SCHOOL OF LEADERSHIP AND EDUCATION SCIENCES

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Marcus Lam, PhD
Florence Lebensohn-Chiaivo, PhD
Ian Martin, EdD
The School of Leadership and Education Sciences offers undergraduate coursework in three departments: Leadership Studies, Learning and Teaching and Counseling & Marital and Family Therapy. Our certificates, credentials, courses and minor fields lay a foundation for leadership roles in teaching, counseling, marital and family therapy and administration in school settings; as well as leaders in the public, nonprofit and military sectors.

Our programs have met the high standards established by the following accrediting bodies: Commission on Accreditation for Marriage and Family Therapy Education, Commission for Accreditation of Counseling & Related Education Programs, California Commission on Teacher Credentialing, Council for Exceptional Children and the Council for the Accreditation of Educator Preparation.

The School of Leadership and Education Sciences offers undergraduates the opportunity to enroll in the Combined BA/MEd Teacher Education Program (CTEP), Leadership Studies minor, Nonprofit Social Enterprise & Philanthropy minor, Naval Sciences minor, Army ROTC program, Nonprofit Leadership and Management Certificate program and several special courses designed to meet the needs and interest of all undergraduates.

In addition, the School of Leadership and Education Sciences offers teaching credential programs in various professional areas at the elementary, secondary and special education levels. These programs are designed to meet the credential requirements of the State of California and to provide students a sequential curriculum that includes field experiences with class sizes that facilitate personal attention and instructor accessibility. Please contact the School of Leadership and Education Sciences’ Credential Analyst for more information.

At the graduate level, the School of Leadership and Education Sciences offers a Master of Arts in Leadership Studies (MA), Master of Arts in Higher Education Leadership (MA), Master of Arts in Nonprofit Leadership and Management (MA), Master of Education (MEd), Master of Arts in Counseling (MA), Master of Arts in Marital and Family Therapy (MA) and a Doctorate in Leadership Studies (PhD). Please refer to the current Graduate Course Catalog for more information regarding these programs.

**Vision Statement**

We believe that education for human service must have as its foundation a vision of enhancing human dignity and the quality of life. To do so, human service professionals must focus on moral perspectives in their professional and community lives. The faculty and staff of the School of Leadership and Education Sciences seek to impart this vision to our students.

**Mission Statement**

It is our responsibility to prepare students with the professional knowledge, skills and ethical perspectives they will need for effective leadership and practice in a diverse society. We seek to become and encourage our students to become, life-long learners engaged in scholarly inquiry, research and professional development. We value professional and community service and encourage such service by our students.

To implement our mission, the faculty enriches all programs and course offerings with the values, concepts and themes that we believe will help students become ethical, civic-minded and committed leaders in their chosen fields.

**Centers and Institutes**

- Caster Family Center for Nonprofit and Philanthropic Research
- Center for Education Policy and Law (CEPAL)
- Character Education Resource Center
- Compass Family Center
- Educational Leadership Development Academy (ELDA)
- Global Center
- Hansen Summer Institute
- Jacobs Institute for Innovation in Education
- Manchester Family Child Development Center (MFCDC)
- Mobile Technology Learning Center (MTLC)
- Nonprofit Institute (NPI)

**Reservation of the Right to Modify**

Every effort has been made to provide current and accurate information in the description of minor, certificate and credential programs. However, we reserve the right to change program requirements. Students should confer with their advisors and the credential analyst to ensure progress toward their degrees and/or credentials.
**Dates And Deadlines**

It is the student’s responsibility to meet the deadlines published in this course catalog.

**EDTE 300P | DIVERSITY, INCLUSION & SCHOOLING**
**Units: 3 Repeatability: No**

This course explores how social inequities related to disability, social class, race and ethnicity, language, class, gender, national origin, and sexual orientation are often perpetuated in schools. The course is organized around three dimensions of schooling and social inequality: (1) Public schools in the U.S. are a project of nation-building, expansion, and imperialism that developed a sociocultural hierarchy via curriculum, instruction, and organization. (2) Historically, to maintain privileges among the dominant cultural group, schools and school systems are organized to track, segregate, and exclude based on socially constructed norms regarding language, ability, and race. (3) Addressing contemporary inequalities requires ongoing advocacy and cultural understanding among educators and community members at all levels. Within this context, candidates critically explore how their own social and political location vis-à-vis schooling impacts their assumptions about the purposes and processes of formal education.

