

LIBERAL STUDIES

College of Education

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View the College of Education website at www.ced.csulb.edu

Bachelor of Arts in Liberal Studies (120 units)

The Liberal Studies major provides a rich, rigorous cross-disciplinary liberal arts program of study. There are two programs in the major: 1) The Integrated Teacher Education Program (ITEP) is for students intending to become teachers who wish to combine subject matter preparation for elementary teaching with coursework leading to a Multiple Subject teaching credential; 2) Track I is for students who seek subject matter preparation for elementary teaching as preparation for a post-baccalaureate credential program.

General Education and the Liberal Studies Major

The General Education requirements for students majoring in Liberal Studies are unique. The Liberal Studies program is not only an approved major, but also an approved alternate general education program. In completing the Liberal Studies major, students concurrently satisfy their general education requirements. Students changing to another major from Liberal Studies, however, will be subject to the standard university General Education requirements and will want to consult the University Center for Undergraduate Advising for General Education advisement.

The Liberal Studies Program

The Liberal Studies Integrated Teacher Education Program (ITEP) combines the study of academic subject matter for elementary school teaching with professional preparation, fieldwork, and student teaching. Successful completion of ITEP includes both a Bachelor of Arts degree and a Multiple Subject teaching credential.

The Liberal Studies Track I program is designed for those students who wish to pursue a Bachelor of Arts degree to prepare them in the academic subject areas relevant to elementary and special education teaching. Track I is an approved pre-professional program of subject matter preparation consistent with the standards established by the California Commission on Teacher Credentialing.

INTEGRATED TEACHER EDUCATION PROGRAM

Bachelor of Arts in Liberal Studies

Multiple Subject Credential Cross-Cultural and Academic Development Emphasis (code 200)

The Integrated Teacher Education Program (ITEP) combines the study of academic subjects aligned to California standards for the K-8 curriculum with professional preparation courses and field experiences leading to a Multiple Subject Credential.

Upon successful completion of the program, students will receive both a Bachelor of Arts in Liberal Studies and a Preliminary Multiple Subject Credential. Within the Integrated Teacher Education Program there are 102 units of required baccalaureate-level coursework and 34 units of credential-specific coursework.

Students in the ITEP program who do not advance to the Credential portion of the program will be eligible to change majors into the Track I program and receive a B.A. in Liberal Studies and may apply for admission to the post-baccalaureate Multiple Subject Credential Program.

There are multiple pathways to the teaching profession. ITEP is designed for students who begin their undergraduate education at CSULB or who transfer into the University in pursuit of both a baccalaureate degree as well as a Multiple Subject teaching credential. Prospective credential candidates who already hold a bachelor's degree, or who need information about other pathways and options in teacher credentialing, should refer to the sections of this catalog which describe programs in Teacher Education, Single Subject Teacher Education, and Advanced Studies in Education and Counseling. Further information about teacher preparation programs can also be obtained from the College of Education at (562) 985-1105 or by e-mail: cedinfo@csulb.edu or online at www.ced.csulb.edu.

Urban Dual Credential Program (UDCP)

A new pathway in ITEP has been approved in the college. Students will earn Multiple Subject and Education Specialist credentials with their B.A. in Liberal Studies in 135 units. For more information, contact the Teacher Preparation and Advising Center at (562) 985-1105.

General Education and the Integrated Teacher Education Program

As with other Liberal Studies majors, students in the Integrated Teacher Education Program have unique General Education requirements. ITEP is both an approved major and an approved alternate General Education program. ITEP students receive their General Education advisement within the Liberal Studies office. In completing ITEP, students concurrently satisfy their General Education requirements. Students changing their major from ITEP to a major other than Liberal Studies, however, will be subject to

the standard University General Education requirements and will want to consult the University Center for Undergraduate Advising for their General Education advisement.

The ITEP Curriculum

The ITEP curriculum has two interrelated components. Students complete required coursework in the Liberal Studies Core and they complete ITEP Credential Coursework in the methodology of teaching, including student teaching. Admission to this final, credential portion of the program requires that students apply and be accepted into the Multiple Subject Credential Program at CSULB. In addition, a minimum of 125 hours of service learning, coordinated by the SERVE Program in the College of Education, must be completed prior to graduation. All courses in the Liberal Studies Core must be completed with a grade of "C" or better. All ITEP Credential Coursework must be completed with a GPA of 3.0 or higher and no individual grade lower than "C."

Admission Under Impaction

Refer to the following website for additional impaction criteria: http://www.csulb.edu/depts/enrollment/admissions/impacted_major.html.

