



NOTE:

This document is specific to the
2002-2004 printed catalog.



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 sociocultural 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.

PROGRAMS OFFERED

The Department of Teacher Education in the College of Education offers the following programs:

Master of Arts in Education:

- Behavioral Sciences in Education (Women's Studies)
- Curriculum and Instruction
- Early Childhood Education
- Educational Technology
- Language and Literacy

Basic Teaching Credentials:

- Multiple Subject (MS)
- Single Subject (SS)
- MS + SS with Middle Level Emphasis

Specialist Credential:

- Reading/Language Arts

Certificates of Competency:

- Computers in the Classroom
- Mathematics Education

Minor:

- Education (See College of Education)

FACULTY

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Department Office, Eureka Hall 203, (916) 278-6155

REFERENCE

For information on the Professional Education Components of the Multiple and Single Subject Teaching Credential programs, contact the Teacher Preparation Program office, Eureka Hall 216 (916) 278-6403.
web: <http://edweb.csus.edu/essc>

Teacher Education Department
College of Education, Eureka Hall 203
6000 J Street, Sacramento, CA 95819-6079
(916) 278-6155; FAX (916) 278-6643

For information on masters degrees, specialist credentials, and certificates, visit the web site for the Teacher Education Department at <http://edweb.csus.edu/departments/edte>

To obtain a CSUS application booklet, contact:
CSUS Admissions Office
6000 J Street, Sacramento, CA 95819-6048
(916) 278-6111

The CSUS Graduate Application is also available on the web.

BASIC TEACHING CREDENTIAL PROGRAMS

Multiple Subject Teaching Credential

The Multiple Subject Teaching Credential (MSTC) authorizes the holder to provide instruction in any self-contained classroom. In reality, 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 Praxis Exam, Multiple Subject Assessment for Teachers (MSAT). Students who wish to pursue a career in Special Education can earn a Mild/Moderate or Moderate/Severe Specialist Credential (a basic Multiple or Single Subject credential is not a prerequisite but can be earned concurrently). An Early Childhood Special Education program is also offered. The Special Education programs are described within the offerings of the Special Education, Rehabilitation, and School Psychology Department. Students with fluency in Spanish, Cantonese or a Southeast Asian language may earn a Bilingual Cross-cultural, Language and Academic Development (BCLAD) Emphasis. Students with knowledge and training in the teaching of second language learners may earn a CLAD Emphasis.

* 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.

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

The CLAD and BCLAD Emphases are Multiple Subject and Single Subject Credential options that prepare students for a credential authorization to work with students with limited English proficiency. The Cross-cultural Language and Academic Development Emphasis Credential (CLAD) authorizes the recipient to teach limited English proficient students in English language development settings. The Bilingual Cross-cultural Language and Academic Development Emphasis Credential (BCLAD) authorizes the recipient to teach limited English proficient students in bilingual instructional settings in the language of emphasis. For either option, additional coursework, language proficiency and modified fieldwork experiences are required. A CLAD or BCLAD authorization may only be earned by candidates who have been formally admitted to a CLAD or BCLAD preparation center. Students interested in the CLAD option can obtain additional information and advisement from the Teacher Preparation Program office (Eureka Hall 216). For additional information on the BCLAD option and advisement, contact the Bilingual/Multicultural Education Department (Eureka Hall 435D).

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.

Multiple Subject or Single Subject Credential with a Middle Level Emphasis

The Middle Level Emphasis Program is designed to prepare candidates to work with children during the critical transition period of grades five through eight. Students completing the Middle Level Emphasis Program earn either a Single Subject or Multiple Subject credential with a clearly stated addendum "Middle Level Emphasis," indicating that the holder has received an overview of either elementary or secondary instructional methods, but has been trained specifically to work with children in grades five through eight. Thus, the Middle Level Emphasis credential program is a blending of both the Multiple Subject and Single Subject curricula with a redirection toward the special cognitive, physical, emotional and social changes that occur in the early adolescent.

NOTE: The Middle Level Emphasis is currently undergoing review and revision. Please check with the Teacher Preparation Program office for the latest information.

Credential Requirements

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 Preliminary Teaching Credential requires that the student:

1. Hold a baccalaureate degree in a field other than professional education from an approved collegiate institution.
2. Complete an approved program of teacher preparation, including student teaching.
3. Complete an approved teaching major (subject matter) program or pass an approved subject-matter examination (Praxis and/or SSAT).
4. Complete an approved course in the teaching of reading (for Single Subject) or pass the "Introduction to the Teaching of Reading" (RICA) examination of the Praxis for Multiple Subject.
5. Pass a college-level course or examination on the U.S. Constitution.

6. Pass the California Basic Educational Skills Test (CBEST). CSUS offers a variety of patterns 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 [pm] center and (5) both daytime and late afternoon classes.

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 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 Admissions 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. Because of space limitations, not all qualified applicants may gain admission to a program.

In screening for admission, to Multiple Subject, Single Subject, Level I Mild/Moderate or Moderate/Severe, and Early Childhood Special Education Programs, the Teacher Preparation Program office uses the following procedures and selection criteria:

1. **Application Deadline.** The Teacher Preparation Program office (Eureka Hall 216) should receive applications for Fall semester by the first Monday in March and for Spring semester by the first Monday in October of the semester preceding program matriculation.
2. **Subject Matter Competency.**
 - a. **Multiple Subject, Mild/Moderate or Moderate/Severe:** Applicants for these programs may complete subject matter competence in one of two ways: (1) complete coursework for an approved Multiple Subject subject matter program at a California college or (2) pass the MSAT 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 MSAT. (Subject Matter Competency is not required for Early Childhood Special Education.)
 - b. **Single Subject:** Applicants for the Single Subject Program may complete subject matter competency in one of two ways: (1) complete coursework for an approved Single Subject subject matter program at a California College or University or (2) pass the appropriate Praxis Subject Assessments/Specialty area tests and SSAT. Some departments require a specialized interview for certification of competence in the subject.

