

# EDU - EDUCATION

## EDU 40CP1 Clinical Practice Seminar I (1 Unit)

This seminar course supports the Clinical Practice I experience through classroom inquiry and reflection of the principles of effective classroom management, teaching methods, differentiation of instruction, lesson planning and delivery, and parent communication. Emphasis is placed on the modification of lessons and instructional support of English learners, diverse learners, and learners with exceptionalities. Candidates explore school and community demographics and consider methods for teaching diverse populations.

Also offered as EDU 60CP1.

**Prerequisite(s):** Consent of instructor and must meet California Basic Skills Requirement and California Subject Matter Requirements.

**Corequisite(s):** EDU 4040 or EDU 4050

**Fee:** Course fee applies. See "Special Fees" in Financing a PLNU Education.

It is through this course that each candidate completes the Cal TPA task "Assessing Learning" as a performance-based measure of the knowledge and skills taught in this course.

## EDU 40CP2 Clinical Practice Seminar II (1 Unit)

This seminar course supports the Student Teaching II experience through classroom inquiry and reflection of the principles of effective classroom management, teaching methods, differentiation of instruction, lesson planning and delivery, and parent communication. Emphasis is placed on further development of skills in the modification of lessons and instructional support of English learners, diverse learners, and learners with exceptionalities. Candidates continue to explore school and community demographics and consider methods for teaching diverse populations.

Credit/No Credit.

Also offered as EDU 60CP2.

**Prerequisite(s):** Consent of instructor and must meet California Basic Skills Requirement and California Subject Matter Requirements.

**Corequisite(s):** EDU 4055 or EDU 4060

**Fee:** Course fee applies. See "Special Fees" in Financing a PLNU Education.

It is through this course that each candidate completes the CalTPA task "Culminating Teaching Experience" as a performance-based measure of the knowledge and skills taught in this course.

## EDU 2025 Introduction to Disability Studies (3 Units)

This course is open to all majors and is designed for those students who are interested in learning more about individuals with disabilities. An introduction and overview of disability studies is provided, including the examination of various models of disabilities (i.e., moral, medical, social), how disabilities/abilities have been perceived by various groups, cultures, and societies, and how inclusive vs. ableist practices have impacted individuals with disabilities throughout history. Students will also explore disability rights and activism, as well as different global perspectives, practices, and policies that have dramatically changed the outcomes and opportunities for individuals with disabilities across the world. Various disabilities will be examined, including autism, intellectual disabilities, physical impairments, blindness/low vision, deafness/hearing impairments, cognitive disabilities (e.g., learning disabilities, traumatic brain injury), mental health and health-related disabilities, with the intent of understanding these populations and distinguishing between myth/stereotype and reality. Finally, the impact of changed mindsets, attitudes, and expectations, along with effective ways to communicate and interact with individuals with disabilities, will be reviewed in an effort to help foster inclusive schools, churches, organizations, businesses, and communities.

Letter grade.

## EDU 3002 Foundations of Education and Learning Theory (3 Units)

This survey course provides an overview of the major laws and principles regarding the historical and contemporary purposes, roles and functions of education in American society as well as an overview of the major concepts, theories and research related to the cognitive, linguistic, social, emotional and physical development of children and adolescents. Wesleyan perspectives in education are introduced. Effective instructional strategies that ensure active and equitable participation of all learners, as well as modifications for diverse learners with exceptionalities, are observed through fieldwork experiences. Twenty (20) fieldwork hours are required. Letter grade.

Also offered as EDU 6000.

**Fee:** Course fee applies. See "Special Fees" in Financing a PLNU Education.

Candidates are responsible for transportation to and from the school site. Task-stream registration is required.

