

TEACHER EDUCATION

College of Education
Division of Teacher Education

Pre-Admission Disclosure for Academic Programs Leading to Licensure or Credentialing

Admission into programs leading to licensure and credentialing does not guarantee that students will obtain a license or credential. Licensure and credentialing requirements are set by agencies that are not controlled by or affiliated with the CSU and requirements can change at any time. For example, licensure or credentialing requirements can include evidence of the right to work in the United States (e.g., social security number or taxpayer identification number) or successfully passing a criminal background check. Students are responsible for determining whether they can meet licensure or credentialing requirements. The CSU will not refund tuition, fees, or any associated costs, to students who determine subsequent to admission that they cannot meet licensure or credentialing requirements. Information concerning licensure and credentialing requirements is available from the **College of Education Dean's Office: COE 1490 - (310) 243-3510**.

Preliminary Credential Programs

The Preliminary Multiple Subjects Credential authorizes its holder to teach in a self-contained classroom, usually grades kindergarten through six. The Single Subject Preliminary Credential authorizes its holder to teach in departmental classes, usually in the middle or high school.

Both the Multiple and Single Subject programs fulfill the California state requirements for English Language Authorization and, for qualified applicants, the Bilingual Authorization in Spanish. Certification in other authorized languages is available by examination through CCTC.

Both Multiple Subjects and Single Subject programs offer a traditional student teaching option as well as a university intern option. Candidates enrolled in the University Intern Option are contracted teachers (without a preliminary credential) currently teaching K-12 students and are supervised for fieldwork in their own classroom by trained university supervisors and site-based coaches who provide support and guidance. Candidates enrolled in the Student Teaching Option are not contracted teachers and are assigned to master teachers in a public school setting for their supervised field experiences. In addition, student teachers receive support and guidance from a university supervisor (in some cases, the master teacher also serves as a university field supervisor).

Each program option is organized into phases, university semesters, that include courses and field experiences. The program sequence allows candidates to complete their coursework and exit requirements in one year if the candidate begins the program during the summer when summer is offered.

Coursework and field experiences effectively prepare candidates to teach K-12 students and understand the contemporary conditions of schooling. Because the majority of teacher candidates enrolled in the TED credential program are or will be, teaching in urban schools with multicultural and multilingual students, the program's coursework and field experiences are designed to prepare candidates to effectively meet the needs of those students. Courses are designed to address issues of second language learners and diverse styles of learning. The program

provides extensive opportunities for candidates to learn to teach the content of the California K-12 academic content standards, to use state-adopted instructional materials, assess student progress, and apply these understandings in teaching K-12 students.

Through the carefully sequenced courses and field experiences, candidates develop a series of pedagogical competencies represented by the Teaching Performance Expectations (TPEs). Within each phase of the program, courses are designated to address specific TPEs that must be applied and practiced during each field experience. The TPEs are assessed throughout the program using fair, valid, and reliable methods and measures. There are ongoing formative assessments, embedded signature assignments, and a summative assessment, the California Teaching Performance Assessment (CalTPA).

CSU Dominguez Hills' credential programs are accredited by the California Commission on Teacher Credentialing (CCTC, 1900 Capitol Street, Sacramento, CA, 95814.)

Note: Students who wish to teach in TK classrooms need 24 units in early childhood education.

Master of Art in Education Program

The MA program prepares candidates to assume advanced roles in the field of education. The coursework provides broad conceptions of curriculum theories and design, development, and instruction supported by evidence-based best practices through critical and justice-oriented frameworks. Students develop and engage in real-time intervention studies to demonstrate critical thinking and research writing skills. The program consists of a core of advanced coursework, electives, and a culminating experience (thesis or comprehensive exam) that supports advanced study in the field of education. There are 30 units of course work with a minimum of 21-semester units completed in residence. The MA program in Education offers two different options: 1) Option in Curriculum and Instruction; 2) Option in Dual Language Learning.

Curriculum and Instruction Option

The MA in Education Curriculum and Instruction Option is designed for individuals committed to justice and equity in education. We engage cutting edge interdisciplinary research, critical educational theories, and practical applications across all PK-12 content areas. Develop expertise in curriculum design and instructional practices to examine school systems through frameworks related to: power and resistance, intersectionality, critical pedagogies, educational justice, and critical literacies.

Dual Language Learning Option

The MA in Education Dual Language Learning Option focuses on bilingualism and biliteracy in Spanish in school and societal contexts. The program is designed to prepare teacher leaders to examine and refine their own pedagogy and instruction and to promote social justice through an inquiry approach in Spanish. Providing instruction in two languages, this approach develops students' competencies in bilingualism, biliteracy, and biculturalism/multiculturalism. Students who complete this option can earn their Bilingual Authorization.

Transitional Kindergarten Option

The MA in Education Transitional Kindergarten Option prepares candidates for specialized roles in the field of teaching young children. The Division is currently not accepting students into the MA in Education:

Transitional Kindergarten Option. For more information, please contact the Division of Teacher Education (310) 243-3496.

Liberal Studies Students (Undergraduate Students)

Qualified undergraduate students may start a preliminary credential program, student teaching option during their senior year. They must apply and meet the admissions criteria and complete the required documentation. They must consult with their undergraduate subject matter advisor and teacher education advisor and attend a College of Education Information Meeting.

Liberal Studies students at CSUDH with catalog rights starting in Fall 2016 complete all of the prerequisite classes as part of the major and apply to the program upon graduation.

Features

The location of the University allows an ongoing, intensive interaction with a wide variety of local school districts, providing an excellent opportunity for working with a diverse population. Graduates of basic credential programs and the Masters of Arts in Education are in high demand by principals and superintendents who have come to respect the quality of the programs and the competence of their graduates. Teaching methods classes reflect the most up-to-date and effective approaches to instruction. The program is designed to meet the needs of individuals seeking only a preliminary credential, as well as full-time working professionals seeking a master's degree. Most courses are offered in the late afternoon and evening.

