





COLLEGE OF EDUCATION AND INTEGRATIVE STUDIES

www.csupomona.edu/~ceis

Barbara J. Way, Interim Dean
Gary W. Kinsey, Associate Dean

The College of Education and Integrative Studies (CEIS) is comprised of the undergraduate departments of Ethnic and Women's Studies, Liberal Studies, and the Department of Education which offers basic credential, advanced credential, and graduate programs. Interdisciplinary General Education, International Polytechnic High School, on-campus, fully accredited high school, administered through the Los Angeles County Office of Education. Departments pursue their goals independently and through joint development of pivotal, shared intellectual and social educational principles. There is a common commitment to inquiry-based, interactive instructional strategies and interdisciplinary curriculum.

International Polytechnic High School offers direct experiences for secondary education students, and offers a model high school education with critical thinking and innovative teaching at its core.

The mission of the College of Education and Integrative Studies is to educate responsible citizens to take leadership in creating a free and just society, and to act with authenticity and social conscience in an atmosphere of candor and trust. The college's objective is for faculty and students in CEIS to form a holistic and coherent learning community that will begin at the baccalaureate and continue through the professional program and master's degree.

In pursuit of this educational goal, the college emphasizes excellence, equality, and ethics at all levels in public and private domains, through a broad multicultural and multidisciplinary approach. In its commitment to these principles, CEIS chooses to embrace the ethical dimensions of human inquiry, behavior and interaction in all its educational endeavors. Pluralism and diversity are at the core of its educational philosophy, encouraging a genuine respect for individual and cultural diversity, and an understanding of the forces that impact humans in their local, regional, national and world communities. Consequently, while subscribing to the traditional mission of educational institutions to transmit knowledge, CEIS pledges that this knowledge will not reinforce or maintain unequal or unjust privilege.

CEIS believes that the creative transformation of knowledge is integral to learning. Knowledge, to remain vital, must be discovered by the learner, contemplated, interpreted, discussed, applied and acted upon, for the collective well-being of humans. CEIS pledges to foster knowledge that is broad, inquiry-based, interactive and diverse in form and substance.

DEPARTMENT OF EDUCATION

Jared Stallones, Co-chair and Coordinator, Single Subject Credential Program
Dorothy MacNevin, Co-chair and Coordinator, Graduate Studies Programs
Barbara Bromley, Coordinator, Education Specialist Level I and Level II Programs
Cesar Larriva, Coordinator, BCLAD Program
Kathi McNair, Teacher Intern Coordinator
Helen Rockett, Coordinator, Multiple Subjects Credential Program and Directed Teaching
Tony Avina, Coordinator, Educational Leadership Credential Programs

The mission of the Department of Education is to effectively prepare candidates to teach all K-12 students and understand the contemporary conditions of schooling. The Education Department is committed to excellent professional preparation that provides students with the opportunity to acquire the skills, intellectual strategies, critical attitudes, and broad perspectives necessary to serve the needs of schools and communities. Within this context the department seeks to forge meaningful partnerships with schools both locally and globally.

Teacher Education is central to the mission of the CSU and a priority at both the system and campus levels. Cal Poly Pomona embraces preparation of teachers as a responsibility shared by all. Thus, the preparation of teachers at Cal Poly Pomona is a universitywide function. Faculty members from each credential major department and designated university personnel are appointed to serve on the Cal Poly Pomona Committee on Teacher Education. The formation of this committee represents Cal Poly's clear commitment to make teacher preparation an all-university responsibility. Members of this committee and its subcommittees advise on program-related issues, admissions and advising, assessment, and community collaboration.

Cal Poly Pomona's credential programs are fully accredited by the California Commission on Teacher Credentialing. Programs are offered leading to the following credentials and areas of specialization:

- (1) Basic Teaching Credentials: Multiple Subjects, Single Subject, Multiple and Single Subject/BCLAD (Spanish or Asian languages) Emphasis, Education Specialist Mild/Moderate (Level I and Level II), Education Specialist Moderate/Severe (Level I and Level II).
- (2) Specialist Credentials: Agriculture; Adapted Physical Education.
- (3) Certificates: Educational Multimedia, Computers in Education, Computer Troubleshooting Certificate.
- (4) Educational Administration Preliminary Credential, Tier I
- (5) Educational Administration Clear Credential, Tier II

The Cal Poly Pomona Department of Education offers Internship Programs in partnership with a number of districts in the area. The internship is an intensive two-year program which leads to a Preliminary Credential in Multiple or Single Subjects (with BCLAD) or Level I Education Specialist. During the internship, the intern is employed by a district as a full-time teacher.

The Department of Education offers a Master of Arts in Education with the following subplans: Curriculum and Instruction, Educational Multimedia, Educational Leadership, and Special Education. See Graduate Studies section of the catalog for information on graduate programs.

ETHNIC AND WOMEN'S STUDIES DEPARTMENT

Patricia A. De Freitas, Chair

Gender, Ethnicity and Multicultural Studies (GEMS) Major (BA). Subplans: 1) GEMS BA, with concentrations in African American Studies, Asian American Studies, Chicano/Latino Studies, Native American Studies, and Women's Studies; 2) Pre-credential BA, leading to subject matter competence for the Multiple Subjects Teaching Credential; 3) Blended BA/Credential, leading to the preliminary Multiple Subjects Teaching Credential; and 4) Blended BCLAD BA/Credential, leading to the preliminary Multiple Subjects Teaching Credential for bilingual students.

Minors in African American Studies, Asian American Studies, Chicano/Latino Studies, Native American Studies, Women's Studies, and Multicultural Leadership Studies.

INTERDISCIPLINARY GENERAL EDUCATION DEPARTMENT

Nancy Page Fernandez, Chair

The Interdisciplinary General Education Program within the College of Education and Integrative Studies addresses the need for an integrated approach to curriculum, teaching, and scholarship and the creation of an extended learning community. The program consists of a thematically integrated sequence of General Education courses that satisfies 32 units of lower division GE requirements.

LIBERAL STUDIES DEPARTMENT

Stephen Bryant, Chair

Liberal Studies (BA). Five subplans: (1) General Studies, for students wishing a broad liberal arts education and currently the preferred option for all liberal studies majors, including those wishing to teach; (2) Pre-credential, for subject matter preparation for the multiple subjects teaching credential; (3) BCLAD Pre-Credential, for subject matter preparation for the multiple subjects teaching credential for bilingual (Spanish*) students; (4) BA/Credential (blended/integrated program), leading to the preliminary (Level 1) multiple subjects teaching credential; (5) BCLAD BA/Credential (blended/integrated program), leading to the preliminary (Level 1) multiple subjects teaching credential for bilingual (Spanish*) students.

*BCLAD in some Asian languages available through a CSU consortium.

COURSE DESCRIPTIONS**College of Education and Integrative Studies Courses****EIS 470, 471, 472, 473 Cooperative Education (1-4, 1-4, 1-4, 1-4)**

On-the-job experience for all majors in the College of Education and Integrative Studies. Students may alternate one or more quarters of full-time studies in their major with an equal number of quarters of relevant full-time work for pay. Prerequisite: consent of instructor and junior standing. Courses must be taken in ascending sequence.

EGR/EIS/SCI 475 Beyond Curie: Women in Math, Science, and Engineering (4)

Social implications and history of the contribution of women in math, science, and engineering. Examination of how socially defined identities affected the careers of female scientists. Combined with examination of current and specific topics in mathematics, science, and engineering. 4 hours seminar. Prerequisites: One course from each of the following Sub-areas: A1, A2, A3 and B1, B2, B4 and D1, or D2, and D3. Interdisciplinary GE Synthesis Course for Sub-area B4 or D4.

EDUCATION

www.csupomona.edu/~ceis/TEDIndex.html

The Department of Education is separated into two divisions, (1) Teacher Education, and (2) Graduate Studies in Education. Each division has an assigned faculty Chairperson.

Jared Stallones, Co-chair Teacher Education (TED)
Dorothy MacNevin, Co-chair Graduate Education (GED)

Ruth Ahn	Ron Leon
Anthony Avina	Shahnaz Lottipour
Barbara E. Bromley	Dorothy MacNevin
Stephen Davis	Kathi McNair
Richard DeNovellis	Richard Navarro
Aubrey Fine	Doreen Nelson
Amy Gimino	Jann Pataray-Ching
Phyllis Hensly	Nancy Prince-Cohen
Thien Hoang	Teshia Roby
Dennis Jacobsen	Helen Rockett
Jodene Kersten	Jared R. Stallones
Gary W. Kinsey	Janeen Volsey
Cesar Larriva	Pamela Walker

PARTICIPATING FACULTY

Judith Anderson, Social Science (History Department)
Carol Smith, Mathematics
Joyce Hesselgrave, Art
Alexander Hess, Agriculture
Jodye Selco, Sciences (CEEMaST)
Janine Riveire, Music
John Maitino, English
Edward Harcharik, Business
Andrea Metzker, Physical Education (KHP Department)
Perky Vetter, Adapted Physical Education (KHP Department)

The Department of Education of the California State Polytechnic University, Pomona is committed to the pursuit of excellence in education and to the search for new knowledge about learning and the educational process. The university, through the Department of Education, accepts the responsibility for the preparation of future school teachers, and strives to provide equal educational opportunities for all qualified students who wish to become teachers. The faculty of the Department of Education seek to develop teachers and administrators who:

- 1) exhibit respect for the worth and dignity of all students, regardless of academic achievement, intellectual potential, social maturity, sex; or ethnic, cultural or racial background;
- 2) are academically competent in their field of subject-matter expertise;
- 3) demonstrate pedagogically sound methods of teaching and apply them appropriately to meet individual and collective student needs;
- 4) are committed to lifelong learning, are stimulated by open inquiry, and desire to share these qualities with others.

GENERAL INFORMATION

Public school teaching and credentials in the State of California are regulated and accredited by the State of California. All programs for students seeking credentials are approved and monitored by the

California Commission on Teacher Credentialing (CCTC). Since credential programs described in this publication are subject to change, students are urged to seek current information concerning new credential requirements and deadlines from appropriate advisors in the Department of Education. Information concerning teacher preparation programs at Cal Poly Pomona including the pass rate on teacher certification examinations, may be obtained from the CEIS Credential Services Center, Building 5-228, 909-869-2610.

Teacher Education is central to the mission of the CSU and a priority at both the system and campus levels. Cal Poly Pomona embraces preparation of teachers as a responsibility shared by all. Thus, the preparation of teachers at Cal Poly Pomona is a universitywide function. Faculty members from each credential major department and designated university personnel are appointed to serve on the Cal Poly Pomona Committee on Teacher Education. The formation of this committee represents Cal Poly's clear commitment to make teacher preparation an all-university responsibility.

Cal Poly Pomona's credential programs are fully accredited by the California Commission on Teacher Credentialing. Programs are offered leading to the following credentials and areas of specialization:

- (1) Basic Teaching Credentials: Multiple Subjects, Single Subject, Multiple and Single Subject/BCLAD (Spanish or Asian languages) Emphasis, Education Specialist Mild/ Moderate (Level I and Level II), Education Specialist Moderate/Severe (Level I and Level II).
- (2) Specialist Credentials: Agriculture; Adapted Physical Education.
- (3) Certificates: Educational Multimedia, Computers in Education, Computer Troubleshooting Certificate for Educators.
- (4) Administrative Services Credential (Tier I).

The basic credential programs emphasize the integration of theory and practice in the study of educational foundations, curriculum, methodology, and the teaching of reading. The specialist credentials and certificates expand these concepts to enable credential candidates to function as specialists in schools and other educational settings.

CREDENTIAL AND CERTIFICATE PROGRAMS

Multiple Subjects
Multiple Subjects with Bilingual (Spanish or Asian languages)
Crosscultural, Language, and Academic Development (BCLAD)
Emphasis

CalState TEACH Intern Program

Single Subject:

Agricultural Education
Art
Business Education
English
Mathematics
Music
Physical Education
Science: Biology, Chemistry, Earth Science, Physics
History/Social Science

Single Subject with a Bilingual (Spanish or Asian languages) Cross-cultural, Language and Academic Development (BCLAD) Emphasis
Crosscultural, Language and Academic Development (CLAD)
Certificate

Education Specialist (with CLAD emphasis)

Mild/Moderate (MM) - Level I and Level II

Education Specialist (with CLAD emphasis)

Moderate/Severe (MS) - Level I and Level II

Agricultural Specialist

Adapted Physical Education Specialist
Administrative Services (Tier I)

Internship Programs:

Multiple Subjects
Multiple Subject with Bilingual (Spanish or Asian languages) Cross-cultural, Language and Academic Development (BCLAD) emphasis
Single Subject (excluding art education)
Single Subject (excluding art education and agricultural education) with a Bilingual (Spanish or Asian languages) Cross-cultural, Language and Academic Development (BCLAD) Emphasis
Education Specialist (with CLAD emphasis)
Mild/Moderate (MM) - Level I
Education Specialist (with CLAD emphasis)
Moderate/Severe (MS) - Level I
Administrative Services (Tier I)

ADVISEMENT FOR CREDENTIALS

Students should initiate contacts and appointments for appropriate program advisement early in their undergraduate program. Since it is possible to begin the credential program (or to complete a preliminary credential) in the undergraduate years, it is recommended that contact be made with the Education Department during the sophomore year. Students may petition to apply 13 units of credential course work completed while an undergraduate to graduate requirements. Contact Academic Programs, 98-T7-8 for additional information and the appropriate form.

Basic credential information materials and state credential requirements can be secured at the CEIS Credential Services Office, Building 5, Room 228. Advisement sessions are held during each academic quarter. Detailed information on session dates and locations is available from the Credential Services Office (Bldg. 5, Room 228). Academic advisors are also assigned to individuals seeking a credential upon application to the program.

Advice regarding the academic major is available in each appropriate department. State and CSU credential regulations require students to verify subject matter knowledge for the credential sought by successfully completing the appropriate state adopted examination (CSET) or an appropriate approved academic program of study and an assessment of subject matter competence.

Cal Poly Pomona is approved to offer programs of study in the following subjects for students planning to enter the Single Subject Credential Program:

Agricultural Education	Mathematics
Business Education	Music
English	Physical Education
History (Social Sciences)	Science

ORIENTATION SESSIONS

The Department of Education offers four separate orientation sessions. Detailed information on orientation dates and locations is available from the CEIS Student Services Center (Bldg. 5, Room 228) and from the Student Services Center website.

- General Orientation is offered related to admission to the credential program. Orientation is conducted in TED 105/405.
- Internship Orientation is required for credential candidates wishing to learn more about and/or enroll in the Intern program.
- Special Education Orientation is required for admission to the Education Specialist credential program.

