

Elementary Education

Michael D. Eisner College of Education

Chair: David Kretschmer

Education (ED) 1206

(818) 677-2621

www.csun.edu/education/eed/

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Programs

Graduate Degree:

M.A. in Education

Elementary Education Option

Credentials:

Multiple Subject Preliminary Teaching Credential, including BCLAD emphasis Reading Certificate (RC) Reading/Language Arts Specialist Credential (R/LASC)

Student Learning Outcomes of the Master of Arts Degree

M.A. Candidates will develop as professional educators who demonstrate:

1. Reflective practice by examining their pedagogical content knowledge, and skills to improve diverse students' learning needs.
2. Theoretical understanding by reading, synthesizing, and evaluating educational theory and research and applying research findings to their practice in diverse classroom settings.
3. Research skills by designing and conducting research and presenting their findings at a professional level in oral and written forms.
4. Educational awareness by knowing current educational issues and how those impact schools.
5. Leadership by influencing policy and practice in educational communities through advocacy and example.

Student Learning Outcomes of the Reading Certificate Program

1. Develop fluent reading in students at all grade levels including English learners, e.g., linguistic elements including phonemic awareness and the phonological and morphological structure of the English language, systematic instruction in sound-symbol relationships, spelling instruction, role of extensive practice, and skills and strategies leading to independent reading.
2. Teach text comprehension using narrative text structure analysis and expository text structure analysis.
3. Plan and deliver reading instruction based on an ongoing assessment (formal and informal) of all learners in reading and writing.
4. Plan instructional intervention models and strategies based on assessment and evaluation of students' needs, abilities and achievement using multiple measures.

5. Respect, understand and teach students of diverse backgrounds, e.g., cultural, gender, age, linguistic, and socio-economic levels.
6. Articulate a professional perspective through examination of research and research based practice on how all students—early, intermediate, and advanced readers, ELs and struggling readers—acquire language and reading and writing proficiency.

Student Learning Outcomes of the Reading/Language Arts Specialist Credential

1. Acquire professional knowledge and articulate advanced professional perspectives on reading and language arts curriculum, instruction and assessment.
2. Assume leadership roles in literacy instruction and engage in an ongoing professional development.
3. Design and conduct classroom-based research using appropriate methodology and critically examine sound research and theoretical literature to ascertain program strength, weaknesses, and overall success.
4. Meet the reading and writing needs of all students.
5. Provide effective leadership in program, curriculum, instructional and intervention decision-making and staff development.

Student Learning Outcomes for the Multiple Subject Credential Program

Domain A. Making subject matter comprehensible to students

1. Specific pedagogical skills for subject matter instruction

Domain B. Assessing student learning

2. Monitoring student learning during instruction
3. Interpretation and use of assessments

Domain C. Engaging and supporting students in learning

4. Making content accessible
5. Student engagement
6. Developmentally appropriate teaching practices, K-3 and 4-8
7. Teaching English learners

Domain D. Planning instruction and designing learning experiences for students

8. Learning about students
9. Instructional planning

Domain E. Creating and maintaining effective environments for student learning

10. Instructional time
11. Social environment

Domain F. Developing as a professional educator

12. Professional, legal, and ethical obligations
13. Professional growth

Student Learning Outcomes of the Multiple Subject, Reading/Language Arts Specialist Credential and Reading Certificate Programs

Upon completion of Multiple Subject, Reading Language Arts Specialist Credential and Reading Certificate programs, candidates will be able to demonstrate competencies in the following major domains of the California Standards for the Teaching Profession:

1. Making subject matter comprehensible to students
2. Assessing student learning
3. Engaging and supporting students in learning
4. Planning instruction and designing learning experiences for students
5. Creating and maintaining effective environments for student learning
6. Developing as a professional educator

Multiple Subject Preliminary Credential Program Pathways

The Multiple Subject Credential Program is primarily designed for persons who desire to teach in self-contained classrooms typical of elementary schools and to provide effective instruction for English learners of diverse backgrounds in classroom settings. The Multiple Subject Credential program includes foundational coursework in educational psychology, working with diverse populations, and teaching students with disabilities; a full complement of discipline-based methods courses; and field experience and two semesters of student teaching in elementary schools within the university's service area.

BCLAD Emphasis Credential: Persons enrolled in the Traditional, ACT, or Multiple Subject University Intern Program and who are proficient in two languages may elect to pursue the BCLAD Emphasis Credential. The department offers the BCLAD option to candidates who possess academic proficiency in Armenian and English, Korean and English, or Spanish and English. In addition, students fluent in Cambodian and English, Cantonese and English, Mandarin and English, or Vietnamese and English may complete a BCLAD Emphasis Program through the CSUN Asian BCLAD Consortium. For more information about the CSUN Asian BCLAD Consortium, please contact Dr. Sandra Chong. Candidates pursuing the BCLAD Emphasis Credential complete additional coursework in learning to teach in dual languages. See Traditional, ACT, and Multiple Subject Intern Program pathways for additional information.

Academic Advisement for Preliminary Multiple Subject Credential Program

Please contact the Credential Office for academic advisement. The program advisors and other staff can be reached at (818) 677- 2586. The department offers the following pathways leading to the Preliminary Multiple Subject Credential:

1. Traditional Program
2. Accelerated Collaborative Teacher Preparation Program (ACT)
3. Multiple Subject University Intern Program
4. Integrated Teacher Education Program (ITEP) – Freshman and Junior Options (BCLAD option not available)

Program: 36 Units

Credential Office, (818) 677-2586, credprep@csun.edu

Student Teaching Coordinator: Steve Holle, (818) 677-3183, holle@csun.edu

The Traditional Program is a post-baccalaureate multiple subject credential program option for either full-time or part-time candidates. Full-time candidates may complete the program in a single year (two academic semesters). Most candidates, however, complete the program in three or more semesters. Application for student teaching must be submitted one semester prior to the semester in which the candidate wishes to begin student teaching. Deadline dates for submission of student teaching applications are March 20 for Fall student teaching and October 20 for Spring student teaching. The Traditional Program offers a BCLAD option for qualified candidates.

A. Admission Requirements

- General Credential Program Admission Requirements
- CSET LOTE: Test III for Spanish and Korean, Test II for Armenian (BCLAD candidates only)

B. Required Prior to EED 560 Supervised Fieldwork

- Basic Skills Requirement (BSR)
- Current Tuberculosis Clearance
- Certificate of Clearance
- Writing proficiency requirement (ENGL 305 or 406 with a grade of "C" or better, CBEST Writing score of 41 or higher, passing score

on CSET writing subtest 142, or UDWPE score of 10 or higher)

- Submission of student teaching application by deadline date (see Credential Section for details)

C. Required prior to or concurrent with EED 560C Supervised Fieldwork

- EED 500 Fundamentals of Teaching (3)
- or EPC 500 Fundamentals of Teaching (3)
- (EED/EPC 500 required in first semester of enrollment)
- EED 520 Teaching Reading in the Elementary School (3)
- EED 577 Language Arts and ESL Instruction (3)
- EED 565M Mathematics Curriculum and Methods (2)
- AAS/ARMN/CHS/ELPS/PAS 417 Equity and Diversity in Schools (3)

D. Required Concurrent with EED 560C Supervised Fieldwork

- EED 559C Supervised Fieldwork Seminar (2)

E. Required Prior to EED 561F Student Teaching

- EED 560C Supervised Fieldwork (3)
- and EED 559C Supervised Fieldwork Seminar (2)
- EED 525 Bilingual and Bicultural Teaching in the Elementary School (BCLAD candidates only) (3)
- Cumulative GPA of 3.0 in professional education coursework and overall GPA of at least 2.75
- A grade of "C" or better in all program courses

F. Required prior to or concurrent with EED 561F Student Teaching

- EED 575 Integrated Social Studies and Arts Curriculum and Methods (3)
- EED 565S Science Curriculum and Methods (2)
- KIN 570PE/595PE Applied Methods for Physical Education (1)
- HSCI 496TH Teaching Health in the Elementary School Classroom (1)
- EED 515 Basic Technology Methods (2)
- SPED 420 Improving the Learning of Students with Special Needs through Differentiated Instruction and Collaboration(3)
- EED 560C Supervised Fieldwork (3)
- EED 559C Supervised Fieldwork Seminar (2)

G. Required Concurrent with EED 561F Student Teaching

- EED 559F Student Teaching Seminar (1)

H. Supervised Fieldwork, Student Teaching, and Seminars

- EED 560C Supervised Fieldwork (3)
- EED 559C Supervised Fieldwork Seminar (1)
- EED 561F Student Teaching (6)
- EED 559F Student Teaching Seminar (1)
- BCLAD candidates enroll in EED 561FB instead of EED 561F and student teach in a classroom appropriate to culture/language of emphasis.

I. Other program requirements for credential recommendation

- Successful completion of Teaching Performance Assessment and goals for the Individual Induction Plan (completed in EED 561F Student Teaching and EED 559F Student Teaching Seminar)
- Cumulative GPA of 3.0 in professional education coursework and overall GPA of at least 2.75
- A grade of "C" or better in all program courses
- U.S. Constitution requirement
- CPR Certification (Infant, Child, Adult – online CPR training is not acceptable)
- Multicultural Category A course in culture/language of emphasis (BCLAD candidates only)

- Passage of Reading Instruction Competence Assessment (RICA)
- Baccalaureate degree from an accredited institution of higher education.

J. Suggested Multiple Subject Traditional Program Coursework Sequences

1. Two-semester sequence for full-time students

Semester 1: EED 500 or EPC 500; EED515; EED 520; EED 565M; EED 577; AAS, CHS, ELPS, PAS, or ARMN 417; EED 525 (BCLAD candidates only); EED 560C; EED 559C

Semester 2: EED 575; EED 565S; KIN 595PE; HSCI 496TH; SPED 420; EED 561F/561FB; EED 559F

2. Three-semester sequence for part-time students

Semester 1: EED 500 or EPC 500; EED 515; EED 520; EED 565M; AAS, CHS, ELPS, PAS, or ARMN 417; EED 525 (BCLAD candidates only)

Semester 2: EED 565S; EED 577; KIN 595PE; HSCI 496TH; EED 560C; EED 559C

Semester 3: EED 575; SPED 420; EED 561F/561FB; EED 559F

3. Four-semester sequence for part-time students

Semester 1: EED 500 or EPC 500; EED 520; AAS, CHS, ALPS, PAS, or ARMN 417;

Semester 2: EED 515; EED 565M; KIN 595PE; EED 525 (BCLAD candidates only)

Semester 3: EED 565S; EED 577; HSCI 496TH; 560C; EED 559C

Semester 4: EED 575; SPED 420; EED 561F/561FB; EED 559F

Accelerated Collaborative Teacher

Preparation Program (ACT): 37 Units

The Accelerated Collaborative Teacher (ACT) Preparation Program is a 2-semester post-baccalaureate multiple subject credential program for full-time candidates. Candidates MUST file a separate application for ACT admission. Cohorts begin each fall. The ACT Program offers a BCLAD option for qualified candidates.

Program Coordinator: David Kretschmer (818) 677-2621

Field Experience Coordinator: Greg Knotts (818) 677-3154

A. Admission Requirements

Same as Traditional Program requirements and Admissions Interview with an ACT Program Coordinator.

