
Teacher Education

In the College of Education

OFFICE: North Education 100

TELEPHONE: (619) 594-6131

FAX: (619) 594-7828

Faculty

Rafaela M. Santa Cruz, Ph.D., Associate Professor of Teacher Education, Interim Director of School
Nadine S. Bezuk, Ph.D., Professor of Teacher Education
Ricardo J. Cornejo, Ph.D., Professor of Teacher Education
Ronald W. Evans, Ed.D., Professor of Teacher Education
Nancy Farnan, Ph.D., Professor of Teacher Education
Leif Fearn, Ed.D., Professor of Teacher Education
James Flood, Ph.D., Professor of Teacher Education
Patricia R. Kelly, Ph.D., Professor of Teacher Education
Diane K. Lapp, Ed.D., Professor of Teacher Education
Cheryl L. Mason, Ph.D., Professor of Teacher Education
Carla S. Mathison, Ph.D., Professor of Teacher Education
Alan McCormack, Ed.D., Professor of Teacher Education
Kathleen F. Mikitka-Gomez, Ph.D., Professor of Teacher Education
Barbara Moss, Ph.D., Professor of Teacher Education
Valerie Ooka Pang, Ph.D., Professor of Teacher Education
Randolph A. Philipp, Ph.D., Professor of Teacher Education
Pamela J. Ross, Ph.D., Professor of Teacher Education
David W. Strom, Ed.D., Professor of Teacher Education
Gerald H. Treadway, Jr., Ed.D., Professor of Teacher Education
Douglas Fisher, Ph.D., Associate Professor of Teacher Education
Margaret A. Gallego, Ph.D., Associate Professor of Teacher Education

Rich Gibson, Ph.D., Associate Professor of Teacher Education
Victoria R. Jacobs, Ph.D., Associate Professor of Teacher Education
Jaime L. Lujan, Ph.D., Associate Professor of Teacher Education
Dana Grisham, Ph.D., Associate Professor of Teacher Education
Jill K. Mora, Ed.D., Associate Professor of Teacher Education
Jesus Nieto, Ph.D., Associate Professor of Teacher Education
Cynthia Darche Park, Ph.D., Associate Professor of Teacher Education
Cathy A. Pohan, Ph.D., Associate Professor of Teacher Education
My Luong Tran, Ph.D., Associate Professor of Teacher Education
Randy K. Yerrick, Ph.D., Associate Professor of Teacher Education
Christianna Alger, Ph.D., Assistant Professor of Teacher Education
André J. Branch, Ph.D., Assistant Professor of Teacher Education
Marva Cappello, Ph.D., Assistant Professor of Teacher Education
Alexander W. Chizhik, Ph.D., Assistant Professor of Teacher Education
Estella W. Chizhik, Ph.D., Assistant Professor of Teacher Education
Lisa L. Clement, Ph.D., Assistant Professor of Teacher Education
Jaye T. Darby, Ph.D., Assistant Professor of Teacher Education
Rachelle Feiler, Ph.D., Assistant Professor of Teacher Education
Nancy E. Frey, Ph.D., Assistant Professor of Teacher Education
Sharon A. Gibson, Ph.D., Assistant Professor of Teacher Education
Diane K. Masarik, Ph.D., Assistant Professor of Teacher Education
Tan T. Phan, Ph.D., Assistant Professor of Teacher Education
Donna L. Ross, Ph.D., Assistant Professor of Teacher Education

Courses Acceptable on Master's Degree Programs in Education (TE)

UPPER DIVISION COURSES

511. Assessment in Mathematics Education (3)

Techniques to assess and develop students' mathematical understanding. For use by elementary and secondary classroom teachers and mathematics education specialists.

526. Teaching the Special Child in the Regular Classroom (2)

Prerequisite: Teaching credential or admission to multiple or single subject credential programs.

Knowledge, skills, and instructional programs for teaching handicapped students in the regular classroom. Meets the mainstreaming requirements for the California Multiple Subject credential (clear). Not open to students with credit in Special Education 550, Teaching the Special Child in the Regular Classroom.

530. Children's/Adolescents' Literature (3) I, II

Survey of children's/adolescents' literature and its incorporation into the classroom curriculum.

596. Topics in Teacher Education (1-3 or 6) RP* I, II

Designed to meet the needs of individuals or groups of teachers who wish to develop or continue the study of some problem. May be repeated with new content. See Class Schedule for specific content. Limit of nine units of any combination of 296, 496, 596 courses applicable to a bachelor's degree. Maximum credit of six units of 596 applicable to a bachelor's degree. Maximum six units of 596 and 696 applicable to a 30-unit master's degree.

* Specified sections.

GRADUATE COURSES

600. Curriculum Development in Education (3)

Prerequisite: Consent of instructor.

