

EDEL 596C INTRODUCTION TO COLLABORATIVE ACTION RESEARCH (2)

Same as EDUC 596A. Cr/NC only. Prerequisites: EDUC 590A, possession of Preliminary Administrative Services Credential, and admission to the Professional Administrative Services Credential program.

EDEL 596D COMPLETION OF COLLABORATIVE ACTION RESEARCH (2)

Same as EDUC 596A. Cr/NC only. Prerequisites: EDUC 590A, possession of Preliminary Administrative Services Credential, and admission to the Professional Administrative Services Credential program.

Education: Multiple Subject (EDMS)

EDMS 100 EXPLORATIONS IN TEACHING (2)

This seminar is designed as a reflection space for students who are considering the teaching profession. They will observe and interact with children and teachers in elementary schools, as well as read about forces that shape teachers and issues they confront in our educational system. They will analyze what it means to be a teacher today in our elementary schools, facing the challenges of diversity, equity, and quality of education.

EDMS 200 BEING A TEACHER IN TODAY'S SCHOOLS (2)

This seminar continues the process of exploration, building on ED/LIBS 100, where students discussed what it means to be a teacher in our schools today. Here the focus is on the student in elementary education. From an educational perspective, students will consider what it means to be a student; what forces and circumstances shape their identity and their journey as students in elementary education. Students will elaborate their teaching philosophy throughout the semester, interweaving information from their own lives as students, from the readings, and from their field observations.

EDMS 419 IDENTITY AND AGENCY FOR SOCIALLY JUST CLASSROOMS AND COMMUNITIES (3)

Students examine ways in which culture, ethnicity, race, class, gender identity, language, physical/cognitive ability, religion, sexuality, and family structure intersect and impact students' identity and agency in classrooms and communities. Funds of knowledge, cultural bias, power, and perceptions provide lenses through which students examine social justice and equity. Students identify resources dedicated to these issues. Face-to-Face.

EDMS 463 TEACHING LANGUAGE AND LITERACY IN THE ELEMENTARY SCHOOL GRADES TK-2 (3-4)

Philosophy, goals, and pedagogy for language and (bi)literacy development in Grades TK-2. Approaching language and (bi)literacy from the combined perspectives of theory, research, and practice, participants will study, apply, and develop instruction and assessment tools and strategies to build and support phonemic awareness, phonics skills, vocabulary knowledge, comprehension, and composition. Course content is aligned with California ELD/ELA Framework and state standards. Face-to-Face. Prerequisite: Admission to a Preliminary credential program or permission of the program coordinator. Variable Credit.

EDMS 464 TEACHING LANGUAGE AND LITERACY IN THE ELEMENTARY SCHOOL GRADES 3-6 (4)

Candidates develop, refine and extend their knowledge of language and literacy instruction for grades 3-6 based on theory, research, and practice. They take a comprehensive approach in supporting childrens development of language, (bi) literacy skills, and academic language proficiency. Course content is aligned with California ELD/ELA Framework and state standards. Face-to-Face. Prerequisite: Admission to Multiple Subject Credential Program.

EDMS 471 TEACHING SOCIAL STUDIES IN THE ELEMENTARY SCHOOL (4)

Teacher candidates develop pedagogical content knowledge in social studies, exploring K-8 educational practices that promote civic responsibility and cultural understanding. They gain experience with integrating literature, primary documents, secondary resources, technology, hands-on activities, and the arts into social studies curriculum using state/ national standards to inform curricular decisions. Face-to-Face. Prerequisites: One successful semester in MS Program.

EDMS 474 TEACHING MATHEMATICS IN THE ELEMENTARY SCHOOL (3-4)

Teacher candidates develop effective strategies and techniques for planning, teaching, assessing, and adapting TK-grade 6 mathematics instruction aligned with California's standards. They develop understandings of childrens mathematical thinking, language and cognitive development, and diversity in order to teach all students effectively. Learner-centered pedagogy is modeled and analyzed throughout. Face-to-Face. Prerequisite: Credential Program admission. Variable Credit.

