Education (MS) Course Descriptions

Note: Courses numbered EDUC 5000 to EDUC 5400 are available in San Rafael. Courses numbered EDUC 5500 to EDUC 5600 are available in Ukiah. Courses numbered EDUC 5900 are MS Education courses. Semester offerings are subject to change based on enrollment.

(SR=San Rafael Campus, UK=Ukiah Center)

EDUC 5000/5500 Education and Culture (3 units)

Explores education from an evolutionary and cross-cultural perspective. Focuses on the nature of culture, the transmission of culture, cultural relativism, and cultural congruence. Addresses the cultural diversity, the acquisition of culture, and inter-group relations. Required by candidates in both the Multiple-Subject and Single-Subject programs. Fall, Spring Semesters SR; Spring UK.

EDUC 5056/5556 English Language Development (4 units)

Introduces the study of language and the development of first and second languages. Includes consideration of linguistics, language structure and function; psychological, social, political, and cultural factors affecting second language acquisition; and strategies for teaching English learners. Fall, Spring Semesters SR; Fall UK.

EDUC 5120/5520 Introduction to Teaching/Elementary (3 units)

Explores essential knowledge and skills required for effective elementary teaching and learning as defined by the Teaching Performance Expectations (TPEs). Topics include effective classroom learning environments, instructional design process, standards-based lesson planning, and overview of student assessment and grading. By approval of School of Education Professional Standards Committee. Fall, Spring SR, UK.

EDUC 5130/5530 Elementary Curriculum-Part 1 (4 units)

Explores instructional methodology, behavior management, classroom management, and basic concepts of the elementary school curriculum. Includes strategies and activities designed to increase skills for addressing diversity in the classroom and integrating technology across the curriculum. Preparation of teaching lessons and units is required. Fall, Spring Semesters SR; Fall UK.

EDUC 5131/5531 Elementary Curriculum-Part 2 (2 units)

Presents a series of workshops on mathematics, science, technology, visual and performing arts, physical education, and behavior management. Provides candidates with opportunities to explore these curriculum areas as they relate to student teaching and the elementary curriculum development. Fall, Spring Semesters SR; Spring UK.

EDUC 5140/5540 Reading in Elementary School (3 units)

Examines current literacy theories, based on principles of human learning and development, supported by strategies that emphasize literacy for all learners. Emphasis on organizing reading instruction, developing phonological and other linguistic processes, developing comprehension and independent reading, and supporting reading through written language. Fall, Spring Semesters SR; Fall UK.

EDUC 5150/5550 Observation/Preparation for Supervised Teaching (3 units)

Explores essential knowledge and skills required for effective elementary teaching according to the Teaching Performance Expectations (TPEs). Includes weekly observations in classrooms with diverse student populations, including special needs students and English learners. Leads to student teaching assignment. Fall, Spring Semesters SR; Fall UK.

EDUC 5151/5551 Using Technology in Classrooms (1 unit)

Prepares credential candidates to use technology in ways that are useful for professional educators. Candidates will have hands on practice with a course management forum, finding and evaluating appropriate software programs and Internet resources, organizing and creating presentations, and basic digital photography and video. May be offered in blended hybrid format. Fall, Spring Semesters SR; Fall UK.

EDUC 5160/5560 Supervised Teaching/Elementary (12 units)

Full semester student teaching assignment in multiple subject classrooms under the supervision of directing teachers and University supervisors. Attention given to the education of special needs students and English learners. Taken concurrently with EDUC 5162/5562. By approval of the School of Education Professional Standards Committee. Fall, Spring Semesters SR, UK.

EDUC 5162/5562 Professional Development Seminar (2 units)

Examines issues and problems related to teaching in the elementary school. Fall, Spring Semesters SR, UK. (Summer by approval of Program Coordinator only.)

EDUC 5163/5563 Professional Development Internship in Elementary Schools, Year 1 (7 units)

First-year internship teaching and concurrent seminar on issues in elementary teaching. Attention given to educating special needs students and English learners. (May be repeated for up to a total of 7 units.) Fall, Spring Semesters SR, UK. (By approval of Program Coordinator.)

