



EDUCATION— TEACHER EDUCATION

MASTER OF ARTS
TEACHING CREDENTIALS
SPECIALIST CREDENTIALS PROGRAMS
CERTIFICATE PROGRAMS
MINORS

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 houses an interdisciplinary, undergraduate major in Child Development. Master's degree programs with emphases in Behavioral Sciences (Women's Studies focus), Curriculum and Instruction, Early Childhood Education, and Language and Literacy are also offered.

PROGRAMS OFFERED

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

Bachelor of Arts:

Child Development Major A: Academic Program
Child Development Major B: Academic Program
with Pre-Credential Preparation

Master of Arts in Education:

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

Specialist Credentials:

Reading/Language Arts

Certificates of Competency:

Computers in the Classroom
Mathematics Education

Minors:

Child Development
Education

Professional Education Components for the Multiple
Subject and Single Subject Teaching Credential

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REFERENCE

For information on the Professional Education Components of the Multiple and Single Subject Teaching Credential programs, contact the Teacher Preparation Program Office, (916) 278-6174.

For more information and advising on any of the above programs: Teacher Education Department, School of Education
6000 J Street, Sacramento, CA 95819-6079
(916) 278-6639, FAX (916) 278-6643

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

BASIC TEACHING CREDENTIAL PROGRAMS

Multiple Subject Teaching Credential

The Multiple Subject Teaching Credential (MSTC) authorizes the holder to provide instruction in any self-contained classroom. In reality, the MSTC is held by elementary and early childhood teachers. The teaching major (waiver program*) for the MSTC is Liberal Studies. In this major, coursework is distributed among such areas as: English, mathematics/sciences, social sciences, and humanities/fine arts. Students who have majored in a field other than Liberal Studies may satisfy the subject matter competency requirement by (1) passing the Praxis Exam, Multiple Subject Assessment for Teachers (MSAT) or (2) meeting the equivalency to the waiver program in Liberal Studies as determined by a Liberal Studies Advisor. Students who desire to earn both a Multiple Subject and a Learning Handicapped Specialist Credential or Severely Handicapped Specialist Credential may apply for the joint programs designed for those whose objective is to teach in a Learning Handicapped or Severely Handicapped classroom. The programs are four semesters in length. The joint programs are described within the offerings of the Special Education, Rehabilitation, and School Psychology Department. Students with fluency in Spanish, Cantonese or a Southeast Asian language may earn a Bilingual Crosscultural, Language and Academic Development (BCLAD) Emphasis. Students with knowledge and training in the teaching of second language learners may earn a CLAD Emphasis.

* Teaching majors are termed "waiver programs." A major through an academic department is not necessarily a waiver program, i.e., a teaching major.

Multiple Subject Credential with a (Bilingual) Crosscultural Language and Academic Development Emphasis (CLAD/BCLAD)

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

Single Subject Teaching Credential

The Single Subject Teaching Credential (SSTC) authorizes the holder to provide instruction in approved subject areas in a departmentalized program. In reality, almost all junior and senior high school teachers hold the SSTC. Students who seek an added credential authorization to teach in another subject area can obtain information on added authorizations from the Credentials Office in ED-209.

Multiple Subject Credential Middle Level Emphasis

The Middle Level Emphasis Program is designed to prepare candidates to work with children during the critical transition period of grades five through eight. Students completing the Middle Level Emphasis Program earn either a Single Subject or Multiple Subject credential with a clearly stated addendum "Middle Level Emphasis," indicating that the holder has received an overview of either elementary or secondary instructional methods, but has been trained specifically to work with children in grades five through eight. Thus, the Middle Level Emphasis credential program is a blending of both the Multiple Subject and Single Subject curricula with a redirection toward the special cognitive, physical, emotional and social changes that occur in the early adolescent. Students interested in this option must obtain additional information and advisement from the Teacher Preparation Office (ED-216).

Credential Requirements

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

1. Hold a baccalaureate degree in a field other than professional education from an approved collegiate institution.
2. Complete an approved program of teacher preparation, including student teaching.
3. Complete an approved teaching major (waiver) program or pass an approved subject-matter examination (Praxis).
4. Complete an approved course in the teaching of reading or pass the "Introduction to the Teaching of Reading" examination of the Praxis.
5. Pass a college-level course or examination on the U.S. Constitution.
6. Pass the California Basic Educational Skills Test (CBEST).

CSUS offers two patterns for completing the Basic Multiple Subject and Single Subject Teaching Credential Programs: (1) a three-phase (three semester) program and (2) a one-year (two semester) program.