**EDTE 301P | METHODS FOR LANGUAGE & LITERACY**
**Units: 3 Repeatability: No**

This course is designed to support candidates in developing as literacy instructors within elementary or secondary educational settings. Teacher candidates will develop a critical literacy lens through examination of theories and current practices from local, national, and global perspectives. Teacher candidates will develop foundational literacy knowledge to support assessing, diagnosing, and supporting readers at all levels and within content specific contexts. Candidates will practice and implement (1) evidence based literacy instruction via Culturally Responsive and Universal Design Lesson plans, (2) literacy goal writing, (3) embedding literacy into content, and (4) aligning literacy practices to content standards. The course includes current research, lectures, analysis of student work and literacy profiles, discussions, and field experience requirements. While not required to pass the course, candidates are encouraged to take the Reading Instruction Competence Assessment (RICA) at the conclusion of the course.

**EDTE 302P | ELEMENTARY METHODS I: MATH & SCIENCE**
**Units: 3 Repeatability: No**

This course provides elementary (TK-6) teacher candidates an overview of key dimensions of curriculum and instruction theory and practice in mathematics and science in accordance with State and National STEM Standards. Using pertinent contributions from research in learning theory, motivation, readiness, and individual differences, candidates will be provided with opportunities to observe, teach and self-reflect on student learning in culturally diverse and inclusive settings. Emphasis will be placed on demonstrating understanding of content-specific pedagogical practices of asking questions; analyzing texts, photographs, films, internet resources, books, historical artifacts and documents; developing arguments, and communicating conclusions, and examines the central role of the arts in learning. The course focuses on the creation of interdisciplinary lessons and units that promote student access to the curriculum and promotes historical understanding, social justice, civic participation in a democratic society, and the development students’ creativity and imagination in and through the arts.

**EDTE 303P | ELEMENTARY METHODS II: HUMANITIES**
**Units: 3 Repeatability: No**
**Prerequisites:** EDTE 302P

This course provides elementary (TK-6) teacher candidates an overview of key dimensions of curriculum and instruction theory and practice in social studies and The Arts in accordance with State and National Standards. Using pertinent contributions from research in learning theory, motivation, readiness, and individual differences, candidates will be provided with opportunities to observe, teach and self-reflect on student learning in culturally diverse and inclusive settings. Emphasis will be placed on demonstrating understanding of content-specific pedagogical practices of asking questions; analyzing texts, photographs, films, internet resources, books, historical artifacts and documents; developing arguments, and communicating conclusions, and examines the central role of the arts in learning. The course focuses on the creation of interdisciplinary lessons and units that promote student access to the curriculum and promotes historical understanding, social justice, civic participation in a democratic society, and the development students’ creativity and imagination in and through the arts.

**EDTE 304P | SECONDARY METHODS I**
**Units: 3 Repeatability: No**

This course provides an overview of curriculum theory and instructional practice at the secondary level. Candidates will trace the evolution of curriculum theory in the United States beginning with early emphases on science and progress at the turn of the 20th century to present-day foci on inclusion, culturally relevant pedagogy, and learning technology. Within this theoretical framing, students are introduced to contemporary research-based practices in teacher education. Specific topics covered include unit and lesson planning, Universal Design Learning (UDL), assessment theory, state curriculum frameworks, teacher inquiry and reflection, and accommodations for diverse learners. This course provides a theory-to-practice foundation for content specific teaching methods in the following semester.

**EDTE 305P | SECONDARY METHODS II: SOCIAL SCIENCE**
**Units: 3 Repeatability: No**
**Prerequisites:** EDTE 304P

This methods course explores the purposes, challenges, complexities, and practical approaches to teaching about the social world at the secondary level. Students will have extensive opportunities to develop, implement, reflect upon, and refine units of study in history and social science. Candidates will collaborate on sourcing and evaluating potential lesson materials and developing original units of study on movements, moments, places, populations, structures, and issues relevant to today’s global society. A variety of content delivery models will be presented and practiced, including student- and teacher-centered instruction; inquiry-, project-, and problem-based approaches; and cooperative learning strategies. Special emphasis is placed on strategies for accommodating diverse learners and learning needs.

