

# Education - Teacher Education

College of Education



Minor • Credentials  
Certificates • Master of Arts

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Education - Teacher Education

## 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.

### Faculty

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### Contact Information

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For information on the Professional Education Components of the Multiple and Single Subject Teaching Credential programs, contact the Teacher Preparation and Credentials Office (TPAC), Eureka Hall 216, (916) 278-6403

[edweb.csus.edu/tpac](http://edweb.csus.edu/tpac)

### Specializations

- **Minor:** Teacher Education
- **Preliminary Teaching Credentials:** Multiple Subject (MS) / Single Subject (SS)
- **Specialist Credential:** Reading/Language Arts
- **Certificates of Competency:** Educational Technology / Mathematics Education / Reading
- **MA in Education:** Behavioral Sciences Gender Equity Studies/ Curriculum and Instruction / Educational Technology / Language and Literacy

## UNDERGRADUATE PROGRAM

### Requirements • Minor

Units required: 12 units

The Teacher Education Department offers courses for the Teacher Education Minor. This course work consists of 12 units of upper division teacher education courses. Courses in the Minor are particularly useful to students with various majors across campus. Please check with the Teacher Education Department website for more specific information at [edweb.csus.edu/departments/edtel/index.html](http://edweb.csus.edu/departments/edtel/index.html).

### Credentials

As new regulations become mandated by the California Commission on Teacher Credentialing (CCTC) and the State Board of Education, requirements for meeting subject matter competency and/or requirements for all basic credential programs will be changed to comply with the new requirements. The basic credential program is legislated according to the SB 2042 (Preliminary) Credential requirements. For further information, please contact the Teacher Preparation and Credentials Office in Eureka Hall 216, (916) 278-6403.

### Multiple Subject Teaching Credential

- The Multiple Subject Teaching Credential (MSTC) authorizes the holder to provide instruction in any self-contained classroom. In practice, the MSTC is held by elementary and early childhood teachers.
- Students who wish to pursue a career in Special Education can earn a Mild/Moderate or Moderate/Severe Specialist Credential (a basic Multiple Subject credential is not a prerequisite but can be earned concurrently). This dual option is available only through the Department of Special Education, Rehabilitation, and School Psychology. For more information, please contact the Department office at (916) 278-6622.

- All basic credential programs embed the English Language Authorization (ELA), which prepares students to work with second language learners.

### **Single Subject Teaching Credential**

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

### **Teaching Credentials with a Bilingual/Crosscultural Language and Academic Development Emphasis (BCLAD)**

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

### **California Teachers of English Learners (CTEL) Certificate**

Individuals with an existing Multiple Subject or Single Subject credential may earn a CTEL certificate. The CTEL Certificate is designed specifically for practicing teachers who have not earned the English Language Authorization. For additional information on course work for the CTEL Certificate, contact the Department of Bilingual/Multicultural Education in Eureka Hall 401, (916) 278-5942.

### **Basic Teaching Credential Requirements**

Completion of the Preliminary Teaching Credential requires that the student:

- hold a baccalaureate or higher degree in a field other than professional education from a regionally accredited college or university;
- complete an approved program of teacher preparation, including student teaching;
- for a Multiple Subject credential, pass the approved subject-matter examination (CSET: California Subject Examination for Teachers, Multiple Subject, Subtests I, II and III);
- for Single Subject, complete either an approved subject matter program or pass the approved subject-matter examination (CSET) in the appropriate teaching area;
- for Single Subject, complete an approved course in the teaching of reading;
- for Multiple Subject, complete an approved course in the teaching of reading and pass the Reading Instruction Competence Assessment (RICA) exam;

- pass a college-level course or examination on the U.S. Constitution; and
- demonstrate California Basic Educational Skills (see subsection below on options available).

EDTE offers a variety of pathways for completing the Preliminary Credential programs: (1) a one-year (two-semester) program; (2) a three-phase (three semester) program; (3) an evening four semester program (Multiple Subject only); and (4) an undergraduate blended program that combines a Bachelor's degree in Liberal Studies with a Multiple Subjects credential, or a Bachelor's degree in PE or mathematics with a Single Subject credential.

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

### **Admission Procedures and Criteria**

Students may apply for program admission as undergraduates and should consult with their undergraduate advisors about an appropriate timeline. Applicants must complete two (2) applications to be considered for admission into the Teacher Preparation Program. The first application is to the Teacher Preparation Program. This application is available approximately four months prior to the application deadline on the web at [edweb.csus.edu/tpac](http://edweb.csus.edu/tpac) and from the Teacher Preparation and Credentials (TPAC) Office in room 216 in Eureka Hall. The second application is for admission into Graduate Studies. This application is available from the Office of Graduate Studies web page ONLY: <http://www.csus.edu/gradstudies/>. Because of space limitations, not all qualified applicants may gain admission to a program.

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

- **Application Deadline:** The Teacher Preparation and Credentials Office deadline for receipt of applications for fall semester is the first Monday in March and for spring semester is the first Monday in October of the semester preceding program matriculation. Both the Teacher Preparation Program Application and the Graduate Studies Application must be submitted by these deadlines. Please note that these deadlines are subject to change; consult the websites for both offices for the most current information.
- **Subject Matter Competency**
  - **Multiple Subject:** Applicants for the Multiple Subject program must complete subject matter competence by passing the California Subject Examination for Teachers (CSET), Subtest I, II and III. 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 passed the CSET. (Subject Matter Competency is not required for Early Childhood Special Education.)

- **Single Subject:** Applicants for the Single Subject Program may complete subject matter competency in one of two ways: (1) complete college course work for an approved Single Subject matter program at a California college or university or (2) pass the appropriate CSET exam. Some departments require a specialized interview for certification of competence in the subject. For more information, please contact the Teacher Preparation and Credentials Office, 916-278-6403, Eureka Hall 216.
  - **Multiple Subject, Single Subject Units Remaining in Subject Matter Competence:** Students entering the Teacher Preparation Program under an approved subject matter program may have a maximum of 3 units (or one course) of non-elective course work remaining for eligibility to enter the Level I Multiple Subject or Single Subject Credential Program. (Students accepted to the program must complete all subject matter program courses *before* the beginning of the final semester of the program.)
  - **California Basic Educational Skills Test:** Multiple subject applicants have two options for demonstrating Basic Educational Skills. Passing the California Basic Educational Skills Test (CBEST) is one method for satisfying this requirement. The second method is to pass CSET Subtest IV (which is taken in conjunction with CSET Subtests I, II, III). Basic Educational Skills must be demonstrated prior to beginning the Preliminary Credential Program. Single Subject applicants have one option for demonstrating Basic Educational Skills: passing CBEST. Applicants who demonstrate Basic Educational Skills prior to admission will have this factor considered favorably in the admission screening process. **Note:** Information about the CBEST and/or CSET exams, including information about registration, is available at the testing agency website: <http://www.ctcexams.nesinc.com/>. Test results are valid for five years. For additional information about the exams and assistance in preparing for them, please contact the College of Education Equity Coordinator in Eureka Hall 212.
  - **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 Sacramento State, the GPA shall be based on the cumulative work attempted at Sacramento State. If the candidate has not taken 30 semester units at Sacramento State, the GPA shall be based on cumulative work attempted at all colleges or universities attended. A cumulative GPA of 2.75 in the last 60 semester units attempted for post-baccalaureate applicants also meets the entrance requirement.
  - **Writing Proficiency.** Prior to admission to the Basic Credential Program, applicants must meet the writing proficiency requirement in one of the following ways:
    1. Pass the Sacramento State Writing Proficiency Examination (WPE) with a score of 8 or higher.
    2. If scoring 6 on WPE, enter Phase I and enroll concurrently in ENGL 109W, maintaining that enrollment until the WPE is passed.
    3. Pass a writing proficiency exam at another collegiate institution and provide the Teacher Preparation and Credentials Office with verification of a passing score.
  - 4. Earn a grade of “B” or higher in ENGL 120A, Advanced English Composition, at Sacramento State or a similar course from another institution as verifiable by a college transcript and a course catalog description.
  - 5. For graduate students, pass the writing portion of the CBEST or pass the CLEP writing exam.
  - 6. For multiple subject applicants ONLY, CSET Subtest IV, when passed in conjunction with Subtests I-III, can satisfy the writing proficiency requirements.
- Note:** For credential program acceptance, writing scores should be made available to the Teacher Preparation and Credentials Office no later than mid-April for fall semester applicants or no later than mid-November for spring semester applicants. CBEST results are available within six weeks of test date.
- **Written Application.** As part of the Teacher Preparation Program, 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. (**Note:** A much shorter written statement of purpose is also required on the application to Graduate Studies.)
  - **Interview.** All applicants are interviewed. This interview provides an initial screening of the candidate’s verbal communication skills. It is also designed to assess the candidate’s promise as a prospective teacher.
  - **Recommendations.** Applicants submit two completed recommendation forms, one from an observer of the applicant’s performance in a work-related setting (preferably working with children) and one from an instructor/individual who can attest to the candidate’s academic and/or cognitive skills and abilities. The recommendation forms are provided with the Teacher Preparation Program application and are also available online at [www.edweb.csus.edu/tpac](http://www.edweb.csus.edu/tpac).

