade of *B* or better to move on to COUN 208. (2 seminar, 2 lab hours)

##### **COUN 201. Seminar in Multicultural Aspects of Counseling (3)**

Prerequisite: COUN 174. Cognitive and experiential study of social and psychological variables which influence the cross-cultural counseling relationship. Culturally relevant models of counseling theory and practice are explored. Current research methods and findings are presented. (2 seminar, 2 lab hours)

##### **COUN 202. Seminar in Group Counseling (3)**

Prerequisite: COUN 174, 200. Theories and methods of interpersonal communication within groups, transfer of information, group leadership and membership, role perceptions, verbal and nonverbal interaction, and group counseling. (2 seminar, 2 lab hours)

##### **COUN 203. Seminar in Assessment in Counseling (3)**

Prerequisite: ERF 153. Selection, administration, and evaluation of psychological tests and psychometric data for use in counseling settings. (2 seminar, 2 lab hours) (Course fee for assessment materials, \$10)

##### **COUN 206. Counseling Through the Lifespan (3)**

Prerequisite: COUN 174. Explores developmental issues and life events from infancy through old age and their effect upon individual, couples and family relationships. The impact of gender, race, ethnicity, class and sexual orientation on developmental process is explored.

##### **COUN 208. Practicum in Counseling (4; max total 8)**

Prerequisites: 12 units in counseling program, including COUN 200. Supervised on-campus counseling experiences with selected clients. Experience in individual counseling, critiquing of tapes and typescripts, observations, and case report writing. Students must carry professional liability insurance. (2 seminar, 4 lab hours)

**COUN 209. Advanced Practicum in Counselor Supervision (3)**

Prerequisites: COUN 200 and permission of instructor. Content provides an introductory experience with the role of counselor supervisor. Focuses on the supervisory processes in terms of theoretical perspectives and practices of supervision. Enrollment is by faculty permission only. (Formerly COUN 280T)

**COUN 211. Seminar in Sexuality Counseling (3)**

Presents an overview of theories and research for the treatment of sexual issues, emphasizing relational and social contexts. Topics covered include sexual disorders, sexual abuse, and gay/lesbian/bisexual issues. (Formerly COUN 280T section)

**COUN 214. Student Development Theory and Higher Education (3)**

Offers an examination of the major theories of college student development. Theories are presented with an exploration of the conceptual framework, relevant research and criticism, and counseling applications. Implications for multicultural and ethical practice are presented throughout the course.

**COUN 215. Foundations of Student Services in Higher Education (3)**

Overview of the philosophical and practical foundations of student services in higher education. Covers historical and current trends and issues facing the student services professional in higher education. Visit with representatives from student services. Discusses ethical, legal, and professional identity development.

**COUN 219. Field Practice in Student Services (4-8; max total 12)**

Prerequisites: COUN 200, 208, and permission of instructor. Supervised practice in a community college, college, or university. Students must carry professional liability insurance. Approved for *RP* and *CR/NC* grading. (Formerly COUN 249C)

**COUN 220. Seminar in Career Development Theory (3)**

Prerequisite: COUN 174. Examination of career development theories and research for their implications in understanding career development generally and career counseling specifically. (2 seminar, 2 lab hours) (Course fee for assessment materials, \$10)

**COUN 230. Seminar in Marriage and Family Therapy Theories (3)**

Prerequisite: COUN 174. Study of theories, techniques, and methodology of marriage and family therapy. Current research and methods are presented. (2 seminar, 2 lab hours)

**COUN 231. Seminar in Ethics and Professional Practices****of Marriage and Family Therapy (3)**

Prerequisites: COUN 200 or permission of instructor; COUN 230 taken concurrently or completed prior to enrollment. Addresses professional concerns, including legal/ethical issues, professional identity, and Board of Behavioral Sciences regulations. Introduces family mediation and professional consultation. Includes a minimum of seven training hours in child abuse assessment and reporting in accordance with MFT licensing requirements.

**COUN 232. Psychopathology and the Diagnostic and Statistical Manual of Mental Disorders (3)**

Prerequisite: COUN 174, 176 or equivalent. Analysis of psychopathology within the framework of the current DSM. Emphasis on integrating the etiology of the disorders with diagnosis, theory and treatment. (Formerly COUN 207)

**COUN 233. Seminar in Therapeutic Methods with Children, Adolescents, and Their Families (3)**

Prerequisites: COUN 206 and 230 recommended. Theories and methods for assessing and treating children, adolescents, and their families. Emphasis is placed on strength-based approaches, play therapy, and current issues in child/adolescent treatment. Covers parent education. (Formerly COUN 213)

**COUN 234A. Contemporary Issues in MFT: Sexuality in Human Relationships (1)**

Course provides an overview of the role of sexuality in human relationships, including a review of sexual abuse, gay/lesbian/bisexual issues, sexual dysfunctions, and intimacy issues. Emphasis on treatment and interventions with couples. Course fulfills Board of Behavioral Sciences (BBS) requirement for human sexuality training.

**COUN 234B. Contemporary Issues in MFT: Violence in Intimate Relationships (1)**

Provides an overview of the sociological, systematic, clinical, and treatment aspects of violence in intimate relationships. Emphasis on assessment and intervention issues for individuals, couples, and families. Course meets BBS requirement for domestic violence training. (Formerly COUN 280T)

**COUN 234C. Contemporary Issues in MFT: Substance Abuse Treatment (1)**

Course provides overview of substance abuse counseling issues with an emphasis on treatment of the family system. Course meets

BBS requirements for substance abuse training. (Formerly COUN 280T)

**COUN 234D. Psychopharmacology (2)**

Prerequisites: COUN 232 or 251A or 251B. Provides a general working knowledge of psychopharmacology for mental health professionals. Covers the biological bases of psychopharmacological treatment, principles of psychopharmacological treatment, and clinical psychopharmacology, which is the effect on client behavior of psychotropic medications in the treatment of mental and emotional disorders. (Formerly COUN 280T)

**COUN 234E. Seminar in Consultation (1)**

Prerequisites: COUN 174 and permission of instructor. Introduces students to the concepts, processes, and styles of consultation and highlights the role of counselors as consultants. Emphasis placed on comparing and contrasting consultation to other helping roles.

**COUN 238. Practicum in Marriage and Family Therapy (4; max total 8)**

Prerequisites: COUN 208, 230, 232, and permission of instructor; COUN 231 taken concurrently or completed prior to enrollment. Supervised clinical experiences with families, couples, and/or children. Training in family systems assessment and family communication techniques. Students must carry professional liability insurance. Course must be completed with a grade of *B* or better.

**COUN 239. Field Placement in Marriage and Family Therapy (3-12; max total 12)**

Prerequisites: COUN 231; 40 units in counseling program, including COUN 200, 208, 238, and permission of instructor prior to semester of enrollment. Supervised practice of marriage and family therapy. Settings may include community agencies, school therapy programs, and hospitals. Typically requires a one-year commitment with specific clock-hour requirements. Students must carry professional liability insurance. Approved for *RP* and *CR/NC* grading.

**COUN 240. Seminar in Counseling of Exceptional Children and Their Parents (3)**

Theories and techniques in working with parents of exceptional children; emphasis placed on individual and group counseling skills with parents; direct contact with families, case study, and current legislation. (2 seminar, 2 lab hours)

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### **COUN 241. Seminar in Organization of Counseling Services (3)**

Prerequisite: COUN 200. Organization, administration, and evaluation of counseling programs. (2 seminar, 2 lab hours)

### **COUN 242. Seminar on Parent Education, Pupil Advocacy, and Consulting (3)**

Prerequisites: COUN 174 and 200 or equivalent. Emphasis on current theory and methods of parent education, pupil advocacy, and consulting. Examination of current models in each area including ethical standards, legal concepts, and professional responsibilities. (2 seminar, 2 lab hours)

### **COUN 249. Field Practice in School Counseling (4-8; max total 12)**

Prerequisites: COUN 200, 208, and permission of instructor. Supervised counseling practice in school settings. Students must carry professional liability insurance. Required for the Pupil Services credential in school counseling. Approved for *RP* and *CR/NC* grading. (Formerly COUN 249A, COUN 249B)

### **COUN 250. Seminar in Rehabilitation Counseling (3)**

Seminar in the fundamental concepts of rehabilitation counseling and vocational rehabilitation including examination and analysis of historical, philosophical, organizational, and functional principles. Community rehabilitation agency or orientation visits.

