





COLLEGE OF EDUCATION AND INTEGRATIVE STUDIES

<<http://www.csupomona.edu/~ceis>>

Barbara J. Way, Interim Dean
Marvin L. Klein, Interim Associate Dean
Donald Ambrosio, Professor
Aubrey Fine, Professor

The College of Education and Integrative Studies (CEIS) is comprised of the departments of Ethnic and Women's Studies, Liberal Studies, and Education, as well as the Interdisciplinary General Education program and I-Poly High School. Departments pursue their goals independently and through joint development of pivotal, shared intellectual and social educational principles. There is a common commitment to inquiry-based, interactive instructional strategies and interdisciplinary curriculum.

I-Poly offers direct experiences for secondary education students, and offers a model high school education with critical thinking and innovative teaching at its core.

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

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

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

INTERDISCIPLINARY GENERAL EDUCATION (IGE) PROGRAM

Nancy Page Fernandez, Director

The Interdisciplinary General Education Program within the College of Education and Integrative Studies addresses the need for an integrated approach to curriculum, teaching, and scholarship and the creation of an extended learning community. The program consists of a 32-unit, thematically integrated sequence of General Education courses.

DEPARTMENT OF EDUCATION

Barbara Bromley, Chairperson
Christine Kolar, Coordinator of Education Specialist Programs
Richard DeNovellis, Graduate Coordinator
Janeen Volsey, Coordinator, Directed Teaching
Gloria Guzman Johannessen, Coordinator, BCLAD Program

The mission of the Department of Education is to prepare teachers who will serve as educational leaders in our culturally and linguistically diverse society. The Education Department is committed to excellent professional preparation that provides students with the opportunity to acquire the skills, intellectual strategies, critical attitudes, and broad perspectives necessary to serve the needs of schools and communities. Within this context the department seeks to forge meaningful partnerships with schools both locally and globally.

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 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 or Asian languages) Emphasis, Education Specialist Mild/Moderate (Level I and Level II), Education Specialist Moderate/Severe (Level I and Level II).
- (2) Specialist Credentials: Agriculture; Adapted Physical Education.
- (3) Certificates: Educational Multimedia, Computers in Education.

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

The Department of Education offers a Master of Arts in Education with the following options: Curriculum and Instruction, Educational Multimedia, Educational Leadership, and Special Education.

ETHNIC AND WOMEN'S STUDIES

Patricia A. De Freitas, Chair

Gender, Ethnicity, and Multicultural Studies major (BA), Options: 1) Pre-credential, leading to entry into Multiple Subjects Teaching Credential, 2) GEMS, with concentrations in African American Studies, Asian American Studies, Chicano/Latino Studies, Native American Studies, or Women's Studies; .

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

LIBERAL STUDIES

Stephen Bryant, Interim Chair

Liberal Studies (BA). Five options: (1) Pre-credential, leading to subject matter competence for the multiple subjects teaching credential; (2) BCLAD Pre-credential, leading to subject matter competence for the multiple subjects teaching credential for bilingual (Spanish) students; (3) BA/Credential (blended), leading to the preliminary multiple subjects teaching credential; (4) BCLAD BA/Credential (blended), leading to the preliminary multiple subjects teaching credential for bilingual (Spanish) students; (5) General Studies, for students wishing a broad liberal arts education (does NOT lead to any teaching credential).

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

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

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

Social implications and history of the contribution of women in math, science, and engineering. Examination of how socially defined identities affected the careers of female scientists. Combined with examination of current and specific topics in mathematics, science, and engineering. 4 hours seminar. Prerequisites: One course from each of the following Sub-areas: A1, A2, A3 and B1, B2, B3 and D1, or D2, and D3. Interdisciplinary GE Synthesis Course for Sub-area B4 or D4.



EDUCATION

<<http://www.csupomona.edu/~ceis/TEDIndex.html>>

Barbara E. Bromley, Chairperson

Anthony Avina	Connie Lim
Fred Baker	Shahnaz Lottipour
Barbara E. Bromley	Dorothy MacNevin
Christina Dehrer	Doreen Nelson
Richard DeNovellis	Jann Pataray-Ching
Gary M. Garfield	Nancy Prince-Cohen
Amy Gimino	Dorothy Simoni
Gloria Johannessen	Mario Ruiz
Dennis Jacobsen	Jared R. Stallones
Gary Kinsey	Janeen Volsey
Chris Kolar	
Cesar Larriva	

PARTICIPATING FACULTY

Judith Anderson, Social Science (History Department)
 Carol Smith, Mathematics
 Joyce Hesselgrave, Art
 Flint Freeman, Agriculture
 Jodye Selco, Sciences (CEEMaST)
 Janine Riveire, Music
 John Maitino, English
 Kathleen Harcharick, Business
 Andrea Metzker, Physical Education (KHP Department)
 Perky Vetter, Physical Education (KHP Department)

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

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

GENERAL INFORMATION

Public school teaching and credentials in the State of California are regulated and accredited by the State of California. All programs for students seeking credentials are approved and monitored by the California Commission on Teacher Credentialing (CCTC). Since credential programs described in this publication are subject to change, students are urged to seek current information concerning new credential requirements and deadlines from appropriate advisors in the Department of Education.

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 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 or Asian languages) Emphasis, Education Specialist Mild/ Moderate (Level I and Level II), Education Specialist Moderate/Severe (Level I and Level II).
- (2) Specialist Credentials: Agriculture; Adapted Physical Education.
- (3) Certificates: Educational Multimedia, Computers in Education.

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.

CREDENTIAL AND CERTIFICATE PROGRAMS

Multiple Subjects

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

CalState TEACH Intern Program

Single Subject:

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

Single Subject

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

Certificate

Education Specialist (with CLAD or BCLAD emphasis)

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

Education Specialist (with CLAD or BCLAD emphasis)

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

Agricultural Specialist

Adapted Physical Education Specialist

Internship Programs:

Multiple Subjects

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

Single Subject (excluding art education and agricultural education)

Single Subject (excluding art education and agricultural education) with a Bilingual (Spanish or Asian languages) Cross-cultural, Language and Academic Development (BCLAD) Emphasis

Education Specialist (with CLAD or BLCAD emphasis)
Mild/Moderate (MM) - Level I and Level II

Education Specialist (with CLAD or BLCAD emphasis)
Moderate/Severe (MS) - Level I and Level II

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

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

Students seeking the Multiple Subjects Credential will normally major in a pre-credential option in Liberal Studies or Philosophy. A pre-credential option is also offered through Ethnic and Women's Studies for the Multiple Subjects or CLAD credentials. Cal Poly Pomona is approved to offer programs of study in the following subjects for students planning to enter the Single Subject Credential Program:

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

ORIENTATION SESSIONS

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

- General Orientation is required for admission to the credential program. All credential candidates must attend.
- Internship Orientation is required for credential candidates wishing to learn more about and/or enroll in the Intern program.
- Special Education Orientation is required for admission to the Education Specialist credential program.

