

Education: Multiple Subject (EDMS)

EDMS 100 EXPLORATIONS IN TEACHING (2)

This seminar is designed as a reflection space for students who are considering the teaching profession. They will observe and interact with children and teachers in elementary schools, as well as 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. 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 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 cueing systems, functions and conventions of oral and written language, and literature study and composing strategies. Grade only.

EDMS 464 TEACHING READING AND LANGUAGE ARTS TO OLDER STUDENTS AND STRUGGLING READERS (3)

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, and meeting the literacy needs of all learners. The PACT teaching event is scaffolded in this course. Grade only.

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 (3)

Credential candidates develop their pedagogical content knowledge in social studies, and explore K-8 educational practices that establish social studies as a catalyst for promoting civic responsibility and cultural understanding. Upon course completion, students will gain experience with integrating literature, primary documents, secondary resources, technology, hands-on activities, and the arts into their social studies curriculum. Students will also become familiar with state and national standards to inform curricular decisions.

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)

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

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, negative TB, CSET, School of Education Legal Seminar, EDUC 417 (or LIBS equivalent), and EDEC 420 (or LIBS equivalent). 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 481A INTERN SUPERVISION (3)

This multiple-session supervision and seminar topics address professional issues faced by MS interns. Issues in education are examined through the perspectives of theoretical and practice-based 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 intern individual learning plan. Cr/NC only.

EDMS 481B INTERN SUPERVISION (3)

This multiple-session supervision and seminar topics address professional issues faced by MS interns. Issues in education are examined through the perspectives of theoretical and practice-based 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 intern individual learning plan. Cr/NC only.

EDMS 481C INTERN SUPERVISION (3)

This multiple-session supervision and seminar topics address professional issues faced by MS interns. Issues in education are examined through the perspectives of theoretical and practice-based 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 intern individual learning plan. Cr/NC only.

EDMS 481D INTERN SUPERVISION (3)

This multiple-session supervision and seminar topics address professional issues faced by MS interns. Issues in education are examined through the perspectives of theoretical and practice-based 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 intern individual learning plan. Cr/NC only.

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. Corequisite: EDMS 464. 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 literacy. 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 DEVELOPMENT 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, with an emphasis on writing and written communication. Includes 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. Grade only. Applicable to the Reading/Language program. Prerequisite: approval of the program.

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 the 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.