### Requirements • Credential - Multiple Subject-Basic Option

Units required for the Preliminary Credential using the basic option: 48

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

*Courses in parentheses are prerequisites.*

- (3) EDBM 118 Foundational Issues for a Multicultural, Pluralistic Society, B (EDBM 117 or EDTE 117A; Corequisite: EDBM 402B)
- (3) EDBM 170 Bilingual Education: Introduction to Educating English Learners
- (3) EDS 100A/EDS 100B Education of Exceptional Children/Youth/Lab **OR**  
Any course taken prior to MS credential program that meets current CCTC standards for educating exceptional students.
- (3) EDTE 117A\* Foundational Issues in a Pluralistic Society A
- (2) EDTE 310A\* Pedagogy A
- (1) EDTE 310B\* Pedagogy B (EDTE 310A)
- (3) EDTE 314\* Mathematics Curriculum and Instruction for the Diverse K-8 Classroom
- (3) EDTE 315\* History - Social Science Curriculum and Instruction for the Diverse K-8 Classroom
- (3) EDTE 316\* Science Curriculum and Instruction for the Diverse K-8 Classroom

- (1) EDTE 317\* Visual and Performing Arts Methods for the Diverse K-8 Classroom
- (3) EDTE 319A\* Language and Literacy I for the Diverse K-8 Classroom
- (3) EDTE 319B\* Language and Literacy II for the Diverse K-8 Classroom (EDTE 319A)
- (1) EDTE 330\* Educational Technology Laboratory
- (3) EDTE 430A\* Student Teaching I: Basic Pathway
- (11) EDTE 430B\* Student Teaching II: Basic Pathway (EDTE 430A)
- (2) HLSC 136 School Health Education (CPR training; may be taken concurrently) **OR**  
Any course taken prior to MS credential program that meets current CCTC standards for health sciences.

\*Admission to the Multiple Subject Credential Program.

### Requirements • Credential - Multiple Subject - Evening Option

Units required for the Preliminary Credential using the Evening option: 49

*Courses in parentheses are prerequisites.*

- (3) EDBM 118 Foundational Issues for a Multicultural, Pluralistic Society, B (EDBM 117 or EDTE 117A; Corequisite: EDBM 402B)
- (3) EDBM 170 Bilingual Education: Introduction to Educating English Learners
- (3) EDS 100A/EDS 100B Education of Exceptional Children/Youth/Lab **OR**  
Any course taken prior to MS credential program that meets current CCTC standards for educating exceptional students.
- (3) EDTE 117A\* Foundational Issues in a Pluralistic Society A
- (2) EDTE 310A\* Pedagogy A
- (1) EDTE 310B\* Pedagogy B (EDTE 310A)
- (1) EDTE 310C\* Pedagogy C (EDTE 310B)
- (3) EDTE 314\* Math Curriculum and Instruction for the Diverse K-8 Classroom
- (3) EDTE 315\* History - Social Science Curriculum and Instruction for the Diverse K-8 Classroom
- (3) EDTE 316\* Science Curriculum and Instruction for the Diverse K-8 Classroom
- (1) EDTE 317\* Visual and Performing Arts Methods for the Diverse K-8 Classroom
- (3) EDTE 319A\* Language and Literacy I for the Diverse K-8 Classroom
- (3) EDTE 319B\* Language and Literacy II for the Diverse K-8 Classroom (EDTE 319A)
- (1) EDTE 330\* Educational Technology Laboratory
- (14) EDTE 432\* Student Teaching - Multiple Subject Credential: Evening Pathway
- (2) HLSC 136 School Health Education (CPR training; may be taken concurrently) **OR**  
Any course taken prior to MS credential program that meets current CCTC standards for health sciences.

\*Admission into the Multiple Subject Credential Program.

### Requirements • Credential - Multiple Subject - Intern Option

Units required for the Preliminary Credential using the Intern option: 62

*Courses in parentheses are prerequisites.*

- 3) EDBM 118 Foundational Issues for a Multicultural, Pluralistic Society, B (EDBM 117 or EDTE 117A; Corequisite: EDBM 402B)
- (3) EDBM 170 Bilingual Education: Introduction to Educating English Learners
- (3) EDS 100A/EDS 100B Education of Exceptional Children/Youth/Lab **OR**  
Any course taken prior to MS credential program that meets current CCTC standards for educating exceptional students.
- (3) EDTE 117A\* Foundational Issues in a Pluralistic Society A
- (2) EDTE 310A\* Pedagogy A
- (1) EDTE 310B\* Pedagogy B (EDTE 310A)
- (1) EDTE 310C\* Pedagogy C (EDTE 310B)
- (3) EDTE 314\* Math Curriculum and Instruction for the Diverse K-8 Classroom
- (3) EDTE 315\* History - Social Science Curriculum and Instruction for the Diverse K-8 Classroom
- (3) EDTE 316\* Science Curriculum and Instruction for the Diverse K-8 Classroom
- (1) EDTE 317\* Visual and Performing Arts Methods for the Diverse K-8 Classroom
- (3) EDTE 319A\* Language and Literacy I for the Diverse K-8 Classroom
- (3) EDTE 319B\* Language and Literacy II for the Diverse K-8 Classroom (EDTE 319A)
- (1) EDTE 330\* Educational Technology Laboratory
- (3) EDTE 433A\* Intern Teaching I: Intern Pathway
- (24) EDTE 433B\* Intern Teaching II: Multiple Subject Credential: Intern Pathway (EDTE 433A)
- (2) HLSC 136 School Health Education (CPR training; may be taken concurrently) **OR**  
Any course taken prior to MS credential program that meets current CCTC standards for health sciences.

\*Admission into the Multiple Subject Credential Program.

### Requirements • Credential - Multiple Subject - BÉTEP (BLENDED) Option

Units required for the Preliminary Credential using the BÉTEP (Blended Elementary Teacher Education Program) Option: 38

*Courses in parentheses are prerequisites.*

- (3) EDBM 118 Foundational Issues for a Multicultural, Pluralistic Society, B (EDBM 117 or EDTE 117A; Corequisite: EDBM 402B)
- (3) EDBM 170 Bilingual Education: Introduction to Educating English Learners
- (3) EDS 100A/EDS 100B Education of Exceptional Children/Youth/Lab **OR**  
Any course taken prior to MS credential program that meets current CCTC standards for educating exceptional students.
- (3) EDTE 117A\* Foundational Issues in a Pluralistic Society A
- (2) EDTE 310A\* Pedagogy A
- (1) EDTE 310B\* Pedagogy B (EDTE 310A)

- (3) EDTE 314\* Math Curriculum and Instruction for the Diverse K-8 Classroom
- (3) EDTE 315\* History - Social Science Curriculum and Instruction for the Diverse K-8 Classroom
- (3) EDTE 316\* Science Curriculum and Instruction for the Diverse K-8 Classroom
- (1) EDTE 317\* Visual and Performing Arts Methods for the Diverse K-8 Classroom
- (3) EDTE 319A\* Language and Literacy I for the Diverse K-8 Classroom
- (3) EDTE 319B\* Language and Literacy II for the Diverse K-8 Classroom (EDTE 319A)
- (1) EDTE 330\* Educational Technology Laboratory
- (2) EDTE 431A\* Student Teaching I: Betep Pathway
- (4) EDTE 431B\* Student Teaching II: Betep Pathway (EDTE 431A)

\*Admission to the Multiple Subject Credential Program.

### Requirements • Credential - Single Subject

Units required for Single Subject Credential: 50

Two-semester and three-semester programs are available.

Contact the Teacher Preparation and Credentials Office for sequence of courses, time commitment, and other information.

*Courses in parentheses are prerequisites.*

#### A. Corequisites/Prerequisites (8 units)

- (3) EDBM 170 Bilingual Education: Introduction to Educating English Learners
- (2) EDS 100A Education of Exceptional Children/Youth (Corequisite: EDS 100B)
- (1) EDTE 331 Educational Technology Laboratory Single Subject
- (2) HLSC 136 School Health Education (CPR training; may be taken concurrently)

#### B. Required Courses (42 units)

- (4) EDTE 116 The Psychology of Instruction (Admission to the Single Subject Credential Program)
- (3) EDTE 371A Schools and Community A (Admission to the Single Subject Teaching Credential Program; Corequisite: EDTE 470A)
- (3) EDTE 371B Schools and Community B (EDTE 371A; Corequisite: EDTE 470B)
- (3) EDTE 372 Anthropology of Education (Admission to the Single Subject Credential Program)
- (1) EDTE 373A Assessment Center Laboratory I (Admission to the Single Subject Credential Program, EDTE 331; Corequisite: Enrollment in semester one of the Single Subject Credential Program)
- (2) EDTE 373B Assessment Center Laboratory II (Admission to the Single Subject Credential Program; Enrollment in semester two)
- (3) EDTE 384 Instruction and Assessment of Academic Literacy (Admission to the Single Subject Credential Program)
- (7) EDTE 470A Student Teaching I: Secondary Schools (Admission to the Single Subject Credential Program; Corequisite: EDTE 371A)
- (13) EDTE 470B Student Teaching II: Secondary Schools (Admission to the Single Subject Credential Program; EDTE 470A; Corequisite: EDTE 371B)
- (3) A Single Subject Teaching Methods course.

\* A Single Subject Internship Option is also available. Candidates approved for this option will have successfully completed all program courses and fieldwork up to their final semester of the program. Only those candidates entering the final semester of the program are eligible for consideration for an internship. To qualify, candidates will have met all existing program admission criteria; performed at high levels in all course work and fieldwork leading up to their final semester; and received strong recommendations from their mentors or collaborating teachers, University supervisors or University cluster liaisons, and University cluster coordinators. Qualified candidates who are offered an internship will register for EDTE 470C in lieu of EDTE 470B, "Student Teaching: Secondary Schools."

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

### Additional Information

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

### Requirements • Credential - Preliminary and Professional (SB 2042)

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

The Professional Program is not available at Sacramento State for students who hold a Preliminary Multiple Subject or Single Subject Credential. However, the Level II Program is available at Sacramento State only for those students who hold a Level I Special Education Credential. For further information on Level II programs, please contact the Department of Special Education, Rehabilitation, School Psychology, Eureka Hall 316, (916) 278-4081. Level II programs for those who already hold a Preliminary (2042) Multiple

and Single Subject Credential are frequently offered through school districts and/or County Offices of Education.

