

Secondary Education

Michael D. Eisner College of Education

Chair: Bonnie Ericson

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www.csun.edu/educ/sed

Faculty

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Emeritus Faculty

James Cunningham, Faye Louise Grindstaff, Viggo Hansen, Charles Heimler, Luis Hernandez, Linda Huetinck, Barnabas Hughes, Martin Levine, Helen Lodge, George Lorbeer, Raymond McHugh, Joanna McKenzie, Kyoko Sato, Joseph Schieffer, Christine Smith, Merwin Soyster, Ira Winn

Programs Offered

Graduate:

M.A., Education

Specialization in Secondary Education

Credentials:

Single Subject Preliminary Teaching Credential

Single Subject Credential with a Bilingual Crosscultural Language and Academic Development (BCLAD) Emphasis

Reading/Language Arts Specialist Credential

Certificates:

English Learner Authorization Certificate Program: CTEL-California Teachers of English Learners

Department Coordinators

Secondary Student Teaching Coordinator: David Moguel; Christina Perez, Administrative Coordinator (818) 677-2581

Graduate Coordinator: Mike Rivas (818) 677-6792

ACT Coordinator: Judy Lombardi (818) 677-3063

Internship Coordinators: Carolyn Burch (818) 677-6370 and Jan Eckmier (818) 677-2523

Student Learning Outcomes of the Credential Program

Single Subject Credential Candidates will demonstrate proficiency in the major domains of the California Teaching Performance Expectations:

1. Make subject matter comprehensible for student learning.
2. Assess student learning.
3. Engage and support students in learning.
4. Plan instruction and design learning experiences for all students.
5. Create and maintain effective environments for student learning.
6. Develop as a professional educator.

Student Learning Outcomes of the English Learner Authorization Certificate Program

Candidates will demonstrate proficiency in the major domains of the California Teachers of English Learners Certificate Program Standards:

1. Explain language structure and use.
2. Relate first- and second-language development to the academic achievement of English learners.
3. Assess the learning of English learners.
4. Plan and organize instruction for English Language Development (ELD), using a range of effective approaches and methods.
5. Plan and organize instruction for Specially Designed Academic Instruction Delivered in English (SDAIE), using a range of effective approaches and methods.

6. Describe the relationship between culture/cultural diversity and the academic achievement of English learners.

7. Plan and organize culturally inclusive instruction.

Student Learning Outcomes of the Graduate Program

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

1. Reflective practice by critically examining their subject knowledge, pedagogical content knowledge, and pedagogical skills to improve their diverse students' learning;
2. Theoretical Understanding by reading, synthesizing, and evaluating educational theory and research in their field and applying research findings to their practice in diverse classroom settings;
3. Research Skills by designing and conducting research ethically and effectively and presenting their findings at a professional level in oral and written forms;
4. Educational Awareness by knowing current discipline-based and general educational issues and how those impact schools; and
5. Leadership by influencing policy and practice in educational communities through advocacy and example.

Master of Arts Degree in Education with a Specialization in Secondary Education

The Master of Arts Degree in Education with a Specialization in Secondary Education is designed to prepare the secondary teacher for advancement to mentor teacher, student teacher supervisor, subject matter teaching specialist, department chairperson, or doctoral student. School districts frequently award salary increases to teachers holding master's degrees, and master's degrees are usually required for part-time teaching at the community college or university level. M.A. Options include the following:

A. Subject Specialist: English Education, Mathematics Education, Science Education, or Social Sciences Education

B. Curriculum and Instruction

C. Computers and Educational Technology

D. Reading Improvement

E. Crosscultural Language and Academic Development

F. Teaching and Learning (CSUN/District Joint Induction/M.A. Program)

Four components comprise the program of studies for M.A. Program Options A-E: (1) Department Core Courses, (2) Program Option Courses (3) Electives and (4) the Culminating Experience

Up to 12 units from preliminary credential program courses may apply to some of these M.A. options.

Three components comprise the program of studies for the Teaching and Learning Program Option F: (1) Department Core Requirement, (2) Program Option Courses, (3) Culminating Experience .

Requirements for Admission, Secondary Education M.A. Options A-E

1. Major or equivalent in a teaching field suitable for middle or high school
2. Submission of a completed department application including:
 - a. The names of three references (employer, academic reference, personal reference)
 - b. A statement of plans and objectives for graduate study or of current practice
3. A University-approved aptitude test for graduate study (GRE or MAT) if undergraduate GPA is below 2.5
 - a. Score at or above the 50th percentile on one of the three portions of the general test of the GRE
 - b. Score at or above the 50th percentile on the MAT
 - c. For Admission Requirements for Secondary Education M.A. Option F, Teaching and Learning, see below

Requirements for Classified Status, Secondary Education M.A.

Options A-E

1. Cumulative undergraduate GPA of 3.0 or higher or a University-approved aptitude test for graduate study (GRE or MAT)
 - a. Score at or above the 50th percentile on one of the three portions of the general test of the GRE
 - b. Score at or above the 50th percentile on the MAT
2. Passing score (8 or higher) on the Upper Division Writing Proficiency Exam
3. Baccalaureate degree from an accredited university

Corequisites for Secondary Education M.A. Options A-E

1. Preliminary teaching credential
2. Completion of one or more years of successful secondary school teaching

M.A. Program for Secondary Education Options A-E (30 units total)

1. Department Core Courses (9 Units)

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|-----|-----|--|
| SED | 600 | Research in Education (3) |
| SED | 610 | Issues in Education in Multiethnic Secondary Schools (3) |
| SED | 690 | Seminar in Secondary Education (3) |

2. Program Options (12 Units)

A. Subject Specialist: For middle and high school teachers of English, Mathematics, Science, and Social Sciences who wish to specialize in the study of their teaching field. Two-year cohort programs in English, Mathematics, and Science Education are offered and incorporate National Board for Professional Teaching Standards portfolio activities. Candidates select Program Option courses in consultation with the Graduate Advisor/Program Coordinator.

English Education Courses (Select 12 units)

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|-----|--------|---|
| SED | 530 | The Program in Literature for Grades 6-12: Issues (3) |
| SED | 625EN | Theory and Research in the Teaching of secondary School English (3) |
| SED | 617 | Microcomputers in the Reading/Language Arts Curriculum (3) |
| SED | 695C | Seminar in Selected Studies: Language Arts Curriculum (3) |
| SED | 699A-C | Independent Study (1-3; up to 6 units allowed) |

Mathematics Education Courses (Select 12 units)

- | | | |
|-----|--------|---|
| SED | 535MA | Teaching Contemporary Mathematics (3) |
| SED | 619 | Application and Utility Software in the Secondary School Curriculum: Website Design (3) |
| SED | 625MA | Theory and Research in Teaching secondary school Mathematics (3) |
| SED | 646 | Computers in Mathematics and Science Teaching (3) |
| SED | 695D | Seminar in Selected Studies Mathematics Curriculum (3) |
| SED | 699A-C | Independent Study (1-3; up to 6 units allowed) |

Science Education Courses (Select 12 units)

