Teacher Education

Credential Programs Offered

California Lutheran University is authorized by the California Commission on Teacher Credentialing to offer programs leading to the preliminary teaching credentials described below.

Multiple Subject Credential Programs (2042)

A Multiple Subject Teaching Credential authorizes public school teaching in a self-contained classroom in preschool, kindergarten, grades one through twelve and classes organized primarily for adults.

Single Subject Teaching Credential (2042)

A Single Subject Teaching Credential authorizes the holder to teach the specific subject(s) named on the credential in departmentalized classes such as those in most middle schools and high schools.

Just as the field of education is a versatile and multi-disciplined field, the Graduate School of Education at California Lutheran University offers a variety of avenues for students interested in teaching.

Academic course work is balanced by practical fieldwork in the public school classroom. Programs are jointly planned by CLU and educators in Ventura County. Practical fieldwork prepares potential teachers for classroom instruction, as well as for supervision of extracurricular activities and participation in faculty and parent meetings.

Applicants may apply to the credential program only or to a combined credential/M.Ed. program. The Master of Education is offered utilizing much of the course work required for a teaching credential. The master’s degree must be completed within seven years of initial registration. Units earned in student teaching and field study are not applicable to the master’s degree.

Program Outcomes

Reflective, principled Teacher Preparation program graduates will be able to:

- Engage and Support All Students in Learning (TPE 1)
- Create and Maintain Effective Environments for Student Learning (TPE 2)
- Understand and Organize Subject Matter for Student Learning (TPE 3)
- Plan Instruction and Design Learning Experiences for All Students (TPE 4)
- Assess Student Learning (TPE 5)
- Develop as a Professional Educator (TPE 6)

Note: Teacher credential program candidates are assessed using specific expectations for beginning teachers, known as Teacher Performance Expectations (TPEs). Candidates in the M.Ed. portion of the program are assessed using broader level program goals corresponding to the California Standards for the Teaching Profession (CSTPs). Candidate competencies in the TPEs are measured using the Teacher Performance Assessment (TPAs).

Admission to the Master of Education in Teacher Leadership (M.Ed.) Program

To assure a prompt admission decision, applicants for admission to the Teacher Education Program/Master of Education (M.Ed.) Program should submit all application materials by July 1 for fall semester; November 1 for spring semester; and April 1 for summer semester. All application materials are to be collected by the applicant and submitted together. Admission decisions for regular standing are based on the following materials in the applicant’s file:

- Completed Admission Application (https://www.callutheran.edu/admission/apply.html) and non-refundable application fee
- Official Transcript(s) from a regionally accredited college or university verifying the applicant’s bachelor’s degree or equivalent with an acceptable GPA and from all colleges or universities attended.
- Two Academic or Professional Recommendations
- Personal Statement (https://www.callutheran.edu/academics/graduate/documents/Personal-Statement-GSOE.pdf)
- California Teaching Commission (CTC) issued certificate, permit or credential
- Graduate program advisement with an admission counselor

The University is authorized by the California Commission on Teacher Credentialing (CTC) to offer credential program
Levels of Credentials

California has a two-level credential structure: Preliminary Multiple and Single Subject. Requirements for these credentials are as follows:

Preliminary Multiple Subject Credential

1. Bachelor’s or higher degree from a regionally accredited U.S. college or university
2. Certificate of Clearance from the California Commission on Teacher Credentialing (fingerprint clearance)
3. Demonstration of Basic skills proficiency (passage of CBEST or CSET Writing Section)
4. Passage of an approved course or program covering the U.S. Constitution
5. Demonstration of Subject-matter competence (passage of CSET, Multiple Subjects)
6. Passage of edTPA
7. Passage of RICA exam
8. CPR Certification
9. 39 credits in education (including clinical field experiences) are required. The following courses must be included:

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>EDLT 500</td>
<td>Foundations of Teaching</td>
<td>3</td>
</tr>
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<td>Leadership/Law Diverse Class-Elementary</td>
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<td>EDTP 521</td>
<td>Literacy/Language Diverse Class-Elementry</td>
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<tr>
<td>EDTP 522</td>
<td>Teaching I: Planning Methods Content-Elementary</td>
<td>3</td>
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<tr>
<td>EDTP 523</td>
<td>Introduction to Clinical Fieldwork - Elementary</td>
<td>3</td>
</tr>
<tr>
<td>EDTP 512</td>
<td>Multiple Subject Pedagogy Capstone</td>
<td>1</td>
</tr>
<tr>
<td>EDTP 525</td>
<td>Teaching II: Adv Planning/Methods-Elementry</td>
<td>3</td>
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<tr>
<td>EDTP 540</td>
<td>Clinical Field Work - Elementary</td>
<td>3</td>
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</tbody>
</table>

Total Hours 39

Preliminary Single Subject Credential

1. Bachelor’s or higher degree from an accredited college or university
2. Certificate of Clearance from the California Commission on Teacher Credentialing (fingerprint clearance)
3. Demonstration of Basic skills proficiency (passage of CBEST)
4. Passage of an approved course or program covering the U.S. Constitution
5. Demonstration of Subject-matter competence (passage of CSET or a subject matter waiver from a CCTC approved undergraduate program)
6. Passage of all four sections of the CalTPA with score of "3" or higher
7. CPR Certification
8. 39 credits in education (including clinical field experiences) are required. The following courses must be included:

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<td>Assessment in a Diverse Classroom (Secondary)</td>
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<td>EDTP 530</td>
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<td>Teaching I: Planning/Methods Content-Secondary</td>
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<td>EDTP 532</td>
<td>Literacy and Language in Diverse Classrooms - Secondary</td>
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<td>EDTP 514</td>
<td>Single Subject Pedagogy Capstone,</td>
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<tr>
<td>EDTP 535</td>
<td>Teaching II Subject Specific Pedagogy</td>
<td>3</td>
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<tr>
<td>EDTP 560</td>
<td>Clinical Field Work-Sngl Subj-Secondary</td>
<td>9</td>
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Total Hours 39-38
Requirements for Advancement to Methods

The Teacher Education program utilizes Blackboard and TaskStream systems for candidate instruction and assessment. These systems are used in all class work. This requires candidates to have ready Internet access, either at home or through the university library or graduate center computer labs.

Ongoing assessment of teacher candidate progress occurs through the Teaching Performance Assessments (TPAs), supervised clinical fieldwork (student teaching), and various signature assignments. Through these assessments, each candidate demonstrates proficiency in the California Teaching Performance Expectations (TPEs) and their understanding of the university’s conceptual framework. Explanation of the TPAs, TPEs is available on the Graduate School of Education Web page.

Requirements for advancement to Methods course work:

1. California Teaching Commission (CTC) issued certificate, permit or credential
2. Basic Skills
3. U.S. Constitution
4. Subject Matter Competence
5. Satisfactory completion of all Foundations course work (grade of “B” or better)
6. Payment for Teacher Program fee
7. Mandated Reporter Certificate
8. SCTA membership for Liability insurance

The Teaching Performance Assessments (edTPAs) were designed to measure the knowledge and skills of beginning teachers. The TPAs are designed to provide candidates with an opportunity to develop, refine and demonstrate teaching knowledge, skills and abilities.

The TPAs consist of performance tasks that are completed as candidates progress through the program.

The TPAs serve as a summative criterion for recommendation for the teaching credential. Passing is required to be recommended for a teaching credential.

Note: These requirements are subject to change by the CTC.