- BCLAD Orientation is required for students obtaining the BCLAD Emphasis

REQUIREMENTS FOR CREDENTIALS

The California State requirements for earning a Preliminary Multiple Subjects or Preliminary Single Subject Credential or Education Specialist Level I are the following:

1. A baccalaureate (or higher) degree, in any major other than professional education, from an accredited institution.
2. Passing scores on the California Basic Education Skills Test (CBEST) or equivalent.
3. Satisfactory completion of at least 2 semester or 3 quarter units of work on the provisions and principles of the Constitution of the United States or successfully passing the appropriate U.S. Constitution examination.
4. Satisfactory completion of an approved program of professional preparation, including clinical practice (Directed Teaching).
5. Demonstration of subject matter competence in the initial credential area, achieved through completion of the subject matter preparation program (2.75 GPA) approved by the California Commission on Teacher Credentialing. The requirement may also be met by passing the appropriate sections of the CSET.
6. Multiple Subjects and Education Specialist Credential candidates must pass the Reading Instruction Competence Assessment (RICA) before being recommended for a Preliminary Credential.
7. Satisfactory completion of a course requirement in health education and a current CPR card (KIN 441).
8. Satisfactory completion of training in the needs of, and methods of providing educational opportunities to individuals with exceptional needs. TED 551 meets this requirement.
9. Evidence of completion of computer competence. This requirement is met through GED 500/500L.
10. Completion of state mandated TPA (Teaching Performance Assessment).

Students may be recommended for a preliminary Single or Multiple Subjects credential upon completion of requirements 1-10. Education Specialist candidates must complete #1-6 and #8 from the Level I credential requirements.

Clearing the Education Specialist credential requires completion of the Education Specialist Level II program. Some course work in the basic credential programs may be applied towards a Master of Arts in Education at Cal Poly Pomona. Most Level II course work for the Education Specialist credential may be applied to the MA.

During the junior and senior years, courses in professional education (TED prefix courses) may be taken from the elective units allowed in the major. Course work taken while an undergraduate may be petitioned for graduate credit if the courses are not required for graduation (for a maximum of 13 units). These courses must be upper division or graduate level in the major, in the Department of Education, or directly related to increasing the student's competency as a teacher. The provisions governing courses taken by undergraduates for graduate credit are found in this catalog under the Academic Policies section of Academic Regulations and Programs.

ADMISSION PROCEDURES FOR THE BASIC CREDENTIAL PROGRAMS

Admission to the university does not constitute admission to the Multiple Subjects, Single Subject, Education Specialist or Education Administration Credential Programs. A current undergraduate Cal Poly student (if not in the Blended program) must reapply to the University as a graduate postbaccalaureate student to be admitted to a credential program. Undergraduate students must apply for program admission prior to enrolling in methods classes. Undergraduate students who are not admitted to the Multiple Subjects, Single Subject, or Education Specialist Credential Programs are not permitted to register in credential program methods courses.

All programs utilize the services of a selection committee. The committee is composed of department representatives who make recommendations regarding application to the program. The process for obtaining a teaching credential includes the following steps:

1. Application and admission to Cal Poly Pomona (CSU application)
2. Application and approval to the Education Program (BCAP, SECAP, or ACAP application)
3. Application and approval to directed (student) teaching (Directed Teaching application) for MS, SS, and ES candidates.
4. Application for the credential.

STEP 1: REQUIREMENTS FOR APPROVAL TO THE MULTIPLE SUBJECTS, EDUCATION SPECIALIST, AND SINGLE SUBJECT PROGRAMS (BCAP):

1. Attendance at the General Orientation session which is offered in TED 105/405.
2. Completion of University and Department of Education Application.
3. An overall GPA of 2.67 (or 2.75 based on the last 90 quarter units); if GPA falls below the minimum required, see Credential Services Center for Exceptional Admit options.
4. Successful completion of a supervised field experience. This prerequisite is met with TED 405, TED 406 and TED 443 (Multiple Subjects and Education Specialists) or TED 432 (Single Subject).
5. Two (2) recommendations. One must be based on academic performance and one on involvement with youth.
6. Submission of passing CBEST or equivalent scores by the application deadline.
7. Statement of Purpose for pursuing a teaching credential (to be addressed as an essay).
8. Submission of passing CSET scores or completion of approved coursework sequence by the application deadline.
9. Character and Identification clearance application (fingerprints). Clearance must be received prior to Directed Teaching. (Students are encouraged to submit this application while enrolled in the TED prerequisite courses.)
10. One set of official transcripts required from all colleges/ universities attended.
11. Successful oral interview conducted by faculty.
12. BCLAD applicants must take the language assessment prior to the TED program application deadline. See BCLAD advisors for details.

Evaluation of the student's qualifications as a credential student, in addition to the above requirements include, but are not limited to the following:

13. Personal Adjustment: Evidence of satisfactory personal adjustment,

habits, interests and attitudes as shown by evaluation instruments, observations, interviews, and faculty ratings.

14. Physical Fitness: Evidence of good physical health.
15. Professional Attitude: Documented evidence of ability and willingness to work with pupils, parents and school personnel through successful experiences in working with children and youth/or other school-related activities.

The university sponsorship of the credential applicant is a voluntary act that is offered only when the student has successfully completed (in the judgment of the university) all the professional preparation requirements. These requirements are subject to change. For up-to-date information, students should consult the Department of Education.

STEP 2: REQUIREMENTS FOR APPROVAL TO DIRECTED (STUDENT) TEACHING:

1. Application for directed teaching: Submitted to the Credential Services Center by the deadline. Application deadlines are posted by the Credential Services Center, Room 5-228. Students seeking supervision on an Intern Credential must make an appointment with the Intern Coordinator and attend the Intern Orientation.
2. Completion of all prerequisite, Foundation, and Methods courses prior to beginning Directed Teaching. If the applicant is pursuing the BCLAD Emphasis, all BCLAD emphasis courses must also be completed prior to beginning Directed Teaching. BCLAD students must meet the Spanish or Asian language competency requirement prior to Directed Teaching enrollment.
3. Verification of an overall GPA of 3.0 in TED courses and 2.75 minimum GPA in all subject matter courses. A grade lower than a "C" in any course is not honored. In Directed Teaching, only grades of A, B, or F are assigned.
4. Verification of the completion of all conditions and/or prerequisites identified at the time of admission to the program.
5. Current T.B. test with negative results (no less than one year old).
6. Character and Identification clearance.

REQUIREMENTS FOR APPROVAL TO THE PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL**Pre-Admission Requirements**

1. Admission to the university as a post-baccalaureate/graduate student.
2. Baccalaureate degree from a regionally accredited college or university.
3. Minimum 3.0 GPA in the last 90 quarter units attempted.

Administrative Credential Admission Requirements

1. Attend a mandatory orientation with the Program Advisor
2. Minimum 3.0 GPA in the last 90 quarter units attempted.
3. Minimum 3 years successful full-time teaching or service on a valid California Teaching credential, Designated Subjects credential, or valid California Services credential.
4. Copy of the credential
5. Copy of passing CBEST score
6. Three letters of recommendation delineating specific personality characteristics, leadership aptitudes and traits, and administrative potential

- 7. Interview with the Advisor for the Preliminary Administrative Services Credential program.

MULTIPLE SUBJECTS CREDENTIAL

The following is the program of study for Preliminary Multiple Subjects Credential candidates. Students must be officially approved to the Multiple Subjects Credential Program prior to registering for any of the TED methodology courses. All prerequisites must be completed before approval to the program. Under SB 2042 regulations the Multiple Subjects Credential authorizes individuals to teach in English Learner settings. The CLAD emphasis is neither required nor necessary under the 2042 program.

Prerequisites

Introduction to Contemporary Schooling*	TED	405	(4)
Pedagogical Foundations*	TED	406	(4)
Theory and Practice in Reading Education*	TED	443	(4)
Foundations of Educational Computer Literacy*	GED	500/500L	(3/1)

*Course requirements for BCAP approval

Foundations

Education in a Diverse Society	TED	407	(4)
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Methods

Theory and Practice in Math Education**	TED	425	(4)
Theory and Practice in Language Arts Education	TED	444	(4)
Theory and Practice in History/Social Science/ Integrated Arts Education	TED	451	(4)

Directed Teaching

Special Populations	TED	551	(4)
Theory and Practice in Science Education**	TED	431	(4)
Elementary School Health Education	KIN	441	(3)
Teaching Performance Assessment, Block I***	TED	440	(2)
Teaching Performance Assessment, Block II****	TED	441	(2)
Directed Teaching-Block I	TED	427	(8)
Directed Teaching-Block II	TED	429	(8)
Valid CPR Certification			

**TED 425 and TED 431 are required of all MS candidates regardless of undergraduate curriculum requirements

***TED 440 requires concurrent enrollment in Block I of Directed Teaching

****TED 441 requires concurrent enrollment in Block II of Directed Teaching

NOTE: Interns take TED 449 for TED 427 AND TED 429

Professional Clear Credential Courses

The SB2042 Professional Clear Credential Programs are pending approval from the California Commission on Teacher Credentialing. Students may check with the CEIS Credential Services Center (Bldg. 5, Room 228) for current information.

MULTIPLE SUBJECTS WITH A BILINGUAL (SPANISH or ASIAN LANGUAGES) CROSSCULTURAL, LANGUAGE, AND ACADEMIC DEVELOPMENT (BCLAD) EMPHASIS

Students seeking a Multiple Subjects Credential may add a BCLAD (Spanish or Asian languages) Emphasis to the Credential by completing the basic Multiple Subjects Program and the following:

- (1) Language proficiency at the intermediate level or greater in listening, speaking, reading and writing. (Initial assessment through examination in Spanish or Asian languages must be completed prior to application to the program.)

A student wishing to obtain the BCLAD Teacher Credential Emphasis must demonstrate oral and written Spanish language abilities for social and academic purposes at the high-intermediate levels.

These proficiencies are demonstrated by passing two tests, an oral and a written test.

The oral Spanish language test may be accomplished during the BCAP/BCLAD interview. This test must be accomplished prior to the Spanish language written test.

The Spanish language written test is administered once every quarter. Registration is at the Student Service Center in Bldg 5, Room 228. Registration closes one week prior to the test.

Students have two opportunities to take the written test, and must pass it prior to the first block of student teaching.

In the event that a student fails two or more portions of the test, the student needs to retake the entire test and must meet with the BCLAD coordinator to plan preparation for retaking the test. This preparation may be accomplished by taking a Spanish course (SPN 401) or doing self-study. If the student chooses self-study, he/she needs to meet with the BCLAD Coordinator and show all written exercises done in preparation for the test.

(2) Required Course Work

Two of the following EWS courses:

Chicano/Latino Experience	EWS	202	(4)
Chicano/Latino Contemporary Issues	EWS	402	(4)
Ethnicity and the Arts	EWS	410	(4)
Bilingual Education: Reading, Language Arts and Content Instruction in the Primary Language (Spanish or Korean)	TED	515/515A	(4/1)

- (3) One quarter of supervised teaching in a setting in which literacy and academic content are taught in Spanish and English Language Development and Specially Designed Academic Content Instruction in English (SDAIE) skills are implemented.

Concurrent with Block II, BCLAD students are required to register for TED 499 (BCLAD) and attend two seminars, one at the onset of Block II of student teaching and the second seminar close to the end of this block. At the second seminar, the student conducts a demonstration lesson in Spanish.

Students seeking a Preliminary Multiple Subjects Credential with a BCLAD Emphasis must complete all BCLAD subplan courses prior to directed (student) teaching.

CalStateTEACH

CalStateTEACH is a 16-20 month alternative, independent learning, online and multimedia supported Multiple Subjects Pre-Intern/Intern Program designed especially for working teachers who have not yet earned a credential. A traditional teacher preparation option (student teaching) is also available.

Using the latest technology including the Internet, video and print materials, CalStateTEACH provides an outstanding Multiple Subjects Credential Program to qualified teacher candidates wherever they may live in California. Each participant in this personalized program is supported by a CSU faculty member and an on-site mentor. Participants attend six mandatory Saturday seminars, but no other regular university classes. Preparation for CSET is also available.

Candidates eligible for the pre-intern and intern options must be teaching in a Multiple Subjects classroom in which the core curriculum (language arts, social studies, mathematics and science) is taught. Candidates in the traditional teacher preparation option are placed in appropriate Multiple Subjects settings for field work and student teaching.

Admission requirements include a Bachelor's degree, passage of CBEST, two letters of recommendation, a 2.75 GPA for the last 60 semester (90 quarter) units or a 2.67 cumulative GPA, and a successful interview. Subject matter requirements for the intern option must be met before entering Stage Two of the four-stage program. The program begins in September and January of each year.

For more information and application materials, visit the CalStateTEACH website at www.calstateteach.net/, call the CalStateTEACH Regional Office at 714-278-5084, or email CalStateTEACH at calstateteach@calstate.edu.

SINGLE SUBJECT CREDENTIAL

The following is the program of study for Preliminary Single Subject Credential candidates. Students must be officially approved to the Single Subject Credential Program prior to registering for any of the TED methodology courses. All prerequisites must be completed before approval to the program. Under SB 2042 regulations the Single Subject Credential authorizes individuals to teach in English Learner settings. The CLAD emphasis is neither required nor necessary under the 2042 program.

Prerequisites

Introduction to Contemporary Schooling*	TED	405	(4)
Pedagogical Foundations*	TED	406	(4)
Secondary Reading and Literacy*	TED	432	(4)
Foundations of Educational Computer Literacy*	GED	500/500L	(3/1)

*Course requirements for BCAP approval

Foundations

Education in a Diverse Society	TED	407	(4)
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Methods

Secondary Curriculum Methods	TED	434	(4)
Secondary Writing and Literacy	TED	442	(4)
Planning and Presentation in the Secondary Classroom	TED	446	(4)

Directed Teaching

Special Populations	TED	551	(4)
Secondary School Health Education	KIN	441	(4)
Teaching Performance Assessment, Block I**	TED	440	(2)
Teaching Performance Assessment, Block II***	TED	441	(2)
Directed Teaching-Block I*	TED	435	(8)
Directed Teaching Seminar I	TED	436	(1)
Directed Teaching-Block II*	TED	437	(8)
Directed Teaching Seminar II	TED	438	(1)
Valid CPR Certification			

* Interns take TED 439

** TED 440 requires concurrent enrollment in Block I of Directed Teaching

*** TED 441 requires concurrent enrollment in Block II of Directed Teaching

Professional Clear Credential Courses

The SB2042 Professional Clear Credential Programs are pending approval from the California Commission on Teacher Credentialing. Students may check with the CEIS Credential Services Center (Bldg. 5, Room 228) for current information.

SINGLE SUBJECT PROGRAM WITH A BILINGUAL (SPANISH or ASIAN LANGUAGES) CROSS-CULTURAL LANGUAGE & ACADEMIC DEVELOPMENT (BCLAD) EMPHASIS

Students seeking a Single Subject Credential may pursue a BCLAD (Spanish or Asian languages) Emphasis by completing the basic Single Subject Program and the following:

- (1) Language proficiency at the intermediate level or greater in listening, speaking, reading and writing. (Initial assessment through examination in Spanish or Asian languages must be completed prior to application to the program.)

A student wishing to obtain the BCLAD Teacher Credential Emphasis must demonstrate oral and written Spanish language abilities for social and academic purposes at the high-intermediate levels. These proficiencies are demonstrated by passing two tests, an oral and a written test.

The oral Spanish language test may be accomplished during the BCAP/BCLAD interview. This test must be accomplished prior to the Spanish language written test.

The Spanish language written test is administered once every quarter. Registration is at the Student Service Center in Bldg 5, Room 228. Registration closes one week prior to the test. Students have two opportunities to take the written test, and must pass it prior to the first block of student teaching.

In the event that a student fails two or more portions of the test, the student needs to retake the entire test and must meet with the BCLAD coordinator to plan preparation for the retake of the test. This preparation may be accomplished by taking a Spanish course (SPN 401) or doing self-study. If the student chooses self-study, he/she needs to meet with the BCLAD Coordinator and show all written exercises done in preparation for the test.