- c. **Multiple Subject, Single Subject, Mild/Moderate, Moderate/Severe - units remaining in subject matter competence:** Students entering the Teacher Preparation program under an approved subject matter program may have, for the three-semester program, a maximum of 12 semester units of non-elective coursework remaining; for the two-semester program, students may have 3 units (or one course) of non-elective coursework remaining. (Students accepted to the program must complete all subject matter program courses *before* the beginning of the final semester of the program.)

Booklets describing the Praxis and SSAT exams are available in the Teacher Preparation Program office (Eureka Hall 216). Test results are valid for five years.

3. **California Basic Educational Skills Test (CBEST).** Applicants *must take* 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.
4. **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.
5. **Writing Proficiency.** Prior to admission to the Basic Credential Program, applicants must meet the writing proficiency requirement in one of the following ways:
 - a. Pass the CSUS Writing Proficiency Examination (WPE) with a score of 8 or higher.
 - b. If scoring 6 on the WPE, enter Phase I and enroll concurrently in ENGL 109, maintaining that enrollment until the WPE is passed.
 - c. Pass a writing proficiency exam at another collegiate institution and provide the Teacher Preparation Program office with verification of a passing score.
 - d. 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.
 - e. 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.
6. **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.

7. Interview. All applicants are interviewed. This interview provides an initial screening of the candidate's spoken English skills. It is also designed to assess the candidate's promise as a prospective teacher.

8. Letters of Reference. Applicants submit two letters of reference, one from an observer of the applicant's performance in a work setting and one from an instructor who can attest to academic competence.

Credential Program Requirements

Multiple Subject Credential Program (36-43 units)

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

Note: In addition to the courses listed below, EDBM 104, Multicultural Education for a Pluralistic Society MS, is required by the California Commission on Teacher Credentialing. Students are urged to take this course during the first semester of enrollment.

- (3) EDTE 107 Educational Foundations: Learning and Schooling (admission to the Multiple Subject Credential Program. Corequisite: EDTE 401)
- (2) EDTE 304 Curriculum and Instruction in Elementary School Mathematics
- (2) EDTE 305 Curriculum and Methods in Elementary School Social Studies
- (2) EDTE 306 Curriculum and Instruction in Elementary School Science
- (2) EDTE 308 Classroom Management and Discipline
- (3) EDTE 309A Language and Literacy, A (admission to Multiple Subject Credential Program)
- (2) EDTE 309B Language and Literacy, B (admission to Multiple Subject Credential Program and completion of EDTE 309A)
- (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)
- (2) EDTE 401 Observation and Participation in Schools (Corequisite: EDTE 107)
- (4) EDTE 421A Student Teaching, Phase II (Successful completion of Phase I requirements)
- (8-15) Select one of the following:
 - EDTE 421B Student Teaching, Phase III (Successful completion of Phase II requirements)
 - EDTE 421C Student Teaching, Phase III - CLAD (CLAD Program approval and successful completion of EDTE 421A)
 - EDTE 421D Student Teaching Internship - MS
 - EDTE 421E Student Teaching Internship - MS-CLAD (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 Education Student Service Center)

Multiple Subject Credential with a Cross-cultural Language and Academic Development Emphasis (CLAD) (18 units)

- (3) ENGL 110A Linguistics and the English Language
 - (3) EDBM 171 Bilingualism in the Classroom
 - (3) ANTH 101 Cultural Diversity OR approved equivalent
 - (3) EDBM 170 Introduction to Bilingual Education
 - (3) EDBM 272A Curriculum and Methods for Developing Language and Literacy in the Bilingual Child - Spanish (EDBM 170 and a reading course in teacher preparation program or equivalent) OR
 - EDBM 272B Curriculum and Methods for Developing Language and Literacy in the Bilingual Child (EDBM 170; a reading course in teacher preparation program)
 - (6) Six college-level units in a foreign language or three high school years of the same foreign language.
- AND**
The coursework required in the Multiple Subject Credential Program.

Note: For the Multiple Subject Credential with a Bilingual/Cross-cultural Language and Academic Development (BCLAD) Emphasis Program, see offerings in "Education-Bilingual/Multicultural," in this Catalog.

Single Subject Credential Program (37-42 units)

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

- (3) EDTE 100 Observation-Participation in Schools
- (3) EDBM 105 Multicultural Education for a Pluralistic Society - SS
- (3) EDTE 106 Educational Psychology (admission to the Teacher Credentialing Program)
- (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)
- (3) EDTE 380 Secondary School Teaching
- (2) EDTE 382 Seminar: Single Subject Student Teaching, Phase III
- (3) EDTE 384 Teaching Reading in Secondary School
- (4) EDTE 480A Student Teaching - SS (admission to Teacher Preparation Program)
- (10-15) Select one of the following:
 - EDTE 480B Student Teaching - SS (admission to Teacher Preparation Program)
 - EDTE 480C Student Teaching - SS CLAD (CLAD Program approval and successful completion of EDTE 480A)
 - EDTE 480D Student Teaching Internship - SS
 - EDTE 480E Student Teaching Internship- SS CLAD (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 Education Student Service Center)
- (3) a Single Subject Teaching Methods course

Single Subject Credential with a Cross-cultural Language and Academic Development Emphasis (CLAD) (18 units)

- (3) ENGL 110A Linguistics and the English Language **OR**
EDBM 171 Bilingualism in the Classroom
- (3) ANTH 101 Cultural Diversity **OR** approved equivalent
- (3) EDBM 170 Introduction to Bilingual Education
- (3) EDBM 279 Methods in Teaching a Second Language (EDBM 170)
- (6) Six college-level units in a foreign language or three high school years of the same foreign language. **AND** The coursework required in the Single Subject Credential Program.

