

# SPECLIZD PROGRAM IN URBAN EDUC (EDUR)

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## **EDUR 400 Sociocultural Analysis of Education (3 semester hours)**

A study of the sociological and anthropological analysis of contemporary education with emphasis on historical and cultural contexts, culturally sensitive pedagogy, cultural and ethnic diversity, social/cultural issues, equity, access to the core curriculum, and demographic trends in schools and society. Emphasis is placed on the preparation of professionals for the teaching profession and their awareness of social, psychological, and cultural forces shaping society today so that they are prepared to work with all learners. This course is designed for undergraduates in the traditional and/or blended teacher preparation program. Sophomore or higher standing required. University Core fulfilled: Integrations: Ethics and Justice; Flags: Engaged Learning, Oral Skills.

## **EDUR 498 Special Studies (1-3 semester hours)**

## **EDUR 499 Independent Studies (1-3 semester hours)**

## **EDUR 5000 Cultural Paradigms of Education (3 semester hours)**

A study of the sociological and anthropological analysis of contemporary education with emphases on cultural contexts, culturally sensitive pedagogy, cultural and ethnic diversity, social/cultural issues, and demographic trends in schools and society. Emphasis is placed on the preparation of professionals for the teaching profession and their awareness of social, psychological, and cultural forces shaping society today. Fieldwork is required.

## **EDUR 5004 Elementary School Literacy and Language Development (2 semester hours)**

The theoretical basis of literacy and approaches, methods, and techniques for teaching literacy skills in diverse urban school settings, will be explored. Training is provided in a variety of instructional methodologies including strategies designed for culturally and linguistically diverse students, ELD, and SDAIE. The course will provide students with opportunities to acquire knowledge, skills, and the ability to deliver comprehensible instruction to English Learners and to develop lessons promoting students' access and achievement in relation to state adopted academic content standards. Strategies are grounded in theories of language acquisition and the state standards for English Language Arts.

## **EDUR 5005 Literacy in the Content Areas (2 semester hours)**

This course is designed to develop an understanding of the nature of literacy and how it impacts content area learning. Training is provided in a variety of instructional methodologies including strategies designed for culturally and linguistically diverse students, ELD and SDAIE. The course will provide students with opportunities to acquire knowledge, skills, and the ability to deliver comprehensible instruction to English Learners and to develop lessons promoting students access and achievement in relation to state adopted academic content standards. Strategies are grounded in theories of language acquisition.

## **EDUR 5010 Theories of Teaching, Learning, and Assessment (2 semester hours)**

Candidates will be exposed to current theories of teaching, learning, and assessment. Special attention will be given to the practical application of the theories in urban PK-12 school settings.

## **EDUR 5012 Culture and Language Learning in Urban Education (3 semester hours)**

Sociological and anthropological analysis of the role that language and culture play in urban education. Second language acquisition will be explored in depth.

## **EDUR 5014 Multiple Subjects in Curriculum and Instruction (3 semester hours)**

This course covers curriculum and instruction in a multiple subjects classroom. Content includes unit and lesson design in Math, Science, Social Science. Culturally and linguistically diverse student needs will be emphasized.

## **EDUR 5016 Teaching Students with Special Needs in Urban Education (3 semester hours)**

This class will focus on the education of special needs students in urban K-12 classrooms.

## **EDUR 5018 Research in Urban Education (3 semester hours)**

This is the capstone course in the Urban Education program. Students will be expected to complete a research project focusing in urban education.

## **EDUR 5020 Research Project in Urban Education (1 semester hour)**

This course is a continuation of EDUR 5018 (Research in Urban Education). Candidates focus on collecting and analyzing findings of the research project started in EDUR 5018. In addition to regular class meetings, candidates are expected to meet individually with a faculty advisor to refine and revise the final research project. A final research paper, approved by a faculty committee, is required for the course. Prerequisite: EDUR 5018.

## **EDUR 5021 Teaching English Learners (2 semester hours)**

Course content includes theoretical perspectives in first and second language learning, language teaching methodologies, assessment, identification, and program placement for Limited English Proficient students. 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.

## **EDUR 5022 Transformative Pedagogy (1 semester hour)**

Transformative Pedagogy is an online seminar that explores transformative pedagogies of education and their significance for urban schools. Through conceptual and practical knowledge development, intern teachers learn how to integrate transformative pedagogies into their own teaching practices. They also develop and critically construct their personal philosophy on teaching. Candidates are also introduced to components of on-line and blended instruction so that they may critically examine how digital technologies impact teaching and learning.