- (2) Required Course Work - Two of the following EWS courses:

Chicano/Latino Experience	EWS	202	(4)
Chicano/Latino Contemporary Issues	EWS	402	(4)
Ethnicity and the Arts	EWS	410	(4)
Bilingual Education: Reading, Language Arts and Content Instruction in the Primary Language (Spanish or Korean)	TED	515/515A	(4)

- (3) Supervised teaching in a setting in which literacy and academic content are taught in Spanish or Asian languages and English language development and Specially Designed Academic Content Instruction in English (SDAIE) skills are implemented.

Concurrent with Block II, BCLAD students are required to register for TED 499 (BCLAD) and attend two seminars, one at the onset of Block II of student teaching and the second seminar close to the end of this block. At the second seminar, the student conducts a demonstration lesson in Spanish.

Students must complete all prerequisite, foundation, methodology, and BCLAD courses prior to directed (student) teaching.

EDUCATION SPECIALIST CREDENTIAL COURSE WORK SEQUENCE: LEVEL I MILD/MODERATE AND MODERATE/SEVERE CREDENTIALS

The following is the program of study for the Education Specialist Preliminary (Level I) Mild/Moderate and Moderate/Severe Credentials. Students must be officially approved to the Education Specialist Credential Program prior to registering for any of the TED methodology course work. All prerequisites must be completed prior to approval to the program.

Students entering BCAP for the Education Specialist Credentials have the option of choosing an Elementary emphasis or a Secondary emphasis. This is not an MS or SS credential, but the opportunity to tailor your special education program to your desired career goal--working either in an elementary special education setting or a secondary one. Passing the RICA is required for issuance of the Level I Education Specialist credentials. Level I is the preliminary credential. Level II is the Professional Clear Credential--see Level II section in this catalog.

Level I Mild/Moderate Disabilities – Elementary Emphasis

Prerequisites

Introduction to Contemporary Schooling*	TED 405	(4)
Pedagogical Foundations*	TED 406	(4)
Theory and Practice in Reading Education*	TED 443	(4)

*Course requirements for BCAP approval

Foundations

Education in a Diverse Society	TED 407	(4)
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Methods

Elementary Education Assessment & Curriculum**	TED 422	(4)
Theory and Practice in Math Education	TED 425	(4)
Theory and Practice in Language Arts Education . .	TED 444	(4)
Special Populations	TED 551	(4)
Assessment of Students with Mild/Moderate Disabilities	TED 553	(4)
Introduction to Mild/Moderate Disabilities	TED 582	(4)

Directed Teaching

Mild/Moderate Directed Teaching and Seminar I .	TED 455	(8)
Mild/Moderate Directed Teaching and Seminar II .	TED 457	(8)
Valid CPR Certification		

**TED 422 is equivalent to both TED 431 and TED 451

NOTE: Interns take TED 459 for TED 455 and TED 457

Level I Mild/Moderate Disabilities – Secondary Emphasis

Prerequisites

Introduction to Contemporary Schooling*	TED 405	(4)
Pedagogical Foundations	TED 406	(4)
Theory and Practice in Reading Education*	TED 443	(4)

*Course requirements for BCAP approval

Foundations

Education in a Diverse Society	TED 407	(4)
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Methods

Secondary Curriculum and Methods	TED 434	(4)
Secondary Writing and Literacy	TED 442	(4)
Planning and Presentation in Secondary Classrooms	TED 446	(4)
Special Populations	TED 551	(4)
Assessment of Students with Mild/Moderate Disabilities	TED 553	(4)
Introduction to Mild/Moderate Disabilities	TED 582	(4)

Directed Teaching

Mild/Moderate Directed Teaching and Seminar I .	TED 455	(8)
Mild/Moderate Directed Teaching and Seminar II .	TED 457	(8)
Valid CPR Certification		

NOTE: Interns take TED 459 for TED 455 and TED 457

Level I Moderate/Severe Disabilities – Elementary Emphasis

Prerequisites

Introduction to Contemporary Schooling*	TED 405	(4)
Pedagogical Foundations*	TED 406	(4)
Theory and Practice in Reading Education*	TED 443	(4)

*Course requirements for BCAP approval

Foundations

Education in a Diverse Society	TED 407	(4)
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Methods

Elementary Education Assessment & Curriculum**	TED 422	(4)
Theory and Practice in Math Education	TED 425	(4)
Theory and Practice in Language Arts Education . .	TED 444	(4)
Special Populations	TED 551	(4)
Assessment of Students with Disabilities	TED 555	(4)
Curriculum Strategies for Students with Moderate/Severe Disabilities	TED 556	(4)

Directed Teaching

Moderate/Severe Directed Teaching & Seminar I .	TED 465	(8)
Moderate/Severe Directed Teaching & Seminar II .	TED 467	(8)
Valid CPR Certification		

**TED 422 is equivalent to both TED 431 and TED 451

NOTE: Interns take TED 469 for TED 465 and TED 467

Level I Moderate/Severe Disabilities – Secondary Emphasis

Prerequisites

Introduction to Contemporary Schooling*	TED 405	(4)
Pedagogical Foundations	TED 406	(4)
Theory and Practice in Reading Education*	TED 443	(4)

*Course requirements for BCAP approval

Foundations

Education in a Diverse Society	TED 407	(4)
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Methods

Secondary Curriculum and Methods	TED 434	(4)
Secondary Writing and Literacy	TED 442	(4)
Planning and Presentation in Secondary Classrooms	TED 446	(4)
Special Populations	TED 551	(4)
Assessment of Students with Disabilities	TED 555	(4)
Curriculum Strategies for Students with Moderate/Severe Disabilities	TED 556	(4)

Directed Teaching

Moderate/Severe Directed Teaching & Seminar I .	TED 465	(8)
Moderate/Severe Directed Teaching & Seminar II .	TED 467	(8)
Valid CPR Certification		

NOTE: Interns take TED 469 for TED 465 and TED 467

EDUCATION SPECIALIST CREDENTIAL COURSE WORK SEQUENCE: CLEAR PROFESSIONAL LEVEL II EDUCATION SPECIALIST CREDENTIALS

Admission to the Level II program requires a separate application, which is available from the Credential Services Center. You must be employed in a Special Education position to take TED 545. TED 591 must be taken during the final quarter of enrollment in Level II.

Level II (Clear) course work for the Education Specialist Mild/Moderate and Moderate/Severe Credentials may be applied to the Master of Arts in Education degree program at Cal Poly Pomona. Up to 25 percent or

one course may be waived for an approved district equivalent course that reflects an instructional design that is sequential, developmental and based on a conceptual framework. See the Education Specialist Level II Coordinator for details.

General Level II Courses

School Health Education	KIN	441	(3)
Foundations of Educational Computer Literacy	GED	500/500L	(3/1)

Mild/Moderate Emphasis

Professional Induction Seminar	TED	545	(2)
Advanced Seminar in Mild/Moderate Disabilities	TED	559	(4)
Advanced Behavioral & Environmental Supports	TED	589	(4)

Moderate/Severe Emphasis

Professional Induction Seminar	TED	545	(2)
Advanced Study of Moderate/Severe Disabilities	TED	530	(4)
Advanced Behavioral & Environmental Supports	TED	589	(4)

Electives (choose one)

Advanced Reading Seminar	TED	554	(4)
Introduction to Assistive Technology	TED	588	(4)
Organization and Management of Sp. Ed.	TED	584	(4)

Exit Course

Leadership in Special Education	TED	591	(4)
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CONCURRENT CREDENTIALS

The Multiple Subjects, Single Subject and Education Specialist Programs have been designed to facilitate the earning of both Single Subject and Education Specialist or both Multiple Subjects and Education Specialist Credentials.

Education Specialist and Multiple Subjects

Education Specialist candidates also seeking a Multiple Subjects Credential must meet Subject Matter requirements for the Multiple Subjects Credential. Multiple Subject candidates wishing to also earn an Education Specialist credential must complete the Multiple Subjects Program and the following:

Mild/Moderate Credential

Assessment of Students with Mild/Moderate Disabilities	TED	553	(4)
Introduction to Mild/Moderate Disabilities	TED	582	(4)
Mild/Moderate Directed Teaching and Seminar I	TED	455	(8)
Mild/Moderate Directed Teaching and Seminar II	TED	457	(8)

Moderate/Severe Credential

Assessment of Students with Disabilities	TED	555	(4)
Curriculum Strategies for Students with Moderate/Severe Disabilities	TED	556	(4)
Moderate/Severe Directed Teaching & Seminar I	TED	465	(8)
Moderate/Severe Directed Teaching & Seminar II	TED	467	(8)

Education Specialist and Single Subjects

Education Specialist Candidates also seeking a Single Subject Credential must meet the Single Subject Matter requirements. Single Subject candidates wishing to also earn an Education Specialist credential must complete the Single Subjects Program and the following:

Mild/Moderate Credential

Theory and Practice in Reading Education	TED	443	(4)
Assessment of Students with Mild/Moderate Disabilities	TED	553	(4)
Introduction to Mild/Moderate Disabilities	TED	582	(4)
Mild/Moderate Directed Teaching and Seminar I	TED	455	(8)
Mild/Moderate Directed Teaching and Seminar II	TED	457	(8)

Moderate/Severe Credential

Theory and Practice in Reading Education	TED	443	(4)
Assessment of Students with Disabilities	TED	555	(4)
Curriculum Strategies for Students with Moderate/Severe Disabilities	TED	556	(4)
Moderate/Severe Directed Teaching & Seminar I	TED	465	(8)
Moderate/Severe Directed Teaching & Seminar II	TED	467	(8)

CONCURRENT EDUCATION SPECIALIST AND MULTIPLE SUBJECTS OR SINGLE SUBJECT CREDENTIAL WITH A BCLAD EMPHASIS

Education Specialist students seeking a BCLAD Emphasis must complete a Multiple Subjects or Single Subject credential and the BCLAD language and course work requirements.

INTERN CREDENTIAL PROGRAMS

The Cal Poly Pomona Department of Education offers Internship Programs in partnership with a number of districts in the area. The internship is an intensive two-year program which leads to a Preliminary Multiple or Single Subjects Credential (excluding art education and agricultural education) or Level I Education Specialist Credential. During the internship, the intern is employed by a district as a full-time teacher.

Students interested in the Intern Program must attend a General Orientation session and an Intern Orientation. Please contact the Student Services Center for more information, (909) 869-4400, Bldg. 5 -228.

Intern Program Requirements

1. Attendance at the General and Intern Orientations
2. Admission to the University
3. Successful completion of CBEST
4. Earned baccalaureate
5. Approval to the appropriate credential program (BCAP)
6. Subject Matter Competency
7. Successful interview with an Intern Advisor for the Internship Program
8. Offer of a contract from a participating district in a classroom appropriate to the credential sought
9. Successful completion of the U.S. Constitution requirement
10. Successful completion the following prerequisite course work:

Introduction to Contemporary Schooling	TED	405	(4)
Pedagogical Foundations	TED	406	(4)
Education in a Diverse Society	TED	407	(4)
Theory and Practice in Reading Education	TED	443	(4)
Foundations of Educational Computer Literacy	GED	500/500L	(3/1)
(not required for Education Specialist Interns)			
11. Payment of appropriate fees
12. Application for an Intern Credential through the University.
13. Official copy of Cal Poly Pomona transcripts.

Continued participation in the Cal Poly Pomona Intern Program requires successful maintenance and completion of all University and employing district standards and conditions.

EDUCATIONAL LEADERSHIP: Preliminary Administrative Services Credential Tier I

Core Requirements

Introduction to Educational Administration	EDU	505/A	(3/1)
Educational Leadership	EDU	506/A	(3/1)

Educational Administration: Organizational			
Behavior	EDU	510/A	(3/1)
School Personnel Administration	EDU	511/A	(3/1)
School Law and Governance	EDU	512/A	(3/1)
School Finance	EDU	513/A	(3/1)
Administration and Instructional Technology	EDU	514/A	(3/1)
Candidate Performance Assessment Seminar	EDU	520	(1)

Fieldwork

Fieldwork in Educational Administration.	EDU	530	(4)(4)
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NOTE: Two quarters of fieldwork are required

Elective Course Requirements or Non-University Credits

Seminar in Educational Issues	GED	550	(4)
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NOTE: Students participating in the Intern Program must register for GED 692 Directed Study (1) each quarter.

ADAPTED PHYSICAL EDUCATION SPECIALIST CREDENTIAL

Perky Vetter, Adapted Physical Education Advisor, KHP

This credential, coupled with a single-subject K-12 Physical Education or Multiple Subjects Teaching Credential authorizes one to teach adapted physical education in California public schools. The APE Credential Program can be included in a master's program.

Prerequisites to admission to the Adapted Physical Education Credential Program are: (1) K-12 Physical Education Teaching Credential and/or Multiple Subjects Credential; (2) acceptable grade point average; and, (3) completion of admission to graduate school procedures.

The following courses are required for this credential program:

Motor Assessment for Individuals with Disabilities			
Disabilities	KIN	401/401A	(3/1)
Rhythms and Dance for Movement Education ..	KIN	404/404A	(2/1)
Adapted Physical Education Fieldwork	KIN	405/405A	(2/1)
Physical Education for Physically and Health Impaired			
and Health Impaired	KIN	406/406L	(3/1)
Physical Education for Individuals with Severe Disabilities			
Severe Disabilities	KIN	410/410A	(3/1)

AGRICULTURE SPECIALIST CREDENTIAL

Alexander Hess, Ag Education Advisor, College of Agriculture

Specific courses are required for the Agriculture Specialist Credential (AGS 300, AGS 400, AGS 420, AGS 430, and AGS 505). Students are required to have a concentration of 27 units, including 9 upper division, in one technical area of agriculture (generally completed as an undergraduate). A total of 45 graduate credit units must be completed. Two years of work experience in a technical area of agriculture (retroactive to 16 years of age) must also be verified.

COURSE DESCRIPTIONS

TED 105 Introduction to Education – Early Field Experience (4)

Survey course for undergraduate Liberal Studies students as an introduction to the field of education. Students will become acquainted with school organization, state and national connections, relevant court decisions, contemporary social issues, school funding, demographics and trends, guided observation, diverse school populations, the American education scene today, and orientation/ advisement to the Teacher Education program at Cal Poly Pomona. Meets Elementary Subject Matter program and "Blended" program standards for Early Field Experience. Students must take TED 105 during the first year enrolled in

the Blended Program. Students who satisfactorily complete this course and PSY 311 and ENG 323 or approved equivalents will be exempt from taking TED 405 in the credential program. Meets the requirement of TED 405 for Liberal Studies students.

TED 302/302A Literacy and Schooling (1/1)

Exploration of issues and strategies related to literacy and literacy instruction. Effective techniques for literacy instruction are examined within ten hours of observation in diverse public school settings and applied to ten hours of tutoring. TED 302/302A and TED 303/303A are contiguous courses. Credit for TED 302/302A is earned upon completion of TED 302/302A and TED 303/303A. One seminar/discussion; one two-hour activity.