EDUC 5164/5564 Teaching Performance Assessment (1 unit)

Assesses the Teaching Performance Expectations (TPEs) through tasks in curriculum design, instructional planning and differentiated instruction, analysis of student work, and effective teaching. Fall, Spring SR, UK. (Summer by approval of Program Director only.)

EDUC 5173/5573 Professional Development Internship in Elementary Schools, Year 2 (7 units)

Second-year internship teaching and concurrent seminar on issues related to teaching in elementary schools. Attention given to educating special needs and English learners. (May be repeated for up to a total of 7 units.) Fall, Spring Semesters SR, UK. (By approval of Program Director.)

EDUC 5220/5620 Introduction to Teaching/Secondary (3 units)

Explores the essential knowledge and skills required for effective secondary teaching and learning as defined by the Teaching Performance Expectations (TPEs). Topics include effective classroom learning environments, instructional design process, standards-based lesson planning, and overview of student assessment and grading. Fall Intensive, Fall, Spring Semesters SR, UK. (By approval of Program Coordinator.)

EDUC 5230/5630 Secondary Curriculum-Part 1 (4 units)

Explores instructional planning, methodology, classroom management, and general concepts of secondary school curriculum. Includes strategies designed to increase skill for addressing diversity in the classroom and integrating technology across the curriculum. Preparation of teaching lessons and units is required. Fall, Spring Semesters SR; Fall UK.

EDUC 5231/5631 Secondary Curriculum-Part 2 (2 units)

Explores subject specific curriculum materials, assessments, and strategies for secondary teaching. Topics include art, business education, English, languages, mathematics, music, physical education, science (biology, chemistry, geosciences, and physics). Fall, Spring Semesters SR; Spring UK.

EDUC 5240/5640 Literacy and Writing (3 units)

Examines teaching strategies to foster student comprehension and critical thinking in subject areas. Explores reading apprenticeship model, the content of phonics, evaluating and selecting appropriate reading materials, examining assessment strategies, and interpreting test scores. Fall Intensive, Fall, Spring SR; Fall UK.

EDUC 5250/5650 Observation/Preparation for Supervised Teaching (3 units)

Prepares candidates for the demands of a teaching career through observation and participation in schools (selected by Dominican faculty) that include students from diverse populations, students with special needs, and English learners. Explores essential knowledge and skills, including adolescent development and school culture, required for effective secondary teaching and learning as defined by the California Teaching Performance Expectations (TPEs). Fall, Spring Semesters SR; Fall UK.

EDUC 5252/5652 Using Technology in Classrooms (1 unit)

Prepares credential candidates to use technology in ways that are useful for professional educators. Candidates will have hands on practice with a course management forum, finding and evaluating appropriate software programs and Internet resources, organizing and creating presentations, and basic digital photography and video. May be offered in blended hybrid format. Fall, Spring Semesters SR; Fall UK.

EDUC 5260/5660 Supervised Teaching/Secondary (12 units)

Full semester student teaching assignment in single subject classrooms under the supervision of directing teachers and University supervisors. Attention given to the education of special needs students and English learners. Taken concurrently with EDUC 5262/5662. Prerequisite: Approval of School of Education Professional Standards Committee. Fall, Spring Semesters SR, UK.

EDUC 5262/5662 Professional Development Seminar (2 units)

Examines identity and integrity in teaching grades 7 - 12, developing as a professional educator, and issues and problems related to teaching in secondary schools. Attention given to assessment, classroom management, and developing appropriate relationships with students, school personnel, and parents. Fall, Spring Semesters SR, UK.

EDUC 5263/5663 Professional Development Internship in Secondary Schools, Year 1 (7 units)

First-year internship teaching in a secondary school setting. Attention given to the education of special needs students and English learners. (May be repeated for up to a total of 7 units.) Prerequisite: Approval of School of Education Professional Standards Committee. Fall, Spring Semesters SR, UK.