Admission to the Multiple Subject Credential

Prior to enrollment in credential methods courses, ITEP students must be formally admitted into the Multiple Subject Credential Program (MSCP). Students should apply to the MSCP during the semester prior to enrolling in method courses. All candidates are required to comply with all program policies and procedures detailed on the MSCP website at www.ced.csulb.edu/mscp. Pre-program advisement and brochure materials are available in the Teacher Preparation Advising Center (ED1-67). Prospective candidates should obtain a program application from the website at www.ced.csulb.edu/mscp. ITEP information meetings are held each semester. See schedule at www.ced.csulb.edu/mscp. Applicants must:

1. Complete EDEL 200 with a minimum grade of "B."
2. Attain a grade point average of at least 2.67 in all baccalaureate course work or a grade point average of at least 2.75 in the last 60 semester or 90 quarter units attempted.
3. Complete and pass an interview with department faculty.
4. Submit two letters of recommendation.
5. Submit a typed personal statement describing why you have chosen teaching as a career, what you hope to accomplish as a teacher, and how you view the role of the teacher.
6. Submit a negative tuberculosis skin test or chest X-ray taken within the last three years. Tuberculosis clearance must be valid through student teaching.
7. Submit one photocopy of all university and/or college transcripts.
8. Submit proof of having taken the California Basic Educational Skills Test (CBEST). Note: You must take all three parts of the test. (Passage of the exam is required to advance to student teaching.) For alternatives to CBEST contact the Teacher Preparation Advising Center.
9. Demonstrate proficiency in reading and writing English by (1) attaining the minimum passing score of 37 on

the reading portion of the CBEST and by (2) attaining the minimum passing score of 37 on the writing portion of the CBEST exam. (Passage of CBEST is required to advance to student teaching.) For alternatives means of demonstrating proficiency in reading and writing English contact the Teacher Preparation Advising Center.

10. Attach a copy of a Certificate of Clearance, or a photocopy of a California emergency/substitute teaching permit.
11. Demonstrate ability to communicate orally in English at the level required of public school teachers by demonstration of English production skills in the course EDEL 380 (EDEL 200 for ITEP candidates) and through an oral interview with department faculty. In the case of candidates for a Bilingual Authorization Multiple Subject Credential, there is a bilingual interview requirement in English and the target language.
12. Demonstrate character and personality traits that satisfy the standards of the teaching profession and suitable aptitude for teaching in public schools through the application documentation, the personal interview, and performance in the course EDEL 200. Candidates must continue to demonstrate appropriate character and personality traits through completion of the program.
13. Submit the application packet, including documentation, by April 1 to begin pedagogy courses in summer, June 1 to begin pedagogy courses in fall terms, and November 1 to begin pedagogy courses in winter or spring terms. Applications will accepted after the deadline on a space available basis.

The Liberal Studies Core

A minimum of 102 units distributed in Areas I, II, III, IV, V, and VI. No Core classes may be taken Credit/No Credit.

Area I: Language Arts (minimum 22 units) All courses in the Liberal Studies Core must be completed with a grade of "C" or better.

Group 1. Written Communication:

Choose one course from: ASAM 100, AFRS 100, CHLS 104, ENGL 100

Group 2. Oral Communication:

Choose one course from: COMM 130, COMM 335

Group 3. Survey of Literature:

Choose one course from: CWL 100; ENGL 180, ENGL 250A or ENGL 250B, ENGL 270A or ENGL 270B, ENGL 375

Group 4. Applied Composition: Choose one course from: ENGL 309

Prerequisites: None.

OR

ENGL 300

Prerequisites: GE Foundation requirements and upper-division standing.

Group 5. Language Acquisition:

Choose one course from: CD 329, EDSP 454, LING 329

Group 6. Children's Literature:

Choose one course from: AFRS 415, COMM 352, ENGL 481

Group 7. Language Arts Capstone: Take L/ST 400

Prerequisites: Limited to Liberal Studies majors who have completed all Area I Core requirements with a "C" or better grade, or consent of department chair.

Area II: Mathematics (minimum 12 units)

- Group 1. Real Numbers: Take MTED 110
Prerequisites: ELM or ELM exemption or MAPB 11.
- Group 2. Probability and Activities-Based Statistics:
Take MTED 205
Prerequisites: ELM or ELM exemption or MAPB 11 and MTED 110.
- Group 3. Geometry and Measurement:
Choose one course from: MTED 211 or MTED 312
- Group 4. Mathematics Capstone: Take MTED 402
Prerequisites: "C" or better in both MTED 110, and either MTED 211 or MTED 312 or the equivalent and a course in Critical Thinking.

