Course Description

EDU 555 (A-B) 4 units
Student Teaching for Non-Interns TBA Arranged with Instructor
Supervised practicum in an elementary or single subject classroom. Students will demonstrate both ELD and SDAIE techniques during their student teaching as well as complete all Teacher Performance Assessments with satisfactory ratings. This class meets with the supervisor a minimum of three times on campus. Each two-unit class is six weeks long and begins with each new module. These sections are designed for students that entered the credential program Fall 2003 and later.

Prerequisites: Completion of all theory, subject matter competency, and methods courses.

555 A 2 units
555 B 2 units

EDU 508
Section 2B01 3 units 5:30-9:30
Educational Foundations White
February 14 – March 23 M/W Room 207
The course does a systematic analysis of the effect of culture, values, language, economic status, gender and ethnicity on children in the classroom. Issues related to political control of education, English Language Learners, culture, assessment, philosophy and history will be addressed.

EDU 514/536
Section 2A01 3 units 5:30-9:30
Methods: Effective Teaching Bronson
January 3 – February 9 M/W Room 209
The purpose is to provide the teacher with the tools and strategies to be effective in the classroom. The content of this course includes effective teaching practices, learning processes, principles of instruction, teaching strategies, principles and techniques of classroom organization and behavior management and parent involvement.
EDU 516
Section 2A01 1 unit 5:30-8:00
Classroom Field Experience Vecellio
January 6 – February 10 Thursdays Room 209
This course is the companion course to EDU 514, Effective Teaching. It provides an introduction to the K-12 classroom. Students will be required to engage in observations, interviews, and interaction with students, teachers, and administrators in a selected school setting as they investigate effective teaching strategies. Findings and observations will be shared in a seminar setting.

EDU 517
Section 2C01 3 units 5:30-9:30
Cultural Diversity Vecellio
March 29 – May 5 T/TH Room 209
Focuses on the general nature of cultural diversity. Explores schools and the community implications such as ethnic, linguistic, socioeconomic, gender and handicapping differences. Analysis of group culture patterns and value orientation; research findings in group education; new teaching approaches, materials, learning experiences, curriculum development, and school planning for classroom.

EDU 520
Section 2A01 3 units 5:30-9:30
2nd Language Learners Topalovic
January 4 – February 10 T/TH Room 207
Focuses on the system of language, including phonology, morphology, syntax and semantics, as well as theories and factors in first and second language acquisition and development. It also covers psychological, socio-cultural and pedagogical factors that impact on first and second language acquisition. Strategies (SDAIE/ELD) for working with second language students are included.

EDU 522
Section 2B01 2 units 5:30-8:30
Methods: MS Science Curriculum and Instruction Hess
February 14 – March 23 M/W Room 205
Multiple Subject Candidates. Course covers theory, content and methods of teaching mathematics and science in the elementary classroom for mainstream and SDAIE students. The emphasis is on planning, instruction, assessment, computer-assisted instruction, resource materials, SDAIE and complex instruction. Integration of math and science across the curriculum is covered in order to provide access to all students to the core curriculum.
*CANCELLED*

EDU 524
Section 2T01 6 units 5:30-9:30
Secondary Content Methods Hess
February 14 – March 23 (12 weeks) M/W Room 207

Single Subject Candidates. Through observations in public school settings and participation in seminars and small group discussions facilitated by professional educators, teacher candidates will demonstrate their understanding of their chosen content area as well as the instructional strategies appropriate to their discipline. The focus of this course will be on (1) developing an understanding of the current practices in targeted area (2) learning to teach content specific concepts using effective and appropriate strategies, and (3) practicing how to teach for understanding.

