The School of Education develops effective, reflective, and engaged educators who value the identities of all students, their families, and the communities they serve. Central to our preparation programs is an extensive clinical practice that animates this vision through praxis-based pedagogy. Practice-based pedagogy strengthens connections between learning and applied practice and draws on the tenets of critical pedagogy and cultural organizing in order to engage educational practitioners in action and reflection.

Effective, reflective, and engaged educator candidates learn to provide meaningful educational experiences that promote achievement of learning objectives for all learners, based on knowledge of content, of learners, and of pedagogy and informed by appropriate assessment and analysis; they continuously reflect on and improve their own professional practice, based on information gleaned from data analysis, experts, peers, and research; and they collaborate with others to serve as instructional leaders, team members, and advocates in their schools, districts, and professional organizations.

Credential candidates in all School of Education pathways participate in two semester-long teaching practica that provide a developmental sequence of carefully planned substantive, supervised quality field experiences in diverse K-12 classroom settings. Experiences include opportunities to observe and apply democratic and collaborative practices such as co-teaching, another hallmark of the SOE’s clinical practice. Linking theory with practice, credential candidates and teachers work alongside students in their school site classrooms, employing laboratory practices in their P-12 classrooms, local communities, and beyond. SOE site supervisors, credential candidates and District Employed Supervisors (DES) participate in a 5-stage clinical supervision model that includes a pre-conference, observation and data collection, data analysis, post-conference, and reflection. Together, these clinical practice teams prepare highly qualified educators who are effective, reflective, and engaged.

Chico State's reputation of producing beginning teachers who are prepared to teach on day one is well-founded and well supported by evidence. According to the 2019 Commission on Teacher Credentialing Employer Survey, employers who hired Chico State year one teachers (MS, SS, ES) found them to be “well prepared” or “very well prepared” to teach across all areas of the California Standards for the Teaching Profession.

In addition, each year the School of Education hosts the Education Hiring Fair where more than 100 school districts come to Chico State to meet with teacher candidates. At this event, candidates can sign up for one-on-one or group sessions with district administrators, and administrator feedback from this event indicates that our graduates are highly regarded.

To help students prepare for this event, the School of Education hosts EdShop, as well as the Education Hiring Fair Preparation Webinar. During these events, candidates learn about resumes, cover letters, interviewing skills, etc., and get to spend time with local administrators in breakout rooms discussing interview techniques, what to look for in a future employer, and how to begin one’s career well-informed and well-prepared for the rigors of the education profession.

The School of Education and its programs are fully accredited by the California Commission on Teacher Credentialing (CTC).
Education-Bilingual/Multicultural Education

BLMC 270 Experiences with Migrant Children 3 Units
Typically Offered: Fall only
See BLMC 370. 3 hours lecture. (001396)
Grade Basis: Graded
Repeatability: You may take this course for a maximum of 15 units
Course Attributes: Upper Division

BLMC 319 Bilingual Teaching Competence: Language 3 Units
Prerequisite: SPAN 301 or equivalent, faculty permission.
Typically Offered: Fall only
This course is taught entirely in Spanish. It is designed to develop bilingual teacher competence in the area of language. The primary goals are to develop language skill in content areas such as mathematics, science, and social studies, and to enhance the language proficiency of bilingual teachers in communication with parents, faculty, and staff. This course will also focus on teaching methodology in each of the content areas. 3 hours seminar. (001410)
Grade Basis: Graded
Repeatability: You may take this course for a maximum of 6 units
Course Attributes: Upper Division

BLMC 330 Hmong Cultural Roots & Contemporary Issues 3 Units GE
Typically Offered: Fall only
Study Hmong American roots, including: geographic, demographic, sociocultural, economic, political, religious, and historical elements from the countries of origin. Main emphasis is on how Hmong roots influence contemporary lives of Hmong Americans, starting with their immigration/migration and settlement/resettlement patterns and continuing on the present day. Students explore the complex patterns of Hmong American acculturation and identity, especially with respect to elements of gender, socio-economic class, ethnicity, age and education. 3 hours lecture. (021849)

General Education: Ethnic Studies (F)
Cross listing(s): AAST 330
Grade Basis: Graded
Repeatability: You may take this course for a maximum of 3 units
Course Attributes: Upper Division

BLMC 370 Experiences with Migrant Children 3 Units
Prerequisite: Open to students enrolled in CSU, Chico Mini-Corps, bilingual or bicultural programs, or on recommendation by a faculty member in cases where a special need for familiarity with the problems of migrant children is thought to exist.
Typically Offered: Spring only
BLMC 270 - BLMC 370: Study of characteristics of migrant families, special methods and materials for teaching bilingual/bicultural children; problems of bilingual/bicultural students; problems of evaluating bilingual/bicultural education; and culture awareness. 3 hours lecture. (015975)
Grade Basis: Graded
Repeatability: You may take this course for a maximum of 15 units
Course Attributes: Upper Division

BLMC 399 Independent Study 1-3 Units
Prerequisite: Faculty permission.
Typically Offered: Fall and spring
This course is an independent study of special problems offered for 1.0-3.0 units. You must register directly with a supervising faculty member. 0 hours lecture. (020917)
Grade Basis: Credit/No Credit
Repeatability: You may take this course for a maximum of 6 units
Course Attributes: Upper Division

BLMC 518 The Language and Communication Skills of English Learners 3 Units
Prerequisite: A Multiple or Single Subject Credential or faculty permission.
Typically Offered: Fall only even years
Study of special needs of language minority children related to communication skills, ESL/Bilingual, and language arts curriculum areas in elementary school. The value of language, with emphasis on English sounds, words, and sentences as they affect dialects and social standards, will be introduced. The interrelatedness of language processing as it incorporates children's literature will be discussed. 3 hours seminar. (001409)
Grade Basis: Graded
Repeatability: You may take this course for a maximum of 3 units
Course Attributes: Upper Division

BLMC 536 Introduction to Multicultural Education 3 Units
Typically Offered: Spring only odd years
Examination of ways in which socio-cultural factors influence teaching/learning process for students in all classrooms. Emphasis on approaches and strategies for integrating cross-cultural concepts into content areas, evaluating instructional materials, and developing curriculum. 3 hours seminar. (001411)
Grade Basis: Graded
Repeatability: You may take this course for a maximum of 3 units
Course Attributes: Upper Division

BLMC 672 Linguistically and Culturally Responsive Educational Practices 3 Units
Prerequisite: Possess a single or multiple subjects credential, or faculty permission.
Typically Offered: Spring only
A study of theories and pedagogical practices for more equitable learning environments for linguistically and culturally diverse learners, in both K12 classrooms and in university contexts. Course content includes specifically designed academic instruction delivered in English, as well as inclusion of students’ other languages and language variations to maximize learning. The models provided allow for implementation in varied educational contexts. 3 hours seminar. (001412)
Grade Basis: Graduate Graded
Repeatability: You may take this course for a maximum of 3 units
Course Attributes: Graduate Division
### Education Administration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAD 631</td>
<td>Educational Leadership: The Literature</td>
<td>6</td>
<td>This course focuses on the theory and foundations of transformational educational leadership and administration. Role expectations of the school principal as a change agent are explored including promoting democratic education, development of professional relationships, instructional leadership, and assessment of student learning for continuous improvement. This is the first course in the Preliminary Administrative Services Credential Program and is applicable to the MA in Education. 6 hours seminar. (021674).&lt;br&gt;&lt;br&gt;<strong>Grade Basis:</strong> Graduate Graded&lt;br&gt;&lt;br&gt;<strong>Repeatability:</strong> You may take this course for a maximum of 6 units&lt;br&gt;&lt;br&gt;<strong>Course Attributes:</strong> Graduate Division</td>
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<tr>
<td>EAD 632</td>
<td>Educational Leadership: Current Conditions</td>
<td>6</td>
<td>In this second course in the Preliminary Administrative Services Credential program candidates learn and apply analytical processes across six California Leadership domains to identify current school conditions and needed changes. Onsite administrative field experiences are incorporated. This course is applicable to the MA in Education. 6 hours seminar. (021680).&lt;br&gt;&lt;br&gt;<strong>Grade Basis:</strong> Graduate Graded&lt;br&gt;&lt;br&gt;<strong>Repeatability:</strong> You may take this course for a maximum of 6 units&lt;br&gt;&lt;br&gt;<strong>Course Attributes:</strong> Graduate Division</td>
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<tr>
<td>EAD 633</td>
<td>Educational Leadership: What Schools Can Be</td>
<td>6</td>
<td>Continuous improvement requires school leaders to be agents of change. Candidates in the Preliminary Administrative Services Credential program (PASC) learn to design, analyze, prioritize, and support school change for the improvement of student learning across the six California Educational Leadership domains. Onsite administrative field experiences are incorporated. This third course in the PASC program is applicable to the MA in Education. 6 hours seminar. (021679).&lt;br&gt;&lt;br&gt;<strong>Grade Basis:</strong> Graduate Graded&lt;br&gt;&lt;br&gt;<strong>Repeatability:</strong> You may take this course for a maximum of 6 units&lt;br&gt;&lt;br&gt;<strong>Course Attributes:</strong> Graduate Division</td>
</tr>
<tr>
<td>EAD 634</td>
<td>Educational Leadership: The First 100 Days</td>
<td>6</td>
<td>Effective school leaders integrate knowledge, interpersonal, and technical skills. This course focuses on planning the processes and steps for the first 100 days of a principalship that maximizes long term positive impact, especially on improved student learning. Onsite administrative field experiences are incorporated. This is the final course in the Preliminary Administrative Services Credential Program and is applicable to the MA in Education. 6 hours seminar. (021678).&lt;br&gt;&lt;br&gt;<strong>Grade Basis:</strong> Graduate Graded&lt;br&gt;&lt;br&gt;<strong>Repeatability:</strong> You may take this course for a maximum of 6 units&lt;br&gt;&lt;br&gt;<strong>Course Attributes:</strong> Graduate Division</td>
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### Education-Curriculum and Instruction