Upon satisfactory completion of the following requirements, the candidate is eligible for the 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 2042 Credential Program), (4) a college course or examination pertaining to the U.S. Constitution, and (5) passing the CBEST.

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

**Reading/Language Arts Specialist Credential**

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

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

**Specific Admission Requirements**

Admission to the Reading/Language Arts Specialist Credential requires:

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

**Requirements • Credential - Reading/Language Arts Specialist**

Required Courses (24 units)

**Tier I (Take these courses first)**

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

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

- (3) EDTE 202 Language and Literacy Development in Multicultural Settings
- (3) EDTE 206 Leadership in Literacy

- (3) EDTE 207 Advanced Practicum in Reading Difficulties: Assessment and Intervention
- (3) EDTE 209 Literature for the Diverse Pre K-12 Classroom: Issues, Models and Strategies

**Certificate Programs**

**Requirements • Certificate of Competency - Educational Technology**

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

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

The courses for this certificate are recognized by the CCTC as fulfilling the Supplementary Authorization for Computer Concepts and Applications, which is required by many districts for teaching computer-based courses or managing labs. Enrollment in the master's program is **not** required provided prerequisites are met, including having a teaching credential or being enrolled in a credential program. Students interested in seeking a master's degree should register in *no more than 6 units* prior to applying for classified standing in a MA program.

*Courses in parentheses are prerequisites.*

**A. Prerequisites (3 units)**

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

- (3) EDTE 230 Introduction to Computers in the Classroom

**B. Required Courses**

**Option 1 (12 units)**

- (3) EDTE 232 Educational Applications of Computers (EDTE 330; EDS 291A or EDS 291B; or equivalent)
- (3) EDTE 233 Teaching Problem-Solving with Educational Technology (EDTE 232 or equivalent)
- (3) EDTE 234 Curriculum and Staff Development with Educational Technology (EDTE 232, or equivalent)
- (3) EDTE 235 Enhancing Curriculum with Multimedia and the Web (EDTE 232 or equivalent)

**OR**

**Option 2 (12 units)**

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

\*Acceptance into the Master of Arts (Educational Technology).

## Requirements • Certificate of Competency - Mathematics Education

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

### Required Courses (12 units)

- (3) EDTE 220 Seminar in Mathematics Education
- (3) EDTE 221 Curriculum Development in Mathematics Education
- (3) EDTE 222 Teaching Mathematics in the Twenty-First Century
- (3) EDTE 228 Ethnomathematics

## Requirements • Certificate of Competency - Reading

A graduate student may earn a Reading Certificate (issued by CCTC) by completing the courses listed below. This certificate authorizes the holder to assess student reading and provide reading instruction in response to those assessments. Reading Certificate holders are also authorized to develop, implement, and adapt the reading content curriculum and assist classroom teachers in these areas. Holders of the Reading Certificate may perform the above services at one or more school sites at the grade levels authorized by their prerequisite teaching credential. Enrollment in the Master's program is not required provided that the following admission requirements are met.

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

### Specific Admission Requirements

Admission requires:

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

### Required Courses (12 Units)

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

## Requirements • Certificate of Competency - Teaching Reading to Adults

The Certificate in Teaching Reading to Adults (TRA Certificate) provides professional preparation and training in the theory and practice of teaching reading to adults. A combination of course work in reading theory and pedagogy with teaching and/or tutoring experience provides the competencies and skills necessary to teach reading to adults. The program is designed for graduate students who expect to teach in community college or adult education settings.

### Information on Eligibility

Students must either be in a graduate degree program at Sacramento State or must apply for graduate admission to the University. Once admitted to Sacramento State, prospective TRA Certificate students must apply to the Certificate Coordinator for admission to the program.

All applicants must complete the University's Writing Proficiency Exam (WPE).

International students must have a TOEFL score of 600 or higher (or a score of 250 or higher on the computerized TOEFL) and a score of 5 on the Test of Written English.

### Certificate Requirements

The reading certificate requires 15 units of course work with a minimum GPA of 3.0.

### Required Courses (15 Units)

- (3) EDTE 205 Psychology and Sociology of Literacy Instruction
- (3) EDTE 207 Advanced Practicum in Reading Difficulties: Assessment and Intervention
- (3) ENGL 215A Reading/Vocabulary Acquisition
- (3) ENGL 225C Theoretical Issues in Adult Literacies
- (3) ENGL 410L Internship in Teaching Adult Literature

For further information, contact the Certificate Coordinator, Calaveras Hall 138, (916) 278-6197.

## GRADUATE PROGRAMS

### General Admission Requirements

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

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

A list of M.A. Program Coordinators is on the web at [edweb.csus.edu/edte/graduate/index.html](http://edweb.csus.edu/edte/graduate/index.html). Please contact the appropriate M.A. Program Coordinator for additional information.

### General Admission Procedures

Students are required to apply by April 1 for the following fall or October 1 for the following spring. These are firm deadlines. On a space available basis students may be admitted after the deadline to the following programs: uncohorting Curriculum and Instruction, Gender Equity Studies, and Language and Literacy. Please contact the appropriate program coordinator.

All prospective graduate students, including Sacramento State graduates, must file the following with the Sacramento State Office of Graduate Studies, River Front Center 206, (916) 278-6470:

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

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

### **General Advancement to Candidacy Procedures**

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

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

Advancement to Candidacy forms are available online through the Office of Graduate Studies website: [www.csus.edu/grad-studies/Forms.htm](http://www.csus.edu/grad-studies/Forms.htm). The student fills out the form after planning a degree program in consultation with the appropriate M.A. Program Coordinator. The form must be submitted to the Teacher Education Department Office and the Office of Graduate Studies for approval.

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

Before beginning a 500-level course to complete a Project, Action Research, or Thesis, students are required to have an approved Culminating Experience Proposal on file in the Department office. The reservation form for a Culminating Experience Chair for fall semester is due March 10; for spring the form is due October 15. **Note:** A completed Proposal requires the approval of the Culminating Experience Chair as well as Human Subjects approval. The proposal and accompanying Protection of Human Subject forms must be reviewed by the EDTE Graduate Coordinator and the Department or University Human Subjects Review Committee.

Enrollment in the 500 series Culminating Experience is for one semester. The expectation is that students will complete the thesis/project during the 500-level course. One semester of continuous enrollment is allowed if the Culminating Experience Chair deems a reasonable amount of progress has been made as per the timeline in the Proposal and assigns a grade of "RP" for the 500 series. If students fail to make adequate progress according to their Proposal timeline and there are no mitigating circumstances (e.g., illness), a grade of "NC" is given, and the student must re-enroll in the appropriate 500 series Culminating Experience.

## **Requirements • Master of Arts in Education - Behavioral Sciences Gender Equity Studies**

Units required for the MA: 30

Minimum required GPA: 3.0

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

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

### **Specific Additional Admission Requirements**

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

- a minimum 3.0 GPA in the last 60 units attempted;
- an approved statement of purpose that addresses: 1) why the applicant wants to enter this particular program; 2) career objectives which will coincide with program goals;
- evidence of completion of a previous course(s) with "B" or better grade (graduate or undergraduate level) which focuses on the area of women studies and/or gender studies; and
- an oral interview.

**Note:** The Department of Teacher Education requires each student download the *Department of Teacher Education Graduate Student Handbook*, available on the Department website at <http://edweb.csus.edu/edte/forms.html>.

*Courses in parentheses are prerequisites.*

### **A. Required Courses (15 units)**

- (3) EDTE 165 Sex Role Stereotyping in American Education (Passing score on WPE)
- (3) EDTE 250 Educational Research (EDTE 251 for students in uncohorting Curriculum and Instruction and Behavioral Sciences Gender Equity Studies Masters' Programs)
- (3) EDTE 251 Education for a Democratic, Pluralistic Society
- (3) EDTE 266 Women and Education
- (3) EDTE 290 Seminar in Culminating Experience (Approval of Culminating Experience Proposal or instructor permission)

### **B. Electives (12 units)**

Select 12 units of elective courses in consultation with the Behavioral Sciences Gender Equity Studies Program Coordinator. The units must be selected from: Gender Equity core courses; Women's Studies cross-listed courses; or other courses specifically approved by the Behavioral Sciences Gender Equity Studies Program Coordinator. At least six of the elective units must be at the 200-level.



**C. Culminating Requirement (3 units)**

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

**Note:** Credit is given upon completion of a thesis, project, or other approved culminating experience. For the Master of Arts in Education (Behavioral Sciences Gender Equity Studies). Open only to the graduate student who has been advanced to candidacy for the master's degree and has secured the permission of his/her Culminating Experience Chair and the Behavioral Sciences Gender Equity Studies Program Coordinator. All forms may be obtained on the web at <http://edweb.csus.edu/edte/forms.html>.

### Requirements • Master of Arts in Education - Curriculum and Instruction

Units required for the MA: 30 units

Minimum required GPA: 3.0

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

The Master of Arts in Education, Curriculum and Instruction is designed to provide professional and specialized preparation for the candidate interested in acquiring knowledge and skills essential for the design and development of curriculum and related instructional practices. The program provides a variety of options for candidates to develop and enhance expertise in a particular field of interest such as educational technology, mathematics education, language and literacy, and other specializations related to elementary, middle school, and secondary education. For information on the Master of Arts in Education, Curriculum and Instruction, contact the Graduate Program Coordinator.

**Specific Additional Admission Requirements**

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

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

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

**Note:** The Department of Teacher Education requires each student download the *Department of Teacher Education Graduate Student Handbook*, available on the Department website at <http://edweb.csus.edu/edte/forms.html>.

