

EDUCATION (EDUC)

EDUC 110 Introduction to the Teaching Profession

Introduction to teaching methods.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 4

EDUC 112 Introduction to Neurodiversity

This course provides students with an overview of neurological differences within the human experience. This course focuses on physical, cognitive, emotional, and social variations experienced both by adults and children. It also provides students with vocabulary and methods for identifying the characteristics of persons with exceptional needs, and interrogating ideas of normalcy within the field of education and psychology. Key outcomes include understanding the construction of categories and labels, understanding the intersection between funding, race, class, and socioeconomic status. This course also explores law protecting and supporting neurodivergent thinkers in schools and in the workplace. Letter grade only. Not challengeable.

Semester Hours: 4

EDUC 113 Critical Pedagogies

This course provides new theoretical and political tools for addressing how pedagogy, knowledge, resistance, and power can be analyzed within and across a variety of cultural spheres, including but not limited to the schools. Students develop knowledge of critical theories and pedagogies, examining core texts that interrogate structures of power and privilege in the United States and globally. The course readings explore indigenous forms of education at the grassroots, the idea of education as a universal good, and frameworks which cast education as a human right. Students cultivate capacities for applying critical theories in the analysis of complex social problems, and construct lessons, units, or programs grounded in critical pedagogy. Key concepts include equity literacy, funds of knowledge, asset mindsets, and praxis. Letter grade only. Not challengeable.

Semester Hours: 4

EDUC 115 Mindfulness & Contemplative Prac, Self-Aware, & Soc Consciousness: Knowing Peace & Knowing Justice

This course is an introduction to mindfulness and contemplative practices as foundations for the development of the mind, body, spirit and social consciousness. The class will examine mindfulness and self-realization practices, positionality, inter- and intra-personal connectivity, nonviolent communication, and the role of radical healing for individuals and communities. The course will include an introduction to critical contemplative pedagogies that link personal and academic transformation with social change, and recognizing the wellbeing of individuals and communities. Letter grade only. Not challengeable.

Semester Hours: 4

EDUC 205 Teaching Creative Movement to Children

This class will address how to design and teach creative movement for children classes for grades K-5. Students will learn through participating in creative movement experiences, practicing teaching classmates, engaging in classroom discussions, teaching a group of young people a dance class, and reflecting through writing about teaching dance. Focusing on the categories of space, time, and energy, students will develop creative movement lessons and curricula that address both California and Common Core Standards. An emphasis will be placed upon how to address multiple learning styles, as well as on creative ways to keep all students included and engaged in the class. We will address how to design lessons for both lower and upper elementary students, keeping in mind what is developmentally appropriate for different ages. We will also address issues of equity, cultural sensitivity and how to create a positive learning environment in the dance classroom.

Semester Hours: 2

EDUC 206 Gender & Communication

This course examines how communication is used to understand and create gender within the spectrum of masculinity and femininity, and to examine the contexts of biological sex, society, media, education, culture, communication, and conflict. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 4

EDUC 251 Principles and Practices of Teaching Young Children

This course covers the historical and theoretical perspectives of developmentally appropriate practices, as they are applied to environmental design, curriculum and teaching strategies. The role of the early childhood educator is examined while exploring teacher-child relationships, professional ethics, career pathways, and professional standards

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

EDUC 252 Childhood Learning Environments: Culture, Education and Media

Overview of environments where children learn, including cultural environments, schools, boys and girls group homes, media settings, museums, and outdoor education programs. Experiential learning settings are explored through fieldtrips, site observations, and online learning. Minimum of 16 hours of fieldwork required.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

EDUC 254 Health, Safety & Nutrition

This course will cover the laws, regulations, standards, policies, procedures, and best practices related to health, safety, and nutrition in early childhood settings. The key issues include prevention strategies, nutrition, and meal planning for various ages and planning educational experiences integrated into daily routines designed to teach children positive health, safety, and nutrition habits. Letter grade only. Not challengeable.

Semester Hours: 4

EDUC 293 Variable Topics

This course provides group study of a selected topic, specified in advance. Topics are specific to the field of education and focus on one or several of the following: infant/child/adolescent development, curriculum and assessment, family/school/community relationships, social/emotional health, learning environments, etc. The course is designed to provide the student with in-depth investigation of a topic relevant to the needs of the educational community. May be taken for letter grade only. Not challengeable.

Semester Hours: 1-4

EDUC 300 Topics in Education

Prerequisite: Completion of Written Communication A

Introduces historical perspective of education, professional language, and the roles, responsibilities, expectations, and challenges of the educator in a multicultural society. May be taken for four semester hours or credit. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 1

EDUC 301 Human Sexuality for Educators

This course constitutes a survey of educational approaches to the topic of human sexuality, including: educational, emotional, physical, and psychological dimensions of human sexuality with an emphasis on relationships, consent, sexuality, and loving. The course also examines age appropriate pedagogies for teaching the emotional and psychological perspectives of human sexuality, especially in relation to social and cultural influences, including anatomy, behavior, intimacy, love, relationships, sexual development, diseases, and reproductive mechanisms, in light of California Education Code Sections 51930-51932. Educational Studies elective. Letter grade only. Not challengeable.

Semester Hours: 4

EDUC 306 Writing With Purpose

Prerequisite: Completion of Written Communication A

Students will develop writing skills and learn metacognitive strategies for crafting purposeful written communication for a professional context. Not challengeable.

Semester Hours: 4

EDUC 310 Schools in Society

Prerequisite: Completion of Written Communication A

This course is designed to examine the historical, philosophical, sociological, political, economic, and legal foundations of the American public education system. Students will explore the nature of school environments, the role of cultural diversity in education, and organization of school curricula, and characteristics of effective schools and instruction in grades K-12. Students analyze educational philosophies and develop a personal educational philosophy. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

EDUC 325 Children's Literature

Prerequisite: Completion of EDUC 306 and Written Communication A with a minimum grade of C-, and completion of EDUC 407

An exploration of contemporary children's. Students will examine both child and young adult literature and the relationship to social value and aesthetic standards. In-depth study of the genres, their characteristics, and exemplary books will be explored. 15 hours of fieldwork required. Not challengeable.

Semester Hours: 4

EDUC 330 Principles of Physical Education

Prerequisite: Completion of EDUC 407 and Written Communication B

This course is designed to expose students to the field of physical education using a variety of sound developmental theory, which includes multiple intelligence modalities and approaches for English language Learners. 10 hours of fieldwork required. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 4

EDUC 349 Visual and Performing Arts

Prerequisite: Completion of EDUC 306 with a minimum grade of C- and completion of EDUC 407

This course will cover the fundamental and formal elements, functions and processes of the visual and performing arts, creating works in each discipline and how to effectively employ those creative processes through collaboration, communication, cooperation and interaction. Letter grade only. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 4

EDUC 350 Child Psychology and Development

Physical, cognitive, social, and emotional development of the child from conception through adolescence. 15 hours of fieldwork required. Also PSY 307. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 4

EDUC 352 Writing for Child Development

Prerequisite: Completion of Written Communication B or equivalent

Students will improve writing skills, use APA writing style, and write summaries of empirical research in order to understand the processes and uses of research in Child Development.

Grade Mode: Letter, Audit

Semester Hours: 1-4

EDUC 353 Diversity and Equity in Early Childhood Education

Examines the impact of various societal influences on the development of children's social identity. Covers developmentally appropriate, inclusive, and anti-bias approaches. Self-examination and reflection on issues related to social identity, stereotypes, and bias will be emphasized. This course is delivered on-line. Letter grade only. Not challengeable.

Semester Hours: 4

EDUC 354B Assessment in Early Childhood**Prerequisite:** Completion of EDUC 350 and EDUC 354A

Aligning with NAEYC's Standards for Programs, this course covers a broad range of early childhood assessments, culturally, linguistically and ethically responsible practices, and the role assessment plays in influencing sound decisions about children, teaching and program improvement. Includes 10 hours of fieldwork. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Credit/No Credit**Semester Hours:** 2**EDUC 354P Early Childhood Observation and Assessment Practicum**

Aligning with NAEYC's standards for Programs and California Teacher Performance Expectations (TPEs), this course focuses on the appropriate use of observation and assessment strategies for young children. An emphasis is placed on developmentally appropriate practices that cover culturally, linguistically, and ethnically responsible practices to promote children's success. Students will learn to apply the knowledge of the purposes, characteristics, and appropriate uses of progress-monitoring, formative, summative, and performance assessments. This course includes 60 hours of practicum. Letter grade only. Not challengeable.

