

TEACHER EDUCATION

College of Education

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Websites:

Department of Teacher Education: www.ced.csulb.edu/teacher-ed
Teacher Preparation Advising Center: www.ced.csulb.edu/tpac
Multiple Subject Credential Program: www.ced.csulb.edu/mscp

Introduction

The Department of Teacher Education offers coursework in credential, certificate, and Master's degree programs that include preliminary and advanced professional preparation. The department houses the Multiple Subject Credential Program, a Reading Certificate program, a Reading and Language Arts Specialist credential program, and Master's degree programs in Early Childhood Education, Reading, Dual Language Development, Mathematics Education, and Curriculum and Instruction. Credential program requirements and subject to change to align with changes in CTC regulations.

Multiple Subject Credential Program (code 200)

A teacher with a Multiple Subject Credential is authorized to teach grades pre-K through 12 in self-contained classrooms. The Multiple Subject Credential Program (MSCP) prepares students to be credentialed in the State of California for elementary and middle school instruction. The program allows for daytime field experiences in elementary classrooms and includes methodology courses and student teaching. The program can be completed in one summer and two semesters or three semesters, depending upon when prerequisites and corequisites are taken, when the student begins the program, and whether a part-time or full-time schedule is followed. Program requirements must be met within five years of the date of admission to the program.

The department has four Preliminary Multiple Subject Credential Program (MSCP) tracks:

- Multiple Subject Credential Program (post-baccalaureate)
- Multiple Subject Internship Program (post-baccalaureate)

- Integrated Teacher Education Program (ITEP)
- Bilingual Authorization in Spanish, Korean, Mandarin, and Vietnamese (available for each track)

For program information and advisement, contact the Teacher Preparation Advising Center (ED1-67; 562/985-9259) or visit the website: www.ced.csulb.edu/tpac

Preliminary Credential

Successful completion of any track in the Multiple Subject Credential Program leads to the Preliminary Credential, which is valid for five years. Requirements for the Preliminary Credential are:

1. Hold a bachelor's degree from an accredited institution.
2. Satisfy the U. S. Constitution requirement (POSC 100 or 391 or equivalent course from another institution or exam).
3. Pass California Basic Educational Skills Test (a test of basic reading, writing and math) or CTC-approved alternative exam.
4. Hold a Certificate of Clearance (fingerprint background check).
5. Demonstrate Level I computer technology competence (embedded in program course work).
6. Demonstrate subject matter competence by passing the California Subject Examinations for Teachers: Multiple Subjects (CSET: Multiple Subjects).
7. Complete professional preparation courses (in the MSCP) with a grade point average of 3.0 in all subject specific pedagogy (methods) courses with no grade lower than "C."
8. Successfully complete student teaching.
9. Pass the Reading Instruction Competence Assessment (RICA) exam.
10. Pass the California Teaching Performance Assessment (CalTPA).
11. For Bilingual Authorization candidates only: Demonstrate competence in specialized pedagogy, knowledge of the target culture, and proficiency in the target language. The culture knowledge and target language proficiency requirements may be met through course work or state-approved exams.

Clear Credential

The Preliminary Credential is valid for five years from the date of issuance and is not renewable. During the first five years of teaching, teachers earn the clear credential through their district-sponsored Induction Program.

Multiple Subject Credential Program Structure

The MSCP is a 40-unit program separated into three successive phases. Students must complete each phase before advancing to the next one.

- Phase One – Students complete program prerequisites (and may take any or all corequisites) and submit applications. Subject matter competence must be demonstrated at the time of application to the program by submission of a passing score on all three sections of the California Subject Examinations for Teachers: Multiple Subjects (CSET: Multiple Subjects).

- Phase Two – Students complete corequisite courses and five subject specific pedagogy courses.
- Phase Three – Students complete student teaching.

Admission to the University

Admission to the university and the MSCP are two separate processes. Applications to the university are made on-line through CSU Mentor (www.csumentor.edu). Graduating seniors, transfer students, and returning students should apply for post-baccalaureate admission to the university with the objective of entering the credential program (identify the program objective as Multiple Subject Credential). Admission to the university does not constitute admission to the program.

Admission to the Program

Matriculated students may be admitted to the program based on their current undergraduate or graduate status. Pre-program advisement and brochure materials are available in the Teacher Preparation Advising Center (ED1-67). Prospective candidates may obtain a program application by attending one of the regularly scheduled information and application meetings (see schedule at www.ced.csulb.edu/mscp). Candidates are required to comply with all program policies and procedures detailed in the MSCP Handbook, which is available for purchase at the Campus Copy Center, located in the bookstore, or online at www.ced.csulb.edu/mscp.

Candidates in the Multiple Subject (post-baccalaureate), Intern, or ITEP tracks who wish to add a Bilingual Authorization to their credential must meet with the appropriate language advisor to discuss requirements for the language authorizations in Spanish, Korean, Mandarin, or Vietnamese. Candidates for the post-credential Bilingual Authorization must possess a valid SB 2042 teaching credential OR a valid Ryan teaching credential with CLAD authorization OR the equivalent. They should consult the Bilingual Authorization advisor to plan their course of study.

Program Admission Requirements

1. Complete all prerequisite courses in one of the four MSCP tracks, with a minimum grade of "B" in EDEL 380 and no grade lower than "C" in any other prerequisite or corequisite course.
2. Attain a grade point average of at least 2.67 in all baccalaureate and post-baccalaureate course work or a grade point average of at least 2.75 in the last 60 semester or 90-quarter units attempted.
3. Complete and pass an interview with a department faculty advisor.
4. Submit three letters of recommendation.
5. Submit a typed personal statement describing why you have chosen teaching as a career, what you hope to accomplish as a teacher, and how you view the role of the teacher.
6. Submit a negative tuberculosis skin test or chest X-ray taken within the last three years. Tuberculosis clearance must be valid through student teaching.
7. Submit one photocopy of all university and/or college transcripts.

8. Submit proof of having taken the California Basic Educational Skills Test (CBEST). Note: You must take all three parts of the test. (Passage of the exam is required to advance to student teaching.) For alternatives to CBEST, contact the Teacher Preparation Advising Center.
9. Submit proof of having demonstrated subject matter competence by passing all three subtests of the California Subject Examinations for Teachers: Multiple Subjects (CSET: Multiple Subjects)
10. Demonstrate proficiency in reading and writing English by (1) attaining the minimum passing score of 37 on the reading portion of the CBEST and by (2) attaining the minimum passing score of 37 on the writing portion of the CBEST exam. (Passage of CBEST or a CTC-approved alternative is required to advance to student teaching.)
11. Attach a copy of a Certificate of Clearance or a photocopy of a California emergency/substitute teaching permit.
12. Demonstrate ability to communicate orally in English at the level required of public school teachers by demonstration of English production skills in the course EDEL 380 (EDEL 200 for ITEP candidates) and through an oral interview with department faculty. Bilingual Authorization candidates complete a bilingual interview in English and the target language.
13. Demonstrate character and personality traits that satisfy the standards of the teaching profession and suitable aptitude for teaching in public schools through the application documentation, the personal interview, and performance in the course EDEL 380. Candidates must continue to demonstrate appropriate character and personality traits through completion of the program.
14. Submit the application packet, including documentation, by March 1 to begin pedagogy courses in summer or fall terms, OR by October 1 to begin pedagogy courses in winter or spring terms. THESE DEADLINES ARE STRICTLY ENFORCED.

Student Teaching

The final phase of the MSCP is student teaching. For some candidates, student teaching is a full-time five days per week experience for the length of the university semester. Candidates in alternative programs may have different student teaching schedules. All student teachers have one placement in a K-2 classroom where they gain experience with early literacy instruction utilizing a balanced and comprehensive approach to reading. The other placement is in an intermediate classroom (grades 3-6) or in a middle school classroom (grades 6-8). One student teaching placement must be in a public school. There are several ways to complete student teaching: one regular semester, two semesters, two consecutive summers, one entire summer, or one summer and part of one regular semester. Candidates should be aware that there is limited availability in the summer and all requests may not be accommodated. A separate application is required to advance to student teaching. Applications for student teaching must be submitted in person to the Multiple Subject Student Teaching Office one semester prior to the first assignment. Application packets are available at www.ced.csulb.edu/fpo well in advance of the actual meeting dates. Deadlines for submitting applications to student teach are:

March 1 - for Summer/Fall Student Teaching

October 1 - for Spring Student Teaching

Students should note that these deadlines are firm. Late applications are not accepted.

Advancement to Student Teaching Requirements

Students must meet the following requirements to advance to student teaching:

1. Completion of all program prerequisite, corequisite and subject specific pedagogy requirements in Phases 1 and 2 of one of the MSCP tracks. Students must complete all five subject specific pedagogy (methods) courses with a 3.0 grade point average and no grade lower than "C." A grade of "D" or "F" in a program course will result in being dropped from the program. In addition, EDEL 413 and 431 must be completed with a "C" grade or better. The overall grade point average must continue to meet the program admission standard.
2. Passage of the California Basic Educational Skills Test (CBEST) or CTC-approved alternative.
3. A negative tuberculosis skin test or chest x-ray valid through completion of student teaching.
4. Proof of identity and character clearance (Certificate of Clearance).
5. Bilingual Authorization candidates must meet additional bilingual authorization pedagogy and culture of emphasis requirements (see Track 4, below).
6. For students who wish to student teach at the kindergarten level: completion of EDEL 420 with a grade of "C" or better.
7. Submission of a student teaching application by the appropriate deadline.

Track One – Preliminary Multiple Subject Credential Program

The Preliminary credential is the basic Multiple Subject Credential. This track is comprised of foundational and subject specific pedagogy course work followed by the student teaching semester.

Prerequisites

Take the following courses concurrently:

EDEL 380 Teaching and Learning in a Democratic Society (3)
Corequisites: EDSP 303.

EDSP 303 Preparing to Teach Special Populations in the General Education Classroom (1)
Prerequisites: Concurrent enrollment in EDEL 380.

Corequisites

May be taken prior to or after admission to the MSCP, but must be completed prior to student teaching:

EDEL 413 Developmentally Appropriate Teaching Practices (2)
Prerequisites: None.

EDEL/EDP/LING 431 Cultural and Linguistic Diversity in Schools (3)
Prerequisites: None.

Subject Specific Pedagogy (Teaching Methods)

Students must be officially admitted to the MSCP to take these courses. Course may be taken off-campus at an

elementary school site during daytime school hours; at least one must be taken on-campus:

EDEL 442 Teaching and Learning Language Arts, K-8 (RICA) (3)
Prerequisites: Admission to the Multiple Subject Credential Program.

EDEL 452 Teaching and Learning Reading, K - 8 (RICA) (3)
Prerequisite: Admission to the Multiple Subject Credential Program or Education Specialist Credential Program.

EDEL 462 Teaching and Learning Mathematics, K-8 (3)
Prerequisites: Admission to the Multiple Subject Credential Program.

EDEL 472 Teaching and Learning History/Social Science, K-8 (3)
Prerequisites: Admission to the Multiple Subjects Credential Program.

SCED 475 Teaching and Learning Science, K-8 (3)
Prerequisite: Admission to the Multiple Subject Credential Program.

Student Teaching

All requirements for advancement to student teaching must be met: EDEL 482 Student Teaching (16)

Track Two – Multiple Subject Internship

The intern program is for full-time teachers in districts with which CSULB has a contractual intern agreement. All students in this program must be employed by the district as the full-time teacher of record in a multiple subject classroom and have met all program and intern program admission requirements. The program requires 24 units of foundational and subject specific course work followed by 16 units of intern student teaching.

Application Requirements

1. Hold a Bachelor's degree from an accredited institution.
2. Demonstrate subject matter competence by passing the California Subject Examinations for Teachers: Multiple Subjects (CSET: Multiple Subjects).
3. Meet the U.S. Constitution requirement (by course work or exam).
4. Pass the CBEST (or CTC-approved alternative).
5. Be assigned full-time to a self-contained K-8 multiple subject classroom in a partner school district.
6. Meet the program grade point average requirement of 2.67 overall or 2.75 in the last 60 semester or 90 quarter units.
7. Complete MSCP prerequisite and corequisite courses.
8. Have submitted an application to the MSCP program.
9. Become officially admitted to the Multiple Subject Credential Program.
10. Complete an interview with the Intern Program Director.

