Graduate Studies in the Department

The Department of Teacher Education offers a Master of Arts degree in Education with an emphasis in the following Curriculum and Instruction areas: Elementary Education, Multilingual Education, Reading, and Secondary Education. Students interested in graduate degree programs may obtain information from the Department Office in Demergasso-Bava Hall (P-330) or the Graduate School in the Mary Stuart Rogers Building (MSR 160). Prerequisites, procedures, and requirements for the M.A. degree are described below. Also included is general information relevant to graduate studies. Detailed information is also available online by visiting the MA Program in Curriculum and Instruction website at http://blackboard.csustan.edu. To arrive at the website, first select Login and then Preview; click on the courses tab and choose "Teacher Education," and finally "EdMasters." Courses are scheduled in the late afternoon and evening. Contact the M.A. Coordinator for details at (209) 667-3357.

Master of Arts in Curriculum and Instruction

<table>
<thead>
<tr>
<th>M.A. Area</th>
<th>Professor (Advisers)</th>
<th>Phone</th>
<th>E-Mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education</td>
<td>S. Neufeld</td>
<td>(209) 664-6719</td>
<td><a href="mailto:sneufeld@csustan.edu">sneufeld@csustan.edu</a></td>
</tr>
<tr>
<td>Multilingual Education</td>
<td>J. Wink</td>
<td>(209) 667-3471</td>
<td><a href="mailto:jwink@stan.csustan.edu">jwink@stan.csustan.edu</a></td>
</tr>
<tr>
<td>Reading</td>
<td>N. J. Smith</td>
<td>(209) 667-5337</td>
<td><a href="mailto:njsmith@csustan.edu">njsmith@csustan.edu</a></td>
</tr>
<tr>
<td>Secondary Education</td>
<td>J. Towell</td>
<td>(209) 667-3292</td>
<td><a href="mailto:jtowell@koko.csustan.edu">jtowell@koko.csustan.edu</a></td>
</tr>
<tr>
<td></td>
<td>M. Salisbury</td>
<td>(209) 664-6720</td>
<td><a href="mailto:msaisbury@csustan.edu">msaisbury@csustan.edu</a></td>
</tr>
</tbody>
</table>

Prerequisites for Admission

1. A baccalaureate degree for admission to the CSU Stanislaus Graduate School with Postbaccalaureate Standing, Unclassified status (see below).
2. For admission to the MA Program in Curriculum and Instruction with Graduate Standing, Classified status, a total score of at least 100 using the following formula for grade point average (grade point average), based on the last 60 units of college/university work, and the Miller’s Analogies Test (MAT score: grade point average x 20 + MAT score = total score). For example, a student with a grade point average of 3.0 and a MAT score of 40 would qualify for admission with a total score of 100 (3.0 x 20 + 40 = 100). As an alternative, GRE scores (taken within the last five years) may be submitted. Acceptable minimum total score is 1200.

Application Procedures

1. Complete the University admission form and file it with the Enrollment Services Office in the Mary Stuart Rogers Building (MSR 120).
2. Submit transcripts to Enrollment Services, including at least the last 60 units of college/university degree course work.
3. Submit two letters of recommendation, which discuss the applicant’s potential for graduate-level study, to the Graduate School in the Mary Stuart Rogers Building (MSR 160).
4. Submit MAT or GRE score to the Graduate Studies Office. Note: For MAT information and testing procedures, contact the Testing Office on campus in MSR180 (209) 667-3158.

Admission Classifications

Students applying for the M.A. program will be placed in one of two classifications:
1. Postbaccalaureate Standing: Unclassified (Permits students to enroll in classes as specified by M.A. area coordinator.) To be admitted to Postbaccalaureate Standing: Unclassified, the applicant must:
   a. Complete the University admission form.
   b. Meet CSU Stanislaus admission requirements.
2. Graduate Standing: Classified (Admission to the M.A. program is granted.) To move to Graduate Standing: Classified, the applicant must:
   a. Submit three "Recommendations for an Applicant to the MA in Education" forms completed by persons familiar with applicant’s professional competence and two "Faculty Recommendation Forms" completed by MA Program professors whose courses the applicant has taken while a Postbaccalaureate, Unclassified student.
   b. Submit Miller Analogies Test or GRE score.
   c. Fulfill writing competence by submitting a score of at least 41 on the writing section of CBEST.
   d. All course work must be completed within seven years in order to be accepted.

Other Requirements

In general, no more than six semester units of course work completed in Postbaccalaureate Standing: Unclassified may be applied to a master’s degree.

The total number of units for degree completion, as well as specific courses required, vary with each area of emphasis of the M.A. in Education. (See the relevant coordinator for requirements.) A total of 9 units may be transferred from accredited graduate schools in the U.S. or abroad.

Grade Requirements

The minimum academic grade point average for earning the M.A. degree is 3.0. The minimum acceptable grade for courses included in the M.A. program is a C–.

