

education — teacher education



master of arts ■ teaching credentials ■ specialist credential programs ■
certificate programs ■ minor

Program Description

Teaching is among the most challenging and personally rewarding of professions. The professional educator brings together subject matter knowledge, appropriate strategies, and interpersonal skills essential to providing successful learning experiences for children. The contemporary teacher is well versed in individualized instruction and sensitive to developmental and socio-cultural issues involving the learner. The Department of Teacher Education offers the professional education components of credential programs for kindergarten through high school teaching. A specialized credential program is offered to advanced students in Reading/Language Arts. The Department offers several master's degree programs.

Specializations

- **Basic Teaching Credentials:** Multiple Subject (MS) / Single Subject (SS)
- **Specialist Credential:** Reading / Language Arts
- **Certificates of Competency:** Educational Technology / Mathematics Education / Reading
- **Minor:** Education (Refer to Education section in this catalog)
- **MA in Education:** Behavioral Sciences in Education (Women's Studies) / Curriculum and Instruction / Educational Technology / Language and Literacy

Faculty

Bernice Bass de Martinez, Karen Benson, Stephanie Biagetti, Eric Bull, Sherrie Carinci, Nancy Cecil, Mimi Coughlin, John Cowan, Janet Cross, Zephaniah Davis, Kenneth Futernick, Renee Golanty-Koel, Cynthia Gunston-Parks, Lorie Hammond, Larry Hannah, Janet Hecsh, Hui Ju Huang, Carolyn Jaynes, David Jelinek, Rita Johnson, Elizabeth Kean, Julita Lambating, Frank Lilly, Brian Lim, Porfirio Loeza, Janie Low, Michael Menchaca, Marcy Merrill, Lisa Michals, Kay Moore, James Neal, Jana Noel, Linda Nowell, Susan O'Hara, Crystal Olson, Daniel Orey, W. Thomas Owens, Jeanne Pfeifer, Maurice Poe, Robert Pritchard, Mark Rodriguez, Raul Rodriguez, Deidre Sessoms, John Shefelbine, Gary Spray, Terrance Thomas, Terry Underwood, Thomas Williams

Program Information

Credentials

Pursuant to any new regulations mandated by the California Commission on Teacher Credentialing (CCTC) and the State Board of Education, requirements for meeting subject matter competency and requirements for all basic credential programs will be changed to comply to the new requirements.

Multiple Subject Teaching Credential

Beginning September, 2004, the basic credential program will transition from the Ryan to the 2042 (Level I) Credential requirements. For further information, please contact the Teacher Preparation and Credentials office in Eureka Hall 216, (916) 278-6403.

- The Multiple Subject Teaching Credential (MSTC) authorizes the holder to provide instruction in any self-contained classroom. In practice, the MSTC is held by elementary and early childhood teachers. The teaching majors (subject matter programs) for the MSTC are Liberal Studies and Child Development Major B. Students who have majored in other than Liberal Studies or Child Development Major B may satisfy the subject matter competency requirement by passing the California Subject Examination for Teachers (CSET).

Contact Information

Robert H. Pritchard, *Department Chair* ■ Jo Anne Breese, *Administrative Analyst/Specialist* ■ Eureka Hall 203 ■ (916) 278-6155; FAX (916) 278-6643 ■ edweb.csus.edu/departments/edie/index.html

For information on the Professional Education Components of the Multiple and Single Subject Teaching Credential programs, contact the Teacher Preparation and Credentials office (TPAC), Eureka Hall 216, (916) 278-6403, Web: edweb.csus.edu/tpac.

- Students who wish to pursue a career in Special Education can earn a Mild/Moderate or Moderate/Severe Specialist Credential (a basic Multiple Subject credential is not a prerequisite but can be earned concurrently). This dual option is available only through the Department of Special Education, Rehabilitation, and School Psychology.
- Students with fluency in some target languages spoken by students in California schools may earn a Bilingual/Cross-cultural, Language and Academic Development (BCLAD) Emphasis Credential. This option is available only through the Department of Bilingual/Multicultural Education.
- All basic credential programs embed the English Language Authorization (ELA), which prepares students to work with second language learners.
- Teaching majors are termed “subject matter” programs. A major through an academic department is not necessarily a subject matter program, i.e., a teaching major.

Single Subject Teaching Credential

The Single Subject Teaching Credential (SSTC) authorizes the holder to provide instruction in approved subject areas in a departmentalized classroom. In reality, almost all junior and senior high school teachers hold the SSTC. Single Subject Teaching Credentials can be obtained in the following teaching areas: Art, English, Spanish, French, German, Health Science, Home Economics, Mathematics, Music, Physical Education, Biology, Chemistry, Geoscience, Physics and Social Science. Students who seek an added credential authorization to teach in another subject area can obtain information on added authorizations from the Credentials Office in Eureka Hall 209.

Teaching Credentials with a Bilingual/Cross-cultural Language and Academic Development Emphasis (BCLAD)

The BCLAD Emphasis is a specialized authorization that authorizes the credential holder to work with students with limited English proficiency. This option is available only for students who are completing their Multiple or Single Subject Credential concurrently through the Department of Bilingual/Multicultural Education. For additional information on the BCLAD Emphasis option, contact the Department of Bilingual/Multicultural Education, Eureka Hall 401, (916) 278-5942.

CLAD Certificate

Individuals with an existing Multiple subject or Single Subject (ELA enhanced) credential and/or students admitted to the CSUS Teacher Preparation Program may earn a CLAD certificate by completing additional course work. The additional course work for the CLAD Certificate must all be upper division classes. For additional information on course work for the CLAD Certificate, contact the Department of Bilingual/Multicultural Education in Eureka Hall 401, (916) 278-5942.

Basic Teaching Credential Requirements

As of fall 2004, the state is changing its requirements related to subject matter requirements for the Multiple Subject Credential. For further information, please check with the Teacher Preparation and Credentials office.

Students who seek to fulfill the requirements of the Multiple Subject or Single Subject Basic Credential within a standard four-year college program must plan their academic schedules very carefully. Completion of the Level I Teaching Credential requires that the student:

- hold a baccalaureate or higher degree in a field other than professional education from a regionally accredited college or university;
- complete an approved program of teacher preparation, including student teaching;
- complete an approved teaching major (subject matter) program and/or pass an approved subject-matter examination (PRAXIS and/or SSAT; or CSET)—(**Note:** This requirement is under discussion by the state);
- for Single Subject, complete an approved course in the teaching of reading;
- for Multiple Subject, complete an approved course in the teaching of reading **and** pass the Reading Instruction Competence Assessment (RICA) exam;
- pass a college-level course or examination on the U.S. Constitution; and
- pass the California Basic Educational Skills Test (CBEST).

CSUS offers a variety of pathways for completing the Basic Credential programs: (1) a three-phase (three semester) program; (2) a one-year (two-semester) program; (3) collaborative programs with local school districts; (4) an evening center (Multiple Subject only); and (5) undergraduate blended programs.

Field experience, including student teaching, is an integral part of the program leading to Basic Credentials. In the Multiple Subject Student Teaching programs, most centers have been organized around clusters of schools in area school districts. In both the Multiple Subject and Single Subject programs, students complete student teaching in public schools at several grade levels. All student teachers have experience working with children or youth from a broad range of cultural, ethnic, and economic backgrounds.

Admission Procedures and Criteria

Students may apply for program admission as undergraduates and should consult with their undergraduate advisors about an appropriate timeline. Applications are available approximately four months prior to the application deadline in Eureka Hall 216 and on the Web at edweb.csus.edu/tpac. Because of space limitations, not all qualified applicants may gain admission to a program.

In screening for admission to all Level I Credential Programs, the Teacher Preparation and Credentials office uses the following procedures and selection criteria:

- **Application Deadline.** The Teacher Preparation and Credentials office deadline for receipt of applications for fall semester is the first Monday in March and for spring semester is the first Monday in October of the semester preceding program matriculation.

- **Subject Matter Competency.**

Multiple Subject, Mild/Moderate or Moderate/Severe: Applicants for these programs may complete subject matter competence in one of two ways: (1) complete college course work for an approved Multiple Subject subject matter program at a California college and/or (2) pass the CSET Exam. Please be advised that, because of the large number of applicants to the Multiple Subject Program, acceptance preference is given to applicants who have already completed a subject matter program or passed the CSET. (Subject Matter Competency is not required for Early Childhood Special Education.)

Single Subject: Applicants for the Single Subject Program may complete subject matter competency in one of two ways: (1) complete college course work for an approved Single Subject subject matter program at a California College or University or (2) pass the appropriate PRAXIS Subject Exam and/or SSAT or CSET. Some departments require a specialized interview for certification of competence in the subject.

Multiple Subject, Single Subject units remaining in subject matter competence: Students entering the Teacher Preparation program under an approved subject matter program may have a maximum of 3 units (or one course) of non-elective course work remaining for the Level I Multiple Subject or Single Subject Credential Program. (Students accepted to the program must complete all subject matter program courses before the beginning of the final semester of the program.)

Mild/Moderate, Moderate/Severe units remaining in subject matter competence: Students entering the Teacher Preparation program under an approved subject matter program may have a maximum of 12 semester units of non-elective course work remaining. (Students accepted to the program must complete all subject matter program courses before beginning the semester of University-supervised student teaching.)

Registration booklets for the PRAXIS and/or CSET/SSAT exams are available in the Teacher Preparation and Credentials office. Test results are valid for five years.

