

# EDUCATION

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## Insight

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.

## Experience

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.

## Outlook

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.

## Accreditation

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

## Programs

### Undergraduate

#### Minors

- Special Education Minor (<https://catalog.csuchico.edu/colleges-departments/college-communication-education/education/special-education-minor/>)

#### Credentials

- Basic Teaching Credentials (<https://catalog.csuchico.edu/colleges-departments/college-communication-education/education/basic-teaching-credentials/>)
- Concurrent Credential Program (<https://catalog.csuchico.edu/colleges-departments/college-communication-education/education/concurrent-credential-program/>)
- Education Specialist Credential Program (<https://catalog.csuchico.edu/colleges-departments/college-communication-education/education/education-specialist-credential-program/>)
- Multiple Subject Credential Program (<https://catalog.csuchico.edu/colleges-departments/college-communication-education/education/multiple-subject-credential-program/>)
- Other School Personnel Credentials (<https://catalog.csuchico.edu/colleges-departments/college-communication-education/education/school-personnel-credentials/>)
- Single Subject Credential Program (<https://catalog.csuchico.edu/colleges-departments/college-communication-education/education/single-subject-credential-program/>)

## Graduate

### Master's

- Education MA (<https://catalog.csuchico.edu/colleges-departments/college-communication-education/education/education-ma/>)
- Teaching MA (<https://catalog.csuchico.edu/colleges-departments/college-communication-education/education/teaching-ma/>)

### Certificates

- Educational Technology and Distance Learning Certificate (<https://catalog.csuchico.edu/colleges-departments/college-communication-education/education/educational-technology-distance-learning/>)

See Course Description Symbols and Terms (<https://catalog.csuchico.edu/academic-standards-policies/course-description-symbols-terms/>) for an explanation of course description terminology and symbols, the course numbering system, and course credit units.

## 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:** Lower 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 K-12 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

**BLMC 689 CLAD Practicum****1-9 Units****Typically Offered:** Inquire at department

This course provides practicing professionals with the opportunity to place into practice newly developed understanding of diverse cultures and languages. The practicing professional will develop and implement newly acquired understanding of strategies, methodologies, and approaches to teaching a second language. Opportunities will be designed to allow the practicing professional to receive feedback and coaching to hone newly acquired skills and abilities through peer coaching models. 9 hours supervision. (001414)

**Grade Basis:** Credit/No Credit**Repeatability:** You may take this course for a maximum of 15 units**Course Attributes:** Graduate Division

## Education Administration

**EDAD 631 Educational Leadership: The Literature****6 Units****Typically Offered:** Summer session only

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 promotion of 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)

**Grade Basis:** Graduate Graded**Repeatability:** You may take this course for a maximum of 6 units**Course Attributes:** Graduate Division**EDAD 632 Educational Leadership: Current Conditions****6 Units****Typically Offered:** Fall only

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)

**Grade Basis:** Graduate Graded**Repeatability:** You may take this course for a maximum of 6 units**Course Attributes:** Graduate Division**EDAD 633 Educational Leadership: What Schools Can Be****6 Units****Typically Offered:** Spring only

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)

**Grade Basis:** Graduate Graded**Repeatability:** You may take this course for a maximum of 6 units**Course Attributes:** Graduate Division**EDAD 634 Educational Leadership: The First 100 Days****6 Units****Typically Offered:** Summer session only

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)

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

## Education-Curriculum and Instruction

**EDCI 110 Field Experience with Youth****1-2 Units****Prerequisite:** Faculty permission.**Typically Offered:** Fall and spring

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)

**Grade Basis:** Credit/No Credit**Repeatability:** You may take this course for a maximum of 6 units**Course Attributes:** Lower Division**EDCI 299 Special Problems****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. 9 hours supervision. (020334)

**Grade Basis:** Credit/No Credit**Repeatability:** You may take this course for a maximum of 6 units**Course Attributes:** Lower Division**EDCI 398 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. (020356)

**Grade Basis:** Graded**Repeatability:** You may take this course more than once**Course Attributes:** Upper Division**EDCI 411 Professional Strategies for Early Career Teachers****3 Units****Prerequisite:** Admission to the Beginning Teacher Support and Assessment Program (BTSA).**Typically Offered:** Spring only