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

Admission Procedures and Admissions Criteria

Students may apply for program admission as early as the first semester of their junior year. **Applications are available approximately six weeks prior to the application deadline. Because of space limitations, not all qualified applicants may gain admission to a program.**

In screening for admission, the Teacher Preparation Program Office uses the following procedures and selection criteria:

1. **Application Deadline.** The Teacher Preparation Program Office (ED-216) should receive applications for Fall semester by the first Monday in March and for Spring semester by the first Monday in October of the semester preceding program matriculation.
2. **Subject Matter Competency.**
 - a. **Multiple Subject:** Applicants for the Multiple Subject Program may complete subject matter competence in one of two ways: (1) complete coursework for an approved Multiple Subject waiver program at a California college or (2) pass the MSAT Exam. **Please be advised that, because of the large number of applicants to the Multiple Subject Program, acceptance preference is given to applicants who have already completed a waiver program or passed the MSAT.**
 - b. **Single Subject:** Applicants for the Single Subject Program may complete subject matter competency in one of two ways: (1) complete coursework for an approved Single Subject Waiver Program at a California State College or University or (2) gain an evaluation for equivalency to a teaching major waiver from an appropriate subject matter advisor at CSUS. Some departments require a specialized interview and/or additional coursework for certification of competence in the subject.
 - c. **Multiple and Single Subject – units remaining in subject matter competence:** Students entering the teacher preparation program under an approved waiver program may have, for the 3-semester program, a maximum of 12 semester units of non-elective coursework remaining; for the 2-semester program, students may have 3 units (or one course) of non-elective coursework remaining; and, for the combined Multiple Subject/Learning Handicapped and the combined Multiple Subject/Severely Handicapped programs, students may have a total of 6 semester units of non-elective coursework remaining. (Students accepted to the program must complete all subject matter courses *before* the beginning of the final semester of the program.) **Acceptance preference for 2-semester programs is given to applicants who have no remaining units in the waiver program.**
 - d. Multiple Subject Credential with a (Bilingual) Crosscultural Language and Academic Development Emphasis (CLAD/BCLAD) must meet the subject matter requirements for the Multiple Subject Credential.
 - e. Applicants for the Middle School Emphasis Program must meet the subject matter requirements of either the Multiple Subject or Single Subject programs.
3. **California Basic Educational Skills Test (CBEST).** Applicants *must* take the CBEST prior to beginning the Basic Credential Program. Applicants who pass the CBEST prior to admission will have this factor considered favorably in the admission screening process.
4. **Grade Point Averages (GPA).** Applicants shall have earned at the college level a GPA in the upper half of undergraduate students majoring in the applicant's discipline division. If the candidate has attempted at least 30 semester units at CSUS, the GPA shall be based on the cumulative work attempted at CSUS. If the candidate has not taken 30 semester units at CSUS, the GPA shall be based on cumulative work attempted at all colleges or universities attended. While the university is permitted a small percentage of exceptions to this regulation, students who are exceptions should have an overall GPA of 2.5 or higher for program admission.
5. **Writing Proficiency.** Prior to admission to the Basic Credential Program, applicants must meet the writing proficiency requirement in one of the following ways:
 - a. Pass the CSUS Writing Proficiency Examination (WPE) with a score of 8 or higher.
 - b. Pass a writing proficiency exam at another collegiate institution and provide the Teacher Preparation Program Office with verification of a passing score.
 - c. Earn a grade of "B" or higher in ENGL 120A, Advanced English Composition, at CSUS or a similar course from another institution as verifiable by a college transcript and a course catalog description.
 - d. If scoring 6 on the WPE, enter Phase I and enroll concurrently in ENGL109, maintaining that enrollment until the WPE is passed.
 - e. For graduate students, pass the writing portion of the CBEST or pass the CLEP writing exam.
Please note: For credential program acceptance, writing scores should be available to this office by approximately mid-April for Fall semester applicants or by mid-November for Spring semester applicants. CSUS writing proficiency results are sent directly to the Teacher Preparation Program Office within four weeks of test date. CBEST results are available within six weeks of test date.
6. **Written Application.** Applicants submit a written application that includes a list of experiences that relate to teaching, a list of other experiences that indicate the breadth of the applicant's background, and a written statement in which the applicant indicates professional goals. These three components will be evaluated by faculty reviewing the application.
7. **Interview.** All applicants are interviewed. This interview provides an initial screening of the candidate's spoken English skills. It is also designed to assess the candidate's promise as a prospective teacher.
8. **Letters of Reference.** Applicants submit three letters of reference — two from persons who have observed the applicant's performance in a work setting and one from an instructor who can attest to academic competence.

A booklet describing the Praxis Series exams is available in the Teacher Preparation Program Office (ED-216). Test results are valid for five years.

Credential Program Requirements

Multiple Subject Credential Program (33 units)

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

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

- (3) EDTE 107 Educational Foundations: Learning & Schooling
- (2) EDTE 304 Curriculum & Instruction in Elementary School Math
- (2) EDTE 305 Curriculum & Methods in Elementary School Social Studies
- (2) EDTE 306 Curriculum & Instruction in Elementary School Science
- (3) EDTE 309A Language & Literacy — A
- (2) EDTE 309B Language & Literacy — B
- (2) EDTE 401 Observation & Participation in Schools (Corequisite: 107)
- (5) EDTE 421A Student Teaching — Phase II
- (9) EDTE 421B Student Teaching — Phase III

Note: This program is undergoing changes. Contact the Teacher Preparation Program Office in Education 216 for current information.

