

SCHOOL OF EDUCATION AND INTEGRATIVE STUDIES (SEIS)

Richard A. Navarro, Dean

Karen Z. Anijar
Aubrey Fine
Toni C. Humber

Richard Jacobs
Doreen Nelson

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

The School of Education and Integrative Studies (SEIS) is comprised of the departments of Ethnic and Women's Studies, Liberal Studies, Teacher Education, 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.

The school's objective is for faculty and students in SEIS to form a holistic and coherent learning community that will begin at the baccalaureate and continue through the professional and master's degree. 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, and to act with authenticity and social conscience in an atmosphere of candor and trust.

In pursuit of this educational goal, the School 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, SEIS 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, SEIS pledges that this knowledge will not reinforce or maintain unequal or unjust privilege.

SEIS 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. SEIS pledges to foster knowledge that is broad, inquiry-based, interactive and diverse in form and substance.

Interdisciplinary General Education (IGE) Program

James Manley, Director
Richard Johnson, Associate Director
Nancy Ware, 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 Master's Programs, Certificates, and Credentials

GRADUATE AND PROFESSIONAL STUDIES

Jane S. McGraw, Chair
Shahnaz Lotfipour, Coordinator, Educational Technology

Master of Arts in Education, Options:

- Bilingual/Cross-Cultural Education
- Curriculum and Instruction—Elementary; Secondary; Design and Creativity
- Educational Multimedia
- Language and Literacy
- Special Education—Mild/Moderate, Moderate/Severe

TEACHER EDUCATION DEPARTMENT

Dorothy J. Rubenstein, Chair
Susan Mortorff Robb, Coordinator, Special Education and Field Experiences
Gloria Guzman Johannessen, Coordinator, BCLAD Program

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
Home Economics
Mathematics
Music
Physical Education
Science
Social Science

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 – Mild/Moderate (MM)

Special Education – Moderate/Severe (MS)

Agricultural Specialist

Adapted Physical Education Specialist

Resource Specialist Certificate

CLAD Certificate

Designated Subjects Adult Education

Internship Programs:

Multiple Subject with a Cross-cultural, Language and Academic Development (CLAD) Emphasis

Multiple Subject with a Bilingual (Spanish) Cross-cultural, Language and Academic Development (BCLAD) Emphasis

Single Subject (Mathematics and Science) with a Cross-cultural, Language and Academic Development (CLAD) Emphasis

Single Subject (Mathematics and Science) with a Bilingual (Spanish) Cross-cultural, Language and Academic Development (BCLAD) Emphasis

Special Education - Mild/Moderate (MM)

Special Education - Moderate/Severe (MS)

Departments with Majors and Minors

ETHNIC AND WOMEN'S STUDIES

Gilbert R. Cadena, Chair

Gender, Ethnicity, and Multicultural Studies major (BA); GEMS option with concentrations in African American Studies, American Indian Studies, Asian American Studies, Chicano/Latino Studies, or Women's Studies; pre-credential option for entry into Multiple Subjects of CLAD credential programs (pending CCTC approval).

Minors in African American Studies, American Indian Studies, Asian American Studies, Chicano/Latino Studies, Women's Studies.

LIBERAL STUDIES

Joseph Block, Chair

Liberal Studies major (BA), Options: Pre-Credential , leading to entry into Multiple Subjects and CLAD Emphasis or Special Education Credential programs; Bilingual, Cross-cultural, Chicano Pre-Credential, leading to entry into Multiple Subjects, Multiple Subjects/CLAD, Multiple Subjects/BCLAD or Special Education programs; or into 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

Gilbert R. Cadena, Chair

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

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 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.

Beginning Fall 1998, EWS will offer a major in Gender, Ethnicity, and Multicultural Studies with two options. The first option will allow for concentrations in African American Studies, Asian American Studies, Chicano/Latino Studies, Native American Studies, or Women's Studies. The second is a pre-credential option preparing students for Multiple Subjects or CLAD credential programs. The department offers minors in African American Studies, Native American Studies, Asian American Studies, Chicano/Latino Studies, and Women's Studies.

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.

CORE COURSES IN MAJOR

(Required of all students) A 2.0 cumulative GPA is required in core courses, including option courses, in order to receive a degree in the major.

Introduction to Ethnic Studies	EWS	140	(4)
Men and Women in Society	EWS	145	(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)

Ethnic Women	EWS	390	(4)
Gender, Ethnicity, and Class	EWS	420	(4)

GEMS OPTION COURSES

Social Science Methods	SSC	333	(3/1)
of Field Research Methods	SOC	434	

Select 2 of the following:

Ethnicity, Folklore, and Arts	EWS	410	(4)
Community Development	EW	475	(4)
Ethnic Thought and Values	EWS	430	(4)
Ethnic Thought and Values	EWS	431	(4)

Select 4 of the following:

U.S. Women in Contemporary GlobalContext	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)

Areas of Concentration (Select one area- 24 units)

(Courses chosen in consultation with advisor)

African American Studies
Asian American Studies
Chicano/Latino Studies
Native American Studies
Women's Studies

Support Courses (24 units)**General Education (select courses from approved list) (72 units)****Unrestricted Electives (14 units)****PRE-CREDENTIAL OPTION COURSES**

(Pending approval from Commission of Teacher Credentialing)

Language Acquisition	ENG	323	(4)
Structure of Language	ENG	320	(4)
or Concepts of Liberal Studies	LS	301	(4)
History of Civilization	HST	101	(4)
History of Civilization	HST	102	(4)
Developmental Movement	KIN	328	(4)
Elementary Geometry	MAT	392	(4)
Foreign Language			(12)