Advanced study of the research in curriculum development, construction and evaluation.

604. Advanced Problems in Instruction (3)

Prerequisites: Teaching experience and consent of instructor.

Scientific research and philosophical principles which underlie school instruction.

605. Innovations in Instruction (1-3)

Prerequisite: Teaching experience.

Exploration of innovative instructional practice in the public and private schools, with emphasis on innovative teaching strategies. An evaluation of the motivational effect and structural validity of promising instructional practices. See Class Schedule for specific content. Maximum credit three units applicable to a master's degree.

607. Seminar in Research in Curricular Problems (1-3)

Prerequisites: Consent of the Director of the School of Teacher Education and instructor.

Individual study by graduate students who have demonstrated exceptional ability. Maximum credit three units applicable to a master's degree.

610A. Seminar in Mathematics Education – Elementary School (3)

Prerequisite: Consent of instructor.

Factors affecting the elementary school mathematics curriculum; recent trends and current research in the teaching of elementary school mathematics.

610C. Seminar in Science in Elementary Education (3)

Prerequisite: Consent of instructor.

Advanced study of the problems of teaching science in the elementary school with emphasis on the literature of science education.

626. Advanced Educational Psychology (3)

Prerequisite: Teacher Education 923 or valid teaching credential.

Advanced study of the research in educational psychology and its application to learning and human growth.

630. Seminar in Reading Education (3)

Prerequisite: Education 690.

Advanced study of trends in reading instruction. Topics include developmental sequences in reading skills and abilities, reading in the content fields, individual differences and interests. Students will develop individual projects or problems.

631. Seminar in Language Arts (3)

Advanced study of problems in teaching language arts. The study of the scientific research and application in the field.

633. Leadership in Literacy Education (1)

Prerequisite: Concurrent registration in Teacher Education 736.

Planning, presenting, and evaluating professional development activities in literacy education for teachers at the K-12 level.

634. Seminar in Research Investigations in Reading and Language Arts (4)

Prerequisite: Consent of instructor.

Emphasis on interpreting, evaluating, conducting, and implementing findings of research and evaluation in reading and language arts.

635. Assessment of Reading and Language Arts (3)

Two lectures and two hours of activity.

Prerequisites: Valid teaching credential; course in methods and materials for teaching reading.

Theoretical knowledge and practical skill in assessing reading and language arts using both formal and informal measures focusing on grades K-3.

636. Advanced Assessment of Reading and Language Arts (3)

Prerequisites: Teacher Education 635; valid teaching credential; course in methods and materials for teaching reading.

Acquisition and assessment of personal literacy as supported throughout an individual's lifetime; supervised experience using assessment materials. Formal and informal literacy measures in grades 4-12.

637. Instructional Strategies for Reading and Language Arts (4)

Three lectures and two hours of activity.

Prerequisites: Teacher Education 635 and 636.

Supervised teaching experience utilizing instructional activities in individual and small group settings.

638. Topics in Reading Education (1-6)

Prerequisite: California Teaching Credential.

A variety of instructional sequences (mini-courses), each focusing on a single topic or competency dealing with reading instruction. See Class Schedule for specific content. Maximum credit six units applicable to a master's degree.

639. Literacy and Language (3)

Prerequisite: Teacher Education 930 or 933.

Theories of literacy and methods for developing literacy in language, reading and writing. Instructional methods and assessment techniques for children and adults.

640. Planning for Teaching and Assessment in Writing (3)

Prerequisite: Teaching experience.

Comprehensive writing instruction in context of the interactive language arts. Development of plans for curriculum and instruction in diverse classrooms. Examination of multiple assessments and how they inform instruction in K-12 classrooms.

646. Seminar in Educational Measurement (3)

Problems in educational testing. Emphasis on construction, administration and validation of teacher-made tests.

651. History of Social Studies Reform (3)

Prerequisite: Graduate standing.

History and current status of social studies curricula in American schools, K-12. Emphasis on issues, controversies, competing philosophies, historical trends, and applications.

652. Change in Education (3)

Prerequisite: Valid teaching credential.

Examination of the process of change in education, analysis of recent major changes and study of techniques for effecting change.

654. Issues in Social Studies Education (3)

Prerequisite: Graduate standing.

Issues of theory, research, and practice in social studies including dilemmas of social studies definition and practice; theory and research in teaching history and social sciences; teachers, texts, and classroom discourse; technology; recent reform efforts; classroom applications.

655. Sociocultural Foundations of American Education (2 or 3)

Prerequisite: Admission to teacher education.

Historical and philosophical nature of American schools as it relates to equity, pedagogy, and curriculum. Issues of equity, race, culture, gender, ethnicity, sexual preference, and social issues as they impact the classroom.