**EDTE 306P | SECONDARY METHODS II: SCIENCE**
**Units: 3 Repeatability: No**
**Prerequisites:** EDTE 304P

This course is a continuation of EDTE 504P. Secondary Methods I, building on candidate’s fundamental knowledge of science teaching and learning. This course has a focus on using educational technologies to support science lessons, integrating other subject matter areas with science content (math, literacy, special education), designing lessons that include all students in learning science, and assessing student understanding of science and the nature of science. Candidates use lesson study to plan and teach lessons for students to learn science, observe K-12 students learning science, and conduct research on students’ scientific learning. In addition, candidates consider the role and equity of gender, ethnicity, learning needs, and socio-economic status of scientists and science learners as well as controversial science topics in the news.
EDTE 307P | SECONDARY METHODS II: MATHEMATICS  
Units: 3  Repeatability: No  
Prerequisites: EDTE 304P  
Secondary Methods II- Mathematics prepares students for providing high quality instruction in single subject mathematics classrooms. In the course students will explore why they plan to teach as well as how they plan to teach mathematics. The course exposes students to cultural, social and psychological theories of learning; the development of children’s mathematical thinking; and research-based instructional practices that promote mathematics success across a range of students including those who have been identified as having a learning difference or disability. Students will develop their philosophy of mathematics teaching, design a humanizing mathematics syllabus, solve mathematical core problems using a variety of methods, practice giving mathematics lessons, engage in continual instructional improvement activities, grapple with issues of equity as they pertain to mathematics teaching and learning, and explore digital resources and technologies related to teaching mathematics for understanding.

EDTE 308P | SECONDARY METHODS II: ENGLISH  
Units: 3  Repeatability: No  
Prerequisites: EDTE 304P  
This methods course explores the purposes, challenges, complexities, and practical approaches to teaching English Language Arts at the secondary level. Teacher candidates will have extensive opportunities to develop, implement, reflect upon, and refine units of study aligned with the Common Core Standards for the teaching of English. Candidates will design and implement assessments and rubrics to practice analyzing student work and learning. A variety of content delivery models will be presented and practiced, including student- and teacher-centered instruction; inquiry-, project-, and problem-based approaches; and cooperative learning strategies. Special emphasis is placed on strategies for accommodating diverse learners and learning needs, and using instructional technology.

EDTE 309P | SECONDARY METHODS II: WORLD LANGUAGE  
Units: 3  Repeatability: No  
Prerequisites: EDTE 304P  
This methods course explores the purposes, challenges, complexities, and practical approaches to teaching world languages at the secondary level. Teacher candidates will have extensive opportunities to develop, implement, reflect upon, and refine units of study aligned with the ATCFL Standards for the teaching of foreign languages. Candidates will design and implement assessments and rubrics to practice analyzing student work and learning. This course has been designed to provide you with the theoretical background of most recent trends in foreign language teaching methodologies. The theoretical foundation will be applied to the teaching of the four communicative skills such as speaking, listening, reading and writing and the teaching of culture to help you develop a repertoire of teaching techniques and strategies in any of these areas. This will further allow you to develop your own philosophy of foreign language teaching, matching your own teaching style with the needs of a diverse student body. This course takes a combination of pragmatic and theoretical approaches to training you as a foreign language teacher.

EDTE 310P | EDUCATIONAL PSYCHOLOGY  
Units: 3  Repeatability: No  
This course synthesizes aspects of developmental and educational psychology to prepare candidates to work with the wide range of individual student differences in skills, motivation, experience and development that are encountered in public and private schools. Students become familiar with cognitive, physical, social/ emotional, and moral development of children and adolescents. Students examine research that informs teachers to make connections between theory, empirical research, and educational practice with regard to learning. In addition, students observe in a K-12 classroom for 8 hours to further make these connections.

EDTE 311P | EQUITY & ADVOCACY IN EDUCATIONAL SYSTEMS  
Units: 3  Repeatability: No  
This course explores how teachers can promote equity through advocacy in educational systems. Candidates engage with current and historical perspectives about federal, state, and local bodies of educational resource allocation and decision-making; legal and policy implications of laws and important court decisions (i.e. ESEA, IDEA, Section 504, and ELL/ELD laws, Williams Case, Serrano v. Priest, Lau v. Nichols, Brown v. Board, Plessy v. Ferguson, and California’s Prop. 187, 209, 227, 58) and reflect on how these play out in the classrooms they observe at practicum sites. With a firm grounding in understanding the institutionalized inequities within the systems (schools, class, community), candidates learn about models of reform and create plans for connecting stakeholders and advocating for students. Candidates critically analyze policies that impact LGBTQ families, immigrants (documented and undocumented), English-language learners, those with disabilities, those in poverty, etc. and propose improvements to practice.

