

SCHOOL OF EDUCATION AND INTEGRATIVE STUDIES (S.E.I.S.)

Sheila M. McCoy, *Interim Dean*
 Karen Z. Anijar Aubrey Fine
 Toni C. Humber Doreen Nelson

Faculty from the five academic units within S.E.I.S. as well as from across the university community will join those listed above in common teaching modules.

The School of Education and Integrative Studies (S.E.I.S.) is comprised of the departments of Ethnic & Women's Studies, Liberal Studies, Teacher Education, and Graduate and Professional Studies as well as the Interdisciplinary General Education program. Departments pursue their goals independently and through joint development of pivotal, shared intellectual and social educational principles. Faculty and students in all programs participate in team-taught, interdisciplinary teaching modules. There is a common commitment to inquiry-based, interactive instructional strategies and interdisciplinary curriculum. Our objective is that faculty and students in S.E.I.S. form a holistic and coherent learning community that will stretch from the baccalaureate through the professional and master's degree in the School of Education and Integrative Studies. The mission of the School of Education and Integrative Studies is to educate responsible citizens to take leadership in creating a free and just society. In pursuit of this educational goal, we take a broad multicultural and multidisciplinary approach in which we emphasize excellence, equality and ethics at all levels in the public and private domain of our society. We seek to design a concept that enables us to fuse technology with human intellect and imagination and ethical purpose.

Educational excellence, equality and ethics are intertwined. For our commitment to these principles to have meaning, we must face the intense moral dilemmas confronting us today. Therefore, rather than assume a posture of neutrality, we choose to embrace the ethical dimensions of human inquiry, behavior, and interaction in all educational endeavors. We value the individual and collective efforts of students and faculty in research, teaching, learning, and public service. We affirm our commitment to act with authenticity and social conscience in an atmosphere of openness, candor and trust.

Our educational philosophy has been developed with pluralism and diversity at its core. We must understand the forces that impact us in our local, regional, national and world communities. The cornerstone of true pluralism rests on a genuine respect for individual and cultural diversity.

The traditional mission of educational institutions is the transmission of knowledge, and our pledge is that this knowledge will not reinforce or maintain unequal or unjust privilege. The knowledge we foster will be broad, inquiry-based, interactive and diverse in form and substance. We believe that the creative transformation of knowledge is integral to learning. Knowledge must be discovered by the learner, discussed, contemplated, interpreted, applied and acted upon for our collective human well-being if it is to remain vital.

Interdisciplinary General Education (IGE) Program

James Manley, *Director*
 Nancy Ware, *Co-Associate Director*
 Richard Johnson, *Co-Associate Director*

The Interdisciplinary General Education Program within the School 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 32 unit team-taught, thematically integrated sequence of General Education courses.

Departments with M.A.'s, Certificates, and Credentials

GRADUATE AND PROFESSIONAL STUDIES

Jane S. McGraw, *Chair*
 Shahnaz Lotfipour, *Coordinator, Educational Technology*
 Susan Mortorff Robb, *Coordinator, Special Education*

Master's of Arts in Education, Options:

- Curriculum and Instruction - Elementary; Secondary
- Educational Technology: Computers in Education
- Educational Technology: Media Studies Program
- Bilingual/Cross-Cultural Education
- Bilingual/Cross-Cultural - Computers in Education
- Bilingual/Cross-Cultural - Educational Technology: Media Studies
- Language and Literacy
- Special Education - Learning Handicapped; Severely Handicapped

Certificates

- Educational Technology: Computers in Education
- Educational Technology: Media Studies
- Resource Specialist
- Crosscultural, Language, and Academic Development (CLAD)

Education Specialist Credentials

- Learning Handicapped
- Severely Handicapped
- Adapted Physical Education
- Agricultural Specialist

TEACHER EDUCATION DEPARTMENT

Dorothy J. Rubenstein, *Chair*

Credential Programs

- Multiple Subjects, Cross-cultural, Language, and Academic Development (CLAD) Emphasis
- Multiple Subjects Bilingual (spanish), Cross-cultural, Language, and Academic Development (BCLAD) Emphasis - Daniel Livesey, Coordinator
- Single Subject

Agricultural Education	English	Music
Art	History	Physical Education
Behavioral Science	Home Economics	Science
Business Education/	Mathematics	Social Science
- Designated Subjects Adult Education

Departments with Majors and Minors

ETHNIC AND WOMEN'S STUDIES

_____, *Chair*

Minors: African American Studies, American Indian Studies, Asian American Studies, Chicano-Latino Studies, Women's Studies. A major in Gender, Ethnicity, and Multicultural Studies (GEMS) is currently being prepared.

LIBERAL STUDIES

Joseph Block, *Acting Chair* Liberal Studies major (BA), Options: Pre-Credential, leading to entry into Multiple Subjects or CLAD credential programs; Bilingual, Cross-cultural, Chicano Pre-Credential, leading to entry into Multiple Subjects or CLAD or Multiple Subjects/BCLAD programs; Liberal Studies (does not lead to a credential program).

Course Descriptions

School 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 School 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.

ETHNIC AND WOMEN'S STUDIES DEPARTMENT

Parvin M. Abyaneh Patricia de Freitas Richard Santillan
 Gene I. Awakuni Patricia Lin
 John D. Bacheller Hai-ming Liu

The Ethnic and Women's Studies Department offers a program of courses on the history, culture and contemporary issues of ethnic groups and of the study of gender roles in human societies. The program is designed as an educational forum in which students and faculty explore the parallels of ethnic and gender stratification. The program offers minors in African American Studies, Native American Studies, Asian American Studies, Chicano/Hispanic Studies, and Women's Studies.

The purpose of Ethnic and Women's Studies is to provide students with the skills, intellectual habits, critical attitudes, and broad perspectives necessary to function in, and contribute to, a changing world. In addition, students need the ability to make sound ethnical judgments and to gain a sensitivity to the aesthetic and humanistic dimensions of the changing world.

Courses are open to all students in the university. Enrollment is encouraged for those who are seriously concerned about the quality of life in 20th century America, and wish to do something about it. 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 groups.