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|-----|--------|--|
| SED | 618 | Computers in the Secondary School Curriculum: Multimedia (3) |
| SED | 619 | Application and Utility Software in the Secondary School Curriculum: Website Development (3) |
| SED | 625SC | Theory and Research in Teaching Secondary School Science (3) |
| SED | 646 | Computers in Mathematics and Science Teaching (3) |
| SED | 695B | Seminar in Selected Studies: Science Curriculum (3) |
| SED | 699A-C | Independent Study (1-3; up to 6 units allowed) |

Social Sciences Education Courses (Select 12 units)

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|-----|--------|---|
| SED | 625SS | Theory and Research in Teaching Secondary School Social Studies (3) |
| SED | 695A | Seminar in Selected Studies: Social Studies Curriculum (3) |
| SED | 699A-C | Independent Study (1-3; up to 6 units allowed) |
- B. Curriculum and Instruction:** For teachers who wish to study curriculum and instruction from the perspective of the total secondary school. Candidates select Program Option courses in consultation with the Graduate Advisor:

Curriculum and Instruction Courses (Select 12 units)

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|-----|--------|---|
| SED | 514 | Computers in the Instructional Program (3) |
| SED | 521 | Literacy, Language, and Learning in Multiethnic Secondary Schools (3) |
| SED | 525xx | Methods of Teaching in Single Subject (3) |
| SED | 618 | Computers in the Secondary School Curriculum: Multimedia (3) |
| SED | 619 | Application and Utility Software in the Secondary Curriculum: Website Development (3) |
| SED | 686 | Motivational Strategies in the Classroom (3) |
| SED | 695A-I | Seminar in Selected Studies (3) |
| SED | 699A-C | Independent Study (1-3; up to 6 units allowed) |

C. Computers and Educational Technology: For teachers in all academic areas who wish to develop expertise with instructional uses of the computer. Candidates select Program Option courses in consultation with the Graduate Advisor/Program Coordinator. A two-year cohort program is offered.

Computers and Educational Technology Courses (Select 12 units)

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|-----|--------|---|
| SED | 514 | Computers in the Instructional Program (3) |
| SED | 617 | Computers in the Secondary Reading/Language Arts Curriculum (3) |
| SED | 618 | Computers in the Secondary School Curriculum: Multimedia (3) |
| SED | 619 | Application and Utility Software in the Secondary Curriculum: Website Development (3) |
| SED | 646 | Computers in Mathematics and Science Teaching (3) |
| SED | 671 | Designing Computer-Based Instructional Materials (3) |
| SED | 695G | Seminar in Educational Technology (3) |
| SED | 699A-C | Independent Study (1-3) |

D. Reading Improvement: For teachers in all academic areas who wish to develop expertise in literacy and reading instruction. Candidates select Program Option courses in consultation with the Graduate Advisor. Several courses cross-listed with EED.

Reading Improvement Courses (Select 12 units)

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|-----|-------|---|
| SED | 617 | Computers in the Secondary Reading/Language Arts Curriculum (3) |
| SED | 620 | Methods, Materials and Approaches in the Teaching of Reading (3) |
| SED | 621 | Foundations of Reading Instruction (3) |
| SED | 625A | Literacy Assessment and Teaching Strategies [A] (3) |
| SED | 625AL | Laboratory in Literacy Assessment and Teaching Strategies [A] (3) |
| SED | 625B | Literacy Assessment and Teaching Strategies [B] (3) |
| SED | 625BL | Laboratory in Literacy Assessment and Teaching Strategies [B] (3) |
| SED | 626 | Literacy Instruction for English Learners K-12 (3) |

E. Crosscultural Language and Academic Development:

For teachers seeking preparation in Crosscultural Language and Academic Development. Candidates select Program Option courses in consultation with the Graduate Advisor. (Does not result in CLAD Authorization)

Crosscultural Language and Academic Development Courses

(Select 12 units)

- SED 525ESL Methods of Teaching English as Second Language (3)
- SED 625ESL Theory and Research in Teaching ESL in Multilingual Classrooms (3)
- SED 626 Literacy Instruction for English Learners K – 12 (3)
- SED 674 Bilingual/Multilingual Curriculum (3)
- SED 675 Bilingual/Multilingual Teaching Strategies (3)
- SED 699A-C Independent Study (1-3)
- EED 670 Research Applications in ESL Instruction (3)

3. Electives For Secondary Education M.A. Options A-E (6 Units)

Six units from the area of teaching concentration, related fields, topics related to teaching are selected in consultation with the graduate advisor/program coordinator. In some cases the following courses from the preliminary credential program may be used as electives:

- SED 514 Computers in the Instructional Program (3)
- SED 521 Literacy, Language, and Learning in Multiethnic Secondary Schools (3)
- SED 525xx Methods of Teaching the Single Subject (3)

4. Culminating Experience (3 Units)

- SED 697 Directed Comprehensive Studies (3)
- or SED 698 Graduate Thesis or Project (3)

Total Units Required for the Secondary Education MA Options A-E 30

Requirements for Admission to the Secondary Education Teaching and Learning Option F

1. Baccalaureate degree from an accredited university.
2. Submission of a completed department application including:
 - a. The names of three references (employer, academic reference, personal reference)
 - b. A statement of plans and objectives for graduate study or of current practice
3. A University-approved test for graduate study (GRE or MAT) if undergraduate GPA is below 2.5
 - a. Score at or above the 50th percentile on one of the three portions of the general test of the GRE
 - b. Score at or above the 50th percentile on the MAT
4. Preliminary single subject teaching credential.
5. District permission to enroll in the CSUN-District Joint Induction/ M.A. Program.

Requirements for Classified Status, Secondary Education M.A. Option F

1. Cumulative undergraduate GPA of 3.0 or higher or a University-approved test for graduate study (GRE or MAT)
 - a. Score at or above the 50th percentile on one of the three portions of the general test of the GRE
 - b. Score at or above the 50th percentile on the MAT
2. Passing score (8 or higher) on the Upper Division Writing Proficiency Exam

Corequisites for Secondary Education M.A. Option F

1. Completion of one or more years of successful secondary school teaching
2. California Single Subject Clear Credential

MA Program for Teaching and Learning Option F (33 Units Total)

1. Department Core Courses (9 units)

- SED 600 Research in Secondary Education (3)
- SED 610 Issues in Education in Multiethnic Secondary Schools (3)
- SED 595JA-JK Lesson Design Study: Developing Best Practices (3)

2. Teaching and Learning Option F Courses (21 units)

- AAS/ARMN/CHS/ELPS/PAS 595 Advanced Studies in Educational Equity and Diversity in Schools (3)
- HSCI 501 School Health for Teachers (3)
- SPED 611 Collaborating to Meet the Needs of Special Populations (3)
- SED 625ESL Theory and Research in the Teaching of English as a Second Language (3)

And ONE of the following courses (3 units):