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>EDCI 110</td>
<td>Field Experience with Youth</td>
<td>1-2</td>
<td>Pre-requisite: Faculty permission.  &lt;br&gt;&lt;br&gt;<strong>Typically Offered:</strong> Fall and spring&lt;br&gt;&lt;br&gt;Selected experience related to educational and social interaction with youth. Offered for 1.0, 1.5, or 2.0 units. Thirty to 60 hours of interaction with designated youth. Field Experience with Youth may be taken for a maximum of 6.0 units. Sign up at the CAVE office. 0 hours independent study. (002762).&lt;br&gt;&lt;br&gt;<strong>Grade Basis:</strong> Credit/No Credit&lt;br&gt;&lt;br&gt;<strong>Repeatability:</strong> You may take this course for a maximum of 6 units&lt;br&gt;&lt;br&gt;<strong>Course Attributes:</strong> Lower Division</td>
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<tr>
<td>EDCI 299</td>
<td>Special Problems</td>
<td>1-3</td>
<td>Pre-requisite: Faculty permission.  &lt;br&gt;&lt;br&gt;<strong>Typically Offered:</strong> Inquire at department&lt;br&gt;&lt;br&gt;This course is an independent study of special problems offered for 1.0-3.0 units. You must register directly with a supervising faculty member. 9 hours supervision. (020334).&lt;br&gt;&lt;br&gt;<strong>Grade Basis:</strong> Credit/No Credit&lt;br&gt;&lt;br&gt;<strong>Repeatability:</strong> You may take this course for a maximum of 6 units&lt;br&gt;&lt;br&gt;<strong>Course Attributes:</strong> Lower Division</td>
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<tr>
<td>EDCI 398</td>
<td>Special Topics</td>
<td>1-3</td>
<td>Pre-requisite: Department permission.  &lt;br&gt;&lt;br&gt;<strong>Typically Offered:</strong> Inquire at department&lt;br&gt;&lt;br&gt;This course is for special topics offered for 1.0-3.0 units. Typically the topic is offered on a one-time-only basis and may vary from term to term and be different for different sections. See the Class Schedule for the specific topic being offered. 3 hours lecture. (020356).&lt;br&gt;&lt;br&gt;<strong>Grade Basis:</strong> Graded&lt;br&gt;&lt;br&gt;<strong>Repeatability:</strong> You may take this course more than once&lt;br&gt;&lt;br&gt;<strong>Course Attributes:</strong> Upper Division</td>
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<tr>
<td>EDCI 411</td>
<td>Professional Strategies for Early Career Teachers</td>
<td>3</td>
<td>Pre-requisite: Admission to the Beginning Teacher Support and Assessment Program (BTSA).  &lt;br&gt;&lt;br&gt;<strong>Typically Offered:</strong> Spring only&lt;br&gt;&lt;br&gt;Professional development seminars for new teachers focusing on planning and designing instruction, delivering instruction to all students, organizing and managing the classroom, diagnosing and evaluating student learning and participating as a member of a learning community. 3 hours seminar. (002781).&lt;br&gt;&lt;br&gt;<strong>Grade Basis:</strong> Credit/No Credit&lt;br&gt;&lt;br&gt;<strong>Repeatability:</strong> You may take this course for a maximum of 3 units&lt;br&gt;&lt;br&gt;<strong>Course Attributes:</strong> Upper Division</td>
</tr>
</tbody>
</table>
EDCI 415 Beginning Teacher Support and Assessment Practicum  3 Units
Prerequisite: Admission to the Beginning Teacher Support and Assessment Program (BTSA).
Typically Offered: Spring only
Professional development for teachers in their first and second years of teaching supported by a collegial coaching relationship. New teachers are guided in reflective practice and self-assessment. 3 hours seminar. (002782)
Grade Basis: Credit/No Credit
Repeatability: You may take this course for a maximum of 15 units
Course Attributes: Upper Division

EDCI 448 Methods and Materials for Environmental Education  3 Units
Typically Offered: Spring only
Experiential-oriented survey of methods and materials for teaching environmental concepts in schools, communities, nature centers, camps, and parks. Exposure to history, theory, philosophy, and goals of environmental education programs. 3 hours lecture. (002778)
Cross listing(s): RHPM 448
Grade Basis: Graded
Repeatability: You may take this course for a maximum of 3 units
Course Attributes: Upper Division; Sustainable Course

EDCI 557 Literature for Children and Young Adults for a Multicultural World  3 Units
Typically Offered: Spring only
Multicultural literature is central to helping students understand themselves and the world in which they live. This survey course will address how to identify, select, and evaluate appropriate literature. This course will include study of how to implement and use multicultural books with children who are native English speakers as well as those who are English language learners. Intended for those interested in teaching at elementary, middle, and high schools. 3 hours seminar. (008755)
Grade Basis: Graded
Repeatability: You may take this course for a maximum of 3 units
Course Attributes: Upper Division

EDCI 601 Curriculum Development and Instructional Design  3 Units
Typically Offered: Spring only
Introduction to current processes and practices of curriculum development, instructional design, implementation, and assessment. Emphasis is on applications of processes to curriculum decision making in districts, schools, and classrooms. 3 hours seminar. (002796)
Grade Basis: Graduate Graded
Repeatability: You may take this course for a maximum of 3 units
Course Attributes: Graduate Division

EDCI 602 Assessment and Evaluation of Learning  3 Units
Typically Offered: Spring only
Develops an understanding of assessment of learning, focusing on assessment instruments, design of multidimensional assessments, and appropriate use of assessment techniques and the data derived from them. 3 hours seminar. (002795)
Grade Basis: Graduate Graded
Repeatability: You may take this course for a maximum of 3 units
Course Attributes: Graduate Division

EDCI 611 Analysis of Instruction  3 Units
Typically Offered: Fall only
Applications of principles, practices, systems, and models for observation and analysis of classroom instruction for self-improvement and the improvement of instruction by other educators. 3 hours seminar. (002813)
Grade Basis: Graduate Graded
Repeatability: You may take this course for a maximum of 3 units
Course Attributes: Graduate Division

EDCI 622 Curriculum Development and Instruction - Arts  3 Units
Typically Offered: Inquire at department
This graduate course features teaching strategies and curriculum development in the arts that support lesson integration with other subject areas. Participants are engaged in educational investigations, discourse, writing, and reflection that address the many aspects of arts in our world, as well as how these aspects become powerful learning tools for teachers and their students. 3 hours seminar. (002783)
Grade Basis: Graduate Graded
Repeatability: You may take this course for a maximum of 6 units
Course Attributes: Graduate Division

EDCI 640 MA in Education Research Writing Development  1 Unit
Typically Offered: Inquire at department
This academic course is five face-to-face sessions with some additional online work, created to equip the participant with the organization and revision skills necessary to produce good quality graduate-level writing. Content will cover academic writing focus, expected research and knowledge skills, and experiences necessary for graduate thesis, graduate project, and the academic or professional journal. Expectations include communicating complex and difficult material clearly to a wide variety of expert and non-expert readers, including the readers in the educational academic community. The course may be repeated or recommended. 1 hour lecture. (020943)
Grade Basis: Credit/No Credit
Repeatability: You may take this course for a maximum of 1 unit
Course Attributes: Graduate Division

EDCI 656 Rural and Small School Education  3 Units
Typically Offered: Inquire at department
This course investigates the issues and problems that are confronted by educators who work in rural and small schools, specifically in California. Learners review current theories and models for rural and small school organization and operation. Topics include small school and community relationships, curriculum design and implementation, options for operation and governance, community focus, partnerships and opportunities, implications of Federal policy, technology plans, diversity, and contemporary resources. 3 hours seminar. (020332)
Grade Basis: Graduate Graded
Repeatability: You may take this course for a maximum of 3 units
Course Attributes: Graduate Division

EDCI 657 Seminar in Literature for Children and Young Adults for a Multicultural World  3 Units
Typically Offered: Spring only
Multicultural literature is central to helping students understand themselves and the world in which they live. This survey course addresses how to identify, select, and evaluate appropriate literature and includes study of how to implement and use multicultural books with children who are native English speakers as well as those who are English language learners. 3 hours seminar. (003121)
Grade Basis: Graduate Graded
Repeatability: You may take this course for a maximum of 3 units
Course Attributes: Graduate Division
EDCI 675  Digital Media & Online Learning  3 Units  
Typically Offered: Fall only  
Examination of theoretical foundations and practical applications of digital instructional media for educators teaching face-to-face and/or online. This course addresses pedagogical considerations and best practices for using emerging technologies for professional development in teaching and instructing students. 3 hours discussion. (002811)  
Grade Basis: Graduate Graded  
Repeatability: You may take this course for a maximum of 3 units  
Course Attributes: Graduate Division

EDCI 689 Professional Field Experience  3 Units  
Typically Offered: Fall and spring  
Specially designed and supervised field experience activities through coaching or mentoring, appropriate to the level of expertise and profession. Participants enhance competencies related to instruction, curriculum, assessment, and management. 9 hours supervision. (002815)  
Grade Basis: Credit/No Credit  
Repeatability: You may take this course for a maximum of 15 units  
Course Attributes: Graduate Division

### Education-Master's Study

EDMA 600  Critical Perspectives in Education  3 Units  
Typically Offered: Fall only  
This foundation course examines current and historical issues related to supporting the important connection between social justice and democracy in public education and society. Students explore, research, and discuss past and current socio-political issues and trends in education, with particular focus on diverse student populations in our schools and the democratic professional practices that best serve our educational communities. 3 hours lecture. (021329)  
Grade Basis: Graduate Graded  
Repeatability: You may take this course for a maximum of 3 units  
Course Attributes: Graduate Division

EDMA 610  Introduction to Inquiry in Education  3 Units  
Prerequisite: Experience using computers, faculty permission.  
Typically Offered: Fall only  
This course develops the knowledge and skills educators need as consumers and producers of educational research. Introduction to skills for accessing, comprehending, planning, and conducting educational research and basic statistics. This course should be taken early in the MA degree program. 3 hours seminar. (002875)  
Grade Basis: Graduate Graded  
Repeatability: You may take this course for a maximum of 3 units  
Course Attributes: Graduate Division

EDMA 611  Research Seminar in Education  3 Units  
Prerequisite: EDMA 610, faculty permission.  
Typically Offered: Fall and spring  
Assists in the development of research proposals and the communication of research. Master's candidates gain insight into the conduct of educational research, develop the proposal for their thesis or project, and draft a summary of related previous research. This course should be taken just before beginning a master’s thesis or project. 9 hours independent study. (002876)  
Grade Basis: Graduate Graded  
Repeatability: You may take this course for a maximum of 3 units  
Course Attributes: Graduate Division

EDMA 620  Trauma Informed Education  3 Units  
Typically Offered: Spring, summer, fall  
This course provides school practitioners (i.e., teachers, administrators, and support professionals) with a research-based introduction to trauma, trauma-based education, and equity-centered trauma-informed practices. The course provides opportunities to implement trauma-informed practices in a classroom or organization. Students will make connections to social-emotional learning (SEL) and Universal Design for Learning (UDL). 3 hours lecture. (022325)  
Grade Basis: Graduate Graded  
Repeatability: You may take this course for a maximum of 3 units  
Course Attributes: Graduate Division

EDMA 621  Working With Paraeducators in K-12 Education  3 Units  
Typically Offered: Spring, summer, fall  
This course provides school practitioners (i.e., teachers, administrators, and support professionals) with a research-based framework for successfully supporting, training and collaborating with paraeducators. 3 hours lecture. (022326)  
Grade Basis: Graduate Graded  
Repeatability: You may take this course for a maximum of 3 units  
Course Attributes: Graduate Division

EDMA 696  Synthesizing Experience in Education  3 Units  
Prerequisite: Advancement to candidacy in the MA in Education degree or permission of instructor.  
Typically Offered: Fall and spring  
A study of the major themes of the MA in Education program. This course is open to all MA students; however, it is a preparation course for the MA in Education comprehensive exam. Students taking the comprehensive exam must register for this course in the final semester of their program. The exam is given as part of the course. 9 hours independent study. (002872)  
Grade Basis: Credit/No Credit  
Repeatability: You may take this course for a maximum of 3 units  
Course Attributes: Graduate Division

EDMA 696P  Professional Paper with Comprehensive Exam  3 Units  
Prerequisite: Advance to candidacy, faculty permission.  
Typically Offered: Fall and spring  
A culminating study of major educational issues and trends occurring in the field of Education. It is a preparation course for the MA in Education professional paper with comprehensive exam. Students completing the professional paper with comprehensive exam must take this course in the final semester of their program. The written professional paper that aligns with the Guide to Graduate Studies and comprehensive exam are given as part of this course. 9 hours independent study. (021333)  
Grade Basis: Report in Progress: CR/NC  
Repeatability: You may take this course for a maximum of 3 units  
Course Attributes: Graduate Division

