

ELEMENTARY EDUCATION (E ED)

E ED 250 Teaching and Learning Beyond the Classroom (Units: 3)

Prerequisite: GE Area A2 with a grade of C- or better.

Analysis and exploration of how children learn from the local, natural, and built environment. Critical examination of the practice of teaching social studies and science through the use of local historical and educational sites through culturally responsive perspectives. Introduction to professional and scholarly discourse and writing in educational research and practice. (Plus-minus letter grade only)

E ED 306 Understanding and Supporting Families in ECE (Units: 3)

Prerequisite: Upper-division standing or consent of the instructor.

Theory and practical models for understanding and working with diverse children and families in and out of school settings. There is a requirement of 30 hours of classroom observation and participation per semester when enrolled in one or more undergraduate ECE courses.

E ED 333 Dynamic Educators for the 21st Century (Units: 3)

Prerequisite: Restricted to upper-division standing or permission of the instructor.

Developing a philosophy through critical literacies stances (a way of being, not activities) toward teaching and learning based on social justice and equity. Focus on teaching and learning as multi-dimensional interactive processes. Investigate, articulate theories and practices to develop students' inquiry through integrated curriculum research-based projects for grades Kindergarten-8th grade. [Formerly EDUC 333/ E ED 333]

E ED 450 Art and Learning (Units: 3)

Prerequisites: GE Areas 1A/A2*, 1B/A3*, 1C/A1*, and 2/B4* all with grades of C- or better or permission of the instructor.

Principles and practices of curriculum planning and instruction for teaching art to K-5 children. Discussions of theory and practice coincide with hands-on art-making and curriculum development. Lecture, 2 units; activity, 1 unit. Extra fee required.

Course Attributes:

- 3UD: Arts or Humanities
- UD-C: Arts and/or Humanities

E ED 600 Advanced Issues in Child Development and Learning (Units: 3)

Prerequisite: Upper-division standing.

Child development from infancy to school age. Social, emotional, cognitive, and physical development related to practical implications for programs. Developmental learning sequences in relation to curriculum and teaching styles. There is a requirement of 30 hours of classroom observation/participation per semester when a student is enrolled in one or more undergraduate ECE courses.

E ED 602 Innovative Early Childhood Education Curriculum (Units: 3)

Prerequisites: GE Areas 1A/A2*, 1B/A3*, 1C/A1*, and 2/B4* all with grades of C- or better or permission of the instructor.

Research and theory on integrated curricular development for young children in culturally and linguistically responsive early childhood settings. Practice and policy related to creating and implementing an integrated curriculum for high-quality Early Childhood Education (ECE) programs. Introducing diverse early childhood curricular and discussing DAP teaching and instruction. There is a requirement of 30 hours of classroom observation/participation per semester when a student is enrolled in one or more undergraduate ECE courses.

Course Attributes:

- 4UD: Social/Behavioral Science
- UD-D: Social Sciences
- Am. Ethnic & Racial Minorities
- Social Justice

E ED 603 Understanding and Supporting Children's Socio-Emotional Development (Units: 3)

Prerequisites: GE Areas 1A/A2*, 1B/A3*, 1C/A1*, and 2/B4* all with grades of C- or better or permission of the instructor.

Theories and educational programs focusing on children's social, emotional, and physical development in culturally responsive early childhood settings. Explore how to create positive relationships with children and maintain routines to create healthy learning environments. Emphasis on bias practices and their relation to children's self-concept and identity. There is a requirement of 30 hours of classroom observation/participation per semester when a student is enrolled in one or more undergraduate ECE courses. (Plus-minus letter grade only)

Course Attributes:

- 4UD: Social/Behavioral Science
- UD-D: Social Sciences
- Am. Ethnic & Racial Minorities
- Social Justice

E ED 604 Collaborating with Children, Families, and Communities in Early Childhood Education (Units: 3)

Prerequisites: GE Areas 1A/A2*, 1B/A3*, 1C/A1*, and 2/B4* all with grades of C- or better or permission of the instructor.

Explore the role of collaboration between family, community, and schools in supporting children's development. Emphasis on understanding and overcoming obstacles to effective communication between educators and parents in diverse settings and identifying community resources. Thirty hours of classroom observation/participation are required per semester when enrolled in one or more undergraduate ECE courses.

