

# TEACHING CREDENTIALS

## College of Education

For more information, please visit our website: Teaching Credentials (<https://www.csus.edu/college/education/teaching-credentials/>)

## Preliminary Teaching Credential Programs

1. Education Specialist: Mild/Moderate Support Needs Credential (<https://www.csus.edu/college/education/teaching-credentials/special-education.html>)
2. Education Specialist: Extensive Support Needs Credential (<https://www.csus.edu/college/education/teaching-credentials/special-education.html>) **(Fully Online Program)**
3. Education Specialist: Early Childhood Special Education Credential (<https://www.csus.edu/college/education/teaching-credentials/special-education.html>) **(Fully Online Program)**
4. Education Specialist: Deaf and Hard of Hearing Credential (<https://www.csus.edu/college/education/teaching-credentials/special-education.html>)\*Pending CTC Approval **(Fully Online Program)**
5. Multiple Subject Teaching Credential (<https://www.csus.edu/college/education/teaching-credentials/multiple-subject.html>)
6. PK-3rd Early Childhood Education Instruction Specialist Teaching Credential (<https://www.csus.edu/college/education/teaching-credentials/pk-3.html>)\*Pending CTC Approval
7. Single Subject Teaching Credential (<https://www.csus.edu/college/education/teaching-credentials/single-subject.html>)

\*Approval from the Commission on Teacher Credentialing (CTC) anticipated in Spring 2025 but was not secured by the Catalog deadline. Email [coe-cred@csus.edu](mailto:coe-cred@csus.edu) for updated information.

## Master of Arts in Special Education Teaching

1. Master of Arts in Special Education Teaching: Mild/Moderate Support Needs (<https://www.csus.edu/college/education/teaching-credentials/mat-maset.html>)
2. Master of Arts in Special Education Teaching: Extensive Support Needs (<https://www.csus.edu/college/education/teaching-credentials/mat-maset.html>)
3. Master of Arts in Special Education Teaching: Early Childhood Special Education (<https://www.csus.edu/college/education/teaching-credentials/mat-maset.html>)
4. Master of Arts in Special Education Teaching: Deaf and Hard of Hearing (<https://www.csus.edu/college/education/teaching-credentials/mat-maset.html>)

## Master of Arts in Teaching

1. Master of Arts in Teaching: (<https://www.csus.edu/college/education/teaching-credentials/mat-maset.html>)PK-3rd Early Childhood Education Instruction Specialist Teaching Credential (<https://www.csus.edu/college/education/teaching-credentials/pk-3.html>)

2. Master of Arts in Teaching: Multiple Subject (<https://www.csus.edu/college/education/teaching-credentials/mat-maset.html>)

3. Master of Arts in Teaching: Single Subject (<https://www.csus.edu/college/education/teaching-credentials/mat-maset.html>)

## Other Programs

1. **Minor in Special Education** ([https://www.csus.edu/college/education/teaching-credentials/\\_internal/\\_documents/minor-in-sped-education-flyer.pdf](https://www.csus.edu/college/education/teaching-credentials/_internal/_documents/minor-in-sped-education-flyer.pdf))- The Special Education minor consists of interdisciplinary coursework designed to familiarize students with the field of special education and disability studies and to gain knowledge and experience with theory and research in these areas. Students will explore the personal, historical, political, cognitive, and contextual factors that play a role in the lives of students with disabilities and in the lives of their advocates. Students will explore the career of Education Specialist while learning about various pathways to working with students with disabilities.

2. **Added Authorization in Early Childhood Special Education** (<https://catalog.csus.edu/colleges/education/teaching-credentials/early-childhood-special-education-added-authorization/>)- The Early Childhood Special Education Added Authorization (ECSEAA) Program is available for both qualified current Education Specialist teaching credential candidates (those admitted to the Education Specialist programs for Extensive Support Needs or Mild to Moderate Support Needs) and qualified in-service Education Specialist teachers (who hold a current Education Specialist credential). The program is a fully online (in synchronous formats) distance-learning program designed to meet the growing need across California for early intervention, preschool, and kindergarten Education Specialist educators.

## Accreditation

In addition to California State University, Sacramento's full accreditation by the Western Association of Schools and Colleges, our teacher education programs are accredited by the California Commission on Teacher Credentialing.

## Bilingual Authorization

All credential candidates with oral and written fluency as well as cultural/historical knowledge of the target group (Spanish or Hmong) can complete additional requirements to add the Bilingual Authorization (<https://www.csus.edu/college/education/teaching-credentials/authorizations.html>) in Spanish or Hmong.

## Supplementary Authorizations

All credential candidates are eligible to add a variety of supplementary authorizations (<https://www.csus.edu/college/education/teaching-credentials/authorizations.html>) to the basic teaching credential.

## Notice to Students RE: Professional Licensure and Certification

California State University programs for professions that require licensure or certification are intended to prepare the student for California licensure and certification requirements. Admission into programs for professions that require licensure and certification does not guarantee that students will obtain a license or certificate. Licensure and certification requirements are set by agencies that are not controlled by or affiliated with the California State University and licensure and certification requirements can change at any time.

The California State University has not determined whether its programs meet other states' educational or professional requirements for licensure

and certification. Students planning to pursue licensure or certification in other states are responsible for determining whether, if they complete a California State University program, they will meet their state's requirements for licensure or certification. This disclosure is made pursuant to 34 CFR §668.43(a)(5)(v)(C).

## Contact Information

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ALLENDER, DALE

ARELLANO, ADELE

BAKER, SUE

BANES, LESLIE

BEDDOW, MARGARET

BERTA-AVILA, MARGARITA

BIAGETTI, STEPHANIE

BUENO HOLLE, JUAN JOSE

CHANG, HUAN-CHING (TRINA)

CHAPLIN, MAE

CHUNG, CHIA-JUNG

CLARAVALL, ERIC

COLLADO, CINDY

COUGHLIN, MIMI

ESPINOSA-CASTRO, MATHEW

GARZITTO-MICHALS, ELISA

GEE, KATHLEEN

GONSIER-GERDIN, JEAN

HUANG, HUI-JU

IVES, SARAH

KWON, JEMMA

LARDY, CORINNE

LIM, BRIAN S.

LOEZA, PORFIRIO

NORRIS, AAMINAH

PAN, RAVIN

PELLA, SHANNON

PORTER, JENNA

SESSOMS, DEIDRE

SOLARI, LYNN J

WONG, PIA L.

**EDMS 213. Strategies for Inclusive Classrooms: Multiple Subject.**

**3 Units**

**Prerequisite(s):** Admission into a teacher preparation program.

**Term Typically Offered:** Fall, Spring

This course provides multiple subject and special education candidates with dispositions, knowledge, and skills needed to serve students with disabilities in general education classrooms. Strategies specific to students in their least restrictive environment will be covered emphasizing Universal Design for Learning, Multi-Tiered Systems of Support, social-emotional learning, co-teaching, differentiated instruction, roles and responsibilities of special/general education teachers, peer mediated learning strategies, modifications of standards and learning outcomes for students with disabilities, and assistive technology (low and high tech adaptations).

Cross listed: EDSS 282/EDSP 293/EDMS 213

**EDMS 232. Assessment Center Laboratory for Multiple Subject Candidates.**

**2 Units**

**Corequisite(s):** EDMS 430B or EDMS 434B or EDSP 420B.

**Term Typically Offered:** Fall, Spring

Individualized support to guide multiple subject candidates through the process of completing and submitting the culminating Teaching Performance Assessment (TPA) mandated by the program's accrediting body and completion of their electronic program portfolio. The signature assignments, formative TPA assessments and summative TPA Teaching Event represent an electronic portfolio embedded throughout the program. In addition, the candidates will complete an annotated bibliography for readings across the credential program.

Credit/No Credit

**EDMS 234A. Foundations of Teaching in a Diverse K-8 Classroom - A.**

**1 Unit**

**Prerequisite(s):** Admission to the Multiple Subject Teacher Credential Program or the Master of Arts in Teaching with Multiple Subject Teaching Credential Program.

**Corequisite(s):** EDMS 234B

**Term Typically Offered:** Fall, Spring

Introduction to critical analysis of purpose and process of elementary level public schooling in the U.S. Examination of sociopolitical contexts of public schools and society; educational theories, philosophies, notions of culture and social justice, community and educational practice. Engagement with sociocultural, historical, and philosophical foundations of education, multicultural education, learning theories, and theories of cognitive and social development. Candidates examine own biases and work to mitigate negative impact on student learning. This lecture course paired with breakout discussion (EDMS 234B).

**EDMS 234B. Foundations of Teaching in a Diverse K-8 classroom - B.** 2 Units

**Prerequisite(s):** Admission to the Multiple Subject Teacher Credential Program or the MA in Teaching with Multiple Subject Credential Program.  
**Corequisite(s):** EDMS 234A  
**Term Typically Offered:** Fall, Spring

Introduction to critical analysis of purpose and process of elementary level public schooling in the U.S. Examination of sociopolitical contexts of public schools and society; educational theories, philosophies, notions of culture and social justice, community and educational practice. Engagement with sociocultural, historical, and philosophical foundations of education, multicultural education, learning theories, and theories of cognitive and social development. Candidates examine own biases and work to mitigate negative impact on student learning. This discussion course paired with lecture (EDMS 234A).