Requirements for the Master of Education in Teacher Leadership

The Master of Education requires completion of 36 graduate units (not including student teaching). Students must choose one of the following three options:

Option 1

Students who complete their teaching credential program at CLU at the graduate level:

Candidates who complete the Preliminary Multiple or Single Subject credential course of study at CLU may be eligible for the M.Ed. with the following additional requirements:

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<td>Situating Yourself As a Scholar and Teacher Leader</td>
<td>3</td>
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<tr>
<td>EDGN 599</td>
<td>Education Improvement Plan - From Theory to Praxis</td>
<td>3</td>
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Option 2

Students who complete their teaching credential program at CLU at the undergraduate level:

Candidates need 36 graduate units to earn a master’s degree. They may take any of the special interest, reading certificate, technology, or clear credential courses in addition to the three required research classes

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Option 3

Classroom teachers who did not complete their teaching credential program at CLU:

Candidates need 36 graduate units to earn a master’s degree. Cal Lutheran will accept 9 teaching credential units from another university. The student will then need to take 12 elective units from the special interest, reading certificate, technology or clear credential courses.
EDTN 521, EDTN 522, EDTN 523.
and abilities. Preparation, submission and assessment of the Teaching Performance Assessment will take place. Prerequisites: EDTN-511, EDTN-520, TPA is designed to give candidates the opportunity to develop a portfolio that demonstrates their teaching knowledge, skills and abilities. Preparation, submission and assessment of the Teaching Performance Assessment will take place. Prerequisites: EDTN-511, EDTN-520, EDTN-521, EDTN-522, EDTN-523.

**Special Interest**

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**Edc-General Courses**

**EDGN 509. Situating Yourself As a Scholar and Tch Leader. (3).**
This course is designed to provide teachers and counselors with a background and understanding of educational research such that they will become critical consumers and effective implementers of research in the classroom. Through first examining one's own positionality, and the impact this has on our own pedagogical practice, students will explore concepts from several research paradigms (e.g., positivism, interpretivism, pragmatism, critical theory), as well as more teacher and classroom-specific approaches (e.g., action research) particular to the field of education. Considerable time will be devoted to reviewing published peer-reviewed research articles in order to investigate the extent to which educational research is used to inform educational decision-making at both the policy and individual classroom level and also decisions prospective counselors must make when considering their roles and responsibilities when working with schools, teachers, students and their families.

**EDGN 510. Collaboratories of Practice - Understanding Change Theory. (3).**
In this course students will begin to delve into differing approaches to affecting change in learning organizations. Collaboratories of Practice represent a fusion of two important developments in contemporary educational research: communities of practice and collaboratories. A collaboratory is a new networked organizational form involving structured experiences of authentic, real-world practice which serve as sources of active inquiry and professional learning. A collaboratory is a professional learning space that supports creative problem-solving, maker-centered learning, the development of cutting-edge teacher education, research projects, programs, and experiences within the GSOE. After first examining change theory that underpins the transformational change in the world of education, students will begin to investigate current problems of practice in the field of education and devise or recommend a proposal for pragmatic solutions suitable to their particular contexts. Prerequisite: Successful completion of EDGN-509 with a minimum grade of 75%.

**EDGN 597. Professional Reading in Education. (1).**
This course provides students an opportunity to deepen their professional knowledge and competencies through the reading and reflective analysis of an educational text of their choosing. Each student will choose a book from the Corwin Publishing catalog of books. The book choice must support the professional practice of the student. Each book selected for study will encompass readings and activities for one unit of credit. Students have three months to complete the coursework.

**EDGN 599. Education Improvement Plan - From Theory to Praxis. (3).**
This course is focused on effective and ethical strategies for implementing, monitoring, and reporting change in educational organizations. Students will also consider change planning implementation through community building and culturally responsive relationships, particularly with diverse stakeholders that come into play in the work of a teacher. Students will write three chapters of an Education Improvement Plan that introduces the context, problem, vision, and approach for educational change; analyzes information and data gathered to select the best change path; and, develops a plan for implementing, monitoring, and communicating the educational change process. At the end of this course, students will be able to reflect on and communicate about a research informed, evidence-based plan to address a previously identified problem of practice for educational improvement. Students will engage collaboratively in various forms of peer review. Prerequisite: EDGN-510.

**EDGN 690. Independent Study. (1-4).**

**Educ-Teacher Prep Courses**

**EDTP 501C. Action Research Practitioners Tch Educ. (3).**
Designed for candidates in the Department of currently teaching in a K-12 school setting. This course provides systematic study and analysis of current research and research methods for conducting action research projects. The objectives in this course focus on the (A) knowledge base, (B) techniques, and (C) applications of action research. Prerequisites: EDTP 554 and must be currently teaching with preliminary or clear credential or prior approval by advisor.