B. Required in the fall semester (20 units)

ELPS 541A Introduction to Teaching in Urban Schools (1)

SPED 541B Introduction to Teaching in Urban Schools (1)

EED 500 Fundamentals of Teaching (3)

or EPC 500 Fundamentals of Teaching (3)

EED 520 Teaching Reading in the Elementary School (3)

EED 577 Language Arts and ESL Instruction (3)

EED 565M Mathematics Curriculum and Methods (2)

EED 515 Basic Technology Methods (2)

EED 567ACT Supervised Fieldwork (4)

EED 559C Supervised Fieldwork Seminar (2)

EED 525 Bilingual and Bicultural Teaching in the Elementary School (BCLAD candidates only) (3)

EED 567ACT includes 40 hours of early field experience followed by 200 hours of supervised fieldwork completed over a 10-week period. This assignment emphasizes teacher candidate development in teaching reading/language arts and mathematics.

C. Required Prior to EED 568ACT – Student Teaching

- Successful completion of all fall semester coursework
- Basic skills requirement
- Writing proficiency requirement (ENGL 305 or 406 with a grade

of “C” or better, or CBEST writing score of 41 or higher, or passing score on CSET writing subtest 142, or UDWPE score of 10 or higher)

- Cumulative GPA of 3.0 in program coursework and overall GPA of at least 2.75
- Grade of “C” or better in all program courses

D. Required during spring semester (17 units)

ELPS 542A Meeting the Needs of All Students in Urban Schools (2)

SPED 542B Meeting the Needs of All Students in Urban Schools (1)

EED 565S Science Curriculum and Methods (2)

EED 575 Integrated Social Studies and Arts Curriculum and Methods (3)

KIN 595PE Applied Methods for Physical Education (1)

HSCI 496TH Teaching Health in the Elementary School Classroom (1)

EED 568ACT Student Teaching (6)

EED 559F Student Teaching Seminar (1)

EED 568ACT includes 40 hours early field experience

followed by 10 weeks of full-time student teaching. (BCLAD candidates observe for a minimum of 20 hours in a bilingual classroom and student teach in a classroom appropriate to culture/language of emphasis.)

E. Other program requirements for credential recommendation

1. Successful completion of Teaching Performance Assessment and goals for the Individual Induction Plan (completed in EED 559F Student Teaching Seminar)
2. Cumulative GPA of 3.0 in professional education coursework and overall GPA of at least 2.75
3. Grade of “C” or better in professional education coursework
4. U.S. Constitution requirement
5. Passage of Reading Instruction Competence Assessment (RICA)
6. CPR Certification (Infant, Child, Adult – online CPR training is not acceptable)
7. Baccalaureate degree from an accredited institution of higher education.

Multiple Subject University Internship

Credential Program: 36 Units

The Multiple Subject University Internship Credential program is a post-baccalaureate multiple subject credential program open to qualified students who are employed on an Internship Credential as full-time teachers in self-contained classrooms in nearby public school districts. The University Intern Program offers a BCLAD option for qualified candidates.

Program Director: Irene Cota

Telephone:(818) 677-7893

Email: irene.cota@csun.edu.

Program Coordinator: Elaine Adelman

Telephone:(818) 677-2573

Email:elaine.adelman@csun.edu

A. Admission Requirements

1. General Credential Program Admission Requirements and verification of full-time teaching position in a self-contained elementary classroom (General Education) within the CSUN geographic region for supervision and in one of the participating school districts (Alhambra USD; Burbank USD; Castaic Union SD; Glendale USD; Las Virgenes USD; LAUSD; Newhall SD; Palmdale SD;

Pasadena USD; Saugus Union SD; Sulphur Springs SD; Westside SD and multiple local charter schools)

2. Internship Program application submitted to Multiple Subject Intern Program office.

B. Required in First Semester of Enrollment and Concurrent with EED 550B(1) – Supervised Field Experience and Seminar

EED 500	Fundamentals of Teaching (3)
or EPC 500	Fundamentals of Teaching (3)
EED 520	Teaching Reading in the Elementary School (3)
KIN 595PE	Applied Methods for Physical Education (1)

C. Required Prior to or Concurrent with EED 550B(2) Supervised Field Experience and Seminar

EED 577	Language Arts and ESL Instruction (3)
EED 565M	Mathematics Curriculum and Methods (2)
SPED 401C	Inclusive Education (2)

D. Required Prior to or Concurrent with EED 550B(3) Supervised Field Experience and Seminar

AAS/ARMN/CHS/ELPS/PAS 417 Equity and Diversity in Schools (3)	
EED 575	Integrated Social Studies and Arts Curriculum and Methods (3)
HSCI 496TH	Teaching Health in the Elementary School Classroom (3)

E. Required Prior to EED 551C Supervised Practicum and Seminar

EED 525 Bilingual and Bicultural Teaching in the Elementary School (3) (BCLAD candidates only)
Completion of forty (40) hours of fieldwork/alternative experiences that include English Language Learners/Inclusive Students/Emergent Learners/Different Grade Levels

F. Required Concurrent with EED 550B(3) Supervised Fieldwork

EED 559C	Supervised Fieldwork Seminar (2)
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G. Required Concurrent with EED 551C Supervised Practicum

EED 559F	Student Teaching Seminar (1)
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H. Supervised Fieldwork, Practicum and Seminars

EED 550B(1)	Supervised Fieldwork and Seminar (2)
EED 550B(2)	Supervised Fieldwork and Seminar (2)
EED 550B(3)	Supervised Fieldwork (2)
EED 559C	Supervised Fieldwork Seminar (2)
EED 551C	Supervised Practicum (3)
EED 559F	Student Teaching Seminar (1)

Application for supervised practicum must be submitted one semester prior to the semester in which candidate wishes to begin his/her final practicum (EED 551C). Information about deadline dates for submission of applications for supervised practicum is mailed to Interns in the middle of the semester before the final semester of supervised practicum.

I. Other Program Requirements for Credential Recommendation

1. Successful completion of Teaching Performance Assessment and goals for the Individual Induction Plan (completed in EED 559F Student Teaching Seminar)
2. Cumulative GPA of 3.0 in professional education coursework and overall GPA of at least 2.75
3. A grade of “C” or better in all program courses
4. U.S. Constitution requirement
5. CPR Certification (Infant, Child, Adult)
6. Multicultural Category A course in culture/language of emphasis (BCLAD candidates only)
7. Passage of Reading Instruction Competence Assessment (RICA)

8. Baccalaureate degree from an accredited institution of higher education.

K. Required Multiple Subject Intern Program Coursework Sequence

Four semester sequence for part-time candidates:

Semester 1: EPC 500 or EED 500; EED 520; KIN 595PE; EED 500B(1)

Semester 2: EED 577; EED 565M; SPED 420; EED 550B(2)

Semester 3: AAS, ARMN, CHS, ELPS, PAS, 417; EED 575; HSCI 496TH; EED 550B(3); EED 559C

Semester 4: EED 565S; EED 515; EED 525 (BCLAD candidates only); EED 551C; EED 559F

4. Integrated Teacher Education Program (ITEP)

Integrated Teacher Education Program (ITEP) is an undergraduate program of teacher preparation. The program makes it possible for a student to earn a Bachelor of Arts degree in Liberal Studies and a Multiple Subject Credential in four years. ITEP offers two options, one for entering freshman (Freshman Option) and the other for CSUN or community college transfer students with junior-standing (Junior Option). The professional education requirements for both options are listed below. For information regarding the subject matter requirements, see the Liberal Studies Program section of this catalog.

ITEP Coordinator: Hillary Hertzog (818) 677-2103

Field Experience Coordinator: Pam Scherban-Sierra (818) 677-3183

Freshman Option: This is an undergraduate program option where students MUST begin in the freshman year with prescribed and cohorted coursework to earn a B.A. degree and Multiple Subject Credential concurrently. Please see the Liberal Studies section of this catalog for additional information.

Junior Option: This is an undergraduate program where candidates begin with Upper Division coursework to earn a B.A. degree and Multiple Subject Credential concurrently. Please see Liberal Studies section of this catalog for additional information.

A. Required Prior to Admission to Credential Portion of Program

General Credential Program Admission Requirements except CSET, which is required prior to EED 578A Student Teaching.

ELPS 203	Education in American Society (3)
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B. Required Prior to EED 578A Student Teaching in the Elementary School

EPC 315	Psychological Foundations of Learning and Teaching (3)
SPED 420	Improving the Learning of Students with Special Needs through Differentiated Instruction and Collaboration (3)
EED 472	Math Curriculum and Methods (2)
EED 477A	Literacy Instruction for Diverse Learners A (3)

1. Basic Skills Requirement (BSR)
2. Verification of CSET passage
3. Cumulative GPA of 3.0 in professional education coursework and overall GPA of at least 2.75.
4. A grade of “C” or better in all program courses
5. Verification of fingerprint clearance
6. Writing proficiency requirement (ENGL 305 with a grade of “C” or better, CBEST Writing score of 41 or higher, passage of CSET Multiple Subject Writing test, or UDWPE score of 10 or higher)
7. Submission of student teaching application by deadline date

C. Required Concurrent with EED 578A Student Teaching in the Elementary School

EED 477B	Literacy Instruction for Diverse Learners B (3)
EED 579	Student Teaching Seminar (1)

D. Required Concurrent with EED 578D**Student Teaching in the Elementary School**

EED	480	Science/Social Science Curriculum and Methods (3)
EED	579	Student Teaching Seminar (1)

E. Required Education Coursework Sequence in the ITEP-Freshman Option

See Liberal Studies Program section of this catalog.

G. Other Program Requirements for Credential Recommendation

1. Teaching Performance Assessment and Individual Induction Plan (completed in EED 579)
2. Cumulative GPA of 3.0 in professional education coursework and overall GPA of at least 2.75 since admission to the program.
3. Grade of "C" or better in program coursework
4. U.S. Constitution requirement
5. Passage of Reading Instruction Competence Assessment (RICA)
6. CPR Certification (Infant, Child, Adult) – (online CPR training is not acceptable)

Multiple Subject Professional Clear Credential Program (Ryan Credential Holders)

Please refer to the Credential section of this catalog and see the Credential Office website for current information on the Multiple Subject Clear Credential.

Reading Certificate (RC) And Reading/language Arts Specialist Credential Program (R/LASC)

Los Angeles Times Literacy Center Director and Program Coordinator: Connie White, (818) 677-3333, connie.white@csun.edu.

The Reading Certificate and Reading/Language Arts Specialist Credential program is for candidates with a basic teaching credential who wish to specialize in the field of reading and language arts and become effective literacy leaders for California's multicultural population. Upon completion of the specialist credential program, candidates will have developed competencies needed to assume such positions as reading/language arts coordinators, consultants, mentor teachers, staff development coordinators, and curriculum directors.

