

ELEMENTARY & SECONDARY EDUC (EDES)

EDES 400 Sociocultural Analysis Ed (3 semester hours)

EDES 402 Teaching Reading in Today's Elementary Classrooms (3 semester hours)

This course is designed to provide opportunities for prospective teachers to develop their understanding and ability to teach reading to all students in the elementary grades. Particular emphasis will be placed on strategies which will accommodate culturally and linguistically diverse learners. Consideration is given to the procedures, skills development, organizations, systems of instruction and instructional materials utilized in the development of an effective, balanced and integrated approach to reading instruction in the elementary school that supports literacy development.

EDES 403 Reading and Content Learning in Middle and Secondary Schools (3 semester hours)

This course is designed to provide opportunities for prospective teachers to develop understanding of the nature of the reading process in grades 7-12. Emphasis is placed on the role of subject-matter teachers in the overall school reading program. Provides training in a variety of instructional methodologies including strategies designed for culturally and linguistically diverse learners. Special approval required.

EDES 405 Infancy (3 semester hours)

This course focuses on the first three years of life. It is designed to provide a broad overview of prenatal, infant, and toddler development. Students will advance their understanding of empirical research, application of theory, and analysis. Specifically, theoretical frameworks and contemporary research that have advanced knowledge of infant and toddler development (prenatal to 3 years of age) will be examined and analyzed. Students will be able to demonstrate knowledge of developmental milestones as they are manifested by infants and toddlers as well as be introduced to specific disorders and delays associated with early childhood development. Students will explore the environmental influences on development such as parenting, poverty, second language acquisition, disability, and policy. Field experience will be required.

EDES 406 Early Childhood (3 semester hours)

This course focuses on theoretical frameworks and contemporary research that have advanced knowledge of the preschool period (ages 2-8 years) will be examined and analyzed. Students will be able to demonstrate knowledge of developmental milestones exhibited by preschoolers. Students will explore the environmental influences on development such as peer relationships, early childhood education experiences, parenting, socialization, poverty, second language acquisition, disability, prejudice, and policy. Research findings and methods will be utilized to study the transition to formal education and literacy development. Field experience will be required.

EDES 407 Child, Family, and Community (3 semester hours)

Students will analyze and interpret current social, cultural, institutional, and psychological factors that influence parents and children including: support systems, family structures, lifestyles, communication, attachment, personality, divorce, single parenting, socioeconomic status, prejudice and discrimination, public policies, physical and mental illness/disability, maltreatment, educational settings, and the media. Core developmental theories and related research findings will be analyzed and explored as they apply to today's world.

EDES 408 Early Childhood Education Programs and Curriculum (3 semester hours)

Students will examine the history of early childhood education as well as contemporary program design and philosophy. An analysis of the impact of public policy in the United States on the ECE field will demonstrate the links between government and the family. Students will gain an understanding of implementing philosophy through environmental space planning, program policies, and curriculum design. Developmentally appropriate practice will be analyzed across all groups of children including those with special needs and second language learners. Students will be able to identify multicultural and anti-bias curriculum as well as advance their cultural competence. Field experience will be required.

EDES 416 Methodology for Primary Language Instruction in a Bilingual Setting (3 semester hours)

Consideration is given to current trends and social issues affecting bilingual programs including program characteristics, instructional approaches, and selection and use of primary language materials. Specific emphasis is placed on literacy/biliteracy in the primary language, with an integrated approach to content area instruction. Fluency and literacy in Spanish is required. This course is required for the Bilingual Authorization. Special approval required.

EDES 418 Bilingualism and Biliteracy (3 semester hours)

This course focuses on the assessment and implications of the continuum of biliteracy development through analysis of case studies. Research on the complexity of factors that impact biliteracy development for preschool through adolescent students will be discussed. Fluency and literacy in Spanish is required. This course is a requirement of the Bilingual Authorization. Special approval required.

EDES 420 Chicano/Latino Cultures: An Interdisciplinary Perspective (3 semester hours)

This course presents a cultural analysis of the diversity within Chicano/Latino groups, particularly as represented in educational settings. Historical, political, and social issues will be addressed, including communicative styles, dialectical differences, and cross-cultural interactions between cultural and linguistic groups. This class is conducted bilingually in Spanish and English. This course is a requirement of the Bilingual Authorization. Special approval required.

EDES 425 Methods English Language Development & Specially Designed Academic Instruction English (Elementary) (3 semester hours)

The goals of this course include providing students with opportunities to acquire knowledge, skills, and abilities to deliver comprehensible instruction to English Language Learners (ELLs), ELLs with an Individualized Education Plan (IEP), Individualized Services Plan (ISP), or Section 504 plan in elementary classroom settings. Students will learn how to implement an instructional program that facilitates English language acquisition and development, including receptive and productive language skills, and that logically progresses to the grade level reading/language arts program for English speakers. Additionally, students will acquire and demonstrate the ability to utilize assessment information to diagnose students' language abilities and develop lessons promoting students' access and achievement in relation to state-adopted academic standards. This practical course requires the classroom implementation of various activities throughout the semester. Fieldwork hours are required. Special approval required.

EDES 426 Methods English Language Development & Specially Designed Academic Instruction English (Secondary) (3 semester hours)

The goals of this course include providing students with opportunities to acquire knowledge, skills, and abilities to deliver comprehensible instruction to English Language Learners (ELLs), ELLs with an Individualized Education Plan (IEP), Individualized Services Plan (ISP), or Section 504 plan in secondary classroom settings. Students will learn how to implement an instructional program that facilitates English language acquisition and development, including receptive and productive language skills, and that logically progresses to the grade level reading/language arts program for English speakers. Additionally, students will acquire and demonstrate the ability to utilize assessment information to diagnose students' language abilities and develop lessons promoting students' access and achievement in relation to state-adopted academic standards. This practical course requires the classroom implementation of various activities throughout the semester. Fieldwork hours are required. Special approval required.

EDES 430 Methodology for Chinese Language Instruction in Bilingual Settings (3 semester hours)

Consideration is given to current trends and social issues affecting bilingual programs including programs characteristics, instructional approaches, and selection and use of primary language, with an integrated approach to content and instruction. Fluency and literacy in Mandarin Chinese is required. Special approval required.

EDES 431 American/Chinese/American-Chinese Cultures: An Interdisciplinary Perspective (3 semester hours)

This course presents a cultural analysis of the diversity within Chinese/American/American Chinese groups, particularly as represented in educational setting. Historical, political, and social issues will be addressed, including communicative styles, dialectical differences, and cross-cultural interactions between cultural and linguistic groups. This course is conducted bilingually in Chinese and English. This course is a requirement for the Bilingual Authorization. Special approval required.

EDES 434 Elementary Curriculum and Methods (3 semester hours)

Designed to provide opportunities for prospective teachers to develop professional knowledge and competence for teaching history/social science, mathematics, and science in kindergarten and grades 1 through 12, this course will deal with purpose, content, procedures and organization, and instruction in those curricular areas as prescribed by the California State adopted frameworks and academic content standards. This course focuses on the instructional methods and classroom management for the elementary classroom. Students should acquire skills in classroom discipline, creation of lesson plans, utilizing a variety of instructional and evaluation methods, and classroom teaching. Course shall include all state-mandated content areas including culturally and linguistically diverse teaching techniques/methods for history/social science, mathematics, and science. A fieldwork component will be required. Special approval required.

EDES 484 Methods in Teaching Secondary Languages Other Than English (3 semester hours)

This class will address the communicative approach to instruction in languages other than English. Major themes to include: proficiency-based instruction, the competency-based classroom/curriculum, critical issues in the reception and the production stages of second language acquisition, strategies to support and achieve these goals. Special approval required.

EDES 485 Methods in Teaching Secondary Social Studies (3 semester hours)

This course is designed to provide opportunities for prospective teachers to observe, develop, and practice a variety of methods to create positive learning environments, effective discipline, and traditional and alternative assessments. Emphasis is placed on strategies to include and challenge students with widely ranging linguistic and academic abilities, diverse learning styles, and varying cultural backgrounds. Methods and content are closely tied to the California State History - Social Science Framework for grades 6-12. A field experience component will be required. Special approval required.

EDES 486 Methods in Teaching Secondary English (3 semester hours)

This course addresses the concerns and needs of future English teachers. Major areas covered include developing a multicultural curriculum for all students, creating lesson plans, examining meaning making strategies for reading, instructing the writing process, teaching grammar in context, looking at methods of authentic classroom assessment, and building classroom portfolios. Methods and content are closely tied to the California Common Core State Standards for grades 6-12. A field experience component will be required. Special approval required.

EDES 487 Methods in Teaching Secondary Science (3 semester hours)

This course prepares secondary science teaching candidates to teach science using an inquiry approach as described in the National Science Education Standards (National Research Council, 1996, 2000) by integrating the three dimensions of A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas (National Research Council, 2012), in an effort to meet the student's performance expectations outlined in The Next Generation Science Standards (NGSS) (National Research Council, 2013). Methods for long- and short-range planning, unit plan design, and creation of authentic assessments are woven together to support teachers in creating effective learning environments for their students. A field experience component will be required. Special approval required.

EDES 488 Methods in Teaching Secondary Math (3 semester hours)

This course prepares candidates to teach mathematics using a balanced approach, including computational and procedural skills, conceptual understanding, and problem solving/inquiry, outlined in the California Mathematics Framework, National Common Core State Standards (CCSS); Mathematical Practice Standards (MP), and Smarter Balanced Assessment Consortium (SBAC). Methods for long- and short-range planning, unit plan design, and creation of authentic assessments are woven in to support teachers in creating effective learning environments for their students. A field experience component will be required. Special approval required.

EDES 498 Special Studies (1-3 semester hours)**EDES 499 Independent Studies (1-3 semester hours)****EDES 501 Teaching and Learning in Diverse Communities (3 semester hours)**

This course examines the teaching and learning environment through an analysis of the physical, intellectual, emotional, cultural and ethnic factors affecting development and learning during childhood and adolescent years. Emphasis is placed on implications for teaching and learning PK-12 schools. Clinical practice is a required component of this course. Permission of Coordinator required.