### **COUN 251A. Medical Aspects of Disability (3)**

Seminar in the treatment of disabling conditions including etiology, functional limitations, and vocational implications. Student presentation of case studies. (Formerly COUN 251)

### **COUN 251B. Medical Aspects of Disability (3)**

Seminar on strategies to facilitate the vocational rehabilitation of persons with severe disabilities, including etiology, function limitations, and vocational implication, principles of independent living, supported employment, client assistance programs, and rehabilitation engineering technology. Requires student presentation of case studies. (Formerly COUN 261)

### **COUN 252. Career Placement in the Rehabilitation Process (3)**

A seminar concerning the attitudes, skills, and abilities necessary to provide effective vocational and career placement services to people with disabilities, including vocational diagnosis, career development, placement techniques, job analysis, affirmative action, and appropriate legislation.

### **COUN 253. Psychological and Social Aspects of Disability (3)**

Seminar in psychological and sociological effects of physical and mental disability and the dynamics of adjusting to disabling conditions. Student presentation of case studies.

### **COUN 257. Case Practices in Rehabilitation Counseling (4)**

Prerequisites: COUN 250, 251A or 251B. Seminar in methods for facilitating client rehabilitation including interviewing, case recording, plan development, ethical practices; field placement in a community rehabilitation agency; and student case presentations. (2 seminar, 6 lab hours)

### **COUN 258. Rehabilitation Counseling Practicum (4; max total 8)**

Prerequisites: COUN 200, 250, 251A or 251B, 252, 257. Laboratory rehabilitation counseling experiences with clients who are disabled, supervised individual counseling sessions, analysis of the effects of disability on personal and vocational development, methods of facilitating vocational rehabilitation, observations, critiques, report writing. Students must carry professional liability insurance. (2 seminar, 4 lab hours)

### **COUN 260. Current Professional Issues in Rehabilitation Counseling (3)**

Prerequisites: COUN 250. Seminar on current professional issues in the field of rehabilitation counseling and vocational rehabilitation programs in the public and private sectors with emphasis on ethical standards, legal concepts, and professional development responsibilities.

### **COUN 262. Assistive Technology (3)**

Seminar on systems and procedures for the rehabilitation counselor in providing technology solutions for persons with disabilities. Includes assessment to determine need and fit, adjustment counseling, training in use and maintenance, funding procurement, and high and low technology resource development. (Formerly COUN 280T)

### **COUN 263. Work Evaluation Procedures (3)**

Study of systems and procedures of work evaluation and assessment by public and private rehabilitation agencies to assess culturally diverse persons with disabilities. Includes principles of testing; test selection (situational assessments and work samples), administration, interpretation, and report generation. (Formerly COUN 280T)

### **COUN 264. Rehabilitation of the Industrially Injured Worker (3)**

Seminar on multiple aspects of worker's compensation system, including policy, law, practice, case services, and strategies that affect industrially injured workers. Includes differences between public and private rehabilitation and related insurance programs. (Formerly COUN 280T)

### **COUN 265. Introduction to Substance Abuse Rehabilitation (3)**

Introductory seminar in substance abuse covering patterns and extent of substance abuse, models of addiction, assessment and diagnosis, legal ramifications, physiological effects, drug characteristics, treatment approaches, prevention, and ethical issues. Includes readings, lectures, guest presentations, class discussions, and student activities. (Formerly COUN 280T)

### **COUN 268A. Advanced Career Placement: Job Retention (3)**

Prerequisites: COUN 252. Supervised practical application of case management and job development, placement, retention, and advancement principles. Students work holistically with welfare department referrals to develop and implement individualized service plans with primary emphasis on vocational goals. Liability insurance required. (1 seminar, 2 lab hours) (Formerly COUN 280T, COUN 268)

### **COUN 268B. Advanced Career Placement: Workability IV (3)**

Prerequisites: COUN 252. Supervised practical application of case management and job development, placement, retention, and advancement principles. Students work holistically with Department of Rehabilitation referrals to develop and implement individualized service plans with primary emphasis on vocational goals. Liability insurance required. (1 seminar, 2 lab hours) (Formerly COUN 280T, COUN 268)

### **COUN 268C. Advanced Career Placement: Ticket to Work (3)**

Prerequisites: COUN 252. Supervised practical application of case management and job development, placement, retention, and advancement principles. Students work holistically with Social Security Administration referrals to develop and implement individualized service plans with primary emphasis on vocational goals. Liability insurance required. (1 seminar, 2 lab hours) (Formerly COUN 280T, COUN 268)

**COUN 269. Internship in Rehabilitation Counseling (12)**  
Prerequisites: COUN 200, 250, 251A, 251B, 252, 253, 257, 258, 268A-B-C, or permission of instructor. Full-time, supervised field placement in one of a variety of settings including case responsibilities. *CR/NC* grading only.

**COUN 280T. Advanced Topics in Counseling (1-3; max 12 if no topic is repeated)**

Prerequisites: postbaccalaureate standing and permission of instructor. Topics may include new developments in counseling techniques, rehabilitation counseling practices, special populations, and current research.

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

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

**COUN 298. Project (3-4; max total 4)**

Prerequisites: 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 counseling such as the development of a program for counseling service delivery, development of audio-visual materials or computer software for counselor education or service delivery. An approved proposal is required for enrollment. Approved for *RP* grading.

**COUN 299. Thesis (3-4; max total 6)**

Prerequisites: 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 Kremen School of Education and Human Development's graduate programs coordinator for school thesis guidelines. Approved for *RP* grading.

## IN-SERVICE COURSES

(See *Catalog Numbering System*.)

### Counselor Education (COUN)

**COUN 303. Human Interaction in Counseling (1-3; max total 12 if no topic repeated)**

An exploration of human interaction skills. The course is designed to improve the ability to interact with others. Not applicable toward degree requirements.

**COUN 380T. Topics in Counseling (1-3; max total 12 if no topic repeated)**  
Selected areas in counseling; placement skills, vocational evaluation, research, medical history, case management, mental health, counseling strategies, and theoretical orientation. Not applicable toward degree requirements.

## UNDERGRADUATE COURSES

### Curriculum and Instruction (CI)

**CI 2R. CBEST Math Development (3)**

Designed to further the basic skills in math for applicants to teacher education credential programs. *CR/NC* grading only; not applicable toward baccalaureate degree requirements. (Formerly CTET 2R)

**CI 99. Introduction to the Macintosh for Educators (1)**

Provides hands-on experience in educational and classroom application of the Macintosh Operating System, word processing, and World Wide Web navigation and mail tools for integration into school curriculum. (Formerly CTET 99)

**CI 100. Educational Applications of Microcomputers — Multiple Subject (3)**

Prerequisite: EHD 50 or permission of instructor. Prior passing of the Macintosh Operating System, word processing, and telecommunications performance test or CI 99 is required. Methods for using computers for teacher/student productivity, critical thinking, and grades K-8 curriculum objectives. (2 lecture, 2 lab hours) (Formerly CTET 100)

**CI 101. Educational Applications of Microcomputers — Single Subject (3)**

Prerequisite: EHD 50 or permission of instructor. Prior passing of Macintosh Operating System, word processing, and telecommunications performance test or CI 99 is required. Methods for using computers for teacher/student productivity, critical thinking, and grades 7-12 curriculum objectives. (2 lecture, 2 lab hours) (Formerly CTET 101)