## EDU 3006 Principles of Language Acquisition (3 Units)

This course focuses on the principles of language acquisition and effective instructional practices for English learners. It further examines the pedagogy of educational equity to provide English learners access to the core curriculum. Foundational knowledge and classroom instructional practices are linked through the systematic study of phonemic awareness, oral language, and literacy development. Special emphasis is placed on the Structured English Immersion model as practiced in California schools. Effective instructional strategies that ensure active and equitable participation of learners who are culturally, ethnically, and socioeconomically diverse are introduced and applied through fieldwork experiences.

This course requires 20 clock hours of observation and participation specific to culturally and linguistically diverse learners in a culturally diverse and inclusive school setting. Letter grade.

Also offered as EDU 6001.

**Prerequisite(s):** EDU 3002 and EDU 4004

Candidates are responsible for transportation to and from the school site. Task-stream registration is required.

**EDU 3024 Differentiated Mathematics Instruction for All Learners (3 Units)**

This methodology course addresses the planning of content-specific instruction and delivery of content consistent with state adopted (K-8) mathematics standards and the language needs of all learners. The interrelated components of a balanced program of mathematics and the fostering of positive attitudes toward mathematics are stressed. This course includes instruction in how to model concepts and teach learners to solve problems using multiple strategies and to anticipate, recognize and clarify mathematical misunderstandings that are common among K-8 learners. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched and applied through fieldwork experience. Technology for teaching and learning is integrated in the course.

This course requires 20 clock hours of observation and participation specific to math instruction in a culturally diverse and inclusive school setting. Letter grade.

Also offered as EDU 6012.

**Prerequisite(s):** EDU 3002, EDU 3006, EDU 4004, and MTH 2023

Candidates are responsible for transportation to and from the school site. Task-stream registration required.

**EDU 4004 Foundations of Special Education (3 Units)**

This survey course provides an overview of the major educational practices, theories, and research regarding diverse learners with disabilities. Emergent issues and best practices, including differentiated instruction, curricular adaptations and modifications, compliance with laws, ethical concerns, and characteristics and needs of learners with disabilities, will be examined. Principles of effective collaborative and interdisciplinary teaming, positive behavior supports, and inclusive educational programming are addressed.

This course meets the special education mainstreaming requirement for all basic teaching credentials. Twenty (20) fieldwork hours are required when taken on the undergraduate campus. Letter grade.

Also offered as EDU 6002.

**Prerequisite(s):** EDU 3002

Task-stream registration required.

**EDU 4009 Classroom Assessment and Research Practices (3 Units)**

This methodology course analyzes assessment types, practices, and instruments used to evaluate student academic achievement utilizing formative, summative, formal, informal, as well as classroom-based and standardized measures. Candidates apply the knowledge and skills to design both whole class and differentiated instruction and assessments based on learner profiles. The relationship between theory and practice provides the basis for reflection to encourage application of research-based assessment strategies in the classroom. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse leaders, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched and applied. Technology for teaching and learning is integrated in the course. Letter grade.

Also offered as EDU 6003.

**Prerequisite(s):** Consent of instructor and must meet California Basic Skills Requirement.

**EDU 4010 Methods of Teaching Reading and Writing (3 Units)**

This methodology course provides intensive instruction grounded in sound research to enable candidates to deliver a comprehensive program of systematic, explicit, and meaningfully-applied instruction in reading, writing, listening, and speaking. Opportunities for candidates to learn, understand, and effectively use materials, methods, and strategies to include culturally diverse literature for all learners are provided. Instruction is aligned to the state adopted English Language Arts Content Standards (K-8) and the English Language Development Standards. This course includes intentional practice of classroom management, active, and equitable participation for culturally, ethnically, linguistically, and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched and applied through field work experience. Technology for teaching and learning is integrated in the course.

Letter grade.

Also offered as EDU 6010.