EDMA 697  Independent Study  1-3 Units  
Typically Offered: Inquire at department  
This course is a graduate-level independent study offered for 1.0-3.0 units. 0 hours independent study. (002878)  
Grade Basis: Report in Progress: Graded  
Repeatability: You may take this course for a maximum of 6 units  
Course Attributes: Graduate Division
**EDMA 698  Special Topics in Education**  1-6 Units
**Typically Offered:** Inquire at department
This course is for special topics offered for 1.0-3.0 units. Typically the topic is offered on a one-time-only basis and may vary from term to term and be different for different sections. See The Class Schedule for the specific topic being offered. 1 hour discussion.  (002877)
**Grade Basis:** Graduate Graded
**Repeatability:** You may take this course for a maximum of 9 units
**Course Attributes:** Graduate Division

**EDMA 699P  Master's Project**  1-6 Units
**Typically Offered:** Fall and spring
This course is offered for 1.0-6.0 units. You must register directly with a supervising faculty member. A Master's Project is an alternative terminal project as partial fulfillment of the requirements for a master's degree. In some cases the format of an MA study is most appropriately handled under the designation of project. The project is the creation of a product that has a purpose beyond the study; e.g., handbook, curriculum guide, video tape, video slide presentation, etc. A project requires a bound companion document which explains the project's creation and development. 0 hours independent study.  (002879)
**Grade Basis:** Report in Progress: CR/NC
**Repeatability:** You may take this course for a maximum of 6 units
**Course Attributes:** Graduate Division

**EDMA 699T  Master's Thesis**  1-6 Units
**Typically Offered:** Fall and spring
This course is offered for 1.0-6.0 units. You must register directly with a supervising faculty member. 0 hours independent study.  (002881)
**Grade Basis:** Report in Progress: CR/NC
**Repeatability:** You may take this course for a maximum of 6 units
**Course Attributes:** Graduate Division

**EDTE 255  Introduction to Democratic Perspectives in K-12 Teaching**  3 Units
**Typically Offered:** Fall and spring
Prospective teachers acquire planned, structured observations and experiences in K-12 classrooms. Placements are made in selected schools and classrooms that demonstrate exemplary practice as described in the California Standards for the Teaching Profession and represent California's diverse student population. Dialog/discussion sessions assist prospective teachers in making connections between subject-matter courses, personal, social and emotional growth, and life in the K-12 schools. Prospective teachers are encouraged to begin introductory school experiences as early as possible in the subject matter program. 3 hours lecture.  (015812)
**Grade Basis:** Graded
**Repeatability:** You may take this course for a maximum of 6 units
**Course Attributes:** Lower Division

**EDTE 265  Exploration of Teaching and Learning in Diverse K-12 Settings**  3 Units
**Typically Offered:** Fall and spring
This course provides emerging teachers access to acquire planned, structured observations and experiences in K-12 public school classrooms. Placements are made in selected schools and classrooms that demonstrate exemplary practice as described in the California Standards for the Teaching Profession and represent California's diverse student population. Additionally, class dialogue/discussion sessions support emerging teachers toward making connections between subject matter courses, personal, social and emotional growth, and K-12 schooling experiences. Potential teachers are encouraged to begin introductory school experiences as early as possible in the subject matter program. 3 hours lecture.  (021892)
**Grade Basis:** Graded
**Repeatability:** You may take this course for a maximum of 6 units
**Course Attributes:** Lower Division

**EDTE 302  Access and Equity in Education**  3 Units
**Typically Offered:** Fall and spring
Prospective teachers examine socio-political issues of education relative to current demographics of California schools, integration of multicultural education, and promotion of social justice. Candidates identify, analyze, and minimize personal and institutional bias and explore the complexities of living and teaching in a pluralistic, multicultural society. Candidates identify barriers English Learners experience in becoming full participants in the school program and strategies for assisting students in overcoming these barriers. 3 hours lecture.  (002977)
**Grade Basis:** Graded
**Repeatability:** You may take this course for a maximum of 6 units
**Course Attributes:** Lower Division

**EDTE 308  Teaching and Learning Beyond K-12**  1-3 Units
**Typically Offered:** Inquire at department
This course is for special topics offered for 1.0-3.0 units. Typically the topic is offered on a one-time-only basis and may vary from term to term and be different for different sections. See The Class Schedule for the specific topic being offered. 0 hours supervision.  (021902)
**Grade Basis:** Graded
**Repeatability:** You may take this course for a maximum of 99 units
**Course Attributes:** Upper Division

**EDTE 398  Special Topics**  1-3 Units
**Typically Offered:** Inquire at department
This course is for special topics offered for 1.0-3.0 units. Typically the topic is offered on a one-time-only basis and may vary from term to term and be different for different sections. See The Class Schedule for the specific topic being offered. 0 hours supervision.  (021902)
**Grade Basis:** Graded
**Repeatability:** You may take this course for a maximum of 99 units
**Course Attributes:** Upper Division
EDTE 450  Health Education for Elementary School Teachers   1 Unit
Typically Offered: Fall and spring
Addresses major health issues affecting the child, including, but not limited to, health promotion and disease prevention, nutrition, substance use and abuse, and sexuality. Overview of health instruction framework for California public schools. Fulfills the state health education requirement for a preliminary teaching credential. 1 hour discussion.  (004393)
Grade Basis: Graded
Repeatability: You may take this course for a maximum of 1 unit
Course Attributes: Upper Division

EDTE 451  Health Education for Secondary School Teachers   3 Units
Typically Offered: Fall and spring
Addresses major health issues affecting the adolescent, including, but not limited to, health promotion and disease prevention, nutrition, substance use and abuse, and sexuality. Fulfills the state health education requirement for a preliminary teaching credential. 3 hours discussion.  (004394)
Grade Basis: Graded
Repeatability: You may take this course for a maximum of 3 units
Course Attributes: Upper Division

EDTE 490W  Liberal Studies Capstone (W)   3 Units W, GW
Prerequisite: GE Written Communication (A2) requirement, EDTE 302.
Typically Offered: Fall and spring
In this course, emerging teachers understand and utilize research approaches and related methodologies to study educational practices, curriculum, and policies. They become transformational intellectual leaders who identify anti-oppressive institutional practices and have the knowledge, skills and abilities to propose or lead change toward social and ecological justice. 3 hours discussion.  (021913)
Grade Basis: Graded
Repeatability: You may take this course for a maximum of 3 units
Course Attributes: Upper Division; Writing Course; Graduation Writing Assessment

EDTE 498  Special Topics   1-6 Units
Typically Offered: Inquire at department
This course is for special topics offered for 1.0-6.0 units. Typically the topic is offered on a one-time-only basis and may vary from term to term and be different for different sections. See the Class Schedule for the specific topic being offered. 6 hours seminar.  (020971)
Grade Basis: Graded
Repeatability: You may take this course more than once
Course Attributes: Upper Division

EDTE 520  Fundamentals of Teaching Practice for Elementary Teachers   3 Units
Typically Offered: Fall and spring
Teaching is an intellectual challenge that involves planning, facilitating, and reflecting on the process of student learning. Teacher candidates develop strategies necessary to create safe and structured learning environments and explore relationships among curriculum, instruction, assessment, and classroom climate to meet the needs of a diverse student population within a democratic society. This is a Multiple Subject Program course and is not applicable to a master’s degree. 3 hours seminar.  (002904)
Grade Basis: ABC/No Credit
Repeatability: You may take this course for a maximum of 3 units
Course Attributes: Upper Division

EDTE 521  Early Reading and Literacy Development in a Multi-Lingual/ Cross-Cultural Setting   3 Units
Typically Offered: Fall and spring
At the center of a working democracy is a literate population. This course provides a substantive, research-based approach to deliver and assess a comprehensive program of early (grades K-3) reading, literacy development, and related language arts instruction that is aligned with the California English Language Arts Academic Content Standards and the Reading/Language Arts Framework. Teacher candidates are introduced to the best practices associated with developing diverse students’ concepts about print, phoneme awareness, phonics knowledge, writing, spelling, reading fluency, and comprehension. Teacher candidates learn to use assessment tools to inform their instructional planning, text selection, and instructional approach. 3 hours seminar.  (002917)
Grade Basis: ABC/No Credit
Repeatability: You may take this course for a maximum of 3 units
Course Attributes: Upper Division

EDTE 522  Reading Comprehension and Content Area Literacy in the Multi-Lingual/Cross-Cultural Setting   3 Units
Typically Offered: Fall and spring
This course provides a substantive, research-based approach to deliver and assess a comprehensive program of systematic reading, writing, and related language arts instruction (grades 4-8) that is aligned with the state adopted English Language Arts Academic Content Standards for Students and the Reading/Language Arts Framework. Teacher candidates study reading and language arts methods in the context of democratic practices that include reading comprehension strategies instruction, a strong literature component; strategies that promote and guide pupil independent reading; and instructional approaches that incorporate listening, speaking, reading, and writing for children in multilingual, cross-cultural classrooms. 3 hours seminar.  (002918)
Grade Basis: ABC/No Credit
Repeatability: You may take this course for a maximum of 3 units
Course Attributes: Upper Division

EDTE 523A  Curriculum Theory and Practice: Math   3 Units
Typically Offered: Fall and spring
This course examines the principles and practices for elementary school instruction in mathematics within the context of democratic classroom practice. It includes application of national and state standards to planning curriculum and assessment, as well as selection and implementation of appropriate instructional strategies, resources, materials, and electronic teaching technologies to meet the educational needs of diverse student populations. 3 hours seminar.  (002921)
Grade Basis: ABC/No Credit
Repeatability: You may take this course for a maximum of 6 units
Course Attributes: Upper Division

EDTE 523B  Curriculum Theory and Practice: Science   2 Units
Typically Offered: Fall and spring
This course examines the principles and practices of elementary school instruction in science within in the context of democratic classroom practice. It includes application of national and state standards to planning curriculum and assessment, as well as selection and implementation of appropriate instructional strategies, resources, materials, and electronic teaching technologies to meet the educational needs of diverse student populations. 2 hours lecture.  (020714)
Grade Basis: ABC/No Credit
Repeatability: You may take this course for a maximum of 4 units
Course Attributes: Upper Division
EDTE 524A  Curriculum Theory and Practice: Social Studies  2 Units
Typically Offered: Fall and spring
This course examines the principles and practices for elementary school instruction in social studies within the context of democratic classroom practice. It includes application of national and state standards to planning curriculum and assessment, as well as selection and implementation of appropriate instructional strategies, resources, materials, and electronic teaching technologies to meet the educational needs of diverse student populations. 2 hours lecture.  (002922)
Grade Basis: ABC/No Credit
Repeatability: You may take this course for a maximum of 4 units
Course Attributes: Upper Division

EDTE 524B  Curriculum Theory and Practice: Arts  2 Units
Typically Offered: Fall and spring
This course examines the principles and practices of elementary school instruction in the arts (dance, music, visual art, and theatre) within the context of democratic classroom practice. It includes application of national and state standards to planning curriculum and assessment, as well as selection and implementation of appropriate instructional strategies, resources, materials, and electronic teaching technologies to meet the educational needs of diverse student populations. 2 hours lecture.  (020715)
Grade Basis: ABC/No Credit
Repeatability: You may take this course for a maximum of 4 units
Course Attributes: Upper Division