- SED 617 Microcomputers in the Secondary Reading/ Language Arts Curriculum (3)
- SED 618 Computers in the Secondary School Curriculum: Multimedia (3)
- SED 619 Application and Utility Software in the Secondary Curriculum: Website Development (3)
- SED 646 Computers in Mathematics and Science Teaching (3)
- MUS 567/L Computers and Related Technology in Music (3)

And TWO courses selected in consultation with the Graduate

Advisor, from courses such as the following (6 units):

- SED 530 The Program in Literature Grades 6-12: Issues (3)
- SED 535MA Teaching Contemporary Mathematics (3)
- SED 625EN Theory and Research in the Teaching of Secondary School English (3)
- SED 625MA Theory and Research in Teaching Secondary School Mathematics (3)
- SED 625SC Theory and Research in Teaching Secondary School Science (3)
- SED 625SS Theory and Research in Teaching Secondary School Social Studies (3)
- SED 626 Literacy Instruction for English Learners [K-12] (3)
- SED 671 Designing Computer-Based Instructional Materials (3)
- SED 686 Motivational Strategies in the Classroom (3)
- SED 695A-K Seminar in Selected Studies (3)
- SED 699C Independent Study (3)

3. Culminating Experience For Teaching and Learning Option (3 units)

- SED 697 Directed Comprehensive Studies (3)

Total Units Required for a Teaching and Learning MA Option 33

Single Subject Preliminary Credential Programs

Candidates who complete a Single Subject Credential Program are specialists in the teaching of a subject area such as English, mathematics, physical education, or science, and they are able to work with students in diverse classroom settings. Candidates meet subject matter competency by completing an approved program specified by the subject area department or by passing all sections of the appropriate examination(s), the California Subject Examination for Teachers (CSET). For information regarding admission, requirements, and subject programs approved by the California Commission on Teacher Credentialing and subject matter examinations, see the Credential section of this catalog. For detailed information on each approved subject program, see the department that offers the program (e.g., Art, English, Mathematics, Kinesiology) in this catalog. Descriptions of Secondary Education credential program courses appear later in this section; for other professional education courses, see listings of the department offering the course (e.g., Educational Psychology and Counseling or Health Science). Candidates who began programs prior to Fall 2002 or who began a BCLAD program prior to Spring 2004 should consult the

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Credential Office staff or website for information on old programs. All Single Subject Programs, including the BCLAD Program, as described below, have been approved by the California Commission on Teacher Credentialing, and meet the requirements of Senate Bill 2042, including CLAD authorization. All candidates accepted beginning Fall 2002 enroll in one of these programs:

1. Traditional Program
2. Accelerated Collaborative Teacher Preparation Program (ACT)
3. Single Subject University Intern Program (SSUIP)
4. Four-Year Integrated Teacher Credential Program (FYI-English, FYI-Mathematics)
5. Junior-Year Entry Integrated Teacher Credential Program (JYI-English, JYI Mathematics)
6. Bilingual Cross-Cultural Language and Academic Development (BCLAD) Single Subject Program

1. Traditional Program: 32 units

Post-baccalaureate single subject credential program for full-time or part-time candidates

Required prior to admission

- Verification that a Basic Skills Test (typically CBEST) has been taken
- Verification of Information Session Attendance
- Admissions Interview
- Valid fingerprint clearance
- Verification of subject matter competency by approved subject matter program or examination (CSET)
- Consult Credential Office for complete admission requirements

Required in first semester of enrollment and prior to or concurrent with SED 554/554S (3)

SED 511 Fundamentals of Secondary Education in Multiethnic Secondary Schools (3)

Required prior to first student teaching assignment, SED 554/554S

- Passage of Basic Skills (typically CBEST)
- Verification of writing proficiency by examination (score of 41 or higher on CBEST writing, or 10 or higher on Upper-Division Writing Proficiency Examination – UDWPE), or course (ENGL 305, ENGL 406, COMS 420);
- Student teaching application (priority deadlines established)

Required prior to or concurrent with first student teaching assignment, SED 554/554S (6)

EPC 420 Educational Psychology of Adolescence (3)
 SED 525xx Methods of Teaching Single Subject area, e.g., Art, English, etc. (3)

Required prior to second student teaching assignment, SED 555/555S (4)

SED 554 Supervised Field Experience (3)
 SED 554S Field Experience Seminar (1)

Required prior to or concurrent with second student teaching assignment, SED 555/555S (9)

AAS/ARMN/CHS/ELPS/PAS 417 Equity and Diversity in Schools (3)
 SED 521 Language, Literacy, and Learning in Multiethnic Secondary Schools (3)
 SPED 420 Improving the Learning of Students with Special Needs Through Differentiated Instruction and Collaboration (3)

Student Teaching (10)

SED 554 Supervised Field Experience (3)
 SED 554S Field Experience Seminar (1)
 SED 555 Supervised Practicum (5)
 SED 555S Practicum Seminar (1)

Other Program Requirements (4)

- SED 514 Computers in the Instructional Program (3)
 HSCI 496ADO Health Concerns of the Adolescent (1)
- Teaching Performance Assessment (completed in SED 555S)
 - Individual Induction Plan (IIP) (completed in SED 555S)
 - Overall GPA of 2.75 since admission with 3.0 in Professional Education courses
 - A grade of “C” or better in all required classes
 - Knowledge of the Constitution of the United States (course or exam)
 - CPR certification (infant-child-adult)
 - Baccalaureate degree from an accredited institution of higher education

Full-time candidates who meet subject matter and other requirements at application are eligible to complete the program in a single year. Many candidates complete the program in three or more semesters. Application for student teaching required by fall/spring deadlines; consult the Credential Office website for specific dates.

Suggested Single Subject Traditional Program Coursework Sequences Two-semester sequence for full-time candidates

Semester 1: SED 511, EPC 420, SED 525xx single subject, SED 554, SED 554S, SED 514, HSCI 496ADO (17 units)

Semester 2: SED 521, SPED 420, AAS/ARMN/CHS/ELPS/PAS 417, SED 555, SED 555S (15 units)

Three-semester and one summer sequence for part-time candidates

Semester 1: SED 511, EPC 420, SED 521 (9 units)

Semester 2: SED 525xx single subject, SPED 420, HSCI 496ADO, SED 554, SED 554S (11 units)

Summer: SED 514, AAS/ARMN/CHS/ELPS/PAS 417 (6 units)

Semester 3: SED 555, SED 555S (6 units)

Four-semester and one summer sequence for part-time candidates

Semester 1: SED 511, EPC 420 (6 units)

Semester 2: SED 525xx single subject, SED 514 (6 units)

Summer: AAS/ARMN/CHS/ELPS/PAS 417, SPED 420 (6 units)

Semester 3: SED 554, SED 554S, SED 521, HSCI 496ADO (8 units)

Semester 4: SED 555, SED 555S (6 units)

Total Units Required for the Traditional Single Subject Credential Program	32
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2. Accelerated Collaborative Teacher Preparation Program (ACT): 32 Units

An intensive program for a cohort of eligible post-baccalaureate candidates; separate application required; cohorts begin each fall.