*Courses in parentheses are prerequisites.*

**A. Required Courses (15 units)**

- (3) EDTE 226 Seminar: Strategies for Teachers  
 (3) EDTE 227 Seminar in Curriculum and Instruction, K-12  
 (3) EDTE 250 Education Research (EDTE 251 for students in uncohorting Curriculum and Instruction and Behavioral Sciences Gender Equity Studies Masters' Programs)

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

- (3) EDTE 290 Seminar in Culminating Experience (Approval of Culminating Experience Proposal or instructor permission)

**B. Other Course Requirements (12 units)**

Twelve elective units in Curriculum and Instruction course work are to be selected by the student in consultation with the Curriculum and Instruction Program Coordinator. Students may focus their elective units in a program of their interest or select courses from various programs. At least three of the elective units must be at the 200 level. Examples of Curriculum and Instruction elective programs include: Educational Technology, Mathematics Education, Language and Literacy, and Gender Equity.

Some elective areas, such as Arts in Education and National Board Certification, are offered in cohort groups. These cohorts are started as resources allow. Information regarding planned cohorts is available in the Department office, Eureka Hall 203, (916) 278-6155.

With C & I Program Coordinator approval, program courses may include **one** of the following:

- 6 transfer elective units
- 6 units of extension credit

**C. Culminating Requirement (3 units)**

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

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

### Requirements • Master of Arts in Education - Educational Technology

Units required for the MA: 30

Minimum required GPA: 3.0

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

This program uses a combination of face-to-face and online meetings. It is a rigorous 18-24 month program focusing on technical, curricular, and leadership skills. Instruction is centered on the learner and on what is required of educators in today's technologically-rich learning environment. Course work is project-oriented, utilizing innovative electronic portfolios focusing on reflective learning practices and review by peers and colleagues. The Master of Arts in Education, Educational Technology encompasses a wide variety of academic, technical, and practical exposures, certifying that holders of the degree are highly competent teaching strategists, leaders, and presenters. Participants in the program not only learn to integrate relevant teaching strategies with current

technologies, but are expected to develop new procedures that augment learning through the use of technology. Students focus on developing multimedia and web-based delivery skills as a means for teaching and learning, as well as on building a practical understanding of hardware, software and network applications. This program is offered only in cohort groups. Check with the Department [imet.csus.edu](http://imet.csus.edu) or (916) 278-6155 for the next start date.

Effective Fall 2006 there is a Distance Learning Technology Fee of \$40 per unit to be paid by the end of the third week of instruction of each term of enrollment in the Educational Technology program. Failure to pay this fee will result in students being dropped from their classes for the term.

**Specific Additional Admission Requirements**

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

- a minimum 3.0 overall GPA in the last 60 units attempted;
- a valid teaching credential or Educational Technology Program Coordinator and Department approval for waiving this requirement;
- an approved statement of purpose that addresses: 1) why the applicant wants to enter this particular program; 2) career objectives which will coincide with program goals; and
- applicants must be proficient in using the Internet for e-mail, downloads, and web searches. Applicants must have demonstrated successful use of computer technology within the classroom and must be familiar with installing software, navigating through a hard drive, choosing printers, and logging on to a network.

**Note:** The Department of Teacher Education requires each student download the *Department of Teacher Education Graduate Student Handbook*, available on the Department website at <http://edweb.csus.edu/edte/forms.html>.

*Courses in parentheses are prerequisites.*

**A. Required Courses (27 units)**

- (3) EDTE 250\* Education Research (EDTE 251 for students in uncohorting Curriculum and Instruction and Behavioral Sciences Gender Equity Studies Masters' Programs)
- (3) EDTE 251\* Education for a Democratic, Pluralistic Society

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

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

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

**B. Culminating Requirement (3 units)**

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

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

**Requirements • Master of Arts in Education - Language and Literacy**

Units required for the MA: 33

Minimum required GPA: 3.0

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

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

**Specific Additional Admission Requirements**

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

- a valid Teaching Credential or advisor or Department approval for waiving this requirement;
- a minimum 3.0 GPA in the last 60 units attempted; and
- successful completion of a basic course in the Teaching of Reading from an accredited university; if reading methods course is older than seven years, the applicant must show evidence of either a) current staff development in Language and Literacy by participation in workshops, institutes, etc., (candidates must show documentation); or b) passing the RICA test within the past seven years.

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

**Note:** The Department of Teacher Education requires each student download the *Department of Teacher Education Graduate Student Handbook*, available on the Department website at <http://edweb.csus.edu/edte/forms.html>.

*Courses in parentheses are prerequisites.*

**A. Required Courses (24 units)**

**Tier I (Take these courses first)**

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

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

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

### B. Other Required Course (3 units)

- (3) EDTE 250 Educational Research (EDTE 251 for students in uncohorting Curriculum and Instruction and Behavioral Sciences Gender Equity Studies Masters' Programs)

### C. Culminating Requirement (6 units)

- (3) EDTE 290 Seminar for Culminating Experience (Approval of Culminating Experience Proposal or instructor permission)
- (3) EDTE 503 Culminating Experience: Language and Literacy (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 (Language and Literacy). Open only to the graduate student who has been advanced to candidacy for the master's degree and has secured the permission of his/her Culminating Experience Chair and the Language and Literacy Program Coordinator. All forms may be obtained on the web at <http://edweb.csus.edu/edte/forms.html>.

## Lower Division Courses

**EDTE 10. Critical Thinking and the Educated Person.** Examines thinking process patterns and dispositions, for self, children, parents and educators. Familiarizes students with critical thinking, provides a systematic approach to its process and components. Students will learn about problem solving, decision-making, logical and creative thinking. The study of critical thinking will be supplemented with readings, discussions, and written assignments. Implements critical thinking applications used both in student's academic and personal lives. **Units:** 3.0.

**EDTE 21. Freshman Seminar: Becoming an Educated Person.** Introduction to the nature and possible meanings of higher education, and the functions and resources of the University. Designed to help students develop and exercise fundamental academic success strategies and to improve their basic learning skills. The seminar will also provide students with the opportunity to interact with fellow students and the seminar leader and to build a community of academic and personal support. **Units:** 3.0.

**EDTE 99. Special Problems.** Individual projects designed especially for students capable of independent study. **Note:** Departmental petition required. **Graded:** Credit / No Credit. **Units:** 1.0-3.0.

## Upper Division Courses

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

**EDTE 100A. Observation Participation in School-B. Graded:** Credit / No Credit. **Units:** 2.0.

**EDTE 100B. Observation-Participation in School-B. Graded:** Credit / No Credit. **Units:** 3.0.

**EDTE 101A. Tutoring Children in Mathematics.** Orientation to concept and practice of tutoring basic mathematics skills including developing conceptual understanding and the ability to scaffold instruction of addition, subtraction, multiplication and division of whole numbers, fractions, and decimals. After completing on-campus training, students are placed in nearby school districts. May be taken by all undergraduate students and is strongly recommended for students considering careers in education, criminal justice, psychology, and social work. It may also be used as an elective in the Blended Teacher Education Program. **Note:** May be taken twice for credit. **Corequisite:** EDTE 101B. **Graded:** Credit / No Credit. **Units:** 2.0.

**EDTE 101B. Tutoring Children in Mathematics: Practicum.** Practicum of tutoring basic mathematics skills and scaffolding instruction of addition, subtraction, multiplication and division of whole numbers, fractions, and decimals. After completing on-campus training, students are placed in nearby school districts. May be taken by all undergraduate students and is strongly recommended for students considering careers in education, criminal justice, psychology, and social work. It may also be used as an elective in the Blended Teacher Education Program. **Note:** May be taken twice for credit. **Corequisite:** EDTE 101A. **Graded:** Credit / No Credit. **Units:** 1.0.

**EDTE 103A. Tutoring Children in Reading.** Orientation to concept and practice of tutoring basic reading skills including sight word recognition, word analysis skills, oral fluency, and comprehension. After completing on-campus training, students are placed in nearby school districts. **Note:** Strongly recommended for students considering careers in education, criminal justice, psychology and social work. May also be used as an elective in the Blended Teacher Education Program and may be repeated once for credit. **Corequisite:** EDTE 103B. **Graded:** Credit / No Credit. **Units:** 2.0.

**EDTE 103B. Tutoring Children in Reading Practicum.** Field-based course provides a synthesis and application of course content learned in EDTE 103A. Students are placed in a primary level setting for at-risk students who read approximately two grade levels below their peers. The twice-weekly practicum focuses on comprehension questioning strategies, learning styles and differences, multicultural and ESL strategies, Reader's theater and poetry, and motivating students to achieve greater academic success. **Note:** May be taken by all undergraduate students and must be taken concurrently with EDTE 103A. **Corequisite:** EDTE 103A. **Graded:** Credit / No Credit. **Units:** 1.0.

**EDTE 104. Assisting the Elementary Classroom Teacher.** Directly connected to hands-on classroom experiences. Students will be intensively trained in workshops, and will work as teacher assistants in public schools (4 hours per week). Students will learn strategies for working with diverse groups of students at all grade levels; keep weekly tutoring logs; and write a case study on a student and present their findings to the class. Students will reflect on their own growth and development. **Note:** May be repeated once for credit. **Prerequisite:** EDTE 103. **Graded:** Credit / No Credit. **Units:** 3.0.

**EDTE 105A. Advanced Techniques in Tutoring Children in Reading.** Advanced study of remedial reading strategies, research and exemplary practices that can be applied in a range of service learning experiences. After completing on-campus training, students are placed in nearby school districts. **Note:** Strongly recommended for students considering careers in education, criminal justice, psychology and social work. May also be used as an elective in the Blended Teacher Education Program and may be repeated once for credit. **Prerequisite:** EDTE 103A and EDTE 103B. **Corequisite:** EDTE 105B. **Graded:** Credit / No Credit. **Units:** 2.0.