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)

**Grade Basis:** Credit/No Credit**Repeatability:** You may take this course for a maximum of 3 units**Course Attributes:** Upper Division

**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. (002881)

**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. (002879)

**Grade Basis:** Report in Progress: CR/NC**Repeatability:** You may take this course for a maximum of 6 units**Course Attributes:** Graduate Division

## Education-Teacher Education

**EDTE 150 Introduction to the K-12 School Experience****2 Units****Typically Offered:** Fall and spring

This is an early field experience course for University students exploring a career in public schools. It affords students the opportunity to view the school community with hands-on, field-based learning. Through this kind of learning, students explore characteristics of diversity and also consider some important questions that pertain to their specific personal and professional goals. Guidance is provided to help students make important connections between academic studies, personal, social and emotional growth, and life in the K-12 school 2 hours lecture. (002897)

**Grade Basis:** Credit/No Credit**Repeatability:** You may take this course for a maximum of 2 units**Course Attributes:** Lower 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 3 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 seminar. (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:** Capstone course to be taken in the final semester of the program.**Corequisites:** 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 of academic content by 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



- EDTE 534 Teaching Special Populations** **2 Units**  
**Typically Offered:** Fall and spring  
 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)  
**Grade Basis:** ABC/No Credit  
**Repeatability:** You may take this course for a maximum of 2 units  
**Course Attributes:** Upper Division
- EDTE 535 Teaching Practicum I** **6 Units**  
**Prerequisite:** Admission to the Department of Education Single 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 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)  
**Grade Basis:** Credit/No Credit  
**Repeatability:** You may take this course for a maximum of 6 units  
**Course Attributes:** Upper Division
- EDTE 535A Teaching Practicum I for Blended Mathematics Candidates** **3 Units**  
**Typically Offered:** Fall and spring  
 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)  
**Grade Basis:** Credit/No Credit  
**Repeatability:** You may take this course for a maximum of 3 units  
**Course Attributes:** Upper Division
- EDTE 536 Subject Area Pedagogy II** **3 Units**  
**Typically Offered:** Fall and spring  
 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)  
**Grade Basis:** Graded  
**Repeatability:** You may take this course for a maximum of 12 units  
**Course Attributes:** Upper Division
- EDTE 537 Applications for Democratic Education** **3 Units**  
**Prerequisite:** Capstone course to be taken in the final semester of the program.  
**Typically Offered:** Fall and spring  
 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)  
**Grade Basis:** Graded  
**Repeatability:** You may take this course for a maximum of 6 units  
**Course Attributes:** Upper Division
- EDTE 538 Teaching Practicum II** **9 Units**  
**Prerequisite:** Successful completion of Practicum I (EDTE 535).  
**Typically Offered:** Fall and spring  
 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)  
**Grade Basis:** Credit/No Credit  
**Repeatability:** You may take this course for a maximum of 9 units  
**Course Attributes:** Upper Division
- EDTE 570 Establishing a Supportive Learning Environment in Bilingual and/or General Education Classrooms** **3 Units**  
**Prerequisite:** Admission to a Professional Education Program.  
**Typically Offered:** Spring only  
 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)  
**Grade Basis:** ABC/No Credit  
**Repeatability:** You may take this course for a maximum of 3 units  
**Course Attributes:** Upper Division

