

## **CREDENTIAL PREREQUISITE COURSE DESCRIPTIONS**

### **Multiple Subject, Single Subject & Education Specialist Programs**

#### **EDUC 475 - Language In Social Context (Cross-listed as ENGL 475)**

Units: 3

Three hours lecture/discussion per week

Prerequisite(s): Upper division or post baccalaureate standing.

Focus is on first and second language acquisition within social and cultural contexts, investigation and knowledge of the development of English literacy, and understanding the role of primary language literacy in the development of a second language. Instructional methods and assessments effective for English learners will be stressed.

Graded: Letter Grade

Same as: ENGL 475

#### **EDUC 412 - Equity, Diversity, and Foundations of Schooling**

Units: 3

Three hours lecture per week

Prerequisite(s): Junior Standing and successful completion of Golden Four GE Areas (A1, A2, A3, B4) or Enrolled in Post- baccalaureate Pre-Credential program

Principles for effectively teaching students from diverse cultural and linguistic backgrounds. Study of diverse students, families, schools and communities, and gender bias. Emphasizes physical, social, emotional, and intellectual safety of all students, and creating equitable classroom communities by recognizing and minimizing bias in the classroom. Changed from EDUC 512 effective F17.

Graded: Letter Grade

## **CREDENTIAL PREREQUISITE COURSE DESCRIPTIONS**

### **Multiple Subject, Single Subject & Education Specialist Programs**

#### **(cont'd)**

#### **SPED 345 - Individuals with Disabilities in Society (Cross-listed as PSY 345)**

Units: 3

Three hours lecture per week

Prerequisite(s): Junior Standing and successful completion of Golden Four GE Areas (A1, A2, A3, B4)

Explores disability studies and special education through an interdisciplinary lens by integrating multiple methods. Investigates major types of disabilities and giftedness, including definitions, causes, characteristics, and educational implications. Topics include disability perspectives and social, legal, and educational considerations of disability issues. Substantial focus on writing.

Graded: Letter Grade

Same as: [PSY 345](#)

#### **EDMS 422 - Creating and Managing Effective Elementary School Learning Environments**

Units: 5

Three hours lecture and four hours activity per week

Prerequisite(s): Junior Standing or Enrolled in Post- baccalaureate Pre-Credential program  
Participants observe student behavior in multilingual/multicultural inclusive elementary classrooms, or in education specialist settings; acquire and apply knowledge of classroom behavior assessment principles and tools; learn how to guide students' social behavior; create classrooms that facilitate learning for all students and communicate with families. Weekly participatory observation in selected elementary schools under the supervision of a classroom teacher and course instructor precedes the class meeting. A Certificate of Clearance as approved by the California Commission on Teacher Credentialing (CTC) together with a copy of TB clearance is required. Clearances are submitted to the course instructor at the first class meeting. Participation at a school site is not permitted without clearances. For assistance in obtaining clearance visit: <http://www.ctc.ca.gov/credentials/apply.html>. Changed from EDUC 522 effective F17 Repeat 2 times up to 10 units

Graded: Letter Grade

## **CREDENTIAL PREREQUISITE COURSE DESCRIPTIONS**

### **Multiple Subject, Single Subject & Education Specialist Programs**

#### **(cont'd)**

#### **EDSS 424 - Creating and Managing Effective Secondary School Learning Environment**

Units: 5

Three hours lecture and four hours activity per week

Prerequisite(s): Junior Standing or enrolled in post-baccalaureate pre-credential program

Description: Participants observe students' behavior in multilingual/multicultural inclusive secondary classrooms, or in education specialist settings; acquire and apply knowledge of classroom behavior, assessment principles, and tools; learn how to guide students' social behavior; create classrooms that facilitate learning for all students and communicate with families. Weekly participatory observation in selected secondary schools under the supervision of a classroom teacher and course instructor precedes the class meeting. A Certificate of Clearance as approved by the California Commission on Teacher Credentialing (CTC) together with a copy of TB clearance is required. Clearances are submitted to the course instructor at the first class meeting. Participation at a school site is not permitted without clearances. Changed from EDUC 524 effective F17. Repeat 2 times up to 10 units.

Graded: Letter Grade

#### **EDMS 410 - Child Growth and Development During the Elementary School Years**

Units: 3

Three hours lecture per week

Prerequisite(s): Junior Standing and successful completion of Golden Four GE Areas (A1, A2, A3, B4) or Enrolled in post- baccalaureate Pre-Credential program

Introduction to the stages of child growth and development for middle childhood years (ages 5-12). Major concepts, principles, and theories of how physical, social, emotional, and cognitive development impacts learning in diverse classroom settings for this age group. Changed from EDUC 510 effective F17. Repeat 2 times up to 6 units.