Support Courses

Art and the Child	ART	405	(4)
Child Psychology: The Middle Years	PSY	311	(4)
Introduction to Schooling	TED	301	(4)
Cultures of Childhood	EWS	360	(4)
Ethnicity, Folklore, and Arts	EWS	410	(4)
Liberal Studies: Evaluation and Synthesis I	LS	404	(2)
Liberal Studies: Evaluation and Synthesis II	LS	405	(2)

Area of Concentration (consult with advisor) (18units)**General Education (select from approved list) (72 units)****Unrestricted Electives (4-5 units)****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)
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)
Ethnic Women	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)
Ethnic Women	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)
Ethnic Women	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)
Ethnic Women	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 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 270 Gender, Ethnicity and Film(4)

A study of the representation of gender, race and ethnicity in film and television. 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.

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 a total of 6 units.

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. Lecture and discussion.

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

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 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)

The course identifies 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)

Analysis of the legal status and rights of women in the United States. Focus will be on employment law, marriage and family law, sexual assault, and domestic violence, and Civil Rights law. Principles such as privacy, equal protection, and legal regulation of women's sexuality will be examined in a cross-cultural perspective. 4 lectures/problem-solving. Prerequisite: EWS 145 or permission of instructor.

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. 2 two-hour seminars. Prerequisite: EWS 145 or permission of instructor.

EWS 390 Ethnic Women (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. 2 two-hour seminars. 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. 2 two-hour seminars. 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. 2 two-hour seminars. Prerequisite: EWS 203, EWS 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. 2 two-hour seminars. 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. 2 two-hour seminars.

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. 2 two-hour seminars. 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. 4 lecture discussions. Prerequisites: EWS 140, EWS 145 or permission of instructor.

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 and ethical systems of a selected ethnic group in America. Historical and comparative approaches used to examine inter- and intra-group similarities and differences in values and life choices. 2 two-hour seminars. Prerequisite: EWS 140 or EWS 145 or permission of instructor.

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 roles and relationships. 2 two-hour seminars. 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. 2 to 4 one-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 (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 147 or better. Activity fee may be required.

IGE 121 Rationalism and Revelation: 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 (W)

LIBERAL STUDIES

Joseph Block, 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 or special education 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) A 2.0 cumulative GPA is required in core courses, including option courses, in order to receive a degree in the major.

Art Skills Elective	ART	(3)
Introduction 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 Introduction to the Theatre	DR	203	
or Music Appreciation	MU	101	
English Language or Literature (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 Communities	SOC	323	(4)
* or Contemporary American Scene	SSC	401	
* or Ethnic Thought and Values	EWS	430	
or Social Anthropology	ANT	358	

* Does not count toward CLAD

Bilingual/Cross-cultural, Chicano—Pre-Credential

Language Acquisition	ENG	323	(4)
Elementary Geometry I	MAT	392	(4)
Elementary Geometry II	MAT	491	(4)
Spanish Language or Civilization	FL		(8)
Art of Mexico, Central America, & S. America	ART	314	(4)
or World of Music	MU	103	
or Music of Mexico	MU	311	
Developmental Movement for Children	KIN	328/328A	(3)
Chicano/Latino 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 Cultural Areas of the World (Meso America)	ANT	399	

SUPPORT AND ELECTIVE COURSES

(Required only in pre-credential options)

Cultural Geography	GEO	102	(4)
Introduction to Schooling	TED	301	(4)
Child Psychology: Middle Years	PSY	311	(4)
Music Skills for Teachers	MU	401	(2)
Music Literature for Children	MU	402	(2)

Children's Literature	ENG	324	(4)
Art and the Child	ART	405	(4)
Liberal Studies: Evaluation and Synthesis I	LS	404	(2)
Liberal Studies: Evaluation and Synthesis II	LS	405	(2)
Select one approved concentration			(16)

GENERAL EDUCATION COURSES

(Required in specific options)

Liberal Studies Option**Area 1:**

A. Freshman English I	ENG	104	(4)
B. Advocacy and Argument	COM	204	(4)
C. Freshman English II	ENG	105	(4)

Area 2:

Must include at least one laboratory class.

Select from approved list (16)

Area 3:

A. Arts Elective			(4)
B. Introduction to Philosophy	PHL	201	(4)
or Religions of the World	PHL	220	(4)
or Introduction to Religious Studies	PHL	221	
C. Choose one literature course from the following: ENG 201 or 202, 203, 204, 205, 206 207, 208, 211, 212, 217, 218.			(4)
D. Principles of Economics	EC	202	(4)
or Principles of Economics	EC	201	
E. Cultural Anthropology	ANT	102	(4)
or Principles of Sociology	SOC	201	
F. See Advisor.			(4)
G. General Psychology	PSY	201	(4)
or Human Nature/Human Affairs	ANT	201	

Area 4:

Introduction to American Government	PLS	201	(4)
United States History	HST	202	(4)

Area 5:

See Advisor (8)

Pre-Credential Option**Area 1:**

A. Freshman English I	ENG	104	(4)
B. Advocacy and Argument	COM	204	(4)
C. Freshman English II	ENG	105	(4)

Area 2:

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

Area 3:

A. The Visual Arts	ART	110	(4)
or Introduction to Theatre	TH	203	
or World of Music	MU	103	
B. Introduction to Philosophy	PHL	201	(4)
or Religions of the World	PHL	220	(4)
or Introduction to Religious Studies	PHL	221	
C. Choose a literature course from the following:			