## **EDUR 5023 Introduction to Teaching and Learning (3 semester hours)**

This course is for credential candidates who will be the teacher of record in a public or private school classroom. Candidates complete this course in the semester prior to the full-time teaching assignment. Seminars will focus on effective classroom practice and teaching, reflective problem-solving, introductory practices for Literacy, and an introduction to human development (including learning theories which impact social and emotional development). Candidates are provided with experiences that will help them become prepared to teach while continuing to study for the California teaching credential. Candidates will be expected to develop skills related to classroom management, lesson planning, instructional strategies, and data driven assessment. Candidates must have access to a field placement during the class.

**EDUR 5024 Critical Issues in Education (3 semester hours)**

A sociological and anthropological analysis of contemporary education emphasizing the historical/cultural context, culturally responsive pedagogy, cultural and ethnic diversity, equity, access to the core curriculum, and intersectionality in schools and society. Candidates discuss factors which impact education including various learning needs and stages of human development as it relates to culture. This class also addresses theoretical perspectives on the language learning experience of English learners. The course emphasizes the preparation of professionals for the teaching profession and their awareness of social, systemic, and cultural forces shaping schooling today so that they are prepared to work with all learners, take a critical, active stance, collaborate with community, and make an impact on educational opportunity gaps.

**EDUR 5025 Introduction to Elementary Methods and Literacy (3 semester hours)**

This course is designed to provide opportunities for elementary intern teachers to identify, experience, and describe current best practice pedagogy for multiple content areas in elementary classrooms. Because literacy is a foundational component of elementary education, the course is based on a progression of English Language Arts development with the integration of other disciplines including mathematics, social studies, science, the arts, physical education, and technology. Candidates will explore topics including classroom culture and management, inquiry in teaching and learning, differentiation, thematic unit and lesson planning, student engagement, and assessment for/as learning. 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. Course content is connected to culturally and linguistically diverse students in urban education settings, 21st century teaching and learning, and special population needs so interns can teach in fully inclusive urban classrooms. Through on-line course experiences, candidates will model and develop digital literacy for instruction.

**EDUR 5026 Development of Elementary Methods and Literacy (3 semester hours)**

This course is a continuation of the Introduction to Elementary Methods course. It is designed to provide opportunities for elementary intern teachers to utilize current best practice pedagogy and create educational opportunities in multiple content areas in elementary classrooms. Because literacy is a foundational component of elementary education, the course is based on a progression of English Language Arts development with the integration of other disciplines including mathematics, social studies, science, the arts, physical education, and technology. Candidates will implement their knowledge of topics including classroom culture and management, inquiry in teaching and learning, differentiation, thematic unit and lesson planning, student engagement, and assessment for/as learning. Advance strategies for inclusion including RTI, MTSS, and UDL will be developed in this class. Course content is connected to culturally and linguistically diverse students, 21st century teaching and learning, and special population needs so interns can teach in fully inclusive classrooms. Work completed for this course is expected to align with candidates' day-to-day teaching experience. Prerequisite: EDUR 5025.

**EDUR 5027 Introduction to Assessment (1 semester hour)**

The seminar style course will assist candidates in the area of evidence-based inquiry with the support and advice of their fieldwork and course instructors. This class will focus on effective approaches in assessment and learning in an inquiry-based classroom. It will include inclusive approaches to engage diverse students and will use critical pedagogy as the theoretical foundation. Candidates will utilize the Universal Design for Learning (UDL) framework and work of Rick Wormeli as a foundation to meet the course outcomes. Candidates will be familiar with several key tenets and types of assessment for students learning in an urban setting. Candidates will be familiarized with literacy assessments to develop RICA test preparation knowledge. This course will require active online and in-class assignments, discussions, and participation.

**EDUR 5028 Advanced Assessment for Teachers (1 semester hour)**

This advanced assessment seminar style course is a continuation of Introduction to Assessment as it provides evidence-based inquiry with the support and advice of their fieldwork and course instructors. Candidates in this course will critically reflect on the theory and practice of teaching and learning, as well as explore best practices in urban education. The focus of the course will be dedicated to improving teaching practice, with evidence-based inquiry as a cornerstone in the development of each candidate's practice. Candidates will reflect on their teaching experience over the past year culminating in the submission of the REAL e-portfolio. This course will require active online and in-class assignments, discussions, and participation. Prerequisite: EDUR 5027.

