

EDRL 527A CLINICAL FIELD EXPERIENCE IN READING AND LANGUAGE ARTS (3-6)

Supervised practicum for Certificate candidates. In a Reading and Writing Workshop format, candidates work with K-12 students under the supervision of and in collaboration with clinical faculty and Reading and Language Arts Specialist Credential candidates. Certificate candidates are assigned to students based on the candidate's prior program coursework and professional background, in order to assure diversity of experience with readers and writers of varying ages and abilities. Certificate candidates conduct formal and informal assessments and plan instruction and intervention for students in the clinic. Based on assessment findings, candidates collaborate in the delivery of appropriate instruction and interventions that utilize learners' strengths in order to address their needs. Candidates participate in clinical conferences and write reports in which they summarize and critique assessment findings and the success of the instruction. Opportunities will be available for candidates to work with beginning readers, struggling readers at different levels, English language learners, and successful readers and writers.

EDRL 527B ADVANCED CLINICAL FIELD EXPERIENCE IN READING AND LANGUAGE ARTS (3-6)

Supervised practicum for Reading and Language Arts Specialist Credential candidates. In a Reading and Writing Workshop format, Credential candidates supervise Certificate candidates as they work with K-12 students. In turn, Credential candidates are supervised by University and clinical faculty. In collaboration with clinical faculty and other Credential candidates, they assume leadership roles, overseeing all assessment and instructional practices of Certificate candidates and directing all clinic activities. Specialist Credential candidates play a major role in clinical conferences and in the preparation of clinical reports. They also work directly with students in the clinic, providing demonstration of appropriate assessment and intervention strategies and to extend their experience with readers and writers of varying ages and abilities. Opportunities will be available for candidates to work with beginning readers, struggling readers at different levels, English language learners, and successful readers and writers.

EDRL 529 EVALUATION IN READING AND LANGUAGE ARTS PROGRAMS (3)

Philosophy, purposes, and procedures for evaluation of reading, writing, and oral language. Students examine a variety of evaluation tools and procedures (formal and informal, group and individual) with respect to how teachers can use these instruments and procedures to inform literacy instruction and intervention for diverse populations. Selected procedures are used with struggling readers to identify their reading and writing strengths and needs. Topics include the role of the literacy environment in evaluation results, methods of reporting progress to students, parents, and administrators, and the role of standardized testing in schools. Students develop criteria for reading and language arts program evaluation, maintenance, and enhancement.

EDRL 595 SPECIAL STUDIES (1-4)**Education: Single Subject (EDSS)**

EDSS 418 DEVELOPMENT IN ADOLESCENCE AND EMERGING ADULTHOOD (3)

An analysis of adolescent development and contemporary adolescent experiences as it addresses the central question of how adolescents differ from adults and children in terms of development. Examination of specific dimensions of adolescent development include physical, cognitive, psychological, social, sexual, moral, and spiritual. Course content is appropriate for those planning to pursue careers in psychology, counseling, social work, and education. Restricted to: juniors, seniors CRED, CREDC, CREDP, CRED2, plan of EDUC-MA and to credential student group (RUCR).

EDSS 442 TEACHING IN MULTICULTURAL SETTINGS (4)

Exploration of theory and research on teaching, learning, and the curriculum and their relationship to teaching practice in middle, junior high, and senior high schools. Emphasis on teaching/learning situations applicable to all content areas and to issues of culture and diversity. All aspects of instructional planning, implementation, and evaluation are addressed, including classroom atmosphere, interpersonal skills, classroom leadership, management and discipline, interdisciplinary planning, and teaming and collaborative learning. Students develop a repertoire of teaching strategies that address the needs of diverse learners. Students develop materials that contribute to a program portfolio to be evaluated before continuation to student teaching. Grade only. Prerequisites: admission to the Single Subject CLAD Credential Program, EDUC 417, and EDUC 418.

EDSS 443A OBSERVATION/PARTICIPATION IN MULTICULTURAL SETTINGS (2)

Focused and systematic observation and structured participation in a middle, junior high, or senior high school classroom settings leading to a supervised student teaching experience. Cr/NC only. Prerequisites: admission to the Single Subject CLAD Credential Program, EDUC 417, EDSS 418, and EDSP 433. Must be taken concurrently with EDUC 443B.

EDSS 443B SEMINAR: CLASSROOM MANAGEMENT AND FIELD EXPERIENCE (3)

This seminar accompanies EDSS 443A, Supervised Observation and Participation in Schools. The seminar serves three functions: (1) to guide students' observations with special emphasis on classroom management; (2) to serve as a liaison between the Single Subject program and the students' observation placements; and (3) to prepare students for successful student teaching with the creation of a classroom management plan and detailed reflections on the three days teaching experience required for EDSS 443A and in preparation for PACT. Prerequisites: EDUC 417, EDSS 418.

EDSS 444 TEACHING IN THE CONTENT AREAS (1-4)

Principles, methods, and materials for teaching particular academic content in middle, junior high, and senior high schools. Emphasis is on applications of constructivist theory to teaching and learning, and on organization and representation of content in forms accessible to learners. Students prepare for and process their concurrent field experience in secondary classrooms. In addition, as part of the preparation for PACT (Performance Assessment for California Teachers), students learn to evaluate and critique the content and structure of lesson plans, instructional materials, and assessments of student performance tasks. Prerequisites: EDUC 417, EDSS 418, and admission to the Single Subject Credential Program. Grade only. May be repeated for credit.

