History of the Curricula Programs in the
Department of Elementary, Bilingual, and Reading Education
1959-2000

by
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Preface
The information in the following history was obtained from the university catalogs, my memory, and interviews with selected individuals. This manuscript was reviewed by Mildred Donoghue, Hallie Yopp Slowik, and Ruth Yopp-Edwards. I appreciate their constructive comments and editorial corrections.
1960s

Starting in the Fall Semester of 1959 as a unit in the Division of Education and Psychology, the Department of Elementary Education offered a series of courses leading to an elementary teaching credential. Students could take course work on a full-time or part-time basis. Full-time students were encouraged to take the following four-semester sequence:

Semester I – ED 311, Psychological Foundations of Education (6 units). This course included human growth and development, educational psychology, and principles of guidance. It was taught by the Foundations Faculty, a separate administrative unit in the Division of Education and Psychology.

Semester II – Allied Studies (6 units) consisting of Art Education 432, Music Education 432, and Physical Education 432. Each course was two units and taught by faculty from each subject matter department.

Semester III – ED 331, Elementary School Principles, Curricula, and Methods (8 units). This course included principles and curricula of elementary education; methods of teaching arithmetic, language arts, reading, science, and social studies; and audio-visual education. A fieldwork component called observation/participation was part of this course. Students did their fieldwork in an assigned classroom one-day a week.

Semester IV – ED 339 Elementary School Directed Teaching and Directed Teaching Seminar (10 units). Students did this four and one-half days a week in an assigned classroom, one-half a semester in a primary grade and one-half a semester in an intermediate grade. They returned to the campus one-half day a week for a seminar with their supervisor.
Students were also encouraged to take Teaching Mathematics in the Elementary School and Teaching Science in the Elementary School before entering student teaching. These courses were taught by the science and mathematics education faculty in the Division of Science and Mathematics.

In the early 1960s, we had many part-time students who were teaching full time on emergency permits. To obtain an elementary teaching credential, they took courses offered in the late afternoon and evening. These were separate two or three unit courses that made up the content of ED 311, ED 331, and Allied Studies. They received credit for student teaching with two years of full-time teaching experience.

In the 1964-65 school year, the new credential requirements under the Fisher Bill were implemented. Students were now required to take an academic major and a fifth year of coursework leading to a clear credential. They could still begin teaching after four years with a preliminary credential. Then they had five years to obtain the required 30 units for a clear credential. A new course requirement, ED 301 Social, Historical, and Philosophical Foundations (4) units, was added. This course was usually taken by the students in their fifth year after they obtained the preliminary credential. It was taught by the social foundations faculty, who was located in the Department of Educational Administration.

By 1964, the Division of Education and Psychology title had changed to the School of Education. We were the Department of Elementary Education within the school. In addition to traditional departments there also were Program Councils for the elementary and secondary credential programs. The Elementary Education Program Council was made up of faculty in elementary education and representatives from the social and psychological foundations faculty. The Council would meet once a month to foster communication and articulation among the
instructors of the required courses in the credential program. The psychology faculty left the School of Education during this period and moved to the School of Humanities and Social Sciences.

Other changes to accommodate the added requirements of the Fisher Bill were the reduction of ED 311 to four units, ED 339 to eight units, and the addition of English Ed. 433, Children’s Literature, to the Allied Studies requirement. Later, in 1967-68, the Science Ed. and Math Ed. courses were added to the list of Allied Studies with the requirement reduced to three courses from the list of six. The titles of these courses were changed to omit any reference to teaching methods.

In 1969, the Department implemented the Masters of Science in Education degree program with a Concentration in Elementary Curriculum and Instruction. This 30-unit program consisted of the following:

Core Studies (6 units):

ED 510 Research Design and Analysis and one of the following: Comparative Education, History of Education, Educational Sociology, and Philosophy of Education.

Courses for the Concentration in Elementary Curriculum and Instruction (18 units)

Two or more of the following:

Curriculum and Research in Elem. Ed.:

Foreign Languages
Language Arts
Mathematics
Science
Social Science
Seminar for Elem. Ed.

One of the following:

Project

Thesis

Supporting Courses from Other Disciplines (6 units)

This program was designed to help career classroom teachers upgrade their skills, become informed about new ideas in elementary teaching, and prepare for curriculum leadership roles in their schools, school districts, and professional subject matter organizations.

1970s

Minor changes were made in the credential and Masters programs in the 1970-71 school year. ED 331 was split into two courses: ED 331A (4 units) covered Arithmetic, Science, and Social Studies; ED 331B (3 units) covered Reading and Language Arts. The fieldwork requirement in ED 331A was made a separate one-unit course. Students were required to take the A and B sections of ED 331 and the fieldwork the same semester. In the Masters program, ED 509 Theory and Practice in Measurement was added to the Core Studies list under the One of the Following courses category. The Supporting Courses from Other Disciplines (6 units) title was changed to Electives (6 units) With Approval by Advisor.