Final Requirements

The M.A. in Education degree requires the successful completion of all course work, approval of a written project or thesis, and passing of an oral examination. At least 15 semester units must be completed as a student in Graduate Standing: Classified. After all requirements have been met, the student will be awarded the M.A. degree.

Note: Prior to being admitted to the program, international applicants whose native language is not English must demonstrate proficiency in English by completing the Test of English as a Foreign Language (TOEFL) with a total score of at least 550 and with part scores of at least 54.

Common Course Work Requirements (16-18 units)

Note: All EDGS courses require Graduate Standing, Classified status prior to enrolling.

1. Foundation: Complete one of the following courses depending on the specific M.A. area of emphasis (3 units):
   EDGS 5010 Education in Society, 3 units, or
   EDGS 5040 Philosophy of Education, 3 units
2. Common Studies: Complete the following courses (7 units):
   EDGS 5050 Methods of Research in Education, 4 units
   EDGS 5060 Theories of Instruction, 3 units
3. Project/Thesis: Complete the following (6-8 units):
   EDUC 5770 Seminar in Elementary and Secondary Education, 2 units
   EDUC 5960 Project, 4-6 units, or
   EDUC 5990 Thesis, 4-6 units,


Curriculum and Instruction:
Elementary and Secondary

Concentration Requirements (33 units minimum)
Note: Also refer to Common Course Work requirements (on previous page).

1. Select and complete the following required courses:
   a. **Curriculum and Instruction Emphasis (3 units)**
      EDUC 4840 Analysis and Strategies of Teaching, 3 units
   b. **Concentration Emphasis: Skills (3 units)**
      EDML 5001 Multilingual Education Evaluation, 3 units
      EDUC 5200 Classroom Management and Discipline: Theory and Models, 3 units
      EDUC 5880 Improving Instructional Skills in a Cultural Context, 3 units
      EDUC 5885 Instructional Programs to Enhance Thinking Skills, 3 units
   c. **Concentration Emphasis: Reading (2-3 units)**
      EDML 5000 Multilingual Education in the Content Area, 3 units
      EDRG 4100 Improving Reading: K-12, 2 units
      EDRG 4150 Reading: Literature-based Instruction for Children, 3 units
      EDRG 4240 Reading Instruction: Primary Grades, 2 units
      EDRG 4250 Reading Instruction: Intermediate Grade, 2 units
   d. **Concentration Emphasis: Research and Trends (3 units)**
      EDML 5200 Advanced Theory of Teaching the Culturally Diverse Student, 3 units
      EDRG 5350 Research and Trends in Reading and Language Arts, 3 units
      EDUC 5330 Research and Trends in Mathematics, Science, and Social Studies, 3 units
      EDUC 5340 Research and Trends in Curriculum, 3 units
      EDUC 5400 Teachers as Change Agents: Researchers and Writers, 3 units
      EDUC 5860 Multicultural and Global Education, 3 units
   e. **Electives (6 units)**
      4000 or 5000 level Education course(s) selected in consultation with an adviser.

Curriculum and Instruction:
Multilingual Education

The Department of Teacher Education offers a Master of Arts degree in Education with an emphasis in Multilingual Education. The CLAD certificate may be completed independent of or in conjunction with the Master of Arts degree. Courses are scheduled in the late afternoon and evening to enable employed individuals to attend.

Concentration Requirements (34 units minimum)
Note: Also refer to Common Course Work requirements on the previous page.

1. Complete the concentration:
   a. **Theoretical Foundations (6 units)**
      EDML 5400 Theory of Multilingual Education, 3 units
      EDML 5200 Advanced Theory in Teaching the Culturally Diverse Student, 3 units, or
      EDUC 5860 Multicultural and Global Education: Curriculum and Instruction, 3 units
   b. **Methods (9 units)**
      EDML 5000 Multilingual Education in the Content Area, 3 units
      EDML 5001 Multilingual Evaluation, 3 units
      EDML 5420 Language Arts for the Culturally and Linguistically Diverse Classroom, 3 units, or
      ENGL 5800 Advanced TESOL Theory and Methodology, 3 units
   c. **Electives (3 units)**
      EDUC 5400 Teachers as Change Agents: Researchers and Writers, 3 units
      EDRG 5350 Research and Trends in Reading/ Language Arts, 3 units
      EDML 5940 Multilingual Education Field Experience/Practicum, 3 units
      Note: Other appropriate courses may be selected in consultation with major adviser.
      Note: Prerequisite - one year/six units of college-level foreign language, or equivalent.