English 201 or 202, 203, 204, 205, 206, 207, 208, 211, 212, 217, or 218			(4)
D. Principles of Economics	EC	202	(4)
or Principles of Economics	EC	201	
E. Cultural Anthropology	ANT	102	(4)
or Principles of Sociology	SOC	201	
F. California	HST	370	(4)
G. General Psychology	PSY	201	(4)
or Human Nature/Human Affairs	ANT	201	

Area 4:

Introduction to American Government	PLS	201	(4)
United States History	HST	202	(4)

Area 5:

Select two:

Geography of California	GEO	351	(4)
American State and Local Politics	PLS	328	(4)
Indians of California	ANT	320	(4)

Bilingual/Cross-cultural, Chicano— Pre-Credential Option**Area 1:**

A. Freshman English I	ENG	104	(4)
B. Advocacy and Argument	COM	204	(4)
C. Freshman English II	ENG	105	(4)

Area 2:

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

Area 3:

A. The Visual Arts	ART	110	(4)
or Introduction to Theatre	TH	203	
or World of Music	MU	103	
B. Introduction to Philosophy	PHL	201	(4)
or Religions of the World	PHL	220	(4)
or Introduction to Religious Studies	PHL	221	
C. Any Spanish Language or Civilization course	FL		(4)
D. Principles of Economics	EC	202	(4)
or Principles of Economics	EC	201	
E. Cultural Anthropology	ANT	102	(4)
or Principles of Sociology	SOC	201	
F. California	HST	370	(4)
G. General Psychology	PSY	201	(4)
or Human Nature/Human Affairs	ANT	201	

Area 4:

Introduction to American Government	PLS	201	(4)
United States History	HST	202	(4)

Area 5:

Select two:

Geography of California	GEO	351	(4)
American State and 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 discussions.

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. Prerequisite: permission of instructor. 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, 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 seminars. 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 lectures/counseling. Prerequisite: upper division standing or consent of instructor.

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 lectures/counseling. Prerequisite: LS 404.

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

Sue Robb, Coordinator, Special Education and Field Experiences

Frederick J. Baker

Barbara Bromley

Gary M. Garfield

Gloria Guzman Johannessen, BCLAD Coordinator

Dennis Jacobsen

David Jelinek

Dorothy MacNevin

Mario Ruiz

PARTICIPATING FACULTY

Judith Anderson, Social Science (History Department)

Bruce Coulter, Physical Education (KHP Department)

Greg Chamblee, Mathematics

Barbara Ford, Physical Education (KHP Department)

Charles Frederick, Art

Flint Freeman, Agriculture

Judith Jacobs, Mathematics (CEEMaST)

Iris Levine, Music

John Maitino, English

Pamela McKenney, Business

Lilian 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 (Nutrition/Consumer Science Dept.)

Ed Walton, Science (Chemistry Department)

Cylette Willis, Biology (CEEMaST)

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

Home Economics

Mathematics

Music

Physical Education

Science: Biology, Chemistry, Earth Science, Physics

Social Science

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 – Mild/Moderate (MM)

Special Education – Moderate/Severe (MS)

Agricultural Specialist

Adapted Physical Education Specialist

Resource Specialist Certificate

CLAD Certificate

Designated Subjects Adult Education

Internship Programs:

Multiple Subject with a Cross-cultural, Language and Academic Development (CLAD) Emphasis

Multiple Subject with a Bilingual (Spanish) Cross-cultural, Language and Academic Development (BCLAD) Emphasis

Single Subject (Mathematics and Science) with a Cross-cultural, Language and Academic Development (CLAD) Emphasis

Single Subject (Mathematics and Science) with a Bilingual (Spanish) Cross-cultural, Language and Academic Development (BCLAD) Emphasis

Special Education - Mild/Moderate (MM)

Special Education - Moderate/Severe (MS)

NOTE: No new Special Education students will be admitted to the Learning Handicapped or Severely Handicapped Credential Programs after Fall 1997. The LH and SH Programs have been replaced with the Mild/Moderate and Moderate/Severe Special Education Programs. The State is requiring that all students admitted to LH or SH Programs complete all requirements and apply for those credentials by July 1, 1999. Since the program requires two years of part-time work, admissions after Fall 1997 would not permit completion of the LH or SH programs by July 1, 1999.

MISSION STATEMENT

The mission of the Teacher Education Department (TED) 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 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 Teacher Education.

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 as well as 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, Special Education Mild/Moderate, Special Education Moderate/Severe.
- (2) Specialist Credentials: Agriculture; Adapted Physical Education.
- (3) Certificates: Educational Multimedia, Computers in Education, 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 basic programs are organized around the four themes of Teacher as Reflector, Communicator and Organizer, Researcher and Practitioner, and Professional. 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 (or to complete a preliminary credential) in the undergraduate years, it is recommended that contact be made with Teacher Education 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 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. 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 (Praxis/SSAT) or an appropriate approved academic program of study and an assessment of subject matter competence.

Students seeking the Multiple Subjects Credential will normally major in a pre-credential option in Liberal Studies or Philosophy. 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	Music	History (Social Sciences)
Business Education	English	Mathematics
Home Economics	Physical Education	Science

REQUIREMENTS FOR CREDENTIALS

The requirements for earning a Clear Multiple Subjects or Single Subject Credential or Special Education 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);
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 6 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. Effective October 1, 1998, Multiple Subjects Credential candidates must pass the Reading Instruction Competence Assessment (RICA) before being recommended for a Multiple Subjects Credential;
8. A fifth year of college or university postgraduate education. Course work taken in graduate status must be at the upper division or graduate level;
9. Satisfactory completion of a course requirement in health education and a current CPR card. (KIN 441 or KIN442)
10. Satisfactory completion of training in the needs of, and methods of providing educational opportunities to individuals with exceptional needs. TED 501 or TED 551/551A meets this requirement; and,
11. Evidence of completion of computer competence. This requirement may be met through GED 505/505L or equivalent coursework required by the major.