**EDUR 5029 Introduction to Secondary Mathematics and Literacy (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.

**EDUR 5030 Advanced Secondary Mathematics and Literacy (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: EDUR 5029.

**EDUR 5031 Introduction to Approaches to Teaching Science and Literacy (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 on-line course experiences, candidates will model and develop digital literacy for instruction.

**EDUR 5032 Contemporary Approaches to Teaching Science and Literacy (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: EDUR 5031.

**EDUR 5033 Introduction to Approaches to Teaching Social Science and Literacy (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. Students 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 on-line course experiences, candidates will model and develop digital literacy for instruction.

**EDUR 5034 Contemporary Approaches to Teaching Social Science and Literacy (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: EDUR 5033.

**EDUR 5035 Introduction to Teaching English Language Arts in a Departmentalized Setting (2 semester hours)**

This course will include a variety of teaching strategies for teaching ELA in typical departmentalized settings in Middle and Secondary schools. Students 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 student. 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 student 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 on-line 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.

**EDUR 5036 Contemporary Approaches to Teaching English Language Arts in a Departmentalized Setting (2 semester hours)**

This course builds on knowledge established in the introductory course on teaching ELA in a departmentalized setting. 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 student 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: EDUR 5035.

**EDUR 5037 Introduction to Teaching World Languages in a Departmentalized Setting (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 on-line 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.

**EDUR 5038 Contemporary Approaches to Teaching World Languages in a Departmentalized Setting (2 semester hours)**

This course builds on knowledge established in the introductory course on teaching World Languages in a departmentalized setting. 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: EDUR 5037.

**EDUR 5039 Introduction to Teaching Physical Education in a Departmentalized Setting (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 on-line 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.

**EDUR 5040 Contemporary Approaches to Teaching Physical Education in a Departmentalized Setting (2 semester hours)**

This course builds on knowledge established in the introductory course on teaching Physical Education in a departmentalized setting. 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: EDUR 5039.

**EDUR 5041 Introduction to Teaching Industrial and Technology Education in a Departmentalized Setting (2 semester hours)**

This course covers Industrial Technology 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 Industrial Technology 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 on-line course experiences, candidates will model and develop digital literacy for instruction.

**EDUR 5042 Contemporary Approaches to Teaching Industrial & Technology Education in a Departmentalized Setting (2 semester hours)**

This course builds on knowledge established in the introductory course on teaching Instructional Technology in a departmentalized setting. The focus of this class will be on strategies that help students understand and use the design process as a problem-solving model. This class will also focus on assessment strategies for formative and summative assessments. Candidates will also model and assist student to integrate technology and to develop an understanding of the real world applications of technology with the goal of providing a foundation for IT related career choices. Advance strategies for inclusion including RTI, MTSS, and UDL will be developed in this class. Prerequisite: EDUR 5041.

**EDUR 5043 Introduction to Teaching Music in a Departmentalized Setting (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 on-line course experiences, candidates will model and develop digital literacy for instruction.

**EDUR 5044 Contemporary Approaches to Teaching Music in a Departmentalized Setting (2 semester hours)**

This course builds on knowledge established in the introductory course on teaching Music in a departmentalized setting. 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 student 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: EDUR 5043.

**EDUR 5045 Introduction to Teaching Health Science in a Departmentalized Setting (2 semester hours)**

This course covers Health Science 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 Health Science, including the Common Core. Topics include coordinated health school systems, positive youth development and resiliency, personal health, and resiliency. 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.

**EDUR 5046 Contemporary Approaches to Teaching Health Science in a Departmentalized Setting (2 semester hours)**

This course builds on knowledge established in the introductory course on teaching Health Sciences in a departmentalized setting. The focus of this class will be on strategies that help students identify behaviors that enhance or compromise personal health and well-being. 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: EDUR 5045.

**EDUR 5047 Introduction to Teaching Art in a Departmentalized Setting (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.

**EDUR 5048 Contemporary Approaches to Teaching Art in a Departmentalized Setting (2 semester hours)**

This course builds on knowledge established in the introductory course on teaching Art in a departmentalized setting. 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: EDUR 5047.