Area III: Natural Science (minimum 14 units)

- Group 1. Earth Science:
Choose from: GEOL 102 and GEOL 104, or GEOL 106*
(*GEOL 106 is the preferred course)
- Group 2. Life Science: Take BIOL 200
Prerequisites: GE Foundation requirements.
- Group 3. Physical Science: Take PHSC 112
Prerequisites/Corequisites: One course from Category B.2 of GE Foundation.
- Group 4. Natural Science Capstone: Take SCED 401
Prerequisites: BIOL 200; PHSC 112; GEOL 106, or both GEOL 102 and GEOL 104; all with a "C" or better grade.

Area IV: History-Social Science (minimum 19 units)

- Group 1. American History:
Choose one course from: HIST 172, HIST 300
- Group 2. American Institutions:
Choose one course from POSC 100, POSC 326*, POSC 391 (*POSC 326 is limited to and only required of students who have met the U.S. Constitution requirement in a state other than California or through Advanced Placement credit and who must meet the Title V California State and Local Government requirement.)
- Group 3. World History and Geography:
Take either: HIST/GEOG 250*, or HIST 211 plus GEOG 100 (*HIST/GEOG 250 is the preferred course)
- Group 4. Multicultural Dimensions:
Choose one course from AFRS/AIS/CHLS 215, AFRS/AIS/ASAM/CHLS 319, ANTH 421/LING 425
- Group 5. California History: Take HIST 473
Prerequisites: None.
- Group 6. History-Social Science Capstone: Take L/ST 471
Prerequisite: Limited to Liberal Studies majors who have completed all Area IV Core requirements with a "C" or better grade, or consent of department chair.

Area V: Arts and Humanities (minimum 15 units)

- Group 1. Music: Take MUS 180
Prerequisites: None.
- Group 2. Dance or Theater:
Choose one course from: CWL 124, CWL 324; DANC 110; THEA 113, THEA 122, THEA 324
- Group 3. Ethics, Values and Beliefs:
Choose one course from: PHIL 100, PHIL 160, PHIL 203, PHIL 204, PHIL 405; R/ST 100, R/ST 202
- Group 4. Visual Art: Take ART 300
Prerequisites: None.
- Group 5. Arts Capstone: Take L/ST 404
Prerequisite: Limited to Liberal Studies majors who have completed all Area V Core requirements with a "C" or better grade, or consent of department chair.

Area VI: Critical Issues in Teaching and Learning (minimum 20 units)

- Group 1. Teaching and Learning: Take EDEL 100

Prerequisites: None.

- Group 2. Information and Technology Competencies:
Choose one course from: ETEC 110*, ETEC 444 (*ETEC 110 is the preferred course)
- Group 3. Critical Thinking:
Choose one course from: A/ST 190, COMM 131, ENGL 102, ETEC 171, HIST 101, PHIL 170, POSC 105, PSY 130
- Group 4. Introduction to Education: Take EDEL 200
Prerequisites: None.
- Group 5. Child Development and Learning:
Choose one course from: EDP 301, HDEV 307
- Group 6. Family and School Partnerships:
Take EDSP 355A
Prerequisites: None.
- Group 7. Physical Education: Take KIN 476
Prerequisite: Junior standing.
- Group 8. Health Science: Take H SC 411A
Prerequisite: Upper-division standing. Corequisite: Current CPR Certification required.

ITEP Credential Coursework

All ITEP Credential Coursework must be completed with a GPA of 3.0 or higher and no individual grade lower than "C." Multiple Subject Credential Courses (minimum 34 units):

- Group 1. Diversity in Education: Take EDEL 300 (3)
Prerequisites: EDEL 100 and EDEL 200, or approved articulated course from non-ITEP credentialing pathways; admission to Multiple Subject Credential Program.
- Group 2. Teaching and Learning Language Arts, K-8 (RICA): Take EDEL 442 (3)
Prerequisite: Admission to the Multiple Subject Credential Program.
- Group 3. Teaching and Learning Reading, K-8 (RICA):
Take EDEL 452 (3)
Prerequisite: Admission to the Multiple Subject Credential Program or Education Specialist Credential Program.
- Group 4. Teaching and Learning Mathematics, K-8:
Take EDEL 462 (3)
Prerequisites: Admission to the Multiple Subject Credential Program.
- Group 5. Teaching and Learning History-Social Science, K-8: Take EDEL 472 (3)
Prerequisites: Admission to the Multiple Subjects Credential Program.
- Group 6. Teaching and Learning Science, K-8:
Take SCED 475 (3)
Prerequisite: Admission to the Multiple Subject Credential Program.
- Group 7. Student Teaching: Take EDEL 482 (16)
Prerequisites: Admission to 2042 Multiple Subject Credential Student Teaching including successful completion of Teacher Performance Assessment (TPA) Tasks 1 and 2.