TED 303/303A Seminar in Literacy (1/1)

Literacy instruction strategies are applied to twenty hours of tutoring in public school classrooms. Participants develop a literacy case study. TED 302/302A and TED 303/303A are contiguous courses. Credit is earned upon completion of TED 302/302A and TED 303/303A. One seminar/discussion; one two-hour activity. The combined courses of TED 302/302A and TED 303/303A meet the CCTC Early Field Experience Requirement for Liberal Studies Pre-credential Majors.

TED 400 Special Study for Upper Division Students (1-2)

Individual or group investigation, research studies, or surveys of selected problems. Total credit limited to 4 units, with a maximum of 2 units per quarter. May be graded on a CR/NC basis.

TED 405 Introduction to Contemporary Schooling (4)

Introduction to the field of education. Students will become acquainted with school organization, state and national connections, relevant court decisions, contemporary social issues, school funding, demographics and trends, guided observation, diverse school population, the American education scene today, and orientation/advisement to the Teacher Education program at Cal Poly Pomona. 4 seminar discussions. 20 hours of participation, 20 hours observation required.

TED 406 Pedagogical Foundations (4)

Theories and knowledge of human development, learning and language acquisition are explored in relation to self, others and schooling. Course provides opportunities for applied professional decision making, planning and reflection related to a variety of situations. 4 seminar/discussions. 20 hours of field participation required.

TED 407 Education in a Diverse Society (4)

Explores the nature of culture as a complex body of knowledge related to the understanding of self, others and schooling. Explores diversity in relation to educational history, philosophy, sociology and law which forms a basis for equity, ethics and understanding. 4 seminar/ discussions.

TED 410 Public Schooling and Literacy (Student Literacy Corps I) (4)

Exploration of issues and strategies related to literacy and literacy instruction are applied to 20 hours of volunteer one-on-one tutoring in the community. TED 410 and 411 are contiguous courses. Credit for TED 410 is earned upon completion of TED 410 and TED 411. 4 seminars.

TED 411 Seminar in Community Tutoring (Student Literacy Corps II) (4)

Problem-solving strategies are applied to 40 hours of volunteer one-on-one tutoring in the community. Participants investigate an independent research topic related to literacy or literacy instruction. 4 seminars. Prerequisite: TED 410. Credit for TED 411 is earned upon completion of TED 410 and TED 411.

TED 412/412A Developing and Implementing a Comprehensive Pre K - 3 Literacy Program (3/1)

Development of literacy in children in grade Pre K - 3. Background information and introduction to the elements of a balanced reading program. Development and organization of an integrated reading program including: phonemic awareness, phonics, decoding, spelling, comprehension and writing. Twenty hours field experience required. Three seminar/discussion; one two-hour activity.

TED 422 Elementary Education Assessment and Curriculum (4)

Principles and methodology of teaching academic content areas within K-8 levels. State frameworks and standards in history-social science, science, physical education, and visual and performing arts. Adapting and modifying curriculum and instruction for student backgrounds, interests, abilities. 4 hours seminar-discussion. Prerequisites: TED 405, TED 406, TED 443; restricted to Level I Education Specialist Credential students only.

TED 425 Theory and Practice in Mathematics Education (4)

Principles and methodology of teaching mathematics in the elementary school including instructional design, material selection, and student assessment with an emphasis on problem solving. May be completed with student teaching. Four hours seminar/discussion. Prerequisites: TED 405, TED 406, and TED 443 or 432.

TED 427 Directed Teaching I (8)

Supervised teaching in university-approved classroom. The prospective teacher will experience initial teaching responsibilities in culturally diverse public school settings. Approval to directed teaching required. May be repeated upon the advice of the Coordinator.

TED 429 Directed Teaching II (8)

Supervised full-day teaching in university-approved schools. May be repeated upon the advice of the Coordinator. Prerequisite: TED 427. Co-requisite: Concurrent enrollment in TED 441.

TED 431 Theory and Practice in Science Education (4)

Theories, strategies and experiential learning opportunities for science education through inquiry and discovery in diverse classrooms. Topics address: standards, expectations, curricula, materials, assessment, and technology as they relate to the teaching of science. Four seminar/discussions. Prerequisites: TED 405, TED 406, TED 443 or 432, and GED 500/500L.

TED 432 Secondary Reading and Literacy (4)

Examines the role that language, cognition, culture, and social context play in learning subject matter across the curriculum. Presents diagnostic, developmental, and assessment techniques for comprehension of content materials in single-subject classrooms. Minimum 20 hours field experience. 4 seminar/discussions. Required for admission to Single Subject Credential program.

TED 434 Secondary Curriculum and Methods (4)

Strategies and techniques for teaching in a content area in the secondary schools. Objectives, curriculum, methods and materials used in secondary education. Course will be taught by a Subject Specialist. 4 seminar/discussions. Prerequisites: TED 405, TED 406, TED 432.

ED 435 Secondary Directed Teaching I (8)

Supervised teaching in university-approved classroom. The prospective teacher will experience initial teaching responsibilities in culturally diverse public school settings. Admission to Directed Teaching required. May be repeated upon the advice of the Coordinator. Concurrent enrollment in TED 436 required.

TED 436 Seminar in Secondary Directed Teaching I (1)

Constructive analysis of problems and procedures of secondary teaching experiences. Concurrent enrollment with TED 435 or TED 439 is required.

TED 437 Secondary Directed Teaching II (8)

Supervised student teaching in university-approved schools. Concurrent enrollment in TED 438 and TED 441 required. Prerequisites: TED 435 and TED 436.

TED 438 Seminar in Secondary Directed Teaching II (1)

Synthesis of knowledge and experiences provided in the student teaching experiences of a prospective secondary teacher. Concurrent enrollment with TED 437 or TED 439 is required.

TED 439 Secondary Intern Teaching and Seminar (3-18 units)

Supervised intern teaching in university-approved classrooms. The intern will experience teaching responsibilities in culturally diverse, Single Subject public school classrooms. Admission to Single Subject Intern Program required. May be repeated for up to 18 units; a minimum of 12 units required.

TED 440 Teaching Performance Assessment Block I (2)

Assessment of leadership styles and techniques relevant to the education professional. Interpersonal relationships in educational settings including effective communication skills for collaborative classrooms. Application of legislation and State standards as they relate to school culture and analysis of teaching performance. To be taken concurrently with first quarter of Directed Teaching and requires the completion of TPA Tasks 2 and 3. Two seminars. Corequisite: TED 427 or TED 435.

TED 441 Teaching Performance Assessment Block II (2)

Assessment of leadership styles and techniques relevant to the education professional. Interpersonal relationships in educational settings including effective communication skills for collaborative classrooms. Application of legislation and State standards as they relate to school culture and analysis of teaching performance. To be taken concurrently with final quarter of Directed Teaching and requires the completion of TPA Task 4. Two seminars. Corequisite: TED 429 or 437.

TED 442 Secondary Writing and Literacy (4)

Examines the role that writing plays in learning. Examines the cognitive and socio-cultural characteristics shared by the reading and writing processes. 4 seminar/discussions. Prerequisites: TED 405, TED 406, TED 432.

TED 443 Theory and Practice in Reading Education (4)

Theoretical models and pedagogical applications of research related to language and literacy acquisition for native English speaking and English language learners. Language development, emergent literacy, structure of language, phonemics, phonetics, letter formation, decoding, spelling, literature and literacy assessment; Minimum 20 hours field experience. Required for admission to Multiple Subjects and Education Specialist Credential programs.

TED 444 Theory and Practice in Language Arts Education (4)

Acquisition of theories, research knowledge and pedagogues that develop comprehension, critical thinking and writing for native English speakers and English language learners. Questioning/discussion and reading/study strategies and the writing process within/for multicultural literature and expository text. To be taken concurrently with student teaching or equivalent. 4 seminar/discussions. Pre-requisites: TED 443.

TED 446 Planning and Presentation in the Secondary Classroom (4)

Theories and models of teaching, presentation and applied instructional techniques. Focuses on planning, visualizing, displaying, organizing and developing lessons and concepts in the visual-spatial, musical, kinesthetic and thematic arenas of the curriculum. 4 seminar discussions. Prerequisites: TED 405, TED 406, TED 432.

TED 447/447A Group Processes within Middle and High School Education (2/1)

Studies techniques for addressing the diversity of classroom and school environments. Provides practice with a variety of mechanisms, methods, processes, tools, and techniques used to facilitate communication and collaboration. Twenty hours of field experience required. 2 discussions/seminars; one two-hour activity.

TED 449 Multiple Subject Intern Teaching and Seminar (3-18 units)

Supervised intern teaching in university-approved Multiple Subject classrooms. The intern will experience teaching responsibilities in a Multiple Subject, culturally diverse public school setting. Admission to Multiple Subject Intern Program required. May be repeated for up to 18 units; a minimum of 12 units required.

TED 450 Topics in Education (3)

Emphasis on discussion and analysis of selected topics in education. May be repeated for a maximum of 9 units. 3 lecture discussions. Prerequisite: consent of instructor.

TED 451 Theory and Practice in History/Social Science Integrated Arts Education (4)

Integration of theory and application of elementary social science curriculum and school and classroom group processes. Provides study and application of group processes such as, cooperative learning, collaboration, conflict resolution, and peer counseling. Alternative instructional approaches for teaching social science include provisions for learners with language and other special needs. Some field experience may be required. Four seminar/discussions. Prerequisites: TED 405, TED 406, TED 443, and GED 500/500L.

TED 452 Language Structure and Development for Teaching/Learning in English/Bilingual Classrooms (4)

Language structure, theories, pedagogical practices and assessment techniques of bilingual education and English language development for elementary and secondary classrooms. 4 lectures/problem-solving. Prerequisites: TED 405, TED 406, TED 443 or 432, and GED 500/500L or permission of instructor.

TED 453 Culture and Cultural Diversity in Multicultural and International Educational Settings (4)

Inquiry into the nature of culture, manifestations of culture, crosscultural analysis, cultural contact, and cultural diversity internationally, in the U.S.A. and California; development of skills and materials specifically designed for working in a multicultural learning environment. 4 seminars. Prerequisites: TED 405, TED 406, TED 443 or 432, and GED 500/500L or permission of instructor.

TED 455 Directed Teaching for Mild/Moderate Education Specialist Credential Candidates (8)

Theory and practice of formal and informal assessment of students with mild/moderate and moderate/severe disabilities and serious emotional disturbance. Policies/procedures for adapting assessment for English language learners. Using assessment results to plan and implement student goals and objectives and curricula. 4 seminars.

TED 457 Directed Teaching for Mild/Moderate Education Specialist Credential Candidates (8)

Supervised experience with students with mild/moderate disabilities in special classes, resource rooms, or full inclusion settings. Integrates the competencies for the Mild/Moderate (M/M) Education Specialist Credential. Prerequisite: TED 455.

TED 459 Intern Teaching and Seminar for Mild/Moderate Special Education Intern Credential Candidates (3-18 units)

Supervised experience with students with mild/moderate disabilities in special classes, resource rooms, or full inclusion settings. Integrates the competencies for the Mild/Moderate Special Education Credential. Admission to Internship Program required. May be repeated for up to 18 units; a minimum of 12 units required.

TED 465 Directed Teaching for Moderate/Severe Education Specialist Credential Candidates (8)

Supervised experience with students with moderate/severe disabilities in special classes, resource rooms, or full inclusion settings. Integrates the competencies for the Moderate/Severe Special Education Credential. Approval of Directed Teaching Application required.

TED 467 Directed Teaching for Moderate/Severe Education Specialist Credential Candidates (8)

Supervised experience with students with moderate/severe disabilities in special classes, resource rooms, or full inclusion settings. Integrates the competencies for the Moderate/Severe (M/S) Education Specialist Credential. Prerequisite: TED 465.

TED 469 Intern Teaching and Seminar for Moderate/Severe Special Education Intern Candidates (3-18)

Supervised experience with students with moderate/severe disabilities in special classes, resource rooms, or full inclusion settings. Integrates the competencies for the Moderate/Severe Special Education Credential. Admission to Internship Program required. May be repeated for up to 18 units; a minimum of 12 units required.

TED 499/499A/499L Special Topics for Upper Division Students (1-4)

Group study of a selected topic, the title to be specified in advance. Total credit limited to 8 units, with a maximum of 4 units per quarter. Instruction is by lecture, laboratory, activity, or a combination. Corequisites may be required.

TED 515/515A Bilingual Education: Reading, Language Arts and Content Instruction in the Primary Language (Spanish or Korean) (4/1)

Issues in bilingual education; pedagogical practices, assessment techniques and exploration of instructional materials for reading, language arts, and content instruction in Spanish/English or Korean/English bilingual elementary and secondary classrooms. Minimum 20 hours student/classroom/activity contact hours required. 4 seminar/discussions, 1 two-hour activity. Prerequisites: TED 405, TED 406, TED 407, TED 443 or 432, and GED 500/500L; enrolled in a

credential program or in a blended BA/Credential program (GEMS/Liberal Studies).

TED 530 Advanced Study of Moderate and Severe Disabilities (4)

Advanced study of moderate and severe developmental disabilities: mental retardation, autism, serious emotional disturbance, physical disabilities, traumatic brain injury, dual diagnosis, and multiple disabilities. Concepts, etiology, characteristics, and educational implications for general and special educators. 4 seminar/discussion. Prerequisite: TED 545.

TED 545 Professional Induction Seminar (2)

Guidance, support, and assistance in Induction Plan Development for the Level II Specialist Credential. Facilitation of formation and support of the local support network. Must be taken during first quarter of Level II program. 2 hours lecture/discussion/field work. Prerequisite: TED 455, or TED 459, or TED 465, or TED 469.

TED 551 Special Populations (4)

An overview of students with disabilities which includes principles for assessing and instructing mainstreamed students in relation to federal legislation requirements; diverse instructional strategies, IEP implementation, and fieldwork across a variety of special education settings. Satisfies the California Special Education requirement for the Clear Credential. 4 seminar/discussions. Prerequisites: TED 405, TED 406, TED 443 or 432; enrolled in a credential program or in a blended BA/Credential program (GEMS/Liberal Studies).

TED 552 Transition to Postsecondary Settings (4)

Examination and application of current legislation, theories, and strategies in transition services for students with mild/moderate/severe disabilities. Assessment procedures, community and agency resources, employment opportunities, transition domains and skills K-12, and joint program planning across multiple service agencies. 4 hours seminar/discussion. Prerequisite: TED 545.

TED 553 Assessment of Students with Mild/Moderate Disabilities (4)

Theory and practice of formal and informal assessment of students with mild/moderate disabilities and serious emotional disturbance. Policies/procedures for adapting assessment for English language learners. Using assessment results to plan and implement student goals and objectives and curricula. 4 hours seminar/discussion. Prerequisites: TED 405, TED 406, TED 407, TED 551, and TED 443 (or TED 432).

TED 554 Advanced Reading Seminar in Mild/Moderate Disabilities (4)

Comprehensive study of current/emerging research/practice in reading instruction for academically, culturally, and linguistically diverse students with mild/moderate disabilities. Emphasis on characteristics, impacting factors, assessment strategies, and data-based decision making. In-depth investigation/application of selected areas of inquiry. 4 seminar-discussion. Prerequisite: TED 455 or TED 459.