An Alternative Program called Internship was introduced in 1970. This program extended over two summers and two semesters. Students began coursework the summer preceding their internship teaching. The courses included:

a. Three of the Allied Studies (9 units)

b. Professional Education Requirement (23 units)
ED 324 Fieldwork (1 unit)
ED 411 Psychological Foundations (3 units)
ED 331 A and B Curriculum and Methods (7 units)
ED 739 Student Teaching (8 units)
ED 401 Social Foundations (4 units)
ED 496 Senior Ed. Practicum (1-3 units)
ED 537 Seminar in Elem. Ed. (3 units)
ED 595 Advanced Studies (1-3 units)

One or more electives from graduate courses as follows: 503, 531, 532, 533, and 534 (3 units)

The Internship Program fulfilled the fifth-year requirement for the Clear Credential.

In the early 1970s, a new credential law, the Ryan Bill, was approved by the Legislature and signed by the Governor. This law reduced the number of units in education courses students were required to take to nine prior to student teaching plus a three-unit course on the Teaching of Reading. Thus, the maximum number of prerequisites the Department could require in education courses for admission to student teaching was 12 units. Since three of the 12 units had to be devoted to the teaching of reading, that left nine units for the psychological foundations, the curriculum and methods of teaching arithmetic, language arts, science, social studies, and field work. Rather than offer separate courses in these subjects, it was decided to combine them into a block of courses which will be explained below. The Ryan Bill did not require the Social Foundations course for the fifth year. Accordingly, this course was dropped as a clear credential requirement. The Allied Studies requirement as a prerequisite to student teaching also was discontinued. The students could choose one of the following alternatives to fulfill the
professional education requirements: Track I or Track II. Track I was a two semester sequence of courses. The first semester included the following:

ED 430A Foundations in Elem. School Teaching (3)

ED 430B Curriculum and Methods in Elem. School Teaching (3)

ED 430C Supervised Fieldwork in Elem. School Teaching (3)

ED 433 Reading Instruction in the Public Schools (3)

The second semester consisted of ED 439A Student Tch. in the Elem. Sch. (10) and ED 439B Seminar in Elem. Sch. Student Tch. (2)

The Track I program entailed an all day commitment on the students’ part, from 7:30 a.m. to 4:00 p.m. Students admitted to the program were assigned to a block with a team of instructional faculty. There were about 30 students in a block and three faculty members on the team. They stayed together for the two semesters. The faculty team divided up the teaching and supervision responsibilities. In the first semester, the students had two fieldwork assignments, one primary and one intermediate grade. The students were required to do field work four mornings and one full day a week. They would leave their field work schools to attend class on campus from 1:00 to 4:00 p.m. The students were given assignments in class work that they were required to carry out with the pupils in their assigned field work class. In the second semester, students had two student teaching assignments, one primary and one intermediate grade. One assignment was required to be in a classroom with at least 25 percent minority children. A pilot program of Track I with one block of 30 students was implemented in 1970-71. The Track I and Track II programs for all elementary teacher education candidates were implemented the following year.
The Track II program was a three-semester sequence of courses for students who did not want to go full time for the prerequisite professional education courses to student teaching. The first semester included:

- ED 407 Principles of Teaching and Learning in the Elementary School (3)
- ED 433 Reading Instruction in the Public Schools (3)

The second semester courses were:

- ED 435A Strategies of Teaching (4)
- ED 435B Supervised Field Work in Elem. Sch. Tch. (2)

The third semester of Track II was:

- ED 439A Student Teaching (10)
- ED 439B Seminar in Elem. Sch. Student Tch. (2).

This semester entailed an all-day commitment for the students.

A paid aide block was added to Track I sometime in the early 1970s. This block allowed students who were paid classroom aides to continue with their jobs in the first semester. They received credit for Supervised Fieldwork in their paid aide positions. The course work was held on campus from 4:00 to 7:00. In the second semester, these students left their paid aide positions to do student teaching similar to the other Track I block students. The paid aide block was discontinued in the mid 1970s. The bilingual emphasis block, which will be described below, became the successor to the paid aide block.

Other changes in the early 1970s included the discontinuance of the Internship Alternative Program and the addition of EDTE 536 Curriculum Theory and Development as a requirement for all students in the Elementary Masters Concentration. The department’s name
changed in 1971 to the Department of Teacher Education. The faculty of the elementary and secondary credential programs and elementary master’s concentration was housed in this unit.