Grade Mode: Letter, Credit/No Credit**Semester Hours:** 4**EDUC 356 Child and Family Relationships in a Diverse Society**

Examines relationships of growing child to family, school, community, and society by studying culture, support groups, safety, family structure, and social policy. Previously, EDUC 253.

Grade Mode: Letter, Credit/No Credit, Audit**Semester Hours:** 4**EDUC 377 Theater and Drama Instruction for Teachers**

This course is designed to provide the student with instruction in and observation of teaching practices in the field of theatre and drama. Students will gain insights into instructional methodology, lesson and unit planning, and assessment planning for the secondary drama classroom. Students will observe and study different instructional styles and theatre productions and activities with a focus on developing a curriculum, overcoming production problems and limitations, and community awareness. Also THAR 377.

Grade Mode: Letter, Audit**Semester Hours:** 4**EDUC 385 History, Culture, & Society****Prerequisite:** Completion of EDUC 306 and Written Communication B with a minimum grade of C-, and completion of EDUC 407

This course will introduce concepts, theories and perspectives vital in the understanding of history, culture and society. Corollary to the understanding of society and culture is the ability to identify issues and concerns affective the society through history. 20 hours of civic/community service required. Letter grade only. Not challengeable.

Semester Hours: 4**EDUC 389 Mathematics in the 21st Century****Prerequisite:** Completion of EDUC 407 and MATH 104 or Quantitative Reasoning

This course is designed to cover several major themes in mathematics. It will also address theories and applications of STEM by integrating the study of science, technology, engineering and mathematics by using scientific inquiry and engineering design as unifying processes. The use of innovation and the development of problem-solving, critical thinking and collaboration skills. Emphasis will be on developing activities for the effective presentation of math curriculum to a diverse student population. 15 hours of fieldwork required. Letter grade only. Not challengeable.

Grade Mode: Letter, Audit**Semester Hours:** 4**EDUC 390 Science Literacy for all in the 21st Century****Prerequisite:** Completion of EDUC 407 and Natural World: Life Science or Physical Science

This course examines science concepts in the 21st century. It will expound on the critical need for scientific literacy primarily focusing on key concepts from life, physical, and earth sciences. Students will explore hypothesis generation, experimental design, data collection, objective evaluation of empirical evidence, and argumentation. It will also address theories and applications of STEM by integrating the study of science, technology, engineering and mathematics. Letter grade only. Not challengeable.

Grade Mode: Letter, Audit**Semester Hours:** 4**EDUC 399 Independent Study**

Student-designed courses approved by a faculty member. Prior approval of goals, objectives, procedures, and assessment plan as directed in the Independent Study Manual is required. May be taken multiple times with a different topic for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit**Semester Hours:** 1-4**EDUC 400PK Early Development and Inquiry Based Learning**

This course covers the developmental trajectory of young children ages 0-8, focusing on children's assets, culture and linguistic backgrounds to engage students in learning, while promoting responsive relationships with children and families. Approaches such as Developmentally Appropriate Practices (NAEYC, 2022), Inquiry-Based Learning (IBL), Universal Design for Learning (UDL), Multi-Tiered System of Supports (MTSS), movement and kinesthetic activities, multisensory experiences, and digital literacy will be reviewed. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter**Semester Hours:** 3

EDUC 401PK Culturally Responsive Classroom Communities

This course focuses on the classroom environment through the lens of culturally responsive teaching and developmentally appropriate practices. The importance of creating classroom environments that strengthen children's sense of self, positive attitudes and behaviors for learning, pro-social behaviors, a sense of belonging, a respect for all cultures, competence and emotion regulation are a focus. Children are seen as active citizens committed to inclusion and equity. The social studies content is presented as part of inquiry-based learning (IBL) experiences that put children's interests at the heart of learning. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 3

EDUC 402 Experiencing an International Culture: Discovering the History, Educational Philosophies and Ethics

This course is designed to provide the student with an international and intercultural experience, with an in-depth investigation into the history and culture of the area of travel. The focus will be on national policies of the area's educational system, as well as cultural similarities and differences in children's development from birth through age eight. Not challengeable.. Meets LVUR beginning Fall 2020.

Grade Mode: Letter, Letter

Semester Hours: 4

EDUC 403PK Self-Care and Professional Development

This course draws on the field of education, human development, child development, psychology, and neuroscience. This course prepares students with advanced knowledge of self-care and wellness for personal and professional development, and skills to create reciprocal relationships with children, families and the community which ultimately lead to better outcomes for the children they teach. Practicing self-care, for teachers, is both vital and challenging. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 3

EDUC 407 Technology & Digital Literacy

Prerequisite: Completion of Written Communication B

The course will enhance the student's understanding of the informatics-based techniques and computational thinking that are essential to digital literacy. The goal of this course is to provide a context that interests, excites, and challenges students to think and talk effectively about the use of technology. Students will use contemporary technology and devices, and will investigate and discuss technology practices over the last century.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

EDUC 410 Experiencing an International Culture: A Look Into History, Culture and Education

This course is designed to provide the student with an international and intercultural experience including an in-depth investigation into the history, culture, and educational systems of the focus country. Students will research the history, culture, value systems, economy, communities, families, and national policies. Students will participate in a cultural immersion, engage with local scholars, and produce a culminating research project reflecting intercultural understandings. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 4

EDUC 413 Methodology for Primary Language Instruction (Spanish) in a Bilingual Environment

Develops competence in primary language instruction and assessment. Focuses on culture of the Americas, including origins and characteristics of Spanish-speaking students. Requires 30 hours of fieldwork in a bilingual Spanish classroom. Can be taken for letter grade only.

Grade Mode: Letter, Letter, Audit

Semester Hours: 3

EDUC 420 Sex, Drugs, and Health Education

Drugs, Sex Education, and other aspects of health related to health education. Meets health requirement for Ryan Teaching Credential. Restricted to LFCE students only.

Grade Mode: Letter, Letter, Credit/No Credit, Credit/No Credit, Audit

Semester Hours: 2

EDUC 420N Health Education for Educators

Drugs, sex education, and other aspects of health related to health education. Meets requirement for California Teaching Credential. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 2

EDUC 425 Language and Literacy, Multiple Subject

Prerequisite: Submission of Certificate of Clearance and Tuberculosis Clearance, and verification of completion of CBEST Exam or equivalent

This course provides multiple subject teaching credential candidates the opportunity to enhance their understanding of literacy and learn instructional strategies and lesson planning techniques for early literacy development for both native and non-native English speakers. 15 hours of fieldwork required. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 4

EDUC 426 Introductory Teaching Practices, Multiple Subject

Prerequisite: Submission of Certificate of Clearance and Tuberculosis Clearance, and verification of completion of CBEST Exam or equivalent

This course provides multiple subject teaching credential candidates the opportunity to learn about language acquisition and strategies to support both native and non-native English speakers, develop an understanding of different learning theories, prepare a variety of lessons, develop reflective skills, and incorporate technology and writing into lessons. 15 hours of fieldwork required. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter, Credit/No Credit, Credit/No Credit

Semester Hours: 4

EDUC 427 Language and Literacy, Single Subject

Prerequisite: Submission of Certificate of Clearance and Tuberculosis Clearance, and verification of completion of CBEST Exam or equivalent
This course provides single subject teaching credential candidates the opportunity to enhance their understanding of literacy and learn instructional strategies and lesson planning techniques for adolescent literacy development for both native and non-native English speakers. 15 hours of fieldwork required. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 4

EDUC 428 Introductory Teaching Practices, Single Subject

Prerequisite: Submission of Certificate of Clearance and Tuberculosis Clearance, and verification of completion of CBEST Exam or equivalent
This course provides single subject teaching credential candidates the opportunity to learn about language acquisition and strategies to support both native and non-native English speakers, develop an understanding of different learning theories, prepare a variety of lessons, develop reflective skills, and incorporate technology and writing into lessons. 15 hours of fieldwork required. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 4