Note: For the Single Subject Credential with a Bilingual/Cross-cultural Language and Academic Development (BCLAD) Emphasis Program, see offerings in "Education-Bilingual/Multicultural," in this Catalog.

Multiple Subject or Single Subject Credential with the Middle Level Emphasis (39-41 units)

- (3) EDBM 104 Multicultural Education for a Pluralistic Society - MS **OR**
EDBM 105 Multicultural Education for a Pluralistic Society - SS
- (3) EDTE 107 Educational Foundations: Learning and Schooling (admission to the Multiple Subject Credential Program. Corequisite: EDTE 401)
- (4) EDTE 321* Developmental Methods Integrating Language Arts and Social Studies
- (4) EDTE 322* Developmental Methods Integrating Mathematics and Science
- (4) EDTE 323 Middle Level Methods Integrating Language and Literacy
- (2) EDTE 325** Departmental Applications of Language Arts and Social Studies Methodologies
- (2) EDTE 326** Departmental Applications of Mathematics and Science Methodologies
- (2) EDTE 327 Middle Level Teacher-Advisor Seminar
- (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)
- (4) EDTE 420A / EDTE 480A Student Teaching - MS/SS (admission to Teacher Preparation Program)
- (10) EDTE 420B / EDTE 480B Student Teaching - MS/SS (admission to Teacher Preparation Program)

*Single Subject Credential candidates will substitute a Single Subject Teaching methods course in the candidate's teaching area for both Developmental Methods courses.

**Depending upon subject matter competencies, candidates elect to enroll in either or both of the two Departmental Applications courses.

Preliminary versus Professional Clear Credentials for Multiple and Single Subject

Upon satisfactory completion of the following requirements, the candidate is eligible for the **Preliminary 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 credential program), (4) a college course or examination pertaining to the U.S. Constitution, and (5) passing the CBEST.

Within that five-year period, the candidate must meet the following requirements for the Professional Clear Credential: 30 approved semester units beyond the Bachelor's degree to include the following courses:

HLSC 136	School Health Education (CPR training; may be taken concurrently)
EDS 100A/B	Education of Exceptional Children/Youth (for Multiple Subject and Single Subject Candidates)
EDTE 230	Introduction to Computers in the Multiple Subjects Classroom (for students applying for the Preliminary Credential <i>prior</i> to July 1, 2002) OR
EDTE 231	Introduction to Computers in the Single Subject Classroom (for students applying for the Preliminary Credential <i>prior</i> to July 1, 2002) OR
EDTE 329	Computer: Enhancing Language and Literacy with Computers (Summers only)

A new course is being developed, Advanced Educational Technology in the Classroom, for students applying for the preliminary Multiple and Single Subject Credentials **after** July 1, 2002.

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.

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

Requirements for Continuing in the Basic Credential Program

Continued enrollment in the Basic Credential Program is contingent upon the students maintaining the standards required for program admission. The student will maintain a GPA of 3.0 in professional education courses taken after program admission. Incomplete grades and grades of “D” and “F” in professional education courses must be made up prior to enrollment in courses in the next phase unless a specific exception has been approved by the Credential Appeals Committee.

Candidates who have to delay progress in the Basic Credential Program file a “Program Delay Petition” in the Teacher Preparation Program office. A student returning after a delay will 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 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 Program office.

Fifth-Year Program: A fifth year program for those who already hold a preliminary credential is available at CSUS. Please contact the Credentials Office, Eureka Hall 209, (916) 278-4567, for more information.

Reading/Language Arts Specialist Credential

Admission Requirements

- A valid California basic teaching credential (e.g., Multiple or Single Subject Credential);
- Minimum 3.0 GPA in the last 60 units;
- Successful completion of a basic course in the teaching of reading from an accredited university (e.g., EDTE 309A, Language and Literacy-A, EDTE 384, Teaching Reading in Secondary School) or demonstrate current staff development in Language and Literacy by participation in workshops, institutes, etc. (Candidates must show documentation.)
- At least one year of teaching experience prior to admission. Three years of teaching experience are required by the end of the program.
- Completion of the Reading/Language Arts Specialist Credential Application (available in Eureka Hall 203);
- Two letters of recommendation, one from the applicant’s immediate supervisor.

A. Required Courses (24 units)

Tier 1 (Take these courses first.):

- | | | |
|-----|----------|--|
| (3) | EDTE 250 | Education Research (Graduate Standing) |
| (3) | EDTE 200 | Issues in Language and Literacy (EDTE 384 or equivalent) |
| (3) | EDTE 201 | Literacy Assessment and Instruction in the Classroom |
| (3) | EDTE 203 | Strategies for Connecting Text, Context and Learners |
| (3) | EDTE 205 | Research in the Psychology and Sociology of Reading (EDTE 250) |

Tier 2 (Take these courses ONLY after you have completed Tier 1.):

- | | | |
|-----|----------|--|
| (3) | EDTE 202 | Language and Literacy Development in Multicultural Settings (EDTE 250) |
| (3) | EDTE 206 | Leadership in Literacy |
| (3) | EDTE 207 | Practicum in Beginning Literacy: Assessment and Intervention |

MASTER OF ARTS IN EDUCATION PROGRAMS

Common Admission Requirements

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

See additional requirements under each degree program.