Students may be recommended for a preliminary Single, Multiple, or Special Education Level I credential upon completion of requirements 1-6. Multiple Subjects candidates must complete #7 to obtain the first multiple subjects credential. To obtain a clear Multiple or Single Subject credential, requirements 8-11 must be completed within five years of the date of the issuance of the preliminary credential.

Clearing the Special Education credential requires completion of the Special Education 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. All Level II course work for the Special Education credential may be applied to the MA.

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, Single Subject, or Special Education 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, Single Subject, or Special Education Credential Program are not permitted to register in credential program methods courses. All programs utilize the services of a selection committee (the Multiple Subjects Selection Committee, Special Education Selection Committee and 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 enroll in credential methods courses. The process for obtaining a teaching credential includes the following steps:

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

STEP 1: REQUIREMENTS FOR ADMISSION TO THE MULTIPLE SUBJECTS, SPECIAL EDUCATION, AND SINGLE SUBJECT PROGRAMS:

1. Attendance at the Teacher Education Advisement Session.
2. Completion of 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 401/401A - Human Development Learning and Language Acquisition and GED505/505L - Educational Computer Technology
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 (CCTC) prior to supervised teaching. (Students are encouraged to submit this application while enrolled in the TED prerequisite courses.)

11. Two sets of official transcripts required from all colleges/universities attended (submitted with the application to the university).
12. Successful oral interview.
13. BCLAD applicants must take the language assessment test 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:

- 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 credential classes attempted; must meet 2.75 GPA requirement in approved subject matter course work. Additionally, to earn a university recommendation for a credential, an earned grade of "B" or better is required in each block of student teaching as well as maintenance of a 3.0 GPA in all credential course work attempted.
- 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 and department assessment 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. BCLAD students must meet the Spanish language competency requirement.
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. A grade lower than a "C" in any course is 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.
7. Character and Identification clearance.

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.

Prerequisites	Units
Educational Computer TechnologyGED 505/L	3,1
Human Development, Learning and Language AcquisitionTED 401/A3,2	

Foundations

Culture and Cultural Imperatives in EducationTED 402/A	4,1
Planning and Presentation through the Visual-spatial, Musical and Kinesthetic CurriculumTED 456/A	2,1
Inquiry, Discovery & Science Education in K-8 ClassroomsTED 431/A	1,1

Methods

Social Science and Group ProcessesTED 451/A	2,1
Structure of Language and Emergent Literacy in Diverse K-8 ClassroomsTED 443/A	4,1
Special PopulationsTED 551/A	3,1
Positive Classroom InterventionsTED 581/A	2,1
Literacy and Comprehension in K-8 Classrooms . .TED 444/A	1,1
Teaching Mathematics and Problem Solving in K-8 ClassroomsTED 425/A	2,1

Student Teaching

Multiple Subjects Student Teaching ITED 427 *	4
Seminar & Student Teaching ITED428	3
The Professional ClassroomTED 440	3
Multiple Subjects Student Teaching IITED 429 *	8

* Interns take TED 449 (12-18 units)

Professional Clear Credential Courses

Individuals earning a preliminary credential have five years in which to complete the appropriate course work and apply for a Clear Credential

Elementary School Health EducationKIN 441	3
CPR - Level B or Community CPR	

Note: The Special Education Clear Credential requirement is met through the basic program and the Computer Technology Clear Credential requirement is met through the pre-requisite course, GED 505/505L. Other approved courses may meet the computer literacy requirement. See an advisor or the Credential Analyst for a listing of all approved computer/technology courses. Liberal Studies pre-credential majors may meet the requirement for TED 401/401A by completing the following: TED 302/302A and TED 303/303A or TED 301 and LS 404, LS

405, ENG 323 and PSY 311.

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) One quarter of supervised teaching in a setting for English language development and Specially Designed Academic Content Instruction in English (SDAIE).

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

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

- (1) Spanish language proficiency at the intermediate level or greater in listening, speaking, reading and writing Spanish. (Initial assessment through examination must be completed prior to application to the program.)
- (2) Required Course Work
Two of the following EWS courses:

Chicano/Latino ExperienceEWS	202	4
Chicano/Latino Contemporary IssuesEWS	402	4
Ethnicity, Folklore and the ArtEWS	410	4

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

Students seeking a Multiple Subjects 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.