**EDTE 105B. Advanced Techniques in Tutoring Children in Reading: Practicum.** Field-based course provides a synthesis and application of course content learned in EDTE 105A. Students are placed in a primary level setting for at-risk students who read approximately two grade levels below their peers. The twice-weekly practicum focuses on the reading process, reading-writing connections, individual and/or small group tutoring, student assessment, and reflection from journals. **Note:** May be taken by all undergraduate students and must be taken concurrently with EDTE 105A. **Prerequisite:** EDTE 103A and EDTE 103B. **Corequisite:** EDTE 105A. **Graded:** Credit / No Credit. **Units:** 1.0.

**EDTE 106. Assisting the Secondary Classroom Teacher.** Students will complete intensive training before being assigned to a secondary level classroom in a public school in the greater Sacramento area. Required attendance at two-hour training sessions; placement in secondary level classrooms; participation in continuing seminars/workshops bi-weekly. Additional four hour per week at middle or high school for 12 weeks. Total time spent in classroom is approximately 48 hours. Does not substitute for any course in the basic teaching credential program. **Note:** May be repeated once for credit. **Graded:** Credit / No Credit. **Units:** 3.0.

**EDTE 116. The Psychology of Instruction.** Introduction to professional pedagogy, including a thorough analysis of the Teaching Performance Expectations. Information, strategies, and practical experience in designing, assessing, and reflecting on lesson and unit plans with an emphasis on strategies for contextualizing teaching and learning. At the conclusion of this course and its linked courses, candidates are expected to be sufficiently prepared to design and implement lesson and unit plans in their first phase of student teaching. Enrollment in Semester 1. **Prerequisite:** Admission to the Single Subject Credential Program. **Units:** 4.0.

**EDTE 117A. Foundational Issues in a Pluralistic Society A.** Critical analysis of purposes and processes of public schooling, including an examination of the sociopolitical relationship between public schools and society, and the relationship between culture, community, achievement, educational theory and practice. Emphasis on the social, cultural, historical and philosophical foundations of education; theories of learning; and ethno-cultural, social, emotional and cognitive development. Students examine their attitudes regarding gender, sexuality, race, language and ability. Students develop a philosophy of education for our multicultural and democratic society. **Prerequisite:** Admission to Multiple Subject Credential Program. **Graded:** Credit / No Credit. **Units:** 3.0.

**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. **Units:** 3.0.

**EDTE 121. Multicultural Children's Literature.** Survey of historical and modern multicultural children's literature examining standards of selection and acquaintance with the leading authors, illustrators and book awards; procedures and practice in methodology. Focus on children's literature which represents the diversity in America and fosters an understanding of the cultural values, identity, and heritage of those populations. **Prerequisite:** WPE or ENGL 109W or ENGL 109M. **Units:** 3.0.

**EDTE 150. Urban Education.** Designed to enhance students' knowledge of urban schooling, especially related to dynamics of race, class, and culture. Along with a Service Learning component in urban schools, provides analysis of the following: historical, socioeconomic, and political factors influencing urban education; the distribution of opportunity in cities and their schools; and effective instructional organizational practices that close the achievement gap, including the development of positive school cultures and the use of community services and resources. **Prerequisite:** Passing score on the Writing Proficiency Exam. **Units:** 3.0.

**EDTE 165. Sex Role Stereotyping in American Education.** Survey course designed to introduce students to the educational problems and practices resulting from societal sex role stereotyping. It analyzes the specific effects of sex and race stereotyping in the total school setting. **Prerequisite:** Passing score on the WPE. **Units:** 3.0.

**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 course work requirements. **Prerequisite:** Upper division status. May be repeated once for credit. **Graded:** Credit / No Credit. **Units:** 3.0.

**EDTE 196. Experimental Offerings in Education.** Offered in the various fields of education in response to students' needs. **Units:** 1.0-3.0.

**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. **Units:** 1.0-3.0.

## Graduate Courses

Graduate standing is required for 200-series course enrollment.

**EDTE 200. Practicum in Decoding and Fluency: Assessment and Instruction.** Research, practice, and issues related to decoding, spelling, and fluency instruction from preschool through adult with applications to classroom teaching. Includes a practicum for assessing and tutoring students having difficulty in decoding. **Prerequisite:** Graduate standing, valid teaching credential and current preservice reading course or equivalent. **Units:** 3.0.

**EDTE 201. Practicum in Comprehension: Assessment and Instruction.** Research, practice and issues related to vocabulary, background knowledge, and comprehension and study strategies from preschool through adult with applications for classroom teaching. Topics include motivation, metacognition, and strategic reading. Analysis of formal and informal assessment measures with a focus on utility, reliability, and validity. In the practicum portion, teachers assess and tutor students with reading difficulties. **Units:** 3.0.

**EDTE 202. Language and Literacy Development in Multicultural Settings.** Research and theory related to the nature of culture, first and second language acquisition, schooling and literacy development. Implications of the research and theory for working with pre-K children through adults in group contexts. **Units:** 3.0.

**EDTE 203. Teaching and Assessing Writing in the Pre-K through 12 Classroom.** Writing assessment and instruction in pre-K through 12 classrooms and other settings is the dominant focus. Topics include research and theoretical models of composition, classroom-based instructional approaches to process writing instruction, writing assessment and writing strategies to improve reading comprehension and writing instruction in a social context. **Units:** 3.0.

**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:** EDS 204; only one may be counted for credit. **Units:** 3.0.

**EDTE 205. Psychology and Sociology of Literacy Instruction.** Overview of quantitative and qualitative research in the psychology and sociology of literacy, focusing on seminal and current research. Participants analyze research and address implications for classroom practice. Further, participants generate their own individual Action Research proposals for peer review based on research and teaching experience. **Units:** 3.0.

**EDTE 206. Leadership in Literacy.** Provides field experiences for applying theoretical understandings about contemporary schooling policies, as well as a venue for expanding the role of leadership in literacy to meet the needs of the broader community. Also provides candidates with opportunities to incorporate understandings about literacy and the content of cultures to field actions related to their personal professional development. **Units:** 3.0.

**EDTE 207. Advanced Practicum in Reading Difficulties: Assessment and Intervention.** Evaluation and use of materials and techniques for assessing and teaching decoding, spelling, and comprehension across ages, languages, developmental levels, and diverse backgrounds. Examination of models of reading disability and of intervention programs for students and adults with varying degrees of disability. Application through assessment, instruction, and compilation of a case study of a student or adult with reading and/or spelling difficulties. Permission of instructor required for those wishing to take the course as an elective. **Units:** 3.0.

**EDTE 209. Literature for the Diverse Pre- K through 12 Classroom: Issues, Models and Strategies.** Analyze state and national issues related to the use of juvenile literature in schools. Evaluate models and strategies for employing quality literature (fiction and non-fiction) effectively in the Pre-K through 12 multicultural classroom. Building upon research and genre overview, each participant will develop instructional materials and strategies such as booklists, storytelling, textsets, read-alouds, and web-based literature activities for students and support materials for parents. **Units:** 3.0.

**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. **Units:** 3.0.

**EDTE 220. Seminar in Mathematics Education.** Research of mathematical instruction trends, problems of teaching math and successful mathematics programs. **Units:** 3.0.

**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. **Units:** 3.0.

**EDTE 222. Teaching Mathematics in the Twenty-First Century.** Investigation of issues and trends being faced by elementary and secondary teachers in California. An overall goal is to develop a significant body of examples of successful mathematics teaching, designed to be useful with learners from all of California's diverse student population. **Units:** 3.0.

**EDTE 225C. Theoretical Issues in Adult Literacies.** Introduces students to current theories surrounding the pedagogies and politics of adult literacies within a wide variety of contexts, including community colleges, prisons, and community projects. Incorporates information on technological literacies, information literacies, cultural literacies, and multiliteracies. In addition, students will be partnered with community literacy experts and required to complete formal observations of adult reading classrooms throughout the semester, fostering collaboration between the local community and the university. **Cross-listed:** ENGL 225C; only one may be counted for credit. **Units:** 3.0.

**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. **Units:** 3.0.

**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. **Units:** 3.0.

**EDTE 228. Introduction to Ethnomathematics.** Students will learn aspects of mathematical modeling used to uncover mathematics as used in non-school contexts, a basic premise to ethnomathematics is that the mathematics found in other traditions is strongly influenced by, indeed reflects, a given individual's cultural heritage and world view. Students examine alternative mathematical thought practices of other, mainly nonwestern cultures; consider how mathematical topics that include cultural connections to numbering and systems of organization, geometry and perceptions of time and space. **Units:** 3.0.

**EDTE 230. Introduction to Computers in the Classroom.** Practical introduction to the use and applications of computer-based technologies in the Kindergarten-twelfth 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. **Units:** 3.0.

**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 330 or EDS 291A and EDS 291B; or equivalent. **Units:** 3.0.

**EDTE 233. Teaching Problem-Solving with Educational Technology.** Examines the theoretical presuppositions underlying the use of educational technology to teach problem-solving, conditions under which problem-solving opportunities are likely to arise, computer programming as a problem-solving medium and the potential of software programs designed to teach problem-solving skills. Includes Internet-based problem-solving and principles of distributed learning. **Prerequisite:** EDTE 232 or equivalent. **Units:** 3.0.

**EDTE 234. Curriculum and Staff Development with Educational Technology.** Provides the student with an in-depth understanding of the principles and processes of analyzing curriculum for the purpose of integrating educational technology at the classroom, school and district levels. Students will analyze curricula, identify appropriate technology applications, and create plans for establishing, monitoring, and evaluating technology-based programs. Special emphasis will be placed on professional development. **Prerequisite:** EDTE 232 or equivalent. **Units:** 3.0.

**EDTE 235. Enhancing Curriculum with Multimedia and the Web.** Provides the student with an in-depth understanding of the principles of multimedia and web-based design. Students will apply these principles to developing curriculum for the technology-infused classroom. Intensive hands-on experience in the development of web and multimedia including video based on principles of human information processing and aesthetics. **Prerequisite:** EDTE 232 or equivalent. **Units:** 3.0.