Prerequisites

Same (4 units) as for Track One in the Preliminary credential program.

Corequisites (5 units)

Same (5 units) as for Track One in the Preliminary credential program.

Subject Specific Pedagogy

Same (15 units) as for Track One in the Preliminary credential program.

Student Teaching

All requirements for advancement to student teaching must be met:

EDEL 572A Multiple Subject Internship (8)
Prerequisites: Admission to 2042 Multiple Subject Internship and advancement to Intern Student Teaching.

EDEL 572B Multiple Subject Internship (8)
Prerequisites: Admission to 2042 Multiple Subject Internship and advancement to Intern Student Teaching.

Note: Interns must attend a Student Teaching Application Meeting and apply to student teach by the October 1 deadline for spring and the March 1 deadline for summer and fall.

Additional Requirements for Bilingual Authorization Interns

Bilingual Authorization Interns should refer to Track 4, below, for pedagogy and culture of emphasis requirements.

Early Completion Intern Option

The Early Completion Intern Option allows qualified candidates to challenge the course work portion of the internship program and demonstrate their pedagogical skills by passage of the California Teaching Performance Assessment while serving as an intern. See an advisor in the Teacher Preparation Advising Center for details.

Track Three – Integrated Teacher Education Program

For the Integrated Teacher Education Program (ITEP) requirements, please refer to the Liberal Studies section of this catalog.

Track Four – Bilingual Authorization in Spanish and Asian Languages

The Bilingual Authorization track prepares Multiple Subject teachers to work in dual language classrooms, English development classrooms, or where a language other than English is required for instruction, support, and communication with parents and other professional communication. With appropriate substitutions and/or additional course work, Bilingual Authorization may be added to the Preliminary credential. Candidates must demonstrate knowledge of the target culture, specific pedagogical skills, and fluency in speaking, listening, reading and writing in the target language. The program prepares candidates for Bilingual Authorization in four languages: Spanish, Korean, Mandarin, and Vietnamese.

Prerequisites

Same (4 units) as for Track One in the Preliminary credential program.

Corequisites

Same (5 units) as for Track One in the Preliminary credential program.

Subject Specific Pedagogy

Same (15 units) as for Track One in the Preliminary credential program, with the addition of one of the following:

Spanish: EDEL 453S – Methodology for Spanish and English Instruction in a Bilingual Setting (3)
Prerequisites: None.

Korean: EDEL 453K – Methodology for Korean and English Instruction in a Bilingual Setting (3)
Prerequisites: None.

Mandarin: EDEL 453M – Methodology for Mandarin and English Instruction in a Bilingual Setting (3)
Prerequisites: None.

Vietnamese: EDEL 453V – Methodology for Vietnamese and English Instruction in a Bilingual Setting (3)
Prerequisites: None.

Culture of Emphasis

For MSCP and Intern track students, the culture of emphasis component is met through one of the following courses or the appropriate CSET: LOTE V exam:

Spanish: CHLS 340 – Latino Education in the U.S. (3)
Prerequisites: None.

Korean: EDEL 455K – Teaching the Korean American Bicultural Student (3)
Prerequisites: None.

Mandarin: EDEL 455C – Teaching the Chinese American Bicultural Student (3)
Prerequisites: None.

Vietnamese: EDEL 455V – Teaching the Vietnamese American Bicultural Student (3)
Prerequisites: None.

Language of Emphasis

All Bilingual Authorization candidates must demonstrate target language proficiency by passing the appropriate CSET: LOTE Subtest III (language and communication) prior to completion of the program. See the program advisor for recommended courses to prepare for the exam.

Student Teaching

All MSCP program requirements and additional Bilingual Authorization requirements for advancement to student teaching must be met: EDEL 482 Student Teaching (16)

Petition Process

Appeals to program decisions or requests for policy waivers are made by filing a written appeal to the Department of Teacher Education Admissions and Standards Committee. The committee reviews the written petition and supporting documentation and renders a decision. Examples of petitions typically reviewed are: waive a deadline for submission of a test score, waive an application deadline, and readmission to student teaching. Decisions of the committee are final. Students follow university policy to appeal a course final grade.

Reading Certificate (code 415)

This certificate is granted by the California Commission on Teacher Credentialing (CCTC).

The Reading Certificate provides classroom teachers with advanced preparation in reading/language arts assessment and instruction, as well as theory and research in teaching reading, grades K-12. Some candidates may wish to complete the 12-unit Reading Certificate program as a terminal objective, while others may wish to complete it as a prerequisite to the Reading/Language Arts Specialist Credential Program.

The state requires that a candidate must have three years of teaching experience prior to recommendation for the Reading Certificate. (Applicants to the program should

note that there is no teaching experience requirement for completion of the Masters in Education Option in Reading and Language Arts.)

Prerequisites

See the Master's Degree Program Option in Reading/Language Arts.

Application

See the Master's Degree Program Option in Reading/Language Arts.

Requirements

Take all of the following:

- EDRG 540 Advanced Studies in Literacy (3)
Prerequisite: A valid teaching credential or admission to an approved masters, certificate, or advanced credential program; or consent of instructor.
- EDRG 551 Assessment and Instruction in Reading and Writing (3)
Prerequisites: Admission to Reading Certificate Program or consent of instructor.
- EDRG 558 Language Study for Reading Teachers (3)
Prerequisites: EDRG 540 and admission to the Reading Certificate program or consent of instructor.
- EDRG 559 Practicum Teaching Reading/Language Arts (3)
Prerequisites: EDRG 551 and admission to the Reading Certificate program or consent of instructor.

Reading and Language Arts Specialist Credential (code 410)

The Reading/Language Arts Specialist Credential prepares teachers to become school and district literacy leaders and supervisors. The reading/language specialist's role is multifaceted, including diagnostician, teacher of intervention for children or youth with delayed literacy development, collaborator with other school and district specialists, provider of professional development for classroom teachers, and reading program coordinator or facilitator. Note: All courses required for the Reading/Language Arts Specialist Credential can be applied to the MA in Reading/Language Arts. See catalog program description and the faculty advisor in the Department of Teacher Education for more information.

Prerequisites

Successful completion of the Reading Certificate program, or a valid Reading Certificate, or equivalent.

Application to the Program

See the Master's Degree Program Option in Reading/Language Arts.

Program Requirements

- EDRG 543 Integration of Technology in Reading/Language Arts (3)
Prerequisites: EDP 443 or ETEC 444 or equivalent; or a course approved by CTC, or a course approved by CCTC to meet the Level I technology requirement or approval of the instructor.
- EDRG 544 Foundations of Literacy Research (3)
Prerequisite: California Reading Certificate or consent of instructor. Introduction to critical analysis of literacy research, with emphasis on classic and contemporary studies.
- EDRG 554 Reading/Language Arts Curriculum: Leadership and Supervision (3)
Prerequisite: California Reading Certificate or consent of instructor.

EDRG 556 Theoretical Models & Processes of Reading (3)
Prerequisite: California Reading Certificate or consent of instructor.

EDRG 651 Advanced Diagnosis and Intervention in Reading/Language Arts (3)
Prerequisites: EDRG 551 or equivalent; valid California Reading Certificate or consent of instructor.

Master of Arts in Education

Candidates for Master's programs must apply separately to both the university and the program by posted deadlines. Applications should be submitted at the same time. Program application deadlines may vary. Visit the College of Education website for specific program details, application guidelines and materials, and application deadlines (www.ced.csulb.edu/departments-programs). All university regulations governing the master's degree apply to college programs. Program requirements published in the university catalog in effect during the year a candidate advances to candidacy are the requirements the candidate will be held to (catalog rights). Candidates may take up to 6 units of course work that can be applied to the Master's program prior to program entry (units must be taken at postbaccalaureate level). This may be extended to 9 units, at the program coordinator's discretion and with approval of the associate dean, if the units are taken at CSULB.

Option in Curriculum and Instruction, Elementary Education

The Master of Arts in Education, Option in Curriculum and Instruction, Elementary Education (30-33 units) is designed to foster the development of educators who are caring, effective, reflective, and committed to improving their schools. Coursework prepares teachers to apply theoretical insights and research findings to the practical problems they encounter in their work in curriculum and instruction. Visit the program website for program details (www.ced.csulb.edu/programs/curriculum-and-instruction/ma-curriculum-instruction-elementary).

Prerequisites

The following are required for admission to the program:

1. Baccalaureate degree from an accredited college or university.
2. Minimum 2.85 overall grade point average in the last 60 semester (90 quarter) units of coursework.
3. A valid teaching credential or by consent of the program coordinator.
4. For international students whose primary language is not English, minimum score of 550 on the Test of English as a Foreign Language (TOEFL).

Application

Candidates must apply separately to both the university and the program by posted deadlines. Applications should be submitted at the same time.

The application for Graduate Admission to the University is available online through CSUMentor (www.csumentor.edu). One complete set of official transcripts must be submitted with the university application. This set of transcripts will be used to determine grade point average eligibility. Failure to submit transcripts in a timely manner will result in a delayed review of the application.

The Curriculum and Instruction, Elementary Education application must be submitted to the College of Education Graduate Studies Office (ED1-7). An application and directions can be downloaded at www.ced.csulb.edu/graduate/application-packets. The program application does not require a set of transcripts.

Conditional Admission

Successful applicants are admitted to the program with Conditional Admission status.

Advancement to Candidacy - Clear Admission

Students should advance to candidacy as early as possible. They should meet with the program coordinator to plan their program no later than completing 6 units. For Advancement to Candidacy (Clear Admission status), students must:

1. Be enrolled in the university
2. Fulfill the campus Graduation Writing Assessment Requirement (GWAR).
3. Fulfill all program prerequisite and admission requirements.
4. Resolve all incomplete grades.
5. Maintain a 3.0 grade point average.
6. Submit to the Graduate Studies Office an Advancement to Candidacy form signed by the program advisor.

Requirements

1. Methods of Social Science Inquiry (6 units):

Take the following:

EDP 400 Introduction to Educational Research (3)
Prerequisites: None.

Take one of the following Tracks:

Comprehensive Examination Track:

Take one of the following:

EDP 520 Quantitative Research Methods in Education (3)
Prerequisites: EDP 400 or equivalent.

EDCI 533 Action Research Methods: Teachers as Inquirers (3)

Prerequisite: Admission to the Curriculum and Instruction Master's Program or consent of instructor.

Thesis Track:

Take one of the following:

EDP 595 Qualitative Research Methods (3)
Prerequisites: ED P 400 or equivalent.

EDP 696 Thesis Study: Plan Development and Organizing Aspects (3)
Prerequisites: EDP 400 or 419 and EDP 520 or 595.

2. Core (15 units):

Take all of the following:

EDCI 500 Studies in Curriculum and Instruction (3)
Prerequisite: Admission to the Curriculum and Instruction Master's Program or consent of instructor. Must be taken during the first or second semester in the Master's Program.

EDCI 505 History of Education in the United States (3)
Prerequisites: Admission to an approved masters program or consent of the instructor. Must be taken during the first or second semester.

EDCI 530 Cross-cultural Education: US and Global Perspectives (3)
Prerequisite: Admission to an approved Master's program or consent of the instructor.

EDCI 625 Analysis of Curriculum, Instruction, and Assessment (3)

Prerequisites: EDCI 500, 505, EDP 400; and one of the following EDP 520, 595, or 696 or EDCI 533; consent of the instructor.

EDCI 695 Seminar in Curriculum and Instruction (3)
(to be taken in final semester)

Prerequisites: EDCI 500, 505, 625 and advancement to candidacy, or by consent of instructor.