The Early Childhood Specialist Credential Program was approved in 1974 and implemented in 1975. It was designed for teachers of children at preschool, kindergarten, and primary levels. The 20-unit program contained the following courses:

- EDTE 437 Early Childhood Ed. (3)
- EDTE 426 Differentiated Staffing in Public Schools (3)
- EDTE 527 Graduate Seminar in Developmental Psychology: The Human from Conception Through Eight Years (3)
- EDTE 538 Graduate Studies: Early Childhood Education (3)
- EDTE 591A Fieldwork and Seminar in Early Childhood Ed (Emphasis on Teaching) (3)
- EDTE 591B Fieldwork and Seminar in Early Childhood Education (Emphasis on Supervision) (4)

Some of the above courses were added to the Coursework Outside of Elementary Education category in the Elementary Curriculum and Instruction Masters Concentration to enable students in the Early Childhood Specialist Credential Program to obtain a Masters degree.

The Bilingual/Cross Cultural Specialists’ Credential was also approved in 1974 and implemented in 1975. It was developed cooperatively with the Department of Chicano Studies and the Department of Foreign Languages and Literatures. This 24 unit program developed specific competencies for teachers and resource personnel in bilingual/cross-cultural programs from Kindergarten through 12th grade. The credential program included experience in the
language and culture of the target population, techniques and methods for bilingual cross-cultural education, linguistics, fieldwork, and community involvement.

A separate bilingual education block was added about 1975 to the Track I elementary teacher education blocks. It was called the Multiple Subject Preparation Program with a Bilingual/Bicultural (Spanish-English) Emphasis. The emphasis in the courses of this block was on development of Latino children, orientation to bilingual education in the U.S., and techniques of instruction in bilingual education. Since many of the students interested in applying to this block were paid aides or full time teachers on emergency credentials or substitute teachers, course work was held on campus from 4:00 to 7:00.

In 1976, EDTE 511 Survey of Educational Research (3) replaced EDTE 510 Research Design and Analysis as a requirement in the Coursework Outside of Elementary Education category of the Elementary Curriculum and Instruction Masters Concentration. Also in the same year, a Masters of Science with a Concentration in Bilingual-Bicultural Education (Spanish-English) was implemented. This program was designed to enable students in the Bilingual/Cross Cultural Specialists’ Credential Program to obtain a Master’s Degree.

The Track II program was discontinued in the 1976-77 school year. A new course, EDTE 314 Drugs and Human Development (1), was added to the required courses in the second semester of the block program.

Sometime around 1978, the Personalized Activity Center (PAC) for the students in the Elementary Credential Preparation Program was opened. The PAC contained a collection of curriculum materials to supplement information students were receiving from their instructors in the block courses and from the school districts where they were assigned for fieldwork and student teaching. The Director of the PAC would orient the students to its services early in their
first semester. Students would receive assignments from block instructors to work with designated sources of information in the PAC. One such popular assignment was the creation of a block bulletin board. Students also used the PAC for individual additional study of topics covered in the block classes, such as the writing of behavioral objectives and lesson plans. Besides reading materials, the PAC also contained videotapes, film, filmstrips, slides, audio recordings, and picture files. In addition, the PAC had materials and tools, which allowed individual students or small groups to create projects for their class activities. The original curriculum materials in the PAC were obtained by a Teacher Corps grant.

The organization of the block curriculum in the Elementary Credential program was changed in 1979. Instead of one semester of course work and a second semester of student teaching, the schedule was modified to course work and a student teaching assignment in each of the two semesters.

1980s

The Parent Educator’s Certificate Program was introduced around 1981. This certificate program was designed for students interested in parent education. It was discontinued in 1983 along with the Early Childhood Credential Specialist Credential Program. During this time the Course Work Outside of Elementary Education category title in the Elementary Master’s Concentration was changed to Core Courses with EDTE 511, 529, and 536 the only courses remaining in this category. The Course Work in Elementary Education Category title was changed to Course Work in Concentration.

The Institute for Early Childhood Education began about 1983. It had the following purpose:

1. Foster and encourage communication of ideas and information among its members.
2. Encourage members to engage in research and writing related to early childhood education.

3. Help members with problem solving

4. Seek ways to improve individual teaching performance of its members.

The Masters of Science in Education with a Concentration in Teaching English to Speakers of Other Languages (TESOL) was implemented in 1983. This program was offered by the Division of Teacher Education in conjunction with the Department of Foreign Languages and Literatures. A Certificate Program in TESOL was introduced in 1985.