TED 555 Assessment of Students with Disabilities (4)

Theory and practice of formal and informal assessment of students with moderate/severe disabilities, and serious emotional disturbance. Policies/procedures for adapting assessment for English language learners. Using assessment results to plan and implement student goals and objectives and curricula. Twenty student/classroom/ activity contact hours required. Prerequisites: TED 405, TED 406, TED 407, TED 443 or 432, and TED 551. 4 seminar/discussion.

TED 556 Curriculum for Students with Moderate/Severe Disabilities (4)

Theory and application of curricula for students with moderate/ severe disabilities. Instructional strategies, curricular modification, and practices. Adaptations for English language learners. Theories and practices of inclusion. Strategies for meeting mobility, sensory, and specialized health care needs in the classroom. Prerequisites: TED 405, 406, 407, 443 (or 432), and 551. 4 hours seminar/discussion.

TED 559 Advanced Seminar in Mild/Moderate Disabilities (4)

Advanced seminar on the examination, evaluation, and implementation of curricula and instruction for students with mild/moderate disabilities. Evaluation of current research and educational practices. Use of data-based decision making in educational programming. 4 seminar/discussion. TED 545.

TED 581/581A Positive Classroom Interventions (2/1)

Theory and practice of organizing and managing classroom learning environments for diverse learners. Organizing and scheduling, behavior management techniques, relationships between learners, curriculum, and behavior. Developing and implementing learning environments that enable students to reach their full potential. Minimum 20 student/classroom/activity contact hours required. 2 seminar/discussion; one two-hour activity.

TED 582 Introduction to Mild/Moderate Disabilities (4)

Etiology, characteristics, and basic principles of curriculum and instruction for students with mild and moderate disabilities. Evaluation of current research and educational practices. Four seminar/discussion. Prerequisites: TED 405, TED 406, TED 407, TED 443 or 432, TED 551.

TED 584 Organization and Management of Special Education Programs (4)

Legal compliance requirements in planning and financing special education programs. Conceptual framework and research in operation of special education procedures and programs. 4 seminars. Prerequisite: TED 545.

TED 587 Current Issues and Research in Special Education (4)

Advanced seminar addressing instructional and behavioral issues and current research that support the academic and social needs of students with disabilities. Assessing, designing, implementing, evaluating, and adapting the educational environments to make data-based decisions regarding the needs of diverse learners. Prerequisite: TED 545.

TED 588 Introduction to Assistive Technology (4)

Overview and introduction to assistive technology, adaptive computer hardware and software, and integration of adaptive devices into curricular activities for students with severe disabilities. Alternative and augmentative communication strategies in the context of language development. 4 seminar/discussion. Prerequisite: TED 545.

TED 589 Advanced Behavioral and Environmental Supports (4)

Advanced study of assessment, planning, and provision of academic social skill instruction for students with complex behavioral and emotional needs. Strategies for collaboration with educational, mental health, and community resources to insure a positive learning environment and appropriate supports. 4 seminar/discussions. Prerequisite: TED 551; TED 553 or TED 555; and TED 582 or TED 556.

TED 591 Leadership in Special Education (4)

Application of leadership techniques relevant to special education settings including organizational behavior, group culture, consultation and collaboration, communication skills, problem solving, and group dynamic theory. Preparation in coordination of special education placements and professional interactions. 20 student/classroom/activity contact hours required. 4 seminars/discussions. Prerequisite: TED 545.



ETHNIC AND WOMEN'S STUDIES

www.csupomona.edu/~ews

Patricia de Freitas, Chair

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 Gilbert Cadena
 Sandy Dixon
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 Haiming Liu
 Jocelyn Pacleb

The Ethnic and Women's Studies Department offers an educational program designed to equip students with the knowledge, analytical skills, and experience necessary to effectively live and work in today's diverse society.

History, culture, and contemporary issues are explored and analyzed through the intersecting perspectives of ethnicity, race, class and gender. The curriculum combines an interdisciplinary knowledge of our socio-cultural world with opportunities in service learning, internships, and community fieldwork.

EWS offers a major in Gender, Ethnicity, and Multicultural Studies (GEMS) with four subplans. The first subplan, BA in GEMS, allows for concentrations in African American Studies, Asian American Studies, Chicano/Latino Studies, Native American Studies, or Women's Studies. The second, third and fourth subplans prepare for or lead to the preliminary Multiple Subjects Teaching Credential: Pre-Credential BA (Subplan 2), the Blended BA/Credential (Subplan 3), and Blended BCLAD BA/Credential for bilingual students (Subplan 4). The department also offers minors in African American Studies, Native American Studies, Asian American Studies, Chicano/Latino Studies, Women's Studies, and an interdisciplinary minor in Multicultural Leadership.

Courses are open to all students in the university. Enrollment is encouraged for those who are seriously concerned about diversity and the quality of life in the 21st-century. Fields in which such concerns can find direct application are teaching, urban planning, social services, politics, recreation, law, the ministry, and others that have a direct bearing on particular ethnic and gender groups.

A new service learning requirement allows students an applied experience prior to graduation. Students have the choice of enrolling in EWS 280, EWS 200 and 400, or service learning designated courses.

GENERAL EDUCATION REQUIREMENTS

Students should consult the catalog website www.csupomona.edu/~academic/catalog/ for current information regarding this requirement. Unless specific courses are stated under Support Courses, see the list of approved courses under General Education Requirements, Areas A through E.

Area A. Communication and Critical Thinking (12 units)

1. Oral Communication
2. Written Communication
3. Critical Thinking

Area B. Mathematics and Natural Sciences (16 units)

1. Physical Science
2. Biological Sciences
3. Laboratory Activity
4. Mathematics/Quantitative Reasoning
5. Science and Technology Synthesis

Area C. Humanities (16 units)

1. Fine and Performing Arts
2. Philosophy and Civilization

3. Literature and Foreign Languages
4. Humanities Synthesis

Area D. Social Sciences (20 units)

1. U.S. History, Constitution, and American Ideals
2. History, Economics, and Political Science
3. Sociology, Anthropology, Ethnic and Gender Studies
4. Social Science Synthesis

Area E. Lifelong Understanding and Self-development (4 units)

I. GEMS BA SUBPLAN

Core courses

Introduction to Ethnic Studies	.....EWS	140	(4)
Study of Men and Women in Society	.....EWS	145	(4)
Ethnic Women	.....EWS	390	(4)
Gender, Ethnicity, and Class	.....EWS	420	(4)

Select 2 of the following:

African American Experience	.....EWS	201	(4)
Chicano/Latino Experience	.....EWS	202	(4)
Native American Experience	.....EWS	203	(4)
Asian American Experience	.....EWS	204	(4)

Methods in EWS	.....EWS	395	(4)
Capstone (Senior Project)	.....EWS	461/462	(4)

Select 2 of the following:

Ethnic Identity	.....EWS	301	(4)
Gender, Ethnicity and the Arts	.....EWS	410	(4)
Ethnicity, Gender and Religion	.....EWS	431	(4)
Feminist Theory and Practice	.....EWS	440	(4)
Multiracial and Hybrid Identities	.....EWS	450	(4)
Community and Culture	.....EWS	475	(4)

Select 3 of the following:

Women in Global Perspective	.....EWS	380	(4)
African American Contemporary Issues	.....EWS	401	(4)
Chicano/Latino Contemporary Issues	.....EWS	402	(4)
Native American Contemporary Issues	.....EWS	403	(4)
Asian American Contemporary Issues	.....EWS	404	(4)

Concentration (24 units)

Courses selected from one of the following areas, in consultation with advisor.

African American Studies	.....	(24)
Asian American Studies	.....	(24)
Chicano/Latino Studies	.....	(24)
Native American Studies	.....	(24)
Women's Studies	.....	(24)

Support Courses (20 units)

Courses chosen in consultation with advisor..... (20)

Unrestricted Electives (16 Units)

II. PRE-CREDENTIAL BA SUBPLAN

Core Courses

Introduction to Ethnic Studies	EWS	140	4
Men and Women in Society	EWS	145	4
Ethnic Women	EWS	390	4
Gender, Ethnicity and Class	EWS	420	4
Select 2 of the following courses:			
African American Experience	EWS	201	(4)
Chicano/Latino Experience	EWS	202	(4)
Native American Experience	EWS	203	(4)
Asian American Experience	EWS	204	(4)

Pre-credential Subplan Courses

Language Acquisition	ENG	323	4
History of Civilization	HST	101	4
History of Civilization	HST	102	4
History of Civilization	HST	103	4
Physics Concepts & Activities	SCI	210/210L	3/1
Chemical Sciences	SCI	211/211L	3/1
Mathematical Concepts for			
Elementary Teachers: Number Systems	MAT	299	4
Elementary Mathematics from an Advanced Viewpoint: Algebra	MAT	394	4
Elementary Mathematics from an Advanced Viewpoint: Geometry	MAT	395	4
Ethnicity and the Arts	EWS	410	4
Ethnicity, Education, and Applied Arts	EWS	411	4
Developmental Movement	KIN	328/328A	2/1
Elementary School Health Education	KIN	441	3

Support Courses

The following major support courses should be used to satisfy the indicated GE requirements. If these courses are not used to satisfy GE, the total units to degree may be more than 180 units.

Freshman English 1 (A2)	ENG	104	4
Advocacy and Argument (A1)	COM	204	4
or Public Speaking (A1)	COM	100	4
Freshman English 11 (A3)	ENG	105	4
Statistics with Applications (B4)	STA	120	4
Earth Sciences (B5)	SCI	212/212L	3/1
Life Science (B2)	BIO	110/111L	3/1
The Visual Arts (C1)	ART	110	4
or World of Music	MU	103	(4)
or Intro to the Theatre	TH	203	(4)
Introduction to Philosophy (C2)	PHIL	201	4
or Philosophy through Children's Literature	PHIL	206	(4)
or Religions of the World	PHIL	220	(4)
Introduction to Modern Fiction (C3)	ENG	201	4
or Intro to Poetry or Modern Drama	ENG	202	(4)
or World Literature II	ENG	218	(4)
History of California (C4)	HST	370	4
Introduction to American Government (D1a)	PLS	201	4
United States History (D1b)	HST	202	4
United States History (D2)	HST	201	4
Cultural Geography (ID3)	GEO	102	4
Geography of California (D4)	GEO	351	4
General Psychology (E)	PSY	201	4
Child Psychology for Educators	PSY	206	4
Community Service Learning	EWS	280	4
Introduction to Education, Early Field Experience	TED	105	4
Cultures of Childhood	EWS	360	4
Capstone/Assessment Project	EWS	461/462	2/2

Concentration

One area chosen in consultation with advisor.

African American Studies (EWS 201, 401 plus two courses)	(16)
Asian American Studies (EWS 204, 301, 404 plus one course)	(16)
Chicano/Latino Studies (EWS 202, 402, SPN 401 plus one course)	(16)
Native American Studies (EWS 203, 403 plus two courses)	(16)
Women's Studies (EWS 380 plus three courses)	(16)

To prepare for a BCLAD, students are required to declare a concentration either in Chicano/Latino or Asian American Studies. Courses in the Chicano/Latino concentration must include EWS 202, SPN 401, and EWS 402 (Chicano/Latino) or EWS 301, which focuses on a target Asian group, for the Asian concentration. A high intermediate level of Spanish is required for the BCLAD (Spanish), and of a target Asian language (Korean, Cantonese, Cambodian or Vietnamese) for the BCLAD (Asian). Students are required to see the BCLAD advisor in the Education Department for details about the BCLAD credential.

Electives

Unrestricted Electives	(2 Units)
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III. BLENDED BA/CREDENTIAL SUBPLAN

Core Courses

Introduction to Ethnic Studies	EWS	140	4
Men and Women in Society	EWS	145	4
Ethnic Women	EWS	390	4
Gender, Ethnicity and Class	EWS	420	4

B.A./Credential Subplan Courses

Language Acquisition	ENG	323	4
Cultures of Childhood	EWS	360	4
History of Civilization	HST	102	4
History of Civilization	HST	103	4
Physics Concepts and Activities	SCI	210/210L	3/1
Chemical Sciences	SCI	211/211L	3/1
Mathematical Concepts for			
Elementary Teachers: Number Systems	MAT	299	4
Elementary Mathematics from an Advanced Viewpoint: Algebra	MAT	394	4
Elementary Mathematics from an Advanced Viewpoint: Geometry	MAT	395	4
Ethnicity and the Arts	EWS	410	4
Ethnicity, Education, and Applied Arts	EWS	411	4
Developmental Movement	KIN	328/328A	2/1
Elementary School Health Ed.	KIN	441	3

Support Courses

The following major support courses should be used to satisfy the indicated GE requirements. If these courses are not used to satisfy GE, the total units to degree may be more than 208 units.

Freshman English 1 (A2)	ENG	104	4
Advocacy and Argument (A1)	COM	204	4
or Public Speaking (A1)	COM	100	4
Freshman English 11 (A3)	ENG	105	4
Statistics with Applications (B4)	STA	120	4
Earth Sciences (B5)	SCI	212/212L	3/1
Life Science (B2)	BIO	110/111L	3/1
The Visual Arts (C1)	ART	110	4

or World of Music	.....MU	103	(4)
or Intro to the Theatre	.....TH	203	(4)
Introduction to Philosophy (C2)	.....PHIL	201	4
or Philosophy through Children's Literature	....PHIL	206	(4)
or Religions of the World	.....PHIL	220	(4)
Introduction to Modern Fiction (C3)	.....ENG	201	4
or Introduction to Poetry or Modern Drama	....ENG	202	(4)
or World Literature II	.....ENG	218	(4)
History of California (C4)	.....HST	370	4
Introduction to American Government (D1a)	....PLS	201	4
United States History (D1b)	.....HST	202	4
United States History (D2)	.....HST	201	4
Cultural Geography (D3)	.....GEO	102	4
Geography of California (D4)	.....GEO	351	4
General Psychology (E)	.....PSY	201	4
Child Psychology for Educators	.....PSY	206	4
Synthesis and Assessment	.....EWS	461/462	2/2

Education Courses

Introduction to Education Field Experience	.....TED	105	4
Pedagogical Foundations	.....TED	406	4
Theory and Practice in Math Education	.....TED	425	4
Theory and Practice in Science Education	.....TED	431	4
Theory and Practice in Reading Education	.....TED	443	4
Theory and Practice in Language Arts	.....TED	444	4
Special Populations	.....TED	551	4
Education in a Diverse Society	.....TED	407	4
Theory and Practice in Social Science	.....TED	451	4
Teaching Performance Assessment Block I	.....TED	440	2
Teaching Performance Assessment Block II	.....TED	441	2
Directed Teaching Block I	.....TED	427	8
Directed Teaching Block II	.....TED	429	8
Foundations of Education Comp Lit/Lab	.....GED	400/400L	3/1

Concentration

One area chosen in consultation with advisor.