Academic Advisement

Students will work with an advisor when they are admitted to the Teacher Education Division for a specific program (master's degree, credential, or certificate). Students who are uncertain about which program best meets their professional goals may meet with the department chairperson or faculty advisor to discuss the range of options.

The student must confer with the advisor each semester prior to registration to ensure that the student is taking the appropriate course work in the proper sequence.

Scholarships

The College of Education is committed to preparing teachers, counselors, and school leaders. In the College of Education, we understand that training to become an educator often requires a full-time course load as well as a significant fieldwork commitment. There are a number of financial aid options, including loans, grants, and scholarships available to make it more affordable for aspiring teachers and educators to focus on completing their training. Please visit the COE website (<https://www.csudh.edu/coe/>) for information on student scholarships.

Preparation for Credential Programs Multiple Subjects (Elementary)

Students planning to teach children in a self-contained classroom usually in grades transitional kindergarten through six will need to earn a Multiple Subjects Credential. Students planning to earn a Multiple Subject Credential must meet subject matter by passing the California Subject Examination for Teachers (CSET): Multiple Subject Examinations or by completing an Elementary Subject Matter Program. For undergraduate students, it is recommended that students planning to pursue a Multiple

Subjects Credential complete course requirements for the Liberal Studies major, which is a CTC-approved Elementary Subject Matter Program.

Single Subject (Middle and High School)

Students planning to teach in departmentalized classes, usually at the middle or senior high school levels, will need to earn a Single Subject Credential. Students planning to earn a Single Subject Credential must meet subject matter by passing the appropriate California Subject Examination for Teachers (CSET): Single Subject Examination for their subject matter area or by completing an approved Subject Matter Preparation Program in their area. Undergraduate students should contact the appropriate department in order to seek program advising regarding completing course requirements for one of the Subject Matter Preparation Programs offered on campus. Subject Matter Preparation Programs offered at CSUDH are: English, Chemistry, Mathematics, Music, Kinesiology, Spanish, Biology, and History/Social Studies. Please see separate entries in the University Catalog for contact information to these departments.

Before admission to all credential programs, students are required to meet the Basic Skills requirement either with a passing score on California Basic Educational Skills Test (CBEST) or by an alternative method (see [https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-\(cl-667\)](https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-(cl-667)) ([https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-\(cl-667\)/](https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-(cl-667)/))).

The CSU prepares teachers for positions in California as well as other states. It is in the students' best interest to be knowledgeable about credential or licensure requirements of the state in which they intend to teach.

Application and Admission Requirements Multiple and Single Subject Credential Program (Student Teaching) Admission Requirements

Follow program advisement procedures. Refer to the Teacher Education link on the College of Education website, www.csudh.edu/coe/ (<http://www.csudh.edu/coe/>) (<http://www.csudh.edu/coe/>) (<http://www.csudh.edu/coe/>) for the most current information.

1. University admission.
2. Application to specific credential program.
3. Official transcripts of all college course history (one copy for University Admissions and one copy for Program Admissions to be uploaded online).
4. For post-baccalaureate students, a degree from a regionally accredited college or university is required and should be posted on transcripts.
5. Evidence of meeting the basic skills requirement (undergraduate degree from regionally accredited university, CBEST or see CTC website for other ways to meet basic skills).
6. A 2.5 cumulative undergraduate grade point average or 2.5 in the last 60 attempted undergraduate semester units.
7. Evidence of meeting the U.S. Constitution requirement.
8. Fingerprint Clearance Requirement: Either a valid Certificate of Clearance, valid California Teaching Credential, or a current Substitute Teaching Permit.
9. Evidence of subject matter competency (CSET, approved program, by major, or through coursework).
10. Current negative tuberculosis test or chest x-ray.

11. Two recommendations from individuals familiar with the applicant's work and character (to be completed before Phase II – candidate provide emails of recommenders on Phase II application).
12. Valid CPR card (Adult, Child, Infant). Online CPR certification is not acceptable.
13. Interview program plan signed by a TED Advisor.

Note: CSUDH undergraduate students may start a preliminary credential program, student teaching track before graduation but must apply to the program and meet the other requirements. A baccalaureate degree is required to apply for a California Teaching Credential. Liberal Studies students, please see an LBS advisor. Other undergraduate students should see a TED Advisor.

University Intern (Multiple and Single Subject) Admission Requirements

In addition to the multiple and single subject credential program admission requirements the following requirements are common for all Preliminary Credential Intern Option Candidates:

- Valid CPR (Adult, Child, and Infant). Online CPR certification is not acceptable.
- Completion of pre-service courses TED 461 Foundations of Educational Justice I, TED 491 Student, Family, and Community Engagement I, TED 401 Language and Literacy Practices in Inclusive Classrooms I, and TED 410 Instructional Design and Pedagogy I (MS) or TED 464 Instructional Design and Pedagogy I (SS).
- A one-year employment contract from a public school.
- A letter from school district personnel indicating that the applicant has been screened and interviewed by human resource professionals.
- Basic knowledge of technology and its appropriate use in various educational settings.
- Evidence that the candidate has successfully completed the district's 40-hour training program prior to assuming a full-time classroom teaching assignment.
- Complete Intern Credential Request application online: https://csudh.qualtrics.com/jfe/form/SV_ebQetgE2KE9a766 (https://csudh.qualtrics.com/jfe/form/SV_ebQetgE2KE9a766/)

Master of Arts in Education Admission Requirements

1. Admission to the university.
2. Application to the specific MA degree program; Candidates who are applying to both the MA and Preliminary Credential must do so simultaneously and meet all Preliminary Credential requirements.
3. Baccalaureate degree from a regionally accredited college or university.
4. Official transcripts of all college course history with degree posted; (one copy for University Admissions and one copy for Program Admissions to be uploaded online).
5. A minimum of 2.75-grade point average (GPA) in the last 60 units attempted or a Miller's Analogies Test (MAT) score of 40 or above.
6. Two letters of recommendation from individuals who can evaluate the applicant's potential for graduate study (student will provide the email of the recommenders and they will be contacted by email).

