

TEACHING AND LEARNING (EDTL)

EDTL 500 Language Theory and Pedagogy for Teaching English Learners (3 semester hours)

Course content includes historical and current educational policies and theoretical perspectives of first and second language acquisition and learning. Included is the identification, assessment, placement, instructional approaches and program models designed for English Learners, including those with disabilities. The role of primary language instruction including indigenous languages and parent engagement strategies are also studied.

EDTL 501 Policies and Practices for Inclusive Classrooms (2 semester hours)

This course introduces key theories, components, and pedagogies of the education system for students with disabilities, including the fields of disability studies and special education. The course explores disability through a historical, social, linguistic, cultural, economic, and political context. Candidates are introduced to current laws, strategies, and political context. This course will review major relevant issues affecting the field of special education including co-teaching, advocacy, inclusion, collaborating with diverse families and educational professionals, and transition processes. Candidates will develop their competency to create and analyze student action plans and collaborate with colleagues to offer universal access in the classroom.

EDTL 502 Justice, Equity, Diversity, and Inclusion in Education (3 semester hours)

A survey of historical and contemporary systems of inequity in schooling with an emphasis on preparing educators to respond constructively to intersectional student diversity elementary/secondary contexts. Candidates analyze field experiences and student contexts through sociocultural lenses to develop an equity literacy. Furthermore, they examine frameworks of equity, diversity, and inclusion to support community engagement, professional conduct, curriculum development, student well-being, and positive classroom ecologies.

EDTL 503 Effective Learning Environments (3 semester hours)

This course is designed to prepare candidates to teach for social justice through the lens of sociocultural and constructivist paradigm. Teacher candidates will analyze theoretical perspectives and psychological principles that affect TK-12 student development and learning. The course will explore strategies and identify methodologies to establish and cultivate inclusive and healthy learning environments that promote all TK-12 student learning. Teacher candidates will examine teacher leadership and the characteristics of effective collaborative relationships and communities of practice within and among schools, families/ households, and communities. Each teacher candidate will identify opportunities for advancing justice, equity, diversity, and inclusion as they begin to develop an individual approach to building an inclusive, productive, and well-structured learning environment that supports all TK-12 students. Clinical practice is a required component of this course for candidates in the Traditional pathway.

EDTL 510 Multiple Subjects Methods for Diverse Populations (3 semester hours)

Candidates will plan, teach, and assess lessons that attend to TK-6 English Learners and native English speakers, including those with Individualized Education Plans, Individualized Services Plans, or Section 504 plans. Emphasis on content knowledge for teaching the California Mathematics and Science Framework Standards to all students, including ways to effectively integrate assessment, technology, and the English Language Development Framework in developing equity-oriented and culturally and linguistically responsive lessons and units. Instructional and learning theories cover constructivist and sociocultural perspectives and inclusive and transformative pedagogies that support growth in collaborative, reflective, and responsive practices. Candidates acquire knowledge, skills, and abilities to deliver comprehensible instruction and develop students' learning in all classroom settings and disciplines to all students. The course teaches candidates how to utilize assessment information to diagnose students' learning abilities and develop lessons that integrate California English Language Arts, History/ Social Science, and Visual and Performing Arts Frameworks and the English Language Development Standards. The course requires participation in, and completion of, clinical practice activities throughout the semester.

EDTL 511 Literacy for Diverse Populations (3 semester hours)

This course will address critical areas of how students learn to read, focusing on evidence-based and brain-based research that supports literacy instruction for all learners. Foundations of literacy will be explored, incorporating assessment and best practices to support literacy development in students with diverse backgrounds and abilities.

EDTL 520 Clinical Supervision 1 - Elementary Student Teacher (1 semester hour)

This course is designed to meet fieldwork requirements and enhance the fieldwork experiences of teacher education candidates in the Elementary (Multiple Subjects) Traditional / Student Teacher pathway. 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.

EDTL 521 Clinical Supervision 1 - Secondary Student Teachers (1 semester hour)

This course is designed to meet fieldwork requirements and enhance the fieldwork experiences of teacher education candidates in the Secondary (Single Subject) Traditional / Student Teacher pathway. 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.

EDTL 524 Clinical Supervision 2 - Undergraduate Elementary Student Teachers (6 semester hours)

This course is designed to meet fieldwork requirements and enhance the fieldwork experiences of teacher education candidates in the Elementary (Multiple Subjects) Traditional / Student Teacher pathway. 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. Prerequisite: EDTL 520. Credit/No Credit only.

EDTL 525 Clinical Supervision 2 - Undergraduate Secondary Student Teachers (6 semester hours)

This course is designed to meet fieldwork requirements and enhance the fieldwork experiences of teacher education candidates in the Secondary (Single Subject) Traditional / Student Teacher pathway. 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. Prerequisite: EDTL 521. Credit/No Credit only.

EDTL 526 Elementary Teaching Seminar - Student Teachers (2 semester hours)

This seminar is taken during the final semester of the program, concurrently with the culminating semester of Clinical Practice by candidates in the Elementary (Multiple Subjects) Traditional / Student Teacher pathway. Candidates will be supervised during their full-time student teaching which will take place in one culturally diverse public elementary school. Supervision and support will be provided by a Mentor 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.

EDTL 527 Secondary Teaching Seminar - Student Teachers (2 semester hours)

This seminar is taken during the final semester of the program, concurrently with the culminating semester of Clinical Practice by candidates in the Secondary (Single Subject) Traditional / Student Teacher pathway. Candidates will be supervised during their full-time student teaching which will take place in one culturally diverse public elementary school. Supervision and support will be provided by a Mentor 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.

EDTL 530 Evidence-Based Assessment Practices to Promote Student Learning (3 semester hours)

This course will focus on evidence-based assessment practices of students with exceptional needs. It will build candidate competency in determining student progress towards content standards, use of instructional strategies and techniques to support learning, how to use, interpret, understand, and communicate informal/formal assessment results.