AFRICAN AMERICAN STUDIES MINOR

Introduction to Ethnic Studies	EWS	140	(4)
African American Experience	EWS	201	(4)
The Ethnic Woman	EWS	390	(4)
African American Contemporary Issues	EWS	401	(4)
Gender, Ethnicity, and Class	EWS	420	(4)
16 elective units must be chosen in consultation with advisor			(16)
Total units required for the minor			(36)

NATIVE AMERICAN STUDIES MINOR

Introduction To Ethnic Studies	EWS	140	(4)
Native American Experience	EWS	203	(4)
The Ethnic Woman	EWS	390	(4)
Native American Contemporary Issues	EWS	403	(4)
Gender, Ethnicity, and Class	EWS	420	(4)
16 elective units must be chosen in consultation with advisor			(16)
Total units required for the minor			(36)

ASIAN AMERICAN STUDIES MINOR

Introduction to Ethnic Studies	EWS	140	(4)
Asian American Experience	EWS	204	(4)
The Ethnic Woman	EWS	390	(4)
Asian American Contemporary Issues	EWS	404	(4)
Gender, Ethnicity, and Class	EWS	420	(4)
16 elective units must be chosen in consultation with advisor			(16)
Total units required for the minor			(36)

CHICANO/LATINO STUDIES MINOR

Introduction to Ethnic Studies	EWS	140	(4)
Chicano/Latino Experience	EWS	202	(4)
The Ethnic Woman	EWS	390	(4)
Chicano/Latino Contemporary Issues	EWS	402	(4)
Gender, Ethnicity, and Class	EWS	420	(4)
16 elective units must be chosen in consultation with advisor			(16)
Total units required for the minor			(36)

WOMEN'S STUDIES MINOR

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

The Ethnic Woman	EWS	390	(4)
Gender, Ethnicity, and Class	EWS	420	(4)
Female and Ethnic Development	EWS	440	(4)
16 elective units must be chosen in consultation with advisor			(16)
Total units required for the minor			(36)

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 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 Problems 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 280 Community Fieldwork and Tutorials (3)

One-to-one tutorial work and interpersonal growth with elementary and secondary students; in conjunction with the Mexican-American Student Association. Academic studies through innovative, experimental activities and social relationships in community agencies. May be repeated for total of 6 units.

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. Corequisites may be required. Prerequisite: permission of instructor.

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. Prerequisite: EWS 204 or permission of instructor. 4 lecture/problem-solving.

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. Two 2-hour seminar/discussion. Prerequisite: EWS 140, SOC 321 or permission of the instructor. May be repeated for credit only when ethnic group differs.

EWS 345 Gender, Ethnicity and Employment (4)

An exploration of the meaning of work and occupational choices in the U.S. particularly as work and work choices relate to economic mobility, social prestige and political power. Two 2-hour seminar-discussions. Prerequisite: EWS 140 or EWS 145 or permission of instructor.

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 380 U.S. Women in Contemporary Global Context (4)

Examination of how individual ethnic and national cultures, economics, religion, and public policies generate issues that are particularly important to women. Seminar format; may be repeated as issues and topics vary. Prerequisite: EWS 145 or permission of instructor. Two 2-hour seminar/discussions.

EWS 390 The Ethnic Woman (4)

Issues concerning women in four ethnic communities: African American, Asian Pacific American, Native American, and Chicana/Latino. Examination of roles and status within community context. Particular attention is paid to the intersection of ethnicity and gender in each community. 4 lecture/discussions. Prerequisite: EWS 140 or EWS 145 or permission of instructor.

EWS 400 Special Problems 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)

Impact of African American movement on cultural continuity and social/political issues at local, state and national levels. The course will analyze the effects of educational, economic and political institutions of African American culture. Two 2-hour seminar/discussions. Prerequisite: EWS 140 or EWS 201 or permission of instructor.

EWS 402 Chicano/Latino Contemporary Issues (4)

The examination of effects of educational, economic and political institutions on Chicano/Latino culture in the U.S. Emphasis on legislation, employment, health and education, and public policy and its impact on Chicanos/Latino. Two 2-hour seminar/discussion. Prerequisite: EWS 140 or EWS 202 or permission of instructor.

EWS 403 Native American Contemporary Issues (4)

Seminar in the contemporary issues confronted by Native Americans; employment, education, problems of relocation, water land rights and Bureau of Indian Affairs. Two 2-hour seminar/discussion. Prerequisite: EWS 203, 140, or permission of instructor.

EWS 404 Asian American Contemporary Issues (4)

A critical analysis of contemporary issues confronted by Asian Americans in the U.S. Emphasis will be placed on immigration, employment, health, family and cultural issues. Two 2-hour seminar/discussion. Prerequisite: EWS 140 or EWS 204 or permission of instructor.

EWS 407 Sexual Orientation and Diversity (4)

This course examines the contemporary lesbian, gay, and bisexual movement in the United States. Topics include the social and biological basis of sexual orientation; the cultural sources of homophobia and heterosexism; the challenges of coming out and passing; and family, spiritual, and employment issues affecting gays, lesbians, and bisexuals. Two 2-hour seminar/discussions.

EWS 410 Ethnicity, Folklore and the Arts (4)

Folklore, art, music of ethnic groups; their meaning and value. Images of ethnic identity, artistic expression in contemporary use. Two 2-hour seminar/discussions. Prerequisite: Junior standing or permission of instructor.

EWS 420 Gender, Ethnicity, and Class (4)

Emphasis on the parallel strategies such as ranking, boundary maintenance, work ghettoization, sexual stereotypes, etc. that societies use to create racial and gender inequalities. Prerequisite: EWS 140, EWS 145 or permission of instructor. 4 lecture/discussions.

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 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 440 Female and Ethnic Development (4)

Examination of traditional theories and their explanation for gender inequality. Focus on alternative critiques by contemporary feminist and ethnic scholars regarding female and roles and relationships. Two 2-hour seminar/discussions. Prerequisite: EWS 145 or permission of instructor.

EWS 475 Community Development (2-4)

Key concepts and variables in analysis of the dynamics of community power structures and ethnic community development. Prerequisite: EWS 140 or permission of instructor. Two-Four 1-hour seminars.

EWS 499 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 or permission of instructor.

Interdisciplinary General Education (IGE)

James Manley, *Director*
Richard Johnson, *Associate Director*
Nancy Ware, *Associate Director*

The IGE (INTERDISCIPLINARY GENERAL EDUCATION) Program is a team-taught, thematically integrated sequence of courses that meets many general education requirements in a stimulating intellectual environment. These requirements, which apply to all California State University campuses, help to broaden skills and understanding in areas beyond the major (such as social science, literature, composition). Usually these requirements are fulfilled by taking separate courses.

FIRST YEAR (F,W,Sp)

IGE 120 Consciousness and Community: Origins and Development of Human Societies (4)

Chronology and civilization; origin of consciousness and myths of origin; symbol and ceremony; people and the environment. Prerequisite: EPT score of 147 or better. (F) Activity fee may be required.