EDUC 434 Learning About Latino Cultures

This course provides bilingual teaching credential candidates the opportunity to learn about the history, traditions, roles, status and communication patterns of Latinos in the United States. Credential program candidates will also develop understanding of cross-cultural, intercultural and intracultural relationships and interactions, as well as contributions of the Latinos in California and the United States. Credential program candidates will also develop understanding of major historical events, political, economic, religious, and educational factors that influence the socialization and acculturation experiences of the Latinos in California and the U.S. Credential program candidates demonstrate knowledge of the countries of origin, including geographic barriers, demographic and linguistic patterns, and the ways in which these affect trends of migration, immigration and settlement in the United States. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 3

EDUC 435 Methodology for Primary Language Instruction in a Bilingual Environment

This course focuses on methodology for a bilingual classroom. Emphasis is placed on bilingual students' and families' funds of knowledge and effective strategies in students' primary language. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 3

EDUC 436 Bilingualism and Bilingual Education

This course provides bilingual teaching credential candidates an overview of bilingual education and the concept of bilingualism. The course prepares candidates with an understanding of bilingualism, translanguaging, partial bilingualism and bilingual education. The course promotes candidates' understanding of the family as a primary language and cultural resource. Candidates are cognizant that students' motivation, participation and achievement are influenced by an intercultural classroom climate and school community. The course prepares candidates to actively promote authentic parental participation that includes learning about school systems, assuming leadership roles and affecting policy. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 3

EDUC 440 Intermediate Teaching Practices, Multiple Subject

Prerequisite: Submission of Certificate of Clearance and Tuberculosis Clearance, verification of completion of CBEST Exam or equivalent, and completion of EDUC 425

. This course provides multiple subject teaching credential candidates with additional support for creating well-developed lesson plans/units. In addition, candidates will develop an understanding of culturally responsive pedagogy and be able to evaluate resources based on diverse students' needs. 15 hours of fieldwork required. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 4

EDUC 441 Advanced Teaching Practices, Multiple Subject

Prerequisite: Submission of Certificate of Clearance and Tuberculosis Clearance, verification of completion of CBEST Exam or equivalent, and completion of EDUC 425 and EDUC 426

This course provides multiple subject teaching credential candidates with the knowledge of inquiry-based lesson planning and content integration. In addition, candidates will strengthen their classroom management skills and identify multiple tools for assessing students and using the results to guide future instruction. 15 hours of fieldwork required. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 4

EDUC 442 Intermediate Teaching Practices, Single Subject

Prerequisite: Submission of Certificate of Clearance and Tuberculosis Clearance, verification of completion of CBEST Exam or equivalent, completion of EDUC 427, and completion of or concurrent enrollment in EDUC 428

This course provides single subject teaching credential candidates with additional support for creating well-developed lesson plans/units. In addition, candidates will develop an understanding of culturally responsive pedagogy and be able to evaluate resources based on diverse students' needs. 15 hours of fieldwork required. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 4

EDUC 443 Advanced Teaching Practices, Single Subject

Prerequisite: Submission of Certificate of Clearance and Tuberculosis Clearance, verification of completion of CBEST Exam or equivalent, and completion of EDUC 426 or EDUC 428

This course provides single subject teaching credential candidates with the knowledge of inquiry-based lesson planning and content integration. In addition, candidates will strengthen their classroom management skills and identify multiple tools for assessing students and using the results to guide future instruction. 15 hours of fieldwork required. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 4

EDUC 445 Adult Supervision and Mentoring

Prepare students to use effective communication and adult supervision skills. Developmental and experiential learning, beginning with self-reflection, communication techniques, adult supervision skills, coaching, mentoring, facilitating teams, and ethics in early childhood programs. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

EDUC 447 Infant & Toddler Curriculum

Prerequisite: Completion of EDUC 354P

This course applies current theory and research to the care and education of infants and toddlers in group settings. A relationship-based model is used as the framework for understanding how infant and toddler educators can plan a responsive relationship based curriculum. Policies and practices that lead to quality care and developmentally appropriate curriculum for children birth to 36 months are examined. This course is delivered online.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 2

EDUC 448 Young Children's Mathematical Development & Pedagogy

Prerequisite: Completion of EDUC 354P

Teaches math content for 3 to 8 year olds. Students will examine how young children think about mathematical concepts and will learn to integrate math content with appropriate pedagogical approaches. The California Preschool Learning Foundations, California Common Core Standards and NCTM standards are used. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Letter, Audit

Semester Hours: 4

EDUC 449 Young Children's Language and Literacy Development & Pedagogy

Prerequisite: Completion of EDUC 354P

This course outlines the research-based principles and practices of providing children from age 3-8 a foundation of language and literacy within a developmentally appropriate approach. Incorporates strategies for young children to practice language, reading, and writing development. The California Preschool Learning Foundations and the California Common Core standards are used. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 4

EDUC 451 Infant & Toddler Development

Prerequisite: Completion of EDUC 354P

This course studies infants and toddlers from pre-conception to age three including physical, cognitive, language, social, and emotional growth and development. Current methods of infant and toddler group care and curriculum are explored. Emphasizes the role of family and relationships in development. This course fulfills education requirements of California Infant regulations for child care providers and administrators. Includes 15 hours of field work.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

EDUC 452 Parenting Theory in Cultural Contexts

Examines psychological theory as it relates to parenting approaches. Analyzes cross-cultural parenting styles, communicating with families, and current parenting issues.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

EDUC 453A Supervision and Administration of Programs for Young Children

Prerequisite: Completion of EDUC 350, EDUC 354B, and EDUC 452
Introduces students to administrative aspects of early childhood programs to include facility, curriculum, and program design. Emphasis is placed on Title 22 regulations. Assessment, evaluation and documentation processes are addressed as components of quality programs. Includes 8 hours of administrator shadowing.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

EDUC 453B Advanced Supervision and Administration of Programs for Young Children

Prerequisite: Completion of EDUC 350, EDUC 354B, and EDUC 452
Reviews local and state regulations pertaining to supervision of programs for young children, both private and public, and presents federal regulations. Covers budget and center management. Includes 8 hours of administrator shadowing.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit

Semester Hours: 4

EDUC 454P Early Childhood Student Teaching

Prerequisite: Completion of EDUC 354P and EDUC 350

Student teaching experience under supervision of an early childhood teacher and university supervisor/instructor. Includes assessing, planning for instruction, developing classroom management skills, service-learning experience, teaching dispositions, and advanced strategies for working with children and adults.

Grade Mode: Letter, Credit/No Credit, Letter, Credit/No Credit, Audit

Semester Hours: 4

EDUC 458 Teaching Students with Special Challenges in the General Education Classroom

This course deals with students with special challenges in the general education classroom. It will include theories about neurodiversity, laws, autism, special education, ADD/ADHD, RTI, and physical and emotional disabilities. 5 hours of fieldwork required. Letter grade only. Not challengeable

Grade Mode: Letter, Letter

Semester Hours: 3

EDUC 459 Integrated Curriculum for Young Children

This course studies developmentally appropriate curriculum and environments for children ages 3-8 years. A variety of curriculum models, curriculum approaches and teaching strategies based on theoretical frameworks, are researched. An emphasis is placed on observation, assessment, and state and national standards for curriculum development. The teacher's role in supporting development and learning across curriculum, including all content areas, are explored. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 4

EDUC 460 Diversity, Interaction, and the Learning Process

Prerequisite: Submission of TB clearance, submission of application for Certificate of Clearance, completion of CBEST exam, and completion of CEOL Writing Assessment with a minimum score of 2
Introduces teaching and human relations skills. Emphasizes issues of diversity. For students desiring to enter the teaching profession. Not challengeable.