EDTE 312P | METHODS FOR ENGLISH LEARNERS  
Units: 3  Repeatability: No  
Core Attributes: Community Service Learning  
This course intends to provide candidates with the knowledge and skills to be able to apply pedagogical theories, principles, and instructional practices for the comprehensive instruction of English learners (ELs). It examines ways to create supportive learning environments for students’ second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), Universal Design for Learning (UDL), and scaffolding across content areas. Candidates explore assessment and instructional practices for the English Language Development (ELD) in listening, speaking, reading, writing. Candidates acquire a basic understanding of the differences between language development and disability and issues of over and under-representation of ELs in special education. The field experience for this class consists in assessing, assisting, and planning instruction for an English learner. This practical work provides candidates with the opportunity to gain experience in second language teaching for ELs and to observe the process of second language acquisition, cultural adaptation, and academic growth.
EDTE 317P | ASSESSMENT
Units: 3 Repeatability: No
This course applies developmental, psychological, academic, social, and behavioral characteristics of typical/atypical learners in PK-12 to recommend academic, social, and behavioral supports for learning. Candidates are instructed on comprehensive (formal/informal), unbiased, non-discriminatory assessment of learners; collaborative multidisciplinary decision-making approach; and the application of learning theories in development of an academic support program (IFSP, IEP, and/or ITP). Candidates will review school records (such as CELDT, High Stakes Tests, etc.), assess a student’s present levels of performance, and gather information from multiple sources to inform identification, placement, planning, monitoring and transitioning of students academically, socially and/or behaviorally. Candidates are trained on administration of assessments, data-driven decision making, and working with stakeholders in designing an academic, behavioral, and social/emotional support system at home, school, and within the community settings. This course provides hands-on experience with case studies / management, informed instruction, progress monitoring, and collaboration in support of diverse learning needs.

EDTE 452P | CLINICAL EXPERIENCE: EXTENDED PRACTICUM
Units: 3 Repeatability: No
This practicum is designed to provide classroom experiences that will enhance understanding of instructional methods and curriculum design. Students will have the opportunity to observe teaching and learning in progress and connect theories discussed in-class with classroom practices. The cooperating teacher will serve as a resource for students, providing a strong professional model, discussing practices with students, and supporting the student as they “try out” lesson planning and classroom teaching. Extended practicum is a part-time (20 hours per week) teaching experience at a qualified school site under the supervision of a cooperating teacher and University supervisor. Teaching strategies and classroom management are practiced at grade levels and in subject matter that represent the student teacher’s credential pathway. NOTE: this course follows the USD schedule.

EDTE 500P | DIVERSITY, INCLUSION & SCHOOLING
Units: 3 Repeatability: No
This course explores how social inequities related to disability, social class, race and ethnicity, language, class, gender, national origin, and sexual orientation are often perpetuated in schools. The course is organized around three dimensions of schooling and social inequality: (1) Public schools in the U.S. are a project of nation-building, expansion, and imperialism that developed a sociocultural hierarchy via curriculum, instruction, and organization. (2) Historically, to maintain privileges among the dominant cultural group, schools and school systems are organized to track, segregate, and exclude based on socially constructed norms regarding language, ability, and race. (3) Addressing contemporary inequalities requires ongoing advocacy and cultural understanding among educators and community members at all levels. Within this context, candidates critically explore how their own social and political location vis-a-vis schooling impacts their assumptions about the purposes and processes of formal education.

