LEARNING AND TEACHING

Chair
Reyes Quezada, EdD

Faculty
Viviana Alexandrowicz, PhD
Donna Barnes, PhD
Sandy Bucynski, PhD
James Fabionar, PhD
C. Bobbi Hansen, EdD
Rebekka Jez, EdD
Maya Kalyanpur, PhD
Michele McConnell, MEd
Ricardo Medina, PhD
Sarina Molina, EdD
Joi Spencer, PhD
Suzanne Stolz, EdD

The Department of Learning and Teaching offers a Combined BA/MEd Teacher Education Program (CTEP) offered in conjunction with the College of Arts and Sciences, and options for pursuing a California Teaching Credential. The department offers a Multiple Subject Credential, primarily designed for working in an elementary school setting, a Single Subject Credential for middle and high school settings and an Education Specialist Credential designed for working with special education students.

Combined BA/MEd Teacher Education Program (CTEP)
The Combined BA/MEd Teacher Education Program (CTEP) allows students to earn a BA in Liberal Studies, a preliminary Multiple Subject teaching credential, and an MEd in Curriculum and Instruction in five-years. Students complete the BA in Liberal Studies at the end of the fourth year of the program, will be eligible for the preliminary Multiple Subject teaching credential after the ninth semester (4.5 years), once the full-time student teaching has been completed, and receive the MEd in Curriculum and Instruction after completion of the fifth year.

Current University of San Diego undergraduates must declare Liberal Studies as their major. Interested undergraduates should contact the Liberal Studies Program Director, Dr. Margaret Daley, at mdaley@sandiego.edu or (619) 260-4781.

Credential Programs
In the State of California classroom teachers are credentialed by the Commission on Teacher Credentialing (CTC) upon the recommendation of colleges and universities with approved teacher education programs. At the University of San Diego, it is possible for students to graduate in four years with a bachelor’s degree and a teaching credential in several areas; the preliminary Multiple Subject Credential for teaching in elementary education, the preliminary Education Specialist Credential with Mild to Moderate Authorization that prepares students to teach for ages 5-22, and the preliminary Single Subject Credential for teaching in secondary education.

The Commission on Teacher Credentialing (CTC) regularly revises program requirements to meet new standards.

EDSP 370P | ASSESSMENT IDENTIFICATION TO TRANSITION SPECIAL EDUCATION
Units: 3
Candidates develop skills in using a wide variety of assessment instruments and techniques to inform identification, placement, planning, monitoring and transitioning of students academically, socially and/or behaviorally at-risk. Students will administer formal assessment tests, construct, administer and evaluate informal assessments appropriate from preschool to adulthood in home, school and community settings. Focus is on criteria for becoming competent assessors of at-risk individuals with mild to moderate disabilities. Legal procedures, nondiscriminatory practices (including analysis of CELDT proficiency levels of ELL) and engagement in a district multidisciplinary team provide the framework for making valid assessment decisions. Case studies provide a problem-based opportunity to collaboratively explore the case management role of an education specialist. Candidates will use emerging understanding of assessment as an instructional informant to design, use and analyze formal and informal assessments that help monitor and plan instruction based on response to intervention (RtI). Overarching outcome is to become reliable competent consumers of assessment information to analyze assessment results to inform the IFSP, IEP & ITP decision-making process and ongoing instruction.

EDSP 371P | POSITIVE BEHAVIOR AND INSTRUCTION MANAGEMENT IN SPED
Units: 3
Knowledge and strategies to provide skills to identify, manage and monitor our own behavior and the behavior of others across learning settings and social situations. A cross section of theories, models, legal and ethical variables relevant to orchestrating learning across K-22 settings where individuals with mild to moderate disabilities are receiving instructional, social, behavioral and transition life-skill services. This includes English Language Learners with comorbid special education needs, student exhibiting traits associated with autism spectrum disorder, other health impaired, traumatic brain injury, learning disabilities and mild to moderate retardation. The use of positive behavioral interventions and functional behavior analysis will be discussed and students will demonstrate appropriate skills using these strategies.