656. Struggle for American Curriculum (3)

Prerequisite: Graduate standing.

History and current status of American education with focus on curriculum. Emphasis on issues, controversies, and alternative philosophies.

657. Philosophy of Education (3)

Advanced study of philosophical backgrounds of educational thought; a study of comparative philosophies, and an analysis of selected current trends and problems.

660. Early Literacy and Early Intervention in Reading Recovery® (3)

Prerequisites: Admission to reading recovery program and concurrent registration in Teacher Education 662 and 664.

Theoretical foundations underlying various aspects of reading and writing processes, early reading difficulties, oral language development and acquisition, early research and subsequent development of reading recovery.

661. Theoretical Foundations of Literacy, Language, and Learning in Reading Recovery® (3)

Prerequisites: Admission to reading recovery program and concurrent registration in Teacher Education 663 and 665.

Theories about teaching and learning, reading and writing process, language development, comprehension, issues of literacy and culture, phonemic and phonological awareness, and Clay's theory.

662. Clinical Foundations of Reading Recovery® I (3)

Prerequisites: Admission to reading recovery program and concurrent registration in Teacher Education 660 and 664.

Develop expertise assessing and observing children, develop expertise in teaching children at risk of reading failure, and examine teacher leader role as teacher of reading recovery teachers.

663. Clinical Foundations of Reading Recovery® II (3)

Prerequisites: Admission to reading recovery program, Teacher Education 662, and concurrent registration in Teacher Education 661 and 665.

Refinement of reading recovery teaching procedures based on theory and examination of teacher leader role as it pertains to teaching reading recovery teachers-in-training.

664. Practicum in Leadership for Reading Recovery® Teacher Leaders I (3)

Prerequisites: Admission to reading recovery program and concurrent registration in Teacher Education 660 and 662.

Reading recovery as a system intervention to include multiple roles of teacher leader, teacher education, organization and implementation, guidelines and rationales of reading recovery, and educational change.

665. Practicum in Leadership for Reading Recovery® Teacher Leaders II (3)

Prerequisites: Admission to reading recovery program, Teacher Education 664, and concurrent registration in Teacher Education 661, 663.

Reading recovery as a system intervention to include teacher education, organizational and implementation issues, guidelines and rationales of reading recovery, educational change, and role of teacher leader as researcher.

696. Selected Topics in Teacher Education (1-3)

Prerequisite: Valid teaching credential.

Intensive study in specific areas of teacher education. May be repeated with new content. See Class Schedule for specific content. Maximum credit six units applicable to a master's degree. Maximum combined credit six units of any 596 or 696 offered by the College of Education on a master's degree.

736. Field Experience as a Reading Specialist (2)

Prerequisites: Eighteen units of core courses. Concurrent registration in Teacher Education 633.

Individually designed practicum for the reading specialist.

790. Seminar in Teacher Education (3)

Prerequisite: Advancement to candidacy.

Intensive consideration of selected topics of current importance in teacher education. May be repeated with new content. See Class Schedule for specific content. Maximum credit six units applicable to a master's degree.

798. Special Study (1-6) Cr/NC/RP

Prerequisite: Consent of staff; to be arranged with department chair and instructor.

Individual study. May involve fieldwork. Maximum credit six units applicable to a master's degree.

902. Classroom Management Skills (1)

Prerequisite: Provisional or complete admission to multiple subject credential program.

Skills in interpreting the legal aspects of education, identifying various kinds of school and classroom organization, and using instructional media and verbal stimuli to facilitate learning.

903. Secondary School Student Teaching Seminar (1-3) Cr/NC

Prerequisites: Teacher Education 922, 933, 954, 963. To be taken concurrently with Teacher Education 964.

To plan and organize instruction in relation to all competencies acquired and to be implemented in an on-site, full-time student teaching assignment. May be repeated with new content. See Class Schedule for specific content. Maximum credit three units.

910A. Teaching Mathematics in the Elementary School (1-3)

Prerequisite: Admission to multiple subject credential program, education specialist credential program, or possession of a teaching credential.

Instructional methods for development of children's conceptual understanding, computational, and problem-solving skills in mathematics, including use and development of materials and programs.

910B. Teaching Social Studies in the Elementary School (1-3)

Prerequisite: Admission to multiple subject credential program or possession of a teaching credential.

Developing curriculum, principles and materials of instruction, including instructional media and participation in elementary social studies education.

910C. Teaching Science in the Elementary School (1-3)

Prerequisite: Admission to multiple subject credential program or possession of a teaching credential.

Developing research-based science curriculum, principles and materials of instruction, including instructional media and participation in elementary science education.

914. Teaching and Learning in the Content Area: Major (3)

Prerequisite: Admission to teacher education credential program.