EDUC 5264/5664 Teaching Performance Assessment (1 unit)

Assesses the Teaching Performance Expectations (TPEs) through tasks in curriculum design, instructional planning and differentiated instruction, analysis of student work, and effective teaching. Fall, Spring Semesters SR, UK.

EDUC 5273/5673 Professional Development Internship in Secondary Schools, Year 2 (7 units)

Second year internship teaching in a secondary school setting. Attention given to educating of special needs students and English learners. (May be repeated for up to a total of 7 units). Prerequisite: Approval of School of Education Professional Standards Committee. Fall, Spring Semesters SR, UK.

EDUC 5301/5501 Introduction to Special Education (3 units)

Provides information needed to meet federal and state mandates for serving children and youth with mild to moderate disabilities in schools. Familiarizes candidates with the characteristics of exceptional students to determine how students are evaluated and taught, and provides for inclusive, collaborative educational experiences. Site visits to special education classrooms are required. Fall Intensive SR, UK.

EDUC 5302/5502 Program Design and Curriculum Development (3 units)

Focuses on Individual Education Plan (IEP) development and curriculum planning and instruction for students with mild/moderate learning challenges. Candidates will write a complete IEP including transition plans. Candidates will learn how to make adaptations to general education curriculum in order to ensure student success. Knowledge of ethical standards related to laws and regulations that provide equity for students with learning challenges is emphasized. Fall Semesters SR, UK.

EDUC 5304/5504 Formal and Informal Assessment (3 units)

Focuses on responsible assessment practices that take into account the diverse backgrounds and needs of students with mild/moderate disabilities. Formal assessment topics include the relationship between assessment and teaching practices, statistical interpretation of standardized assessment instruments, and interpretation and use of standardized data to write appropriate goals for IEPs. Informal assessment topics include the use and interpretation of informal measures such as writing portfolios, curriculum-based assessment, student self-assessment and observational data collection. Addresses appropriate transition planning for students with learning challenges. Fall, Spring Semesters SR; Fall UK.

EDUC 5306/5506 Behavior Intervention and Support (3 units)

Provides an introduction to positive behavioral approaches for individuals with mild/moderate disabilities. Candidates learn that careful observation of behavior and attention to cultural differences are considered basic to the understanding of student behavior. Candidates are trained to develop Positive Behavioral Support Plans and address both individual and group classroom management issues using positive behavioral strategies. Spring Semesters SR, UK.

EDUC 5307/5507 Supervised Teaching and Professional Induction Planning (1-12 variable units)

Provides practical experience teaching students with mild/moderate disabilities and general education students in public and non-public school (K-12) settings. Candidates participate in and reflect on a variety of activities representing the different roles of special educators including: interactions with parents, participating in IEP meetings, and assuming additional responsibilities of full-time teachers and service providers for one semester. Candidates begin to plan for their second level or professional clear credential. This course is taken concurrently with EDUC 5160/5260/5560/5660. Fall, Spring Semesters SR; Spring UK.

EDUC 5309/5509 Advanced Curriculum (3 units)

Advanced training in assessment and instruction that address the individual needs of students with mild/moderate disabilities. Emphasizes advanced reading, mathematics, and writing curriculum that incorporates more sophisticated assessment, lesson plans, instructional modifications, and collaboration between relevant stakeholders. Fall Semesters SR, UK.

EDUC 5350 Observations of Teaching (1 unit)

Explores essential knowledge and skills required for special education teaching and learning as defined by the Teaching Performance Expectations (TPE's). Includes observations in classrooms with diverse student populations, special needs students, and English learners. Leads to supervised teaching assignments. Required for non-SB2042 credential holders only. Fall, Spring Semesters SR, UK.