Curriculum and Instruction: Reading

Concentration Requirements (18 units)

1. Select and complete the following required courses:
   a. **Theoretical Foundations (3 units)**
      EDRG 4100 Reading/Language Arts Instruction: K-12, 3 units, or
      EDRG 4150 Reading: Literature-based Instruction for Children, 3 units
   b. **Research and Trends (6 units)**
      EML 5200 Advanced Theories in Teaching Culturally Diverse Students, 3 units
      EDRG 5350 Reading and Language Arts: Research and Trends, 3 units
      EDUC 5400 Teachers as Change Agents: Researchers and Writers, 3 units
      EDUC 5860 Multicultural and Global Education: Curriculum and Instruction, 3 units
   c. **Methods (9 units)**
      EML 5000 Multilingual Education in the Content Area, 3 units, or
      EML 5001 Multilingual Education Evaluation, 3 units
      EDRG 5250 Reading and Language Arts: Assessment and Evaluation, 3 units
      EDRG 5910 Practicum in Reading and Language Arts, 3 units
      Note: Other appropriate courses may be substituted after consultation with the major adviser.

CLAD Certificate Crosscultural Language and Academic Development

The Department of Teacher Education offers the CLAD Certificate. In order to be recommended for the three domains of the CLAD Certificate, each credentialed teacher must take the following 12 semester units:

- EDML 5000 Multilingual Education in the Content Area, 3 units
- EDML 5001 Multilingual Education Evaluation, 3 units
- EDML 5400 Theory of Multilingual Education, 3 units
- EDRG 5200 Advanced Theories in Teaching the Culturally Diverse Student, 3 units, or
- EDUC 5860 Multicultural Global Education: Curriculum and Instruction, 3 units

Enrollment in these courses requires formal admission to the University. Students also must satisfactorily meet the scholastic, professional, personal, and other standards for graduate study as appropriately prescribed by the University. In addition, each CLAD certificate candidate must have completed six semester units of course work which emphasizes the learning of a language other than English, or one of the CCTC approved options for meeting this requirement. Information on these options is available in the Credential Processing Center or from the CLAD Certificate Coordinator.
Course Descriptions

Bilingual Crosscultural, Language, and Academic Development (BCLAD - Southeast Asian Languages Emphasis- Cambodian, Hmong, Lao)

EDAB 4110 Reading/Language Arts: A Holistic Perspective, Bilingual (5 units).
(Formerly EDBL 3110) Introduction to the skills, concepts, and applications required for bilingual multiple subject teaching in reading and language arts. Planning, demonstration, and materials based upon modern trends and techniques. Prerequisite: Admission to the Multiple Subject Credential Program BCLAD.

EDAB 4120 Elementary Curriculum and Instruction: Mathematics, Bilingual (3 units).
(Formerly EDBL 3120) Introduction to the skills, concepts, and applications required for bilingual multiple subject teaching in mathematics. Planning, demonstration, and materials based upon modern trends and techniques. Prerequisite: Admission to the Multiple Subject Credential Program BCLAD.

EDAB 4130 Elementary Curriculum and Instruction: Science, Bilingual (3 units).
(Formerly EDBL 3130) Introduction to the skills, concepts, and applications required for bilingual multiple subject teaching in science. Planning, demonstration, and materials based upon modern trends and techniques. Prerequisite: Admission to the Multiple Subject Credential Program BCLAD.

EDAB 4140 Elementary Curriculum and Instruction: Social Studies, Bilingual (3 units).
(Formerly EDBL 3140) Introduction to the skills, concepts, and applications required for bilingual multiple subject teaching in social studies. Planning, demonstration, and materials based upon modern trends and techniques. Prerequisite: Admission to the Multiple Subject Credential Program BCLAD.

EDAB 4815 Multiple Subject BCLAD Student Teaching I (5 units).
(Formerly EDMS 3815) Supervised observation, participation, and student teaching in a public multiple subject bilingual classroom setting. Prerequisites: Admission to the Multiple Subject Credential Program and subject-matter competency verified.

EDAB 4816 Multiple Subject BCLAD Student Teaching II (5 units).
(Formerly EDBL 4810) Supervised observation, participation, and student teaching in a public multiple subject bilingual classroom setting. Prerequisites: Admission to the Multiple Subject Credential Program and subject-matter competency verified.

EDAB 4817 Multiple Subject BCLAD Student Teaching III (5 units).
Supervised observation, participation, and student teaching in public school settings. Prerequisites: Previous enrollment in EDAB 4815 and EDAB 4816 and consent of the Multiple Subject Credential Coordinator.

EDAB 4898 Student Teaching Seminar (2 units).
(Formerly EDBL 3899) Taken concurrently with student teaching, but is graded separately. Topics covered include classroom management and practical aspects of working in schools. Prerequisite: Admission to student teaching.

EDMC 4110 Reading/Language Arts: A Holistic Perspective (5 units).
(Formerly EDMS 3010) Introduction to the principles and practices for reading/language arts instruction in grades K–8, with an emphasis on the four communication skills; a holistic approach to literature-based instruction which meets the needs of diverse populations. Prerequisite: Admission to the Multiple Subject Credential Program.