EDTL 531 Creating and Maintaining Effective Environments in Support of Student Learning (3 semester hours)

EDTL 532 Pedagogy and Transition for Students with Disabilities (2 semester hours)

This course will prepare candidates to identify and understand the thirteen different disability categories in IDEA and atypical development associated with them. The candidates will be able to determine appropriate evidence-based teaching strategies to use depending on their students' abilities, and which supports are necessary. This course will prepare candidates to support and plan transition for students leaving high school, as well as use the Making Action Plans (MAPS) process.

EDTL 540 Critical Inquiry on Bilingualism and Biliteracy (3 semester hours)

This course focuses on the development of bilingualism, biliteracy and bicultural identity. The course emphasizes the assessment and implications of the continua of biliteracy development through analysis of case studies. Research is reviewed and conducted on the complexity of factors that impact biliteracy development from preschool through adolescence students. Consideration is given to the dynamics of being bilingual and biliterate in society and in our educational system. The course provides opportunities to explore bilingualism and biliteracy in the implementation of Dual-Language programs.

EDTL 541 Critical Pedagogy and Methodology in Spanish Bilingual Language Instruction (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. Fluency and literacy in Spanish is required. This course is required for Bilingual, Crosscultural, Language and Academic Development credential candidates.

EDTL 542 Chicana/o and Latina/o Cultural Diversity: A Transnational 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.

EDTL 543 Critical Pedagogy and Methodology in Chinese Bilingual Language Instruction (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. Fluency and literacy in Mandarin or Cantonese is required. This course is required for Bilingual, Crosscultural, Language and Academic Development credential candidates.

EDTL 544 Chinese / Chinese American Cultural Diversity: A Transnational Perspective (3 semester hours)

This course presents a cultural analysis of the diversity within Chinese / Chinese American 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 in Mandarin / Cantonese and English.

EDTL 545 Critical Pedagogy and Methodology in Korean Bilingual Language Instruction (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. Fluency and literacy in Korean is required. This course is required for Bilingual, Crosscultural, Language and Academic Development credential candidates.

EDTL 546 Korean / Korean American Cultural Diversity: A Transnational Perspective (3 semester hours)

This course presents a cultural analysis of the diversity within Korean / Korean American 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 Korean and English.

EDTL 551 Praxis Fieldwork and Seminar for Education Specialist Candidates 1 (2 semester hours)

This course, offered in a seminar format, is designed to enhance the field experiences of teacher practitioners/interns through reflective discussions that revolve around events in content classes and field experiences, supervised teaching, and collaboration between the candidates, university personnel, and the mentor teacher. This course is designed around the needs of the candidates

EDTL 552 Praxis Fieldwork and Seminar for Education Specialist Candidates 2 (2 semester hours)

This course, offered in a seminar format, is designed to enhance the field experiences of teacher practitioners/interns through reflective discussions that revolve around events in content classes and field experiences, supervised teaching, and collaboration between the candidates, university personnel, and the mentor teacher.

EDTL 560 Introductory Methods for Teaching Secondary Art (2 semester hours)

This class will address the communicative approach to language instruction. Candidates will learn strategies that will allow them to design and implement instruction that assures all students meet the state adopted standards for Art and the English Language Development standards. Candidates learn strategies that model and encourage student creativity, flexibility, collaboration and persistence in solving artistic problems. Candidates also learn how to teach students about the cultural contribution of Art. Candidates will also be expected to be able to plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students. Through online course experiences, candidates will model and develop digital literacy for instruction. Candidates will also be expected to demonstrate through supervised field experiences that they are able to teach the state-adopted academic content standards for Art.

EDTL 561 Advanced Methods for Teaching Secondary Art (2 semester hours)

This course builds on knowledge established in the introductory course on teaching Art methods. The focus of this class will be on strategies that help students to produce various Art pieces including painting, sculpture, textile arts, and multimedia This class will also focus on assessment strategies for formative and summative assessments. Candidates will also model and assist student to integrate technology and media into their learning when conducting research, producing and publishing writing, and creating multimedia presentations. Advance strategies for inclusion including RTI, MTSS, and UDL will be developed in this class. Prerequisite: EDTL 560.

EDTL 564 Introductory Methods for Teaching Secondary English Language Arts (2 semester hours)

This course will include a variety of teaching strategies for teaching English Language Arts (Arts) in typical departmentalized settings in middle and high schools. Candidates in the course will participate in whole class discussions, in and out of class evaluations of contemporary ELA teaching and learning, and the design of materials and approaches for teaching contemporary ELA. The instructor for the course will facilitate these activities and provide formative assessment feedback for each candidate. Each class will include in-depth discussions and all classes will require the use technology. The class will be facilitated using web-based resources. The instructor will facilitate candidate work on individual class projects via email communication, online discussion forums, and synchronous video conferencing and in person class meetings. Candidates will also be expected to be able to plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students. Through online course experiences, candidates will model and develop digital literacy for instruction. Candidates will also be expected to demonstrate through supervised field experiences that they are able to teach the state-adopted academic content standards for students in ELA focusing on reading, writing, speaking, and listening.

EDTL 565 Advanced Methods for Teaching Secondary English Language Arts (2 semester hours)

This course builds on knowledge established in the introductory course on teaching English Language Arts (ELA). The focus of this class will be on strategies that help students to produce argumentative, information, and narrative texts. Candidates will learn how to select appropriate teaching strategies to develop students' abilities to read and comprehend narrative and information texts. Candidates will also model and assist their students to integrate technology and media into language arts when conducting research, producing and publishing writing, and creating multimedia presentations. Advance strategies for inclusion including RTI, MTSS, and UDL will be developed in this class. Prerequisite: EDTL 564.