**EDTP 511. Assessment in a Diverse Classroom (Elementary). (2).**
EDTP 511/513 is an introductory assessment course designed to assist teacher candidates in creating assessments and analyzing student data. Topics include principles of assessment as well as classroom assessment instruments and methods. Prerequisites: EDLT-500, EDLT-501, EDTP-508.

**EDTP 512. Multiple Subject Pedagogy Capstone. (1).**
This course provides an in depth look at the Teaching Performance Expectations (TPEs) and the pedagogy of effective teaching. The Teaching Performance Assessment (TPA) is designed to give candidates the opportunity to develop a portfolio that demonstrates their teaching knowledge, skills and abilities. Preparation, submission and assessment of the Teaching Performance Assessment will take place. Prerequisites: EDTP-511, EDTP-520, EDTP-521, EDTP-522, EDTP-523.
EDTP 513. Assessment in a Diverse Classroom (Secondary). (2).
EDTP 513 is an introductory assessment course designed to assist teacher candidates in creating assessments and analyzing student data. Topics include principles of assessment as well as classroom assessment instruments and methods. Prerequisites: EDLT-500, EDLT-501, EDTP-508.

EDTP 514. Single Subject Pedagogy Capstone. (1).
This course provides an in-depth look at the Teaching Performance Expectations (TPEs) and the pedagogy of effective teaching. The Teaching Performance Assessment (TPA) is designed to give candidates the opportunity to develop a portfolio that demonstrates their teaching knowledge, skills and abilities. Preparation, submission and assessment of the Teaching Performance Assessment will take place. Prerequisites: EDTP-513, EDTP-530, EDTP-531, EDTP-532, EDTP-533.

EDTP 520. Leadership/Law Diverse Class-Elementary. (3).
Designed to integrate theory into practice in the diverse classroom. Teacher candidates study the theories of leadership, classroom management, discipline and lesson planning required for an initial experience in the California classroom. Teacher candidates are placed in a classroom with a diverse student population to observe and implement teaching strategies necessary to address this student group. Concurrent with enrollment in (Elementary) Methods course work.

EDTP 521. Literacy/Language Diverse Class-Elementry. (3).
Theory-based methods of instruction in reading and language arts in today's culturally diverse elementary classrooms.

EDTP 522. Teaching I: Planning Methods Content-Ele. (3).
This course is a study of the content standards, learning goals and lesson planning strategies for mathematics and science education at the elementary school level. This course will provide an introduction to concept development, assessment and the meaningful application of mathematics and science learning in elementary classrooms. Additional focus will be on the integration of technology in the elementary curriculum. Consideration will be given to the cross-cultural and heterogeneous nature of California’s student population.

EDTP 523. Introduction to Clinical Fieldwork - Elem. (3).
Placement is made in an elementary school classroom with a diverse student population. Observation, development and implementation of classroom management and teaching strategies that foster academic achievement in all elementary subject areas. Development and implementation of strategies and adaptations to meet the needs of all sub-populations. Supervision will be provided with a cooperating teacher and a university field supervisor while working with individuals, small groups, and the entire class. (Graded P/NC Only).

EDTP 524. Methodology of Instruction in a Biliteracy Setting - Multiple Subject. (3).
(Multiple Subject - Elementary) This course outlines the interrelatedness among the four domains of language (listening, speaking, reading, and writing) as well as an understanding of language forms and functions. The course covers the methodology of planning, developing, implementing, and assessing standards-aligned content instruction in the primary and target language. The course will further highlight the various instructional models of biliteracy as well as how to evaluate, select, use, and adapt state-board adopted and approved materials, as well as other supplemental instructional materials within the local context. Sections of the course, including assignments and readings, will be in Spanish. Prerequisites: EDLT-501, EDLT-502, EDLT-503, EDLT-504.