A. Required Prior to Admission

1. RC and R/LASC program application
2. Graduate Program application
3. Transcripts (official copy of transcripts showing a baccalaureate degree and all post BA coursework)
4. Overall undergraduate GPA of 2.75
5. Verification of a valid Basic Teaching Credential
6. Verification of at least 1 year of full-time teaching experience in any grade, preschool through adult, exclusive of student teaching, internship teaching, or teaching while holding an emergency permit.
7. Application processing fee

B. Program Prerequisites

Basic Teaching Credential

SPED	401C	Inclusive Education (2)
	or SPED 420	Improving the Learning of Students with Special Needs through Differentiated Instruction and Collaboration (3)
ENGL	428	Children's Literature (3)
	or ENGL 429	Literature for Adolescents (3)

C. Required Courses for Reading Certificate (16 Units)

ENGL	405	Language Differences and Language Change (3)
SPED	670	Reading Processes (3)

EED	621	Language, Literacy and Culture Across the Curriculum (3)
EED/SED	625A	Literacy Assessment and Teaching Strategies (3)
EED/SED	625AL	Laboratory in Literacy Assessment and Teaching Strategies A (1)
EED	633	Seminar in Elementary School Language Arts Education (3)
	or SED 625	Theory/Research in Teaching Secondary School English (3)

D. Required for Reading Certificate (RC) Recommendation

1. Completion of Reading Certificate coursework with a cumulative GPA of 3.0
2. Grade of "C" or better in all RC program courses
3. Completion of RC Portfolio approved by the Program Coordinator, one program faculty, and the Department of Elementary Education Graduate Advisor
4. Three years of full-time teaching experience in any grade preschool through adult exclusive of student teaching, internship teaching or teaching while holding an emergency permit

E. Required for Reading and Language Arts Specialist Credential (R/LASC) (16 Units)

EED	610	Research in Elementary Education (3)
EED/SED	625B	Literacy Assessment in Teaching Strategies B (3)
EED/SED	625BL	Laboratory in Literacy Assessment and Teaching Strategies B (1)
EED/SED	626	Literacy Instruction for English Learners (3)
EED/SED	628	Language and Literacy Programs: Leadership, Planning and Evaluation (3)
EED	616	Microcomputers and Technology in the Development of English/Language Arts (3)
	or SED 617	Microcomputers in the Secondary Reading and Language Arts Curriculum (3)

F. Required for R/LASC Recommendation

1. Completion of RC coursework with a cumulative GPA of 3.0
2. Completion of R/LASC coursework with a cumulative GPA of 3.0
3. Completion of R/LASC Portfolio approved by the Program Coordinator, one program faculty, and the Department of Elementary Education Graduate Advisor
4. Three years of full-time teaching experience in any grade preschool through adult exclusive of student teaching, internship teaching or teaching while holding an emergency permit

Master of Arts in Education with an Option in**Elementary Education**

Graduate Advisor: Joyce Burstein

Telephone: (818) 677-6850

Email: joyce.burstein@csun.edu

The M.A. Degree program builds upon the competencies developed in the Multiple Subject Credential program and is designed to provide candidates with advanced professional preparation in education for (1) assuming differentiated careers in school districts, professional organizations, and the community and (2) continuing into a doctoral program. Total units required for the M.A. degree in the concentrations Curriculum and Instruction, Language and Literacy, and Multilingual/Multicultural Education is a minimum of 30. A minimum of 33 units is required for the M.A. degree, concentration in Teaching and Learning

Elementary Education Option

1. Curriculum and Instruction: For teachers interested in honing their skills to teach all curricular areas, this option is a strong choice. The

integration of visual and performing arts into the traditional subject matter disciplines such as language arts, social studies, science, and mathematics is unique to this option. Through a focus on the various state curriculum frameworks and standards, teachers come to understand the need for all students to be active learners engaged in a rich, meaning-centered curriculum.

2. **Language and Literacy:** This option places emphasis on developing a comprehensive and balanced approach to literacy instruction and assessment. Teaching students to be strategic readers, writers, and evaluators of their own literacy progress is emphasized. Through the Literacy Center on campus, CSUN students work in two practical settings to assess and assist children experiencing difficulty in developing literacy skills.
3. **Multilingual/Multicultural Education:** Both monolingual English teachers and bilingual teachers select this option to refine their skills in tailoring instruction to the needs of students learning English as a second language. The focus is on teaching children from varied cultural and linguistic backgrounds. The use of formal and informal assessments in the evaluation of learners is emphasized. Research-based strategies for providing English learners access to the core curriculum are used in planning curriculum and instruction.
4. **Teaching and Learning:** This concentration is open to practicing teachers admitted to the CSUN-District Joint Induction/MA Program only. The Program is built around the California Standards for the Teaching Profession (CSTP), along with the National Board for Professional Teaching Standards (NBPTS), and offers a spiraling curriculum that supports beginning teachers in their continued professional growth. Through this concentration, reflective classroom teachers focus on student achievement and develop skills to become instructional leaders. The program includes five courses in Advanced Areas of Study as delineated in Standards 16-20 of the Standards of Quality and Effectiveness for Professional Teacher Induction Programs, and a series of three courses taken over three consecutive semesters in which beginning teachers develop as teacher researchers. The Program culmination includes an M.A. Exit Portfolio.

A. Required for Admission to the Master of Arts In Elementary Education

Curriculum and Instruction, Language and Literacy, and Multilingual/Multicultural Concentrations

1. Admission to the University
2. Department application
3. Preliminary Teaching Credential
4. District Permission to Enroll in CSUN-District (LAUSD) Joint Induction/MA Program

B. Required for Classified Status

Curriculum and Instruction, Language and Literacy, Multilingual/Multicultural Concentration, and Teaching and Learning Concentrations

1. Cumulative undergraduate GPA of 3.0 or higher or a University-approved aptitude test for graduate study (GRE or MAT)
2. Successful completion of the Upper Division Writing Proficiency Exam

C. Other Special Requirements

1. No more than 12 units of credit may be applied to a M.A. program until classified status is attained
2. Courses more than seven years old will not be included in the total of 30-33 units required for the M.A. Degree.
3. A corequisite for the M.A. in Education Degree is a Clear teaching credential

D. Required Core Courses (9 Units)

Curriculum and Instruction, Language and Literacy, and Multilingual/Multicultural Concentrations

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|---|------|--|
| EED | 610 | Research in Elementary Education (3) |
| <i>(Completion required within first nine units of program)</i> | | |
| EED | 601 | Curriculum, Instruction and the Reflective Teacher (3) |
| <i>(Completion required within first two semesters of program)</i> | | |
| EED | 602 | Applying Technology to Curricular Goals (3) |
| Teaching and Learning Concentration | | |
| EED | 595J | Lesson Design Study: Developing Best Practices (3) |
| <i>(Completion required within first nine units of the program)</i> | | |
| EED | 595M | Making Sense of Learning and Teaching through the Research Process (3) |
| <i>(Completion required in the 4th semester of the Joint Induction/MA Program)</i> | | |
| EED | 595N | Improving Learning and Teaching through Research and Leadership (3) |
| <i>(Completion required in the 5th semester of the Joint Induction/MA Program and prior to EED 697 Directed Comprehensive Studies designated for the Joint Program)</i> | | |

E. Required Courses in the Concentration (21 Units)

Curriculum and Instruction

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|-----|-----------|---|--|
| EED | 633 | Seminar in Elementary School Language Arts Education (3) | |
| | <i>or</i> | EED670 | Research Applications in ESL Instruction (3) |
| EED | 638 | Seminar in Elementary School Social Studies Education (3) | |
| EED | 643 | Seminar in Elementary School Mathematics Education (3) | |
| EED | 648 | Seminar in Elementary School Science Education (3) | |
| EED | 649 | Seminar in Elementary School Interdisciplinary Arts Education (3) | |
| EED | 675 | Bilingual/Multicultural Teaching Strategies (3) | |
- Elective course to be selected by the student in consultation with the Graduate Advisor (3 units)

Language and Literacy

Prerequisites (3 units)

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| ENGL | 405 | Language Differences and Language Change (3) |
|------|-----|--|

Required Courses

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|-----|-------|--|
| EED | 621 | Language, Literacy and Culture Across the Curriculum (3) |
| EED | 625A | Literacy Assessment and Teaching Strategies A (3) |
| EED | 625AL | Lab in Literacy Assessment and Teaching Strategies A (1) |
| EED | 625B | Literacy Assessment and Teaching Strategies B (3) |
| EED | 625BL | Lab in Literacy Assessment and Teaching Strategies B (1) |
| EED | 626 | Literacy Instruction for English Learners (3) |
| EED | 633 | Seminar in Elementary School Language Arts Education (3) |

Elective course to be selected by the student in consultation with the Graduate Advisor (4 units)

Multilingual/Multicultural Education

- | | | |
|-----|-----|---|
| EED | 626 | Literacy Instruction for English Learners (3) |
| EED | 670 | Research Applications in ESL Instruction (3) |
| EED | 671 | Seminar in Multilingual/Multicultural Education (3) |
| EED | 674 | Bilingual/Multicultural Curriculum (3) |

EED 675 Bilingual/Multicultural Teaching Strategies (3)
Elective course to be selected by the student in consultation with the Graduate Advisor (6 units)

Teaching and Learning

EED 602 Applying Technology to Curricular Goals (3)
EED 626 Literacy Instruction for English Learners (3)
AAS/ARMN/ Advanced Studies in Educational
CHS/ELPS/PAS 595 Equity and Diversity in Schools (3)
SPED 611 Collaborating to Meet the Needs of Special
Populations (3)
HSCI 501 School Health for Teachers (3)

Electives (6 units)

Course A (3)

This course is selected by the student in consultation with the Graduate Advisor. The course may be selected from the list of required courses in any one of the three EED M.A. concentrations, as well as courses offered in the Arts and Sciences.

Course B (3)

This course is selected by the student in consultation with the Graduate Advisor. The course may be selected from the list of required courses in any one of the three EED M.A. concentrations, as well as courses offered in the Arts and Sciences.

F. Culminating Experience (3 Units)

EED 697 Directed Comprehensive Studies (3)
and successful completion of the Comprehensive Examination or
EED 698 Thesis or Graduate Project (3)
(Units for EED 698 may be used to meet elective requirement.)

Course List

EED 295A-C. Tutorial Fieldwork in Elementary Education (1-3)

Experiential education fieldwork course placing CSUN students in a 1-to-1 tutoring relationship with elementary school pupils. Tutors receive guidance in instructional techniques, consult with public school teachers, and keep pupil performance records. Open to all majors in good academic standing. Academic Internship course.

Upper Division

EED 397SOC. Elementary School Experiential Program (3)

Recommended Corequisite: Teacher's Aide position in an approved elementary school. Designed for students seeking to elect or enhance a career in elementary education or the child development professions. In conjunction with the paid experience as a teacher's aide, students undertake projects that examine teaching-related techniques and issues. The elementary school experience is the foundation for these projects and the subject of class instruction and discussion. Academic Internship course.

EED 472. Mathematics Curriculum and Methods (2)

Prerequisites: Admission to credential program; SPED 400 or EPC 315; Recommended Co-requisite: MATH 310L; Recommended pre/corequisite: MATH 310. Restricted to Integrated Teacher Education Program candidates admitted to the credential program. Recommended Co/prerequisite for Preliminary Education Specialist Credential: SPED 401A. Addresses the skills and understandings that Multiple Subject Credential candidates and Preliminary Education Specialist candidates need in order to effectively plan, implement, and evaluate instructional programs in mathematics for diverse student populations that reflect the California Mathematics Framework and Academic Content Standards. Designed to provide teacher candidates with models of instruction consistent with our current understanding of learning processes, opportunities to

develop related process skills, and skills in implementing instructional models. Helps teacher candidates develop strategies for teaching children of various cultural and linguistic heritages, developmental levels, learning styles, and special populations to ensure equal access to the core curriculum.