EDSS 446 LANGUAGE LITERACY ACROSS THE CURRICULUM: MIDDLE AND SECONDARY SCHOOL (4)

Principles, methods, and materials for guiding students' literary development in subject areas at the secondary level. Includes literacy and language theory and current issues in reading/language pedagogy for first and second language learners. Emphasis is on the interrelationships between language systems and constructivist literacy theory and the cognitive, affective, and social aspects of literacy development in subject areas. Issues of cultural and language diversity related to competencies, bilingualism, classroom management, lesson and unit design using competencies, and dialect variation are integral to the course. Students develop materials that contribute to a program portfolio to be evaluated before continuation to student teaching. Grade only. Prerequisites: admission to the Single Subject or Education Specialist Credential Program, EDUC 417, EDSS 418 and EDSP 433, or permission of instructor.

EDSS 458 STUDENT TEACHING IN MULTICULTURAL SETTINGS (12)

A supervised teaching experience in a multicultural middle, junior high, or senior high school setting under the guidance of a resident teacher and a University supervisor. Assignment consists of three teaching periods and two preparation periods daily. Two periods entail full student teaching responsibility as outlined in the Single Subject Handbook. The third period consists of assisting the resident teacher and/or limited teaching responsibilities in a supplemental authorization subject area. Student teachers may team teach in some or all of the classes. Cr/NC only. Prerequisites: successful completion of all Phase I courses and successful presentation of a program portfolio. Must be taken concurrently with EDSS 459.

EDSS 459 SEMINAR FOR SECONDARY STUDENT TEACHERS (4)

This seminar supports student teacher candidates during their student teaching semester. The course provides opportunities for candidates to exhibit and examine their teaching competence in regard to classroom management, curricular planning, instructional strategies for diverse learners, assessment, and professional development. Candidates assemble a teaching portfolio. In addition, the weekly seminar prepares candidates for the PACT Teaching Event, a summative performance assessment of the candidate's demonstrated ability to plan, implement, and assess a significant segment of teaching. Successful completion of the Teaching Event will be required to earn a California Preliminary Single Subject Credential. Prerequisite: successful completion of all Phase I courses. Must be taken concurrently with EDSS 458.

EDSS 495 SPECIAL STUDIES (1-4)

This course is repeatable for credit.

Education: Special Education (EDSP)

EDSP 400 FOUNDATIONS OF SPECIAL EDUCATION (3)

In this course, students are presented with the history, philosophy and legal requirements related to the implementation of special education services for students with disabilities and their families. Foundational knowledge on typical and atypical human development, examination of disability risk conditions, understanding the Individualized Education Program (IEP) framework and process and the importance of the role of family, school, and community in supporting the well being of individuals with disabilities is provided. Additional emphasis is placed on understanding and examining diverse learners and their families within the context of special education. Class readings and course assignments are integrated within this class to establish the connection from special education theory to practice culminating the development of a personal philosophy of special education.

EDSP 421A EFFECTIVE PRACTICES THAT SUPPORT STUDENTS WITH DIVERSE LEARNING NEEDS (3)

EDCU 421A represents a first course in the study of theoretical orientations, instructional strategies and classroom management to provide inclusive educational support for students with disabilities. The course is designed for Educational Specialist credential candidates in the Mild/Moderate, Moderate/Severe, and Communication Disabilities programs. Course content offers theoretical and conceptual underpinnings of the development of academic skills of students and the development of positive classroom ecologies to support students with special needs. Theoretical and conceptual foundations from a variety of paradigms are developed into applied techniques of instruction and classroom management through a series of readings, exercises, and assignments throughout the course. Prerequisite: Admission to the Education Specialist credential program or permission of the instructor.

EDSP 421B EARLY FIELD PLACEMENT (1)

EDSP 421B is an Early Field Placement during which candidates spend approximately 60 hours observing and participating in three special education classrooms or placements. In conjunction with EDSP 421A and the introduction on specific topics, the candidate will observe the teacher and students in the observation classrooms/settings to understand how these topics are operationalized in special education settings. These observations will be discussed further during class and via online discussion forums. The guided exploration of the work of a special education teacher and the ecology of the classroom will enrich the candidate's understanding of the profession and help to build the foundational knowledge and skills needed to be an effective special education teacher.

EDSP 421C USING EDUCATIONAL AND ASSISTIVE TECHNOLOGY (1)

EDSP 421C surveys the use of technology to enhance teaching and learning in special education classrooms. A variety of topics are considered including the roles of technology in teaching and learning, designing lessons that incorporate the effective use of technology and using technology to support special populations. Both theory and practice in the use of educational and assistive technology will be examined through readings, discussions and activities in an online environment. Prerequisite: Admission to the Education Specialist credential program or permission of the instructor.

EDSP 421D HEALTHY LEARNERS & SCHOOL ENVIRONMENT (1)

In this course, personal, family, school, and community health are the framework for presenting coordinated health education in K-12 schools to teaching credential candidates. Subject matter includes school health laws, universal precautions, common diseases and prevention, drugs, alcohol and tobacco, sexuality, nutrition, fitness, pregnancy, special populations, child abuse, bullying, gender issues, community, diversity, and human ecology. Based upon California Health Framework, meets state credential requirements. Prerequisite: admission to the Education Specialist Credential Program or permission of the instructor.