**EDMS 235A. Advanced Principles of Teaching in a Diverse K-8 Classroom - A.** 1 Unit

**Corequisite(s):** EDMS 235B  
**Term Typically Offered:** Fall, Spring

This course is the lecture portion of a two-course series. It deepens candidates' knowledge of theories and practices necessary to execute the Plan-Instruct-Assess-Reflect cycle of mindful teaching for diverse students. Candidates will expand their understandings of how theoretical frameworks for teaching (learning theory, human development theory, multicultural education, inclusive and differentiated education, assessment frameworks, and models of teaching and curriculum planning) are applied in varied public school classrooms and contexts.

**EDMS 235B. Advanced Principles of Teaching in a Diverse K-8 Classroom - B.** 1 Unit

**Corequisite(s):** EDMS 235A  
**Term Typically Offered:** Fall, Spring

This course is the discussion portion in a two-course series. In this course, candidates translate theories, concepts and frameworks presented in Advanced Principles of Teaching A into strategies and practices for instruction, assessment, and curriculum development in the K-8 classroom. Candidates will create activities, develop lesson and unit plans that integrate and apply various theories and frameworks for instruction. Candidates will design, lead and engage in simulations, peer teaching, and workshops.

**EDMS 236A. Foundations for Teaching in a Diverse PK-3rd Classroom.** 2 Units

**Prerequisite(s):** Admission to the Master of Arts in Teaching (PK-3rd Early Childhood Education Instruction Specialist).  
**Term Typically Offered:** Fall, Spring, Summer

This course introduces key philosophical, sociological, and political questions in PK-3 education and asks candidates to critically examine the role of the PK-3 teacher in a diverse and pluralistic educational ecosystem. Candidates will explore the relationship between teacher and student identity within developmental context. While cultivating awareness about intersectional identities and biases, candidates will examine strategies to design an inclusive classroom that upholds equity and justice.

**EDMS 236B. Principles of Teaching in a Diverse PK-3rd Classroom.** 4 Units

**Prerequisite(s):** EDMS 236A.  
**Corequisite(s):** EDMS 424A.  
**Term Typically Offered:** Fall, Spring, Summer

Course provides candidates with foundational knowledge to execute the Plan-Instruct-Assess-Reflect cycle of mindful teaching at the PK-3rd grade levels. This course builds on content from EDMS236A regarding the relationship between elements of teaching and instructional organization to effectively teach in culturally and linguistically diverse and inclusive PK-3 classrooms through the use of backwards design, developmentally appropriate pedagogies including play, Universal Design for Learning, and differentiated instruction. The focus will be grounded in a Social Justice/Multicultural paradigm.

**EDMS 236C. Advanced Principles of Teaching in a Diverse PK-3rd Classroom.** 2 Units

**Prerequisite(s):** EDMS 236B.  
**Term Typically Offered:** Fall, Spring, Summer

In this course, candidates translate at an advanced level theories, concepts and frameworks presented in earlier Foundations and Principles of Teaching coursework into a broader array of strategies and practices for instruction, assessment, and curriculum development in the PK-3 classroom. Candidates will build upon activities, develop lesson and unit plans created during earlier coursework that integrate and apply various theories and frameworks for PK-3 instruction. Candidates will design, lead and engage in advanced simulations, peer teaching, and workshops.

**EDMS 241. Action Research in Multicultural Settings.** 5 Units

**Prerequisite(s):** Admission to the Master of Arts in Teaching with Multiple/Single Subject Teaching Credential program; Completion of EDMS 434B or EDMS 474B.  
**Term Typically Offered:** Summer only

This course focuses on an introduction to Action Research in multicultural educational settings. It includes an overview of various research paradigms, with emphasis on Action Research and Teacher Action Research. Additional topics covered in this course include: critical pedagogy, forms of multicultural education, and issues related to educational equity and providing access of opportunity to students from underserved populations.  
 Cross listed: EDSS 241

**EDMS 242. Critical Perspectives in Classroom Inquiry.** 3 Units

**Prerequisite(s):** EDMS 241 or EDSS 241.  
**Term Typically Offered:** Fall only

This course is part of the Master of Arts in Teaching with Multiple Subject Teaching Credential Program and builds on the knowledge that students gain in EDMS/EDSS 241. During this course students will complete a literature review of research related to their critical inquiry question. Students will additionally explore the historical and current trends in critical classroom inquiry and consider the implications for schools in diverse settings. Further course activities include developing a Classroom Inquiry Project and submitting the IRB.  
 Cross listed: EDSS 242.

**EDMS 243. Data Collection for Action Research in Multicultural Settings. 3 Units****Prerequisite(s):** EDMS 241 or EDSS 241.**Term Typically Offered:** Fall only

This course builds students understanding of appropriate types and uses of data in Action Research in multicultural education settings. During this course students will be presented with the sociopolitical contexts for data collection and its subsequent use in educational policy. Students will apply theoretical knowledge by practicing to collect and initially interpreting multiple types of data. These experiences will lay the groundwork for students' development and implementation of the data collection plan for their own Classroom Inquiry Projects.

Cross listed: EDSS 243.

**EDMS 244. Sociocultural & Sociopolitical Contexts of Data Analysis. 3 Units****Prerequisite(s):** EDMS 242 or EDSS 242 and EDMS 243 or EDSS 243**Term Typically Offered:** Spring only

This course builds students' understanding of appropriate methods of data analysis in Teacher Action Research in multicultural education settings. Students will learn how data analysis has been used to interpret research in diverse school settings. Students will apply theoretical knowledge by analyzing multiple types of data sets from both qualitative and quantitative sources. These experiences will lay the groundwork for students' implementation of analysis of their own data for their Action Research inquiry projects.

Cross listed: EDSS 244

**EDMS 272. Methods for Teaching Second Language Learners, Multiple Subject (ELD and SDAIE). 3 Units****Prerequisite(s):** EDUC 170**Term Typically Offered:** Fall, Spring

Focus on teaching candidates the methods, techniques and strategies needed to make content accessible for second language learners. Candidates will learn to use the state ELD standards to create ELD lessons and SDAIE lessons within multicultural framework. Candidates will also learn how to interpret and implement formative and summative assessments. Lecture, demonstration, modeling, group work, discussions, field experience.

**EDMS 273. Methods for Teaching Emergent Bilinguals in Diverse PK-3rd Classrooms. 3 Units****Prerequisite(s):** Admission to the Master of Arts in Teaching (PK-3rd Early Childhood Education Instruction Specialist) Program.**Corequisite(s):** EDMS 424A.**Term Typically Offered:** Fall, Spring, Summer

Focus on teaching candidates the methods, techniques and strategies needed to make content accessible for second language learners in grades PK-3rd. Candidates will learn to use the state English Language Development (ELD) standards to create developmentally appropriate lessons within multicultural framework. Candidates will also learn how to interpret and implement formative and summative assessments, with a focus on the youngest learners. Lecture, demonstration, modeling, group work, discussions, field tasks.

**EDMS 299. Special Problems: Multiple Subject. 1 - 3 Units****Term Typically Offered:** Fall, Spring

Individual projects for Multiple Subject credential candidates at graduate/credential 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.

**Note:** This course may be repeated for up to 9 units of credit.

Credit/No Credit

**EDMS 310C. Pedagogy C: Classroom Instruction and Positive Management for Diverse Classrooms. 1 Unit****Prerequisite(s):** Admission to Multiple Subject Credential Program.

Successful completion of EDMS 310B.

**Term Typically Offered:** Fall, Spring

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.

Credit/No Credit

**EDMS 311A. Language and Literacy in Diverse PK-3rd Classrooms A. 1 Unit****Prerequisite(s):** Admission to the Master of Arts in Teaching (PK-3rd Early Childhood Education Instruction Specialist)**Term Typically Offered:** Fall, Spring, Summer

Introduces understandings, attitudes, and competencies needed for effective developmentally appropriate instruction of language and literacy for PK- 3 mainstream populations, Emergent Bilinguals, and students with special needs. Instructional strategies for teaching about concepts about print, phonemic awareness, phonics, fluency, vocabulary, and comprehension of narrative/informational/ argument texts with an emphasis on meaning making. Instructional planning aligned with current content standards and the Social Justice Standards. Informal and formal assessment strategies that inform planning and instruction of foundational skills. Lecture and discussion.

**EDMS 311B. Language and Literacy in Diverse PK-3rd Classrooms B. 3 Units****Prerequisite(s):** EDMS 311A.**Corequisite(s):** EDMS 424A.**Term Typically Offered:** Fall, Spring, Summer

Expands understandings, attitudes, and competencies needed for effective developmentally appropriate instruction of language and literacy for PK- 3 mainstream populations, Emergent Bilinguals, and students with special needs. Advanced instructional strategies for effective reading instruction for diverse students as well as key strategies for effective writing instruction, all aligned to current content standards and the Social Justice Standards. Informal and formal assessment strategies that inform developmentally appropriate language and literacy planning and instruction. Lecture, discussion, field tasks.