**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 masters 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

<p><b>EDTE 660A Teaching English Learners I</b> <span style="float: right;"><b>1 Unit</b></span></p> <p><b>Prerequisite:</b> Conditional admission to Professional Preparation Program.</p> <p><b>Typically Offered:</b> Fall and spring</p> <p>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)</p> <p><b>Grade Basis:</b> Graduate Graded</p> <p><b>Repeatability:</b> You may take this course for a maximum of 1 unit</p> <p><b>Course Attributes:</b> Graduate Division</p>	<p><b>EDTE 663 Literacy Development and Assessment</b> <span style="float: right;"><b>4 Units</b></span></p> <p><b>Typically Offered:</b> Fall and spring</p> <p>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)</p> <p><b>Cross listing(s):</b> SPED 663</p> <p><b>Grade Basis:</b> Report in Progress: ABC/NC</p> <p><b>Repeatability:</b> You may take this course for a maximum of 4 units</p> <p><b>Course Attributes:</b> Graduate Division</p>
<p><b>EDTE 660B Teaching English Learners II</b> <span style="float: right;"><b>1 Unit</b></span></p> <p><b>Prerequisite:</b> EDTE 660A.</p> <p><b>Typically Offered:</b> Fall and spring</p> <p>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 embeds the latest education research with practical application in a school setting. This course builds on concepts learned in EDTE 660A. 1 hour lecture. (021098)</p> <p><b>Grade Basis:</b> Graduate Graded</p> <p><b>Repeatability:</b> You may take this course for a maximum of 1 unit</p> <p><b>Course Attributes:</b> Graduate Division</p>	<p><b>EDTE 665 Teaching Residency II</b> <span style="float: right;"><b>6 Units</b></span></p> <p><b>Prerequisite:</b> EDTE 662/SPED 662 and permission of program.</p> <p><b>Typically Offered:</b> Spring only</p> <p>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)</p> <p><b>Cross listing(s):</b> SPED 665</p> <p><b>Grade Basis:</b> Graduate Graded</p> <p><b>Repeatability:</b> You may take this course for a maximum of 6 units</p> <p><b>Course Attributes:</b> Graduate Division</p>
<p><b>EDTE 662 Teaching Residency I</b> <span style="float: right;"><b>6 Units</b></span></p> <p><b>Typically Offered:</b> Fall only</p> <p>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)</p> <p><b>Cross listing(s):</b> SPED 662</p> <p><b>Grade Basis:</b> Report in Progress: CR/NC</p> <p><b>Repeatability:</b> You may take this course for a maximum of 6 units</p> <p><b>Course Attributes:</b> Graduate Division</p>	

**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/Cross-cultural 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 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**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 834B Teacher Leadership Diversity Equity and Cultural Competence Pathway - Explore and Challenge Inequity 1 Unit****Typically Offered:** Special session only

0 hours seminar. (022330)

**Repeatability:** You may take this course for a maximum of 1 unit**EDTE 837B 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