7. Statement of Purpose: 2-4 pages double-spaced stating purpose, relevant experience, qualities/aspirations; connection to justice and equity in our mission; and any relevant additional information for evaluating your preparation and aptitude for graduate study at CSUDH.

Curriculum and Instruction Option

- Statement of Purpose: 2-4 pages double-spaced stating purpose, relevant experience, qualities/aspirations; connection to justice and equity in our mission, and any relevant additional information for evaluating your preparation and aptitude for graduate study at CSUDH.

Dual Language Learning Option

- Statement of Purpose: 2 pages written in Spanish.
- Demonstration of bilingual proficiency or six (6) college semester units of Spanish or verified equivalent.

Preliminary Credential Bilingual Authorization Applicants (Spanish)

Bilingual Authorization applicants must demonstrate language competencies in Spanish by **one** of the following methods:

1. Completion of SPA 280 Grammar for Spanish Composition and SPA 341 Advanced Conversation, with grade expectations adhering to the departmental policy (e.g., Liberal Studies, Teacher Education, Special Education).
2. Passing score on CSET: Subtest III. (See CSET Website: <http://www.ctcexams.nesinc.com> (<http://www.ctcexams.nesinc.com/>));

Bilingual applicants must demonstrate methods competencies through two courses: TED 439 Heritage Language Learner Pedagogies with Plurilingual TK-12 Students and TED 440 Critical Bilingual Literacy with Plurilingual Communities.

1. Multiple Subject candidates will enroll in the bilingual sections of TED 403 Elementary Reading/Language Arts I: K-3, TED 410 Elementary Mathematics Methods, TED 416 Elementary Science Methods, and TED 412 Teaching History-Social Studies and Content Area Literacy in the Elementary Classroom, when available.

Bilingual Authorization applicants must demonstrate bilingual/dual language practicum competencies for at least 20 hours in a clinical practice setting (i.e., TED 433/453 or during your university internship).

Bilingual Authorization Alternate Pathways

1. Masters in Education, Option: Dual Language Learning (30 units)
2. Certificate – Dual Language Learning (12 units)

Note: Bilingual Authorization applicants must demonstrate bilingual/dual language practicum competencies for at least 20 hours in a clinical practice setting

Classified Standing

Successful admission to the university with the following conditions:

- Candidates who satisfy all the requirements for university and program admission will be admitted with Classified Standing.

- Candidates accepted with Conditional Standing will have one semester to meet the conditions for Classified Standing

Certificates

- Dual Language Learning, Certificate (<https://catalog.csudh.edu/academics/teacher-education/dual-language-learning-certificate/>)
- Pre-Service Teacher Bilingual Authorization in Spanish, Certificate (<https://catalog.csudh.edu/academics/teacher-education/bilingual-authorization-certificate/>)
- Transitional Kindergarten, Certificate (<https://catalog.csudh.edu/academics/teacher-education/transitional-kindergarten-certificate/>)

Credentials

- Multiple Subject Preliminary: Student Teaching Option, Credential (<https://catalog.csudh.edu/academics/teacher-education/multiple-subject-student-teaching-option/>)
- Multiple Subject Preliminary: University Intern Option, Credential (<https://catalog.csudh.edu/academics/teacher-education/multiple-subject-university-intern-option/>)
- PK-3 ECE Specialist Instruction Credential (<https://catalog.csudh.edu/academics/special-education/pk-3-credential/>)
- Preliminary Education Specialist: Early Childhood Special Education, Intern Option, Credential (<https://catalog.csudh.edu/academics/special-education/early-childhood-special-edu-intern-option/>)
- Preliminary Education Specialist: Early Childhood Special Education, Student Teaching Option, Credential (<https://catalog.csudh.edu/academics/special-education/early-childhood-special-edu-student-teaching-option/>)
- Preliminary Education Specialist: Extensive Support Needs, Intern Option, Credential (<https://catalog.csudh.edu/academics/special-education/extensive-support-needs-intern-option/>)
- Preliminary Education Specialist: Extensive Support Needs, Student Teaching Option, Credential (<https://catalog.csudh.edu/academics/special-education/extensive-support-needs-student-teaching-option/>)
- Preliminary Education Specialist: Mild to Moderate Support Needs, Intern Option, Credential (<https://catalog.csudh.edu/academics/special-education/mild-moderate-support-needs-intern-option/>)
- Preliminary Education Specialist: Mild to Moderate Support Needs, Student Teaching Option, Credential (<https://catalog.csudh.edu/academics/special-education/mild-moderate-support-needs-student-teaching-option/>)
- Single Subject Preliminary: Student Teaching Option, Credential (<https://catalog.csudh.edu/academics/teacher-education/single-subject-student-teaching-option/>)
- Single Subject Preliminary: University Intern Option, Credential (<https://catalog.csudh.edu/academics/teacher-education/single-subject-university-intern-option/>)

Graduate Programs

Master

- Education, Master of Arts (<https://catalog.csudh.edu/academics/teacher-education/education-ma/>)

Faculty

Jarod Kawasaki, Chair of Teacher Education

Nallely Arteaga, Stephanie Cariaga, Heather Clark, Edward Curammeng, Glenn DeVoogd, Sara Díaz-Montejaño, Kamal Hamdan, Luz Yadira Herrera,

Jarod Kawasaki, Irene Osisioma, Pablo Ramirez, Elexia Reyes McGovern, Kirk Rogers Jr., Jeffrey Sapp, Minhye Son

Marica Reed, Multiple Subjects Clinical Coordinator

Debbie Evers Allen, Single Subject Clinical Coordinator & Intern Coordinator

Devin Beasley, CalTPA Coordinator

Department Office: COE 1410, (310) 243-3496

Emeriti Faculty

Jill Aguilar, Ingeborg Assmann, Joseph Braun, Gwen Brockman, John A. Brownell, James Cantor, Joel Colbert, Lenora Cook, John Davis, Peter D. Ellis, Suzanne Gemmell (in memoriam), Richard Gordon, Dru Ann Gutierrez, Diane Hembacher, Susan Johnston, Mimi Kalland-Warshaw, Shirley Lal, Ruth Larson, Nada Mach, Cynthia McDermott-LaCorte, John McGowan (in memoriam), Deandrea Nelson, Priscilla Porter, R.H. Ringis, Lilia Sarmiento, Kathleen Taira, Kim Trimble, Diana Wolff

Courses

Curriculum & Instruction (CUR)

CUR 510. Process of Curriculum Development. (3 Units)

Recommended co-requisite(s): TED 506. Designed to review contemporary developments in curriculum theory and practice through a framework centered in Critical Theory and Social Justice Education. Will include experience in the development of units of instruction and the evaluation of published curriculum materials.