EDUC 5363/5563 Professional Development Internship Year 1 (4 units)

First year internship teaching and concurrent seminar on issues in special education teaching. Provides ongoing support and guidance to first-year intern credentialed teachers serving mild/moderate populations. Focuses on developing a community of learners in special education classrooms that includes: fundamental organization, classroom management, instructional skills, use of assessment instruments, lesson/unit planning, and professional development. (May be repeated for up to a total of 7 units.) Fall, Spring Semesters SR, UK. (By approval of the Program Coordinator.)

EDUC 5364/5564/5664 Teaching Performance Assessment (1 unit)

Assesses the Teaching Performance Expectations (TPE's) through tasks in curriculum design, instructional planning and differentiated instruction, analysis of student work, and effective teaching. Fall, Spring Semesters SR, UK.

EDUC 5373/5573 Professional Development Internship Year 2 (3 units)

Second year internship teaching and concurrent seminar on issues related to special education teaching. Provides ongoing support and guidance to second-year intern credentialed teachers serving mild/moderate populations. Provides practical experience teaching students with mild/moderate disabilities and general education students in public and non-public school (K-12) settings. Candidates participate in and reflect on a variety of activities representing the different roles of special educators including: interactions with parents, participating in IEP meetings, assuming additional responsibilities of full-time teachers and service providers. Candidates begin to plan for their professional clear credential. Fall, Spring Semesters, Summer Sessions SR, UK. (By approval of the Program Coordinator.)

EDUC 5401 Professional Induction Planning (2 units)

Initiates and solidifies the collaborative relationship among the candidate, the University advisor, and the district support provider through the development of the Professional Level II Induction Plan and the Professional Development Portfolio. Candidates identify an experienced district support provider within the first 120 days of employment, with assistance from his/her employer and the University advisor. Prerequisite: Level I or Preliminary Education Specialist credential. Fall, Spring Semesters SR.

EDUC 5403 Advanced Curriculum and Instruction (3 units)

Advanced training in assessment and instruction that address the individual needs of students with mild/moderate disabilities. Emphasizes advanced reading, mathematics, and writing curriculum that incorporates more sophisticated assessment, lesson plans, instructional modifications, and collaboration between relevant stakeholders. Prerequisite: Level I or Preliminary Education Specialist credential. Fall Semesters SR.

EDUC 5404 Advanced Assessment (3 units)

Combines formal and informal assessment skills to evaluate the achievement skills of students with mild/moderate disabilities. Reviews basic formal assessment instruments, and the addition of more specialized instruments. Candidates administer and evaluate informal measures of achievement. Culminating activities include a case study that combines both formal and informal assessment measures. Prerequisite: Level I or Preliminary Education Specialist credential. Fall Semesters SR.

EDUC 5405 Advanced Behavior Support (3 units)

Addresses systems that assess, plan, and include academic and social skills instruction to support students with complex behavioral and emotional needs. Emphasizes behavioral and environmental strategies that support students with mild/moderate disabilities. Candidates collaborate with parents, educational, mental health, and other community resources to insure a positive learning environment and appropriate behavioral supports. Prerequisite: Level I or Preliminary Education Specialist credential. Spring Semesters SR.

EDUC 5406 Current Issues and Practices in Special Education (3 units)

Reviews, analyzes, interprets, and applies specific topical research in special education. Candidates select a research topic, formulate a research question, develop a research proposal, and analyze the literature and formulate a methodology that culminates in a paper/project designed to highlight the candidate's knowledge in a specialized area. Prerequisite: Level I or Preliminary Education Specialist credential. Spring Semesters SR.

EDUC 5407 Professional Summative Seminar (1 unit)

Candidates work with University faculty and district support providers to evaluate and finalize the candidate's Induction Plan Activities and the Professional Development Portfolio. The candidate demonstrates and/or documents his/her ability to implement, evaluate, and modify curricula, plan and present in-service workshops, create an area of professional specialization, apply theoretical knowledge to his/her own classrooms, supervise staff, and assume leadership responsibilities within his/her school, district, and/or community. Prerequisite: Level I or Preliminary Education Specialist credential. Fall, Spring Semesters SR.

