

# EDUCATION - MULTIPLE SUBJECT (EDMS)

## EDMS 213. Strategies for Inclusive Classrooms: Multiple Subject.

3 Units

**Prerequisite(s):** Admission into a teacher preparation program.

**Term Typically Offered:** Fall, Spring

This course provides multiple subject and special education candidates with dispositions, knowledge, and skills needed to serve students with disabilities in general education classrooms. Strategies specific to students in their least restrictive environment will be covered emphasizing Universal Design for Learning, Multi-Tiered Systems of Support, social-emotional learning, co-teaching, differentiated instruction, roles and responsibilities of special/general education teachers, peer mediated learning strategies, modifications of standards and learning outcomes for students with disabilities, and assistive technology (low and high tech adaptations).

Cross listed: EDSS 282/EDSP 293/EDMS 213

## EDMS 232. Assessment Center Laboratory for Multiple Subject Candidates.

2 Units

**Corequisite(s):** EDMS 430B or EDMS 434B or EDSP 420B.

**Term Typically Offered:** Fall, Spring

Individualized support to guide multiple subject candidates through the process of completing and submitting the culminating Teaching Performance Assessment (TPA) mandated by the program's accrediting body and completion of their electronic program portfolio. The signature assignments, formative TPA assessments and summative TPA Teaching Event represent an electronic portfolio embedded throughout the program. In addition, the candidates will complete an annotated bibliography for readings across the credential program.

Credit/No Credit

## EDMS 234A. Foundations of Teaching in a Diverse K-8 Classroom - A.

1 Unit

**Prerequisite(s):** Admission to the Multiple Subject Teacher Credential Program or the Master of Arts in Teaching with Multiple Subject Teaching Credential Program.

**Corequisite(s):** EDMS 234B

**Term Typically Offered:** Fall, Spring

Introduction to critical analysis of purpose and process of elementary level public schooling in the U.S. Examination of sociopolitical contexts of public schools and society; educational theories, philosophies, notions of culture and social justice, community and educational practice. Engagement with sociocultural, historical, and philosophical foundations of education, multicultural education, learning theories, and theories of cognitive and social development. Candidates examine own biases and work to mitigate negative impact on student learning. This lecture course paired with breakout discussion (EDMS 234B).

## EDMS 234B. Foundations of Teaching in a Diverse K-8 classroom - B.

2 Units

**Prerequisite(s):** Admission to the Multiple Subject Teacher Credential Program or the MA in Teaching with Multiple Subject Credential Program.

**Corequisite(s):** EDMS 234A

**Term Typically Offered:** Fall, Spring

Introduction to critical analysis of purpose and process of elementary level public schooling in the U.S. Examination of sociopolitical contexts of public schools and society; educational theories, philosophies, notions of culture and social justice, community and educational practice. Engagement with sociocultural, historical, and philosophical foundations of education, multicultural education, learning theories, and theories of cognitive and social development. Candidates examine own biases and work to mitigate negative impact on student learning. This discussion course paired with lecture (EDMS 234A).

## EDMS 235A. Advanced Principles of Teaching in a Diverse K-8 Classroom - A.

1 Unit

**Corequisite(s):** EDMS 235B

**Term Typically Offered:** Fall, Spring

This course is the lecture portion of a two-course series. It deepens candidates' knowledge of theories and practices necessary to execute the Plan-Instruct-Assess-Reflect cycle of mindful teaching for diverse students. Candidates will expand their understandings of how theoretical frameworks for teaching (learning theory, human development theory, multicultural education, inclusive and differentiated education, assessment frameworks, and models of teaching and curriculum planning) are applied in varied public school classrooms and contexts.

## EDMS 235B. Advanced Principles of Teaching in a Diverse K-8 Classroom - B.

1 Unit

**Corequisite(s):** EDMS 235A

**Term Typically Offered:** Fall, Spring

This course is the discussion portion in a two-course series. In this course, candidates translate theories, concepts and frameworks presented in Advanced Principles of Teaching A into strategies and practices for instruction, assessment, and curriculum development in the K-8 classroom. Candidates will create activities, develop lesson and unit plans that integrate and apply various theories and frameworks for instruction. Candidates will design, lead and engage in simulations, peer teaching, and workshops.