- **California Basic Educational Skills Test (CBEST).** Applicants must take all sections of the CBEST prior to beginning the Basic Credential Program. Applicants who pass the CBEST prior to admission will have this factor considered favorably in the admission screening process. Applicants must pass CBEST **before** the culminating semester of student teaching.
- **Grade Point Averages (GPA).** Applicants shall have earned at the college level an overall 2.67 GPA. If the candidate has attempted at least 30 semester units at CSUS, the GPA shall be based on the cumulative work attempted at CSUS. If the candidate has not taken 30 semester units at CSUS, the GPA shall be based on cumulative work attempted at all colleges or universities attended.
- **Writing Proficiency.** Prior to admission to the Basic Credential Program, applicants must meet the writing proficiency requirement in one of the following ways:
 1. Pass the CSUS Writing Proficiency Examination (WPE) with a score of 8 or higher.
 2. If scoring 6 on the WPE, enter Phase I and enroll concurrently in ENGL 109, maintaining that enrollment until the WPE is passed.
 3. Pass a writing proficiency exam at another collegiate institution and provide the Teacher Preparation and Credentials office with verification of a passing score.
 4. Earn a grade of “B” or higher in ENGL 120A, Advanced English Composition, at CSUS or a similar course from another institution as verifiable by a college transcript and a course catalog description.
 5. For graduate students, pass the writing portion of the CBEST or pass the CLEP writing exam.

Note: For credential program acceptance, writing scores should be available to this office by approximately mid-April for fall semester applicants or by mid-November for spring semester applicants. CBEST results are available within six weeks of test date.

- **Written Application.** Applicants submit a written application that includes a list of experiences that relate to teaching and a written statement in which the applicant indicates professional goals.
- **Interview.** All applicants are interviewed. This interview provides an initial screening of the candidate’s verbal communication skills. It is also designed to assess the candidate’s promise as a prospective teacher.
- **Reference Forms.** Applicants submit two reference forms, one from an observer of the applicant’s performance in a work-related setting and one from an instructor/individual who can attest to the candidate’s academic and/or cognitive skills and abilities. The reference forms are provided with the Credential Program application.

Requirements ■ Credential – Multiple Subject - Basic Option

Units required for the Level I Credential using the Basic option: 47

Two-semester and three-semester programs are available. Contact the Teacher Preparation and Credentials office for sequence of courses, time commitment, and other information.

- (3) EDTE 117A Foundational Issues in a Pluralistic Society A
- (2) EDTE 310A Pedagogy A
- (1) EDTE 310B Pedagogy B (EDTE 310A)
- (3) EDTE 314 Mathematics Curriculum and Instruction for the Diverse K-8 Classroom
- (3) EDTE 315 History- Social Science Curriculum and Instruction for the Diverse K-8 Classroom
- (3) EDTE 316 Science Curriculum and Instruction for the Diverse K-8 Classroom
- (1) EDTE 317 Visual and Performing Arts Methods for the Diverse K-8 Classroom
- (3) EDTE 319A Language and Literacy I for the Diverse K-8 Classroom
- (3) EDTE 319B Language and Literacy II for the Diverse K-8 Classroom (EDTE 319A)
- (1) EDTE 330 Educational Technology Laboratory
- (3) EDTE 430A Student Teaching I: Basic Pathway
- (11) EDTE 430B Student Teaching II: Basic Pathway
- (2) EDBM 118 Foundational Issues for a Multicultural, Pluralistic Society, B
- (3) EDBM 170 Bilingual Education: Introduction to Educating English Learners
- (3) EDS 100A/ B Education of Exceptional Children/ Youth / Lab **OR**

Any course taken prior to MS credential program that meets current CCTC standards for educating exceptional students.

- (2) HLSC 136 School Health Education **OR**
Any course taken prior to MS credential program that meets current CCTC standards for health sciences.

Note: A required physical education methods workshop will be offered for a fee by the Kinesiology Department; if candidate has credit for KINS 172 or its equivalent the workshop requirement may be waived.

Requirements ■ Credential – Multiple Subject - BETEP Option (Blended Elementary Teacher Education Program)

Units required for the Level I Credential using the BETEP option: 37

- (3) EDTE 117A Foundational Issues in a Pluralistic Society A
- (2) EDTE 310A Pedagogy A
- (1) EDTE 310B Pedagogy B
- (3) EDTE 314 Math Curriculum and Instruction for the Diverse K-8 Classroom
- (3) EDTE 315 History- Social Science Curriculum and Instruction for the Diverse K-8 Classroom

- (3) EDTE 316 Science Curriculum and Instruction for the Diverse K-8 Classroom
- (1) EDTE 317 Visual and Performing Arts Methods for the Diverse K-8 Classroom
- (3) EDTE 319A Language and Literacy I for the Diverse K-8 Classroom
- (3) EDTE 319B Language and Literacy II for the Diverse K-8 Classroom
- (1) EDTE 330 Educational Technology Laboratory
- (2) EDTE 431A Student Teaching I: Betep Pathway
- (4) EDTE 431B Student Teaching II: Betep Pathway
- (2) EDBM 118 Foundational Issues for a Multicultural, Pluralistic Society, B
- (3) EDBM 170 Bilingual Education: Introduction to Educating English Learners
- (3) EDS 100A/ B Education of Exceptional Children/ Youth / Lab **OR**

Any course taken prior to MS credential program that meets current CCTC standards for educating exceptional students.

Requirements ■ Credential – Multiple Subject - Evening Option

Units required for the Level I Credential using the Evening option: 48

- (3) EDTE 117A Foundational Issues in a Pluralistic Society A
- (2) EDTE 310A Pedagogy A
- (1) EDTE 310B Pedagogy B
- (1) EDTE 310C Pedagogy C
- (3) EDTE 314 Math Curriculum and Instruction for the Diverse K-8 Classroom
- (3) EDTE 315 History-Social Science Curriculum and Instruction for the Diverse K-8 Classroom
- (3) EDTE 316 Science Curriculum and Instruction for the Diverse K-8 Classroom
- (1) EDTE 317 Visual and Performing Arts Methods for the Diverse K-8 Classroom
- (3) EDTE 319A Language and Literacy I for the Diverse K-8 Classroom
- (3) EDTE 319B Language and Literacy II for the Diverse K-8 Classroom
- (1) EDTE 330 Educational Technology Laboratory
- (14) EDTE 432 Student Teaching I: Evening Pathway
- (2) EDBM 118 Foundational Issues for a Multicultural, Pluralistic Society, B
- (3) EDBM 170 Bilingual Education: Introduction to Educating English Learners
- (3) EDS 100A/ B Education of Exceptional Children/ Youth / Lab **OR**

Any course taken prior to MS credential program that meets current CCTC standards for educating exceptional students.

- (2) HLSC 136 School Health Education **OR**
Any course taken prior to MS credential program that meets current CCTC standards for health sciences.

Requirements ■ Credential – Multiple Subject - Intern Option

Units required for the Level I Credential using the Intern option: 61

- (3) EDTE 117A Foundational Issues in a Pluralistic Society A
- (2) EDTE 310A Pedagogy A
- (1) EDTE 310B Pedagogy B
- (1) EDTE 310C Pedagogy C
- (3) EDTE 314 Math Curriculum and Instruction for the Diverse K-8 Classroom
- (3) EDTE 315 History-Social Science Curriculum and Instruction for the Diverse K-8 Classroom
- (3) EDTE 316 Science Curriculum and Instruction for the Diverse K-8 Classroom
- (1) EDTE 317 Visual and Performing Arts Methods for the Diverse K-8 Classroom
- (3) EDTE 319A Language and Literacy I for the Diverse K-8 Classroom
- (3) EDTE 319B Language and Literacy II for the Diverse K-8 Classroom
- (1) EDTE 330 Educational Technology Laboratory
- (3) EDTE 433A Student Teaching I: Intern Pathway
- (24) EDTE 433B Student Teaching II: Intern Pathway
- (2) EDBM 118 Foundational Issues for a Multicultural, Pluralistic Society, B
- (3) EDBM 170 Bilingual Education: Introduction to Educating English Learners
- (3) EDS 100A/ B Education of Exceptional Children/ Youth / Lab **OR**

Any course taken prior to MS credential program that meets current CCTC standards for educating exceptional students.

- (2) HLSC 136 School Health Education **OR**
Any course taken prior to MS credential program that meets current CCTC standards for health sciences.

Note: A required physical education methods workshop will be offered for a fee by the Kinesiology Department; if candidate has credit for KINS 172 or its equivalent the workshop requirement may be waived.

Requirements ■ Credential – Single Subject

Units required for Single Subject Credential: 42

Two-semester and three-semester programs are available. Contact the Teacher Preparation and Credentials office for sequence of courses, time commitment, and other information.

Corequisites/Prerequisites (8 units)

- (2) HLSC 136 School Health Education
- (3) EDBM 170 Bilingual Education: Introduction to Educating English Learners
- (2) EDS 100A Education of Exceptional Children/ Youth
- (1) EDTE 331 Educational Technology Laboratory Single Subject

Required Courses (42 units)

- (3) EDTE 116 The Psychology of Instruction
- (3) EDTE 371A Schools and Community I
- (3) EDTE 371B Schools and Community II
- (3) EDTE 372 Anthropology of Education
- (2) EDTE 373A Assessment Center Laboratory I
- (2) EDTE 373B Assessment Center Laboratory II
- (3) EDTE 384 Instruction and Assessment of Academic Literacy
- (7) EDTE 470A Student Teaching I: Secondary Schools
- (13) EDTE 470B Student Teaching II: Secondary Schools
- (3) a Single Subject Teaching Methods course

Note: Undergraduate blended programs leading to a Single Subject Credential in Mathematics or Kinesiology/Physical Education are also available. For further information about the Mathematics Blended Program, contact the Department of Mathematics, Brighton Hall 141, (916) 278-6534. For further information about the Kinesiology/Physical Education Blended Program, contact the Department of Kinesiology, Solano Hall 3002, (916) 278-6641.

Additional Information

- **Continued Enrollment:** Continued enrollment in the Basic Credential Program is contingent upon the students maintaining a GPA of 3.0 in all professional education courses. If incomplete grades and grades of “D,” “F,” and “NC” (No Credit) are received in professional education courses, the student must withdraw from the program unless a specific exception has been approved by the Credential Appeals Committee.
- **Delays:** Candidates who have to delay progress in the Basic Credential Program file a “Program Delay Petition” in the Teacher Preparation and Credentials office. A student returning after a delay may be accommodated on a space available basis. Any student on academic probation is subject to automatic disqualification as a Basic Credential candidate.
- **Appeal Process:** A student who has been formally admitted to the program has the right to appeal to the Credential Appeals Committee about any policy affecting program continuation. Appeals petitions and assistance are available in the Teacher Preparation and Credentials office.