Student Teaching in ITEP

As the final phase of the credential program, student teaching is a half-day for four days and a full day for one day per week for two semesters. All student teachers have one placement in a K-2 classroom where they gain experience with early literacy instruction utilizing a balanced and comprehensive approach to reading. The other placement is in an intermediate classroom (grades 3-6) or in a middle school classroom (grades 6-8). One student teaching placement must be in a public school.

A separate application is required to advance to student teaching. Applications for student teaching must be submitted in person to the Multiple Subject Student Teaching Office one semester prior to the first assignment. Application packets are available on the College of Education MSCP website. A link may also be found on the Liberal Studies website. Deadlines for submitting applications to student teach are:

April 1 - for Summer/Fall Student Teaching

November 1- for Spring Student Teaching

Students should note that these deadlines are firm. Late applications are not accepted.

Advancement to Student Teaching Requirements

Students must meet the following requirements to advance to student teaching:

1. Demonstration of subject-matter competence by passage of all three parts of the California Subject Examinations for Teachers: Multiple Subjects (CSET: Multiple Subjects).
2. Passage of the California Basic Educational Skills Test (CBEST) or CTC-approved alternative.
3. A negative tuberculosis skin test or chest x-ray valid through completion of student teaching.
4. Proof of identity and character clearance (Certificate of Clearance).
5. Submission of a student teaching application by the appropriate deadline.

Note: professional preparation pedagogy courses in the ITEP MSCP program may be taken prior to or concurrently with student teaching. All subject-specific pedagogy (methods) courses must be completed with a minimum cumulative grade-point average of 3.0 and no individual course grade lower than "C."

Bilingual Authorization for the Multiple Subject Credential

The Bilingual Authorization track prepares Multiple Subject teachers to work in dual language classrooms, English development classrooms, or where a language other than English is required for instruction, support, and communication with parents and other professional communication. With appropriate substitutions and/or additional course work, the Bilingual Authorization may be added to the Multiple Subject Preliminary credential. Candidates must demonstrate knowledge of the target culture, specific pedagogical skills, and fluency in speaking, listening, reading and writing in the target language. Candidates are prepared for Bilingual Authorization in one of four languages: Spanish, Korean, Mandarin, or Vietnamese.

Requirements

Students seeking Bilingual Authorization must complete the ITEP program requirements, including the credentialing requirements. They also must fulfill the following additional Bilingual Authorization requirements:

1. Bilingual pedagogy in the language of emphasis (one of the following, 3 units):
 - Spanish: EDEL 453S – Methodology for Spanish and English Instruction in a Bilingual Setting
Prerequisites: None.
 - Korean: EDEL 453K – Methodology for Korean and English Instruction in a Bilingual Setting
Prerequisites: None.
 - Mandarin: EDEL 453M – Methodology for Mandarin and English Instruction in a Bilingual Setting
Prerequisites: None.

Vietnamese: EDEL 453V – Methodology for Vietnamese and English Instruction in a Bilingual Setting
Prerequisites: None.

2. Culture of emphasis (one of the following, 3 units):
 - Spanish: CHLS 340 – Latino Education in the U.S.
Prerequisites: None.

Korean: EDEL 455K – Teaching the Korean American Bicultural Student
Prerequisites: None.

Mandarin: EDEL 455C – Teaching the Chinese American Bicultural Student
Prerequisites: None.

Vietnamese: EDEL 455V -- Teaching the Vietnamese American Bicultural Student
Prerequisites: None.

3. Language of emphasis proficiency:

All Bilingual Authorization candidates must demonstrate language of emphasis proficiency by passing the appropriate CSET: LOTE Subtest III (language and communication skills) prior to completion of the program. See the program advisor for recommended courses to prepare for the exam.
4. Student teaching in a bilingual classroom:

Bilingual Authorization candidates complete one semester of student teaching in a non-bilingual classroom and one semester in a language of emphasis classroom.