EDSP 373P | COLLABORATION WITH FAMILIES AND PROFESSIONALS
Units: 3
This course is designed to provide students with the skills required to work effectively with the families of children and youth with disabilities and with the network of service providers and community agencies with which these families interact. Focus will be on understanding family coping processes, development of communication and problem solving skills, active listening, utilization of parent interview techniques in family assessment and methods for accessing educational and developmental service delivery systems. There will be a strong emphasis on the development of cultural competence as candidates learn to understand family systems and family life stages, transition challenges, the importance of collaborative parent-professional relationships, parent advocacy, and development of cooperative intervention programs.
EDSP 375P | EVIDENCED BASED INCLUSIVE PRACTICES MILD/MODERATE 5-22  
**Units: 1-3**  
Focus is on curriculum and instruction planning and delivery that addresses the individual needs of students with mild to moderate exceptionality that maintains the integrity of age appropriate state mandated content area standards. The course also focuses on the dual instructional planning and delivery needs for individuals with a primary disability of specific learning disabilities, mild/moderate mental retardation, other health impairment, emotional disturbance, and autism spectrum disorders within the disability area, in kindergarten, grades 1 through 12, and classes organized primarily for adults in services across the continuum of program options available. Planning and delivery of instruction concurrently attends to the need of English Language Learning and the diversity of student, parent and community norms. Theory, practice and research are integrated into activities designed to provide education specialists with a multiplicity of strategies and techniques for working with students, paraeducators, general educators and ancillary professionals across the spectrum of inclusive education options. This course stresses the development and implementation of individual educational plans (IEPs) and individual transition plans (ITPs) aligned with CA content standards. Fieldwork: a 25-hour fieldwork commitment in order to complete the assignments and meet the performance–based competencies for this course is required. The regular consistent field-experience must provide sufficient time to complete the project. Intern candidates must meet with the instructor to determine if their district contract special education placement meets all or some of the fieldwork requirements for this course.

EDSP 389P | HEALTHY ENVIRONMENTS AND INCLUSIVE EDUCATION IN A GLOBAL SOCIETY  
**Units: 3**  
This course provides candidates an overview of two critical areas relative to teaching school-age populations in contemporary schools: (1) creating supportive, healthy environments for student learning, and (2) teaching special populations in general education. A comparative international perspective of the foundations, pedagogy practices and service delivery options for individuals with disabilities and their families builds an understanding of cultural and personal considerations for service delivery within a classroom. Personal, family, school, community and environmental factors related to students’ academic, physical, emotional and social well being are addressed as well as the effects of student health and safety on learning. Candidates learn and apply skills for communicating and working constructively with students, their families and community members and how to access site-based and community resources and agencies in order to provide integrated support to meet the individual needs of each student. Characteristics and service delivery needs of individuals with disabilities from birth through adulthood are also investigated. Legally mandated categorical disabilities are discussed in terms of the individual, family, education, and ancillary service issues. There is a primary focus on how educational, behavioral, social, ecological, transitional, and vocational needs of exceptional students can be addressed in general education settings. Discussion covers a multiplicity of strategies and techniques recommended for integrated service delivery for individuals with special needs in general education and in local communities. Course requires site visitations to five different types of settings serving individuals with special needs.

EDSP 393S | PRACTICUM SEMINAR FOR INDIVIDUAL INDUCTION PLAN IIP  
**Units: 2**  
The purpose of the Practicum Seminar for Individual Induction Plan is support participants in sharing, discussing, analyzing and evaluating their current practice in creating positive classroom environments. Through sharing of personal student teaching experiences, participants will address current educational issues affecting children in our schools. Topics that may be discussed are effective classroom management, instructional methods for all children, parent involvement, professional development, education law, resume writing, interview strategies, and professional collaboration. (Pending Fall 2015 Approval.)

EDSP 399 | INDEPENDENT STUDY (1-3)  
**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**  
Independent study designed for individual student needs. Students must complete the Application for Independent Study or Research form and obtain the signature of the faculty independent study supervisor, Coordinator of Special Education, Department Chair, and the Associate Dean prior to registration for the course.