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

Myth and history; tragedy, humanism, justice, and freedom; subject and citizen. Prerequisite: IGE 120. (W)

IGE 122 Authority and Faith: Feudalism and the Renaissance (4)

Forms of social and economic organization; cultural and intellectual renewal; varieties of spatial organization; secular and sacred forms of aesthetic expression. Prerequisite: IGE 121. (Sp)

SECOND YEAR (F,W,Sp)

IGE 220 Culture and Contact: The Expansion of the West (4)

Exploration and ethnocentrism; the nation state and national artistic cultures; the scientific revolution. Prerequisite: IGE 122. (F) Activity fee may be required.

IGE 221 Reform and Revolution: The Age of Enlightenment (4)

Concepts of progress and individual rights in a time of political revolution; changes in social organization; restructuring of philosophical, scientific, and aesthetic thought. Prerequisite: IGE 220. (W)

IGE 222 Individualism and Collectivism, Competing Ideologies: The Industrial Age (4)

The machine and society; romanticism and realism; capitalism and socialism; population movements. Prerequisite: IGE 221. (Sp)

THIRD YEAR (F,W)

IGE 223 Promise and Crisis: The Modern World (4)

Nationalism and internationalism; world wars and nuclear threat; concept of the global village; ecological dilemmas; modernism and post modernism in the arts. Prerequisite: IGE 222. (F) Activity fee may be required.

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

Research and presentation of an interdisciplinary project; synthesis and integration of selected IGE Program themes. Prerequisite: IGE 223 (W)

LIBERAL STUDIES

Joseph Block, Acting Chair

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 prepare students for graduate work in such fields as law and ministry; or for work in business, human services, government, and public relations; or to pursue intellectual fulfillment for its own sake; and (2) to provide the undergraduate preparation for students to teach in the public schools of California. Liberal Studies is approved by the Commission on Teacher Credentialing as a baccalaureate waiver program for entry into a multiple subject credential program. This credential licenses a person to teach in a self-contained classroom, primarily in elementary schools.

Three options are available. The first is a flexible program of study which assures a breadth of education and provides opportunity for concentration in an area of one's choice. The second is the recommended baccalaureate curriculum preparation for the teaching credential program (monolingual). The third is the baccalaureate curriculum preparation for teaching with a bilingual, cross-cultural Chicano focus.

Admission to the Teacher Education Program is by separate application, usually in the senior year. Students choosing a career in education should consult with Teacher 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 option should consult with the department chair to ensure that they have the proper coursework and experience to meet the credentialing requirements in this area.

Effective with Academic (or Curriculum) Year 1992-93, students who plan to seek a multiple-subject teaching credential must have their subject-matter competency assessed by the Liberal Studies Department in order to be recommended for entry into the Teacher Education program. See department for specific information on how to complete the assessment process. Note that as part of this process students must have a grade of C or better in each upper division class.

The curriculum includes ten discipline areas: language studies, literature, mathematics, science, social science, history, humanities, the arts, physical education, and human development. By taking the courses listed, the student will satisfy all General Education requirements. Elective courses may be used to satisfy all or part of the requirements for a minor in another subject, a "double" or additional major or a diversified series of courses tailored to the student's own interests, and the professional program in teacher training but only if the student is applying to the Teacher Education program.

All students are assigned an advisor according to the first initial of their last name. Please see department for the list of advisors.

Students will meet with their advisors to obtain class scheduling materials. 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.

CORE COURSES FOR MAJOR*

(Required of all students)

Art Skills Elective	ART		(3)
Intro to Liberal Studies	LS	201	(4)
Concepts in Liberal Studies	LS	301	(4)
Liberal Studies Seminar	LS	401	(4)

OPTION COURSES FOR MAJOR *

(Required in specific options)

Liberal Studies

The Visual Arts	ART	110	(4)
or Intro to the Theatre	DR	203	
or Music Appreciation	MU	101	
English Language or Lit (U.D.)	ENG		(12)
Foreign Language			(12)
History of Civilization	HST	101	(4)
History of Civilization	HST	102	(4)
History of Civilization HST 103			(4)
Elective in Math or Science (U.D.)			(4)
Elective in Math or Science (L.D.)			(4)
Electives in Social Science			(8)
Pre-Credential Language Acquisition	ENG	323	(4)
Elem Geometry I	MAT	392	(4)
Elem Geometry II	MAT	491	(4)
Foreign Language			(12)
History of Civilization	HST	101	(4)
History of Civilization	HST	102	(4)
History of Civilization	HST	103	(4)
Developmental Movement for Children	KIN	328/328A	(3)
Sociology of Minority Comm.	SOC	323	(4)
or Contem. American Scene	SSC	401	
or Ethnic Thought and Values	EWS	430	
or Soc. Anthropology	ANT	358	

Bilingual/Cross-cultural, Chicano— Pre-Credential

Language Acquisition	ENG	323	(4)
Elem Geometry I	MAT	392	(4)
Elem Geometry II	MAT	491	(4)
Spanish Language or Civilization	FL		(8)
Art of Mexico, Cen. Amer., & S. Amer.	ART	314	(4)
or World of Music	MU	103	
or Music of Mexico	MU	311	
Developmental Movement for Children	KIN	328/328A	(3)
Chicano/Hispanic Experience	EWS	202	(4)
Mexico	HST	362	(4)
or Latin America	HST	336	
or Latin America	HST	337	
American Ethnic Politics	PLS	323	(4)
or Cult. Areas of World (Meso Amer.)	ANT	399	

SUPPORT AND ELECTIVE COURSES

(Required only in pre-credential options)

Cultural Geography	GEO	102	(4)
Intro. to Schooling	TED	301	(4)
Child Psychology: Middle Years	PSY	311	(4)
Music Skills for Teachers	MU	401	(2)
Music Lit. for Children	MU	402	(2)
Children's Lit.	ENG	324	(4)
Art and the Child	ART	405	(4)
Liberal Studies: Eval. and Syn. I	LS	404	(2)
Liberal Studies: Eval. and Syn. II	LS	405	(2)
Select one approved concentration			(16)

GENERAL EDUCATION COURSES

(Required in specific options)

Liberal Studies

Area 1:

Pattern 1			(12)
A. Freshman English I	ENG	104	

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

B. Advocacy & Argum. ....	.COM	204	
C. Freshman English II .....	.ENG	105	

Area 2:
Math and Science courses to (16)
Must include at least one lab class.