## EDMS 236A. Foundations for Teaching in a Diverse PK-3rd Classroom.

2 Units

**Prerequisite(s):** Admission to the Master of Arts in Teaching (PK-3rd Early Childhood Education Instruction Specialist).

**Term Typically Offered:** Fall, Spring, Summer

This course introduces key philosophical, sociological, and political questions in PK-3 education and asks candidates to critically examine the role of the PK-3 teacher in a diverse and pluralistic educational ecosystem. Candidates will explore the relationship between teacher and student identity within developmental context. While cultivating awareness about intersectional identities and biases, candidates will examine strategies to design an inclusive classroom that upholds equity and justice.

**EDMS 236B. Principles of Teaching in a Diverse PK-3rd Classroom.****4 Units****Prerequisite(s):** EDMS 236A.**Corequisite(s):** EDMS 424A.**Term Typically Offered:** Fall, Spring, Summer

Course provides candidates with foundational knowledge to execute the Plan-Instruct-Assess-Reflect cycle of mindful teaching at the PK-3rd grade levels. This course builds on content from EDMS236A regarding the relationship between elements of teaching and instructional organization to effectively teach in culturally and linguistically diverse and inclusive PK-3 classrooms through the use of backwards design, developmentally appropriate pedagogies including play, Universal Design for Learning, and differentiated instruction. The focus will be grounded in a Social Justice/Multicultural paradigm.

**EDMS 236C. Advanced Principles of Teaching in a Diverse PK-3rd Classroom.****2 Units****Prerequisite(s):** EDMS 236B.**Term Typically Offered:** Fall, Spring, Summer

In this course, candidates translate at an advanced level theories, concepts and frameworks presented in earlier Foundations and Principles of Teaching coursework into a broader array of strategies and practices for instruction, assessment, and curriculum development in the PK-3 classroom. Candidates will build upon activities, develop lesson and unit plans created during earlier coursework that integrate and apply various theories and frameworks for PK-3 instruction. Candidates will design, lead and engage in advanced simulations, peer teaching, and workshops.

**EDMS 241. Action Research in Multicultural Settings.****5 Units****Prerequisite(s):** Admission to the Master of Arts in Teaching with Multiple/Single Subject Teaching Credential program; Completion of EDMS 434B or EDMS 474B.**Term Typically Offered:** Summer only

This course focuses on an introduction to Action Research in multicultural educational settings. It includes an overview of various research paradigms, with emphasis on Action Research and Teacher Action Research. Additional topics covered in this course include: critical pedagogy, forms of multicultural education, and issues related to educational equity and providing access of opportunity to students from underserved populations.

Cross listed: EDSS 241

**EDMS 242. Critical Perspectives in Classroom Inquiry.****3 Units****Prerequisite(s):** EDMS 241 or EDSS 241.**Term Typically Offered:** Fall only

This course is part of the Master of Arts in Teaching with Multiple Subject Teaching Credential Program and builds on the knowledge that students gain in EDMS/EDSS 241. During this course students will complete a literature review of research related to their critical inquiry question. Students will additionally explore the historical and current trends in critical classroom inquiry and consider the implications for schools in diverse settings. Further course activities include developing a Classroom Inquiry Project and submitting the IRB.

Cross listed: EDSS 242.

**EDMS 243. Data Collection for Action Research in Multicultural Settings.****3 Units****Prerequisite(s):** EDMS 241 or EDSS 241.**Term Typically Offered:** Fall only

This course builds students understanding of appropriate types and uses of data in Action Research in multicultural education settings. During this course students will be presented with the sociopolitical contexts for data collection and its subsequent use in educational policy. Students will apply theoretical knowledge by practicing to collect and initially interpreting multiple types of data. These experiences will lay the groundwork for students' development and implementation of the data collection plan for their own Classroom Inquiry Projects.

Cross listed: EDSS 243.

**EDMS 244. Sociocultural & Sociopolitical Contexts of Data Analysis.****3 Units****Prerequisite(s):** EDMS 242 or EDSS 242 and EDMS 243 or EDSS 243**Term Typically Offered:** Spring only

This course builds students' understanding of appropriate methods of data analysis in Teacher Action Research in multicultural education settings. Students will learn how data analysis has been used to interpret research in diverse school settings. Students will apply theoretical knowledge by analyzing multiple types of data sets from both qualitative and quantitative sources. These experiences will lay the groundwork for students' implementation of analysis of their own data for their Action Research inquiry projects.