The four semester combined Multiple Subject/Learning Handicapped (MS/LH) and Multiple Subject/Severely Handicapped (MS/SH) Programs begin Spring semester only. You may obtain information on these programs from the Teacher Preparation Program Office, Education 216.

Multiple Subject Credential with a Crosscultural Language and Academic Development Emphasis (CLAD) (18 units)

- (3) ENGL 110A Linguistics & English Language
- (3) ANTH 101 Cultural Diversity
- (3) EDBM 170 Introduction to Bilingual Education
- (3) EDBM 272A Curriculum & Methods for Developing Language & Literacy in the Bilingual Child-Spanish
- OR**
- EDBM 272B Curriculum & Methods for Developing Language & Literacy in the Bilingual Child-Asian Languages
- (6) Six college-level units in a foreign language
- AND**
- The coursework required in the Multiple Subject Credential Program.

Multiple Subject Credential with a Bilingual/Crosscultural Language and Academic Development Emphasis (BCLAD) (18 units)

- (3) ENGL 110A Linguistics & English Language
- (3) ANTH 101 Cultural Diversity
- (3) EDBM 170 Introduction to Bilingual Education
- OR**
- EDBM 270B Methods & Materials in Bilingual Education-Asian Languages (for other languages BCLAD)
- (3) EDBM 272A Curriculum & Methods for Developing Language & Literacy in the Bilingual Child-Spanish (for Spanish BCLAD) **OR**
- EDBM 272B Curriculum & Methods for Developing Language & Literacy in the Bilingual Child-Asian Languages (for other languages BCLAD)
- (6) Six college-level units in the culture of emphasis for Spanish, Cantonese or Mandarin BCLAD Emphasis **OR**
- Equivalent through coursework, examination of other means of documentation through advisement for other languages BCLAD.
- AND**
- Proficiency in the language of emphasis.
- AND**
- The coursework required in the Multiple Subject Credential Program.

Single Subject Credential Program (34 units)

- (3) EDTE 100 Observation & Participation in Schools
- (3) EDBM 105 Multicultural Education for a Pluralistic Society (SS)
- (3) EDTE 106 Educational Psychology
- (3) EDTE 380 Secondary School Teaching
- (2) EDTE 382 Seminar: Single Subject Student Teaching (Phase III)
- (3) EDTE 384 Teaching Reading in Secondary School
- (4) EDTE 480A Student Teaching (SS)
- (10) EDTE 480B Student Teaching (SS)
- (3) a Single Subject Teaching Methods course

Multiple Subject Credential with the Middle Level Emphasis (36-38 units)

- (3) EDBM 104 Multicultural Education for a Pluralistic Society (MS) **OR**
- EDBM 105 Multicultural Education for a Pluralistic Society (SS)
- (3) EDTE 107 Educational Foundations: Learning & Schooling
- (4) EDTE 321 Developmental Methods Integrating Language Arts & Social Studies
- (4) EDTE 322 Developmental Methods Integrating Mathematics & Science
- (4) EDTE 323 Middle Level Methods Integrating Language & Literacy
- (2) EDTE 325* Departmental Applications of Language Arts & Social Studies Methodologies
- (2) EDTE 326* Departmental Applications of Mathematics & Science Methodologies
- (2) EDTE 327 Middle Level Teacher-Advisor Seminar
- (4) EDTE 420A Student Teaching (MS)
- (10) EDTE 420B Student Teaching (MS)

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

Preliminary versus Professional Clear Credentials

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

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

HS 136	School Health Education
EDS 100	Education of Exceptional Children (for Multiple Subject candidates) OR
EDS 101	Education of Exceptional Youth (for Single Subject candidates),
EDTE 230	Introduction to Computers in the Classroom — Multiple Subjects OR
EDTE 231	Introduction to Computers in the Classroom — Single Subject OR
EDTE 329	Computers: Enhancing Language & Literacy with Computers (Summers only)

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.

Note: information sheets on added and supplementary authorizations can be picked up at the Credentials Office, Education 209.

Requirements for Continuing in the Basic Credential Program

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

Candidates who have to delay progress in the Basic Credential Program file a "Program Delay Petition" in the Teacher Preparation Program Office. A student returning after a delay will be accommodated on a space available basis. Any student on academic probation is subject to automatic disqualification as a Basic Credential candidate.

Appeal Process

A student has the right to appeal to the Credential Appeals Committee about any policy affecting program continuation. Appeals petitions and assistance are available in the Teacher Preparation Program Office.

Fifth-Year Program

A fifth year program for those who already hold a preliminary credential is available at CSUS. Please contact the Credentials Office, Education 209, for more information.