3. Concentration (9 units): Candidates select an area of concentration, in consultation with the program advisor, tailored to their professional goals. Candidates are responsible for taking prerequisite courses if required. The concentration may be in one of the following patterns:

A. Advanced Methods (9 units):

Take all of the following:

EDRG 540 Advanced Studies in Literacy (3)

Prerequisite: A valid teaching credential or admission to an approved masters, certificate, or advanced credential program; or consent of instructor.

EDCI 570 Advanced Studies in Teaching History-Social Science (3)

Prerequisites: EDEL 472; EDP 400, EDP 520 or 696, or equivalent.

B. Advanced Coursework in Educational Technology:

Take 9 units from the following:

EDSP 542, ETEC 523, 525, 530, 551, 553;

- C. Take 9 units of advanced coursework in a self-selected concentration chosen in consultation with the program advisor (e.g., Social and Multicultural Foundations).
4. Capstone (choose A or B option in consultation with the program advisor):

A. Comprehensive Examination and the following:

EDCI 695 Seminar in Curriculum and Instruction (3)

B. Thesis and the following:

EDCI 698 Thesis Study in Curriculum & Instruction (6)

Option in Curriculum and Instruction, Secondary Education

The Master of Arts in Education, Option in Curriculum and Instruction, Secondary Education (30-33 units) is designed to foster the development of educators who are caring, effective, reflective, and committed to improving their schools. Coursework prepares teachers to apply theoretical insights and research findings to the practical problems they encounter in their work in curriculum and instruction. Visit the program website for program details (www.ced.csulb.edu/departments-programs).

Prerequisites

The following are required for admission to the program:

1. Baccalaureate degree from an accredited college or university.
2. Minimum 2.85 overall grade point average in the last 60 semester (90 quarter) units of coursework.
3. A valid teaching credential or by consent of the program coordinator.
4. For international students whose primary language is not English, minimum score of 550 on the Test of English as a Foreign Language (TOEFL).

Application

Candidates must apply separately to both the university and the program by posted deadlines. Applications should be submitted at the same time.

The application for Graduate Admission to the University is available online through CSUMentor (www.csumentor.edu). One complete set of official transcripts must be submitted with the university application. This set of transcripts will be used to determine grade point average eligibility. Failure to submit transcripts in a timely manner will result in a delayed review of the application.

The Curriculum and Instruction, Secondary Education application must be submitted to the College of Education Graduate Studies Office (ED1-7). An application and directions can be downloaded at www.ced.csulb.edu/graduate/application-packets. The program application does not require a set of transcripts.

Conditional Admission

Successful applicants are admitted to the program with Conditional admission status.

Advancement to Candidacy - Clear Admission

Students should advance to candidacy as early as possible. They should meet with the program coordinator to plan their program no later than completing 6 units. For Advancement to Candidacy (Clear Admission status), students must:

1. Fulfill the campus Graduation Writing Assessment Requirement (GWAR).
2. Resolve all incomplete grades.
3. Maintain a 3.0 grade point average.
4. Submit to the Graduate Studies Office an Advancement to Candidacy form signed by the program advisor.

Requirements

1. Methods of social science inquiry (6 units):

EDP 400 Introduction to Educational Research (3)
Prerequisites: None.

EDP 520 Research Methods in Education (3)
Prerequisites: EDP 400 or equivalent.

2. Core (15 units):

EDCI 500 Studies in Curriculum and Instruction (3)
Prerequisite: Admission to the Curriculum and Instruction Master's Program or consent of instructor. Must be taken during the first or second semester in the Master's Program.

EDCI 505 History of Education in the United States (3)
Prerequisites: Admission to an approved masters program or consent of the instructor. Must be taken during the first or second semester.

EDCI 530 Cross-cultural Education: US and Global Perspectives (3)
Prerequisite: Admission to an approved Master's program or consent of the instructor.

EDCI 625 Analysis of Curriculum, Instruction, and Assessment (3)
Prerequisites: EDCI 500, 505, EDP 400; and one of the following EDP 520, 595, or 696 or EDCI 533; consent of the instructor.

EDCI 695 Seminar in Curriculum and Instruction (3)
(to be taken in final semester)
Prerequisites: EDCI 500, 505, 625 and advancement to candidacy, or by consent of instructor.

3. Concentration (9 units):

Candidates select an area of concentration, in consultation with the program advisor, tailored to their professional goals. A concentration must follow a pattern or theme; a disparate set of unrelated courses is not a concentration. Thesis candidates should shape their concentration around research methodology and content related to their thesis topic. Candidates must submit a written statement containing a coherent rationale for and description of the concentration sequence at the time of advancement to candidacy. Concentrations may follow one of the patterns listed below or may be uniquely devised by the candidate. A concentration must have the approval of the program advisor. Candidates are responsible for taking prerequisite courses if required.

- A. Educational Technology (e.g., ETEC 523, 551, 553, 623);
- B. Educational Foundations (e.g., EDP 573; SCAE 574, 575, 576);
- C. Advanced coursework in the candidate's teaching discipline;
- D. Advanced coursework toward a Supplementary Authorization;
- E. Advanced coursework toward the Clear Credential;
- F. Advanced coursework toward CTEL certification;
- G. Research methods courses in preparation for the thesis (e.g., EDP 595, 596, 696; EDCI 533).

4. Capstone Experience

Candidates select one of the following capstone experiences in consultation with the program advisor. Selection should be made at the time of advancement to candidacy in order to develop a program plan consistent with the selected capstone experience.

- A. Comprehensive Examination.
- B. Thesis. (Candidates take EDCI 698 [Thesis Study] for two semesters while writing a thesis, for a total of 6 units; candidates may need to take additional research methodology courses in order to prepare for thesis research and writing – which may be courses in the candidate's concentration.)

Option in Dual Language Development

The Master of Arts in Education, Option in Dual Language Development (30-33 units) focuses on bilingualism in school and societal contexts. The program, through its action research approach, seeks to develop a cadre of teacher-leaders who systematically and purposefully examine and refine their own pedagogy with respect to the instruction of language minority students. Visit the program website for program details (www.ced.csulb.edu/departments-programs).

Prerequisites

The following are required for admission to the program:

1. Baccalaureate degree from an accredited college or university.
2. Minimum 2.85 overall grade point average in the last 60 semester (90 quarter) units of coursework.
3. A valid teaching credential with BCLAD/CLAD emphasis or certification, or by consent of the program coordinator.
4. Demonstration of bilingual proficiency or six (6) college semester units of a language other than English, or verified equivalent.

5. For international students whose primary language is not English, minimum score of 550 on the Test of English as a Foreign Language (TOEFL).

Application

Candidates must apply separately to both the university and the program by posted deadlines. Applications should be submitted at the same time.

The application for Graduate Admission to the University is available online through CSUMentor (www.csumentor.edu). One complete set of official transcripts must be submitted with the university application. This set of transcripts will be used to determine grade point average eligibility. Failure to submit transcripts in a timely manner will result in a delayed review of the application.

The Dual Language Development program application must be submitted to the College of Education Graduate Studies Office (ED1-7). An application and directions can be downloaded at www.ced.csulb.edu/graduate/application-packets. The program application does not require a set of transcripts.

Conditional Admission

Successful applicants are admitted to the program with Conditional admission status.

Advancement to Candidacy - Clear Admission

Students should advance to candidacy as early as possible. They should meet with the program coordinator to plan their program no later than completing 6 units. For Advancement to Candidacy (Clear Admission status), students must:

1. Fulfill the campus Graduation Writing Assessment Requirement (GWAR).
2. Resolve all incomplete grades.
3. Maintain a 3.0 grade point average.
4. Submit to the Graduate Studies Office an Advancement to Candidacy form signed by the program advisor.

Requirements

1. Methods of Social Science Inquiry Requirements (6 units):

Take both of the following:

EDP 400 Introduction to Educational Research (3)
Prerequisites: None.

EDCI 533 Action Research Methods: Teachers as Inquirers (3)
Prerequisite: Admission to the Curriculum and Instruction Master's Program or consent of instructor.

2. Core (15 units):

Take all of the following:

EDCI 541 Designing Curriculum and Instruction in Primary and Second Language Settings (3)
Prerequisites: A valid California CLAD teaching credential or equivalent.

EDRG 551B Assessment of Literacy with Bilingual Students (3)
Prerequisites: Speaking and reading competence in Spanish; consent of the instructor.

EDCI 532 Socialization of Literacy in More Than One Language (3)
Prerequisites: Admission to the Masters of Education program, Option in Elementary Education, Dual Language Specialization, or consent of the instructor.

LING 650 Seminar in Bilingualism (3)

Prerequisites: LING 420, 421 or consent of instructor.

Take one of the following:

EDCI 530 Cross-cultural Education: US and Global Perspectives (3)

Prerequisite: Admission to an approved Master's program or consent of the instructor.

SCAE 562 Agency, Resistance & Identity in Education (3)

Prerequisites: None.

SCAE 564 Language and Educational Policies (3)

Prerequisites: None.

3. Concentration (6 units):

Take 6 units of advisor-approved electives.

4. Capstone Requirement (3-6 units):

One of the following chosen in consultation with an advisor:

Comprehensive Examination and EDCI 695 (3 units)

Thesis and EDCI 698 (6 units)

Option in Early Childhood Education

The Master of Arts in Education, Option in Early Childhood Education (30-33 units) is designed to foster the development of educators who are able to apply research-based knowledge in designing developmentally and culturally appropriate curriculum and assessment strategies for children ages birth through 8. Candidates develop parent involvement strategies, reflect on issues facing the field, evaluate the quality of early childhood programs in their local communities, critically evaluate policies that impact young children and their families around the world, and utilize technology to enhance communication and learning. Visit the program website for program details (www.ced.csulb.edu/departments-programs).

Prerequisites

The following are required for admission to the program:

1. Baccalaureate degree from an accredited college or university.
2. Minimum 3.0 overall grade point average in the last 60 semester (90 quarter) units of coursework.
3. EDP 301 or HDEV 307I or PSY 361.
4. EDEL 420.
Prerequisites: None.
5. EDEL 482 or one year of documented and approved teaching experience.
6. For international students whose primary language is not English, minimum score of 550 on the Test of English as a Foreign Language (TOEFL).

Application

Candidates must apply separately to both the university and the program by posted deadlines. Applications should be submitted at the same time.

The application for Graduate Admission to the University is available online through CSUMentor (www.csumentor.edu). One complete set of official transcripts must be submitted with the university application. This set of transcripts will be used to determine grade point average eligibility. Failure to submit transcripts in a timely manner will result in a delayed review of the application.

The Early Childhood Education program application must be submitted to the College of Education Graduate

Studies Office (ED1-7). An application and directions can be downloaded at www.ced.csulb.edu/graduate/application-packets. The program application does not require a set of transcripts.

Conditional Admission

Successful applicants are admitted to the program with Conditional admission status.

Advancement to Candidacy - Clear Admission

Students should advance to candidacy as early as possible. They should meet with the program coordinator to plan their program no later than completing 6 units. For Advancement to Candidacy (Clear Admission status), students must:

1. Fulfill the campus Graduation Writing Assessment Requirement (GWAR).
2. Resolve all incomplete grades.
3. Maintain a 3.0 grade point average.
4. Submit to the Graduate Studies Office an Advancement to Candidacy form signed by the program advisor.

Requirements

1. Research methods (6 units):

Take the following:

EDP 400 Introduction to Educational Research (3)
Prerequisites: None.

Take one of the following:

EDP 520 (for Comprehensive Examination track) (3)
Prerequisites: EDP 400 or equivalent.

EDP 595 or EDP 696 (for Thesis track) (3)
Prerequisites: EDP 400 or equivalent.

2. Core courses (21 units):

Take all of the following:

EDEC 520 Early Childhood Curriculum and Assessment: Critical Perspectives (3)
Prerequisites: None.

EDEC 521 Historical and Contemporary Perspectives in Early Childhood (3)
Prerequisites: None.

EDEC 522 Parent Education and Involvement in Educational Environments (3)
Prerequisites: None.