EDTL 566 Introductory Methods for Teaching Secondary Literacy & Mathematics (2 semester hours)

Candidates will learn how to design, deliver, and assess mathematics instruction for all students in grades 6-12. This course focuses on creating learning experiences in mathematics that are active, connected, sensory, emotional, and center on problem solving and communication as fundamental to learning mathematics. Candidates learn how to teach mathematical thinking through the eight Common Core Standards for Mathematical Practices within the context of storytelling and the engineering design process. Candidates learn how to engineer high impact instruction through the Mathematics Learning by Design (MLD) five instructional moves (lesson cycle) and a unique grading system that supports assessment as learning for all students, including English Learners (EL) and students with disabilities (SN). Candidates will also be expected to be able to plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students. Through on-line course experiences, candidates will model and develop digital literacy for instruction.

EDTL 567 Advanced Methods for Teaching Secondary Literacy & Mathematics (2 semester hours)

Candidates will learn how to coach students in developing the mathematical reasoning and procedural skills needed to design creative solutions to complex problems. The course includes inclusive approaches to engage diverse students and will use the Universal Design for Learning (UDL) framework and the National Council of Teachers of Mathematics (NCTM) Principles to Actions framework as a foundation to meet the course outcomes. Advance strategies for inclusion including RTI, MTSS, and UDL will be developed in this class. Further, candidates in this course will critically reflect on the theory and practice of mathematical literacy. The focus of the course will be dedicated to improving mathematical teaching practice, with student evidence analysis as a cornerstone in the development of each candidate's practice. Through this course, candidates will be provided the tools and practice to successfully complete the edTPA and the culminating REAL e-portfolio. This course will require active online and in-class assignments, discussions, and participation. Prerequisite: EDTL 566.

EDTL 568 Introductory Methods for Teaching Secondary Music (2 semester hours)

This course covers Music programs, guidelines, and practices in the individualization of instruction with emphasis on culturally and linguistically diverse student needs in relation to K-12 classrooms; explores methods of long and short range planning, effective use of textbooks to design instruction, unit plans and lesson planning; assessment, and differentiated instruction to support student achievement of the California. Emphasis is placed on the California standards and framework for Music, including the Common Core. Candidates learn strategies for teaching music theory and analysis including transcription of musical excerpts. Candidates will also be expected to be able to plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students. Through online course experiences, candidates will model and develop digital literacy for instruction.

EDTL 569 Advanced Methods for Teaching Secondary Music (2 semester hours)

This course builds on knowledge established in the introductory course on teaching Music methods. The focus of this class will be on strategies that help students to sight-sing, sight-read, improvise, compose, and arrange music using Western and non-Western works. This class will also focus on assessment strategies for formative and summative assessments. Candidates will also model and assist their students to integrate technology and media into their instruction when conducting research, producing and publishing writing, and creating multimedia presentations. Advance strategies for inclusion including RTI, MTSS, and UDL will be developed in this class. Prerequisite: EDTL 568.

EDTL 570 Introductory Methods for Teaching Secondary Physical Education (2 semester hours)

This course covers Physical Education programs, guidelines, and practices in the individualization of instruction with emphasis on culturally and linguistically diverse student needs in relation to K-12 classrooms; explores methods of long and short range planning, effective use of textbooks to design instruction, unit plans and lesson planning; assessment, and differentiated instruction to support student achievement of the California. Emphasis is placed on the California standards and framework for Physical Education, including the Common Core. Candidates will also be expected to be able to plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students. Through online course experiences, candidates will model and develop digital literacy for instruction. Candidates will also be expected to demonstrate through supervised field experiences that they are able to teach the state-adopted academic content standards for Physical Education.

EDTL 571 Advanced Methods for Teaching Secondary Physical Education (2 semester hours)

This course builds on knowledge established in the introductory course on teaching Physical Education methods. The focus of this class will be on strategies that help students to develop a disposition towards a healthy lifestyle including problem solving barriers to physical activity participating throughout life. This class will also focus on assessment strategies for formative and summative assessments. Candidates will also model and assist student to integrate technology and media into their language learning when conducting research, producing and publishing writing, and creating multimedia presentations. Advance strategies for inclusion including RTI, MTSS, and UDL will be developed in this class. Prerequisite: EDTL 570.

EDTL 572 Introductory Methods for Teaching Secondary Literacy & Science (2 semester hours)

This one semester course introduces candidates to teaching secondary science using an inquiry approach by integrating the three dimensions: Science and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas (NRC, 2012) with literacy, in an effort to meet the performance expectations outlined in the Next Generation Science Standards (NRC, 2013). The emphasis of the course is "how" to teach science; 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 all learners. This course embeds inclusive approaches to engage all students through the use of the Universal Design for Learning (UDL) guidelines, and teaches candidates how to organize learning to connect to student culture, prior knowledge, interests, goals, and diverse learning needs. This course requires active participation both in-class and online through activities, assignments, discussions, and fieldwork. Candidates will also be expected to be able to plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students. Through online course experiences, candidates will model and develop digital literacy for instruction.

EDTL 573 Advanced Methods for Teaching Secondary Literacy & Science (2 semester hours)

This one semester course provides students with a comprehensive and in-depth analysis of effective approaches to planning, implementing, managing, and assessing effective secondary science instruction for all students. Candidates will utilize the 5E model to plan instruction, link scientific knowledge to instructional pedagogy, integrate literacy instruction, effectively engage students through inquiry and science phenomena, design measurable learning objectives that drive instruction, and create/implement formative and summative assessments. This course embeds inclusive approaches to engage all students through the use of the Universal Design for Learning (UDL) guidelines, and teaches candidates how to organize learning to connect to student culture, prior knowledge, interests, goals, and diverse learning needs. Advance strategies for inclusion including RTI, MTSS, and UDL will be developed in this class. Candidates in this course will critically reflect on the theory, practice and impact of science literacy. This course requires active participation both in-class and online through activities, assignments, discussions, and fieldwork. Prerequisite: EDTL 572.