An advanced course focusing on curriculum, long-term planning, unit development, instructional strategies, grouping strategies, adaptations and assessments for diverse students in the California elementary classroom. Attention will be given to the integration of content areas and technology through thematic teaching and incorporation of adaptations for English learners and students with special needs.

EDTP 530. Leadership/Law Diverse Class-Secondary. (3).
Teacher candidates study the theories of leadership, educational law, classroom management, and discipline strategies required for an initial experience in the California classroom. Teacher candidates are concurrently placed in a classroom with a diverse student population to observe, develop and implement teaching and classroom management strategies necessary to address this student group.

EDTP 531. Teaching I: Planning/Methods Content-Sec. (3).
This course is a study of the content standards and lesson planning strategies for all single subject content areas. This course will provide an introduction to concept development, assessment, and the meaningful application of content area learning in single subject classrooms. Good pedagogical practices regardless of subject area is the primary focus. Additional focus will be the integration of technology in the elementary curriculum. Consideration will be given to the cross-cultural and heterogeneous nature of California’s student population.

EDTP 532. Literacy and Language in Diverse Classrooms - Secondary. (3).
This course will address methods of teaching reading in the content areas and development of English language literacy, assessment, technology, content standards, and common core standards as they impact student achievement.

EDTP 533. Introduction to Clinical Fieldwork - Secondary. (3).
Placement is made in a middle school classroom with a diverse student population. Observation, development and implementation of classroom management and teaching strategies that foster academic achievement in an appropriate single subject content area, RTI and English Language Development. Development and implementation of strategies and adaptations to meet the needs of all sub-populations. Supervision will be provided by a cooperating teacher and a university field supervisor while working with individuals, small groups, and the entire class. (Graded P/NC Only).
EDTP 534. Methodology of Instruction in a Biliteracy Setting - Single Subject. (3).
(Single-Subject - Secondary) This course outlines the interrelatedness among the four domains of language (listening, speaking, reading and writing) as well as an understanding of language forms and functions. The course covers the methodology of planning, developing, implementing, and assessing standards-aligned content instruction in the primary and target language. The course will further highlight the various instructional models of biliteracy as well as how to evaluate, select, use, and adapt state-board adopted and approved materials, as well as other supplemental instructional materials within the local context. Sections of the course, including assignments and readings, will be in Spanish. Prerequisite: EDLT-501, EDLT-502, EDLT-503, EDLT-504.

EDTP 535. Teaching II Subject Specific Pedagogy. (3).
An advanced strategies method course designed to integrate the theories underlying the pedagogical practices in the California classroom. Teacher candidates focus on advanced planning, unit planning, and grouping strategies in a secondary classroom. Specific attention will be made to designing adaptations and appropriate assessment practices for their specific content areas. Candidates will be concurrently placed in a public school classroom where they will design and implement varied plans and assess student performance. Please contact academic advisor for the appropriate section for your content area.

Semester-long full-time assignment in an elementary school classroom with a diverse student population. Development and implementation of classroom management and teaching strategies that foster academic achievement in all content areas for all students. Development and implementation of lesson adaptations and assessment of student learning. Supervision by a cooperating teacher and a university supervisor while working with individuals, small groups, and the entire class. This course follows a shadow model (apprentice) and the candidate is expected to follow the hours of the school site and the cooperating teacher. (Graded P/NC Only).

Semester-long full-time assignment in a single subject secondary classroom with a diverse student population. Development and implementation of classroom management and teaching strategies that foster academic achievement for all students incorporating both content standards and common core standards. Development and implementation of lesson adaptations and assessment of student learning. Supervision by a cooperating teacher and a university supervisor while working with individuals, small groups, and the entire class. This course follows a shadow model (apprentice) and candidate is expected to follow the hours of the school site and the cooperating teacher. (Graded P/NC Only).

EDTP 572. Field Study - Secondary. (1-5).
In-service guidance and support for employed teachers in either public or private settings. Designed specifically for teachers who are working either without a credential (private school setting) or with an internship credential in the public school setting. The emphasis of the experience is on organization and implementation of effective teaching procedures and techniques. Field Study may be taken concurrently with (Secondary) Methods course work. Entrance to the Field Study program is based on written documentation from the employing agency and meeting with the University Credential Analyst and the Director of Placement and Assessment. (Graded P/NC only).