Area 3:

Arts Elective		(4)
Introduction to Philosophy .....	.PHL 201	(4)
Religions of the World .....	.PHL 220	(4)
or Intro to Rel. Studies .....	.PHL 221	
English 201 or 202, 203, 204, 205, 206 207, 208, 211, 212, 217, 218.....		(4)
Principles of Economics .....	.EC 202	(4)
or Principles of Economics .....	.EC 201	
Cultural Anthropology .....	.ANT 102	(4)
or Principles of Sociology .....	.SOC 201	
See Advisor		(4)
General Psychology .....	.PSY 201	(4)

Area 4:

Intro to Amer. Gov't .....	.PLS 201	(4)
U.S. History .....	.HST 202	(4)

Area 5:
See Advisor (8)

Pre-Credential

Area 1:

Freshman English I .....	.ENG 104	(4)
Advocacy & Argument .....	.COM 204	(4)
Freshman English II .....	.ENG 105	(4)

Area 2:

Survey of Math .....	.MAT 191	(4)
Elementary Math .....	.MAT 391	(4)
Physics Concepts and Activities .....	.SCI 210/210L	(4)
Chemical Sciences .....	.SCI 211/211L	(4)
Geological Sciences .....	.SCI 212/212L	(4)
Life Science .....	.BIO 110	(3)

Area 3:

The Visual Arts .....	.ART 110	(4)
or Intro. to Theatre .....	.TH 203	
or World of Music .....	.MU 103	
Introduction to Philosophy .....	.PHL 201	(4)
or Religions of the World .....	.PHL 220	(4)
or Intro to Rel. Studies .....	.PHL 221	
English 201 or 202, 203, 204, 205, 206, 207, 208, 211, 212, 217, or 218.....		(4)
Principles of Economics .....	.EC 202	(4)
or Principles of Economics .....	.EC 201	
Cultural Anthropology .....	.ANT 102	(4)
or Principles of Sociology .....	.SOC 201	
California .....	.HST 370	(4)
General Psychology .....	.PSY 201	(4)
or Human Nature/Human Affairs ANT 201		

Area 4:

Intro to American Gov't .....	.PLS 201	(4)
U.S. History .....	.HST 202	(4)

Area 5:
Select two:

Geography of California .....	.GEO 351	(4)
Amer. State & Local Politics .....	.PLS 328	(4)
Indians of California .....	.ANT 320	(4)
Bilingual/Cross-cultural, Chicano— Pre-Credential		

Area 1:

Freshman English I .....	.ENG 104	(4)
Advocacy & Argument .....	.COM 204	(4)
Freshman English II .....	.ENG 105	(4)

Area 2:

Survey of Math .....	.MAT 191	(4)
Elementary Math .....	.MAT 391	(4)
Physics Concepts and Activities .....	.SCI 210/210L	(4)
Chemical Sciences .....	.SCI 211/211L	(4)
Geological Sciences .....	.SCI 212/212L	(4)
Life Science .....	.BIO 110	(3)

Area 3:

The Visual Arts .....	.ART 110	(4)
or Intro. to Theatre .....	.TH 203	
or World of Music .....	.MU 103	
Introduction to Philosophy .....	.PHL 201	(4)
Religions of the World .....	.PHL 220	(4)
or Intro to Rel. Studies .....	.PHL 221	
Spanish Language or Civ .....	.FL	(4)
Principles of Economics .....	.EC 202	(4)
or Principles of Economics .....	.EC 201	
Cultural Anthropology .....	.ANT 102	(4)
or Principles of Sociology .....	.SOC 201	
California .....	.HST 370	(4)
General Psychology .....	.PSY 201	(4)

Area 4:

Intro to American Gov't .....	.PLS 201	(4)
U.S. History .....	.HST 202	(4)

Area 5:
Select two:

Geography of Calif .....	.GEO 351	(4)
Amer. State & Local Politics .....	.PLS 328	(4)
Indians of California .....	.ANT 320	(4)

Beginning in 1992-93, pre-credential students are subject to changes in the waiver program. Please see department for information.

Course Descriptions

Note: Courses offered in Liberal Studies may be taken Credit/No Credit (CR/NC).

LS 200 Special Problems for Lower Division Students (1-2)

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

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/discussion.

LS 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. Corequisites may be required. Prerequisite: permission of instructor.

LS 301 Concepts in Liberal Studies (4)

Application of interdisciplinary methodologies to the concepts and values traditional to the liberal arts. 4 lecture/problem-solving. Prerequisite: LS 201, ENG 104, and ENG 105 or equivalent.

LS 400 Special Problems for Upper Division Students (1-2)

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

LS 401 Liberal Studies Seminar (4)

Analyses of enduring themes and issues in the humanities and social sciences. Frequent written and oral presentations. Prerequisites: LS 201, ENG 104 and ENG 105 or equivalent, upper division standing. 4 hours seminar. Some sections may require a fee.

LS 404 Liberal Studies: Evaluation and Synthesis I (2)

Assessment of Pre-Credential students' general academic competence and specific subject-matter competence in language studies, literature, mathematics, science, the arts, humanities, history, social science, human development and physical education. 1-2 lecture/counseling. Credit/no credit. Prerequisite: upper division standing or consent of instructor. May be repeated for no more than 4 units when different competencies assessed.

LS 405 Liberal Studies: Evaluation and Synthesis II (2)

Conclusion of assessment process begun in LS 404 for Pre-Credential students, including capstone essay analyzing and synthesizing upper-division elective concentration. 2 lecture/counseling. Prerequisite: LS 404. May be repeated for no more than 4 units.

LS 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.