EDES 502 Creating and Leading Effective Classroom Environments (3 semester hours)

This course is designed to provide an overview of the teaching profession, classroom management and leadership through an equity lens. This course will include an analysis of research, theories, and practice. Teacher candidates will acquire a personal understanding of who they are as teachers and recognize how their individuality and personal beliefs affect their views and actions on teaching. Teacher candidates will explore classroom management strategies that create and sustain positive and productive learning environments for all students. The course also includes an analysis of teacher leadership and the characteristics of effective collaborative relationships within and among schools, families, and communities. Each teacher candidate will begin to develop an individual approach to building an inclusive, productive, and well-structured learning environment. Clinical Practice is a required component of this course. Permission of Coordinator required.

EDES 503 Language Theory and Pedagogy: Second Language Acquisition (3 semester hours)

Course content includes theoretical perspectives in first and second language acquisition, language teaching methodologies, assessment, identification, and program placement for English Learners (ELs), as well as their practical implications for the classroom. A brief overview of historical, political, and legal issues related to second language acquisition are addressed, as well as their impact on existing educational policies. Clinical Practice is a required component of this course. Permission of Coordinator required.

EDES 504 Assessment to Inform Instruction for Diverse Students (3 semester hours)

This course will examine best current practices and principles of assessment for diverse students. The characteristics and uses of both formal and informal assessment strategies and instruments and procedures will be studied with emphasis on formative assessment and progress monitoring as well as principles and practices for effective standards-based instruction. Candidates will learn how to design, administer, and interpret a variety of assessment measures to inform instruction. Clinical Practice is a required component of the course. Permission of Coordinator required.

EDES 505 Perspectives and Policies that Guide Education (2 semester hours)

This course will prepare candidates to know the governmental, political, financial, legal, and historical perspectives of education in California as well as laws specific to students with and without disabilities and students who are English Learners. Clinical Practice is a required component of this course. Permission of Coordinator required.

EDES 506 Using Technology in the Classroom (1 semester hour)

This course is designed to build proficiency in the use of effective technology in the K-12 classroom. Students will explore appropriate use of technology for instruction, engagement, communication, professional development, differentiation, and data analysis. In addition, the course examines classroom technology integration as well as Blended Learning educational environments. Clinical Practice is a required component of the course. Permission of Coordinator required.

EDES 507 Integrated Teaching Methods for Diverse Populations (3 semester hours)

Goals of this course include providing students with opportunities to acquire knowledge, skills, and abilities to deliver comprehensible instruction to English Learners, students with an Individualized Education Plan, Individualized Services Plan, or Section 504 plan in all classroom settings. Students will learn how to implement an instructional program that facilitates English language acquisition and development, including receptive and productive language skills, UDL and MTSS. Students will also acquire and demonstrate the ability to utilize assessment information to diagnose students' language abilities and develop lessons promoting students' achievement of state-adopted academic standards in all content areas. This practical course requires participation in, and completion of, clinical practice activities throughout the semester. Permission of Coordinator required.

EDES 508 Integrating Early Literacy, Social Studies, and the Arts in a 21st Century Classroom (3 semester hours)

This course addresses the literacy needs of all PK-5 students. Course content includes evidence-based approaches to early literacy instruction, methods to differentiate instruction in English Language Arts, use of appropriate literacy assessments, and methods to implement effective intervention strategies. Response to Intervention (RTI), literacy needs of ELLs and students with mild-moderate disabilities as well as visual/performing/creative arts will be explored as it relates to literacy instruction. Candidates who successfully complete this class should be prepared for the RICA (Reading Instruction Competency Assessment) exam across all reading domains. This course also prepares candidates to teach the CA History Social Science content standards through lesson design and implementation in order to meet the needs of all learners. Visual and Performing arts standards as well as their integration across curriculum are also addressed. Clinical Practice is a required component of this course. Consent of Coordinator required.

EDES 509 STEM Integrated Methodology and Elementary Curriculum (3 semester hours)

This course is designed to provide opportunities for prospective teachers to provide professional knowledge and competence for teaching Science, Technology, Engineering and Math (STEM) literacy. Students will be engaged in long- and short-term planning, implementing lessons using differentiated instruction and creating authentic formative and summative assessments that will be used to drive instruction. This course will be taught using an integrated inquiry approach, and Next Generation Science Standards (NGSS) and the California Common Core State Standards in Math (CA CCSSM) will be explored and implemented. Classroom observation and participation will occur simultaneously with coursework, showcasing authentic classroom environments and effective teaching strategies in action. Clinical Practice is a required component of this course. Permission of Coordinator required.

EDES 510 Elementary Teaching Seminar (3 semester hours)

This seminar is taken during the final semester of the program, concurrently with the culminating semester of Clinical Practice. Clinical practice begins on two full days per week for the first seven weeks and the expands to full-time in the last eight weeks. Candidates will be supervised during their student teaching which will take place in one culturally diverse public elementary school. Supervision and support will be provided by a master teacher and LMU fieldwork instructor, while working with individuals, small groups, and the entire class. The seminar will focus on the continued development and support of classroom management, planning, teaching, and assessment strategies that foster academic achievement in all content areas for all students. Attendance at weekly seminar is required. Credit/No Credit only. Permission of Coordinator required.

EDES 511 Content Literacy for Single Subject Educators (3 semester hours)

This course is designed to provide opportunities for those seeking a secondary credential to develop an understanding of the nature of reading and how it impacts content area learning. Throughout the course, candidates will engage in learning and putting into practice a variety of instructional methodologies to meet the literacy needs of all learners. Clinical Practice is a required component of this course. Permission of Coordinator required.

EDES 512 Secondary Content Methodology for Teaching Languages Other than English (3 semester hours)

This class will address the communicative approach to language instruction. Major themes to include: proficiency-based instruction; the competency-based classroom/curriculum; critical issues in the reception and the production stages of second language acquisition; strategies to support and achieve these goals. This course embeds inclusive approaches to engage all students through the use of the Universal Design for Learning (UDL) guidelines. Clinical Practice is a required component of this course. Permission of Coordinator required.

EDES 513 Secondary Content Methodology for Teaching Social Science (3 semester hours)

This course is designed to help prospective teaching candidates observe, collaborate, and develop effective teaching practices aimed at preparing them for the diverse challenges they will face as they enter the education profession. Classes will be structured to create a collaborative learning environment while providing practical activities that prospective teachers will be able to use or adapt once they are teaching a class. Emphasis is placed on strategies to include and challenge students with widely ranging linguistic and academic abilities, diverse learning styles, and varying cultural backgrounds. Methods and content are closely tied to the California State Standards for grades 6-12. This course embeds inclusive approaches to engage all students through the use of the Universal Design for Learning (UDL) guidelines. Clinical Practice is a required component of this course. Permission of Coordinator required.

EDES 514 Secondary Content Methodology for Teaching English (3 semester hours)

This course addressed the concerns and needs of future English teachers. Major areas covered include developing a multicultural curriculum for all students, creating lesson plans, examining meaning, making strategies for reading, instructing the writing process, teaching grammar in context, looking at methods of authentic classroom assessment, and building classroom portfolios. This course embeds inclusive approaches to engage all students through the use of the Universal Design for Learning (UDL) guidelines. Methods and content are closely tied to the California Common Core State Standards for grades 6-12. Clinical Practice is a required component of this course. Permission of Coordinator required.

EDES 515 Secondary Content Methodology for Teaching Science (3 semester hours)

This course prepares secondary science teaching candidates to teach science using an inquiry-based approach. Methods for long and short range planning, unit plan design, and creation of authentic assessments are woven together to support teachers in creating effective learning environments for their students. Candidate will utilize the 5E model to integrate the three Next Generation Science Standards (NGSS) dimensions (practices, crosscutting concepts, and disciplinary core ideas) to plan instruction, link scientific knowledge to instructional pedagogy, integrate literacy instruction, effectively engage students through inquiry, design measurable learning objectives that drive instruction, create formative and summative assessments, and organize learning to connect to student culture, prior knowledge, interests, goals, and diverse learning needs. This course embeds inclusive approaches to engage all students through the use of the Universal Design for Learning (UDL) guidelines. Clinical Practice is a required component of this course. Permission of Coordinator required.

EDES 516 Secondary Content Methodology for Teaching Math (3 semester hours)

This course prepares candidates to teach mathematics using a balanced approach, including computational and procedural skills, conceptual understanding, and problem solving/inquiry, outlined in the California Mathematics Framework, National Common Core State Standards (CCSS), Mathematical Practice Standards (MP), and Smarter Balanced Assessment Consortium (SBAC). Methods for long and short range planning, unit plan design, and creation of authentic assessments are woven in to support teachers create effective learning environments for their students. Candidates learn how to plan instruction by linking mathematical/scientific knowledge to instructional pedagogy, design measurable learning objectives that drive instruction implementation, and organize learning to connect to student culture, prior knowledge, interests, goals, and learning needs to include English learners and students with diverse needs. Candidates learn how to anticipate mathematics learning obstacles, student misconceptions, to plan multiple learning opportunities to increase student learning with a focus on students' mathematical thinking, mathematical representation, mathematical language, mathematics curriculum, culturally responsive instructional planning and implementation, classroom discourse, and assessment (MLD Methodologies). This course embeds inclusive approaches to engage all students through the use of the Universal Design for Learning (UDL) guidelines. Clinical Practice is a required component of this course. Permission of Coordinator required.