**Prerequisite(s):** Consent of instructor and must meet California Basic Skills Requirement.

**EDU 4017 Teaching and Learning Capstone: Contemporary Issues in the Vocation of Education (2 Units)**

This course offers candidates the opportunity to develop knowledge, skills, and dispositions related to contemporary issues and challenges in California's teaching/learning systems. Special attention will be given to those issues that impede or aid positive school, classroom, and community cultures and students' general academic and social success. Utilizing an interdisciplinary focus grounded in Educational Learning/Teaching Theory and pedagogy, candidates explore personal and professional planning practices of self-assessment, missional, or life purpose development.

Letter grade.

**Prerequisite(s):** EDU 3002 and EDU 4004 or consent of instructor; Senior standing.

**EDU 4020 Literacy Instruction for Secondary Teachers (3 Units)**

This methodology course teaches the knowledge and skills necessary to support the literacy development of secondary learners, including English learners, across the content areas. The core areas of reading, writing, listening, and speaking, as outlined in the English Language Arts (7-12) Common Core standards, and the English Language Development standards, serve as the foundation and the focus. The development of reading comprehension skills, vocabulary development, and literary response and analysis and culturally diverse literature are emphasized. Instruction also emphasizes reading and writing across the curriculum to support content area knowledge. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched and applied through field work experience.

Letter grade.

Also offered as EDU 6020.

**Prerequisite(s):** Consent of instructor and must meet California Basic Skills Requirement.

**EDU 4021 General Methods for Secondary Teachers (3 Units)**

This methodology course explores current pedagogy and its research underpinnings with the goal of implementing specific strategies, techniques, and practice of the methods presented. Candidates demonstrate mastery of specific competencies including literacy and language development in detailed lesson plans to make content accessible to all learners through developmentally appropriate pedagogy, effective questioning techniques, and use of appropriate resources. Candidates' demonstration lessons provide opportunity for reflection on attempted practices. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched and applied through field work experience. Technology for teaching and learning is integrated in the course.

Letter grade.

Also offered as EDU 6021.

**Prerequisite(s):** Consent of instructor and must meet California Basic Skills Requirement.

It is through this course that each candidate completes the CalTPA task "Designing Instruction" as a performance-based measure of the knowledge and skills taught in this course.

**EDU 4022 Interdisciplinary Approaches to Teaching in the Content Areas (3 Units)**

This methodology course emphasizes a cross-curricular approach to content-based instruction through critical thinking skills, basic analysis skills, study skills and specific teaching strategies and methodology for active forms of learning. The process of interrelation of ideas and information within and across science, social studies, health and physical education utilizing the academic content standards is emphasized. Included in this course is the integration of reading, writing, listening, and speaking across content areas. Instruction is aligned to the state adopted content standards (K-8) and the language needs of all learners. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched and applied. Technology for teaching and learning is integrated in the course. Letter grade.

Also offered as EDU 6011.

**Prerequisite(s):** Consent of instructor and must meet California Basic Skills Requirement.

**EDU 4032 Methods of Teaching Secondary Language Arts (3 Units)**

This methodology course is designed to prepare prospective secondary-level (Grades 7- 12) candidates for successful teaching of language arts. Candidates become familiar with a variety of specific methods to use in teaching literature, composition, and language. The topics explored include the following: trends in English curriculum development, the six-trait writing process, assessment, classroom application of various forms of technology, and professional organizations. Instruction is aligned to the state adopted English Language Arts Content Standards (7-12) and the English Language Development Standards. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched. (PLNU students who take EDU 4033 are exempt from taking EDU 6022 for their preliminary single subject credential program but need to replace it with three hours of a graduate-level elective for the MAT degree.) Letter grade.

Also offered as EDU 6022.

