

EDEL 588 EDUCATIONAL CURRICULUM, INSTRUCTION, AND PROGRAM ASSESSMENT (3)

Candidates study curriculum theory and curriculum ideologies found in public and private schools. Candidates examine the relationship between standards and curriculum design. The candidate learns how to plan and evaluate curriculum and the critical role of the administrator as an instructional leader. Grade only. Prerequisite: Admission to the Preliminary Administrative Services Credential Program.

EDEL 589 LEADERSHIP FOR DIVERSE POPULATIONS AND COMMUNITIES (3)

This course is designed for candidates to reflect on their own culture and to better understand the point of view of a variety of cultures, ethnic groups, and special groups in a diverse society. The goal of the course is to learn successful strategies and approaches involved in working with very diverse communities and how a leader can move their school or district toward high levels of cultural proficiency. The course examines the guiding principles and essential elements of cultural proficiency. Grade only. Prerequisite: Admission to the Preliminary Administrative Services Credential Program.

EDEL 590A INDUCTION PLAN (2)

Students develop, in consultation with their employer and SSU program faculty, an induction plan that meets the Professional Administrative Services Credential requirements. The plan reflects an assessment of the administrator's strengths and needs, future professional goals, and requirements of the position in which the student works. CR/NC. Prerequisite: Admission to the Professional Administrative Services Credential Program.

EDEL 590B ASSESSMENT OF COMPLETION OF THE INDUCTION PLAN (2)

During the final seminar the Professional Administrative Services Credential (PASC II), the candidate, in conjunction with program faculty and the employing school district, evaluates the degree of completion of the induction plan proposed in EDEL 590A. The competency review includes the development of an on-going future professional development plan that reflects student strengths and areas of need identified during the PASC II Program. CR/NC. Prerequisites: Admission to the Professional Administrative Services Credential Program and EDEL 590A.

EDEL 595 SPECIAL STUDIES (1-4)

EDEL 596A INTRODUCTION TO ADVANCED EDUCATIONAL PROBLEMS (2)

Students will be involved in site-based problem solving and analysis, the generation and field implementation of appropriate solutions, and an evaluation of the chosen solutions. Planning, discussion, monitoring, coaching, and evaluation will occur in a seminar setting. Cr/NC only. This course is part of the Professional Administrative Services Credential program. Prerequisites: EDUC 590A, possession of Preliminary Administrative Services Credential, and admission to the Professional Administrative Services Credential program.

EDEL 596B COMPLETION OF ADVANCED EDUCATIONAL PROBLEMS (2)

Same as EDUC 596A. Cr/NC only. Prerequisites: EDUC 590A, a Preliminary Administrative Services Credential, and admission to the Professional Administrative Services Credential program.

EDEL 596C INTRODUCTION TO COLLABORATIVE ACTION RESEARCH (2)

Same as EDUC 596A. Cr/NC only. Prerequisites: EDUC 590A, possession of Preliminary Administrative Services Credential, and admission to the Professional Administrative Services Credential program.

EDEL 596D COMPLETION OF COLLABORATIVE ACTION RESEARCH (2)

Same as EDUC 596A. Cr/NC only. Prerequisites: EDUC 590A, possession of Preliminary Administrative Services Credential and admission to the Professional Administrative Services Credential program.

Education: Multiple Subject (EDMS)

EDMS 100 EXPLORATIONS IN TEACHING (2)

This seminar is designed as a reflection space for students who would like to consider the teaching profession. They will observe and interact with children and teachers in elementary schools, and read about forces that shape teachers and issues they confront in our educational system. They will analyze what it means to be a teacher today in our elementary schools, facing the challenges of diversity, equity and quality of education.

EDMS 200 BEING A TEACHER IN TODAY'S SCHOOLS (2)

This seminar continues the process of exploration, building on ED/LIBS 100, where students discussed what it means to be a teacher in our schools today. Here the focus is on the student in elementary education. ED/LIBS 200 also builds on LIBS 102, In Search of Self, where the focus is on the construction of identity. From an educational perspective, students will consider what it means to be a student; what forces and circumstances shape their identity and their journey as students in elementary education. Students will elaborate their teaching philosophy throughout the semester, interweaving information from their own lives as students, from the readings, and from their field observations.

