

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 English Composition (1A), EDTE 302.

Typically Offered: Fall and spring

In this course, emerging teachers understand and utilize research approaches and related methodologies to study educational practices, curricula, 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 Requirement Course

<p>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</p>	<p>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</p>
<p>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</p>	<p>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</p>
<p>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</p>	<p>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</p>
<p>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</p>	<p>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</p>

- 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 Justice-Centered Instructional Methods** **3 Units**
Prerequisite: EDTE 536.
Typically Offered: Fall and spring
 This course supports emerging teachers by deepening their understanding of justice-centered praxes for teaching and learning subject matter content in their selected disciplines. Students design, implement, and critically reflect on content-specific lessons consistent with state-adopted standards. Emerging teachers consider various instructional designs, develop content-appropriate methods for assessing student learning, and create equitable and humanizing experiences that elevate educational experiences, opportunities, and life outcomes for all learners by drawing on justice-oriented theories, perspectives, and practices. 3 hours seminar. (002937)
Grade Basis: ABC/No Credit
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 Content Area Instructional Methods**3 Units****Typically Offered:** Fall only

This course explores the content, methodology, materials, and current research relevant to single-subject areas, with an emphasis on designing instruction that is accessible and inclusive for all learners. Students engage with the state curricular frameworks and standards appropriate for secondary school classrooms, focusing on aligning curricula to the Academic Content Standards for California Public Schools. The course incorporates Universal Design for Learning (UDL) principles to create flexible, student-centered instruction that meets diverse learning needs. Emphasis is placed on using formative and summative assessments to inform and adapt instruction, ensuring responsive teaching that promotes student growth. Candidates develop reflective practices aligned with the California Teacher Performance Expectations, preparing them to teach effectively in multicultural, multilingual, and inclusive classrooms. 3 hours seminar. (002940)

Grade Basis: ABC/No Credit**Repeatability:** You may take this course for a maximum of 3 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 540 Capstone Seminar for Single-Subject Educators****3 Units****Typically Offered:** Fall and spring

This capstone seminar for pre-service single-subject educators prepares candidates for a smooth transition into professional teaching roles by synthesizing key pedagogical concepts and practical skills from prior program coursework. Covering a range of topics from effective classroom management and facilitation techniques to navigating the IEP process, this course also addresses essential aspects of the teaching profession, such as child protection protocols, the induction process, and professionalism in educational settings. Students engage with real-world applications of these principles through collaborative discussions, case studies, and reflective exercises. This approach ensures that graduates are equipped with theoretical knowledge and practical skills that support a successful start in teaching and foster a deep understanding of their responsibilities within the profession. 3 hours lecture. (022730)

Grade Basis: ABC/No Credit**Repeatability:** You may take this course for a maximum of 3 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

EDTE 632 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. (022385)

Grade Basis: Graduate Graded

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

Course Attributes: Graduate Division

<p>EDTE 660A Teaching English Learners I 1 Unit</p> <p>Prerequisite: Conditional admission to Professional Preparation Program.</p> <p>Typically Offered: 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>Grade Basis: Graduate Graded</p> <p>Repeatability: You may take this course for a maximum of 1 unit</p> <p>Course Attributes: Graduate Division</p>	<p>EDTE 663 Literacy Development and Assessment 4 Units</p> <p>Typically Offered: 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>Cross listing(s): SPED 663</p> <p>Grade Basis: Report in Progress: ABC/NC</p> <p>Repeatability: You may take this course for a maximum of 4 units</p> <p>Course Attributes: Graduate Division</p>
<p>EDTE 660B Teaching English Learners II 1 Unit</p> <p>Prerequisite: EDTE 660A.</p> <p>Typically Offered: 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>Grade Basis: Graduate Graded</p> <p>Repeatability: You may take this course for a maximum of 1 unit</p> <p>Course Attributes: Graduate Division</p>	<p>EDTE 664 Integrated Pedagogy and Assessment 3 Units</p> <p>Typically Offered: Spring, summer, fall</p> <p>This course examines the principles and practices of elementary school instruction in science, social science, and arts. It includes the application of national and state standards to planning curriculum and assessment, as well as the selection and implementation of appropriate instructional strategies, resources, materials, and electronic teaching technologies to meet the educational needs of diverse student populations. 3 hours lecture. (021008)</p> <p>Grade Basis: Graduate Graded</p> <p>Repeatability: You may take this course for a maximum of 3 units</p> <p>Course Attributes: Graduate Division</p>
<p>EDTE 662 Teaching Residency I 6 Units</p> <p>Typically Offered: 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>Cross listing(s): SPED 662</p> <p>Grade Basis: Report in Progress: CR/NC</p> <p>Repeatability: You may take this course for a maximum of 6 units</p> <p>Course Attributes: Graduate Division</p>	<p>EDTE 665 Teaching Residency II 6 Units</p> <p>Prerequisite: EDTE 662/SPED 662 and permission of program.</p> <p>Typically Offered: 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>Cross listing(s): SPED 665</p> <p>Grade Basis: Graduate Graded</p> <p>Repeatability: You may take this course for a maximum of 6 units</p> <p>Course Attributes: 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 2 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. 2 hours seminar. (021056)

Grade Basis: ABC/No Credit**Repeatability:** You may take this course for a maximum of 2 units**Course Attributes:** Graduate Division**EDTE 804A CTA Fall 24 In-Person & Virtual Pass 5th Unit 1 Unit****Typically Offered:** Special session only

0 hours seminar. (022627)

Repeatability: You may take this course for a maximum of 1 unit**EDTE 825 CTA Summer Virtual Pass 2022 2nd Unit 1 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 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**EDTE 899A Aim High Professional Development 2 Units****Typically Offered:** Special session only

0 hours seminar. (022653)

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