

EDEL 588 CURRICULAR LEADERSHIP: LEARNING AND ASSESSMENT (4)

In this course, candidates study the relationship between curriculum and learning theory. Three interrelated areas of schooling will be explored. These are the purposes and goals of schooling, learning and cognition, and the role of assessment. Utilizing this information the candidates will assess a curricular aspect within their school setting and develop curricular guides for use in program evaluation. Grade only. Prerequisite: Admission to the Preliminary Administrative Services Credential Program.

EDEL 589 LEADERSHIP FOR DIVERSE POPULATIONS AND COMMUNITIES (2)

This course allows candidates to reflect on their own culture and to better understand and the values, points of view from a variety of cultures, ethnic groups, and individuals with special needs. The goals include learning successful strategies and approaches involved in working with diverse communities and how a leader can move their school or district to higher levels of cultural proficiency. The course also looks at the leaders role in promoting learning for all students including those receiving special education services. Grade only. Prerequisite: admission to the Preliminary Administrative Services Credential Program.

EDEL 590A INDUCTION PLAN (2)

Students develop, in consultation with their employer and SSU program faculty, an induction plan that meets the Professional Administrative Services Credential requirements. The plan reflects an assessment of the administrator's strengths and needs, future professional goals, and requirements of the position in which the student works. Cr/NC. Prerequisite: admission to the Professional Administrative Services Credential Program.

EDEL 590B ASSESSMENT OF COMPLETION OF THE INDUCTION PLAN (2)

During the final seminar the Professional Administrative Services Credential (PASC II), the candidate, in conjunction with program faculty and the employing school district, evaluates the degree of completion of the induction plan proposed in EDEL 590A. The competency review includes the development of an on-going future professional development plan that reflects student strengths and areas of need identified during the PASC II Program. Cr/NC. Prerequisites: admission to the Professional Administrative Services Credential Program and EDEL 590A.

EDEL 595 SPECIAL STUDIES (1-4)**EDEL 596A INTRODUCTION TO ADVANCED EDUCATIONAL PROBLEMS (2)**

Students will be involved in site-based problem solving and analysis, the generation and field implementation of appropriate solutions, and an evaluation of the chosen solutions. Planning, discussion, monitoring, coaching, and evaluation will occur in a seminar setting. Cr/NC only. This course is part of the Professional Administrative Services Credential program. Prerequisites: EDUC 590A, possession of Preliminary Administrative Services Credential, and admission to the Professional Administrative Services Credential program.

EDEL 596B COMPLETION OF ADVANCED EDUCATIONAL PROBLEMS (2)

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

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 411 TEACHING SECOND LANGUAGE LEARNERS (3)

This course examines first and second language acquisition and major second language teaching methodologies in relation to children's language development in school settings. In line with state standards, the purpose of this three-unit course is to help students learn and apply a variety of theories, methods, materials, media, and strategies to provide instruction that is appropriate to assessed proficiency levels and needs of English learners and to make academic content accessible. Focus is on instructional principles and practices for learner development of comprehensive English language and literacy skills as well as academic language proficiency. The main goal is to learn to help all students become active, engaged, and independent learners.

EDMS 463 TEACHING READING AND LANGUAGE ARTS TO YOUNGER STUDENTS (3)

Philosophy, goals, and pedagogy in reading and language arts in grades K-3. Candidates examine early literacy development and teaching/learning processes in relation to state content standards. They learn to assess and build upon students' oral and written language strengths with attention to print awareness, language cueing systems, functions and conventions of oral and written language, and literature study and composing strategies. Grade only.

EDMS 464 TEACHING READING AND LANGUAGE ARTS TO OLDER STUDENTS AND STRUGGLING READERS (3)

Philosophy, goals, and pedagogy in reading and language arts in grades 3-8. Designed for student teachers to refine and extend their knowledge of literacy development and teaching/learning processes in language arts. Candidates design and teach literacy lessons in their classrooms and work with struggling readers using assessment data and state content standards. Emphasis is on reading and writing across the curriculum, and meeting the literacy needs of all learners. The PACT teaching event is scaffolded in this course. Grade only.

EDMS 470 MULTICULTURAL PEDAGOGY (3)

Through multicultural approaches, activities, and materials, candidates examine the ways in which culture, ethnicity, race, class, gender, language, disability, and family structure impact teaching and learning. Candidates consider the different beliefs, identities, cultural knowledge, and social relationships that a diverse student population brings to the classroom, and develop multicultural teaching strategies.

EDMS 471 TEACHING SOCIAL SCIENCES IN A MULTICULTURAL SOCIETY (3)

Credential candidates develop their pedagogical content knowledge in social studies, and explore K-8 educational practices that establish social studies as a catalyst for promoting civic responsibility and cultural understanding. Upon course completion, students will gain experience with integrating literature, primary documents, secondary resources, technology, hands-on activities, and the arts into their social studies curriculum. Students will also become familiar with state and national standards to inform curricular decisions.

EDMS 474 MATHEMATICS IN THE ELEMENTARY SCHOOL (3)

Methods, principles, goals, and materials for elementary mathematics teaching. This course develops effective strategies and techniques for planning, teaching, assessing, and adapting mathematics instruction; explores current practices, issues, and resources in mathematics education; deepens students' understanding and appreciation of elementary mathematics; and builds knowledge of children's mathematics thinking, learning, development, and diversity. Learner-centered, meaningful mathematics instruction is modeled and analyzed throughout. Course content is aligned with national professional standards and California content and performance standards.

EDMS 475 SCIENCE IN THE ELEMENTARY SCHOOL (3)

Methods, principles, goals, and materials for elementary science teaching. This course develops effective strategies and techniques for planning, teaching, assessing, and adapting science instruction; explores current practices, issues, and resources in science education; deepens students' understanding and appreciation of elementary science; and builds knowledge of children's science thinking, learning, development, and diversity. Learner-centered, meaningful science instruction is modeled and analyzed throughout. Course content is aligned with national professional standards and California content and performance standards.

EDMS 476F PARTICIPANT OBSERVATION (3)

Fifteen week field placement (approximately 14 hours per week). Candidates observe classroom routines, activities, curriculum materials, and instruction for each subject area. Candidates implement curriculum that is sensitive to students' language needs and is open to considerations of diversity. Plan for small and whole group instruction. Prerequisites: Certificate of Clearance, negative TB, CSET, School of Education Legal Seminar, EDUC 417 (or LIBS equivalent), and EDEC 420 (or LIBS equivalent). Cr/NC only.

EDMS 476S PARTICIPANT OBSERVATION SEMINAR (2)

On-campus seminar. Components include lesson planning, peer observation, digital portfolio, physical education, and classroom management. 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 STUDENT TEACHING AND SEMINAR (10)

Fifteen week student teaching (4.5 days per week). Candidates implement curriculum that is sensitive to students' language needs and issues of diversity. Teaching small and whole group instruction leads to teaching the entire curriculum and managing the school day during a two week take over. Prerequisites: CBEST and Subject Matter or CSET, EDMS 476F, and Phase I courses. Co-requisite: EDMS 464. 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.