Prerequisites

Educational Computer TechnologyGED 505/L	3,1
Human Development, Learning and Language AcquisitionTED 401/A	3,2

Foundations

Culture and Cultural Imperatives in EducationTED 402/A	4,1
Planning and Presentation in Secondary ClassroomsTED 446/A	2,1
Group Processes within Middle and High School EducationTED 447/A	2,1

Methods

Content Area Reading in Diverse Classrooms		
Structure of Language	.....TED 432/A	3,1
Curriculum and Methods for Content Area Teachers	.....TED 434/A	3,1
Special Populations	.....TED 551/A	3,1
Positive Classroom Intervention	.....TED 581/A	2,1
Writing in the Secondary Classroom	.....TED 442/A	1,1

Student Teaching

Secondary Student Teaching I	.....TED 435 *	4
Secondary Seminar	.....TED 436	1
The Professional Classroom	.....TED 440	3
Secondary Seminar	.....TED 438	1
Secondary Student Teaching II	.....TED 437 *	8

* Interns take TED 439 (12-18 units)

Professional Clear Credential Courses

Individuals earning a preliminary credential have five years in which to complete the appropriate course work and apply for a Clear Credential

Secondary School Health Education	.....KIN 442	3
CPR - Level B or Community CPR		

Note: The Special Education Clear Credential requirement is met through the basic program and the Computer Technology Clear Credential requirement is met through the pre-requisite course, GED 505/505L. Other approved courses may meet the computer literacy requirement. See an advisor or the Credential Analyst for a listing of all approved computer/technology courses. Agriculture, Physical Education and Mathematics Single Subject Credential candidates must take specified courses to meet GED 505/505L requirements.

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

SINGLE SUBJECT PROGRAM WITH A BILINGUAL (SPANISH) CROSS-CULTURAL 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. Required course work
Two of the following EWS courses:

Chicano/Latino Experience	.....EWS 202	4
Chicano/Latino Contemporary issues	.....EWS 402	4
Ethnicity, Folklore and the Arts	.....EWS 410	4

 Bilingual Education: Reading, Language Arts and Content Instruction in the Primary

Language (Spanish)TED 515/515A	4
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3. 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.

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.
2. Required course work

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

*This CLAD Certificate course work may be applied toward a master of arts degree in Education.

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

The following is the program of study for the Special Education Preliminary (Level I) Mild/Moderate and Moderate/Severe Credentials. Students must be officially admitted to a Special Education Credential Program prior to registering for any of the TED methodology course work. Only nine quarter units of TED course work may be completed prior to admission to the program.

Pre-requisites

Educational Computer Technology	.....GED 505/L	3,1
Human Development, Learning and Language Acquisition	.....TED 401/A	3,2

Foundations

Culture and Cultural Imperatives in Education	...TED 402/A	4,1
Planning and Presentation through the Visual-spatial, Musical and Kinesthetic Curriculum	...TED 456/A	2,1
Inquiry, Discovery and Science Education in K-8 Classrooms	.....TED 431/A	1,1

Methods

Social Science and Group Processes	.....TED 451/A	2,1
Structure of Language and Emergent Literacy in Diverse Classrooms	.....TED 443/A	4,1
Special Populations	.....TED 551/A	3,1
Positive Classroom Interventions	.....TED 581/A	2,1

Literacy and Comprehension in K-8 Classrooms	TED	444/A	1,1
Teaching Mathematics and Problem Solving in K-8 Classroom	TED	425/A	2,1
Assessment for Special Education	TED	555/A	3,1

Mild/Moderate Specialization

Student Teaching

Special Education, mild/moderate Student Teaching I	TED	455 *	4
Seminar & Student Teaching I	TED	428	1
The Professional Classroom	TED	440	3
Special Education, mild/moderate Student Teaching II	TED	457*	8
Elementary or Secondary School Health Education	KIN	441	
. or KIN		442	3
CPR - Level B or Community CPR			

* Interns take TED 459 (12-18 units) for TED 455 and TED 457

Moderate/Severe Specialization

Curriculum for Students with Moderate/ Severe Disabilities	TED	556/A	2,1
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Student Teaching

Special Education: moderate/severe Student Teaching I	TED	465 *	4
Seminar & Student Teaching I	TED	428	1
The Professional Classroom	TED	440	3
Special Education: moderate/severe Student Teaching II	TED	467 *	8
Elementary or Secondary School Health Education KIN		441	
. or KIN		442	3
CPR - Level B or Community CPR			

* Interns take TED 469 for TED 465 and TED 467 (12-18 units)

If also seeking a CLAD, student teaching must include supervised teaching in a setting for English language development and Specially Designed Academic Content Instruction in English (SDAIE) with a CLAD (or equivalent) certificated teacher or mentor.

Note: GED 505/505L or other approved courses may meet the computer literacy requirement. See an advisor or the Credential Analyst for a listing of all approved computer/technology courses. Agriculture, Physical Education and Mathematics Single Subject Credential candidates must take specified courses to meet GED 505/505L requirements.

SPECIAL EDUCATION CREDENTIAL COURSE WORK SEQUENCE: LEVEL II (CLEAR) MILD/ MODERATE AND MODERATE SEVERE CREDENTIALS (Pending CCTC Approval)

Level II (Clear) course work for the Special Education Mild/Moderate and Moderate/Severe Credentials may be applied to the Master of Arts in Education degree program at Cal Poly Pomona. See a Special Education advisor for details.

Core Course Work for the Mild/Moderate and Moderate/Severe Level II (Clear) Special Education Credential

Transition to Postsecondary Settings	TED	552	4
Leadership in Special Education	TED	591	4
Current Issues and Research in Special Education	TED	587	4

or district equivalent for Professional Growth

Mild/Moderate Emphasis

Advanced Instruction of Students with Mild/Moderate Disabilities	TED	554	
.		4	
Integrated Mathematics, Science, and Computer Curricula for Students with Mild/Moderate Disabilities	TED	559	
4			
or GED Graduate Level Elective			

Moderate/Severe Emphasis

Characteristics of Moderate/Severe Disabilities	TED	530	
4			
Introduction to Assistive Technology	TED	588	
4			

DUAL CREDENTIALS

The Multiple Subjects, Single Subject and Special Education Programs have been designed to facilitate the earning of dual Single Subject and Special Education or dual Multiple Subjects and Special Education Credentials. Dual credentials can be earned with a minimum amount of additional course work and student teaching.