EDMC 4120 Elementary Curriculum and Instruction: Mathematics (3 units).
(Formerly EDMS 3120) Introduction to the materials and methods used in the teaching of mathematics in grades K–8. Emphasis is on instructional planning, concept development, and the use of manipulatives for instruction as outlined in the California Mathematics Framework. Prerequisite: Admission to the Multiple Subject Credential Program.

EDMC 4130 Elementary Curriculum and Instruction: Science (3 units).
(Formerly EDMS 3130) Introduction to the purpose and content of the social studies in grades K–8. Course topics include teaching strategies, lesson design, instructional planning, and the selection of science materials and resources. Prerequisite: Admission to the Multiple Subject Credential Program.

EDMC 4140 Elementary Curriculum and Instruction: Social Studies (3 units).
(Formerly EDMS 3140) Introduction to the purpose and content of the social studies in grades K–8, including the teaching of concepts, skills, values, and attitudes which promote citizenship in democracies in our global community. Focus will be on instructional planning derived from current issues, understandings, and approaches with emphasis on the learning needs of linguistically and culturally diverse students. Prerequisite: Admission to the Multiple Subject Credential Program.

EDMC 4815 Multiple Subject CLAD Student Teaching I (5 units).
(Formerly EDMS 3815) Supervised observation, participation, and student teaching in public school settings. Prerequisites: Admission to the Multiple Subject Credential Program and subject-matter competency verified.

EDMC 4816 Multiple Subject CLAD Student Teaching II (5 units).
(Formerly EDBL 4810) Supervised observation, participation, and student teaching in a public multiple subject bilingual classroom setting. Prerequisites: Admission to the Multiple Subject Credential Program and subject-matter competency verified.

EDMC 4817 Multiple Subject CLAD Student Teaching III (5 units).
Supervised observation, participation, and student teaching in public school settings. Prerequisites: Previous enrollment in EDMC 4815 and EDMC 4816 and consent of the Multiple Subject Credential Coordinator.

EDMC 4898 Student Teaching Seminar (2 units).
(Formerly EDMS 3899) Taken concurrently with student teaching, but is graded separately. Topics covered include classroom management and practical aspects of work in schools. Prerequisite: Admission to student teaching.
Multilingual Education: Graduate

EDML 5000 Multilingual Education in the Content Area (3 units).
Focuses on the K-12 methods of crosscultural language and academic development, the role of multilingual education in American public schools, and the implementation of various program models.

EDML 5001 Multilingual Education Evaluation (3 units).
Designed to teach the theory and practice of effective first and second language assessment. Special emphasis will be placed on the California state mandated instruments and guidelines for language assessment of limited English proficient students. Instruments which assess adult ESL will also be part of the curriculum.

EDML 5200 Advanced Theories in Teaching the Culturally Diverse Student (3 units).
Focuses on advanced theories of learning and teaching styles of the culturally diverse students. Identification of suggested teaching proficiencies for the multicultural classroom. Emphasizes curriculum development for culturally diverse students.

EDML 5400 Theory of Multilingual Education (3 units).
Focuses on the K-12 theory of crosscultural language and academic development, the role of multilingual education in American public schools, and the implementation of various program models.

EDML 5420 Language Arts: Acquisition to Composition (3 units)
Provides teachers with a knowledge base for designing, implementing, and assessing language acquisition and development programs and methodologies for the language minority student in the K-12 setting.

EDML 5940 Field Work: Multilingual Education (3 units).
Provides a field experience for teachers in a multilingual setting in K-12. The use of theory and practice related to teaching the content areas will be emphasized.

Multiple Subject

EDMS 4100 Foundations of Education in a Diverse Society (3 units).
Addresses the major historical, social, and cultural foundations of education with an emphasis on diversity; the major theory of learning; and how culture, socio-economic status, and gender influence achievement.

EDMS 4110 Primary Reading/Language Arts Methods: English Instruction (3 units).
Addresses principles and practices for teaching reading/language arts in English in grades K-3 with an emphasis on listening, speaking, reading, and writing. Prerequisite: Admission to the Multiple Subject Credential Program.

EDMS 4111 Primary Reading/Language Arts Methods: Spanish Bilingual (3 units).
Addresses the principles and practices for teaching reading/language arts in Spanish bilingual classrooms in grades K-3 with an emphasis in listening, speaking, reading, and writing. Prerequisite: Admission to the Multiple Subject Credential Program and fluency in Spanish.

EDMS 4112 Primary Reading/Language Arts Methods: Primary Language Support (3 units).
Addresses the principles and practices for teaching reading/language arts in multilingual classrooms in grades K-3 with an emphasis in listening, speaking, reading, and writing, and a focus on ways to support instruction using the primary language. Prerequisites: Admission to the Multiple Subject Credential Program and fluency in a foreign language.