REQUIREMENTS FOR CREDENTIALS

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

1. A baccalaureate (or higher) degree, in any major other than professional education, from an accredited institution.
2. Passing scores on the California Basic Education Skills Test (CBEST);

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 CSET. 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;

Effective January 1, 2000, Education Specialist Credential candidates must also pass the RICA before being recommended for a Education Specialist Preliminary 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 KIN 442)
10. Satisfactory completion of training in the needs of, and methods of providing educational opportunities to individuals with exceptional needs. TED 551 meets this requirement; and,
11. Evidence of completion of computer competence. This requirement may be met through GED 500/500L or equivalent coursework required by the major.

Students may be recommended for a preliminary Single, Multiple, or Education Specialist Level I credential upon completion of requirements 1-6. Multiple Subjects and Education Specialist candidates must complete #7 to obtain the 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 Education Specialist credential requires completion of the Education Specialist Level II program. Some course work in the basic credential programs may be applied towards a Master of Arts in Education at Cal Poly Pomona. Most Level II course work for the Education Specialist credential may be applied to the MA.

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

ADMISSION PROCEDURES FOR THE BASIC CREDENTIAL PROGRAMS

Admission to the university does not constitute admission to the Multiple, Single Subject, or Education Specialist 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 Education Specialist Credential Program are not permitted to register in credential program methods courses. All programs utilize the services of a selection committee. The committee is 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 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 Education Program.
3. Application and admission to supervised (student) teaching.
4. Application for the credential.

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

1. Attendance at the Education Advisement Session.
2. Completion of University and Department of Education Application.
3. GPA as required in accordance with Executive Order 547. (GPA for each major varies—refer to current list available in the Education Admissions Office.)
4. Letter of Exception if GPA requirement (or any other requirement) is not met.
5. Completion of prerequisites.
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 Education.

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

1. Application for student teaching: Submitted to the Student Services Center as far in advance as two quarters prior to supervised teaching. Application deadlines are posted by the Student Services Center, Room 5-228. 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 CSET exam or completion of the appropriate subject matter program and certification from the discipline area department. Passing scores on the CSET 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 prerequisite, foundation, and methods 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 CREDENTIAL

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. All prerequisites must be completed before admission to the program. Under new SB 2042 regulations (effective fall 2002), the Multiple Subjects Credential authorizes individuals to teach in English Learner settings. The CLAD emphasis is neither required nor necessary under the 2042 program.

Prerequisites

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

Foundations

Education in a Diverse Society	TED	407	(4)
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Methods

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

Directed Teaching

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

* Interns take TED 449

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

Integrating Technology into Teaching & Learning	GED	507/507L	3/1
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CPR Level B or Community CPR

Note: Other approved courses may meet the computer literacy requirement. See the Student Services Center advisor for a listing of all approved computer/technology courses.

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

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

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

- (2) Required Course Work

Two of the following EWS courses:

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

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

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

CalStateTEACH

CalStateTEACH is an 18-22 month alternative, independent learning, on-line and multi-media supported Multiple Subjects CLAD Pre-Intern/Intern Program designed especially for working teachers who have not yet earned a credential. Using the latest technology including the Internet, video and print materials, CalStateTEACH provides a high quality Multiple Subjects CLAD Credential Program for teachers wherever they may live in California. Each participant in this personalized program is supported by a CSU faculty member and an on-site mentor. Participants attend five mandatory Saturday seminars, but no other regular university classes.

Admission requirements: Bachelor's degree, CBEST, teaching employment in a Multiple Subjects setting (usually K-6), two letters of recommendation, 2.75 GPA for the last 60 semester/90 quarter units or 2.67 cumulative GPA and a successful interview. Subject matter requirements for the Multiple Subjects Program must be met before entering Stage Two of the four stage program. The program begins in September and January of each year.

For more information and application materials visit the CalStateTEACH website at <<http://www.calstateteach.net/>> call the CalStateTEACH toll-free number at 1-877-255-7828 or email CalStateTEACH at, calstateteach@calstate.edu.

SINGLE SUBJECT CREDENTIAL

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. All prerequisites must be completed before admission to the program. Under new SB 2042 regulations (effective fall 2002), the Multiple Subjects Credential authorizes individuals to teach in English Learner settings. The CLAD emphasis is neither required nor necessary under the 2042 program.

Prerequisites

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

Foundations

Education in a Diverse Society	TED	407	(4)
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Methods

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

Directed Teaching

Special Populations	TED	551	(4)
Secondary School Health Education	KIN	442	(4)
Teaching Performance Assessment	TED	441	(4)
Directed Teaching-Block I*	TED	435	(8)
Directed Teaching Seminar I	TED	436	(1)
Directed Teaching-Block II*	TED	437	(8)
Directed Teaching Seminar II	TED	438	(1)

* Interns take TED 439

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 CPR Level B or Community CPR

Note: Other approved courses may meet the computer literacy requirement. See the Student Services Center advisor for a listing of all approved computer/technology courses. Credential requirement is met through the pre-requisite course, GED 500/500L. 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 500/500L requirements.

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

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

1. Spanish or asian languages proficiency at the intermediate level or higher in listening, speaking, reading, writing. (Assessed through examination.)
2. Required course work
Two of the following EWS courses:
Chicano/Latino ExperienceEWS 202 (4)
Chicano/Latino Contemporary IssuesEWS 402 (4)
Ethnicity and the ArtsEWS 410 (4)
Bilingual Education: Reading, Language Arts and Content Instruction in the Primary Language (Spanish or Korean)TED 515/515A (4)
3. Supervised teaching in a setting in which literacy and academic content are taught in Spanish or Asian languages and English language development and Specially Designed Academic Content Instruction in English (SDAIE) skills are implemented.

Students must complete all prerequisite, foundation, methodology, and CLAD 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:

- Applied Linguistics in Literacy AcquisitionGED 534/534A* (3/1) or Structure of LanguageENG 320 (4)
- Socio-Linguistic and Multicultural Aspects of Language and Literacy AcquisitionGED 528* (4) or Language AcquisitionENG 323 (4)
- Language Structure and Development for Teaching/ Learning in English/Bilingual ClassroomsTED 452* (4)
- Culture and Cultural Diversity in Multicultural and International Educational SettingsTED 453* (4)
- Specially Designed Instruction for the Content AreasGED 568/568A* (3/1)

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

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

The following is the program of study for the Education Specialist Preliminary (Level I) Mild/Moderate and Moderate/Severe Credentials.

Students must be officially admitted to the Education Specialist Credential Program prior to registering for any of the TED methodology course work. All prerequisites must be completed prior to admission to the program.