Grade Mode: Letter, Letter, Credit/No Credit, Credit/No Credit, Audit

Semester Hours: 4

EDUC 462 Literacy Methods for Multiple Subject Candidates I

Prerequisite: Completion of EDUC 460 and EDUC 470, Submission of Certificate of Clearance and Tuberculosis Clearance, Verification of completion of CBEST Exam, and completion of CEOL/SPED Writing Competency with a minimum score of 2
Covers philosophy, methods, and materials for teaching beginning literacy skills. Examines assessment and instruction in a "balanced literacy" program; offers opportunities for classroom observation and participation. Requires 10 hours of fieldwork. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Letter, Audit

Semester Hours: 3,4

EDUC 464 Literacy Methods for Multiple Subject Candidates II

Prerequisite: Completion of EDUC 460, EDUC 462, EDUC 470, and EDUC 472, Submission of Certificate of Clearance and Tuberculosis Clearance, Verification of completion of CBEST Exam, and completion of CEOL Writing Competency with a minimum score of 3
Studies language and literacy processes. Offers strategies to assess and foster abilities to become proficient speakers, listeners, readers, and writers. Requires 20 hours of fieldwork. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Letter, Audit

Semester Hours: 3

EDUC 466 Introduction to Teaching of Reading for Single Subject Candidates

Prerequisite: Completion of EDUC 460 and EDUC 470, submission of TB clearance, submission of application for Certificate of Clearance, completion of CBEST exam, and completion of CEOL Writing Assessment with a minimum score of 2
Covers philosophy, methods, and materials for teaching content area literacy skills. Examines assessment and instruction strategy; offers opportunities for classroom observation and participation. Requires 20 hours of fieldwork. Not challengeable.

Grade Mode: Letter, Letter, Credit/No Credit, Credit/No Credit, Audit

Semester Hours: 4

EDUC 467A Intern Teaching: Multiple and Single Subjects

Prerequisite: TB Clearance, Certificate of Clearance, CBEST completion or equivalent, CSET completion, completion of PLSC 201 or an approved US Constitution class, a minimum score of 3 on the LFCE writing assessment, and completion of (EDUC 425 or EDUC 427) and (EDUC 426 or EDUC 428)

This course will be offered to intern teachers only within the multiple and single subject credential programs. Candidates are required to enroll in each semester/term during which they are employed under an internship credential with a school district. Credit/no credit only. Not challengeable.

Grade Mode: Credit/No Credit, Credit/No Credit

Semester Hours: 1-3

EDUC 467B Intern Teaching: Multiple and Single Subjects

Prerequisite: TB Clearance, Certificate of Clearance, CBEST completion or equivalent, CSET completion, completion of PLSC 201 or an approved US Constitution class, a minimum score of 3 on the LFCE writing assessment, and completion of (EDUC 425 or EDUC 427) and (EDUC 426 or EDUC 428)

This course will be offered to intern teachers only within the multiple and single subject credential programs. Candidates are required to enroll in each semester/term during which they are employed under an internship credential with a school district. Credit/no credit only. Not challengeable.

Grade Mode: Credit/No Credit, Credit/No Credit

Semester Hours: 1-3

EDUC 467C Intern Teaching: Multiple and Single Subjects

Prerequisite: TB Clearance, Certificate of Clearance, CBEST completion or equivalent, CSET completion, completion of PLSC 201 or an approved US Constitution class, a minimum score of 3 on the LFCE writing assessment, and completion of (EDUC 425 or EDUC 427) and (EDUC 426 or EDUC 428)

This course will be offered to intern teachers only within the multiple and single subject credential programs. Candidates are required to enroll in each semester/term during which they are employed under an internship credential with a school district. Credit/no credit only. Not challengeable.

Grade Mode: Credit/No Credit, Credit/No Credit

Semester Hours: 1-3

EDUC 467D Intern Teaching: Multiple and Single Subjects

Prerequisite: TB Clearance, Certificate of Clearance, CBEST completion or equivalent, CSET completion, completion of PLSC 201 or an approved US Constitution class, a minimum score of 3 on the LFCE writing assessment, and completion of (EDUC 425 or EDUC 427) and (EDUC 426 or EDUC 428)

This course will be offered to intern teachers only within the multiple and single subject credential programs. Candidates are required to enroll in each semester/term during which they are employed under an internship credential with a school district. Credit/no credit only. Not challengeable.

Grade Mode: Credit/No Credit, Credit/No Credit

Semester Hours: 1-3

EDUC 468 Introductory Supervised Teaching

Prerequisite: Completion of (EDUC 460 or SPED 457), (EDUC 462 or EDUC 466), (EDUC 474, EDUC 476 or SPED 406), EDUC 470, EDUC 472, and completion of or concurrent enrollment in EDUC 475, Submission of Certificate of Clearance and Tuberculosis Clearance, Verification of completion of CBEST Exam and CSET Exam passage, completion of CEOL Writing Competency with a minimum score of 3, and completion of Teaching Performance Assessment 1 with a minimum score of 3
Five-weeks of supervised teaching in public schools, complemented by Classroom Management I seminar and TPA 3 seminar. Students are placed by the University in grades K-2: 3-5: 6-8 for multiple subject candidates and grades 7-12 in specific subject areas for single subject candidates. May be taken for credit/no credit only. Not challengeable. Must be completed in residency at a site approved by the University.

Grade Mode: Credit/No Credit, Credit/No Credit, Audit

Semester Hours: 3

EDUC 470 Theories and Methods of Education for Linguistically Diverse Students

Prerequisite: Submission of TB clearance, submission of application for Certificate of Clearance, completion of CBEST exam, and completion of SPED Writing Assessment or CEOL Writing Assessment with a minimum score of 2
Provides candidates with specific understandings and skills related to classroom teaching with emphasis on ELD and SDAIE. Requires 30 hours of fieldwork. Not challengeable. Meets 4 units toward CTEL Certificate.

Grade Mode: Letter, Letter, Credit/No Credit, Credit/No Credit, Audit

Semester Hours: 4

EDUC 470A Theories and Methods of Education for Linguistically Diverse Students for Special Education

Prerequisite: Submission of TB clearance, submission of application for Certificate of Clearance, and completion of CBEST exam
Provides candidates with specific understandings and skills related to classroom teaching with emphasis on ELD and SDAIE. Requires 30 hours of fieldwork. Not challengeable. Meets 4 units toward CTEL Certificate.

Grade Mode: Letter, Letter, Credit/No Credit, Credit/No Credit

Semester Hours: 4

EDUC 472 Teaching Strategies

Prerequisite: Completion of EDUC 460 and EDUC 470, Submission of Certificate of Clearance and Tuberculosis Clearance, Verification of completion of CBEST Exam, and completion of CEOL/SPED Writing Competency with a minimum score of 2
General teaching methods course. Emphasizes instructional planning, learning about students and adapting instruction to meet students' learning preferences. 30 hours of fieldwork required. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Letter, Credit/No Credit, Credit/No Credit, Audit

Semester Hours: 4

EDUC 474 Teaching in the Content Areas-Multiple Subject

Prerequisite: Completion of (EDUC 462 or EDUC 466), EDUC 460, EDUC 470, and EDUC 472 with a minimum grade of C
Must also have Certificate of Clearance, Tuberculosis (TB) Clearance, CBEST Passage, passing score on TPA #1, and completion of CEOL Writing Competency with a minimum score of 3. Provides knowledge, attitudes, and skills to effectively integrate the teaching of math, science, history/social science, visual and performing arts, physical education, and health. 15 hours of fieldwork required. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Letter, Audit

Semester Hours: 4

EDUC 475 Foundations and Introduction to Teaching: Single Subject

Prerequisite: Completion of EDUC 460 and EDUC 470
This course will provide students a study of the sociological, historical, political, legal, and philosophical bases of American education. In addition, this course will also provide students the opportunity to examine the principles, problems, and practices influencing curriculum planning; secondary curricula; and research in general curriculum problems to include culturally responsive teaching. Students will be able to select, organize, teach and integrate writing in their content areas. Included with writing across the contents students will enhance their own reading and writing abilities in both technical and non-technical literature and to further improve skills in writing documents with clear utilitarian purposes in mind. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 3

EDUC 475A Foundations and Introduction to Teaching Single Subject - Math

Prerequisite: Completion of EDUC 460 and EDUC 470
This course will provide students a study of the sociological, historical, political, legal, and philosophical bases of American education. In addition, this course will also provide students the opportunity to examine the principles, problems, and practices influencing curriculum planning; secondary curricula; and research in general curriculum problems to include culturally responsive teaching. Students will be able to select, organize, teach and integrate writing in their content areas. Included with writing across the contents students will enhance their own reading and writing abilities in both technical and non-technical literature and to further improve skills in writing documents with clear utilitarian purposes in mind. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 3