Offered Fall, Spring

CUR 513. Literature for Child & Adolesc. (3 Units)

Principles of instructional and curricular theory as they apply to the teaching of literature in preschool and grades K-12. Analysis of literary devices and sequential development of ability to analyze and appreciate good literature. Emphasizes development of critical and analytic skills in diverse school environments.

Offered Infrequent

CUR 514. Trauma and Healing Informed Pedagogy. (3 Units)

Prerequisite: CUR 510 is recommended. Designed to review contemporary developments in the theory and practice of trauma and healing-informed pedagogies. Includes research, reflection, and innovative design of curriculum and/or school policies to address adverse childhood experiences in diverse school environments.

Offered Spring

CUR 515. Seminar in Curriculum Development in Reading and the Language Arts. (3 Units)

Review of current developments in curriculum theory and practice for Reading and the Language Arts. Includes development of instructional units and use of evaluation criteria for published materials. Three hours of seminar per week.

Offered Fall

CUR 516. Sem Curr Dev Science Math. (3 Units)

Review of current developments in curriculum theory and practices for science and math. Includes development of instructional units and use of evaluation criteria for published materials. Three hours of seminar per week.

Offered Fall

CUR 517. Sem Curr Dev Hum Soc Sci. (3 Units)

Review of current development in curriculum theory and practice for the humanities and social sciences. Includes development of instructional units and use of evaluation criteria for published materials. Three hours of seminar per week.

Offered Infrequent

CUR 518. Research for the Teacher Scholar. (3 Units)

Development of conceptual and practical understanding of designing and conducting research and evaluation for education research in a classroom and education settings. Topics include critical qualitative and quantitative research, action research, research design, and research proposal writing.

Offered Fall, Spring

CUR 519. Adv Stud in Curric Practices. (3 Units)

Prerequisite: CUR 510. Intensive study and evaluation of research in selected curriculum areas. Emphasizing designing and implementing innovative curricular and related instructional improvements. Requires student to demonstrate effective instructional leadership and problem solving skills in multiethnic school environments. May be repeated up to six units.

Offered Fall, Spring, Summer

CUR 520. Seminar in Ethnic Studies in Education. (3 Units)

Prerequisite: CUR 510 is recommended. Designed to review contemporary developments in the curriculum theory and instructional practices through an interdisciplinary lens at the nexus between the fields of Ethnic Studies and Education. Seminar will provide a comparative analysis of issues of pedagogy and curriculum and the development of tools to support educators praxis.

Offered Spring odd

CUR 521. Seminar in Critical Race Praxis in Education. (3 Units)

Prerequisite: CUR 510 is recommended. Designed to review contemporary developments in the curriculum theory and instructional practices through an analytical framework called Critical Race Theory in Education. Seminar will provide an overview of critical race theory as it developed in the field of education and will include research, reflection, and practical applications through curricular and pedagogical development.

Offered Fall even

CUR 555. Intro to National Board Prep. (3 Units)

This course specifically targets candidates applying for certification by the National Board for Professional Teaching Standards. These standards will be utilized throughout the course in establishing what accomplished teachers should know and be able to do. Students will develop clear and convincing evidence that Standards are being employed in their own practice.

Offered Infrequent

CUR 556. Advan Prep for National Board. (3 Units)

Prerequisite: CUR 555 with grade of A or B. This course specifically provides ongoing, advanced preparation for candidates applying for certification by the National Board for Professional Teaching Standards. Students complete portfolio entries based on rigorous standards published by the Board, including videos, action research and documentation of effective and reflective practice. Students should be preparing to take National Board exam during semester in which they take CUR 556.

Offered Infrequent

CUR 595. Special Topics in Curriculum & Instruction. (1-3 Units)

An examination of a specific topic and/or subject area of the critical study of education, curriculum, and instruction, language and learning. Offered Fall, Spring

Dual Language Learning (DLL)**DLL 520. Foundations of Critical (Bi) Literacy in Dual Language & Immersion Education. (3 Units)**

Explores critical approaches to (bi)literacy instruction in dual language classrooms with attention to literacy learning experiences of LatinX students in U.S. PreK-12 schools. Students will develop a research study to disentangle the sociocultural aspects of literacy learning. Course taught in Spanish.

Offered Fall

DLL 521. Contrastive Linguistics and Assessment for Dual Language Educators. (3 Units)

Focuses on the contrastive analysis of the structures of the Spanish and English languages through the disciplines of Phonology, Morphology, Semantics and Syntax to address issues related to (1) dialectal variation in Spanish and English and (2) linguistic and educational assessments of levels of language acquisition of Spanish and English.

Offered Fall

DLL 523. Academic Discourse and Socio-Emotional Learning. (3 Units)

Course is designed to prepare teachers to think deeply and critically as to how content is taught using academic/professional Spanish as instructors in dual language programs in elementary and secondary schools. The course will also examine issues and interventions related to the social-emotional growth and development of children and youth and encourage reflection on school and community practices. Course taught in Spanish.

Offered Spring

DLL 524. Emergent Learning for Young Dual Language Learners. (3 Units)

To foster leadership skills in elementary bilingual teachers in dual language instruction, research-based practices in dual immersion programs, curriculum design, culturally responsive instructional practice and assessment appropriate for young children. Course taught in Spanish.