Requirements ■ Credential – Professional Clear (RYAN)

Candidates holding a Ryan Multiple Subject or Single Subject Preliminary Credential must meet the following requirements for the Professional Clear (Fifth Year) Credential: 30 approved semester units beyond the Bachelor’s degree to include the following courses:

- (2) HLSC 136 School Health Education (CPR training; may be taken concurrently)
- (3) EDS 100A Education of Exceptional Children/Youth (Corequisite: EDS 100B) **OR**
EDS 101 Consultation Skills in Inclusive and Supportive Educational Environments

- (2) EDTE 330A Educational Technology in the Classroom: Applications and Integration, Part I (Students will be required to have a basic knowledge of word processing and e-mail. Corequisite: Enrollment in a preliminary credential program at CSUS)
- (1) EDTE 330B Educational Technology in the Classroom: Applications and Integration, Part II (EDTE 330A. Corequisite: Enrollment in a preliminary credential program at CSUS)

Note: The computer requirement is 3 units.

Requirements ■ Credential – Level I and Level II (SB 2042)

The Professional Clear credential is valid for five years and must be renewed at the end of each five-year interval. The candidate will need to complete “Professional Growth” requirements to renew the credential. A manual describing these requirements will be distributed with the Professional Clear Credential.

The Level II Program is not available at CSUS for students who hold a Level I Multiple Subject or Single Subject Credential. However, the Level II Program is available at CSUS for only those students who hold a Level I Special Education Credential. For further information on Level II programs, please contact the Department of Special Education, Rehabilitation and School Psychology, Eureka Hall 316, (916) 278-4081. Level II programs for those who already hold a Level I (2042) Multiple and Single Subject Credential are frequently offered through school districts and/or County Offices of Education.

Upon satisfactory completion of the following requirements, the candidate is eligible for the Level I Credential, which is valid for five years, and is NOT renewable: (1) the baccalaureate degree, (2) subject matter competency, (3) the teacher preparation program (the 2042 credential program), (4) a college course or examination pertaining to the U.S. Constitution, and (5) passing the CBEST.

Note: Information sheets on added and supplementary authorizations can be picked up at the Credentials Office, Eureka Hall 209.

Reading/Language Arts Specialist Credential

A graduate student may earn a Reading/Language Arts Specialist Credential (issued by CCTC) by completing the courses listed below. This credential prepares teachers for literacy related teaching positions preK through 12 as well as for leadership roles at school and district levels. Enrollment in the Master’s program is not required provided that the following admission requirements are met.

Note: Teachers must have three years of teaching experience before the Reading/Language Arts Specialist Credential can be awarded.

Specific Admission Requirements

Admission to the Reading/Language Arts Specialist Credential requires:

- a valid California Basic Teaching Credential (e.g., Multiple Subject or Single Subject Credential);

- a minimum 3.0 GPA in the last 60 units;
- successful completion of a basic course in the Teaching of Reading from an accredited university; if reading methods course is older than seven years, must show evidence of: a) current staff development in Language and Literacy by participation in workshops, institutes, etc. (candidates must show documentation); or b) passing the RICA test within the past seven years; and
- completion of the Reading/Language Arts Specialist Credential Application (available in Eureka Hall 203 and on the Web at <http://edweb.csus.edu/departments/edte/graduate.html>).

Requirements ■ Credential – Reading/Language Arts Specialist

Required Courses (24 units)

Tier I (Take these courses first.)

- (3) EDTE 200 Practicum in Decoding and Fluency: Assessment and Instruction
- (3) EDTE 201 Practicum in Comprehension: Assessment and Instruction
- (3) EDTE 203 Teaching and Assessing Writing in the PreK through 12 classroom
- (3) EDTE 205 Psychology and Sociology of Literacy Instruction

Tier II (Take these courses ONLY after completion of Tier I.)

- (3) EDTE 202 Language and Literacy Development in Multicultural Settings
- (3) EDTE 206 Leadership in Literacy
- (3) EDTE 207 Advanced Practicum in Reading Difficulties: Assessment and Intervention
- (3) EDTE 209 Literature for the Diverse PreK-12 Classroom: Issues, Models and Strategies

Certificate Programs

Requirements ■ Certificate of Competency – Educational Technology

Minimum required GPA: 3.0 for all courses in the certificate program. Applicants must complete an Enrollment Form for Certificate in Educational Technology available in Eureka Hall 203, or on the Web at <http://edweb.csus.departments/edte/graduate.html>.

A graduate student may earn a certificate in Educational Technology by completing four 3-unit courses. These courses provide the competencies needed by teachers and curriculum specialists to integrate technology into the curriculum, scaffold its inclusion in instruction, and disseminate that knowledge via appropriate staff-development needs.

The courses for this certificate are recognized by the CCTC as fulfilling the Supplementary Authorization for Computer Concepts and Applications, which is required by many districts for teaching computer-based courses or managing labs.

Enrollment in the master's program is **not** required provided prerequisites are met, including having a teaching credential or being enrolled in a credential program. Students interested in seeking a master's degree should register in no more than 6 units prior to applying for classified standing in a MA program.

A. Prerequisites:

A valid teaching credential **OR** enrollment in a credential program **AND**

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| (3) | EDTE 230 | Introduction to Computers in the Classroom OR |
| (1) | EDTE 330 | Educational Technology Laboratory OR |
| (2) | EDTE 330A | Educational Technology in the Classroom: Applications and Integration, Part I AND |
| (1) | EDTE 330B | Educational Technology in the Classroom: Applications and Integration, Part II |
| | EDTE 330 | Educational Technology Laboratory |

B. Required Courses

Option 1 (12 units)

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| (3) | EDTE 232 | Educational Applications of Computers (EDTE 230 or EDTE 330A and EDTE 330B; or EDS 271A/B; or equivalent) |
| (3) | EDTE 233 | Teaching Problem-Solving with Educational Technology (EDTE 230 or EDTE 330A and EDTE 330B; or equivalent) |
| (3) | EDTE 234 | Curriculum and Staff Development with Educational Technology (EDTE 232, or equivalent) |
| (3) | EDTE 235 | Enhancing Curriculum with Multimedia and the Web (EDTE 232 or equivalent) |

OR

Option 2 (12 units)

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| (3) | EDTE 281 | Tools and the Curriculum |
| (3) | EDTE 283 | Staff Development and Presentation Applications |
| (3) | EDTE 284 | Problem Solving and Project Development |
| (3) | EDTE 285 | Technology and Modern Practices |

Requirements ■ Certificate of Competency – Mathematics Education

A graduate student may earn a Certificate in Mathematics Education by completing the following courses. Enrollment in the master's program is not required provided that admission requirements are met, including having a teaching credential or being enrolled in a credential program.

Required Courses (12 units)

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| (3) | EDTE 220 | Seminar in Mathematics Education |
| (3) | EDTE 221 | Curriculum Development in Mathematics Education |
| (3) | EDTE 222 | Teaching Mathematics in the Twenty-First Century |
| (3) | EDTE 386 | Secondary School Mathematics |

Requirements ■ Certificate of Competency – Reading

A graduate student may earn a Reading Certificate (issued by CCTC) by completing the courses listed below. This certificate is specifically designed by the State to prepare teachers for Miller Unruh reading positions serving underachieving students in the primary grades. Enrollment in the Master's program is not required provided that the following admission requirements are met.

Note: Teachers must have three years of teaching experience before the Reading Certificate can be awarded.

Specific Admission Requirements

Admission requires:

- a valid California Basic Teaching Credential (e.g. Multiple Subject or Single Subject Credential);
- a minimum 3.0 grade point average in the last 60 units attempted;
- successful completion of a basic course in the Teaching of Reading from an accredited university; if reading methods course is older than seven years, must show evidence of: a) current staff development in Language and Literacy by participation in workshops, institutes, etc. (Candidates must show documentation); or b) passing the RICA test within the past seven years; and
- completion of the Reading/Language Arts Specialist Credential Application or Reading Certificate (available in Eureka Hall 203 and on the Web at <http://edweb.csus.edu/departments/edte/graduate.html>).

Required Courses (12 Units)

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| (3) | EDTE 200 | Practicum in Decoding and Fluency: Assessment and Instruction |
| (3) | EDTE 201 | Practicum in Comprehension: Assessment and Instruction |
| (3) | EDTE 203 | Teaching and Assessing Writing in the PreK-12 Classroom |
| (3) | EDTE 205 | Psychology and Sociology of Literacy Instruction |

Graduate Programs

General Admission Requirements

All graduate degree programs in the Department of Teacher Education require a baccalaureate degree.

The following general requirements and procedures apply to all MA in Education programs except as noted in specific additional requirements listed with individual degree options below.

General Admission Procedures

Students are required to apply by April 1 for the following fall or October 1 for the following spring. These are firm deadlines. Applications received after April 1 for fall or October 1 for spring will be returned to applicants.

These deadlines are established to allow time for admission before Computer Access to Student Personal and Enrollment Records (CASPER). All prospective graduate students, including CSUS graduates, must file the following with the CSUS Office of Graduate Studies, River Front Center 206, (916) 278-6470:

- an online application for graduate admission; and
- two sets of official transcripts from all colleges and universities attended, *other than CSUS*.

Approximately six weeks after receipt of all items listed above, a decision regarding admission will be mailed to the applicant.

General Advancement to Candidacy Procedures

Each student must file an application for Advancement to Candidacy indicating a proposed program of graduate study. This procedure should begin as soon as the classified graduate student has:

- removed any deficiencies in admission requirements, and
- completed at least 12 units of courses in the graduate program (see Degree Requirements) with a minimum 3.0 GPA, and
- passed the Writing Proficiency Examination (WPE) or secured approval for a WPE waiver.