**EDUR 5051 Urban Education Field Experience 1 (2 semester hours)**

This fieldwork course is intended to provide support for classroom instructional practice for Urban Education credential candidates who are employed as full-time teachers. 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. Candidates will also be expected to demonstrate competencies tied to content classes during the field experience. Candidates will be evaluated by both LMU and qualified district employed personnel. Credit/No Credit only.

**EDUR 5052 Urban Education Field Experience 2 (2 semester hours)**

This fieldwork course is a continuation of Field Experience 1 as it provides continual support for classroom instructional practice for Urban Education credential candidates who are employed as full-time teachers. Teachers will be required to continually demonstrate professional competencies as outlined by LMU Conceptual Framework and informed by the California Commission on Teacher Credentialing requirements. Candidates will be evaluated by both LMU and qualified district employed personnel as in the Field Experience 1. They will participate in online modules to ensure their preparedness and the successful submission of their portfolio. Prerequisite: EDUR 5051. Credit/No Credit only.

**EDUR 5501 Practicum: Educational Practices in Action in Secondary Math and Science Classrooms (3 semester hours)**

Candidates learn how to consistently strategically apply math or science teaching practices that involve students as active participants in the assessment process where both become advocates for student learning and achievement needs. Permission of Coordinator required.

**EDUR 5503 Practicum: Differentiated Education in Action in Secondary Math/Science Urban Education (3 semester hours)**

Candidates learn how to consistently strategically apply math or science teaching practices that involve students as active participants in the assessment process where both become advocates for student learning and achievement needs. Permission of Coordinator required.

**EDUR 5504 Differentiated Education in Secondary Math/Science Urban Education (3 semester hours)****EDUR 5505 Research-Supported Math/Science Practices in Urban Education (3 semester hours)**

This course helps candidates design and implement a mathematical or scientific learning environment that builds on the strengths that students bring to the teaching/learning process and reverses the achievement gap between subgroups within a school. Permission of Coordinator required.

**EDUR 5580 Teaching Mathematics and Science in Urban Schools (3 semester hours)**

Candidates learn how to implement instruction that reverses the achievement gap and improve student engagement and achievement in mathematics or science by engaging students in a learning culture that values mathematical and scientific thinking.

**EDUR 5581 Mentorship in Math and Science Education (3 semester hours)**

This course is designed to build authentic and trusting relationships that value a teacher's paradigm within the context of expected exceptional practice aligned with effective students learning. The use of data to create and move through disequilibrium to strengthen student learning of math or science will be discussed.

**EDUR 5582 Collaboration in Math and Science Education (3 semester hours)**

Candidates learn how to design, plan, and implement a learning environment based on cooperative planning, constant collaboration, close unity, unrestrained communication, and sincere sharing. Candidates learn how to collaborate on learning, risk-taking, innovation, and change within the context of interdependence. Permission of Coordinator required.

**EDUR 5583 Mentorship Math/Sci Educ (3 semester hours)**

This course is designed to build authentic and trusting relationships that value a teacher's paradigm within the context of expected exceptional practice aligned with effective student learning. The use of data to create and move through disequilibrium to strengthen student learning of math or science will be discussed. Permission of Coordinator required.

**EDUR 5998 Special Studies (1-3 semester hours)****EDUR 5999 Independent Studies (1-3 semester hours)****EDUR 6100 Anthropological Analysis of Cultural Diversity (3 semester hours)**

An in-depth study of cultural diversity using methods from educational sociology and anthropology. The course will examine the major theoretical models advocating responses to cultural diversity and their practical implications for education. Themes/issues covered: contemporary demographics, genetic and cultural deficit theory, cultural mismatch theory, cultural ecological theory, sociocultural theory (neo-Vygotskian) and culturally responsive instruction, multicultural education and intercultural communication, critical pedagogy, and qualitative evaluation.

**EDUR 6102 The Context of Schooling (3 semester hours)**

This course focuses on the governmental, political, financial, legal, and historical perspectives of education in the United States. Students are given opportunities to integrate course topics and relate policy initiatives to the welfare of all students in responsible and ethical ways. School governance and management of human and fiscal resources in culturally diverse settings are stressed.

**EDUR 6221 Methodology in English Language Development and Specially Designed Academic Instruction in English (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). Students will learn how to implement an instructional program that facilitates English language acquisition and development, including receptive and productive language skills for English Learners. Additionally, students will acquire and demonstrate the ability to utilize assessment information to diagnose student's language abilities and develop lessons promoting students' access and achievement in relation to state-adopted academic standards.