Offered Spring

DLL 525. Practices and Strategies for Bi-Literacy Development in Bilingual/Dual Settings. (3 Units)

Course is designed to prepare teachers to be leaders in the field of curriculum design and professional development in dual language instruction in elementary and secondary schools. The focus of the course is on the best practices that develop bi-literacy. Participants will plan and develop curricula both in Spanish and/or sheltered English based on the principles of dual language. Course taught in Spanish.

Offered Spring

Teacher Education (TED)**TED 400. Introduction to Education. (3 Units)**

Prerequisite: Admission to Teacher Education. Includes 30 hours of early field experience in K-12 classrooms. Topics include California Teacher Performance Expectations, state content standards, lesson planning / teaching / reflection, and professional, legal and ethical responsibilities of teachers. Computer applications used to complete course tasks.

Offered Fall, Spring

TED 401. Language and Literacy Practices in Inclusive Classrooms I. (3 Units)

This course explores issues, theories, policies, and practices of language education and bilingualism in urban, multicultural settings. Utilizing sociocultural theory as the primary lens, this course delves into the process of language development, particularly in bi- and multilingual environments, while also exploring how language is employed in both home and school settings. Some of the essential questions are: (a) How do we "unlearn" in order to learn about ourselves and our students?; (b) How do we plan & design inclusive curricula utilizing asset-based and strength-based pedagogical approaches?; and (c) How do we re-examine our own practice as educators and contribute to promoting linguistic diversity in education?

Offered Fall, Spring

TED 402. Educational Psychology. (3 Units)

Prerequisite: Admission to Teacher Education. Psychology of learning and motivation related to instruction; emphasis on application of learning principles to classroom learning situations, including multicultural settings. Survey of applicable research from educational psychology and psychology. Mainstreaming students with special needs.

Offered Fall, Spring

TED 403. Elementary Reading/Language Arts I: K-3. (3 Units)

Prerequisite: Admission to Multiple Subject Program. A balanced approach to teaching reading/language arts grades K through 3. Focus on the foundational skills and strategies needed in the developmental phase of learning to read. Addresses research-based knowledge and instructional practices aligned with the California Reading/Language Arts Framework.

Offered Fall, Spring, All terms

TED 404. Elem. Reading/Language Arts II: (3 Units)

Prerequisite: TED 403. A balanced, integrative and interactive perspective to teaching reading/language arts grades 4 through 8. Focus on skills and strategies needed in reading and learning for life. Addresses research-based knowledge and instructional practices aligned with the California Reading/Language Arts Framework.

Offered Fall, Spring, All terms

TED 405. Mainstreaming Children With Special Needs. (3 Units)

A course to facilitate the integration of handicapped children into the regular classroom. Covers legal responsibilities, diagnostic/prescriptive teaching, problem solving and visits to special education facilities.

Offered As needed

TED 406. Teaching Secondary Reading. (3 Units)

Prerequisite: Admission to Single Subject Program. Procedures, materials for teaching content related reading/writing. Includes use of multicultural literature, instructional technology, interpretation of research in reading comprehension; reading/writing for language diverse populations, classroom based diagnostic tools, cross curricular reading/writing strategies. Microteaching or field experience.

Offered Fall, Spring

TED 407. Languages in Praxis. (3 Units)

Prerequisite: LBS 302 is required. Co-requisites: LBS 400 or LBS 405 required. Restricted to LBS majors. Focus on linguistic, social, and cultural factors in schooling language minority students; how factors considered for effective learning practices. Areas of concentration include primary language development, second language acquisition, evaluation, current research.

Offered Fall, Spring

TED 408. Elementary Art and Music Methods. (2 Units)

Prerequisite: Admission to Multiple Subject Program. Multicultural methods, materials and strategies for elementary art and music including instructional planning, lesson design and use of appropriate media materials and resources that are culturally and linguistically diverse.

Offered Fall, Spring

TED 410. Elementary Mathematics Methods. (3 Units)

Prerequisite: Admission to Multiple Subject Program. Methods and materials for elementary math education. Includes instructional planning, unit development, selection and preparation of curriculum materials, assessment procedures, problem-solving strategies and sheltered mathematics instruction.

Offered Fall, Spring, All terms

TED 411. Classroom Management Methods. (2 Units)

Prerequisite: Admission to Teacher Education. Focus on culturally and linguistically sensitive discipline strategies, management and effective teaching of techniques identified by recent research. A minimum of 15 hours field application required.

Offered Fall, Spring

TED 412. Teaching History-Social Studies and Content Area Literacy in the Elementary Classroom. (4 Units)

Prerequisite: Admission to Phase 2 Multiple Subject Program; TED 403 is required. An inquiry-based approach to teaching elementary social studies integrated with reading/language arts, aligned with Common Core standards and California Subject Matter Frameworks. Candidates learn strategies to develop social studies content, concepts, and analysis skills, and expository and narrative literacy skills.

Offered Fall, Spring, All terms

TED 413. Elementary Physical Education, Visual and Performing Arts Methods. (3 Units)

Methods, materials and strategies for visual and performing arts, physical education, and health, in multiple subject classroom settings; including instructional planning, lesson design and use of appropriate media materials and resources that are culturally and linguistically diverse.

Offered All terms, Fall, Spring

TED 414. Cultural Ecology in the Classroom. (3 Units)

Co-requisites: TED 400, TED 402 and TED 407 are recommended. Integrates knowledge of cultural ecologies from the home, school and community. The course of study includes creating learning environments that reflect diversity, positive interactions between students and teacher, culturally responsive classroom management, multiple perspectives as well as a foundational approach to classroom rules, routines, procedures and norms.

Offered Fall, Spring

TED 415. Multicultural Ed in Urban Cont. (3 Units)

Prerequisite: Admission to Teacher Education. Analysis and application of the concepts of cultural diversity with emphasis on current issues in education in an urban context. Prepares teachers for multicultural environments and utilization of appropriate materials and methods for culturally, ethnically, and language diverse students.

Offered Fall, Spring

TED 416. Elementary Science Methods. (3 Units)

Prerequisite: Admission to Phase 2 of Multiple Subject Credential Program. Methods and materials for project-based elementary science education. Emphasizes inquiry-based instruction and includes instructional planning, multi-day lesson development, selection and preparation of curriculum materials, assessment procedures, problem-solving strategies, sheltered science and language instruction and health.