Course Attributes:

- 4UD: Social/Behavioral Science
- UD-D: Social Sciences
- Am. Ethnic & Racial Minorities
- Global Perspectives
- Social Justice

E ED 605 Supervised Field Experience in ECE (Units: 3)

Prerequisite: GE Area 1A/A2 or permission of the instructor.

Supervised field experience in an infant, preschool, or school-age program. Techniques of observation, reflective practice, and other evaluations will be practiced and used to develop and execute individualized learning experiences. Includes opportunities for developing professional behaviors and understanding children and families.

E ED 607 Leadership and Administration in ECE (Units: 3)

Prerequisite: Upper-division standing or consent of the instructor.

Ingredients necessary for a functioning staff in child development programs. Dynamics of an interdisciplinary early childhood team: administrators, teachers, parents, and support personnel. Development of roles and communication skills. There is a requirement of 30 hours of classroom observation/participation per semester when a student is enrolled in one or more undergraduate ECE courses.

E ED 608 Supervised Fieldwork Phase I, PK-3 (Units: 3)

Prerequisites: PK-3 Early Childhood Education Specialist Instruction Credential, Multiple Subject Credential, or Bilingual Authorization students; or approval of an Elementary Education Advisor.

Understanding school and classroom culture, particularly PK through 3rd grade, and the role of the teacher in urban school settings. Teaching instruction, evaluation, professional responsibilities and opportunities, community relationships, and professional growth as an educator. Application of theory to practice. May be repeated for a total of 6 units.

E ED 610 Classroom Assessment and Evaluation for Young Children (Units: 3)

Prerequisites: FCS 220, PSY 330; consent of the instructor.

Observation and assessment of children's behavior and development in diverse early childhood settings and communities. Informal observational techniques and the role of assessment in curriculum planning. Thirty hours of classroom observation and participation per semester is required when a student is enrolled in one or more undergraduate ECE courses. (Plus-minus letter grade only)

E ED 611 Transforming Infant-Toddler Education and Care (Units: 3)

Prerequisite: Upper-division standing or permission of the instructor.

Examination and analysis of theoretical frameworks and contemporary research on infant and toddler development (prenatal - 3 years) and practical applications for planning group programs in a variety of settings. Relationships and school-family partnerships as seen in many contexts. Emphasis on the environmental influences on development such as parenting, poverty, second language acquisition, disability, prejudice, and policy. There is a requirement of 30 hours of classroom observation/participation per semester when a student is enrolled in one or more undergraduate Early Childhood Education courses.

Course Attributes:

- Am. Ethnic & Racial Minorities
- Global Perspectives

E ED 614 Science, Math, and Technology Curricular in ECE (Units: 3)

Prerequisite: Upper-division standing.

Development of problem solving abilities related to mathematics and science for preschool-age children. Materials and techniques for teaching using an inquiry approach while incorporating everyday experiences.

There is a requirement of 30 hours of classroom observation/participation per semester when a student is enrolled in one or more undergraduate ECE courses.

Course Attributes:

- Env. Sustain. & Climate Action
- Social Justice

E ED 616 Multilingualism and Multiliteracies in the Early Years (Units: 3)

Prerequisites: GE Areas 1A/A2*, 1B/A3*, 1C/A1*, and 2/B4* all with grades of C- or better or permission of the instructor.

Theory, research, practice, and policy related to young children's first and second language learning and implications for responsive educational approaches in culturally and linguistically diverse early childhood settings. Emphasis on knowledge and skills around language and literacy development for children ages 0-8, using evidence-based first and second language and literacy practices within the preschool classroom. There is a requirement of 30 hours of classroom observation/participation per semester when a student is enrolled in one or more undergraduate ECE courses.

Course Attributes:

- 3UD: Arts or Humanities
- UD-C: Arts and/or Humanities
- Am. Ethnic & Racial Minorities
- Global Perspectives
- Social Justice

E ED 619 Children's Play: Theory and Practice (Units: 3)

Prerequisite: Upper-division standing.

The role of play in the development of young children. The educator's role in providing an environment which is physically safe, intellectually challenging, and emotionally nurturing, where young children have maximum opportunity to learn through play. Designing environments and programs that recognize the importance of play. There is a requirement of 30 hours of classroom observation/participation per semester when a student is enrolled in one or more undergraduate ECE courses.