EDES 517 Secondary Content Methodology for Teaching Art (3 semester hours)

This seminar builds off early fieldwork experiences and examines the theoretical, historical, and practical issues of art education. The content will be based on the Visual and Performing Arts Framework and California Student Academic Content Standards for Visual Arts. The class provides a context in which to engage in a critical dialogue about the multiple components and issues of arts education for practicing professionals. Through study of important historical as well as contemporary examples of successful models of arts education students will learn, on a very practical level, about the development, implementation, and assessment of a successful and responsible art education curriculum. Projects will involve creating a unit of standards-based lesson plans that demonstrate both theoretical and practical applications of the following: teaching methods, classroom practices, assessment, technology, community and collaboration, teacher preparation and content issues such as multiculturalism, artists and art history, and integration of academic disciplines and state standards into art education. Throughout this course, students will develop an expertise needed to foster secondary students' capabilities, creativity, imagination, and artistic growth while designing and standards-based curriculum and lessons. Students will discover how artistic perception, creative expression, historical and cultural context, and aesthetic valuing can help them and their students think critically and analytically. Pre-service teachers will also learn the importance of connecting and applying visual arts to other art forms, subject areas, and to careers. Students will develop competency in using technology as a presentation and a research/problem-solving tool. Students will compile course material into a teaching resource portfolio and a professional portfolio. Portfolios will include all class projects and demonstration of understanding exhibited through written and presented materials. Clinical Practice is a required component of this course. Permission of Coordinator required.

EDES 518 Secondary Teaching Seminar (3 semester hours)

This seminar is taken during the final semester of the program, concurrently with the culminating semester of Clinical Practice. Clinical practice begins on two full days per week for the first seven weeks and then expands to full-time in the last eight weeks. Candidates will be supervised during their student teaching which will take place in one culturally diverse public middle or high school, in the candidate's content area. Supervision and support will be provided by a master teacher and LMU fieldwork instructor, while working with individuals, small groups, and the entire class. The seminar will focus on the continued development and support of classroom management, planning, teaching, and assessment strategies that foster academic achievement in all content areas for all students. Attendance at weekly seminar is required. Credit/No Credit only. Permission of Coordinator required.

EDES 519 Clinical Supervision 1 (1 semester hour)

This course is designed to meet fieldwork requirements and enhance the fieldwork experiences of teacher education candidates. Candidates enrolled in Field Experience courses are required to demonstrate mastery of the California Teaching Performance Expectations (TPEs) during classroom demonstrations. Candidates also receive support through reflective discussions that evolve around events in content classes, field experiences, supervised teaching, and collaboration between the candidates, university personnel, and the district-employed supervisor. The fieldwork courses are intended to provide support for classroom instructional practice for teacher candidates. The sequence of field experiences includes a broad spectrum of interactions with diverse populations and communities. These experiences are age and/or grade appropriate to the areas of service authorized by the credential. Each candidate participates in and reflects on a variety of activities representing different roles of beginning educators. Fieldwork is a critical component of the teacher candidate's preparation, linking theory to practice and rooted in the LMU Conceptual Framework and informed by the California Commission on Teacher Credentialing requirements. Credit/No Credit only. Permission of Coordinator required.

EDES 522 Elementary Clinical Supervision 2 (1 semester hour)

This course is designed to meet fieldwork requirements and enhance the fieldwork experiences of teacher education candidates. Candidates enrolled in Field Experience courses are required to demonstrate mastery of the California Teaching Performance Expectations (TPEs) during classroom demonstrations. Candidates also receive support through reflective discussions that evolve around events in content classes, field experiences, supervised teaching, and collaboration between the candidates, university personnel, and the district-employed supervisor. The fieldwork courses are intended to provide support for classroom instructional practice for teacher candidates. The sequence of field experiences includes a broad spectrum of interactions with diverse populations and communities. These experiences are age and/or grade appropriate to the areas of service authorized by the credential. Each candidate participates in and reflects on a variety of activities representing different roles of beginning educators. Fieldwork is a critical component of the teacher candidate's preparation, linking theory to practice and rooted in the LMU Conceptual Framework and informed by the California Commission on Teacher Credentialing requirements. Credit/No Credit only. Permission of Coordinator required.

EDES 523 Elementary Clinical Supervision 3 (1 semester hour)

This course is designed to meet fieldwork requirements and enhance the fieldwork experiences of teacher education candidates. Candidates enrolled in Field Experience courses are required to demonstrate mastery of the California Teaching Performance Expectations (TPEs) during classroom demonstrations. Candidates also receive support through reflective discussions that evolve around events in content classes, field experiences, supervised teaching, and collaboration between the candidates, university personnel, and the district-employed supervisor. The fieldwork courses are intended to provide support for classroom instructional practice for teacher candidates. The sequence of field experiences includes a broad spectrum of interactions with diverse populations and communities. These experiences are age and/or grade appropriate to the areas of service authorized by the credential. Each candidate participates in and reflects on a variety of activities representing different roles of beginning educators. Fieldwork is a critical component of the teacher candidate's preparation, linking theory to practice and rooted in the LMU Conceptual Framework and informed by the California Commission on Teacher Credentialing requirements. Credit/No Credit only. Permission of Coordinator required.

EDES 524 Elementary Clinical Supervision 4 (2-5 semester hours)

This course is designed to meet fieldwork requirements and enhance the fieldwork experiences of teacher education candidates. Candidates enrolled in Field Experience courses are required to demonstrate mastery of the California Teaching Performance Expectations (TPEs) during classroom demonstrations. Candidates also receive support through reflective discussions that evolve around events in content classes, field experiences, supervised teaching, and collaboration between the candidates, university personnel, and the district-employed supervisor. The fieldwork courses are intended to provide support for classroom instructional practice for teacher candidates. The sequence of field experiences includes a broad spectrum of interactions with diverse populations and communities. These experiences are age and/or grade appropriate to the areas of service authorized by the credential. Each candidate participates in and reflects on a variety of activities representing different roles of beginning educators. Fieldwork is a critical component of the teacher candidate's preparation, linking theory to practice and rooted in the LMU Conceptual Framework and informed by the California Commission on Teacher Credentialing requirements. Credit/No Credit only. Permission of Coordinator required.

EDES 532 Secondary Clinical Supervision 2 (1 semester hour)

This course is designed to meet fieldwork requirements and enhance the fieldwork experiences of teacher education candidates. Candidates enrolled in Field Experience courses are required to demonstrate mastery of the California Teaching Performance Expectations (TPEs) during classroom demonstrations. Candidates also receive support through reflective discussions that evolve around events in content classes, field experiences, supervised teaching, and collaboration between the candidates, university personnel, and the district-employed supervisor. The fieldwork courses are intended to provide support for classroom instructional practice for teacher candidates. The sequence of field experiences includes a broad spectrum of interactions with diverse populations and communities. These experiences are age and/or grade appropriate to the areas of service authorized by the credential. Each candidate participates in and reflects on a variety of activities representing different roles of beginning educators. Fieldwork is a critical component of the teacher candidate's preparation, linking theory to practice and rooted in the LMU Conceptual Framework and informed by the California Commission on Teacher Credentialing requirements. Credit/No Credit only. Permission of Coordinator required.

EDES 533 Secondary Clinical Supervision 3 (1 semester hour)

This course is designed to meet fieldwork requirements and enhance the fieldwork experiences of teacher education candidates. Candidates enrolled in Field Experience courses are required to demonstrate mastery of the California Teaching Performance Expectations (TPEs) during classroom demonstrations. Candidates also receive support through reflective discussions that evolve around events in content classes, field experiences, supervised teaching, and collaboration between the candidates, university personnel, and the district-employed supervisor. The fieldwork courses are intended to provide support for classroom instructional practice for teacher candidates. The sequence of field experiences includes a broad spectrum of interactions with diverse populations and communities. These experiences are age and/or grade appropriate to the areas of service authorized by the credential. Each candidate participates in and reflects on a variety of activities representing different roles of beginning educators. Fieldwork is a critical component of the teacher candidate's preparation, linking theory to practice and rooted in the LMU Conceptual Framework and informed by the California Commission on Teacher Credentialing requirements. Credit/No Credit only. Permission of Coordinator required.

EDES 534 Secondary Clinical Supervision 4 (2-5 semester hours)

This course is designed to meet fieldwork requirements and enhance the fieldwork experiences of teacher education candidates. Candidates enrolled in Field Experience courses are required to demonstrate mastery of the California Teaching Performance Expectations (TPEs) during classroom demonstrations. Candidates also receive support through reflective discussions that evolve around events in content classes, field experiences, supervised teaching, and collaboration between the candidates, university personnel, and the district-employed supervisor. The fieldwork courses are intended to provide support for classroom instructional practice for teacher candidates. The sequence of field experiences includes a broad spectrum of interactions with diverse populations and communities. These experiences are age and/or grade appropriate to the areas of service authorized by the credential. Each candidate participates in and reflects on a variety of activities representing different roles of beginning educators. Fieldwork is a critical component of the teacher candidate's preparation, linking theory to practice and rooted in the LMU Conceptual Framework and informed by the California Commission on Teacher Credentialing requirements. Credit/No Credit only. Permission of Coordinator required.

EDES 598 Special Studies (0-3 semester hours)**EDES 5001 Applied Educational Psychology for the Childhood and Adolescent Years (3 semester hours)**

A study of the learning environment, the evaluation of learning and the teaching/learning process. An analysis of the physical, intellectual, emotional, cultural, and ethnic factors affecting development, learning, and behavior. This course is a prerequisite for acceptance into the Multiple Subject Credential Program. Emphasis is placed on implications for teaching and learning in the primary and elementary grades. Fieldwork is required. Special approval required.

EDES 5003 Theories and Policies of Second Language Acquisition (3 semester hours)

Course content includes theoretical perspectives in first and second language acquisition, language teaching methodologies, assessment, identification, and program placement for English Language Learners. Historical, political, legal, and social factors related to second language acquisition are addressed, including the history of bilingual education; federal, state, and local legislation; bilingual education models; and the role of parents and paraprofessionals in English language development and instructional programs for linguistic minorities. Fieldwork is required. Special approval required.

EDES 5101 Teaching and Learning in Diverse Communities (3 semester hours)

This course examines the teaching and learning environment through an analysis of the physical, intellectual, emotional, cultural, and ethnic factors affecting development and learning during childhood and adolescent years. Emphasis is placed on implications for teaching and learning in PK-12 schools. Clinical practice is a required component of this course. Permission of Coordinator required.