Common Admission Procedures

Applications are accepted as long as room for new students exists. However, 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 applicant.

These deadlines are established to allow time for admission before Computer Access Student Phone Entry Registration (CASPER). All prospective graduate students, including CSUS graduates, must file the following with the CSUS Graduate Center:

- an application for graduate admission
- 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.

Common 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 6, but not more than 12, units of courses in the graduate program (see Degree Requirements) with a minimum 3.0 GPA, and
- successfully met the University Writing Proficiency requirement.

Advancement to Candidacy forms are available in the Graduate Center or the department office. The student fills out the form after planning a degree program in consultation with a program faculty advisor. The form must be submitted to the Teacher Education Department office for approval.

Project/Thesis Registration

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 Project Petition **at least one full semester in advance of registration. The reservation form for Fall semester is due by February 15 and the reservation form for Spring is due by September 15.** The petition requires the advisor and Department Chair approval.

Check in the department office for the policies regarding Satisfactory Progress ("SP") grades and continuous enrollment.

Graduation

Prior to graduation, an application for graduation must be filed in the Graduate Center by the deadline date published in the Class Schedule. In addition, all coursework leading to the Master's degree must be completed within a seven-year period.

MA • Behavioral Sciences Option (Women's Studies)

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.

Admission Requirements

See MA in Education - Common Requirements, and

- a minimum 2.5 overall GPA
- an approved statement of purpose
- an oral interview

Admission Procedures

See MA in Education - Common Requirements.

Advancement to Candidacy

See MA in Education - Common Requirements.

Degree Requirements

A Master of Arts in Education, Behavioral Sciences Option, with a Women's Studies focus, requires completion of 30 units of coursework with a minimum 3.0 GPA. No units with a grade lower than "C" may apply toward the degree.

Courses in parentheses are prerequisites.

A. Required Courses (12 units)

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

B. Electives (15 units)

Select 15 units of elective courses in consultation with an advisor in Behavioral Sciences in Education, Women's Study Focus. The units must be selected from: Women's Studies core courses; Women's Studies cross-listed courses; or other courses specifically approved by an advisor. It is recommended that students take EDTE 290, Seminar for Culminating Experience, prior to registration in the Culminating Experience.

C. Culminating Requirement (3 units)

- | | | |
|-----|----------|--|
| (3) | EDTE 506 | Culminating Experience: Behavioral Sciences — Women's Studies (EDTE 250) |
|-----|----------|--|

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 faculty advisor and the Department Chair one full semester prior to registration. All forms may be obtained in the department office, Eureka Hall 203.

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

MA • Curriculum and Instruction Option

The Master of Arts in Education, Curriculum and Instruction Option has been designed to improve competencies and to enhance professional opportunities for educators, K-14.

Admission Requirements

See MA in Education - Common Requirements, and

- a valid teaching credential or advisor 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: It is important at the beginning of your MA study to obtain "Steps for Entering and Completing a Master's Degree Program in the Department of Teacher Education." This is a free handout available from the department secretary. *A Guide to Graduate Studies: Policies, Procedures and Format*, is available for purchase in the Hornet Bookstore and is highly recommended.

Admission Procedures

See MA in Education - Common Requirements.

Advancement to Candidacy

See MA in Education - Common Requirements.

Degree Requirements

The Master of Arts in Education, Curriculum and Instruction Option, requires completion of 30 units of coursework with a minimum 3.0 GPA. No units with a grade lower than “C” may apply toward the degree.

A. Required Courses (12 units)

- (3) EDTE 250 Education Research (Graduate Standing) [EDTE 250 is to be taken as one of the first 9 units of the program.]
- (3) EDTE 251 Education for a Democratic, Pluralistic Society (Graduate Standing)
- (3) EDTE 226 Seminar: Strategies for Teachers
- (3) EDTE 227 Seminar in Curriculum and Instruction, K-12 [EDTE 227 is to be taken as one of the last 9 units of the program.]

B. Other Course Requirements (15 units)

Fifteen elective units in Curriculum and Instruction coursework are to be selected from Department of Teacher Education courses by the student in consultation with a program advisor. Students may focus their elective units in a program of their interest or select courses from various programs. Examples of Curriculum and Instruction elective programs include: Computers in the Classroom, Mathematics Education, Multicultural Education, Reading/English/Language Arts, and Women in Education. With advisor 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 Requirements (3 units)

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

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 faculty advisor and the Department Chair one full semester prior to registration. All forms may be obtained in the department office.

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

MA • Early Childhood Education

The Master of Arts in Education with an option in Early Childhood Education, offers an opportunity for the advanced study of developmental theory and research in preparation for a wide range of professional objectives. The MA program in Early Childhood Education emphasizes scholarly reflection on developmental issues, and academic excellence in oral and written communication. The program faculty values academic scholarship and research, and regards their application in professional settings as central to the mission of the MA program. Graduates of the program are expected to be well educated, lifelong learners, with excellent preparation in research, theory and practice in diverse, multicultural settings.

The MA program prepares graduates for professional employment in a variety of settings, including working directly with infants, children and their families, teaching at a community college level, and preparing for additional study toward a doctoral degree in child development or a related field. The program incorporates the following areas of study: educational and developmental research and theory; cognitive, linguistic and social development of children; social and cultural influences on development; special needs children and their families; programming and curricula development; principles and practices involved in organizing and administering child development programs; and the evaluation of programs for children.

