EDUCATION-TEACHER EDUCATION (EDTE)

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.

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  Curriculum Theory and Practice: English  3 Units
Typically Offered: Fall and spring
This course examines the principles and practices of elementary school instruction in English 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. (002923)
Grade Basis: ABC/No Credit
Repeatability: You may take this course for a maximum of 6 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 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
- **Units:** 3
- **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
- **Units:** 3
- **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
- **Units:** 9
- **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
- **Units:** 3
- **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 examines. 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
- **Units:** 6
- **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
- **Units:** 9
- **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
- **Units:** 3
- **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  
**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  
**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  
**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  
**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  
**Typically Offered:** Summer session only  
This course addresses the prudent, efficient, and appropriate uses of educational technology and distance learning as it relates to the teaching and learning process in the 7-12 setting. 1 hour lecture.  
**(002936)**  
**Grade Basis:** Graduate Graded  
**Repeatability:** You may take this course for a maximum of 1 unit  
**Course Attributes:** Graduate Division

### EDTE 632  Literacy Development  
**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.  
**(022385)**  
**Grade Basis:** Graduate Graded  
**Repeatability:** You may take this course for a maximum of 3 units  
**Course Attributes:** Graduate Division

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

### EDTE 660B  Teaching English Learners II  
**Prerequisite:** EDTE 660A.  
**Typically Offered:** Fall and spring  
This course prepares candidates to develop the knowledge, skills, and dispositions to teach in a diverse classroom setting. The candidates develop a conceptual framework for the learning and teaching of English Learners. Prospective K-12 teachers study pedagogical theories, principles, and practices for English Language acquisition and development. The effects of prior knowledge and culture on reading and writing are explored. Reading and writing strategies to promote students’ access to and achievement in the academic content standards are addressed. Candidates will utilize assessment information to diagnose students’ language abilities and to design lessons that foster receptive and productive language processes. This course 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)**  
**Grade Basis:** Graduate Graded  
**Repeatability:** You may take this course for a maximum of 1 unit  
**Course Attributes:** Graduate Division
### EDTE 662 Teaching Residency I
**Typically Offered:** Fall only
This first of two teaching residency semesters combines intensive co-teaching and collaboration with a developmental sequence of carefully planned, substantive, supervised field experiences in TK-12 inclusive general education classrooms or special education settings. The residency provides opportunities to observe and apply democratic practices and to develop the skills and dispositions necessary to teach a diverse student population. Teacher candidate placements are determined through a collaborative effort of the university and colleagues in cooperating TK-12 schools. 18 hours supervision.  
(021006)

**Cross listing(s):** SPED 662

**Grade Basis:** Report in Progress: CR/NC

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

**Course Attributes:** Graduate Division

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

**Cross listing(s):** SPED 663

**Grade Basis:** Report in Progress: ABC/NC

**Repeatability:** You may take this course for a maximum of 4 units

**Course Attributes:** Graduate Division

### EDTE 665 Teaching Residency II
**Prerequisite:** EDTE 662/SPED 662 and permission of program.
**Typically Offered:** Spring only
This second of two teaching residency semesters combines intensive co-teaching and collaboration with a developmental sequence of carefully planned, substantive, supervised field experiences in TK-12 inclusive general education classrooms or special education settings. The residency provides opportunities to observe and apply democratic practices and to develop the skills and dispositions necessary to teach a diverse student population. Teacher candidate placements are determined through a collaborative effort of the university and colleagues in cooperating TK-12 schools. 18 hours supervision.  
(021058)

**Cross listing(s):** SPED 665

**Grade Basis:** Graduate Graded

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

**Course Attributes:** Graduate Division

### EDTE 667 Teaching Reading in Bilingual and/or General Education Classrooms
**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 672 Teaching Reading in Bilingual and/or General Education Classrooms
**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.  
(020896)

**Grade Basis:** Graduate Graded

**Repeatability:** You may take this course for a maximum of 4 units

**Course Attributes:** Graduate Division

### EDTE 667A Interdisciplinary Instruction in Bilingual and/or General Education Self-Contained Classrooms
**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 673 Teaching English Learners: Literacy and Academic Access
**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/Cross-cultural 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
**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 676 Interdisciplinary Instruction in Bilingual and/or General Education Self-Contained Classrooms
**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.  
(020896)

**Grade Basis:** Graduate Graded

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

**Course Attributes:** Graduate Division

### EDTE 677 Access
**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/Cross-cultural program, all or portions of this course may be conducted in Spanish. This course may be applicable to a master’s degree. 3 hours lecture.  
(020896)

**Grade Basis:** Graduate Graded

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

**Course Attributes:** Graduate Division
EDTE 676B  Assessment in Bilingual and/or General Education K-12  
Classrooms: 3 Units  
Prerequisite: Admission to a Professional Education Program, EDTE 570, EDTE 575, EDTE 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 825  CTA Summer Virtual Pass 2022 2nd Unit  
Typically Offered: Special session only  
0 hours seminar. (022351)  
Repeatability: You may take this course for a maximum of 1 unit  

EDTE 834B  Teacher Leadership Diversity Equity and Cultural Competence Pathway - Explore and Challenge Inequity  
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  
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  
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