E ED 628 Teaching Practicum Seminar Phase I: PK-3 (Units: 3)

Prerequisite: Pre-K-3 Early Childhood Education Specialist Instruction Credential, Multiple Subject Credential or Bilingual Authorization students; or approval of an Elementary Education Advisor.

Explore the multiple roles of the teacher based on the California PK-3 ECE Teaching Performance Expectations. Focus on lesson planning, universal design for learning (UDL), and using assessment to inform instruction; understanding school culture and demographics, and culturally responsive pedagogy; and guidance and classroom management strategies. Develop methods of reflecting on and modifying instructional practices based on the needs of learners, including designing inclusive, differentiated lessons for all children including bilingual children and children with special needs such as those with 504 plans and Individualized Education Plans (IEPs). May be repeated for a total of 6 units. (CR/NC grading only)

E ED 639 Bilingual Education in the U.S.: A History of Struggle, Resistance, and Achievement (Units: 3)

Prerequisites: GE Areas 1A/A2*, 1B/A3*, 1C/A1*, and 2/B4* all with grades of C- or better or permission of the instructor.

Examination, exploration, and analysis of the history of bilingual education and its impact on educational opportunities for culturally and linguistically diverse students in the U.S. (Plus-minus letter grade only)

Course Attributes:

- 4UD: Social/Behavioral Science
- UD-D: Social Sciences

E ED 642 Content Knowledge and Teaching Practices: Elementary School (Units: 1-3)

Prerequisite: Upper-division standing or permission of the instructor.

Integrating content knowledge and teaching practices on issues related to teacher preparation, including content integration, test analysis, focused practice, and state-adopted academic content standards in the teaching profession. May be repeated for a total of 6 units, but only 3 units may count toward the Minor in Elementary Education. (CR/NC grading only)

E ED 645 Directed Experiences with Children (Units: 1-3)

Prerequisite: Upper-division standing or permission of the instructor. Registration by recommendation of adviser and permission of the instructor.

Individually guided observation and participation experiences with children in elementary school. May be repeated for a total of 5 units. [CSL may be available]

E ED 655 Hands-on Undergraduate Science Education Experience (Units: 3)

Prerequisite: Restricted to upper-division standing.

Application of knowledge of core science concepts to the teaching of elementary school children; design, implement and analyze the effectiveness of inquiry-based science learning activities to explore how children learn science.

E ED 668 Multicultural Education and Social Justice for Young Children (Units: 3)

Prerequisite: Upper-division standing.

Introduces approaches for integrating education about diversity in early childhood programs. Helping young children develop positive self concept and attitudes about gender, race, ethnicity, and disabilities. Critical thinking skills for challenging bias and thriving in multicultural society. There is a requirement of 30 hours of classroom observation/participation per semester when a student is enrolled in one or more undergraduate ECE courses.

Course Attributes:

- Am. Ethnic & Racial Minorities
- Social Justice

E ED 681 Teaching Language and Literature with Elementary and Middle School Students (Units: 3)

Prerequisites: GE Areas 1A/A2*, 1B/A3*, 1C/A1*, and 2/B4* all with grades of C- or better or permission of the instructor.

Introduction to children's literature from picture books to chapter books. Topics include the history of children's literature, use of children's literature in the preschool to grade 8 classroom, multicultural and multilingual children's literature, and author and genre study. (Plus-minus letter grade only)

Course Attributes:

- 3UD: Arts or Humanities
- UD-C: Arts and/or Humanities

E ED 687 Seminar: Field Experience (Units: 3)

Prerequisite: Multiple Subject Credential students.

Understanding school and classroom culture, roles of the teacher in contemporary urban school settings. Instruction, teaching, evaluation, professional responsibilities and opportunities, and community relationships. Application of theory to practice. May be repeated for a total of 6 units. (CR/NC grading only)

E ED 699 Independent Study (Units: 1-3)

Prerequisite: Upper-division standing or permission of the instructor.

An intensive study of a particular problem under the direction of a member of the department. Enrollment by petition approved by the instructor, adviser, and department chair. Open to regularly enrolled students only. May be repeated for a total of 6 units.

E ED 700 Early Childhood Socialization in a Culturally Diverse Community (Units: 3)

Prerequisite: Graduate standing or permission of the instructor.