**CI 121. Mathematics in the Elementary School (3)**

Prerequisites: admission to the Multiple Subject Program and satisfy General Education Quantitative Reasoning requirement[s] (see *General Education* section). Methods and materials for developing mathematics concepts and skills for a culturally and linguistically diverse classroom. (2 lecture, 2 lab hours) (Formerly CTET 121)

**CI 122. Fieldwork in Outdoor Education (1-2; max total 2)**

Prerequisites: CI 130 or 152; permission of instructor. Practice at camp with responsibilities of counseling, camp leadership, curriculum planning, and evaluation; utilization of resource people from several disciplines. (Formerly CTET 122)

**CI 123. Classroom Management (2)**

Classroom organization, management, and mainstreaming including focus on the culturally, linguistically diverse student. (Formerly CTET 123)

**CI 125. Teaching Elementary School Science (3)**

Prerequisite: admission to the Multiple Subject Credential Program. Designed to assist teacher candidates in constructing the knowledge and skills necessary to effectively and equitably teach elementary school science in a culturally and linguistically diverse classroom. (2 lecture, 2 lab hours) (Instructional materials fee, \$5) (Formerly CTET 125)

**CI 126. Social Studies in the Elementary School (3)**

In-depth study of the strategies and techniques of social studies instruction. (Formerly CTET 126)

**CI 130. Educational Psychology — Multiple Subject and Special Education (3)**

Not open to students with credit in CI 130ECE. Prerequisites: admission to the Multiple Subject Credential Program; PSYCH 10. Psychological theories of teaching and learning, growth and development of children, motivation, classroom management, and student performance and assessment issues. (Formerly ERF 130)

**CI 130ECE. Psychological Foundations of Education (3)**

Prerequisite: admission to Multiple Subject Credential Program Option II. Concurrent enrollment with CI140ECE. Foundation for relating concepts, principles, and theories of psychology and development for the education of young children. Application of foundational concepts, principles, and theories through interagency collaborative field experiences. (Formerly ERF 130ECE)

**CI 136. Multicultural Education (3)**

Assists teachers and other school personnel to acquire skills in multicultural curriculum design and delivery. Emphasizes language

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acquisition instruction and mentoring techniques for working with students in a pluralistic society. (Formerly CTET 136)

**CI 137. Creative Dramatics (3)**  
(See DRAMA 137.) (Formerly CTET 137)

**CI 140. Cultural Foundations of Education (3)**

Not open to students with credit in CI 140ECE. Prerequisite: admission to the Multiple Subject Credential Program. Functions of education in America's multicultural society; role of school and teacher; impact of social conflict and interaction on the school's function; relationship between school and community. (Formerly ERF 140)

**CI 140ECE. Cultural Foundations of Education (3)**

Prerequisite: admission to Multiple Subjects Credential Program Option II. Concurrent enrollment with CI 130ECE. Functions of education in America's multicultural society. Foundation for understanding children and families in the ecological contexts of home, school, and community with focus on school collaboration with programs serving young children. (Formerly ERF 140ECE)

**CI 150. Curriculum and Instruction in the Elementary School (3)**

Prerequisites: admission to the Multiple Subject Credential Program. Also, EHD 110 and LEE 146 or 149 must be taken concurrently. Examines integrated curricula in K-8 classrooms, purpose and use of the California Frameworks, curricular reform, trends, and assessment. Instructional strategies for diverse populations are examined. (2 lecture, 2 lab hours) (Formerly CTET 150)

**CI 150ECE. Managing Early Learning Environments (1)**

Appropriate for Early Childhood Emphasis, Multiple Subject Credential candidates in their second semester of the teacher education program. Introduces pre-service teachers to a variety of psychological approaches to managing early learning environments. *CR/NC* only. (Formerly EHD 111) (Formerly ERF 150ECE)

**CI 151. Social Foundations of Education (3)**

Not open to students with credit in CI 140. Prerequisite: admission to the Single Subject Credential Program. Scope, function, recent trends and issues in secondary schools; includes cultural, social, historical,

and philosophical influences. (Formerly ERF 151)

**CI 152. Educational Psychology — Single Subject and Special Education (3)**

Prerequisites: admission to Single Subject Credential Program; PSYCH 10. Psychological theories of teaching and learning, growth and development of adolescents, motivation, classroom management, and student performance and assessment issues. (Formerly ERF 152)

**CI 158. Communication and Learning (3)**

(See COMM 114.) No credit will be given if the student has taken COMM 114. (Formerly CTET 158)

**CI 159. Curriculum and Instruction in Secondary Schools (3)**

Prerequisites: admission to the Single Subject Credential Program and concurrent enrollment in EDH 155A. Instructional planning, methodologies of teaching and learning, evaluation techniques, motivation, classroom management, technology integration, and preparation and evaluation of materials. Lesson demonstration and analysis. (2 lecture, 2 lab hours) (Instructional materials fee, \$5) (Formerly CTET 159)

**CI 161. Methods and Materials in Secondary Teaching (3)**

Prerequisites: CI 152 and CI 159 or concurrent enrollment; admission to credential program or teaching experience. A methods course in secondary school subjects. Instructional procedures, techniques, and resources for teaching; appraisal of instructional innovations; classroom organization and management; measurement and evaluative techniques. (Instructional materials fee for Single Subject — Art Methods and Materials enrollees, \$10) (Formerly CTET 161)

**CI 171. Understanding the Learner, Instructional Design, and Assessment (3)**

Prerequisites: admission to the Multiple Subject Credential Program. Students not concurrently enrolled in EHD 174 need to make special arrangements with instructor. Course focuses on applied psychology, developmental/learning theory, research, and assessment as it relates to the learner. Students examine the design of integrated curriculum in K-8 classrooms and investigate reforms, curricular theories, and instructional models. (2 lecture, 2 lab hours)

**CI 175. Science Instruction and Applied Technology (3)**

Prerequisites: CI 171, LEE 172, LEE 173, EHD 174. Students not concurrently enrolled in EHD 178 need to make special arrangements with instructor. Course is designed to prepare teacher candidates to effectively and equitably teach elementary school science and to use contemporary instructional technologies in culturally and linguistically diverse classrooms. (2 lecture, 2 lab hours) (Instructional materials fee, \$5)

**CI 176. Mathematics Instruction and Applied Assessment (3)**

Prerequisites: CI 171, LEE 172, LEE 173, EHD 174. Students not concurrently enrolled in EHD 178 need to make special arrangements with instructor. Course is designed to prepare teacher candidates to plan instruction based on the assessment of students' mathematical understanding and to teach mathematics using multiple strategies and methods in culturally and linguistically diverse elementary classrooms. (2 lecture, 2 lab hours)

**CI 180T. Topics in Curriculum, Teaching, and/or Educational Technology (1-3; max total 9)**

Issues and topics in curriculum and instruction; elementary, middle school, and secondary education; technology, and computer literacy. (Formerly CTET 180T)

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

See *Academic Placement — Independent Study*. Approved for *RP* grading. (Formerly CTET 190)

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(See *Catalog Numbering System*.)