EDUC 475B Foundations and Introduction to Teaching Single Subject - English**Prerequisite:** Completion of EDUC 460 and EDUC 470

This course will provide students a study of the sociological, historical, political, legal, and philosophical bases of American education. In addition, this course will also provide students the opportunity to examine the principles, problems, and practices influencing curriculum planning; secondary curricula; and research in general curriculum problems to include culturally responsive teaching. Students will be able to select, organize, teach and integrate writing in their content areas. Included with writing across the contents students will enhance their own reading and writing abilities in both technical and non-technical literature and to further improve skills in writing documents with clear utilitarian purposes in mind. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Letter**Semester Hours:** 3**EDUC 475C Foundations and Introduction to Teaching Single Subject - Science****Prerequisite:** Completion of EDUC 460 and EDUC 470

This course will provide students a study of the sociological, historical, political, legal, and philosophical bases of American education. In addition, this course will also provide students the opportunity to examine the principles, problems, and practices influencing curriculum planning; secondary curricula; and research in general curriculum problems to include culturally responsive teaching. Students will be able to select, organize, teach and integrate writing in their content areas. Included with writing across the contents students will enhance their own reading and writing abilities in both technical and non-technical literature and to further improve skills in writing documents with clear utilitarian purposes in mind. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Letter**Semester Hours:** 3**EDUC 475D Foundations and Introduction to Teaching Single Subject - History****Prerequisite:** Completion of EDUC 460 and EDUC 470

This course will provide students a study of the sociological, historical, political, legal, and philosophical bases of American education. In addition, this course will also provide students the opportunity to examine the principles, problems, and practices influencing curriculum planning; secondary curricula; and research in general curriculum problems to include culturally responsive teaching. Students will be able to select, organize, teach and integrate writing in their content areas. Included with writing across the contents students will enhance their own reading and writing abilities in both technical and non-technical literature and to further improve skills in writing documents with clear utilitarian purposes in mind. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Letter**Semester Hours:** 3**EDUC 475E Foundations and Introduction to Teaching Single Subject - Physical Education****Prerequisite:** Completion of EDUC 460 and EDUC 470

This course will provide students a study of the sociological, historical, political, legal, and philosophical bases of American education. In addition, this course will also provide students the opportunity to examine the principles, problems, and practices influencing curriculum planning; secondary curricula; and research in general curriculum problems to include culturally responsive teaching. Students will be able to select, organize, teach and integrate writing in their content areas. Included with writing across the contents students will enhance their own reading and writing abilities in both technical and non-technical literature and to further improve skills in writing documents with clear utilitarian purposes in mind. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Letter**Semester Hours:** 3**EDUC 475F Foundations and Introduction to Teaching Single Subject - Music****Prerequisite:** Completion of EDUC 460 and EDUC 470

This course will provide students a study of the sociological, historical, political, legal, and philosophical bases of American education. In addition, this course will also provide students the opportunity to examine the principles, problems, and practices influencing curriculum planning; secondary curricula; and research in general curriculum problems to include culturally responsive teaching. Students will be able to select, organize, teach and integrate writing in their content areas. Included with writing across the contents students will enhance their own reading and writing abilities in both technical and non-technical literature and to further improve skills in writing documents with clear utilitarian purposes in mind. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Letter**Semester Hours:** 3**EDUC 475G Foundations and Introduction to Teaching Single Subject - Spanish****Prerequisite:** Completion of EDUC 460 and EDUC 470

This course will provide students a study of the sociological, historical, political, legal, and philosophical bases of American education. In addition, this course will also provide students the opportunity to examine the principles, problems, and practices influencing curriculum planning; secondary curricula; and research in general curriculum problems to include culturally responsive teaching. Students will be able to select, organize, teach and integrate writing in their content areas. Included with writing across the contents students will enhance their own reading and writing abilities in both technical and non-technical literature and to further improve skills in writing documents with clear utilitarian purposes in mind. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Letter**Semester Hours:** 3

EDUC 475H Foundations and Introduction to Teaching Single Subject - Art**Prerequisite:** Completion of EDUC 460 and EDUC 470

This course will provide students a study of the sociological, historical, political, legal, and philosophical bases of American education. In addition, this course will also provide students the opportunity to examine the principles, problems, and practices influencing curriculum planning; secondary curricula; and research in general curriculum problems to include culturally responsive teaching. Students will be able to select, organize, teach and integrate writing in their content areas. Included with writing across the contents students will enhance their own reading and writing abilities in both technical and non-technical literature and to further improve skills in writing documents with clear utilitarian purposes in mind. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Letter**Semester Hours:** 3**EDUC 475I Foundations and Introduction to Teaching Single Subject - Health****Prerequisite:** Completion of EDUC 460 and EDUC 470

This course will provide students a study of the sociological, historical, political, legal, and philosophical bases of American education. In addition, this course will also provide students the opportunity to examine the principles, problems, and practices influencing curriculum planning; secondary curricula; and research in general curriculum problems to include culturally responsive teaching. Students will be able to select, organize, teach and integrate writing in their content areas. Included with writing across the contents students will enhance their own reading and writing abilities in both technical and non-technical literature and to further improve skills in writing documents with clear utilitarian purposes in mind. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Letter**Semester Hours:** 3**EDUC 475J Foundations and Introduction to Teaching Single Subject - Business****Prerequisite:** Completion of EDUC 460 and EDUC 470

This course will provide students a study of the sociological, historical, political, legal, and philosophical bases of American education. In addition, this course will also provide students the opportunity to examine the principles, problems, and practices influencing curriculum planning; secondary curricula; and research in general curriculum problems to include culturally responsive teaching. Students will be able to select, organize, teach and integrate writing in their content areas. Included with writing across the contents students will enhance their own reading and writing abilities in both technical and non-technical literature and to further improve skills in writing documents with clear utilitarian purposes in mind. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Letter**Semester Hours:** 3**EDUC 476A Teaching in the Content Area - Math****Prerequisite:** Completion of (EDUC 462 or EDUC 466), EDUC 460, EDUC 470, and EDUC 472, Submission of Certificate of Clearance and Tuberculosis Clearance, CBEST Passage, passing score on TPA #1, and completion of CEOL Writing Competency with a minimum score of 3 Emphasizes specific strategies for single subject candidates. Includes developing and teaching a 5-lesson unit for diverse ability groups. 30 hours of fieldwork required. May be taken for letter grade only. Not challengeable.**Grade Mode:** Letter, Letter, Audit**Semester Hours:** 3,4**EDUC 476B Teaching in the Content Area - English****Prerequisite:** Completion of (EDUC 462 or EDUC 466), EDUC 460, EDUC 470, and EDUC 472, Submission of Certificate of Clearance and Tuberculosis Clearance, CBEST Passage, passing score on TPA #1, and completion of CEOL Writing Competency with a minimum score of 3 Emphasizes specific strategies for single subject candidates. Includes developing and teaching a 5-lesson unit for diverse ability groups. 30 hours of fieldwork required. May be taken for letter grade only. Not challengeable.**Grade Mode:** Letter, Letter, Audit**Semester Hours:** 3,4**EDUC 476C Teaching in the Content Area - Science****Prerequisite:** Completion of (EDUC 462 or EDUC 466), EDUC 460, EDUC 470, and EDUC 472, Submission of Certificate of Clearance and Tuberculosis Clearance, CBEST Passage, passing score on TPA #1, and completion of CEOL Writing Competency with a minimum score of 3 Emphasizes specific strategies for single subject candidates. Includes developing and teaching a 5-lesson unit for diverse ability groups. 30 hours of fieldwork required. May be taken for letter grade only. Not challengeable.**Grade Mode:** Letter, Letter, Audit**Semester Hours:** 3,4**EDUC 476D Teaching in the Content Area - History****Prerequisite:** Completion of (EDUC 462 or EDUC 466), EDUC 460, EDUC 470, and EDUC 472, Submission of Certificate of Clearance and Tuberculosis Clearance, CBEST Passage, passing score on TPA #1, and completion of CEOL Writing Competency with a minimum score of 3 Emphasizes specific strategies for single subject candidates. Includes developing and teaching a 5-lesson unit for diverse ability groups. 30 hours of fieldwork required. May be taken for letter grade only. Not challengeable.**Grade Mode:** Letter, Letter, Audit**Semester Hours:** 3,4**EDUC 476E Teaching in the Content Area - Physical Education****Prerequisite:** Completion of (EDUC 462 or EDUC 466), EDUC 460, EDUC 470, and EDUC 472, Submission of Certificate of Clearance and Tuberculosis Clearance, CBEST Passage, passing score on TPA #1, and completion of CEOL Writing Competency with a minimum score of 3 Emphasizes specific strategies for single subject candidates. Includes developing and teaching a 5-lesson unit for diverse ability groups. 30 hours of fieldwork required. May be taken for letter grade only. Not challengeable.**Grade Mode:** Letter, Letter, Audit**Semester Hours:** 3,4