EDEC 523 Leadership, Advocacy and Supervision of Early Childhood Programs (3)
Prerequisites: None.

EDEC 526 Adv Study of Infant & Toddler Programs (3)
Prerequisites: EDP 301 or consent of instructor.

EDEC 621 Research in Early Childhood Education (3)
Prerequisites: EDP 400 and teaching experience.

EDEC 622 Seminar in Early Childhood Care and Education: International Perspectives (3)
Prerequisites: None.

3. One of the following chosen with program advisor consultation:

Comprehensive Examination and EDEC 695 (3 units)
Thesis and EDEC 698 (6 units)

Option in Reading/Language Arts

The Master of Arts in Education, Option in Reading/Language Arts (33-36 units) is designed for experienced classroom teachers who want to pursue in-depth study

of issues related to reading and language arts education. The program provides educators with the theoretical and professional knowledge necessary to develop innovative, research-based reading and language arts curricula and to instill the leadership skills necessary for successful reading program implementation for all students, including English language learners. Visit the program website for program details (www.ced.csulb.edu/adepartments-programs).

Prerequisites

The following are required for admission to the program:

1. Baccalaureate degree from an accredited college or university.
2. A minimum 3.00 overall grade point average in the last 60 semester (90 quarter) units of coursework.
3. A valid elementary or secondary teaching credential.
4. CLAD/CTEL certification is strongly recommended
5. For international students whose primary language is not English, a minimum score of 550 on the Test of English as a Foreign Language (TOEFL).

Application

Candidates must apply separately to both the university and the program by posted deadlines. Applications should be submitted at the same time.

The application for Graduate Admission to the University is available online through CSUMentor (www.csumentor.edu). One complete set of official transcripts must be submitted with the university application. This set of transcripts will be used to determine grade point average eligibility. Failure to submit transcripts in a timely manner will result in a delayed review of the application.

The Reading/Language Arts program application must be submitted to the College of Education Graduate Studies Office (ED1-7). An application and directions can be downloaded at www.ced.csulb.edu/graduate/application-packets. The program application does not require a set of transcripts.

Conditional Admission to the Program

Successful applicants are admitted to the program with Conditional admission status.

Advancement to Candidacy - Clear Admission

Students should advance to candidacy as early as possible. They should meet with the program coordinator to plan their program no later than completing 6 units. For Advancement to Candidacy (Clear Admission status), students must:

1. Fulfill the campus Graduation Writing Assessment Requirement (GWAR).
2. Resolve all incomplete grades.
3. Maintain a 3.0 grade point average.
4. Submit to the Graduate Studies Office an Advancement to Candidacy form signed by the program advisor.

Requirements

1. Take all of the following (27 units; please contact the program advisor prior to beginning coursework):

EDRG 540 Advanced Studies in Literacy (3)
Prerequisite: A valid teaching credential or admission to an approved masters, certificate, or advanced credential program; or consent of instructor.

EDRG 543 Integration of Technology in Reading/
Language Arts (3)
Prerequisites: EDP 443 or ETEC 444 or equivalent; or a course approved by CTC, or a course approved by CCTC to meet the Level I technology requirement or approval of the instructor.

EDRG 544 Foundations of Literacy Research (3)
Prerequisite: California Reading Certificate or consent of instructor. Introduction to critical analysis of literacy research, with emphasis on classic and contemporary studies.

EDRG 551 Assessment and Instruction in Reading and Writing (3)
Prerequisites: Admission to Reading Certificate Program or consent of instructor.

EDRG 554 Reading/Language Arts Curriculum: Leadership and Supervision (3)
Prerequisite: California Reading Certificate or consent of instructor.

EDRG 556 Theoretical Processes & Models of Reading (3)
Prerequisite: California Reading Certificate or consent of instructor.

EDRG 558 Language Study for Reading Teachers (3)
Prerequisites: EDRG 540 and admission to the Reading Certificate program or consent of instructor.

EDRG 559 Practicum in Teaching Reading and Language Arts (3)
Prerequisites: EDRG 551 and admission to the Reading Certificate program or consent of instructor.

EDRG 651 Advanced Diagnosis and Intervention in Reading/Language Arts (3)
Prerequisites: EDRG 551 or equivalent; valid California Reading Certificate or consent of instructor.

2. Take one of the following chosen in consultation with the program advisor (3-6 units):
Comprehensive Examination and EDRG 695 (3 units), or Thesis and EDRG 698 (6 units)

Option in Mathematics Education

The Master of Arts in Education, Option in Mathematics Education is designed for teachers seeking to enhance their knowledge and skills in mathematics content and pedagogy. Candidates investigate research-based mathematics teaching and learning with a focus on developing their ability to assess the learning needs of diverse students, support students in achieving mathematics proficiency, integrate technology in mathematics instruction, and develop a balanced mathematics instructional program that focuses on conceptual understanding, procedural fluency, and problem solving. Graduates of this program meet the pedagogy course work requirement for the Mathematics Instruction Added Authorization [MIAA]. (They must also demonstrate Mathematics subject matter competence through relevant course work or by examination to be eligible for the authorization.) Visit the program website for program details (www.ced.csulb.edu/departments-programs).

Prerequisites

The following are required for admission to the program:

1. Baccalaureate degree from an accredited college or university.
2. Minimum 2.85 overall grade point average in the last 60 semester (90 quarter) units of coursework.
3. A valid teaching credential (may be waived by program coordinator).

4. Six (6) units in teaching mathematics (may be waived by program coordinator).
5. For international students whose primary language is not English, minimum score of 550 on the Test of English as a Foreign Language (TOEFL).

Application

Candidates must apply separately to both the university and the program by posted deadlines. Applications should be submitted at the same time.

The application for Graduate Admission to the University is available online through CSUMentor (www.csumentor.edu). One complete set of official transcripts must be submitted with the university application. This set of transcripts will be used to determine grade point average eligibility. Failure to submit transcripts in a timely manner will result in a delayed review of the application.

The Mathematics Education program application must be submitted to the College of Education Graduate Studies Office (ED1-7). An application and directions can be downloaded at www.ced.csulb.edu/graduate/application-packets. The program application does not require a set of transcripts.

Conditional Admission

Successful applicants are admitted to the program with Conditional admission status.

Advancement to Candidacy - Clear Admission

Students should advance to candidacy as early as possible. They should meet with the program coordinator to plan their program no later than completing 6 units. For Advancement to Candidacy (Clear Admission status), students must:

1. Fulfill the campus Graduation Writing Assessment Requirement (GWAR).
2. Resolve all incomplete grades.
3. Maintain a 3.0 grade point average.
4. Submit to the Graduate Studies Office an Advancement to Candidacy form signed by the program advisor.

Requirements

1. Research and Methods (6 units).

Take the following:

EDME 501 Assessment in Teaching/Learning Math (3)
Prerequisite: Basic teaching credential or consent of instructor.

EDME 502 Research in Math Teaching/Learning (3)
Prerequisite: Basic teaching credential or consent of instructor.

2. Core (9 units).

Take one of the following:

EDME 500 Contemporary Issues in Math Education (3)
Prerequisite: Basic teaching credential or consent of instructor.

MTED 511 Mathematics Teaching and Learning (3)
Prerequisites: Consent of instructor.

Take the following:

EDME 505 Technology in Teaching/Learning Math (3)
Prerequisites: Basic teaching credential, EDME 501 and EDME 502 or equivalent, or consent of instructor.

EDME 550 Global Perspectives in Math Teaching (3)
Prerequisite: Basic teaching credential or consent of instructor.

3. Concentration (12 units).

Take all of the following:

MTED 500 Advanced Perspectives of Concepts

Foundational to Algebra for Teachers (3)

Prerequisites: Multiple Subjects Credential, or consent of instructor.

EDME 503 Advanced Math Methods in Teaching, 1 (3)

Prerequisite: Basic teaching credential or consent of instructor.

EDME 504 Advanced Math Methods in Teaching, 2 (3)

Prerequisite: Basic teaching credential or consent of instructor.

EDME 520 Algebra: Research-Based Pedagogy (3)

Prerequisite: Basic teaching credential or consent of instructor.

4. Capstone Requirement (3-6 units)

One of the following chosen in consultation with an advisor:

Comprehensive Examination and EDME 695 (3 units)

Thesis and EDME 698 (6 units)

Career Technical Education Track (CTE) (code 337)

The Career Technical Education track is a 13-17 unit Clear credential program comprised of Early Orientation (one 2-unit course), Initial Preparation (9 units in 4 core courses plus two 1-unit courses of supervised field practica), and Advanced Preparation (one 3-unit course and one 1-unit course of supervised field practicum; or completion of one of the options described below). A minimum grade of "C" is required in all courses to maintain program standing.

Candidates complete the Initial Preparation in two semesters of course work and supervised fieldwork, after which they are eligible for Advanced Preparation. The Advanced Preparation requirement can be met in any of 5 ways: (1) 4 units of course work, including a supervised field practicum; (2) completion of a BTSA/Induction program; (3) two years of documented successful teaching; (4) completion of another appropriate credential program, e.g., Single Subject; (5) completion of a Designated Subjects track in Supervision and Coordination of Teaching. Candidates must complete all Initial and Advanced preparation requirements for the Clear credential within three years of obtaining the Preliminary credential. Candidates will determine how to meet the Advanced Preparation requirement in consultation with the program advisor as they develop their individual education plan.

Program Courses

Initial Preparation

Early Orientation (two units; completed prior to or during first semester)

1. CTED 400 Early Orientation to Career Technical Education (2)

Prerequisite: Preliminary Designated Subjects Career Technical Education credential and admission to Designated Subjects Career Technical Education program; or permission of the CTE program coordinator.

Semester 1 (6 units):

2. CTED 401A Curriculum, Instruction, and Assessment in Career Technical Education (3)

Prerequisite: CTED 400, Preliminary Designated Subjects Career Technical Education credential, and admission to Designated Subjects Career Technical Education program; or permission of the CTE program coordinator. Corequisite: CTED 401B.

3. CTED 401B Field Practicum in Career Technical

Education I (1)

Prerequisite: CTED 400, Preliminary Designated Subjects Career Technical Education credential, and admission to Designated Subjects Career Technical Education program; or permission of the CTE program coordinator. Corequisite: CTED 401A.

4. CTED 402 Effective Learning Environments in

Career Technical Education (2)

Prerequisite: CTED 400, Preliminary Designated Subjects Career Technical Education credential, and admission to Designated Subjects Career Technical Education program; or permission of the CTE program coordinator. Corequisite: CTED 401A and CTED 401B.

Semester 2 (5 units):

5. CTED 403A Foundations of Career Technical Education (2)

Prerequisite: CTED 400, CTED 401A, CTED 401B, CTED 402, Preliminary Designated Subjects Career Technical Education credential, and admission to Designated Subjects Career Technical Education program; or permission of the CTE program coordinator. Corequisite: CTED 403B.

6. CTED 403B Field Practicum in Career Technical Education II (1)

Prerequisite: CTED 400, CTED 401A, CTED 401B, CTED 402, Preliminary Designated Subjects Career Technical Education credential, and admission to Designated Subjects Career Technical Education program; or permission of the CTE program coordinator. Corequisite: CTED 403A.

7. CTED 404 Addressing the Needs of All Learners in Career Technical Education (2)

Prerequisite: CTED 400, CTED 401A, CTED 401B, CTED 402, Preliminary Designated Subjects Career Technical Education credential, and admission to Designated Subjects Career Technical Education program; or permission of the CTE program coordinator. Corequisite: CTED 403A, CTED 403B.

Advanced Preparation

Semester 3:

8. CTED 405A Advanced Preparation in Career Technical Education (3)

Prerequisite: CTED 400, CTED 401A, CTED 401B, CTED 402, CTED 403A, CTED 403B, CTED 404, Preliminary Designated Subjects Career Technical Education credential, and admission to Designated Subjects Career Technical Education program; or permission of the CTE program coordinator. Corequisite: CTED 405B.