EDMS 4113 Intermediate Reading/Language Arts (4 units).
Addresses the principles and practices for teaching reading/language arts in grades 4-8 and includes an intensive preparation for the RICA exam. Prerequisite: EDMS 4110, 4111, or 4112.

EDMS 4121 Mathematics Methods (3 units).
Addresses the principles and practices for teaching mathematics in grades K-8, including teaching strategies, lesson design and delivery, and selection of appropriate materials for instruction. Prerequisite: Admission into the Multiple Subject Credential program.

EDMS 4130 Science and Health Methods (3 units).
Addresses the principles and practices for teaching science and health instruction in grades K-8, including teaching strategies, lesson design and delivery, and selection of appropriate materials for instruction. Prerequisite: Admission into the Multiple Subject Credential Program.

EDMS 4140 History/Social Science and Visual and Performing Arts Methods (3 units).
Addresses the principles and practices for teaching history/social science and visual and performing arts instruction in grades K-8, including instructional strategies, lesson design and delivery, and selection of appropriate materials for instruction. Prerequisite: Admission into the Multiple Subject Credential Program.

EDMS 4150 Methods of Multilingual Education (3 units).
Presents methods for teaching English language development (ELD) and subject matter content to English learners, including dual language and SDAIE methods. Focuses on the social and cultural origins of language.

EDMS 4180 Classroom Management/Professional Practices (1 unit).
Presents methods of classroom management and practical aspects of working in schools. Also addresses the professional duties and obligations of teachers. Prerequisite: Admission to full-time student teaching.

EDMS 4190 Student Teaching Practicum I (3 units).
Students are assigned to a diverse classroom for the mornings for 7 weeks under the supervision of a cooperating teacher and gradually assume more responsibility beginning with observation and small group instruction and progressing to teaching the whole class. Prerequisite: Admission to student teaching required.

EDMS 4191 Student Teaching Practicum II (5 units).
Students are assigned to a diverse classroom for 7 weeks under the supervision of a cooperating teacher and gradually assume responsibility for teaching all subjects. Prerequisite: Consent of Multiple Subject Credential Program Coordinator.

EDMS 4192 Student Teaching Practicum III (5 units).
Students are assigned to a diverse classroom under the supervision of a cooperating teacher and have an extended period where they are responsible for teaching the whole class. Prerequisite: Consent of Multiple Subject Credential Program Coordinator.

Single Subject

EDSC 3800 Observing in Secondary Schools I (1 unit).
Course is designed to give potential secondary teachers a structured opportunity to observe for a minimum of 45 hours in public secondary schools.
EDSC 3900 Foundations of Secondary Education (3 units).
Explores the social, political, economic, and historical contexts of secondary education in the nation and in California. A prerequisite course to the Single Subject Credential Program.

EDSC 4000 Secondary Education I for Interns (4 units).
Introductory course for intern program. Lesson and unit planning; classroom management. Prerequisite: Admission to the SSCP intern program.

EDSC 4100 Secondary Education I (4 units).
Integrates theory and practice on strategies for effective individual instruction. Includes sociocultural and psychological foundations and research on effective teaching. Corequisite: Admission to SSCP.

EDSC 4110 Multilingual Education in Secondary Schools (3 units).
Course is designed to provide an overview of theory, methodology, and assessment for first and second language development in the 6-12 schools. Course will emphasize the cultural origins of language and literacy in relation to needs of students and teachers in a pluralistic society.

EDSC 4115 Reading and Writing Instruction in the Secondary Content Area (CLAD) (5 units).
Designed to teach effective literacy instructional strategies in the content areas in multilingual secondary classrooms. Prerequisite: Admission to SSCP or consent of instructor.

EDSC 4300 Secondary Education II (4 units).
This course prepares students for classroom instruction responsibilities. Focus on effective teaching methodology for diverse learners. Includes field experience. Prerequisite: Successful completion of EDSC 4100, 4850, and 4115 or EDSD 4115.

EDSC 4400 Secondary Education III (4 units).
Knowledge and application of fundamental principles, generalizations, theories, trends, and methods for effective teaching in multicultural and multilingual schools. Corequisite: EDSC 4855. Prerequisite: EDSC 4300.

EDSC 4500 Secondary Education in a Global Society (3 units).
Examines major concepts and theoretical frameworks of multicultural and global education. Application of cultural dimensions of teaching and learning to curricular decisions. Prerequisite: EDSC 4300. Admission to SSCP.

EDSC 4850 Secondary Education Field Practicum I (3 units).
Students observe classes, serve as a teaching assistant to a classroom teacher, and teach in individual instruction two pupils for a semester. Corequisite: EDSC 4100. Prerequisite: Admission to the SSCP.

EDSC 4855 Secondary Education Field Practicum II (3 units).
Students teach secondary school classes and serve as a teacher assistant in a class from the beginning to the end of a public school semester. Corequisite: EDSC 4400. Prerequisite: EDSC 4850.