Offered Fall, Spring

TED 417. Seminar In Adult Education. (1 Units)

Prerequisites: Concurrent enrollment in TED 423 is required; TED 418, TED 419 and TED 421. Addresses beginning adult education intern needs for working in ethnically, culturally and language diverse adult school settings. It emphasizes problem solving and discussion of competency checklists used in intern fieldwork. One hour of seminar per week. Offered As needed

TED 418. Methods and Materials of Adult Education, Part I. (2 Units)

Course covers instructional techniques; evaluation of student achievement and the learning process in adult education. Offered As needed

TED 419. Methods and Materials of Adult Education, Part II. (2 Units)

Prerequisite: TED 418. Covers instructional techniques, instructional technology, strategies to address the needs of diverse learners and resources in the Adult Education community. Emphasis will be placed on three specific groups: ESL students, older adults and exceptional adults. Offered As needed

TED 420. Computer Literacy for Teachers. (1 Units)

Prerequisite: Admission to Teacher Education. Focuses on computer basics, terminology, operation and care of computer-related hardware, trouble-shooting techniques, legal and ethical issues, copyright issues, and interacting with others using email and threaded discussion. Credit/no credit grading. Offered Fall, Spring

TED 421. Principles Of Adult Education. (2 Units)

Course is designed to meet the requirements for the Designated Subject Credential. Topics include scope and function of adult education, knowledge of cultural differences in students and communities, curriculum, media and community relationships. Offered As needed

TED 423. Super Fld Exper: Adult Ed. (2 Units)

Prerequisites: TED 421 and TED 422 are recommended. Course is designed to give student practical experiences in teaching adults. Includes participation in classroom, school and communities, and individualized assignments to fulfill the particular needs of each credential applicant. Evaluation of field experience in scheduled seminars. Credit/no credit grading. Offered As needed

TED 424. Counseling and Guidance for Teachers of Adult Education. (2 Units)

Topics will cover counseling techniques to meet special needs of adult students and interpersonal relations/communication skills. Offered As needed

TED 425. Workshop In Teaching Methods. (1-3 Units)

Study of various approaches, methods, and materials related to a selected area of the curriculum. Development of applications at elementary and/or secondary level. Two to six hours of activity per week. Offered As needed, All terms

TED 426. Foundations of Education. (6 Units)

Co-requisite: TED 427 and TED 428 are required. Introduction to the TTT online teacher education program and the teaching profession, with a focus on foundations of education. Topics include the history of education, classroom management, language development for English learners and standard English learners, and students with special needs. Offered All terms, Fall, Spring

TED 427. Content Pedagogy I. (6 Units)

Co-requisites: TED 426 and TED 428 are required. Focuses on lesson planning, standards and objectives, assessment, literacy development, problem-based learning in math and science, online resources, and application of principles of effective instruction in real-world contexts. Offered All terms, Fall, Spring

TED 428. Early Field Observation and Participation. (3 Units)

Co-requisites: TED 426 and TED 427 are required. Consists of a minimum of 40 hours of observation and participation. Candidates will draw on content and strategies from TED 426 and TED 427 in planing lessons for their early field experience. CR/NC grading. Offered All terms, Fall, Spring

TED 429. Supporting All Students. (6 Units)

Prerequisites: TED 426, TED 427 and TED 428 are required. Co-requisites: TED 430 and TED 431 are required. Focuses on developing strategies for supporting every learner, including those with disabilities and special needs. Explores the student Study Team. Addresses school health issues. Offered Fall, Spring

TED 430. Content Pedagogy 2. (6 Units)

Prerequisites: TED 426, TED 427 and TED 428 are required. Co-requisites: TED 429 and TED 431 are required. Focuses on universal access, inductive and deductive teaching strategies, and models of teaching. Compares Direct Instruction with Problem-Based Learning. Offered Fall, Spring

TED 431. Lab School Fieldwork Seminar. (3 Units)

Prerequisites: TED 426, TED 427, and TED 428 are required. Co-requisites: TED 429 and TED 430 are required. Consists of a minimum of 40 hours of observation and participation, plus the completion of specific tasks that develop the candidates' capacity to plan, instruct, assess and reflect in their content area. CR/NC grading. Offered Fall, Spring

TED 432. Interdisciplinary Teaching. (6 Units)

Prerequisites: TED 429, TED 430, and TED 431 are required. Co-requisites: TED 438 and TED 465 are required. Focuses on culture and ways in which teachers broaden their understanding of what students bring to their educational experience so as to build upon it for student success. Expands on concept of Project-Based Learning. Offered Fall, Spring

TED 433. Teaching Practices Seminar. (3 Units)

Prerequisite(s): Admission to Phase Two. Prerequisite: Admission to Phase Two. Student teaching candidates observe and participate in a Multiple Subject classroom with an experienced teacher, accompanied by reflective seminar. Credit/no credit grading. Offered Fall, Spring

TED 434. Student Teach: Elem I. (3 Units)

Prerequisite: TED 400 and TED 411. Student teaching with a master teacher at an urban multilingual/multicultural public elementary school. Done in conjunction with methods coursework. Focuses on Teacher Performance Expectations 1 through 13. Credit/no credit grading. Offered Fall, Spring

TED 435. Elementary Student Teaching. (12 Units)

Prerequisite: TED 433. Consists of one semester of supervised classroom practice with a master teacher at an urban multilingual/multicultural public elementary school. Done in conjunction with methods coursework. Focuses on Teacher Performance Expectations 1 through 14. Credit/no credit grading. Offered Fall, Spring

TED 436. Seminar: Elementary Student Teachers. (1 Units)

Problem solving and use of competency checklists in student teaching at the elementary level. Credit/no credit grading. One hour of seminar per week.

Offered As needed

TED 437. Elem Stu Teaching (integrated). (9 Units)

Prerequisite: TED 433. Consists of one semester of supervised classroom practice with a master teacher at an urban multilingual/multicultural public elementary school. Done in conjunction with methods coursework. Focuses on Teacher Performance Expectations 1 through 13. Credit/no credit grading.