AND

CTED 405B Field Practicum in Career Technical Education III (1)

Prerequisite: CTED 400, CTED 401A, CTED 401B, CTED 402, CTED 403A, CTED 403B, CTED 404, Preliminary Designated Subjects Career Technical Education credential, and admission to Designated Subjects Career Technical Education program; or permission of the CTE program coordinator. Corequisite: CTED 405A.

OR

alternative method of demonstrating Advanced Preparation competencies determined with program advisor.

9. Meet the Clear credential health education requirement

10. Meet the Clear credential U.S. Constitution requirement

Program Admission

Prospective candidates should consult the Career Technical Education advisor regarding credential requirements, application procedures, and schedule of course offerings.

NOTE: Candidates for admission to the program (a) must have already successfully completed Early Orientation or (b) must enroll in Early Orientation in their first semester in the program.

Program Application

Applicants must (a) submit a program application to the college Credential Center, (b) submit a written statement of purpose for pursuing the CTE credential as part of the application, and (c) schedule an interview with the CTE program advisor. Applications may be downloaded from the Designated Subjects Credential Program page of the College of Education website: www.ced.csulb.edu

Applicants to the CTE program must hold a valid Designated Subjects Preliminary Credential in Career Technical Education. Prospective candidates should consult the college Credential Center to file for their Preliminary Credential.

Requirements for the Preliminary Credential

1. Three years of verifiable work experience directly related to each industry sector named on the credential. Experience may be full-time or part-time, paid or unpaid. One year is equal to 1000 clock hours.
2. High school diploma requirement met by: (a) U.S. high school diploma, (b) GED, or (c) foreign equivalent of a high school diploma.
3. Verification by a Commission-approved program sponsor of having been apprised of the requirements for both the Preliminary and the Clear credentials.
4. Completed Commission on Teacher Credentialing form 41-4 (application for the Preliminary credential).
5. Have filed for or can demonstrate fingerprint clearance (CTC form 41-LS).
6. Recommendation by a Commission-approved CTE program sponsor.

Requirements for the Clear Credential

Successful completion of the CTE program leads to recommendation for the Clear credential. The Clear credential is valid for 5 years and may be renewed.

Requirements

1. Possess a valid California Preliminary CTE credential.
2. Complete a Commission-approved program of personalized preparation that includes training in Specially Designed Academic Instruction in English (SDAIE).
3. Verify completion of one of the following:
 - A. Two years of successful teaching on the basis of the Preliminary CTE credential in the areas listed on the credential;
 - B. A Commission-approved program of advanced personalized preparation as determined by the program sponsor.
4. U. S. Constitution requirement met by course work or examination.
5. Health education, including but not limited to the study of nutrition; the psychological and sociological effects of abuse of alcohol, narcotics, and drugs; and the use of tobacco. Requirement includes CPR training covering infant, child and adult CPR skills.
6. Complete study in computer-based technology, including the uses of technology in educational settings.
7. Credential application form 41-4.

8. Credential processing fee.

9. Recommendation for the Clear credential by a Commission-approved CTE program sponsor.

Adult Education Track (AE)

Commission on Teacher Credentialing standards for the Adult Education teaching authorization have recently been revised. The AE program at CSULB is undergoing revision and will take effect immediately upon approval.

Adult Education Track (AE)

The Adult Education track is a 10-unit Clear credential program comprised of an Early Orientation course (2 units), two core courses (6 units), and one supervised field practicum course (2 units). A minimum grade of "C" is required in all courses to maintain program standing.

Program Courses

1. ADED 410 Early Orientation to Adult Education (2)
Prerequisite: Preliminary Designated Subjects Adult Education Credential and admission to the Designated Subjects Credential Program Adult Education Track; or consent of program advisor.
2. ADED 420 Curriculum, Instruction, Assessment, and Classroom Management in Adult Education (3)
Prerequisite: Admission to the Designated Subjects Credential Program Adult Education Track and completion of or concurrent enrollment in ADED 410; or consent of instructor.
3. ADED 430 Foundations of Adult Education (3)
Prerequisite: Admission to the Designated Subjects Credential Program Adult Education Track and completion of or concurrent enrollment in ADED 410; or consent of instructor.
4. ADED 440 Field Practicum in Adult Education (2)
Prerequisite: Admission to the Designated Subjects Credential Program Adult Education Track and concurrent enrollment in ADED 420; or consent of instructor.

Program Admission

Prospective candidates should consult the Adult Education advisor regarding credential requirements, application procedures, and schedule of course offerings. NOTE: Candidates for admission to the program (a) must have already successfully completed Early Orientation or (b) must enroll in Early Orientation in their first semester in the program.

Program Application

Applicants must:

1. Submit a program application to the College of Education Credential Center,
 2. Submit a written statement of purpose for pursuing the AE credential as part of the application, and
 3. Schedule an interview with the AE program advisor.
- Applications may be downloaded from the Designated Subjects Credential Program section of the College of Education website: www.ced.csulb.edu. Applicants to the AE program must hold a valid Designated Subjects Preliminary Credential in Adult Education. Prospective candidates should consult the college Credential Center to file for their Preliminary Credential.

Requirements for Preliminary Credential

1. Three years of verifiable work experience directly related to each industry sector named on the credential. Experience may be full-time or part-time, paid or unpaid. One year is equal to 1000 clock hours.

- High school diploma requirement met by: (a) U.S. high school diploma, (b) GED, or (c) foreign equivalent of a high school diploma.
- Verification by CSULB of having been apprised of the requirements for both the Preliminary and the Clear credentials.
- Completed Commission on Teacher Credentialing form 41-4 (application for the Preliminary credential).
- Have filed for or can demonstrate fingerprint clearance (CTC form 41-LS).
- Recommendation for the Preliminary credential by CSULB.

Requirements for Clear Credential

Successful completion of the AE program leads to recommendation for the Clear credential. The Clear credential is valid for 5 years and may be renewed.

Requirements

- Possess a valid California Preliminary AE credential.
- Complete a Commission-approved program, i.e., CSULB program.
- Successful teaching of a minimum of one course in each of four terms within the five-year period of validity of the Preliminary Adult Education credential.
- U. S. Constitution requirement met by course work or examination.
- Health education, including but not limited to the study of nutrition; the psychological and sociological effects of abuse of alcohol, narcotics, and drugs; and the use of tobacco. Requirement includes CPR training covering infant, child, and adult CPR skills. The accepted course at CSULB is HSC 411B.
- Credential application form 41-4.
- Credential processing fee.
- Recommendation for the Clear credential by CSULB.

Petition Process for the Designated Subjects Program

Appeals to program decisions or requests for policy waivers are made by filing a written appeal or request with the CTE or AE program advisor. If a satisfactory decision cannot be arrived at, the advisor takes the petition or request to a faculty review committee. The committee reviews the written statement and supporting evidence and renders a decision. The decision may be appealed to the college Student Affairs Committee. For grade appeals, follow university policy described in the current catalog.

Adult Education Courses (ADED)

410. Early Orientation to Adult Education (2)

Prerequisite: Preliminary Designated Subjects Adult Education Credential and admission to the Designated Subjects Credential Program Adult Education Track; or consent of program advisor.

Competencies in Adult Education at an introductory level. Curriculum, instruction, assessment, use of technology, students with special needs, English learners, collaboration with other educators, orientation to school settings, professional growth. Topics are covered in depth in subsequent program courses.

Letter grade only (A-F). Minimum grade of "C" required to maintain program standing.

420. Curriculum, Instruction, Assessment, and Classroom Management in Adult Education (3)

Prerequisite: Admission to the Designated Subjects Credential Program Adult Education Track and completion of or concurrent enrollment in ADED 410; or consent of instructor.

Curriculum design, instructional strategies, assessment, and classroom management for teachers of Adult Education. Emphasis on integrating content with instruction and assessment.

Letter grade only (A-F). Minimum grade of "C" required to maintain program standing.

430. Foundations of Adult Education (3)

Prerequisite: Admission to the Designated Subjects Credential Program Adult Education Track and completion of or concurrent enrollment in ADED 410; or consent of instructor.

Principles and practices of adult education, including history, philosophical perspectives, adult learning theory, and professional responsibilities of the Adult Educator.

Letter grade only (A-F). Minimum grade of "C" required to maintain program standing.

440. Fieldwork Practicum in Adult Education (2)

Prerequisite: Admission to the Designated Subjects Credential Program Adult Education Track and concurrent enrollment in ADED 420; or consent of instructor.

Supervised fieldwork for students in the Designated Subjects Credential Program Adult Education Track.

Credit/No Credit grading only.

Career Technical Education Courses (CTED)

400. Early Orientation to Career Technical Education (2)

Prerequisite: Preliminary Designated Subjects Career Technical Education credential and admission to Designated Subjects Career Technical Education program; or consent of the CTE program coordinator.

Competencies in Career Technical Education at an introductory level. Curriculum, instruction, assessment, use of technology, special needs students, English learners, collaboration with other educators, orientation to school settings, professional growth. Topics are covered in depth in subsequent program courses.

Letter grade only (A-F). May be repeated to a maximum of 4 units in different semesters.

401A. Curriculum, Instruction and Assessment in Career Technical Education (3)

Prerequisite: CTED 400, Preliminary Designated Subjects Career Technical Education credential, and admission to Designated Subjects Career Technical Education program; or consent of the CTE program coordinator. Corequisite: CTED 401B.

Curriculum design, pedagogy, and assessment for teachers of Career Technical Education. Emphasis on integrating content with instruction and assessment.

Letter grade only (A-F). Minimum grade of "C" required to maintain program standing. May be repeated to a maximum of 6 units in different semesters.

401B. Career Technical Education Field Practicum I (1)

Prerequisite: CTED 400, Preliminary Designated Subjects Career Technical Education credential, and admission to Designated Subjects Career Technical Education program; or consent of the CTE program coordinator. Corequisite: CTED 401A.

First supervised field experience in the candidate's teaching setting. Candidates apply knowledge and skills learned in CTED 401A. For candidates who do not yet have a teaching position, 25 hours of structured fieldwork in an appropriate educational setting determined in consultation with the instructor.

Credit/no credit grading only. May be repeated to a maximum of 2 units in different semesters.

402. Effective Learning Environments in Career Technical Education (2)

Prerequisite: CTED 400, Preliminary Designated Subjects Career Technical Education credential, and admission to Designated Subjects Career Technical Education program; or consent of the CTE program coordinator. Corequisite: CTED 401A and CTED 401B.

Classroom and laboratory management and instructional technology for Career Technical Education teachers. Integrating content, instruction, and assessment through behavioral and learning management theory and practice. Uses of technology to support instructional and administrative goals.

Letter grade only (A-F). Minimum grade of "C" required to maintain program standing. May be repeated to a maximum of 4 units in different semesters.

403A. Foundations of Career Technical Education (2)

Prerequisite: CTED 400, 401A, 401B, 402, Preliminary Designated Subjects Career Technical Education credential, and admission to Designated Subjects Career Technical Education program; or consent of the CTE program coordinator. Corequisite: CTED 403B.

Themes, concepts, purposes, principles, legal and ethical issues, and historical trends in Career Technical Education. Development of professional perspectives, including growth as a teacher through reflective practice.

Letter grade only (A-F). Minimum grade of "C" required to maintain program standing. May be repeated to a maximum of 4 units in different semesters.

403B. Career Technical Education Field Practicum II (1)

Prerequisite: CTED 400, 401A, 401B, 402, Preliminary Designated Subjects Career Technical Education credential, and admission to Designated Subjects Career Technical Education program; or consent of the CTE program coordinator. Corequisite: CTED 403A.

Second supervised field experience in the candidate's teaching setting. Candidates apply knowledge and skills learned in CTED 401A, CTED 402, and CTED 403A. For candidates who do not yet have a teaching position, 25 hours of structured fieldwork in an appropriate educational setting determined in consultation with the instructor.

Credit/no credit grading only. May be repeated to a maximum of 2 units in different semesters.