### ***Curriculum and Instruction (CI)***

**CI 210. Current Issues and Trends in Math Education (3)**

Examination and analysis of state, national and international issues related to K-12 mathematics curriculum, instruction, and assessment with implications for teachers, educational leaders, and policy makers. Provides professional development resources for mathematics teachers at all instructional levels. (Formerly CTET 280T; CTET 210)

**CI 212. Mathematics Education in the Primary Grades (3)**

Mathematics content and methods for primary grades. Focus is on using research

about children's mathematical understanding and mathematics classrooms to inform instructional decisions. (Formerly CTET 212)

**CI 225. Integration of Technology across the Curriculum (3)**

Prerequisite: CTC Level 1 technology requirements and completion of final student teaching, or admission to a graduate program, or permission of department chair. Appropriate use of advanced technologies to enhance teaching and learning; accessing and evaluating information, analyzing and solving problems, and communicating ideas. Meets CTC Level 2 technology requirements. (2 lecture, 2 lab hours) (Formerly CTET 225)

**CI 227. Current Issues and Trends in Educational Technology (3)**

Focuses on the social, economic, and psychological impacts of technology and technology research on schools, teaching, and learning. Students examine the past and formulate a vision of the future of educational technology through readings, discussions, and research. (Formerly CTET 227)

**CI 229. Designing Virtual Realities for Education (3)**

Provides students with the skills and knowledge to design virtual reality representations of partner institutes in the region. Working in groups, students create educational products that will be posted on the Internet. (Formerly CTET 280T; CTET 229)

**CI 230. Planning and Implementing Innovative Technology Programs (3)**

Strategies for implementing change in educational settings; planning for equitable technology use; planning and instituting effective staff development programs; managing resources, including networking equipment; locating, developing, and coordinating funding sources; and gaining parent and community support. (Formerly CTET 230)

**CI 250. Advanced Curriculum Theory and Analysis (3)**

Prerequisite: CI 150 or 159 or permission of program adviser. Theory and practice of curriculum development, evaluation, and revision. Study of contemporary problems and curriculum approaches to meet societal needs. (2 lecture, 2 lab hours) (Formerly CTET 250)

**CI 260. Reflective Teaching (3)**

Students develop knowledge and skills to critically examine and improve planning,

instructional decisions, assessment, and student learning. Students engage in systematic reflection of teaching practices; they become familiar with the National Board for Professional Teaching Standards (NBPTS) and the certification process. *CR/NC* grading only. (Formerly CTET 280T; CTET 260)

**CI 274. Social Interaction in Teaching (3)**

In-depth study of the dynamics of effective interpersonal relations in the classroom with students; and beyond, with administrators, parents, and colleagues. Strategic interaction for creative, low-stress teaching and learning based upon related theory and research. (2 seminar, 2 lab hours) (Formerly ERF 274)

**CI 275. Advanced Instructional Theories and Strategies (3)**

Study and application of contemporary research and theory in teaching and instruction. (Formerly CTET 275)

**CI 280T. Advanced Topic (1-3; max total 9 if no topic repeated)**

Prerequisite: permission of instructor. Advanced, in-depth analysis of issues and problems in curriculum and instruction; elementary, middle school, and secondary education; technology and computers in education. Emphasis placed on advanced research. (Formerly CTET 280T)

**CI 282. Philosophy of Education (3)**

Seminar on philosophical issues in educational theory and practice and their historical backgrounds. Educational implications of current and historical systematic philosophical outlooks and ideological trends. (Formerly ERF 282)

**CI 284. Seminar in International Education (3)**

Analysis of historical, social, and political forces which shape national education endeavors. Emerging international education efforts and organizations. (Formerly ERF 284)

**CI 285. Seminar in Advanced Educational Psychology (3)**

Prerequisite: minimum 3 units from the following: CI 130, 152; COUN 174, or PSYCH 101. Seminar on the psychological foundations of education; nature and characteristics of development, learning processes, and forces which affect educational growth. (Formerly ERF 285)

**CI 286. Social Issues in Education (3)**

Prerequisites: CI 140 or 151 or a course in sociology or anthropology and permission of instructor. Seminar for analysis of effect on institutional and ideological trends and problems on the role and operation of the school in American society. (Formerly ERF 286)

**CI 287. Seminar in History of Educational Thought (3)**

Prerequisites: CI 282 or philosophy course and permission of instructor. Seminar on historical foundations of educational theory; growth of thought regarding teaching and learning; relationship of educational theory and practice in the United States. (Formerly ERF 287)

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

See *Academic Placement — Independent Study*. Approved for *RP* grading. (Formerly CTET 290)

**CI 298. Project (4)**

Prerequisites: 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, educational policy, educational theory, and educational technology. An approved proposal is required for enrollment. Approved for *RP* grading. (Formerly CTET 298)

**CI 299. Thesis (4)**

Prerequisites: 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 Kremen School of Education and Human Development's graduate programs coordinator for school thesis guidelines. Approved for *RP* grading. (Formerly CTET 299)

**IN-SERVICE COURSE**

(See *Catalog Numbering System*.)

**Curriculum and Instruction (CI)**

**CI 380T. Topics in Education (1-6; max total 12)**

Studies in theory, procedures, and application in such areas as social forces, professional activities, technology, and instructional innovations. (Formerly CTET 380)

## Education Courses

### GRADUATE COURSES

(See *Catalog Numbering System*.)

#### **Education Administration (EAD)**

##### **EAD 259. Conflict Resolution in Organizations (1)**

Highlights issues related to conflict resolution in organizations. Topics include defining and diagnosing conflict, communication, power as a variable of conflict, steps in resolving conflict, defining positions, interests and needs, negotiation, mediation, and arbitration. (Formerly EAD 278T)

##### **EAD 261. Managing Educational Organizations (3)**

Initial course in Education Administration sequence. Development of knowledge and skills central to managing educational organizations.

##### **EAD 262. Educational Leadership (3)**

Prerequisites: EAD 261; concurrent enrollment in EAD 267 required for preliminary administrative service credential candidates. Initial course in education leadership. Development of knowledge and skills essential to organizational leadership.

##### **EAD 263. Seminar in Instructional Supervision (3)**

Prerequisites: EAD 261, 262. Seminar for clarification and application of modern concepts and techniques of supervision; practice in leadership roles, promoting productive human relationships, developing communication skills, and evaluation of teaching; ways of helping teachers in their credential fields.

##### **EAD 264. Seminar in the Legal Aspects of Education (2)**

Prerequisites: teaching experience; EAD 261. A case study approach in reviewing important court decisions, both state and federal, that have directly affected the public schools. Legal relationships in public education applied to federal, state, and local levels.

##### **EAD 265. Seminar in School-Community Relations (2)**

Prerequisite: EAD 261. Seminar on interaction with community forces, news media, political agencies, and minority groups in policy analysis and development; data-based decision-making and analysis.

##### **EAD 266. Seminar in School Finance and Business Administration (2)**

Prerequisite: EAD 261. Economic perspectives and practices of school finance and business administration; local, state, and federal responsibility for financial support of education. (2 seminar hours)

##### **EAD 267. Fieldwork in Education Administration I (3)**

Prerequisites: EAD 261; taken concurrently with EAD 262 and adviser permission. Supervised administrative practice in multiple sites and grade levels including culturally diverse settings; observe and practice leadership and general supervisory skills. Includes seminar discussions of field experiences and required research. *CR/NC* only. (Minimum of 120 hours required for 3 units of credit)

##### **EAD 268. Fieldwork in Education Administration II (3)**

Prerequisites: EAD 261, 262, 267; taken concurrently with or after EAD 263 and adviser permission. Supervised administrative practice with specific emphasis on classroom clinical supervision in multiple sites and grade levels, including culturally diverse settings; observe and practice leadership skills in instructional supervision. Includes seminar discussions of field experiences and required research. *CR/NC* only. (Minimum of 120 hours required for 3 units of credit)

##### **EAD 269. Site-Based Leadership (3)**

Prerequisites: EAD 261, 262, 263, 267, 272. Includes essentials of site leadership: school law, finance, community relations, personnel, and support services. In-depth research into restructuring, teacher empowerment, and student achievement in culturally diverse schools.

##### **EAD 271. Seminar in School Facilities (3)**

Prerequisite: preliminary credential or permission of instructor. Emphasis on planning, design, and function of educational facilities so they are consistent with the educational goals of the school and school district. (2 seminar, 2 lab hours)

##### **EAD 272. Seminar in Advanced Curriculum Evaluation and Development (3)**

Prerequisites: EAD 261 and CI 285 or permission of instructor. Nature and scope of curriculum development; administrative determiners of curriculum; influence of governmental agencies and organizations, foundations, business and industry, and power structures as curriculum determiners; international influence on curriculum development and curriculum evaluation at various levels of governmental operation.