EDTE 501P | METHODS FOR LANGUAGE & LITERACY
Units: 3 Repeatability: No
This course is designed to support candidates in developing as literacy instructors within elementary or secondary educational settings. Teacher candidates will develop a critical literacy lens through examination of theories and current practices from local, national, and global perspectives. Teacher candidates will develop foundational literacy knowledge to support assessing, diagnosing, and supporting readers at all levels and within content specific contexts. Candidates will practice and implement (1) evidence based literacy instruction via Culturally Responsive and Universally Designed Lesson plans, (2) literacy goal writing, (3) embedding literacy into content, and (4) aligning literacy practices to content standards. The course includes current research, lectures, analysis of student work and literacy profiles, discussions, and field experience requirements. While not required to pass the course, candidates are encouraged to take the Reading Instruction Competence Assessment (RICA) at the conclusion of the course.
EDTE 502P | ELEMENTARY METHODS I: MATH & SCIENCE  
Units: 3  Repeatability: No  
This course provides elementary (TK-6) teacher candidates an overview of key dimensions of curriculum and instruction theory and practice in mathematics and science in accordance with State and National STEM Standards. Using pertinent contributions from research in learning theory, motivation, social#emotional learning, individual differences, candidates will be provided with opportunities to observe, teach and self-reflect on student learning in culturally diverse and inclusive settings. Emphasis will be placed on demonstrating understanding of content-specific pedagogical practices including reasoning, questioning, modeling, developing arguments, and communicating conclusions. Candidates will learn to build equitable learning environments through Universal Design for Learning (UDL), to plan inclusive lessons and units using backward design process, to construct formative and summative assessments, to use appropriate digital tools, and to provide for accommodations and/or modifications to promote student access to the curriculum.

EDTE 503P | ELEMENTARY METHODS II: HUMANITIES  
Units: 3  Repeatability: No  
Prerequisites: EDTE 502P  
This course provides elementary (TK-6) teacher candidates an overview of key dimensions of curriculum and instruction theory and practice in social studies and The Arts in accordance with State and National Standards. Using pertinent contributions from research in learning theory, motivation, readiness, and individual differences, candidates will be provided with opportunities to observe, teach and self-reflect on student learning in culturally diverse and inclusive settings. Emphasis will be placed on demonstrating understanding of content-specific pedagogical practices of asking questions; analyzing texts, photographs, films, internet resources, books, historical artifacts and documents; developing arguments, and communicating conclusions, and examines the central role of the arts in learning. The course focuses on the creation of interdisciplinary lessons and units that promote student access to the curriculum and promotes historical understanding, social justice, civic participation in a democratic society, and the development students’ creativity and imagination in and through the arts.

EDTE 504P | SECONDARY METHODS I  
Units: 3  Repeatability: No  
This course provides an overview of curriculum theory and instructional practice at the secondary level. Candidates will trace the evolution of curriculum theory in the United States beginning with early emphases on science and progress at the turn of the 20th century to present-day foci on inclusion, culturally relevant pedagogy, and learning technology. Within this theoretical framing, students are introduced to contemporary research-based practices in teacher education. Specific topics covered include unit and lesson planning, Universal Design Learning (UDL), assessment theory, state curriculum frameworks, teacher inquiry and reflection, and accommodations for diverse learners. This course provides a theory-to-practice foundation for content specific teaching methods in the following semester.