404. Addressing the Needs of All Learners in Career Technical Education (2)

Prerequisite: CTED 400, 401A, 401B, 402, Preliminary Designated Subjects Career Technical Education credential, and admission to Designated Subjects Career Technical Education program; or consent of the CTE program coordinator. Corequisite: CTED 403A, 403B.

Working with diverse students in the Career Technical Education classroom. Making content accessible to English learners through SDAIE and other strategies. Basic knowledge, skills and strategies for teaching special populations. Promoting a positive, inclusive learning environment.

Letter grade only (A-F). Minimum grade of "C" required to maintain program standing. May be repeated to a maximum of 4 units in different semesters.

405A. Advanced Preparation in Career Technical Education (3)

Prerequisite: CTED 400, 401A, 401B, 402, 403A, 403B, 404, Preliminary Designated Subjects Career Technical Education credential, and admission to Designated Subjects Career Technical Education program; or consent of the CTE program coordinator. Corequisite: CTED 405B.

Covers major competencies in Career Technical Education at the Advanced Preparation level. Topics include curriculum, instruction, assessment, use of technology, special needs students, English learners, collaboration with other educators, and professional growth.

Letter grade only (A-F). Minimum grade of "C" required to maintain program standing. May be repeated to a maximum of 6 units in different semesters.

405B. Career Technical Education Field Practicum III (1)

Prerequisite: CTED 400, CTED 401A, CTED 401B, CTED 402, CTED 403A, CTED 403B, CTED 404, Preliminary Designated Subjects Career Technical Education credential, and admission to Designated Subjects Career Technical Education program; or consent of the CTE program coordinator. Corequisite: CTED 405A.

Advanced supervised field experience in the candidate's teaching setting. Candidates apply knowledge and skills learned in CTED 401A, CTED 402, CTED 403A, 404 and CTED 405A. For candidates who do not yet have a teaching position, 25 hours of structured fieldwork in an appropriate educational setting determined in consultation with the instructor.

Credit/no credit grading only. May be repeated to a maximum of 2 units in different semesters.

Curriculum and Instruction Courses (EDCI)

GRADUATE LEVEL

500. Studies in Curriculum and Instruction (3)

Prerequisite: Admission to the Curriculum and Instruction Master's Program or consent of instructor. Must be taken during the first or second semester in the Master's Program.

Introduction to graduate study. Overview of curriculum and instruction as a field of inquiry. Reading critically and conducting educational research. Using reflective strategies to analyze and improve professional practice.

Letter grade only (A-F).

505. History of Education in the United States (3)

Prerequisites: Admission to an approved masters program or consent of the instructor. Must be taken during the first or second semester.

Advanced exploration of the major historical and philosophical paradigms of elementary and secondary education in the United States from which contemporary educational reform movements, curricula, and instructional practices have emerged.

Letter grading only (A-F).

530. Cross-cultural Education: US and Global Perspectives (3)

Prerequisite: Admission to an approved Master's program or consent of the instructor.

Critical analyses of cultural diversity, educational equity, and global interdependence to enhance cross-cultural competence. Students will investigate research literature, apply research-based knowledge to their educational practice, and infuse cross-cultural concepts, skills, and attitudes into the K-12 curriculum.

Letter grade only (A-F).

532. Socialization of Literacy in More Than One Language (3)

Prerequisites: Admission to the Masters of Education program, Option in Elementary Education, Dual Language Specialization, or consent of the instructor.

Examination of the social and cultural relationships between language and text from early utterances to adult literacy processes. Analyses of the contexts and conditions that influence literacy development for first and second language learners.

Ten hours fieldwork required. Letter grade only (A-F).

533. Action Research Methods: Teachers as Inquirers (3)

Prerequisite: Admission to the Curriculum and Instruction Master's Program or consent of instructor.

Examination of goals and features of action research, with focus on developing skills in data collection and analysis in order to support sustained action research as a teacher/researcher in classroom settings.

Letter grade only (A-F).

Curriculum and Instruction Courses (EDCI)

541. Designing Curriculum and Instruction in Primary and Second Language Settings (3)

Prerequisites: A valid California CLAD teaching credential or equivalent.

Principles of curriculum development, including primary, dual, and second language teaching and learning. Critical literacy. Includes research and program design internationally. (Offered in US or Mexico.)

Ten hours fieldwork required. Letter grade only (A-F).

570. Advanced Studies in Teaching History-Social Science (3)

Prerequisites: EDEL 472; EDP 400, EDP 520 or 696, or equivalent.

Intensive study of selected topics related to teaching and learning history-social science. Students engage in a systematic inquiry into their own practice as they conduct a teacher action research project.

Letter grade only (A-F).

615. Contemporary Issues in Elementary and Secondary Education (3)

Prerequisite: EDCI 500 and admission to an approved masters program or consent of the instructor.

Advanced analysis of current trends and issues in specific areas of elementary and secondary education. In-depth exploration of research perspectives and societal factors that influence the direction of elementary and secondary education in America.

Letter grade only (A-F).

625. Analysis of Curriculum, Instruction, and Assessment (3)

Prerequisites: EDCI 500, 505, EDP 400; and one of the following EDP 520, 595, or 696 or EDCI 533; consent of the instructor.

Advanced study of curriculum design, instructional processes, and student assessment through analysis of theory and research on teaching and learning. California K-12 Content Standards and the California Standards for the Teaching Profession are used to align curriculum, instruction, and assessment.

Letter grade only (A-F).

695. Seminar in Curriculum and Instruction (3)

Prerequisites: EDCI 500, 505, 625 and advancement to candidacy, or by consent of instructor.

Studies in curriculum and instruction. Course content varies.

Offered on an irregular basis; consult the *Schedule of Classes*.

Letter grade only (A-F).

697. Directed Research in Curriculum and Instruction (1-3)

Prerequisites: Consent of instructor, department chair, and associate dean.

Individual research or intensive study under the guidance of a faculty member.

A student may enroll for one to three units to a maximum of six units for certificate and degree purposes, subject to a suitable change in course content. Application for enrollment must be made by October 1 for the spring semester or by March 1 for the fall semester or summer session. May be repeated to a maximum of 6 units in different semesters.

698. Thesis Study in Curriculum and Instruction (3)

Prerequisites: Advancement to candidacy; approval of thesis advisor, department chair and associate dean.

Planning, preparation, and completion of thesis under supervision of a thesis committee.

Application for enrollment must be made in the Graduate Studies Office by October 1 for the spring semester or by March 1 for the fall semester or summer session. Credit/no credit grading only. May be taken for a maximum of 6 units in different semesters.

Early Childhood Education Courses (EDEC)

GRADUATE LEVEL

520. Early Childhood Curriculum and Assessment: Critical Perspectives (3)

Examines the history of competing movements in American early childhood curriculum thinking, program models, and current debates. Develops curriculum and assessment measures that integrate anti-bias, inclusive, and multicultural and global education into a unified approach.

Ten hours of fieldwork required. Letter grade only (A-F).

521. Historical and Contemporary Perspectives in Early Childhood (3)

Historical and contemporary perspectives in early childhood education and their impact on ECE programs, practices, and policies. Role of national/global organizations in institutionalizing and promoting various ECE perspectives and images of childhood. Debates over perspectives.

Ten hours of field work required. Letter grade only (A-F).

522. Parent Education and Involvement in Educational Environments (3)

Analysis of theories, research, issues, policies, programs, and practices pertaining to parent involvement in diverse and inclusive educational settings. Students design and implement home-based and school/center-based parent involvement activities.

Ten hours of field work required. Letter grade only (A-F).

523. Leadership, Advocacy and Supervision of Early Childhood Programs (3)

Discussion of various types of ECE programs, program development and implementation, different management approaches and leadership styles, and advocacy for young children and their families. Analysis of position statements and state documents pertaining to ECE programs.

Ten hours of field work required. Letter grade only (A-F).

526. Advanced Study of Infant and Toddler Programs (3)

Prerequisites: EDP 301 or consent of instructor.

Analysis of theories, research, and policies on infant and toddler care and education. Discussion of curriculum, environmental plan, and assessment for infant and toddlers. Infant/toddler program assessment.

Ten hours of fieldwork required. Letter grade only (A-F).

621. Research Seminar in Early Childhood Education (3)

Prerequisites: EDP 400 and teaching experience.

Discussion and analysis of research including qualitative research design and review of literature on topics pertaining to the field of Early Childhood Education.

Ten hours of field work required. Letter grade only (A-F).

622. Seminar in Early Childhood Care and Education: International Perspectives (3)

Discussion of ECE programs around the world. Analysis of social, political, and economic influences on policies related to the care and education of young children. Examines the role of international and national agencies in protecting children's welfare and education.

Letter grade only (A-F).

695. Seminar in Early Childhood Education (3)

Prerequisites: Advancement to candidacy, approval of the Early Childhood Education program advisor, and written application submitted to the Graduate Studies Office by March 1 for the fall semester or by October 1 for the spring semester.

For qualified candidates preparing to take the comprehensive examination. Consideration of curriculum role of the school and topics related to the effectiveness and excellence in early childhood education.

Letter grade only (A-F).

697. Directed Research in Early Childhood Education (1-3)

Prerequisites: Consent of instructor, department chair, and associate dean.

Individual research or intensive study under the guidance of a faculty member.

Application for enrollment must be made by October 1 for the spring semester or by March 1 for the fall semester or summer session.

May be repeated to a maximum of 6 units in different semesters for certificate and degree purposes, subject to suitable change in course content.

698. Thesis Study in Early Childhood Education (3)

Prerequisites: Advancement to candidacy; approval of thesis advisor, department chair, and associate dean.

Planning, preparation, and completion of thesis under supervision of a thesis committee.

Application for enrollment must be made in the Graduate Studies Office by October 1 for the spring semester or by March 1 for the fall semester or summer session. Credit/no credit only. May be repeated to a maximum of 6 units in different semesters.

Elementary Education Courses (EDEL)

LOWER DIVISION

100. Introduction to Teaching and Learning in Diverse Contemporary Classrooms (1)

Prerequisite: Acceptance in the Integrated Teacher Education Program.

Addresses the qualities of an effective teacher, components and purposes of an effective professional portfolio, and critical issues in diverse contemporary classrooms.

Ten hours of field experience. Letter grade only (A-F).

200. Introduction to the Teaching Profession (3)

Introduction to the concepts and issues related to K-8 education in a democratic society.

Letter grade only (A-F). Minimum 45 hours structured fieldwork in approved elementary, self-contained classroom required. A grade of "B" or better required for admission to the Multiple Subject Credential Program.

UPPER DIVISION

300. Cultural and Linguistic Diversity in Schools (3)

Prerequisites: Completion of EDEL 100 and 200. This course is intended for ITEP students only and requires admittance to the methods phase of the ITEP program

Future elementary school teachers will study schools and write reflective papers using a critical/pragmatic lens examining differentiated curriculum, instruction, and multiple assessment methods for diverse student populations during their 40 hours of school-based field experience.

Letter grade only (A-F).

380. Teaching and Learning in a Democratic Society (3)

Corequisite: EDSP 303.

Professional, historical, social, philosophical, legal, and political concepts and issues related to K-8 education in contemporary society. 45 hours structured fieldwork in approved elementary, self-contained classroom required.

Required prerequisite for admission to the Multiple Subject Credential Program. Letter grade only (A-F).

413. Developmentally Appropriate Teaching Practices (2)

Research-based theories and principles of development, learning, and motivation; developmentally appropriate teaching practices; subject specific pedagogy in health and physical education.

A minimum of 10 hours fieldwork in K-8 classrooms with a minimum 25% English Learners required. Letter grade only (A-F).

420. Teaching and Learning in the Kindergarten and Primary Grades (3)

Theories, research, policies and current trends/debates surrounding teaching and learning in the kindergarten and primary grades.

Integrates curriculum, pedagogy, and assessment with a special focus on diverse learners in the kindergarten and primary grades.

Ten hours of field work required.