EDTL 574 Introductory Methods for Teaching Secondary Literacy & Social Sciences (2 semester hours)

This course introduces teaching techniques, innovations, and development of teaching and evaluation skills in the area of secondary school social studies. The emphasis of the course is "how" to teach social studies, as well as some theoretical exploration of the history, purposes, and direction of social studies. Candidates will learn, practice, and reflect on the technical aspects of the art and science of teaching social studies, including the adaptation of instruction to individual learner differences, and selection and design of instructional materials. Candidates will also be expected to be able to plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students. Through online course experiences, candidates will model and develop digital literacy for instruction.

EDTL 575 Advanced Methods for Teaching Secondary Literacy & Social Sciences (2 semester hours)

This course provides students with a comprehensive and in-depth analysis of effective approaches to planning, implementing, managing, and assessing successful social studies learning experiences for students. This is the second semester of a year-long methods course. This semester we will examine the following areas of social studies education through the lens of historical content: standards and accountability, curriculum/unit/lesson planning and delivery, contemporary inquiry-oriented approaches for teaching social studies, assessment in the social studies and multiculturalism. Advance strategies for inclusion including RTI, MTSS, and UDL will be developed in this class. Prerequisite: EDTL 574.

EDTL 578 Introductory Methods for Teaching Secondary World Languages (2 semester hours)

This class will address the communicative approach to language instruction. Candidates will learn strategies that will allow them to design and implement instruction that assures all students meet the state adopted standards for World Languages and the English Language Development standards. Candidates learn how to integrate the target culture in their 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; the nature of language, including basic linguistics. Candidates will also be expected to be able to plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students. Through online course experiences, candidates will model and develop digital literacy for instruction. Candidates will also be expected to demonstrate through supervised field experiences that they are able to teach the state adopted academic content standards for World Languages focusing on reading, writing, speaking, and listening.

EDTL 579 Advanced Methods for Teaching Secondary World Languages (2 semester hours)

This course builds on knowledge established in the introductory course on teaching World Languages methods. The focus of this class will be on strategies that help students to produce argumentative, information, and narrative texts in the target language. This class will also focus on assessment strategies for formative and summative assessments. Candidates will also model and assist students to integrate technology and media into their language learning when conducting research, producing and publishing writing, and creating multimedia presentations. Advance strategies for inclusion including RTI, MTSS, and UDL will be developed in this class. Prerequisite: EDTL 578

EDTL 6000 Language Theory and Pedagogy for Teaching English Learners (3 semester hours)

Course content includes historical and current educational policies and theoretical perspectives of first and second language acquisition and learning. Included is the identification, assessment, placement, instructional approaches and program models designed for English Learners, including those with disabilities. The role of primary language instruction including indigenous languages and parent engagement strategies are also studied.

EDTL 6001 Policies and Practices for Inclusive Classrooms (2 semester hours)

This course introduces key theories, components, and pedagogies of the education system for students with disabilities, including the fields of disability studies and special education. The course explores disability through a historical, social, linguistic, cultural, economic, and political context. Candidates are introduced to current laws, strategies, and political context. This course will review major relevant issues affecting the field of special education including co-teaching, advocacy, inclusion, collaborating with diverse families and educational professionals, and transition processes. Candidates will develop their competency to create and analyze student action plans and collaborate with colleagues to offer universal access in the classroom.

EDTL 6002 Justice, Equity, Diversity, and Inclusion in Education (3 semester hours)

A survey of historical and contemporary systems of inequity in schooling with an emphasis on preparing educators to respond constructively to intersectional student diversity elementary/secondary contexts. Candidates analyze field experiences and student contexts through sociocultural lenses to develop an equity literacy. Furthermore, they examine frameworks of equity, diversity, and inclusion to support community engagement, professional conduct, curriculum development, student well-being, and positive classroom ecologies.

EDTL 6003 Effective Learning Environments (3 semester hours)

This course is designed to prepare candidates to teach for social justice through the lens of sociocultural and constructivist paradigm. Teacher candidates will analyze theoretical perspectives and psychological principles that affect TK-12 student development and learning. The course will explore strategies and identify methodologies to establish and cultivate inclusive and healthy learning environments that promote all TK-12 student learning. Teacher candidates will examine teacher leadership and the characteristics of effective collaborative relationships and communities of practice within and among schools, families/ households, and communities. Each teacher candidate will identify opportunities for advancing justice, equity, diversity, and inclusion as they begin to develop an individual approach to building an inclusive, productive, and well-structured learning environment that supports all TK-12 students. Clinical practice is a required component of this course for candidates in the Traditional pathway.

EDTL 6100 Multiple Subjects Methods for Diverse Populations (3 semester hours)

Candidates will plan, teach, and assess lessons that attend to TK-6 English Learners and native English speakers, including those with Individualized Education Plans, Individualized Services Plans, or Section 504 plans. Emphasis on content knowledge for teaching the California Mathematics and Science Framework Standards to all students, including ways to effectively integrate assessment, technology, and the English Language Development Framework in developing equity-oriented and culturally and linguistically responsive lessons and units. Instructional and learning theories cover constructivist and sociocultural perspectives and inclusive and transformative pedagogies that support growth in collaborative, reflective, and responsive practices. Candidates acquire knowledge, skills, and abilities to deliver comprehensible instruction and develop students' learning in all classroom settings and disciplines to all students. The course teaches candidates how to utilize assessment information to diagnose students' learning abilities and develop lessons that integrate California English Language Arts, History/ Social Science, and Visual and Performing Arts Frameworks and the English Language Development Standards. The course requires participation in, and completion of, clinical practice activities throughout the semester.

EDTL 6101 Literacy for Diverse Populations (3 semester hours)

This course will address critical areas of how students learn to read, focusing on evidence-based and brain-based research that supports literacy instruction for all learners. Foundations of literacy will be explored, incorporating assessment and best practices to support literacy development in students with diverse backgrounds and abilities.