The department opened the Microcomputer Laboratory-Classroom around 1983 to offer its new course: EDTE 415 Microcomputers in the Elementary School (3). This course became a requirement for the Clear Credential. Most students took it in their fifth year. The director of the Microcomputer Laboratory also gave a one-session orientation to second semester block students on using computers in the classroom. The elementary and bilingual education faculty participated in workshops held in the Microcomputer Laboratory to learn how to use computers.

The Division of Teacher Education organization changed around 1985. The division title was discontinued. Secondary and elementary education became separate departments. We became the Department of Elementary and Bilingual Education.

The Elementary Curriculum and Instruction Concentration made major changes in 1989. The following three emphasis programs were added:

- Emphasis in Early Childhood Education
- Emphasis in Staff Development
- Emphasis in Computer Education
These emphasis programs had the same core course work requirements of nine units as the original concentration. In addition, there were nine to 12 units of specialization courses, three to six units of electives and the three-unit culminating experience choice of Seminar, Project, or Thesis.

Two new courses were added to the elementary teaching credential program in the late 1980s. EDEL 315 Introduction to Elementary Classroom Teaching (3) was implemented in 1987 as a prerequisite for admission to elementary teacher education. EDEL 431 Curriculum and Instruction for Diverse Populations in Elementary School (1) was added around 1989 for second semester block students. This course was in addition to the Multicultural Education component, which had been a part of the Block curriculum since about 1978.

The 1990s

The Early Childhood Institute was discontinued around 1991. A three-semester internship program was implemented in the Fall 1990 semester for bilingual emphasis credential candidates and interested monolingual students working for a traditional elementary credential. Accordingly, the Bilingual Emphasis Block sequence was changed from two to three semesters.

The department received accreditation approximately every five years from the California State Department of Education in the 1960s and from the Commission on Teacher Credentialing in the 1970s to the present. Starting in the early 1970s the department also received national accreditation from the National Council on the Accreditation of Teacher Education (NCATE) approximately every five years.

The decade was marked by numerous changes and additions to the department, including the following:
1) The department merged with the Reading Department and was renamed the Department of Elementary, Bilingual, and Reading Education. In Spring 2000, the School of Human Development and Community Service, in which it is housed, became the College of Human Development and Community Service.

2) After implementing an optional Crosscultural Language Academic Development (CLAD) emphasis to the Multiple Subject Credential Program for several years, the department decided that it would no longer prepare students for “regular” Multiple Subject credentials. Effective Fall 2000 all students in the program will be prepared either for the CLAD emphasis or BCLAD (bilingual) emphasis credential. This change was applauded by local school districts because of their increasingly linguistically and culturally diverse student populations.

3) The department began offering a three-semester part-time block program for individuals who must maintain full-time employment during the day. Two student teaching assignments are offered during the third semester, after two semesters of coursework offered in the evenings and on Saturdays.

4) Reading methods courses were examined for compliance with new state mandates that emphasized “balance”—a move away from statewide emphasis on whole language programs. Our program fared well, and at the first administration of the Reading Instruction Competence Assessment (RICA), required for the Multiple Subject Credential, our pass rate was higher than all other California institutions with more than 100 students taking the test.

5) The faculty developed plans to infuse technology throughout prerequisite and credential program courses. Full implementation will begin Fall 2000.
6) Partly due to Class-Size Reduction (legislation that reduced class size in the primary grades to 20 students), the department experienced enormous growth. In the course of a couple of years, the department doubled in size—from ten to twenty blocks. We exceeded 720 Full-Time Equivalent Students (FTES) in Spring 2000 and were nearly as large as at least one college on campus. Numerous national searches for tenure-track faculty were conducted during the 1990’s and more than 100 part-time faculty were employed by the department in Spring 2000.

7) A new emphasis was added to the master’s program. This emphasis, titled Professional Inquiry and Practice, was designed to prepare practicing teachers for National Board for Professional Teaching Standards certification, a certification that brings with it a $10,000.00 bonus for teachers who earn it.

8) The PAC—renamed the Professional Activities Center—moved to the fourth floor of the library and expanded its role to include support for students experiencing difficulty in math and for faculty in providing mini lessons on a variety of topics.

Throughout these forty years, one constant has been the dedication of the faculty to the preparation of excellent teachers to work with the children in our community. As we state in our Department theme, developed in the 1990’s, we aim “to prepare humane, informed decision-makers for diverse educational environments. We are committed to a philosophy of preparing educational leaders and decision-makers through a course of study that bases practice upon knowledge of current research in curriculum and instruction. We develop students as lifelong learners, reflective practitioners, and change agents as they influence decision making in schools and communities.”
We look forward to the challenges that lie ahead and wish the readers of this document the best as they serve the children of tomorrow.