Reading/Language Arts Specialist Credential

Admission Requirements

- A valid California basic teaching credential (e.g., Multiple or Single Subject Credential);
- Minimum 3.0 grade point average in all undergraduate work, or compensating grade point average at the graduate level;
- Successful completion of a basic course in the teaching of reading from an accredited university, (e.g., EDTE 301, The Teaching of Reading; EDTE 309A, Language and Literacy-A; or EDTE 384, Teaching Reading in Secondary School);
- * At least one year of teaching experience;
- Completion of the Reading/Language Arts Specialist Credential Application (available in ED-203);
- Two letters of recommendation, one from the applicant's immediate supervisor.

A. Required Courses (24 units)

(3)	ED 250	Educational Research
(3)	EDTE 200	Issues in Language & Literacy
(3)	EDTE 201	Literacy Assessment & Instruction in the Classroom
(3)	EDTE 202	Language & Literacy Development in Multicultural Settings (ED 250)
(3)	EDTE 203	Strategies for Connecting Text, Context & Learners
(3)	EDTE 205	Research in the Psychology & Sociology of Reading (ED 250)
(3)	EDTE 206	Leadership in Literacy
(3)	EDTE 207	Practicum in Beginning Literacy: Assessment & Intervention

MASTER OF ARTS IN EDUCATION PROGRAMS

Courses in parenthesis are prerequisites.

Common Admission Requirements

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

See additional requirements under each degree program.

Common Admission Procedures

Applications are accepted as long as room for new students exists. However, students are required to apply by April 1 for the following Fall or October 1 for the following Spring in order to allow time for admission before Computer Access Student Phone Entry Registration (CASPER). All prospective graduate students, including CSUS graduates, must file the following with the CSUS Graduate Center:

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

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

Common Advancement to Candidacy Procedures

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

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

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

Project/Thesis Registration

Approved Master's Thesis/Project Format: American Psychological Association (APA) - Latest edition. Project and Thesis courses require the student to file and have an approved Project Petition **at least one full semester in advance of registration. The reservation form for Fall semester is due by February 15 and the reservation form for Spring is due by September 15.** The petition requires the advisor and Department Chair approval.

Check in the Department Office for the policies regarding Satisfactory Progress (SP) grades and continuous enrollment.

Graduation

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

MA • Behavioral Sciences Option (Women's Studies)

The Master of Arts in Education with the Behavioral Sciences Option, offers a special study area in Women's Studies. The program offers 1) the opportunity to take courses that focus on the role of women from the points of view of the various disciplines from other University departments; 2) the opportunity to take courses that focus on the educational needs of ethnic and older women; 3) the opportunity to focus on the developmental needs of the young for a non-sexist education; and 4) the possibility of acquiring the requirements to teach at a community college (with individual advising). The program offers an emphasis on women as agents of social change and flexible course selection to emphasize research interests in women's issues.

Admission Requirements

See MA in Education – Common Requirements, and

- a minimum 2.5 overall GPA

Admission Procedures

See MA in Education – Common Requirements.

Advancement to Candidacy

See MA in Education – Common Requirements.

Degree Requirements

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

A. *Required Courses (12 units)*

- | | | |
|-----|----------|---|
| (3) | ED 250 | Educational Research |
| (3) | ED 251 | Education for a Democratic, Pluralistic Society |
| (3) | ED 252 | Principles of Curriculum |
| (3) | EDTE 266 | Women & Education |

B. *Electives (15 units)*

15 units of elective courses must be selected in consultation with an advisor in Behavioral Sciences in Education, Women's Study Focus. The units must be selected from: Women's Studies core courses; Women's Studies cross-listed courses; or other courses approved by an advisor.

C. *Culminating Requirement (3 units)*

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

Note: three units are required in thesis or project, topic must be selected with advisor and Department Chair approval. Enrollment in the culminating experience may occur only after Advancement to Candidacy. See *Guide to Graduate Studies*. All forms may be obtained in the Department Office, ED-203.

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

MA • Curriculum and Instruction Option

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

Admission Requirements

See MA in Education – Common Requirements, and

- a valid teaching credential or advisor and Department approval for waiving this requirement, and
- a minimum 3.0 GPA in the last 60 units attempted

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

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

Admission Procedures

See MA in Education – Common Requirements.

Advancement to Candidacy

See MA in Education – Common Requirements.

Degree Requirements

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

A. Required Courses (15 units)

- (3) ED 250* Educational Research
- (3) ED 251 Education for a Democratic, Pluralistic Society
- (3) ED 252 Principles of Curriculum
- (3) EDTE 226 Seminar: Strategies for Teachers
- (3) EDTE 227** Seminar: Curriculum & Instruction (K-12)

*ED 250 is to be taken as one of the first 9 units of the program.