EDU 527
Section 2C01 2 units 5:30-8:30
Methods: MS Math Curriculum and Instruction Yellenberg
March 29 – May 5 T/TH Room 205

Multiple Subject Candidates. Course covers theory, content and methods of teaching mathematics and science in the elementary classroom for mainstream and SDAIE students. The emphasis is on planning, instruction, assessment, computer-assisted instruction, resource materials, SDAIE and complex instruction. Integration of math and science across the curriculum is covered in order to provide access to all students to the core curriculum.

EDU 529
Section 2A01 3 units 5:30-9:30
Methods: MS History/Social Science & Visual Performing Arts Curriculum and Instruction Hess
January 3 – February 9 M/W Room 207

Multiple Subject Candidates. Course covers theory, content and methods of teaching History-Social Science and Visual Performing Arts in the elementary classroom. The emphasis is on planning, instructional strategies, assessment, resources, and providing equal access for all students. State standards and state frameworks are discussed throughout the course.
EDU 530/530a
Section 2T01       6 units  5:30-9:30
Methods: MS/SS Language Arts & Reading Curriculum and Instruction Hofemann
January 4 – March 24 T/TH  Room 205

Multiple/Single Subject Candidates. Theory, content and methods of teaching language arts in the elementary classroom are covered in this course. Emphasis is on basic approaches to reading, vocabulary, comprehension, emergent literacy and phonics. Assessment of reading problems, remedial techniques and materials will be included. The last two class meetings will cover the RICA.

Prerequisites: Theory courses and subject matter competency.

EDU 531
Section 2B01       2 units  5:30-8:30
Computer Technology for Teaching/Learning- Level I Suares
February 15 – March 24 T/TH  Room 203

This course is designed to provide the skills and knowledge needed by teachers to integrate the use of computers with the classroom curriculum. Software selection and usage related to classroom organization and realia design for instruction will be examined.

Prerequisite: Introductory Computer Class

EDU 550
Section 2A01       2 units  5:30-8:30
Teaching Health Education White
January 3 – February 9 M/W  Room 205

California State Framework on Heath Education includes concepts of health and wellness, measures of health status, comprehensive health education, positive lifestyles, prevention and risk factors, nutrition, sexually transmitted diseases, addictions, narcotics, alcohol, drugs, tobacco, and other substances. Candidates must enroll in Community CPR/First Aid.

EDU 551
Section 2B01       3 units  5:30-9:30
Inclusive Educational Practices Bronson
February 15 – March 24 T/TH  Room 207

This course will provide knowledge on how to provide a less restrictive environment consistent with effective classroom strategies. Includes integration of learning for handicapped, physically handicapped, severely handicapped, gifted and talented, and culturally diverse students.
EDU 552  
Section 2C01  
3 units  
5:30-9:30  
Computer Technology for Teaching/Learning- Level II  
Suares  
March 29 – May 5  
T/TH  
Room 203  
This course is designed to provide the skills and knowledge needed by teachers to integrate the use of computers with the classroom curriculum. Software selection and usage related to classroom organization will be discussed. In addition, technology use for curriculum design, instructional support, and student use will be explored. This course is required for a clear credential.  
2042: Preliminary Credential

EDU 561  
Section 2C01  
2 units  
5:30-8:30  
Inclusive Classroom  
Dabel  
March 28 – May 4  
M/W  
Room 205  
The purpose of this course is to discuss ways in which the diverse learner can be accommodated in the general education setting. The course will begin by reviewing strategies that can be implemented at the classroom level and then focus on some special needs students and how to individually tailor lessons to meet their particular needs. Students in this course will become familiar with general characteristics and needs that many exceptional learners share and will learn strategies that can help accommodate these needs. At the end of this course, students will have several modified instructional units that they can begin to implement in their own classrooms. (This course is the 2042 (5th year.)  
Prerequisites: Preliminary 2042 Credential

LIN 406  
Section 2C01  
3 units  
5:30-9:30  
Comparative Linguistics  
Topolovic  
March 28 – May 4  
M/W  
Room 209  
Compare and contrast language systems – phonology, morphology, structure and syntax – with English.