Students entering BCAP beginning Fall Quarter 2002 for the Education Specialist Credentials now have the option of choosing an Elementary emphasis or a Secondary emphasis. This is not an MS or SS credential, but the opportunity to tailor your special education program to your desired career goal--working either in an elementary special education setting or a secondary one. Passing the RICA is required for issuance of the Level I Education Specialist credentials. Level I is the preliminary credential. Level II is the Professional Clear Credential--see Level II section in this catalog.

Level I Mild/Moderate Disabilities – Elementary Emphasis

Prerequisites

Introduction to Contemporary SchoolingTED	405	(4)
Pedagogical FoundationsTED	406	(4)
Theory and Practice in Reading EducationTED	443	(4)

Foundations

Education in a Diverse SocietyTED	407	(4)
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Methods

Elementary Education Assessment & CurriculumTED	422	(4)
Theory and Practice in Math EducationTED	425	(4)
Theory and Practice in Language Arts EducationTED	444	(4)
Special PopulationsTED	551	(4)
Assessment of Students with Mild/Moderate DisabilitiesTED	553	(4)
Introduction to Mild/Moderate DisabilitiesTED	582	(4)

Directed Teaching

Mild/Moderate Directed Teaching and Seminar ITED	455	(8)
Mild/Moderate Directed Teaching and Seminar IITED	457	(8)

CPR Level B or Community CPR
* Interns take TED 459 for TED 455 and TED 457

Level I Mild/Moderate Disabilities – Secondary Emphasis

Prerequisites

Introduction to Contemporary SchoolingTED	405	(4)
Pedagogical FoundationsTED	406	(4)
Theory and Practice in Reading EducationTED	443	(4)

Foundations

Education in a Diverse SocietyTED	407	(4)
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Methods

Secondary Curriculum and MethodsTED	434	(4)
Secondary Writing and LiteracyTED	442	(4)
Planning and Presentation in Secondary ClassroomsTED	446	(4)
Special PopulationsTED	551	(4)
Assessment of Students with Mild/Moderate DisabilitiesTED	553	(4)
Introduction to Mild/Moderate DisabilitiesTED	582	(4)

Directed Teaching

Mild/Moderate Directed Teaching and Seminar ITED	455	(8)
Mild/Moderate Directed Teaching and Seminar IITED	457	(8)

CPR Level B or Community CPR
* Interns take TED 459 for TED 455 and TED 457

Level I Moderate/Severe Disabilities – Elementary Emphasis

Prerequisites

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

Foundations

Education in a Diverse Society	TED	407	(4)
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Methods

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

Directed Teaching

Moderate/Severe Directed Teaching & Seminar I	TED	465	(8)
Moderate/Severe Directed Teaching & Seminar II	TED	467	(8)

CPR Level B or Community CPR

* Interns take TED 469 for TED 465 and TED 467

Level I Moderate/Severe Disabilities – Secondary Emphasis

Prerequisites

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

Foundations

Education in a Diverse Society	TED	407	(4)
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Methods

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

Directed Teaching

Moderate/Severe Directed Teaching & Seminar I	TED	465	(8)
Moderate/Severe Directed Teaching & Seminar II	TED	467	(8)

CPR Level B or Community CPR

* Interns take TED 469 for TED 465 and TED 467

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

Level II (Clear) course work for the Education Specialist Mild/Moderate and Moderate/Severe Credentials may be applied to the Master of Arts in Education degree program at Cal Poly Pomona. Up to 25 percent or one course may be waived for an approved district equivalent course that reflects an instructional design that is sequential, developmental and based on a conceptual framework. See an Education Specialist advisor for details.

The Level II program requires a separate application. Please obtain the Level II Handbook from the Student Services Office, Bldg. 5, Room 228. TED 545 must be taken during the first quarter after admission to the Level II program. TED 591 must be taken during the final quarter of enrollment in Level II.

General Level II Courses

Elementary Health Education	KIN	441	(3)
or Secondary Health Education	KIN	442	(3)
Foundations of Educational Computer Literacy	GED	500/500L	(3/1)

Mild/Moderate Emphasis

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

Moderate/Severe Emphasis

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

Electives (choose a minimum of one course)

Advanced Reading Seminar	TED	554	(4)
Introduction to Assistive Technology	TED	588	(4)
Organization and Management in RSP	TED	584	(4)

Exit Course

Leadership in Special Education	TED	591	(4)
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CONCURRENT CREDENTIALS

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

Education Specialist and Multiple Subjects

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

Mild/Moderate Emphasis

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

Moderate/Severe Emphasis

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

Education Specialist and Single Subjects

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

Mild/Moderate Emphasis

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

Moderate/Severe Emphasis

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

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

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

INTERN CREDENTIAL PROGRAMS

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

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

Intern Program Requirements

1. Attendance at the General and Intern Orientations
2. Admission to the University
3. Successful completion of CBEST
4. Earned baccalaureate
5. 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:

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

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.

EDUCATIONAL LEADERSHIP: Preliminary Administrative Services Credential Tier I

Core Requirements

Introduction to Educational Administration	EDU	505/A	(3/1)
School Personnel Administration	EDU	511/A	(3/1)
School Law and Governance	EDU	512/A	(3/1)

School Finance	EDU	513/A	(3/1)
Educational Leadership	EDU	506/A	(3/1)
Educational Administration: Organizational Behavior	EDU	510/A	(3/1)
Candidate Performance Assessment Seminar . . .	EDU	520	(1)
Administration and Instructional Technology . . .	EDU	514/A	(3/1)

Fieldwork

Fieldwork in Educational Administration.	EDU	530	(8)
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Elective Course Requirements or Non-University Credits

Students may select from the following:

Seminar in Educational Issues	GED	550	(4)
*Tests, Measurements and Evaluations	GED	532	(4)

*Master's requirement

ADAPTED PHYSICAL EDUCATION SPECIALIST CREDENTIAL

Perky Vetter, 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 Physically and Health Impaired	KIN	406/406A	(3/1)
Physical Activity for Individuals with Severe Disabilities	KIN	410/410A	(3/1)

COURSE DESCRIPTIONS

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

Survey course for freshman and sophomore Liberal Studies students as an introduction to the field of education. Students will become acquainted with school organization, state and national connections, relevant court decisions, contemporary social issues, school funding, demographics and trends, guided observation, diverse school populations, the American education scene today, and orientation/advisement to the Teacher Education program at Cal Poly Pomona. Meets Elementary Subject Matter program and "Blended" program standards for Early Field Experience. Students must take TED 105 during the first year enrolled in the Blended Program. Students who satisfactorily complete this course will be exempt from taking TED 405 Introduction to Contemporary Schooling in the credential program.

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

Exploration of issues and strategies related to literacy and literacy instruction. Effective techniques for literacy instruction are examined within ten hours of observation in diverse public school settings and applied to ten hours of tutoring. TED 302/302A and TED 303/303A are

contiguous courses. Credit for TED 302/302A is earned upon completion of TED 302/302A and TED 303/303A. One seminar/discussion; one two-hour activity.