Required prior to admission

- Verification that a Basic Skills Test (typically CBEST) has been taken
- Verification of Information Session Attendance
- Admissions Interview with ACT Coordinator
- Valid fingerprint clearance
- Verification of subject matter competency by approved subject matter program or examination (CSET)
- Consult Credential Office for complete admissions requirements.

Required prior to the beginning of the fall semester

- Passage of Basic Skills Test (typically CBEST)
- Verification of writing proficiency by examination (score of 41 or higher on CBEST writing, or 10 or higher on Upper-Division Writing Proficiency Examination – UDWPE), or course (ENGL 305, ENGL 406, COMS 420)
- Application to student teach

Required in the fall semester (19 units)

ELPS 541A Introduction to Teaching in Urban Schools (1)
 SPED 541B Introduction to Teaching in Urban Schools (2)

SED	511	Fundamentals of Secondary Education in Multiethnic Secondary Schools (3)
EPC	420	Educational Psychology of Adolescence (3)
SED	514	Computers in the Instructional Program (3)
SED	525xx	Methods of Teaching in Single Subject (e.g., Art, English, etc.) (3)
SED	554	Supervised Field Experience for the Single Subject Credential (3)
SED	554S	Field Experience Seminar for the Single Subject Credential (1)

Required during spring semester (13 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)
SED	521	Literacy, Language, and Learning in Multiethnic Secondary Schools (3)
HSCI	496ADO	Health Concerns of the Adolescent (1)
SED	555	Supervised Practicum for the Single Subject Credential (5)
SED	555S	Practicum Seminar for the Single Subject Credential (1)

Other program requirements

- Teaching Performance Assessment (completed in SED 555S)
- Individual Induction Plan (IIP) (completed in SED 555S)
- Overall GPA of 2.75 since admission with 3.0 in Professional Education courses
- A grade of “C” or better in all required classes
- Knowledge of the Constitution of the United States (course or exam)
- Baccalaureate degree from an accredited institution of higher education
- CPR certification (infant-child-adult)

Total units required for the Single Subject ACT Program	32
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3. Single Subject University Intern Program (SSUIP): 32 units

A program for individuals teaching full-time in a public school with an Intern Credential; additional application required

Required prior to admission

- Passage of Basic Skills Test (typically CBEST)
- Verification of Information Session Attendance
- Admissions Interview with Intern Program Coordinator
- Verification of subject matter competency by approved subject matter program or examination (CSET)
- Completion of 120 hours of pre-service instructional hours/modules.
- Knowledge of the Constitution of the United States (course or exam)
- Baccalaureate degree from an accredited institution of higher education
- Intern Credential and verification of full-time public school teaching position in subject area
- CPR certification (infant-child-adult)

Required in first semester of enrollment (6)

SED	511	Fundamentals of Secondary Education in Multiethnic Secondary Schools (3)
SED	593/593S	Field Experience and Field Experience Seminar for Interns (2/1)

Required in second semester of enrollment (6)

SED	521	Literacy, Language, and Learning in Multiethnic Secondary Schools (3)
SED	594/594S	Field Experience and Field Experience Seminar for Interns (2/1)

Suggested for summer 1 (6)

EPC	420	Educational Psychology of Adolescence (3)
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SED	514	Computers in the Instructional Program (3)
SED	525xx	Methods of Teaching Single Subject (Art, English, etc.) (3)
SPED	420	Improving the Learning of Students with Special Needs Through Differentiated Instruction and Collaboration (3)

Required prior to enrollment in SED 555I/SED 555S

Verification of writing proficiency by examination (score of 41 or higher on CBEST writing, or 10 or higher on Upper-Division Writing Proficiency Examination – UDWPE), or course (ENGL 305, ENGL 406, COMS 420)

Suggested in fourth semester of enrollment (8)

SED	555I	Supervised Practicum for Interns (3)
SED	555S	Practicum Seminar for the Single Subject Credential (1)
AAS/ARMN/CHS/ELPS/PAS	417	Equity and Diversity in Schools (3)
HSCI	496ADO	Health Concerns of the Adolescent (1)

Other program requirements

1. Teaching Performance Assessment and Individual Induction Plan (completed in SED 555S)
2. Overall GPA of 2.75 since admission with 3.0 in Professional Education courses
3. A grade of “C” or better in all required classes
Program schedules may vary slightly based on individual advisement with intern program coordinators. Candidates interested in a BCLAD Intern Credential will complete additional requirements and should consult with a coordinator.

Total Units required for the Single Subject University Intern Program	32
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4. Four-Year Integrated (FYI) Teacher Credential Program in English or Mathematics

A four-year integrated, undergraduate program leading to a BA and single subject credential in English or mathematics for eligible, college-ready freshmen. See the English Department section of the catalog for the FYI-English program; see the Mathematics Department section of the catalog for FYI-Mathematics program.

Total Units required for FYI English	122
Total Units required for FYI Mathematics	121

5. Junior-Year Entry Integrated (JYI) Teacher Credential Program in English or Mathematics

An integrated, undergraduate program leading to a BA and single subject credential in English or mathematics for eligible students at the junior level. See the English Department section of the catalog for the JYI-English program; see the Mathematics Department section of the catalog for JYI-Mathematics program.

Total Units in addition to GE required for JYI English	74
Total Units in addition to GE required for JYI Mathematics	68

6. Bilingual Cross-Cultural Language and Academic Development

Program (BCLAD) in Spanish, Korean, or Armenian: 38 units
A post-baccalaureate program for candidates who develop expertise in teaching their subject area in the language of emphasis. Note: for updated information concerning the BCLAD single subject credential consult the Credential Office.

Required prior to admission

- Verification that a Basic Skills Test (typically CBEST) has been taken
- Verification of Information Session Attendance
- Admissions Interview

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- Valid fingerprint clearance
- Verification of subject competency by approved subject matter program or examination (CSET)

Required in first semester of enrollment and prior to or concurrent with SED 554/SED 554S (3)

SED 511 Fundamentals of Secondary Education in Multiethnic Secondary Schools (3)

Required prior to first student teaching assignment, SED 554

- Passage of Basic Skills Test (typically CBEST)
- Verification of writing proficiency by examination (score of 41 or higher on CBEST writing, or 10 or higher on Upper-Division Writing Proficiency Examination – UDWPE), or course (ENGL 305, ENGL 406, COMS 420)
- Student teaching application

Required prior to or concurrent with first student teaching assignment, SED 554/SED 554S (6)

EPC 420 Educational Psychology of Adolescence3
 SED 525xx Methods of Teaching Single Subject (Art, English, etc.) (3)

Required prior to second student teaching assignment, SED 555BL/SED 555S (4)

SED 554 Supervised Field Experience (3)

SED 554S Field Experience Practicum (1)

Passage of BCLAD Test #6 in language of emphasis

Required prior to or concurrent with second student teaching assignment, SED 555BL/555S (12)

AAS/ARMN/CHS/ELPS/PAS 417 Equity and Diversity in Schools (3)

SED 521 Language, Literacy, and Learning in Multiethnic Secondary Schools (3)

SED 525ESL Methods of Teaching English as a Second Language (3)