EDTL 6200 Introductory Methods for Teaching Secondary Art (2 semester hours)

This class will address the communicative approach to language instruction. Candidates will learn strategies that will allow them to design and implement instruction that assures all students meet the state adopted standards for Art and the English Language Development standards. Candidates learn strategies that model and encourage student creativity, flexibility, collaboration and persistence in solving artistic problems. Candidates also learn how to teach students about the cultural contribution of Art. Candidates will also be expected to be able to plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students. Through online course experiences, candidates will model and develop digital literacy for instruction. Candidates will also be expected to demonstrate through supervised field experiences that they are able to teach the state-adopted academic content standards for Art.

EDTL 6201 Advanced Methods for Teaching Secondary Art (2 semester hours)

This course builds on knowledge established in the introductory course on teaching Art methods. The focus of this class will be on strategies that help students to produce various Art pieces including painting, sculpture, textile arts, and multimedia. This class will also focus on assessment strategies for formative and summative assessments. Candidates will also model and assist student to integrate technology and media into their learning when conducting research, producing and publishing writing, and creating multimedia presentations. Advance strategies for inclusion including RTI, MTSS, and UDL will be developed in this class. Prerequisite: EDTL 6200.

EDTL 6204 Introductory Methods for Teaching Secondary English Language Arts (2 semester hours)

This course will include a variety of teaching strategies for teaching English Language Arts (Arts) in typical departmentalized settings in middle and high schools. Candidates in the course will participate in whole class discussions, in and out of class evaluations of contemporary ELA teaching and learning, and the design of materials and approaches for teaching contemporary ELA. The instructor for the course will facilitate these activities and provide formative assessment feedback for each candidate. Each class will include in-depth discussions and all classes will require the use technology. The class will be facilitated using web-based resources. The instructor will facilitate candidate work on individual class projects via email communication, online discussion forums, and synchronous video conferencing and in person class meetings. Candidates will also be expected to be able to plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students. Through online course experiences, candidates will model and develop digital literacy for instruction. Candidates will also be expected to demonstrate through supervised field experiences that they are able to teach the state-adopted academic content standards for students in ELA focusing on reading, writing, speaking, and listening.

EDTL 6205 Advanced Methods for Teaching Secondary English Language Arts (2 semester hours)

This course builds on knowledge established in the introductory course on teaching English Language Arts (ELA). The focus of this class will be on strategies that help students to produce argumentative, information, and narrative texts. Candidates will learn how to select appropriate teaching strategies to develop students' abilities to read and comprehend narrative and information texts. Candidates will also model and assist their students to integrate technology and media into language arts when conducting research, producing and publishing writing, and creating multimedia presentations. Advance strategies for inclusion including RTI, MTSS, and UDL will be developed in this class. Prerequisite: EDTL 6204.

EDTL 6206 Introductory Methods for Teaching Secondary Literacy & Mathematics (2 semester hours)

Candidates will learn how to design, deliver, and assess mathematics instruction for all students in grades 6-12. This course focuses on creating learning experiences in mathematics that are active, connected, sensory, emotional, and center on problem solving and communication as fundamental to learning mathematics. Candidates learn how to teach mathematical thinking through the eight Common Core Standards for Mathematical Practices within the context of storytelling and the engineering design process. Candidates learn how to engineer high impact instruction through the Mathematics Learning by Design (MLD) five instructional moves (lesson cycle) and a unique grading system that supports assessment as learning for all students, including English Learners (EL) and students with disabilities (SN). Candidates will also be expected to be able to plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students. Through on-line course experiences, candidates will model and develop digital literacy for instruction.

EDTL 6207 Advanced Methods for Teaching Secondary Literacy & Mathematics (2 semester hours)

Candidates will learn how to coach students in developing the mathematical reasoning and procedural skills needed to design creative solutions to complex problems. The course includes inclusive approaches to engage diverse students and will use the Universal Design for Learning (UDL) framework and the National Council of Teachers of Mathematics (NCTM) Principles to Actions framework as a foundation to meet the course outcomes. Advance strategies for inclusion including RTI, MTSS, and UDL will be developed in this class. Further, candidates in this course will critically reflect on the theory and practice of mathematical literacy. The focus of the course will be dedicated to improving mathematical teaching practice, with student evidence analysis as a cornerstone in the development of each candidate's practice. Through this course, candidates will be provided the tools and practice to successfully complete the edTPA and the culminating REAL e-portfolio. This course will require active online and in-class assignments, discussions, and participation. Prerequisite: EDTL 6206.

EDTL 6208 Introductory Methods for Teaching Secondary Music (2 semester hours)

This course covers Music programs, guidelines, and practices in the individualization of instruction with emphasis on culturally and linguistically diverse student needs in relation to K-12 classrooms; explores methods of long and short range planning, effective use of textbooks to design instruction, unit plans and lesson planning; assessment, and differentiated instruction to support student achievement of the California. Emphasis is placed on the California standards and framework for Music, including the Common Core. Candidates learn strategies for teaching music theory and analysis including transcription of musical excerpts. Candidates will also be expected to be able to plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students. Through online course experiences, candidates will model and develop digital literacy for instruction.

EDTL 6209 Advanced Methods for Teaching Secondary Music (2 semester hours)

This course builds on knowledge established in the introductory course on teaching Music methods. The focus of this class will be on strategies that help students to sight-sing, sight-read, improvise, compose, and arrange music using Western and non-Western works. This class will also focus on assessment strategies for formative and summative assessments. Candidates will also model and assist their students to integrate technology and media into their instruction when conducting research, producing and publishing writing, and creating multimedia presentations. Advance strategies for inclusion including RTI, MTSS, and UDL will be developed in this class. Prerequisite: EDTL 6208.