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

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

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

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

TED 405 Introduction to Contemporary Schooling (4)

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. Forty hours of field experience in appropriate settings required. Instructor approval required for admission.

TED 406 Pedagogical Foundations (4)

Theories and knowledge of human development, learning and language acquisition are explored in relation to self, others and schooling. Course provides opportunities for applied professional decision making, planning and reflection related to a variety of situations. Forty hours field experience required. Meets CCTC Early Field Experience Requirement. Required for admission to basic credential programs. 4 seminar/discussions.

TED 407 Education in a Diverse Society (4)

Explores the nature of culture as a complex body of knowledge related to the understanding of self, others and schooling. Explores diversity in relation to educational history, philosophy, sociology and law which forms a basis for equity, ethics and understanding. Minimum 20 hours of field experience required. 4 seminar/discussions.

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

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

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

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

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

Development of literacy in children in grade Pre K - 3. Background information and introduction to the elements of a balanced reading

program. Development and organization of an integrated reading program including: phonemic awareness, phonics, decoding, spelling, comprehension and writing. Twenty hours field experience required. Three seminar/discussion; one two-hour activity.

TED 422 Elementary Education Assessment and Curriculum (4)

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

TED 425 Theory and Practice in Mathematics Education (4)

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

TED 427 Directed Teaching I (8)

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

TED 429 Directed Teaching II (8)

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

TED 431 Theory and Practice in Science Education (4)

Theories, strategies and experiential learning opportunities for science education through inquiry and discovery in diverse classrooms. Topics address: standards, expectations, curricula, materials, assessment, and technology as they relate to the teaching of science. Minimum 20 hours field experience concurrent with student teaching or equivalent. Four seminar/discussions. Prerequisites: TED 405, TED 406, TED 407.

TED 432 Secondary Reading and Literacy (4)

Examines the role that language, cognition, culture, and social context play in learning subject matter across the curriculum. Presents diagnostic, developmental, and assessment techniques for comprehension of content materials in single-subject classrooms. Minimum 20 hours field experience, concurrent with student teaching or equivalent. 4 seminar/discussions. Prerequisite: TED 405, TED 406, TED 407.

TED 434 Secondary Curriculum and Methods (4)

Strategies and techniques for teaching in a content area in the secondary schools. Objectives, curriculum, methods and materials used in teaching secondary education. Course will be taught by Single Subject Specialist. Twenty hours of field work/activity required. Four seminar/discussions. Prerequisites: TED 405, TED 406, TED 407.

TED 435 Secondary Directed Teaching I (8)

Supervised teaching in university-approved classroom. The prospective teacher will experience initial teaching responsibilities in culturally

diverse public school settings. Admission to student teaching required. May be repeated upon the advice of the Basic Credentials Coordinator. Concurrent enrollment in TED 436 required.

TED 436 Seminar in Secondary Directed Teaching I (1)

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

TED 437 Secondary Directed 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 in Secondary Directed Teaching II (1)

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

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

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

TED 441 Teaching Performance Assessment (2)

Assessment of leadership styles and techniques relevant to the education professional. Interpersonal relationships in educational settings including effective communication skills for collaborative classrooms. Application of legislation and State standards as they relate to school culture and analysis of teaching performance. To be taken concurrently with second quarter of Directed Teaching. Two seminars. Co-requisite: Concurrent enrollment in final quarter of Directed Teaching.

TED 442 Secondary Writing and Literacy (4)

Examines the role that writing plays in learning. Examines the cognitive and socio-cultural characteristics shared by the reading and writing processes. Minimum 20 hours field experience, concurrent with student teaching or equivalent. Pre-requisite: TED 432. 4 seminar/ discussions.

TED 443 Theory and Practice in Reading Education (4)

Theoretical models and pedagogical applications of research related to language and literacy acquisition for native English speaking and English language learners. Language development, emergent literacy, structure of language, phonemics, phonetics, letter formation, decoding, spelling, literature and literacy assessment; Minimum 20 hours field experience. Prerequisites: TED 405, TED 406, TED 407.

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

Acquisition of theories, research knowledge and pedagogues that develop comprehension, critical thinking and writing for native English speakers and English language learners. Questioning/discussion and reading/study strategies and the writing process within/for multicultural literature and expository text. Minimum 20 hours field experience, concurrent with student teaching or equivalent. Pre-requisites: TED 443/443A. Four seminar/discussions.

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

Theories and models of teaching, presentation and applied instructional techniques. Focuses on planning, visualizing, displaying, organizing and developing lessons and concepts in the visual-spatial, musical,

kinesthetic and thematic arenas of the curriculum.. Twenty hours of field experience required. Prerequisites: TED 405, TED 406, TED 407. Four seminar discussions.

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

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

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

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

TED 450 Topics in Education (3)

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

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

Integration of theory and application of elementary social science curriculum and school and classroom group processes. Provides study and application of group processes such as, cooperative learning, collaboration, conflict resolution, and peer counseling. Alternative instructional approaches for teaching social science include provisions for learners with language and other special needs. Minimum 20 hours of field experience required. Four seminar/discussions. Prerequisites: TED 405, TED 406, TED 407.

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

Supervised experience with students with mild/moderate disabilities in special classes, resource rooms, or full inclusion settings. Integrates the

competencies for the Mild/Moderate (M/M) 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 units)

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

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

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

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. May be repeated for up to 18 units; a minimum of 12 units required.

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

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

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

Issues in bilingual education; pedagogical practices, assessment techniques and exploration of instructional materials for reading, language arts, and content instruction in Spanish/English or Korean/English bilingual elementary and secondary classrooms. Minimum 20 hours student/classroom/activity contact hours required. 4 Seminar/discussion /1 two-hour activity.

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

Advanced study of moderate and severe developmental disabilities: mental retardation, autism, serious emotional disturbance, physical disabilities, traumatic brain injury, dual diagnosis, and multiple disabilities. Concepts, etiology, characteristics, and educational

implications for general and special educators. Twenty student/classroom/activity contacts hours required. 4 seminar/discussion. Prerequisite: Level II status or permission of instructor.

TED 545 Professional Induction Seminar (2)

Guidance, support, and assistance in Induction Plan Development for the Level II Specialist Credential. Facilitation of formation and support of the local support network. 2 hours lecture/discussion/field work. Prerequisite: Admission to Level II Education Specialist Credential Program or permission of instructor.

TED 551 Special Populations (4)

An overview of students with disabilities which includes principles for assessing and instructing mainstreamed students in relation to federal legislation requirements; diverse instructional strategies, IEP implementation, and fieldwork across a variety of special education settings. Minimum 20 hours student/classroom/activity contact hours required. Satisfies the California Special Education requirement for the Clear Credential. Four seminar/discussion.