Reading: Upper Division
EDRG 3470 Reading in the Secondary School (3 units).
Selection and organization of materials; instructional procedures for developmental reading programs 7-12; reading and the content subject; analysis of research concerning reading needs; field practicum. Prerequisites: Admission to the Single Subject Credential Program and/or consent of a credential program coordinator.

EDRG 4100 Reading/Language Arts Instruction: Grades K-12 (3 units).
Strategies and practices in reading and language arts; emphasis on reading in the content area; second language development and acquisition; bilingual methodology, theory, and strategies. Prerequisites: EDM 3110, EDMC 4110, EDSB 4110, EDAB 4110, or EDRG 3470 and consent of education adviser.

EDRG 4150 Reading: Literature-Based Instruction for Children (3 units).
Techniques to revitalize the English-language arts curriculum through literature-based instruction; oral language strategies, such as readers theatre; review of various fairy tales as incorporated into teaching reading strategies.

EDRG 4240 Reading Instruction in the Primary Grades (3 units).
Places emphasis on all aspects of reading readiness, especially methods and materials. The techniques of beginning reading, including aspects of print awareness, phonemic awareness, explicit skills instruction, literature support, and language experience, will be highlighted as they support and contribute to a balanced approach to literacy learning which meets the needs of diverse populations as identified in the CLAD credential program documentation. Prerequisites: EDM 4110, EDBL 4110, or EDRG 3470 and consent of instructor.

EDRG 4250 Reading Instruction in the Intermediate Grades (3 units).
Places an emphasis on “reading to learn,” particularly reading comprehension and study skills, vocabulary development, individualized instruction, reading in content areas, and literature study. Prerequisites: EDRG 3250, 3251, 3470, or EDMC 4110 and consent of education adviser.

Reading: Graduate
EDRG 5100 Recovery Teaching (3 units).
Prepares teachers to implement the Reading Recovery Program, an early intervention program for first graders at risk of reading failure. May be repeated once.

EDRG 5250 Reading and Language Arts: Assessment and Evaluation (3 units).
Includes the understanding and evaluation of reading and writing difficulties, early intervention programs and procedures, selecting and developing materials, portfolio assessment, and state mandated bilingual tests. Prerequisites: EDM 3110, EDRG 3470, EDMC 4110, EDSB 4110, or EDAB 4110; teaching experience.

EDRG 5350 Reading and Language Arts: Research and Trends (3 units).
Review of research and literature in reading and language arts; in-depth analysis of one or more related topics; evaluation of trends. Prerequisites: EDRG 3470, EDM 3110, EDMC 4110, EDSB 4110, or EDAB 4110.

EDRG 5910 Practicum in Reading and Language Arts (3 units).
Study of techniques of reading and writing assessment, evaluation, and intervention strategies for selected children in designated classrooms; individual and small group tutoring; microteaching; weekly seminars. Prerequisites: EDRG 3110, EDRG 3470, EDMC 4110, EDSB 4110, or EDAB 4110 (required), EDRG 5250 (recommended); teaching experience, and consent of Reading Credential Program Coordinator.
EDRG 5920 Advanced Practicum in Reading and Language Arts (3 units).
Students will complete an advanced supervised practicum in reading and language arts which will include a diagnostic prescriptive assessment, intervention plan, and supervision component. Prerequisites: Courses for the Reading Certificate including EDRG 5910 and consent of instructor.

Bilingual Crosscultural, Language, and Academic Development (BCLAD - Spanish Emphasis)

EDSB 4110 Reading/Language Arts: A Holistic Perspective, Bilingual (5 units).
(Formerly EDBL 3110) Introduction to the skills, concepts, and applications required for bilingual multiple subject teaching in reading and language arts. Planning, demonstration, and materials based upon modern trends and techniques. Prerequisite: Admission to the Multiple Subject Credential Program BCLAD.

EDSB 4115 Reading and Writing Instruction in the Secondary Content Area (BCLAD) (5 units).
Designed to teach theories and practices of effective bilingual literacy instruction in the secondary content area. Prerequisite: Admission to the SSCP BCLAD credential program or consent of instructor.

EDSB 4120 Elementary Curriculum and Instruction: Mathematics, Bilingual (3 units).
(Formerly EDBL 3120) Introduction to the skills, concepts, and applications required for bilingual multiple subject teaching in mathematics. Planning, demonstration, and materials based upon modern trends and techniques. Prerequisite: Admission to the Multiple Subject Credential Program BCLAD.

EDSB 4130 Elementary Curriculum and Instruction: Science, Bilingual (3 units).
(Formerly EDBL 3130) Introduction to the skills, concepts, and applications required for bilingual multiple subject teaching in science. Planning, demonstration, and materials based upon modern trends and techniques. Prerequisite: Admission to the Multiple Subject Credential Program BCLAD.