Teaching strategies in content specific fields of study taken concurrently with student teaching. May be repeated with new content. See Class Schedule for specific content.

922. Behavioral and Psychological Aspects of Teaching (1-4)

Prerequisite: Admission to single subject credential program. To be taken concurrently with Teacher Education 954 and 963.

Teacher competencies as they relate to learning theories, adolescent growth, self-assessment, measurement and evaluation. May be repeated with new content. See Class Schedule for specific content. Maximum credit four units.

923. Psychological Foundations of Education (1-3)

Prerequisites: Psychology 101 and admission to multiple subject credential program.

Implementing learning process through interactive skills, using instructional principles to facilitate learning and changes in behavior and techniques used in assessing instruction and pupil growth.

930. Teaching Reading and Language Arts in the Elementary School (1-6)

Prerequisite: Admission to multiple subject credential program, education specialist credential program, or possession of a teaching credential.

Selecting, designing, and evaluating appropriate learning experiences to assure children's growth in reading and language arts. Includes nature of reading and language arts as a human behavior, various approaches, materials, and techniques used in teaching reading and language arts. May be repeated with new content. See Class Schedule for specific content. Maximum credit six units. (Formerly numbered Teacher Education 930A-930B.)

933. Teaching of Reading in the Secondary School (3)

Teacher competencies as they relate to the teaching of reading/writing and diagnosing needs in the content areas. For students completing a credential at SDSU, this course must be taken concurrently with enrollment in first or second semester single subject credential program.

950. Community Study Skills (1-2)

Two to four hours of activity.

Prerequisite: Provisional or complete admission to multiple subject credential program.

Skills in observing and interpreting professional values and the diversity of social, cultural, economic and educational values within elementary school communities.

954. Humanistic and Social Aspects of Teaching (1-4)

Prerequisite: Admission to single subject credential program and concurrent registration in Teacher Education 922 and 963.

Teacher competencies as they relate to values, awareness, self-concept, rights and responsibilities. May be repeated with new content. See Class Schedule for specific content. Maximum credit four units.

960. Basic Student Teaching Seminar (1-2) Cr/NC

Prerequisites: Admission to multiple subject credential program and concurrent registration in Teacher Education 965.

Discussion of immediate problems in student teaching with emphasis on children's growth and development.

961. Advanced Student Teaching Seminar (1-2) Cr/NC

Prerequisites: Satisfactory completion of Teacher Education 960, 965; and concurrent registration in Teacher Education 966.

Discussion of immediate problems in student teaching with emphasis on the influence of philosophical, social and cultural factors on learning.

963. Secondary School Student Teaching I (1-6) Cr/NC/RP

Prerequisite: Admission to single subject credential program. To be taken concurrently with Teacher Education 922 and 954. Teacher Education 933 is highly recommended to be taken at this time. Student must provide own transportation to student teaching site.

On-site, part-time experience to implement teacher competencies developed in Teacher Education 922 and 954. Maximum credit six units.

964. Secondary School Student Teaching II (1-12) Cr/NC/RP

Prerequisites: Teacher Education 922, 933, 954, 963. To be taken concurrently with Teacher Education 903. Student must provide own transportation to student teaching site.

On-site, full-day experience to implement teacher competencies as developed from the total professional sequence. Maximum credit twelve units.

965. Basic Student Teaching in Elementary Schools (1-12) Cr/NC

Prerequisites: Admission to multiple subject credential program and concurrent registration in Teacher Education 960.

Day-to-day teaching experiences including selected instructional activities for which a teacher in a classroom is normally responsible.

966. Advanced Student Teaching in Elementary Schools (1-12) Cr/NC

Prerequisites: Satisfactory completion of Teacher Education 960, 965, and concurrent registration in Teacher Education 961.

Teaching experiences including all the instructional activities for which a teacher in a classroom is normally responsible.

967. Elementary School Student Teaching (15) Cr/NC (Offered at IVC only)

Prerequisites: Admission to multiple subject credential program and concurrent registration in Teacher Education 960 and 961.

On-site, full-day teaching experiences. Two consecutive eight week assignments at two different broad levels of schooling. Each eight week assignment will provide typical responsibilities of teachers through a graduated series of experiences, such as class preparation, instruction of students, maintaining accurate student records, attending faculty meetings and parent conferences.

968. Secondary School Student Teaching (15) Cr/NC (Offered at IVC only)

Prerequisites: Admission to single subject credential program and concurrent registration in Teacher Education 903.

On-site, full-day teaching experiences. Two consecutive eight week assignments in single subject content area; one in junior high school and one in senior high school. Each eight week assignment will provide typical responsibilities of teachers through a graduated series of experiences, such as class preparation, instruction of students, maintaining accurate student records, attending faculty meetings and parent conferences.