EDTE 525  Teaching Practicum I  6 Units
Prerequisite: Admission to the Department of Education Multiple Subject Program and completion of Block One courses.
Typically Offered: Fall and spring
This first of two teaching practica provides a developmental sequence of carefully planned substantive, supervised field experiences in the K-8 classroom, including opportunities to observe and apply democratic practices. Teacher candidate placements are determined through a collaborative effort of the University and colleagues in cooperating K-8 schools. This is a Multiple Subject Program course and is not applicable to a master's degree. 18 hours supervision.  (020010)
Grade Basis: Credit/No Credit
Repeatability: You may take this course for a maximum of 6 units
Course Attributes: Upper Division

EDTE 528  Synthesis of Teaching Theory and Practice  3 Units
Prerequisite: EDTE 529.
Typically Offered: Fall and spring
To meet the needs of students in a democratic society, teachers must be change agents in their schools and communities. This capstone course deepens candidates' knowledge and application of theories and practices necessary to execute the Plan-Teach-Assess-Reflect cycle of teaching in diverse classrooms. Candidates analyze research-based teaching practices as applied in classroom contexts, examine student learning outcomes, document their growth as teachers and set goals for their development as professional educators. 3 hours lecture.  (002923)
Grade Basis: ABC/No Credit
Repeatability: You may take this course for a maximum of 6 units
Course Attributes: Upper Division

EDTE 529  Teaching Practicum II  6-9 Units
Prerequisite: Successful completion of Practicum I (EDTE 525).
Typically Offered: Fall and spring
This second course in teaching practica continues the sequence of carefully planned substantive, supervised field experiences in the K-8 classroom. Teacher candidate placements are determined through a collaborative effort of the University and colleagues in cooperating K-8 schools. This is a Multiple Subject Program course and is not applicable to a master's degree. 0 hours supervision.  (002924)
Grade Basis: Credit/No Credit
Repeatability: You may take this course for a maximum of 9 units
Course Attributes: Upper Division

EDTE 530  Fundamentals of Teaching Practice for Secondary Teachers  3 Units
Typically Offered: Fall and spring
Teaching is an intellectual challenge that involves planning, facilitating, and reflecting on the process of student learning. Teacher candidates develop strategies necessary to create safe and structured learning environments and explore relationships among curriculum, instruction, assessment, and classroom climate to meet the needs of a diverse student population within a democratic society. This is a Single Subject Program course and is not applicable to a master's degree. 3 hours seminar.  (002935)
Grade Basis: ABC/No Credit
Repeatability: You may take this course for a maximum of 3 units
Course Attributes: Upper Division

EDTE 532  Literacy Development  3 Units
Typically Offered: Fall and spring
This course examines issues of language and literacy development for first and second language learners with an emphasis on the adolescent learner. Theory and research on the effects of prior knowledge, motivation, and culture on reading and writing are addressed. Specific reading, writing, speaking, and listening strategies to support comprehension in diverse student populations are emphasized. Assessment techniques specific to literacy development are explored. The central theme of the course is helping students (grades 7-12) become strategic readers and critical consumers of information in a democratic society. 3 hours seminar.  (002902)
Grade Basis: Graded
Repeatability: You may take this course for a maximum of 3 units
Course Attributes: Upper Division

EDTE 533  Subject Area Pedagogy I  3 Units
Typically Offered: Fall and spring
This course assists teacher candidates in applying democratic practices to subject matter content as they develop their skills in planning, facilitating, and assessing student learning in their selected disciplines. Teacher candidates design short-term and long-term curricula to deliver content-specific instruction that is consistent with the state-adopted academic content standards and the basic principles and primary values of the underlying disciplines. They consider various instructional designs, create engaging experiences for all learners, and develop content-appropriate methods of assessing student learning. 3 hours seminar.  (002937)
Grade Basis: Graded
Repeatability: You may take this course for a maximum of 3 units
Course Attributes: Upper Division
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<th>Course Title</th>
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<td>EDTE 534</td>
<td>Teaching Special Populations</td>
<td>2</td>
<td>Fall and spring</td>
<td>Admission to the Department of Education</td>
<td>This course focuses on legal mandates and practical instructional strategies for general education instructors working with the exceptional student. Content includes the general education teachers’ obligations under IDEA and ADA, the nature and range of exceptional students, models within schools for supporting special populations and selection of appropriate instructional materials and teaching strategies. The course addresses teachers’ attitudes toward inclusion and emphasizes the development of a positive climate of instruction for all special populations in the general classroom. This is a Single Subject Program course and is not applicable to a master’s degree. 2 hours lecture. (002938)</td>
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<td>EDTE 535</td>
<td>Teaching Practicum I</td>
<td>6</td>
<td>Fall and spring</td>
<td>Admission to the Department of Education</td>
<td>This first of two teaching practica provides a developmental sequence of carefully planned substantive, supervised field experiences in the 7-12 grade classroom, including opportunities to observe and apply democratic practices. Teacher candidate placements are determined through a collaborative effort of the University and colleagues in cooperating 7-12 grade schools. This course is a Single Subject Program course and is not applicable to a master’s degree. 18 hours supervision. (002939)</td>
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<td>EDTE 535A</td>
<td>Teaching Practicum I for Blended Mathematics</td>
<td>3</td>
<td>Fall and spring</td>
<td>Admittance to a Professional Education Program.</td>
<td>This is the first of two teaching practica designed for mathematics teachers. It provides a developmental sequence of carefully planned substantive, supervised field experiences in the 7-12 classroom, including opportunities to observe and apply mathematics-specific pedagogy and democratic practices. This course is a Single Subject Program course and is not applicable to a master’s degree program. 9 hours supervision. (020985)</td>
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<td>EDTE 536</td>
<td>Subject Area Pedagogy II</td>
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<td>This course increases the candidates’ awareness and understanding of issues, trends, challenges, and democratic practices of their selected areas of specialization. Teacher candidates advance their knowledge and skills in teaching academic content standards-based curriculum in the subject area guided by multiple measures of assessing student learning. They make and reflect on instructional decisions informed by educational theories and research, state-adopted materials and frameworks, and consultations with other professionals. 3 hours lecture. (002940)</td>
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<td>EDTE 537</td>
<td>Applications for Democratic Education</td>
<td>3</td>
<td>Fall and spring</td>
<td>Capstone course to be taken in the final semester</td>
<td>To meet the needs of students in a democratic and diverse society, teachers must be change agents in their school and community. This capstone course advances candidates' knowledge and skills in developing applications for authentic democratic classroom and school practice. 3 hours lecture. (002941)</td>
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<td>EDTE 538</td>
<td>Teaching Practicum II</td>
<td>9</td>
<td>Fall and spring</td>
<td>Successful completion of Practicum I (EDTE 535).</td>
<td>This second course in teaching practica continues the sequence of carefully planned substantive, supervised field experiences in the 7-12 grade classroom. Teacher candidate placements are determined through a collaborative effort of the University and colleagues in cooperating 7-12 grade schools. This is a Single Subject Program course and is not applicable to a master's degree. 27 hours supervision. (002942)</td>
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<td>EDTE 570</td>
<td>Establishing a Supportive Learning Environment</td>
<td>3</td>
<td>Spring only</td>
<td>Admission to a Professional Education Program.</td>
<td>This course facilitates observation of and engagement in multiple teaching tasks under the apprenticeship of a classroom teacher. A framework for lesson and unit design is developed. The relationship between curriculum, instruction, and assessment is explored. Candidates ascertain factors that affect instructional and classroom management strategies when two languages are used for instruction. California's current recommendations for educational reform and their affect on culturally and linguistically diverse populations are examined. In the Bilingual/Crosscultural Program, all or portions of this course may be conducted in Spanish. Candidates are assigned to a classroom for 20 hours of early field experience. This course is not applicable to a master's degree. 3 hours lecture. (020893)</td>
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<td>in Bilingual and/or General Education Classrooms</td>
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**University Catalog 2022-2023**
EDTE 575  Field Experience in Bilingual and/or General Education Classrooms  6 Units
Prerequisite: Admission to a Professional Education Program.
Typically Offered: Fall and spring
This course is the first in a two course series. It provides a developmental sequence of substantive, carefully planned experiences in a self-contained classroom. Candidates observe and reflect on instructional practices, organizational structures, and curriculum implementation. All candidates have significant experiences delivering comprehensive instruction to English Learners in at least one of the two field-based courses; bilingual candidates have at least one field-based experience in a bilingual classroom setting. The increase of instructional responsibilities is guided and determined by the University supervisor and cooperating teacher. This course is not applicable to a master’s degree. 18 hours supervision. (002932)
Grade Basis: Credit/No Credit
Repeatability: You may take this course for a maximum of 6 units
Course Attributes: Upper Division

EDTE 577  Student Teaching in Bilingual and/or General Education Classrooms  9 Units
Prerequisite: Admission to a Professional Education Program and successful completion of EDTE 570, EDTE 672, EDTE 673, and EDTE 575.
Typically Offered: Fall and spring
This second field-based course continues the developmental sequence of substantive, carefully planned experiences in a self-contained bilingual and/or general education classroom. Candidates assume daily teaching responsibility for whole-class instruction and management for at least two weeks. All candidates have significant experiences delivering comprehensive instruction to English Learners in at least one of the two field-based courses. Bilingual candidates have at least one field-based experience in a bilingual classroom setting. This course is not applicable to a master’s degree. 27 hours supervision. (002934)
Grade Basis: Credit/No Credit
Repeatability: You may take this course for a maximum of 9 units
Course Attributes: Upper Division

EDTE 580  Educational Psychology  3 Units
Prerequisite: Conditional admission to a Professional Education Program.
Typically Offered: Fall and spring
This course is designed to help candidates understand how students’ cognitive, personal-social, and physical development, and cultural and linguistic backgrounds are related to effective teaching and interpersonal relations in secondary schools. Major segments of instruction include the study of how students learn, remember, and make use of the knowledge they have acquired and how students’ educational growth is assessed in schools. Each candidate begins to use this knowledge to organize and manage a learning environment that supports student development, motivation, and learning. 3 hours seminar. (015899)
Grade Basis: Graded
Repeatability: You may take this course for a maximum of 3 units
Course Attributes: Upper Division

EDTE 585  Field Experience in TK-12 Settings  6 Units
Prerequisite: Admission to a Professional Education Program.
Typically Offered: Fall and spring
This course provides a developmental sequence of substantive, carefully planned experiences in TK-12 settings. Candidates observe and reflect on instructional practices, organizational structures and curriculum implementation. The increase of instructional responsibilities is guided and determined by the University supervisor and cooperating teacher. This course is not applicable to a master’s degree. 3 hours supervision. (002954)
Grade Basis: Credit/No Credit
Repeatability: You may take this course for a maximum of 6 units
Course Attributes: Upper Division

EDTE 587  Student Teaching in Subject-Specific and English Language Development Secondary Settings  9 Units
Prerequisite: Admission to a Professional Education Program and successful completion of EDTE 580, EDTE 585.
Typically Offered: Fall and spring
This second field-based course continues the developmental sequence of substantive, carefully planned experiences in a secondary setting. Candidates assume daily teaching responsibility for whole-class instruction and management for two or more teaching assignments. Candidates have significant experiences delivering comprehensive instruction to English Learners in content specific and English Language Development classrooms. This course is not applicable to a master’s degree. 27 hours supervision. (002957)
Grade Basis: Credit/No Credit
Repeatability: You may take this course for a maximum of 9 units
Course Attributes: Upper Division