EDSP 490P | STUDENT TEACHING MILD TO MODERATE DISABILITIES  
**Units: 6**  
Supervised full day semester long student teaching in settings serving individuals with mild to moderate disabilities. This includes individuals with a primary disability of specific learning disabilities, mild/moderate mental retardation, other health impairment, emotional disturbance, and autism spectrum disorders within the disability area, in kindergarten, grades 1 through 12, and classes organized primarily for adults in services across the continuum of program options available. Focus is on curriculum and instruction planning and delivery that addresses the individual needs of students while maintaining the integrity of age appropriate state mandated subject matter standards. Competency is demonstrated in relation to referral, assessment, IEP/ITP/BIP process, instruction, intervention, intervention, program, instructional and materials modification, consultation, coteaching, teacher inservice, behavior planning, and intervention. Theory, practice and research are integrated into activities designed to provide education specialists with a multiplicity of strategies and techniques for working with students, paraeducators, and general educators and ancillary professionals across the spectrum of inclusive education options. This course stresses the development and implementation of individual educational plans (IEPs) and individual transition plans (ITPs). Planning and delivery of instruction concurrently attends to the need of English Language Learning and the diversity of student, parent and community norms. Student teaching is full semester as designated by school district. Candidate follows full day schedule of assigned master teacher. Candidates must attend mandatory seminar classes related to practicum experience and the development of their state required Transitional Individual Induction Plan. Fieldwork fee: $200.

EDSP 490S | STUDENT TEACHING MILD TO MODERATE DISABILITIES SEMINAR  
**Units: 1**  
Corequisites: EDSP 490P  
Concurrent Enrollment in EDSP 490P and this seminar is required. The seminar will provide students enrolled in student teaching with additional support with their placements. Class meeting will also include reviews of instructional strategies and pedagogical competencies designed to support students with their student teaching experience. (Pending Fall 2015 Approval.)

EDSP 499 | INDEPENDENT STUDY  
**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**  
Independent study designed for individual student needs. Students must complete the Application for Independent Study or Research form and obtain the signature of the faculty independent study supervisor, Coordinator of Special Education, Department Chair, and the Associate Dean prior to registration for the course.
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-a-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 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 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 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 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
Prerequisites: EDTE 304P
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 about the social world, and practice teaching the social world at the secondary level. Teachers 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 will explore the evolution of curriculum theory in social studies and social science from the 19th century to the present with an emphasis on inclusion and diversity. The course is organized around three dimensions of curriculum and instruction theory and practice in social studies and social science: (1) socially constructed norms regarding language, ability, and race, (2) addressing contemporary inequalities requires ongoing advocacy and cultural understanding among educators and community members at all levels, and (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 306P | SECONDARY METHODS II: 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 about the social world, and practice teaching the social world at the secondary level. Teachers 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 will explore the evolution of curriculum theory in social studies and social science from the 19th century to the present with an emphasis on inclusion and diversity. The course is organized around three dimensions of curriculum and instruction theory and practice in social studies and social science: (1) socially constructed norms regarding language, ability, and race, (2) addressing contemporary inequalities requires ongoing advocacy and cultural understanding among educators and community members at all levels, and (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 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 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 313P | POSITIVE BEHAVIOR SUPPORTS FOR FAMILY, SCHOOL, AND COMMUNITY ENGAGEMENT**

**Units:** 3  
**Repeatability:** No

PK-12 schools serve students and families from culturally and linguistically diverse backgrounds, various ranges of ability, and differing levels of resources. This course is designed to provide educators with the skills required to work effectively with the families, school, and community in creating a safe, positive, and engaging environment to meet the needs of all learners. A cross section of theories, models, legal and ethical variables relevant to orchestrating learning across PK-12 settings where individuals with and without individualized education plans (IEPs) are receiving instructional, social, behavioral and transition life-skill services. Candidates will learn and apply positive behavioral interventions and supports (PBIS) and functional behavior analysis (FBA) to understand that all behavior has communicative intent and is open to cultural interpretation, and to develop ways to respond to behavior that are reflective, proactive and supportive towards students’ growth. Additional focuses will include collaboration, understanding family coping processes, development of communication and problem-solving skills, active listening, utilization of parent interview techniques in family assessment, and methods for accessing educational and developmental service delivery systems. There will be a strong emphasis on the development of cultural competence as candidates learn to understand family systems and family life stages, transition challenges, the importance of collaborative parent-professional relationships, parent advocacy, and development of cooperative intervention programs. The course uses a disability studies lens, focusing on a strength-based understanding of families and the influence of social and cultural factors on the lived experience of disability. Through this course, candidates will demonstrate effective and professional collaborative strategies in working with stakeholders (families, other educators, paraprofessionals, administration, district personnel, community-based organizations, and outside agencies).