- African American Studies (EWS 201 and 401)(8)
- Asian American Studies (EWS 204 and 404)(8)
- Chicano/Latino Studies (EWS 202 and 402)(8)
- Native American Studies (EWS 203 and 403)(8)
- Women's Studies (EWS 380 and one other course)(8)

IV. BLENDED BCLAD BA/CREDENTIAL SUBPLAN

Core Courses

Introduction to Ethnic Studies	.....EWS	140	4
Men and Women in Society	.....EWS	145	4
Ethnic Women	.....EWS	390	4
Gender, Ethnicity, and Class	.....EWS	420	4

B.A./Credential Subplan Courses

Language Acquisition	.....ENG	323	4
Cultures of Childhood	.....EWS	360	4
History of Civilization	.....HST	102	4
History of Civilization	.....HST	103	4
Physics Concepts and Activities	....SCI	210/210L	3/1
Chemical Sciences	....SCI	211/211L	3/1
Mathematical Concepts for			
Elementary Teachers: Number Systems	.....MAT	299	4
Elementary Mathematics from an Advanced			
Viewpoint: Algebra	.....MAT	394	4

Elementary Mathematics from an Advanced			
Viewpoint: Geometry	.....MAT	395	4
Ethnicity and the Arts	.....EWS	410	4
Ethnicity, Education, and Applied Arts	.....EWS	411	4
Developmental Movement	.....KIN	328/328A	2/1
Elementary School Health Education.	.....KIN	441	3

Support Courses

The following major support courses should be used to satisfy the indicated GE requirements. If these courses are not used to satisfy GE, the total units to degree may be more than 208 units.

Freshman English 1 (A2)	.....ENG	104	4
Advocacy and Argument (A1)	.....COM	204	4
or Public Speaking (A1)	.....COM	100	4
Freshman English 11 (A3)	.....ENG	105	4
Statistics with Applications (B4)	.....STA	120	4
Earth Sciences (B1, B2)	.....SCI	212/212L	3/1
Life Science (B2)	.....BIO	110/111L	3/1
The Visual Arts (C1)	.....ART	110	4
or World of Music	.....MU	103	(4)
or Intro to the Theatre	.....TH	203	(4)
Introduction to Philosophy (C2)	.....PHIL	201	4
or Philosophy through Children's Literature	....PHIL	206	(4)
or Religions of the World	.....PHIL	220	(4)
Introduction to Modern Fiction (C3)	.....ENG	201	4
or Introduction to Poetry or Modern Drama	....ENG	202	(4)
or World Literature II	.....ENG	218	(4)
History of California (C4)	.....HST	370	4
Introduction to American Government (D1a)	....PLS	201	4
United States History (D1b)	.....HST	202	4
United States History (D2)	.....HST	201	4
Cultural Geography (D3)	.....GEO	102	4
Geography of California (D4)	.....GEO	351	4
General Psychology (E)	.....PSY	201	4
Child Psychology for Educators	.....PSY	206	4
Synthesis and Assessment	.....EWS	461/462	2/2

Education Courses

Introduction to Education Field Experience	.....TED	105	4
Pedagogical Foundations	.....TED	406	4
Theory and Practice in Math Education	.....TED	425	4
Theory and Practice in Science Education	.....TED	431	4
Theory and Practice in Reading Education	.....TED	443	4
Theory and Practice in Language Arts	.....TED	444	4
Special Populations	.....TED	551	4
Education in a Diverse Society	.....TED	407	4
Theory and Practice in Social Science	.....TED	451	4
Teaching Performance Assessment Block I	.....TED	440	2
Teaching Performance Assessment Block II	.....TED	441	2
Directed Teaching Block I	.....TED	427	8
Directed Teaching Block II	.....TED	429	8
Foundations of Education Comp Lit/Lab	.....GED	400/400L	3/1

Concentration

One area chosen in consultation with advisor.

Asian American Studies

Asian American Experience	.....EWS	204	4
or Contemporary Issues	.....EWS	404	(4)
Ethnic Identity	.....EWS	301	4

Chicano/Latino Studies

Chicano/Latino Contemporary Issues	EWS	402	4
Spanish for Teachers	SPN	401	4

For a BCLAD, students are required to declare a concentration in Chicano/Latino Studies or Asian American Studies. Courses for the Chicano/Latino concentration must include: EWS 402 and SPN 401. Additionally, language proficiency in Spanish is required at the high-intermediate level or greater in listening, speaking, reading and writing, as determined by the California State Polytechnic University, Pomona Spanish BCLAD exam.

Courses for the Asian concentration must include a culture course of a target Asian group and the passing of Subtest #6 Asian American in the target language (Korean, Mandarin, Cantonese, Cambodian or Vietnamese).

To graduate with a BCLAD BA/Credential, students must also complete 5 extra units of TED 515/515A.

AFRICAN AMERICAN STUDIES MINOR

Introduction to Ethnic Studies	EWS	140	(4)
African American Experience	EWS	201	(4)
Ethnic Women	EWS	390	(4)
African American Contemporary Issues	EWS	401	(4)
Gender, Ethnicity, and Class	EWS	420	(4)
12 elective units must be chosen in consultation with advisor			(12)
Total units required for the minor			(32)

ASIAN AMERICAN STUDIES MINOR

Introduction to Ethnic Studies	EWS	140	(4)
Asian American Experience	EWS	204	(4)
Ethnic Women	EWS	390	(4)
Asian American Contemporary Issues	EWS	404	(4)
Gender, Ethnicity, and Class	EWS	420	(4)
12 elective units must be chosen in consultation with advisor			(12)
Total units required for the minor			(32)

CHICANO/LATINO STUDIES MINOR

Introduction to Ethnic Studies	EWS	140	(4)
Chicano/Latino Experience	EWS	202	(4)
Ethnic Women	EWS	390	(4)
Chicano/Latino Contemporary Issues	EWS	402	(4)
Gender, Ethnicity, and Class	EWS	420	(4)
12 elective units must be chosen in consultation with advisor			(12)
Total units required for the minor			(32)

NATIVE AMERICAN STUDIES MINOR

Introduction to Ethnic Studies	EWS	140	(4)
Native American Experience	EWS	203	(4)
Ethnic Women	EWS	390	(4)
Native American Contemporary Issues	EWS	403	(4)
Gender, Ethnicity, and Class	EWS	420	(4)
12 elective units must be chosen in consultation with advisor			(12)
Total units required for the minor			(32)

WOMEN'S STUDIES MINOR

Intro to the Study of Women and Men in Society	EWS	145	(4)
U.S. Women in Contemporary Global Context	EWS	380	(4)

Ethnic Women	EWS	390	(4)
Gender, Ethnicity, and Class	EWS	420	(4)
Feminist Theory and Practice	EWS	440	(4)
12 elective units must be chosen in consultation with advisor			(12)
Total units required for the minor			(32)

INTERDISCIPLINARY MINOR IN MULTICULTURAL LEADERSHIP STUDIES

Multicultural Leadership	EWS	290	(4)
Leadership	MHR	450	(4)

The remaining 24 units must include two courses from each of the following three areas:

Leadership Education:

Introduction to the Study of Women and Men in Society	EWS	145	(4)
Community and Culture	EWS	475	(4)
Strategies for Men and Women in Management	MHR	406	(4)
Management of Not for Profit Organizations	MHR	319	(4)
Introduction to Comparative Political Systems	PLS	202	(4)
Leadership and Motivation	PSY	490	(4)

Multicultural Education:

Introduction to Ethnic Studies	EWS	140	(4)
Ethnic Identity	EWS	301	(4)
Gender, Ethnicity, and Class	EWS	420	(4)
Cultural Anthropology	ANT	102	(4)
Multicultural Organizational Behavior	MHR	318	(4)
Advanced Organizational Behavior	MHR	438	(4)
Political Sociology	PLS	390	(4)
Sociology of Minority Communities	SOC	323	(4)

Communication:

Interpersonal Communication	COM	103	(4)
Intercultural Communication	COM	327	(4)
Group Discussion	COM	337	(4)
Ethnicity, Gender and Religion	EWS	431	(4)
Human Relations	PSY	314/314A	(3/1)
Total units required for the minor			(32)

COURSE DESCRIPTIONS

EWS 101 The University (4)

Course helps students understand systems of governance and unique culture of the university. Students introduced to values associated with academic and scientific exploration. Emphasis on development of critical thinking and communication skills. 4 lecture discussions.

EWS 102/102A Engaged Education: Education and Beyond (2/1)

Introduction to the nature, meanings and purposes of higher education. Emphasis on the development of intellectual and personal skills to critically examine and integrate knowledge and civic engagement, theory and practice in a diverse, complex society. Academic success strategies explored. 1 two-hour seminar.

EWS 140 Introduction to Ethnic Studies (4)

Survey of ethnic American experience. Introduction to fundamental theories of race relations and social processes producing social and gender stratification. Introduction to concepts and terms such as racism, sexism, ethnocentrism, etc. The course includes a survey of the four major ethnic groups in America. 4 lecture discussions.

EWS 145 Introduction to the Study of Women and Men in Society (4)

Introduction to fundamental principles explaining reasons for the widely different roles women and men play in societies throughout the world. Includes introduction to concepts and terms such as sexism, sex vs. gender, and female/male roles in society. 4 lecture discussions.

EWS 200 Special Study for Lower Division Students (2)

Individual or group investigation, research, studies, or surveys of selected problems. Total credit limited to 4 units, with a maximum of 2 units per quarter.

EWS 201 African American Experience (4)

Survey of problems, methods, theories, and materials about African Americans; emphasis on historical factors and forces constituting the experience in the United States. 4 lecture discussions.

EWS 202 Chicano/Latino Experience (4)

Survey of various aspects of Chicano/Latino experiences and the formation of ideological perspectives; effects of the family, peer groups, social class, education and racism on identity development. 4 lecture discussions.

EWS 203 Native American Experience (4)

Survey of Native American heritage in the United States; emphasis on historical, political, educational, economic and social roles. 4 lecture discussions.

EWS 204 Asian American Experience (4)

Focus on historic and contemporary presence of persons of Asian descent in the U.S. Includes the study of the impact of legislation, public opinion, and American foreign policy in Asia on the lives of Asians in America. 4 lecture discussions.

EWS 210 Interactive Dynamics of Ethnicity and Gender (4)

Survey of multicultural readings by and about Native Americans, African Americans, Chicano/Latinos, Asian Americans, Women, Lesbians and Gays. The readings serve as the basis for analysis into the discursive practices of diverse communities. 4 lectures/problem-solving.

EWS 280 Community Service Learning (4)

Academic studies through innovative, experiential activities and service learning in community agencies and school sites. Tutorial and mentoring opportunities with elementary and secondary students in conjunction with campus organizations. May be repeated for a total of 8 units. 4 lecture discussions.

EWS 290 Multicultural Leadership (4)

Prepare students to be effective leaders in a multicultural world. Application of theory and practice through simulation activities, campus projects, case studies, and dialogue. Topics include multicultural leadership styles, cross cultural communication, values and ethics, group development, and decision making. 4 lecture discussions.

EWS 299/299A/299L Special Topics for Lower Division Students (4)

Group study of a selected topic, to be specified in advance. Total credit limited to 8 units, with a maximum of 4 units per quarter. Instruction is by lecture, activity, laboratory, or a combination.

EWS 301 Ethnic Identity (4)

Biological, psycho-social and cultural aspects of ethnic identity formation. Influences of family patterns, roles of educational system, peer group involvement, socio-economic status, racism, sexism, and discrimination. 4 lecture discussions. May be repeated for credit when different ethnic group offered.

EWS 304 Asian American Communities: Comparative Analysis (4)

An in-depth examination and comparative analysis of Asian American communities. Emphasis on intensive writing and oral presentation exercises for better understanding of the problems and issues confronting Asian American communities. 4 lectures/problem-solving. Prerequisite: EWS 204.

EWS 330 Ethnicity and Family Life (4)

Seminar in the unique social and cultural aspects of marriage and family styles from the perspective of American ethnic groups. 2 two-hour seminars. Prerequisite: EWS 140, SOC 321 or permission of the instructor. May be repeated for credit only when ethnic group differs.

EWS 345 Women, Ethnicity and Work (4)

An exploration of the meaning of work and occupational choices, particularly as work and work choices relate to women's economic mobility, social prestige and political power. Two 2-hour seminars. Prerequisite: EWS 140 or 145.

EWS 350 Ethnic Immigration (4)

Historical analysis of socio-economic and political factors which have determined and continue to form the basis for development of U.S. immigration policies and practices toward ethnic minorities. 4 lecture discussions. May be repeated for credit when different ethnic group offered.

EWS 360 Cultures of Childhood (4)

Identification of how different cultures conceptualize childhood, and correspondingly, construct the cultural artifacts and practices for children. 4 lectures/problem-solving. Prerequisite: LS 201, or EWS 140 or EWS 145.

EWS 370 Women and Law (4)

Social science analysis of the legal status and rights of women. Exploration of issues in employment, marriage and family, sexual assault/domestic violence and civil rights law. Principles such as privacy, equal protection and legal regulation of women's sexuality also examined. 2 two-hour lecture/discussion. Open to all majors. Prerequisites: Completion of Courses in Area A and Area D (1, 2, & 3). Satisfies GE requirement for Area D4.

EWS 375 Gender, Ethnicity and Film (4)

Humanities approach to the representation of gender, race and ethnicity in film. Focus on both mainstream and self-representation of ethnic and female filmmakers. Examination of techniques, messages, and ideologies in constituting, subverting and reinventing social identities. 2 lecture/discussion. Open to all majors. Prerequisites: All lower division GE courses in Areas A and C. Satisfies GE requirement for Area C4.

EWS 380 Women in Global Perspective (4)

Social science perspectives on women's inequalities and differences arising from globalization. Transnational issues include: gender construction, national cultures, labor, religion, public policies, cultural expressions, violence, human rights and women's movements. 2 two-hour lecture/discussion. Prerequisite: Completion of courses in Areas A and D, sub-areas 1, 2, and 3. Satisfies GE requirement for Area D4.

EWS 390 Ethnic Women (4)

Issues concerning women in four ethnic communities, with focus on African American, Asian Pacific American, Native American, and Chicanas/Latinas. Examination of roles and status within community context. Particular attention is paid to the intersection of ethnicity, race, class, sexual orientation and gender. 4 lecture discussions. Prerequisite:

EWS 140 or EWS 145. May be repeated for credit only when ethnic group differs.

EWS 395 Methods in Ethnic and Women's Studies (4)

A critical review of traditional research methods in the study of women and ethnic groups. Exploration of relationship between power and production of knowledge. Study of alternative methodologies, e.g. participatory, community-based and interdisciplinary research, as new models of investigation. Seminar. Prerequisites: Completion of core courses.

EWS 400 Special Study for Upper Division Students (2)

Individual or group investigation, research studies, or surveys of selected problems. Total credit limited to 4 units, with a maximum of 2 units per quarter.

EWS 401 African American Contemporary Issues (4)

A critical and interdisciplinary analysis of contemporary African American communities. Issues in economic status, education, health, justice, politics, race relations, and media representation examined from the perspectives of anthropology, history, sociology, ethnic and gender studies. 2 two-hour lecture/presentation. Open to all majors. Prerequisites: Completion of courses in GE areas A and D (subareas 1, 2, 3). Satisfies GE requirement for D4.

EWS 402 Chicano/Latino Contemporary Issues (4)

A critical examination of Latinos/Chicanos in the U.S. Selected issues in education, the family, labor, health, immigration, and religion examined from social science perspectives. 2 two-hour lecture/discussion. Open to all majors. Prerequisite: All lower division GE courses in Area A and D. Satisfies GE requirement for Area D4.

EWS 403 Native American Contemporary Issues (4)

A critical examination of Native American ethnic, cultural, and linguistic groups in the U.S. By synthesizing interdisciplinary perspectives from the social sciences and humanities, selected issues in education, law, community health issues, religious freedom, cultural expression, sovereignty and self-determination will be examined. 2 two-hour lecture/discussion. Prerequisites: Completion of courses in Areas A, C1 and 3, and Area D1, 2, and 3. Satisfies GE requirement for Area C4 or D4.