EDTE 597  Independent Study  1-6 Units
Typically Offered: Inquire at department
0 hours lecture. (020472)
Grade Basis: Credit/No Credit
Repeatability: You may take this course for a maximum of 6 units
Course Attributes: Upper Division

EDTE 626  Teaching with Technology: Multiple Subject  1 Unit
Typically Offered: Summer session only
This course addresses the prudent, efficient, and appropriate uses of educational technology and distance learning as it relates to the teaching and learning process in the K-6 setting. 1 hour lecture. (002916)
Grade Basis: Graduate Graded
Repeatability: You may take this course for a maximum of 1 unit
Course Attributes: Graduate Division

EDTE 631  Teaching with Technology: Single Subject  1 Unit
Typically Offered: Summer session only
This course addresses the prudent, efficient, and appropriate uses of educational technology and distance learning as it relates to the teaching and learning process in the 7-12 setting. 1 hour lecture. (002936)
Grade Basis: Graduate Graded
Repeatability: You may take this course for a maximum of 1 unit
Course Attributes: Graduate Division
EDTE 660A  Teaching English Learners I 1 Unit
Prerequisite: Conditional admission to Professional Preparation Program.
Typically Offered: Fall and spring
This course prepares candidates to develop the knowledge, skills, and dispositions to teach in a diverse classroom setting. The candidates develop a conceptual framework for the learning and teaching of English Learners. Prospective K-12 teachers study pedagogical theories, principles, and practices for English Language acquisition and development. The effects of prior knowledge and culture on reading and writing are explored. Reading and writing strategies to promote students' access to and achievement in the academic content standards are addressed. Candidates utilize assessment information to diagnose students' language abilities and to design lessons that foster receptive and productive language processes. This course embeds the latest education research with practical application in a school setting. 1 hour lecture.  
(021099)
Grade Basis: Graduate Graded
Repeatability: You may take this course for a maximum of 1 unit
Course Attributes: Graduate Division

EDTE 660B  Teaching English Learners II 1 Unit
Prerequisite: EDTE 660A.
Typically Offered: Fall and spring
This course prepares candidates to develop the knowledge, skills, and dispositions to teach in a diverse classroom setting. The candidates develop a conceptual framework for the learning and teaching of English Learners. Prospective K-12 teachers study pedagogical theories, principles, and practices for English Language acquisition and development. The effects of prior knowledge and culture on reading and writing are explored. Reading and writing strategies to promote students' access to and achievement in the academic content standards are addressed. Candidates will utilize assessment information to diagnose students' language abilities and to design lessons that foster receptive and productive language processes. This course builds on the concepts learned in EDTE 660A. 1 hour lecture.  
(021098)
Grade Basis: Graduate Graded
Repeatability: You may take this course for a maximum of 1 unit
Course Attributes: Graduate Division

EDTE 662  Teaching Residency I 6 Units
Typically Offered: Fall only
This first of two teaching residency semesters combines intensive co-teaching and collaboration with a developmental sequence of carefully planned, substantive, supervised field experiences in TK-12 inclusive general education classrooms or special education settings. The residency provides opportunities to observe and apply democratic practices and to develop the skills and dispositions necessary to teach a diverse student population. Teacher candidate placements are determined through a collaborative effort of the university and colleagues in cooperating TK-12 schools. 18 hours supervision.  
(021006)
Cross listing(s): SPED 662
Grade Basis: Report in Progress: CR/NC
Repeatability: You may take this course for a maximum of 6 units
Course Attributes: Graduate Division

EDTE 663  Literacy Development and Assessment 4 Units
Typically Offered: Fall and spring
This course provides substantive, research-based instruction that builds the theoretical and practical knowledge base. This course enables candidates to deliver a comprehensive program of systematic instruction in reading, writing, and related language arts that is aligned with the California English Language Arts Academic Content Standards, the California Reading/Language Arts Framework, and the English Language Development Standards. Candidates learn to explicitly teach basic decoding, vocabulary, comprehension, and fluency skills and strategies to all students, including those with varied reading and language levels and background experiences and knowledge. Candidates work closely with classroom teachers, supervisors, and instructors to study and apply basic principles and practices of reading language arts instruction in carefully selected field experience sites. Candidates develop knowledge about factors influencing reading development, instructional strategies, beginning reading skills, content area reading, organizational practices, in-depth assessment practices, and materials. Candidates learn about teaching the language arts in rural educational settings, with an emphasis on incorporating strategies, approaches, and materials to support at-risk learners, English Learners, and special populations. Technology is used throughout the course as a tool of instruction and in candidate assignments. 4 hours lecture.  
(021007)
Cross listing(s): SPED 663
Grade Basis: Report in Progress: ABC/NC
Repeatability: You may take this course for a maximum of 4 units
Course Attributes: Graduate Division

EDTE 665  Teaching Residency II 6 Units
Prerequisite: EDTE 662/SPED 662 and permission of program.
Typically Offered: Spring only
This second of two teaching residency semesters combines intensive co-teaching and collaboration with a developmental sequence of carefully planned, substantive, supervised field experiences in TK-12 inclusive general education classrooms or special education settings. The residency provides opportunities to observe and apply democratic practices and to develop the skills and dispositions necessary to teach a diverse student population. Teacher candidate placements are determined through a collaborative effort of the university and colleagues in cooperating TK-12 schools. 18 hours supervision.  
(021058)
Cross listing(s): SPED 665
Grade Basis: Graduate Graded
Repeatability: You may take this course for a maximum of 6 units
Course Attributes: Graduate Division
EDTE 672  Teaching Reading in Bilingual and/or General Education Classrooms  4 Units
Prerequisite: Admission to a Professional Education Program.
Typically Offered: Fall only
This course provides substantive, research-based instruction that builds the theoretical and practical knowledge base of K - 12 literacy development. This enables candidates to deliver an effective and comprehensive program of instruction in reading/language arts in English and the students primary language which is aligned with the California English Language Arts and English Language Development Framework. Candidates examine the relationship among language development, literacy level in the primary (L1) and target language (L2), as well as the transfer of skills between L1 and L2. Selection and/or adaptation of appropriate strategies and materials for Emergent Bilinguals are modeled to facilitate candidates’ ability to apply them in their classrooms. Bilingual candidates review appropriate materials and resources available in English and in the students primary language. In the Bilingual/Crosscultural Program, all or portions of this course may be conducted in Spanish. This course may be applicable to a master's degree. 4 hours lecture. (020895)
Grade Basis: Graduate Graded
Repeatability: You may take this course for a maximum of 4 units
Course Attributes: Graduate Division

EDTE 673  Teaching English Learners: Literacy and Academic Access  3 Units
Prerequisite: Admission to a Professional Education Program.
Typically Offered: Fall only
Prospective K-12 teachers study pedagogical theories, principles, and practices for English Language acquisition and development. The effects of prior knowledge, literacy in the primary language, culture and the transferability of language skills on reading and writing are explored. Candidates utilize assessment information to diagnose students' language abilities and to design lessons that foster receptive and productive language processes. Bilingual instructional models are compared to examine the extent to which models best support instruction that is linguistically and culturally responsive and provide opportunities for parental involvement. In the Bilingual/ Crosscultural program, all or portions of this course may be conducted in Spanish. This course may be applicable to a master's degree. 3 hours lecture. (020896)
Grade Basis: Graduate Graded
Repeatability: You may take this course for a maximum of 3 units
Course Attributes: Graduate Division

EDTE 676B  Assessment in Bilingual and/or General Education K-12 Classrooms  3 Units
Prerequisite: Admission to a Professional Education Program, EDTE 570, EDTE 575, EDTE 671, EDTE 672, EDTE 673.
Typically Offered: Spring only
Candidates examine the relationship between instruction and assessment. They utilize assessment information to diagnose English learners' language abilities in Spanish and English and to design lessons in both languages. Topics include examination, use and interpretation of standardized test results, principles of curriculum-based assessment and considerations of cultural and linguistic diversity in assessment. Candidates are asked to analyze school and classroom assessment data; design and implement an intervention; examine outcomes; reflect on the teaching/learning process; and make recommendations for future instruction. In the Bilingual/Crosscultural program, all or portions of the course may be conducted in Spanish. This course may be applicable to a master's degree. 3 hours lecture. (021056)
Grade Basis: Graduate Graded
Repeatability: You may take this course for a maximum of 3 units
Course Attributes: Graduate Division

EDTE 673B  Classroom Management - Aspects of an engaged Classroom  1 Unit
Typically Offered: Special session only
Educator demonstrates an understanding of the value of student engagement in classroom management to promote an environment that is conducive to learning. 0 hours seminar. (022318)
Repeatability: You may take this course for a maximum of 1 unit

EDTE 839B  Arts Integration - Arts Integration in Mathematics  1 Unit
Typically Offered: Summer session only
Educator integrates an art form(s) into mathematics instruction to increase student learning and engagement. Types of Evidence Required: Lesson Plan AND video OR photo essay AND written analysis 0 hours seminar. (022306)
Repeatability: You may take this course for a maximum of 1 unit

Education

EDUC 189  Education Field Experience  1-3 Units
Typically Offered: Inquire at department
9 hours supervision. (002973)
Grade Basis: Graded
Repeatability: You may take this course for a maximum of 15 units
Course Attributes: Lower Division

EDUC 198  Special Topics  1-3 Units
Prerequisite: Department permission.
Typically Offered: Inquire at department
This course is for special topics offered for 1.0-3.0 units. Typically the topic is offered on a one-time-only basis and may vary from term to term and be different for different sections. See the Class Schedule for the specific topic being offered. 3 hours lecture. (002974)
Grade Basis: Graded
Repeatability: You may take this course more than once
Course Attributes: Lower Division

EDTE 676A  Interdisciplinary Instruction in Bilingual and/or General Education Self-Contained Classrooms  3 Units
Prerequisite: Admission to a Professional Education Program, EDTE 575.
Typically Offered: Spring only
This course prepares candidates to plan and deliver content-specific instruction for all students based on the student academic content standards and curriculum frameworks in history-social science. Bilingual candidates address the effects of instruction in two languages while planning standards-based instruction. The role of parents in the teaching/learning process is examined and strategies for promoting authentic parental participation are discussed. All or portions of this course may be conducted in Spanish. This course may be applicable to a master's degree. 3 hours lecture. (021055)
Grade Basis: Graduate Graded
Repeatability: You may take this course for a maximum of 3 units
Course Attributes: Graduate Division
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<td>Credit/No Credit</td>
<td>You may take this course for a maximum of 2 units</td>
<td>Upper Division</td>
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<tr>
<td>EDUC 501</td>
<td>Teaching Performance Assessment: I</td>
<td>2</td>
<td>fall and spring</td>
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<td>Credit/No Credit</td>
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<td>EDUC 501A</td>
<td>Teaching Performance Assessment: II</td>
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<td>fall and spring</td>
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<td>Credit/No Credit</td>
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<td>EDUC 502</td>
<td>Assessment of Teaching Performance: Introduction</td>
<td>2</td>
<td>fall and spring</td>
<td>Inquire at department</td>
<td>Credit/No Credit</td>
<td>You may take this course for a maximum of 12 units</td>
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<tr>
<td>EDUC 503</td>
<td>Assessment of Teaching Performance: Application</td>
<td>3</td>
<td>fall and spring</td>
<td></td>
<td>Credit/No Credit</td>
<td>You may take this course for a maximum of 6 units</td>
<td>Upper Division</td>
</tr>
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</table>
EDUC 504  Teaching with Technology  3 Units
**Typically Offered:** Summer session only
This course provides opportunities for participants to develop and utilize knowledge about technology in designing and delivering content to learners in the public schools. 3 hours lecture. (020477)