**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.

**EDUC 101 | INTRODUCTION TO TEACHING AND LEARNING**

**Units:** 3

This course has been developed to help USD undergraduates explore and confirm career interests in education, with a focus on teaching. It is a required course for the Undergraduate Minor in Education. Presenting both historical and current views of teaching and education, this course encourages students to think more deeply, more broadly, and more systematically about what teaching is, what teachers do, and whether teaching is an appropriate career choice for them. In the course students will learn about research and theory-based views of educational history. They will develop an understanding of themselves as learners, explore how children learn, examine teaching practices and various contexts that support teaching and learning and learn to think critically about the contemporary issues related to teacher education. Participating together in learning activities in class will facilitate students’ learning. The expectation is that by the end of the course, students will begin to understand teaching as a profession that is a complex endeavor embedded in a larger organizational and social context.

**EDUC 124 | SPORT AND HIGHER EDUCATION: THE STUDENT ATHLETE EXPERIENCE**

**Units:** 3

This course is designed to assist freshmen student-athletes in their quest to achieve a holistic education. Course content is based on the five commitment areas set forth by the NCAA Lifeskills Program. The NCAA Lifeskills Program strives to promote as part of the student-athlete experience: personal development, career development, academic planning, athletic development, and community service-learning. This course will foster development in these specific areas and, in turn, will promote integration of the student athlete into the university community.

**EDUC 201 | STUDENT MOVEMENTS IN EDUCATION**

**Units:** 3

From Birmingham to Tianenman Square, college and high school students have formed the foundation of almost every struggle for social and civil rights. In this interactive, rigorous research seminar, students will examine the role and impact of Student Movements on historical and contemporary struggles for educational access. Issues of fair employment, community resources, and suffrage will also be examined. In addition to engaging in readings, viewing films and documentaries, and preparing written responses, students enrolled in the course will conduct and present their own project entitled, “Provoking the Crowd,” centered on a contemporary struggle for educational equity and access. All students will be challenged, along with their classmates, to consider their role and responsibility in the modern day civil rights movement.
EDUC 301 | CHANGEMAKERS IN EDUCATION: BUILDING BRIDGES TO COLLEGE ACCESS
Units: 3
This course is designed to support students in developing the knowledge, skills, and dispositions appropriate to mentoring children in PK-12 settings. Through readings, class discussions, and practical experiences, students will learn about issues affecting student learning. There will be an emphasis on mentoring a diverse population of students. Each USD student enrolled in the course will concurrently be placed at a mentoring site and assigned to work with an individual child or small group of children. The course will be adapted each semester to meet the specific demands of the mentoring sites and partner with educational programs such as AVID, Summerbridge, Balboa Elementary, and Kearny High School. Readings, placements, and, where appropriate, program-specific trainings will support students in their mentoring assignment.

EDUC 304 | ST. CLARE'S COMPARATIVE EDUCATION
Units: 3
The course is broadly organized into four sections. The first part provides an overview of the UK education system, the second a comparison of key themes in UK education, the third introduces relevant international comparisons and benchmarks, and the fourth is based around student contributions based on their US and UK experiences. Throughout the course, the students will be asked to draw on their experience gained in UK classrooms. They will also be provoked to take an active and critical position on the various reading tasks requested of them as these relate to their classroom experience.

EDUC 307 | SPANISH FOR EDUCATORS
Units: 3
This course targets the skills needed to provide students with the Spanish language such as vocabulary and phrases needed to communicate with Spanish-speaking students, school personnel, families, and visitors. Students will be able to speak, read, and write using Spanish for classroom instruction, health care, educational administration, special needs and extracurricular activities, among other areas. The class emphasizes practice through authentic activities such as games and role-playing.

EDUC 332P | CURRICULUM AND METHODS OF TEACHING IN TODAY'S GLOBAL SECONDARY CLASSROOMS
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Prerequisites: EDUC 381C (Can be taken Concurrently) and EDUC 382 (Can be taken Concurrently)
Formal admission to the credential program. A general curriculum and methods course emphasizing best practices in curriculum design, assessment, and instructional methodologies. Candidates practice various teaching techniques, writing objectives, lesson and unit planning, close examination of student work, classroom management, and subject matter applications. A 50-hour practicum is required in a secondary school.