Graded: Letter Grade



## **CREDENTIAL PREREQUISITE COURSE DESCRIPTIONS**

### **Multiple Subject, Single Subject & Education Specialist Programs**

#### **(cont'd)**

#### **EDSS 415 - Adolescent Development for Secondary Educators**

Units: 3

Three hours lecture per week

Prerequisite(s): Junior Standing or Enrolled in Post-baccalaureate Pre-Credential program

Description: Focuses on specific aspects of adolescent development that influence teacher-student interactions and relationships in secondary classrooms. Emphasizes the particular challenges and possibilities teachers encounter when working with adolescent students across differences in culture, ethnicity, gender, linguistic heritage, race, sexual orientation, and socioeconomic status. Changed from EDSS 515 effective F17.

Graded: Letter Grade

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## **CREDENTIAL PREREQUISITE COURSE DESCRIPTIONS**

### **Bilingual Authorization Program**

#### **EDML 416 - Foundations of Bilingual Education**

Units: 3

Three hours of lecture

An overview of the context for bilingual education and bilingualism in California and the United States. Examines the history, policies, programs, practices, and research on bilingual education and bilingualism. Special emphasis is placed on policies impacting the establishment and implementation of various types of bilingual education programs; research-based theories and practices informing bilingual education; the relationship of culture and language in students served in bilingual programs; and the impact of developing strong school-home connections on the academic success and well-being of bilingual students.

Graded: Letter Grade



## **CREDENTIAL PREREQUISITE COURSE DESCRIPTIONS**

### **Bilingual Authorization Program (cont'd)**

#### **EDML 417 - The Socio-Cultural Context of Bilingual Schooling**

Units: 3

Three hours lecture per week

Prerequisite(s): Junior Standing or Enrolled in Post-baccalaureate Pre-Credential program

Description: A sociolinguistic approach to the study of verbal and non-verbal elements of communicative competence amongst Latinas/-os, including traditional patterns of communication and use of the United States. Changed from EDML 617 effective F17

Graded: Letter Grade

#### **CHS 349 - Chicana/os, Latina/os, and Education (Cross-listed as EDUC 349)**

Units: 3

Three hours lecture per week

Prerequisite(s): Junior standing and successful completion of Golden Four GE Areas (A1, A2, A3, B4)

Presents a broad social, cultural, political, and historical overview of Chicana/o and Latina/o education in the United States. Provides a holistic approach to Chicana/o and Latina/o educational experiences by exploring K-16 schooling policies and practices, as well as teaching and learning in familial and community contexts from a historical and contemporary perspective. Emphasizes the application of pedagogical theories to educational practice and research with and for Chicana/os and Latina/os.

Graded: Letter Grade

Same as: EDUC 349



## **CREDENTIAL PREREQUISITE COURSE DESCRIPTIONS**

### **Bilingual Authorization Program (cont'd)**

#### **CHS 350 - Chicana/O History And Culture (Cross-listed as HIST 350)**

Units: 3

Three hours lecture per week

Description: Examines the historical settlement and culture of Chicanas/os in the United States to the present. Particular attention is given to the relationship of the Chicana/o experience to the economic, political, and social institutions of the United States. These institutions are examined in relation to historical movements and developments that span over several centuries.

Graded: Letter Grade

#### **CHS 402 - Southern California Chicana/o History and Culture (Cross-listed as HIST 402)**

Units: 3

Three hours lecture per week

Prerequisite(s): Junior Standing and successful completion of Golden Four GE Areas (A1, A2, A3, B4)

Examines the cultural, economic, political, and social experience of Mexicana/os of the region from the U.S conquest to the 1990's. Particular attention is given to the interactions of this community with other ethnic and racial groups. The course utilizes literature, film, and art as mediums of learning about the culture and history of Chicana/os.

Same as: [HIST 402](#)



## **CREDENTIAL PREREQUISITE COURSE DESCRIPTIONS**

### **Bilingual Authorization Program (cont'd)**

#### **EDUC 445 - Chicano Child and Adolescent (Cross-listed as CHS 445)**

Units: 3

Three hours lecture per week

Prerequisite(s): Consent of Instructor

Examines the socio-cultural experiences and historical-political realities pertinent to the daily lives of Chicano, Mexican-origin, and/or Latino children and adolescents. Focus is on historical periods, events, and policies affecting youth populations, its demography, migration, and immigration patterns. Consideration of contemporary issues and effective educational and cultural practices will be used as a resource for teacher knowledge and pertinent classroom projects.

Graded: Letter Grade

Same as: [CHS 445](#)

#### **HIST 361 - History of Modern Latin America**

Units: 3

Three hours lecture per week

Examines the social, political, economic, and cultural foundations of modern Latin America in countries in the nineteenth and twentieth centuries.

Graded: Letter Grade