Urban Dual Credential Program ITEP Pathway

The Urban Dual Credential Program is a two-year, clinical program that combines the study of academic subjects aligned to Common Core State standards for the K-8 curriculum with professional preparation courses and clinical field experiences leading to both a Multiple Subject Credential and an Education Specialist Credential. Candidates with these dual credentials are authorized to teach all students in K-8 general and special education settings.

Upon successful completion of the program, students will earn a Preliminary Multiple Subject Credential and a Preliminary Education Specialist Credential in Mild/Moderate Disabilities and/or Moderate/Severe Disabilities.

Further information about the Urban Dual Credential Program can be obtained from the Teacher Preparation Advising Center in the College of Education at (562) 985-1105 or online at <http://www.ced.csulb.edu/tpac>

Admission

Students should apply during the Spring semester prior to beginning UDCP coursework. Pre- program advisement and brochure materials are available in the Teacher Preparation Advising Center (ED1-67). Applicants must:

1. Hold a Bachelor's degree and be admitted to the University as a post-baccalaureate (credential) student. (Note that application to the University is a separate process. Apply through www.csumentor.edu)
2. Submit Urban Dual Credential Program application by the posted application deadline.
3. Attain a grade point average of at least 2.67 in all baccalaureate course work or a grade point average of at least 2.75 in the last 60 semester or 90 quarter units attempted.

4. Complete and pass an interview with program faculty.
5. Submit two letters of recommendation educational training, relevant teaching, and other related experiences.
6. Submit a typed personal statement describing why you have chosen teaching as a career, the training, talents and experiences you bring to teaching all students including those with disabilities, what you hope to accomplish as a dually credentialed teacher, and how you view the role of the teacher.
7. Submit a negative tuberculosis skin test taken within the last four years or chest X-ray taken within the last eight years. Tuberculosis clearance must be valid through student teaching.
8. Submit one photocopy of all university and/or college transcripts.
9. Submit proof of having taken the California Basic Educational Skills Test (CBEST). Note: You must take all three parts of the test. (Passage of the exam is required to advance to student teaching.) For alternatives to CBEST contact the Teacher Preparation Advising Center.
10. Attach a copy of a Certificate of Clearance, or a photocopy of a California emergency/substitute teaching permit.
11. Provide documentation of a structured field experience of at least 45 hours in a K-12 general education classroom setting.
12. Demonstrate ability to communicate orally in English at the level required of public school teachers by demonstration of English production skills through an oral interview with program faculty.
13. Demonstrate character and personality traits that satisfy the standards of the teaching profession and suitable aptitude for teaching in public schools through the application documentation and personal interview. Candidates must continue to demonstrate appropriate character and personality traits through completion of the program.
14. Please visit the program website for the program application form and list of required materials to be submitted.

UDCP Program Requirements:

- Take the following UDCP credential coursework (54 units):
- Group 1. Special Education Foundations: UDCP 400 (2) and UDCP 414 (1)
 - Group 2. Teaching and Learning Reading and Language Arts, K-8: UDCP 410 (4) and UDCP 411 (4)
 - Group 3. Human Development, Diversity and Equity: EDP 301 (3), UDCP 402 (3) and EDSP 454 (3)
 - Group 4. Teaching and Learning Mathematics, K-8: EDEL 462 (3) and UDCP 415 (2)
 - Group 5. Assessment of Students: EDSP 564 (3)
 - Group 6. Managing the Teaching and Learning Environment: UDCP 401 (3)
 - Group 7. Teaching and Learning History-Social Science, K-8: EDEL 472 (3)
 - Group 8. Teaching and Learning Science, K-8: SCED 475 (3)

- Group 9. Teaching and Learning Art, Health, and Physical Education: UDCP 407 (2)
- Group 10. Methods for Students with Moderate/Severe Disabilities: EDSP 578 (3)
- Group 11: Student Teaching in General Education and Special Education Settings: UDCP 420 (Multiple Subjects) (6) and UDCP 422 (Mild/Moderate) or UDCP 423 (Moderate/Severe) (6)

Candidates will need to pass the CSET, RICA and California Teaching Performance Assessments

Education Specialist ITEP

Requirements

The Education Specialist ITEP Pathway allows students to work toward a Preliminary Education Specialist Credential while completing their MSCP ITEP requirements. Students should formally apply to the Education Specialist Credential program at the same time they apply to the MSCP. Education Specialist ITEP students must complete all ITEP program requirements, taking EDSP 454 in Area I, Group 6, and EDP 301 in Area VI, Group 4. Education Specialist ITEP students must complete all MSCP ITEP credential coursework and requirements as well with the following exception: Students will complete only one semester of student teaching in a general education classroom instead of two.