**EDTE 227 is to be taken as one of the last 9 units of the program.

B. Other Course Requirements (11 units)

Eleven elective units in Curriculum and Instruction coursework are to be selected from Department of Teacher Education courses by the student in consultation with a program advisor. **With advisor and Department approval**, three of these elective units may be taken in a related field from another department. Students may focus their elective units in a program of their interest or select courses from various programs. Examples of Curriculum and Instruction elective programs include: Computers in the Classroom, Mathematics Education, Multicultural Education, Reading/English/Language Arts, Gifted and Talented, Women in Education, and Community College. With advisor approval, program courses may include **one** of the following:

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

C. Culminating Requirements (4 units)

- (4) EDTE 505 Culminating Experience: Curriculum & Instruction (ED 250)

Note: four units are required in thesis or project, topic must be selected with advisor and Department Chair approval. Enrollment in the culminating experience may occur only after Advancement to Candidacy. See *Guide to Graduate Studies*. All forms may be obtained in the Department Office.

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

MA • Early Childhood Education

The Master of Arts in Education with an option in Early Childhood Education is designed for graduate students who are working in a variety of settings with young children from infancy to eight years of age, and their parents. The program seeks to develop greater sensitivity, understanding and competence of students to deal effectively with families and communities.

The program prepares graduate level personnel in areas of child development, programming and curricula development, social-cultural influences, principles and practices involved in organizing and administering programs for young children, and evaluation of Early Childhood Education programs.

Admission Requirements

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

- Child/Human Development BA or a closely related field, Liberal Studies BA, or teaching credential; **and**
- a minimum 2.75 GPA in the last 60 units attempted; **and**
- experience in working in programs for children from infancy through primary grades; **and**
- a passing score on the CSUS Writing Proficiency Exam, **or** an upper division advanced composition class with a grade "B" or better. Passage of the writing section of the CBEST may be acceptable. Check with the department.

Opportunity exists for conditional classification of applicants with an undergraduate major and experiences different from those listed above. Students who do not meet the minimum GPA of 2.75 in the last 60 semester units attempted may request special consideration by the faculty program committee. This requires that the student demonstrate convincingly that he or she is competent to pursue the degree. Coursework in Child Development may be a condition of admission.

Admission Procedures

See MA in Education – Common Requirements.

Advancement to Candidacy

See MA in Education – Common Requirements.

Degree Requirements

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

A. Required Courses (6-9 units)*

- (3) ED 250 Educational Research
- (3) ED 251 Education for a Democratic, Pluralistic Society
- (3) ED 252 Principles of Curriculum

Note: For those students completing 9 units of core, 3 units may be used to fill the elective requirement.

B. Other Course Requirements (15 units)

- (3) EDTE 214 Assessment of Text, Content, & Learners
- (12) Select four of the following:
 - EDTE 245 Selected Topics in Childhood Development
 - EDTE 246 Motivation & Learning in Children: Interaction of Cognition, Affect & Context
 - EDTE 247 Theoretical & Applied Perspectives on Cultural Diversity & the Education of Preschool & Primary Grade Children
 - EDTE 248 Curriculum & Instruction in Preschool & Primary Grade Settings
 - EDS 290 Issues in Early Childhood Education for Children with Disabilities

B. Elective (0-3 units)*

Upper division or graduate units in Education selected with approval of an Early Childhood Education advisor.

C. *Culminating Requirement (6 units)*

- (6) EDTE 504 Culminating Experience: Early Childhood Education (ED 250)

For approved Department Thesis/Project format, information about registration and graduation requirements, MA • Education – Common Requirements.

MA • Language and Literacy

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

Admission Requirements

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

- a baccalaureate degree, **and**
- a minimum 3.0 overall grade point average, **and**
- a valid California teaching credential, **and**
- completion of the following course or equivalent:
EDTE 301 The Teaching of Reading **OR**
EDTE 309A Language & Literacy **OR**
EDTE 384 Teaching Reading/Secondary School

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

Admission Procedures

See MA in Education – Common Requirements.

Advancement to Candidacy

See MA in Education – Common Requirements.

Degree Requirements

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

A. *Required Courses (6-9 units)*

(6-9) Select from the following:

- ED 250 Educational Research
ED 251 Education for a Democratic, Pluralistic Society
ED 252 Principles of Curriculum

Note: For those students completing 9 units of CORE, 3 units may be used to fill the elective requirement.

B. *Other Course Requirements (15 units)*

- (3) EDTE 202 Language & Literacy Development in Multicultural Settings (ED 250)
(3) EDTE 203 Strategies for Connecting Text, Context & Learners
(3) EDTE 206 Leadership in Literacy
(3) EDTE 207 Practicum in Beginning Literacy: Assessment & Intervention (EDTE 201, 203)
(3) EDTE 214 Assessment of Text, Content & Learners

C. *Electives (0-3 units)**

Three units from Teacher Education Master's level courses, selected in consultation with advisor.