Offered Fall, Spring

TED 438. Teaching Event and Assessment. (3 Units)

Prerequisites TED 429, TED 430, and TED 431 are required. Corequisites: TED 432 and TED 465 are required. Candidates complete the Teaching Event, the required summative, assessment, by demonstrating competency in all Teacher Performance Expectations. Candidates focus on student learning, select a learning segment, submit teaching artifacts and analysis, and assess the teaching event. CR/NC grading.

Offered Fall, Spring

TED 439. Heritage Language Learner Pedagogies with Plurilingual TK-12 Students. (3 Units)

This course explores native and heritage language learning pedagogies in dual language classrooms with attention to TK-12 Latinx student experiences. Students engage in transformative curricular design with an emphasis on translanguaging. Course taught in Spanish.

Offered Fall, Spring

TED 440. Critical Biliteracy with Plurilingual Communities. (3 Units)

This course explores asset based critical biliteracy pedagogies in multilingual TK-12 school communities. Students engage in collective curricular design process with an emphasis on developing critical biliteracy across content areas with students and families. Course taught in Spanish.

Offered Fall, Spring, Summer

TED 445. Fieldwork: Elementary Interns. (6 Units)

Prerequisite: Admission to Fieldwork. Consists of two semesters of supervised classroom practice. Credit/no credit grading.

Offered Fall, Spring

TED 446. Introduction to Internship: Multiple Subject University Intern. (1 Units)

Prerequisite: Admission to Fieldwork. Introduction to Critical Friends Inquiry Groups for elementary University Interns. Focus on reflective teacher inquiry, cognitive coaching, peer review and self-assessment. A-B/no credit grading.

Offered Infrequent, All terms

TED 447. Intern Performance Assessment: Multiple Subject. (4 Units)

Prerequisite: TED 404. Assessment Seminar. Critical reflection on intern performance and student achievement correlated with the 13 Teacher Performance Expectations.

Offered As needed

TED 448. Teaching Event: Multiple Subject. (2 Units)

Prerequisite: Admission to Phase Two. Candidates complete the Teaching Event, the required summative assessment, by demonstrating competency in all Teacher Performance Expectations. Candidates focus on student learning, select a learning segment, submit teaching artifacts and analysis, and assess the teaching event. Credit/no credit grading.

Offered Fall, Spring

TED 453. Teaching Practices Seminar. (3 Units)

Prerequisite: Admission to Phase Two. Student teaching candidates observe and participate in a single subject classroom with an experienced teacher accompanied by reflective seminar. Credit/no credit grading.

Offered Fall, Spring

TED 454. Student Teaching Secondary I. (3 Units)

Prerequisite: TED 400 and TED 411. Student teaching with a master teacher at an urban multilingual/multicultural public secondary school. Done in conjunction with methods coursework. Focuses on Teacher Performance Expectations 1 through 13. Credit/no credit grading.

Offered As needed

TED 455. Student Teaching: Secondary. (12 Units)

Prerequisite: TED 453. Consists of one semester of supervised classroom practice with a master teacher at an urban multilingual/multicultural public secondary school. Done in conjunction with methods coursework. Focuses on Teacher Performance Expectations 1 through 13. Credit/no credit grading.

Offered As needed

TED 456. Seminar: Secondary Student Teachers. (1 Units)

Problem solving and discussion of competency check lists used in student teaching in multilingual, multiethnic, and multicultural secondary settings. CR/NC grading.

Offered As needed

TED 457. Student Teaching: Secondary II. (9 Units)

Prerequisite: TED 454. Consists of one semester of supervised classroom practice with a master teacher at an urban multilingual/multicultural public elementary school. Done in conjunction with methods coursework. Focuses on Teacher Performance Expectations 1 through 13. Credit/no credit grading.

Offered As needed

TED 460. Creating a Supportive Healthy Environment for Secondary Student Learning. (1 Units)

Prerequisite: Admission to Single Subject Program. Single Subject credential candidates learn how to create a supportive healthy environment for secondary student learning.

Offered Fall, Spring

TED 465. Fieldwork: Secondary Interns. (6 Units)

Prerequisite: Admission to Fieldwork. Consists of two semesters of supervised classroom practice. Credit/no credit grading.

Offered Fall, Spring

TED 466. Introduction to Internship: Single Subject University Intern. (1 Units)

Prerequisite: Admission to Fieldwork. Introduction to Critical Friends Inquiry Groups for secondary University Interns. Focus on reflective teacher inquiry, cognitive coaching, peer review and self-assessment.

Offered Infrequent

TED 467. Secondary Teaching Methods I. (3 Units)

Prerequisite: Admission to Single Subject Program. Principles of effective instruction, critical thinking/questioning skills, lesson design, cooperative learning, sheltered instruction, guided discovery; curriculum materials for culturally, ethnically, and language diverse content classrooms.

Offered Fall, Spring

TED 468. Secondary Teaching Methods II. (3 Units)

Prerequisite: Admission to Single Subject Program. Taken in single subject credential area. Explores methods and materials for planning instructional units and lessons. Presents alternative strategies of instruction and evaluation to assure high-level learning with ethnically, culturally, and language diverse students.
Offered Fall, Spring

TED 469. Interdisciplinary Teaching Methods. (3 Units)

Prerequisite: Acceptance to intern status in single subject program or advancement to fieldwork status; TED 467 and TED 468; TED 406 recommended. Explores interdisciplinary teaching methods for the multicultural, multilingual classroom including psychological, philosophical perspectives. Presents strategies, practices, and resources for developing an integrated curriculum.
Offered As needed

TED 470. Critical Perspectives in Urban Education. (2 Units)

Prerequisite: TED 444. Capstone experience. Focuses on the professional obligations of teachers in society and the role of families and the community in the education of children. Addresses the historical, philosophical, cultural, and sociological foundations of American education from an equity perspective.
Offered As needed

TED 471. Secondary Methods III: Curriculum and Assessment. (3 Units)