EDMS 411 TEACHING SECOND LANGUAGE LEARNERS (3)

This course examines first and second language acquisition and major second language teaching methodologies in relation to children's language development in school settings. In line with state standards, the purpose of this three-unit course is to help students learn and apply a variety of theories, methods, materials, media, and strategies to provide instruction that is appropriate to assessed proficiency levels and needs of English learners and to make academic content accessible. Focus is on instructional principles and practices for learner development of comprehensive English language and literacy skills as well as academic language proficiency. The main goal is to learn to help all students become active, engaged, and independent learners.

EDMS 415 FOUNDATIONS FOR MULTICULTURAL EDUCATION (4)

A critical examination of current issues in today's schools, preschool through high school, and future directions in education through the perspectives of history, philosophy, psychology, sociology, anthropology, and the politics of education. Content includes the trends and issues of contemporary school systems, developmentally and culturally appropriate practices, and examination of educational philosophies. The implications of cultural, racial, linguistic, and gender diversity in the classroom are examined, as well as strategies for respecting individual and family diversity. The course includes an introduction to educational ethnography and provides a basis for understanding the relationship of educational research on teaching and learning to inclusive practice in classrooms for diverse populations of children. Grade only. This course is a prerequisite to the Multiple Subject CLAD with Emphasis in Early Childhood Education Program.

EDMS 420 CHILD DEVELOPMENT IN FAMILY, SCHOOL, AND COMMUNITY (3)

Theories of child and adolescent development and learning in the contexts of families, schools, and communities are addressed; as well as perinatal health, cognitive and language development, social, emotional, and moral development, and their links to classroom practice. Gender socialization, second-language learning, and cultural differences in child-rearing practices are examined; as well as historical and philosophical perspectives on development, teaching, and learning. This course is a prerequisite to the Multiple Subject CLAD with Emphasis in Early Childhood Education credential program and may be applied toward the Child Development Permit. Grade only. Satisfies GE, category E (The Integrated Person).

EDMS 431 CHILD STUDY AND CURRICULUM PRACTICE-PRESCHOOL AND KINDERGARTEN (3)

Classroom observation and participation in preschool and kindergarten settings. Twelve hours per week for seven weeks in each setting. Topics include classroom environment, lesson planning, teaching strategies, discipline, and child study and observation. Grade only. Prerequisite: admission to Multiple Subject CLAD Early Childhood Emphasis Credential program or consent of instructor. Must be taken concurrently with EDUC 476 for Multiple Subject CLAD ECE Emphasis students.

EDMS 437 SEM: INTEG. CURRICULUM IN PRE-ELEM SCHOOL (3)

Design of integrated curriculum for preschool through elementary school classrooms. Focus is on using skills and concepts identified in California Department of Education frameworks of science, mathematics, language arts, history, social science, and visual and performing arts; to plan, implement, and evaluate developmentally appropriate curriculum. Grade only. Prerequisite: admission to Multiple Subject CLAD Early Childhood Emphasis or Education Specialist Credential program or consent of instructor.

EDMS 463 TEACHING READING AND LANGUAGE ARTS TO YOUNGER STUDENTS (3)

Philosophy, goals, and pedagogy in reading and language arts in grades K-3. Candidates examine early literacy development and teaching/learning processes in relation to state content standards. They learn to assess and build upon students' oral and written language strengths with attention to print awareness, language curing systems, functions, and conventions of oral and written language, literature study, and composing strategies.

EDMS 464 TEACHING READING AND LANGUAGE ARTS TO OLDER STUDENTS AND STRUGGLING READERS (2)

Philosophy, goals, and pedagogy in reading and language arts in grades 3-8. Designed for student teachers to refine and extend their knowledge of literacy development and teaching/learning processes in language arts. Candidates design and teach literacy lessons in their classrooms and work with struggling readers using assessment data and state content standards. Emphasis is on reading and writing across the curriculum.

EDMS 464B READING AND LANGUAGE ARTS FOR OLDER STUDENTS AND STRUGGLING READERS (BCLAD) (2)

Philosophy, goals, and pedagogy in reading and language arts in grades 3-8. Designed for student teachers to refine and extend their knowledge of literacy development and teaching/learning processes in language arts. Candidates design and teach literacy lessons in their classrooms and work with struggling readers using assessment data and state content standards. Emphasis is on reading and writing across the curriculum.