D. *Culminating Requirement (6 units)*

- (3) EDTE 503 Culminating Experience (ED 250)

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

CERTIFICATE PROGRAMS

Mathematics Education

A graduate student may earn a Certificate in Mathematics Education by completing the following courses. (Enrollment in the Master's program is not required provided that course prerequisites are met, including having a teaching credential or being enrolled in a credential program and completing a mathematics methods class, i.e., EDTE 304, EDTE 303, 386 or equivalent).

A. *Required Courses (12 units)*

- (3) EDTE 220 Seminar in Mathematics Education (EDTE 303, 304, or 386)
(3) EDTE 221 Curriculum Development in Mathematics Education
(3) EDTE 222 Teaching Mathematics in the Twenty-First Century
(3) EDTE 303 Curriculum & Methods in Elementary School Mathematics (or equiv.) **OR**
EDTE 386 Secondary School Mathematics

Computers in the Classroom

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

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

A minimum GPA of 3.0 is required for all courses in the certificate program.

A. *Required Courses (12 units)*

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

B. Elective Courses (3 units)

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

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

LOWER DIVISION COURSES

99. Special Problems. Individual projects designed especially for students capable of independent study. **Note:** admission by written approval of the instructor and department chair. Graded Credit/No Credit. 1-3 units.

UPPER DIVISION COURSES

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

100. Observation-Participation in Schools. Observations in classes in several situations and grade levels; service as an assistant in at least one classroom. Visits to community agencies which serve the school population. Graded Credit/No Credit. 2 or 3 units.

103. Tutoring Children. After learning basics of tutoring in reading, students spend most of the class time in public schools as tutors. Weekly seminars with the supervisor focus on problems of motivating and teaching children. Strongly recommended for those students considering teaching as a career.

Note: this course does not substitute for any course in the basic teacher credential program. 3 units.

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

Prerequisite: admission to the Teacher C-0ssim"É

207. Practicum in Beginning Literacy: Assessment and Intervention. Evaluation and use of materials and techniques for assessing and teaching beginning literacy across ages, languages, developmental levels, and diverse backgrounds. Application through assessment, instruction and compilation of case study of a student or adult in the beginning stages of literacy acquisition. Permission of instructor required for those wishing to take the course as an elective. 3 units.

209. Children's Literature: Models and Teaching Strategies in the Elementary Classroom. Analyze and evaluate existing models, instructional aids and various strategies employed in the elementary classroom for teaching Literature for Children. Each participant will develop teaching strategies with book fairs, original writing, and others based on models related to teaching literature to elementary students. 3 units.

211. Seminar in the Language Arts. Major related investigations and current professional literature; current trends and the most effective curricular practices in the language arts field. **Prerequisite:** EDTE 309B or equivalent. 3 units.

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

220. Seminar in Mathematics Education. Research of mathematical instruction trends, problems of teaching math and successful programs. **Prerequisite:** EDTE 303, 304, or 386. 3 units.

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

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

223. Seminar in Elementary School Social Studies. Consideration of the sociological, psychological and philosophical bases of the social studies program; recent research in the social studies, and current trends in social studies instruction. **Prerequisite:** EDTE 305 or equivalent. 3 units.

224. Critical Thinking: Models and Teaching Strategies in the Classroom. Analysis and evaluation of existing models and strategies for teaching critical thinking in elementary and secondary classrooms. Strategies for critical thinking in all aspects of the curriculum will be developed. 3 units.

225. Seminar in Science Education. Trends and research in curriculum and instruction in science education. Open to both elementary and secondary education students. **Prerequisite:** EDTE 306, 388 or equivalent. 3 units.

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

227. Seminar in Curriculum and Instruction (K-12). Individual and group study of current programs, issues, trends and research in elementary and secondary instruction and curricular areas. 3 units.

230. Introduction to Computers in the Classroom — Multiple Subject. A practical introduction to computers and their applications in the classroom. Each participant will: 1) learn basic operations, terminology, and capabilities of computer-based technology; 2) learn to instruct students on the operation of microcomputer systems; 3) apply the computer as a discovery, problem-solving and learning tool; 4) assess hardware and software to determine appropriate educational applications; and 5) identify issues involved in the access to, use, and control of computer-based technologies in a democratic society. No prior experience with computers required. 3 units.

231. Introduction to Computers in the Classroom — Single Subject. A practical introduction to computers and their applications in the classroom. Each participant will: 1) learn basic operations, terminology, and capabilities of computer-based technology; 2) learn to instruct students on the operation of microcomputer systems; 3) apply the computer as a discovery, problem-solving and learning tool; 4) assess hardware and software to determine appropriate educational applications; and 5) identify issues involved in the access to, use, and control of computer-based technologies in a democratic society. No prior experience with computers required. 3 units.

232. Educational Applications of Computers. The use of computer-based application programs (e.g., data base management, word processing, spreadsheets) to develop instructional lessons and materials in various areas of the curriculum and as teacher utilities. **Prerequisites:** EDTE 230, 231 or equivalent experience. 3 units.