EDTL 6210 Introductory Methods for Teaching Secondary Physical Education (2 semester hours)

This course covers Physical Education programs, guidelines, and practices in the individualization of instruction with emphasis on culturally and linguistically diverse student needs in relation to K-12 classrooms; explores methods of long and short range planning, effective use of textbooks to design instruction, unit plans and lesson planning; assessment, and differentiated instruction to support student achievement of the California. Emphasis is placed on the California standards and framework for Physical Education, including the Common Core. Candidates will also be expected to be able to plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students. Through online course experiences, candidates will model and develop digital literacy for instruction. Candidates will also be expected to demonstrate through supervised field experiences that they are able to teach the state-adopted academic content standards for Physical Education.

EDTL 6211 Advanced Methods for Teaching Secondary Physical Education (2 semester hours)

This course builds on knowledge established in the introductory course on teaching Physical Education methods. The focus of this class will be on strategies that help students to develop a disposition towards a healthy lifestyle including problem solving barriers to physical activity participating throughout life. This class will also focus on assessment strategies for formative and summative assessments. Candidates will also model and assist student to integrate technology and media into their language learning when conducting research, producing and publishing writing, and creating multimedia presentations. Advance strategies for inclusion including RTI, MTSS, and UDL will be developed in this class. Prerequisite: EDTL 6210.

EDTL 6212 Introductory Methods for Teaching Secondary Literacy & Science (2 semester hours)

This one semester course introduces candidates to teaching secondary science using an inquiry approach by integrating the three dimensions: Science and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas (NRC, 2012) with literacy, in an effort to meet the performance expectations outlined in the Next Generation Science Standards (NRC, 2013). The emphasis of the course is "how" to teach science; 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 all learners. This course embeds inclusive approaches to engage all students through the use of the Universal Design for Learning (UDL) guidelines, and teaches candidates how to organize learning to connect to student culture, prior knowledge, interests, goals, and diverse learning needs. This course requires active participation both in-class and online through activities, assignments, discussions, and fieldwork. Candidates will also be expected to be able to plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students. Through online course experiences, candidates will model and develop digital literacy for instruction.

EDTL 6213 Advanced Methods for Teaching Secondary Literacy & Science (2 semester hours)

This one semester course provides students with a comprehensive and in-depth analysis of effective approaches to planning, implementing, managing, and assessing effective secondary science instruction for all students. Candidates will utilize the 5E model to plan instruction, link scientific knowledge to instructional pedagogy, integrate literacy instruction, effectively engage students through inquiry and science phenomena, design measurable learning objectives that drive instruction, and create/implement formative and summative assessments. This course embeds inclusive approaches to engage all students through the use of the Universal Design for Learning (UDL) guidelines, and teaches candidates how to organize learning to connect to student culture, prior knowledge, interests, goals, and diverse learning needs. Advance strategies for inclusion including RTI, MTSS, and UDL will be developed in this class. Candidates in this course will critically reflect on the theory, practice and impact of science literacy. This course requires active participation both in-class and online through activities, assignments, discussions, and fieldwork. Prerequisite: EDTL 6212.

EDTL 6214 Introductory Methods for Teaching Secondary Literacy & Social Sciences (2 semester hours)

This course introduces teaching techniques, innovations, and development of teaching and evaluation skills in the area of secondary school social studies. The emphasis of the course is "how" to teach social studies, as well as some theoretical exploration of the history, purposes, and direction of social studies. Candidates will learn, practice, and reflect on the technical aspects of the art and science of teaching social studies, including the adaptation of instruction to individual learner differences, and selection and design of instructional materials. Candidates will also be expected to be able to plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students. Through online course experiences, candidates will model and develop digital literacy for instruction.

EDTL 6215 Advanced Methods Teaching Secondary for Literacy & Social Sciences (2 semester hours)

This course provides students with a comprehensive and in-depth analysis of effective approaches to planning, implementing, managing, and assessing successful social studies learning experiences for students. This is the second semester of a year-long methods course. This semester we will examine the following areas of social studies education through the lens of historical content: standards and accountability, curriculum/unit/lesson planning and delivery, contemporary inquiry-oriented approaches for teaching social studies, assessment in the social studies and multiculturalism. Advance strategies for inclusion including RTI, MTSS, and UDL will be developed in this class. Prerequisite: EDTL 6214.

EDTL 6218 Introductory Methods for Teaching Secondary World Languages (2 semester hours)

This class will address the communicative approach to language instruction. Candidates will learn strategies that will allow them to design and implement instruction that assures all students meet the state adopted standards for World Languages and the English Language Development standards. Candidates learn how to integrate the target culture in their 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; the nature of language, including basic linguistics. Candidates will also be expected to be able to plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students. Through online course experiences, candidates will model and develop digital literacy for instruction. Candidates will also be expected to demonstrate through supervised field experiences that they are able to teach the state adopted academic content standards for World Languages focusing on reading, writing, speaking, and listening.

EDTL 6219 Advanced Methods for Teaching Secondary World Languages (2 semester hours)

This course builds on knowledge established in the introductory course on teaching World Languages methods. The focus of this class will be on strategies that help students to produce argumentative, information, and narrative texts in the target language. This class will also focus on assessment strategies for formative and summative assessments. Candidates will also model and assist students to integrate technology and media into their language learning when conducting research, producing and publishing writing, and creating multimedia presentations. Advance strategies for inclusion including RTI, MTSS, and UDL will be developed in this class. Prerequisite: EDTL 6218

EDTL 6300 Evidence-Based Assessment Practices to Promote Student Learning (3 semester hours)

This course will focus on evidence-based assessment practices of students with exceptional needs. It will build candidate competency in determining student progress towards content standards, use of instructional strategies and techniques to support learning, how to use, interpret, understand, and communicate informal/formal assessment results.