**Prerequisite(s):** Consent of instructor and must meet California Basic Skills Requirement.

**EDU 4033 Methods for Teaching Secondary Mathematics (3 Units)**

This methodology course is designed to prepare prospective secondary-level (Grades 7- 12) candidates for successful teaching of mathematics content. Topics include: strategies and models for developing mathematical concepts, building skills for understanding and communicating mathematical ideas effectively, and techniques for teaching critical thinking and problem solving. Attention is also given to the following: methods of presentation, awareness of national mathematics organizations, the writing of unit/daily lesson plans, microteaching of a math lesson, selection of materials, inclusionary practices, classroom application of various forms of technology, and techniques for assessment. Instruction is aligned to the state-adopted Mathematics Content Standards (7-12) and the English Language Development Standards. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched. (PLNU students who take this course are exempt from taking EDU 6023 for their preliminary single subject credential program but need to replace it with three hours of a graduate-level elective for the MAT degree.) Letter grade.

Also offered as EDU 6023.

**Prerequisite(s):** Consent of instructor and must meet California Basic Skills Requirement.

**EDU 4034 Methods of Teaching Secondary Science (3 Units)**

This methodology course is designed to prepare prospective secondary-level (Grades 7- 12) candidates for successful teaching of life and physical sciences. Topics include the following: pedagogical content knowledge, curriculum selection and design, safe laboratory management and operation, integration of language arts and mathematics in the science curriculum, methods and modalities of science teaching, assessment, classroom application of various forms of technology, and professional organizations. Micro-teaching, classroom observation and group and self-evaluation are included. Instruction is aligned to the state-adopted Science Content Standards (7-12) and the English Language Development Standards. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically, and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched. (Equivalent to BIO 4063. PLNU students who complete this course or BIO 4063 are exempt from taking EDU 6024 for their preliminary single subject credential program but need to replace it with three hours of a graduate-level elective for the MAT degree.) Letter grade.

Also offered as EDU 6024.

**Prerequisite(s):** Consent of instructor and must meet California Basic Skills Requirement.

**EDU 4035 Methods of Teaching Secondary Social Science (3 Units)**

This methodology course is designed to prepare prospective secondary-level (Grades 7- 12) candidates for successful teaching of both the social and behavioral sciences. Topics include the following: instructional planning, evaluation and questioning techniques, research methods, and professional organizations. Instruction is aligned to the state-adopted Social Science Content Standards (7-12) and the English Language Development Standards. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched. (PLNU students who complete this course are exempt from taking EDU 6025 for their preliminary single subject credential program but need to replace it with three hours of a graduate-level elective for the MAT degree.) Letter grade.

Also offered as EDU 6025.

**Prerequisite(s):** Consent of instructor and must meet California Basic Skills Requirement.

**EDU 4036 Methods for Teaching Secondary Foreign Language (3 Units)**

This methods course is based on the organizing principles of the California State Framework, the National Standards for the Learning of Foreign Languages in the 21st Century, the American Council on the Teaching of Foreign Guidelines, and current research in methodology in foreign language instruction. Topics include the following: instructional planning, selection and classroom application of various forms of technology, evaluation and questioning techniques, research methods, and professional organizations. Each candidate will develop a unit of instruction suitable for a secondary level classroom. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched. (PLNU students who complete this course are exempt from taking EDU 6026 for their preliminary single subject credential program but need to replace it with three hours of a graduate-level elective for the MAT degree.) Letter grade.

Also offered as EDU 6026.

**Prerequisite(s):** Consent of instructor and must meet California Basic Skills Requirement.

**EDU 4037 Methods for Teaching Secondary Visual Arts (3 Units)**

This methods course introduces the study to the theory and practice of teaching visual arts in secondary schools. Content is designed to address content areas of the California Visual Arts Standards in middle and high schools. Topics include the following: instructional planning and classroom management, selection and classroom application of various forms of technology, evaluation and questioning techniques, state and national content standards and assessments, research methods, professional organizations (National Association of Art Educators), and the inclusive classroom. Each candidate develops a unit of instruction suitable for a secondary level classroom. Each candidate is required to prepare a final portfolio of the work in the course. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched. (Equivalent to ART 4055. PLNU candidates who complete this course or ART 4055 are exempt from taking EDU 6027 for their preliminary single subject credential program but need to replace it with three hours of a graduate-level elective for the MAT degree.) Letter grade.