TED 552 Transition to Postsecondary Settings (4)

Examination and application of current legislation, theories, and strategies in transition services for students with mild/moderate/severe disabilities. Assessment procedures, community and agency resources, employment opportunities, transition domains and skills K-12, and joint program planning across multiple service agencies. Twenty student/classroom/activity contact hours required. 4 hours seminar/discussion. Prerequisite: Level II status or permission of instructor.

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

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

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

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

TED 555 Assessment of Students with Disabilities (4)

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

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

Theory and application of curricula for students with moderate/ severe disabilities. Instructional strategies, curricular modification, and practices. Adaptations for English language learners. Theories and practices of inclusion. Strategies for meeting mobility, sensory, and

specialized health care needs in the classroom. Twenty student/classroom/activity contact hours required. Prerequisites: TED 405, TED 406, TED 407, TED 551. 4 hours seminar/discussion.

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

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

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

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

TED 582 Introduction to Mild/Moderate Disabilities (4)

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

TED 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 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: Level II status or permission of instructor.

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

Advanced behavioral and emotional instruction and current issues that support the academic and social needs of students with disabilities. Assessing, designing, implementing, evaluating, and adapting the educational environments to make data-based decisions regarding the needs of diverse learners using applied behavioral analysis and advanced positive intervention supports. Twenty student/classroom/activity contact hours required. Prerequisite: Level II standing or permission of instructor.

TED 588 Introduction to Assistive Technology (4)

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

TED 589 Advanced Behavioral and Environmental Supports (4)

Advanced study of assessment, planning, and provision of academic social skill instruction for students with complex behavioral and emotional needs. Strategies for collaboration with educational, mental health, and community resources to insure a positive learning environment and appropriate supports. 4 seminar/discussions. Prerequisite: Level II status or permission of instructor.

TED 591 Leadership in Special Education (4)

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

ETHNIC AND WOMEN'S STUDIES

<<http://www.csupomona.edu/~ceis/EWSIndex.html>>

Patricia de Freitas, Chair

Parvin M. Abyaneh	Patricia Lin
Gilbert Cadena	Haiming Liu
Susan T. Gomez	Richard Santillan
Toni C. Humber	

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

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

EWS offers a major in Gender, Ethnicity, and Multicultural Studies 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 credential programs. The department offers minors in African American Studies, Native American Studies, Asian American Studies, Chicano/Latino Studies, Women's Studies, and an interdisciplinary minor in Multicultural Leadership Studies.

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

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

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

Select 2 of the following:

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

GEMS OPTION COURSES

Methods in Ethnic and Women's Studies	EWS	395	(4)
Capstone-Senior Project	EWS	461, 462 (2) (2)	

Select 2 of the following:

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

Select 3 of the following:

U.S. Women in Contemporary Global Context	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 (20 units)

General Education (68 units)

For Cal Poly Pomona students following curriculum year 2001-02 or 2002-03, the total units required for General Education is 68. Students following curriculum years 2003-04 or 2004-05, should consult the catalog website <<http://www.csupomona.edu/~academic/catalog/>> for current information regarding this unit requirement. Please refer to the list of approved courses under General Education Requirements, Areas A through E, in this catalog.

Unrestricted Electives (16 units)

PRE-CREDENTIAL OPTION COURSES

Language Acquisition	ENG	323	(4)
History of Civilization	HST	101	(4)
History of Civilization	HST	102	(4)
United States History	HST	201	(4)
Cultural Geography	GEO	102	(4)
Developmental Movement	KIN	328/328A	(2/1)
Elementary School Health Ed	KIN	441	(3)
Elementary Math Adv Viewpoint	MAT	391	(4)
Elementary Geometry Adv. Viewpoint 1	MAT	392	(4)
Elementary Geometry Adv Viewpoint 11	MAT	491	(4)
Physics Concepts	SCI	210/210L	(3/1)
Chemical Sciences	SCI	211/211L	(3/1)
Foreign Language			(4)

Support Courses

Cultures of Childhood	EWS	360	(4)
Ethnicity and the Arts	EWS	410	(4)
Child Psychology for Educators	PSY	206	(4)
Community Service Learning	EWS	280	(4)
Capstone/Assessment Project	EWS	461/462	(2/2)
Introduction to Educational Field Experience	TED	105	(4)
Area of Concentration (consult with advisor)			(16 units)

General Education

For Cal Poly Pomona students following curriculum year 2001-02 or 2002-03, the total units required for General Education is 68. Students following curriculum years 2003-04 or 2004-05, should consult the catalog website <<http://www.csupomona.edu/~academic/catalog/>> for current information regarding this unit requirement.

AFRICAN AMERICAN STUDIES MINOR

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

ASIAN AMERICAN STUDIES MINOR

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

CHICANO/LATINO STUDIES MINOR

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

NATIVE AMERICAN STUDIES MINOR

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

WOMEN'S STUDIES MINOR

Intro to the Study of Women and Men in Society	EWS	145	(4)
U.S. Women in Contemporary Global Context	EWS	380	(4)
Ethnic Women	EWS	390	(4)
Gender, Ethnicity, and Class	EWS	420	(4)
Feminist Theory and Practice	EWS	440	(4)
12 elective units must be chosen in consultation with advisor. . . . (12)			
Total units required for the minor. . . . (32)			

INTERDISCIPLINARY MINOR IN MULTICULTURAL LEADERSHIP STUDIES

Multicultural Leadership	EWS	290	(4)
Leadership	MHR	450	(4)
The remaining 24 units must include two courses from each of the following three areas:			

Leadership Education:

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

Multicultural Education:

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

Communication:

Interpersonal Communication	COM	103	(4)
Intercultural Communication	COM	327	(4)
Group Discussion	COM	337	(4)
Ethnicity, Gender and Religion	EWS	431	(4)
Human Relations	PSY	314/314A	(3/1)

Total units required for the minor. . . . (32)

COURSE DESCRIPTIONS

EWS 101 The University (4)

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

EWS 140 Introduction to Ethnic Studies (4)

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

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

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

EWS 200 Special Study for Lower Division Students (2)

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

EWS 201 African American Experience (4)

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

EWS 202 Chicano/Latino Experience (4)

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

EWS 203 Native American Experience (4)

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

EWS 204 Asian American Experience (4)

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

EWS 210 Interactive Dynamics of Ethnicity and Gender (4)

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

EWS 280 Community Service Learning (4)

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

EWS 290 Multicultural Leadership (4)

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

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

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

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 345 Women, Ethnicity and Work (4)

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

EWS 350 Ethnic Immigration (4)

Historical analysis of socio-economic and political factors which have determined and continue to form the basis for development of U.S.

immigration policies and practices toward ethnic minorities. 4 lecture discussions. May be repeated for credit when different ethnic group offered.

EWS 360 Cultures of Childhood (4)

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

EWS 370 Women and Law (4)

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 375 Gender, Ethnicity and Film (4)

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

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. May be repeated for credit only when ethnic group differs.