Prerequisite: TED 467; concurrent enrollment in TED 468 recommended. Focus on interdisciplinary curriculum and assessment. Includes diagnostic, formative, and summative assessment. Focuses on evaluation, grading procedures, and use and interpretation of standardized exams as tools for instruction and monitoring of achievement.
Offered As needed

TED 472. Intern Performance Assessment: Single Subject. (4 Units)

Assessment Seminar. Critical reflection on intern performance and student achievement correlated with the 13 Teacher Performance Expectations.
Offered As needed

TED 476. Summative Assessment Seminar: Phase Two Multiple Subject Student Teachers. (2 Units)

Prerequisite: TED 475. Summative Assessment Seminar to complete reflective essay and performance task. Credit/no credit grading.
Offered As needed

TED 481. Summative Assessment Seminar: Phase Two Single Subject Student Teachers. (2 Units)

Summative Assessment Seminar to complete reflective essay and performance task. Credit/no credit grading
Offered As needed

TED 488. Teaching Event: Single Subject. (2 Units)

Prerequisite: Admission to Phase Two. Candidates complete the Teaching Event, the required summative assessment, by demonstrating competency in all Teacher Performance Expectations. Candidates focus on student learning, select a learning segment, submit teaching artifacts and analysis, and assess the teaching event. Credit/no credit grading.
Offered Infrequent

TED 490. Seminar: Issues in Education. (1-3 Units)

Identification of significant and persistent issues in education, to evaluate policy statements and published opinions with an awareness of elements involved. Repeatable course. One to three hours of seminar per week.
Offered As needed

TED 491. Student, Family, and Community Engagement I. (3 Units)

This course integrates knowledge of cultural ecologies from the home, school and community. The course of study includes creating learning environments that reflect diversity, positive interactions between students and teacher, culturally and linguistically responsive classroom management, multiple perspectives as well as a foundational approach to classroom rules, routines, procedures and norms. Students will develop an understanding of the state of family and community engagement in schools today. In this course, students will learn about historical and oppressive systems of family and community engagement and their negative impacts on students, families, and communities of color.
Offered Fall, Spring

TED 494. Independent Study. (1-3 Units)

Prerequisite: Consent of instructor. Independent study taken under the supervision of a faculty member. Repeatable course.
Offered As needed

TED 495. Special Topics in Teacher Education. (1-6 Units)

Selected topics in teacher education. Repeatable course up to six units.
Offered As needed

TED 501. Lesson Study: Engaging all Students in Learning. (3 Units)

Prerequisites: GED 500 is required. Introduction to the foundations of lesson study and its analysis for induction candidates. Collaboration in designing, observing and discussing lessons to provide universal access and engage all students in learning. Focus on English Learners, GATE students and students with special needs. Course is restricted to majors.
Offered Spring

TED 502. Advanced Lesson Study II: Using Data to Improve Achievement. (3 Units)

Prerequisites: GED 500 is required. Advanced lesson study and its analysis for induction candidates. Collaboration in collecting, analyzing and using data to improve student learning. Focus on students who may be at risk. Course is restricted to majors.
Offered Fall

TED 503. Teacher Action Research Project. (3 Units)

Teacher action research methods course for induction teachers working in urban diverse classrooms. Candidates conduct inquiries on professional practices using scientific methods to improve student achievement.
Offered Spring

TED 504. Colloquium. (3 Units)

Prerequisite: GED 500 is required. Induction candidates do an in-depth intervention to increase student achievement. Multimedia presentation disseminating findings. Focus on students who may be at risk. Course is restricted to majors.
Offered Spring

TED 505. Educational Psychology. (3 Units)

Explores theory, research, and practice related to learning, motivation, and effective and cognitive development. Emphasis on the application of learning principles to classroom learning situations and individual differences.
Offered Fall, Spring

TED 506. Multicultural and Social Foundations of Education. (3 Units)

An investigation and analysis of cultural influences and constructs such as race, gender and class to provide insight into the relationship among the individual, society and school in US education.
Offered Fall, Spring

TED 507. Language Learning: Theory and Practice. (3 Units)

Focuses on theory, research, and teaching practices that concern language in education. using sociocultural theory as a lens, evaluate research and teaching practices that explore how people acquire language in multilingual and multimodal contexts within community, home and school settings.

Offered Fall, Spring

TED 551. Supportive Learning Environments. (3 Units)

Co-requisite: SPE 570. Candidates develop integrated systems for academic and social skills instruction for all students. Course includes study of behavior, positive behavioral interventions and supports, social skills instruction, crisis management, at the school-wide, classroom and individual student level.

Offered Fall, Spring

TED 553. Curriculum Planning, Implementation and Assessment. (3 Units)

Prerequisites: TED 551 and SPE 570 are required. Co-requisite: SPE 571 is required. In-depth study of the processes of curriculum planning, implementation and assessment, and application of these processes to student-generated lessons and units of instruction. Addresses California Standards for the Teaching Profession, data-driven decision making, differentiated instruction, problem-based learning, and instructional leadership.

Offered Fall, Spring

TED 560. MA in Education: Curriculum and Instruction Capstone. (1 Units)

Prerequisites: CUR 510 and CUR 519 are required. Preparation for the M.A. in Education Comprehensive Exam. Consists of small group, candidate presentations of specific TED, GED, and CUR course material.

Offered Fall, Spring

TED 594. Independent Study. (1-6 Units)

Prerequisite: Consent of instructor. Independent research under the supervision of a faculty member.

Offered Fall, Spring, Summer

TED 599. Thesis. (1-6 Units)

Prerequisite: Consent of Advisor. The student will execute an individually planned research effort or a creative project. Students work under individual supervision with assigned faculty. May be repeated up to six units.

Offered Fall, Spring

TED 600. Grad Continuation Course. (1 Units)

Graduate students who have completed their course work but not their thesis, project, or comprehensive examinations, or who have other requirements remaining for the completion of their degree, may maintain continuous attendance by enrolling in this course. Signature of graduate program coordinator required.

Offered Fall, Spring