Theory and research on children's social, emotional, and physical development across sociocultural contexts. Relationship to children's learning, implications for early childhood education, and the design of quality programs for young children (0-8 years). (Plus-minus letter grade only)

E ED 701 Social, Cultural, and Historical Foundations of Education (Units: 3)

Prerequisites: Multiple Subject Credential, Bilingual Authorization, SLHS Spanish-Bilingual Certificate, and LS ITEP Credential students, or approval of an E ED Advisor.

Examines, from a critical perspective, historical, social, and cultural foundations for theoretical frameworks and pedagogical practices for the classroom. [CSL may be available]

Course Attributes:

- Teacher Credential Program Crs

E ED 704 Play and the Artistic Lives of Children (Units: 3)

Prerequisite: Graduate standing or permission of the instructor.

The role of young children's play in cross-cultural educational and community settings. Innovative practices and curriculum for promoting positive and meaningful play experiences in and out of school. (Plus-minus letter grade only)

E ED 707 Early Development and Learning in Diverse and Inclusive Settings (Units: 3)

Prerequisite: Graduate standing or permission of the instructor.

Theory and research on children's (0-8 years) intellectual development as framed by sociocultural contexts. Application to instruction, curriculum development, and design of environments for young children. (Plus-minus letter grade only)

E ED 708 Language and Literacy in the Early Years (Units: 3)

Prerequisite: Permission of the instructor.

Theory, research, and practice related to children's early language and literacy learning. Emphasis on multilingualism and multiliteracies. Implications for teaching, policy, and leadership. Additional emphasis on curricular approaches and assessment. (Plus-minus letter grade only)

E ED 709 Instructional Leadership and Program Curriculum Evaluation in Early Childhood Education (Units: 3)

Prerequisite: Graduate standing or permission of the instructor.

Analyze and re-interpret various theories that have influenced and shaped ECE curricula; discuss who decides the context of knowledge, instructional methods, as well as the evaluation system in contemporary ECE practices. Implications for teaching, leadership, and advocacy. Additional emphasis on program evaluation. (Plus-minus letter grade only)

E ED 711 Chinese Heritage Language for the Bilingual Teacher Candidates (Units: 3)

Prerequisite: Multiple Subjects Credential, Bilingual Authorization, and LS ITEP Credential students or approval of an Elementary Education Advisor.

Continue the advancement of the Chinese proficiency for students seeking to become teachers in bilingual classrooms. Participate in speaking, reading, writing, listening, and culture development. Focus on pedagogical strategies to teach bilingual Chinese and second language learners in elementary classroom settings and address the vast linguistic and cultural diversity of Chinese in the United States. (Plus-minus AB/NC)

E ED 712 Teaching Reading and Language Arts - Chinese Bilingual (Units: 3)

Prerequisites: Multiple Subject Credential, Bilingual Authorization, and LS ITEP Credential students, or approval of an E ED Advisor.

Prepares elementary school teacher candidates with theories and research findings to teach reading and language arts in Chinese. Systematic and explicit instruction in teaching comprehensive Chinese literacy includes oral language, reading strategies, vocabulary, and writing development.

E ED 713 Spanish Heritage Language for the Bilingual Teacher: I (Units: 3)

Prerequisites: Multiple Subjects Credential, Bilingual Authorization, SLHS Spanish-Bilingual Certificate, and LS ITEP Credential students, or approval of an E ED Advisor.

Development of Spanish proficiency for the bilingual teacher in listening, speaking, reading and writing, and using culturally responsive instruction. Pedagogical strategies and preparation for becoming reflective practitioners. Addresses linguistics and cultural diversity of Latinos/as in the USA.

Course Attributes:

- Teacher Credential Program Crs

E ED 715 Families in Early Childhood Settings and Communities (Units: 3)

Prerequisite: E ED 717 or permission of the instructor.

Research, policy, and practice related to young children and families in diverse early childhood settings and communities. Family structures, cultural perspectives, family-school relationships, family literacy, and outreach programs. (Plus-minus letter grade only)

E ED 717 Narrative Inquiry and Memoir in Early Childhood Education (Units: 3)

Prerequisite: Graduate standing or permission of the instructor.

Focus on autobiographical accounts (memoir) and stories (narrative inquiry) for understanding teaching and learning. Practical applications for teaching, leadership, and the use of narrative inquiry for qualitative research.