<p><b>EDUC 398 Special Topics</b> <span style="float: right;"><b>1-3 Units</b></span>  <b>Typically Offered:</b> 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 lecture. (003039)  <b>Grade Basis:</b> Graded  <b>Repeatability:</b> You may take this course more than once  <b>Course Attributes:</b> Upper Division</p>	<p><b>EDUC 501A Teaching Performance Assessment: I</b> <span style="float: right;"><b>2 Units</b></span>  <b>Typically Offered:</b> Fall and spring  This course addresses technical aspects of the Teaching Performance Assessment (TPA) required by the California Commission on Teacher Credentialing as part of the requirements for earning a preliminary teaching credential. Candidates learn how teaching performance assessments are evaluated. Scoring tools such as rubrics are explored. Technological topics include formatting and uploading responses, scanning documents for submission, and understanding online evaluation systems. This course is not applicable to a master's degree. 2 hours lecture. (020382)  <b>Grade Basis:</b> Credit/No Credit  <b>Repeatability:</b> You may take this course for a maximum of 4 units  <b>Course Attributes:</b> Upper Division</p>
<p><b>EDUC 399 Special Problems</b> <span style="float: right;"><b>1-3 Units</b></span>  <b>Typically Offered:</b> Inquire at department  This course is an independent study of special problems offered for 1.0-3.0 units. 0 hours lecture. (003040)  <b>Grade Basis:</b> Credit/No Credit  <b>Repeatability:</b> You may take this course for a maximum of 6 units  <b>Course Attributes:</b> Upper Division</p>	<p><b>EDUC 501B Teaching Performance Assessment: II</b> <span style="float: right;"><b>1 Unit</b></span>  <b>Typically Offered:</b> Fall and spring  This course addresses technical aspects of the Teaching Performance Assessment (TPA) required by the California Commission on Teacher Credentialing as part of the requirements for earning a preliminary teaching credential. Candidates learn how teaching performance assessments are evaluated. Scoring tools such as rubrics are explored. Technological topics include formatting and uploading responses, scanning documents for submission, and understanding online evaluation systems. This course is not applicable to a master's degree. 1 hour lecture. (021974)  <b>Grade Basis:</b> Credit/No Credit  <b>Repeatability:</b> You may take this course for a maximum of 2 units  <b>Course Attributes:</b> Upper Division</p>
<p><b>EDUC 498 Special Topics</b> <span style="float: right;"><b>1-6 Units</b></span>  <b>Typically Offered:</b> 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. (003130)  <b>Grade Basis:</b> Graded  <b>Repeatability:</b> You may take this course more than once  <b>Course Attributes:</b> Upper Division</p>	<p><b>EDUC 502 Assessment of Teaching Performance: Introduction</b> <span style="float: right;"><b>2 Units</b></span>  <b>Typically Offered:</b> Fall and spring  This course prepares candidates to reflect on their Teaching Practicum I experience and demonstrate their teaching knowledge, skills, and abilities in relation to the California Teaching Performance Expectations (TPEs) on a performance-based assessment. Candidates are provided with an overview of the Teaching Performance Assessment through preparation sessions, materials, and ongoing support from faculty and peers. Topics include task orientation, designing and implementing standards-based instruction, distinguishing between analysis and reflection, videotaping teaching, protecting anonymity, and using technology to present data. 2 hours lecture. (020383)  <b>Grade Basis:</b> Credit/No Credit  <b>Repeatability:</b> You may take this course for a maximum of 12 units  <b>Course Attributes:</b> Upper Division</p>
<p><b>EDUC 499 Special Problems</b> <span style="float: right;"><b>1-3 Units</b></span>  <b>Prerequisite:</b> Faculty permission.  <b>Typically Offered:</b> 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. 1 hour lecture. (003137)  <b>Grade Basis:</b> Credit/No Credit  <b>Repeatability:</b> You may take this course for a maximum of 6 units  <b>Course Attributes:</b> Upper Division</p>	<p><b>EDUC 503 Assessment of Teaching Performance: Application</b> <span style="float: right;"><b>3 Units</b></span>  <b>Typically Offered:</b> Fall and spring  This course prepares candidates to reflect on their Teaching Practicum II experience and demonstrate their teaching knowledge, skills, and abilities in relation to the California Teaching Performance Expectations (TPEs) on a performance-based assessment. Candidates are provided with an overview of the Teaching Performance Assessment through preparation sessions, materials, and ongoing support from faculty and peers. Topics include task orientation, modifying and adapting instruction, analyzing student work, using results to inform instruction, and using technology to present data. 3 hours lecture. (020384)  <b>Grade Basis:</b> Credit/No Credit  <b>Repeatability:</b> You may take this course for a maximum of 6 units  <b>Course Attributes:</b> Upper Division</p>
<p><b>EDUC 501 Teaching Performance Assessment</b> <span style="float: right;"><b>3 Units</b></span>  <b>Prerequisite:</b> Admission to a credential program.  <b>Typically Offered:</b> Fall and spring  This course addresses technical aspects of the Teaching Performance Assessment (TPA) required by the California Commission on Teacher Credentialing as part of the requirements for earning a preliminary teaching credential. Candidates learn how teaching performance assessments are evaluated. Scoring tools such as rubrics are explored. Technological topics include formatting and uploading responses, scanning documents for submission, and understanding online evaluation systems. This course is not applicable to a master's degree. 3 hours lecture. (022209)  <b>Grade Basis:</b> Credit/No Credit  <b>Repeatability:</b> You may take this course for a maximum of 3 units  <b>Course Attributes:</b> Upper Division</p>	

- 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 an opportunity to develop certainty, expertise, and increased confidence in the dynamics required in the role of tutoring by reviewing and highlighting specific skills, characteristics, and referral sources as well as by providing a detailed examination of the tutor cycle and its role in facilitating positive tutorial sessions. Students participate in projects related to Level I: Beginning Tutoring. 1 hour seminar. (020460)  
**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 and to develop professional presentation skills 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 12 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

**EDUC 697 Independent Study** 1-4 Units

**Typically Offered:** Inquire at department  
9 hours supervision. (003210)

**Grade Basis:** Report in Progress: Graded

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

**Course Attributes:** Graduate Division

**EDUC 812A Art Education** 1 Unit

**Typically Offered:** Special session only

2 hours seminar. (003239)