##### **EAD 273. Ethical and Professional Issues in Education Administration (3)**

Prerequisite: Preliminary Administrative Services Credential or permission of instructor. Seminar on the ethical and professional issues of administrative professionalism, examined

in the context of the various roles the administrator is expected to perform as a practitioner.

##### **EAD 275. Seminar in Advanced Techniques of Personnel Administration in Education (2)**

Prerequisite: preliminary credential or permission of instructor. Advanced techniques of staff improvement in-service, staff participation in policy making, improvement of communication channels and methods of communication, economic and contractual relationships, and improvement of working conditions; work and responsibility of non-teaching staff members.

##### **EAD 277. Computer Applications in Education Administration (3)**

Prerequisite: preliminary credential or permission of instructor. Factors relating to assessment and implementation of computer applications to support educational programs and administrative operations in school districts, including computer assisted instruction, student personnel, fiscal and property controls, personnel, and related educational and business functions characteristic of school districts. (2 seminar, 2 lab hours)

##### **EAD 278T. Topics in Advanced Education Administration (1-3; max total 8)**

Prerequisite: preliminary credential or permission of instructor. Seminar covering special topics relating to education administration: new developments in education administration, special populations, and current research.

##### **EAD 279. Advanced Administration Fieldwork (1-8; max total 8)**

Prerequisites: employment in a position requiring an Administrative Services Credential and permission of instructor. Supervision of Professional Administrative Services Credential candidates in their place of employment. The type of assignment will depend on requirements of the university and will be individually developed in cooperation with candidate's employer. Includes seminar discussions of field experience and required research *CR/NC* only. (40 hours required for 1 unit)

##### **EAD 280T. Topics in Professional Development (1-3; max total 4)**

Prerequisite: preliminary credential or adviser permission. Advanced-level studies in theory, procedures, and application of education administration principles. Includes such topics as: community advisory committees, marshalling resources, interventions for school

improvement, technology utilization, and restructuring. *CR/NC* only.

#### **EAD 281. Transformational Leadership (2)**

Prerequisite: EAD 283 and permission of instructor. A course for experienced practitioners in organizational development. Interventions for restructuring, including site-based management, staff development, strategic planning, and team building, as well as individual and community interventions aimed at transforming schools and other organizations into world-class operations.

#### **EAD 283. Professional Development Induction (2)**

Prerequisites: preliminary administrative services credential, full-time employment in an administrative position, and permission of instructor. A professional development course is required for the professional administrative services credential. First course among the advanced credential requirements. *RP* or *CR/NC* grading only.

#### **EAD 284. Professional Development Assessment (2)**

Prerequisites: completion of professional administrative services credential coursework and permission of instructor. A professional development course is required for the professional administrative services credential to verify satisfactory completion of the induction plan and individualized course of study to meet the advanced credential requirements. Final course among the advanced credential requirements. *CR/NC* only.

#### **EAD 287. Internship I (3)**

Prerequisites: employment in a position requiring an administrative services credential, concurrent enrollment in EAD 261, and permission of adviser. Supervised administrative practice with emphasis on leadership, school management, classroom supervision, and community relations, while employed in a full-time position requiring an administrative services credential. Includes seminar discussions of internship experiences, professional development plan, and required research. *CR/NC* only.

#### **EAD 288. Internship II (3)**

Prerequisites: employment in a position requiring an administrative services credential, completion of EAD 261, 262, 272, and CI 285, taken concurrently with EAD 263 and 269, and permission of adviser. Supervised administrative practice with emphasis on continuation of professional development plan, leadership, school management, classroom supervision, and community relations. Stu-

dent must be employed in a full-time position requiring an administrative credential. Includes seminar discussions of internship experiences and required research. *CR/NC* only.

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

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

#### **EAD 298. Project (4)**

Prerequisites: 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 graduate study in education. An approved proposal is required for enrollment. Approved for *RP* grading.

#### **EAD 299. Thesis (4)**

Prerequisites: 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 Kremen School of Education and Human Development's graduate programs coordinator for school thesis guidelines. Approved for *RP* grading.

### **IN-SERVICE COURSE**

(See *Catalog Numbering System*.)

#### ***Education Administration (EAD)***

#### **EAD 380T. Topics in Educational Administration (1-6; max total 12)**

Studies in theory, procedures, and application in such areas as social forces, professional activities, technology, and instructional innovations.

### **DOCTORAL GRADUATE COURSES**

#### ***Educational Leadership (EDL)***

#### **EDL 201. Organizational Theory in Complex Organizations (3)**

Prerequisite: admission to the program. Seminar. Combines alternative views of organizational theory with applications to the structure of the school; to critical roles played by teachers, principals and other school personnel; and to examine the relationships among structural elements of schools.

#### **EDL 202. Change in Education (3)**

Examines change in education settings in the context of organizational theory, structure, and culture; change processes; and change

leadership strategies and styles. K-12 educational settings and higher education settings are used to test theories and change strategies.

#### **EDL 203. Governance and Political Perspectives**

#### **for Educational Leadership (3)**

Prerequisite: admission to the program. Seminar. Determinants of policy in educational organizations and leadership. Analysis of structures used for legal, fiscal and political decisions and conflict management. Role of the educational leader in relation to intergovernmental activities aimed at educational reform.

#### **EDL 204. Quantitative Methods Applied to Administrative Practice (3)**

Prerequisite: ERF 220 or equivalent. A tutor will be available for specific student need. Seminar. Examines advanced research methodologies and data analysis techniques applicable to education and social science settings. Topics include experimental and quasi-experimental design, advanced statistical techniques, sampling distributions, nonparametric statistics, inference and hypothesis testing. Specific applications to the work of the education leader.

#### **EDL 206. Conceptual Curriculum Perspectives for Educational Leadership (3)**

Prerequisites: admission to the program and EDL 201, 202. Seminar. Students will develop the philosophical and analytical skills to examine curriculum theory and practice, including the conceptualization of purposes of the organization of subject matters, and of the instructional methods.

#### **EDL 207. Qualitative Research Methods (3)**

Prerequisite: admission to the program. Examines the purpose and nature of qualitative research including current applications in educational settings. Emphasis is directed toward critical analysis of current qualitative studies and will include field-based application.

#### **EDL 208. Theories of Cross-Cultural Education (3)**

Corequisites: admission to the program. Designed to explain and discuss the most relevant theoretical approaches dealing with cross-cultural, multicultural education. As diverse and conflicting perspectives are examined, students will experience the complexity of views and perceptions dealing as leaders with multicultural populations coexisting in a pluralistic society.

## Education Courses

### EDL 209. Advanced Educational Research and Measurement (3)

Prerequisite: admission to the program. Review of approaches to designing and conducting educational research, including ethical issues. Emphasis on reading and evaluating research literature and designing research projects. Includes psychometric theory, validity and reliability of tests, professional testing standards, and hands-on experience with test evaluation. (Formerly EDL 280T)

### EDL 210. Field-based Research Practicum in Organizational Settings (1-3; max total 3)

Prerequisites: admission to the program, EDL 201-208, and permission of the co-directors. Engages students in studies relevant to field settings. Includes collecting and analyzing both qualitative and quantitative data related to improving educational practice and/or solving school problems. Expected to relate to prospective dissertation topic and proposal possibilities.

### EDL 211. Educational Evaluation, Assessment, and Planning (3)

Prerequisites: admission to the program. Examines assessment practices, planning strategies, and evaluation processes in K-12 and higher education settings. Addresses current issues and trends in the field of education related to school accountability. (Formerly EDL 280T)

### EDL 280T. Topics in Educational Leadership (1-3; max total 15)

Prerequisites: admission to the program, EDL 201-208, and permission of the co-directors. Topics and issues in educational leadership in the areas of organizational studies, curriculum, instruction and supervision, assessment and evaluation, and sociocultural studies. Analysis of research findings and an emphasis on the relationship of theory to practice.