EWS 390 Ethnic Women (4)

Issues concerning women in four ethnic communities, with focus on African American, Asian Pacific American, Native American, and Chicanas/Latinas. Examination of roles and status within community context. Particular attention is paid to the intersection of ethnicity, race, class, sexual orientation and gender. 4 lecture discussions. Prerequisite: EWS 140 or EWS 145 or permission of instructor. May be repeated for credit only when ethnic group differs.

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

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

EWS 400 Special Study for Upper Division Students (2)

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

EWS 401 African American Contemporary Issues (4)

A critical and interdisciplinary analysis of contemporary African American communities. Issues in economic status, education, health, justice, politics, race relations, and media representation examined from the perspectives of anthropology, history, sociology, ethnic and gender studies. 2 two-hour lecture/presentation. Open to all majors.

Prerequisites: Completion of courses in GE areas A and D (subareas 1, 2, 3). Satisfies GE requirement for D4.

EWS 402 Chicano/Latino Contemporary Issues (4)

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

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)

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

EWS 407 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 and the Arts (4)

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

EWS 420 Gender, Ethnicity, and Class (4)

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

EWS 425 Gender, Identity and Technology (4)

Examines the interrelationship between identity, power and technological competency. Using perspectives from history, history of technology, sociology, gender and cultural studies, and political activists, students will explore connections between access and mastery of technology with power and changing societal patterns. Good academic standing. Open to all majors. Prerequisites: One GE course from each of the following Sub-areas: A1, A2, A3, and B1, B2, and D2, D3. Interdisciplinary GE Synthesis course for Sub-area B4 or D4.

EWS 430 Ethnic Thought and Values (4)

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

EWS 431 Ethnicity, Gender, and Religion (4)

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

EWS 440 Feminist Theory and Practice (4)

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

EWS 450 Multiracial and Hybrid Identities (4)

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

EWS 475 Community and Culture (4)

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

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

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

EWS 499 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)

<<http://www.csupomona.edu/~ceis/ige/>>

Nancy Page Fernandez, Director

Sandra Mizumoto Posey

The Interdisciplinary General Education Program (IGE) addresses the need for an integrated approach to curriculum, teaching, and scholarship. IGE is part of the College of Education and Integrative Studies, which shares these goals.

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

The IGE Program is open to any qualified student or undergraduate department wishing to adopt it as an option, and is the recommended GE pattern for Engineering, Architecture, and Liberal Studies majors. Students may substitute AP credit for up to 2 courses in the IGE Program. For more information, contact the IGE Program Director.

FIRST YEAR (F.W.Sp)

IGE 120 Consciousness and Community (4)

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

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

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

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

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

SECOND YEAR (F.W.Sp)

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

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

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

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

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

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

THIRD YEAR (F.W)

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

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

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

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

IGE 320 Visions of Science and Technology (4)

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

LIBERAL STUDIES

<<http://www.csupomona.edu/~ls>>

Stephen H. Bryant, Chair

Estela C. Ballón
Christina Chavez
Karen S. Langlois

The major in Liberal Studies offers a diversified curriculum for those who are attracted to an interdisciplinary program of study. The purposes of Liberal Studies are twofold: (1) to provide the undergraduate preparation for students to teach in the public schools of California, and (2) to prepare students for graduate work in such fields as law; or for work in business, human services, government, and public relations; or to pursue intellectual fulfillment for its own sake. Liberal Studies is approved by the Commission on Teacher Credentialing as a baccalaureate waiver program for entry into a multiple subject or education specialist (special education) program. This credential licenses a person to teach in a self-contained classroom, primarily in elementary schools.

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

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

The curriculum includes discipline areas of language and literature, mathematics, science, social science/history, humanities, the visual and performing arts, physical education, human development, and health. 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. Note that as part of this process students must have a grade of C or better in each class included in subject matter assessment to graduate in any of the teacher preparation options.

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

DEGREE REQUIREMENTS FOR LIBERAL STUDIES MAJOR

A 2.0 cumulative GPA is required in core courses, including option courses, in order to receive a degree in the major. For Cal Poly Pomona students following curriculum year 2001-02 or 2002-03, the total units required for General Education is 68. Students following curriculum years 2003-04 or 2004-05, should consult the catalog website <<http://www.csupomona.edu/~academic/catalog/>> for current information regarding this unit requirement. Unless specific courses are stated below, see the list of approved courses under General Education Requirements, Areas A through E, in this catalog.

I. PRE-CREDENTIAL OPTION

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

CORE COURSES

Introduction to Liberal Studies	LS	201	(4)
Concepts in Liberal Studies	LS	301	(4)
Liberal Studies Seminar	LS	401	(4)
Arts Integration I	CLS/ENV	430	(4/1)
Arts Integration II	LS	421	(4/1)
Language Acquisition	ENG	323	(4)
History of World Civilization: Ancient Period	HST	101	(4)
History of World Civilization: Middle Period	HST	102	(4)
History of World Civilization: Modern Period	HST	103	(4)
Developmental Movement for Children	KIN	328/328A	(2/1)
Elementary School Health Education	KIN	441	(3)
Elementary Math from an Advanced Viewpoint	MAT	391	(4)
Elementary Geometry I	MAT	392	(4)
Elementary Geometry II	MAT	491	(4)
Physics Concepts	SCI	210/210L	(3/1)
Geological Sciences	SCI	212/212L	(3/1)
Cultural Geography	GEO	102	(4)
Gender, Ethnicity and Class	EWS	420	(4)
or Sociology of Minority Communities	SOC	323	(4)
or Social Anthropology	ANT	358	(4)

SUPPORT COURSES

Child Psychology for Educators	PSY	206	(4)
Intro to Education: Early Field Experience	TED	105	(4)
Children's Literature	ENG	324	(4)
or Cultures of Childhood	EWS	360	(4)
Policies of Need and Greed	EC/PLS	420	(4)
Liberal Studies Synthesis I	LS	459	(4)
Special Topics for Upper Division Students	LS	499	(4)
Senior Project I	LS	461	(4)
Senior Project II	LS	462	(4)
Concentration Courses		16	

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

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

GENERAL EDUCATION COURSES

Area A:

1. Freshman English I	ENG	104	(4)
2. Advocacy and Argument	COM	204	(4)
3. Freshman English II	ENG	105	(4)

Area B:

- 1. Survey of MathMAT 191 (4)
- 2. Chemical SciencesSCI 211/211L (3/1)
- 3. Life ScienceBIO 110/111L (3/1)
- 4. Choose a Science Synthesis course from the following:
GSC 304, 320, 335, or 350 or PHY 301, 302, or 303..... (4)

Area C:

- 1. The Visual ArtsART 110 (4)
or Introduction to TheatreTH 203
or World of MusicMU 103
- 2. Introduction to PhilosophyPHL 201 (4)
or Religions of the WorldPHL 220 (4)
or Introduction to Religious StudiesPHL 221
- 3. Choose a literature course from the following:
ENG 211 (or 212, 207, 208, 217, 218, 201) (4)
- 4. History of CaliforniaHST 370 (4)