**EDTE 240. Introduction to National Board.** Explores the purpose and potential benefits of the National Board certification process including the Five Core Propositions. Through analysis of the National Board Standards, students will be able to select a certification area, and begin to apply the standards in their own classroom practices and professional. **Prerequisite:** Admission to the Master of Arts in Education (Curriculum and Instruction) and the selection to the National Board Cohort. **Units:** 3.0.

**EDTE 241. Writing for National Board.** Students will write about classroom practice and professional activities in descriptive, analytical, and reflective modes. Students will be coached to write clear, organized, and logical descriptions to make visible their reasons, motives, and interpretations for classroom decisions and to project future actions based upon analysis of past practices. **Prerequisite:** Admission to the Master of Arts in Education (Curriculum and Instruction) and the selection of the National Board Cohort. **Units:** 3.0.

**EDTE 242. Key Issues in National Board Certification.** Through action research, professional reading and guided discussions, students will explore key elements of the National Board Standards including engaging student learning, assessment, decision making in lesson design, and identifying essential "big ideas" in content areas. **Prerequisite:** Admission to the Master of Arts in Education (Curriculum and Instruction) and the selection to the National Board Cohort. **Units:** 3.0.

**EDTE 243. National Board Portfolio Preparation.** Students will receive collaborative support in planning classroom based National Board portfolio entries. Students will explore the video taping techniques that will best showcase their classroom practice and receive support in the analysis of the tapes. Students will create a timeline for completion of the process. **Prerequisite:** Admission to the Master of Arts in Education (Curriculum and Instruction) and the selection to the National Board Cohort. **Units:** 3.0.

**EDTE 250. Education Research.** Studies qualitative and quantitative research methods in the field of education. Includes identification and formulation of research problems, research designs and presentation of reports representative of different research strategies. **Prerequisite:** EDTE 251 for students in uncohorting Curriculum and Instruction and Behavioral Sciences Gender Equity Studies Masters' Programs. **Units:** 3.0.

**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, cultural, historical, philosophical, and social/political influences. Includes an overview of research and an introduction to APA formatting. Must be taken first semester in EDTE uncohorting Masters' program. **Units:** 3.0.

**EDTE 262. Experiencing the Arts in Education.** Involves experiencing, appreciating and generating the arts. Develops a creative, collaborative community for learning and teaching through the arts which will be sustained throughout the Master of Arts in Education (Curriculum and Instruction) and beyond. **Prerequisite:** Admission into the Masters of Arts in Education (Curriculum and Instruction) or instructor permission. **Units:** 3.0.

**EDTE 266. Women and Education.** Examination and analysis of methods, practices and materials prevalent in educational institutions, at all levels and their ultimate effect on the female both as an individual and as a member of society. Students will examine the limiting factors in their own sex-role socialization and the dangers of perpetuating them in their own teaching. **Units:** 3.0.

**EDTE 267. The Human Brain and Its Function for Effective Teaching and Learning.** Brain-based teaching and learning practices are related directly to the functions of the limbic system; the frontal, parietal, temporal and occipital lobes; and the reticular activating system, brainstem and vestibular apparatus. Students will understand why, from a brain perspective, certain learning/teaching practices are successful/unsuccessful. **Prerequisite:** Graduate status. **Units:** 3.0.

**EDTE 268. Gender Perspectives on Schooling, Past-Present.** Examines gender dynamics within schools analyzing theories of education in order to understand the role of gender in schools, past and present. Using historical and philosophical lenses, female and male schooling experiences will be examined. The historical experiences of women of color will be of particular interest. We will also explore ideas and pedagogies associated with gay and lesbian theory, masculinity studies, and anti-oppressive education. **Units:** 3.0.

**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). **Units:** 3.0.

**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). **Units:** 3.0.

**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). **Units:** 3.0.

**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). **Units:** 3.0.

**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). **Units:** 3.0.

**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). **Units:** 3.0.

**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). **Units:** 3.0.

**EDTE 290. Seminar in Culminating Experience.** Seminar to focus on topics/elements/expectations to be included in the culminating experience: abstract writing, development of organizational schemes for the review of literature; format requirements; thesis/project planning; range and breadth of evidence for a comprehensive review; integrating the review with thesis/project; writing style and quality; revisions and critical feedback. Successful completion of the course requires the completion of Chapters 1 and 2 of the thesis/project and the beginning of Chapter 3. **Prerequisite:** Approval of Culminating Experience Proposal or instructor permission. **Units:** 3.0.

**EDTE 294. Cooperative Education Experience.** Cooperative Education (Co-op) relates academic theory to professional practice by providing paid work experience in the student's major field of study and academic credit. Students receive supervised employment in school districts, state and community agencies, companies and other appropriate settings. Requires weekly meetings, preparation of application packet, completion of field study assignment and a written final report. **Note:** Units may not be used to meet course work requirements. May be repeated once for credit. **Prerequisite:** Open only to graduate students; consent of Department chair. **Graded:** Credit / No Credit. **Units:** 3.0.

**EDTE 296. Experimental Offerings in Education.** Offered in various fields of education in response to student needs. **Units:** 1.0-3.0.

**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. **Units:** 1.0-3.0.

**EDTE 503. Culminating Experience: Language and Literacy.** Completion of a thesis or project approved for the Master's degree. **Prerequisite:** Advanced to candidacy and permission of his/her faculty advisor and the department chair one full semester prior to registration. EDTE 250, EDTE 290. **Graded:** Thesis in Progress. **Units:** 3.0.

**EDTE 505. Culminating Experience: Curriculum and Instruction.** Completion of a thesis or project approved for the Master's degree. **Prerequisite:** Advanced to candidacy and permission of his/her faculty advisor and the department chair one full semester prior to registration. EDTE 250 and EDTE 290. **Graded:** Thesis in Progress. **Units:** 3.0.

**EDTE 506. Culminating Experience: Behavioral Sciences - Women's Studies.** Completion of a thesis or project approved for the Master's degree. **Prerequisite:** Advanced to candidacy and permission of his/her faculty advisor and the department chair one full semester prior to registration. EDTE 250 and EDTE 290. **Graded:** Thesis in Progress. **Units:** 3.0.

**EDTE 507. Culminating Experience: Educational Technology.** Completion of a thesis or project approved for the Master's degree. **Prerequisite:** Advanced to candidacy and permission of the faculty advisor and department chair one full semester prior to registration. **Graded:** Thesis in Progress. **Units:** 3.0.

## Post-Baccalaureate

**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. **Units:** 2.0.

**EDTE 304A. Practicum in Mathematics Education.** Opportunity to enhance basic mathematics methods course (EDTE 304) using manipulatives, technology (WEB tools, spreadsheets, and online resources), structured peer microteaching of basic concepts, or other activity at the discretion of the course instructor and individual student. In order to raise the mathematics achievement and the technological literacy of our elementary school students and address the needs of our diverse student population, teacher education programs need to provide a stronger mathematics/technology foundation for our elementary school preservice teachers. The addition of a 50 minute optional lab which follows the 1 hour 50 minute methods class, would provide the opportunity to cover additional topics in more depth, strengthening the mathematical/technological knowledge base of the preservice teachers. **Prerequisite:** Admission to Multiple Subject Credential Program. **Corequisite:** EDTE 304. **Graded:** Credit / No Credit. **Units:** 1.0.

**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. **Units:** 2.0.

**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. **Units:** 2.0.

**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. **Units:** 1.0.

**EDTE 307. Seminar in Problems of Teaching, A.** Seminar discussions and observation and participation in the student teaching assignment prior to commencement of actual student teaching are required during the semester of student teaching. **Note:** May be repeated for credit. **Graded:** Credit / No Credit. **Units:** 1.0.

**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. **Units:** 2.0.

**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. **Units:** 2.0.

**EDTE 310A. Pedagogy A.** Focus on the cycle of teaching: lesson planning, implementing, reflection and application. Introduction to classroom management and discipline; building a positive classroom community; creating a respectful, safe learning environment; gaining an understanding of professional attitudes, dispositions, expectations, and communication skills. Emphasis on differentiating instruction to individual needs of diverse learners. Field component will include observations of exemplary models of the cycle of teaching in public school settings. Lecture one hour; field study one hour. **Prerequisite:** Admission to Multiple Subject Credential Program. **Graded:** Credit / No Credit. **Units:** 2.0.

**EDTE 310B. Pedagogy B.** Reinforces the cycle of teaching: lesson planning, implementing, reflection and application at a deeper developmental level. Intensive support for classroom management and discipline; disruptive behaviors; problem-solving communication with district administrators, parents, at community level as child advocates. Emphasis on differentiating instruction to individual needs of diverse learners. Scaffolding to support growth and developmental stages of the learning-to-teach process and professional responsibilities. Infusion of e-portfolio development and the integration of technology. **Prerequisite:** Admission to Multiple Subject Credential Program. Successful completion of EDTE 310A. **Graded:** Credit / No Credit. **Units:** 1.0.

**EDTE 310C. Pedagogy C.** Reinforces the cycle of teaching: lesson planning, implementing, reflection and application at a deeper developmental level. Intensive support for classroom management and discipline; disruptive behaviors; problem-solving communication with district administrators, parents at community level as child advocates. Emphasis on differentiating instruction to individual needs of diverse learners. Scaffolding to support growth and developmental stages of the learning-to-teach process and professional responsibilities. Infusion of e-portfolio development and the integration of technology. **Prerequisite:** Admission to Multiple Subject Credential Program. Successful completion of EDTE 310B. **Graded:** Credit / No Credit. **Units:** 1.0.