EDES 5102 Creating and Leading Effective Classroom Environments (3 semester hours)

This course is designed to provide an overview of the teaching profession, classroom management and leadership through an equity lens. This course will include an analysis of research, theories, and practice. Teacher candidates will acquire a personal understanding of who they are as teachers and recognize how their individuality and personal beliefs affect their views and actions on teaching. Teacher candidates will explore classroom management strategies that create and sustain positive and productive learning environments for all students. The course also includes an analysis of teacher leadership and the characteristics of effective collaborative relationships within and among schools, families, and communities. Each teacher candidate will begin to develop an individual approach to building an inclusive, productive, and well-structured learning environment. Clinical Practice is a required component of this course. Permission of Coordinator required.

EDES 5103 Language Theory and Pedagogy: Second Language Acquisition (3 semester hours)

Course content includes theoretical perspectives in first and second language acquisition, language teaching methodologies, assessment, identification, and program placement for English Learners (ELs), as well as their practical implications for the classroom. A brief overview of historical, political, and legal issues related to second language acquisition are addressed, as well as their impact on existing educational policies. Clinical Practice is a required component of this course. Permission of Coordinator required.

EDES 5104 Assessment to Inform Instruction for Diverse Learners (3 semester hours)

This course will examine best current practices and principles of assessment for diverse students. The characteristics and uses of both formal and informal assessment strategies and instruments and procedures will be studied with emphasis on formative assessment and progress monitoring as well as principles and practices for effective standards-based instruction. Candidates will learn how to design, administer, and interpret a variety of assessment measures to inform instruction. Clinical Practice is a required component of the course. Permission of Coordinator required.

EDES 5105 Perspectives and Policies that Guide Education (2 semester hours)

This course will prepare candidates to know the governmental, political, financial, legal, and historical perspectives of education in California as well as laws specific to students with and without disabilities and students who are English Learners. Clinical Practice is a required component of this course. Permission of Coordinator required.

EDES 5106 Using Technology in the Classroom (1 semester hour)

This course is designed to build proficiency in the use of effective technology in the K-12 classroom. Students will explore appropriate use of technology for instruction, engagement, communication, professional development, differentiation, and data analysis. In addition, the course examines classroom technology integration as well as Blended Learning educational environments. Clinical Practice is a required component of the course. Permission of Coordinator required.

EDES 5107 Integrated Teaching Methods for Diverse Populations (3 semester hours)

Goals of this course include providing students with opportunities to acquire knowledge, skills, and abilities to deliver comprehensible instruction to English Learners, students with an Individualized Education Plan, Individualized Services Plan, or Section 504 plan in all classroom settings. Students will learn how to implement an instructional program that facilitates English language acquisition and development, including receptive and production language skills, UDL and MTSS. Students will also acquire and demonstrate the ability to utilize assessment information to diagnose students' language abilities and develop lessons promoting students' achievement of state-adopted academic standards in all content areas. This practical course requires participation in, and completion of, clinical practice activities throughout the semester. Permission of Coordinator required.

EDES 5108 Integrating Early Literacy, Social Studies, and the Arts in a 21st Century Classroom (3 semester hours)

This course addresses the literacy needs of all PK-5 students. Course content includes evidence-based approaches to early literacy instruction, methods to differentiate instruction in English Language Arts, use of appropriate literacy assessments, and methods to implement effective intervention strategies. Response to Intervention (RTI), literacy needs of ELLs and students with mild-moderate disabilities as well as visual/performing/creative arts will be explored as it relates to literacy instruction. Candidates who successfully complete this class should be prepared for the RICA (Reading Instruction Competency Assessment) exam across all reading domains. This course also prepares candidates to teach the CA History Social Science content standards through lesson design and implementation in order to meet the needs of all learners. Visual and Performing arts standards as well as their integration across curriculum are also addressed. Clinical practice is a required component of this course. Permission of Coordinator required.

EDES 5109 STEM Integrated Methodology and Elementary Curriculum (3 semester hours)

This course is designed to provide opportunities for prospective teachers to provide professional knowledge and competence for teaching Science, Technology, Engineering and Math (STEM) literacy. Students will be engaged in long and short term planning, implementing lessons using differentiated instruction and creating authentic formative and summative assessments that will be used to drive instruction. This course will be taught using an integrated inquiry approach and Next Generation Science Standards (NGSS) and the California Common Core State Standards in Math (CA CCSSM) will be explored and implemented. Classroom observation and participation will occur simultaneously with coursework, showcasing authentic classroom environments and effective teaching strategies in action. Clinical Practice is a required component of this course. Permission of Coordinator required.

EDES 5110 Elementary Teaching Seminar (3 semester hours)

This seminar is taken during the final semester of the program, concurrently with the culminating semester of Clinical Practice. Clinical practice begins on two full days per week for the first seven weeks and then expands to full-time in the last eight weeks. Candidates will be supervised during their student teaching which will take place in one culturally diverse public elementary school. Supervision and support will be provided by a master teacher and LMU fieldwork instructor, while working with individuals, small groups, and the entire class. The seminar will focus on the continued development and support of classroom management, planning, teaching, and assessment strategies that foster academic achievement in all content areas for all students. Attendance at weekly seminar is required. Credit/No Credit only. Permission of Coordinator required.

EDES 5111 Content Literacy for Single Subject Educators (3 semester hours)

This course is designed to provide opportunities for those seeking a secondary credential to develop an understanding of the nature of reading and how it impacts content area learning. Throughout the course, candidates will engage in learning and putting into practice a variety of instructional methodologies to meet the literacy needs of all learners. Clinical Practice is a required component of this course. Permission of Coordinator required.

EDES 5112 Secondary Content Methodology for Teaching Languages Other than English (3 semester hours)

This class will address the communicative approach to language instruction. Major themes to include: proficiency-based instruction; the competency-based classroom/curriculum; critical issues in the reception and the production stages of second language acquisition; strategies to support and achieve these goals. This course embeds inclusive approaches to engage all students through the use of the Universal Design for Learning (UDL) guidelines. Clinical Practice is a required component of this course. Permission of Coordinator required.

EDES 5113 Secondary Content Methodology for Teaching Social Science (3 semester hours)

This course is designed to help prospective teaching candidates observe, collaborate, and develop effective teaching practices aimed at preparing them for the diverse challenges they will face as they enter the education profession. Classes will be structured to create a collaborative learning environment while providing practical activities that prospective teachers will be able to use or adapt once they are teaching a class. Emphasis is placed on strategies to include and challenge students with widely ranging linguistic and academic abilities, diverse learning styles and varying cultural backgrounds. Methods and content are closely tied to the California State Standards for grades 6-12. This course embeds inclusive approaches to engage all students through the use of the Universal Design for Learning (UDL) guidelines. Clinical Practice is a required component of this course. Permission of Coordinator required.

EDES 5114 Secondary Content Methodology for Teaching English (3 semester hours)

This course addresses the concerns and needs of future English teachers. Major areas covered include developing a multicultural curriculum for all students, creating lesson plans, examining meaning, making strategies for reading, instructing the writing process, teaching grammar in context, looking at methods of authentic classroom assessment, and building classroom portfolios. This course embeds inclusive approaches to engage all students through the use of the Universal Design for Learning (UDL) guidelines. Methods and content are closely tied to the California Common Core State Standards for grades 6-12. Clinical Practice is a required component of this course. Permission of Coordinator required.

EDES 5115 Secondary Content Methodology for Teaching Science (3 semester hours)

This course prepares secondary science teaching candidates to teach science using an inquiry-based approach. Methods for long and short range planning, unit plan design, and creation of authentic assessments are woven together to support teachers in creating effective learning environments for their students. Candidates will utilize the 5E model to integrate the three Next Generation Science Standards (NGSS) dimensions (practices, crosscutting concepts, and disciplinary core ideas) to plan instruction, link scientific knowledge to instructional pedagogy, integrate literacy instruction, effectively engage students through inquiry, design measurable learning objectives that drive instruction, create formative and summative assessments, and organize learning to connect to student culture, prior knowledge, interests, goals, and diverse learning needs. This course embeds inclusive approaches to engage all students through the use of the Universal Design for Learning (UDL) guidelines. Clinical Practice is a required component of this course. Permission of Coordinator required.

EDES 5116 Secondary Content Methodology for Teaching Math (3 semester hours)

This course prepares candidates to teach mathematics using a balanced approach, including computational and procedural skills, conceptual understanding, and problem solving/inquiry, outlined in the California Mathematics Framework, National Common Core State Standards (CCSS), Mathematical Practice Standards (MP), and Smarter Balanced Assessment Consortium (SBAC). Methods for long and short range planning, unit plan design, and creation of authentic assessments are woven in to support teachers create effective learning environments for their students. Candidates learn how to plan instruction by linking mathematical/scientific knowledge to instructional pedagogy, design measurable learning objectives that drive instruction implementation, and organize learning to connect to student culture, prior knowledge, interests, goals, and learning needs to include English learners and students with diverse needs. Candidates learn how to anticipate mathematics learning obstacles, student misconceptions, to plan multiple learning opportunities to increase student learning with a focus on students' mathematical thinking, mathematical representation, mathematical language, mathematics curriculum, culturally responsive instructional planning & implementations, classroom discourse, and assessment (MLD Methodologies). This course embeds inclusive approaches to engage all students through the use of the Universal Design for Learning (UDL) guidelines. Clinical Practice is a required component of this course. Permission of Coordinator required.