EDMS 470 MULTICULTURAL PEDAGOGY (3)

Through multicultural approaches, activities, and materials, candidates examine the ways in which culture, ethnicity, race, class, gender, language, disability, and family structure impact teaching and learning. Candidates consider the different beliefs, identifies, cultural knowledge, and social relationships that a diverse student population brings to the classroom, and develop multicultural teaching strategies.

EDMS 471 TEACHING SOCIAL SCIENCES IN A MULTICULTURAL SOCIETY (2)

Examination of multicultural approaches, activities, and materials integrating Social Studies with other elementary school subjects. Candidates research and develop History and Social Studies units, based on History-Social Science Content Standards. They employ technology and a range of learning strategies in addressing the cultural and learning needs of all students.

EDMS 474 MATHEMATICS IN THE ELEMENTARY SCHOOL (3)

Methods, principles, goals, and materials for elementary mathematics teaching. This course develops effective strategies and techniques for planning, teaching, assessing, and adapting mathematics instruction; explores current practices, issues, and resources in mathematics education; deepens students' understanding and appreciation of elementary mathematics; and builds knowledge of children's mathematics thinking, learning, development, and diversity. Learner-centered, meaningful mathematics instruction is modeled and analyzed throughout. Course content is aligned with national professional standards and California content and performance standards.

EDMS 475 SCIENCE IN THE ELEMENTARY SCHOOL (3)

This course will begin to prepare the multiple subject credential candidate for teaching science in the elementary classroom. Each participant will gain practical knowledge of science content and the California Science Standards, learn and develop successful science teaching methods, and leave with a practical knowledge of how to make science meaningful and exciting for all elementary school children.

EDMS 476F PARTICIPANT OBSERVATION (3)

Fifteen-week field placement (approximately 14 hours per week). Candidates observe classroom routines, activities, curriculum materials, and instruction for each subject area. Candidates implement curriculum that is sensitive to students' language needs and is open to considerations of diversity. Plan for small and whole group instruction. Prerequisites: Certificate of Clearance and negative TB. Cr/NC only.

EDMS 476S PARTICIPANT OBSERVATION SEMINAR (2)

On-campus seminar. Components include lesson planning, peer observation, digital portfolio, physical education, and classroom management. Grade only.

EDMS 480B INTEGRATED SPANISH BILINGUAL CURRICULUM IN ELEM SCHOOL CLASSROOM-BCLAD (2)

Focuses on various ways of organizing disciplined-based knowledge that give elementary students a coherent educational experience. Teacher candidates are encouraged to use lessons, materials, and unit plans written for this class in their concurrent student teaching experience. Grade only. Prerequisites: admission to the Multiple Subject Elementary Credential program; completion of Phase I should be taken in Phase II of program or can be taken in Phase III concurrently with EDUC 482. BCLAD candidates must see their advisor in order to take the BCLAD section.

EDMS 481A INTERN SUPERVISION (3)

This multiple-session supervision and seminar addresses profession issues faced by TIP candidates and examines issues in education through the perspectives of theoretical and empirical research and the educational foundations of history, philosophy, sociology, anthropology, and politics of education. Interns will analyze their current classroom practices and influences on their teaching, conduct teacher research, and develop a professional portfolio consistent with their district professional growth plan and TIP individual learning plan.

EDMS 481B INTERN SUPERVISION (3)

This multiple-session supervision and seminar addresses profession issues faced by TIP candidates and examines issues in education through the perspectives of theoretical and empirical research and the educational foundations of history, philosophy, sociology, anthropology, and politics of education. Interns will analyze their current classroom practices and influences on their teaching, conduct teacher research, and develop a professional portfolio consistent with their district professional growth plan and TIP individual learning plan.

EDMS 481C INTERN SUPERVISION (3)

This multiple-session supervision and seminar addresses profession issues faced by TIP candidates and examines issues in education through the perspectives of theoretical and empirical research and the educational foundations of history, philosophy, sociology, anthropology, and politics of education. Interns will analyze their current classroom practices and influences on their teaching, conduct teacher research, and develop a professional portfolio consistent with their district professional growth plan and TIP individual learning plan.