EED 475. Mathematics and Science Curriculum and Methods (4)

Corequisites: MATH 310L; ESCI 300. Recommended Corequisite: MATH 210; PHSC 196; BIOL 100L; course is required of and limited to students enrolled in the Integrated Teacher Education Program. A curriculum and methods course which prepares Multiple Subject and Education Specialists Candidates to teach mathematics and science in the elementary (K-8) school classroom.

EED 476. History-Social Science Curriculum and Methods (2)

Corequisite: California History/ Geography course. Recommended Corequisite: Admission to the Integrated Teacher Education Program; EPC 314. A curriculum and methods course which prepares Multiple Subject Candidates to teach history-social science in the elementary (K-8) classroom.

EED 477A. Literacy Instruction for Diverse Learners (3)

Prerequisite: Admission to the Integrated Teacher Education Program. This is the first of two courses designed to prepare credential candidates to teach language arts and English Language Development in a multicultural setting at the elementary school level. The content of the course includes theoretical perspectives on reading; historical and current approaches to literacy instruction; language arts curriculum development including emergent literacy and strategies for working with second language learners; and assessment of learner abilities and their implications for instruction. Twenty (20) hours of directed observation/participation in the public schools is required. This course is to be taken prior to EED 477B and the first semester of Student Teaching, EED 578A.

EED 477B. Literacy Instruction for Diverse Learners (3)

Prerequisite: Admission to the Integrated Teacher Education Program; EED 477A. Corequisites: EED 578A, EED 579. This is the second of two courses designed to prepare credential candidates to teach reading/language arts and ELD (English Language Development) in multicultural/multilingual settings at the elementary school level. Specifically, this course emphasizes instructional approaches for literacy development with regards to a) second language learners of English and b) language arts/writing methods within the context of a balanced literacy program. Students will prepare language arts teaching units, develop on-going programs of assessment, design early intervention strategies, and integrate the language arts in all areas of the curriculum. Twenty (20) hours of directed observation/participation in the public schools is required. This course is to be taken after EED 477A and concurrently with the first semester of Student Teaching, EED 578A.

EED 480. Science/social Science Curriculum Methods (3)

Prerequisites: Successful completion of 477B and first student teaching assignment. Recommended Corequisite: Multiple Subject Credential Candidates - EED 578D Student Teaching, EED 579 Student Teaching Seminar. Preliminary Education Specialist Credential Candidates - SPED 580MM Advanced Specialist Fieldwork with Learners Who Have Mild/Moderate Disabilities, SPED 579 Student Teaching Seminar. Addresses the skills and understandings that Multiple Subject Credential and Preliminary Education Specialist Credential candidates need in order to effectively plan, implement, and evaluate instructional programs in science and social science for diverse student populations that reflect the California Science and Social Science Frameworks and Academic Content Standards. Designed to provide teacher candidates with mod-

els of instruction consistent with our current understanding of learning processes opportunities to develop related process skills, use of technology in the teaching and learning of science and social science, and skills in implementing instructional models. Furthermore, the course helps teacher candidates develop strategies for teaching children of widely differing cultural and linguistic heritages, developmental levels and learning styles; and special populations to ensure equal access to the core curriculum. Restricted to Integrated Teacher Education Program candidates admitted to the credential program.

EED 496A-Z. Experimental Topics Courses (1-3)

Selected topics in elementary education with course content to be determined.

EED 499. Independent Study (1-3)

Graduate

EED 500. Fundamentals Of Teaching (3)

Prerequisites: Admission to the Multiple Subject Credential Program. Recommended Corequisites: EED 520. Through this course, credential candidates acquire the essential knowledge and skills needed to successfully teach in an elementary classroom. Major concepts, principles, and theories about development and learning are applied to the design and implementation of instruction and assessment and to the creation of a safe, equitable classroom environment that promotes academic achievement. Cross-listed with EPC 500.

EED 513. Computers in the Elementary School Curriculum (3)

Prerequisite: MATH 210 or equivalent. Introductory course in the use of computers in the elementary school curriculum. Students learn how to operate the computer and become familiar with computer terminology. Includes a study of historical development, social, philosophical and ethical issues regarding computer technology. Students evaluate software for use in the various curricular areas of the elementary school. Emphasis is given to using computer applications, such as word processing, desktop, multimedia/hypermedia, graphics, Internet collaborative tools, and school management/ record keeping. Students become aware of the significance of the computers in elementary instruction, its contributions to learning theory, and problem solving, and computational skills.

EED 515. Basic Technology Methods (2)

Recommended Corequisite or Preparatory: EED 500 or EPC 500. Introductory course to enhance the effectiveness of teaching by beginning to learn how to use computer-based technology to plan and deliver instruction and to manage information related to teaching. Additionally, credential candidates become aware of legal and ethical issues related to a teacher's use of technology and learn to select and evaluate technologies in relation to state-adopted academic content standards. Course meets the technology standard for the Preliminary Multiple Subject Teaching Credential.

EED 520. Teaching Reading in the Elementary School (3)

This course in developmental reading instruction focuses on the place of reading in a total language arts curriculum, a variety of definitions of reading and their implications for instruction, current reading approaches, word-attack strategies, methods and materials used in directed reading instruction as well as in the content subjects, and a discussion of methods and materials for the culturally and/or linguistically diverse. 20 hours of directed observation/ participation in the public schools are required. Restricted to candidates officially admitted to the credential program.

EED 520A. Teaching Reading in the Elementary School (3)

Recommended prerequisite: Admission to the Multiple Subject Credential

Program. This course is designed primarily for Armenian/ English bilingual credential candidates in the Multiple Subject-Bilingual, Cross-cultural, Language and Academic Development Emphasis Credential program. Field-based activities will be completed in conjunction with this course.(Crosslisted with EED 520, except literacy instruction in the primary language and the transference of skills to English are emphasized.)

EED 520BL. Teaching Reading in the Elementary School (3)

Taught in Spanish and English and is designed primarily for Spanish/ English bilingual credential candidates in the Multiple Subject Bilingual, Crosscultural, Language and Academic Development Emphasis Credential program. (Crosslisted with EED 520, except literacy instruction in the primary language and the transference of skills to English are emphasized)

EED 520K. Teaching Reading in the Elementary School (3)

Designed primarily for Korean/ English bilingual credential candidates in the Multiple Subject-Bilingual, Crosscultural, Language and Academic Development Emphasis Credential program. (Crosslisted with EED 520, except literacy instruction in the primary language and the transference of skills to English are emphasized)

EED 524. Teaching Reading to the Speaker of Non-Standard Dialect (3)

Exploration of methods and problems peculiar to the teaching of reading to culturally disadvantaged children. Emphasis in 3 areas: 1. general planning and procedures to solve reading problems, 2. lab practice in the application of reading materials, and 3. evaluation of techniques. (Crosslisted with SED 524)

EED 525. Bilingual and Bicultural Teaching in the Elementary School (3)

This is a required course for all Multiple Subject BCLAD Emphasis Credential program candidates. Evidence of bi-literacy proficiency (passage of required CSET LOTE exam) in all four modes of literacy in the primary language (Spanish, Korean, Armenian; and Cambodian, Cantonese, Mandarin, and Vietnamese through the CSU Asian BCLAD Consortium) and English language is required of all BCLAD Emphasis Credential program candidates. This course will examine and compare/contrast the foundations of literacy development in the primary languages (Spanish, Korean, Armenian, Cambodian, Cantonese, Mandarin, and Vietnamese) and English. Relationships among emergent literacy, primary language development, literature-based programs, and other paradigms of L1 and L2 literacy will be explored. Moreover, effective bilingual and bicultural teaching methodology will also be addressed, along with effective bilingual teaching strategies for reading and writing across the curriculum and SDAIE strategies for core content area (e.g., mathematics, science, history-social science, music, art, and p.e.) language development. Bilingual instructional planning (short and long range planning) and teaching will also be explored.

EED 543. Improving Instruction Through Learning Centers (2)

Prerequisite: Teaching experience or admittance to a teacher credential program. The theory and role of learning centers in providing individualized and personalized instruction for elementary school children. Creating differentiated learning experiences through centers in an environment emphasizing independence, pupil input and interaction, self-pacing, self-selection, self-management and self-evaluation.

EED 550A-F. Student Teaching in the Elementary School (1-6)

Recommended Corequisite: Enrollment in required multiple subject credential coursework. Specially arranged student teaching for students not in the regular student teaching program. Open to students only upon Departmental approval.

EED 550B 1. Supervised Fieldwork and Seminar (2)

Prerequisites: Admission to the Multiple Subject University Internship Credential Program; currently a teacher-of-record for a K-8 classroom. *Recommended Corequisite:* Enrollment or completion of EED 500 and EED 520. The combined fieldwork and seminar format of this course assists the intern in establishing connections among course content, theories of teaching and learning, and classroom pedagogy. This first supervised field experience and seminar provides Interns with the formative feedback necessary to teach in the full range of domains defined by the Teaching Performance Expectations (TPEs). During the sequence of fieldwork experiences and seminars, Interns will complete the Teacher Performance Assessments (TPAs) required by the CCTC.

EED 550B 2. Supervised Fieldwork and Seminar (2)

Prerequisites: Admission to the Multiple Subject University Internship Credential Program; Currently a teacher-of-record for a K-8 classroom; completion of EED 500, EED 550B (1) and EED 520. *Recommended Corequisite:* Enrollment or completion of EED 577, EED 565M, and SPED 401C. The combined fieldwork and seminar format of this course assists the intern in establishing connections among course content, theories of teaching and learning, and classroom pedagogy. This second supervised field experience and seminar provides Interns with the formative feedback necessary to teach in the full range of domains defined by the Teaching Performance Expectations (TPEs). During the sequence of fieldwork experiences and seminars, Interns will complete the Teacher Performance Assessments (TPAs) required by the CCTC.