EDSB 4140 Elementary Curriculum and Instruction: Social Studies, Bilingual (3 units).
(Formerly EDBL 3140) Introduction to the skills, concepts, and applications required for bilingual multiple subject teaching in social studies. Planning, demonstration, and materials based upon modern trends and techniques. Prerequisite: Admission to the Multiple Subject Credential Program BCLAD.

EDSB 4815 Multiple Subject BCLAD Student Teaching I (5 units).
(Formerly EDMS 3815) Supervised observation, participation, and student teaching in a public multiple subject bilingual classroom setting. Prerequisites: Admission to the Multiple Subject Credential Program and subject-matter competency verified.

EDSB 4816 Multiple Subject BCLAD Student Teaching II (5 units).
(Formerly EDBL 4810) Supervised observation, participation, and student teaching in a public multiple subject bilingual classroom setting. Prerequisite: Admission to the Multiple Subject Credential Program and subject-matter competency verified.

EDSB 4817 Multiple Subject BCLAD Student Teaching III (5 units).
Supervised observation, participation, and student teaching in public school settings. Prerequisites: Previous enrollment in EDSB 4815 and EDSB 4816 and consent of Multiple Subject Credential Program Coordinator.

EDSB 4898 Student Teaching Seminar (2 units).
(Formerly EDBL 3899) Taken concurrently with student teaching, but is graded separately. Topics covered include classroom management and practical aspects of working in schools. Prerequisite: Admission to student teaching.

Single Subject Non-Emphasis

EDSS 4860 Supervised Student Teaching in Public Secondary School Settings (2-12 units).
Prerequisite: Consent of single subject credential program coordinator. May be repeated only once.

Education

EDUC 3500 Early Field Experience (2 units).
Participants will be involved in a variety of school related experiences to assist them in determining their suitability for becoming a classroom teacher. The course will combine classroom work on the university campus and K–12 field experiences, with a focus on gaining a beginning understanding of the role of the teacher in the contemporary public school.

EDUC 4000 Historical, Sociocultural, Political Perspectives on Schools in the United States (3 units).
Introduction to American public schooling. It will address the major historical, sociocultural, political, and economic forces that influence schooling and learning outcomes in our society.

EDUC 4100 Working with At-Risk Students in a Community School Setting (2-4 units).
Provides students the opportunity to apply theoretical and practical knowledge of teaching and classroom management and provides experience with culturally and linguistically diverse students in a community school setting. Prerequisite: Consent of instructor.

EDUC 4120 Diagnostic Techniques of Teaching (3 units).
(Formerly EDMS 4120) Methods of diagnosing student difficulties and prescribing remediation in terms of curriculum and instruction; performance-based instruction evaluation. Prerequisite: Completion of student teaching.

EDUC 4200 Cultural Diversity and the Classroom (3 units).
(Formerly EDBL 4200) Principles of adapting school instructional materials and programs to the particular needs of language minority students. Identification of suggested teaching competencies include selected field experiences.

EDUC 4300 Teaching the Cultural Heritage of the Hmong and Lao People (3 units).
Prepares educators for student diversity in the classroom and by providing a study of the cultural heritage of the Hmong and Lao people including their recent history, cultures, family structure, language, arts, music, songs, beliefs, family, values, identity, education, and migration.

EDUC 4400 Introduction and Foundations of Multilingual Education (3 units).
Focuses on the existing knowledge base of bilingualism as well as the current practices related to dual language instruction and the education of language minority students.

EDUC 4430 Crosscultural Techniques for Teachers: Language and Sociocultural Issues in School Settings (3 units).
(Formerly EDBL 4430) Focuses on the importance of the social and cultural origins of language and literacy as they relate to the needs of students and teachers in a pluralistic society with egalitarian goals. Emphasis will be on first and second language development.
EDUC 4500 Instruction, Assessment and Management for Beginning Teachers and Interns (3 units).
Instruction, assessment, and management strategies to assist teachers in the initial development and implementation of a comprehensive classroom teaching plan based on current educational theories and attending to the diverse needs of the public school population. Meets the prerequisite for entering the MSCP University Intern Program.

EDUC 4550 Techniques for Supervising Student Teachers (1 units).
Designed to provide educators with the professional skills of supervising preservice and in-service teachers using the clinical supervision process.

EDUC 4600 Seminar on Transformative Literacy (3 units).
Held in Latin America, this course actively engages students with local teachers, children, and families. Using a transformative pedagogy, students will participate in group and individual investigations, write a personal book and maintain a reflective journal. Spanish language skills are not a prerequisite, but are helpful. Corequisite: EDUC 4603 (Activity).

EDUC 4700 Integrated and Multi-Sensory Phonetic Approaches to Reading (3 units).
Prepares elementary teachers for teaching multi-sensory phonics, the missing ingredient in many whole language classrooms. There will be an emphasis on integrating phonics with literature and the four language arts: reading, writing, speaking, and listening. Specific strategies for including second language learners are stressed.