**EDMS 312. Mathematics Curriculum and Instruction for Diverse PK-3rd Classrooms. 3 Units**

**Prerequisite(s):** Admission to the Master of Arts in Teaching (PK-3rd Early Childhood Education Instruction Specialist).

**Corequisite(s):** EDMS 424A.

**Term Typically Offered:** Fall, Spring, Summer

Focusing on a "meaning approach" to mathematics which prepares candidates to teach mathematics content standards for California public schools to PK-3rd grade students, using developmentally appropriate strategies as well as specialized strategies for 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 tasks, microteaching, demonstrations, presentations, and technological applications for mathematics will be included.

**EDMS 313. Integrated Science & History/Social Science Curriculum and Instruction for Diverse PK-3rd Classrooms. 3 Units**

**Prerequisite(s):** Admission to the Master of Arts in Teaching (PK-3rd Early Childhood Education Instruction Specialist) Program.

**Corequisite(s):** EDMS 424B.

**Term Typically Offered:** Fall, Spring, Summer

Prepares teacher candidates for PK-3rd grade classrooms to design developmentally appropriate curriculum that integrates science/history-social studies content so that all students, including English learners and students with special needs, acquire observation skills, analytical and critical thinking skills, and disciplinary literacy skills. Candidates will learn to develop integrated thematic instruction based on student assets and interests as well as pertinent issues in local communities.

**EDMS 314. Mathematics Curriculum and Instruction for the Diverse K-8 Classroom. 3 Units**

**Term Typically Offered:** Fall, Spring

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.

**EDMS 315. History-Social Science Curriculum and Instruction for the Diverse K-8 Classroom. 3 Units**

**Term Typically Offered:** Fall, Spring

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.

**EDMS 316. Science Curriculum and Instruction for the Diverse K-8 Classroom. 3 Units**

**Term Typically Offered:** Fall, Spring

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.

**EDMS 317. Visual and Performing Arts Methods for the Diverse K-8 Classroom. 1 Unit**

**Prerequisite(s):** Admission to Multiple Subject Teacher Credential Program.

**Term Typically Offered:** Fall, Spring

Prepares candidates in a Multiple Subjects credential program to teach the visual and performing arts content standards for California public schools to all students, including English Learners, and special needs students. Preparation is 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.

Credit/No Credit

**EDMS 319A. Language and Literacy I for the Diverse K-8 Classroom. 3 Units**

**Prerequisite(s):** Admission to the MAT with Multiple Subject teaching credential program

**Corequisite(s):** EDMS 401 or EDMS 434A

**Term Typically Offered:** Fall, Spring

Develops understandings, attitudes, and competencies needed for effective instruction of language and literacy for mainstream populations, English Learners/Emergent Bilinguals, and students with special needs. Instructional strategies for teaching concepts about print, phonemic awareness, phonics, fluency, vocabulary, and comprehension of narrative/informational/ argument texts with an emphasis on meaning making. Instructional planning aligned with current content standards and the Social Justice Standards. Informal and formal assessment strategies that inform planning and instruction foundational skills and reading comprehension. Lecture and discussion.

**EDMS 319B. Language and Literacy II for the Diverse K-8 Classroom. 2 Units**

**Prerequisite(s):** EDMS 319A

**Corequisite(s):** EDMS 434A or EDMS 434B or EDMS 434C

**Term Typically Offered:** Fall, Spring

Extends understandings, attitudes, and competencies needed for effective instruction of language and literacy related to writing instruction for mainstream populations, English Learners/Emergent Bilinguals, and students with special needs. Instructional strategies for teaching writing in various genres (narrative, informational, argument), formal and informal writing, conventions, writing to learn, response to reading, writing process, and writing across the curriculum. Instructional planning aligned with content standards and social justice teaching. Assessment strategies that inform planning and instruction of writing. Lecture and Discussion.

<p><b>EDMS 330A. Educational Technology Lab I.</b> <b>1 Unit</b>  <b>Prerequisite(s):</b> Admission to Multiple Subject Credential Program.  <b>Term Typically Offered:</b> Fall only</p>	<p><b>EDMS 420A. Field Experience: Multiple Subject.</b> <b>4 Units</b>  <b>Prerequisite(s):</b> Admission to Teacher Preparation Program.  <b>Term Typically Offered:</b> Fall, Spring</p>
<p>Educational technology lab course will prepare the candidates use technology for three areas: coursework in the teaching credential program, enhancing teaching and learning and eportfolio development. Students are introduced to an array of digital technologies for teaching relevant for K-12 student learning. Among the topics include digital literacy, copyright, fair use, Internet safety, Creative Commons, presentation tools, ISTE standards, technology and Teaching Performance Expectations, presentation tools, interactive whiteboards, and many others. The focus is on students learning about technology use in teaching and learning in K-12 schools. Candidates are prepared to use technology in the Teaching Credential Program and for the development of an electronic portfolio.            Credit/No Credit</p>	<p>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.            Credit/No Credit</p>
<p><b>EDMS 330B. Educational Technology Lab II.</b> <b>1 Unit</b>  <b>Prerequisite(s):</b> EDMS 330A  <b>Term Typically Offered:</b> Spring only</p>	<p><b>EDMS 420B. Student Teaching: Multiple Subject.</b> <b>10 Units</b>  <b>Prerequisite(s):</b> Admission to Teacher Preparation Program.  <b>Term Typically Offered:</b> Fall, Spring</p>
<p>In this course, candidates will learn to create, use, and manage appropriate and relevant educational technological processes and resources. The candidates will deepen their knowledge of technology in the K-12 public school environment and apply their understanding to improve student engagement and student learning outcomes. The candidates will also learn to use technology associated with the Teaching Credential Program and finalize their electronic portfolio for the program.            Credit/No Credit</p>	<p>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.            Credit/No Credit</p>
<p><b>EDMS 334C. Fundamentals of Teaching in a Diverse K-8 Classroom.</b> <b>2 Units</b>  <b>Prerequisite(s):</b> Admission into the Multiple Subject Credential Program or the MA in Teaching with Multiple Subject Teaching Credential program.  <b>Term Typically Offered:</b> Fall, Spring</p>	<p><b>EDMS 424A. Field Experience: PreK-3rd Grades.</b> <b>6 Units</b>  <b>Prerequisite(s):</b> Admission to the Master of Arts in Teaching (PK-3rd Early Childhood Education Instruction Specialist).  <b>Corequisite(s):</b> EDMS 311B, EDMS 312, EDMS 273.  <b>Term Typically Offered:</b> Fall, Spring</p>
<p>This course introduces the relationship between elements of teaching and instructional organization to effectively teach in culturally and linguistically diverse and inclusive elementary classrooms through the use of backwards design, Universal Design for Learning, and differentiated instruction. The focus will be grounded in a Social Justice/Multicultural paradigm. Emphasis will include students' development as a teacher, curriculum development, long and short-term planning, and specific theories for instructional practice.</p>	<p>Candidates complete field experience in public school classrooms concurrently with integrated coursework. Field experiences focus primarily on observing model lessons and activities and on collaborative planning, implementing and assessing instruction for small groups of students.            Credit/No Credit</p>
<p><b>EDMS 401. Observation and Participation in Elementary Schools.</b> <b>2 Units</b>  <b>Prerequisite(s):</b> Admission to Teacher Preparation Program  <b>Term Typically Offered:</b> Fall, Spring</p>	<p><b>EDMS 424B. Student Teaching: PreK-3rd Grades.</b> <b>8 Units</b>  <b>Prerequisite(s):</b> EDMS 424A.  <b>Corequisite(s):</b> EDMS 313.  <b>Term Typically Offered:</b> Fall, Spring</p>
<p>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.            Credit/No Credit</p>	<p>One semester of student teaching grades PreKindergarten through 3rd in a public school setting with diverse learners. This final semester of student teaching is completed concurrently with integrated coursework and focuses primarily on planning, implementing and assessing instruction for whole classes of students.            Credit/No Credit</p>
<p><b>EDMS 401. Observation and Participation in Elementary Schools.</b> <b>2 Units</b>  <b>Prerequisite(s):</b> Admission to Teacher Preparation Program  <b>Term Typically Offered:</b> Fall, Spring</p>	<p><b>EDMS 424C. Intern Teaching: PreK-3rd Grades.</b> <b>9 Units</b>  <b>Prerequisite(s):</b> EDMS 424A.  <b>Corequisite(s):</b> EDMS 313.  <b>Term Typically Offered:</b> Fall, Spring</p>
<p>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.            Credit/No Credit</p>	<p>One semester of intern teaching in a public school setting with diverse learners in grades PreK through 3rd. This semester of intern teaching is completed concurrently with integrated coursework and focuses primarily on planning, implementing, and assessing instruction for a whole class of students while employed as teacher of record.            Credit/No Credit</p>