233. Teaching Problem-Solving Skills with Microcomputers. Students will examine the theoretical presuppositions underlying the use of computers to teach problem-solving, conditions under which problem-solving opportunities are likely to arise, computer programming as a problem-solving medium, and the potential of software programs designed to teach problem-solving skills. **Prerequisites:** EDTE 230, 231 or equivalent experience. 3 units.

234. Curriculum Development with Microcomputers. An advanced course providing 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. Curriculum areas will be explored through readings, discussion and review of software. Students will explore strategies for analyzing curricula, selecting appropriate software and hardware and establishing, monitoring, and evaluating technology-based programs. **Prerequisites:** EDTE 230 or 231, 232, 233; or permission of the instructor. 3 units.

240. Advanced Early Childhood Growth and Development. An in-depth study of the cognitive and affective development of the child 8 years and younger and the various theories and recent research as related to program development in Early Childhood Education. **Prerequisite:** an upper division course in Growth and Development. 3 units.

241. Instruction in Early Childhood Settings. Focus on instruction for children from birth through eight years of age. Theory, research and practical applications related to a diversity of program organizations, instructional strategies, and curricular materials appropriate for early childhood settings will be examined. Cognitive, academic and social outcomes of instruction will be studied. **Prerequisite:** CHDV 137 or equivalent preparation. 3 units.

242. Cultural Diversity and Early Childhood Education. The theory and research on cultural influences on the development of children ages eight and younger. Educational implications based on course content will be explored and analyzed. 3 units.

243. Seminar in Early Childhood Education. This seminar will focus on a variety of current issues in the education of children from birth to eight years of age. Topics will vary according to changes in policy, curriculum and the early childhood research data base. 3 units.

245. Selected Topics in Childhood Development. An in-depth study of selected topics in cognitive and socio-emotional development of preschool and primary grade children as related to educational practice. Content includes theory and research on psychological dimensions of children as they participate in various contextual settings. 3 units.

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

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

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

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

261. Teaching the Gifted/Talented Learner. Analysis and application of instructional planning systems, programs, curriculum and teaching strategies for the education of mentally gifted and talented learners (K-12). Includes individualized instruction and assessment of learning outcomes. Emphasis on developing higher level intellectual processes, attitudes and values, and advanced skills. **Prerequisite:** EDTE 260 or permission of instructor. 3 units.

262. Seminar in Gifted and Talented Education. This seminar will focus on a variety of topics in the education of gifted and talented students such as: national and state legislation, trends and controversies, leaders in gifted and talented education, research findings, finances, and program evaluation. Included will be an examination of various categories of gifted and talented and model programs to meet their unique needs. May be repeated for credit. **Prerequisite:** EDTE 261 or permission of instructor. 3 units.

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

281. The Community College. The purposes, history, organization and curriculum of the junior or community college; methodology appropriate to junior college instruction. Observations, lectures, discussions, reports and extensive reading. Fall only. 3 units.

283. College Teaching Methods. The study of various instructional techniques specific to college teaching. Topics studied in this course include: roles, tasks, and responsibilities of the instructor; development of instructional plans; motivational strategies; testing of various instructional strategies; instructional facilities. **Note:** this course is prerequisite or may be taken concurrently with EDTE 482. 3 units.

284. The Community College Curriculum. Studies the objectives, problems, practices, trends, and issues of the community college curriculum. 3 units.

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 preparation of application packet, completion of field study assignment and a written final report. **Note:** Units may not be used to meet coursework requirements. **Prerequisite:** Open only to upper division and graduate students; consent of department chair. Graded Credit/No Credit. May be repeated once for credit. 3 units.

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

299. Special Problems. Individual projects at graduate level especially for students capable of independent study. Admission by written approval of the instructor with whom the student will be working and the department chair. Graded Credit/No Credit. 1-3 units.

300/400 SERIES COURSES

Enrollment in these courses is limited to approved candidates for teaching credentials and to those holding a valid California Teaching Credential.

301. The Teaching of Reading. Principles, techniques, procedures, and curricular material for developing reading readiness, reading skills including phonics, and reading interests in silent and oral reading programs. Discussion, participation in such classroom activities as panel discussions, presentations and demonstrations. 3 units.

303. Curriculum and Methods 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. 3 units.

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

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

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

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

309A. Language and Literacy-A. Foundations in developing those understandings, attitudes and competencies that will enable participants to become effective facilitators of language, literacy and reading growth for all learners. **Prerequisite:** Admission to Multiple Subject Credential Program. 3 units.

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. **Prerequisites:** Admission to Multiple Subject Credential Program and completion of EDTE 309A. 3 units.

320. Middle Level Teaching Methods. Developmentally appropriate instructional methodologies as well as classroom/behavior management will be taught throughout the course. All discussion and application activities focus on the needs of the middle school learner. Field observations are designed to address the identification of effective middle level instructional and interactive behaviors. 2 units.