Area D:

- 1. Introduction to American GovernmentPLS 201 (4)
and United States HistoryHST 202 (4)
- 2. United States HistoryHST 201 (4)
- 3. Cultural AnthropologyANT 102 (4)
or Principles of SociologySOC 201
- 4. Geography of CaliforniaGEO 351 (4)

Area E:

- General PsychologyPSY 201 (4)
or Human Nature/Human AffairsANT 201 (4)

II. BCLAD PRE-CREDENTIAL OPTION

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

CORE COURSES

- Introduction to Liberal StudiesLS 201 (4)
- Concepts in Liberal StudiesLS 301 (4)
- Liberal Studies SeminarLS 401 (4)
- Arts Integration ICLS/ENV430 (4/1)
- Arts Integration IILS 421 (4/1)
- Language AcquisitionENG 323 (4)
- History of World Civilization: Ancient PeriodHST 101 (4)
- History of World Civilization: Middle PeriodHST 102 (4)
- History of World Civilization:Modern PeriodHST 103 (4)
- Developmental Movement for ChildrenKIN 328/328A(2/1)
- Elementary School Health EducationKIN 441 (3)
- Elementary Math from an Advanced Viewpoint ..MAT 391 (4)
- Elementary Geometry IMAT 392 (4)
- Elementary Geometry IIMAT 491 (4)
- Physics ConceptsSCI 210/210L (3/1)
- Geological SciencesSCI 212/212L (3/1)
- Introduction to Chicano StudiesEWS 202 (4)
- Chicano/Latino Contemporary IssuesEWS 402 (4)

SUPPORT COURSES

- Child Psychology for EducatorsPSY 206 (4)
- Intro to Education: Early Field ExperienceTED 105 (4)
- Children's LiteratureENG 324 (4)
or Cultures of ChildhoodEWS 360 (4)
- Policies of Need and GreedEC/PLS 420 (4)
- Liberal Studies Synthesis ILS 459 (4)
- Special Topics for Upper Division StudentsLS 499 (4)
- Senior Project ILS 461 (4)
- Senior Project IILS 462 (4)
- Concentration Courses 16
Choose 16 units in a subject matter area in consultation with advisor.

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

GENERAL EDUCATION COURSES

Area A:

- 1. Freshman English IENG 104 (4)
- 2. Advocacy and ArgumentCOM 204 (4)
- 3. Freshman English IIENG 105 (4)

Area B:

- 1. Survey of MathMAT 191 (4)
- 2. Chemical SciencesSCI 211/211L (3/1)
- 3. Life ScienceBIO 110/111L (3/1)
- 4. Choose a Science Synthesis course from the following:
GSC 304, 320, 335, or 350 or PHY 301, 302, or 303..... (4)

Area C:

- 1. The Visual ArtsART 110 (4)
or Introduction to TheatreTH 203
or World of MusicMU 103
- 2. Introduction to PhilosophyPHL 201 (4)
or Religions of the WorldPHL 220 (4)
or Introduction to Religious StudiesPHL 221
- 3. Choose a literature course from the following:
ENG 211 (or 212, 207, 208, 217, 218, 201) (4)
- 4. History of CaliforniaHST 370 (4)

Area D:

- 1. Introduction to American GovernmentPLS 201 (4)
and United States HistoryHST 202 (4)
- 2. United States HistoryHST 201 (4)
- 3. Cultural AnthropologyANT 102 (4)
or Principles of SociologySOC 201
- 4. Geography of CaliforniaGEO 351 (4)

Area E:

- General PsychologyPSY 201 (4)
or Human Nature/Human AffairsANT 201 (4)

III. B.A./CREDENTIAL OPTION

CORE COURSES

- Introduction to Liberal StudiesLS 201 (4)
- Concepts in Liberal StudiesLS 301 (4)
- Liberal Studies SeminarLS 401 (4)
- Arts Integration ICLS/ENV430 (4/1)
- Arts Integration IILS 421 (4/1)
- Gender, Ethnicity and ClassEWS 420 (4)
or Sociology of Minority CommunitiesSOC 323 (4)
or Social AnthropologyANT 358 (4)
- Elementary School Health EducationKIN 441 (3)
- Elementary Math from an Advanced Viewpoint ..MAT 391 (4)
- Elementary Geometry IMAT 392 (4)
- Elementary Geometry IIMAT 491 (4)
- Physics ConceptsSCI 210/210L (3/1)
- Geological SciencesSCI 212/212L (3/1)
- Foundations of Educational Computer
Literacy, Unit 1GED 500L (1)
- Foundations of Educational Computer
Literacy, Unit 2GED 502L (1)
- Foundations of Educational Computer
Literacy, Unit 3GED 503L (1)

Pedagogical Foundations	TED	406	(4)
Theory and Practice in Reading Education	TED	443	(4)
Education in a Diverse Society	TED	407	(4)
Theory and Practice in History/ Social Science Education	TED	451	(4)
Theory and Practice in Language Arts Education	TED	444	(4)
Special Populations	TED	551	(4)
Directed Teaching I	TED	427	(8)
Directed Teaching II	TED	429	(8)
Teaching Performance Assessment	TED	441	(2)

SUPPORT COURSES

Intro to Education: Early Field Experience	TED	105	(4)
Policies of Need and Greed	EC/PLS	420	(4)
Liberal Studies Synthesis I	LS	459	(4)
Special Topics for Upper Division Students	LS	499	(4)
Senior Project I	LS	461	(4)
Senior Project II	LS	462	(4)

Concentration Courses:

Child Psychology for Educators	PSY	206	(4)
Developmental Movement for Children	KIN	328/328A	(2/1)
Language Acquisition	ENG	323	(4)
Children's Literature	ENG	324	(4)
or Cultures of Childhood	EWS	360	(4)

GENERAL EDUCATION COURSES**Area A:**

1. Consciousness and Community	IGE	120	(4)
2. Advocacy and Argument	COM	204	(4)
3. Freshman English II	ENG	105	(4)

Area B:

1. Survey of Math	MAT	191	(4)
2. Chemical Sciences	SCI	211/211L	(3/1)
3. Life Science	BIO	110/111L	(3/1)
4. Choose a Science Synthesis course from the following: GSC 304, 320, 335, or 350 or PHY 301, 302, or 303			(4)

Area C:

1. Fine and Performing Arts	GEN	107	(4)
2. Rationalism and Revelation: Ancient World	IGE	121	(4)
3. Authority and Faith: Medieval and Renaissance Worlds	IGE	122	(4)
4. History of California	HST	370	(4)