**EDUR 6222 Applied Linguistics: A Second Language Acquisition/Bilingual Instructional Perspective (3 semester hours)**

This course provides the linguistic foundations for language educators from an instructional perspective. English language systems and the use and variations of the English language in social/linguistic contexts are closely examined. Students will be able to integrate pedagogical approaches to the principles of the language systems in teaching ELLs and assessing their interlanguage development. Topics of emphasis: phonology, grammar, lexicon, discourse analysis, pragmatics, sociolinguistics, and contrastive analysis.

**EDUR 6252 Secondary School Curriculum and Methods for Language Arts and Social Studies (3 semester hours)**

Objectives, methods, materials, and problems involved in teaching language arts and social studies in the secondary schools. Explores methods of long and short range planning, course overview, unit plans and lesson planning. Presents alternative strategies of instruction and methods of diagnosing needs and evaluating learning. Current approaches to classroom discipline, management, and organization are studied.

**EDUR 6324 Technology in Multilingual Settings (3 semester hours)**

Offered as an elective, this course emphasizes the use of instructional technologies with multilingual population. Of particular emphasis is the bridging of the Digital Divide, access and equity in technology with diverse populations, and uses of instructional technology within dual language contexts.

**EDUR 6327 Learning and Teaching with Technology (3 semester hours)**

In this course, constructivism will be explored as a foundation for teaching and learning with technology. The course will explore how technology can be used to promote the notion that students construct knowledge rather than just receive knowledge passively.

**EDUR 6328 Survey of Digital Technologies for Urban Education (3 semester hours)**

This course explores how different technologies can be used to promote equity in teaching and learning in urban schools. As technology evolves, candidates study how new forms of technology, beyond the personal computer, can be used for teaching and learning. Candidates will create projects using these new technologies.

**EDUR 6329 Assistive Technology (3 semester hours)**

Students with special needs benefit the most from the use of technology for teaching and learning. In this course, candidates learn the principles of universal design for learning, review federal and state laws regarding the education of students with special needs, and the use of appropriate technology to promote high standards for all students.

**EDUR 6600 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; and how to use, interpret, understand, and communicate informal/formal assessment results. Special Education Program only.

**EDUR 6601 Language and Literacy in Culturally and Linguistically Diverse K-8 Environments (3 semester hours)**

This course will address critical areas of instructional decision making while focusing on evidence-based language and literacy instruction that builds upon the cultural and linguistic backgrounds of students with learner variability in K-8 environments. Special Education Program only.

**EDUR 6602 Language and Literacy in Culturally and Linguistically Secondary Settings (3 semester hours)**

This course will address critical areas of instructional decision making while focusing on evidence-based language and literacy instruction that builds upon the cultural and linguistic backgrounds of students with learner variability in secondary school environments.

**EDUR 6603 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. Special Education Program only.

**EDUR 6604 Elementary Instructional Design/Methods (Math, STEM, Social Studies) (3 semester hours)**

This course is designed to provide a foundation for candidates to effectively plan, implement, and evaluate instructional programs in Math, STEM, and Social Studies that are informed by CA K-12 content standards and frameworks, with focus on assessment and ELD/SDAIE strategies in elementary settings that are responsive to the needs of diverse populations and environments. Special Education Program only.

**EDUR 6605 Secondary Instructional Design/Methods (Math, STEM, Social Studies) (3 semester hours)**

This course is designed to provide a foundation for candidates to effectively plan, implement, and evaluate instructional programs in Math, STEM, and Social Studies that are informed by CA K-12 content standards and frameworks, with focus on assessment and ELD/SDAIE strategies in secondary settings that are responsive to the needs of diverse populations and environments. Special Education Program only.

**EDUR 6606 Developing Collaborative Partnerships for Inclusive Schooling (3 semester hours)**

This course is designed to prepare candidates to be able to collaborate and communicate effectively with individuals with disabilities and their parents, other family members and primary care givers, school administrators, general and special education teachers, specialists, paraprofessionals, and community agency and related service personnel to promote partnerships and inclusive practices, including co-planning/co-teaching with general educators. The candidate will learn how to work in partnership and be able to design, implement, and evaluate integrated services that reflect transitional stages across life span for all learners. Special Education Program only.