E ED 719 Play & Inquiry-Based Learning (Units: 3)

Prerequisite: Pre-K-3 Early Childhood Education Specialist Instruction Credential or Multiple Subject Credential or Bilingual Authorization students; or approval of an Elementary Education Advisor.

Focus on strategies for developing and supporting play & inquiry-based curriculum practices in Pre-K to 3rd-grade classrooms. Learning to support children and students of all abilities who come from racially, ethnically, culturally, and linguistically diverse communities and backgrounds.

E ED 721 International Education in Early Childhood and Elementary Education (Units: 3)

Prerequisite: Graduate standing or permission of the instructor.

Interdisciplinary focus on research, policy, leadership, and practice relating to international education in early childhood and elementary school. Topics include international school structures, school demographics, philosophies of schooling, curricula, immigration, gender, and student achievement. (Plus-minus letter grade only)

E ED 725 Classroom Issues in Language, Literacy, and Culture (Units: 3)

Prerequisite: Permission of the instructor.

Research and theory on language and literacy development in linguistically and culturally diverse communities and classrooms, first and second language acquisition, emergent literacy, and the implications of research for culturally responsive teaching and classroom organization. (Plus-minus letter grade only)
(This course is offered as E ED 725 and S ED 725. Students may not repeat the course under an alternate prefix.)

E ED 733 Integrated Teaching through the Arts (Units: 3)

Prerequisite: Pre-K-3 Early Childhood Education Specialist Instruction, Multiple Subjects Credential, or Bilingual Authorization students; or approval of an Elementary Education Education Advisor.

Preparation in research-based practices that lead to successful teaching of the arts, including visual arts, performing arts, drama, and music. Learn key ideas and strategies for integrating the arts, with attention to the California Arts Standards for Public Schools: PreK through Grade 12 and the CA Preschool Learning Foundations.

E ED 734 Teaching Early Childhood Math, Pre-K-3 (Units: 3)

Prerequisite: Pre-K-3 Early Childhood Education Specialist Instruction Credential, Multiple Subject Credential or Bilingual Authorization students; or approval of an Elementary Education Advisor.

Focus on the mathematics methods for teaching Preschool through 3rd-grade (PK-3) classrooms. Integrate mathematics concepts, principles, and processes into teaching mathematics in PK-3. Emphasis on developmentally appropriate practices and culturally relevant pedagogies in planning, implementing, and evaluating instruction in the elementary mathematics curriculum.

E ED 735 Science and Environmental Education (Units: 3)

Prerequisite: Pre-K-3 Early Childhood Education Specialist Instruction Credential, Multiple Subject Credential or Bilingual Authorization students; or approval of an Elementary Education Advisor.

Introduction to foundational tenets of effective science and environmental education for young children. Emphasis on exploration and direct support of young children's awareness of the natural environment and ecology from PK through 3rd Grade. Science and inquiry process in developing an integrated curriculum.

E ED 737 Teaching Social Studies, Social Justice, and Literacy: Grades 3-6 (Units: 3)

Prerequisites: Multiple Subjects Credential, Bilingual Authorization, and LS ITEP Credential students; or approval of an Elementary Education Advisor.

Frameworks and methods for implementing integrated curriculum in elementary schools with a focus on social studies content and social justice perspective. Instruction in use of effective expository literacy strategies for students in grades 3 to 6. Field practicum required. (Plus-minus letter grade only)

Course Attributes:

- Teacher Credential Program Crs

E ED 738 Language and Literacy in Multilingual PK-3 Settings (Units: 3)

Prerequisite: Pre-K-3 Early Childhood Education Specialist Instruction Credential, Multiple Subject Credential or Bilingual Authorization students; or approval of an Elementary Education Advisor.

Methods and materials for teaching reading and language arts in Pre-K-3 settings with an emphasis on emergent, early, and traditional literacy development. Systematic and explicit instruction in teaching a comprehensive literacy curriculum that includes: reading and writing development, strategic reading behavior, oral language development, language arts skills, and vocabulary development. Examine the RICA domains, California Common Core State Standards in English Language Arts and English Language Development.

E ED 746 Teaching Practicum Phase I (Units: 3-4)

Prerequisites: Restricted to Multiple Subjects Credential and Bilingual Authorization students or approval of an Elementary Education Advisor.