TEACHER EDUCATION

Dorothy J. Rubenstein, *Chair*
 Greta Nagel, *Coordinator/Field Experiences*
 Sue Robb, *Coordinator Special Education*
 Frederick J. Baker
 Barbara Bromley
 Gary M. Garfield
 Dennis Jacobsen
 Dorothy MacNevin

PARTICIPATING FACULTY

Judith Anderson, Social Science and History Departments
 Bruce Coulter, Physical Education (KHP Department)
 Greg Chamblee, Mathematics
 Barbara Ford, Physical Education (KHP Department)
 Charles Frederick, Art
 Flint Freeman, Agriculture
 Judith Jacobs, Mathematics
 Iris Levine, Music
 John Maitino, English
 George Martinek, Science (Biological Science Department)
 Pamela McKenney, Business
 Lillian Metlitzky, Mathematics
 Don Morris, Physical Education (KHP Department)
 Jack Price, Mathematics (CEEMaST)
 Carol Smith, Mathematics
 Perky Stromer, Physical Education (KHP Department)
 Ruby Trow, Home Economics
 Ed Walton, Science (Chemistry Department)

CREDENTIAL AND CERTIFICATE PROGRAMS

Multiple Subjects

Multiple Subjects with a Crosscultural, Language, and Academic Development (CLAD) Emphasis

Multiple Subjects with a Bilingual (Spanish) Crosscultural, Language, and Academic Development (BCLAD) Emphasis

Single Subject

Agricultural Education
 Art
 Business Education
 English
 History/Social Sciences
 Home Economics
 Science
 Mathematics
 Music
 Physical Education

Single Subject with a Crosscultural, Language and Academic Development (CLAD) Emphasis

Single Subject with a Bilingual (Spanish) Crosscultural, Language and Academic Development (BCLAD) Emphasis

Special Education – Learning Handicapped (LH)

Special Education – Severely Handicapped (SH)

Agricultural Specialist

Adapted Physical Education Specialist

Resource Specialist Certificate

CLAD Certificate

Designated Subjects Adult Education Teaching Credentials

MISSION STATEMENT

The mission of the Teacher Education Department is to prepare teachers who will serve as educational leaders in our culturally and linguistically diverse society. The Teacher 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.

PHILOSOPHICAL STATEMENT: The Department of Teacher 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 Teacher 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 Teacher Education seeks to develop teacher candidates 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 Commission on Teacher Credentialing. 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 Teacher Education.

CREDENTIALS/CERTIFICATES OFFERED AT CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

The preparation of teachers at Cal Poly Pomona is a university-wide function. Faculty members from each credential major department and designated university personnel are appointed to serve on the Teacher Education Selection Committee. Members of this committee advise on program-related issues including student selection. They also serve as departmental advisors to credential and degree students for program planning. The university has been approved to offer programs leading to the following credentials and areas of specialization:

- (1) Basic Teaching Credentials: Multiple Subjects, Single Subject, Multiple and Single Subject/CLAD Emphasis, Multiple and Single Subject/BCLAD (Spanish) Emphasis.
- (2) Specialist Credentials: Agriculture; Special Education-Learning Handicapped, Severely Handicapped; Adapted Physical Education.
- (3) Certificates: Educational Computer Technology, Educational Technology and Media Studies, Resource Specialist, CLAD.
- (4) Designated Subjects Adult Education Teaching Credentials.

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 students to function as specialists in schools and other educational settings.

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 in the junior year, it is recommended that contact be made with Teacher Education during the sophomore year. Students may petition to apply 13 units of TED course work completed while an undergraduate to graduate requirements. Basic credential information materials can be secured at the Teacher Education Office, Building 5, Room 223A. Information regarding state credential requirements can be obtained from the Cal Poly Pomona Credential Analyst, Building 5, Room 223. Advisement regarding admissions to the professional preparation (credential) programs may be obtained from the Chair of the Department of Teacher Education or the appropriate program coordinator. Weekly TED advisement sessions are held during each academic quarter.

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 (Praxis/SSAT) or an approved academic program of study and an assessment of subject matter competence.

Students seeking the Multiple Subjects Credential will normally major in Liberal Studies. Cal Poly is approved to offer programs of study in the following subjects for students planning to enter the Single Subject Credential Program:

Agricultural Education	Art	Behavioral Science
Business Education	English	History (Social Sciences)
Home Economics	Life Science	Mathematics
Music	Physical Education	Physical Sciences

REQUIREMENTS FOR CREDENTIALS

The requirements for Clear Multiple Subjects and Single Subject Credentials 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);
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. (Cal Poly Pomona students automatically fulfill this requirement with completion of a B.A. or B.S. degree.);
4. Satisfactory completion of an approved program of professional preparation, including supervised (student) teaching. This program usually requires four quarters of full-time course work;
5. Satisfactory completion of 4 quarter units of current reading methodology or successfully passing the PRAXIS - "Introduction to the Teaching of Reading Examination" with certification from the discipline area department;
6. Demonstration of subject matter competence in the initial credential area, achieved through completion of the appropriate program of study within a major (2.75 GPA) approved by the California Commission on Teacher Credentialing. The requirement may also be met by passing the appropriate sections of the "Praxis Series: Professional Assessments for Beginning Teachers" and "Single Subject Assessments for Teaching" (SSAT) Examinations. Additionally, all students must successfully complete the subject area department assessment;
7. A fifth year of college or university postgraduate education. Course work taken in graduate status must be at the upper division or graduate level;
8. Satisfactory completion of a course requirement in health education (including, but not limited to, emphasis on nutrition, and on the psychological and sociological effects of abuse, alcohol, narcotics, and drugs, and the use of tobacco) and C.P.R. KIN 441 or KIN 442 fulfill the health education requirement;
9. Satisfactory completion of training in the needs of, and methods of providing educational opportunities to individuals with exceptional needs. GED 501 meets this requirement; and,
10. Evidence of completion of computer competency through GED 505 or equivalent as required by the major.

Students may be recommended for a preliminary credential upon completion of requirements 1-6. To obtain a clear credential, requirements 7-10 must be completed within five years of the date of the issuance of the preliminary credential.

During the junior and senior years, courses in professional education (TED 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 departments of Teacher Education or Graduate and Professional Studies, 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 or Single Subject Teacher Education Program. Undergraduate students must apply for program admission prior to enrolling in methods classes. Undergraduate students who are not admitted to the Multiple or Single Subject Credential Program are not permitted to register in credential program methods courses. Both programs utilize the services of a selection committee (the Multiple Subjects Selection Committee and the Single Subject Selection Committee). The committees are composed of university-wide representatives who make recommendations regarding application to the program. All fifth year students must apply to and be admitted to the university and the Teacher Education Program to take credential methods courses. The process for obtaining a teaching credential includes the following steps of application:

1. Admission to Cal Poly Pomona.
2. Admission to the Teacher Education Program.
3. Admission to supervised (student) teaching,
4. Application for the credential.

STEP 1: REQUIREMENTS FOR ADMISSION TO THE MULTIPLE SUBJECTS PROGRAM AND THE SINGLE SUBJECT PROGRAM:

1. Attendance at the Teacher Education Advisement Session.
2. University and Teacher Education Application.
3. GPA as required in accordance with Executive Order 547. (GPA for each major varies—refer to current list available in the Teacher Education Admissions Office.)
4. Letter of Exception if GPA requirement (or any other requirement) is not met.
5. Completion of TED 301 - Field Experience - Introduction to Schooling.
6. Two (2) recommendations. One must be based on academic performance and one on involvement with youth.
7. Submission of passing CBEST scores by the application deadline.
8. Purpose or Statement of Intent for pursuing a teaching credential (to be addressed as an essay).
9. Measles/Rubella Immunization.
10. Character and Identification clearance application (fingerprints). Clearance must be received from Sacramento prior to supervised teaching.
11. Two sets of official transcripts required from all colleges/universities attended (submitted with the application to the university).
12. Oral Interview.