EDTL 6301 Creating and Maintaining Effective Environments in Support of Student Learning (3 semester hours)

This course is designed to prepare candidates to be able to demonstrate knowledge and skills in creating and maintaining environments for diverse learners that are safe and effective and that also facilitate positive self-esteem and self-advocacy and maximize instructional time. In addition, the candidate will be prepared to demonstrate knowledge of behavior analysis and management strategies, varying communication styles that impact learning, and laws and regulations for promoting behavior that is positive and self-regulatory.

EDTL 6302 Pedagogy and Transition for Students with Disabilities (2 semester hours)

This course will prepare candidates to identify and understand the thirteen different disability categories in IDEA and atypical development associated with them. The candidates will be able to determine appropriate evidence-based teaching strategies to use depending on their students' abilities, and which supports are necessary. This course will prepare candidates to support and plan transition for students leaving high school, as well as use the Making Action Plans (MAPS) process.

EDTL 6310 The Study of Disability (3 semester hours)

This course introduces students to the field of disability studies. The course introduces key components and theories underlying disability studies and explores disability through a historical, social, linguistic, cultural, economic, and political context. This course also explores how disability is portrayed in society and reviews traditional stereotypes emerging from the disability rights movement. This course will review major relevant issues affecting the field including inclusion, advocacy, collaborating with diverse families and educational professionals, and transition processes.

EDTL 6311 International Perspectives in Disability Studies (3 semester hours)

This course examines disability related issues from an international lens. Specifically, issues such as cultural construction of disability, participation in inclusive and exclusive communities, disability related declarations, laws and policy development, organizations, educational practices, and international partnerships and collaborative projects are explored.

EDTL 6410 Critical Inquiry on Bilingualism and Biliteracy (3 semester hours)

This course focuses on the development of bilingualism, biliteracy and bicultural identity. The course emphasizes the assessment and implications of the continua of biliteracy development through analysis of case studies. Research is reviewed and conducted on the complexity of factors that impact biliteracy development from preschool through adolescence students. Consideration is given to the dynamics of being bilingual and biliterate in society and in our educational system. The course provides opportunities to explore bilingualism and biliteracy in the implementation of Dual-Language programs.

EDTL 6420 Critical Pedagogy and Methodology in Spanish Bilingual Language Instruction (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. Fluency and literacy in Spanish is required. This course is required for Bilingual, Crosscultural, Language and Academic Development credential candidates.

EDTL 6421 Chicana/o and Latina/o Cultural Diversity: A Transnational 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.

EDTL 6430 Critical Pedagogy and Methodology in Chinese Bilingual Language Instruction (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. Fluency and literacy in Mandarin or Cantonese is required. This course is required for Bilingual, Crosscultural, Language and Academic Development credential candidates.

EDTL 6431 Chinese / Chinese American Cultural Diversity: A Transnational Perspective (3 semester hours)

This course presents a cultural analysis of the diversity within Chinese / Chinese American 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 in Mandarin / Cantonese and English.

EDTL 6440 Critical Pedagogy and Methodology in Korean Bilingual Language Instruction (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. Fluency and literacy in Korean is required. This course is required for Bilingual, Crosscultural, Language and Academic Development credential candidates.

EDTL 6441 Korean / Korean American Cultural Diversity: A Transnational Perspective (3 semester hours)

This course presents a cultural analysis of the diversity within Korean / Korean American 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 Korean and English.

EDTL 6501 Praxis Fieldwork and Seminar for Education Specialist Candidates 1 (2 semester hours)

This course, offered in a seminar format, is designed to enhance the field experiences of teacher practitioners/interns through reflective discussions that revolve around events in content classes and field experiences, supervised teaching, and collaboration between the candidates, university personnel, and the mentor teacher. This course is designed around the needs of the candidates

EDTL 6502 Praxis Fieldwork and Seminar for Education Specialist Candidates 2 (2 semester hours)**EDTL 6510 Fieldwork Experience 1 - Interns/Practitioners/Residents: Multiple Subjects (1 semester hour)**

This course is designed to meet fieldwork requirements and enhance the fieldwork experiences of Elementary (Multiple Subjects) teachers in one of the following pathways: intern, practitioner, or residency. Candidates enrolled in Field Experience courses are required to demonstrate understanding of the California Teaching Performance Expectations (TPEs) during classroom observations. Candidates will 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. Credit/No Credit only.

EDTL 6511 Fieldwork Experience 1 - Interns/Practitioners/Residents: Single Subject (1 semester hour)

This course is designed to meet fieldwork requirements and enhance the fieldwork experiences of Secondary (Single Subject) teachers in one of the following pathways: intern, practitioner, or residency. Candidates enrolled in Field Experience courses are required to demonstrate understanding of the California Teaching Performance Expectations (TPEs) during classroom observations. Candidates will 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. Credit/No Credit only.

EDTL 6512 Seminar 1 - Interns/Practitioners/Residents: Multiple Subjects (1 semester hour)

This course, offered in a seminar format, is designed to align coursework with fieldwork experiences of Elementary (Multiple Subjects) teachers in one of the following pathways: intern, practitioner, or residency. This is achieved through focused discussions, workshops, introduction to edTPA, and drafting of an Individual Development Plan. This course is designed around the needs of the candidates. Credit/No Credit only.

EDTL 6513 Seminar 1 - Interns/Practitioners/Residents: Single Subject (1 semester hour)

This course, offered in a seminar format, is designed to align coursework with fieldwork experiences of Secondary (Single Subject) teachers in one of the following pathways: intern, practitioner, or residency. This is achieved through focused discussions, workshops, introduction to edTPA, and drafting of an Individual Development Plan. This course is designed around the needs of the candidates. Credit/No Credit only.

EDTL 6514 Fieldwork Experience 2 - Interns/Practitioners/Residents: Multiple Subjects (1 semester hour)

This course is designed to meet fieldwork requirements and enhance the fieldwork experiences of Elementary (Multiple Subjects) teachers in one of the following pathways: intern, practitioner, or residency. Candidates enrolled in Field Experience courses are required to demonstrate proficiency in the California Teaching Performance Expectations (TPEs) during classroom observations. Candidates will 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. Prerequisite: EDTL 6510. Credit/No Credit only.