Advancement to Candidacy forms are available in the Office of Graduate Studies or the department office. The student fills out the form after planning a degree program in consultation with the Graduate Program Coordinator. The form must be submitted to the Teacher Education Department office and the Office of Graduate Studies for approval.

Approved Master's Thesis/Project Format: *American Psychological Association (APA) - Latest edition.*

Project and Thesis courses require the student to file and have an approved Culminating Experience Proposal. The reservation form for fall semester is due by March 15 and the reservation form for spring is due by October 15. The proposal requires the approval of the Culminating Experience Chair and Graduate Coordinator. (Check in the Department office for the policies regarding Report in Progress ("RP") grades and continuous enrollment.)

Prior to graduation, an application for graduation must be filed in the Office of Graduate Studies by the deadline date published in the *Class Schedule*. In addition, all course work leading to the master's degree must be completed within a seven-year period.

Requirements ■ Master of Arts in Education – Behavioral Sciences Option - Women's Studies

Units required for the MA: 30

Minimum required GPA: 3.0

No units with a grade lower than "C" may apply toward the degree.

Courses in parenthesis are prerequisites.

The Master of Arts in Education with the Behavioral Sciences Option, offers a special study area in Women's Studies. The program offers 1) the opportunity to take courses that focus on the role of women from the points of view of the various disciplines from other University departments; 2) the opportunity to take courses that focus on the educational needs of ethnic and older women; 3) the opportunity to focus on the developmental needs of the young for a nonsexist education; and 4) the possibility for internships with state and local governments and school districts. The program offers an emphasis on women as agents of social change and flexible course selection to emphasize research interests in women's issues.

Specific Additional Admission Requirements

General Admission Requirements/Procedures for MA in Education apply, plus

- a minimum 2.5 GPA in the last 60 units attempted;
- an approved statement of purpose; and
- an oral interview.

Note: The Department of Teacher Education requires each student to purchase the *Department of Teacher Education Graduate Student Handbook*, available in the Hornet Bookstore.

A. Required Courses (12 units)

- (3) EDTE 165 Sex Role Stereotyping in American Education (Passing score on the WPE)
- (3) EDTE 250 Educational Research
- (3) EDTE 251 Education for a Democratic, Pluralistic Society
- (3) EDTE 266 Women and Education

B. Electives (15 units)

Select 15 units of elective courses in consultation with the Graduate Program Coordinator in Behavioral Sciences in Education, Women's Studies focus. The units must be selected from: Women's Studies core courses; Women's Studies cross-listed courses; or other courses specifically approved by the Graduate Program Coordinator. At least nine of the elective units must be at the 200 level.

C. Culminating Requirement (3 units)

- (3) EDTE 506 Culminating Experience: Behavioral Sciences–Women's Studies (EDTE 250, EDTE 290)

Note: Credit is given upon completion of a thesis, project, or other approved culminating experience for the Master of Arts in Education (Behavioral Sciences–Women's Studies). Open only to the graduate student who has been advanced to candidacy for the master's degree and has secured the permission of his/her Culminating Experience Chair and the Graduate Coordinator. All forms may be obtained in the department office, Eureka Hall 203, the *Department of Teacher Education Graduate Student Handbook*, and on the Web at <http://edweb.csus.edu/departments/edte/graduate.html>.

Requirements ■ Master of Arts in Education— Curriculum and Instruction Option

Units required for the MA: 30 units

Minimum required GPA: 3.0

No units with a grade lower than “C” may apply toward the degree.

Courses in parenthesis are prerequisites.

The **Master of Arts degree in Education** with a concentration in Curriculum and Instruction is designed to provide professional and specialized preparation for the candidate interested in acquiring knowledge and skills essential for the design and development of curriculum and related instructional practices. The program provides a variety of options for candidates to develop and enhance expertise in a particular field of interest such as educational technology, mathematics education, language and literacy, and other specializations related to elementary, middle school, and secondary education. For information on the Master of Arts in Education with a concentration in Curriculum and Instruction, contact the Graduate Program Coordinator. A list of Graduate Program Coordinators is on the web <http://edweb.csus.edu/departments/edte/advisors.html>.

Specific Additional Admission Requirements

General Admission Requirements/Procedures for MA in Education apply, plus

- a valid teaching credential or Graduate Program Coordinator and Department approval for waiving this requirement; and
- a minimum 3.0 GPA in the last 60 units attempted.

Applicants who have deficiencies in admission requirements that can be removed by specified additional preparation may be admitted with conditionally classified status. Any deficiencies will be noted on a written response to the student’s admission application.

Note: The Department of Teacher Education requires each student to purchase the *Department of Teacher Education Graduate Student Handbook* available in the Hornet Bookstore.

A. Required Courses (15 units)

- (3) EDTE 226 Seminar: Strategies for Teachers
- (3) EDTE 227 Seminar in Curriculum and Instruction, K-12 (EDTE 250)
- (3) EDTE 250 Education Research
- (3) EDTE 251 Education for a Democratic, Pluralistic Society
- (3) EDTE 290 Seminar in Culminating Experience (Instructor permission)

B. Other Course Requirements (12 units)

Twelve elective units in Curriculum and Instruction course work are to be selected by the student in consultation with the Graduate Program Coordinator. Students may focus their elective units in a program of their interest or select courses from various programs. At least three of the elective units must be at the 200 level. Examples of Curriculum and Instruction elective

programs include: Educational Technology, Mathematics Education, Language and Literacy, and Gender Equity.

Some elective areas, such as Arts in Education and National Board Certification, are offered in cohort groups. These cohorts are started as resources allow. Information regarding planned cohorts is available in the Department office, Eureka Hall 203, (219) 278-6155.

With Graduate Program Coordinator approval, program courses may include **one** of the following:

- 3 transfer elective units
- 3 units of 300-level methods courses
- 3 units of extension credit

C. Culminating Requirement (3 units)

- (3) EDTE 505 Culminating Experience: Curriculum and Instruction (EDTE 250 and EDTE 290)

Note: Credit is given upon completion of a thesis, project, or other approved culminating experience for the Master of Arts in Education (Curriculum and Instruction). Open only to the graduate student who has been advanced to candidacy for the master’s degree and has secured the permission of his/her Culminating Experience Chair and the Graduate Coordinator. All forms may be obtained in the Department office, the *Department of Teacher Education Graduate Student Handbook*, and on the Web at <http://edweb.csus.edu/departments/edte/graduate.html>.

Requirements ■ Master of Arts in Education – Educational Technology Option

Units required for the MA: 30

Minimum required GPA: 3.0

No units with a grade lower than “C” may apply toward the degree.

Courses in parenthesis are prerequisites.

This program uses a combination of face-to-face and online meetings. It is a rigorous 18-24 month program focusing on technical, curricular, and leadership skills. Instruction is centered on the learner and on what is required of educators in today’s technologically-rich learning environment. Course work is project-oriented, utilizing innovative electronic portfolios focusing on reflective learning practices and review by peers and colleagues. The Master of Arts in Education, Educational Technology, encompasses a wide variety of academic, technical, and practical exposures, certifying that holders of the degree are highly competent teaching strategists, leaders, and presenters. Participants in the program not only learn to integrate relevant teaching strategies with current technologies, but are expected to develop new procedures that augment learning through the use of technology. Students focus on developing multimedia and web-based delivery skills as a means for teaching and learning, as well as on building a practical understanding of hardware, software and network applications. This program is offered only in cohort groups. Check with the Department (imet.csus.edu or (916) 278-6155) for the next start date.

Specific Additional Admission Requirements

General Admission Requirements/Procedures for MA in Education apply, plus

- a minimum 3.0 overall GPA in the last 60 units attempted;
- a valid teaching credential or Graduate Program Coordinator **AND** Department approval for waiving this requirement; and
- applicants must be proficient in using the Internet for e-mail, downloads, and web searches. Applicants must have demonstrated successful use of computer technology within the classroom and must be familiar with installing software, navigating through a hard drive, choosing printers, and logging on to a network.

Note: The Department of Teacher Education requires each student to purchase the *Department of Teacher Education Graduate Student Handbook*, available in the Hornet Bookstore.

A. Required Courses (27 units)

- (3) EDTE 250* Education Research
- (3) EDTE 251* Education for a Democratic, Pluralistic Society

The following courses require acceptance into Master of Arts (Educational Technology); the courses are not open to students who have not been admitted to the program:

- (3) EDTE 280 Fundamentals of Online Pedagogy
- (3) EDTE 281 Tools and the Curriculum
- (3) EDTE 282 Strategies for Application and Presentation
- (3) EDTE 283 Staff Development and Presentation Applications
- (3) EDTE 284 Problem Solving and Project Development
- (3) EDTE 285 Technology and Modern Practices
- (3) EDTE 286 Special Topics in Educational Technology

*These courses must be taken as part of the Educational Technology cohort. The Educational Technology course work is integrated into these courses.

B. Culminating Requirement (3 units)

- (3) EDTE 507 Culminating Experience: Educational Technology (Graduate Program Coordinator approval)

Note: Credit is given upon completion of a thesis, project or other approved culminating experience for the Master of Arts in Education (Educational Technology). Open only to the graduate student who has been advanced to candidacy for the master's degree and has secured the permission of the Graduate Program Coordinator.

Requirements ■ Master of Arts in Education – Language and Literacy Option

Units required for the MA: 33

Minimum required GPA: 3.0

No units with a grade lower than “C” may apply toward the degree.

Courses in parenthesis are prerequisites.

The Master of Arts in Education with a Language and Literacy Option is designed for the administrator, the classroom teacher, and the specialist teacher of language and literacy for all types of children, youth, and adults. The program includes required courses in Professional Education and selected courses in language and literacy.