**Grade Basis:** Graded
**Repeatability:** You may take this course for a maximum of 3 units
**Course Attributes:** Upper Division

EDUC 505  Teacher Performance Assessment Remediation  1 Unit
**Typically Offered:** Fall and spring
This course addresses technical aspects of the Teaching Performance Assessment (TPA) remediation required by the California Commission on Teacher Credentialing as part of the requirements for earning a preliminary teaching credential. This course will review TPA scores, provide guidance for remediation as appropriate, and assign a new due date for their TPA. 1 hour seminar. (022322)

**Grade Basis:** Credit/No Credit
**Repeatability:** You may take this course for a maximum of 2 units
**Course Attributes:** Upper Division

EDUC 506  Level I: Introduction to Tutoring  1 Unit
**Typically Offered:** Fall and spring
An introduction to the concepts, terminology, and issues encountered in tutoring, including exploration of various learning theories. This course also provides students with the practice, training, and support necessary to become effective tutors. 1 hour seminar. (020459)

**Grade Basis:** Graded
**Repeatability:** You may take this course for a maximum of 1 unit
**Course Attributes:** Upper Division

EDUC 507  Level II: Advanced Tutoring  1 Unit
**Prerequisite:** EDUC 506 or faculty permission.
**Typically Offered:** Fall and spring
An advanced review of the concepts, terminology, and issues encountered in tutoring, including exploration of various learning theories. This course also provides students with the practice, training, and support necessary to become effective tutors by taking an active role in planning and facilitating components of Level I: Beginning Tutoring and Level II: Advanced Tutoring. 1 hour seminar. (020461)

**Grade Basis:** Graded
**Repeatability:** You may take this course for a maximum of 1 unit
**Course Attributes:** Upper Division

EDUC 508  Level III: Master Tutoring  1 Unit
**Prerequisite:** EDUC 507 or faculty permission.
**Typically Offered:** Fall and spring
An advanced review of the concepts, terminology, and issues encountered in tutoring, including exploration of various learning theories. This course also provides students with the practice, training, and support necessary to become effective tutors by taking an active role in planning and facilitating components of Level I: Beginning Tutoring and Level II: Advanced Tutoring. 1 hour seminar. (020461)

**Grade Basis:** Graded
**Repeatability:** You may take this course for a maximum of 1 unit
**Course Attributes:** Upper Division

EDUC 509  Managing Residential Program  2 Units
**Typically Offered:** Spring only
This course prepares Resident Advisor interns for the Upward Bound six-week summer program. The class is highly interactive; a combination of lecture and group discussion is used to assimilate dorm scenarios and possible solutions. Topics range from motivating teens toward higher education to dealing with teen life issues. 2 hours seminar. (020462)

**Grade Basis:** Graded
**Repeatability:** You may take this course for a maximum of 6 units
**Course Attributes:** Upper Division

EDUC 510  Managing Career Exploration  1-3 Units
**Typically Offered:** Spring only
This course prepares students to supervise a career exploration program. Students are responsible for attending eight evening class meetings during the semester as well as meeting with the academic coordinator on an individual basis. The class is highly interactive; a combination of lecture and group discussion are utilized in preparation for managing youth in various career exploration projects and employment safety scenarios. Topics covered range from helping teens be responsible employees and motivating teens towards higher education to dealing with teen life issues. Interns develop abilities to work in team settings and receive an orientation on Upward Bound, Upward Bound ESL, Upward Bound Math/Science policies, safety training, and child labor laws. 0 hours independent study. (020482)

**Grade Basis:** Graded
**Repeatability:** You may take this course for a maximum of 6 units
**Course Attributes:** Upper Division

EDUC 589A  Residential Program Practicum  4 Units
**Prerequisite:** EDUC 509.
**Typically Offered:** Spring only
This course provides hands-on residential experience for Resident Advisor interns through the Upward Bound project's six-week summer program. 4 hours seminar. (020463)

**Grade Basis:** Graded
**Repeatability:** You may take this course for a maximum of 12 units
**Course Attributes:** Upper Division

EDUC 589B  Career Exploration Practicum  4 Units
**Prerequisite:** EDUC 510.
**Typically Offered:** Spring only
This course provides ongoing empirical experience in a career exploration program. Student interns are responsible for supervising and instructing a team of high school students. Scenarios and topics from the Managing Career Exploration course (EDUC 510) are utilized and evaluated. 4 hours supervision. (020481)

**Grade Basis:** Graded
**Repeatability:** You may take this course for a maximum of 6 units
**Course Attributes:** Upper Division

EDUC 598  Special Topics  1-3 Units
**Prerequisite:** Department permission.
**Typically Offered:** Inquire at department
This course is for special topics offered for 1.0-3.0 units. Typically the topic is offered on a one-time-only basis and may vary from term to term and be different for different sections. See the Class Schedule for the specific topic being offered. 3 hours seminar. (020904)

**Grade Basis:** Graded
**Repeatability:** You may take this course more than once
**Course Attributes:** Upper Division
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Typically Offered</th>
<th>Prerequisite</th>
<th>Grade Basis</th>
<th>Repeatability</th>
<th>Course Attributes</th>
<th>Notes</th>
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<tr>
<td>EDUC 697</td>
<td>Independent Study</td>
<td>1-4</td>
<td>Inquire at department</td>
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<td>EDUC 812A</td>
<td>Art Education</td>
<td>1</td>
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<td>EDUC 814G</td>
<td>CIELO Lesson Study 2019</td>
<td>2</td>
<td>Special session only</td>
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<td>EDUC 831L</td>
<td>Current Issues in Art Ed: NAEA Webinars</td>
<td>1-3</td>
<td>Special session only</td>
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<td>EDUC 857C</td>
<td>2018 New Educator Weekend-South</td>
<td>1-2</td>
<td>Special session only</td>
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<td>Credit/No Credit</td>
<td>You may take this course for a maximum of 2 units</td>
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<td>EDUC 857D</td>
<td>2019 New Educator Weekend North</td>
<td>1-2</td>
<td>Special session only</td>
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<td>Credit/No Credit</td>
<td>You may take this course for a maximum of 2 units</td>
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<td>RDGL 540</td>
<td>Reading Competence Practicum</td>
<td>3</td>
<td>Fall and spring</td>
<td>Admission to Education Specialist Credential Program</td>
<td>Credit/No Credit</td>
<td>You may take this course for a maximum of 15 units</td>
<td>Upper Division</td>
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<tr>
<td>SPED 343</td>
<td>Overview of Special Education</td>
<td>3</td>
<td>Fall and spring</td>
<td>Admission to Education Specialist Credential Program</td>
<td>Credit/No Credit</td>
<td>You may take this course for a maximum of 6 units</td>
<td>Upper Division</td>
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<td>SPED 499</td>
<td>Special Problems</td>
<td>1-3</td>
<td>Faculty permission.</td>
<td></td>
<td>Credit/No Credit</td>
<td>You may take this course for a maximum of 3 units</td>
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<td>SPED 501</td>
<td>Seminar for Field Experience</td>
<td>1</td>
<td>Fall and spring</td>
<td>Admission to Education Specialist Credential Program</td>
<td>Credit/No Credit</td>
<td>You may take this course for a maximum of 6 units</td>
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<td>SPED 514</td>
<td>Supervised/Student Teaching - Mild/Moderate</td>
<td>3</td>
<td>Fall and spring</td>
<td>Admission to Education Specialist Credential Program</td>
<td>Credit/No Credit</td>
<td>You may take this course for a maximum of 15 units</td>
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<td>SPED 515</td>
<td>Supervised/Student Teaching - Moderate/Severe</td>
<td>3</td>
<td>Fall and spring</td>
<td>Admission to Education Specialist Credential Program</td>
<td>Credit/No Credit</td>
<td>You may take this course for a maximum of 15 units</td>
<td>Upper Division</td>
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**Education-Special Education**

SPED 343 Overview of Special Education

This is a survey course recommended for students interested in all types of exceptional learners and a prerequisite to professional preparation programs in the Department of Professional Studies in Education. Content includes (1) an overview of the characteristics, identification, and educational needs of special populations, (2) social, familial, biological, historical, cultural, economic, political, and legal contexts in which special education occurs, and (3) characteristics of effective programs. Includes a service learning experience. 3 hours lecture. (003010)

Grade Basis: Graded

Repeatability: You may take this course for a maximum of 3 units

Course Attributes: Upper Division

SPED 499 Special Problems

Prerequisite: Faculty permission.

Typically Offered: Inquire at department

This course is an independent study of special problems offered for 1.0-3.0 units. You must register directly with a supervising faculty member. 9 hours discussion. (020922)

Grade Basis: Credit/No Credit

Repeatability: You may take this course for a maximum of 6 units

Course Attributes: Upper Division

SPED 501 Seminar for Field Experience

Prerequisite: Admission to Education Specialist Credential Program.

Typically Offered: Fall and spring

Field practicum in general education cross-cultural setting. Development of awareness of the general education curriculum, instruction and management teaching skills and knowledge, assessing diverse student needs and academic progress, adapting classroom management techniques, and participating in collaborative activities. 1 hour seminar. (020480)

Grade Basis: Credit/No Credit

Repeatability: You may take this course for a maximum of 6 units

Course Attributes: Upper Division

This is a survey course recommended for students interested in all types of exceptional learners and a prerequisite to professional preparation programs in the Department of Professional Studies in Education. Content includes (1) an overview of the characteristics, identification, and educational needs of special populations, (2) social, familial, biological, historical, cultural, economic, political, and legal contexts in which special education occurs, and (3) characteristics of effective programs. Includes a service learning experience. 3 hours lecture. (003010)

Grade Basis: Graded

Repeatability: You may take this course for a maximum of 3 units

Course Attributes: Upper Division

SPED 514 Supervised/Student Teaching - Mild/Moderate Disabilities

Prerequisite: Admission to Education Specialist Credential Program.

Typically Offered: Fall and spring

Enrollees participate in, and assume full responsibility for, instruction of students with mild/moderate disabilities. 9 hours supervision. (020478)

Grade Basis: Credit/No Credit

Repeatability: You may take this course for a maximum of 15 units

Course Attributes: Upper Division

SPED 515 Supervised/Student Teaching - Moderate/Severe Disabilities

Prerequisite: Admission to Education Specialist Credential Program.

Typically Offered: Fall and spring

Enrollees participate in, and assume full responsibility for, instruction of students with moderate/severe disabilities. 9 hours supervision. (020479)

Grade Basis: Credit/No Credit

Repeatability: You may take this course for a maximum of 15 units

Course Attributes: Upper Division

This is a survey course recommended for students interested in all types of exceptional learners and a prerequisite to professional preparation programs in the Department of Professional Studies in Education. Content includes (1) an overview of the characteristics, identification, and educational needs of special populations, (2) social, familial, biological, historical, cultural, economic, political, and legal contexts in which special education occurs, and (3) characteristics of effective programs. Includes a service learning experience. 3 hours lecture. (003010)

Grade Basis: Graded

Repeatability: You may take this course for a maximum of 3 units

Course Attributes: Upper Division

SPED 514 Supervised/Student Teaching - Mild/Moderate Disabilities

Prerequisite: Admission to Education Specialist Credential Program.