**EDUR 6607 Developing as a Professional Educator (2 semester hours)**

This course is designed to provide critical content related to professional, legal, and ethical obligations as an educator of students with exceptionalities. Candidates will use reflection and feedback to formulate and prioritize goals for increasing their subject matter knowledge and teaching effectiveness. They develop appropriate plans for professional growth in subject matter knowledge and pedagogy. This course will be offered online. Special Education Program only.

**EDUR 6613 Special Education Intern Seminar 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. Interns and Teacher Practitioners only. Credit/No Credit only. Special approval required.

**EDUR 6614 Special Education Intern Fieldwork 1 (1 semester hour)**

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. Interns and Teacher Practitioners only. Credit/No Credit only. Special approval required.

**EDUR 6615 Special Education Intern Seminar 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. This course is designed around the needs of the candidates and is a continuation of EDUR 6613. Prerequisite: EDUR 6613. Interns and Teacher Practitioners only. Credit/No Credit only. Special approval required.

**EDUR 6616 Special Education Intern Fieldwork 2 (1 semester hour)**

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: EDUR 6614. Interns and Teacher Practitioners only. Credit/No Credit only. Special approval required.

**EDUR 6955 Master's Thesis I (1 semester hour)**

This course is intended for students working on a master's thesis. The committee chair provides ongoing support for the master's thesis. Credit/No Credit only.

**EDUR 6956 Master's Thesis II (1 semester hour)**

A continuation of Master's Thesis I for students who have not completed their master's thesis. Credit/No Credit only. Special approval required.

**EDUR 6957 Master's Thesis III (1 semester hour)**

A continuation of Master's Thesis II for students who have not completed their master's thesis. Credit/No Credit only. Special approval required.

**EDUR 6960 Introduction to Teaching and Learning (3 semester hours)**

This course is for candidates who are employed as full-time teachers either in a private/parochial setting or with an emergency permit or intern credential in a public school. This prerequisite should be one of the first courses in the combined master's/teaching credential program sequence. Seminars focus on analysis of effective classroom practices and problem solving. Initial on-site assessment will be made by a university supervisor as to professional competency in all phases of the multiple or single subject credential program. Areas for professional growth and development are identified and addressed individually through portfolio assessment. Candidates must submit a school site supervisor/mentor contract agreement. Additionally, for private/parochial school teachers, this course requires 30 hours of public school observation/participation and a comprehensive journal. Application for fingerprint clearance must be submitted by private/parochial teachers immediately upon enrollment in this course. Special approval required.

**EDUR 6961 Fieldwork Supervision: Portfolio and Assessment of Teaching (3 semester hours)**

This course is for candidates who are employed as full-time teachers either in a private/parochial setting or with an emergency permit or intern credential in a public school. This could be the last course in the combined Masters/teaching credential program sequence. Supervised field experience, portfolio assessment of personal growth, development, problem solving and documentation of teaching competencies will be completed during this course. Candidates must submit a school site supervisor/mentor contract agreement. Additionally, for private/parochial school teachers, this course requires 30 hours of public school observation/participation and a comprehensive journal. The EDUR 6960/6961 course sequence meets the California State requirement of student teaching for multiple and single subject credential candidates. Only one other course may be taken during the semester of fieldwork supervision. Prerequisites: EDUR 6960, all professional education courses in program sequence, including Health Education (EDES 8000), formal documentation of completed subject matter competency, and passage of all appropriate examinations. Special approval required.

**EDUR 6963 Seminar in Advanced Teaching Methodologies (3 semester hours)**

Candidates build on the material that was learned in the methodology course for the teaching credential program. In this course, candidates are presented with more strategies that promote high standards for all students. The theories behind these strategies are also discussed.

**EDUR 6968 Action Research in Urban Education (3 semester hours)**

In this course, candidates will learn how to use self-reflection to improve their practice as urban classroom teachers. Using real classroom experiences, candidates will learn how to systematically and collaboratively identify a problem, collect data, and evaluate solutions. Emphasis is placed on journal writing, observation skills, and methods for sharing the action research project. Case studies will be examined, and candidates will create an action research project in an urban education setting.

**EDUR 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 a written and/or oral examination. Candidates should register for the specific section required for their program. Credit/No Credit only. Special approval required. Fee required.

**EDUR 6998 Special Studies (1-3 semester hours)**

**EDUR 6999 Independent Studies (0-3 semester hours)**