SPED 420 Improving the Learning of Students with Special Needs Through Differentiated Instruction and Collaboration (3)

Student Teaching (10)

SED 554 Supervised Field Experience (3)

SED 554S Field Experience Practicum (1)

SED 555BL Supervised Practicum with BCLAD Emphasis (5)

SED 555S Practicum Seminar (1)

Other Program Requirements (7)

SED 514 Computers in the Instructional Program (3)

HSCI 496ADO Health Concerns of the Adolescent (1)

- Multicultural requirement: One course from Category A in area of emphasis (3-units). Consult the Credential Office for a list of acceptable courses (may be completed prior to admission)

Other program requirements

- Teaching Performance Assessment (completed in SED 555BL)
- Individual Induction Plan (IIP) (completed in SED 555BL)
- Overall GPA of 2.75 since admission with 3.0 in Professional

Education courses

- A grade of “C” or better in all required credential classes
- Knowledge of the Constitution of the United States (course or exam)
- Baccalaureate degree from an accredited institution of higher education
- CPR certification - infant-child-adult; please note online certification is not acceptable

Total Units Required for the Single Subject BCLAD Program 38

Certificates

English Learner Authorization Certificate Program: CTEL – California Teachers of English

Learners (12 units)

1. Prerequisite: Valid Teaching Credential

2. Requirements:

- Application to the Credential Office
- Maintain a 3.0 GPA in all program courses
- Earn a grade of “C” or higher in all program courses
- Successfully complete CTEL Program portfolio

3. Required Courses: (12 units)

ENGL 301 Language and Linguistics (3)

AAS/ARMN/CHS/ELPS/PAS 417 Equity and Diversity in Schools (3)

CHS 333 Language Acquisition of the Chicana/o and ESL Speakers (3)

or LING 427 Languages in Contact (3)

SED 525ESL Methods of Teaching English as a Second Language (final course) (3)

Course List

SED 496A-Z. Experimental Topics Courses (3)

Selected topics in Secondary Education with course content to be determined.

SED 497EE A-B. Fieldwork Tutorials (1-2)

Fieldwork course designed to give experiential education to CSUN students who volunteer for community tutorial work with youngsters to improve their basic academic competencies and study skills. Whenever possible emphasis is placed on locating students in sites where disadvantaged young people are most in need of tutoring, including probation camps, foster homes, rehabilitation centers, public schools, and continuation schools. Open to all majors in good academic standing. Permission of instructor required.

SED 511. Fundamentals of Secondary Education in Multiethnic-Secondary Schools (3)

Preparatory: Admission to a Single Subject Credential Program. Must be taken in the 1st session of enrollment in all single subject programs. Provides a general framework and introduction to secondary education and curriculum within a multiethnic American society. Candidates investigate various classroom discipline and management techniques, teaching strategies and techniques, and lesson planning. Candidates are also introduced to the California Academic Content Standards and the 13 Teaching Performance Expectations (TPEs). Primary emphasis is placed on the TPEs in 3 domains: 1) Creating and maintaining effective classroom environments, 2) Engaging and supporting all students in learning, and 3) Planning instruction and designing learning experiences. Completion of classroom based activities is required.

SED 514. Computers in the Instructional Program (3)

Introduction to the instructional uses of the Internet, local networks, telecommunications, text processing, graphics, desktop publishing, educational software, electronic reference tools, teacher support tools, databases, spreadsheets, and other software applications and related media. Use of such applications to access and evaluate information, analyze and solve problems, and communicate with other professionals. Strategies and skills to enable teachers to prepare their students to be lifelong learners in an information-based society. Meets technology education requirement for the Preliminary Credential

SED 516A. Seminar in Teaching the Bilingual/ Bicultural Student: Mexican-American (3)

Seminar for single subject credential candidates who desire additional preparation in teaching the Mexican-American student at the secondary level. Also open to classroom teachers, administrators, and supervi-

sors. Designed to develop effective instructional strategies which recognizes the distinctive cultural, social, historical, linguistic, and aesthetic influences on the learning styles of this ethnic group.

SED 521. Language, Literacy, and Learning in Multiethnic Secondary Schools (3)

Required for candidates in all single subject teacher basic credential programs. Focuses on strategies for using reading, writing, language, and study strategies to promote learning in middle and high school content area classes for English learners and all students. Addresses a context for literacy learning, emergent and developmental instruction, assessment of materials, the development of literacy lessons related to California subject area academic content standards and frameworks, and informal and standardized literacy assessments. Completion of classroom-based activities is required. Restricted to candidates officially admitted to the credential program or already possessing a teaching credential.

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

Preparatory: SED 520. Exploration of methods and problems peculiar to the teaching of reading to culturally different 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 EED 524)

SED 525 Series:

All courses in this series address objectives, methods, curriculum, assessment, and issues involved in teaching various subjects in the secondary schools. Restricted to candidates officially admitted to the credential program.

SED 525. Methods of Teaching Single Subjects in The Secondary School (3)

Preparatory: A generic course for students for whom a specialized methods course is not available. Restricted to candidates officially admitted to the credential program. See SED 525 Series below for required subject specific methods courses.

SED 525A. Methods of Teaching Art (3)

Preparatory: Restricted to candidates officially admitted to the credential program. Study and development of instructional guidance in art. See SED 525 Series.

SED 525EN. Methods of Teaching English (3)

Preparatory: Restricted to candidates officially admitted to the credential program or already possessing a teaching credential. Methods course addressing strategies for teaching literature, composition, and language. The integrated approach for literature, composition, and language instruction is based on the California Model Curriculum Standards and the English/Language Arts Framework. Required of all students enrolled in the English credential program. See SED 525 Series.

SED 525ESL. Methods of Teaching English As A Second Language (3)

Preparatory: ENGL 301, 302 or 402, or an equivalent course in linguistics. A methods course addressing programs, objectives, methods, materials, and issues for providing bilingual and English as a second language instruction at the middle and high school levels. Required course for BCLAD Preliminary Credential and CLAD Certificate Program through CTEL Coursework.

SED 525FL. Methods of Teaching Foreign Language (3)

Preparatory: Restricted to candidates officially admitted to the credential program or already possessing a teaching credential. See SED 525 Series.

SED 525HEC. Methods of Teaching Home Economics (3)

Preparatory: Restricted to students officially admitted to the credential program or already possessing a teaching credential. See SED 525 Series.

SED 525HS. Methods of Teaching Health Science (3)

Preparatory: Restricted to candidates officially admitted to the credential program or already possessing a teaching credential. See SED 525 Series.

SED 525MA/L. Methods of Teaching Mathematics in the Secondary School and Lab (2/1)

SED 525MA and SED 525MAL must be taken concurrently. Preparatory: MATH 150B or instructor consent. Topics include subject matter selection and classroom instruction in arithmetic, algebra, geometry, trigonometry, discrete mathematics and calculus. Restricted to candidates officially admitted to the credential program or already possessing a teaching credential. See SED 525 Series.