EDUC 476F Teaching in the Content Area - Music

Prerequisite: Completion of (EDUC 462 or EDUC 466), EDUC 460, EDUC 470, and EDUC 472, Submission of Certificate of Clearance and Tuberculosis Clearance, CBEST Passage, passing score on TPA #1, and completion of CEOL Writing Competency with a minimum score of 3
Emphasizes specific strategies for single subject candidates. Includes developing and teaching a 5-lesson unit for diverse ability groups. 30 hours of fieldwork required. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Letter, Audit

Semester Hours: 3,4

EDUC 476G Teaching in the Content Area - Spanish

Prerequisite: Completion of (EDUC 462 or EDUC 466), EDUC 460, EDUC 470, and EDUC 472, Submission of Certificate of Clearance and Tuberculosis Clearance, CBEST Passage, passing score on TPA #1, and completion of CEOL Writing Competency with a minimum score of 3
Emphasizes specific strategies for single subject candidates. Includes developing and teaching a 5-lesson unit for diverse ability groups. 30 hours of fieldwork required. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Letter, Audit

Semester Hours: 3,4

EDUC 476H Teaching in the Content Area - Art

Prerequisite: Completion of (EDUC 462 or EDUC 466), EDUC 460, EDUC 470, and EDUC 472, Submission of Certificate of Clearance and Tuberculosis Clearance, CBEST Passage, passing score on TPA #1, and completion of CEOL Writing Competency with a minimum score of 3
Emphasizes specific strategies for single subject candidates. Includes developing and teaching a 5-lesson unit for diverse ability groups. 30 hours of fieldwork required. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Letter, Audit

Semester Hours: 3,4

EDUC 476I Teaching in the Content Area - Health

Prerequisite: Completion of (EDUC 462 or EDUC 466), EDUC 460, EDUC 470, and EDUC 472, Submission of Certificate of Clearance and Tuberculosis Clearance, CBEST Passage, passing score on TPA #1, and completion of CEOL Writing Competency with a minimum score of 3
Emphasizes specific strategies for single subject candidates. Includes developing and teaching a 5-lesson unit for diverse ability groups. 30 hours of fieldwork required. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 3

EDUC 476J Teaching in the Content Area - Business

Prerequisite: Completion of (EDUC 462 or EDUC 466), EDUC 460, EDUC 470, and EDUC 472, Submission of Certificate of Clearance and Tuberculosis Clearance, CBEST Passage, passing score on TPA #1, and completion of CEOL Writing Competency with a minimum score of 3
Emphasizes specific strategies for single subject candidates. Includes developing and teaching a 5-lesson unit for diverse ability groups. 30 hours of fieldwork required. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 3

EDUC 477A Introduction and Methods of Teaching: Single Subject Math

Prerequisite: Multiple Subject Credential

This course is designed for teachers who have a multiple subject credential and have returned to the university for the purpose of obtaining a single subject credential.

Semester Hours: 4

EDUC 477B Introduction and Methods of Teaching: Single Subject English

Prerequisite: Multiple Subject Credential

This course is designed for teachers who have a multiple subject credential and have returned to the university for the purpose of obtaining a single subject credential.

Semester Hours: 4

EDUC 477C Introduction and Methods of Teaching: Single Subject Science

Prerequisite: Multiple Subject Credential

This course is designed for teachers who have a multiple subject credential and have returned to the university for the purpose of obtaining a single subject credential.

Semester Hours: 4

EDUC 477D Introduction and Methods of Teaching: Single Subject History and Social Science

Prerequisite: Multiple Subject Credential

This course is designed for teachers who have a multiple subject credential and have returned to the university for the purpose of obtaining a single subject credential.

Semester Hours: 4

EDUC 477E Introduction and Methods of Teaching: Single Subject Physical Education

Prerequisite: Multiple Subject Credential

This course is designed for teachers who have a multiple subject credential and have returned to the university for the purpose of obtaining a single subject credential.

Semester Hours: 4

EDUC 477F Introduction and Methods of Teaching: Single Subject Music

Prerequisite: Multiple Subject Credential

This course is designed for teachers who have a multiple subject credential and have returned to the university for the purpose of obtaining a single subject credential.

Semester Hours: 4

EDUC 477G Introduction and Methods of Teaching: Single Subject Spanish

Prerequisite: Multiple Subject Credential

This course is designed for teachers who have a multiple subject credential and have returned to the university for the purpose of obtaining a single subject credential.

Semester Hours: 4

EDUC 477H Introduction and Methods of Teaching: Single Subject Art**Prerequisite:** Multiple Subject Credential

This course is designed for teachers who have a multiple subject credential and have returned to the university for the purpose of obtaining a single subject credential.

Semester Hours: 4**EDUC 478 Advanced Student Teaching**

Prerequisite: Completion of (EDUC 462 or EDUC 466), (EDUC 474 or EDUC 476), EDUC 460, EDUC 470, and EDUC 472, Completion of or concurrent enrollment in EDUC 475 and SPED 457, completion of PLSC 301 or US Constitution course, SPCM 100 or Speech course, EDUC 420 or Health foundation course and EDUC 407 or Technology foundation course, CEST passage, and completion of Teaching Performance Assessment 2 with a minimum score of 3

Ten-weeks of advanced supervised teaching in public schools, complemented by Classroom Management II seminar and TPA 4 seminar. Students are placed in a difference grade level from EDUC 468 by the University in grades K-2: 3-5: 6-8 for multiple subject candidates and grades 7-12 in specific subject areas for single subject candidates. Can be taken for credi/no credit only. Not challengeable. Must be completed in residency at a site approved by the University.

Grade Mode: Letter, Letter, Audit**Semester Hours:** 5,6**EDUC 480 TK Childhood & Adolescen Devel****Semester Hours:** 4**EDUC 480TK Development of the Young Child**

This course examines the major physical, psychosocial, and cognitive/ language developmental milestones for children, both typical and atypical, from conception through adolescence. There will be an emphasis on interactions between maturation processes will be an emphasis on interactions between maturation processes and environmental factors. While studying developmental theory and investigative research methodologies, students will observe children, evaluate differences, and analyze characteristics of development at various stages. Letter grade only. Not challengeable.

Semester Hours: 4**EDUC 481TK Transitional Kindergarten Observation and Assessment**

This course focuses on the appropriate use of assessment and observation strategies to document development, growth, play, and learning to join with families and professionals in promoting children's success. Recording strategies, rating systems, portfolios, and multiple assessment tools are explored. Letter grade only. Not challengeable.

Semester Hours: 4**EDUC 482TK TK Childhood, Family, and Community Relationships**

An examination of the developing child in a societal context focusing on the interrelationship of family, school, and community, and emphasizes historical and socio-cultural factors. The processes of socialization and identity development will be highlighted, showing the importance of respectful, reciprocal relationships that support and empower families. Letter grade only. Not challengeable.

Semester Hours: 4**EDUC 483TK TK Childhood Language and Literacy Development**

This course outlines best practices for providing children birth to age 8 a strong foundation in language and literacy. The California Preschool Language and Literacy Learning Foundations and the Common Core state standards for English Language Arts are a focus of study. Emphasis is placed upon strategies for language, reading, and writing development in transitional kindergarten classrooms. Letter grade only. Not challengeable.