Cross listed: EDSS 244

**EDMS 272. Methods for Teaching Second Language Learners, Multiple Subject (ELD and SDAIE).****3 Units****Prerequisite(s):** EDUC 170**Term Typically Offered:** Fall, Spring

Focus on teaching candidates the methods, techniques and strategies needed to make content accessible for second language learners. Candidates will learn to use the state ELD standards to create ELD lessons and SDAIE lessons within multicultural framework. Candidates will also learn how to interpret and implement formative and summative assessments. Lecture, demonstration, modeling, group work, discussions, field experience.

**EDMS 273. Methods for Teaching Emergent Bilinguals in Diverse PK-3rd Classrooms.****3 Units****Prerequisite(s):** Admission to the Master of Arts in Teaching (PK-3rd Early Childhood Education Instruction Specialist) Program.**Corequisite(s):** EDMS 424A.**Term Typically Offered:** Fall, Spring, Summer

Focus on teaching candidates the methods, techniques and strategies needed to make content accessible for second language learners in grades PK-3rd. Candidates will learn to use the state English Language Development (ELD) standards to create developmentally appropriate lessons within multicultural framework. Candidates will also learn how to interpret and implement formative and summative assessments, with a focus on the youngest learners. Lecture, demonstration, modeling, group work, discussions, field tasks.

**EDMS 299. Special Problems: Multiple Subject. 1 - 3 Units**  
**Term Typically Offered:** Fall, Spring

Individual projects for Multiple Subject credential candidates at graduate/credential level especially for students capable of independent study. Admission by written approval of the instructor with whom the student will be working and the Department Chair.

**Note:** This course may be repeated for up to 9 units of credit.

Credit/No Credit

**EDMS 310C. Pedagogy C: Classroom Instruction and Positive Management for Diverse Classrooms. 1 Unit**

**Prerequisite(s):** Admission to Multiple Subject Credential Program.

Successful completion of EDMS 310B.

**Term Typically Offered:** Fall, Spring

Reinforces the cycle of teaching: lesson planning, implementing, reflection and application at a deeper developmental level. Intensive support for classroom management and discipline; disruptive behaviors; problem-solving communication with district administrators, parents at community level as child advocates. Emphasis on differentiating instruction to individual needs of diverse learners. Scaffolding to support growth and developmental stages of the learning-to-teach process and professional responsibilities. Infusion of e-portfolio development and the integration of technology.

Credit/No Credit

**EDMS 311A. Language and Literacy in Diverse PK-3rd Classrooms A. 1 Unit**

**Prerequisite(s):** Admission to the Master of Arts in Teaching (PK-3rd Early Childhood Education Instruction Specialist)

**Term Typically Offered:** Fall, Spring, Summer

Introduces understandings, attitudes, and competencies needed for effective developmentally appropriate instruction of language and literacy for PK- 3 mainstream populations, Emergent Bilinguals, and students with special needs. Instructional strategies for teaching about concepts about print, phonemic awareness, phonics, fluency, vocabulary, and comprehension of narrative/informational/ argument texts with an emphasis on meaning making. Instructional planning aligned with current content standards and the Social Justice Standards. Informal and formal assessment strategies that inform planning and instruction of foundational skills. Lecture and discussion.

**EDMS 311B. Language and Literacy in Diverse PK-3rd Classrooms B. 3 Units**

**Prerequisite(s):** EDMS 311A.

**Corequisite(s):** EDMS 424A.

**Term Typically Offered:** Fall, Spring, Summer

Expands understandings, attitudes, and competencies needed for effective developmentally appropriate instruction of language and literacy for PK- 3 mainstream populations, Emergent Bilinguals, and students with special needs. Advanced instructional strategies for effective reading instruction for diverse students as well as key strategies for effective writing instruction, all aligned to current content standards and the Social Justice Standards. Informal and formal assessment strategies that inform developmentally appropriate language and literacy planning and instruction. Lecture, discussion, field tasks.

**EDMS 312. Mathematics Curriculum and Instruction for Diverse PK-3rd Classrooms. 3 Units**

**Prerequisite(s):** Admission to the Master of Arts in Teaching (PK-3rd Early Childhood Education Instruction Specialist).