EDMS 475 TEACHING SCIENCE AND VISUAL AND PERFORMING ARTS IN THE ELEMENTARY SCHOOL (3-4)

Teacher candidates develop effective strategies and techniques for planning, teaching, assessing, and adapting instruction in all aspects of STEAM (science, technology, engineering, art, mathematics) based on the Next Generation Science Standards (NGSS) and visual and performing arts standards, as well as current research. Assessment in both content areas are explored. Face-to-Face. Prerequisite: Credential Program admission. Variable Credit.

EDMS 476S MULTIPLE SUBJECT CREDENTIAL PHASE 1 SEMINAR (2)

On-campus seminar. Components include lesson planning, peer observation, digital portfolio, physical education, and classroom management. Prerequisite: Full Admission to the Multiple Subject Credential Program. All post-baccalaureate Multiple Subject candidates must take the course in their first semester in the program. Face-to-Face. Grade only.

EDMS 481A INTERN SUPERVISION (3)

This multiple-session supervision and seminar topics address professional issues faced by MS interns. Issues in education are examined through the perspectives of theoretical and practice-based research and the educational foundations of history, philosophy, sociology, anthropology, and politics of education. Interns will analyze their current classroom practices and influences on their teaching, conduct teacher research, and develop a professional portfolio consistent with their district professional growth plan and intern individual learning plan. Cr/NC only.

EDMS 481B INTERN SUPERVISION (3)

This multiple-session supervision and seminar topics address professional issues faced by MS interns. Issues in education are examined through the perspectives of theoretical and practice-based research and the educational foundations of history, philosophy, sociology, anthropology, and politics of education. Interns will analyze their current classroom practices and influences on their teaching, conduct teacher research, and develop a professional portfolio consistent with their district professional growth plan and intern individual learning plan. Cr/NC only.

EDMS 481C INTERN SUPERVISION (3)

This multiple-session supervision and seminar topics address professional issues faced by MS interns. Issues in education are examined through the perspectives of theoretical and practice-based research and the educational foundations of history, philosophy, sociology, anthropology, and politics of education. Interns will analyze their current classroom practices and influences on their teaching, conduct teacher research, and develop a professional portfolio consistent with their district professional growth plan and intern individual learning plan. Cr/NC only.

EDMS 481D INTERN SUPERVISION (3)

This multiple-session supervision and seminar topics address professional issues faced by MS interns. Issues in education are examined through the perspectives of theoretical and practice-based research and the educational foundations of history, philosophy, sociology, anthropology, and politics of education. Interns will analyze their current classroom practices and influences on their teaching, conduct teacher research, and develop a professional portfolio consistent with their district professional growth plan and intern individual learning plan. Cr/NC only.

EDMS 482F FULL-TIME STUDENT TEACHING (10)

Fifteen week supervised student teaching (4.5 days per week) in a diverse elementary school setting. Candidates actively engage in planning, co-teaching, solo-teaching, and assessment in all subject areas, managing the school day for a 2-week take over and completing a state-approved Teacher Performance Assessment and program portfolio. Candidates collaborate with and are observed by mentor teacher, university supervisor and peers. Prerequisites: Documented subject-matter competence and all Phase 1 courses. Prerequisite: EDMS 482P. Co-requisite: EDMS 463 or EDMS 464. Cr/NC only.

EDMS 482P PART-TIME STUDENT TEACHING (3)

Fifteen week supervised clinical practice (2 days per week) in a diverse elementary school setting. Candidates observe and participate in classroom routines, planning, co-teaching, solo teaching, and assessment in all subject areas in small and whole group setting. Candidates collaborate with and are observed by mentor teacher, university supervisor and peers, managing the school day for a 2-day take over and completing the program portfolio. Prerequisites: Full admission to the Multiple Subject Teacher Credential Program including: Certificate of Clearance, negative TB, exams, and prerequisite courses. Cr/NC only.

EDMS 482S STUDENT TEACHING SEMINAR (2)

On-site student teaching seminar that covers all aspects of student teaching including the digital portfolio and becoming a reflective educator. Students meet with their supervisors every week on-site. Taken concurrently with EDMS 482F.

EDMS 495 SPECIAL STUDIES (1-4)

May be repeated for credit up to 8 units.