EWS 404 Asian American Contemporary Issues (4)

An interdisciplinary approach to contemporary Asian American issues, including immigration, employment, education, family, inter-ethnic and intra-Asian conflicts, justice, race relationship and media representations examined from perspectives of history, sociology, cultural/ ethnic and gender studies. 2 two-hour lecture/discussion. Open to all majors. Prerequisites: Completion of courses in GE areas A and D (subareas 1, 2, 3). Satisfies GE requirement for D4.

EWS 407 Diverse Sexual and Gender Identities (4)

History, sociology, ethnography, and expressive culture of gay men, lesbians, bisexuals, and transgender (glbt) people. Current topics in and theoretical approaches to the study of gender and sexual identity. 2 two-hour lecture/discussion. Prerequisites: Completion of courses in Area A and Areas D1, D2 and D3. Satisfies GE requirement for Area D4.

EWS 410 Ethnicity and the Arts (4)

The arts, music, oral/literary expressions of ethnic groups, their meaning and value. Relationship between ethnic identity and contemporary artistic expression. 2 two-hour seminars. Prerequisite: junior standing or permission of instructor. May be repeated for credit only when ethnic group differs.

EWS 411 Diversity, Education, and the Arts (4)

Experiential explorations of the visual and performing arts. Focus on Arts integration into K-8 curriculum. Emphasis on links between ethnicity, gender, culture and arts production. 2 two-hour seminars. Prerequisite: EWS 410 or concurrent enrollment in EWS 410.

EWS 420 Gender, Ethnicity, and Class (4)

Theories and case-studies of the (re)production and intersections of social inequalities. Emphasis on strategies such as ranking, boundary maintenance, work ghettoization, stereotyping, discrimination, etc. 4 lecture discussions. Prerequisites: EWS 140 or EWS 145.

EWS 425 Gender, Identity and Technology (4)

Examines the interrelationship between identity, power and technological competency. Using perspectives from history, history of technology, sociology, gender and cultural studies, and political activists, students will explore connections between access and mastery of technology with power and changing societal patterns. Good academic standing. Open to all majors. Prerequisites: One GE course from each of the following Sub-areas: A1, A2, A3, and B1, B2, and D2, D3. Satisfies GE requirement for Area B5 or D4.

EWS 430 Ethnic Thought and Values (4)

Exploration of religious and ethical systems of the four major ethnic groups in America. Comparative approach is used to identify similarities and differences in values and life choices among the four ethnic groups and mainstream American society. 4 lecture discussions.

EWS 431 Ethnicity, Gender, and Religion (4)

Exploration of religious experiences of selected ethnic and gender groups. Social science approaches used to examine inter- and intra-group similarities and differences in religious traditions and socio-cultural practices. 2 two-hour lecture/discussions. Open to all majors. Prerequisites: Completion of GE Area A and sub-areas D1, D2, and D3. Satisfies GE requirement for Area D4.

EWS 440 Feminist Theory and Practice (4)

Examination of traditional theories and their explanation for gender inequality. Focus on alternative critiques by contemporary feminist, womenist and mujerista scholars regarding female status, roles and relationships. 2 two-hour seminars. Prerequisite: EWS 145.

EWS 441 Women, Health, and Social Justice (4)

This course will examine the centrality of health issues to women's political movements and the threats to health posed by one's gender, racial, and economic status. This course will also investigate concrete contemporary controversies over genital and cosmetic surgery, abortion, anorexia, and sexually transmitted diseases--and the ways that public health problems are barometers of injustice. 2 two-hour lecture/discussion. Prerequisites: Completion of courses in Areas A and D, sub-areas 1,2 and 3. Satisfies GE requirement for Area C4 or D4.

EWS 445 Multiethnic Heritage of California (4)

Exploration of the multiethnic heritage of California: African, Asian, European, Indigenous, and Latino American. Historical, sociological, and comparative analysis of colonization, migration, immigration and their impact on diversity in California. Exploration of multiethnic contributions to California growth and development. 2 two-hour lecture/discussion. Prerequisites: Completion of courses in Areas A and D, sub-areas 1,2, and 3. Satisfies GE requirement for Area D4.

EWS 450 Multiracial and Hybrid Identities (4)

Interdisciplinary exploration of the development, meaning, and sociopolitical implications of 'hybridity' in constructing racial, ethnic and gender identities in the U.S. Status and experience of 'hybrid' people, e.g. 'biracial/multiracials' examined through synthesis of anthropology, arts, history, literature, sociology, ethnic and gender studies. 2 two-hour lecture/discussion. Open to all majors. Prerequisites: Completion of courses in GE areas A (1, 2, 3), C (1, 3), and D (2, 3). Satisfies GE requirement for Area C4 or D4.

EWS 451 Ethnicity, Identity, and Diaspora (4)

Interdisciplinary examination of diasporas across the globe and their impact on nation-states and national, ethnic, racial, and gendered identities. Common features of diasporas and the diverse global/local conditions that spawn and sustain them also explored. Examined from the perspectives of humanities and social sciences. 2 two-hour lecture/discussion. Open to all majors. Prerequisites: Completion of courses in Area A (1, 2, &3), Area C (1 & 3) and Area D (2 & 3). Satisfies GE requirement for Area C4 or D4.

EWS 452 Ethnicity, Race and Sexuality (4)

An interdisciplinary exploration of the intimate intersections between race, ethnicity, nation, and sexuality. The course examines the power of race, ethnicity, and nation to produce ideas and feelings about sexual Others, and the power of sex to create, maintain or breach ethnic, racial, and national boundaries and identities. 2 two-hour lecture/discussion. Open to all majors. Prerequisites: Completion of courses in Area A (1, 2, & 3), Area C (1 & 3), and Area D (2 & 3). Satisfies GE requirements for Area D4.

EWS 475 Community and Culture (4)

Key concepts and variables in ethnic community development. The dynamics of power and cultural preservation and/or innovation in community formation, relations and settlements. Prerequisite: EWS 140. 2 two-hour seminars.

EWS 461, 462 Capstone Senior Project (2) (2)

Selection and completion of a senior project under faculty supervision. Project may be a senior thesis, fieldwork project, or internship experience approved by advisor. Formal report required. Prerequisites: Senior standing and successful completion of methods course.

EWS 499/499A/499L Special Topics for Upper Division Students (4)

Group study of a selected topic, the title to be specified in advance. Total credit limited to 8 units, with a maximum of 4 units per quarter. Instruction is by lecture, activity, laboratory, or a combination. Corequisites may be required. Prerequisite: EWS 140 or EWS 145.

INTERDISCIPLINARY GENERAL EDUCATION (IGE)

www.ceis.csupomona.edu/ige/

Nancy Page Fernandez, Chair

Hend Gilli-Elewy

Howard Jian

Peg Lamphier

Sandra Mizumoto Posey

Stephen Rudicel

Dennis Quinn

Kenneth Stahl

Nancy Ware

The IGE program offers first-time freshmen an integrated approach to learning about literature, humanities, social sciences, and the arts. Students must be exempt from or score at least 151 on the EPT to qualify for admission to IGE. The program satisfies 32 units of lower-division general education requirements.

The IGE Program is open to any qualified student or undergraduate department wishing to adopt it as an option, and is the recommended GE pattern for Engineering, Architecture, and Liberal Studies majors. Students may substitute AP credit or major support courses for one course in an IGE yearly sequence, with a maximum of two substitutions in the IGE Program. For more information, contact the IGE Department Chair.

Students must complete at least two courses in an IGE yearly sequence to earn general education credit. Students who wish to leave IGE and move to the University General Education pattern are advised to do so at the end of a yearly sequence, e.g. after IGE 122 or IGE 222. Single IGE classes do not fulfill GE requirements. Students who choose to leave IGE and move to the University General Education pattern should seek advisement on how to fulfill remaining general education requirements.

How IGE fulfills General Education Requirements

Year	Completion of IGE Courses	Satisfies GE Requirements
Freshman	IGE 120, IGE 121, IGE 122	A2 as well as any 2 courses from C1-C3
Sophomore	IGE 220, IGE 221, IGE 222	D1 (8 units) and D3
Junior	IGE 223, IGE 224 and all courses above.	D2 and Area E

Remaining GE to be completed. See your major department for advisement.

Areas A1 and A3

Area B (16 units)

Area C4 and remaining course from C1, C2 or C3

Area D4

FIRST YEAR (F,W,Sp)

IGE 120 Consciousness and Community (4)

First knowings; origin of consciousness, myth, symbol, performance, and ceremony; prehistory and patterns of living, making of meaning; university experience. 4 lecture discussions. Prerequisite: EPT score of 151 or better. Activity fee may be required.

IGE 121 Rationalism, Revelation, and Enlightenment: The Ancient World (4)

The nature of tragedy; the ways of warriors, prophets, tyrants, philosophers, and citizens; ethics, convictions, and the sacred. 4 lecture discussions. Prerequisite: IGE 120. Activity fee may be required.

IGE 122 Authority and Faith: The Medieval and Renaissance Worlds (4)

Visions of hell, politics, social order, and redemption; constructions of the sacred and secular selves; journey of the soul; private lives and public spaces. 4 lecture discussions. Prerequisite: IGE 121. Activity fee may be required.

SECOND YEAR (F,W,Sp)

IGE 220 Ways of Knowing: Culture and Contact (4)

Explorations of the multiple ways of constructing knowledge (science, art, the sacred as ways of knowing); knowledge as historically grounded in the era of the New World colonial conquest (national artistic cultures, scientific revolution, indigenous sacred articulations of space and time, perceptions of Self and Other). 4 lecture discussions. Prerequisite: IGE 122. Activity fee may be required.

IGE 221 Ways of Coexisting: Reform and Revolution (4)

Explorations of urban and global issues (social space; domination, resistance, and revolution; traditional/transitional cultures). Inquiries are historically grounded in the Enlightenment era (rise of individual rights, spirit of revolution, restructuring social, conceptual, and scientific structures). 4 lecture discussions. Prerequisite: IGE 220. Activity fee may be required.

IGE 222 Ways of Doing: The Industrial Age (4)

Explorations of technology and human purpose; science and scientists; divergent thinking, gender, genius, and anomalies; emergent ethical frameworks; inquiries are historically grounded in the Industrial Age; individual and collective ideologies; romanticism and realism. 4 lecture discussions. Prerequisite: IGE 221. Activity fee may be required.

THIRD YEAR (F,W)

IGE 223 Ways of Living: The Contemporary World (4)

Explorations of environmental epistemology, ethics, aesthetics, and biographies; communities and cultures which offer life-enhancing practices; environmental education and responsibility; inquiries are historically grounded in the modern and postmodern worlds; global thinking and doing. 4 lecture discussions. Prerequisite: IGE 222. Activity fee may be required.

IGE 224 Connections Seminar: Exploration and Personal Expression (4)

Research and presentation of an interdisciplinary project which extends and synthesizes themes from the IGE experience. 4 lecture discussions. Prerequisite: IGE 223.

UPPER DIVISION GENERAL EDUCATION

IGE 320 Visions of Science and Technology (4)

Cultural critiques of science and technology from the perspectives of philosophy, literature and visual arts; representations of 19th century American industrialization and investigation of 20th century proliferations; parallels between modern science and versions of science dating from the ancient world. Activity fee may be required. Fulfills GE Synthesis Area C4. 4 lecture/ discussions. Prerequisites: GE areas A1, A2, A3 and C1, C2, C3.

LIBERAL STUDIES

www.csupomona.edu/lis

Stephen H. Bryant, Chair

Estela C. Ballón
Christina Chavez
Karen S. Langlois

The major in Liberal Studies offers a diversified curriculum for those who are attracted to an interdisciplinary program of study. The purposes of Liberal Studies are twofold: (1) to provide the undergraduate preparation for students to teach in the public elementary schools of California, and (2) to prepare students for graduate work in such fields as law; or for work in business, human services, government, and public relations; or to pursue intellectual fulfillment for its own sake.

Five subplans are available. The first is the recommended baccalaureate curriculum preparation for the teaching credential program (monolingual). The second is the baccalaureate curriculum preparation for teaching with a bilingual, Spanish focus. There are also two (English-only and bilingual Spanish) blended (BA/credential) subplans. The fifth subplan is a flexible program of study who do not wish to be teachers and which assures a breadth of education and provides opportunity for concentration in an area of one's choice.

Admission to the Teacher Education Program is by separate application, usually in the senior year. Students choosing a career in education should consult with the Student Services Office in Education for entrance requirements for the credential program. Students are also advised that the California Basic Education Skills Test (CBEST) should be taken in their junior year to appropriately address possible deficiencies prior to graduation or application to the Teacher Education program. Students taking the Bilingual/Cross-cultural subplan should consult with the BCLAD advisor in the Education Department to ensure that they have the proper coursework and experience to meet the credentialing requirements in this area. Teacher candidates also have the responsibility to pass the CSET examination. Contact the CEIS Student Services Center or the Liberal Studies Department office for details.

The curriculum for those wishing to be elementary teachers includes discipline areas of language and literature, mathematics, science, social science/history, humanities, the visual and performing arts, physical education, human development, and health. Students must have a grade of C or better in each class to graduate in any of the teacher preparation options. Students interested in teaching may substitute the Education Specialist Credential Program or the Multiple Subjects Credential Program--see an advisor for details.

For students choosing the General Studies Subplan, elective courses may be used to satisfy all or part of the requirements for a minor in another subject, an additional major, or a diversified series of courses tailored to the student's own interests.

All students are assigned an advisor according to the first initial of their last name. Please see department or website for the list of advisors. Advisors are available during the quarter to assist in scheduling relevant courses; to resolve problems of credit for courses completed at another college or university; to clarify procedures which might facilitate progress toward the degree; to determine which forms students must file with the university prior to taking special actions; and to help with other problems, major or minor, which might affect the student's academic life.

DEGREE REQUIREMENTS FOR LIBERAL STUDIES MAJOR

A 2.0 cumulative GPA is required in core courses in order to receive a degree in the major.

GENERAL EDUCATION REQUIREMENTS

Students should consult the catalog website www.csupomona.edu/~academic/catalog/ for current information regarding this requirement. Unless specific courses are stated under Support Courses, see the list of approved courses under General Education Requirements, Areas A through E.

Area A. Communication and Critical Thinking (12 units)

1. Oral Communication
2. Written Communication
3. Critical Thinking

Area B. Mathematics and Natural Sciences (16 units)

1. Physical Science
2. Biological Science
3. Laboratory Activity
4. Mathematics/Quantitative Reasoning
5. Science and Technology Synthesis

Area C. Humanities (16 units)

1. Fine and Performing Arts
2. Philosophy and Civilization
3. Literature and Foreign Languages
4. Humanities Synthesis

Area D. Social Sciences (20 units)

1. U.S. History, Constitution, and American Ideals
2. History, Economics, and Political Science
3. Sociology, Anthropology, Ethnic and Gender Studies
4. Social Science Synthesis

Area E. Lifelong Understanding and Self-development (4 units)

I. PRE-CREDENTIAL SUBPLAN

NOTE: Pre-credential students are subject to changes in the waiver program. Please see department for information.