EDTE 505P | SECONDARY METHODS II: SOCIAL SCIENCE  
Units: 3  Repeatability: No  
Prerequisites: EDTE 504P  
This methods course explores the purposes, challenges, complexities, and practical approaches to teaching about the social world at the secondary level. Students will have extensive opportunities to develop, implement, reflect upon, and refine units of study aligned with the Common Core Standards for the teaching of Social Science. Candidates will design and implement assessments and rubrics to practice analyzing student work and learning. A variety of content delivery models will be presented and practiced, including student- and teacher-centered instruction; inquiry-, project-, and problem-based approaches; and cooperative learning strategies. Special emphasis is placed on strategies for accommodating diverse learners and learning needs.
<table>
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<th>Course Code</th>
<th>Course Title</th>
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<th>Repeatability:</th>
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<tr>
<td>EDTE 509P</td>
<td>SECONDARY METHODS II: WORLD LANGUAGE</td>
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<td>training you as a foreign language teacher.</td>
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<td>EDTE 510P</td>
<td>EDUCATIONAL PSYCHOLOGY</td>
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<td>practice with regard to learning. In addition,</td>
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<td>students observe in a K-12 classroom for 8 hours</td>
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<td>to further make these connections.</td>
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<td>EDTE 511P</td>
<td>EQUITY &amp; ADVOCACY IN EDUCATIONAL SYSTEMS</td>
<td>3</td>
<td>No</td>
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<td></td>
<td>This course explores how teachers can promote</td>
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<td>equity through advocacy in educational systems.</td>
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<td></td>
<td>Candidates engage with current and historical</td>
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<td>perspectives about federal, state, and local</td>
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<td>bodies of educational resource allocation and</td>
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<td>decision-making; legal and policy implications</td>
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<td>of laws and important court decisions (i.e.</td>
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<td></td>
<td>ESEA, IDEA, Section 504, and ELL/ELD laws,</td>
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<td>Williams Case, Serrano v. Priest, Lau v.</td>
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<td></td>
<td>Nichols, Brown v. Board, Plessy v. Ferguson,</td>
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<td>and California’s Prop. 187, 209, 227, 58) and</td>
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<td>reflect on how these play out in the</td>
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<td>classrooms they observe at practicum sites.</td>
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<td>With a firm grounding in understanding the</td>
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<td>institutionalized inequities within the systems</td>
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<td>(schools, class, community), candidates learn</td>
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<td>about models of reform and create plans for</td>
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<td>connecting stakeholders and advocating for</td>
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<td></td>
<td>students. Candidates critically analyze</td>
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<td>policies that impact LGBTQ families, immigrants</td>
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<td>(documented and undocumented), English-language</td>
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<td>learners, those with disabilities, those in</td>
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<td></td>
<td>poverty, etc. and propose improvements to</td>
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<td></td>
<td>practice.</td>
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<td>EDTE 512P</td>
<td>METHODS FOR ENGLISH LEARNERS</td>
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<td>No</td>
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<td></td>
<td>This course intends to provide candidates with</td>
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<td></td>
<td>the knowledge and skills to be able to apply</td>
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<td>pedagogical theories, principles, and</td>
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<td>instructional practices for the comprehensive</td>
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<td>instruction of English learners (Els). It</td>
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<td>examines ways to create supportive learning</td>
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<td>environments for students’ second language</td>
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<td>acquisition by using research-based instructional</td>
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<td>approaches, including focused English Language</td>
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<td>Development, Specially Designed Academic</td>
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<td>Instruction in English (SDAIE), Universal</td>
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<td>Design for Learning (UDL), and scaffolding</td>
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<td></td>
<td>across content areas. Candidates explore</td>
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<td>assessment and instructional practices for the</td>
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<td>English Language Development (ELD) in listening,</td>
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<td>speaking, reading, writing. Candidates</td>
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<td>acquire a basic understanding of the</td>
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<td>differences between language development and</td>
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<td>disability and issues of over and</td>
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<td>under-representation of Els in special</td>
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<td>education. The field experience for this class</td>
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<td>consists in assessing, assisting, and</td>
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<td>planning instruction for an English learner.</td>
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<td>This practical work provides candidates with</td>
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<td>the opportunity to gain experience in</td>
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<td>second language teaching for Els and to</td>
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<td>observe the process of second language</td>
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<td>acquisition, cultural adaptation, and academic</td>
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<td>growth.</td>
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<td>EDTE 513P</td>
<td>POSITIVE BEHAVIOR SUPPORTS FOR FAMILY, SCHOOL,</td>
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<td></td>
<td>AND COMMUNITY ENGAGEMENT</td>
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<td></td>
<td>This course is designed to provide educators</td>
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<td>with the skills required to work effectively</td>
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<td>with the families, school, and community in</td>
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<td>creating a safe, positive, and engaging</td>
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<td>environment to meet the needs of all learners.</td>
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<td>A cross section of theories, models, legal and</td>
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<td>ethical variables relevant to orchestrating</td>
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<td>learning across PK-12 settings where individuals</td>
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<td>with and without individualized education plans</td>
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<td>(IEPs) are receiving instructional, social,</td>
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<td>behavioral and transition life-skill services.</td>
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<td>Candidates will learn and apply positive</td>
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<td>behavioral interventions and supports (PBIS)</td>
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<td>and functional behavior analysis (FBA) to</td>
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<td>understand that all behavior has communicative</td>
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<td>intent and is open to cultural interpretation,</td>
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<td>and to develop ways to respond to behavior that</td>
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<td>are reflective, proactive and supportive</td>
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<td>towards students’ growth. Additional focuses</td>
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<td>will include collaboration, understanding</td>
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<td>family coping processes, development of</td>
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<td>communication and problem-solving skills, active</td>
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<td>listening, utilization of parent interview</td>
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<td>techniques in family assessment, and methods</td>
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<td>for accessing educational and developmental</td>
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<td>service delivery systems. There will be a strong</td>
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<td>emphasis on the development of cultural</td>
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<td>competence as candidates learn to understand</td>
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<td>family systems and family life stages,</td>
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<td>transition challenges, the importance of</td>
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<td>collaborative parent-professional relationships,</td>
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<td>parent advocacy, and development of</td>
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<td>cooperative intervention programs. The course</td>
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<td>uses a disability studies lens, focusing on a</td>
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<td>strengths-based understanding of families and</td>
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<td>the influence of social and cultural factors on</td>
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<td>the lived experience of disability. Through</td>
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<td>this course, candidates will demonstrate</td>
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<td>effective and professional collaborative</td>
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<td>strategies in working with stakeholders</td>
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<td>(families, other educators, paraprofessionals,</td>
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<td>administration, district personnel, community-</td>
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<td>based organizations, and outside agencies).</td>
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EDTE 514 | EDUCATIONAL RESEARCH METHODS  
Units: 3  
Repeatability: No  
This course is an introduction to research methods with an emphasis on reflective, practitioner-directed inquiry. The course surveys quantitative, qualitative and mixed-methods educational research studies, focusing on the nature of action research and action research methodology. A primary goal of the course is to prepare educational professionals to access and critically consume educational research findings to support and extend their own inquiries. Candidates will complete a certification through the Institutional Review Board (IRB) in understanding the principles and policies of ethical research on human subjects. Candidates will use the “plan-teach-assess-reflect-apply” framework of educational action research in their credential performance assessment requirement to assess their classroom and students’ needs, conduct a literature review, identify classroom-focused research questions, design appropriate instructional projects using a variety of data sources, and initiate those projects in their field placement. They will analyze the findings and reflect on their own instructional style towards becoming teacher-researchers.