**Repeatability:** You may take this course for a maximum of 1 unit

**Course Attributes:** Summer

**EDUC 814G CIELO Lesson Study 2019** 2 Units

**Typically Offered:** Special session only

0 hours seminar. (022029)

**Repeatability:** You may take this course for a maximum of 2 units

**EDUC 831L Current Issues in Art Ed: NAEA Webinars** 1-3 Units

**Typically Offered:** Special session only

0 hours seminar. (022000)

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

**EDUC 857C 2018 New Educator Weekend-South** 1-2 Units

**Typically Offered:** Special session only

0 hours seminar. (021936)

**Repeatability:** You may take this course for a maximum of 2 units

**EDUC 857D 2019 New Educator Weekend North** 1-2 Units

**Typically Offered:** Special session only

0 hours seminar. (021938)

**Repeatability:** You may take this course for a maximum of 2 units

**Education-Reading/Language Arts****RDGL 540 Reading Competence Practicum** 3 Units

**Typically Offered:** Fall and spring

Multiple Subject Credential candidates review reading education and prepare for the California Reading Instruction Competence Assessment (RICA) exam. Course curriculum focuses on the California Reading Standards and RICA domains. 9 hours independent study. (015813)

**Grade Basis:** Credit/No Credit

**Repeatability:** You may take this course for a maximum of 9 units

**Course Attributes:** Upper Division

**RDGL 689 Internship in Teaching of Reading** 3 Units

**Prerequisite:** Faculty permission.

**Typically Offered:** Inquire at department

Supervised internship in selected aspects of reading development, including diagnostic practices, administration, supervision, and design of reading curriculum in schools; evaluation, in-service leadership, and treatment of reading problems. 9 hours supervision. (003205)

**Grade Basis:** Graduate Graded

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

**Course Attributes:** Graduate Division

**RDGL 697 Independent Study** 1-4 Units

**Typically Offered:** Inquire at department

9 hours supervision. (020819)

**Grade Basis:** Report in Progress: Graded

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

**Course Attributes:** Graduate Division

**Education-Special Education****SPED 343 Overview of Special Education** 3 Units

**Typically Offered:** Fall and spring

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** 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. 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** 1 Unit

**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

**SPED 514 Supervised/Student Teaching - Mild/Moderate Disabilities** 3 Units

**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** 3 Units

**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

**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 seminar. (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. Emphases 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

**Joseph V Comiskey** 2015

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  
Lecturer  
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