SED 525MU. Methods of Teaching General Music (3)

Preparatory: MUS 302; 466C. Exploration of teaching trends and issues in general music. Development of instructional guidance for music. Restricted to candidates officially admitted to the credential program or already possessing a teaching credential. See SED 525 Series.

SED 525PE. Methods of Teaching Physical Education (3)

Restricted to candidates officially admitted to the credential program or already possessing a teaching credential. See SED 525 Series.

SED 525S/L. Methods of Teaching Science in the Secondary School and Lab (2/1)

SED 525S and SED 525SL must be taken concurrently. Objectives, instructional methods, curriculum, and assessment in teaching science in the secondary school. Developing, adapting, evaluating, and using strategies and materials for teaching science, appropriate both to the special needs of the learners and the special characteristics of the science discipline. Objectives, instructional methods and curriculum in teaching lab-based science in the secondary school. Developing, adapting, evaluating, and using strategies and materials for teaching science labs, appropriate both to the special needs of the learners and the special characteristics of the science discipline. Restricted to candidates officially admitted to the credential program or already possessing a teaching credential. See SED Series.

SED 525SS. Methods of Teaching Social Studies (3)

Preparatory: Restricted to candidates officially admitted to the credential program or already possessing a teaching credential. Objectives, methods, materials, and assessments in the social studies curriculum in the secondary schools. See SED 525 Series.

SED 530. The Program in Literature for Grades 6-12: Issues (3)

Exploration of issues related to the selection, organization, and methods of teaching literature in middle and senior high school classes. Recommended for experienced English teachers, supervisors, department chairs, and curriculum consultants.

SED 535MA. Teaching Contemporary Mathematics (3)

Designed specifically to assist middle and high school mathematics teachers and supervisors in implementing a modern school mathematics program. Covers the content standards, as well as strategies for effective mathematics instruction. Also provides hands-on experience for developing expertise with graphing calculators and computer software.

SED 554/S. Supervised Field Experience for the Single Subject Credential (3/1)

Preparatory: Admission to the single subject credential program and clearance by the Credential Office. Corequisite: SED 554S. Corequisite or Preparatory for Traditional, FYI, JYI, and ACT Programs: SED 511; SED 525xx, EPC 420. Additional corequisites for ACT only: ELPS 541A and SPED 541B. Designed as the introductory field experience for candidates pursuing the single subject teaching credential in the Traditional, Accelerated Collaborative Teacher (ACT), Four-Year Integrated (FYI-English or FYI-Math), or Junior-Year Entry Integrated (JYI-English

or JYI-Math) Programs. The candidate is assigned to a middle or high school site for one class period plus conference time daily for a school's semester or track to complete specific activities (e.g., structured observations; tutoring small groups; assuming responsibility for planning, teaching, and pupil assessment) under the direction and guidance of a qualified on-site collaborating teacher. A designated member of the university faculty supervises the candidate's assignment. During the supervised field experience sequence of SED 554 and SED 555, each teacher candidate has experiences teaching English language learners and participates in two or more subject-specific teaching assignments at middle and high school levels. The candidate also meets weekly or bi-weekly in a required seminar led by a university faculty member that addresses student teaching issues. During this seminar, the candidate completes the Preliminary Teaching Event. (Credit/No Credit Only)

SED 555. Supervised Practicum for the Single Subject Credential (5)

Preparatory: SED 554 and SED 554S; clearance from the Credential Office. Corequisite: SED 555S. Corequisite or Preparatory for Traditional, FYI, JYI: SED 521, SPED420, AAS/ARMN/CHS/ELPS/PAS 417. Corequisites for ACT only: SED 521, HSCI 496AD, ELPS 542A, SPED 542B. Required for candidates in the Four-Year Integrated (FYI-English, FYI-Math), Junior-Year Integrated (JYI-English, JYI Math), Accelerated Collaborative Teacher (ACT), and Traditional Single Subject Credential Programs. The Supervised Practicum is designed to provide teacher candidates with a capstone fieldwork experience in middle or high school classrooms. Each candidate is supervised by an on-site collaborating teacher and a university supervisor. The candidate is responsible for teaching 3 classes daily, and is at the school a 4th class period daily for observation and conferencing for a school's entire semester or track. During the supervised field experience sequence of SED 554 and SED 555, each teacher candidate has experiences teaching English language learners and participates in two or more subject-specific teaching assignments. See the Credential Office for additional details. (Credit/No Credit Only)

SED 555BL. Supervised Practicum for the Single Subject Credential with BCLAD Emphasis (5)

Required of candidates in the Single Subject Traditional Credential Program who seek Bilingual Cross-Cultural Language and Academic Development (BCLAD) Emphasis. Pre-requisite: SED 554 and SED 554S. Corequisite: SED 555S. Corequisite or Preparatory for Traditional, FYI, JYI: SED 521, SPED 420, AAS/ARMN/CHS/ELPS/PAS 417. Corequisite for ACT only: SED 521, HSCI 496AD, ELPS 542A, SPED 542B. See SED 555 above. BCLAD candidates are assigned to classrooms comprised of several English learners with limited proficiency in English where bilingual content instruction, SDAIE (Specially Designed Academic Instruction in English), and/or ELD (English Language Development instruction) are offered. (Credit/No Credit only)

SED 555S. Practicum Seminar for the Single Subject Credential (1)

Preparatory: SED 554 and 554S; clearance from the Credential Office. Corequisite: SED 555, SED 555BL, SED 555I, or SED 555IB. Corequisite or Preparatory for Traditional, Intern, FYI, JYI: SED 521, SPED 420, AAS/ARMN/CHS/ELPS/PAS 417. Corequisite for ACT only: SED 521, HSCI 496AD, ELPS 542A, SPED 542B. Required for candidates in the Four-Year Integrated (FYI-English, FYI-Math), Junior-Year Integrated (JYI-English, JYI Math), Accelerated Collaborative Teacher (ACT), Traditional Single Subject and Intern Programs. While student teaching, the candidate also meets weekly or bi-weekly in a required seminar with a subject specialist university supervisor. The seminar addresses issues in teaching and the Teaching Performance Expectations, and the candidate is provided with guidance in com-

pleting the Performance Assessment for California Teachers (PACT) Teaching Event. (Credit/No Credit only)

SED 555I. Supervised Practicum for the Single Subject University Intern Program (3)

Prerequisites: SED 593/593S, SED 594/594S, the Internship Credential, and clearance from the Credential Office. Co-requisite: SED 555S. Required for candidates in the Single Subject University Intern Program (SSUIP). The SED 555I course is the third and capstone course in a sequence of supervised field experiences for university intern candidates. Intern teacher candidates do their supervised field experience in their own secondary classrooms and are supervised by a university coach and an on-site collaborating teacher. During the supervised field experience sequence, each intern teacher candidate has experiences teaching English language learners and participates in two or more subject-specific teaching assignments. See the Intern Program Coordinator, Credential Office, or Department Website for additional information. (Credit/ No Credit Only)

SED 555IB. Supervised Practicum for the Single Subject University Intern Program with BCLAD Emphasis (3)

Prerequisites: SED 593/593S, SED 594/594S, the Internship Credential, and clearance from the Credential Office. Co-requisite: SED 555S. Required of candidates in the Single Subject University Intern Program (SSUIP) who seek Bilingual Cross-Cultural Language and Academic Development (BCLAD) Emphasis. See SED 555I. BCLAD candidates are assigned to one or more classrooms comprised of several English learners with limited proficiency in English where bilingual content instruction, Specially Designed Academic Instruction in English (SDAIE), and/or English Language Development (ELD) instruction are offered. (Credit/No Credit Only)

SED 587ESL. Methods of Teaching English As A Second Language to Adults (3)

Preparatory: ENGL 301, 302, or 402 or equivalent course in linguistics. A study of the objectives, methods, materials and issues involved in the teaching of English as a Second Language in the Community Adult Schools to adults.