EDTE 515S | CAPSTONE SEMINAR  
Units: 3  
Repeatability: No  
Prerequisites: EDTE 514  
In keeping with the re-iterative structure of action research, in this course, candidates will complete a second cycle of the “plan-teach-assess-reflect-apply” framework of educational action research in their credential performance assessment requirement. Candidates will reflect on their implementation of the first cycle, make appropriate modifications and conduct a second cycle of implementation. This course will support candidates as they work to analyze data collected in their field placements, and as they continue on their journey as teacher-researchers. This capstone course culminates in the dissemination of candidates’ research through a written paper that maintains appropriate academic tone and style and a presentation to a professional audience.

EDTE 516 | TECHNOLOGY & LEARNING  
Units: 3  
Repeatability: No  
Instructional technology integration (sometimes called EdTech) is a crucial part of preparing our PK-12 students for their futures. New and emerging technologies are what your students will be using to learn and complete projects. It can also be a means to enhance learning, improve motivation, increase accessibility, individualize instruction, and improve communication with parents and stakeholders. This course will support you in developing your skills as you implement technology to support the full range of needs of your own students now and in the future. This course guides candidates in learning and applying the most current uses of technology in the classroom to support instruction, progress monitoring, and communication between students, teachers, and families. Candidates will effectively incorporate technology and assistive technology using the principles of Universal Design for Learning (UDL), Multi-Tiered System of Support (MTSS), and the standards from the International Society for Technology in Education (ITSE) to support access to and engagement of the curriculum for learners within multiple settings. Candidates will learn about community resources and agencies supporting assistive technology for learners and families.

EDTE 517P | ASSESSMENT  
Units: 3  
Repeatability: No  
This course applies developmental, psychological, academic, social, and behavioral characteristics of typical/atypical learners in PK-12 to recommend academic, social, and behavioral supports for learning. Candidates are instructed on comprehensive (formal/informal), unbiased, non-discriminatory assessment of learners; collaborative multidisciplinary decision-making approach; and the application of learning theories in development of an academic support program (IFSP, IEP, and/or ITP). Candidates will review school records (such as CELDT, High Stakes Tests, etc.), assess a student’s present levels of performance, and gather information from multiple sources to inform identification, placement, planning, monitoring and transitioning of students academically, socially and/or behaviorally. Candidates are trained on administration of assessments, data-driven decision making, and working with stakeholders in designing an academic, behavioral, and social/emotional support system at home, school, and within the community settings. This course provides hands-on experience with case studies / management, informed instruction, progress monitoring, and collaboration in support of diverse learning needs.