CORE COURSES

Introduction to Liberal Studies	LS	201	(4)
Concepts in Liberal Studies	LS	301	(4)
Liberal Studies Seminar	LS	401	(4)
Arts Integration I	CLS/ENV430		(4)
Liberal Studies Arts Integration II	LS	421	(4)
Liberal Studies Synthesis I	LS	459	(4)
Liberal Studies Synthesis II	LS	460	(4)
Senior Project I	LS	461	(4)
Senior Project II	LS	462	
(4)Language Acquisition	ENG	323	(4)
History of World Civilization: Middle Period	HST	102	(4)
History of World Civilization:Modern Period	HST	103	(4)
Elementary Physical Education	KIN	328/328A	(2/1)
Elementary School Health Education	KIN	441	(3)
Elementary Mathematics from an Advanced Viewpoint: Real Numbers	MAT	299	(4)
Elementary Mathematics from an Advanced Viewpoint: Algebra	MAT	394	(4)
Elementary Mathematics from an Advanced Viewpoint: Geometry	MAT	395	(4)
Physics Concepts	SCI	210/210L	(3/1)

Geological Sciences	SCI	212/212L	(3/1)
Ethnic Thought	EWS	430#	(4)
or Sociology of Minority Communities	SOC	323#	(4)

#EWS 430 or SOC 323 will also satisfy the American Cultural Perspectives requirement.

SUPPORT COURSES

Child Psychology for Educators	PSY	206	(4)
Intro to Education: Early Field Experience	TED	105	(4)
Children's Literature	ENG	324	(4)
Policies of Need and Greed	EC/PLS	420	(4)

The following major support courses should be used to satisfy the indicated GE requirements. If these courses are not used to satisfy GE, the total units to degree may be more than 180 units.

Statistics with Applications (B4)	STA	120	(4)
Chemical Sciences (B1, B3)	SCI	211/211L	(3/1)
Life Science (B2, B3)	BIO	110/111L	(3/1)
or Basic Biology	BIO	115/115L	(3/2)
History of World Civilization: Ancient Period (C2)	HST	101	(4)
History of California (C4)	HST	370	(4)
Introduction to American Government (D1a)	PLS	201	(4)
United States History (D1b)	HST	202#	(4)
United States History (D2)	HST	201	(4)
Cultural Geography (D3)	GEO	102	(4)
Geography of California (D4)	GEO	351	(4)

#HST 202 will also satisfy the American Cultural Perspectives requirement.

Concentration Courses (16 units)

Choose 16 units in a subject matter area in consultation with advisor.

Unrestricted Electives (0-2 units)

NOTE: This Liberal Studies program is prerequisite to the Multiple Subject Credential and is not synonymous with the credential. Liberal Studies is an academic program leading to a bachelor's degree, whereas Education is a professional program leading to a credential. Please consult your Liberal Studies advisor concerning degree requirements and the Basic Credentials coordinator for credential requirements.

II. BCLAD Pre-credential Subplan

NOTE: Pre-credential students are subject to changes in the waiver program. Please see department for information.

CORE COURSES

Introduction to Liberal Studies	LS	201	(4)
Concepts in Liberal Studies	LS	301	(4)
Liberal Studies Seminar	LS	401	(4)
Arts Integration I	CLS/ENV430		(4)
Liberal Studies Arts Integration II	LS	421	(4)
Liberal Studies Synthesis I	LS	459	(4)
Liberal Studies Synthesis II	LS	460	(4)
Senior Project I	LS	461	(4)
Senior Project II	LS	462	(4)
(4)Language Acquisition	ENG	323	(4)
History of World Civilization: Middle Period	HST	102	(4)
History of World Civilization: Modern Period	HST	103	(4)
Elementary Physical Education	KIN	328/328A	(2/1)
Elementary School Health Education	KIN	441	(3)
Elementary Mathematics from an Advanced			
Viewpoint: Real Numbers	MAT	299	(4)
Elementary Mathematics from an Advanced			
Viewpoint: Algebra	MAT	394	(4)

Elementary Mathematics from an Advanced			
Viewpoint: Geometry	MAT	395	(4)
Physics Concepts	SCI	210/210L	(3/1)
Geological Sciences	SCI	212/212L	(3/1)
Chicano/Latino Contemporary Issues	EWS	402	(4)

SUPPORT COURSES

The following major support courses should be used to satisfy the indicated GE requirements. If these courses are not used to satisfy GE, the total units to degree may be more than 180 units.

Child Psychology for Educators	PSY	206	(4)
Intro to Education: Early Field Experience	TED	105	(4)
Children's Literature	ENG	324	(4)
Policies of Need and Greed	EC/PLS	420	(4)
Statistics with Applications (B4)	STA	120	(4)
Chemical Sciences (B1, B3)	SCI	211/211L	(3/1)
Life Science (B2, B3)	BIO	110/111L	(3/1)
or Basic Biology	BIO	115/115L	(3/2)
History of World Civilization: Ancient Period (C2)	HST	101	(4)
History of California (C4)	HST	370	(4)
Introduction to American Government (D1a)	PLS	201	(4)
United States History (D1b)	HST	202#	(4)
United States History (D2)	HST	201	(4)
Chicano/Latino Experience (D3)	EWS	202	(4)
Geography of California (D4)	GEO	351	(4)

#HST 202 will also satisfy the American Cultural Perspectives requirement.

Concentration Courses (16 units)

Choose 16 units in a subject matter area in consultation with advisor.

Unrestricted Electives (0-2 units)

NOTE: This Liberal Studies program is prerequisite to the Multiple Subject Credential and is not synonymous with the credential. Liberal Studies is an academic program leading to a bachelor's degree, whereas Education is a professional program leading to a credential. Please consult your Liberal Studies advisor concerning degree requirements and the Basic Credentials coordinator for credential requirements.

III. B.A./CREDENTIAL SUBPLAN

CORE COURSES

Introduction to Liberal Studies	LS	201	(4)
Concepts in Liberal Studies	LS	301	(4)
Liberal Studies Seminar	LS	401	(4)
Liberal Studies Arts Integration II	LS	421	(4)
Elementary Mathematics from an Advanced			
Viewpoint: Real Numbers	MAT	299	(4)
Elementary Mathematics from an Advanced			
Viewpoint: Algebra	MAT	394	(4)
Elementary Mathematics from an Advanced			
Viewpoint: Geometry	MAT	395	(4)
Physics Concepts	SCI	210/210L	(3/1)
Geological Sciences	SCI	212/212L	(3/1)
Elementary School Health Education	KIN	441	(3)
Foundations of Educational Computer Literacy	GED	400/400L	(4)
Intro to Education: Early Field Experience	TED	105	(4)
Pedagogical Foundations	TED	406	(4)
Theory and Practice in Reading Education	TED	443	(4)
Education in a Diverse Society	TED	407	(4)
Theory and Practice in History/ Social Science Education	TED	451	(4)
Theory and Practice in Language Arts Education	TED	444	(4)

Special Populations	TED	551	(4)
Teaching Performance Assessment, Block I	TED	440	(2)
Teaching Performance Assessment, Block II	TED	441	(2)
Directed Teaching I	TED	427	(8)
Directed Teaching II	TED	429	(8)

Due to changes in the credential program, TED 425 and TED 431 may also be required to fulfill credential requirements.

SUPPORT COURSES

Policies of Need and Greed	EC/PLS	420	(4)
Gender, Ethnicity and Class	EWS	420#	(4)
Ethnic Thought and Values	EWS	430#	(4)
or Sociology of Minority Communities	SOC	323#	(4)
Liberal Studies Synthesis I	LS	459	(4)
Liberal Studies Synthesis II	LS	460	(4)
Senior Project I	LS	461	(4)
Senior Project II	LS	462	(4)
Child Psychology for Educators	PSY	206	(4)
Elementary Physical Education	KIN	328/328A	(2/1)
Language Acquisition	ENG	323	(4)
Children’s Literature	ENG	324	(4)
Arts Integration I	CLS/ENV430		(4)
Statistics with Applications (B4)	STA	120	(4)

#EWS 420, or EWS 430, or SOC 323, or the series of IGE 220, 221, and 222, will also satisfy the American Cultural Perspectives requirement.

Interdisciplinary General Education

The IGE program is the preferred pattern for students in the Liberal Studies blended programs. See University Catalog for information on how IGE meets General Education Requirements.

IV. BCLAD B.A./Credential Subplan

CORE COURSES

Introduction to Liberal Studies	LS	201	(4)
Concepts in Liberal Studies	LS	301	(4)
Liberal Studies Seminar	LS	401	(4)
Liberal Studies Arts Integration II	LS	421	(4)
Elementary School Health Education	KIN	441	(3)
Elementary Mathematics from an Advanced Viewpoint: Real Numbers	MAT	299	(4)
Elementary Mathematics from an Advanced Viewpoint: Algebra	MAT	394	(4)
Elementary Mathematics from an Advanced Viewpoint: Geometry	MAT	395	(4)
Physics Concepts	SCI	210/210L	(3/1)
Geological Sciences	SCI	212/212L	(3/1)
Foundations of Educational Computer Literacy	GED	400/400L	(4)
Intro to Education: Early Field Experience	TED	105	(4)
Pedagogical Foundations	TED	406	(4)
Theory and Practice in Reading Education	TED	443	(4)
Education in a Diverse Society	TED	407	(4)
Theory and Practice in History/ Social Science Education	TED	451	(4)
Theory and Practice in Language Arts Education	TED	444	(4)
Special Populations	TED	551	(4)
Directed Teaching I	TED	427	(8)
Directed Teaching II	TED	429	(8)
Teaching Performance Assessment	TED	441	(2)

Due to changes in the credential program, TED 425 and TED 431 may be required to fulfill credential requirements.

A high intermediate level of Spanish language competency is required for the BCLAD. See the BCLAD advisor in the Education Department for

details and additional requirements.

SUPPORT COURSES

Policies of Need and Greed	EC/PLS	420	(4)
Liberal Studies Synthesis I	LS	459	(4)
Liberal Studies Synthesis II	LS	460	(4)
Senior Project I	LS	461	(4)
Senior Project II	LS	462	(4)
Child Psychology for Educators	PSY	206	(4)
Elementary Physical Education	KIN	328/328A	(2/1)
Language Acquisition	ENG	323	(4)
Children’s Literature	ENG	324	(4)
Arts Integration I	CLS/ENV430		(4)
Chicano/Latino Contemporary Issues	EWS	402	(4)
Statistics with Applications (B4)	STA	120	(4)

#The series of IGE 220, 221, and 222, will also satisfy the American Cultural Perspectives requirement.

BCLAD Certificate Requirements

For a BCLAD Certificate, students must also complete the following:

1. Spanish language test
2. EWS 402 and SPN 401
3. TED 515/515A

Interdisciplinary General Education

The IGE program is the preferred pattern for students in the Liberal Studies blended programs. See University Catalog for information on how IGE meets General Education Requirements.

V. General Studies Subplan

CORE COURSES

Introduction to Liberal Studies	LS	201	(4)
Concepts in Liberal Studies	LS	301	(4)
Liberal Studies Seminar	LS	401	(4)
Arts Integration I	CLS/ENV430		(4)
Liberal Studies Arts Integration II	LS	421	(4)
History of Civilization	HST	101	(4)
History of Civilization	HST	102	(4)
History of Civilization	HST	103	(4)
Liberal Studies Synthesis I	LS	459	(4)
Liberal Studies Synthesis II	LS	460	(4)
Senior Project I	LS	461	(4)
Senior Project II	LS	462	(4)
Elective in Math or Science (see advisor)			(4)
Upper division elective in Math or Science (see advisor)			(4)
Upper division elective in English, history, philosophy, or art history			(4)

SUPPORT COURSES

Concentration Courses:

Choose 20 units in a single area of study in consultation with advisor. At least 14 of the units must be upper division, unless the required 60 upper division units are satisfied by other courses.

Concentration courses may be applied toward a minor	20
Unrestricted electives	32
(Must include American Cultural Perspectives course if not otherwise satisfied.)	

NOTE: Total curriculum must include 60 upper division units. Only 52 upper division units are among the required courses in the General

Studies Subplan. Students need to take 8 upper division units in concentration courses to make the 60 total.

Students must take at least 75 units at four-year colleges, of which at least 50 must be taken at Cal Poly Pomona. Among these 50 units at Cal Poly Pomona, at least 12 must be in General Education courses, 18 must be in core courses, and 36 must be in upper division courses. See advisor for details.

COURSE DESCRIPTIONS

LS 102/102A Engaged Education: Education and Beyond (2/1)

Introduction to the nature, meanings and purposes of higher education. Emphasis on the development of intellectual and personal skills to critically examine and integrate knowledge and civic engagement, theory and practice in a diverse, complex society. Academic success strategies explored. 1 two-hour seminar.

LS 200 Special Study for Lower Division Students (1-4)

Individual or group investigation of selected problems. Total credits limited to 8 units, with a maximum of 4 units per quarter. Prerequisite: undergraduate standing.

LS 201 Introduction to Liberal Studies (4)

Introduction to the key concepts and approaches which unite the humanities and social sciences and introduction to the organizing concepts in mathematics and the sciences. 4 lecture discussions. Prerequisite: C or better in ENG 104 or IGE 120 or equivalent.

LS 299/299A/299L Special Topics for Lower Division Students (1-4)

Group study of a selected topic, to be specified in advance. Total credit limited to 8 units, with a maximum of 4 units per quarter. Instruction is by lecture, activity, laboratory, or a combination. Corequisites may be required.

LS 301 Concepts in Liberal Studies (4)

Application of interdisciplinary methodologies to the concepts and values traditional to the liberal arts. 4 lectures/problem-solving. Prerequisite: LS 201.

LS 400 Special Study for Upper Division Students (1-4)

Individual or group investigation of selected problems. Total credits limited to 8 units, with a maximum of 4 units per quarter. Prerequisite: undergraduate standing.

LS 401 Liberal Studies Seminar (4)

Analyses of enduring themes and issues in the humanities and social sciences. Frequent written and oral presentations. 4 seminars. Some sections may require a fee. Prerequisite: LS 201.

LS 421 Liberal Studies: Arts Integration II (4)

Focus on practical teaching methods for the arts. Applications of the creative experience to classroom learning environments. Continuing experiential exploration of the fine and performing arts. 4 lecture/problem solving. Up to 20 hours of directed fieldwork. Prerequisite: LS 201 and CLS/ENV 430.

LS 459 Liberal Studies Synthesis I (4)

Introduction to selected issues in the history and politics of public education. 4 discussions/lectures/counseling. Prerequisite: LS 201.

LS 460 Liberal Studies Synthesis II (4)

Study of contemporary issues in public education. 4 lecture/discussion. Prerequisite: LS 201 and LS 459.

LS 461 Senior Project I (4)

First program capstone experience for prospective multiple subjects teachers. 4 lecture/counseling. Prerequisite: LS 201.

LS 462 Senior Project II (4)

Second program capstone experience for prospective multiple subjects teachers. 4 lecture/counseling. Prerequisite: LS 201 and LS 461.

LS 499/499A/499L Special Topics for Upper Division Students (1-4)

Group study of a selected topic to be specified in advance. Total credit limited to 8 units, with a maximum of 4 units per quarter. Instruction is by lecture, activity, laboratory, or a combination. Corequisites may be required.