Letter grade.

Also offered as EDU 6027.

**Prerequisite(s):** Consent of instructor and must meet California Basic Skills Requirement.

**EDU 4038 Methods for Teaching Secondary Physical Education (3 Units)**

This methods course introduces the philosophical bases, instructional techniques and procedures, and the various elements involved in teaching physical education at the secondary level. Topics include the following: classroom teaching methods, practical application, and the California State Framework in Physical Education. Each candidate is required to prepare a final portfolio of the work in the course. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched. (PLNU candidates who complete this course are exempt from taking EDU 6028 for their preliminary single subject credential program but need to replace it with three hours of a graduate-level elective for the MAT degree). Letter grade.

Also offered as EDU 6028.

**Prerequisite(s):** Consent of instructor and must meet California Basic Skills Requirement.

**EDU 4039 Content-Specific Pedagogy for Secondary Teachers (3 Units)**

This methodology course introduces candidates to a variety of assessments, instructional, and management strategies as related to secondary content subject matter. Candidates explore the delivery of instruction in the content areas in which they seek their credential with extensive research, practice, and reflection. Topics include the following: lesson planning and formative assessment. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched. (Equivalent to MUE 4054. PLNU candidates who complete this course or MUE 4054 are exempt from taking EDU 6029 for their preliminary single subject credential program but need to replace it with three hours of a graduate level elective for the MAT degree.) Letter grade.

**Prerequisite(s):** Consent of instructor and must meet California Basic Skills Requirement.

**EDU 4040 Elementary Clinical Practice I (4 Units)**

This Clinical Practice experience provides the candidate with an opportunity to work directly with learners in a university-assigned elementary classroom with a Cooperating Teacher. Candidates observe and apply instructional strategies under the leadership of the Cooperating Teacher to learn to manage and deliver instruction in the elementary classroom. The Cooperating Teacher models appropriate teaching methods, lesson planning and delivery, classroom management, use of technology and parent communication. Throughout the student teaching experience, the teaching responsibility gradually shifts from the Cooperating Teacher to the candidate, with careful consideration as to when the candidate is ready to assume the full-day teaching experience. The Clinical Practice experience contributes to the candidates' preparation to complete the Teaching Performance Assessment (TPA) required for credential completion. Credit/No Credit. Also offered as EDU 6030.

**Prerequisite(s):** Update prereq to: Approval to student teach and completion of all Teacher Education admission requirements EDU 3002, EDU 3006, EDU 3024, EDU 4004, EDU 4009, EDU 4010, and EDU 4022. Consent of instructor and must meet California Basic Skill Requirement and California Subject Matter Requirements.

**Corequisite(s):** EDU 40CP1

**Fee:** Course fee applies. See "Special Fees" in Financing a PLNU Education.

**EDU 4050 Secondary Clinical Practice I (4 Units)**

This Clinical Practice experience provides the candidate with an opportunity to work directly with learners in a university assigned secondary classroom with a Cooperating Teacher. Candidates observe and apply instructional strategies under the leadership of the Cooperating Teacher to learn to manage and deliver instruction in the secondary classroom. The Cooperating Teacher models appropriate teaching methods, lesson planning and delivery, classroom management, use of technology and parent communications. Throughout the student teaching experience, the teaching responsibility gradually shifts from the Cooperating Teacher to the candidate, with careful consideration as to when the candidate is ready to assume the full-day teaching experience. The Clinical Practice experience contributes to the candidates' preparation to complete the Teaching Performance Assessment (TPA) required for credential completion. Credit/No Credit. Also offered as EDU 6040.

**Prerequisite(s):** Approval to student teach and completion of all Teacher Education admission requirements EDU 3002, EDU 3006, EDU 4004, EDU 4009, EDU 4020, EDU 4021, and one subject-specific methods course from EDU 4032-EDU 4039. Consent of instructor and must meet California Basic Skills Requirement and California Subject Matter Requirements.