EDTL 6515 Fieldwork Experience 2 - Interns/Practitioners/Residents: Single Subject (1 semester hour)

This course is designed to meet fieldwork requirements and enhance the fieldwork experiences of Secondary (Single Subject) teachers in one of the following pathways: intern, practitioner, or residency. Candidates enrolled in Field Experience courses are required to demonstrate proficiency in the California Teaching Performance Expectations (TPEs) during classroom observations. Candidates will 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. Prerequisite: EDTL 6511. Credit/No Credit only.

EDTL 6516 Seminar 2 - Interns/Practitioners/Residents: Multiple Subjects (1 semester hour)

This course, offered in a seminar format, is designed to align coursework with fieldwork experiences of Elementary (Multiple Subjects) teachers in one of the following pathways: intern, practitioner, or residency. This is achieved through focused discussions, workshops, completion of edTPA, and finalizing of an Individual Development Plan. This course is designed around the needs of the candidates. Prerequisite: EDTL 5612. Credit/No Credit only.

EDTL 6517 Seminar 2 - Interns/Practitioners/Residents: Single Subject (1 semester hour)

This course, offered in a seminar format, is designed to align coursework with fieldwork experiences of Secondary (Single Subject) teachers in one of the following pathways: intern, practitioner, or residency. This is achieved through focused discussions, workshops, completion of edTPA, and finalizing of an Individual Development Plan. This course is designed around the needs of the candidates. Prerequisite: EDTL 6513. Credit/No Credit only.

EDTL 6520 Clinical Supervision 1 - Elementary Student Teachers (1 semester hour)

This course is designed to meet fieldwork requirements and enhance the fieldwork experiences of teacher education candidates in the Elementary (Multiple Subjects) Traditional / Student Teacher pathway. 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.

EDTL 6521 Clinical Supervision 1 - Secondary Student Teachers (1 semester hour)

This course is designed to meet fieldwork requirements and enhance the fieldwork experiences of teacher education candidates in the Secondary (Single Subject) Traditional / Student Teacher pathway. 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.

EDTL 6522 Clinical Supervision 2 - Elementary Student Teachers (2 semester hours)

This course is designed to meet fieldwork requirements and enhance the fieldwork experiences of teacher education candidates in the Elementary (Multiple Subjects) Traditional / Student Teacher pathway. 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. Prerequisite: EDTL 6520. Credit/No Credit only.

EDTL 6523 Clinical Supervision 2 - Secondary Student Teachers (2 semester hours)

This course is designed to meet fieldwork requirements and enhance the fieldwork experiences of teacher education candidates in the Secondary (Single Subject) Traditional / Student Teacher pathway. 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. Prerequisite: EDTL 6521. Credit/No Credit only.

EDTL 6526 Elementary Teaching Seminar - Student Teachers (3 semester hours)

This seminar is taken during the final semester of the program, concurrently with the culminating semester of Clinical Practice by candidates in the Elementary (Multiple Subjects) Traditional / Student Teacher pathway. Candidates will be supervised during their full-time student teaching which will take place in one culturally diverse public elementary school. Supervision and support will be provided by a Mentor 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.

EDTL 6527 Secondary Teaching Seminar - Student Teachers (3 semester hours)

This seminar is taken during the final semester of the program, concurrently with the culminating semester of Clinical Practice by candidates in the Secondary (Single Subject) Traditional / Student Teacher pathway. Candidates will be supervised during their full-time student teaching which will take place in one culturally diverse public elementary school. Supervision and support will be provided by a Mentor 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.

EDTL 6602 The Context of Schooling (3 semester hours)

This course focuses on the government, political, financial, legal, and historical perspectives of education in the United States. Students are given opportunities to integrate course topics and relate paradigms of education to the welfare of all students in responsible and ethical ways.

EDTL 6618 Research in Transformative Education (3 semester hours)

This is the capstone course in the Transformative Education program. Students will be expected to complete a research project focusing on transformative education. Prerequisite: EDTL 6602.

EDTL 6620 Research Project in Transformative Education (1 semester hour)

This course is a continuation of EDTL 6618 (Research in Transformative Education). Candidates focus on collecting and analyzing findings of the research project started in EDTL 6618. In addition to regular class meetings, candidates are expected to meet individually with a faculty advisor to refine and revise the final research project. Prerequisite: EDTL 6618. A final research paper, approved by a faculty committee, is required for the course.

EDTL 6670 Teaching with a Social, Emotional, and Cultural Lens (3 semester hours)

The study of social, emotional, and cultural competencies and their application to the practice of teaching. An overview of social-emotional learning with particular emphasis on culturally responsive pedagogy applicable to the didactic relationship. Candidates are introduced to frameworks that will give them a greater understanding of self and others.

EDTL 6671 Person-Centered Approaches in Education (3 semester hours)

Study and development of helping skills for observation and communication techniques. Coverage includes detailed exposure to Person-Centered listening methods in education with an emphasis on understanding theory and acquisition of basic skills.

EDTL 6998 Special Studies (1-3 semester hours)**EDTL 6999 Independent Study (1-3 semester hours)****EDTL 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; 4) The role of environmental health with a focus on injury prevention and safety.

EDTL 8001 Foundations of Online Teaching (1 semester hour)

This course will introduce educators to pedagogical best practices in online instruction. The course models, embeds and affirms the principles of Universal Design for Learning (UDL). While addressing and facilitating the dynamics of access, equity, and inclusion, UDL supports teachers in making strategic decisions about when and how to utilize both synchronous and asynchronous instruction. As an instructional framework, UDL will establish foundational best practices for setting up learning management systems, developing online classroom culture, and will discuss student safety and citizenship in online settings. Key strategies and technological tools will be introduced that will be immediately applicable to teachers' work in K-12 classrooms.