Special Education Candidates also seeking a Multiple Subjects Credential, must meet Subject Matter requirements for the Multiple Subjects Credential, complete one additional quarter of student teaching in a Multiple Subjects classroom (TED 429) and pass the RICA exam.

Special Education Candidates also seeking a Single Subject Credential, must meet the Single Subject Matter requirements, complete one quarter of additional student teaching in the appropriate Single Subject classroom (TED 437), and TED 434/434A Content Area Methods (3,1) and the appropriate Secondary Student Teaching Seminar to accompany student teaching.

Multiple Subjects Candidates seeking a dual Multiple Subjects/Special Education Credential must complete the CPP Clear Multiple Subjects Program and the following:

Mild/Moderate Emphasis:

TED 555/A – Assessment for Special Education

One quarter of student teaching in a setting appropriate to the credential

Moderate Severe Emphasis:

TED 555/A – Assessment for Special Education

TED 556/A – Adapting the Curriculum for Moderately to Severely Handicapped Special Education Students

One quarter of student teaching in a setting appropriate to the credential

Single Subject Candidates seeking a dual Single Subject/Special Education Credential must complete the CPP Clear Single Subject Program and the following:

Mild/Moderate Emphasis:

TED 431/A – Inquiry, Discovery & Science Education in K-8 Classrooms

TED 425/A – Teaching Mathematics and Problem Solving in K-8 Classrooms

TED 443/A – Structure of Language and Emergent Literacy in Diverse K-8 Classrooms

TED 444/A – Literacy and Comprehension in K-8 Classrooms

TED 555/A – Assessment for Special Education

One quarter of student teaching in a setting appropriate to the credential

Moderate Severe Emphasis:

TED 431/A – Inquiry, Discovery & Science Education in K-8 Classrooms

TED 425/A – Teaching Mathematics and Problem Solving in K-8 Classrooms

TED 443/A – Structure of Language and Emergent Literacy in Diverse K-8 Classrooms

TED 444/A – Literacy and Comprehension in K-8 Classrooms

TED 555/A – Assessment for Special Education

TED 556/A – Adapting the Curriculum for Moderately to Severely

Handicapped Special Education Students

One quarter of student teaching in a setting appropriate to the credential

DUAL SPECIAL EDUCATION AND MULTIPLE SUBJECTS OR SINGLE SUBJECT CREDENTIAL WITH A BCLAD EMPHASIS

Special Education students seeking a BCLAD Emphasis must complete the basic Special Education Mild/Moderate or Moderate Severe Program, the additional requirements for the dual credential and the BCLAD language, course work and student teaching requirements.

INTERN CREDENTIAL PROGRAMS

Cal Poly Pomona Department of Teacher 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 Clear Credential in Multiple or Single Subjects (Mathematics or Science) or Level I Special Education with the CLAD or BCLAD. During the internship, the intern is employed by a district as a full-time teacher.

Students interested in the Intern Program must attend an Orientation for the Basic Credential Programs and then attend an Intern Orientation. Intern Program Orientations are held twice per quarter. Please contact the Teacher Education Admissions Offices for more information, (909) 869-2303, Bldg. 5 -223A.

Intern Program Requirements

1. Attendance at the Basic and Intern Program Orientations
2. Admission to the University
3. Successful completion of CBEST
4. Earned baccalaureate

5. Admission to the appropriate credential program (BCAP)
6. Subject Matter Competency
7. Successful interview with the University 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 Pre-Intern Program course work:

Educational Computer Technology	GED	505/L	3,1
Field Experience and Seminar for Pre-Interns	TED	400	1,3
Planning and Presentation through the Visual-spatial, Musical and Kinesthetic Curriculum	TED	456/A	2,1
or			
Planning and Presentation in Secondary Classrooms	TED	446/A	2,1
Structure of Language and Emergent Literacy in Diverse Classrooms	TED	443/A	4,1
or			
Content Area Reading in Diverse Classrooms Structure of Language	TED	432/A	3,1
Positive Classroom Interventions	TED	581/A	2,1

11. Payment of appropriate fees
12. Application for an Intern Credential through the University.

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

RESOURCE SPECIALIST CERTIFICATE OF COMPETENCE

A Resource Specialist Certificate of Competence in Special Education was approved (August 1981) by the California Commission on Teacher Credentialing for Cal Poly Pomona. Admission to the university does not constitute automatic admission to the Special Education Resource Specialist Certificate program.

The Resource Specialist Certificate of Competence program has been approved by the Commission of Teacher Credentialing.

Requirements for admission to the Resource Specialist program:

1. Application to the Resource Specialist program (available from the Coordinator of Special Education).
2. Minimum undergraduate GPA of 2.75 or graduate GPA of 3.0.
3. EITHER possession of a valid California special education credential (LH, SH, CH, OH, or VH) OR concurrent enrollment in a California Special Education credential program.
4. Three letters of recommendation to the Resource Specialist program.