Specific Additional Admission Requirements

Admission as a classified graduate student in Education, Language and Literacy Option, requires:

- a valid California Basic Teaching Credential (e.g. Multiple Subject or Single Subject Credential);
- a minimum 3.0 GPA in the last 60 units attempted; and
- successful completion of a basic course in the Teaching of Reading from an accredited university; if reading methods course is older than seven years, must show evidence of: a) current staff development in Language and Literacy by participation in workshops, institutes, etc. (candidates must show documentation); or b) passing the RICA test within the past seven years.

Applicants who have deficiencies in admission requirements that can be removed by specified additional preparation may be admitted with conditionally classified graduate status. Any deficiencies will be noted on a written response to the student's admission application.

Note: The Department of Teacher Education requires each student to purchase the *Department of Teacher Education Graduate Student Handbook*, available in the Hornet Bookstore.

A. Required Courses (21 units)

Tier I (Take these courses first.)

- (3) EDTE 200 Practicum in Decoding and Fluency: Assessment and Instruction
- (3) EDTE 201 Practicum in Comprehension: Assessment and Instruction
- (3) EDTE 203 Teaching and Assessing Writing in the PreK-12 classroom
- (3) EDTE 205 Psychology and Sociology of Literacy Instruction

Part II (Take these courses ONLY after you have completed Tier I.)

- (3) EDTE 202 Language and Literacy Development in Multicultural Settings
- (3) EDTE 206 Leadership in Literacy
- (3) Select **one** of the following:
 - EDTE 207 Advanced Practicum in Reading Difficulties: Assessment and Intervention **OR**
 - EDTE 209 Literature for the Diverse PreK-12 Classroom: Issues, Models and Strategies

B. Other Required Courses (6 units)
(see *Graduate Program Coordinator regarding preferred sequence*)

- (3) EDTE 250 Education Research
- (3) EDTE 251 Education for a Democratic Pluralistic Society

C. Culminating Requirement (6 units)

- (3) EDTE 290 Seminar for Culminating Experience (Instructor permission)
- (3) EDTE 503 Culminating Experience: Language and Literacy (EDTE 250, EDTE 290)

For approved Department Thesis/Project format, information about registration and graduation requirements, see Department of Teacher Education, Graduate Degree Program - Common Requirements.

Note: Credit is given upon completion of a thesis, project, or other approved culminating experience. For the Master of Arts in Education (Language and Literacy). Open only to the graduate student who has been advanced to candidacy for the master's degree and has secured the permission of his/her Culminating Experience Chair and the Graduate Coordinator. All forms may be obtained in the Department office, the *Department of Teacher Education Graduate Student Handbook*, and on the Web at <http://edweb.csus.edu/departments/edte/graduate.html>.

Lower Division Courses

EDTE 099. Special Problems. Individual projects designed especially for students capable of independent study. **Note:** Departmental petition required. Graded Credit/No Credit. 1-3 units.

Upper Division Courses

Upper division standing is required for enrollment in any 100-series courses

EDTE 103. Tutoring Children. After learning basics of tutoring in reading, students spend most of the class time in public schools as tutors. Weekly seminars with the supervisor focus on problems of motivating and teaching children. Strongly recommended for those students considering teaching as a career. **Note:** Does not substitute for any course in the basic teacher credential program. Graded Credit/No Credit. 3 units.

EDTE 116. The Psychology of Instruction. Introduction to professional pedagogy, including a thorough analysis of the Teaching Performance Expectations. Information, strategies, and practical experience in designing and reflecting on lesson and unit plans with an emphasis on strategies for contextualizing teaching learning. **Prerequisite:** Admission to the Single Subject Credential Program. 3 units.

EDTE 117A. Foundational Issues in a Pluralistic Society A. Critical analysis of purposes and processes of public schooling, including an examination of the sociopolitical relationship between public schools and society, and the relationship between culture, community, achievement, educational theory and practice. Emphasis on the social, cultural, historical and philosophical foundations of education; theories of learning; and ethno-cultural, social, emotional and cognitive development. Students examine their attitudes regarding gender, sexuality, race, language and ability. Students develop a philosophy of education for our

multicultural and democratic society. **Prerequisite:** Admission to Multiple Subject Credential Program. Graded Credit/No Credit. 3 units.

EDTE 120. Literature for Children. Historical and modern children's literature; standards of selection and acquaintance with the leading authors and illustrators; procedures and practices in methodology. 3 units.

EDTE 165. Sex Role Stereotyping in American Education. Survey course designed to introduce students to the educational problems and practices resulting from societal sex role stereotyping. It analyzes the specific effects of sex and race stereotyping in the total school setting. **Prerequisite:** Passing score on the WPE. 3 units.

EDTE 194. Cooperative Education Experience. Cooperative Education (Coop) relates academic theory to professional practice by providing paid work experience in the student's major field of study and academic credit. Students receive supervised employment in school districts, state and community agencies, companies and other appropriate settings. Requires weekly meetings preparation of application packet, completion of field study assignment and a written final report. **Note:** Units may not be used to meet course work requirements. **Prerequisite:** Upper division status. May be repeated once for credit. Graded Credit/No Credit. 3 units.

EDTE 196. Experimental Offerings in Education. Offered in the various fields of education in response to student needs. 2-3 units.

EDTE 199. Special Problems. Individual projects designed especially for students capable of independent study. Admission by written approval of the instructor and department chair. Graded Credit/No Credit. 1-3 units.

Graduate Courses

Graduate standing is required for 200-series course enrollment.

EDTE 200. Practicum in Decoding and Fluency: Assessment and Instruction. Research, practice, and issues related to decoding, spelling, and fluency instruction from preschool through adult with applications to classroom teaching. Includes a practicum for assessing and tutoring students having difficulty in decoding. **Prerequisite:** Graduate standing, valid teaching credential and current preservice reading course or equivalent. 3 units.

EDTE 201. Practicum in Comprehension: Assessment and Instruction. Research, practice and issues related to vocabulary, background knowledge, and comprehension and study strategies from preschool through adult with applications for classroom teaching. Topics include motivation, metacognition, and strategic reading. Analysis of formal and informal assessment measures with a focus on utility, reliability, and validity. In the practicum portion, teachers assess and tutor students with reading difficulties. 3 units.

EDTE 202. Language and Literacy Development in Multicultural Settings. Research and theory related to the nature of culture, first and second language acquisition, schooling and literacy development. Implications of the research and theory for working with pre-K children through adults in group contexts. 3 units.

EDTE 203. Teaching and Assessing Writing in the Pre-K through 12 Classroom. Writing assessment and instruction in pre-K through 12 classrooms and other settings is the dominant focus. Topics include research and theoretical models of composi-

tion, classroom-based instructional approaches to process writing instruction, writing assessment and writing strategies to improve reading comprehension and writing instruction in a social context. 3 units.

EDTE 204. Systematic Instruction in Reading for Spanish Speaking Students. Teaching Spanish-speaking children including those with learning disabilities utilizing a systematic, explicit and direct approach - a special education methodology found to be effective with students with learning disabilities; prereading and beginning reading, a comparison of the structure of the Spanish and English languages, with implications for teaching limited and proficient Spanish-speaking students effectively utilizing direct instruction; using curriculum that is research based and utilizes systematic, explicit instruction. **Prerequisite:** EDS 220 or instructor permission. Cross-listed as EDS 204; only one may be counted for credit. 3 units.

EDTE 205. Psychology and Sociology of Literacy Instruction. Overview of quantitative and qualitative research in the psychology and sociology of literacy, focusing on seminal and current research. Participants analyze research and address implications for classroom practice. Further, participants generate their own individual Action Research proposals for peer review based on research and teaching experience. 3 units.

EDTE 206. Leadership in Literacy. Provides field experiences for applying theoretical understandings about contemporary schooling policies, as well as a venue for expanding the role of leadership in literacy to meet the needs of the broader community. Also provides candidates with opportunities to incorporate understandings about literacy and the content of cultures to field actions related to their personal professional development. 3 units.

EDTE 207. Advanced Practicum in Reading Difficulties: Assessment and Intervention. Evaluation and use of materials and techniques for assessing and teaching decoding, spelling, and comprehension across ages, languages, developmental levels, and diverse backgrounds. Examination of models of reading disability and of intervention programs for students and adults with varying degrees of disability. Application through assessment, instruction, and compilation of a case study of a student or adult with reading and/or spelling difficulties. Permission of instructor required for those wishing to take the course as an elective. 3 units.

EDTE 209. Literature for the Diverse Pre- K through 12 Classroom: Issues, Models and Strategies. Analyze state and national issues related to the use of juvenile literature in schools. Evaluate models and strategies for employing quality literature (fiction and non-fiction) effectively in the Pre-K through 12 multicultural classroom. Building upon research and genre overview, each participant will develop instructional materials and strategies such as booklists, storytelling, textsets, read-alouds, and web-based literature activities for students and support materials for parents. 3 units.

EDTE 214. Assessment of Text, Content, and Learners. Focuses on assessment, grounded in sound conceptual and scientific bases, of learners between the ages of 3 and adult. Assessment is considered in the context of historical, social, political, legal, educational, and ethical trends and concerns, including issues of socio-cultural diversity and individual differences as they relate to accurate appraisal of what learners know how to do. 3 units.

EDTE 220. Seminar in Mathematics Education. Research of mathematical instruction trends, problems of teaching math and successful mathematics programs. 3 units.

EDTE 221. Curriculum Development in Mathematics Education. Examining successful curricular materials and techniques for use with slow, average and rapid learners of mathematics, and programs directed at the non-college-bound population. Creating materials for exceptional as well as for average learners. 3 units.

EDTE 222. Teaching Mathematics in the Twenty-First Century. Investigation of issues and trends being faced by elementary and secondary teachers in California. An overall goal is to develop a significant body of examples of successful mathematics teaching, designed to be useful with learners from all of California's diverse student population. 3 units.

EDTE 226. Seminar: Strategies for Teachers. Seminar focuses on analyzing various teaching strategies used in classrooms, K-12. Teaching strategies will be analyzed to identify teacher competencies and learning outcomes. Additional attention will be given to appropriate classroom management strategies. 3 units.