EDUC 334P | METHODS OF TEACHING LITERACY IN SECONDARY SCHOOLS IN A GLOBAL SOCIETY
Units: 3
Prerequisites: EDUC 381C (Can be taken Concurrently) and EDUC 382 (Can be taken Concurrently)
The focus will be on teaching literacy in the content areas. Students will develop a cultural lens. During the course of this semester, we will examine current issues, theories, and practices in secondary literacy from local, national, and global perspectives. Students will also design and deliver learning activities for diverse student populations, participating in a community of practice by supportively critiquing each other’s efforts. A 50-hour practicum is required in a secondary school. Grade level and site are appropriate to the student’s credential and must involve the teaching of reading and/or other language arts and communication skills. Prerequisites: Prior or concurrent enrollment in EDUC 381C and EDUC 382. Additional Prerequisite: Formal admission to the credential program.

EDUC 337P | FOUNDATIONS IN CURRICULUM AND INSTRUCTION THEORY: SECONDARY PRAXIS IN HISTORICAL CONTEXT
Units: 3 Repeatability: No
This course provides an overview of key dimensions of curriculum and instruction theory and practice across secondary disciplines. Students 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 the present-day foci on social justice, inclusion, and Universal Design Learning (UDL). Building on this theoretical framing, students are introduced to contemporary research-based practices in teacher education. Specific topics covered include UDL, unit and lesson planning, assessment theory, standards-based curriculum and instruction, and teacher reflection. This course provides a theory-to-practice foundation for content specific teaching methods in the following semester.

EDUC 353 | CURRICULUM AND PROGRAMS IN CHARACTER EDUCATION
Units: 3
The purpose of this course is to enable candidates to examine the historical development of character education programs in the U.S., to investigate research findings about selected programs, to examine character education programs in state and local school districts, to assess commercial curricula and programs and to examine best practices using a specific set of standards. Another purpose is to assist candidates in planning, organizing, implementing and evaluating character education curricula and programs in a school and community.

EDUC 354 | CHARACTER BASED CLASSROOM MANAGEMENT
Units: 3
This course will enhance candidates’ knowledge and skills in fostering the social-emotional growth of students. It will examine effective school and classroom disciplinary policies and practices based on the school’s core values and investigate ways to promote civility and citizenship (community service learning) in schools and in homes. It will also introduce candidates to several effective character-based discipline plans such as the “Raising Responsibility Plan,” “Win-Win Discipline,” “Second Chance,” and “Discipline With Dignity.”

EDUC 356 | INSTRUCTIONAL STRATEGIES IN CHARACTER EDUCATION
Units: 3
This course examines several instructional strategies that have been found effective for teaching character development. Among the strategies to be studied are those that relate to literature-based programs, the importance of language, cooperative learning, teaching for thinking, conflict resolution and parental involvement. The course also offers candidates the opportunity to examine the research on each of these strategies and to evaluate the effectiveness of these strategies for meeting their school and program expectations.

EDUC 360 | TEACHING PHYSICAL EDUCATION IN ELEMENTARY SCHOOLS
Units: 3
This course provides a foundation for teaching health and physical education in elementary schools. It integrates the six broad goals of physical education (activity, fitness and wellness, movement, social interactions, self-realization, individual excellence) with health education principles and practices. The focus includes physical education theory, research and activities from a global perspective.

EDUC 368 | CHARACTER AND ATHLETICS
Units: 3
This course examines the interplay between character and athletics. Students will investigate and critique programs that are designed to enhance the character of athletes. Students will examine specific programs in the sports industry that claim that their programs contribute to one’s character development. Students will interact with USD athletic department leaders, and discuss/debate current issues that promote or negate character development.