Typically Offered: Fall and spring

Enrollees participate in, and assume full responsibility for, instruction of students with mild/moderate disabilities. 9 hours supervision. (020478)

Grade Basis: Credit/No Credit

Repeatability: You may take this course for a maximum of 15 units

Course Attributes: Upper Division

SPED 515 Supervised/Student Teaching - Moderate/Severe Disabilities

Prerequisite: Admission to Education Specialist Credential Program.

Typically Offered: Fall and spring

Enrollees participate in, and assume full responsibility for, instruction of students with moderate/severe disabilities. 9 hours supervision. (020479)

Grade Basis: Credit/No Credit

Repeatability: You may take this course for a maximum of 15 units

Course Attributes: Upper Division

This is a survey course recommended for students interested in all types of exceptional learners and a prerequisite to professional preparation programs in the Department of Professional Studies in Education. Content includes (1) an overview of the characteristics, identification, and educational needs of special populations, (2) social, familial, biological, historical, cultural, economic, political, and legal contexts in which special education occurs, and (3) characteristics of effective programs. Includes a service learning experience. 3 hours lecture. (003010)

Grade Basis: Graded

Repeatability: You may take this course for a maximum of 3 units

Course Attributes: Upper Division
SPED 520 Assessment and Evaluation in General and Special Education 3 Units
Prerequisite: SPED 343 or equivalent.
Typically Offered: Spring only
Study techniques used in assessing skills and needs of general and exceptional learners. Topics include examination of standardized tests in general and special education; use and interpretation of standardized test results; development and use of teacher-made techniques for assessment; principles of curriculum-based assessment; and consideration of cultural and linguistic diversity factors in assessment. Activities focus on construction of teacher-made instruments and on administration and scoring of selected standardized tests. This course is part of the Level I preparation program for education specialists in mild/moderate/severe disabilities. Enrollment is normally limited to Special Education Credential candidates. Other students may enroll with faculty permission. 3 hours seminar. (007958)
Grade Basis: Graded
Repeatability: You may take this course for a maximum of 3 units
Course Attributes: Upper Division

SPED 525 Teaching Practicum I: Education Specialist 6 Units
Prerequisite: Admission to the School of Education Special Education Program.
Typically Offered: Fall and spring
This first of two teaching practica provides a developmental sequence of carefully planned substantive, supervised field experiences in the K-12 special education classroom, including opportunities to observe and apply democratic practices. Teacher candidate placements are determined through a collaborative effort of the University and colleagues in cooperating schools. This is an Education Specialist course and is not applicable to a master’s degree. 18 hours supervision. (021465)
Grade Basis: Credit/No Credit
Repeatability: You may take this course for a maximum of 18 units
Course Attributes: Upper Division

SPED 529 Teaching Practicum II: Education Specialists 6-9 Units
Prerequisite: Admission to the School of Education Special Education Program.
Typically Offered: Fall and spring
This second course in teaching practica continues the sequence of carefully planned substantive, supervised field experiences in the K-12 special education classroom. Teacher candidate placements are determined through a collaborative effort of the University and colleagues in cooperating schools. This is an Education Specialist Program course and is not applicable to a master’s degree. 0 hours supervision. (021466)
Grade Basis: Credit/No Credit
Repeatability: You may take this course for a maximum of 27 units
Course Attributes: Upper Division

SPED 560 Inclusive Methods for Teaching Mathematics 2 Units
Prerequisite: Admission to Special Education professional preparation program or faculty permission.
Typically Offered: Spring only
This course focuses on strategies and methodologies of elementary school instruction in mathematics for general and special education. Prospective teachers examine relevant learning theory, practices, current research, recommendations, and state and national standards and framework documents pertaining to mathematics instruction. Included are strategies integrating modern technologies, problem solving, and manipulations. Practice in writing, delivering, and evaluating mathematics lessons and utilizing appropriate assessment practices. 2 hours lecture. (009294)
Grade Basis: Report in Progress: ABC/NC
Repeatability: You may take this course for a maximum of 2 units
Course Attributes: Upper Division

SPED 561 Curriculum and Instruction for Inclusive Settings 3 Units
Typically Offered: Fall and spring
This course focuses on the principles and practices of elementary school instruction in language arts, fine arts, mathematics, science, and social studies and national and state curriculum and subject matter standards. It includes selecting appropriate instructional strategies, lesson planning, assessment, service learning, writing goals and objectives, and methods for enhancing critical thinking and content area reading skills to meet the educational needs of culturally and linguistically diverse students. 3 hours lecture. (009295)
Grade Basis: ABC/No Credit
Repeatability: You may take this course for a maximum of 3 units
Course Attributes: Upper Division

SPED 562 Inclusive Methods for Teaching Science/Social Science/Arts 3 Units
Prerequisite: Admission to Special Education teacher preparation program or faculty permission.
Typically Offered: Spring only
This course addresses the major themes and basic fields of study underlying science, social science, and fine arts, K-6, and includes the instructional strategies, materials, and assessment formats that allow students to investigate areas of study. Fields of science history/social science and fine arts include the content standards for California public schools, current research, and national curriculum documents. 3 hours lecture. (009296)
Grade Basis: ABC/No Credit
Repeatability: You may take this course for a maximum of 3 units
Course Attributes: Upper Division

SPED 564 Management of Learning Environments 3 Units
Prerequisite: SPED 343, SPED 569. Recommended: senior standing.
Typically Offered: Fall and spring
This course focuses on instructional design and the management of safe and effective learning environments that facilitate positive self-efficacy and self-advocacy for all learners. Candidates learn about factors that impact success for all behavior learners in a standards-based classroom context, including behavior management models, varying communication styles and strategies for promoting positive, self-regulatory behavior, and instructional strategies to meet the needs of a diverse student population. 3 hours seminar. (009298)
Grade Basis: Graded
Repeatability: You may take this course for a maximum of 3 units
Course Attributes: Upper Division
SPED 569 Field Experience - General and Special Education  2 Units
Prerequisite: Concurrent enrollment in or prior completion of SPED 343.
Typically Offered: Fall and spring
Students enrolled in this course will participate in introductory field experiences in general and special education classroom settings. The course will include guided observations and exposure to varied educational environments and practices in teaching to diversity, and participating in special education and integrated regular education settings, preschool to adult levels. Settings include programs in schools and agencies that provide services to students of six categories of exceptionalities, including those from culturally and linguistically diverse populations. 2 hours discussion. (015978)
Grade Basis: Graded
Repeatability: You may take this course for a maximum of 15 units
Course Attributes: Upper Division

SPED 580 Introduction to Autism Spectrum Disorders  3 Units
Typically Offered: Fall and spring
This is a survey course recommended for students interested in autism spectrum disorders. Content includes: characteristics and educational needs of students within autism spectrum, including social, familial, biological, cultural and legal contexts; characteristics of effective programs including evidence-based practices and effective communication with support services. Includes a service-learning experience. 3 hours seminar. (021050)
Grade Basis: Graded
Repeatability: You may take this course for a maximum of 3 units
Course Attributes: Upper Division

SPED 582 Designated Instructional Services in Special Education  3 Units
Prerequisite: Admission to Credential Program.
Typically Offered: Fall and spring
The purpose of this course is to provide education specialist candidates and interns with in-depth knowledge of designated instructional services (DIS) and related services for students who qualify for special education services. Students learn how to determine eligibility, assess, and collaborate with related service providers such as speech and language, deaf and hard of hearing services, orientation and mobility, career counseling, OT, PT, APE, health and specialized services, AT, behavior intervention services, transition, etc. Students learn how to consider service delivery options for the LRE, FAPE, and educational benefits. 3 hours lecture. (022182)
Grade Basis: Report in Progress: ABC/NC
Repeatability: You may take this course for a maximum of 3 units
Course Attributes: Upper Division

SPED 598 Special Topics  1-3 Units
Prerequisite: Department permission.
Typically Offered: Inquire at department
This course is for special topics offered for 1.0-3.0 units. Typically the topic is offered on a one-time-only basis and may vary from term to term and be different for different sections. See the Class Schedule for the specific topic being offered. 3 hours seminar. (009310)
Grade Basis: Graded
Repeatability: You may take this course more than once
Course Attributes: Upper Division

SPED 599 Independent Study  1-3 Units
Prerequisite: Faculty permission.
Typically Offered: Inquire at department
This course is an independent study of special problems offered for 1.0-3.0 units. You must register directly with a supervising faculty member. 3 hours supervision. (009311)
Grade Basis: Credit/No Credit
Repeatability: You may take this course for a maximum of 6 units
Course Attributes: Upper Division

SPED 637 Curriculum and Instruction -- Moderate/Severe Disabilities  3 Units
Prerequisite: Admission to and satisfactory progress in special education preparation program or faculty permission.
Typically Offered: Fall only
Curricula, instructional models, methods, and materials for students with moderate/severe disabilities. Study of techniques for developing programs that are critical, functional, and comprehensive across life skills, community, vocational, social, and cognitive domains. Emphasizes on individualized learning styles, use of adaptations and instruction in integrated natural environments. 3 hours discussion. (003101)
Grade Basis: Graduate Graded
Repeatability: You may take this course for a maximum of 3 units
Course Attributes: Graduate Division

SPED 639 Advanced Curriculum Content: Moderate/Severe Disabilities  3 Units
Prerequisite: Admission to Special Education Level II program or faculty permission.
Typically Offered: Spring only
Advanced curricula, instructional models, methods, and materials for students with moderate/severe disabilities. Databased decision making: advanced behavioral, emotional, environmental supports; and development of specific emphasis in moderate/severe disabilities. 3 hours seminar. (009316)
Grade Basis: Graduate Graded
Repeatability: You may take this course for a maximum of 3 units
Course Attributes: Graduate Division

SPED 661 Inclusive Theories and Practices in Special Education  3 Units
Typically Offered: Spring only
This course invites candidates to develop theories, knowledge, and dispositions to teach in a variety of educational settings serving students with disabilities. Integrating knowledge and practice from the fields of disability studies and special education, candidates explore critical topics including: disability in society and schools; the intersection of disability status with race, class, ethnicity, language, sexual orientation, and gender identities; and strategies for developing and enacting inclusive special education policies, practices, assessments, and curricula. 3 hours lecture. (021005)
Grade Basis: Graduate Graded
Repeatability: You may take this course for a maximum of 3 units
Course Attributes: Graduate Division
SPED 662  Teaching Residency I  6 Units
Typically Offered: Fall only
This first of two teaching residency semesters combines intensive co-teaching and collaboration with a developmental sequence of carefully planned, substantive, supervised field experiences in TK-12 inclusive general education classrooms or special education settings. The residency provides opportunities to observe and apply democratic practices and to develop the skills and dispositions necessary to teach a diverse student population. Teacher candidate placements are determined through a collaborative effort of the university and colleagues in cooperating TK-12 schools. 18 hours supervision. (021006)
Cross listing(s): EDTE 662
Grade Basis: Report in Progress: CR/NC
Repeatability: You may take this course for a maximum of 6 units
Course Attributes: Graduate Division