<p><b>EDMS 430A. Student Teaching I Basic.</b> <b>5 Units</b>  <b>Prerequisite(s):</b> Admission to Teacher Preparation Program  <b>Term Typically Offered:</b> Fall, Spring</p>	<p><b>EDMS 500. Classroom Inquiry Project: Culminating Experience.</b> <b>3 Units</b>  <b>Prerequisite(s):</b> EDMS 242 or EDSS 242 and EDMS 243 or EDSS 243.  <b>Term Typically Offered:</b> Spring only</p>
<p>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 coursework.            Credit/No Credit</p>	<p>Course establishes that master candidates have acquired the essential knowledge and skills covered in each of the courses leading to the Master of Arts in Teaching with Multiple Subject Teaching Credential. Proficiency is demonstrated through a comprehensive examination of essential content of each course in the master's degree program. Candidates will produce a written portfolio, accompanying executive summary, and oral presentation of the body of work completed during the Master of Arts in Teaching with Multiple Subject Teaching Credential Program.            Cross listed: EDSS 500</p>
<p><b>EDMS 430B. Student Teaching II: Basic.</b> <b>7 Units</b>  <b>Prerequisite(s):</b> Admission to Teacher Preparation Program  <b>Term Typically Offered:</b> Fall, Spring</p>	<p>Credit/No Credit</p>
<p>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 coursework and focuses primarily on planning, implementing, and assessing instruction for whole classes of students.            Credit/No Credit</p>	<p><b>EDMS 599. Continuous Master of Arts in Teaching Enrollment.</b> <b>0 Units</b>  <b>Prerequisite(s):</b> Student has completed all MAT coursework prior to EDMS 500 and earned an RP in EDMS 500 or EDSS 500.  <b>Term Typically Offered:</b> Fall, Spring</p>
<p><b>EDMS 434A. Field Experience for Elementary Teachers.</b> <b>6 Units</b>  <b>Prerequisite(s):</b> Admission to the Multiple Subject Credential program  <b>Term Typically Offered:</b> Fall, Spring</p>	<p>This is a zero-unit course for students in the Master of Arts in Teaching (MAT) program who earn an RP in their culminating experience course, EDMS/EDSS 500. The purpose of this course is to allow MAT students to maintain their continuous enrollment status while they complete the culminating experience requirements for the MAT program.            Credit/No Credit</p>
<p>Candidates complete field experience in public school classrooms concurrently with integrated coursework. Field experiences focus primarily on observing model lessons and activities and on collaborative planning, implementing and assessing instruction for small groups of students.            Credit/No Credit</p>	<p><b>EDSP 101. Becoming an Education Specialist.</b> <b>3 Units</b>  <b>Term Typically Offered:</b> Spring only</p>
<p><b>EDMS 434B. Student Teaching for Elementary Teachers.</b> <b>8 Units</b>  <b>Prerequisite(s):</b> EDMS 434A  <b>Term Typically Offered:</b> Fall, Spring</p>	<p>The course introduces undergraduate students to a career working with children and youth with disabilities and their families. Students will explore the different career opportunities in the field of special education, the skills of an education specialist teacher, and credential requirements for becoming an educator working with students with disabilities including advocacy, reflection, organization, empathy, and credential program pre-requisites. Students will complete biographical readings, a career plan, and at least 30 hours of fieldwork with an education specialist teacher.</p>
<p>One semester of teaching multiple subjects in a public school setting with diverse learners. This final semester of student teaching is completed concurrently with integrated coursework and focuses primarily on planning, implementing and assessing instruction for whole classes of students.            Credit/No Credit</p>	<p><b>EDSP 119. Legal and Social Foundations of Inclusive Education.</b> <b>3 Units</b></p>
<p><b>EDMS 434C. Intern Teaching for Elementary Teachers.</b> <b>8 Units</b>  <b>Prerequisite(s):</b> EDMS 434A and department approval  <b>Term Typically Offered:</b> Fall, Spring</p>	<p><b>Prerequisite(s):</b> EDUC 100A/B or consent of instructor.  <b>Term Typically Offered:</b> Fall, Spring</p>
<p>One semester of multiple subjects intern teaching in a public school setting with diverse learners. This semester of intern teaching is completed concurrently with integrated coursework and focuses primarily on planning, implementing, and assessing instruction for a whole class of students while employed as teacher of record.            Credit/No Credit</p>	<p>This course provides analysis of historical, philosophical, legal, and ethical foundations of special education and emerging issues in the disability rights/social justice movement to provide free and appropriate education (FAPE) for children and youth with diverse linguistic, cultural, socio-economic, physical, mental, social, emotional characteristics in the least restrictive environment (LRE). Legislation (e.g., IDEA 2004, ESSA, Section 504, ADA) and current legal requirements and best practices in identification, eligibility, assessment, IFSP/IEP/ITP development and implementation, and inclusive educational service delivery are examined.</p>

**EDSP 200. Seminar I: Early Childhood Special Education. 1 Unit**

**Prerequisite(s):** Admission into the Early Childhood Special Education credential program

**Term Typically Offered:** Fall only

This seminar introduces Early Childhood Special Education (ECSE) candidates to their fieldwork experiences, technology, and development as an ECSE teacher. Candidates will examine their own teacher identity; identify anti-bias educational practices; analyze and reflect upon models of effective teaching and assessment; and develop technology, reflection, and critical thinking skills to engage in the teaching profession.  
Credit/No Credit

**EDSP 201. Developing Collaborative Partnerships with Families, Professionals, and Communities in ECSE. 3 Units**

**Prerequisite(s):** Admission into the MA in Teaching with Education Specialist Early Childhood Special Education Teaching Credential.

**Term Typically Offered:** Fall, Summer

Overview of ECSE historical, philosophical, theoretical/empirical, and legal bases for family centered, relationship based special education services. Emphasis is on developing cross-cultural competence and a strengths-based, student-centered approach to empowering families and advocating for students with disabilities. Students will develop skills required to build and maintain collaborative relationships through effective communication and teaming with families, students, professional colleagues, and community members. These skills will be applied in the context of school-family-community partnerships, professional partnerships, person-centered planning/future planning and IFSP/IEP development.

**EDSP 205. Methods in Access and Inclusion in the GE Curriculum: Students with Extensive Support Needs. 3 Units**

**Prerequisite(s):** EDSP 119, EDSP 206, EDSP 235, EDSP 220

**Term Typically Offered:** Fall, Spring

The focus of this course will be on the following three areas: 1) the processes for developing modified IEP goals which are based in the general education standards for all core curriculum as well as other individual information; 2) collaboration with general education teachers in the development of participation and support plans for inclusion in the general education classroom; and, 3) instructional strategies and adaptations which will enhance success across curricular areas for students with extensive support needs.

**EDSP 206. Collaborative Program Planning with Families, Professionals, and Communities. 3 Units**

**Prerequisite(s):** Admittance to Mild/Moderate or Moderate/Severe Credential program or advisor approval

**Term Typically Offered:** Fall, Spring

Students will develop skills in the areas of: family collaboration; school and community collaboration in the context of IEP development and school partnerships; cross-cultural competence; communication; person-centered planning/future planning, partnering with families; transdisciplinary teaming to develop the IEP and the ITP; and facilitating social relationships and friendships as part of the school experience.

**EDSP 207. Secondary/Post-secondary methods and transition planning for Students with Extensive Support Needs. 2 Units**

**Prerequisite(s):** EDSP 119

**Corequisite(s):** EDSP 413 or EDSP 414

**Term Typically Offered:** Fall, Spring

Students will develop knowledge and skills related to strategies for including students within the middle and high school environment. Students will develop skills in community-based instruction transition planning, in addition to designing outcomes and supports within the general education curriculum. Students will also gain knowledge and skills related to vocational and supported employment, and preparation for work after high school, and how to facilitate a successful transition to post-secondary education, supported living, and supported employment.

**EDSP 208. Positive Behavioral Supports and Evidence-Based Practices for Youth with Autism and Related Issues. 3 Units**

**Prerequisite(s):** EDSP 119

**Term Typically Offered:** Fall, Spring

Students will develop competencies in evidence-based and promising practices in assessment, interventions and instructional strategies for children and youth with autism spectrum disorder (ASD) and those with mental health concerns and/or dual diagnosis (severe behavior or emotional challenges and developmental, intellectual, sensory, and/or motor disabilities) in the natural contexts of general education classrooms, other school settings, home and community. Students will conduct a functional behavioral assessment and develop and implement a positive behavior support for a student with challenging behaviors.

**EDSP 209. Developing Augmentative & Alternative Communication Systems: Assessment and Intervention. 3 Units**

**Prerequisite(s):** Admission to the MAT plus Education Specialist Credential Program.

**Term Typically Offered:** Fall, Spring

Participants will learn: a) how to assess communicative forms from nonsymbolic to symbolic and unintentional to sophisticated in students with disabilities; b) how to collaborate with audiologists, vision specialists, physical, occupational, and speech therapists related to communication; c) to select from the range of light tech to high tech augmentative communication systems and related assistive technology, based on assessment; d) how to develop communication instructional plans; and, e) how to implement instruction embedded across multiple environments and with multiple partners.

**EDSP 210. Assessment and Evaluation in Early Childhood Special Education. 3 Units**

**Prerequisite(s):** Admittance to the MA in Special Education Teaching (Early Childhood Special Education)

**Term Typically Offered:** Fall, Spring

This course integrates family-centered and strengths-based approaches in early childhood special education into the assessment and evaluation process. Content will focus on developing quality practices in early childhood assessment including using a range of culturally, linguistically, and ability appropriate tools and techniques; parent-professional collaboration; transdisciplinary team assessment; assessment reporting; and translating results into intervention planning. Students will demonstrate skills in the assessment process including planning, collecting, interpreting, and communicating assessment information about infants, and young children with disabilities.