Education Specialist ITEP students will then complete all Education Specialist Preliminary credential coursework and Field Study as listed below:

EDP 405 Classroom Management
Prerequisites: None.

EDSP 480 Foundations of Inclusive Education
Prerequisite: Admission to Education Specialist Credential Program.

EDSP 534 Collaboration and Transition
Prerequisites: Full admittance to Education Specialist Credential Program or ITEP, and successful completion of EDSP 480.

EDSP 564 Assessment and Evaluation
Prerequisites: Admission to the Education Specialist Credential Program or consent of instructor.

EDP 560 Behavior Analysis and Interventions
Prerequisite: ED P 405.

EDSP 577 or 578 Instructional Methods and Strategies:
Mild/Moderate or Moderate/Severe

EDSP 587B or 588B Advanced Field Study and Seminar:
Education Specialist Credential in Mild/Moderate or Moderate/Severe Disabilities

TRACK I

Requirements

The Track I program is both a major and an approved General Education program. No course in the Track I Core or Concentration may be taken Credit/No Credit and no course used to meet Core requirements may be counted toward the Concentration.

In addition, 125 hours of approved service-learning in an elementary or middle school must be completed prior to graduation as a means of learning about cultural diversity in the community, about current problems besetting students in the public schools, about successful intervention strategies for students needing special attention, and about promotion of individual civic responsibility.

Service Learning

The way to earn the required 125 hours of Service Learning is through participation in the Service Experience for Revitalizing Education (SERVE) program, which provides orientation and training in addition to school placements. To participate in SERVE, students must have a 2.0 grade-point average, current TB clearance, and be available for either 2 two-hour time blocks or 1 four-hour time block during public school hours over a 10 week period during the semester. For further information and the schedule for orientation and training sessions, contact the Liberal Studies office or SERVE office (ED1-17 or online at www.ced.csulb.edu).

The Liberal Studies Core

A minimum of 102 units distributed in Areas I, II, III, IV, V, and VI. No Core classes may be taken Credit/No Credit.) All courses in the Liberal Studies Core must be completed with a grade of "C" or better.

Area I: Language Arts (minimum 22 units)

Group 1. Written Communication:

Choose one course from: ASAM 100, AFRS 100, CHLS 104, ENGL 100

Group 2. Oral Communication:

Choose one course from: COMM 130, COMM 335

Group 3. Survey of Literature:

Choose one course from: CWL 100, ENGL 180, ENGL 250A or ENGL 250B, ENGL 270A or ENGL 270B, ENGL 375

Group 4. Applied Composition:

Choose one course from:

ENGL 309
Prerequisites: None.
OR

ENGL 300

Prerequisites: GE Foundation requirements and upper-division standing.

Group 5. Language Acquisition:

Choose one course from: CD 329, EDSP 454, LING 329

Group 6. Children's Literature:

Choose one course from: AFRS 415, COMM 352, ENGL 481

Group 7. Language Arts Capstone: Take L/ST 400

Area II: Mathematics (minimum 12 units)

Group 1. Real Numbers: Take MTED 110

Prerequisites: ELM or ELM exemption or MAPB 11.

Group 2. Probability and Activities-Based Statistics:

Take MTED 205

Prerequisites: ELM or ELM exemption or MAPB 11 and MTED 110.

Group 3. Geometry and Measurement:

Choose one course from: MTED 211 or MTED 312

Group 4. Mathematics Capstone:

Take MTED 402

Prerequisites: "C" or better in both MTED 110, and either MTED 211 or MTED 312 or the equivalent and a course in Critical Thinking.

Area III: Natural Science (minimum 14 units)

Group 1. Earth Science:

Choose from: GEOL 102 and GEOL 104, or GEOL 106* (*GEOL 106 is the preferred course)

Group 2. Life Science: Take BIOL 200

Prerequisites: GE Foundation requirements.

Group 3. Physical Science: Take PHSC 112

Prerequisites/Corequisites: One course from Category B.2 of GE Foundation.

Group 4. Natural Science Capstone: Take SCED 401

Prerequisites: BIOL 200; PHSC 112; GEOL 106, or both GEOL 102 and GEOL 104; all with a "C" or better grade.