**Corequisite(s):** EDMS 424A.

**Term Typically Offered:** Fall, Spring, Summer

Focusing on a "meaning approach" to mathematics which prepares candidates to teach mathematics content standards for California public schools to PK-3rd grade students, using developmentally appropriate strategies as well as specialized strategies for including English Learners and special needs; to use analytical and critical thinking skills in mathematics; and to infuse mathematics topics, themes, and concepts into other subject areas. Discussion, field tasks, microteaching, demonstrations, presentations, and technological applications for mathematics will be included.

**EDMS 313. Integrated Science & History/Social Science Curriculum and Instruction for Diverse PK-3rd Classrooms. 3 Units**

**Prerequisite(s):** Admission to the Master of Arts in Teaching (PK-3rd Early Childhood Education Instruction Specialist) Program.

**Corequisite(s):** EDMS 424B.

**Term Typically Offered:** Fall, Spring, Summer

Prepares teacher candidates for PK-3rd grade classrooms to design developmentally appropriate curriculum that integrates science/history-social studies content so that all students, including English learners and students with special needs, acquire observation skills, analytical and critical thinking skills, and disciplinary literacy skills. Candidates will learn to develop integrated thematic instruction based on student assets and interests as well as pertinent issues in local communities.

**EDMS 314. Mathematics Curriculum and Instruction for the Diverse K-8 Classroom. 3 Units**

**Term Typically Offered:** Fall, Spring

Focusing on a "meaning approach" to mathematics which prepares candidates to teach mathematics content standards for California public schools to all students, including English Learners and special needs; to use analytical and critical thinking skills in mathematics; and to infuse mathematics topics, themes, and concepts into other subject areas. Discussion, field visits, microteaching, demonstrations, presentations, and technological applications for mathematics will be included.

**EDMS 315. History-Social Science Curriculum and Instruction for the Diverse K-8 Classroom. 3 Units**

**Term Typically Offered:** Fall, Spring

Prepares teacher candidates in multiple subjects to teach the history-social science content standards for California public schools to all students, including English Learners and special needs; to use analytical and critical thinking skills in history and social science; and to integrate history-social science topics, themes, and concepts with other subject areas. Pedagogical topics include the use of timelines, maps, artifacts, case studies, simulations, literature, art, multiple perspectives, SDAIE, cooperative projects, and research activities.

**EDMS 316. Science Curriculum and Instruction for the Diverse K-8 Classroom.** **3 Units**  
**Term Typically Offered:** Fall, Spring

Knowledge of basic principles and strategies related to science education, incorporating an expanded treatment of science pedagogy, manipulatives, technological supports, accommodations, adaptive instructional techniques, and other strategies specially suited to the instruction of diverse student populations.

**EDMS 317. Visual and Performing Arts Methods for the Diverse K-8 Classroom.** **1 Unit**  
**Prerequisite(s):** Admission to Multiple Subject Teacher Credential Program.  
**Term Typically Offered:** Fall, Spring

Prepares candidates in a Multiple Subjects credential program to teach the visual and performing arts content standards for California public schools to all students, including English Learners, and special needs students. Preparation is through interrelated activities with involvement in specific teaching strategies which are effective in achieving the goals of developing artistic perception and creative expression, understanding the cultural and historical origins of the arts, making informed judgments about the arts, and understanding the arts connections and relationships across curriculum.  
 Credit/No Credit

**EDMS 319A. Language and Literacy I for the Diverse K-8 Classroom.** **3 Units**  
**Prerequisite(s):** Admission to the MAT with Multiple Subject teaching credential program  
**Corequisite(s):** EDMS 401 or EDMS 434A  
**Term Typically Offered:** Fall, Spring

Develops understandings, attitudes, and competencies needed for effective instruction of language and literacy for mainstream populations, English Learners/Emergent Bilinguals, and students with special needs. Instructional strategies for teaching concepts about print, phonemic awareness, phonics, fluency, vocabulary, and comprehension of narrative/informational/ argument texts with an emphasis on meaning making. Instructional planning aligned with current content standards and the Social Justice Standards. Informal and formal assessment strategies that inform planning and instruction foundational skills and reading comprehension. Lecture and discussion.