EDUC 5801 Characteristics of Students with ASD (3 units)

Foundational understanding of the unique needs and challenges faced by students with Autism Spectrum Disorders and its impact on learning, behavior and information processing. Candidates demonstrate knowledge of the characteristics of students with ASD, including the core challenges associated with language and communication, cognition and neurology, social skills and behavior, processing challenges and its implications for program planning and service delivery. Fall semester, SR.

EDUC 5802 Assessing and Teaching Students with ASD (3 units)

Provides candidates with the knowledge, skills, and abilities to become proficient in implementing evidence-based, multi-faceted assessments, methodologies and strategies necessary in teaching and engaging students with Autism Spectrum Disorders from skills acquisition through generalization. Fall semester, SR.

EDUC 5803 Collaborative Field Seminar (3 units)

Provides support to candidates as they examine issues and challenges related to teaching students with autism spectrum disorders. The perspectives and expertise of collaborative partners will be explored. Concurrent enrollment in EDUC 5804-Supervised Teaching with Students with Autism Spectrum Disorders required. Spring semester, SR.

EDUC 5804 Supervised Teaching (3 units)

Provides candidates with practical experience teaching students with ASD in public and private school (K-12) settings. Candidates demonstrate the ability to collaborate as a member of a multidisciplinary team with all service providers, develop and implement transition and IEP plans, and effectively interact with families of students with Autism Spectrum Disorders. Scheduled during regular school sessions daily. Spring semester, SR.

EDUC 5900 Research Methodologies in Education (3 units)

Introduction to necessary components and important issues related to conducting educational research, Emphasis on developing skills necessary to critique research and to design research related to areas of interest. Prerequisite for EDUC 5901 Proposal Development. Hybrid: online and face-to face format. Course availability subject to enrollment. Fall and Spring Semesters, SR. Spring Semesters, UK.

EDUC 5901 Proposal Development (3 units)

Introduction to proposal design. Candidates design a research proposal and submit it for review and final approval as a prerequisite to Directed Research. Prerequisite for EDUC 5998 Directed Research. Hybrid, online and face-to face format. Course availability subject to enrollment. Fall and Spring Semesters, SR. Spring Semesters, UK.

EDUC 5902 Courage to Lead (3 units)

Based on the work of Parker Palmer, Courage to Teach, this course emphasizes writing, reflection and research for professionals interested in identifying and documenting value brought forth in their professional lives. Prerequisite for EDUC 5998 Directed Research. Online. Course availability subject to enrollment. SR, UK.

EDUC 5910 Leadership and Change in Education (3 units)

Students study theories of leadership and the history of change in education. Students examine ways in which they assume responsibility as an agent of change. Hybrid: online and face-to face format. Course availability subject to enrollment. Fall and Spring Semesters, SR. Fall Semesters, UK.

EDUC 5920 Cultural Pluralism in Education (3 units)

Students examine how socio-cultural, economic and political forces along with their own perspectives about diversity influence instructional practices. The course has a practical emphasis on identifying and redesigning curriculum that is diverse, inclusive, and respectful. Hybrid: online and face-to face format. Course availability subject to enrollment. Fall and Spring Semesters, SR. Fall Semesters, UK.

EDUC 5996 Internship (1-3 units)

5-15 hours a week in a work situation which constitutes a valid educational experience relevant to an academic discipline. Candidates work under the direction of an on-site supervisor. Units are counted toward graduation and towards some majors; a maximum of six (6) internship units can be counted toward a degree. Grading is Pass/Fail. Candidates must be recommended by their department advisors. Fall, Spring Semesters.

EDUC 5998 Directed Research in Education (3 units)

Please note: Students with no outstanding Incomplete course grades may enroll in EDUC 5998. Admission to this course is subject to final approval of a plan of study as per requirements in EDUC 5901 Proposal Development. SR, UK. Open only to students who have been admitted to candidacy for the Master's degree. Approval by candidate's major professor required. Online. Course availability subject to enrollment. SR, UK.

EDUC 5999 Independent Study (1-3 units)

Permission of instructor required. Faculty supervision.