EDES 5117 Secondary Content Methodology for Teaching Art (3 semester hours)

This seminar builds off early fieldwork experiences and examines the theoretical, historical, and practical issues of art education. The content will be based on the Visual and Performing Arts Framework and California Student Academic Content Standards for Visual Arts. The class provides a context in which to engage in a critical dialogue about the multiple components and issues of arts education for practicing professionals. Through study of important historical as well as contemporary examples of successful models of arts education students will learn, on a very practical level, about the development, implementation, and assessment of a successful and responsible art education curriculum. Projects will involve creating a unit of standards-based lesson plans that demonstrate both theoretical and practical applications of the following: teaching methods, classroom practices, assessment, technology, community and collaboration, teacher preparation and content issues such as multiculturalism, artists and art history, and integration of academic disciplines and state standards into art education. Throughout this course, students will develop the expertise needed to foster secondary students' capabilities, creativity, imagination, and artistic growth while designing and standards-based curriculum and lessons. Students will discover how artistic perception, creative expression, historical and cultural context, and aesthetic valuing can help them and their students think critically and analytically. Pre-service teachers will also learn the importance of connecting and applying visual arts to other art forms, subject areas, and to careers. Students will develop competency in using technology as a presentation and a research/problem-solving tool. Students will compile course material into a teaching resource portfolio and a professional portfolio. Portfolios will include all class projects and demonstration of understanding exhibited through written and presented materials. Clinical Practice is a required component of this course. Permission of Coordinator required.

EDES 5118 Secondary Teaching Seminar (3 semester hours)

This seminar is taken during the final semester of the program, concurrently with the culminating semester of Clinical Practice. Clinical practice begins on two full days per week for the first seven weeks and then expands to full-time in the last eight weeks. Candidates will be supervised during their student teaching which will take place in one culturally diverse public middle or high school, in the candidate's content area. Supervision and support will be provided by a master teacher and LMU fieldwork instructor, while working with individuals, small groups, and the entire class. The seminar will focus on the continued development and support of classroom management, planning, teaching, and assessment strategies that foster academic achievement in all content areas for all students. Attendance at weekly seminar is required. Credit/No Credit only. Permission of Coordinator required.

EDES 5119 Clinical Supervision 1 (1 semester hour)

This course is designed to meet fieldwork requirements and enhance the fieldwork experiences of teacher education candidates. Candidates enrolled in Field Experience courses are required to demonstrate mastery of the California Teaching Performance Expectations (TPEs) during classroom demonstrations. Candidates also receive support through reflective discussions that evolve around events in content classes, field experiences, supervised teaching, and collaboration between the candidates, university personnel, and the district-employed supervisor. The fieldwork courses are intended to provide support for classroom instructional practice for teacher candidates. The sequence of field experiences includes a broad spectrum of interactions with diverse populations and communities. These experiences are age and/or grade appropriate to the areas of service authorized by the credential. Each candidate participates in and reflects on a variety of activities representing different roles of beginning educators. Fieldwork is a critical component of the teacher candidate's preparation, linking theory to practice and rooted in the LMU Conceptual Framework and informed by the California Commission on Teacher Credentialing requirements. Credit/No Credit only. Permission of Coordinator required.

EDES 5122 Elementary Clinical Supervision 2 (1 semester hour)

This course is designed to meet fieldwork requirements and enhance the fieldwork experiences of teacher education candidates. Candidates enrolled in Field Experience courses are required to demonstrate mastery of the California Teaching Performance Expectations (TPEs) during classroom demonstrations. Candidates also receive support through reflective discussions that evolve around events in content classes, field experiences, supervised teaching, and collaboration between the candidates, university personnel, and the district-employed supervisor. The fieldwork courses are intended to provide support for classroom instructional practice for teacher candidates. The sequence of field experiences includes a broad spectrum of interactions with diverse populations and communities. These experiences are age and/or grade appropriate to the areas of service authorized by the credential. Each candidate participates in and reflects on a variety of activities representing different roles of beginning educators. Fieldwork is a critical component of the teacher candidate's preparation, linking theory to practice and rooted in the LMU Conceptual Framework and informed by the California Commission on Teacher Credentialing requirements. Credit/No Credit only. Permission of Coordinator required.

EDES 5123 Elementary Clinical Supervision 3 (1 semester hour)

This course is designed to meet fieldwork requirements and enhance the fieldwork experiences of teacher education candidates. Candidates enrolled in Field Experience courses are required to demonstrate mastery of the California Teaching Performance Expectations (TPEs) during classroom demonstrations. Candidates also receive support through reflective discussions that evolve around events in content classes, field experiences, supervised teaching, and collaboration between the candidates, university personnel, and the district-employed supervisor. The fieldwork courses are intended to provide support for classroom instructional practice for teacher candidates. The sequence of field experiences includes a broad spectrum of interactions with diverse populations and communities. These experiences are age and/or grade appropriate to the areas of service authorized by the credential. Each candidate participates in and reflects on a variety of activities representing different roles of beginning educators. Fieldwork is a critical component of the teacher candidate's preparation, linking theory to practice and rooted in the LMU Conceptual Framework and informed by the California Commission on Teacher Credentialing requirements. Credit/No Credit only. Permission of Coordinator required.

EDES 5124 Elementary Clinical Supervision 4 (2 semester hours)

This course is designed to meet fieldwork requirements and enhance the fieldwork experiences of teacher education candidates. Candidates enrolled in Field Experience courses are required to demonstrate mastery of the California Teaching Performance Expectations (TPEs) during classroom demonstrations. Candidates also receive support through reflective discussions that evolve around events in content classes, field experiences, supervised teaching, and collaboration between the candidates, university personnel, and the district-employed supervisor. The fieldwork courses are intended to provide support for classroom instructional practice for teacher candidates. The sequence of field experiences includes a broad spectrum of interactions with diverse populations and communities. These experiences are age and/or grade appropriate to the areas of service authorized by the credential. Each candidate participates in and reflects on a variety of activities representing different roles of beginning educators. Fieldwork is a critical component of the teacher candidate's preparation, linking theory to practice and rooted in the LMU Conceptual Framework and informed by the California Commission on Teacher Credentialing requirements. Credit/No Credit only. Permission of Coordinator required.

EDES 5132 Secondary Clinical Supervision 2 (1 semester hour)

This course is designed to meet fieldwork requirements and enhance the fieldwork experiences of teacher education candidates. Candidates enrolled in Field Experience courses are required to demonstrate mastery of the California Teaching Performance Expectations (TPEs) during classroom demonstrations. Candidates also receive support through reflective discussions that evolve around events in content classes, field experiences, supervised teaching, and collaboration between the candidates, university personnel, and the district-employed supervisor. The fieldwork courses are intended to provide support for classroom instructional practice for teacher candidates. The sequence of field experiences includes a broad spectrum of interactions with diverse populations and communities. These experiences are age and/or grade appropriate to the areas of service authorized by the credential. Each candidate participates in and reflects on a variety of activities representing different roles of beginning educators. Fieldwork is a critical component of the teacher candidate's preparation, linking theory to practice and rooted in the LMU Conceptual Framework and informed by the California Commission on Teacher Credentialing requirements. Credit/No Credit only. Permission of Coordinator required.

EDES 5133 Secondary Clinical Supervision 3 (1 semester hour)

This course is designed to meet fieldwork requirements and enhance the fieldwork experiences of teacher education candidates. Candidates enrolled in Field Experience courses are required to demonstrate mastery of the California Teaching Performance Expectations (TPEs) during classroom demonstrations. Candidates also receive support through reflective discussions that evolve around events in content classes, field experiences, supervised teaching, and collaboration between the candidates, university personnel, and the district-employed supervisor. The fieldwork courses are intended to provide support for classroom instructional practice for teacher candidates. The sequence of field experiences includes a broad spectrum of interactions with diverse populations and communities. These experiences are age and/or grade appropriate to the areas of service authorized by the credential. Each candidate participates in and reflects on a variety of activities representing different roles of beginning educators. Fieldwork is a critical component of the teacher candidate's preparation, linking theory to practice and rooted in the LMU Conceptual Framework and informed by the California Commission on Teacher Credentialing requirements. Credit/No Credit only. Permission of Coordinator required.

EDES 5134 Secondary Clinical Supervision 4 (2 semester hours)

This course is designed to meet fieldwork requirements and enhance the fieldwork experiences of teacher education candidates. Candidates enrolled in Field Experience courses are required to demonstrate mastery of the California Teaching Performance Expectations (TPEs) during classroom demonstrations. Candidates also receive support through reflective discussions that evolve around events in content classes, field experiences, supervised teaching, and collaboration between the candidates, university personnel, and the district-employed supervisor. The fieldwork courses are intended to provide support for classroom instructional practice for teacher candidates. The sequence of field experiences includes a broad spectrum of interactions with diverse populations and communities. These experiences are age and/or grade appropriate to the areas of service authorized by the credential. Each candidate participates in and reflects on a variety of activities representing different roles of beginning educators. Fieldwork is a critical component of the teacher candidate's preparation, linking theory to practice and rooted in the LMU Conceptual Framework and informed by the California Commission on Teacher Credentialing requirements. Credit/No Credit only. Permission of Coordinator required.

EDES 5200 Methodology in English Language Development & Specially Designed Acad Instruction in English - Elem (3 semester hours)

Goals of this course include providing students with opportunities to acquire knowledge, skills, and abilities to deliver comprehensible instruction to English Language Learners (ELLs), ELLs with an Individualized Education Plan (IEP), Individualized Services Plan (ISP) or Section 504 plan in all elementary classroom settings. Students will learn how to implement an instructional program that facilitates English language acquisition and development, including receptive and productive language skills, and that logically progresses to the grade level reading/language arts program for English speakers. Additionally, students will acquire and demonstrate the ability to utilize assessment information to diagnose students' language abilities and develop lessons promoting students' access and achievement in relation to state-adopted academic standards. This practical course requires the classroom implementation of various activities throughout the semester. Fieldwork hours are required. Prerequisite: EDES 5003. Special approval required.