**EDTE 314. Mathematics Curriculum and Instruction for the Diverse K-8 Classroom.** Focusing on a "meaning approach" to mathematics which prepares candidates to teach mathematics content standards for California public schools to all students, including English Learners and special needs; to use analytical and critical thinking skills in mathematics; and to infuse mathematics topics, themes, and concepts into other subject areas. Discussion, field visits, microteaching, demonstrations, presentations, and technological applications for mathematics will be included. Lecture two hours; field study one hour. **Prerequisite:** Admission to Multiple Subject Credential Program. **Units:** 3.0.

**EDTE 315. History -Social Science Curriculum and Instruction for the Diverse K-8 Classroom.** Prepares teacher candidates in multiple subjects to teach the history-social science content standards for California public schools to all students, including English Learners and special needs; to use analytical and critical thinking skills in history and social science; and to integrate history-social science topics, themes, and concepts with other subject areas. Pedagogical topics include the use of timelines, maps, artifacts, case studies, simulations, literature, art, multiple perspectives, SDAIE, cooperative projects, and research activities. Lecture two hours; field study one hour. **Prerequisite:** Admission to Multiple Subject Credential Program. **Units:** 3.0.

**EDTE 316. Science Curriculum and Instruction for the Diverse K-8 Classroom.** Knowledge of basic principles and strategies related to science education, incorporating an expanded treatment of science pedagogy, manipulatives, technological supports, accommodations, adaptive instructional techniques, and other strategies specially suited to the instruction of diverse student populations. Lecture two hours; field study one hour. **Prerequisite:** Admission to Multiple Subject Credential Program. **Units:** 3.0.

**EDTE 317. Visual and Performing Arts Methods for the Diverse K-8 Classroom.** Prepares candidates in multiple subjects to teach the visual and performing arts content standards for California public schools to all students, including English Learners, and special needs students, through interrelated activities with involvement in specific teaching strategies which are effective in achieving the goals of developing artistic perception and creative expression, understanding the cultural and historical origins of the arts, making informed judgments about the arts, and understanding the arts connections and relationships across curriculum. **Prerequisite:** Admission to Multiple Subject Credential Program. **Graded:** Credit / No Credit. **Units:** 1.0.

**EDTE 319A. Language and Literacy I for the Diverse K-8 Classroom.** Produces a working definition of literacy with implications for practice, and explores developmentally appropriate methods and materials for all learners including SDAIE adaptations for English Learners and special needs learners. Instructional strategies for teaching concepts about print, phonemic awareness, phonics, fluency, vocabulary, and comprehension of narrative text. Assessment that informs instruction; instruments to monitor literacy strengths, needs, interests, attitudes, and language development. Motivational factors that stimulate literacy development. Lecture two hours; field study one hour. **Prerequisite:** Admission to Multiple Subject Credential Program. **Units:** 3.0.

**EDTE 319B. Language and Literacy II for the Diverse K-8 Classroom.** Extends understanding of literacy and the ability for planning and organizing literacy instruction to improve the performance of all learners, focusing on English Language and special needs learners. Addresses oral language and writing forms, purposes, patterns of discourse, and how learners compose text using visual structures. Comprehension and study strategies to make expository text accessible to all learners. Planning lessons to expand vocabulary, and interpreting assessment data on an on-going basis. **Prerequisite:** Successful completion of EDTE 319A. **Units:** 3.0.

**EDTE 329E. Development Vocabulary/Comprehension.** **Graded:** Credit / No Credit. **Units:** 2.0.

**EDTE 330. Educational Technology Laboratory.** Technology laboratory delivered in the form of mini workshops, a web-based resource center and one-on-one facilitation. Students will be supported as they develop a range of technology skills, build an electronic portfolio, and complete the technology assignments from course work and field experiences across their program. **Prerequisite:** Admission to Multiple Subject Credential Program. **Graded:** Credit / No Credit. **Units:** 1.0.



**EDTE 331. Educational Technology Laboratory Single Subject.** Direct instruction, practice, and support in using technology as a tool in an educational setting, designed to prepare potential secondary teachers with the basic skills and knowledge necessary to use technology. **Note:** May be taken prior to or concurrently with first semester enrollment in the Single Subject Credential program. **Units:** 1.0.

**EDTE 371A. Schools and Community A.** First part of a 2-course sequence that provides structured opportunities for student teachers to discuss, analyze, and reflect upon data gathered from their field placements. Attention given to policies, school law, resources, strategies, routines, and activities that contribute to the productive management of the school and classroom as locations for student engagement and learning. Special emphasis will be on English Language development and Special Needs student. Course assignments and activities are integrated with other core courses. **Prerequisite:** Acceptance into the Sacramento State Single Subject Credential Program. **Corequisite:** Enrollment in EDTE 470A. **Graded:** Credit / No Credit. **Units:** 3.0.

**EDTE 371B. Schools and Community B.** Second part of a 2-course sequence that provides structured opportunities for student teachers to discuss, analyze, and reflect upon data gathered from their field placements. Attention to policies, school law, resources, strategies, routines, and activities that contribute to productive management of the school and classroom as locations for student engagement and learning. Special emphasis on issues related to English language development, special needs students, the cycle to teaching and selection of artifacts for professional portfolios. **Prerequisite:** EDTE 371A. **Corequisite:** Enrollment in EDTE 470B. **Graded:** Credit / No Credit. **Units:** 3.0.

**EDTE 371C. Schools and Community C.** First part of a 3-course sequence. Provides structured opportunities for students to discuss, analyze, and reflect upon data gathered from their observation placements; students become familiar with university, community and school resources available with emphasis on issues related to English Language Development and on Special Needs students in multicultural settings, grades 7-12; and they begin to identify the necessary components for an effective, equitable classroom management system. **Prerequisite:** Acceptance into the Sacramento State Single Subject Teaching Credential Program. **Graded:** Credit / No Credit. **Units:** 2.0.

**EDTE 371D. Schools and Community D.** Second part of a 3-part sequence provides structured opportunities for student teachers to discuss, analyze, and reflect upon data gathered from field placements. Attention to expectations, procedures, resources, and management strategies and activities that contribute to the classroom and school. Students will develop equitable and positive management plans, will reflect on their effectiveness during their field experiences. Continued emphasis on issues related to English Language Development, Special Needs students, the cycle of teaching and school law pertaining to the student. **Prerequisite:** EDTE 371C. **Corequisite:** Enrollment in EDTE 470A. **Graded:** Credit / No Credit. **Units:** 2.0.

**EDTE 371E. Schools and Community E.** Third part of a 3-part sequence. Provides structured opportunities for student teachers to discuss, analyze, and reflect upon data gathered from field placements. Attention to policies, school law including teachers' rights and responsibilities, resources, strategies, routines, and activities that contribute to productive management of the school and classroom. Students will reflect on the effectiveness of the equitable and positive management plan they implement in their field placements. Special emphasis on issues related to English Language Development, Special Needs students, the cycle of teaching and selection of artifacts for the professional portfolio. **Prerequisite:** EDTE 371C and EDTE 371D. **Corequisite:** Enrollment in EDTE 470B. **Graded:** Credit / No Credit. **Units:** 2.0.

**EDTE 372. Anthropology of Education.** Applies educational anthropology to the cultural context of schooling, including factors contributing to social inequality and the conditions necessary for social justice. Introduction to a wide array of topics, including the "embeddedness" of classrooms as contact zones, curricular differentiation, classroom instruction, identity formation, and peer influence from a multiplicity of theoretical, substantive, methodological, and political perspectives, providing credential candidates the opportunity for personal reflection and professional growth. **Prerequisite:** Acceptance into the Sacramento State Single Subject Teaching Credential Program. Enrollment in semester one. **Units:** 3.0.

**EDTE 373A. Assessment Center Laboratory I.** Individualized support for the infusion of technology into teaching. Support for students as they build an electronic portfolio. **Prerequisite:** Admission to the Single Subject Credential Program, EDTE 331. **Corequisite:** Enrollment in Semester 1 of the Single Subject Credential Program, EDTE 331. **Graded:** Credit / No Credit. **Units:** 1.0.

**EDTE 373B. Assessment Center Laboratory II.** Individualized support for the infusion of technology into field experiences. Support for students as they build an electronic portfolio. Through consultation with field supervisors/liasons, assessment center instructor will also provide individualized support for the completion of the TPA tasks. **Prerequisite:** Admission to the Single Subject Credential Program. Enrollment in semester two. **Graded:** Credit / No Credit. **Units:** 2.0.

**EDTE 381. Student Teaching Seminar-Phase II.** Student teacher centered course designed in a problem solving format focused primarily on the needs and alternative solutions to being a successful Phase II student teacher. Student teachers will address issues such as beginning teaching, classroom management, survival strategies, student evaluation, preparation for Phase 3 student teaching. **Prerequisite:** Successful completion of Phase I with current Phase 2 student teaching assignment. **Graded:** Credit / No Credit. **Units:** 1.0.

**EDTE 382. Seminar: Single Subject Student Teaching, Phase III.** Role of the student teacher in the secondary school is the primary focus of this seminar, paying particular attention to the discussion of problems and issues facing credential candidates during their final steps in preparing for teaching. **Note:** Open only to students in Phase II and III of the Single Subject Preparation program. **Graded:** Credit / No Credit. **Units:** 2.0.

**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. **Units:** 3.0.

**EDTE 384. Instruction and Assessment of Academic Literacy.** Provides teacher candidates with the knowledge and skills required to teach in 7-12 content area classrooms. Candidates acquire skills related to literacy assessment, text selection, and formulating lesson plans to meet the needs of all learners. Students will develop understanding of aspects of literacy instruction, including reading strategies. Special attention will be given to English language learners and students with special needs. **Prerequisite:** Admission to Single Subject Credential Program. **Units:** 3.0.

**EDTE 385. Foreign Languages in the Secondary School.** Problems of teaching foreign language; evaluation of methods in the light of objectives; discussion of techniques and source materials. Should be taken prior to or with student teaching. Discussion, participation in such classroom activities as panel discussions, presentations and demonstrations. **Units:** 3.0.