Area D

1. Ways of Knowing: Culture and Contact	IGE	220	(4)
Ways of Coexisting: Reform and Revolution	IGE	221	(4)
2. Ways of Doing: The Industrial Age	IGE	222	(4)
3. Ways of Living: The Contemporary World	IGE	223	(4)
4. Geography of California	GEO	351	(4)

Area E

Connections Seminar: Exploration and Personal Expression	IGE	224	(4)
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IV. BCLAD B.A./CREDENTIAL OPTION**CORE COURSES**

Introduction to Liberal Studies	LS	201	(4)
Concepts in Liberal Studies	LS	301	(4)
Liberal Studies Seminar	LS	401	(4)
Arts Integration I	CLS/ENV	430	(4)
Arts Integration II	LS	421	(4)
Language Acquisition	ENG	323	(4)
Developmental Movement for Children	KIN	328/328A	(2/1)

Elementary School Health Education	KIN	441	(3)
Elementary Math from an Advanced Viewpoint	MAT	391	(4)
Elementary Geometry I	MAT	392	(4)
Elementary Geometry II	MAT	491	(4)
Physics Concepts	SCI	210/210L	(3/1)
Geological Sciences	SCI	212/212L	(3/1)
Foundations of Educational Computer Literacy, Unit 1	GED	500L	(1)
Foundations of Educational Computer Literacy, Unit 2	GED	502L	(1)
Foundations of Educational Computer Literacy, Unit 3	GED	503L	(1)
Pedagogical Foundations	TED	406	(4)
Theory and Practice in Reading Education	TED	443	(4)
Education in a Diverse Society	TED	407	(4)
Theory and Practice in History/ Social Science Education	TED	451	(4)
Theory and Practice in Language Arts Education	TED	444	(4)
Special Populations	TED	551	(4)
Directed Teaching I	TED	427	(8)
Directed Teaching II	TED	429	(8)
Teaching Performance Assessment	TED	441	(2)

SUPPORT COURSES

Child Psychology for Educators	PSY	206	(4)
Intro to Education: Early Field Experience	TED	105	(4)
Policies of Need and Greed	EC/PLS	420	(4)
Special Topics for Upper Division Students	LS	499	(4)
Senior Project I	LS	461	(4)
Senior Project II	LS	462	(4)

Concentration Courses:

Liberal Studies Synthesis I	LS	459	(4)
Children's Literature	ENG	324	(4)
or Cultures of Childhood	EWS	360	(4)

BCLAD Courses:

Bilingual Education	TED	515	(4)
Introduction to Chicano Studies	EWS	202	(4)
Chicano/Latino Contemporary Issues	EWS	402	(4)

GENERAL EDUCATION COURSES**Area A:**

1. Consciousness and Community	IGE	120	(4)
2. Advocacy and Argument	COM	204	(4)
3. Freshman English II	ENG	105	(4)

Area B:

1. Survey of Math	MAT	191	(4)
2. Chemical Sciences	SCI	211/211L	(3/1)
3. Life Science	BIO	110/111L	(3/1)
4. Choose a Science Synthesis course from the following: GSC 304, 320, 335, or 350 or PHY 301, 302, or 303			(4)

Area C:

1. Fine and Performing Arts	GEN	107	(4)
2. Rationalism and Revelation: Ancient World	IGE	121	(4)
3. Authority and Faith: Medieval and Renaissance Worlds	IGE	122	(4)
4. History of California	HST	370	(4)

Area D

1. Ways of Knowing: Culture and Contact	IGE	220	(4)
Ways of Coexisting: Reform and Revolution	IGE	221	(4)
2. Ways of Doing: The Industrial Age	IGE	222	(4)
3. Ways of Living: The Contemporary World	IGE	223	(4)
4. Geography of California	GEO	351	(4)

Area E

Connections Seminar: Exploration and Personal Expression	IJE	224	(4)
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V. GENERAL STUDIES OPTION

CORE COURSES

Introduction to Liberal Studies	LS	201	(4)
Concepts in Liberal Studies	LS	301	(4)
Liberal Studies Seminar	LS	401	(4)
Arts Integration I	CLS/ENV	430	(4)
Arts Integration II	LS	421	(4)
History of Civilization	HST	101	(4)
History of Civilization	HST	102	(4)
History of Civilization	HST	103	(4)
Upper division in ENG, HST, PHL, or Art History (see advisor).			(12)
Foreign language or EWS (see advisor)			(12)
Electives in Social Science (see advisor)			(8)
Elective in Math or Science (see advisor).			(4)
Upper division elective in Math or Science (see advisor)			(4)

SUPPORT COURSES

Concentration Courses:

- Choose 20 units in a single area of study in consultation with advisor. At least 14 of the units must be upper division.
- Concentration courses may be applied toward a minor. 20
- Unrestricted electives. 20

GENERAL EDUCATION COURSES

Area A:

1. Freshman English I ENG 104 (4)
2. Select from approved list in Schedule of Classes (4)
3. Select from approved list in Schedule of Classes (4)

Area B:

- Must include at least one laboratory class.
- 1 through 4. Select from approved list in Schedule of Classes (16)

Area C:

- 1 through 4. Select from approved list in Schedule of Classes (16)

Area D:

- 1 through 4. Select from approved list in Schedule of Classes (16)

Area E:

- Select from approved list in Schedule of Classes (16)

NOTE: Total curriculum must include 60 upper division units. Only 46 upper division units are among the required courses in the General Studies Option. Students need to take 14 upper division units in concentration courses to make the 60 total.

Students must take at least 81 units at four-year colleges, of which at least 50 must be taken at Cal Poly Pomona. Among these 50 units at Cal Poly Pomona, at least 12 must be in General Education courses, 18 must be in core sources, and 36 must be in upper division courses. See advisor for details.

COURSE DESCRIPTIONS

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

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

LS 201 Introduction to Liberal Studies (4)

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

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

Group study of a selected topic, to be specified in advance. Total credit limited to 8 units, with a maximum of 4 units per quarter. Instruction is by lecture, activity, laboratory, or a combination. 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. Prerequisites: LS 201, ENG 104, and ENG 105 or equivalent.

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

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

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 421 Liberal Studies: Arts Integration II (4)

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

LS 459 Liberal Studies Synthesis (4)

Introduction to selected issues in the history and politics of public education. 4 discussions/lectures/counseling. Prerequisite: Completion of LS 301 or consent of instructor.

LS 461 Senior Project I (4)

Prospective multiple subject teachers begin to demonstrate their subject-matter competence by completing this first of two program capstone experiences. 4 lecture/counseling. Prerequisites: Completion of (or concurrent enrollment in) LS 201, LS 301, LS 401, and all required history and geography courses.

LS 462 Senior Project II (4)

Prospective multiple subject teachers finish demonstrating their subject-matter competence by completing this second of two program capstone experiences. 4 lecture/counseling. Prerequisites: Completion of LS 461 and completion of (or concurrent enrollment in) all required English, math, science, fine arts, and human development (kinesiology and psychology) courses.

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

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