Developmental field experience in a public elementary school under the guidance of a resident teacher. Teaching is planned and practiced at the beginning level based on California State standards. (CR/NC grading only)

Course Attributes:

- Teacher Credential Program Crs

E ED 747 Teaching Practicum Phase II (Units: 3)

Prerequisites: Restricted to Multiple Subjects Credential, Bilingual Authorization, and LS ITEP Credential students, or approval of an Elementary Education Advisor.

Developmental field experience in a public elementary school under the supervision of a resident teacher. Teaching is planned and practiced at the developmental level based on California State standards. May be repeated for a total of 6 units with approval of the Department Chair. (CR/NC grading only).

Course Attributes:

- Teacher Credential Program Crs

E ED 748 Teaching Practicum Phase III (Units: 3-7)

Prerequisites: Restricted to PK-3 ECE Specialist Instruction, Multiple Subjects Credential, Bilingual Authorization, and LS ITEP Credential students; or approval of an Elementary Education Advisor.

The final phase of student teaching conducted in a public elementary school under the supervision of a cooperating teacher. Planned and practiced at the competency level. Assessment based on California state standards. May be repeated for a total of 7 units. (CR/NC grading only)

Course Attributes:

- Teacher Credential Program Crs

E ED 756 Teaching Practicum Seminar Phase I (Units: 3)

Prerequisites: Multiple Subjects Credential, Bilingual Authorization, and LS ITEP Credential students; or approval of an Elementary Education Advisor.

This course is linked to E ED 687 Student Teaching Practicum Phase I in the Multiple Subject Credential Program. Content supports candidates in their field experience along with the following categories: Developing lesson plans, beginning teaching, and assessing all students across elementary school curriculum; guidance in classroom management, examination of the Teaching Performance Expectation Professional Standards, examining Inclusion MTSS, and reading, discussing, analyzing, and linking theories on teaching and learning. (Plus-minus letter grade only)

Course Attributes:

- Teacher Credential Program Crs

E ED 758 Teaching Practicum Seminar Phase III (Units: 3)

Prerequisites: PK-3 Early Childhood Education Specialist Instruction Credential, Multiple Subjects Credential, Bilingual Authorization, and LS ITEP Credential students; or approval of an Elementary Education Advisor.

Final seminar for student teaching in the PK-3 Early Childhood Education Specialist Instruction Credential and Multiple Subject Credential Program. Topics include preparation for ed-Teaching Performance Assessment required by all California Preliminary Credential Candidates. Additional topics addressed include experiences in student teaching practicum, legal and ethical responsibilities of teachers, interview preparation, inclusion-MTSS, home-school communication, understanding school cultures, and introduction to using data to make professional decisions. (CR/NC grading only)

Course Attributes:

- Teacher Credential Program Crs

E ED 761 School Mathematics: Problem Solving (Units: 3)

Prerequisite: Graduate standing.

Curriculum development in mathematics. Problem solving strategies as a unifying theme for content selection. (Plus-minus letter grade only)
(This course is offered as E ED 761 and S ED 761. Students may not repeat the course under an alternate prefix.)

E ED 765 Critical Issues In Science Education (Units: 3)

Prerequisite: Restricted to Graduate Curriculum and Instruction students or permission of the instructor.

Examine current issues in science and how educators can bring these to life in pk-12 formal and informal educational settings.

E ED 768 Culturally Sustaining Teaching & Learning (Units: 3)

Prerequisite: Pre-K-3 Early Childhood Education Specialist Instruction Credential or Multiple Subject Credential or Bilingual Authorization students; or approval of an Elementary Education Advisor.

Examine, from critical lenses, perspectives that include the cultural traditions, values, and resources of various communities. Analyze current research and practice on the relationship between learners and their families and communities and its impact on students' schooling in order to develop critical perspectives and educational philosophies for social justice, diversity, equity, and inclusion in the classroom.

E ED 774 Teacher Research Methodologies (Units: 3)

Prerequisite: Graduate standing or permission of the instructor.

Examination of methods of practitioner research that allow teachers to address problems of practice as they arise in the classroom. Students become familiar with relevant research literature and engage in targeted practitioner research relevant to their current teaching placement.
(This course is offered as E ED 774 and S ED 774. Students may not repeat the course under an alternate prefix.)