EDUC 4840 Analysis and Strategies of Teaching (3 units).
(Formerly EDMS 4840) Analytical methods used to study the elementary and secondary school instructional process. Models and strategies for effective instruction are emphasized. Prerequisite: Completion of student teaching.

EDUC 4870 Complex Instruction: Groupwork in Heterogeneous Classrooms (3 units).
Introduces teachers to Complex Instruction, a set of instructional strategies for using cooperative groupwork in academically and linguistically diverse classrooms. Prerequisite: Consent of instructor.

EDUC 4910 Cooperative Education (2–4 units).
Provides an opportunity to acquire relevant, practical experience in supervised paid employment within the discipline. Students are placed in private or public sector positions under the supervision of the employer and departmental Co-op coordinator. May be repeated for a total of 8 units depending upon departmental policy. Prerequisites: Sophomore standing and consent of departmental coordinator.

EDUC 4950 Selected Topics in Education (Topics to be specified in Class Schedule) (1–5 units).
Topics vary each term, thus different topics may be taken for credit. Prerequisite: Consent of instructor.

EDUC 4980 Individual Study (1–4 units).
For qualified undergraduate upper-division students in need of specialized study not available through regular programs. May be repeated for a total of 6 units. Prerequisites: Complete the appropriate university and department forms and, at least two weeks prior to the beginning of the term, obtain the following approvals: instructor who will monitor the individual study, adviser, chair of the Department of Teacher Education, and dean of the School of Education.

Education: Graduate

EDUC 5200 Classroom Management and Discipline: Theory and Models (3 units).
Research, theory, and practices concerning classroom management and discipline. Students will analyze the diverse factors operating in a classroom situation, select from appropriate alternative models, implement, and evaluate the outcomes. Prerequisite: Graduate status or permission of instructor.

Designed to analyze and evaluate the K–12 curriculum with emphasis on mathematics, science, and social studies. Selected topics for extensive and intensive study. Prerequisite: Consent of education adviser.

EDUC 5340 Research Trends in the Curriculum (3 units).
Designed to analyze and evaluate the K–12 curriculum in general. Emphasis is on recent research findings and implications. Prerequisite: Consent of education adviser.

EDUC 5400 Teachers as Change Agents: Researchers and Writers (3 units).
Topics will include training on planning and implementing inservices and staff development, curriculum design and evaluation, grant writing and writing for publications, technology, and community/parent relationships. Prerequisites: Teaching credential; consent of education adviser.

EDUC 5770 Seminar in Elementary and Secondary Education (2 units).
Designed to analyze and evaluate the interrelationships among content, purposes, organization, policies, and practices in contemporary elementary and secondary schools. Prerequisite: Consent of education adviser.

EDUC 5860 Multicultural and Global Education: Curriculum and Instruction (3 units).
(Formerly EDUC 4860) Examines the major concepts and theoretical frameworks of multicultural and global education, the application of the cultural dimensions of teaching and learning, and knowledge of diverse cultures as applied to curricular decisions. Meets CLAD certificate requirements. Prerequisites: Teaching Credential or consent of instructor.

EDUC 5870 Seminar in Elementary and Secondary Education (2 units).
Focus will be on development of additional teaching skills while considering effects of cultural context on instruction as well as cultural background of the teacher. Prerequisite: Adviser or instructor approval.

EDUC 5885 Instructional Programs to Enhance Thinking Skills (3 units).
Designed to review and analyze instructional programs designed to improve the K–12 learner’s skills in critical thinking and problem solving. Consideration of various nationally tested programs utilizing content processes, materials, and strategies. Prerequisite: Teaching credential and classroom teaching experience.

EDUC 5950 Selected Topics in Teacher Education (Topics to be Specified in Class Schedule) (1–5 units).
Development of a selected topic in teacher education. Topics vary each term. Different topics may be taken for credit. Prerequisite: Consent of instructor.
EDUC 5960 Project (1–3 units).
Designed to assist the master’s candidate in the preparation of a final project for the fulfillment of the master’s degree. May be repeated for a total of 6 units. **Prerequisite:** Consent of M.A. adviser.

EDUC 5980 Individual Study (1–4 units).
Designed to provide graduate students specialized study related to their degree program. May be repeated for a total of 6 units. **Prerequisites:** Approval of student graduate committee and consent of instructor.

EDUC 5990 Thesis (1–3 units).
Designed to assist graduate students in the preparation of their master’s thesis. May be repeated for a total of 4-6 units. **Prerequisite:** Consent of M.A. adviser.

EDUC 7005 Continuing Thesis or Project (0 units).
Non-credit course. Applicable to those students who have completed all registration for graduate course work and who have registered for the maximum number of thesis or project units required by their program. Students must register each semester or term until they have secured faculty approval for their theses or projects.