EED 550B 3. Supervised Fieldwork (2)

Prerequisites: Admission to the Multiple Subject Credential Program - University Internship Pathway; currently a teacher of record for a K-8 classroom; verification of eligibility from Credential Office; completion of EPC 500/EED 500, EED 520, EED 577, EED 565 M, SPED 401C. *Recommended Pre-/Corequisites:* Enrollment in or completion of ELPS/CHS/PAS/AAS/ARMIN 417, EED 575. *Corequisite:* EED 559C. This course assists the Intern in establishing connections among course content, theories of teaching and learning, and classroom pedagogy. This third supervised field experience provides Interns with the formative feedback necessary to teach in the full range of domains defined by the Teaching Performance Expectations (TPEs). During the fieldwork assignment, Interns will rehearse the Teacher Performance Assessment (TPA) required by the CCTC. (Credit/No Credit)

EED 551A-F. Supervised Practicum Seminar (1-6)

Prerequisite: Clearance from the Credential Office. Successful completion of six units of EED 550 and all methods courses or concurrent enrollment in remaining methods courses in program. Required for candidates in the Multiple Subject University Internship Program. EED 551 is the last fieldwork course in the Internship Program. The field experience takes place in the candidate's own classroom and is supervised by a University supervisor. There is a seminar associated with the fieldwork. The intern must teach English language learners. See the Credential Office or the Advisor for the Internship Program for additional details. (Credit/No Credit Only)

EED 551C. Supervised Practicum (3)

Prerequisites: Admission to the Multiple Subject Credential Program - University Internship Pathway; currently a teacher of record for a K-8 classroom; verification of eligibility from Credential Office. *Documentation of forty hours of fieldwork.* Completion of EPC/EED 500, EED 520, EED 577, EED 565 M, SPED 401C, ELPS/CHS/PAS/AAS/ARMIN 417; EED 575; EED 550B(1); EED 550B(2); EED 550B(3), and EED 559C. *Prerequisites/Corequisites:* Enrollment in or completion of EED 565S; EED 515; KIN 595PE; HSCI 496TH. *Corequisite:* EED 559F. This course assists the Intern in establishing connections among course

content, theories of teaching and learning, and classroom pedagogy. This culminating Intern teaching experience provides Interns with the formative feedback necessary to teach in the full range of domains defined by the Teaching Performance Expectations (TPEs). (Credit/No Credit Only)

EED 559C. Supervised Fieldwork Seminar (2)

Pre/Corequisites: EED/EPC 500 *Fundamentals of Teaching*, EED 520 *Teaching Reading in the Elementary School Student Teaching*, EED 565M *Mathematics Curriculum and Methods*. *Course Corequisites:* EED 560C *Supervised Fieldwork* or EED 567ACT *Supervised Field Experience* or EED 550B(3) *Supervised Fieldwork*. This course is a two-unit supervised fieldwork seminar for students completing the Traditional, Accelerated Collaborative Teacher (ACT) Preparation, and Internship pathways. The seminar provides opportunities for candidates to reflect upon and analyze fieldwork experiences. Student teachers and interns learn to (1) assess their own and pupil needs; (2) gather data; (3) analyze results; (4) problem solve; (5) modify teaching practices; and (6) determine implications of their experience for future instruction. The seminar will promote teacher candidates' rehearsal of the Teaching Event of the adopted Teacher Performance Assessment. This course is taken concurrently with the first semester of supervised fieldwork in the Traditional (EED 560C), ACT (EED 567ACT), and Intern (EED 550B(3)) pathways. (Credit/No-Credit Only)

EED 559F. Student Teaching Seminar (1)

Prerequisites: EED 560C or EED 567ACT or EED 550B(3); EED 559C. *Corequisites:* EED 561F or EED 568ACT or EED 551C. This course is a one-unit supervised fieldwork seminar for Multiple Subject Credential candidates completing the Traditional, Accelerated Collaborative Teacher (ACT) Preparation, and Internship pathways. The seminar provides opportunities for candidates to reflect upon and analyze fieldwork experiences. Student teachers and interns learn to (1) assess their own and pupil needs; (2) gather data; (3) analyze results; (4) problem solve; (5) modify teaching practices; and (6) determine implications of their experience for future instruction. The seminar will promote teacher candidates' successful completion of the Teaching Event of the adopted Teacher Performance Assessment. Grading is Credit/No credit.

EED 560A-F. Supervised Field Experience and Seminar (1-6)

Prerequisites: Admission to the Multiple Subject Credential Program; verification of application for all clearances from Credential Office. *Corequisite:* Enrollment in required Multiple Subject Credential coursework. Supervised Fieldwork and Seminar is designed for Multiple Subject Credential candidates who will be placed with a collaborating classroom teacher at a school site. The combined fieldwork and seminar format of this course assists the candidate in establishing connections among course content, theories of teaching and learning, and classroom pedagogy. The supervised field experiences and seminar provide candidates with the formative feedback necessary to teach in the full range of domains defined by the Teaching Performance Expectations. During the sequence of fieldwork experiences, candidates will complete the Teaching Performance Assessment required by the CCTC. During the various field experiences, candidates will be supervised in a minimum of two K-8 classroom placements, providing experience at two grade level ranges (K-2, 3-5, and/or 6-8); one placement will be in a classroom in which beginning reading instruction is provided to English language learners. (Credit/No Credit Only)

EED 560C. Supervised Fieldwork (3)

Prerequisites: Admission to the Multiple Subject Credential Program. *Verification of eligibility from Credential Office.* *Pre/Corequisites:* EPC 500/EED 500; EED 520; EED 565M. *Co-requisite:* EED 559C.

EED 560C is the first of two substantive field experiences in the Multiple Subject Credential Program – Traditional Pathway. The field experience takes place in participating public schools and provides the teacher candidate the opportunity to establish connections among course content, theories of teaching and learning, and classroom pedagogy. In this course, students develop skills in assessing pupils and planning and implementing the elementary curriculum and are provided formative feedback necessary to teach in the full range of domains defined by the California Standards for the Teaching Profession and associated Teacher Performance Expectations. Emphasis in this 10 week (approximately 180 hours) field experience is on general pedagogical skills such as classroom management and lesson planning, and in teaching reading/language arts, English language development (ELD), and mathematics. Teacher candidates will rehearse the state-mandated Teaching Performance Assessment (TPA) in this supervised fieldwork course. (Credit/No Credit Only)

EED 561F. Student Teaching (6)

Prerequisites: Admission to the Multiple Subject Credential Program. Verification of eligibility from Credential Office; EED 560C; EED 559C. *Prel/Co-requisite:* EED 515, EED 577, EED 575, EED 565S, KIN 595PE, HSCI 496TH, SPED 420, ELPS/CHS/PAS/AAS/ARMN 417. *Co-requisite:* EED 559F. EED 561F is the second of two substantive field experiences in the Multiple Subject Credential Program – Traditional Pathway. The field experience takes place in participating public schools and provides the teacher candidate the opportunity to establish connections among course content, theories of teaching and learning, and classroom pedagogy. In this course, students develop skills in assessing pupils and planning and implementing the elementary curriculum and are provided formative feedback necessary to teach in the full range of domains defined by the California Standards for the Teaching Profession and associated Teacher Performance Expectations. Emphasis in this full-time, 10 week (approximately 290 hours) student teaching experience is on general pedagogical skills such as classroom management and lesson planning, and in planning, implementing, and evaluating all areas of the elementary curriculum. Teacher candidates will complete the state-mandated TPA during the student teaching experience. (Credit/No Credit Only)

EED 565M. Mathematics Curriculum and Methods (3)

Prerequisites: Admission to the Multiple Subject or Educational Specialist Credential Program; *Prel/Corequisite:* EPC/EED 500. This course addresses the skills and understandings that Multiple Subject Credential candidates and Education Specialist candidates need in order to effectively plan, implement, and evaluate instructional programs in mathematics for diverse student populations that reflect the California Mathematics Framework and Academic Content Standards. It is designed to provide credential candidates with models of pre- and post-assessment, instruction consistent with our current understanding of learning processes, opportunities to develop related process skills, and skills in implementing instructional models. Furthermore, the course helps teacher candidates develop strategies for teaching children of widely differing cultural and linguistic heritages, developmental levels and learning styles; and special populations to ensure all children equal access to the core curriculum.

EED 565S. Science Curriculum and Methods (2)

Recommended Prerequisites: Admission to the Multiple Subject Credential Program. This course addresses the skills and understandings needed in order to effectively plan, implement, and evaluate instructional programs for diverse student populations. The course is designed to provide multiple subject credential candidates with models of instruction consistent with our current understanding of learning processes, op-

portunities to develop related process skills, and skills in implementing instructional models. Furthermore, the course helps teacher candidates develop strategies for teaching children of widely differing cultural and linguistic heritages, developmental levels, and learning styles; mainstreamed special education children; and all children to ensure them equal access to the core science curriculum.

EED 567ACT. Supervised Fieldwork (4)

Restricted to candidates admitted to the Accelerated Collaborative Teacher Preparation Program and offered in the Fall Semester only. Prerequisites: Admission to the ACT Preparation Program. *Corequisites:* ELPS 541A, SPED 541B, EPC 500/EED 500, EED 520, EED 577, EED 565M, EED 515, EED 559C. EED 567ACT is the first field experience for Multiple Subject Credential candidates enrolled in the ACT pathway. The field experience takes place in participating public schools and provides the teacher candidate the opportunity to establish connections among course content, theories of teaching and learning, and classroom pedagogy. In this course, students develop skills in assessing pupils and planning and implementing the elementary curriculum and are provided formative feedback necessary to teach in the full range of domains defined by the California Standards for the Teaching Profession and associated Teacher Performance Expectations. This field experience provides the teacher candidate the opportunity to work toward the goal of assuming the full responsibilities of a certificated teacher. Emphasis in this field experience is on general pedagogical skills such as classroom management and lesson planning in teaching in the areas of reading/language arts, English language development (ELD), and mathematics. This course also provides a context for rehearsal of the Teaching Event of the state-mandated Teaching Performance Assessment (TPA). (Credit/No-credit Only)

EED 568ACT. Student Teaching (6)

Pre-requisites: Admission to the ACT Preparation Program; verification of eligibility from Credential Office; EED 567ACT; EED 559C. *Co-requisites:* ELPS 542A, SPED 542B, EED 565S, ED 575, KIN 595PE, HSCI 496TH, EED 559F. EED 568ACT is the second field experience in the ACT Pathway and the culminating student teaching experience for Multiple Subject Credential candidates enrolled in ACT. The field experience provides the teacher candidate the opportunity to establish connections among course content, theories of teaching and learning, and classroom pedagogy. In this course, students develop skills in assessing pupils and planning and implementing the elementary curriculum and are provided formative feedback necessary to teach in the full range of domains defined by the California Standards for the Teaching Profession and associated Teacher Performance Expectations. This field experience provides the teacher candidate the opportunity to work toward the goal of assuming the full responsibilities of a certificated teacher. The 8-week (approximately 240 hours) field experience takes place in participating public schools and expands on the first student teaching assignment with the inclusion of planning, implementing and evaluating social studies, science, arts, physical education, and health education curriculum to the responsibilities of the student teacher. (Credit/No Credit Only)

EED 570. ESL Instruction in Bilingual and Multilingual Classrooms (3)

Prerequisite: Admission to the Multiple Subject Credential program or department consent. Prepares credential candidates to teach English as a Second Language in a bilingual or multilingual setting at the elementary school level. Emphasis on strategies and materials designed to facilitate second language learning based on the nature of language acquisition. Provides opportunity for curriculum development in this field. Required prior to or concurrent with EED 571ST.

EED 570M. Elementary School Curriculum (3)

Prerequisite: Admission to Teacher Education Program. A methods course teaching the basic content and competencies required for effective instruction in elementary school language arts and social sciences. May be taken prior to or concurrently with EED 571ST, Student Teaching. If taken concurrently with student teaching, students must receive prior clearance for student teaching from the Credential Preparation Office. Inquire at the Credential Preparation Office for information on admission to teacher credential programs and requirements for student teaching.

EED 570MAK. Elementary School Curriculum (3)

Prerequisite: Admission to Teacher Education Program. Same as EED 570M except instruction in the primary language, transference of skills to English and organizational approaches specific to bilingual education are emphasized. Primarily for Korean/English and Armenian/English bilingual credential candidates in the Multiple Subject - Bilingual, Crosscultural, Language and Academic Development Emphasis Credential program. May be taken prior to or concurrently with EED 571BL, Student Teaching. If taken concurrently with student teaching, students must receive prior clearance for student teaching from the Credential Preparation Office. Inquire at the Credential Preparation Office for information on admission to teacher credential Programs and requirements for student teaching. A methods course teaching the basic contents and competencies required for effective instruction in elementary school language arts and social sciences.