**EDMS 319B. Language and Literacy II for the Diverse K-8 Classroom.** **2 Units**  
**Prerequisite(s):** EDMS 319A  
**Corequisite(s):** EDMS 434A or EDMS 434B or EDMS 434C  
**Term Typically Offered:** Fall, Spring

Extends understandings, attitudes, and competencies needed for effective instruction of language and literacy related to writing instruction for mainstream populations, English Learners/Emergent Bilinguals, and students with special needs. Instructional strategies for teaching writing in various genres (narrative, informational, argument), formal and informal writing, conventions, writing to learn, response to reading, writing process, and writing across the curriculum. Instructional planning aligned with content standards and social justice teaching. Assessment strategies that inform planning and instruction of writing. Lecture and Discussion.

**EDMS 330A. Educational Technology Lab I.** **1 Unit**  
**Prerequisite(s):** Admission to Multiple Subject Credential Program.  
**Term Typically Offered:** Fall only

Educational technology lab course will prepare the candidates use technology for three areas: coursework in the teaching credential program, enhancing teaching and learning and eportfolio development. Students are introduced to an array of digital technologies for teaching relevant for K-12 student learning. Among the topics include digital literacy, copyright, fair use, Internet safety, Creative Commons, presentation tools, ISTE standards, technology and Teaching Performance Expectations, presentation tools, interactive whiteboards, and many others. The focus is on students learning about technology use in teaching and learning in K-12 schools. Candidates are prepared to use technology in the Teaching Credential Program and for the development of an electronic portfolio.  
 Credit/No Credit

**EDMS 330B. Educational Technology Lab II.** **1 Unit**  
**Prerequisite(s):** EDMS 330A  
**Term Typically Offered:** Spring only

In this course, candidates will learn to create, use, and manage appropriate and relevant educational technological processes and resources. The candidates will deepen their knowledge of technology in the K-12 public school environment and apply their understanding to improve student engagement and student learning outcomes. The candidates will also learn to use technology associated with the Teaching Credential Program and finalize their electronic portfolio for the program.  
 Credit/No Credit

**EDMS 334C. Fundamentals of Teaching in a Diverse K-8 Classroom.** **2 Units**  
**Prerequisite(s):** Admission into the Multiple Subject Credential Program or the MA in Teaching with Multiple Subject Teaching Credential program.  
**Term Typically Offered:** Fall, Spring

This course introduces the relationship between elements of teaching and instructional organization to effectively teach in culturally and linguistically diverse and inclusive elementary classrooms through the use of backwards design, Universal Design for Learning, and differentiated instruction. The focus will be grounded in a Social Justice/Multicultural paradigm. Emphasis will include students' development as a teacher, curriculum development, long and short-term planning, and specific theories for instructional practice.

**EDMS 401. Observation and Participation in Elementary Schools.** **2 Units**  
**Prerequisite(s):** Admission to Teacher Preparation Program  
**Term Typically Offered:** Fall, Spring

Observations in classes in several situations and grade levels; service as an assistant in at least one classroom. Visits to community agencies which serve the school population.  
 Credit/No Credit

**EDMS 420A. Field Experience: Multiple Subject. 4 Units****Prerequisite(s):** Admission to Teacher Preparation Program.**Term Typically Offered:** Fall, Spring

Two semesters of student teaching multiple subjects in public school classrooms providing experiences at two grade levels and with different cultural groups. Intensive, realistic experiences with continuous and varied responsibilities. This first semester student teaching with integrated methods course work requires half-day participation. Experiences in classroom teaching and participation in many of the out-of-class duties of a teacher.

Credit/No Credit

**EDMS 420B. Student Teaching: Multiple Subject. 10 Units****Prerequisite(s):** Admission to Teacher Preparation Program.**Term Typically Offered:** Fall, Spring

Second semester student teaching with integrated methods course work requires full-day participation of the student. Emphasis on classroom teaching and further experience with community services.

Credit/No Credit

**EDMS 424A. Field Experience: PreK-3rd Grades. 6 Units****Prerequisite(s):** Admission to the Master of Arts in Teaching (PK-3rd Early Childhood Education Instruction Specialist).**Corequisite(s):** EDMS 311B, EDMS 312, EDMS 273.**Term Typically Offered:** Fall, Spring

Candidates complete field experience in public school classrooms concurrently with integrated coursework. Field experiences focus primarily on observing model lessons and activities and on collaborative planning, implementing and assessing instruction for small groups of students.