SED 592. Audiovisual Instruction Methods and Techniques (3)

Theories and methods of visual instruction; experience in the utilization of audiovisual aids. Instruction in various projection and recording techniques and their application in the school program.

SED 593/S. Field Experience for Single Subject Interns (2/1)

Preparatory: Bachelor's Degree; admission to the Single Subject University Intern Program (SSUIP); a full-time teaching position in a public school. Corequisite: SED 593S. SED 593 is the first of three field experiences required in SSUIP which leads to the Single Subject or Single Subject BCLAD Emphasis Credential. This field experience is designed for the on-the-job teacher. The candidate is supervised on-site by a university coach and a support provider. SED 593S is the first of three field experience seminars required in SSUIP which leads to the Single Subject or Single Subject BCLAD Emphasis Credential. This seminar is designed for the on-the-job teacher and meets for one hour weekly (or equivalent). (Credit-No Credit only)

SED 594/S. Field Experience for Single Subject Interns (2/1)

Prerequisite: SED 593/593S, SED 511. Corequisite: SED 594S. Second of three field experiences required in the Single Subject University Intern Program (SSUIP) which leads to the Single Subject or Single Subject BCLAD Emphasis Credential. This field experience is for the on-the-job teacher. The candidate is supervised on-site by the university coach and a support provider. SED 594S is the second of three field experience seminars required in SSUIP which leads to the Single Subject or Single Subject BCLAD

Emphasis Credential. This seminar is designed for the on-the-job teacher and meets for one hour weekly (or equivalent.) (Credit/No Credit)

SED 594AI. Academic Internships in Secondary Education (3)

Fieldwork course designed to give experiential education to CSUN students who will be placed as teaching assistants in Los Angeles Unified secondary schools. While assisting supervising teachers in the classrooms, CSUN students receive exposure to various instructional practices, tutorial techniques, and adolescent student behavior. Fulfills early fieldwork requirement for Single Subject Credential. Open to all majors, junior and senior level, with a minimum 2.5 GPA. Initial application through the Cooperative Education Office. Three units of elective credit, (Credit/No Credit). Academic Internship course.

SED 595A-Z. Experimental Topics Courses (3)

SED 599A-C. Independent Study (1-3)

Graduate

The following courses are open to graduate students only.

SED 600. Research in Secondary Education (3)

Prerequisite: Admission to Secondary Education M.A. Program. This course introduces key research in secondary education and provides opportunities to analyze educational research critically. Also addressed are types of research; the teacher as researcher; planning a research study; and collecting, analyzing, and presenting data. A Department Core Course in the Master of Arts Degree with a Specialization in Secondary Education.

SED 610. Issues in Education in Multiethnic Secondary Schools (3)

An examination of issues and changes in education and curriculum, with a focus on how these issues impact secondary teachers and diverse classrooms and schools. The course also addresses teacher professionalism and leadership. A required Department Core Course for M.A. candidates in Secondary Education. Prerequisite: Admission to Secondary Education M.A. Program.

SED 612. The Core Curriculum in Middle and Senior High Schools (3)

Designed for teachers in integrated programs involving social studies and language arts. Emphasis is given to relating the needs of secondary school youth to appropriate course objectives, content, and teaching procedures.

SED 617. Microcomputers in the Secondary Reading/ Language Arts Curriculum (3)

Preparatory: SED 514 or instructor consent. Design, development, and use of computer-based resources for teaching reading, writing, literature, and language. Internet; telecommunications; and presentation, desktop publishing, and other applications are explored in terms of teaching the language arts. Review and analysis of research and best practice in the use of computers in the teaching of reading and language arts.

SED 618. Computers in the Secondary School Curriculum: Multimedia (3)

Preparatory: SED 514 or instructor consent. Design and development of multimedia projects of secondary school instruction using a variety of hardware and software tools. Review and analysis of research on the use of multimedia computer-based technology in secondary school instruction.

SED 619. Application and Utility Software in the Secondary School Curriculum: Website Design (3)

Preparatory: SED 514 or instructor consent. Design and development of instructional materials using multimedia, publishing, presentation, and data analysis software. Development of websites to distribute these

and other instructional resources. Analysis of research related to distance education and the design, use, and effectiveness of Internet-based instructional resources for classroom use.

SED 621. Foundations of Reading Instruction (3)

Preparatory: SED 520 or SED 521. Designed to acquaint the student with skills in word recognition, comprehension, study skills and rate; provisions for developing interest and appreciation; classroom materials in teaching reading; recent concepts of reading readiness and the relationship of linguistic theory to reading instruction; interrelationship of language development and reading.

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

Corequisite: SED 625AL. Preparatory: SED 520 or 521, EED 520 or equivalent, SED 625EN, or EED 633, and teaching experience. 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 findings. 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 will design and implement a corrective program. It is suggested that a student continue with the same child for a 2nd semester in SED 625BL. Case studies will demonstrate awareness of psychological, physiological, educational, cultural, and linguistic factors in the reading/writing process. (Crosslisted with EED 625AL)

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

Prerequisites: SED/EED 625AL; Corequisite: SED 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 expands the literacy program developed for an individual child based upon new assessment findings. 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. 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 implement a corrective program. It is suggested that a student continue with the same child he/she worked with in SED/EED 625AL. Case studies will demonstrate awareness of psychological, physiological, educational, cultural, and linguistic factors in the reading/ writing process. (Crosslisted with EED 625BL)

SED 625EN. Theory and Research in the Teaching of Secondary School English (3)

Preparatory: SED 525EN or instructor consent. Study of recent developments and current issues in the teaching of English at the middle and senior high school levels. Consideration is given to research studies and current best practice addressing literature, composition, and language curriculum and instructional methods.

SED 625ESL. Theory and Research in Teaching ESL in Multilingual Classrooms (3)

Preparatory: SED 525ESL. Seminar in the theory and research in teaching English as a second language in multilingual or bilingual settings. Emphasis is placed on the nature of language acquisition, and on teaching strategies, and on the development of materials designed to facilitate 2nd language learning. Opportunity for concentrated individual study, curriculum development, and the use of various diagnostic language proficiency tests to both place and promote ESL students within the curriculum.