University of San Diego 2019-2020
EDUC 375P | INCLUSIVE CURRICULA FOR LEARNERS 5-22
Units: 3
This course is designed to provide education specialist candidates with subject-specific pedagogical knowledge and skills across the CA state-adopted academic K-12 content standards. Candidates will explore and implement inclusive best practices in curriculum design, assessment and instructional methodology. An emphasis is placed on co-teaching, response-to-intervention, differentiated instruction and alignment of IEP learning outcomes within grade/age appropriate California k-12 content standards expectations. Candidates practice instructional strategies, design of learning outcomes, inclusive focused lesson and unit lesson planning, close examination of individual and class-wide student work, and classroom, individual and curriculum management. Focus centers around research grounded methods that address the learning needs of at-risk students, students with special needs, students with English Language Learning needs, students with concurrent special education & ELL needs and students whose ability to keep pace with age appropriate curriculum requires differential instruction. Candidates will learn to design and provide ongoing assessment of the principles of transference and generalization to facilitate learners’ readiness at key transition points between 5 to 22 years of age educational opportunities. This course meets part of the CTC requirements for a Preliminary Education Specialist Credential with Mild/Moderate Authorization. Field Experience: The course requires 20-hours of structured practicum experience. Field experience is evenly divided in an elementary and a secondary setting. The practicum sites must be in an inclusive classroom setting that includes students with IEPs and English Language Learners. The field sites provide the settings for designing, delivery and assessment of the mandatory course embedded signature assignments. Candidates complete both an elementary and secondary subject matter focused PACT aligned project. An intern candidate may complete all or some of the components of this field experience in his or her contract classroom, providing the setting allow the intern to complete all components of the centerpiece assignment.

EDUC 379 | SOLES EXPERIMENTAL TOPICS COURSE
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: Diversity-Pre F17 CORE
This course number is used by SOLES for experimental topics courses. The title and content of each 379 course will vary by topic and program/department. If more than one 379 course is offered during a single semester, section numbers will allow for identification of the course.

EDUC 381C | MULTICULTURAL AND PHILOSOPHICAL FOUNDATIONS IN A GLOBAL SOCIETY
Units: 3
Core Attributes: Community Service Learning, Diversity-Pre F17 CORE
This course examines philosophical, sociological, and historical foundations of multicultural education. Issues related to the education of diverse learners in a global society will also be explored. The research on multicultural and multietnic education will be evaluated in light of current school reform movements. Community service-learning is required.

EDUC 382 | PSYCHOLOGICAL FOUNDATIONS OF EDUCATION IN A DIVERSE SOCIETY
Units: 3
The psycho-physical development of children through adolescence is studied, with emphasis on the developmental aspects of the psychology of learning. Includes observations of children and adolescents in school settings.

EDUC 383P | METHODS OF TEACHING READING AND LANGUAGE ARTS IN ELEMENTARY
Units: 3
This course assists in the development of a personal theory of the reading process and a repertoire of strategies consistent with that theory. Students explore relationships among reading, writing, and the language arts. The course stresses the use of children’s literature including an international children’s literature and global perspective to promote reading and ways to create environments that support literacy development throughout the world. This course prepares students for the RICA exam.

EDUC 384C | METHODS OF TEACHING ENGLISH LANGUAGE AND ACADEMIC DEVELOPMENT IN CROSSCULTURAL CONTEXTS
Units: 3
This course aims to provide candidates with socio-cultural knowledge, pedagogical skills and dispositions to support English language learners from diverse cultures and languages. This course examines the theoretical perspectives of second language (L2) acquisition and effective practices and programs for the development of oral, reading, writing and academic language proficiency of learners in the cross-cultural classroom. Candidates implement literacy assessment and use strategies and develop lesson plans for English language development as a second language and for Specially Designed Academic Instruction in English. Course Content includes acquiring awareness about the education of minority students globally. The course includes 20 hours of community service learning.

EDUC 385P | ELEMENTARY CURRICULUM AND METHODS FOR GLOBAL CLASSROOMS
Units: 6
This course is designed to provide candidates with subject-specific pedagogical knowledge and skills in the following areas: mathematics, science, history-social science, the visual and performing arts, and physical education. In each major subject area candidates learn to use appropriate instructional strategies and materials, plan and implement instruction that fosters student achievement of state-adopted academic content standards, and interrelate ideas and information within and across the major subject areas. Candidates learn to assist students to develop as globally competent citizens who possess knowledge of other world regions, cultures, and global issues. 50-hour practicum.

EDUC 394 | SPECIAL TOPICS IN CHARACTER EDUCATION
Units: 1-3
The main purpose of this course (academy) is two-fold: to offer candidates the opportunity to interact with leaders in character education; and to examine the leadership roles of teachers, administrators, counselors and others in implementing, maintaining and evaluating character education at the school-site and in school districts.