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

- a. Personal Adjustment: Evidence of satisfactory personal adjustment, habits, interests and attitudes as shown by evaluation instruments, observations, interviews, and faculty ratings.

- b. Physical Fitness: Evidence of good physical health.
- c. Scholarship: Must meet appropriate GPA at the time of admission, and must maintain a GPA of 3.0 in all classes attempted including student teaching; must meet 2.75 GPA requirement in approved subject matter course work. An earned grade of "B" or better is required in each block of student teaching to earn a university recommendation for a credential.
- d. Professional Attitude: Documents 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 Teacher Education.

STEP 2: REQUIREMENTS FOR ADMISSION TO SUPERVISED (STUDENT) TEACHING:

1. Application for student teaching: Submitted to the Credential Office as far in advance as two quarters prior to supervised teaching. Application deadlines are posted by the Credential Office, Room 5-223. Students seeking supervision on an Emergency Credential must apply for student teaching and Emergency Supervision.
2. Evidence of subject matter competence: Provided through either passage of the appropriate Praxis/SSAT exam or completion of the appropriate subject matter program and certification from the discipline area department. Passing scores on the Praxis/SSAT must be received by the application deadline for student teaching and/or verification of completion of the subject matter program must be received by the end of the quarter prior to student teaching.
3. Completion of all foundation, methods, and prerequisite courses prior to beginning student teaching. If the applicant is pursuing the CLAD/BCLAD Emphasis, all CLAD and BCLAD emphasis courses must also be completed prior to beginning student teaching.
4. Verification, prior to Selection Committee meeting date, of GPA of 3.0 in all TED courses and 2.75 minimum GPA in all subject matter courses. Grades lower than a "C" in TED courses are not honored.
5. Verification, prior to Selection Committee meeting date, of the completion of all conditions and/or prerequisites identified at the time of admission to the program.
6. Current T.B. test with negative results.

MULTIPLE SUBJECTS PROGRAM

The following is the program of study for Multiple Subjects Credential candidates. Students must be officially admitted to the Multiple Subjects Credential Program prior to registering for any of the TED methodology courses. Only nine quarter units of TED course work may be completed before admission to the program.

Prerequisite	Units
TED 301 Field Experience - Introduction to Schooling	4

Educational Foundations

TED 420—Dynamics of Teaching in a Pluralistic Society	4
TED 421/421A—Psychology in the Instructional Process	2,1

Methodology

TED 426/426A—Elem. Education.: Social Science and Integrated Theory	3,1
TED 424/424A—Reading/Language Arts for Elementary Classroom Teachers	3,1
TED 425/425A—Elem. Education.: Mathematics	2,1
TED 431/431A—Elem. Education.: Science.	1,1
TED 452—Language Structure & Development. for Teaching/Learning in English/Bilingual Classrooms.	4

Supervised (Student) Teaching

TED 427—Elementary Student Teaching I	9
TED 428—Seminar: Elementary Student Teaching I	1
TED 429—Elementary Student Teaching II	9
TED 430—Seminar: Elementary Student Teaching II.	1

Professional Clear

GED 501—Introduction to Exceptionality	4
GED 505L—Educational Computer Technology.	3.1
KIN 441—Elementary School Health Education	3
CPR—Level B or Community CPR	

*GED 505 or other approved courses may meet the computer literacy requirement. See advisor in GED for a listing of all approved computer/technology courses.

MULTIPLE SUBJECTS CROSSCULTURAL, LANGUAGE, AND ACADEMIC DEVELOPMENT (CLAD) EMPHASIS

Students seeking a Multiple Subjects Credential may add a CLAD Emphasis to the Credential by completing the basic Multiple Subjects Program and the following:

- (1) One year (6 semester or 9 quarter units) of a language other than English (one language) with an earned "C" or better or the equivalent.
- (2) GED 534/534A* – Applied Linguistics in Literacy Acquisition Units
3,1
or
ENG 320 *- Structure of Language 4
*(Students taking TED 452, Fall 1995 or after, are not required to take GED 534 or ENG 320).
GED 528 - Socio-Linguistic & Multicultural Aspects of Language and Literacy Acquisition 4
ENG 323 - Language Acquisition 4
TED 453 - Culture & Cultural Diversity in Multicultural and International Educational Settings 4
or
ANT 358 - Social Anthropology 4
or
SOC 323 - Sociology of Minority Communities 4
- (3) One quarter of supervised teaching in a setting for English language development and Specially Designed Academic Content Instruction in English (SDAIE).

Students seeking a Single Subject credential with a CLAD emphasis, must complete all CLAD option courses prior to supervised (student) teaching.

MULTIPLE SUBJECT BILINGUAL (SPANISH) CROSSCULTURAL, LANGUAGE, AND ACADEMIC DEVELOPMENT (BCLAD) EMPHASIS

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

- (1) Spanish language proficiency at the intermediate level or greater in listening, speaking, reading and writing Spanish. (Assessed through examination.)
- (2) GED 534/534A* – Applied Linguistics in Literacy Acquisition Units
3,1
or
ENG 320* – Structure of Language. 4
*(Students taking TED 452, Fall 1995 or after, are not required to take GED 534 or ENG 320)
GED 528 - Socio-Linguistic & Multicultural Aspects of Language and Literacy Acquisition 4
or
ENG 323 - Language Acquisition 4

TED 453 - Culture & Cultural Diversity in Multicultural and International Educational Settings 4
 or
 ANT 358 - Social Anthropology 4
 or
 SOC 323 - Sociology of Minority Communities 4
 Two of the following:
 EWS 202 - Chicano/Hispanic Experience 4
 EWS 402 - Chicano/Hispanic Contemporary Issues 4
 EWS 410 - Ethnicity, Folklore and the Art 4
 BCLAD Methods
 TED 415 - Bilingual Education: Reading, Language Arts and Content Instruction in the Primary Language (Spanish) 4

- (3) One quarter of supervised teaching in a setting in which literacy and academic content are taught in Spanish.