Admission Requirements

Admission as a classified graduate student in Education, Early Childhood Education Option, requires:

- Child/Human Development BA or a closely related field, Liberal Studies BA, or teaching credential. Some applicants may be admitted with the condition that certain specified foundations courses be completed before beginning the requirements for the ECE program; and
- a minimum 3.0 GPA in the last 60 units completed; and
- experience working in programs for children from infancy through primary grades; and
- a passing score on the CSUS Writing Proficiency Exam, **or** an upper division advanced English composition class with a grade “B” or better (a WPE Waiver Request is required--available from the Graduate Center, RFC 215).
- a well-written, clearly articulated, 1-2 page statement of the applicant’s educational and professional background and an explanation of how graduate study will advance the applicant’s professional goals.

In addition to the initial admission requirements for writing proficiency, all ECE graduate students will be required to submit a portfolio of writing samples during the semester after which they have completed either (a) 6 hours of graduate level work in residence at CSUS, or (b) two consecutive semesters of enrollment, whichever comes first.

Opportunity exists for conditional classification of applicants with an undergraduate major and experiences different from those listed above. Students who do not meet the minimum GPA of 3.0 in the last 60 semester units

completed may request special consideration by the faculty program committee. This requires that the student demonstrate convincingly that they are competent to pursue the degree. Coursework in Child Development may be a condition of admission.

Admission Procedures

See MA in Education - Common Requirements.

Advancement to Candidacy

See MA in Education - Common Requirements.

Degree Requirements

The Master of Arts in Education, Early Childhood Education Option, requires completion of 30 units of coursework with a minimum 3.0 GPA. No units with a grade lower than "C" may apply toward the degree.

A. Required Courses (9 units)

- (3) EDTE 250 Education Research (Graduate Standing)
- (3) EDTE 251 Education for a Democratic, Pluralistic Society (Graduate Standing)
- (3) EDTE 214 Assessment of Text, Content and Learners

B. Other Course Requirements (12 units)

- (12) Select four of the following:
 - EDTE 245 Selected Topics in Childhood Development
 - EDTE 246 Motivation and Learning in Children: Interaction of Cognition, Affect and Context
 - EDTE 247 Theoretical and Applied Perspectives on Cultural Diversity and the Education of Preschool and Primary Grade Children
 - EDTE 248 Curriculum and Instruction in Preschool and Primary Grade Settings
 - EDS 290 Issues in Early Childhood Education for Children with Disabilities

C. Elective (3 units)

- (3) Select 3 upper division or graduate units in Education selected with approval of an Early Childhood Education advisor.

D. Culminating Requirement (6 units)

- Part 1: To be taken in semester prior to EDTE 504.
 - (3) EDTE 290 Seminar for Culminating Experience (Advancement to Candidacy; completion of at least 20 units of coursework toward the master of arts; instructor permission)
- Part 2: To be taken after successfully completing EDTE 290.
 - (3) EDTE 504 Culminating Experience: Early Childhood Education (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 (Early Childhood Education). 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 faculty advisor and the Department Chair one full semester prior to registration. All forms may be obtained in the department office.

For approved Department Thesis/Project format, information about registration and graduation requirements, refer to the MA in Education - Common Requirements.

MA • Educational Technology

This program uses a combination of face-to-face and on-line 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. Coursework 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 they also 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 cohorted groups. Check with the Department (imet.csus.edu or (916) 278-6155) for the next start date.

Admission Requirements

See MA in Education - Common Requirements, **and**

- a minimum 3.0 overall GPA in the last 60 units attempted;
- a valid teaching credential or advisor AND Department approval for waiving this requirement;
- 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.

Admission Procedures

See MA in Education - Common Requirements.

Advancement to Candidacy

See MA in Education - Common Requirements.

Degree Requirements

A Master of Arts in Education, Educational Technology Option, requires completion of 30 units of coursework with a minimum 3.0 GPA. No units with a grade lower than "C" may apply toward the degree.

A. Required Courses (27 units)

- (3) EDTE 250 Education Research (Graduate Standing)
- (3) EDTE 251 Education for a Democratic, Pluralistic Society (Graduate Standing)
- (3) EDTE 280 Fundamentals of Online Pedagogy [Acceptance into Master of Arts (Educational Technology)]
- (3) EDTE 281 Tools and the Curriculum [Acceptance into Master of Arts (Educational Technology)]
- (3) EDTE 282 Strategies for Application and Presentation [Acceptance into Master of Arts (Educational Technology)]

- (3) EDTE 283 Staff Development and Presentation Applications [Acceptance into Master of Arts (Educational Technology)]
- (3) EDTE 284 Problem Solving and Project Development [Acceptance into Master of Arts (Educational Technology)]
- (3) EDTE 285 Technology and Modern Practices [Acceptance into Master of Arts (Educational Technology)]
- (3) EDTE 286 Special Topics in Educational Technology [Acceptance into Master of Arts (Educational Technology)]

B. Culminating Requirement (3 units)

- (3) EDTE 507 Culminating Experience: Educational Technology (Advancement to Candidacy, advisor/Department Chair 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 his/her faculty advisor and the Department Chair one full semester prior to registration.

MA • Language and Literacy

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 and youth. The program includes required courses in Professional Education and selected courses in language and literacy.

Admission Requirements

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

- a baccalaureate degree,
- a minimum 3.0 overall grade point average,
- a valid California teaching credential, and
- completion of the following course or equivalent:

EDTE 309A	Language and Literacy (admission to Multiple Subject Credential Program)
	OR
EDTE 384	Teaching Reading in the Secondary School OR equivalent preparation (documentation required)

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.

Admission Procedures

See MA in Education - Common Requirements.

Advancement to Candidacy

See MA in Education - Common Requirements.