Area IV: History/Social Science (minimum 19 units)

Group 1. American History:

Choose one course from: HIST 172, HIST 300

Group 2. American Institutions:

Choose one course from POSC 100, POSC 326*, POSC 391 (*POSC 326 is limited to and only required of students who have met the U.S. Constitution requirement in a state other than California or through Advanced Placement credit and who must meet the Title V California State and Local Government requirement.)

Group 3. World History and Geography:

Take either: HIST/GEOG 250*, or HIST 211 plus GEOG 100 (*HIST/GEOG 250 is the preferred course)

Group 4. Multicultural Dimensions:

Choose one course from AFRS/AIS/CHLS 215, AFRS/AIS/ ASAM/CHLS319, ANTH 421/LING 425

Group 5. California History: Take HIST 473

Prerequisites: None.

Group 6. History/Social Science Capstone:

Take L/ST 471

Prerequisite: Limited to Liberal Studies majors who have completed all Area IV Core requirements with a "C" or better grade, or consent of department chair.

Area V: Arts and Humanities (minimum 15 units)

Group 1. Music: Take MUS 180

Prerequisites: None.

Group 2. Dance or Theater:

Choose one course from: CWL 124, CWL 324; DANC 110; THEA 113, THEA 122, THEA 324

Group 3. Ethics, Values and Beliefs:

Choose one course from: PHIL 100, PHIL 160, PHIL 203, PHIL 204, PHIL 405; R/ST 100, R/ST 202

Group 4. Visual Art: Take ART 300

Prerequisites: None.

Group 5. Arts Capstone: Take L/ST 404

Prerequisites: Limited to Liberal Studies majors who have completed all Area V Core requirements with a "C" or better grade, or consent of department chair.

Area VI: Critical Issues in Teaching and Learning (minimum 20 units)

Group 1. Teaching and Learning: Take EDEL 100

Prerequisites: None.

Group 2. Information and Technology Competencies:

Choose one course from: ETEC 110*, ETEC 444 (*ETEC 110 is the preferred course)

Group 3. Critical Thinking:

Choose one course from: A/ST 190, COMM 131, ENGL 102, ETEC 171, HIST 101, PHIL 170, POSC 105, PSY 130

Group 4. Introduction to Education: Take EDEL 200

Prerequisites: None.

Group 5. Child Development and Learning:

Choose one course from: EDP 301, HDEV 307

Group 6. Family and School Partnerships:

Take EDSP 355A

Prerequisites: None.

Group 7. Physical Education: Take KIN 476

Prerequisite: Junior standing.

Group 8. Health Science: Take H SC 411A

Prerequisite: Upper-division standing. Corequisite: Current CPR Certification required.

Track I Subject Matter Concentration

The Subject Matter Concentration requires a minimum of 12 units in one of the thematic programs of study identified below. Students may choose to pursue a Subject Matter Concentration option that allows them to complete work toward a Subject Matter Authorization.

Subject Matter Concentration Options:

- I. Language Arts
- II. Mathematics
- III. Natural Science
- IV. History-Social Science
- V. Human and Child Development
- VI. Education Studies

Courses taken to satisfy the Subject Matter Concentration requirements shall be selected by the student in consultation with the department chair or designee. Once determined, the designated courses shall be articulated in a Subject Matter Concentration Plan. Normally the plan must be submitted before the student begins to take courses in the Concentration. Subsequent modifications of the Concentration curriculum must also be approved by the department chair or designee. No Concentration course may be taken Credit/No Credit. No course used to fulfill a Core requirement may be used to fulfill a Concentration requirement.

Courses (L/ST)

111. Critical Thinking and Public Education (3)

Prerequisite: ENGL 100 or GE Composition (Area A1)

Introduction to critical thinking; analysis of historical, contemporary and global views of public education. Development of seminar skills: preparation of analytical essays and oral presentations, examination of models and techniques of reasoning applied to issues in education.

Letter grade only (A-F)

400. Language Arts Capstone: Language Arts Content and Standards for Elementary Classrooms (3)

Prerequisite: Limited to Liberal Studies majors who have completed all Area I Core requirements with a "C" or better grade, or consent of department chair.

Review, analysis, and assessment of K-8 California State English-Language Arts Content Standards and Curriculum Framework. Contemporary theory and practice of Language Arts with focus on reading, language and literacy development, and assessment.

Letter grade only (A-F).

404. Visual and Performing Arts Capstone: Visual and Performing Arts Content and Standards for Elementary Classrooms (3)

Prerequisite: Limited to Liberal Studies majors who have completed all Area V Core requirements with a "C" or better grade, or consent of department chair.