EDTE 227. Seminar in Curriculum and Instruction, K-12. Individual and group study of current programs, issues, trends and research in elementary and secondary instruction and curricular areas. **Prerequisite:** EDTE 250. 3 units.

EDTE 228. Introduction to Ethnomathematics. Students will learn aspects of mathematical modeling used to uncover mathematics as used in non-school contexts, a basic premise to ethnomathematics is that the mathematics found in other traditions is strongly influenced by, indeed reflects, a given individual's cultural heritage and world view. Students examine alternative mathematical thought practices of other, mainly nonwestern cultures; consider how mathematical topics that include cultural connections to numbering and systems of organization, geometry and perceptions of time and space. 3 units.

EDTE 230. Introduction to Computers in the Classroom. Practical introduction to the use and applications of computer-based technologies in the K-12 grade classroom. Major topics include basic computer terminology and functions, educational software evaluation and integration into instruction, using telecommunication, multimedia authoring and issues relating to the impact of computers in a democratic society. No prior experience with computers required. 3 units.

EDTE 232. Educational Applications of Computers. Examines how application programs such as word processing, database management, spreadsheets and presentation tools can be used as part of the teaching, management and learning processes. Also includes instruction on the setup and management of telecommunications and classroom networks. **Prerequisite:** EDTE 230 or EDTE 231; or EDTE 330A and EDTE 330B; or EDS 271A and EDS 271B; or equivalent. 3 units.

EDTE 233. Teaching Problem-Solving with Educational Technology. Examines the theoretical presuppositions underlying the use of educational technology to teach problem-solving, conditions under which problem-solving opportunities are likely to arise, computer programming as a problem-solving medium and the potential of software programs designed to teach problem-solving skills. Includes Internet-based problem-solving and

principles of distributed learning. **Prerequisite:** EDTE 230 or EDTE 231; or EDTE 330A and EDTE 330B; or equivalent. 3 units.

EDTE 234. Curriculum and Staff Development with Educational Technology. Provides the student with an in-depth understanding of the principles and processes of analyzing curriculum for the purpose of integrating educational technology at the classroom, school and district levels. Students will analyze curricula, identify appropriate technology applications, and create plans for establishing, monitoring, and evaluating technology-based programs. Special emphasis will be placed on professional development. **Prerequisite:** EDTE 232 or equivalent. 3 units.

EDTE 235. Enhancing Curriculum with Multimedia and the Web. Provides the student with an in-depth understanding of the principles of multimedia and web-based design. Students will apply these principles to developing curriculum for the technology-infused classroom. Intensive hands-on experience in the development of Web and multimedia including video based on principles of human information processing and aesthetics. **Prerequisite:** EDTE 232 or equivalent. 3 units.

EDTE 250. Education Research. Studies qualitative and quantitative methods in the development of reliable knowledge in the field of education. Includes identification and formulation of research problems, research designs and presentation of reports representative of different research strategies. Classified students are encouraged to take this course early in their graduation programs. 3 units.

EDTE 251. Education for a Democratic, Pluralistic Society. Advanced study of social and psychological issues which need to be considered in education relating to the client, the educator, the community and society. Addresses implications of theories of learning, assessment, individual differences and social/political influences. 3 units.

EDTE 266. Women and Education. Examination and analysis of methods, practices and materials prevalent in educational institutions, at all levels and their ultimate effect on the female both as an individual and as a member of society. Students will examine the limiting factors in their own sex-role socialization and the dangers of perpetuating them in their own teaching. 3 units.

EDTE 267. The Human Brain and Its Function for Effective Teaching and Learning. Brain-based teaching and learning practices are related directly to the functions of the limbic system; the frontal, parietal, temporal and occipital lobes; and the reticular activating system, brainstem and vestibular apparatus. Students will understand why, from a brain perspective, certain learning/teaching practices are successful/unsuccessful. **Prerequisite:** Graduate status. 3 units.

EDTE 280. Fundamentals of Online Pedagogy. Introduces students to a variety of online instructional strategies and skills. Will include an introduction to distributed education, including synchronous and asynchronous modes of instruction, and their applications to instruction. **Prerequisite:** Acceptance into Master of Arts (Educational Technology). 3 units.

EDTE 281. Tools and the Curriculum. Seamlessly blends basic technological applications with established areas of the curriculum. Students will create and use word-processing, database, and spreadsheet applications as integrated facets of well-established

teaching strategies. Learning and applying strategies to new and unique problem-solving situations is expected. Participants in this cluster will use a number of procedures that enhance the use of communication tools including e-mail, online learning, and multimedia. In the process, students evaluate and synthesize theories of learning best suited to developing new instructional strategies. **Prerequisite:** Acceptance into Master of Arts (Educational Technology). 3 units.

EDTE 282. Strategies for Application and Presentation. Develops techniques for presenting and teaching thinking skills and problem solving in schools. Students research social and cultural problems as well as local and curricular problems and apply teaching strategies that develop higher-order thinking processes. Inquiry and problem-based strategies are used and integrated with technological applications. Students design Web-based units that focus on logic as well as creative thinking that lead toward a solution to curricular or social and cultural problems. **Prerequisite:** Acceptance into Master of Arts (Educational Technology). 3 units.

EDTE 283. Staff Development and Presentation Applications. Focuses on the need for staff development and on effective teaching practices. Explores the necessary elements that bring integrated technology to staff members. Students practice a variety of delivery methods for staff development that include multimedia, web site references and hands-on integrated curricular activities that teachers can use immediately with the available technology. **Prerequisite:** Acceptance into Master of Arts (Educational Technology). 3 units.

EDTE 284. Problem Solving and Project Development. Students will focus on integrating curriculum, equity, and/or staff development strands into an overall educational technology implementation strategy. Complex problem-solving techniques, research, distributed learning, methodology, and evaluation will be emphasized. **Prerequisite:** Acceptance into Master of Arts (Educational Technology). 3 units.

EDTE 285. Technology and Modern Practices. Students will learn to understand, construct, and manage communications-based technologies in educational settings. Focuses on modern communications technology, terminology, educational practices, and instructional technology strategies. Emphasis will be placed on mentoring, management, and leadership. **Prerequisite:** Acceptance into Master of Arts (Educational Technology). 3 units.

EDTE 286. Special Topics in Educational Technology. Development and innovations in modern technology, especially as related to teaching and learning. Composition will vary from semester to semester and over time. However, it will consistently utilize cutting-edge technology to support teaching and learning. **Prerequisite:** Acceptance into Master of Arts (Educational Technology). 3 units.

EDTE 290. Seminar in Culminating Experience. Seminar to focus on topics/elements/expectations to be included in the culminating experience: defining and narrowing a topic for study; abstract writing; differentiation of primary/secondary sources of evidence; development of organizational schemes for a literature review; computer searching; format requirements; time management; range and breadth of evidence for an adequately comprehensive review; connecting the review and project/thesis; writing style and quality; revisions and critical feedback; social/psychological dimensions of thesis/project process; data analysis and statistics help on campus for thesis. **Prerequisite:** Instructor permission. Graded Credit/No Credit. 3 units.

EDTE 294. Cooperative Education Experience. Cooperative Education (Co-op) relates academic theory to professional practice by providing paid work experience in the student's major field of study and academic credit. Students receive supervised employment in school districts, state and community agencies, companies and other appropriate settings. Requires weekly meetings, preparation of application packet, completion of field study assignment and a written final report. **Note:** Units may not be used to meet course work requirements. May be repeated once for credit **Prerequisite:** Open only to graduate students; consent of Department Chair. Graded Credit/No Credit. 3 units.

EDTE 296. Experimental Offerings in Education. Offered in various fields of education in response to student needs. 2-3 units.

EDTE 299. Special Problems. Individual projects at graduate 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. Graded Credit/No Credit. 1-3 units.

EDTE 304. Curriculum and Instruction in Elementary School Mathematics. Principles underlying a "meaning approach" to mathematics; procedures and techniques in developing the child's understanding of mathematics and his/her skill in computation. Discussion, participation in such classroom activities as presentations and demonstrations. 2 units.

EDTE 304A. Practicum in Mathematics Education. Opportunity to enhance basic mathematics methods course (EDTE 304) using manipulatives, technology (Web tools, spreadsheets, and online resources), structured peer microteaching of basic concepts, or other activity at the discretion of the course instructor and individual student. In order to raise the mathematics achievement and the technological literacy of our elementary school students and address the needs of our diverse student population, teacher education programs need to provide a stronger mathematics/technology foundation for our elementary school preservice teachers. The addition of a 50 minute optional lab which follows the 1 hour 50 minute methods class, would provide the opportunity to cover additional topics in more depth, strengthening the mathematical/technological knowledge base of the preservice teachers. **Prerequisite:** Admission to Multiple Subject Credential Program. **Corequisite:** EDTE 304. Graded Credit/No Credit. 1 unit.

EDTE 305. Curriculum and Methods in Elementary School Social Studies. Attitudes, knowledge and skills necessary to help children develop behavior essential for effective citizenship; stated objectives, organizing a course of study, methods of teaching. Discussion, participation in such classroom activities as panel discussions, presentations and demonstrations. 2 units.

EDTE 306. Curriculum and Instruction in Elementary School Science. Ways of organizing science education at the various elementary grade levels; demonstration techniques provided by laboratory experience. Discussion, participation in such classroom activities as panel discussions, presentations and demonstrations. 2 units.

EDTE 306A. Practicum in Science Education. Development and implementation of science activities for Multiple Subjects student teachers. Development of activities for primary and upper grades, including materials and worksheets. Optional course to be taken concurrently with EDTE 306. **Prerequisite:** Admission to Multiple Subject Credential Program and instructor permission. **Corequisite:** EDTE 306. Graded Credit/No Credit. 1 unit.

EDTE 307. Seminar in Problems of Teaching, A. Seminar discussions and observation and participation in the student teaching assignment prior to commencement of actual student teaching are required during the semester of student teaching. **Note:** May be repeated for credit. Graded Credit/No Credit. 1 unit.