Degree Requirements

The Master of Arts in Education, Language and Literacy Option, requires completion of 30 units of coursework with a minimum 3.0 GPA. No units with a grade lower than "C" may apply toward the degree.

A. Required Courses (21 units)

Tier 1 (Take these courses first.)

- (3) EDTE 250 Education Research (Graduate Standing)
- (3) EDTE 251 Education for a Democratic, Pluralistic Society (Graduate Standing)
- (3) EDTE 214 Assessment of Text, Content and Learners
- (3) EDTE 203 Strategies for Connecting Text, Context, and Learners

Tier 2 (Take these courses ONLY after you have completed Tier 1.)

- (3) EDTE 202 Language and Literacy Development in Multicultural Settings (EDTE 250)
- (3) EDTE 206 Leadership in Literacy
- (3) EDTE 207 Practicum in Beginning Literacy: Assessment and Intervention

B. Electives (3 units)

- (3) Select 3 units from Teacher Education Master's level courses, selected in consultation with advisor.

C. Culminating Requirement (6 units)

Part 1: To be taken in semester prior to EDTE 503.

- (3) EDTE 290 Seminar for Culminating Experience (Advancement to Candidacy; completion of at least 20 units of coursework toward the master of arts; instructor permission)

Part 2: To be taken after successfully completing EDTE 290.

- (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.

CERTIFICATE PROGRAMS

Computers in the Classroom

A graduate student may earn a certificate as a curriculum specialist focusing on the use of computers in the classroom. The courses listed below provide the competencies needed by teachers and curriculum specialists who will guide the integration of computers into the curriculum, its uses in instruction, and its applications in instructionally related tasks.

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. However, 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 minimum GPA of 3.0 is required for all courses in the certificate program. Applicants must complete a Program Planning Guide (available in Eureka Hall 203).

Note: All courses in the Computers in the Classroom Certificate Program are under review. Modifications are being considered to conform to existing computer terminology and technology. Please check with the Department Office (Eureka Hall 203) for the current course descriptions.

A. Required Courses (12 units)

- (3) EDTE 230 Introduction to Computers in the Multiple Subject Classroom **OR**
EDTE 231 Introduction to Computers in the Single Subject Classroom
- (3) EDTE 232 Educational Applications of Computers (EDTE 230 or EDTE 231 or equivalent)
- (3) EDTE 233 Teaching Problem-Solving Skills with Microcomputers (EDTE 230 or EDTE 231 or equivalent)
- (3) EDTE 234 Curriculum Development with Microcomputers (EDTE 230 or EDTE 231 and EDTE 232, EDTE 233, or equivalent)

B. Elective Courses (3 units)

Elective work may be completed through approved courses and workshops related to use of computers in education. Contact an advisor in the Computer Certificate Program for information regarding approved electives.

Note: Elective courses must be approved by the Certificate Program Coordinator in advance.

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 course prerequisites are met, including having a teaching credential or being enrolled in a credential program and completing a mathematics methods class, i.e., EDTE 304, EDTE 386 or equivalent.

A. Required Courses (12 units)

- (3) EDTE 220 Seminar in Mathematics Education (EDTE 304 or EDTE 386)
- (3) EDTE 221 Curriculum Development in Mathematics Education
- (3) EDTE 222 Teaching Mathematics in the Twenty-First Century
- (3) EDTE 386 Secondary School Mathematics

LOWER DIVISION COURSE

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 100. Observation-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. Graded Credit/No Credit. 2 or 3 units.

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 106. Educational Psychology. Introductory study and projected application of research data which directly relate to teaching and learning environments, techniques, and strategies in the classroom. Emphases are given primarily to cognitive, developmental, and social-psychological theories and data which contribute to the systematic investigation and application of effective teaching, learning, assessment, environmental management, and motivational skills needed by teachers and learners. Individual differences and needs are stressed. A variety of classroom teaching strategies shall be used as models and analyzed and discussed by the instructor and students. Media and classroom dialogue shall be the basic instructional tools. **Prerequisite:** Admission to the Teacher Credentialing Program. 3 units.

EDTE 107. Educational Foundations: Learning and Schooling. A critical analysis of the purposes and processes of public schooling. Particular emphasis will be placed on how children learn and the relation of their ethno-cultural, social, emotional, and cognitive development to the curriculum. Class discussions, small group participation and field experiences (including data collection) integrate educational theory with classroom practices. Research, discussion and papers will help students develop a reasoned and practical philosophy of education. **Prerequisite:** Admission to the Multiple Subject Credential Program. **Corequisite:** EDTE 401. 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. A 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 (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 coursework requirements. **Prerequisite:** Upper division standing. 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 courses enrollment.

EDTE 200. Issues in Language and Literacy. Current theory, research, practice and issues related to literacy; the development of a knowledge base for translating theory into practice. **Note:** Limited to educators with graduate standing. **Prerequisite:** EDTE 384; or equivalent. 3 units.

EDTE 201. Literacy Assessment and Instruction in the Classroom. An overview of various assessment procedures and instructional strategies for use with preschool through adult learners. Participants gain knowledge for using and adapting assessment instruments and instructional materials to meet the needs of students from diverse cultures. 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 will be examined. Implications of the research and theory for working with preschool children/youth in group context will be discussed. **Prerequisite:** EDTE 250. 3 units.