EDES 5250 Methodology English Lang Developmnt & Specially Designed Academic Instruction in English - Secondary (3 semester hours)

Goals of this course include providing students with opportunities to acquire knowledge, skills, and abilities to deliver comprehensible instruction to English Language Learners (ELLs), ELLs with an Individualized Education Plan (IEP), Individualized Services Plan (ISP) or Section 504 plan in all secondary classroom settings. Students will learn how to implement an instructional program that facilitates English language acquisition and development, including receptive and productive language skills, and that logically progresses to the grade level reading/language arts program for English speakers. Additionally, students will acquire and demonstrate the ability to utilize assessment information to diagnose students' language abilities and develop lessons promoting students' access and achievement in relation to state-adopted academic standards. This practical course requires the classroom implementation of various activities throughout the semester. Fieldwork hours are required. Prerequisite: EDES 5003. Special approval required.

EDES 5251 Methods in Teaching Secondary Languages Other Than English (3 semester hours)

This class will address the communicative approach to language instruction. Major themes include: proficiency-based instruction; the competency-based classroom/curriculum; critical issues in the reception and the production stages of second language acquisition; strategies to support and achieve these goals. Special approval required.

EDES 5252 Methods in Teaching Secondary Social Studies (3 semester hours)

This course is designed to provide opportunities for prospective teachers to observe, develop, and practice a variety of methods to create positive learning environments, effective discipline, and traditional and alternative assessments. Emphasis is placed on strategies to include and challenge students with widely ranging linguistic and academic abilities, diverse learning styles, and varying cultural backgrounds. Methods and content are closely tied to the California State Framework for grades 6-12. A fieldwork component will be required. Special approval required.

EDES 5253 Methods in Teaching Secondary English (3 semester hours)

This course addresses the concerns and needs of future English teachers. Major areas covered include developing a multicultural curriculum for all students, creating lesson plans, examining meaning, making strategies for reading, instructing the writing process, teaching grammar in context, looking at methods of authentic classroom assessment, and building classroom portfolios. Methods and content are closely tied to the California Common Core State Standards for grades 6-12. A field experience component will be required. Special approval required.

EDES 5254 Methods in Teaching Secondary Science (3 semester hours)

This course prepares secondary science teaching candidates to teach science using an inquiry approach as described in the National Science Education Standards (National Research Council, 1996, 2000) by integrating the three dimensions of A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas (National Research Council, 2012), in an effort to meet the student's performance expectations outlined in The Next Generation Science Standards (NGSS) (National Research Council, 2013). Methods for long- and short-range planning, unit plan design, and creation of authentic assessments are woven together to support teachers in creating effective learning environments for their students. A fieldwork component will be required. Special approval required.

EDES 5255 Methods in Teaching Secondary Math (3 semester hours)

This course prepares candidates to teach mathematics using a balanced approach, including computational and procedural skills, conceptual understanding, and problem solving/inquiry, outlined in the California Mathematics Framework, National Common Core State Standards (CCSS), Mathematical Practice Standards (MP), and Smarter Balanced Assessment Consortium (SBAC). Methods for long- and short-range planning, unit plan design, and creation of authentic assessments are woven in to support teachers in creating effective learning environments for their students. A fieldwork component will be required. Special approval required.

EDES 5256 Methods in Teaching Secondary Art (3 semester hours)

This course is designed to provide opportunities for prospective secondary art educators to critically examine the theoretical, historical, psychological, sociological, and practical applications of art education. Projects will involve the development, implementation, and assessment of a successful and socially responsible art education curriculum. A field experience component will be required. Special approval required.

EDES 5320 Chicano/Latino Cultures: An Interdisciplinary Perspective (3 semester hours)

This course presents a cultural analysis of the diversity within Chicano/Latino groups, particularly as represented in educational settings. Historical, political, and social issues will be addressed, including communicative styles, dialectical differences, and cross-cultural interactions between cultural and linguistic groups. This class is conducted bilingually in Spanish and English. This course is a requirement of the Bilingual Authorization. Special approval required.

EDES 5324 Bilingualism and Biliteracy (3 semester hours)

This course focuses on the assessment and implications of the continua of biliteracy development through analysis of case studies. Research on the complexity of factors that impact biliteracy development for preschool through adolescent students will be discussed. Special approval required.

EDES 5325 Curriculum and Instructional Leadership in a Bilingual Setting (3 semester hours)

Theory and application of curriculum development to bilingual instructional programs. These include design, organizational patterns and resources, materials and media, change strategies, and evaluation. Special approval required.

EDES 5330 Chinese/American/American-Chinese Cultures: An Interdisciplinary Perspective (3 semester hours)

This course presents a cultural analysis of the diversity within Chinese/American/American Chinese groups, particularly as represented in educational settings. Historical, political, and social issues will be addressed, including communicative styles, dialectical differences, and cross-cultural interactions between cultural and linguistic groups. This class is conducted bilingually in Chinese and English. This course is a requirement of the Bilingual Authorization. Special approval required.

EDES 5400 Developmental Theories (3 semester hours)

Students will critically analyze core theories regarding the historical and philosophical roots of developmental science. Students will also evaluate contemporary theories of child development. Students will connect research findings and empirical methods with theory and practice. Special approval required.

EDES 5401 Infancy (3 semester hours)

This course focuses on the first three years of life. It is designed to provide a broad overview of prenatal, infant, and toddler development. Students will advance their understanding of empirical research, application of theory, and analysis. Specifically, theoretical frameworks and contemporary research that have advanced knowledge of infant and toddler development (prenatal to 3 years of age) will be examined and analyzed. Students will be able to demonstrate knowledge of developmental milestones as they are manifested by infants and toddlers as well as be introduced to specific disorders and delays associated with early childhood development. Students will explore the environmental influences on development such as parenting, poverty, second language acquisition, disability, and policy. Field experience will be required. Special approval required.

EDES 5402 Early Childhood (3 semester hours)

This course focuses on theoretical frameworks and contemporary research that have advanced knowledge of the preschool period (ages 2-8 years) will be examined and analyzed. Students will be able to demonstrate knowledge of developmental milestones exhibited by preschoolers. Students will explore the environmental influences on development such as peer relationships, early childhood education experiences, parenting, socialization, poverty, second language acquisition, disability, prejudice, and policy. Research findings and methods will be utilized to study the transition to formal education and literacy development. Field experience will be required. Special approval required.

EDES 5403 Cognition and Language (3 semester hours)

Students will analyze core cognitive theories in-depth, including an understanding of how these theories developed and related historical and contemporary research findings. Students will also examine core theoretical issues related to language and demonstrate knowledge of how the components of language are learned. Students will also be introduced to specific disorders and delays associated with cognition and language and gain knowledge in the identification and treatment for children with special needs. Additionally, students will examine the development of bilingual children and the needs of second language learners in education. Special approval required.

EDES 5404 Child, Family, and Community (3 semester hours)

Students will analyze and interpret current social, cultural, institutional, and psychological factors that influence parents and children including: support systems, family structures, lifestyles, communication, attachment, personality, divorce, single parenting, socioeconomic status, prejudice and discrimination, public policies, physical and mental illness/disability, maltreatment, educational settings, and the media. Core developmental theories and related research findings will be analyzed and explored as they apply to today's world. Special approval required.

EDES 5405 Early Childhood Education Programs and Curriculum (3 semester hours)

Students will examine the history of early childhood education as well as contemporary program design and philosophy. An analysis of the impact of public policy in the United States on the ECE field will demonstrate the links between government and the family. Students will gain an understanding of implementing philosophy through environmental space planning, program policies, and curriculum design. Developmentally appropriate practice will be analyzed across all groups of children including those with special needs and second language learners. Students will be able to identify multicultural and anti-bias curriculum as well as advance their cultural competence. Field experience will be required. Special approval required.

EDES 5406 Social and Emotional Development (3 semester hours)

Core theories of social and emotional development will be critically analyzed and applied in the contemporary world as well as recent research findings. Students will demonstrate knowledge in core components of social development including self-concept, identity, temperament, personality behavior, peer relationships, parent-child relationships, socialization, social competence, and environmental influences such as childcare, schools, communities, culture, and the media. Students will demonstrate knowledge in core components of emotional development including attachment, identification of feelings, emotional regulation, risk and resiliency. Field experience will be required. Special approval required.

EDES 5407 Research Methods and Early Childhood Assessment (3 semester hours)

Students will gain knowledge in planning and conducting research as well as further advance their written communication skills. Students will critically evaluate published research. Students will use and apply various observation techniques such as narrative records, running records, time sampling, and event sampling to the understanding of child behavior and developmental processes. Students will demonstrate data analysis skills. Students will gain knowledge in the assessment of both typical and atypical development. Students will explore issues of professional ethics related to working with parents and teachers when special needs in children are identified and require intervention. Field experience will be required. Special approval required.

EDES 5408 Early Childhood Education Program Administration (3 semester hours)

The focus of this course is to provide an overview of the knowledge and skills necessary to develop and administer an early care and education facility. Instruction will examine the management, supervision, and leadership of early childhood programs that serve children from infancy through age eight within the framework of planning, implementing, and evaluating programs of various sponsorship and purpose. Topics of special consideration will include: leadership and staff management, enrollment and public relations, program philosophy and curriculum, ethics, physical facilities, finance and budget, family and community relations, government/state licensing regulations, program evaluation and accreditation systems, environmental space planning, health and safety issues, in addition to other relevant administrative topics. Moreover, this course covers the history and goals of early childhood education, including laws governing early childhood centers and illustrating how historical and contemporary societal pressures influence early care and education programs with a focus on administrative issues. Fieldwork experience will be required. Special approval required.

EDES 5964 Leadership and Clinical Practice (2 semester hours)

This course is designed to enhance the field experience of teacher practitioners/interns through reflective discussions that evolve around events in content classes and field experiences, supervised teaching, and collaboration between the candidates and university personnel. The course is customized around the early childhood interests of the candidates. Credit/No Credit only. Special approval required.

EDES 5998 Special Studies (0-3 semester hours)**EDES 5999 Independent Studies (1-3 semester hours)****EDES 6001 Theory and Applications in Developmental Reading Instruction (3 semester hours)**

This graduate course considers linguistic, physiological, psychological, and cultural concerns, which address the literacy needs of all learners, which include differentiated instruction, Response to Intervention, and literacy techniques for English Language Learners. Approaches, methods, processes, and techniques for teaching literacy skills in grades PK-12 are discussed.