E ED 777 Curriculum and Instruction in Science (Units: 3)

Prerequisite: Multiple Subjects Credential, Bilingual Authorization, and LS ITEP Credential students, or approval of an Elementary Education Advisor.

Preparation to teach in an elementary school classroom. Focused on lesson planning and implementing effective instructional pedagogies that integrate literacy along with supporting content access to bilingual learners in science. Particular attention is paid to developing lessons based on the Next Generation Science and Standards (NGSS). Active engagement in doing science, plus discussing, reading, and writing about science. (Plus-minus letter grade only)

Course Attributes:

- Teacher Credential Program Crs

E ED 780 Advanced Curriculum Development (Units: 3)

Prerequisite: Graduate standing or permission of the instructor.

Builds on curriculum development skills from the credential program to next steps in creating an innovative curriculum for secondary education programs.

(This course is offered as S ED 780 and E ED 780. Students may not repeat the course under an alternate prefix.)

E ED 781 Curriculum, Instruction, and Assessment for Teacher Leaders (Units: 3)

Prerequisite: Graduate standing; enrollment in Climate Justice Education Certificate; or permission of the instructor.

Critical analysis and development of curriculum, instruction, and assessment practices for pk-12 educators. Examination of the role of leaders in enacting justice-based teaching and learning and effective professional development. (AB/NC grading only)

E ED 782 Teaching Reading and Language Arts: K-5 (Units: 3)

Prerequisites: Multiple Subjects Credential, Bilingual Authorization, and LS ITEP Credential students; or approval of an Elementary Education Advisor.

Candidates will learn about research-based teaching practices for elementary school literacy instruction for diverse linguistic and cultural learners. Systematic and explicit theories and pedagogical instructional approaches to teaching a comprehensive literacy curriculum in grades from Transitional Kindergarten through fifth grade. Course content addresses oral language, reading, and writing development. (Plus-minus letter grade only)

Course Attributes:

- Teacher Credential Program Crs

E ED 784 Curriculum and Instruction in Mathematics (CLAD Emphasis) (Units: 3)

Prerequisite: Multiple Subjects Credential, Bilingual Authorization, and LS ITEP Credential students; or approval of an Elementary Education Advisor.

Investigate methods and materials for teaching mathematics to linguistically and culturally diverse elementary school children. Learn about equity and social justice issues central to teaching and learning mathematics, mathematics classroom organization, assessment, and problem-solving based learning in an elementary classroom. Explore the specific social, structural, and historic contexts of teaching and learning mathematics to marginalized communities. (Plus-minus letter grade only)

Course Attributes:

- Teacher Credential Program Crs

E ED 786 Seminar in Developmental Teaching and Learning (Units: 3)

Prerequisites: Restricted to Multiple Subjects Credential, Bilingual Authorization, and LS ITEP Credential students; or approval of an Elementary Education Advisor.

Theory and research-based examination of cognitive, social-emotional, ethical, and physical development of children in sociocultural contexts. Examine the interrelated impacts of culture, family, community, and school on development. Examine educational research and consider its applications in practice to learn how to create positive and productive learning environments for all students. Emphasis on the development of reflective practice and students are required to apply research on learning and development to their teaching directly. (Plus-minus letter grade only)

E ED 796 Analyzing Cases of Mathematical Teaching (Units: 3)

Prerequisite: Graduate standing or permission of the instructor.

Cases of mathematics teaching practice are a catalyst for analytic discussion of assessment, mathematical representation, and student misconceptions. Teaching decisions are evaluated in the context of real classroom situations with regard to their impact on student learning, motivation, and beliefs. (Plus-minus letter grade only)
(This course is offered as E ED 796 and S ED 796. Students may not repeat the course under an alternate prefix.)

E ED 801 Practitioner Inquiry and Early Childhood Professional Development and Administration (Units: 3)

Prerequisites: E ED 707 and E ED 708 or permission of the instructor.

Application of practitioner research for developing and evaluating early childhood curricula. Reflective practice and collaborative action research methodologies for coordination and administration of curricula. (Plus-minus letter grade only)

E ED 806 Organizational Development, Management, and Adult Supervision (Units: 3)

Prerequisite: Graduate standing or permission of the instructor.

Comprehensive study and training in current research, theory, and implementation of administration and leadership goals, strategies, and programs for young children, families, and educators. Adult supervision, leadership, and advocacy in early childhood settings. (Plus-minus letter grade only)

E ED 825 Early Childhood Education Policy and Advocacy: Quality, Access, and Equity (Units: 3)

Prerequisite: Graduate standing or permission of the instructor.