EDTE 203. Strategies for Connecting Text, Context, and Learners. Designed to translate theory, research, and philosophies about language and literacy into effective classroom practice K-adult. Lectures, demonstrations, and simulations explore effective approaches for teaching study skills, metacognitive strategies, literacy scaffolds, and the use of many other state-of-the-art strategies that help all learners K-adult access narrative and expository text. 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. Research in the Psychology and Sociology of Reading. Focuses on understanding how people read. Critical examination of research on psychological and sociological aspects of reading is undertaken in order to provide a basis for reasoned decision-making by teachers of reading. **Prerequisite:** EDTE 250. 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 leader 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. Practicum in Beginning Literacy: Assessment and Intervention. Evaluation and use of materials and techniques for assessing and teaching beginning literacy across ages, languages, developmental levels, and diverse backgrounds. Application through assessment, instruction and compilation of case study of a student or adult in the beginning stages of literacy acquisition. Permission of instructor required for those wishing to take the course as an elective. 3 units.

EDTE 209. Children's Literature: Models and Teaching Strategies in the Elementary Classroom. Analyze and evaluate existing models, instructional aids and various strategies employed in the elementary classroom for teaching Literature for Children. Each participant will develop teaching strategies with book fairs, original writing, and others based on models related to teaching literature to elementary students. 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 programs. **Prerequisite:** EDTE 304, or EDTE 386. 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. An 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 223. Seminar in Elementary School Social Studies. Consideration of the sociological, psychological and philosophical bases of the social studies program; recent research in the social studies, and current trends in social studies instruction. **Prerequisite:** EDTE 305 or equivalent. 3 units.

EDTE 225. Seminar in Science Education. Trends and research in curriculum and instruction in science education. Open to both elementary and secondary education students. **Prerequisite:** EDTE 306, EDTE 388 or equivalent. 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. 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 and 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 Multiple Subject Classroom. A practical introduction to the use and applications of computer-based technologies in the Kindergarten-eighth 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 231. Introduction to Computers in the Single Subject Classroom. A practical introduction to computer-based technologies in the middle- and secondary school classroom. Major topics include basic computer applications, terminology and functions, e-mail and the Internet, multimedia authoring, evaluation of educational software appropriate for specific subject areas and issues related 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 equivalent experience. 3 units.

EDTE 233. Teaching Problem-Solving Skills with Microcomputers. Examines the theoretical presuppositions underlying the use of computers 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. **Prerequisite:** EDTE 230 or EDTE 231 or equivalent experience. 3 units.

EDTE 234. Curriculum Development with Microcomputers. 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. **Prerequisite:** EDTE 230 or EDTE 231 and EDTE 232, EDTE 233, or equivalent experience. 3 units.

EDTE 235. Multimedia in the Classroom. Seminar focuses on analyzing the applications of multimedia by teachers and students in the classroom. Intensive hands-on experiences in the development of multimedia and hypermedia programs based on principles of human information processing and aesthetics. **Prerequisite:** EDTE 230 or EDTE 231, or equivalent experience. 3 units.

EDTE 245. Selected Topics in Childhood Development. An in-depth study of selected topics in cognitive and socio-emotional development of preschool and primary grade children as related to educational practice. Content includes theory and research on psychological dimensions of children as they participate in various contextual settings. May be repeated once with a different instructor. Three units may be used toward the elective requirements in the Master of Arts (Early Childhood Education). 3 units.

EDTE 246. Motivation and Learning in Children: Interaction of Cognition, Affect and Context. Sources of and developmental changes in motivation, including biological predispositions, critical life events, individual differences, and social, cultural and educational experiences will be examined. Students will participate in a group research effort on motivation and educational practice. 3 units.

EDTE 247. Theoretical and Applied Perspectives on Cultural Diversity and the Education of Preschool and Primary Grade Children. Theory and research on cultural influences on the education of preschool and primary grade children will be critically reviewed. Educational implications based on course content will be explored and analyzed. 3 units.

EDTE 248. Curriculum and Instruction in Preschool and Primary Grade Settings. An advanced study of the sociocultural influences on curriculum development. Research, theory, and curricular practices will be analyzed, evaluated and applied to a variety of preschool and primary grade settings. 3 units.

EDTE 249. Language in Cognitive Development: Implications for Learning and Instruction. Language is an important cognitive and communicative tool that promotes learning. Through an integrative approach to language and cognitive development, students will examine how children learn through language. Students will have practical experience in collecting and analyzing children's language learning in educational settings. **Prerequisite:** Graduate standing; completion of CHDV 131 or instructor permission. 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. **Prerequisite:** Graduate Standing. 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. **Prerequisite:** Graduate Standing. 3 units.

EDTE 260. The Gifted/Talented Pupil. Characteristics, needs, and problems of mentally gifted/talented individuals in a public school setting. Includes identification processes; assessment of needs, referral procedures, counseling, and programs for gifted and talented children and youth from varying linguistic, economic and cultural backgrounds. **Prerequisite:** Must have basic credential or be admitted to a credential program; others by instructor permission. 3 units.

EDTE 261. Teaching the Gifted and Talented Learner. Analysis and application of instructional planning systems, programs, teaching strategies and curriculum for the education of gifted and talented learners (K-12). Includes curriculum and lesson differentiation, individualization, and assessment of learning outcomes. Emphasis on developing higher level intellectual processes, attitudes and values, and advances skills, as well as teaching strategies for gifted and talented children and youth from varying linguistic, economic, and cultural backgrounds. **Prerequisite:** Must have basic credential or be admitted to a credential program or instructor permission. 3 units.

EDTE 262. Seminar in Gifted and Talented Education. Seminar focuses on a variety of topics in the education of gifted and talented students such as: national and state legislation, trends and controversies, leaders in gifted and talented education, research findings, finances, and program evaluation. Included will be an examination of various categories of gifted and talented and model programs to meet their unique needs. May be repeated for credit. 3 units.