**EDSP 211. Curriculum, Intervention Strategies, and Environments in ECSE I: Infants & Toddlers. 3 Units****Prerequisite(s):** Admittance to the Master of Arts in Special Education Teaching (Early Childhood Special Education)**Term Typically Offered:** Fall, Spring

The focus of this course is acquisition of knowledge and skills to support families and other caregivers in facilitating development for infants and toddlers at risk or with disabilities. Students will collaboratively plan and implement curriculum and intervention strategies for infants, toddlers and families. These strategies may be utilized in a range of natural learning environments including home, childcare, and community programs.

**EDSP 212. Inclusive Curriculum, Intervention Strategies, and Environments in ECSE II: Preschool & Kindergarten. 3 Units****Prerequisite(s):** Admittance to the Education Specialist Credential Program: Early Childhood Special Education**Term Typically Offered:** Fall only

Candidates develop the skills and mindsets necessary to design and implement developmentally appropriate play-based environments and instruction for young children with disabilities in school-based learning environments including inclusive preschools and kindergarten programs. Using a tiered approach, candidates plan and implement universally designed lessons and create embedded instruction plans that require intentionally planning supports, assessments, and evidence-based interventions within daily routines and activities to ensure all students learn and belong.

**EDSP 213. Early Language and Literacy Development, Instruction, and Intervention in ECSE. 3 Units****Prerequisite(s):** Admittance to the Master of Arts in Teaching with Early Childhood Special Education credential program**Term Typically Offered:** Fall, Spring

Course examines theories and historical context of language and literacy development and instruction in young children from infancy through kindergarten with an emphasis on English Learners and children with disabilities. Candidates will learn to create and implement integrated instructional units and lesson plans that teach early literacy through play-based centers, math, science, and the arts while supporting individual students with accommodations and embedded instruction. Candidates examine the role of technology, assistive technology, and authentic assessment to enhance and guide instruction.

**EDSP 216. Understanding the Implications of Developmental Diversity in Children and Youth. 2 Units****Prerequisite(s):** Admission to an Education Specialist Credential Program.**Term Typically Offered:** Fall, Spring

Using a critical disability theory perspective, this course explores: 1) atypical development across areas (e.g., cognitive, social, physical, linguistic) due to prenatal, perinatal, and early childhood developmental risk factors; 2) childhood development theories and how they support educators' understanding of children, families, and developmentally appropriate practices; and 3) service delivery models and key transitions across the lifespan.

**EDSP 217. Foundations of Positive Behavioral Supports: Creating Safe and engaging Learning Environments. 3 Units****Prerequisite(s):** Admission to the MA in Special Education Teaching**Term Typically Offered:** Fall, Spring, Summer

Students will learn the foundations of positive behavioral supports as a multi-tiered systems of supports for children and youth with mild to extensive support needs in preschool, elementary and secondary schools with an emphasis on class-wide and school-/program-wide interventions to create safe and engaging learning environments. The course also examines collaboration with families and other professionals (e.g., paraprofessionals, general education teachers) to effectively support students' behavior and learning and provides an overview of functional behavior assessment and individual behavioral supports.

**EDSP 218. Advanced program planning/instruction: Students with Extensive Support Needs/Multiple Disabilities. 3 Units****Prerequisite(s):** EDSP 209, EDSP 216.**Term Typically Offered:** Fall, Spring

This course focuses on 3 primary areas: 1) evidence-based practices for developing high-quality individualized educational plans for children and youth, from early childhood to young adulthood, with extensive support needs (ESN) - including students with multiple disabilities, severe intellectual disabilities, deaf-blindness, sensory and orthopedic disabilities; 2) collaboration with family members, related service professionals, general education teachers, and other community services; and, 3) strategies, adaptations, and technologies, for increasing positive outcomes for students with ESN in inclusive classrooms.

**EDSP 220. Language and Literacy in Inclusive Classrooms I. 3 Units****Term Typically Offered:** Fall, Spring

This course provides candidates with the evidence based principles and systematic and explicit techniques to develop phonological awareness, phonics, concepts about print, oral and written language, and word recognition strategies. Candidates will learn techniques specific to assessing a student in reading and applying the information to assist the student with reading difficulties. Accommodations and modifications for students with mild, moderate, and severe disabilities will be emphasized.

**EDSP 221. Language and Literacy in Inclusive Classrooms II. 3 Units****Prerequisite(s):** EDSP 220**Term Typically Offered:** Fall, Spring

Course provides candidates with evidence based principles, systematic and explicit techniques, procedures in reading fluency, comprehension, and vocabulary development. Candidates will learn literal and higher level comprehension strategies that assist students in understanding narrative and expository text. Candidates will receive instruction on the principles, techniques, and procedures for teaching spelling, handwriting, and critical study skills. Accommodations and modifications for students with mild, moderate and severe disabilities will be emphasized.

**EDSP 225. Assessment and Evaluation for Students with Mild to Moderate Support Needs.** 3 Units  
**Prerequisite(s):** EDSP 220, EDSP 221, EDSP 229  
**Term Typically Offered:** Fall, Spring

Course examines relationship between assessment, curriculum, and instruction through application of formal and informal assessments to support curriculum and instructional development. Candidates administer and interpret norm-referenced, criterion-referenced, and curriculum-based instruments that assess academic achievement, social behavior, and emotional functioning. Candidates learn principles and strategies when collecting and interpreting qualitative and quantitative data from multiple sources. Authentic assessment strategies, specifically designed to support and inform instruction, are emphasized. Field based component included for administering, scoring, and analyzing results from assessments.

**EDSP 225A. Assessment and Evaluation for Students with Mild/Moderate Disabilities.** 2 Units  
**Prerequisite(s):** Admittance to Mild/Moderate/Severe Credential program or permission of respective special education coordinator.  
**Corequisite(s):** EDSP 225B  
**Term Typically Offered:** Fall, Spring

Candidates examine relationships between assessment, curriculum, and instruction through application of a variety of formal and informal assessments and curricula. Candidates administer and interpret norm-referenced, criterion-referenced, and curriculum-based instruments that assess academic achievement, social behavior, and emotional functioning. Candidates learn basic principles and strategies related to using and communicating results of a variety of assessment and evaluation approaches. Authentic assessment strategies, specifically designed to support and inform instruction, will be emphasized.

**EDSP 225B. Assessment and Evaluation for Students with Mild/Moderate Disabilities Lab.** 1 Unit  
**Corequisite(s):** EDSP 225A  
**Term Typically Offered:** Fall, Spring

Field-based practice lab (30 hours). Lab will be a synthesis and application of course content (EDSP 225A) in a setting serving students with mild/moderate disabilities.  
 Credit/No Credit

**EDSP 229. Curriculum and Instruction Strategies for Students with Mild/Moderate Disabilities.** 3 Units  
**Prerequisite(s):** Admittance to Mild/Moderate, Moderate/Severe, Multiple Subjects, and Single Subject Credential programs or permission of respective special education advisors.  
**Term Typically Offered:** Fall, Spring

Methods for designing and implementing instruction for students with mild/moderate disabilities. Topics include typical/atypical human development, resilience and protective factors, evidenced-based instructional strategies, designing and managing environments and materials, differentiated instruction, collaborative teaming to design and evaluate integrated services, technology (including assistive technology) to support access to general education curriculum, implementation of UDL, modifications and adaptations of state standards, components of IDEA and their implication for a multidisciplinary approach developing IEPs for special needs students included in general education classrooms.

**EDSP 229B. Curriculum and Instruction Strategies for Students with Mild/Moderate Disabilities Lab.** 1 Unit  
**Corequisite(s):** EDSP 229  
**Term Typically Offered:** Fall, Spring

Field-based practice lab (30 hours). Lab will be a synthesis and application of course content (EDSP 229) in a setting for students with mild/moderate disabilities who receive special education services. Students will verify multiple experiences across the age-span and in inclusive settings, agencies, and other natural environments.  
 Credit/No Credit

**EDSP 230. Positive Behavior and Social-Emotional Supports for Students with Mild to Moderate Support Needs.** 3 Units  
**Prerequisite(s):** EDSP 217  
**Term Typically Offered:** Fall, Spring

This course helps teacher candidates understand and support students who experience social, emotional, and behavior problems that negatively impact their school success and well-being. Teacher candidates will learn (a) how to address behavior challenges in classrooms; (b) how to identify and assess support needs from the function-based and trauma-informed perspective; (c) how to design and implement positive intervention and support that are evidence-supported and compliant with federal IDEA law; and (d) how to provide social emotional learning opportunities.

**EDSP 230B. Positive Behavior Supports for Students with Mild, Moderate, and Severe Behavioral Challenges Lab.** 1 Unit  
**Prerequisite(s):** Admittance into Mild/Moderate or Moderate/Severe Credential program, APE program, or permission of respective special education coordinator.  
**Corequisite(s):** EDSP 230  
**Term Typically Offered:** Fall, Spring

Comprehensive study and application of intervention strategies that enhance the quality of life for students with mild/moderate disabilities. Students will learn (a) how to design learning environments that prevent and reduce problem behaviors, (b) learn how to identify and assess problem behavior using functional behavioral methods, (c) learn how to design and implement positive behavioral support interventions which are in compliance with federal IDEA law, and (d) apply behavioral procedures on a systemic, school wide basis.