EDTE 308. Classroom Management and Discipline. Explores a range of factors which contribute to, or inhibit, the creation of productive learning environments and the successful management of school classrooms. Students will build a repertoire of positive classroom management approaches that build on their understanding of student learning styles and educational and social aims. Individually, and through group work, they will examine classroom situations and student needs that are problematic, researching and generating solutions that meet immediate needs and develop effective future practices. Graded Credit/No Credit. 2 units.

EDTE 309B. Language and Literacy, B. Practice in developing those understandings, attitudes and competencies that will enable participants to become effective facilitators of language, literacy and reading growth for all learners. **Prerequisite:** Admission to Multiple Subject Credential Program and completion of EDTE 309A. 2 units.

EDTE 310A. Pedagogy A. Focus on the cycle of teaching: lesson planning, implementing, reflection and application. Introduction to classroom management and discipline; building a positive classroom community; creating a respectful, safe learning environment; gaining an understanding of professional attitudes, dispositions, expectations, and communication skills. Emphasis on differentiating instruction to individual needs of diverse learners. Field component will include observations of exemplary models of the cycle of teaching in public school settings. Lecture one hour; field study one hour. **Prerequisite:** Admission to Multiple Subject Credential Program. Graded Credit/No Credit. 2 units.

EDTE 310B. Pedagogy B. 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. **Prerequisite:** Admission to Multiple Subject Credential Program. Successful completion of EDTE 310A. Graded Credit/No Credit. 1 unit.

EDTE 310C. Pedagogy C. 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. **Prerequisite:** Admission to Multiple Subject Credential Program. Successful completion of EDTE 310B. Graded Credit/No Credit. 1 unit.

EDTE 314. Mathematics Curriculum and Instruction for the Diverse K-8 Classroom. 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. Lecture two hours; field study one hour. **Prerequisite:** Admission to Multiple Subject Credential Program. 3 units.

EDTE 315. History-Social Science Curriculum and Instruction for the Diverse K-8 Classroom. 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. Lecture two hours; field study one hour. **Prerequisite:** Admission to Multiple Subject Credential Program. 3 units.

EDTE 316. Science Curriculum and Instruction for the Diverse K-8 Classroom. 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. Lecture two hours; field study one hour. **Prerequisite:** Admission to Multiple Subject Credential Program. 3 units.

EDTE 317. Visual and Performing Arts Methods for the Diverse K-8 Classroom. Prepares candidates in multiple subjects to teach the visual and performing arts content standards for California public schools to all students, including English Learners, and special needs students, 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. **Prerequisite:** Admission to Multiple Subject Credential Program. Graded Credit/No Credit. 1 unit.

EDTE 319A. Language and Literacy I for the Diverse K-8 Classroom. Produces a working definition of literacy with implications for practice, and explores developmentally appropriate methods and materials for all learners including SDAIE adaptations for English Learners and special needs learners. Instructional strategies for teaching concepts about print, phonemic awareness, phonics, fluency, vocabulary, and comprehension of narrative text. Assessment that informs instruction; instruments to monitor literacy strengths, needs, interests, attitudes, and language development. Motivational factors that stimulate literacy development. Lecture two hours; field study one hour. **Prerequisite:** Admission to Multiple Subject Credential Program. 3 units.

EDTE 319B. Language and Literacy II for the Diverse K-8 Classroom. Extends understanding of literacy and the ability for planning and organizing literacy instruction to improve the performance of all learners, focusing on English Language and

special needs learners. Addresses oral language and writing forms, purposes, patterns of discourse, and how learners compose text using visual structures. Comprehension and study strategies to make expository text accessible to all learners. Planning lessons to expand vocabulary, and interpreting assessment data on an on-going basis. **Prerequisite:** Successful completion of EDTE 319A. 3 units.

EDTE 330. Educational Technology Laboratory. Technology laboratory delivered in the form of mini workshops, a Web-based resource center and one-on-one facilitation. Students will be supported as they develop a range of technology skills, build an electronic portfolio, and complete the technology assignments from course work and field experiences across their program. **Prerequisite:** Admission to Multiple Subject Credential Program. Graded Credit/No Credit. 1 unit.

EDTE 330A. Educational Technology in the Classroom: Applications and Integration, Part I. Introduction to the use and applications of computer-based technologies in the K-12 grade classroom. Consists of online, self-paced modules, and face-to-face sessions. The online modules will enable students to gain computer skills in a variety of areas, and will take an average of two hours each to complete. The face-to-face sessions will facilitate an effective application of the skills learned in the online modules, reflections on the technology integration students experience in their methods courses, and assist student teachers as they begin to compile an electronic portfolio of their work. Major topics include basic computer terminology and functions, educational software and web site evaluation and integration into instruction, using telecommunication, multimedia authoring, Web page design and issues relating to the impact of computers in a democratic society. **Prerequisite:** Students will be required to have a basic knowledge of word processing and e-mail. **Corequisite:** Enrollment in a preliminary credential program at CSUS. Graded Credit/No Credit. 2 units.

EDTE 330B. Educational Technology in the Classroom: Applications and Integration, Part II. Continuation of Educational Technology in the Classroom: Applications and Integration, Part I. Focuses on the use and applications of the computer-based technologies covered in EDTE 330A. Consists of face-to-face sessions, plus online discussions, as students complete an electronic portfolio of work started in EDTE 330A. The face-to-face sessions will facilitate the completion of the electronic portfolio. In addition, online discussions will be held where students reflect on the technology integration they experience in their methods courses. Major topics include basic computer terminology and functions, educational software and web site evaluation and integration into instruction, using telecommunication, multimedia authoring, web page design and issues relating to the impact of computers in a democratic society. **Prerequisite:** EDTE 330A. **Corequisite:** Enrollment in a preliminary credential program at CSUS. Graded Credit/No Credit. 1 unit.

EDTE 331. Educational Technology Laboratory Single Subject. Direct instruction, practice, and support in using technology as a tool in an educational setting, designed to prepare potential secondary teachers with the basic skills and knowledge necessary to use technology. **Note:** May be taken prior to or concurrently with first semester enrollment in the Single Subject Credential program. 1 unit.

EDTE 371A. Schools and Community I. Structured opportunities for student teachers to discuss, analyze, and reflect upon data gathered from their field placements. Attention given to policies, school law, resources, strategies, routines, and activities that contribute to the productive management of the school and classroom as locations for student engagement and learning. Special emphasis will be on English Language development and Special Needs student. **Note:** Assignments and activities are integrated with other core courses. **Prerequisite:** Acceptance into the CSUS Single Subject Credential Program. **Corequisite:** Enrollment in EDTE 470A. Graded Credit/No Credit. 3 units.

EDTE 371B. Schools and Community II. Structured opportunities for student teachers to discuss, analyze, and reflect upon data gathered from their field placements. Attention to policies, school law, resources, strategies, routines, and activities that contribute to productive management of the school and classroom as locations for student engagement and learning. Special emphasis on issues related to English language development, special needs students, the cycle to teaching and selection of artifacts for professional portfolios. **Prerequisite:** Acceptance into the Single Subject Teaching Credential Program. **Corequisite:** Enrollment in EDTE 470B. Graded Credit/No Credit. 3 units.

EDTE 372. Anthropology of Education. Applies educational anthropology to the cultural context of schooling, including factors contributing to social inequality and the conditions necessary for social justice. Introduction to a wide array of topics, including the “embeddedness” of classrooms as contact zones, curricular differentiation, classroom instruction, identity formation, and peer influence from a multiplicity of theoretical, substantive, methodological, and political perspectives, providing credential candidates the opportunity for personal reflection and professional growth. **Prerequisite:** Acceptance into the CSUS Single Subject Teaching Credential Program. Enrollment in semester one. 3 units.

EDTE 373A. Assessment Center Laboratory I. Individualized support for the infusion of technology into field experiences. Support for students as they build an electronic portfolio. Through consultation with field supervisors/liasons, assessment center instructor will also provide individualized support for the completion of the TPA tasks. **Prerequisite:** Admission to the Single Subject Credential Program. Enrollment in semester one. Graded Credit/No Credit. 2 units.

EDTE 373B. Assessment Center Laboratory II. Individualized support for the infusion of technology into field experiences. Support for students as they build an electronic portfolio. Through consultation with field supervisors/liasons, assessment center instructor will also provide individualized support for the completion of the TPA tasks. **Prerequisite:** Admission to the Single Subject Credential Program. Enrollment in semester two. Graded Credit/No Credit. 2 units.

EDTE 381. Student Teaching Seminar-Phase II. Student teacher centered course designed in a problem solving format focused primarily on the needs and alternative solutions to being a successful Phase II student teacher. Student teachers will address issues such as beginning teaching, classroom management, survival strategies, student evaluation, preparation for Phase 3 student teaching. **Prerequisite:** Successful completion of Phase I with current Phase 2 student teaching assignment. Graded Credit/No Credit. 1 unit.

EDTE 382. Seminar: Single Subject Student Teaching, Phase III. Role of the student teacher in the secondary school is the primary focus of this seminar, paying particular attention to the discussion of problems and issues facing credential candidates during their final steps in preparing for teaching. **Note:** Open only to students in Phase II and III of the Single Subject Preparation program. Graded Credit/No Credit. 2 units.

EDTE 383. Secondary School English and Speech. Curriculum, methods and materials of teaching English at the secondary level; analysis of the implications of research, student development and demonstration of methods and materials. Articulated with student teaching and should be taken the same semester. 3 units.

EDTE 384. Instruction and Assessment of Academic Literacy. Provides teacher candidates with the knowledge and skills required to teach in 7-12 content area classrooms. Candidates acquire skills related to literacy assessment, text selection, and formulating lesson plans to meet the needs of all learners. Students will develop understanding of aspects of literacy instruction, including reading strategies. Special attention will be given to English language learners and students with special needs. **Prerequisite:** Admission to Single Subject Credential Program. 3 units.