EDUC 399 | INDEPENDENT STUDY
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Independent study designed for individual student needs. Students must complete the Application for Independent Study or Research form and obtain the signature of the faculty independent study supervisor, Department Chair, and the Associate Dean prior to registration for the course.

EDUC 451P | EXTENDED PRACTICUM
Units: 2
Prerequisites: EDUC 467S
During Extend Practicum, credential candidates will spend a minimum of two periods observing in a secondary classroom. In one of those periods the candidate will take increasing responsibility and will teach at least one unit independently.
EDUC 467S | EXTENDED PRACTICUM SEMINAR
Units: 3
Prerequisites: EDUC 451P (Can be taken Concurrently)
Credit Candidates share, discuss and evaluate their current practice in creating positive classroom environments. Through readings, observations, reflections and sharing personal experiences, students will address current educational issues affecting school children with an emphasis on diverse populations.

EDUC 490P | STUDENT TEACHING FOR THE MULTIPLE SUBJECT CREDENTIAL
Units: 9
Prerequisites: EDUC 490S (Can be taken Concurrently)
Supervised student teaching assignments are in selected classrooms of participating school districts throughout San Diego County. Students work full time for 16 weeks, with their level of responsibility increasing as the semester progresses. Candidates for student teaching must file a Student Teaching Application, with evidence of fingerprint clearance, passing CBEST score, and passing CSET scores (if applicable) by October for a spring semester student teaching placement, and by March for a fall semester student teaching placement (contact the Field Experience Office for the exact date each semester). In order to be admitted into student teaching, all other credential program requirements must be completed by the end of the prior semester. Go to https://www.sandiego.edu/soles/gateways/current-students/handbooks-forms-policies/#dlt_credential for the complete list of requirements. Fieldwork fee: $200. Students must register for EDUC 490S – Student Teaching Seminar for Multiple Subject Credential concurrent with this course.

EDUC 490S | STUDENT TEACHING SEMINAR FOR MULTIPLE SUBJECT CREDENTIAL
Units: 3
Prerequisites: EDUC 490P (Can be taken Concurrently)
Students are required to take this 3 unit seminar concurrent with EDUC 490P – Student Teaching for the Multiple Subject Teaching Credential. Seminar meetings are mandatory and include reviews of instructional strategies and pedagogical competencies designed to support students with their student teaching experience. Specific time and date of the seminar is announced each semester by the Director of Field Experience.

EDUC 491P | STUDENT TEACHING FOR THE SINGLE SUBJECT CREDENTIAL
Units: 9
Prerequisites: EDUC 491S (Can be taken Concurrently)
Supervised student teaching assignments are in selected classrooms of participating school districts throughout San Diego County. Students work full time for 20 weeks, with their level of responsibility increasing as the semester progresses. Candidates for student teaching must file a Student Teaching Application, with evidence of fingerprint clearance, passing CBEST score, and passing CSET scores (if applicable) by October for a spring semester student teaching placement, and by March for a fall semester student teaching placement (contact the Director of Field Experiences for the exact date each semester). In order to be admitted into student teaching, all other credential program requirements must be completed by the end of the prior semester. Go to www.sandiego.edu/soles/students/policies.php for the complete list of requirements. Fieldwork fee: $200. Students must register for EDUC 491S – Student Teaching Seminar for Single Subject Credential concurrent with this course.

EDUC 491S | STUDENT TEACHING SEMINAR FOR THE SINGLE SUBJECT CREDENTIAL
Units: 3
Prerequisites: EDUC 491P (Can be taken Concurrently)
Students are required to take this 3 unit seminar concurrent with EDUC 491P – Student Teaching for the Single Subject Teaching Credential. Seminar meetings are mandatory and include reviews of instructional strategies and pedagogical competencies designed to support students with their student teaching experience. Specific time and date of the seminar is announced each semester by the Director of Field Experience.

EDUC 499 | INDEPENDENT STUDY
Units: 1-3
Independent study designed for individual student needs. Students must complete the Application for Independent Study or Research form and obtain the signature of the faculty independent study supervisor, Department Chair, and the Associate Dean prior to registration for the course.