**EDSP 231. Assistive and Instructional Technologies for Students with Mild to Moderate Support Needs.** 2 Units  
**Prerequisite(s):** Admission to the MAT with Education Specialist Mild to Moderate Support Needs Credential Program.  
**Term Typically Offered:** Fall, Spring

Candidates design and enact technology-enhanced instruction by purposefully using three different types of educational technologies: assistive technologies, general instructional technologies, and content-specific instructional technologies. Technology-enhanced instruction and individualized educational programs involve teachers developing technological pedagogical content knowledge that weaves technology, pedagogy, and content expertise. This course provides learning opportunities for an array of applications, tools, and instructional practices.  
 Credit/No Credit

**EDSP 232. Initial Seminar: Reflective Teaching Practice, Collaboration, & Communicative Competence. 1 Unit****Term Typically Offered:** Fall, Spring

This initial seminar focuses on the critical practice of reflection as the heart of teaching. A highly effective special education teacher practices deliberate, purposeful, and metacognitive thinking to address the education of students with mild to moderate support needs in an inclusive environment. To prepare special education teachers for a changing world, teacher candidates need to understand theories of learning and their roles in teaching, develop curricular vision, communication skills, and respond to the diverse learning needs of students.

**EDSP 233. Final Seminar: Mild to Moderate Support Needs. 1 Unit****Prerequisite(s):** EDSP 232.**Corequisite(s):** EDSP 472 or EDSP 473 (in the last time that either of these two courses is taken).**Term Typically Offered:** Fall, Spring

Designed to allow the education specialist candidate teacher or intern to focus upon three overall areas: 1) problems and resolutions particular and general to their teaching assignment, 2) development of their Individual Development Plan by identifying their strengths and areas of growth for further study during the candidates Induction Program and 3) create a Personal Reflection Model to support the development of the Individual Development Plan.

Credit/No Credit

**EDSP 234. Seminar II: Early Childhood Special Education. 1 Unit****Prerequisite(s):** EDSP 200**Corequisite(s):** EDSP 475 or EDSP 476 or EDSP 478**Term Typically Offered:** Fall, Spring, Summer

This seminar provides Early Childhood Special Education (ECSE) candidates with opportunities to engage in reflective conversations about their early fieldwork experience and development as a teacher with regard to program competencies. With support of their colleagues and instructor, candidates will analyze their own teaching practice and pedagogy, complete critical teaching tasks relevant to their fieldwork, and critically analyze issues in the field.

Credit/No Credit

**EDSP 235. Curriculum and Instructional Methods for students with Extensive Support Needs. 3 Units****Prerequisite(s):** Admittance into the MAT in Special Education (Extensive Support Needs)**Term Typically Offered:** Fall, Spring

This is the first instructional methods course in the masters and specialist credential program for students with extensive support needs (ESN). Teacher candidates will learn to use the concepts of universal design for learning (UDL) and understanding by design (UbD) to create units of instruction in the core curriculum; various methods of progress monitoring; and, how to embed individualized participation plans and systematic instructional plans unique to individual learners with extensive support needs within general education and special education classrooms.

**EDSP 236. Pro-Seminar in Teaching Students with Extensive Support Needs. 1 Unit****Corequisite(s):** Any Mild-Moderate Support Needs field experience or intern teaching course**Term Typically Offered:** Fall, Spring

This course addresses the following competencies: evaluating ethical principles and standards of special education practice; conducting effective meetings and collaborative problem-solving with families and colleagues; creating and carrying out an individualized positive behavioral support plan with the support of the school team and family; analyzing a school's current behavioral support system and developing a recommended plan for more effective school-wide positive behavioral support; and, effective strategies for coaching and providing training to paraprofessional staff.

Credit/No Credit

**EDSP 237. Transition Strategies for Students with Mild to Moderate Support Needs. 3 Units****Term Typically Offered:** Fall, Spring

Candidates will examine legal mandates specific to transition planning and implementation, and evaluate transitional life experiences for students with mild/moderate disabilities across the lifespan. Candidates will explore and implement social skills, and career and vocational program planning for secondary students with Mild/Moderate disabilities. Planning will include the student, community services, and other community resources such as parents and various professionals that will lead to increased student learning with career goals and objectives to support their transition to post-school settings.

**EDSP 237B. Transition Strategies for Students with Mild/Moderate Disabilities Lab. 1 Unit****Corequisite(s):** EDSP 237.**Term Typically Offered:** Fall, Spring

Field-based practice lab (30 hours). Lab will be a synthesis and application of course content (EDSP 237) in inclusive setting for students with mild/moderate disabilities.

Credit/No Credit

**EDSP 238. Culminating Seminar for Education Specialist Candidates. 3 Units****Corequisite(s):** EDSP 477 or EDSP 478 or EDSP 415 or EDSP 422 or EDSP 472 or EDSP 473 or approval of program coordinator.**Term Typically Offered:** Fall, Spring

Provides structured opportunities for Education Specialist teaching candidates who are in their culminating student/intern teaching experience to discuss, analyze, and reflect on their students' learning to support completion of Special Education Teaching Performance Assessment (TPA). Candidates will interpret, analyze, and complete prompts for all TPA tasks in preparation for the submission of their TPA teaching event. Additionally, candidates will implement their final fieldwork tasks to demonstrate critical skills of an education specialist. Pre-requisite: EDSP 200 or final semester in the MMSN or ESN credential program.

Credit/No Credit

**EDSP 250. Education Research.****3 Units**

**Prerequisite(s):** Advancement to Candidacy for Special Education concentration; passing WPG exam for all other concentrations.

**Term Typically Offered:** Fall, Spring

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

**EDSP 251. Education in a Democratic, Pluralistic Society.****3 Units**

**Prerequisite(s):** Passing WPG exam

**Term Typically Offered:** Fall, Spring

Advanced study of social and psychological issues which need to be considered in education relating to the client, the educator, the community and society. Addresses implications of theories of learning, assessment, individual differences and social/political influences.

**EDSP 261. Early Intervention for Deaf Children.****3 Units**

**Prerequisite(s):** Admission to the Master of Arts in Special Education Teaching (Deaf and Hard-of-Hearing).

**Term Typically Offered:** Fall, Spring, Summer

This course explores the critical role of early language acquisition in the development of Deaf children. Candidates will engage in thorough discussions surrounding the process of early identification and diagnosis. The course emphasizes evidence-based early intervention approaches and aims to equip candidates with a diverse range of techniques that foster social-emotional growth in Deaf children.

**EDSP 262. Teaching DeafBlind and DeafDisabled Students.****3 Units**

**Prerequisite(s):** Admission to the Master of Arts in Special Education Teaching (Deaf and Hard-of-Hearing).

**Term Typically Offered:** Fall, Spring, Summer

This course provides an overview of various disabilities educators may encounter when teaching Deaf students, including DeafBlind, DeafDisabled, and those with autism. Candidates will explore and evaluate teaching methods, assessment, and strategies to adapt curricula and integrate assistive technology.

**EDSP 263. Identity Development, Mental Health, and Deaf Students.****3 Units**

**Prerequisite(s):** Admission to the Master of Arts in Special Education Teaching (Deaf and Hard-of-Hearing).

**Term Typically Offered:** Fall, Spring, Summer

This course explores the unique aspects of identity formation and mental health within Deaf and hard-of-hearing children. Students will learn to create inclusive environments, foster self-advocacy, and address diverse mental health needs. Topics include collaborative strategies, cultural relevance, and understanding the impact of language deprivation as well as other adverse childhood experiences. Through research and practical applications, candidates will be equipped to empower Deaf students' well-being, self-identity, and academic growth.

**EDSP 264. Language, Speech, and Audiology in Deaf Education.****3 Units**

**Prerequisite(s):** Admission to the Master of Arts in Special Education Teaching (Deaf and Hard-of-Hearing).

**Term Typically Offered:** Fall, Spring, Summer

This course provides aspiring teachers with a comprehensive understanding of the role of audiology, speech therapy, and language development in educating Deaf and hard-of-hearing students. Topics include audiogram interpretation, assessment methods, inclusive classrooms, and educational planning (IFSP, IEP, ITP, 504 Plans). The course combines theoretical knowledge with practical application, utilizing case studies, hands-on activities, and guest speakers to prepare students for diverse educational settings.

**EDSP 265. Instruction and Curriculum in Deaf Education.****3 Units**

**Prerequisite(s):** EDSP 360, EDSP 361.

**Term Typically Offered:** Fall, Spring, Summer

This course explores the specialized area of curriculum and instructional design within the context of Deaf education. The focus is on selecting, critiquing, and implementing effective curricula tailored to the educational needs of Deaf and hard-of-hearing students. Through an exploration of evidence-based practices, behavioral management strategies, and pedagogical methods, candidates will gain the skills necessary to develop culturally and linguistically responsive curricula.