**Jessica A Sanford** 2021  
Lecturer

**Victor S Sbarbaro** 1984  
Lecturer  
Doctor of Education Univ Of Southern Cal

**Alfred R Schademan** 2008  
Professor  
Doctor of Philosophy Univ Of Rochester

**Karen A Schreder** 2017  
Lecturer  
Master of Arts CSU-Chico

**Benjamin E Seipel** 2011  
Associate Professor  
Doctor of Philosophy Univ Of Minnesota Twin Cities

**Lindsey C Serrao** 2019  
Lecturer  
Master of Arts CSU-Chico

**Vicki M Shadd** 1998  
Lecturer  
Master of Arts CSU-Sacramento

**Stacie Shatkin** 2021  
Lecturer  
Master of Science National Univ

**John R Shepherd** 2018  
Lecturer  
Master of Arts CSU-Chico

**Erica L Sheridan** 2021  
Lecturer  
Master of Arts Univ Of Cal-Berkeley

**Tal Slemrod** 2014  
Associate Professor  
Doctor of Philosophy Univ Of Washington

**Karen L Soon** 2020  
Lecturer  
Master of Arts CSU-Chico

**Elizabeth A Stevens** 2010  
Lecturer  
Master of Education CSU-Chico

**Margaret C Tebo** 2021  
Lecturer  
Master of Arts CSU-Chico

**David L Teja** 2003  
Lecturer  
Master of Arts Cal St Univ-Chico

**Maris R Thompson** 2008  
Professor  
Doctor of Philosophy Univ Of Cal-Berkeley

**Teresa L Tindill** 2021  
Lecturer

Master of Education CSU-Chico

**Kari L Tyler** 2012  
Lecturer  
Master of Public Health Walden University

**Kimberly J Tyler** 2019  
Lecturer  
Master of Arts CSU-Chico

**Bretton A Varga** 2020  
Assistant Professor  
Doctor of Philosophy Univ Of South Florida

**Allison P Ward** 2021  
Lecturer  
Master of Arts CSU-Chico

**Jennifer N Wayman** 2020  
Lecturer  
Master of Arts Claremont Graduate School

**Erin H Whitney** 2016  
Assistant Professor  
Doctor of Arts Univ Of Pennsylvania

**Genavra M Williamson** 2013  
Lecturer  
Doctor of Education Univ Of Laverne

**Charles G Zartman** 1985  
Professor  
Doctor of Philosophy Univ Of Colorado At Boulder

## Emeritus Faculty

**Arthur Acker** 1923  
Emeritus

**Thomas T Blewett** 1956  
Emeritus

**Blaine L Bounous** 1954  
Emeritus

**Homer D Bronson** 1958  
Emeritus

**Patricia B Brose** 1967  
Emeritus

**Floyd F Caldwell** 1933  
Emeritus

**Helen S Carkin** 1958  
Emeritus

**Michelle R Cepello**  
Emeritus  
Doctor of Education Univ Of Southern Cal

**Lisa R Churchill**  
Emeritus  
Doctor of Philosophy Univ Of Cal-Los Angeles

**Daniel J Converse** 1970  
Emeritus

**Jesus Cortez Jr**

Emeritus  
Doctor of Philosophy Univ Of Washington

**Eileen M Cotton**

Emeritus

**Lawrence T Crawford** 1932

Emeritus

**Teresa M Davis**

Emeritus  
Doctor of Philosophy Univ Of Oregon

**Katharine W Dresden** 1949

Emeritus

**Vera H Ekwall** 1957

Emeritus

**Duane Falk** 1965

Emeritus

**John N Fisher** 1959

Emeritus

**Kathleen F Gabriel** 2007

Associate Professor  
Doctor of Education Univ Of Kansas Main Campus

**Kathryn L Gould** 1978

Emeritus  
Doctor of Philosophy Ohio St Univ Main Campus

**Cris E Guenter**

Emeritus  
Doctor of Education Univ Of Wyoming

**Hilda Hernandez**

Emeritus  
Doctor of Philosophy Stanford Univ

**Louis O Isabell** 1972

Emeritus

**Mary C Jensen**

Emeritus  
Doctor of Philosophy Univ Of Oregon

**Mary C Jensen**

Emeritus

**Bonnie J Johnson**

Emeritus

**Elyot W Johnson** 1968

Emeritus

**James E Johnson** 1970

Emeritus

**Charles L Johnson Jr** 1971

Emeritus  
Doctor of Philosophy Univ Of Oregon

**Marian I Jones** 1972

Emeritus

**Robert J Kohen**

Emeritus  
Master of Arts Cal St Univ-Chico

**Michael E Kotar**

Emeritus  
Doctor of Education Illinois St Univ

**Esther L Larocco**

Emeritus  
Doctor of Philosophy Univ Of Cal-Davis

**Patricia A Lyons** 1972

Emeritus

**Robert E MacDonald** 1969

Emeritus

**Devon J Metzger**

Emeritus  
Doctor of Education Indiana Univ Bloomington

**Paul L Moore**

Emeritus  
Doctor of Philosophy Univ Of Southern Cal

**John S Morgan** 1926

Emeritus

**Arnthia W Okelo** 1975

Emeritus  
Doctor of Philosophy Univ Of Cal-Berkeley

**Harlan E Palmer** 1967

Emeritus

**Laurie M Payne**

Emeritus  
Doctor of Education Oklahoma St Univ Main Campus

**Carolynn L Reynolds**

Emeritus  
Doctor of Philosophy Univ Of New Mexico Main Campus

**William M Rich**

Emeritus  
Doctor of Education Univ Of Southern Cal

**Julia A Roth**

Emeritus  
Master of Arts Cal St Univ-Chico

**Ann K Schulte** 2001

Professor  
Doctor of Philosophy Univ Of Wisconsin-Madison

**Paula M Selvester** 1991

Professor  
Doctor of Education Univ Of Southern Cal

**Maria T Sudduth**

Emeritus  
Master of Arts Cal St Univ-Chico

**Nancy L Williams** 1972

Emeritus  
Master of Arts Cal St Univ-Chico