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

The following courses (16 units) will be utilized to complete this certificate program:

Resource Specialist Certificate of Competency (16 Units)

Introduction to Resource Specialist Program	TED	583	4
Organization and Management of Special Education Programs	TED	584	4
Current Education Issues for the Resource Specialist	TED	585	4
Leadership in Special Education	TED	591	4

Adapted Physical Education Specialist Credential

Perky Stromer, Adapted Physical Education Advisor, KHP

This credential, coupled with a single-subject K-12 Physical Education 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 Subject 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	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 Orthopedically and Health Impaired	KIN	406/406A	3/1
Physical Activity for Individuals with Severe Disabilities	KIN	410/410A	3/1
Classroom Management for Teachers of Students with Disabilities	TED	581	4

COURSE DESCRIPTIONS

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 400/400A - Field Experience for Pre-Interns (1,3)

Overview of theory and application of public school teaching strategies. Human development, classroom organizations, basic assessment, classroom management, active student learning, lesson planning and analysis, effective teaching behaviors, legal responsibilities, and cultural diversity. Sixty hours of field experience in appropriate settings required. Instructor approval required for admission. One seminar/discussion; three two-hour activities.

TED 401/401A: Human Development, Learning and Language Acquisition

(3,2)

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. Forty hours field experience required. Meets CCTC Early Field Experience Requirement. Required for admission to basic credential programs. 3 seminar/discussion; 2 two-hour activities.

TED 402/402A Culture and Cultural Imperatives in Education(4,1)

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. Minimum 20 hours of field experience required. 4 seminar/discussion, one two-hour activity.

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 425/425A - Teaching Mathematics and Problem Solving in K- 8 Classrooms (2/1)

Principles and methodology of teaching mathematics in the elementary school including instructional design, material selection, and student assessment with an emphasis on problem solving. Twenty hours field experience completed concurrently with student teaching or the equivalent. Two hour seminar/discussion; one two-hour activity. Prerequisites: Passing Score on the CBEST, completion of a Mathematics for Elementary School Teachers course sequence or a passing score on the MSAT. Pre-requisites: TED 401/401A and TED 456/456A

TED 427- Multiple Subjects Student Teaching I (4)

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

TED 428 Seminar: Elementary Student Teaching I (1)

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

TED 429 Multiple Subjects Student Teaching II (8)

Supervised full-day teaching in university-approved schools. Concurrent enrollment in TED 440 required. May be repeated upon the advice of the Credential Coordinator. Prerequisites: TED 427

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.

TED 431/431A (I) Inquiry, Discovery and Science Education in K-8 Classrooms (1,1)

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. Minimum 20 hours field experience concurrent with student teaching or equivalent. One seminar/discussion; one two-hour activity. Pre-requisites: TED 401/401A and TED 456/456A

TED 432/432A Content Area Reading in Diverse Classrooms and Structure of Language (3,1)

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, concurrent with student teaching or equivalent. 3 seminar/discussion; one two-hour activity. Pre-requisites: TED 401/401A and TED 446/446A

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

Strategies and techniques for teaching in a content area in the secondary schools. Objectives, curriculum, methods and materials used in teaching secondary education. Course will be taught by Single Subject Specialist. Twenty hours of field work/activity required. Three seminar/discussion; one two-hour activity. Pre-requisites: TED 401/401A and TED 446/446A

TED 435 - Secondary Student Teaching I (4)

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

TED 436 Seminar: Secondary Student Teaching I (1)

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

TED 437 - Secondary Student Teaching II (8)

Supervised student teaching in university-approved schools. Concurrent enrollment in TED 438 and TED 440 required. Prerequisites: TED 435 and TED 436.

TED 438 Seminar: Secondary Student Teaching II (1)

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

TED 439 Secondary Intern Teaching and Seminar (3-18 units; 12 units required)

Supervised intern teaching in university-approved classrooms. The intern will experience teaching responsibilities in culturally diverse, Single Subject (mathematics or science) public school classrooms. Admission to Single Subject (mathematics or science) Intern Program required. May be repeated for up to 18 units.

TED 440 - The Professional Classroom (3)

Theory and practice of leadership styles and techniques relevant to the educational professional. Interpersonal relationships in educational settings including effective communication skills for collaborative classrooms. Application of school laws, and case studies as they relate to school culture and analysis of teaching situations. To be taken concurrently with full-day student teaching. Three-hour seminar/discussion.

TED 442/442A Writing in the Content Areas (1,1)

Examines the role that writing plays in learning. Examines the cognitive and socio-cultural characteristics shared by the reading and writing processes. Minimum 20 hours field experience, concurrent with student teaching or equivalent. Pre-requisite: TED 432/432A. 1 seminar/discussion.

TED 443/443A - Structure of Language and Emergent Literacy in Diverse K- 8 Classrooms (4,1)

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. 4 seminar/discussion; 1 two-hour activity.

TED 444/444A Literacy and Comprehension in K-8 Classrooms (1,1)

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. Minimum 20 hours field experience, concurrent with student teaching or equivalent. Pre-requisite: TED 443/443A. One seminar/discussion; one two-hour activity.

TED 446/446A Planning and Presentation in the Secondary Classrooms (2,1)

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.. Twenty hours of field experience required. Two seminar discussion; one two-hour activity.

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. Two discussion/seminar; one two-hour activity.

TED 449 Multiple Subject Intern Teaching and Seminar (3-18 units; 12 units required)

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.

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 451/451A Social Science and Group Processes (2,1)

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. Minimum 20 hours of field experience required. Two seminar/discussion, one two-hour activity. Pre-requisites TED 401/401A and TED 456/456A.

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.

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.

TED 455 Student Teaching for Mild/Moderate Special Education Credential Candidates (4)

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. Maximum credit, 4 units. Prerequisite: Completion of all required mild/moderate Special Education course work and an approved Application for Special Education Student Teaching.

TED 456/456A Planning and Presentation through the Visual-spatial, Musical and Kinesthetic Curriculum. (2,1)

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. Twenty hours of field experience required. Two seminar discussion; one two-hour activity.