**EDSP 266. Using Data and Assessments in Deaf Education.****3 Units**

**Prerequisite(s):** EDSP 360, EDSP 361.

**Term Typically Offered:** Fall, Spring, Summer

This course comprehensively explores the multifaceted landscape of assessments within Deaf education. Students will learn how to effectively utilize various types of assessments, collect and interpret data, and apply this invaluable information to IFSPs, IEPs, ITPs, and 504 Plans. The course will address the unique challenges and opportunities in creating linguistically and culturally appropriate assessments for Deaf and hard-of-hearing students, with a special emphasis on evidence-based practices.

**EDSP 276A. Education of Students with Emotional and Behavioral Disorders.****2 Units**

**Prerequisite(s):** Admittance into Mild/Moderate or Moderate/Severe Credential or M.A. in Education programs and EDSP 230 or equivalent  
**Corequisite(s):** EDSP 276B

**Term Typically Offered:** Fall, Spring

Concentrate on the assessment, characteristics, interventions and classroom strategies, which uniquely address the educational needs of students with emotional and behavioral disorders. Students will review current laws, policies and selected literature specific to students identified as EBD and their families. Strategies to create and promote collaborative partnerships with parents, mental health representatives and/or other service providers will be presented.

**EDSP 276B. Education of Students with Emotional and Behavioral Disorders - Lab. 1 Unit**

**Prerequisite(s):** Admittance into Mild/Moderate or Moderate/Severe Credential or M.A. in Education programs and EDSP 230 or equivalent  
**Corequisite(s):** EDSP 276A  
**Term Typically Offered:** Fall, Spring

Field-based practice lab (30 hours). Lab will be a synthesis and application of course content (EDSP 276A) in serving students with emotional and behavioral disorders. Students are required to participate in class visitations, agency visitations, and interviews.

**EDSP 281. Critical Special Education: Teacher Research & Practice. 6 Units**

**Prerequisite(s):** Successful completion of Education Specialist Credential coursework.

**Term Typically Offered:** Summer only

This course provides an introduction to Action Research in the field of special education. The overall goal is to improve teacher effectiveness in the classroom through research and develop teacher-researchers, producers and consumers of empirical knowledge. Students will develop research writing skills to understand problems of practice, critical issues, and policy in special education. The course is designed to facilitate connections between methodological paradigm and teaching practices related to doing action research and covers quantitative, qualitative, and mixed-methods research approaches.

**EDSP 282. Classroom Inquiry Methods in Critical Special Education. 3 Units**

**Prerequisite(s):** EDSP 281

**Corequisite(s):** EDSP 283

**Term Typically Offered:** Fall only

This course underscores the criticality of educational research and theoretical frameworks to the development of local knowledge through teacher-research. Criticality here relates to issues of social justice in special education and the role of racial bias in educational practices. Throughout the semester, students further develop their understanding of specific methodological research design as applied to their own practice. Students also engage in the iterative process of writing a literature review and further developing the classroom inquiry plan.

**EDSP 283. Critical Analysis and Interpretation of Classroom Inquiry. 3 Units**

**Prerequisite(s):** EDSP 281

**Corequisite(s):** EDSP 282

**Term Typically Offered:** Fall, Spring

This course develops students' understanding of appropriate methods of data analysis for teacher action research/classroom inquiry in diverse educational settings. Students will apply theoretical knowledge by analyzing and interpreting data from qualitative, quantitative and mixed-methods sources and will explore how interpretation of data and presentation of findings can inform teacher practices and support school systems change efforts to improve lives of individuals with disabilities. These experiences will lay the groundwork for students' analysis of their own action research/classroom inquiry data.

**EDSP 290. Seminar for Culminating Experiences. 3 Units**

**Prerequisite(s):** Approval of Culminating Experience Proposal or instructor permission.

Seminar to focus on topics/elements/expectations to be included in the culminating experiences (thesis, project, or comprehensive exam). Successful completion of the course requires completion of Chapters 1 and 2 of the thesis/project and the beginning of Chapter 3 for the MA thesis/project option or an exam petition to be approved by the departmental exam committee, including annotated bibliographies and position papers on the focal topics for the MA comprehensive exam option.

**EDSP 292. Teaching English Learners with Disabilities. 3 Units**

**Term Typically Offered:** Fall, Spring

Candidates will learn basic principles, strategies and procedures for teaching English Learners with disabilities. Compliance and legal issues related to English Learners identified with disabilities, including writing linguistically appropriate goals and objectives, and implementing culturally responsive strategies will be addressed. Systematic and explicit strategies for accommodating and modifying curricular materials for English Learners with disabilities in inclusive classrooms will be emphasized.

**EDSP 292B. Teaching English Learners with Disabilities Lab. 1 Unit**

**Corequisite(s):** EDSP 292

**Term Typically Offered:** Fall, Spring

Field-based practice lab will be a synthesis and application of course content (EDSP 292) in the implementation of culturally responsive, systematic and explicit strategies, and curricular material involved in teaching English Learners with disabilities in inclusive classrooms. Credit/No Credit

**EDSP 293. Strategies for Inclusive Classrooms. 3 Units**

**Prerequisite(s):** Admission into a teacher preparation program.

**Term Typically Offered:** Fall, Spring

Knowledge and skills of teaching students with learning differences in inclusive classrooms require effective use of specific integrated pedagogical moves from an asset-based approach. In addition, professional judgment and contexts matter when modifying these pedagogical moves to successfully address the needs of all students, including those with extensive support needs. This course prepares all teacher candidates in teaching students with most complex learning and behavioral challenges four high-leverage practices in inclusive education: collaboration, assessment, social/emotional/behavior, and instruction. Cross listed: EDSS 282/EDSP 293/EDMS 213

**EDSP 297. Current Issues in Special Education. 3 Units**

**Prerequisite(s):** Passing WPG exam

**Term Typically Offered:** Fall, Spring

Examines current issues in special education through review of selected journal articles, presentations by guest lecturers and class discussion. Students will be required to write a series of brief position papers in professional style on selected topics.

**EDSP 298. Master's Seminar in Special Education. 3 Units****Prerequisite(s):** EDSP 297**Corequisite(s):** EDSP 297**Term Typically Offered:** Fall, Spring

Students choosing Program A for the M.A. in Education, Special Education option must register for the seminar during their final semester of study, prior to attempting the written comprehensive examination. In the seminar, students will study problems and issues associated with specialty areas as well as with the field of special education as a whole.

**EDSP 299. Special Problems: Special Education. 1 - 3 Units****Term Typically Offered:** Fall, Spring

Individual projects for Special Education credential candidates at graduate/credential 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.

**Note:** This course may be repeated for up to 9 units of credit.

Credit/No Credit

**EDSP 314. Mathematics Curriculum and Instruction for Diverse Learners. 3 Units****Prerequisite(s):** Admission to a MAT plus Special Education Teaching Credential program.**Term Typically Offered:** Fall, Spring

Mathematics teaching methodology course for Special Education teacher candidates to develop (a) pedagogical content knowledge in teaching mathematics; (b) favorable attitudes toward the subject of mathematics; (c) willingness to work hard and persevere to understand new mathematical ideas; and (d) motivation to learn more about the content and methodology of teaching mathematics. Focus on using the California content standards to teach all students, including English Learners and those with special needs.

**EDSP 360. ASL and English Pedagogy: Content Areas. 3 Units****Prerequisite(s):** Admission to the Master of Arts in Special Education Teaching (Deaf and Hard-of-Hearing).**Term Typically Offered:** Fall, Spring, Summer

This course is designed for teacher candidates who aim to work with Deaf and hard-of-hearing students. Focusing on multiple content areas such as math and science, the course explores best practices in bilingual education methodologies, translanguaging, and multimodal instruction. It aims to equip candidates with the skills to design culturally relevant, differentiated curricula and assessments that align with IFSP/IEP/ITP/504 Plans. Special attention is given to current research and trends in Deaf education.

**EDSP 361. ASL and English Pedagogy: Literacy. 3 - 30 Units****Prerequisite(s):** Admission to the Masters in Special Education Teaching (Deaf and Hard-of-Hearing).**Term Typically Offered:** Fall, Spring, Summer

This course focuses on strategies for teaching reading and writing to Deaf and hard-of-hearing students. The course emphasizes the importance of bilingual methodologies, research-based approaches, and evidence-based assessment tools. Candidates will gain in-depth knowledge on integrating ASL and English to develop culturally and linguistically responsive literacy curriculum.

**EDSP 413. Field Experience I: Students with Extensive Support Needs. 5 Units****Prerequisite(s):** Admission to the credential program or approval from the Coordinator.**Term Typically Offered:** Fall, Spring

This fieldwork placement is designed for credential candidates in the MA in Special Education Teaching  $\zeta$  Emphasis in Students with Extensive Support Needs. Candidates, working under the guidance of a mentor teacher and a University supervisor, will complete the field-based assignments for coursework being taken concurrently. In addition, candidates will be evaluated on a set of competencies required by the end of the first year in the credential program.