EDTP 582. Selected Topics. (2).

EDTP 590. Independent Study. (1-4).

Drawing from the work completed in EDTP-510, candidates will continue to draw from qualitative, quantitative, and combined applications of research to complete a systematic study in an educational setting. Research data is gathered and analyzed leading to the completion of a written master's thesis. Public presentation of the candidate's work culminates this course.

EDTP 599C. Classroom Based Research Project. (3).
Class study for the development of an action research project and presentation. Admission to master's program required. Prerequisites: EDTP 510C and must be currently teaching with preliminary or clear credential or prior approval by advisor.

Courses

EDLT 59X. Adv. to Masters. (0).

EDLT 5XP. Post-Secondary Support-Cal Teacher Asses. (0).

EDLT 500. Foundations of Teaching. (3).
This course will examine the historical, social, and cultural foundations of American education as seen through a historical narrative with an emphasis on the diversity of contemporary schooling. Students will examine personal viewpoints and insights through the lens of Culturally Responsive Teaching and identify barriers to learning on a cultural level. Additionally, major philosophies of education, which have informed American education and how they affect schooling in a society of multiple cultures, will be explored. 10 hours of documented fieldwork is required.

EDLT 501. Teaching and Learning. (3).
This course examines the instructional design process. Students will examine educational theories related to the teaching and learning process and apply this theoretical knowledge to their lesson plans. Students will explore state content standards and learn how to design learning objectives and assessments that align. Student lesson plans will indicate proficiency in selecting and utilizing appropriate scaffolding and differentiation strategies and reflect elements of culturally responsive instruction. 10 hours of Fieldwork required.
EDLT 502. Teaching English Learners. (3).
This course in teaching English Language Learners and diverse populations examines first- and second-language acquisition with an overview of aspects of linguistic theories as well as social and cultural factors influencing language acquisition. The course further explores theories, legal implications, and accountability factors related to language learning among both native and non-native speakers of English. Delivery of instruction school/district programs and services, assessment and accountability, and inclusionary practices for English language learners are emphases for this course. 10 hours of fieldwork is required. Pre/Co-Requisites: EDLT 500 and EDLT 501 must be taken prior to or concurrently with EDLT 502.

EDLT 503. Child Development and Inclusive Environments. (3).
This course explores the characteristics of typical and atypical child and adolescent development. Candidates will examine methods used to assist K-12 students in accessing content such as technology, including assistive technology; UDL; and accommodations and/or modifications to assessments and instruction. The course will dive into the definitions of exceptionalities, the history of special education services to individuals in the U.S., and family partnerships. 10 Hours of fieldwork observation required. Co/Pre-Requisites: EDLT-500 and EDLT-501 should be taken prior to or concurrently with this course.

EDLT 504. Theories and Policies of Bilingual Education and Bilingualism. (3).
The course provides knowledge of the history, policies, programs, and research of bilingual education and bilingualism in the United States. The content of the course includes a review of the philosophical, theoretical, legal, and legislative foundations of bilingual education and their effects on program design and educational achievement. The course will further expand on the role of transferability between languages as well as the importance of authentic parental participation and the role of family as a language and cultural resource. Sections of the course including student assignments will be in Spanish. Prerequisite: Passing score on CSET 3 or minor in Spanish from CLU.

In this course students will develop linguistic and critical awareness about the relationship between Spanish language and society, with special emphasis in California on topics such as language variety, language contact from social, political and educational perspectives, types of bilingualism, sociolinguistic issues, migration patterns and settlements, etc. The course integrates, synthesizes, and makes cross-curricular educational, historical, political and social connections reflecting on communicative and linguistic styles, dialectical differences and cross-cultural interactions between Latinx groups. The content of this course addresses the culture component for the California Bilingual Authorization for Spanish. Although a few readings might be in English this course (assignments, class discussions, presentations, essays, etc.) is conducted entirely in Spanish.