430. Social and Cultural Diversity in US Schools (3)

Examination of personal attitudes towards social groups and diversity issues. Study of historical and structural factors that either empower or oppress people based on language, class, race/ethnicity, gender, sexual orientation, ability, or religion. Study of educational responses to diversity.

Letter grade only (A-F).

431. Cultural and Linguistic Diversity in Schools (3)

Multicultural education, including concepts of culture, educational equity, social justice, multiple forms of diversity, and anti-bias/anti-racist curriculum. Models of English language acquisition, bilingual education theory, and instructional accommodations for diverse students.

Ten hours fieldwork required. Letter grade only (A-F). Same course as EDP 431 and LING 431. Not open for credit to students with credit in EDP 431.

434. Cambodian Culture, Education and Diaspora (1-3)

Examination and analysis of conditions leading to the diaspora of Cambodians during the Pol Pot era and to resettlement in California, including social and psychological effects for individuals and families. Examination of current educational issues in Cambodia and local Cambodian communities. Required service learning takes place in Cambodia.

Letter grade only (A-F).

439. SDAIE: Specially Designed Academic Instruction in English (3)

Theories of second language acquisition and practical applications, including methods of teaching content to English language learners; oral, reading and writing strategies; and curriculum development with application to K-12 teaching.

Letter grade only (A-F). Same course as EDP 439 and EDSE 439. Not open for credit to students with credit in EDP 439 and EDSE 439.

442. Teaching and Learning Language Arts, K-8 (RICA) (3)

Prerequisite: Admission to the Multiple Subject Credential Program.

Language arts and visual/performance arts curriculum; developmentally appropriate practice, assessment- and research-based instruction in culturally/linguistically diverse classrooms; English Language Development; SDAIE; relationships among oral language, writing, spelling, reading, literature, and technology.

Ten hours fieldwork in K-8 classroom with a minimum 25% English Learners required. Letter grade only (A-F).

452. Teaching and Learning Reading, K-8 (RICA) (3)

Prerequisite: Admission to the Multiple Subject Credential Program or Education Specialist Credential Program.

Content, methods, and assessment for teaching reading to all students in culturally diverse, literature-based classrooms, including phonemic awareness, phonics, vocabulary development, comprehension, diagnosis, and the use of technology.

Ten hours fieldwork in K-8 classroom with a minimum 25% English learners required. Letter grade only (A-F).

Elementary Education Courses (EDEL)

452B. Teaching Reading in Spanish and English, K-8 (BCLAD) (1-3)

Prerequisite: Admission to the Multiple Subject Credential BCLAD (bilingual) Program.

Theory, research, and practice of teaching reading in two languages, including transfer of literacy skills from L1 to L2. Examines teacher beliefs and assumptions about literacy development among language minority students.

Letter grade only (A-F).

452C. Biliteracy: Teaching English and Chinese K-8 (3)

Prerequisites: Admission to the Multiple Subject Credential Program or consent of instructor.

Content, methods, and assessment for teaching literacy in K-8 English and Chinese bilingual settings. Course lectures, activities, and assignments in English and Chinese. Ten hours fieldwork in elementary bilingual and sheltered English/Chinese classrooms required.

Letter grade only (A-F).

453K. Methodology for Korean and English Language Instruction in a Bilingual Setting (3)

Content, methods, and assessments for teaching English and Korean to all students including English language learners in bilingual settings. Fluency and literacy in Korean required. Course requirement for Korean bilingual authorization.

Letter grade only (A-F). Minimum grade of "C" required to maintain program standing. Minimum of ten hours of fieldwork.

453M. Methodology for Mandarin and English Language Instruction in a Bilingual Setting (3)

Content, methods, and assessments for teaching English and Mandarin to all students including English language learners in bilingual settings. Fluency and literacy in Mandarin required. Course requirement for Mandarin bilingual authorization.

Letter grade only (A-F). Minimum grade of "C" required to maintain program standing. Minimum of ten hours of fieldwork.

453S. Methodology for Spanish and English Language Instruction in a Bilingual Setting (3)

Content, methods, and assessments for teaching English and Spanish to all students including English language learners in bilingual settings. Fluency and literacy in Spanish required. Course requirement for Spanish bilingual authorization.

Letter grade only (A-F). Minimum grade of "C" required to maintain program standing. Minimum of ten hours of fieldwork.

453V. Methodology for Vietnamese and English Language Instruction in a Bilingual Setting (3)

Content, methods, and assessments for teaching English and Vietnamese to all students including English language learners in bilingual settings. Fluency and literacy in Vietnamese required. Course requirement for Vietnamese bilingual authorization.

Minimum grade of "C" required to maintain program standing. Minimum of ten hours of fieldwork. Letter grade only (A-F).

455C. Teaching the Chinese-American Bicultural Student (3)

Chinese culture and Chinese-American history, socioeconomic contexts of Chinese immigration and contributions to the U.S., contemporary issues of the Chinese community and Chinese-American students, with particular emphasis on socialization patterns, bicultural issues, and teaching strategies.

Letter grade only (A-F). Minimum grade of "C" required to maintain program standing.

455K. Teaching the Korean-American Bicultural Student (3)

Korean culture and Korean-American history, socioeconomic

contexts of Korean immigration and contributions to the U.S., contemporary issues of the Korean community and Korean-American students, with particular emphasis on socialization patterns, bicultural issues, and teaching strategies.

Letter grade only (A-F). Minimum grade of "C" required to maintain program standing.

455V. Teaching the Vietnamese-American Bicultural Student (3)

Vietnamese culture and Vietnamese-American history, socioeconomic contexts of Vietnamese immigration and contributions to the U.S., contemporary issues of the Vietnamese community and Vietnamese-American students, with particular emphasis on socialization patterns, bicultural issues, and teaching strategies.

Letter grade only (A-F). Minimum grade of "C" required to maintain program standing.

458. Newspaper in Education (1-3)

Use of the daily newspaper as an instructional tool in the classroom. Newspaper articles, features and editorials as a means of providing current content and bases for improvement of reading skills, interests, critical thinking and problem solving. Understanding mass media.

Same course as EDSE 458. Not open for credit to students with credit in EDSE 458.

462. Teaching and Learning Mathematics, K-8 (3)

Prerequisites: Admission to the Multiple Subject Credential Program.

Learning theories, research, and instructional practices for teaching mathematics to all students in culturally and linguistically diverse classrooms.

Ten hours fieldwork in K-8 classroom with minimum 25% English learners required. Letter grade only (A-F).

472. Teaching and Learning History-Social Science, K-8 (3)

Prerequisites: Admission to the Multiple Subjects Credential Program.

Theory, research, and content for standards-based history-social science teaching in diverse classrooms.

Ten hours fieldwork in K-8 classroom with a minimum 25% English learners required. Letter grade only (A-F).

482. Student Teaching in Diverse Classrooms (8)

Prerequisites: Admission to 2042 Multiple Subject Credential Student Teaching including successful completion of Teacher Performance Assessment (TPA) Tasks 1 and 2.

Integrated student teaching in K-8 public schools with separate eight week assignments at two of the following levels: K-2, 3-5, or 6-8. Emphasis on teaching in diverse, mainstreamed classrooms. Weekly seminar.

Credit/No Credit grading only with an equivalent grade of "A" or "B" and satisfactory completion of TPA Task 4 required for credit. May be repeated to a maximum of 16 units.

482B. Student Teaching in Bilingual Classrooms (8)

Prerequisite: Admission to Multiple Subject Credential BCLAD Student Teaching.

Teaching assignment for one semester in a public school in grades K-6 with assignments at primary and intermediate levels, or one semester in a designated bilingual classroom. Emphasis on teaching experiences with children of limited English proficiency and on primary language instruction. Weekly seminar.

Credit/No Credit grading only, with an equivalent grade of "A" or "B" required for credit. May be repeated to a maximum of 16 units in the same semester.

482C. Student Teaching in Bilingual Classrooms (8)

Prerequisite: Admission to Multiple Subject Credential BCLAD Student Teaching.

Teaching assignment for one semester in a public school in grades K-6 in a designated bilingual classroom under an emergency

credential, with assignments at the primary and intermediate levels. Emphasis on teaching experiences with limited-English proficient speakers and primary language instruction.

Weekly seminar. Credit/No Credit grading only, with an equivalent grade of "A" or "B" required for credit. May be repeated to a maximum of 16 units in the same semester.

482D. Student Teaching in Diverse Classrooms (8)

Prerequisite: Admission to 2042 Multiple Subject Credential Student Teaching including successful completion of Teaching Performance Assessment Tasks 1 and 2.

One semester integrated student teaching assignment in a K-8 public school with assignments at two of the following levels: K-2, 3-5, or 6-8. Emphasis on experiences in diverse, mainstreamed classrooms with English Learners. One assignment includes gifted students, students with disabilities, or EL students.

Weekly seminar included. Credit/No Credit grading only with an equivalent grade of "A" or "B" required for credit including passage of TPA Task 4. May be repeated to a maximum of 16 units in different semesters.

482E. Student Teaching in Bilingual Classrooms-Asian Languages (8)

Prerequisite: Admission to Multiple Subject Asian BCLAD Credential Program Student Teaching.

Integrated student teaching assignment in a K-8 public school at two of the following: K-2, 3-5, or 6-8 (one must be in an Asian Language/English bilingual setting). Emphasizes experiences in diverse, mainstreamed classrooms with English Learners whose native language is one of the following: Cantonese, Khmer, Korean, Mandarin, or Vietnamese.

Seminar included. Credit/No Credit grading only with an equivalent grade of "B" or better required for credit including passage of TPA Task 4. May be repeated to a maximum of 16 units in the same semester.

482F. Student Teaching in Spanish Dual Language Development Classrooms (8)

Prerequisite: Admission to Multiple Subject Credential Student Teaching.

One semester integrated student teaching in a K-8 public school with assignments at two of the following: K-2, 3-5, or 6-8. Emphasizes experiences in diverse classrooms with English Learners. Practicum in using Spanish for instruction. Spanish primary language management for explanation, clarification, and review.

Seminar included. Credit/No Credit grading only with an equivalent grade of "B" or better required for credit including passage of TPA Task 4. May be repeated to a maximum of 16 units in the same semester.

490. Selected Topics - Elementary Education (1-3)

Topics of current interest in elementary education selected for intensive study.

May be repeated to a maximum of 6 units with different topics. Topics announced in the *Schedule of Classes*.

497. Independent Study (1-3)

Prerequisites: Consent of instructor and department chair.

Independent study undertaken under the supervision of a faculty member.

May be repeated to a maximum of 6 units but no more than 3 units applicable to credential or major requirement.

GRADUATE LEVEL

572A. Multiple Subject Internship (8)

Prerequisites: Admission to 2042 Multiple Subject Internship and advancement to Intern Student Teaching.

The Intern is a full-time teacher in a public school district with which CSULB has an intern agreement. Intern Student Teaching is a two-semester or one-semester culminating fieldwork experience.

Weekly seminar. Credit/No Credit grading only with an equivalent grade of "A" or "B" required for credit including passage of TPA Task 4. May be repeated to a maximum of 16 units in different semesters.

572B. Multiple Subject Internship (8)

Prerequisites: Admission to 2042 Multiple Subject Internship and advancement to Intern Student Teaching.

The Intern is a full-time teacher in a public school district with which CSULB has an intern agreement. Intern Student Teaching is a two-semester or one-semester culminating fieldwork experience.

Weekly seminar. Credit/No Credit grading only with an equivalent grade of "A" or "B" required for credit including passage of TPA Task 4. May be repeated to a maximum of 16 units in different semesters.

599. Selected Topics - Teacher Education (1-3)

Study of a special topic in teacher education. Students must be enrolled in a Masters or Advanced Credential or Specialist Program.

Letter grade only A-F). May be repeated to a maximum of 6 units with different topics. Topics announced in the *Schedule of Classes*.

Mathematics Education Courses (EDME)

GRADUATE LEVEL

500. Contemporary Issues in Mathematics Education (3)

Prerequisite: Basic teaching credential or consent of instructor.