EDES 6002 Assessing the Reading Performance of Struggling Readers (3 semester hours)

Principles of assessment, evaluation, and prognostic procedures in reading. Use of effective formal and informal assessments and evaluation instruments for all students. Communication of assessments results to stakeholders; alignment of assessment with instructional programs.

EDES 6003 Detection and Diagnosis of Literacy Difficulties (3 semester hours)

This course is a study of the detection and diagnosis of literacy difficulties of elementary, middle, and high school students. It includes an introduction and examination of methods and materials best suited for correcting reading deficiencies as well as techniques for promoting better reading, writing and study habits.

EDES 6004 Looking at the Classroom Culture through a Linguistic Lens (3 semester hours)

This course provides opportunities to study teaching as a linguistic process for creating and maintaining classroom culture. The course emphasizes a holistic exploration of the influences of language interactions (examining language attitudes and practices through discourse analysis), language structure (phonology and phonetics, morphology and syntax), language assessment, and language/literacy development as foundations for first and second language and literacy acquisition.

EDES 6005 Resourcing and Implementing Technology for Effective Reading (3 semester hours)

This course is designed to explore the impact that technology has on reading instruction. Through individual and group projects, using a variety of media, topics cover children and adolescent literature, current research, emerging trends, and practical classroom applications. Inquiry into topics such as: educational technology policies, both nationally and locally, the digital divide, gender and ethnic bias, evaluation and appropriate use of educational technologies and assistive technologies.

EDES 6006 Literacy Curriculum and Design Implementation (3 semester hours)

What should students learn and experience in the classroom? Who decides the content and how it should be taught? How will we know that all students have mastered it? From antiquity to the present, human beings have clashed over these fundamental yet highly charged questions regarding the nature of curriculum. Drawing on theory and practice, past and present, this course explores answers to the above questions and looks at the direction of today's education policies and practices, especially with regard to curriculum standards, accountability, and student assessment under the 2015 Every Student Succeeds Act (ESSA).

EDES 6007 Critical Analysis of Current Literacy Education in Urban Schools (3 semester hours)

In this course, candidates will engage in a critical analysis of literacy research that examines current models of the reading process and their influence on the curriculum, as well as instructional and assessment issues in reading language arts. Emphasis will be placed on the understanding of how students from a variety of socio-cultural and linguistic backgrounds learn to read.

EDES 6008 Motivating All Readers in the Content Areas (3 semester hours)

This course examines the teaching of reading in and across subject matter disciplines. It will provide research-based foundational knowledge to help teachers make sound instructional decisions for struggling readers with regards to content-area reading instruction and intervention methods for middle school, high school, and adult readers in urban and under-resourced settings.

EDES 6009 Evidence-Based Strategies in Reading for Emergent Bilingual Learners (3 semester hours)

This course will explore the role language differences plays in learning to read and comprehend English. Since most major urban centers in the US have a large percentage of language minority students, teachers need to be aware of evidence-based strategies and practices that will promote and encourage learning for all children.

EDES 6080 Advance Course 1: Special Populations, English Language Learners, Health, and Technology (3 semester hours)

This course integrates the advanced study of technology with the study of teaching English Learners and Special Needs students. The course will address pedagogy and equity for all students by advancing the study of, and methods for, delivering appropriate educational services to students with exceptional needs, and the study of teaching English learners which build upon, extend, and deepen candidates' subject matter and pedagogic knowledge based on their preliminary credential programs and the California Standards for the Teaching Profession (CSTP). Candidates will address the areas of information literacy, the digital divide, and using technology to create lifelong learners. Health and safety issues, student wellness and resiliency, as well as classroom emergency response plans, are all addressed in the coursework to help candidates maximize learning and maintain well-managed classrooms. Special approval required.

EDES 6081 Advance Course 2: Special Populations, English Language Learners, Health, and Technology (3 semester hours)

This course integrates the advanced study of technology and the teaching of English Learners and Special Needs students. The course will address pedagogy and equity for all students by advancing the study of, and methods for, delivering appropriate educational services to student with exceptional needs, and the study of teaching English learners which build upon, extend, and deepen candidates' subject matter and pedagogic knowledge based on their preliminary credential programs and the California Standards for the Teaching Profession (CSTP). Candidates will address the areas of information literacy, the digital divide, and using technology to create lifelong learners. Health and safety issues, student wellness and resiliency, as well as classroom emergency response plans, are all addressed in the coursework to help candidates maximize learning and maintain well-managed classrooms. Special approval required.

EDES 6103 Curriculum and Instructional Leadership (3 semester hours)

What should students learn and experience in the classroom? Who decides the content and how it should be taught? How will we know that all students have mastered it? From antiquity to the present, human beings have clashed over these fundamental yet highly charged questions regarding the nature of curriculum. Drawing on theory and practice, past and present, this course explores answers to the above questions and looks at the direction of today's education policies and practices, especially with regard to curriculum standards, accountability, and student assessment under No Child Left Behind. Special approval required.

EDES 6200 Elementary School Curriculum and Methods (3 semester hours)

This course focuses on instructional methods for mathematics, science, and social studies for the culturally diverse elementary classroom. Students will acquire skills in the creation of lesson plans utilizing a variety of instructional and evaluation methods, and classroom teaching. Course will include all state mandated content areas. A field experience component will be required. Special approval required.

EDES 6202 Teaching Reading for Today's Learners (3 semester hours)

This course considers linguistic, physiological, psychological, and cultural concerns which address the literacy needs of all students, including English Language Learners and students with disabilities. Course content includes evidence-based approaches to language arts/literacy instruction, assessment, differentiated instruction, Response to Intervention (RTI), literacy needs of ELLs and students with mild-moderate disabilities, as well as methods, processes, and techniques for teaching literacy skills in grades K-12. This course prepares candidates for the RICA. Fieldwork is required. Special approval required.

EDES 6203 Reading and Content Learning in Middle and Secondary Schools (3 semester hours)

This course is designed to provide opportunities for those seeking a secondary credential to develop an understanding of the nature of reading and how it impacts content area learning. Emphasis is placed on the role of subject-matter teachers in the overall school reading program. The course provides training in a variety of instructional methodologies including strategies designed for culturally and linguistically diverse students. Fieldwork is required. Special approval required.

EDES 6250 Improvement of Literacy in Single Subject Classrooms (3 semester hours)

This course is designed to develop an understanding of the nature of literacy and how it impacts content area learning. Provides training in a variety of instructional methodologies including strategies designed for culturally and linguistically diverse students. Fieldwork is required. Admission to program required.

EDES 6320 Methodology for Primary Language Instruction in a Bilingual Setting (3 semester hours)

Consideration is given to current trends and social issues affecting bilingual programs including program characteristics, instructional approaches, and selection and use of primary language materials. Specific emphasis is placed on literacy/biliteracy in the primary language, with an integrated approach to content and instruction. Fluency and literacy in Spanish is required. Special approval required. Prerequisite: EDES 5003.

EDES 6330 Methodology for Chinese Language Instruction in Bilingual Settings (3 semester hours)

Consideration is given to current trends and social issues affecting bilingual programs including program characteristics, instructional approaches, and selection and use of primary language materials. Specific emphasis is placed on literacy/biliteracy in the primary language, with an integrated approach to content and instruction. Fluency and literacy in Mandarin Chinese is required. Special approval required. Prerequisite: EDES 5003.

EDES 6340 Educational Linguistics (3 semester hours)

An in-depth study of the interrelationship between language and schooling. Classroom-based analysis of contexts of language variation and usage is emphasized, with a focus on language testing, the teaching of phonology, vocabulary and grammar, and discourse analysis.

EDES 6341 Found of Literacy Instru (3 semester hours)**EDES 6342 Diagnosing and Developing Literacy Skills (3 semester hours)**

Theoretical and practical considerations of the causes of deficiencies in the literacy skills of elementary and secondary students; methods and materials best suited for correcting deficiencies and techniques for promoting better literacy habits. Prerequisite: EDES 6201 or 6341. Co-requisite: EDES 6343.

EDES 6343 Practicum in Diagnosing and Developing Literacy Skills (3 semester hours)

Practicum taken in conjunction with EDES 6342. Each student works with two readers deficient in literacy skills, learns diagnostic and prescriptive teaching techniques, administers psychological tests, screening tests of vision and hearing, and formulates case histories. Co-requisite: EDES 6342. Permission of Program Director required.

EDES 6344 Seminar in Literacy Leadership and Professional Development (3 semester hours)**EDES 6345 Literacy Fieldwork (1-3 semester hours)**

Supervised fieldwork experiences will focus on the direct application of classroom knowledge and training. Candidates will demonstrate their knowledge and skills in the area of literacy and will include reflective discussions focusing on the lessons observed. Credit/No Credit only. Special approval required.

EDES 6346 Advanced Practicum for At-Risk Students (3 semester hours)

In this advanced course for the Reading Specialist Credential, candidates will engage in a critical analysis of literacy research that examines current models of the reading process and their influence on curriculum, instructional and assessment issues in reading/language arts. Emphasis will be placed on the understanding of how students from a variety of socio-cultural and linguistics backgrounds learn to read. Prerequisites: EDES 6342 and 6343. Permission of Program Director required.

EDES 6347 Rsrch/Trnds Litcy At-Risk Stds (3 semester hours)

This course is required for the Reading Specialist Credential and includes methods for diagnosing and providing appropriate intervention approaches for meeting the needs of students with severe reading difficulties. Candidates will gain knowledge and experience, practice skills acquired in course work, and demonstrate competency in the skills required by a Reading Specialist. Prerequisites: EDES 6342 and 6343. Permission of Program Director required.