SPED 663  Literacy Development and Assessment  4 Units
Typically Offered: Fall and spring
This course provides substantive, research-based instruction that builds the theoretical and practical knowledge base. This course enables candidates to deliver a comprehensive program of systematic instruction in reading, writing, and related language arts that is aligned with the California English Language Arts Academic Content Standards, the California Reading/Language Arts Framework, and the English Language Development Standards. Candidates learn to explicitly teach basic decoding, vocabulary, comprehension, and fluency skills and strategies to all students, including those with varied reading and language levels and background experiences and knowledge. Candidates work closely with classroom teachers, supervisors, and instructors to study and apply basic principles and practices of reading language arts instruction in carefully selected field experience sites. Candidates develop knowledge about factors influencing reading development, instructional strategies, beginning reading skills, content area reading, organizational practices, in-depth assessment practices, and materials. Candidates learn about teaching the language arts in rural educational settings, with an emphasis on incorporating strategies, approaches, and materials to support at-risk learners, English Learners, and special populations. Technology is used throughout the course as a tool of instruction and in candidate assignments. 4 hours lecture. (021007)
Cross listing(s): EDTE 663
Grade Basis: Report in Progress: ABC/NC
Repeatability: You may take this course for a maximum of 4 units
Course Attributes: Graduate Division

SPED 664  Instructional and Assistive Technology  3 Units
Prerequisite: Admission to Education Specialist Credential Program.
Typically Offered: Spring only
This course addresses the use of instructional and assistive technology for the organization and management of interventions to meet the needs of the full range of learners. In this course, enrollees will demonstrate competence in administering, interpreting and utilizing instructional and assistive technology to provide access to learning and to use those tools to promote formal and informal assessments of the literacy and communication skills of students with disabilities for the purposes of developing and implementing academic literacy. Enrollees will learn to conduct assessments, provide instruction, and special education services to individuals with academic language and/or communication needs in the areas of language and literacy development, including specific literacy required to meet state-adopted content standards and student IEP goals. Enrollees will learn how to use instructional and assistive technology. 3 hours seminar. (021048)
Grade Basis: Graduate Graded
Repeatability: You may take this course for a maximum of 3 units
Course Attributes: Graduate Division

SPED 665  Teaching Residency II  6 Units
Prerequisite: EDTE 662/SPED 662 and permission of program.
Typically Offered: Spring only
This second of two teaching residency semesters combines intensive co-teaching and collaboration with a developmental sequence of carefully planned, substantive, supervised field experiences in TK-12 inclusive general education classrooms or special education settings. The residency provides opportunities to observe and apply democratic practices and to develop the skills and dispositions necessary to teach a diverse student population. Teacher candidate placements are determined through a collaborative effort of the university and colleagues in cooperating TK-12 schools. 18 hours supervision. (021058)
Cross listing(s): EDTE 665
Grade Basis: Graduate Graded
Repeatability: You may take this course for a maximum of 6 units
Course Attributes: Graduate Division

SPED 671  Technology in Specialized Instruction  2 Units
Typically Offered: Fall and spring
Principles and practices of the use of technology in the classroom including distance communication; selecting appropriate hardware and software for assessment and data collection purposes; instructional strategies, the enhancement of critical thinking and problem solving skills, and assistive technology to meet the needs of students with disabilities. 2 hours lecture. (009314)
Grade Basis: Graduate Graded
Repeatability: You may take this course for a maximum of 2 units
Course Attributes: Graduate Division

SPED 672  Curriculum and Instruction -- Mild/Moderate Disabilities  3 Units
Prerequisite: Admission to and satisfactory progress in special education preparation program or faculty permission.
Typically Offered: Fall and spring
Curriculum, instructional models, methods, and materials for students with mild/moderate disabilities. Modifications of core curriculum and instructional approaches used in specialized or generalized settings. 3 hours discussion. (003100)
Grade Basis: Graduate Graded
Repeatability: You may take this course for a maximum of 3 units
Course Attributes: Graduate Division
SPED 680  Advanced Methods and Curriculum for Students with Autism Spectrum Disorders  3 Units
Prerequisite: Admission to Education Specialist Credential Program, SPED 580.
Typically Offered: Fall and spring
The purpose of this course is to provide education specialist candidates and interns with in depth knowledge of educational services for students who have an Autism Spectrum Disorder (ASD). Students evaluate and apply evidence based practices in language curricula, core curricula and behavioral programs and strategies designed specifically for K-12 students with ASD. Students in this course learn and apply appropriate accommodations, modifications and other academic supports for students with ASD in general education environments. 3 hours seminar. (021049)
Grade Basis: Graduate Graded
Repeatability: You may take this course for a maximum of 3 units
Course Attributes: Graduate Division

SPED 691  Collaboration and Laws in Special Education  3 Units
Prerequisite: Admission to Special Education Professional Preparation program or faculty permission.
Typically Offered: Spring only
Roles and relationships of families and professionals involved in the special education service delivery process. Emphasis on developing professional communication with administrators, general education personnel, specialists, paraprofessionals, district personnel. Pre-referral services and interactions, student study/student success teams, IEP/ITP teams and co-teaching models. Development of conferencing, guidance and referral skills for use with students with disabilities and their families. Includes understanding and application of laws and regulations which relate to Federal, state and Local Master Plan compliance requirements in Special Education. Development of sensitivity to multicultural, community-based, and socio-economic factors involved in serving the individual and family. 3 hours lecture. (009312)
Grade Basis: Graduate Graded
Repeatability: You may take this course for a maximum of 3 units
Course Attributes: Graduate Division

SPED 692  Classroom Management for Individuals with Exceptional Needs  3 Units
Prerequisite: Admission to and satisfactory progress in special education preparation program or faculty permission.
Typically Offered: Fall only
This course is designed to provide participants with an in-depth examination of basic behavioral theory and principles of learning as they apply to classroom management of exceptional students. 3 hours seminar. (003094)
Grade Basis: Graduate Graded
Repeatability: You may take this course for a maximum of 6 units
Course Attributes: Graduate Division

School of Education
The Faculty
Annie Adamian  2014
Associate Professor
Doctor of Education Univ Of San Francisco

Carolyn Adkisson  2005
Lecturer
Master of Arts; Master of Arts CSU-Chico; CSU-Chico

Nora A Aguilar McKay  2014
Lecturer
Bachelor of Arts CSU-Chico

Galen T Anderson  2010
Lecturer
Master of Arts Cal St Univ-Chico

Paul L Bailey  2002
Lecturer
Master of Arts CSU-Chico

Kathi A Balasek  2006
Lecturer
Master of Arts CSU-Chico

Michelle L Baxter  2021
Lecturer
Doctor of Education Concordia University Irvine

Claudia M Bertolone-Smith  2019
Assistant Professor
Doctor of Philosophy Univ Of Nevada-Reno

Amy M Besnard  2013
Lecturer
Master of Arts CSU-Chico

Pedro A Caldera  2021
Lecturer
Master of Arts CSU-Chico

Robert R Callahan  2015
Lecturer
Master of Science CSU-Chico

Jacqueline N Campos  2011
Lecturer
Bachelor of Science CSU-Chico

Linda C Carol  2002
Lecturer
Master of Arts CSU-Chico

Theresa L Carrio  2014
Lecturer
Master of Arts Univ Of San Francisco

Jamie A Cinquini  2017
Lecturer
Master of Education CSU-Chico

Diane L Clark  2021
Lecturer
Bachelor of Arts CSU-Chico

Jamie L Combs  2022
Lecturer
Master of Education CSU-Chico

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Lecturer
Master of Arts CSU-Humboldt

Marysol De La Torre-Escobedo  2018
Lecturer
Master of Science Stanford Univ
Stacy B Doughman  2009  
Lecturer  
Master of Arts Cal St Univ-Chico

Morton J Geivett  2021  
Lecturer  
Doctor of Education Univ Of Laverne

Michael A Gulbransen  2015  
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Master of Arts Brandman University

Jamie L Gunderson  2018  
Assistant Professor  
Doctor of Education Univ Of Nevada-Las Vegas

Jane E Hagin  2019  
Lecturer  
Master of Science CSU-Fullerton

Marian R Hall  2017  
Lecturer  
Master of Arts CSU-Chico

Charlotte C Harkness  2021  
Lecturer  
Master of Arts CSU-Chico

Laura J Holman  2005  
Lecturer  
Master of Arts CSU-Chico

Rebecca F Justeson  2002  
Director  
Education Specialist Univ Of The Pacific

Sharon A Kennedy  2016  
Lecturer  
Doctor of Arts Saint Mary’S College Of Cal

Blake R Kitchen  2020  
Lecturer  
Master of Arts CSU-Chico

Lisa D Kitchen  2021  
Lecturer  
Bachelor of Arts CSU-Chico

Aaron Koch  2017  
Lecturer  
Doctor of Education Univ Of Central Florida

Marjorie J Kucich  2010  
Lecturer  
Bachelor of Science Cal St Univ-Chico

Daniel R La Bar  2003  
Lecturer  
Bachelor of Arts Cal St Univ-Chico

Beverly A Landers  2013  
Lecturer  
Master of Arts CSU-Chico

Catherine A Lemmi  2019  
Assistant Professor

Doctor of Philosophy Stanford Univ

Vickie L Lourenco  2001  
Lecturer  
Master of Arts CSU-Chico

Kristin J Lower  2018  
Lecturer  
Master of Education CSU-Chico

Allison J McConnell  2019  
Lecturer  
Master of Science CSU-Chico

Suzanne F Michelony  2017  
Lecturer  
Master of Science CSU-San Francisco

Melissa B Miller  2000  
Professor  
Doctor of Philosophy Stanford Univ

Linda D Mobilio  2006  
Lecturer  
Master of Education Cal St Univ-Chico

Char A Moffit  2017  
Assistant Professor  
Doctor of Science Univ Of Nevada-Las Vegas

John Mouanoutoua  2019  
Assistant Professor  
Doctor of Philosophy Univ Of Minnesota Twin Cities

Browning M Neddeau  2019  
Assistant Professor  
Doctor of Education Univ Of San Francisco

Jennifer Oloff-Lewis  2010  
Chair  
Doctor of Philosophy Arizona St Univ

Jennifer Oloff-Lewis  2010  
Professor  
Doctor of Philosophy Arizona St Univ

Debbi D Parcell  2022  
Lecturer  
Master of Education Concordia Teachers College

Michelle L Rabo  2021  
Lecturer  
Master of Arts National Univ

Jordan M Reeves  2017  
Lecturer  
Master of Education National Univ

Ronald E Riggs  2022  
Lecturer  
Masters Degree Univ Of San Diego

Lawrence F Robins  2017  
Lecturer  
Doctor of Education Univ Of Southern Cal
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<th>Name</th>
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<tr>
<td>Jessica A Sanford</td>
<td>2021</td>
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<td>Victor S Sbarbaro</td>
<td>1984</td>
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<td>Alfred R Schademan</td>
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<td>Benjamin E Seipel</td>
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<td>Lindsey C Serrao</td>
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<td>Vicki M Shadd</td>
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<td>Stacie Shatkin</td>
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<td>Kari L Tyler</td>
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<td>Kimberly J Tyler</td>
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<td>Erin H Whitney</td>
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<td>Genavra M Williamson</td>
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<tr>
<td>Charles G Zartman</td>
<td>1985</td>
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<td>Doctor of Philosophy Univ Of Colorado At Boulder</td>
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**Emeritus Faculty**

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<td>Julia A Roth</td>
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<td>Ann K Schulte</td>
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<td>2001</td>
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<tr>
<td>Paula M Selvester</td>
<td>Professor</td>
<td>1991</td>
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<td>Maria T Sudduth</td>
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<tr>
<td>Nancy L Williams</td>
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<td>1972</td>
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</tbody>
</table>
Emeritus
Master of Arts Cal St Univ-Chico