EED 570MBL. Elementary School Curriculum (3)

Prerequisite: Admission to Teacher Education Program. Taught in Spanish and English and is designed primarily for Spanish/English bilingual credential candidates in the Multiple Subject-Bilingual, Crosscultural, Language and Academic Development Emphasis Credential program. A methods course teaching the basic content and competencies required for effective instruction in elementary school language arts and social sciences. May be taken prior to or concurrently with EED 571BL, Student Teaching. If taken concurrently with student teaching, students must receive prior clearance for student teaching from the Credential Preparation Office. Inquire at the Credential Preparation Office for information on admission to teacher credential programs and requirements for student teaching. (Crosslisted with EED 570M except instruction in the primary language, transference of skills to English and organizational approaches specific to bilingual education are emphasized.)

EED 571ST. Student Teaching in the Elementary School (6)

Prerequisites: Admission to student teaching; successful completion of EED 570M. Recommended Corequisite: With prior approval, 570M may be taken concurrently with EED 571 ST. (See the Credential Preparation Office for details on admission to student teaching and concurrent enrollment in 570M.) Student teaching for the Multiple Subject Credential and the Multiple Subject-Crosscultural, Language and Academic Development Emphasis Credential. See the detailed description of student teaching in the Credentials Section. Inquire at the Credential Preparation Office for application date deadlines. EED 571 ST and EED 581 ST may be taken in the same semester only if EED 570M and 580M were successfully completed in prior semesters.

EED 571BL. Student Teaching in the Elementary School (6)

Prerequisites: Admission to student teaching; successful completion of EED 570MAK or 570MBL. Recommended Corequisite: With prior approval, EED 570MAK or 570MBL may be taken concurrently with EED 571BL. (See the Credential Preparation Office for details on admission to student teaching and concurrent enrollment in 570MBL or 570MAK.) Student teaching for the Multiple Subject-Bilingual, Crosscultural, Language

and Academic Development Emphasis Credential. See the detailed description of student teaching in the Credentials Section. Inquire at the Credential Preparation Office for application date deadlines. EED 571BL and 581BL may be taken in the same semester only if EED 570MAK or 570MBL and EED 580MAK or 580MBL were successfully completed in prior semesters. (Crosslisted with EED 571ST except course is designed primarily for Armenian/English or Korean/English, and Spanish/English, and Korean/English bilingual credential candidates in the Multiple Subject-Bilingual, Crosscultural, Language and Academic Development Emphasis Credential program.)

EED 575. Integrated Social Studies and Arts Curriculum and Methods (3)

Recommended Prerequisite: Admission to the credential program. A methods course teaching the basic content and competencies required for effective instruction in elementary school social studies and visual-performing arts. It is offered concurrently with a student teaching assignment. Opportunity for interdisciplinary curriculum development will be provided.

EED 577. Language Arts and ESL Instruction (3)

Prerequisite: Admission to the credential program. Successful prior completion of or concurrent enrollment in EED 500 or EPC 500, Fundamentals of Teaching. This course is designed to prepare credential candidates to teach language arts as well as English as a Second Language (ESL) in multilingual settings at the elementary school level. Emphasis will be given to strategies and materials designed to facilitate second language learning and fluency in the language arts for speakers of English and English language learners. Opportunity for curriculum development will be provided pursuant to English Language Arts Academic Content Standards for Students and the Reading/Language Arts Framework.

EED 578 A-D. Student Teaching in the Elementary School (3-6)

Prerequisites: Admission to Multiple Subject Credential program and/or Education Specialist Credential (Mild/Moderate Disabilities) program; admission to student teaching. EED/SPED 578A-D is a field experience in the Multiple Subject Credential program and/or Education Specialist Credential (Mild/Moderate Disabilities) program. The field experience takes place in a participating public elementary school and provides opportunities for the credential candidate to work under the daily direction and guidance of a qualified supervising elementary teacher/special education teacher who exemplifies best practices in teaching all students, including English Language Learners and students with disabilities. A university faculty member supervises the fieldwork assignment. In each assignment the candidate gradually assumes responsibility. In the final assignment the candidate gradually assumes full responsibility for the complete instructional program. A minimum of 125 hours in the classroom is required in EED/SPED 578A, a minimum of 167 hours in EED/SPED 578B, a minimum of 208 hours in EED/SPED 578C, and a minimum of 250 hours in EED/SPED 578D.

EED 578A. Student Teaching (3)

Prerequisites: Admission to Multiple Subject Credential Program – ITEP pathway; admission to student teaching. Recommended Corequisites: EED 579A and EED 477B. This is a part-time 10-week field experience for ITEP teacher candidates completing the Multiple Subject Credential Program. The field experience takes place during the morning hours in a participating public elementary school and provides opportunities for the credential candidate to work under the daily direction and guidance of a qualified supervising elementary teacher who exemplifies best practices in teaching all students, including English Language Learners and students with disabilities. A university faculty member supervises the fieldwork assignment. In each assignment the candidate

gradually assumes greater responsibility for teaching reading, language arts, and mathematics.

EED 578D. Student Teaching (6)

Recommended Prerequisites: Admission to Multiple Subject Credential Program – ITEP pathway; admission to student teaching. *Recommended Corequisite:* EED 579D; EED 480. This is a field experience course for ITEP teacher candidates completing the Multiple Subject Credential Program. The field experience takes place in a participating public elementary school and provides opportunities for the credential candidate to work under the daily direction and guidance of a qualified supervising elementary teacher who exemplifies best practices in teaching all students, including English language learners and students with disabilities. A university faculty member supervises the fieldwork assignment. In this assignment, the candidate gradually assumes full responsibility for the complete instructional program. A minimum of 10 weeks of supervised teaching is required for this course.

EED 579. Student Teaching Seminar (1)

Prerequisites: Admission to Multiple Subject Credential Program – ITEP pathway; admission to student teaching. *Recommended Corequisite:* EED 578A and EED 578D. This course is a 1-unit student teaching seminar in the Multiple Subject Credential Program – ITEP pathway. The seminar provides opportunities for candidates to reflect upon and analyze fieldwork experiences. Student teachers learn to 1) assess their needs, 2) gather data, 3) analyze results, 4) problem solve, 5) modify teaching practices, and 6) determine implications of their experience for future instruction. This course may be taken for up to two units.

EED 580M. Elementary School Curriculum (3)

Prerequisite: Admission to Teacher Credential Program. It is recommended candidates take MATH 210 prior to enrolling in EED 580M. A methods course teaching the basic content and competencies required for effective instruction in elementary school science and mathematics. *Recommended Corequisite:* This course may be taken prior to or concurrently with EED 581ST, student teaching. If taken concurrently with student teaching, students must receive prior clearance for student teaching from the Credential Preparation Office. Inquire at the Credential Preparation Office for information on admission to teacher credential programs and requirements for student teaching.

EED 580MAK. Elementary School Curriculum (3)

Prerequisite: Admission to Teacher Education Program. Same as EED 580M except instruction in the primary language, transference of skills to English and organizational approaches specific to bilingual education are emphasized. Primarily for Korean/English and Armenian/English bilingual credential candidates in the Multiple Subject-Bilingual, Crosscultural, Language and Academic Development Emphasis Credential program. May be taken prior to or concurrently with EED 581BL, Student Teaching. If taken concurrently with student teaching, students must receive prior clearance for student teaching from the Credential Preparation Office. Inquire at the Credential Preparation Office for information on admission to teacher credential Programs and requirements for student teaching. A methods course teaching the basic contents and competencies required for effective instruction in elementary school science and mathematics.

EED 580MBL. Elementary School Curriculum (3)

Prerequisite: Admission to Teacher Credential Program. *Corequisite:* EED 581BL. This course is taught in Spanish and English and is designed primarily for Spanish/English bilingual credential candidates in the Multiple Subject-Bilingual, Crosscultural, Language and Academic Development Emphasis Credential program. A methods course teaching the basic content and competencies required for effective instruction in elementary school science and mathematics. *Recommended*

Corequisite: This course may be taken prior to or concurrently with EED 581BL, student teaching. It taken concurrently with student teaching, students must receive prior clearance for student teaching from the Credential Preparation Office. Inquire at the Credential Preparation Office for information on admission to teacher credential programs and requirements for student teaching. (Crosslisted with EED 580M except instruction in the primary language, transference of skills to English and organizational approaches specific to bilingual education are emphasized.)

EED 581ST. Student Teaching in the Elementary School (6)

Prerequisite: Admission to Student Teaching. *Recommended Corequisite or Preparatory:* EED 580M. Student teaching for the Multiple Subject and the Multiple Subject - Crosscultural, Language and Academic Development Emphasis Credential. See the detailed description of student teaching in the Credential Section. Inquire at the Credential Preparation Office for application date deadlines. EED 571ST and 581ST may be taken in the same semester only if EED 570M and 580M were successfully completed in prior semesters.

EED 581BL. Student Teaching in the Elementary School (6)

Prerequisites: Admission to student teaching; successful completion of EED 580MBL or EED 580MAK. *Recommended Corequisite:* With prior approval, EED 580MBL or 580MAK may be taken concurrently with EED 581BL. (See the Credential Preparation Office for details on admission to student teaching and concurrent enrollment in EED 580MBL or EED 580MAK.) Student teaching for the Multiple Subject-Crosscultural, Language and Academic Development Emphasis Credential. See the detailed description of student teaching in the Credential Section. Inquire at the Credential Preparation Office for application date deadlines. EED 571BL and EED 581BL may be taken in the same semester only if EED 570MBL or EED 570MAK and EED 580MBL or EED 580MAK were successfully completed in prior semesters. (Crosslisted with EED 581ST except course is designed primarily for Armenian/English and Spanish/English and Korean/English bilingual credential candidates in the Multiple Subject-Bilingual, Crosscultural, Language and Academic Development Emphasis Credential program.)

EED 592. Audiovisual Instruction-Methods and Techniques (3)

Theories, methods and experience in the utilization of instructional media. Presents a variety of audio and visual techniques for classroom instruction.

EED 595A-Z. Experimental Topics Courses (1-3)

EED 595J. Lesson Design Study: Developing Best Practices (3)

Prerequisite: Admission to the Master of Arts in Education, Teaching and Learning. *Preparatory:* completion of the California preliminary credential, or equivalent initial teaching credential. Employed as a K-12 classroom teacher in LAUSD. The curriculum addresses the candidates' goals as beginning teachers, builds upon the foundation established in the preliminary credential program, meets the California standards for the teaching profession, and applies conceptual knowledge to practice in ways that engage candidates in important issues of theory and practice. Seminar emphases include lesson design study, assessment, differentiated instruction, and pedagogical content knowledge. Beginning teachers are visited in their classroom by the university instructor and/or are required to submit a videotape of their classroom practice.

EED 595M. Making Sense Of Learning and Teaching Through the Research Process (3)

Prerequisite: Admission to the Master of Arts in Education, Teaching and Learning. The curriculum addresses the candidates' goals as practicing teachers, builds upon the foundation established in a teacher induction program, aligns with the California standards for the teaching profession (CSTP), and applies conceptual knowledge to practice ways

in that engage candidates in important issues of theory and practice. Course emphases include peer coaching, critical friends groups, teacher as researcher, and qualitative research design, methodology and statistical analysis.