Credit/No Credit

**EDMS 424B. Student Teaching: PreK-3rd Grades. 8 Units****Prerequisite(s):** EDMS 424A.**Corequisite(s):** EDMS 313.**Term Typically Offered:** Fall, Spring

One semester of student teaching grades PreKindergarten through 3rd in a public school setting with diverse learners. This final semester of student teaching is completed concurrently with integrated coursework and focuses primarily on planning, implementing and assessing instruction for whole classes of students.

Credit/No Credit

**EDMS 424C. Intern Teaching: PreK-3rd Grades. 9 Units****Prerequisite(s):** EDMS 424A.**Corequisite(s):** EDMS 313.**Term Typically Offered:** Fall, Spring

One semester of intern teaching in a public school setting with diverse learners in grades PreK through 3rd. This semester of intern teaching is completed concurrently with integrated coursework and focuses primarily on planning, implementing, and assessing instruction for a whole class of students while employed as teacher of record.

Credit/No Credit

**EDMS 430A. Student Teaching I Basic. 5 Units****Prerequisite(s):** Admission to Teacher Preparation Program**Term Typically Offered:** Fall, Spring

One semester of teaching multiple subjects in a public school setting with diverse learners. This first semester of student teaching is completed concurrently with integrated coursework.

Credit/No Credit

**EDMS 430B. Student Teaching II: Basic. 7 Units****Prerequisite(s):** Admission to Teacher Preparation Program**Term Typically Offered:** Fall, Spring

One semester of teaching multiple subjects in a public school setting with diverse learners. This second semester of student teaching is completed concurrently with integrated coursework and focuses primarily on planning, implementing, and assessing instruction for whole classes of students.

Credit/No Credit

**EDMS 434A. Field Experience for Elementary Teachers. 6 Units****Prerequisite(s):** Admission to the Multiple Subject Credential program**Term Typically Offered:** Fall, Spring

Candidates complete field experience in public school classrooms concurrently with integrated coursework. Field experiences focus primarily on observing model lessons and activities and on collaborative planning, implementing and assessing instruction for small groups of students.

Credit/No Credit

**EDMS 434B. Student Teaching for Elementary Teachers. 8 Units****Prerequisite(s):** EDMS 434A**Term Typically Offered:** Fall, Spring

One semester of teaching multiple subjects in a public school setting with diverse learners. This final semester of student teaching is completed concurrently with integrated coursework and focuses primarily on planning, implementing and assessing instruction for whole classes of students.

Credit/No Credit

**EDMS 434C. Intern Teaching for Elementary Teachers. 8 Units****Prerequisite(s):** EDMS 434A and department approval**Term Typically Offered:** Fall, Spring

One semester of multiple subjects intern teaching in a public school setting with diverse learners. This semester of intern teaching is completed concurrently with integrated coursework and focuses primarily on planning, implementing, and assessing instruction for a whole class of students while employed as teacher of record.

Credit/No Credit

**EDMS 500. Classroom Inquiry Project: Culminating Experience. 3 Units**

**Prerequisite(s):** EDMS 242 or EDSS 242 and EDMS 243 or EDSS 243.

**Term Typically Offered:** Spring only

Course establishes that master candidates have acquired the essential knowledge and skills covered in each of the courses leading to the Master of Arts in Teaching with Multiple Subject Teaching Credential. Proficiency is demonstrated through a comprehensive examination of essential content of each course in the master's degree program. Candidates will produce a written portfolio, accompanying executive summary, and oral presentation of the body of work completed during the Master of Arts in Teaching with Multiple Subject Teaching Credential Program.

Cross listed: EDSS 500

Credit/No Credit

**EDMS 599. Continuous Master of Arts in Teaching Enrollment. 0 Units**

**Prerequisite(s):** Student has completed all MAT coursework prior to EDMS 500 and earned an RP in EDMS 500 or EDSS 500.

**Term Typically Offered:** Fall, Spring

This is a zero-unit course for students in the Master of Arts in Teaching (MAT) program who earn an RP in their culminating experience course, EDMS/EDSS 500. The purpose of this course is to allow MAT students to maintain their continuous enrollment status while they complete the culminating experience requirements for the MAT program.

Credit/No Credit