EDMS 481D INTERN SUPERVISION (3)

This multiple-session supervision and seminar addresses profession issues faced by TIP candidates and examines issues in education through the perspectives of theoretical and empirical research and the educational foundations of history, philosophy, sociology, anthropology, and politics of education. Interns will analyze their current classroom practices and influences on their teaching, conduct teacher research, and develop a professional portfolio consistent with their district professional growth plan and TIP individual learning plan.

EDMS 482F STUDENT TEACHING AND SEMINAR (10)

Fifteen-week student teaching (4.5 days per week). Candidates implement curriculum that is sensitive to students' language needs and issues of diversity. Teaching small and whole group instruction leads to teaching the entire curriculum and managing the school day during a two-week take-over. Prerequisites: CBEST and Subject Matter or CSET, EDMS 476F and Phase I courses. Cr/NC only.

EDMS 482S STUDENT TEACHING SEMINAR (2)

On-site student teaching seminar that covers all aspects of student teaching including the digital portfolio and becoming a reflective educator. Students meet with their supervisors every week on-site. Taken concurrently with EDMS 482F.

EDMS 495 SPECIAL STUDIES (1-4)

Education: Reading and Language (EDRL)

EDRL 507 RESEARCH IN LANGUAGE AND LITERACY (3)

Critical analysis and evaluation of theory and research in reading and language and the implications for curriculum. A focus of the course is emergent literacy, but students may pursue projects on literacy at any age. Grade only. Prerequisite: admission to the reading/language or early childhood education M.A. program.

EDRL 521A LANGUAGE DEV IN FIRST AND SECOND LANGUAGES (3)

Research and theory in oral and written language development in home and subsequent languages, and the relationship between literacy learning and teaching. Special attention is given to factors that promote concept development and confident effective language use. Attention to the structure of the English language, including phonology, orthography, morphology, syntax, and semantics. Contributions from many fields, (e.g., psycholinguistics, sociolinguistics, anthropology, and developmental psychology) provide perspectives for analysis of language acquisition and learning, evaluation of current educational practice, and planning for effective classroom experiences. Transfer strategies from primary language reading skills into English language reading skills are presented based on the tenets of effective language acquisition.

EDRL 521B READING AND LANGUAGE ARTS IN FIRST AND SECOND LANGUAGES (3)

Research, theory, and practice focused on written language development in home and subsequent languages. Students read, discuss and critique theory and research into processes of reading and writing, including the theoretical foundation of assessment approaches for documenting reading and language arts progress and the relationship between literacy learning and teaching. Topics include sociolinguistic and psycholinguistic factors in reading and writing development, assessment-based reading and writing instruction for English language learners and struggling readers, emergent literacy at all ages, comprehension and study strategies, instructional planning, and evaluation and intervention approaches. Students develop a comprehensive set of strategies for promoting fluent reading, confident writing, and purposeful conversation for diverse student populations.

EDRL 522 ASSESSMENT AND TEACHING IN READING AND LANGUAGE ARTS (3)

Principles and procedures for literacy and content learning in English in classrooms with bilingual/bicultural students, as well as the design and selection of materials, methods, and contexts for literacy and content instruction at all ages. This course also focuses a variety of strategies for Specially Designed Academic Instruction in English (SDAIE) Field Studies. Applies to concentration in reading/language. Grade only. Prerequisite: approval of the program.

EDRL 523 CURRICULUM DEVELOPMENT IN LANGUAGE AND LITERACY (3)

Critical analysis and development of learning-centered language and literacy curriculum. Evaluation and selection of materials for instruction. Grade only. Applicable to the reading/language program. Prerequisite: approval of the program.

EDRL 524 LITERATURE AND LITERACY (3)

Study of children's and adolescents' literature, authors, and ways of using literature in the classroom. Grade only. Applicable to the reading/language program. Prerequisite: approval of the program.

EDRL 525 LEADERSHIP AND POLICY IN LITERACY PROGRAMS (3)

An investigation of decision making and policies for teaching reading and writing and program coordination; current influences, such as cross-cultural and multilingual classrooms, testing, technology, and community involvement. Extensive field experience. Grade only. Applicable to the reading/language program. Prerequisite: approval of the program.