EED 595N. Improving Learning and Teaching Through the Research and Leadership (3)

Prerequisite: EED 595M. The curriculum addresses the candidates' goals as practicing teachers, builds upon the foundation established in EED 595M making sense of learning and teaching through the research process, aligns with the California standards for the teaching profession (CSTP), and applies conceptual knowledge to practice in ways that engage candidates in important issues of theory and practice. Course emphases include instructional leadership, teacher researcher projects, and quantitative research design, methodology and statistical analysis.

EED 601. Curriculum, Instruction, and the Reflective Teacher (3)

Prerequisite: Completion of Student Teaching. In addition to exploring the philosophical and research bases for instructional practices and instructional decision-making, the course examines curricular theories and their influence on teaching/learning. Contemporary educational research and literature provide a framework for examining fundamental issues in education and their impact on current practices. Opportunities to engage in reflective thinking are an integral part of the course.

EED 602. Applying Technology to Curricular Goals (3)

Prerequisite: EED 513; *Computers in the Elementary School Curriculum.* Advanced level course in the use of computers in the elementary school curriculum. Primary emphasis is on applications in the various curricular areas in the self-contained classroom with 1, 2 or more computers. Content includes practical and theoretical considerations such as manipulating and analyzing data, communicating through a variety of electronic media, interacting and collaborating with others using the computer-based tools, and developing lessons based upon technological resources. Students will review, modify and design teacher-created instructional materials, which meet their own curricular needs. These materials include Web pages, gameboards, visual charts and multimedia instructional modules. The major software tools used are word processing, database, spreadsheets, drawing and paint programs, Web publishing software, Internet search engines, and presentation tools. Course meets the Professional Credential requirement in computer-based technology.

EED 610. Research in Elementary Education (3)

Prerequisite: Completion of Multiple Subject Credential. Completion required within first nine units in Master of Arts degree program. Must be taken prior to all graduate seminar courses. Survey and analysis of research in elementary education, chiefly in areas of contemporary interest which cut across all curricular fields. Emphasis is on learning to use a wide range of research reference sources, on understanding of research designs utilized in a variety of research studies, and on use of criteria in evaluating the findings and conclusions of such studies.

EED 614. Evaluation Of Software in Elementary Curriculum (3)

Prerequisite: EED 613 or equivalent. Survey of software relevant to the elementary school curriculum. Included in this survey is word processing, Logo, Pilot graphics, educational games and simulations, practice and integrated drill programs and classroom management programs. Analysis and evaluation of material from the various curriculum areas and elementary grade levels which are initiated in EED 613 are extended.

EED 615. Learning and Teaching with Logo (2)

Prerequisite: EED 613 or SED 514 or equivalent. Investigates Logo learning environments through computer programming, analysis of

the Logo philosophy and research bases, examination of classroom implementation reports, and consideration of the role of the teacher as co-learner and facilitator of problem solving. (Crosslisted with SED 615)

EED 616. Microcomputers and Technology in the Development Of English/Language Arts (3)

Prerequisites: EED 520 and 613 or equivalent. Theory and practice in the development of reading and writing through the use of microcomputers, software, and related technology. Topics include: basic principles of reading and writing instruction; selection and use of microcomputer software in teaching reading and writing; word processing and data base management; microcomputer-based literacy curriculum development; research findings related to microcomputers and technology in English/Language Arts instruction.

EED 620. Elementary School Reading Education (3)

Prerequisite: EED 520 or equivalent. Designed as an in-service course, emphasis is placed on adjusting reading methodology to the needs of the individual child's interest, aptitudes and competencies. Major emphases include 1) survey of theories of the reading process, 2) description of instruments measuring reading, 3) selection, use, and evaluation of materials, methods and approaches in reading instruction, and (4) locating and using professional literature on reading. Field experience involves the application of knowledge and skills of reading instruction to a group of elementary pupils.

EED 621. Language, Literacy, and Culture Across the Curriculum (3)

Prerequisite: EED 520 or equivalent. Students explore the part that language arts play in learning course content across the curriculum. They also study how ability to read, write, speak, listen, and think are developed within various content areas. Focus is on instructional strategies and assessment. Both experiential and verbal learning is considered. The unique characteristics of various content areas are discussed. Cultural perspectives are infused into the curriculum.

EED 624. Practicum in Diagnosing and Facilitating Reading Progress (K-12) (3)

Prerequisites: EED 620; 625A/L; 625B/L. In the 4th course in the reading sequence, students are given opportunities to observe and teach developmental reading classes with groups of students, incorporating diagnostic and remedial teaching techniques. Students work with all reading skills in analyzing and teaching groups at elementary and secondary school levels of competency. This experience includes generating and maintaining records and materials appropriate to the objectives of lessons taught. Awareness of professional organizations is encouraged. The student demonstrates ability to provide leadership in planning, instruction, and evaluation of the reading program in the following areas: 1) readiness, 2) word recognition, 3) comprehension and critical reading, 4) study and locational skills, 5) interest and motivation, 6) appreciation, and 7) oral fluency and expression. (Crosslisted with SED 624)

EED 625A/L. Literacy Assessment and Teaching Strategies, and Lab (3/1)

Prerequisites: EED/SED 520 or equivalent, EED 633 or SED 625ENG, and teaching experience; *Corequisite:* EED 625AL. Principles and procedures for the evaluation of reading and writing effectiveness are presented. Each student develops competencies in assessing literacy behavior on an individual basis as well as in a classroom setting. Students should become adept at observations and interviews while attaining skills of selecting, scoring and interpreting the results of a comprehensive variety of whole language assessments. Similarly, principles and procedures for the design and selection of materials, methods, and contexts for literacy instruction are presented. Each student develops a literacy program for an individual child based upon assessment find-

ings. Program includes meaning-centered activities appropriate for classroom settings. Students should become adept at determining the effectiveness of various instructional strategies as well as confirming/disconfirming their assessment results. Lab: This 1-unit supervised lab experience with children includes parent conferencing and concentrated assessment and instruction in the correction of reading/writing difficulties. Each student is assigned at least 1 child experiencing problems processing written language for whom the student designs and implements a corrective program. It is suggested that a student continue with the same child for a 2nd semester in EED 625BL. Case studies demonstrate awareness of psychological, physiological, educational, cultural, and linguistic factors in the reading/writing process. (Crosslisted with SED 625AL)

EED 625B/L. Literacy Assessment and Teaching Strategies, and Lab (3/1)

Prerequisites: EED/SED 625AL. *Corequisite:* EED 625BL. Additional principles and procedures for the evaluation of reading and writing effectiveness are presented. Each student continues to develop competencies in assessing literacy behavior on an individual basis as well as in a classroom setting. Students should hone their skills of selecting, scoring and interpreting the results of a comprehensive variety of standardized tests. Similarly, additional principles and procedures for the design and selection of materials, methods, and contexts for literacy instruction are presented. Each student will expand the literacy program developed for an individual child based upon new assessment findings. Program includes meaning-centered and skill-based activities appropriate for classroom settings. Students should become adept at determining the effectiveness of various instructional strategies as well as confirming/disconfirming their assessment results. Lab: This 1-unit supervised lab experience with children includes parent conferencing and concentrated assessment and instruction in the correction of reading/writing difficulties. Each student is assigned at least 1 child experiencing problems processing written language for whom the student designs and implements a corrective program. It is suggested that a student continue with the same child he/she worked with in EED/SED 625AL. Case studies demonstrate awareness of psychological, physiological, educational, cultural, and linguistic factors in the reading/writing process. (Crosslisted with SED 625BL)

EED 626. Literacy Instruction for English Learners [K-12] (3)

Prerequisite: EED/SED 520 or equivalent. Major theories of 1st and 2nd language acquisition and literacy development specific to 2nd language learners are presented in this seminar for both monolingual and bilingual classroom teachers. Additionally, the importance of varied instructional approaches in the development of oral language, reading and writing are discussed. Research on variables affecting 2nd language learners' reading and writing achievement is explored. An emphasis is given to effective methodologies, teaching strategies, instructional materials, and assessment strategies. (Crosslisted with SED 626)

EED 627A. Individualization in Reading (1)

Prerequisite: EED 520. Focuses on the theoretical and practical considerations involved in individualizing a reading program. Attention is paid to assessment techniques, learning centers, classroom organization and management. Various types of programs are analyzed, and consideration is given to the design of individualized programs in reading that can be implemented in the classroom. (Crosslisted with SED 627A)

EED 627C. Developing Reading Skills Through High Interest/low Readability Materials (1)

Prerequisite: EED 520. Focuses on developing reading skills through the use of high interest literature in the areas of poetry, fiction, drama,

high interest thematic units and the media. (Crosslisted with SED 627C)

EED 627D. Reading in the Content Areas (1)

Prerequisite: EED 520. Specific reading skills required in various subject fields are identified, and methods of teaching these are explored. Diagnosis and correction of the difficulties peculiar to reading in the several content areas receive emphasis. Students who have had EED 621 should not select this particular course. (Crosslisted with SED 627D)

EED 627E. State Frameworks in Reading and English (1)

Prerequisite: EED 520. Focuses on the Reading and English Language Frameworks. Student develops competencies in the implementation of the frameworks and the utilization of the state textbook adoption process. (Crosslisted with SED 627E)

EED 627G. In-Service Education in Reading (1)

Prerequisite: EED 520. Focuses on various aspects of in-service education in the field of reading. It develops competencies of students to design and implement in-service activities in public and private schools. (Crosslisted with SED 627G)

EED 627I. Teaching Critical Reading Skills (1)

Prerequisite: EED 520 or SED 520. Focuses on the components of teaching critical reading and the implementation of a program of critical reading activities in the classroom. (Crosslisted with SED 627I)

EED 628. Language and Literacy Programs: Leadership, Planning and Evaluation (3)

Prerequisite: EED/SED 625A/L, 625B/L, or instructor consent. Principles of designing, organizing, coordinating and evaluating a variety of bilingual/multilingual programs as well as literacy programs (e.g., K-12 integrated language arts programs, corrective reading/writing programs, programs for students at risk) are presented. Students develop competencies in planning, conducting and evaluating staff development in language and literacy or bilingual/multilingual education. They familiarize themselves with the state textbook adoption process, state frameworks, district curriculum guides and selected state, national and international language and literacy projects/programs. Strategies for writing grants are offered, and participation in professional organizations is encouraged. Students demonstrate ability to provide leadership in decision-making for teaching language and literacy or for teaching across the curriculum in bilingual/multilingual programs. Bilingual/multilingual refers to bilingual/bicultural and multilingual/multicultural settings. (Crosslisted with SED 628)

EED 630. Elementary School Language Arts Education (3)

Prerequisites: Graduate standing and EED 570M, 571ST, or equivalent. Course devoted to study of the nature of the language arts oral communication, practical and creative writing, language, and literature; emphasis upon each component as a field of study but having the common base of language.

EED 633. Seminar in Elementary School Language Arts Education (3)

Prerequisites: Graduate standing; EED 610. Advanced curriculum course in language arts for the teacher of elementary school children. Major emphasis of the course is on the theory and the research relevant to the study of the nature of the language arts and to the current trends and developments in teaching language arts with an interdisciplinary approach.