### EDL 290. Individual Study (1-18; max total 18)

Prerequisites: admission to the program, EDL 201-208, and permission of the co-directors. Research for individual doctoral graduate students. *CR/NC* grading only.

### EDL 299. Dissertation (1-12; max total 12)

Prerequisites: advancement to candidacy for the Doctorate in Education and a minimum GPA of 3.0. Submission of approved dissertation. See *Criteria for Dissertation*. *CR/NC* grading only.

## UC DAVIS COURSES

### Education (EDU)

#### EDU 292. Special Topics in Education (2-4)

Prerequisite: completion of doctoral core courses in education or consent of instructor. Selected topics in education. Designed to facilitate preparation for the qualifying examination or dissertation. Students will critically analyze scholarly work including their own works in progress. May be repeated for credit.

#### EDU 299. Individual Study (1-6; max total 40 quarter units)

Independent study, 3-18 hours. Individual study under the direction of a faculty member. *Satisfactory/Unsatisfactory* grading only.

#### EDU 299D. Research (1-6; max total 30 quarter units)

Independent study, 3-18 hours. Research for individual graduate students. *Satisfactory/Unsatisfactory* grading only.

## UNDERGRADUATE COURSES

### Education and Human Development (EHD)

#### 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.

#### EHD 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.

#### EHD 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.

#### EHD 108. Intervention and Counseling for Helping Professions (3)

Focuses on crisis intervention and the coping process. Looks at ways of assisting per-

sons directly and indirectly affected by crises such as crime victimization, family change, and other problems.

#### EHD 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.

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

Prerequisites: admission to Multiple Subject Program; CI 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)

#### EHD 110D. Initial Student Teaching: Dual (4)

Prerequisites: admission to Multiple Subject Program; SPED 120, CI 130, CI 150 and LEE 146 or 149 must be taken concurrently. Supervised activities and teaching in public school classrooms including general and special education settings. *CR/NC* grading only. (Instructional materials fee, \$7)

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

Prerequisites: admission to Multiple Subject Credential Program (Option II); CI 130ECE, and CI 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)

#### EHD 115S. Liberal Studies Senior Project (3)

Prerequisite: senior standing and if planning to enter the Multiple Subject Credential Program, EHD 50 or equivalent. Seminars including mentoring/tutoring activities in the public schools and working with students identified as "at risk" of school failure. A journal, final paper, and other written and oral work are required. (Formerly EHD 115)

#### EHD 116. Initial Student Teaching — Reading, Grades K-6 (1)

Prerequisite: admission to the Multiple Subject Credential Program. Concurrent

enrollment with LEE 146 or 149. Supervised reading activities and teaching in elementary classroom, grades kindergarten through six. *CR/NC* grading only.

#### **EHD 155A. Student Teaching in Secondary School (4)**

Prerequisites: admission to the Single Subject Credential Program; CI 151, 152, and 159 must be taken prior to or concurrently with EHD 155A. Concurrent enrollment required in SPED 121. 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)

#### **EHD 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 subject 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.

#### **EHD 160A. Student Teaching in Elementary School (5)**

Prerequisites: admission to the Multiple Subject Credential Program; completion of all requirements for admission to student teaching; CI 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)

#### **EHD 160B. Student Teaching in Elementary School (5)**

Prerequisites: admission to the Multiple Subject Credential Program; completion of all requirements for admission to student teaching; CI 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)

#### **EHD 160C. Student Teaching in Elementary School (10)**

Prerequisites: admission to the Multiple Subject Credential Program; completion of all requirements for admission to student teaching; CI 140 or concurrent enrollment. Su-

pervised 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)

#### **EHD 160D. Student Teaching in Elementary School: Dual (12)**

Prerequisites: admission to the Multiple Subjects and Special Education programs; completion of all requirements for admission to student teaching/practicum; concurrent enrollment in SPED 155. Supervised teaching in public school classrooms and settings. Full day general education and special education experiences for the entire semester.

#### **EHD 170. Field Study C (9)**

Prerequisites: CI 175, CI 176, LEE 177, EHD 178. Concurrent enrollment in SPED 179. Supervised full-day, semester-long student teaching experience that culminates in assuming all classroom responsibilities for at least two weeks. Required hours are Monday through Friday from 1/2 hour before school starts until at least 1/2 hour after the school day ends (includes seminars). *CR/NC* grading only. (Instructional materials fee, \$10)

#### **EHD 174. Field Study A/Grades 4-8 (2)**

Prerequisites: admission to the Multiple Subject Credential program. CI 171 and LEE 172 or concurrent enrollment. Concurrent enrollment in LEE 173. Supervised field experience in a 4-8 grade classroom. First in a sequence of three field placements preparing teacher candidates to teach in culturally and linguistically diverse classrooms. Requires a minimum of 6 hours a week over two afternoons, plus seminars. *CR/NC* grading only.

#### **EHD 178. Field Study B/ Grades K-3 (2)**

Prerequisites: CI 171, LEE 172, LEE 173, EHD 174. CI 175 and CI 176 must be taken prior to or concurrently with this course. Concurrent enrollment in LEE 177. Supervised field experience in a K-3 classroom. Second of three field placements preparing teacher candidates to teach in culturally and linguistically diverse classrooms. Requires a minimum of 12 hours a week (weekday mornings), plus seminars. *CR/NC* grading only. (Instructional materials fee, \$7)

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

Issues and topics in education and human development.

## **IN-SERVICE COURSES**

(See *Catalog 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.

#### **EHD 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.

#### **EHD 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.

#### **EHD 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.

#### **EHD 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.

#### **EHD 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.

#### **EHD 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.

#### **EHD 321. Curriculum Development and Evaluation (2)**

Teacher candidates will prepare unit plan and lesson plans that include goals, objec-

## Education Courses

tives, strategies, activities, and safety considerations, as well as materials and student assessment instruments that are well-defined and coordinated.

### EHD 322. Special Needs (1)

Prerequisite: completion of Level 1 requirements. Specifically addresses the identification of special needs populations and those learning strategies, activities, and materials that may be utilized to be successful with a very diverse student population.

### EHD 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.

### EHD 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.

### EHD 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.

### EHD 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.

### EHD 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.

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

### EHD 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.

### EHD 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.

### EHD 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.

### EHD 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.

### EHD 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.

### EHD 339. Behind-the-Wheel (3)

Discusses roles of school, teacher, and parent in novice's behind-the-wheel learning. Studies transfer of classroom safety educa-

tion to laboratory instruction. Describes effective instructional strategies and evaluation of behind-the-wheel performance. Participants experience behind-the-wheel vehicle operation.

### EHD 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.

### EHD 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.

### EHD 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).

### EHD 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)

### EHD 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.

## Educational Research, Foundations (ERF)

### ERF 2R. CBEST Writing Development (3)

Designed to further the basic skills in writing for applicants who intend to enroll in teacher education credential programs. Students who pass the course will satisfy the CBEST writing requirement for admission into teacher edu-

cation studies. *CR/NC* grading only; not applicable toward baccalaureate degree requirements.

### ERF 153. Educational Statistics (3)

Prerequisite: ELM exam. Methods of describing, analyzing, and interpreting data; statistical inference, including “t” test, correlation and prediction, chi square, and simple research design. Computer applications during lab activities. (2 seminar, 2 lab hours)

### ERF 180T. Topics in Education (1-3; max total 9)

Issues and topics in educational foundations; curriculum and instruction; early childhood, elementary, middle school, and secondary education; pupil personnel services; supervision and administration; child abuse, and computer literacy.

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

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

## GRADUATE COURSES

(See *Catalog Numbering System*.)