EDTE 266. Women and Education. An 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 standing. 3 units.

EDTE 268. Dropout and Violence Prevention in the Schools. Examines the myriad and complex causes of high school students dropping out of school prior to graduation and the relationship of dropping out to anti-social and/or violent behavior. Examines the variety of causes and models utilized presently in the school to prevent early termination of schooling and anti-social and/or violent behavior. 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, website 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 for 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:** Advancement to Candidacy; completion of at least 20 units of coursework toward the master of arts; 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 coursework requirements. **Prerequisite:** Open only to upper division and graduate students; consent of department chair. Graded Credit/No Credit May be repeated once for 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 on-line 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. **Note:** Meets general education requirement in fire prevention. 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. 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 309A. Language and Literacy, A. Foundations 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. 3 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 321. Developmental Methods Integrating Language Arts and Social Studies. Developmental approaches to language arts and social studies instruction in grades K-8, with primary emphasis on middle level instruction; the integration of language arts and language acquisition applied to emphasize equal access of appropriate middle school curriculum. 4 units.

EDTE 322. Developmental Methods Integrating Mathematics and Science. An overview of mathematics and science methods and strategies from a developmental perspective through grades K-6; focusing on science content and mathematics skills for upper elementary students. 4 units.

EDTE 323. Middle Level Methods Integrating Language and Literacy. Basic instructional models which have been demonstrated to be most effective for teaching students in grades 5 through 8 are presented. Interwoven into the instruction are examples which focus on the academic language development and literacy needs of middle level learners. 4 units.

EDTE 325. Departmental Applications of Language Arts and Social Studies Methodologies. Specific strategies and techniques for instruction in sixth, seventh, and eighth grade departmentalized classrooms, focusing on the integration of language arts and social studies as a core curriculum. 2 units.

EDTE 326. Departmental Applications of Mathematics and Science Methodologies. Expand candidates' repertoire of science and mathematics instructional techniques through a field-based problem-solving approach. Focus is on application of middle school methodology to the departmentalized setting of seventh and eighth grade. 2 units.

EDTE 327. Middle Level Teacher-Advisor Seminar. The role and techniques of the teacher-advisor in middle level education. 2 units.

EDTE 330A. Educational Technology in the Classroom: Applications and Integration, Part I. A practical 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 website 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. A 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 website 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 380. Secondary School Teaching. Orientation to student teaching; teaching strategies, legal guidelines, and planning procedures (including unit and lesson plan development) techniques for the improvement of word recognition skills, vocabulary, study skills and comprehension in subject matter areas; informal means of placement of students in appropriate textbooks; means of classroom organization for reading improvement. Discussion, participation in such classroom activities as panel discussions, presentations and demonstrations. 3 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 issue such as beginning teaching, classroom management, survival strategies, student evaluation, preparation for Phase III 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. The 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. Teaching Reading in the Secondary School. Teaching reading in the junior and senior high schools; techniques for the improvement of word recognition skills, vocabulary, study skills and comprehension in subject matter areas; informal means of placement of students in appropriate textbooks; means of classroom organization for reading improvement. Discussion, participation in such classroom activities as panel discussions, presentations and demonstrations. 3 units.

EDTE 385. Foreign Languages in the Secondary School. The 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. Analysis of 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 coursework 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 coursework 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 coursework. **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 coursework. **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 coursework requires full-day participation of the student in settings with 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 Education Student Service Center. Graded Credit/No Credit. 15 units.

EDTE 421E. Student Teaching Internship - Multiple Subject Credential-CLAD. Second semester student teaching internship with integrated methods coursework 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 Education Student Service Center. Graded Credit/No Credit. 15 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 coursework 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 coursework 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 coursework 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 Education Student Service Center. Graded Credit/No Credit. 15 units.

EDTE 480E. Student Teaching Internship - Single Subject Credential-CLAD. Second semester student teaching internship with integrated methods coursework 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 Education Student Service Center. Graded Credit/No Credit. 15 units.

EDTE 503. Culminating Experience: Language and Literacy. Credit is given upon successful completion of a thesis, project or other approved culminating experience for the Master's degree 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 faculty advisor and the department chair one full semester prior to registration. **Prerequisite:** EDTE 250, EDTE 290. Graded Credit/No Credit. 3 units.

EDTE 504. Culminating Experience: Early Childhood Education. Credit is given upon successful completion of a thesis, project or other approved culminating experience for the Master's degree in Education (Early Childhood Education). 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 faculty advisor and the department chair one full semester prior to registration. **Prerequisite:** EDTE 250, EDTE 290. Graded Credit/No Credit. 3 units.

EDTE 505. Culminating Experience: Curriculum and Instruction. Credit is given upon successful completion of a thesis, project or other approved culminating experience for the Master's degree 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 faculty advisor and the department chair one full semester prior to registration. **Prerequisite:** EDTE 250. Graded Credit/No Credit. 3-4 units.

EDTE 506. Culminating Experience: Behavioral Sciences - Women's Studies. Credit is given upon successful completion of a thesis, project or other approved culminating experience for the Master's degree 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 faculty advisor and the department chair one full semester prior to registration. **Prerequisite:** EDTE 250. Graded Credit/No Credit. 3 units.

EDTE 507. Culminating Experience: Educational Technology. Credit is given upon successful completion of a thesis, project, or other approved culminating experience for the Master's degree in Education (Educational Technology). Open only to the graduate student who has been advanced to candidacy for the Master's degree and has permission of the faculty advisor and Department Chair one full semester prior to registration. **Prerequisite:** Advancement to Candidacy, advisor/Department Chair approval. 3 units.