321. Developmental Methods Integrating Language Arts and Social Studies. Developmental approaches to language arts and social studies instruction in grades K-8, with primary emphasis on middle level instruction; the integration of language arts and language acquisition applied to emphasize equal access of appropriate middle school curriculum. 4 units.

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

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

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

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

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

380. Secondary School Teaching. Orientation to student teaching; teaching strategies, legal guidelines, and planning procedures (including unit and lesson plan development) common to all fields of secondary school teaching, curricular organization and activity programs; classroom management; micro-teaching and self-evaluation. **Note:** must be completed prior to student teaching. 3 units.

382. Seminar: Single Subject Student Teaching (Phase III). The role of the student teacher in the secondary school is the primary focus of this seminar, paying particular attention to the discussion of problems and issues facing credential candidates during their final steps in preparing for teaching. **Note:** open only to students in Phase II and III of the Single Subject Preparation program. 2 units.

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

384. Teaching Reading in the Secondary School. Teaching reading in the junior and senior high schools; techniques for the improvement of word recognition skills, vocabulary, study skills and comprehension in subject matter areas; informal means of placement of students in appropriate textbooks; means of classroom organization for reading improvement. Discussion, participation in such classroom activities as panel discussions, presentations and demonstrations. 3 units.

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

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

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

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

401. Observation and Participation in Schools. Observations in classes in several situations and grade levels; service as an assistant in at least one classroom. Visits to community agencies which serve the school population. **Corequisite:** EDTE 107. Graded Credit/No Credit. 2 units.

420A. Student Teaching (Multiple Subject Credential). Two semesters of student teaching multiple subjects in public school classrooms providing experiences at two grade levels and with different cultural groups. Intensive, realistic experiences with continuous and varied responsibilities. This first semester student teaching with integrated methods coursework requires half-day participation. Experiences in classroom teaching and participation in many of the out-of-class duties of a teacher. **Prerequisite:** admission to Teacher Preparation Program. Graded Credit/No Credit. 4 units.

420B. Student Teaching (Multiple Subject Credential). Second semester student teaching with integrated methods coursework requires full-day participation of the student. Emphasis on classroom teaching and further experience with community services. **Prerequisite:** admission to Teacher Preparation Program. Graded Credit/No Credit. 10 units.

421A. Student Teaching-Phase II. One semester of teaching multiple subjects in a public school classroom with diverse learners. First semester student teaching (EDTE 421A) is completed concurrently with integrated coursework. **Prerequisite:** Successful completion of Phase II requirements. Graded Credit/No Credit. 5 units.

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

460. Observation, Participation, and Clinical Practice in Special Programs—Gifted/Talented Education. Directed field experience in special programs for Gifted and Talented children and youth. **Note:** admission by written approval of the instructor and department chair. Graded Credit/No Credit. 1-4 units.

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

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

482. Student Teaching (Community College). Supervised instruction of one three-unit course in candidate's major field. **Prerequisites:** prior or concurrent receipt of MA Degree, and completion of EDTE 281 or equivalent. Signatures of candidate's MA and professional education advisors required on application. EDTE 283 to be taken prior to or concurrently with EDTE 482. Graded Credit/No Credit. 4 units.

503. Culminating Experience: Language and Literacy. Credit is given upon successful completion of a thesis, project or other approved culminating experience for the Master's degree in Education (Language and Literacy). Open only to the graduate student who has been advanced to candidacy for the Master's degree and has secured the permission of his/her faculty advisor and the department chair one full semester prior to registration. **Prerequisite:** ED 250. Graded Credit/No Credit. 3 or 6 units.

504. Culminating Experience: Early Childhood Education. Credit is given upon successful completion of a thesis, project or other approved culminating experience for the Master's degree in Education (Early Childhood Education). Open only to the graduate student who has been advanced to candidacy for the Master's degree and has secured the permission of his/her faculty advisor and the department chair one full semester prior to registration. **Prerequisite:** ED 250. Graded Credit/No Credit. 3 or 6 units.

505. Culminating Experience: Curriculum and Instruction. Credit is given upon successful completion of a thesis, project or other approved culminating experience for the Master's degree in Education (Curriculum and Instruction). Open only to the graduate student who has been advanced to candidacy for the Master's degree and has secured the permission of his/her faculty advisor and the department chair one full semester prior to registration. **Prerequisite:** ED 250. Graded Credit/No Credit. 3 or 6 units.

506. Culminating Experience: Behavioral Sciences — Women's Studies). Credit is given upon successful completion of a thesis, project or other approved culminating experience for the Master's degree in Education (Behavioral Sciences — Women's Studies). Open only to the graduate student who has been advanced to candidacy for the Master's degree and has secured the permission of his/her faculty advisor and the department chair one full semester prior to registration. **Prerequisite:** ED 250. Graded Credit/No Credit. 3 or 6 units.