TED 457 Student Teaching for Mild/Moderate Special Education 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) Special Education Credential. Maximum credit, 8 units. Prerequisite: Completion of all

required M/M Special Education course work and an approved Application for Special Education Student Teaching.

TED 459 Intern Teaching and Seminar for Mild/Moderate Special Education Intern Credential Candidates (3-18; 12 units required)

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. Maximum credit, 18, taken in three unit sections. Prerequisite: Admission to Internship Program.

TED 465 Student Teaching for Moderate/Severe Special Education Credential Candidates (4)

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. Maximum credit, 4 units. Prerequisite: Completion of all required moderate/severe Special Education course work and an approved Application for Special Education Student Teaching.

TED 467 Student Teaching for Moderate/Severe Special Education 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) Special Education Credential. Maximum credit, 8 units. Prerequisite: Completion of all required M/S Special Education course work and an approved Application for Special Education Student Teaching.

TED 469 Intern Teaching and Seminar for Moderate/Severe Special Education Intern Candidates (3-18; 12 units required)

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. Maximum credit, 18, taken in 3 unit sections. Prerequisite: Admission to Internship Program.

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

TED 515/515A Bilingual Education: Reading, Language Arts and Content Instruction in the Primary Language (Spanish) (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 bilingual elementary and secondary classrooms. Minimum 20 hours student/classroom/activity contact hours required. 4 Seminar/discussion /1 two-hour activity. Pre-requisites: TED 401/401A, TED 446/446A or TED 456/456A and TED 443/443A or TED 432/432A.

TED 530/GED 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. Twenty student/classroom/activity contacts hours required. 4 seminar/discussion. Prerequisite: Level II status or permission of instructor.

TED 551/551A / GED 551/551A, Special Populations (3,1)

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. Minimum 20 hours student/classroom/activity contact hours required. Satisfies the California Special Education requirement for the Clear Credential. Three seminar/discussion; one two-hour activity.

TED 552/GED 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. Twenty student/classroom/activity contact hours required. 4 seminar/discussion. Prerequisite: Level II status or permission of instructor.

TED 553 /GED 553 - Advanced Assessment and Remediation of the Mildly Handicapped (4)

Advanced seminar in the theory and practice of assessment and remediation of mildly handicapped pupils. Experience in relating diagnostic and evaluative data to IEP prescriptive elements. 4 seminars. Prerequisites: TED 554/GED 554, TED 559/GED 559, TED 582/GED 582.

TED 554/GED 554 Advanced Instruction of Students with Mild/Moderate Disabilities (4)

Advanced seminar on needs and characteristics of students with mild/moderate disabilities and implementation of specific strategies in various educational settings. Includes cognitive, social and emotional instructional strategies and data-based decision-making. Emphasizes integrated content in literacy and social sciences. Twenty student/classroom/activity contact hours required. Prerequisite: Level II status or permission of instructor.

TED 555/555A / GED 555/555A - Assessment of Students with Disabilities (3,1)

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. Twenty student/classroom/activity contact hours required. 3 seminar/discussion; 1 two-hour activity.

TED 556/556A / GED 556/556A Curriculum for Students with Moderate/Severe Disabilities (2,1)

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. Twenty student/classroom/activity contact hours required. 2 seminar/discussion; one two-hour activity.

TED 559/GED 559 Integrated Mathematics, Science and Computer Curricula for Students with Mild/Moderate Disabilities (4)

Advanced seminar on the examination, evaluation, and implementation of math, science, computer curricula for students with mild/moderate disabilities. Application of learning principles to curriculum theories and educational considerations for the math, science, and computer technology areas. Twenty student/classroom/activity contact hours required. 4 seminar/discussion. Prerequisite: Level II standing.

TED 582/GED 582 Introduction to Mild Handicaps (4)

Study of learning disabilities, behavior disorders, and mild mental retardation. Concepts, significance, etiology, characteristics, and educational considerations of individuals with mild handicaps who present academic and social learning problems. 4 seminars. Prerequisites: TED 501/ GED 501 or TED 551/551A/GED 551, TED 532/GED, TED 581/ GED 581.

TED 581/581A /GED 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 583/GED 583 Introduction to Resource Specialist Program (4)

Functions of the resource specialist; collaborative consultation, inservice training, direct instruction with special education students. Resource specialist program models. 4 seminars. Prerequisites: Admission to Resource Specialist Program and either a Special Education credential or concurrent enrollment in special education credential program.

TED 584/GED 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 583/GED 583.

TED 585/GED 585 Current Education Issues for the Resource Specialist (4)

Issues and trends in resource specialist service delivery models and programs. Examination and analysis of current problems, current curricular and instructional practices relevant to the resource specialist. 4 seminar. Prerequisite: TED 583/GED 583.

TED 586/GED 586 Communicating with Parents of Student with Disabilities (4)

Communication strategies for working with parents of handicapped students. Parent education, rights, due process, resource agencies, local and state parent organizations, counseling, and in-service training techniques and procedures. 4 seminars. Prerequisites: TED 501/GED 501 or TED 551/551A or GED 551, TED 532/GED 532, TED 581/GED 581.

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

Study of educational research theory and methods in the context of a critical review of current literature that affects or involves special education. Investigation of issues and trends in special education

research. Twenty student/classroom/activity contact hours required. 4 seminar/discussion. Prerequisite: Level II status or permission of instructor.

TED 588/GED 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.

TED 591/GED 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. Twenty student/classroom/activity contact hours required. Seminar - discussion - 4 units.