**EDTE 386. Secondary School Mathematics.** Analyzes objectives and organization of instructional materials for secondary school mathematics; critical examination of experimental mathematics programs. Articulated with student teaching and should be taken the same semester. Activities include discussions, presentations and demonstrations. **Units:** 3.0.

**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. **Units:** 3.0.

**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. **Units:** 3.0.

**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. **Units:** 2.0.

**EDTE 420A. Student Teaching: Multiple Subject Credential.** Two semesters of student teaching multiple subjects in public school classrooms providing experiences at two grade levels and with different cultural groups. Intensive, realistic experiences with continuous and varied responsibilities. This first semester student teaching with integrated methods course work requires half-day participation. Experiences in classroom teaching and participation in many of the out-of-class duties of a teacher. **Prerequisite:** Admission to Teacher Preparation Program. **Graded:** Credit / No Credit. **Units:** 4.0.

**EDTE 420B. Student Teaching: Multiple Subject Credential.** Second semester student teaching with integrated methods course work requires full-day participation of the student. Emphasis on classroom teaching and further experience with community services. **Prerequisite:** Admission to Teacher Preparation Program. **Graded:** Credit / No Credit. **Units:** 10.0.

**EDTE 421A. Student Teaching, Phase II.** One semester of teaching multiple subjects in a public school classroom with diverse learners. First semester student teaching (EDTE 421A) is completed concurrently with integrated course work. **Prerequisite:** Successful completion of Phase I requirements. **Graded:** Credit / No Credit. **Units:** 4.0.

**EDTE 421B. Student Teaching, Phase III.** One semester of teaching multiple subjects in a public school classroom with diverse learners. Second semester student teaching (EDTE 421B) is completed concurrently with integrated course work. **Prerequisite:** Successful completion of Phase II requirements. **Graded:** Credit / No Credit. **Units:** 8.0-9.0.

**EDTE 421C. Student Teaching, Phase III - CLAD.** One semester of student teaching with integrated methods course work requires full-day participation of the student in settings which require additional competencies in special classrooms with supervisors who are qualified to evaluate student teachers in sheltered, ESL and other settings. **Prerequisite:** CLAD Program approval and successful completion of EDTE 421A. **Graded:** Credit / No Credit. **Units:** 8.0.

**EDTE 421D. Student Teaching Internship - Multiple Subject Credential.** Internship in Multiple Subject Credential Program, Phase III. Students are supervised in full-time teaching in a multiple or middle level school. **Note:** Limited to students who have satisfactorily completed all requirements in Phase II and have been approved by the Center Coordinator and the Teacher Preparation and Credentials Office. **Graded:** Credit / No Credit. **Units:** 15.0.

**EDTE 421E. Student Teaching Internship - Multiple Subject Credential-CLAD.** Second semester student teaching internship with integrated methods course work requires full-day participation of students in settings which require additional competencies in special classrooms with supervisors who are qualified to evaluate interns in sheltered, ESL, and other settings. Students are supervised in full-time internship in a secondary or middle level school. **Prerequisite:** CLAD program approval; limited to students who have satisfactorily completed all requirements in Phase II and have been approved by the Center Coordinator and the Teacher Preparation and Credentials Office. **Graded:** Credit / No Credit. **Units:** 15.0.

**EDTE 430A. Student Teaching I: Basic Pathway.** One semester of teaching multiple subjects in a public school setting with diverse learners. This first semester of student teaching is completed concurrently with integrated course work and focuses primarily on planning, implementing and assessing instruction for small groups. **Prerequisite:** Admission to Multiple Subject Credential Program. **Graded:** Credit / No Credit. **Units:** 3.0.

**EDTE 430B. Student Teaching II: Basic Pathway.** One semester of teaching multiple subjects in a public school setting with diverse learners. This second semester of student teaching is completed concurrently with integrated course work and focuses primarily on planning, implementing and assessing instruction for whole classes of students. **Prerequisite:** Successful completion of EDTE 430A. **Graded:** Credit / No Credit. **Units:** 11.0.

**EDTE 431A. Student Teaching I - Multiple Subject Credential: BETEP Pathway.** One semester of teaching multiple subjects in a public school classroom with diverse learners. First semester of student teaching (EDTE 431A) is completed concurrently with integrated course work and focuses primarily on planning, implementing and assessing instruction for small groups. **Prerequisite:** Admission to Multiple Subjects Credential Program. **Graded:** Credit / No Credit. **Units:** 2.0.

**EDTE 431B. Student Teaching II - Multiple Subject Credential: BETEP Pathway.** One semester of teaching multiple subjects in a public school classroom with diverse learners. Second semester of student teaching is completed concurrently with integrated course work and focuses primarily on planning, implementing and assessing instruction for whole classes of students. **Prerequisite:** Successful completion of EDTE 431A. **Graded:** Credit / No Credit. **Units:** 4.0.

**EDTE 432. Student Teaching - Multiple Subject Credential: Evening Pathway.** One semester of teaching multiple subjects in a public school classroom with diverse learners. This semester of student teaching is completed concurrently with integrated course work and includes planning, implementing and assessing instruction for small groups and whole classes of students. **Prerequisite:** Admission to Multiple Subject Credential Program. **Graded:** Credit / No Credit. **Units:** 14.0.

**EDTE 433A. Intern Teaching I - Multiple Subject Credential: Intern Pathway.** One semester of teaching multiple subjects in a public school classroom with diverse learners. This semester of student teaching is completed concurrently with integrated course work and focuses primarily on planning, implementing and assessing instruction for small groups. **Prerequisite:** Admission to Multiple Subject Credential Program. **Graded:** Credit / No Credit. **Units:** 3.0.

**EDTE 433B. Intern Teaching II - Multiple Subject Credential: Intern Pathway.** One semester of teaching multiple subjects in a public school classroom with diverse learners. This semester of student teaching is completed concurrently with integrated course work and focuses primarily on planning, implementing and assessing instruction for whole classes of students. **Prerequisite:** Successful completion of EDTE 433A. **Graded:** Credit / No Credit. **Units:** 6.0.

**EDTE 470A. Student Teaching I: Secondary Schools.** Provides candidates with field experiences of increasing complexity and responsibility as they engage in cycles of teaching. Public school assignment in a secondary school serving culturally and linguistically diverse community for one university semester with free periods of responsibility: English learner class, single subject content class, and an observation/consultation period. Observations and supervised teaching experiences will be systematic and structured. **Prerequisite:** Acceptance into the Single Subject Teaching Credential Program. **Corequisite:** Enrollment in EDTE 371A. **Graded:** Credit / No Credit. **Units:** 7.0.

**EDTE 470B. Student Teaching II: Secondary Schools.** Provides candidates with field experiences of increasing complexity and responsibility as they engage in cycles of teaching. Experiences will be systematic and structured. Student teachers will be placed for the public school's semester at a school serving linguistically and culturally diverse students. Candidates become more independent with primary responsibility for cycle of teaching with equivalent of three periods supervised teaching and one consultation period. **Prerequisite:** The successful completion of EDTE 470A. **Corequisite:** Enrollment in EDTE 371B. **Graded:** Credit / No Credit. **Units:** 13.0.

**EDTE 470C. Internship Teaching: Secondary Schools.** Required for candidates in internship assignments in their final semester of the Single Subject Program while concurrently enrolled in program integrated course work. Interns will be full-time teachers with district and University teaching and assessment responsibilities. The primary focus of the Intern will be the "cycle of teaching": plan, teach, assess, and reflect. **Prerequisite:** The successful completion of EDTE 470A and program courses leading to the final semester of the Single Subject Credential Program and approval for an internship position. **Corequisite:** Enrolled in final semester of Single Subject Teaching Credential Program. **Graded:** Credit / No Credit. **Units:** 17.0.

**EDTE 471A. Elementary Physical Education Student Teaching.** The elementary physical education teacher will be placed in a setting where he/she is able to plan, implement, promote and assess a developmentally appropriate physical education program that meets the diverse needs, interests and abilities of elementary school children, K-6. **Prerequisite:** Acceptance into the Single Subject Teaching Credential Program. **Graded:** Credit / No Credit. **Units:** 7.0.

**EDTE 471B. Secondary Physical Education Student Teaching.** The secondary physical education student teacher will be placed in a setting where he/she is able to plan, implement, promote and assess a developmentally appropriate physical education program that meets the diverse needs, interests and abilities of secondary school children, 6-12. **Prerequisite:** The successful completion of EDTE 471A. **Graded:** Credit / No Credit. **Units:** 6.0.

**EDTE 480A. Student Teaching: Single Subject Credential.** Two semesters of student teaching the single subject area for which credential recommendation is sought. Teaching experiences required at two grade levels and with different cultural groups. Intensive, realistic experiences with continuous and varied responsibilities. This first semester student teaching requires classroom teaching and participation in related out-of-class activities. Student teaching with integrated methods course work requires half-day participation. **Prerequisite:** Admission to Teacher Preparation Program. **Graded:** Credit / No Credit. **Units:** 4.0.

**EDTE 480B. Student Teaching: Single Subject Credential.** Second semester student teaching with integrated methods course work requires full-day participation of the student. Emphasis on classroom teaching. **Prerequisite:** Admission to Teacher Preparation Program. **Graded:** Credit / No Credit. **Units:** 10.0.

**EDTE 480D. Student Teaching Internship: Single Subject Credential.** Internship in Single Subject Credential Program, Phase III. Students are supervised in full-time student teaching in a secondary or middle level school. **Note:** Limited to students who have satisfactorily completed all requirements in Phase II and have been approved by the Center Coordinator and the Teacher Preparation and Credentials Office. **Graded:** Credit / No Credit. **Units:** 15.0.