Students seeking a Single Subject Credential with a BCLAD Emphasis, must complete all BCLAD option courses prior to supervised (student) teaching.

SINGLE SUBJECT PROGRAM

The following is the program of study for Single Subject Credential candidates. Students must be officially admitted to the Single Subject Credential Program prior to registering for any of the TED methodology courses. Only nine quarter units of TED program course work may be completed before admission to the program.

Prerequisite	Units
TED 301 Field Experience - Introduction to Schooling	4

Educational Foundations

TED 420—Dynamics of Teaching in a Pluralistic Society 4
 TED 421/421A—Psychology in the Instructional Process 2/1

Methodology

TED 433/433A—Organizational and Instructional Methods for Secondary Classrooms 3/1
 TED 432/432A—Language and Literacy Development for Secondary Classrooms 3/1
 TED 434/434A—Curriculum and Methods for Content Area Teachers 3/1
 TED 452 - Language Structure and Development for Teaching/Learning in English Bilingual Classrooms 4

Supervised (Student) Teaching

TED 435—Secondary Student Teaching I 9
 TED 436—Seminar: Secondary Student Teaching I 2
 TED 437—Secondary Student Teaching II 9
 TED 438—Seminar: Secondary Student Teaching II 2

Professional Clear

GED 501—Introduction to Exceptionality 4
 GED 505**—Educational Computer Technology 3
 KIN 442—Secondary School Health Education 3
 CPR—Level B or Community CPR

**GED 505 or other approved courses may meet the computer literacy requirement. See advisor in GED for a listing of all approved computer/technology courses. Agriculture, Business, Physical Education and Mathematics must take specified courses to meet the computer education requirement.

SINGLE SUBJECT CREDENTIAL WITH A CROSSCULTURAL, LANGUAGE AND ACADEMIC DEVELOPMENT (CLAD) EMPHASIS

Students may earn a Single Subject Credential with a CLAD Emphasis by completing the basic Single Subject Program and the following:

1. One year (6 semester or 9 quarter units) of a language other than English (one language) with an earned "C" or better, or equivalent language preparation..

2. TED 453 - Culture & Cultural Development in Multicultural & International Ed Settings 4
 or
 ANT 358 - Social Anthropology 4
 or
 SOC 323 - Soc of Minority Communities 4

3. Supervised teaching in a setting for English Language Development and Specially Designed Academic Instruction in English (SDAIE).

Students seeking a Single Subject credential with a CLAD emphasis, must complete all CLAD Emphasis courses prior to supervised (student) teaching.

SINGLE SUBJECT PROGRAM WITH A BILINGUAL (SPANISH) CROSSCULTURAL LANGUAGE & ACADEMIC DEVELOPMENT (BCLAD) EMPHASIS

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

1. Spanish language proficiency at the intermediate level or greater in listening, speaking, reading, writing Spanish. (Assessed through examination.)
2. TED 453 - Culture & Cultural Diversity in Multicultural & International Educational Settings 4
 or
 ANT 358 - Social Anthropology 4
 or
 SOC 323 - Soc of Minority Communities 4

Two of the following:

EWS 202 - Chicano/Hispanic Experience 4
 EWS 402 - Chicano/Hispanic Contemporary issues 4
 EWS 410 - Ethnicity, Folklore & the Arts 4
 BCLAD Methods

TED 415 - Bilingual Education: Reading, Language Arts & Content Instruction in the Primary Language (Spanish) 4

3. Supervised teaching in a setting in which literacy and academic content are taught in Spanish.

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

COURSE WORK REQUIREMENTS FOR A CROSSCULTURAL, LANGUAGE, AND ACADEMIC DEVELOPMENT (CLAD) CERTIFICATE.

Individuals possessing a basic California Credential may earn a CLAD Certificate by completing the following State approved course work:

1. One year (6 semester or 9 quarter units) of a language other than English (one language) with an earned "C" or better, or equivalent language preparation.

Units

2. GED 534/534A - Applied Linguistics in Literacy Acquisition 3,1
 or
 ENG 320 - Structure of Language 4
 GED 528 - Socio-Linguistic & Multicultural Aspects of Language and Literacy Acquisition 4
 or
 ENG 323 - Language Acquisition 4
 TED 452 - Language Structure and Development for Teaching/Learning in English/Bilingual Classrooms 4
 TED 453 - Culture & Cultural Diversity in Multicultural and International Educational Settings 4
 or
 ANT 358 - Social Anthropology 4
 or
 SOC 323 - Sociology of Minority Communities 4
 GED 568/568A - Specially Designed Instruction for the Content Areas 3,1

SPECIAL EDUCATION CREDENTIAL COURSE WORK SEQUENCE; LEARNING HANDICAPPED AND SEVERELY HANDICAPPED CREDENTIALS.**Generic Core (16 units)**

GED 501 - Introduction to Exceptionality	4
GED 551 - Assessment & Instruction for Mainstreamed Students	4
GED 581 - Classroom Management for Teachers of Students with Disabilities	4

Advanced Core (12 units)

GED 552 - Trans. & Career Planning for Students with Disabilities	4
GED 586 - Communications with Parents of Students with Disabilities	4

Elective:

GED 590 - Instruction of Cul. and Linguist. Diff. Students with Disabilities	4
or Another approved course	

Advanced Specialization (16 units)**LH Specialization:**

GED 582 - Introduction to Mild Handicaps	4
or	
GED 589 - Introduction to Serious Emotional Disturbance	4
GED 553 - Advanced Assessment & Remediation of the Mildly Handicapped	4
GED 554 - Reading, Language, Arts, Social Science Curricula for Mildly Handicapped	4
GED 559 - Mathematics & Science Curricula for the Mildly Handicapped	4

SH Specialization:

GED 530 - Introduction to Severe Handicaps	4
or	
GED 589 - Introduction to Serious Emotional Disturbance	4
GED 555 - Advanced Assessment of Severely Handicapped	4
GED 556 - Curricula Strategies for the Severely Handicapped	4
GED 558 - Communication Strategies for the Severely Handicapped	4

Field Experience/Practicum (6 units)

GED 557 - Practicum for Learning Handicapped Credential	6
GED 558 - Practicum for Severely Handicapped Credential	6

RESOURCE SPECIALIST CERTIFICATE COURSE WORK SEQUENCE*

GED 583 - Introduction to Resource Specialist Program	4
GED 584 - Organization and Management of Special Education Programs	4
GED 585 - Current Educational issues for Resource Specialist	4
GED 591 - Leadership in Special Education	4

* Graduate course work for these programs may be applied toward a Masters Degree.