**Corequisite(s):** EDU 40CP1

**Fee:** Course fee applies. See "Special Fees" in Financing a PLNU Education.



**EDU 4055 Secondary Clinical Practice II (4 Units)**

This course is the second Clinical Practice teaching experience. Student Teachers are assigned to a different content area and/or grade level in a secondary classroom than in the first Clinical Practice experience with an approved Cooperating Teacher. Candidates observe and apply instructional strategies under the leadership of the Cooperating Teacher to learn to manage and deliver instruction in this new secondary classroom setting. The Cooperating Teacher models appropriate teaching methods, lesson planning and delivery, classroom management, use of technology and parent communication. Throughout the student teaching experience, the teaching responsibility gradually shifts from the Cooperating Teacher to the candidate, with careful consideration as to when the candidate is ready to assume the full-day teaching experience. The Clinical Practice experience contributes to candidates' preparation to complete the Teaching Performance Assessment (TPA) required for credential completion. Credit/No Credit.

Also offered as EDU 6044.

**Prerequisite(s):** Successful completion of Clinical Practice I and completion of all Teacher Education admission requirements. Consent of instructor and must meet California Basic Skills Requirement and California Subject Matter Requirements.

**Corequisite(s):** EDU 40CP4

**Fee:** Course fee applies. See "Special Fees" in Financing a PLNU Education.

**EDU 4060 Elementary Clinical Practice II (4 Units)**

This course is the second Clinical Practice teaching experience. Student Teachers are assigned to a different content area and/or grade level in an elementary classroom than in the first Clinical Practice experience with an approved Cooperating Teacher. Candidates observe and apply instructional strategies under the leadership of the Cooperating Teacher to learn to manage and deliver instruction in this new elementary classroom setting. The Cooperating Teacher models appropriate teaching methods, lesson planning and delivery, classroom management, use of technology and parent communication. Throughout the student teaching experience, the teaching responsibility gradually shifts from the Cooperating Teacher to the candidate, with careful consideration as to when the candidate is ready to assume the full-day teaching experience. The Clinical Practice experience contributes to candidates' preparation to complete the Teaching Performance Assessment (TPA) required for credential completion. Credit/No Credit.

Also offered as EDU 6034.

**Prerequisite(s):** Successful completion of Clinical Practice I and completion of all Teacher Education admission requirements. Consent of instructor and must meet California Basic Skills Requirement and California Subject Matter Requirements.

**Corequisite(s):** EDU 40CP2

**Fee:** Course fee applies. See "Special Fees" in Financing a PLNU Education.

**EDU 4061 Supportive Environments and Plans for Students with Exceptionalities (3 Units)**

Candidates will explore historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment, and education for individuals with disabilities.

Letter grade.

Also offered as EDT 4061 and EDU 6061.

**Prerequisite(s):** Consent of instructor and must meet California Basic Skills Requirement.

**EDU 4065 Social-Emotional, Communicative Strategies, and Behavior Supports (3 Units)**

Candidates will demonstrate knowledge of the communicative intent of behavior, implement strategies that support social emotional learning, demonstrate the ability to identify if a student's behavior is a manifestation of his or her disability and, if so, to develop positive behavior intervention plans.

Letter grade.

Also offered as EDT 4065 and EDU 6065.

**Prerequisite(s):** Consent of instructor and must meet California Basic Skills Requirement.

**EDU 4090 Special Studies in Education (1-3 Units)**

Intensive study in a special topic in education under the direction of faculty member.

May be repeated up to a total of six (6) units.

**EDU 4099 Research in Education (1-3 Units)**

Open to candidates of proven ability.

May be repeated up to a total of six (6) units.

**Prerequisite(s):** Consent of the dean of the School of Education and instructor.