Review, analysis, and assessment of K-8 California State Visual and Performing Arts Content Standards and Curriculum Framework. Understanding relationships among the arts. Emphasis on arts criticism and various broader values (historical, social, aesthetic, ethical).

Letter grade only (A-F).

471. History-Social Science Capstone: History-Social Science Content and Standards for Elementary Classrooms (3)

Prerequisite: Limited to Liberal Studies majors who have completed all Area IV Core requirements with a "C" or better grade, or consent of department chair.

Review, analysis and assessment of K-8 California State History-Social Science Content Standards and Curriculum Framework. Literacy in the social sciences for K-8 students. Integrates geographical and historical analysis of California, Early American, and Pre-Modern World history within a global context.

Letter grade only (A-F).

Urban Dual Credential Program (UDCP)

400. Foundations of Teaching and Learning in Inclusive Settings (2)

Prerequisite: Admission to the Urban Dual Credential Program or Consent of Instructor.

Foundations in teaching and learning in inclusive, diverse schools. Discussion of professional, legal and ethical practices, multi-tiered systems of support, disability categories, and inclusive collaborative models.

Letter grade only (A-F).

401. Positive Behavior Supports (3)

Prerequisite: Admission to the Urban Dual Credential Program or Consent of Instructor.

Models and strategies of classroom management to promote student pro-social behaviors and academic growth in culturally diverse settings. School-wide models of positive behavior support and evidence-based classroom interventions to support positive behaviors for students with and without challenging behavior.

Letter grade only (A-F).

402. Equity, Access, and Inclusive Education (3)

Prerequisite: Admission to the Urban Dual Credential Program or Consent of Instructor.

Examination of historical and legal foundations and contemporary issues related to educational equity and access for underrepresented groups in U.S. public schools, including culturally responsive instruction within a Universal Design for Learning framework.

Letter grade only (A-F).

407. Artistic and Physical Education (2)

Prerequisite: Acceptance into the Urban Dual Credential Program or Consent of Instructor.

Subject specific pedagogy in health, physical education, and visual/performing arts curriculum

Letter grade only (A-F)

410. Literacy Instruction in Inclusive Settings (4)

Prerequisite: Admission to the Urban Dual Credential Program or Consent of Instructor.

Content, methods, and assessment for teaching literacy to all students, including English language learners and students with special needs in culturally and linguistically diverse classrooms. Minimum 10 hours of fieldwork in classrooms with at least 25% of students classified as English learners and some students with disabilities.

Letter grade only (A-F).

411. Advanced Literacy Instruction and Intervention (4)

Prerequisite: Admission to Urban Dual Credential Program and successful completion of UDCP 410 Literacy Instruction in Inclusive Settings, or Consent of Instructor.

Literacy instructional materials, strategies, and curricular adaptations for gifted students, and struggling students, including English learners and students with disabilities. Evidence-based interventions (e.g., RTI, MTSS), using data for program planning, and use of technology are emphasized. Minimum 10 hours of fieldwork in classrooms with at least 25% of students classified as English learners and some students with disabilities

Letter grade only (A-F).

414. Transition in Special Education (1)

Prerequisite: Acceptance into the Urban Dual Credential Program or Consent of Instructor.

Strategies for developing effective transition for students with disabilities into, through, and beyond school.

Letter grade only (A-F)

415. Math Interventions in Inclusive Settings (2)

Prerequisite: Acceptance into the Urban Dual Credential Program or Consent of Instructor.

Math interventions for students at-risk and with disabilities. Focus on Tier 2 and Tier 3 interventions within a multi-tiered system of support.

Letter grade only (A-F)

420. K- 8 Student Teaching, General Education (6)

Prerequisite: Acceptance into the Urban Dual Credential Program or Consent of Instructor.

Semester-long student teaching experience in K-8 public school general education/inclusive classroom setting.

Credit/No Credit grading only

422. K- 8 Student Teaching, Special Education - Mild/Moderate Disabilities (6)

Prerequisite: Acceptance into the Urban Dual Credential Program or Consent of Instructor.

Semester-long student teaching experience in public schools serving students with identified mild/moderate disabilities in a variety of inclusive and special education settings.

Credit/No Credit grading only

423. K- 8 Student Teaching, Special Education – Moderate/Severe Disabilities (6)

Prerequisite: Acceptance into the Urban Dual Credential Program or Consent of Instructor.

Semester-long student teaching experience in public schools serving students with identified moderate/severe disabilities in a variety of inclusive and special education settings.

Credit/No Credit grading only