Refer to the catalog section for Department of Graduate and Professional Studies for more information about Special Education Programs.

COURSE DESCRIPTIONS**TED 301 Field Experience—Introduction to Schooling (4)**

Overview of schooling; orientation to the role of the professional educator, districts and its schools, community, personnel, governance, climate, administrative organization and curricula activities. Supervised focused observation/participation. Required for admission to the Basic Credential programs. See advisor in TED for further information. Weekly seminar.

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 seminar/discussions.

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. Prerequisite: TED 410. Credit for TED 411 is earned upon completion of TED 410 and TED 411. seminar/discussions.

TED 415 Bilingual Education: Reading, Language Arts and Content Instruction in the Primary Language (Spanish) (4)

Issues in bilingual education; pedagogical practices, assessment techniques and exploration of instructional materials for reading, language arts, and content instruction in Spanish/English bilingual elementary and secondary classrooms. (4) lecture problem solving. Prerequisite: Intermediate level Spanish proficiency.

TED 420 Dynamics of Teaching in a Pluralistic Society (4)

Provides prospective teachers opportunities to explore and analyze from an historical, contemporary and future perspective, the legal, economic, political, demographic, cultural and linguistic issues inherent in teaching diverse student populations. 4 seminar/discussion. Pre-requisite: TED 301 or consent of instructor.

TED 421/421A Psychology in the Instructional Process (2/1)

Educational psychology, psycho-social and cognitive development. Behavioral theory and humanistic psychology. Analysis of learning processes, behavioral objectives and evaluation of cognitive abilities. Linguistic and cultural relevancy in educational psychology. 2 lectures; 1 two-hour activity.

TED 424/424A Reading/Language Arts for Elementary Classroom Teachers (3/1)

Emphasis on integration, theory and application of research on teaching of language arts and literature. Includes spelling, listening, written composition, linguistics, handwriting, usage and vocabulary. Focuses on child and adolescent literature which reflects our multicultural heritage. 3 seminar/discussions; 1 two-hour activity. Concurrent enrollment required. Pre- or Corequisites: TED 421/421A and TED 426/426A.

TED 425/425A Elementary Education: Mathematics (2/1)

Principles and methodology of teaching mathematics in the elementary school including instructional design, material selection and student assessment. 2 seminar/discussion; 1 two-hour activity. Concurrent enrollment required. Pre- or Corequisites: TED 421/421A, TED 426/426A, Math 205, 206, 207 or equivalent or consent of Mathematics Department.

TED 426/426A Elementary Education: Social Science and Integrated Theory and Practice (3/1)

Examination of theory and practice of interdisciplinary, active elementary social science teaching/learning; development of effective pedagogies through planning problem solving, integrated practices, parent/community participation, cultural diversity, social learning, instructional strategies and classroom organization; field experience. 3 seminar/discussions; 1 two-hour activity. Pre- or Corequisite TED 421/421A.

TED 427 Elementary Student Teaching I (9)

Supervised teaching in university-approved classrooms. The prospective teacher will experience initial teaching responsibilities in culturally diverse public school settings. Admission to supervised teaching required. May be repeated upon the advice of the Basic Credential Coordinator. Concurrent enrollment in TED 428 required.

TED 428 Seminar: Elementary Student Teaching I (1)

Constructive analysis of problems and procedures of elementary student teaching experiences. Concurrent enrollment with TED 427 required. 1 seminar/discussion.

TED 429 Elementary Student Teaching II (9)

Supervised student teaching in university-approved schools. Concurrent enrollment in TED 430 required. Prerequisites: Admission to student teaching and/or completion of TED 427 and 428.

TED 430 Seminar: Elementary Student Teaching II (1)

Synthesis of knowledge and experiences provided in student teaching for a prospective elementary teacher. Concurrent enrollment in TED 429 required. 1 seminar/discussion.

TED 431/431A Elementary Education: Science (1/1)

Principles and methodology of teaching science in the elementary school including instructional design, and analysis of science curriculum. Emphasis on effective teaching utilizing a variety of resources and instructional strategies. 1 seminar/discussion; 1 two-hour activity. Concurrent enrollment required. Pre- or Corequisites: TED 421/421A and TED 426/426A.

TED 432/432A Language and Literacy Development for Secondary Classrooms (3/1)

Examines first and second language acquisition, language teaching strategies and curriculum materials in the education of students whose primary language is other than English. Presents diagnostic, developmental and assessment techniques for comprehension of content materials in single-subject classrooms. 3 seminar/discussions; 1 two-hour activity. Pre- or Corequisites: TED 421/421A and TED 433/433A. Concurrent enrollment required.

TED 433/433A Organizational and Instructional Methods for Secondary Classrooms (3/1)

Designed to familiarize prospective secondary teachers with practical application of educational theory and research to classroom instruction/organization. Lecture, demonstrations, and discussions supplemented by two hours of field observation or teaching experience per week. 3 seminar/discussion; 1 two-hour activity. Concurrent enrollment required. Pre- or Corequisite: TED 421/421A

TED 434/434A Curriculum and Methods for Content Area Teachers (3/1)

Strategies and techniques for teaching a content area in the secondary schools. Objectives, curriculum, methods and materials used in teaching secondary education. Course will be taught by Single Subject Specialists. 3 seminar/discussion; 1 two-hour activity. Pre- or Corequisites: TED 421/421A and TED 433/433A.

TED 435 Secondary Student Teaching I (9)

Supervised student teaching in university-approved classrooms. Admission to supervised teaching required. May be repeated upon the advice of the Basic Credentials Coordinator. Admission to student teaching and concurrent enrollment in TED 436 required.

TED 436 Seminar: Secondary Student Teaching I (2)

Constructive analysis of problems and procedures of secondary student teaching experiences. Admission to student teaching and concurrent enrollment in TED 435 required.

TED 437 Secondary Student Teaching II (9)

Supervised teaching in university-approved schools. Concurrent enrollment in TED 438 required. Prerequisites: Admission to student teaching and/or completion of TED 435 and TED 436.

TED 438 - Seminar: Secondary Student Teaching II (2)

Synthesis of knowledge and experiences provided in student teaching for a prospective secondary teacher. Concurrent enrollment with TED 437 required. Prerequisites: TED 435 and 436.

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/discussion. Prerequisite: Consent of instructor.

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 lecture/problem solving.

TED 453 - Culture and Cultural Diversity in Multicultural and International Education 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 seminar discussions.

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. Prerequisite: Consent of instructor.

Graduate courses are listed in the graduate section of the catalog.