SED 625MA. Theory and Research in Teaching Secondary School Mathematics (3)

Preparatory: SED 525MA or instructor consent. Study of the present status, recent developments and current trends in secondary school mathematics curriculum. The identification of concepts resulting from recent research and their organization for inclusion in the secondary school mathematics program are considered. Consideration is also given to research studies dealing with the rationale and structure of important new approaches to mathematics teaching.

SED 625SC. Theory and Research in Teaching Secondary School Science (3)

Preparatory: SED 525S, a major or minor in 1 of the sciences. Study of the present status, recent developments and current trends in secondary curriculum. Emphasis is given to the identification of concepts resulting from recent research and their organization for inclusion in the secondary school science program. Consideration is given to research studies dealing with the rationale and structure of important new approaches to science teaching.

SED 625SS. Theory and Research in Teaching Secondary School Social Studies (3)

Preparatory: SED 525SS, a major or minor in 1 of the social sciences. Critical analysis of current teaching of social studies in the secondary school. Emphasis on the rationale and structure of the social studies curriculum, approaches to teaching social studies in the secondary school, and research related to instructional problems of the secondary school teacher.

SED 626. Literacy Instruction for English Learners K-12 (3)

Preparatory: SED 520 or 521, EED 520, or equivalent. Major theories of 1st and 2nd language acquisition and literacy development specific to teaching 2nd language learners are reviewed in this seminar for teachers with monolingual, bilingual, and multilingual classrooms. Various instructional approaches in the development of oral language, reading, and writing are addressed. Research on variables affecting 2nd language learners' reading and writing achievement is explored. Emphasis is given to effective methodologies, teaching strategies, instructional materials, and assessment strategies. (Crosslisted with EED 626)

SED 627A. Individualization in Reading (1)

Preparatory: SED 520 or 521. Focus is 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 EED 627A)

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

Preparatory: SED 520 or 521. Focus is 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 EED 627C)

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

Preparatory: SED 520 or 521. The 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 will receive emphasis. Students who have had EED 621 should not select this particular course. (Crosslisted with EED 627D)

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

Preparatory: SED 520 or 521. Focus on the Reading and English Language Frameworks. Students develop competencies in the implementation of the frameworks and the utilization of the state textbook adoption process. (Crosslisted with EED 627E)

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

Preparatory: SED 520 or 521. Focus on various aspects of inservice 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 EED 627G)

SED 627I. Teaching Critical Reading Skills (1)

Preparatory: SED 520, SED 521, or EED 520. Focus on the components of teaching critical reading and the implementation of a program of critical reading activities in the classroom. (Crosslisted with EED 627I)

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

Preparatory: SED/EED 625AL, 625BL, 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 EED 628)

SED 631. Media in English Education (3)

A graduate seminar for in-depth examination and evaluation of the use of media in English Education. Recommended for experienced English teachers, supervisors, and consultants.

SED 640. Heuristics in Mathematics Education (3)

Preparatory: A major in Mathematics. Heuristics is the study of the methods of problem-solving. Sometimes called "the rules of discovery," it is investigated and applied to arithmetic, algebra and geometry. Students are provided with the opportunity to apply the techniques in typical secondary classroom situations.

SED 644. Remedial Mathematics: Diagnosis and Prescriptive Approaches (3)

Preparatory: Teaching Credential and one year of teaching experience. The diagnosis and remediation of learning problems in arithmetic, algebra and geometry are the focus of this course for teachers of grades six to 12, resource personnel and specialists. Participants discuss these problems together with developmental learning patterns, diagnostic instruments, and taxonomies of errors. Application of theory in participants' classrooms is a major part of the course. (Course restricted to persons presently teaching or on sabbatical.)

SED 646. Computers in Mathematics and Science Teaching (3)

Preparatory: SED 514 or instructor consent. Design, development, and use of computer-based curricular resources for the teaching of science and mathematics. Topics include Internet resources, simulated experiments, computer-assisted instruction, mathematics tools, graphing calculators, probeware, videomicroscopy, scientific and mathematical editors, games, scientific databases, programming, robotics, and more. Review and analysis of research on the use of technology in science and mathematics education.

SED 671. Designing Computer-Based Instructional Materials (3)

Preparatory: SED 514 or instructor consent. Development of instructional materials using high-level authoring systems as a programming environment. Investigations on research findings in human perception, communication, learning theory, and software development.

SED 674. Bilingual/Multilingual Curriculum (3)

Preparatory: SED 600 or equivalent or permission of the instructor. Covers the history and development of curriculum for bilingual and multilingual programs. Research and its implications for curricular choices as well as the development and adaptation of curriculum will be addressed. In addition, the effects of assessment on curriculum will be analyzed. (Crosslisted with EED 674)

SED 675. Bilingual/Multilingual Teaching Strategies (3)

Preparatory: SED 600 or permission of the instructor. Students evaluate research on bilingual-bicultural and multilingual-multicultural 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. (Crosslisted with EED 675)

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

Preparatory: Teaching credential and 3 years teaching experience. Each student will review 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 EED 684, SPED 684)

SED 685. Supervisory Personnel and Student Teaching (3)

Preparatory: Teaching Credential and at least 1 year of 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.

SED 686. Motivational Strategies in the Classroom (3)

Study of the principles, problems and techniques of student motivation in the classroom. Research on the physical, psychological and social aspects of the classroom environment will be treated. The contributions of modern technology and the importance of the teacher's personality will be explored. Collections of materials and techniques

useful to teachers in promoting motivation are coupled with selected field trips to appropriate instructional resource centers, museums and educational film production sites.

SED 687. Practicum for Supervising Teachers (3)

Preparatory: SED 684, 685. 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 engage in pedagogical studies to improve their own teaching effectiveness and learn techniques for improving teaching effectiveness within their own schools. (Crosslisted with EED 687; SPED 687)

SED 690. Seminar in Secondary Education (3)

Identification of persistent issues in secondary education and survey of the literature relating to these. Emphasis is given to study of education problems and to acquaintance with reliable sources of educational research.

SED 693. Field Studies in Secondary Education (3)

Preparatory: Admission to a graduate program in SED at CSUN. A training course in observation of field study techniques. Students prepare a study of current educational practice as found in secondary schools. Meetings to be arranged between instructors and students.

SED 695 A-K. Seminars in Selected Studies (3)

Special seminars in selected topics in: (A) Social Studies Curriculum; (B) Science Curriculum; (C) Language Arts Curriculum; (D) Math Curriculum; (E) Reading Curriculum; (F) Secondary Education; (G) Educational Technology; (H) Practicum for Bilingual Teaching (Spanish); (I) Seminar in Bilingual Education (Spanish); (J) Curriculum for Bilingual Students (Spanish).

SED 696. Directed Graduate Research (3)

Preparatory: Acceptance by the Department of a thesis or project on an advanced topic in the field of education.

SED 697. Directed Comprehensive Studies (3)

Preparatory: Restricted to and required of M.A. candidates in the semester in which they take the comprehensive examination for the degree.

SED 698. Thesis or Graduate Project (3)

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

SED 699A-C. Independent Study (1-3)