Theory, research, and practice on the role and impact of public policy on early care and education. Implications for teaching, policy, and leadership. Emphasis on becoming an active, engaged, and informed advocate for early childhood education. (Plus-minus letter grade)

E ED 850 Mathematics and Science Inquiry for Children (Units: 3)

Prerequisites: E ED 707, E ED 708, and E ED 709; or permission of the instructor.

Planning, developing instructional materials, and evaluating inquiry-based learning experiences for children ages birth through eight in mathematics and the life and physical sciences. (Plus-minus letter grade only)

E ED 860 Culminating Experience Project Design (Units: 3)

Prerequisites: Graduate standing in secondary education or elementary education and approval of first reader.

Prepare student to apply lessons learned to their culminating experience project: thesis, field study or curriculum innovation project (CIP). (Plus-minus letter grade only)

(This course is offered as S ED 860 [formerly S ED 850] and E ED 860. Students may not repeat the course under an alternate prefix.)

E ED 869 Enhancing Access for Bi-Literate Learner, TK-12 (Units: 3)

Prerequisite: Preliminary teaching credential or candidate in the Multiple Subject Credential program.

Introduction to theories on language development for bilingual and bi-literate learners from preschool to 12th grade. Examining how bi-cultural and bilingual students develop bi-literacy. Investigating research-based instructional strategies that provide curriculum access to students in classroom settings. (Plus-minus letter grade only)

E ED 878 Critical Perspectives and Reconceptualizing Early Childhood Education (Units: 3)

Prerequisite: Graduate standing or permission of the instructor.

Theory, research, and practice of culturally responsive methods in early childhood education. Emphasis on critical thinking, critical perspectives, and reconceptualizing early childhood education in a multicultural global society. Implications for teaching, leadership, and advocacy. (Plus-minus letter grade only)

E ED 882 Literacy Instruction in K-12 Classrooms (Units: 3)

Prerequisite: Graduate standing or permission of the instructor.

Methods, materials, and assessment for teaching diverse reading/language arts to linguistically and culturally diverse students in grades K-12; linguistic and print concepts; reading comprehension; developmental strategies; guided experiences in schools. Preliminary Level I primarily intended for Education Specialist Credential students.

E ED 890 Field Study Project Seminar (Units: 3)

Prerequisites: Permission of the instructor and approval of Advancement to Candidacy (ATC) and Culminating Experience (CE) forms approved by the Graduate Division before registration.

Research seminar supports MA candidates to develop and carry out a teacher action research project that has the potential to improve teaching and learning in their educational setting. Includes developing a review of research literature that informs the development of the action research study. Collaboratively analyze the data collected and build on the group's findings. Culminates in two final products: a written component explaining the study's rationale, methodology, and findings and visual documentation of the research project presented at the Graduate Research Showcase or candidate's school site. (CR/NC grading only)

E ED 895 Field Study Project (Units: 3)

Prerequisites: Permission of the instructor and approval of Advancement to Candidacy (ATC) and Culminating Experience (CE) forms by Graduate Studies before registration. Alternative culminating study for the Master of Arts in Education conducted under the direction of a graduate major adviser.

Develop and carry out a teacher action research project that can potentially improve teaching and learning in their educational setting. Develop a literature review that informs the development of the action research and collaboratively analyze the data collected. Culminates in two final products: a written component explaining the study's rationale, methodology, and findings as well as visual documentation of the research project to be presented at the Graduate Research Showcase or the school site. (CR/NC/RP grading only)

E ED 898 Master's Thesis (Units: 3)

Prerequisites: Permission of the instructor and approval of Advancement to Candidacy (ATC) and Culminating Experience (CE) forms by Graduate Studies.

An intensive study of a particular problem under direction of a member of the department. Open only to regularly enrolled students. Advancement to Candidacy (ATC) and Proposal for Culminating Experience Requirement forms must be approved by the Graduate Division before registration. (CR/NC grading only)

E ED 899 Independent Study (Units: 1-3)

Prerequisite: Enrollment by petition approved by the instructor, adviser, and department chair. Open only to regularly enrolled students.

An intensive study of a particular problem under direction of a member of the department.