EDTE 385. Foreign Languages in the Secondary School. Problems of teaching foreign language; evaluation of methods in the light of objectives; discussion of techniques and source materials. Should be taken prior to or with student teaching. Discussion, participation in such classroom activities as panel discussions, presentations and demonstrations. 3 units.

EDTE 386. Secondary School Mathematics. Analyzes objectives and organization of instructional materials for secondary school mathematics; critical examination of experimental mathematics programs. Articulated with student teaching and should be taken the same semester. Activities include discussions, presentations and demonstrations. 3 units.

EDTE 387. Social Studies for the Secondary School. Curriculum arrangements, instructional methods-materials, recent developments and trends in secondary school social studies. Emphasis upon integrated teaching utilizing each of the social sciences disciplines. Discussion, participation in such classroom activities as panel discussions, presentations and demonstrations. 3 units.

EDTE 388. Secondary School Science. Techniques of presentation and methods of evaluation of secondary school science; should be articulated with student teaching. Activities include discussions, presentations, and demonstrations. 3 units.

EDTE 401. Observation and Participation in Schools. 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. **Corequisite:** EDTE 107. Graded Credit/No Credit. 2 units.

EDTE 420A. Student Teaching: Multiple Subject Credential. 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. **Prerequisite:** Admission to Teacher Preparation Program. Graded Credit/No Credit. 4 units.

EDTE 420B. Student Teaching: Multiple Subject Credential. 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. **Prerequisite:** Admission to Teacher Preparation Program. Graded Credit/No Credit. 10 units.

EDTE 421A. Student Teaching, Phase II. One semester of teaching multiple subjects in a public school classroom with diverse learners. First semester student teaching (EDTE 421A) is completed concurrently with integrated course work. **Prerequisite:** Successful completion of Phase I requirements. Graded Credit/No Credit. 4 units.

EDTE 421B. Student Teaching, Phase III. One semester of teaching multiple subjects in a public school classroom with diverse learners. Second semester student teaching (EDTE 421B) is completed concurrently with integrated course work. **Prerequisite:** Successful completion of Phase II requirements. Graded Credit/No Credit. 8-9 units.

EDTE 421C. Student Teaching, Phase III - CLAD. One semester of student teaching with integrated methods course work requires full-day participation of the student in settings which require additional competencies in special classrooms with supervisors who are qualified to evaluate student teachers in sheltered, ESL and other settings. **Prerequisite:** CLAD Program approval and successful completion of EDTE 421A. Graded Credit/No Credit. 8 units.

EDTE 421D. Student Teaching Internship - Multiple Subject Credential. Internship in Multiple Subject Credential Program, Phase III. Students are supervised in full-time teaching in a multiple or middle level school. **Note:** Limited to students who have satisfactorily completed all requirements in Phase II and have been approved by the Center Coordinator and the Teacher Preparation and Credentials office. Graded Credit/No Credit. 15 units.

EDTE 421E. Student Teaching Internship - Multiple Subject Credential-CLAD. Second semester student teaching internship with integrated methods course work requires full-day participation of students in settings which require additional competencies in special classrooms with supervisors who are qualified to evaluate interns in sheltered, ESL, and other settings. Students are supervised in full-time internship in a secondary or middle level school. **Prerequisite:** CLAD program approval; limited to students who have satisfactorily completed all requirements in Phase II and have been approved by the Center Coordinator and the Teacher Preparation and Credentials office. Graded Credit/No Credit. 15 units.

EDTE 430A. Student Teaching I: Basic Pathway. 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 course work and focuses primarily on planning, implementing and assessing instruction for small groups. **Prerequisite:** Admission to Multiple Subject Credential Program. Graded Credit/No Credit. 3 units.

EDTE 430B. Student Teaching II: Basic Pathway. 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 course work and focuses primarily on planning, implementing and assessing instruction for whole classes of students. **Prerequisite:** Successful completion of EDTE 430A. Graded Credit/No Credit. 11 units.

EDTE 431A. Student Teaching I - Multiple Subject Credential: BETEP Pathway. One semester of teaching multiple subjects in a public school classroom with diverse learners. First semester of student teaching (EDTE 431A) is completed concurrently with integrated course work and focuses primarily on planning, implementing and assessing instruction for small groups. **Prerequisite:** Admission to Multiple Subjects Credential Program. Graded Credit/No Credit. 2 units.

EDTE 431B. Student Teaching II - Multiple Subject Credential: BETEP Pathway. One semester of teaching multiple subjects in a public school classroom with diverse learners. Second semester of student teaching is completed concurrently with integrated course work and focuses primarily on planning, implementing and assessing instruction for whole classes of students. **Prerequisite:** Successful completion of EDTE 431A. Graded Credit/No Credit. 4 units.

EDTE 432. Student Teaching - Multiple Subject Credential: Evening Pathway. One semester of teaching multiple subjects in a public school classroom with diverse learners. This semester of student teaching is completed concurrently with integrated course work and includes planning, implementing and assessing instruction for small groups and whole classes of students. **Prerequisite:** Admission to Multiple Subject Credential Program. Graded Credit/No Credit. 14 units.

EDTE 433A. Student Teaching I - Multiple Subject Credential: Intern Pathway. One semester of teaching multiple subjects in a public school classroom with diverse learners. This semester of student teaching is completed concurrently with integrated course work and focuses primarily on planning, implementing and assessing instruction for small groups. **Prerequisite:** Admission to Multiple Subject Credential Program. Graded Credit/No Credit. 3 units.

EDTE 433B. Student Teaching II - Multiple Subject Credential: Intern Pathway. One semester of teaching multiple subjects in a public school classroom with diverse learners. This semester of student teaching is completed concurrently with integrated course work and focuses primarily on planning, implementing and assessing instruction for whole classes of students. **Prerequisite:** Successful completion of EDTE 433A. Graded Credit/No Credit. 6 units.

EDTE 470A. Student Teaching I: Secondary Schools. Provides candidates with field experiences of increasing complexity and responsibility as they engage in cycles of teaching. Public school assignment in a secondary school serving culturally and linguistically diverse community for one university semester with free periods of responsibility: English learner class, single subject content class, and an observation/consultation period. Observations and supervised teaching experiences will be systematic and structured. **Prerequisite:** Acceptance into the CSUS Single Subject Teaching Credential Program. **Corequisite:** Enrollment in EDTE 371A. Graded Credit/No Credit. 7 units.

EDTE 470B. Student Teaching II: Secondary Schools. Provides candidates with field experiences of increasing complexity and responsibility as they engage in cycles of teaching. Experiences will be systematic and structured. Student teachers will be placed for the public school's semester at a school serving linguistically and culturally diverse students. Candidates become more independent with primary responsibility for cycle of teaching with equivalent of three periods supervised teaching and one consultation period.

Prerequisite: The successful completion of EDTE 470A.

Corequisite: Enrollment in EDTE 371B. Graded Credit/No Credit. 13 units.

EDTE 480A. Student Teaching: Single Subject Credential. Two semesters of student teaching the single subject area for which credential recommendation is sought. Teaching experiences required at two grade levels and with different cultural groups. Intensive, realistic experiences with continuous and varied responsibilities. This first semester student teaching requires classroom teaching and participation in related out-of-class activities. Student teaching with integrated methods course work requires half-day participation. **Prerequisite:** Admission to Teacher Preparation Program. Graded Credit/No Credit. 4 units.

EDTE 480B. Student Teaching: Single Subject Credential. Second semester student teaching with integrated methods course work requires full-day participation of the student. Emphasis on classroom teaching. **Prerequisite:** Admission to Teacher Preparation Program. Graded Credit/No Credit. 10 units.

EDTE 480C. Student Teaching: Single Subject Credential-CLAD. Second semester student teaching with integrated methods course work requires full-day participation of the student in settings which require additional competencies in special classrooms with supervisors who are qualified to evaluate student teachers in sheltered, ESL and other settings. **Prerequisite:** CLAD Program approval and successful completion of EDTE 480A. Graded Credit/No Credit. 10 units.

EDTE 480D. Student Teaching Internship: Single Subject Credential. Internship in Single Subject Credential Program, Phase III. Students are supervised in full-time student teaching in a secondary or middle level school. **Note:** Limited to students who have satisfactorily completed all requirements in Phase II and have been approved by the Center Coordinator and the Teacher Preparation and Credentials office. Graded Credit/No Credit. 15 units.

EDTE 480E. Student Teaching Internship: Single Subject Credential-CLAD. Second semester student teaching internship with integrated methods course work requires full-day participation of students in settings which require additional competencies in special classrooms with supervisors who are qualified to evaluate interns in sheltered, ESL, and other settings. Students are supervised in full-time internship in a secondary or middle level school.

Prerequisite: CLAD program approval; limited to students who have satisfactorily completed all requirements in Phase II and have been approved by the Center Coordinator and the Teacher Preparation and Credentials office. Graded Credit/No Credit. 15 units.

EDTE 503. Culminating Experience: Language and Literacy. Completion of a thesis or project approved for the Master's degree.

Prerequisite: Advanced to candidacy and permission of his/her faculty advisor and the Department chair one full semester prior to registration. EDTE 250, EDTE 290. Graded Credit/No Credit. 3 units.

EDTE 505. Culminating Experience: Curriculum and Instruction. Completion of a thesis or project approved for the Master's degree. **Prerequisite:** Advanced to candidacy and permission of his/her faculty advisor and the Department chair one full semester prior to registration. EDTE 250 and EDTE 290. Graded Credit/No Credit. 3-4 units.

EDTE 506. Culminating Experience: Behavioral Sciences - Women's Studies. Completion of a thesis or project approved for the Master's degree. **Prerequisite:** Advanced to candidacy and permission of his/her faculty advisor and the Department chair one full semester prior to registration. EDTE 250 and EDTE 290. Graded Credit/No Credit. 3 units.

EDTE 507. Culminating Experience: Educational Technology. Completion of a thesis or project approved for the Master's degree. **Prerequisite:** Advanced to candidacy and permission of the faculty advisor and Department chair one full semester prior to registration. 3 units.