### **Educational Research, Foundations (ERF)**

#### ERF 220. Research in Education (3)

Prerequisites: 12 units of education courses or equivalent and ERF 153. Seminar in research methodology; identification of educational research problems; use of library resources, data gathering and processing, writing a research report; applies to elementary and secondary teaching, early childhood, reading administration, counseling, special education, and related fields. (2 seminar, 2 lab hours)

#### ERF 260. Assessment as Learning (3)

Analyze interaction among assessment models, effective instruction, and learning in educational settings. Use educational theory to identify criteria for choosing and integrating alternative assessments including performance, observation/interview, portfolio, curriculum-embedded and self-assessment. Develop assessment items and protocols.

#### ERF 272. Instructional Planning and Evaluation (3)

Principles and practices of instructional planning, assessment and testing of learning outcomes, performance appraisal and evaluation of teaching; test construction analysis, and grading.

#### ERF 280T. Advanced Topics in Education (1-3; max total 6)

Prerequisite: permission of instructor. Advanced, in-depth analysis of issues and problems in educational foundations; curriculum and instruction; reading; early childhood, elementary, middle school, and secondary education; and computers in education. Emphasis placed on advanced research.

#### ERF 288. Educational Measurement and Program Evaluation (3)

Prerequisite: ERF 153. Procedures and issues involved in the measurement and evaluation of educational programs; planning, etc. Applications in educational settings are emphasized. (2 seminar, 2 lab hours)

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

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

#### ERF 298. Project (4)

Prerequisites: 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 graduate study in education. An approved proposal is required for enrollment. Approved for *RP* grading.

#### ERF 299. Thesis (4)

Prerequisites: advancement to candidacy for the master’s degree; *B* average on at least 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 the Kremen School of Education and Human Development’s graduate programs coordinator for school thesis guidelines. Approved for *RP* grading.

## IN-SERVICE COURSE

(See *Catalog Numbering System*.)

### **Educational Research, Foundations (ERF)**

#### ERF 380T. Topics in Education (1-6; max total 12)

Studies in theory, procedures, and application in such areas as social forces, professional activities, technology, and instructional innovations.

## UNDERGRADUATE 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)**

#### 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.

#### LEE 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.

#### LEE 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.

#### LEE 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.

#### LEE 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)

#### LEE 135. Teaching Content in Hmong (3)

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

## Education Courses

the Hmong language in bilingual classrooms in local schools under university supervisor. (Formerly LEE 139)

### LEE 136. Teaching Content in Spanish (3)

Prerequisites: Spanish language fluency or permission of instructor. L1 methods and materials used to teach content in bilingual classrooms. Designed for BCLAD candidates. Students will deliver lessons in the Spanish language in bilingual classrooms in local schools under university supervisor. (Formerly LEE 139)

### LEE 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.

### LEE 144. Teaching English Learners: Foundations and Strategies (3)

Prerequisite: admission to the Multiple Subject Credential Program. Knowledge and skills to provide comprehensive instruction in the subjects of the core curriculum for English learners. Covers English Language Development strategies that support the development of academic language and comprehension for students in elementary school. (Formerly LEE 180T).

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

Prerequisites: (1) admission to the Multiple Subject Credential Program or the Special Education Credential Program (2) CI 130 and 140, and CI 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.

### LEE 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)

### LEE 148. Integrated Curriculum (3)

Concurrent enrollment with LEE 146 and EHD 114. Integrated curriculum design, facilitation, and assessment in early childhood programs, including preschool, kindergarten, and grades 1-6. Lecture supported by curriculum development activities. (2 lecture, 2 activity hours)

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

Prerequisites: (1) admission to the Multiple Subject Credential Program or the Special Education Credential Program; (2) CI 130 and 140, and CI 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.

### LEE 154. Content Area Language and Literacy Instruction (5)

Prerequisites: admission to the Single Subject Credential Program and prior or concurrent enrollment in EHD 155A or 155B. Educational issues, methodologies, and materials to improve students' listening, speaking, reading, and writing in content areas at the secondary level (7-12). Special emphasis on skills necessary to deliver comprehensive instruction to English learners. (Formerly LEE 180T)

### LEE 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.

### LEE 172. Cultural Language and Context of the Classroom (3)

Prerequisite: admission to the Multiple Subject Credential Program. CI 171 or concurrent enrollment. Students not concurrently enrolled in EHD 174 need to make special arrangements with instructor. The impact of culture on teaching and learning in the elementary school. Language acquisition theory and instructional strategies for English learners. Promoting

student success, including achievement of state-adopted content and language-development standards. (2 lecture, 2 lab hours)

### LEE 173. Teaching Reading and Social Studies in Grades 4-8 (3)

Prerequisite: admission to the Multiple Subject Credential Program. CI 171, LEE 172 (or concurrent enrollment). Concurrent enrollment in EHD 174. Teaching state-adopted English-Language Arts (4-8) and history-social science (K-8) content standards using research-based methods. Use of a variety of assessments to determine students' progress. Organizing, managing, and planning instruction for reading and social studies. Developmentally appropriate practices to make content accessible to all students. (2 lecture, 2 lab hours)

### LEE 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.

### LEE 177. Teaching Reading and the Arts in K-3 (3)

Prerequisites: CI 171, LEE 172, LEE 173, EHD 174, CI 175, CI 176 (or concurrent enrollment). Concurrent enrollment in EHD 178. Assessment and instructional approaches for the balanced teaching of reading/language arts in the primary grades: using developmentally appropriate practices, studying state standards for literacy development and component strands for visual and performing arts, and selecting techniques for culturally/linguistically diverse learners. (2 lecture, 2 lab hours)

### LEE 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.

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

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

**GRADUATE COURSES**

(See *Catalog Numbering System*.)

***Literacy and Early Education (LEE)*****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.

**LEE 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.

**LEE 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.

**LEE 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.

**LEE 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.

**LEE 230. Supervised Teaching in Reading/Language Arts (3)**

The first of two supervised fieldwork courses required for the Reading Specialist Credential. Provides supervised practice in research-based methodologies and intervention approaches for beginning readers, English learners, and students with reading difficulties. A combination of practica and seminars required.

**LEE 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.

**LEE 233. Designing Curriculum and Assessment Strategies in Early Childhood Education (3)**

Prerequisites: admission to program or permission of instructor. Design of appropriate curriculum and assessment for young children. Includes standards, planning, project approach, integration of play, and materials. Use of observation, rubrics, and portfolios to document development and learning. Organizing environments in early childhood settings, infants through grade three. (2 lecture, 2 lab hours)

**LEE 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)

**LEE 235. Concept Development in Early Childhood Education (3)**

Prerequisite: admission to program 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)

**LEE 241. Fieldwork in Early Childhood Education (3)**

Prerequisite: admission to program or permission of instructor. 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)

**LEE 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.

**LEE 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.

**LEE 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)

**LEE 278. Literacy Processes and Practices (3)**

Prerequisite: LEE 146 and 149 for Multiple Subject Credential holders; LEE 154 for Single Subject Credential holders; or permission of instructor. Understanding literacy processes through the investigation of current theories, issues, and practices.

**LEE 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.

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

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

**LEE 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. An approved proposal is required for enrollment. Approved for *RP* grading.

**LEE 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. An approved proposal is required for enrollment. Approved for *RP* grading.

**LEE 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. Approved for *RP* grading.

## Education Courses

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### IN-SERVICE COURSES

(See *Catalog Numbering System*.)

#### ***Literacy and Early Education (LEE)***

##### **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.

##### **LEE 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.

### UNDERGRADUATE COURSES

#### ***Special Education (SPED)***

##### **SPED 120. Teaching Students with Special Needs in General Education Settings (3)**

Prerequisites: EHD 50. Introduction to identification, characteristics, theories, curriculum, and instruction for students with mild to severe disabilities, legislative guidelines, nondiscriminatory assessment, parental involvement, and foundations in special education. Includes 15 hours of observation/participation.