Semester Hours: 4**EDUC 484TK TK Childhood Math and Science Development**

This course explores principles, methods, and materials for teaching children math and science concepts. The California Preschool Foundations and California Preschool Curriculum Framework for Mathematics (Volume 1) and Science (Volume 3), as well as the California Kindergarten State Standards and California Common Core for Mathematics and Science are a focus of study. Letter grade only. Not challengeable.

Semester Hours: 4**EDUC 485 Social Emotional Learning**

Prerequisite: EDUC 350 or permission of the instructor
Through a lens of social equity, this course is designed to give a broad overview of social-emotional learning in nurturing a positive, child centered environment. Individual and group exploration of belief systems, values, and cultural influences, along with observation and self-reflection will allow learners to develop a personal approach to building a socially and emotionally safe, inclusive, and welcoming learning environment where children and families feel a sense of belonging. Through research, theoretical views and application-to-practice strategies, students will learn how to recognize and support children who are experiencing adverse factors. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter**Semester Hours:** 4**EDUC 485TK TK Childhood Social-Emotional Learning and Development**

This class focuses on the ways in which emotions and social relationships develop from infancy through preschool. Topics include definitions of theories of emotions; the neural basis for emotion; the relation of emotional development to temperament; personality and cognitive development, social learning, friendships, peer group relations; and social development in different cultural contexts. California Preschool Learning Foundations and Common Core resources are integrated. Letter grade only. Not challengeable.

Semester Hours: 4**EDUC 486 Intro to Early Childhood Special Education: Policies & Practices**

This course is designed to assist the student in understanding the needs of individuals, birth through 5 years of age (and transitioning into K-1), with special needs, and their families. Course explores current research, legislation and trends in early childhood special education practices and policies. Fully on-line or hybrid. 4 units Not challengeable.

Grade Mode: Letter, Letter**Semester Hours:** 4

EDUC 487 Curriculum and Strategies for Children with Special Needs

This course covers intervention strategies for working with children with special needs in partnership with their families. Focuses on the use of curriculum adaptations and modifications in meeting the individualized needs of children in inclusive and natural environments for children birth to 8 years old. Includes the role of the teacher as a professional working with families, collaboration with interdisciplinary teams, and cultural competence. This course is delivered online. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 2

EDUC 491 Subject Specific Pedagogy - History, PE, and Visual/Perf Arts

Prerequisite: Submission of Certificate of Clearance and Tuberculosis Clearance, CBEST exam completion or equivalent, completion of EDUC 426, and completion of or concurrent enrollment in EDUC 425, EDUC 440, and EDUC 441

This course provides multiple subject teaching credential candidates with the knowledge of content area pedagogy for history, physical education/health, and the arts. In addition, candidates will strengthen their advanced lesson planning and delivery techniques to account for different content areas and student needs. 10 hours of fieldwork required. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 4

EDUC 492 Subject Specific Pedagogy - Math and Science

Prerequisite: Submission of Certificate of Clearance and Tuberculosis Clearance, CBEST exam completion or equivalent, completion of EDUC 426, and completion of or concurrent enrollment in EDUC 425, EDUC 440, and EDUC 441

This course provides multiple subject teaching credential candidates with advanced knowledge of math and science pedagogy. In addition, candidates will strengthen their skills and reflect on culturally relevant practices within the context of classroom management. 10 hours of fieldwork required. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 4

EDUC 493 Variable Topics

Prerequisite: Completion of Written Communication B

Grade Mode: Letter, Letter, Audit

Semester Hours: 4

EDUC 494A Subject Specific Pedagogy - SS Math

Prerequisite: TB Clearance, Certificate of Clearance, completion of CBEST or equivalent, and completion of EDUC 427, EDUC 428, EDUC 442, and completion of or concurrent enrollment in EDUC 443

This course provides single subject teaching credential candidates with emphasis in specific strategies for their content areas. Includes developing and teaching an instructional unit for diverse ability groups. 10 hours of fieldwork required. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 4

EDUC 494B Subject Specific Pedagogy - SS English

Prerequisite: TB Clearance, Certificate of Clearance, completion of CBEST or equivalent, and completion of EDUC 427, EDUC 428, EDUC 442, and completion of or concurrent enrollment in EDUC 443

This course provides single subject teaching credential candidates with emphasis in specific strategies for their content areas. Includes developing and teaching an instructional unit for diverse ability groups. 10 hours of fieldwork required. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 4

EDUC 494C Subject Specific Pedagogy - SS Science

Prerequisite: TB Clearance, Certificate of Clearance, completion of CBEST or equivalent, and completion of EDUC 427, EDUC 428, EDUC 442, and completion of or concurrent enrollment in EDUC 443

This course provides single subject teaching credential candidates with emphasis in specific strategies for their content areas. Includes developing and teaching an instructional unit for diverse ability groups. 10 hours of fieldwork required. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 4

EDUC 494D Subject Specific Pedagogy - SS History

Prerequisite: TB Clearance, Certificate of Clearance, completion of CBEST or equivalent, and completion of EDUC 427, EDUC 428, EDUC 442, and completion of or concurrent enrollment in EDUC 443

This course provides single subject teaching credential candidates with emphasis in specific strategies for their content areas. Includes developing and teaching an instructional unit for diverse ability groups. 10 hours of fieldwork required. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 4

EDUC 494E Subject Specific Pedagogy - SS Physical Education

Prerequisite: TB Clearance, Certificate of Clearance, completion of CBEST or equivalent, and completion of EDUC 427, EDUC 428, EDUC 442, and completion of or concurrent enrollment in EDUC 443

This course provides single subject teaching credential candidates with emphasis in specific strategies for their content areas. Includes developing and teaching an instructional unit for diverse ability groups. 10 hours of fieldwork required. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 4

EDUC 494F Subject Specific Pedagogy - SS Music

Prerequisite: TB Clearance, Certificate of Clearance, completion of CBEST or equivalent, and completion of EDUC 427, EDUC 428, EDUC 442, and completion of or concurrent enrollment in EDUC 443

This course provides single subject teaching credential candidates with emphasis in specific strategies for their content areas. Includes developing and teaching an instructional unit for diverse ability groups. 10 hours of fieldwork required. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 4

EDUC 494G Subject Specific Pedagogy - SS Spanish

Prerequisite: TB Clearance, Certificate of Clearance, completion of CBEST or equivalent, and completion of EDUC 427, EDUC 428, EDUC 442, and completion of or concurrent enrollment in EDUC 443

This course provides single subject teaching credential candidates with emphasis in specific strategies for their content areas. Includes developing and teaching an instructional unit for diverse ability groups. 10 hours of fieldwork required. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 4

EDUC 494H Subject Specific Pedagogy - SS Art

Prerequisite: TB Clearance, Certificate of Clearance, completion of CBEST or equivalent, and completion of EDUC 427, EDUC 428, EDUC 442, and completion of or concurrent enrollment in EDUC 443

This course provides single subject teaching credential candidates with emphasis in specific strategies for their content areas. Includes developing and teaching an instructional unit for diverse ability groups. 10 hours of fieldwork required. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 4

EDUC 494I Subject Specific Pedagogy - SS Health

Prerequisite: TB Clearance, Certificate of Clearance, completion of CBEST or equivalent, and completion of EDUC 427, EDUC 428, EDUC 442, and completion of or concurrent enrollment in EDUC 443

This course provides single subject teaching credential candidates with emphasis in specific strategies for their content areas. Includes developing and teaching an instructional unit for diverse ability groups. 10 hours of fieldwork required. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 4

EDUC 494J Subject Specific Pedagogy - SS Business

Prerequisite: TB Clearance, Certificate of Clearance, completion of CBEST or equivalent, and completion of EDUC 427, EDUC 428, EDUC 442, and completion of or concurrent enrollment in EDUC 443

This course provides single subject teaching credential candidates with emphasis in specific strategies for their content areas. Includes developing and teaching an instructional unit for diverse ability groups. 10 hours of fieldwork required. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 4

EDUC 495 Foundations for Teaching Single Subjects

Prerequisite: Submission of Certificate of Clearance and Tuberculosis Clearance, completion of CBEST or equivalent, completion of EDUC 427, EDUC 428, EDUC 442, and completion of or concurrent enrollment in EDUC 443

This course will provide students a study of the sociological, historical, political, legal, and philosophical bases of American education. In addition, this course will also provide students the opportunity to examine the principles, problems, and practices influencing curriculum planning; secondary curricula; and research in general curriculum problems to include culturally responsive teaching. 10 hours of fieldwork required. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 4

EDUC 497 Introductory Supervised Teaching, Multiple Subject

Prerequisite: TB Clearance, Certificate of Clearance, completion of CBEST or equivalent, CSET completion or subject matter competency, CPR certification, and completion PLSC 201 or approved constitution course, RCS 100 or approved speech course, EDUC 420 or approved health foundations course, and completion of (EDUC 425 or EDUC 427) and (EDUC 426 or EDUC 428) and (EDUC 440 or EDUC 442) and (EDUC 441 or EDUC 443) and (EDUC 491 or EDUC 494A-J) and (EDUC 492 or EDUC 495)

Five weeks of supervised teaching in public schools, complemented by seminars on applicable topics. Students are placed by the University in grades K-8 for multiple subject candidates and grades 7-12 in subject specific areas for single subject candidates. Must be completed in residency at a site approved by the University. Credit/no credit only. Not challengeable.