EDTE 551P | CLINICAL EXPERIENCE 1: PRACTICUM  
Units: 1  
Repeatability: No  
This practicum is designed to provide classroom experiences that will enhance understanding of instructional methods and curriculum design. Students will have the opportunity to observe teaching and learning in progress and connect theories discussed in-class with classroom practices. The cooperating teacher will serve as a resource for students, providing a strong professional model, discussing practices with students, and supporting the student as they “try out” lesson planning and classroom teaching. This practicum is a one day per week field experience at a school site selected by the Field Experiences Offices. Candidates are placed at schools with members of their cohort. This field experience is a 75 hour experience at a qualified school site. NOTE: this course follows the USD schedule.

EDTE 552P | CLINICAL EXPERIENCE 2: EXTENDED PRACTICUM  
Units: 2  
Repeatability: No  
Prerequisites: EDTE 551P  
This practicum is designed to provide classroom experiences that will enhance understanding of instructional methods and curriculum design. Students will have the opportunity to observe teaching and learning in progress and connect theories discussed in-class with classroom practices. The cooperating teacher will serve as a resource for students, providing a strong professional model, discussing practices with students, and supporting the student as they “try out” lesson planning and classroom teaching. Extended practicum is a part-time (20 hours per week) teaching experience at a qualified school site under the supervision of a cooperating teacher and University supervisor. Teaching strategies and classroom management are practiced at grade levels and in subject matter that represent the student teacher’s credential pathway. NOTE: this course follows the USD schedule.
EDTE 553F | CLINICAL EXPERIENCE 3: STUDENT TEACHING I
Units: 3 Repeatability: No
Prerequisites: EDTE 551P and EDTE 552P
Student teaching is a full semester, all day teaching experience at a qualified school site under the supervision of a cooperating teacher and University supervisor. Teaching strategies and classroom management are practiced at grade levels and in subject matter that represent the student teacher’s credential pathway. Students are required to successfully complete of all credential courses leading up to full-time student teaching; passing scores on the CSET examination or completion of a state-approved Single Subject Matter Preparation Program. Candidates will participate in full day student teaching in order to integrate themselves into the life of the school. Supervisors, cooperating teachers, and principals may require candidates to spend additional hours at the site based upon the needs of the classroom and school. During full-time student teaching, candidates will complete the CalTPA and Action Research. Prior to beginning the full-time student teaching all candidates must have successfully passed extended practicum, all credential coursework, the multiple subject CSET, and the advancement to student teaching process. NOTE: this course follows the school site’s calendar.

EDTE 554F | CLINICAL EXPERIENCE 4: STUDENT TEACHING II
Units: 3 Repeatability: No
Prerequisites: EDTE 551P and EDTE 552P and EDTE 553F
Student teaching is a full semester, all day teaching experience at a qualified school site under the supervision of a cooperating teacher and University supervisor. Teaching strategies and classroom management are practiced at grade levels and in subject matter that represent the student teacher’s credential pathway. Students must successfully complete of all credential courses leading up to full-time student teaching; passing scores on the CSET examination or completion of a state-approved Single Subject Matter Preparation Program. Candidates will participate in full day student teaching in order to integrate themselves into the life of the school. Supervisors, cooperating teachers, and principals may require candidates to spend additional hours at the site based upon the needs of the classroom and school. During full-time student teaching, candidates will complete the CalTPA and Action Research. Prior to beginning the full-time student teaching all candidates must have successfully passed extended practicum, all credential coursework, the multiple subject CSET, and the advancement to student teaching process. NOTE: this course follows the school site’s calendar.

EDTE 555F | FIELD PLACEMENT SUPPORT
Units: 1 Repeatability: Yes (Can be repeated for Credit)
This seminar runs concurrent with the field experience of a teacher of record either through internship at a public TK-12 setting or full-time teacher place at a private TK-12 institution. The seminar provides candidates an opportunity to share and discuss their experiences of being a teacher of record, make connections with what they learned in their university classrooms and what they are learning in the schools and their placement, and address special topics as they work towards meeting the teacher performance expectations set out by the state of California, University of San Diego, and their school placement.