EDES 6348 Field Experience in Professional Literacy Leadership (3 semester hours)

The purpose of the fieldwork component for the Reading Specialist Credential is two-fold. First, it provides experience in the teaching of reading/language arts in grades K-12. Secondly, it provides opportunities for candidates to experience and participate in the variety of duties associated with a leadership position in a school and/or school district. Prerequisites: EDES 6346 and 6347. Permission of Program Director required.

EDES 6350 Linguistics and Reading (3 semester hours)

This course provides opportunities to study teaching as a linguistic process for creating and maintaining classroom culture. The course emphasizes a holistic exploration of the influences of language interactions (examining language attitudes and practices through discourse analysis), language structure (phonology and phonetics, morphology and syntax), language assessment, and language/literacy development as foundations for first and second language and literacy acquisition. Special approval required.

EDES 6351 Assessment in Reading Performance (3 semester hours)

Principles of assessment, evaluation, and prognostic procedures in reading; use of effective formal and informal assessments and evaluation instruments for all students. Communication of assessments results to stakeholders; alignment of assessment with instructional programs. Special approval required.

EDES 6352 Seminar: The Reading Professional (3 semester hours)

This course is designed to help students gain research skills and knowledge about literacy contexts, theories, practices, and the ways in which the social and cultural dimensions of literacy influence, and are influenced by, educational policies. Students will evaluate historical, educational, and social research to prepare for a final PowerPoint presentation. Special approval required.

EDES 6353 Technology and Reading (3 semester hours)

This course is designed to explore the impact that technology has on reading instruction. Through individual and group projects, using a variety of media, topics cover children and adolescent literature, current research, emerging trends, and practical classroom applications. Inquiry into topics such as: educational technology policies, both nationally and locally, the digital divide, gender and ethnic bias, evaluation and appropriate use of educational technologies and assistive technologies. Special approval required.

EDES 6354 Reading Development and Instruction (3 semester hours)

This graduate course considers linguistic, physiological, psychological, and cultural concerns which address the literacy needs of all learners, which include differentiated instruction, Response to Intervention (RTI), and literacy techniques for English Language Learners. Approaches, methods, processes, and techniques for teaching literacy skills in grades P-12 are discussed. This course meets the requirements for the Master's degree in Reading Instruction and is a required course for the Reading and Literacy Added Authorization. Special approval required.

EDES 6355 Introduction to Reading Difficulties (3 semester hours)

This course is a study of the detection and diagnosis of literacy difficulties of elementary, middle, and high school students. It includes an introduction and examination of methods and materials best suited for correcting reading deficiencies as well as techniques for promoting better reading, writing, and study habits. Prerequisite: EDES 6202 or EDES 6354. Corequisite: EDES 6356. Special approval required.

EDES 6356 Diagnosis and Intervention in Reading - Practicum I (3 semester hours)

This practicum includes an in-depth study of prescriptive teaching techniques. Students learn to assess and plan intervention strategies to help develop literacy skills in children who are struggling with the reading process. Included among the techniques are: specific skill and psychological tests, screening tests of vision and hearing, as well as interpreting and writing case studies. Prerequisites: EDES 6202 or EDES 6354. Corequisite: EDES 6355. Special approval required.

EDES 6357 Advanced Diagnosis and Intervention in Reading - Practicum II (3 semester hours)

This course includes methods for diagnosing and providing appropriate and innovative intervention approaches for meeting the needs of students with severe reading difficulties. Candidates will gain knowledge and experience, practice skills acquired in course work, and demonstrate competency in leadership skills. Prerequisites: EDES 6355 or EDES 6356. Special approval required.

EDES 6358 Research and Trends in Reading Education (3 semester hours)

In this course, candidates will engage in a critical analysis of literacy research that examines current models of the reading process and their influence on the curriculum, as well as instructional and assessment issues in reading language arts. Emphasis will be placed on the understanding of how students from a variety of socio-cultural and linguistic backgrounds learn to read. Prerequisite: EDES 6355 or EDES 6356. Special approval required.

EDES 6359 Field Experience - The Reading Professional (3 semester hours)

The purpose of the fieldwork component for the Reading Specialist Credential is two-fold. First, it provides experience in the teaching of reading in grades P-12. Secondly, it provides opportunities for candidates to experience and participate in the variety of duties associated with a leadership position in a school and/or school district. Prerequisites: EDES 6357 and EDES 6358. Special approval required.

EDES 6441 Universally Designed Curriculum and Instruction and Assistive Technology (1 semester hour)

This course will prepare educators to design curriculum and instruction to meet the varying abilities of all students. The principles of Universal Design for Learning (UDL) as well as the components of Assistive Technology (AT) will be the content of the course. Candidates will be able to design lessons incorporating the UDL principles and the appropriate use of AT to maximize the learning for all students. Content-specific clinical practice is a required component of this course. Admission to Catholic Inclusive Education Certificate program required.

EDES 6442 Socio-emotional Learning and Positive Behavior Support (3 semester hours)

Candidates will learn the principles of socio-emotional learning as they relate to student success in school and in daily living. Candidates will learn how to implement strategies of positive behavior support in order to promote self-esteem and self-advocacy and maximize instructional time. Content-specific clinical practice is a required component of this course. Prerequisite: EDES 6441. Admission to Catholic Inclusive Education Certificate program required.

EDES 6443 Assessment and Instruction for Students with Varying Abilities (3 semester hours)

Candidates will be prepared to assess students with a range of abilities in order to plan appropriate instruction for the students. Candidates will know how to implement evidence-based informal and formal assessment strategies in order to monitor student progress utilizing tiered levels of support based on laws and policies for Catholic schools. Content-specific clinical practice is a required component of this course. Prerequisite: EDES 6441. Admission to Catholic Inclusive Education Certificate program required.

EDES 6444 Practicum in Catholic Inclusive Education (2 semester hours)

Candidates will participate in a digitally supervised practicum in order to develop the expertise required for candidates to demonstrate the knowledge and skills required for Catholic inclusive educators following laws and policies related to Catholic schools. Prerequisites: EDES 6441, EDES 6442, EDES 6443, EDLA 6430, and EDUR 6606. Credit/No Credit only.

EDES 6445 Policies and Practices for Students with Varying Abilities (3 semester hours)

Survey of current issues and trends in the education of students with varying abilities, e.g., theoretical instructional systems, use of research findings in program implementation, with an emphasis on the history and critical analysis of inclusive education in Catholic, private, and public schools, including organizational models. Completion of Catholic Inclusive Education Certificate required. Catholic Inclusion M.A. students only.

EDES 6446 Capstone Project (3 semester hours)

This is the capstone course in the Catholic Inclusive Education M.A. program. Students will be expected to complete a research project focusing on Catholic inclusion. Prerequisites: EDES 6441, EDES 6442, EDES 6443, EDES 6444, EDES 6445, EDLA 6105, EDLA 6430, EDLA 6431, EDUR 6100, and EDUR 6606. Catholic Inclusive Education M.A. students only with a B (3.0) average in program coursework required. Credit/No Credit only.

EDES 6608 Research Methods in Special Education (3 semester hours)

This course will provide candidates with knowledge and skills in the interpretation and application of evidence-based practices and research methodology in special education. Topics include methods for conducting survey research, experimental and quasi-experimental research, and qualitative research. Emphasizes analyses of specific issues in special education. Special Education Program only.

EDES 6609 Advanced Inclusionary Practices for Students with High Incidence Disabilities (3 semester hours)

This course will examine advanced evidence-based strategies for accommodating and adapting instruction for exceptional learners with high incidence disabilities who may be culturally and/or linguistically diverse. Special Education Program only.

EDES 6610 Special Topics in Special Education (3 semester hours)

This course will explore current issues related to characteristics, educational methods, and curricula, and questions, problems, concerns, and movements connected to the education of children and youth with learning disabilities, emotional/behavioral disorders, and autism spectrum disorders. Special Education Program only.

EDES 6611 Master's Professional Project (3 semester hours)

This course supports an applied research project resulting in a paper that involves original collection or treatment of data and/or results. The Professional Project involves original research and exemplifies a contribution to scholarship. The final Professional Project is a paper of scholarly quality and should address a current area of inquiry. Special Education Program only.

EDES 6855 Pract Teach Eng as Second Lang (2 semester hours)

This course is designed to enhance the field experience of TESL candidates through reflective discussions that evolve around events and field experiences in the context of second language acquisition, supervised teaching, and collaboration between the candidates, University personnel, and the mentor teacher. Prerequisites: EDLA 6105; EDES 5003, 5250, 5321, 5323, 5325, 6100, 6321, 6322, 6340. Acceptance into TESL program required. Credit/No Credit.

EDES 6900 Educational Studies Capstone Project (3 semester hours)

In this course candidates will integrate his or her individualized program of study into a problem of practice paper that identifies and describes a real-world issue or problem in education. It will require the integration of literature, course material, learning from previous courses as well as life experience and will utilize that information to complete an evidence-based solution to a real-world problem of practice. The final papers will be presented to a panel of faculty and students. Each cohort of candidates taking the capstone course will meet regularly to share the problems and solutions each student is examining in their problem of practice paper; discuss progress, challenges, and questions; and exchange feedback and ideas across a range of issues in education.

EDES 6995 Comprehensive Examination (0 semester hours)

The Comprehensive Examination is usually taken during, or immediately following, the last semester of coursework completion. It may be written and/or oral examination. Candidates should register for the specific section required for their program. Credit/No Credit. Special approval required. Fee required.

EDES 6998 Special Studies (0-3 semester hours)**EDES 6999 Independent Studies (0-3 semester hours)****EDES 8000 Health Education (1 semester hour)**

This course will introduce health concepts, skills, and behaviors important for today's students to make informed choices. Candidates will be able to gather, interpret, evaluate, and use health information and topics in their future activities as teachers. The course consists of four modules: 1) overview of the California health framework and consumer and community health resources; 2) personal health with a focus on nutrition and tobacco, drugs, and alcohol use; 3) health choices that impact communicable and chronic diseases; and 4) the role of environmental health with a focus on injury prevention and safety. Credit/No Credit only. Fee required.