Grade Mode: Credit/No Credit, Credit/No Credit

Semester Hours: 3

EDUC 497A Introductory Supervised Teaching, Single Subject

Prerequisite: TB Clearance, Certificate of Clearance, completion of CBEST or equivalent, CSET completion or subject matter competency, CPR Certification, and completion PLSC 201 or approved constitution course, RCS 100 or approved speech course, EDUC 420 or approved health foundations course, and completion of (EDUC 425 or EDUC 427) and (EDUC 426 or EDUC 428) and (EDUC 440 or EDUC 442) and (EDUC 441 or EDUC 443) and (EDUC 491 or EDUC 494A-J) and (EDUC 492 or EDUC 495)

Five weeks of supervised teaching in public schools, complemented by seminars on applicable topics. Students are placed by the University in grades K-8 for multiple subject candidates and grades 7-12 in subject specific areas for single subject candidates. Must be completed in residency at a site approved by the University. Credit/no credit only. Not challengeable.

Grade Mode: Credit/No Credit, Credit/No Credit

Semester Hours: 3

EDUC 497D Introductory Supervised Teaching, Multiple Subject

Prerequisite: TB Clearance, Certificate of Clearance, completion of CBEST or equivalent, CSET completion or subject matter competency, CPR certification, and completion PLSC 201 or approved constitution course, RCS 100 or approved speech course, EDUC 420 or approved health foundations course, and completion of (EDUC 425 or EDUC 427) and (EDUC 426 or EDUC 428) and (EDUC 440 or EDUC 442) and (EDUC 441 or EDUC 443) and (EDUC 491 or EDUC 494A-J) and (EDUC 492 or EDUC 495)

Five weeks of supervised teaching in public schools, complemented by seminars on applicable topics. Students are placed by the University in grades K-8 for multiple subject candidates and grades 7-12 in subject specific areas for single subject candidates. Must be completed in residency at a site approved by the University. Credit/no credit only. Not challengeable.

Grade Mode: Credit/No Credit, Credit/No Credit

Semester Hours: 3

EDUC 498 Advanced Supervised Teaching

Prerequisite: TB Clearance, Certificate of Clearance, completion of CBEST or equivalent, CSET completion or subject matter competency, completion of PLSC 201 or approved US Constitution class, RCS 100 or approved speech course, EDUC 420 or approved health foundation course, and completion of (EDUC 425 or EDUC 427) and (EDUC 426 or EDUC 428) and (EDUC 440 or EDUC 442) and (EDUC 441 or EDUC 443) and (EDUC 491 or EDUC 494A-J) and (EDUC 492 or EDUC 495)

Ten weeks of supervised teaching in public schools, complemented by seminars on applicable topics. Students are placed by the University in grades K-8 for multiple subject candidates and grades 7-12 in subject specific areas for single subject candidates. Must be completed in residency at a site approved by the University. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 6

EDUC 498A Advanced Supervised Teaching, Single Subject

Prerequisite: TB Clearance, Certificate of Clearance, completion of CBEST or equivalent, CSET completion or subject matter competency, completion of PLSC 201 or approved US Constitution class, RCS 100 or approved speech course, EDUC 420 or approved health foundation course, and completion of EDUC 427, EDUC 428, EDUC 442, EDUC 443, EDUC 494A-J, and EDUC 495

Eight weeks of supervised teaching in public schools, complemented by seminars on applicable topics. Students are placed by the University in grades 7-12 in subject specific areas for single subject candidates. Must be completed in residency at a site approved by the University. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 6

EDUC 499 Senior Project

Prerequisite: Completion of Written Communication B, EDUC 251, EDUC 253, EDUC 352, and EDUC 354P

Culminating activity required by majors in all departments. Papers/theses/projects researched, prepared, and written under the guidance of a faculty member. Comprehensive exams or recitals required in some departments. Academically, students must be in Good Standing to enroll in 499. May be taken for letter grade only. Not challengeable.

Semester Hours: 4

EDUC 499D Senior Seminar for Educational Studies Majors

Prerequisite: Completion of EDUC 306 with a minimum grade of C- or Writing Assessment

Integrates content and processes from the disciplines with selected issues/themes relevant to elementary education. Requires senior standing. May be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 4

EDUC 499I Senior Seminar for the Integrated Teacher Preparation Program

This course is designed as the culminating experience for the Integrated Teacher Preparation option of the Educational Studies major at the University of La Verne. It will provide the student with opportunities to reflect upon issues related to culturally responsive pedagogy, teaching within the context of the diversity of cultures and languages represented in the California classroom, and family and community relationships. In addition, the student will develop critical thinking skills and evaluate their educational philosophy and eportfolio as a summative collection of work throughout the program. ITP students only. Letter grade only. Not challengeable.

Semester Hours: 4

EDUC 501 Educational Assessment

Presents principles of assessing student educational accomplishment (qualitative and quantitative), including construction and evaluation of educational and psychological assessment instruments. Includes work with measurement tools.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

EDUC 504 Methods of Research

Criteria for evaluation of research, critical analysis of representative research reports, study of nature of scientific thinking, survey of methods employed in research, critiques, and assigned projects.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

EDUC 519 Language and Literacy Development for English Language Learners

Examines primary (L1) and second (L2) language acquisition and their relationships to concept formation. For students enrolled in the CTEL Certificate program and other masters of education programs with instructor approval. Can be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 3

EDUC 561 Cultural Diversity

Examines culture, how cultures interact, cultural diversity, and how educators provide culturally responsive instruction. 30 hours of fieldwork required. For students enrolled in the CTEL Certificate program and other masters of education programs with instructor approval. Can be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 3

EDUC 590 Issues in Teaching

Prerequisite: Completion of or concurrent enrollment in EDUC 504 . Explores such current issues as cultural values, teaching decisions, learning styles, instructional strategies, supervision, and public policy.

Grade Mode: Letter, Audit

Semester Hours: 3

EDUC 593 Assessment and Research for Educators

Prerequisite: Advanced Standing

This course presents basic principles of assessment as it relates to student educational accomplishment (quantitative and qualitative), and construction and evaluation of educational and psychological tests. It provides hands-on experience in the use of selected well-known measurement instruments in education. It also deals with criteria for the evaluation of research, critical analysis of representative research reports, study of nature of scientific thinking, survey methods employed in research, critiques and assigned projects. It provides students with the opportunity to implement assessment and research methods in the development of an action research project. Credit/No Credit only.

Semester Hours: 3

EDUC 595 Special Topics

Special topics of current interest in education, including theory, practice, and research. Can be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1-4

EDUC 596 Graduate Seminar

Prerequisite: Completed application for Advanced Standing

Culminating activity for the master's program. Includes preparation, presentation, discussion, and evaluation of research papers, researched and written by each student. May be taken for credit/no credit only. Not challengeable.

Semester Hours: 3

EDUC 599 Independent Study

Student-designed courses approved by a faculty member. Prior approval of goals, objectives, procedures, and assessment plan is required. May be taken multiple times with a different topic for credit. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 1-4