##### **SPED 121. Teaching Students with Special Needs in the Secondary General Education Setting (2)**

Prerequisites: concurrent enrollment in EHD 155A. Provides basic knowledge, skills, and strategies in secondary education settings for teaching special populations, including students with disabilities, students on behavior plans, and students who are gifted and talented. (Formerly EHD 180T)

##### **SPED 125. Positive Behavioral and Social Supports (3)**

Addresses effective behavior and social supports, emphasizing philosophical approach, prevention, intervention, and corrective strategies for teaching new behaviors. Completion of implementation with special education students required.

##### **SPED 135. Assessment and Instruction in the Special Education Academic Curriculum (3)**

Addresses non-biased assessment for placement, curriculum development, instruction, and implementation across placement options. Completion of assessment and instruction of special education students in field sited required. (2 seminar, 2 lab hours)

##### **SPED 145. Assessment and Instruction in Special Education Functional Curriculum (3)**

Addresses assessment, curriculum development, and instruction in domestic, vocational, self-help, leisure/recreation, communication, social, and mobility areas; environmental assessment; and implementation of functional curriculum across settings. (2 seminar, 2 lab hours)

##### **SPED 155. The Professional in Special Education (3)**

Prerequisites: admission to special education program or permission of instructor. Focuses on advanced application of models for collaboration, application of foundations, and theory in special education; advanced professional, legal, and ethical standards; and advocacy and self-advocacy.

##### **SPED 160F. Fieldwork in Special Education (1-3; max total 12)**

Prerequisite: admission to special education internship program. Supervised observation and support of teacher interns in the areas of behavior, IEPs, instruction, assessment, and collaboration.

##### **SPED 175. Level I: Mild/Moderate Practicum (9)**

Prerequisites: admission to special education program and completion of all requirements for admission to special education student teaching. Prior completion of all practicum clearance requirements and prior or concurrent enrollment in all coursework for Level I Education Specialist Credential. Supervised field work in public school classrooms for students with mild to moderate disabilities; 350 hours minimum including four consecutive weeks of full day experience.

##### **SPED 176. Level I: Moderate/Severe Practicum (9)**

Prior completion of all practicum clearance requirements and prior or concurrent enrollment in all coursework for Level I Education Specialist Credential. Supervised field work in public school classrooms for students with moderate to severe disabilities; 350 hours minimum including four consecutive weeks of full-day experience.

##### **SPED 179. Differentiated Instruction and Classroom Management (3)**

Prerequisites: CI 175, CI 176, LEE 177, EHD 178. If not concurrently enrolled in EHD 170, must make arrangements with the instructor. Through collaboration with others, for the purpose of establishing an inclusive community of learners, teacher candidates will adapt instruction and manage the learning environment to meet the needs of all learners, with focus on students with special needs. (2 lecture, 2 lab hours)

##### **SPED 180T. Topics in Special Education (1-3; max total 12)**

Prerequisite: permission of instructor. Topics may include special education legislation, parenting, transitional programming, parents as teachers, adolescents and adults with disabilities, current research, child abuse, and gifted and talented students.

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

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

### GRADUATE COURSES

(See *Catalog Numbering System*.)

#### ***Special Education (SPED)***

##### **SPED 205. Nature and Needs of Individuals with Serious Emotional Disturbance/Behavior Disorders (3)**

Addresses the characteristics and needs of the child with emotional and behavioral disorders, and service delivery systems and agencies which exist to meet those needs. (2 seminar, 2 lab hours)

##### **SPED 209A. Application of Theory into Practice in Special Education Settings (3)**

Supervised field experience with special education students and their families with integration of applied research and theory into practice in special education. Development of induction plan will include the candidate, university supervisor, and em-

ployer school district representative/support provider. (Minimum of 45 hours per unit) (Formerly SPED 209)

**SPED 209B. Application of Theory into Practice in Special Education Settings (3)**  
Coordination of ongoing support for professional self-assessment, goal-setting, and other induction plan components of SPED 209A. Support is provided by collaboration between university and school district/agency personnel. (Minimum of 45 hours per unit) (Formerly SPED 209)

**SPED 217. Advanced Instruction of Individuals with Serious Emotional Disturbance/Behavior Disorders (3)**  
Designed to provide information relevant for planning, organizing, and managing instructional programs for students with emotional and behavioral disorders in a variety of settings. (2 seminar, 2 lab hours)

**SPED 219. Home/School/Community Collaboration: Policy, Research, and Practice (3; max total 6)**  
Examines educational, psychological, and political issues that arise when developing collaborative relationships with families, general educators, and other professionals. Primary focus is on the development of materials, strategies, and skills to work with families, including the culturally and linguistically diverse. (2 seminar, 2 lab hours)

**SPED 233. Seminar in the Special Educator as Researcher (3)**  
Prerequisites: ERF 153 and 220. Examines the special educator as researcher from several perspectives through reading and analysis of contemporary and emerging research in special education; attending colloquia with special educators who are conducting research; and developing and beginning implementation of pilot research and project designs. (2 seminar, 2 lab hours)

**SPED 235. Assessment and Development of Social Affective Education Programs (3)**  
Development and remediation of social skills and affective abilities. Model programs for normal children and prescriptive interventions for those with social and personal behavior disorders. (2 seminar, 2 lab hours) (Formerly SPED 213)

**SPED 236. Seminar in Social Curriculum and Communication (3)**  
Research and practice in assessment and instruction of communication and social interaction curriculum; advanced behavioral, emotional, and environmental supports for students with moderate to severe disabilities. Includes analysis of behavior, communication systems, adapted technology, and team participation with other specialists.

**SPED 237. Seminar in Program Management for Students with Mild/Moderate Disabilities (3)**  
Students will learn to analyze assessment and performance data for the purpose of designing or modifying curriculum and instructional methods to facilitate the successful participation of students in general or special education classrooms. Additionally, students will examine current research and the implications for programming for students with mild/moderate disabilities.

**SPED 238. Clinical Field Experience in Serious Emotional Disturbance/Behavior Disorders (3)**  
Designed to provide clinical experience in diagnosis and evaluation of the serious emotionally and behaviorally disordered, prescriptive program development, prescriptive instruction, and program management. Experience to include data gathering, program planning and execution, evaluation, consultation, and collaboration. (2 seminar, 2 lab hours)

**SPED 240. Seminar in Program Management for Students with Moderate/Severe Disabilities (3)**  
Current and emerging research in quality program characteristics; assessment and instruction of vocational, functional, academic, personal management (including self-help, domestic, and community); collaboration and leadership in programs for students with moderate to severe disabilities.

**SPED 280T. Advanced Topics in Special Education (1-3; 12 if no area is repeated)**  
Prerequisites: postbaccalaureate standing and permission of instructor. Topics may include special education legislation, parenting, transitional programming, parents as teachers, adolescents and adults with disabilities, current research, child abuse, gifted and talented.

**SPED 290. Independent Study (1-3; max total 6)**  
See *Academic Placement — Independent Study*. Approved for *RP* grading.

**SPED 298. Project (4)**  
Prerequisites: 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 special education such as the development of courses of study, instructional manuals, teachers' guides, intervention programs, and computer software. An approved proposal is required for enrollment. Approved for *RP* grading.

**SPED 299. Thesis (4)**  
Prerequisites: 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 Kremen School of Education and Human Development's graduate programs coordinator for school thesis guidelines. Approved for *RP* grading.

## IN-SERVICE COURSE

(See *Catalog Numbering System*.)

### ***Special Education (SPED)***

**SPED 380T. Topics in Special Education (1-3; max total 12 if no topic repeated)**  
Selected areas in special education; identification of exceptional students, assessment of learning disabilities, focus on specific disabling conditions, instructional methods, parent involvement with handicapped students, federal and state legislation. Not applicable toward degree requirements.