Advanced study in mathematics education. Emphasis on contemporary issues addressed in the National Council for the Teaching of Mathematics Principles and Standards and described in the Mathematics Framework for California Public Schools.

Letter grade only (A-F).

501. Assessment in Teaching and Learning Mathematics (3)

Prerequisite: Basic teaching credential or consent of instructor.

Designing advanced assessment methods aligned with the National Council of Teachers of Mathematics Assessment Standards; interpreting and using assessment results for planning and teaching mathematics in linguistically and culturally diverse classrooms.

Letter grade only (A-F).

502. Research in Mathematics Teaching and Learning (3)

Prerequisite: Basic teaching credential or consent of instructor.

Advanced study of mathematics education research. Emphasis on development of teacher-researchers in an inquiry learning process of research design, methods, data collection, and data analysis in qualitative, quantitative, and mixed methods approaches through conducting action research in teaching practices.

Letter grade only (A-F).

503. Advanced Mathematics Methods in Teaching, 1 (3)

Prerequisite: Basic teaching credential or consent of instructor.

Advanced study in mathematics methods by applying state and national mathematics principles and standards to research-based practices.

Letter grade only (A-F).

504. Advanced Mathematics Methods in Teaching, 2 (3)

Prerequisite: Basic teaching credential or consent of instructor.

Advanced study of the teaching and learning of mathematics in linguistically and culturally diverse classrooms. Topics include teaching and learning pre-algebra, algebra, plane and solid geometry, measurement, data analysis, probability, learning theories, assessment, state and national academic content standards.

Letter grade only (A-F).

Mathematics Education Courses (EDME)

505. Technology in Teaching and Learning Mathematics (3)

Prerequisites: Basic teaching credential, EDME 501 and EDME 502 or equivalent, or consent of instructor.

Advanced approaches to integrating contemporary technologies in teaching and learning mathematics. Focus on integrating technology to provide differentiated and individualized learning opportunities to meet the needs of linguistically and culturally diverse students.

Letter grade only (A-F).

520. Algebra: Research-Based Pedagogy (3)

Prerequisite: Basic teaching credential or consent of instructor.

Integration of pre-algebra and algebra content and pedagogy in mathematics classrooms. Exploration of recent research trends, national policies, and standards related to algebra curriculum and teaching.

Letter grade only (A-F).

550. Global Perspectives in Mathematics Teaching (3)

Prerequisite: Basic teaching credential or consent of instructor.

Developing global perspectives in mathematics teaching through case study and lesson analysis; exploring, analyzing, and applying multifaceted teaching approaches of different cultural and educational systems.

Letter grade only (A-F).

695. Advanced Studies in Mathematics Education (3)

Prerequisites: Advancement to candidacy in the Mathematics Education Program; approval of the Program Advisor; written application to take the comprehensive examination to the College of Education Graduate Office by March 1 for the fall semester or by October 1 for the spring semester.

Studies of problems and issues in the teaching and learning of mathematics. Relating research to teaching practice. For qualified candidates preparing to write the comprehensive examination.

Letter grade only (A-F).

698. Thesis Study in Mathematics Education (3)

Prerequisites: Advancement to candidacy in the Mathematics Education Program; approval of thesis advisor, department chair, and associate dean.

Planning, preparation, and completion of thesis under supervision of a thesis advisor.

Credit/No Credit grading only. May be repeated for a maximum of 6 units in different semesters. Application for enrollment must be made in the Graduate Studies Office by October 1 for the spring semester or by March 1 for the fall semester or summer session.

Education Middle School Courses (EDMS)

GRADUATE LEVEL

693. Developing Teacher Leadership in Middle Level Education (3)

Prerequisite: Students must be enrolled in either a Teacher Education Masters Program, or the Tier II Professional Administrative Services Credential Program, or consent of instructor.

Involves administrators and teachers in developing middle level teacher leadership through the lens of teacher empowerment. Theory and practice of collaborative and action research models as tools for school improvement.

Letter grade only (A-F). Same course as EDAD 693. Not open for credit to students with credit in EDAD 693 and EDEL 693.

Reading Education Courses (EDRG)

GRADUATE LEVEL

520. Resources for Reading Teachers (3)

Prerequisite: Admission to the Reading Certificate Program or consent of instructor.

Exploration of appropriate and theoretically grounded reading resources and strategies that can be used to help all children succeed in reading. Includes survey and analysis of age appropriate multicultural texts for children and adolescents.

Letter grade only (A-F).

540. Advanced Studies in Literacy (3)

Prerequisite: A valid teaching credential or admission to an approved masters, certificate, or advanced credential program; or consent of instructor.

Emphasizes advanced study of literacy research, theory, and practice. Survey of issues of first and second language acquisition/development, and curriculum trends in literacy.

Letter grade only (A-F).

543. Integration of Technology in Reading/Language Arts (3)

Prerequisites: EDP 443 or ETEC 444 or equivalent; or a course approved by CTC, or a course approved by CCTC to meet the Level I technology requirement or approval of the instructor.

Investigation and evaluation of software and media programs for reading/language arts. Current issues in technology, change strategies for staff development, integration of technology in the curriculum.

Letter grade only (A-F).

544. Foundations of Literacy Research (3)

Prerequisite: California Reading Certificate or consent of instructor. Introduction to critical analysis of literacy research, with emphasis on classic and contemporary studies.

Includes experimental designs, descriptive studies, case studies, correlational research, ethnographies, and the teacher-as researcher.

Letter grade only (A-F).

551. Assessment and Instruction in Reading and Writing (3)

Prerequisites: Admission to Reading Certificate Program or consent of instructor.

Comprehensive study of literacy assessment and instruction including examination and evaluation of effective literacy procedures, strategies, and materials. Emphasis on detection and correction of reading difficulties.

Fieldwork required. Letter grade only (A-F).

551B. Assessment of Literacy with Bilingual Students (3)

Prerequisites: Speaking and reading competence in Spanish; consent of the instructor.

Evaluation of measures, strategies, and materials used to assess literacy in bilingual students. Special emphasis on issues regarding the interpretation of assessment data, program placement, and instruction of English learners.

Requires diagnostic assessment/instruction plan. Participation by speakers of languages other than Spanish is possible as literacy assessments in diverse languages become available. Letter grade only (A-F).

554. Reading/Language Arts Curriculum: Leadership and Supervision (3)

Prerequisite: California Reading Certificate or consent of instructor.
Examines varied roles and responsibilities of the Reading/Language Arts Specialist including intervention, curriculum development, supervision, program development, and leadership.
Letter grade only (A-F).

556. Theoretical Models and Processes of Reading (3)

Prerequisite: California Reading Certificate or consent of instructor.
Exploration and analysis of current and historical theoretical models of the reading process. Examination of their influence on curriculum and instructional issues in literacy.
Letter grade only (A-F).

558. Language Study for Reading Teachers (3)

Prerequisites: EDRG 540 and admission to the Reading Certificate program or consent of instructor.
Relationships among phonology, morphology, semantics, syntax, pragmatics, and the teaching of reading. Focus on phonemic awareness, phonics, decoding strategies, vocabulary, spelling, grammar skills, and English language learners.
Letter grade only (A-F).

559. Practicum in Teaching Reading/Language Arts (3)

Prerequisites: EDRG 551 and admission to the Reading Certificate program or consent of instructor.
Methods and intervention approaches for meeting the needs of struggling readers at various levels of reading acquisition, including tutoring or small-group instruction of students.
Classroom field experience is required. Letter grade only (A-F).

651. Advanced Diagnosis and Intervention in Reading/Language Arts (3)

Prerequisites: EDRG 551 or equivalent; valid California Reading Certificate or consent of instructor.
Includes clinical practicum and seminar on diagnosing and providing appropriate intervention for children with delayed literacy development.
Letter grade only (A-F).

695. Seminar in Reading (3)

Prerequisites: Advancement to candidacy, approval of Reading Program advisor, and written application submitted to the Graduate Studies Office by October 1 for the spring semester; successful completion of all required course work for the Master of Arts in Education, Option in Elementary or Secondary Education, Specialization in Reading.
Letter grade only (A-F). May be repeated to a maximum of 6 units in different semesters.

697. Directed Research in Reading (1-3)

Prerequisites: Consent of instructor, department chair, and associate dean. Individual research or intensive study under the guidance of a faculty member. Application for enrollment must be made by October 1 for the spring semester or by March 1 for the fall semester or summer session.
May be repeated to a maximum of 6 units in different semesters.

698. Thesis Study in Reading (3)

Prerequisites: Advancement to candidacy; approval of thesis advisor, department chair, and associate dean.
Planning, preparation, and completion of thesis under supervision of a thesis committee.
Application for enrollment must be made in the Graduate Studies Office by October 1 for the spring semester or by March 1 for the fall semester or summer session. Credit/no credit only. May be repeated to a maximum of 6 units in different semesters for certificate and degree purposes, subject to suitable change in course content.

Secondary Education Courses (EDSE)

UPPER DIVISION

435. United States Secondary Schools: Intercultural Education (3)

Prerequisite: EDSS 300 (A, C, D, F, G, H, M, N, P, or S); or admission in the Single Subject Credential Program; or consent of University Coordinator of the Single Subject Credential Program. Required course in the Single Subject Credential Program.

Critical reflection on multicultural education in a diverse society. Philosophy, history and sociology of education as fundamental to understanding contemporary secondary schools. Curriculum and student populations in the context of issues and controversies in education. Approved CLAD Certificate course (Domain 3).

Fifteen hour fieldwork requirement. Letter grade only (A-F). May be repeated to a maximum of 6 units.

436. Curriculum, Instruction, Assessment and Classroom Management (3)

Prerequisite: EDSS 300 (A, C, D, F, G, H, M, N, P, or S); or admission in the Single Subject Credential Program; or consent of the University Coordinator of the Single Subject Credential Program. Required course in the Single Subject Credential Program.

Explores systematic instruction, theories of learning, curriculum development, teaching strategies, assessment and evaluation of student progress, classroom management and discipline, and establishing successful learning environments for all students.

Fifteen hour fieldwork requirement. Letter grade only (A-F). May be repeated to a maximum of 6 units.

439. SDAIE: Specially Designed Academic Instruction in English (3)

Theories of second language acquisition and practical applications, including methods of teaching content to English language learners; oral, reading and writing strategies; and curriculum development with application to K-12 teaching.

Letter grade only (A-F). Same course as EDEL 439 and EDP 439. Not open for credit to students with credit in EDEL 439 and EDP 439.

457. Reading and Writing in the Secondary School (3)

Prerequisite: EDSS 300 (A, C, D, F, G, H, M, N, P, or S); or admission in the Single Subject Credential Program; or consent of the University Coordinator of the Single Subject Credential Program. Required course in the Single Subject Credential Program.

Emphasis on reading and writing assessment and instruction; textbook selection; vocabulary development; comprehension strategies; content area reading and study skills; writing instruction; English Language Development; the reading needs of less prepared, English language, and accelerated learners; and issues of diversity and equity.

Minimum fifteen hours of field work required. Letter grade only (A-F). May be repeated to a maximum of 6 units.

458. Newspaper in Education (1-3)

Use of the daily newspaper as an instructional tool in the classroom. Newspaper articles, features and editorials as a means of providing current content and bases for improvement of reading skills, interests, critical thinking and problem-solving. Understanding mass media.

Same course as EDEL 458. Not open for credit to students with credit in EDEL 458.

Secondary Education Courses (EDSE)

490. Selected Topics - Secondary Education (1-3)

Prerequisite: Consent of instructor.

Topics of current interest in secondary education selected for intensive study.

May be repeated to a maximum of 6 units with different topics. Topics announced in the *Schedule of Classes*. May enroll for a maximum of 6 units for certificate and degree, subject to suitable change in topic content.

497. Independent Study (1-3)

Prerequisites: Consent of instructor and department chair.

Independent study undertaken under the supervision of a faculty member.

May be repeated to a maximum of 6 units, but no more than 3 units applicable to credential or major requirement.