EED 635. Elementary School History-Social Science Education (2)

Prerequisite: Completion of Student Teaching. In-depth study of the goals and curriculum strands as outlined in the California History-Social Science Framework. Planning, teaching strategies, learning activities, and assessment to provide a comprehensive history-social science in-

structional program for all students. Attention is also given to literature that enriches the study of history-social science.

EED 638. Seminar in Elementary School Social Studies Education (3)

Prerequisite: Graduate standing; EED 610. Advanced curriculum course in elementary school social studies. Identification of current problems in the field of the social studies, with extensive exploration of the professional literature interdisciplinary related to rationale of and potential approaches to resolving such problems. Emphasis of the course will be theory and research.

EED 640. Elementary School Mathematics Education (2)

Prerequisite: Completion of Student Teaching. Major emphasis is on the materials, methods, and content of a modern program in elementary school mathematics. Attention is also given to mathematics learning games, mathematics lab approaches, differentiation of mathematics instruction, and use of mathematics education literature.

EED 643. Seminar in Elementary School Mathematics Education (3)

Prerequisite: Graduate standing; EED 610. Graduate course in education on the research in elementary school mathematics. Course emphasis on analysis of research in education and related fields, on current curricular projects, on trends and issues, on modern learning and pedagogical theory, and on student development of a researchable project.

EED 644. Environmental Education (2)

Prerequisite: Completion of Student Teaching or equivalent. Course for teachers on how to teach Environmental Education (EE) in schools, stressing environmental literacy, issue investigation and evaluation, and citizen action. Major emphasis will be the development of intellectual skills needed for the autonomous investigation of environmental issues, following the Science-Technology-Society (STS) issue instruction model. Other models for teaching environmental education will likewise be presented. A project involving the application of issue instruction in their respective classrooms will be facilitated.

EED 645. Elementary School Science Education (2)

Prerequisite: Completion of Student Teaching. Course on current trends and issues in elementary school science education including practical applications for the practicing teacher. Materials, methods, and content of a modern program in elementary school science receive emphasis, along with means of integrating other subject areas and applying instructional techniques of topical interests such as authentic assessment and cooperative learning. Attention is given to differentiated needs of special groups as they relate to science education.

EED 648. Seminar in Elementary School Science Education (3)

Prerequisite: Graduate standing; EED 610. Advanced curriculum course in elementary school science for teachers. Major emphasis of the course will include theory and research related to contemporary aspects of elementary school science. Current trends and issues are examined in relation to current developments stressing an interdisciplinary approach to science. A research project, using elementary school children to test new ideas in science, is an integral and ongoing theme of the course.

EED 649. Elementary School Interdisciplinary Arts Education (3)

Prerequisite: Completion of Student Teaching. An interdisciplinary methods course focusing on the meaning, role, and teaching strategies of the arts in the elementary school curriculum. The course 1) provides opportunities for exploration and understanding of dance, music, drama, and visual arts; 2) seeks strategies for integrating two or more of the arts; and 3) applies music, dance drama, and visual arts as recommended in the Visual and Performing Arts Framework to other subject areas such as language arts, social studies, science, mathematics, and physical education. Participants learn how to plan, teach, and evaluate an inter-

disciplinary unit of study in the arts in relationship to specific subject areas. They also learn how to present their units using technology and other media to develop a multimedia production.

EED 650. Open Education in the Elementary School (3)

Prerequisite: Graduate standing. Curriculum course in open education for teachers, specialists and administrators in elementary schools. Major focus of the course is on the theory, current trends and experimentation in the field with emphasis on creative application to specific classroom situations.

EED 651. Curriculum Assessment (3)

Prerequisite: Graduate standing. Development of educational systems founded on the delineation of performance-based and criterion-referenced objectives and the selection of appropriate teaching strategies and evaluative measures, designed with emphasis on accountability in the elementary school curriculum. The role of diagnosis and prescription, modes of proof, performance contracting, and personal, professional and public accountability. Focus on techniques for compliance with the monitor and review process as mandated by federal and state agencies.

EED 652. Creativity and the School (3)

Focus on identifying, generating, and extending a range of behaviors and conditions that will increase creative productivity in the classroom with an initial examination of the historical events and psychological components that pertain to the process and products of creativity. (Crosslisted with EPC 640)

EED 660. Individualizing and Personalizing Curriculum (3)

Prerequisite: two years teaching experience. Process of individualizing and personalizing the curriculum. Emphasis on openness of relationships, organizational patterns and environment.

EED 661. Early Childhood Math/science Curriculum and Methods (3)

Prerequisites: Introductory courses in science and math are highly desirable as background; MATH 310 or equivalent experience. Study of how young children learn science and math concepts based on Piaget's theory of cognitive development. Teaching strategies which maximize activity-discovery learning in the context of cognitive development are explored. It also examines and assesses existing programs in early childhood math/science within this framework.

EED 662. Language Arts Curriculum in the Early Childhood Education Classroom (3)

Study of language arts curriculum (content and methodology) which maximizes the young child's (grades K-3) growth in communication skills and language concept and acquisition. Emphasis is placed on classroom practices which enhance development and communicative competency. The integration of the various language arts components is stressed as well as the interrelationships between language and other subject areas.

EED 665. Foundations of Developmental Curriculum for Early Childhood (3)

Prerequisite: EPC 430 or equivalent, 605, 632 or instructor consent. To be taken concurrently with experiences in the field, either teaching or field work. (Crosslisted with EPC 635)

EED 667. Classroom Applications Of Piaget's Theory of Cognitive Development (3)

Prerequisite: EPC 314, 315 or 316. The major purpose of this course is to bridge the gap between Piaget's research and classroom practice. From a review of Piaget's observations and interpretation of children's cognitive development, the course will derive methods for classroom questioning strategies, curriculum development and assessment. (Crosslisted with EPC 667)

EED 670. Research Applications in ESL Instruction (3)

Prerequisites: EED 570 or equivalent; EED 610 or equivalent or instructor consent. Designed to prepare teachers to analyze, plan and evaluate ESL instruction in a bilingual or multilingual setting at the elementary school level. Emphasis given to the analysis and development of materials and methods for teaching and assessment. Students will evaluate and synthesize current research related to issues concerning 2nd language acquisition by elementary school students.

EED 671. Seminar in Multilingual/Multicultural Education (3)

Prerequisite: EED 610 or equivalent or instructor consent. Seminar for teachers, supervisors, or administrators interested in bilingual/multilingual education. Concerned with the philosophical, cultural and psychological aspects of bilingualism as well as the history and politics of bilingual/ multilingual education, models of bilingual/ multilingual programs and effective ways to work with the community. Bilingual/multilingual refers to bilingual/ bicultural and multilingual/multicultural settings.

EED 674. Bilingual/multilingual Curriculum (3)

Prerequisite: EED 610 or equivalent or consent of instructor. Covers the history and development of curriculum for bilingual/multilingual programs. Research and its implications for curricular choices as well as the development and adaptation of curriculum will be dealt with. In addition, the effect of assessment on curriculum-will be analyzed. Bilingual/multilingual refers to bilingual/bicultural and multilingual/multicultural settings. (Crosslisted with SED 674)

EED 675. Bilingual/multilingual Teaching Strategies (3)

Prerequisite: EED 610 or equivalent or instructor consent. Students evaluate research on bilingual/multilingual teaching methods and strategies. Emphasis is placed upon relating research findings to instructional decision making. Includes modeling, developing, and validating effective teaching strategies that provide English learners access to the core curriculum. Bilingual/ multilingual refers to bilingual/ bicultural and multilingual/ multicultural settings. (Crosslisted with SED 675)

EED 678. Role of the Teacher in Multicultural Education (3)

Prerequisite: Valid teaching credential. Theory, trends and experimentation related to the role of the teacher in multicultural education. Creation, demonstration and evaluation of multicultural study units for children. For in-service teachers and specialists.

EED 679. Seminar in Elementary Education Curriculum and Instruction (3)

Prerequisites: Required C and I courses (may be taken concurrently with the final required C and I course). A capstone course for M.A. candidates in the Curriculum and Instruction option. Students draw on the breadth developed in the prerequisite subject area courses to apply research methods and develop scholarly skills. Intended to serve as a preparation for the M.A. culminating experience, either thesis, project, or comprehensive examination.

EED 680. Small Group Learning in Elementary School Classrooms (3)

Prerequisite: Completion of 1 semester of student teaching or equivalent. Advanced course for teachers in the understanding and use of small groups as an instructional methodology. Social reconstructivist, cognitive, complex instruction, and structural approaches to small group learning will be examined. Emphasis will be on enabling educators to make informed decisions and choices about selecting, implementing, and evaluating small group learning approaches which foster effective teaching and learning for all children in a variety of classroom settings.

EED 681. Classroom Communication and Management Methods (3)

Prerequisite: Admission to the Multiple Subject Credential Program or

classroom teacher. Focuses on the theoretical basis for and the practical implementation of several approaches to classroom management and communication. Emphasis is on the interrelationship between management and the instructional process (e.g., students' motivation and characteristics, curriculum considerations, assessment components.)

EED 684. Application of Research in Teaching Effectiveness (3)

Prerequisites: Teaching credential and 3 years teaching experience. Each student reviews research of effective teaching strategies and analyze selected propositions as a foundation of effective teaching decisions, including student motivation, rate and degree of learning, transfer of learning, and curriculum decisions that facilitate and extend student learning. Teaching techniques are field tested using action research procedures and ethnographic classroom study techniques. (Crosslisted with SED 684, SPED 684)

EED 685. Supervisory Personnel and Student Teaching (3)

Prerequisites: Teaching credential, teaching experience. Analysis of the role of the supervising teacher. Survey of current status, exploration of potential functions, and examination of recommendations of appropriate professional groups. Implications are drawn from related literature and research.

EED 686. The Roles of Teachers, Paraprofessionals and Volunteers in Today's Schools (3)

Focuses on the constructive interaction of teachers in the regular classroom with paraprofessionals, parent and other community volunteers and cross-age tutors forming an instructional team. The roles of each will be delineated with effective interaction and communication behaviors outlined for successful work with the youngsters in the classroom.

EED 687. Practicum for Supervising Teachers (3)

Prerequisites: EED 685; 684. Provides opportunities for students to apply their knowledge of supervision theory and teaching effectiveness research to on-site situations. Major part of this practicum involves practical application of the supervisory techniques in working with novice teachers. In addition, the participants will participate in pedagogical studies to improve their own teaching effectiveness and will learn techniques for improving teaching effectiveness within their own schools. (Crosslisted with SED 687, SPED 687)

EED 692. Advanced Audiovisual Techniques (3)

Prerequisite: EED 592. Graduate seminar designed to provide advanced theory and practical experience in planning, production and use of multisensory techniques of communication in education.

EED 695A-Z. Seminar in Selected Studies (3)

Prerequisite: Graduate standing. Special seminars in selected topics in: A. Early Childhood Education; B. Elementary Education.

EED 696. Directed Graduate Research (1-3)

Prerequisites: EED 610; classified graduate status; approval by graduate coordinator. Advanced survey and analysis of research in elementary education leading toward preparation of thesis proposal.

EED 697. Directed Comprehensive Studies (3)

Prerequisite: Prior completion of all course requirements for the Master's degree.

EED 698. Thesis or Graduate Project (3-6)

Prerequisite: Acceptance by a thesis committee assigned by the Department. A thesis on an advanced topic in the field of education.

EED 699. Independent Study (1-3)