Credit/No Credit

**EDSP 414. Field Experience II: Students with Extensive Support Needs. 6 Units****Prerequisite(s):** EDSP 413**Term Typically Offered:** Fall, Spring

This University supervised fieldwork placement is designed for credential candidates in the MA in Special Education Teaching  $\zeta$  Emphasis in Students with Extensive Support Needs. Building on the skills and competencies demonstrated in their first fieldwork experience, candidates will work towards demonstrating proficiency in 10 identified areas, including: professionalism, IEP development, curriculum, modifications and adaptations, systematic instruction, non-classroom/community environments, facilitating friendships, augmentative and alternative communication, positive behavioral supports, and methods for students with the most complex disabilities.

Credit/No Credit

**EDSP 415. Student Teaching: Students with Extensive Support Needs. 8 Units****Prerequisite(s):** EDSP 414 or EDSP 420**Term Typically Offered:** Fall, Spring

This final semester Student Teaching placement is designed for credential candidates in the MA in Special Education Teaching  $\zeta$  Emphasis in Students with Extensive Support Needs. Candidates must demonstrate that they are at a  $\zeta$ proficient $\zeta$  level in 11 areas in order to receive a recommendation for their credential: professionalism, IEP development, curriculum, modifications and adaptations, systematic instruction, non-classroom/community instruction, facilitating friendships, augmentative and alternative communication, positive behavioral supports, teaching students with the most complex disabilities, and program management.

Credit/No Credit

**EDSP 420A. Multiple Subject Field Experience. 6 Units****Term Typically Offered:** Fall, Spring

Initial Multiple Subject credential field experience, with integrated methods coursework, is a M-Th, half-day fieldwork requirement. Effective Instruction and classroom management are the focus of the Initial Multiple Subject field experience. Candidates complete field experience in public school classrooms concurrently with integrated coursework. Field experiences focus primarily on observing model lessons and activities and on collaborative planning, implementing and assessing instruction for small groups of students.

**Note:** This is a full semester field experience in general ed. classrooms.

Credit/No Credit

- EDSP 420B. Multiple Subject Student Teaching. 8 Units**  
**Term Typically Offered:** Fall, Spring
- Final semester of a Multiple Subject credential student teaching with integrated methods coursework requires M-Th, full-day participation of the student. Emphasis on classroom teaching and further experience with community services. Candidates must meet the criteria for student teaching to be accepted to this course.  
 Credit/No Credit
- EDSP 421. Intern Teaching I: Students with Extensive Support Needs. 9 Units**  
**Prerequisite(s):** EDSP 413  
**Term Typically Offered:** Fall, Spring
- This Intern Teaching placement is designed for credential candidates in the MA in Special Education Teaching ¿ Emphasis in Students with Extensive Support Needs. Candidates must demonstrate that they are at a ¿developing proficiency¿ level in 11 areas in order to move into the final semester of Advanced Intern Teaching: professionalism, IEP development, curriculum, modifications and adaptations, systematic instruction, non-classroom/community instruction, facilitating friendships, augmentative and alternative communication, positive behavioral supports, teaching students with the most complex disabilities, and program management.  
 Credit/No Credit
- EDSP 422. Advanced Intern Teaching: Students with Extensive Support Needs. 9 Units**  
**Prerequisite(s):** EDSP 421  
**Term Typically Offered:** Fall, Spring
- This final semester Internship is designed for credential candidates in the MA in Special Education Teaching ¿ Emphasis in Students with Extensive Support Needs. Candidates must demonstrate that they are at a ¿proficient¿ level in 11 areas in order to receive a recommendation for their credential: professionalism, IEP development, curriculum, modifications and adaptations, systematic instruction, non-classroom/community instruction, facilitating friendships, augmentative and alternative communication, positive behavioral supports, teaching students with the most complex disabilities, and program management.  
 Credit/No Credit
- EDSP 460. Field Experience with Deaf Students. 3 Units**  
**Prerequisite(s):** Admission to the Master of Arts in Special Education Teaching (Deaf and Hard of Hearing).  
**Corequisite(s):** EDSP 265, EDSP 266.  
**Term Typically Offered:** Fall, Spring, Summer
- Candidates in this Deaf and Hard of Hearing (DHH) Education Specialist Teaching Credential course complete fieldwork activities at a site or program serving DHH students from various educational levels. Fieldwork is completed concurrently with integrated coursework.  
 Credit/No Credit
- EDSP 461. Student Teaching for Deaf and Hard of Hearing. 8 Units**  
**Prerequisite(s):** EDSP 460.  
**Term Typically Offered:** Fall, Spring, Summer
- This course is the culminating student teaching experience for candidates for the Deaf and Hard of Hearing teaching credential. Candidates are placed as student teachers in educational settings serving Deaf and Hard of Hearing students, where they student teach four to five days a week under the supervision of a qualified mentor teacher.  
 Credit/No Credit
- EDSP 462. Intern Teaching for Deaf and Hard of Hearing. 9 Units**  
**Prerequisite(s):** EDSP 460.  
**Term Typically Offered:** Fall, Spring, Summer
- This course is the culminating Intern teaching experience for the Deaf and Hard of Hearing teaching credential. Candidates are placed as Intern teachers in educational settings serving Deaf and Hard of Hearing students, where they work as the teacher of record.  
 Credit/No Credit
- EDSP 470A. Initial Fieldwork in Mild/Mod Support Needs Credential. 4 Units**  
**Prerequisite(s):** Admission to the Master of Arts in Special Education Teaching (Mild to Moderate Support Needs)  
**Corequisite(s):** EDSP 229  
**Term Typically Offered:** Fall only
- This initial fieldwork course in the Mild/Moderate Support Needs Education Specialist Credential (MMSN) sequence provides teacher candidates with a specific field placement under the guidance of a mentor teacher who is a highly qualified MMSN teacher at a public school. Candidates spend 2 full days a week at the school, working with children/youth with mild/moderate support needs, under the guidance of their mentor.  
 Credit/No Credit
- EDSP 470B. Fieldwork in Mild/Moderate Support Needs. 4 Units**  
**Prerequisite(s):** EDSP 470A  
**Term Typically Offered:** Spring only
- Candidates will spend 3 full school days each week working with children/youth with mild to moderate support needs, under the guidance of a mentor teacher with the MMSN credential. Mentors are selected by the University. A University supervisor will provide observations, feedback, and evaluation of progress toward meeting the MMSN teacher performance expectations.  
 Credit/No Credit
- EDSP 471. Mild to Moderate Support Needs Field Experience. 4 Units**  
**Prerequisite(s):** Admission to the MAT with Education Specialist Mild to Moderate Support Needs Credential Program.  
**Term Typically Offered:** Fall, Spring
- The field work teacher candidate spends 3-4 full days per week in a school program for students with Mild to Moderate support needs under the direction of a mentor teacher.  
 Credit/No Credit
- EDSP 472. Mild to Moderate Support Needs Student Teaching. 7 Units**  
**Prerequisite(s):** EDSP 471 or equivalent.  
**Term Typically Offered:** Fall, Spring
- Student teaching full day, M-Th, for the semester in a cooperating LEA District providing services for students with mild to moderate support needs. Cooperating teachers work with the University supervisor to support the candidate in completing the required assignments and competencies. An evaluation will be completed at the mid point and end of the semester.  
**Note:** Application for student teaching is required prior to course enrollment.  
 Credit/No Credit

**EDSP 473. Mild to Moderate Support Needs Intern Teaching. 9 Units**

**Prerequisite(s):** All criteria related to recommendation for the intern credential and instructor approval.

**Term Typically Offered:** Fall, Spring

A credit/no credit directed internship in a district, county office of education, or program serving students with mild to moderate support needs. Candidates must meet the criteria for an internship to be accepted into to this course. A University supervisor will support the candidate in completing all required competencies. An evaluation will be completed at mid point and end of the semester.

**Note:** Application for Student Teaching and Intern Teaching Permit is required prior to course enrollment.

Credit/No Credit

**EDSP 474. ECSE Early Fieldwork Experience I. 3 Units**

**Prerequisite(s):** Admission to the Early Childhood Special Education - Added Authorization or the MA in Special Education Teaching (Early Childhood Special Education).

**Term Typically Offered:** Fall, Spring

Candidates in the early childhood special education (ECSE) program complete early fieldwork activities at a site or program serving families and children with disabilities birth to kindergarten. Fieldwork is completed concurrently with integrated coursework. In this first early field experience, candidates focus primarily on observing evidence-based environments, instruction, and interventions as well as practicing skills including collaborating with a young child's family and team, engaging in data-based decision making, and creating and implementing intervention plans.

Credit/No Credit

**EDSP 475. ECSE Early Fieldwork Experience II. 3 Units**

**Prerequisite(s):** EDSP 474

**Term Typically Offered:** Fall only

Candidates in the early childhood special education (ECSE) program complete more advanced early fieldwork activities at a site or program serving families and children with disabilities birth to kindergarten. Fieldwork is completed concurrently with integrated coursework. In this second early field experience, candidates build on their skills by collaboratively analyzing their teaching and assessment practices, reflecting on their experiences, and practicing with support more advanced pedagogy.

Credit/No Credit

**EDSP 476. ECSE Student Teaching: Infants & Toddlers. 4 Units**

**Prerequisite(s):** EDSP 211

**Term Typically Offered:** Fall, Spring, Summer

One of two culminating experiences, candidates complete the student teaching experience with a cooperating teacher in their school district, county office of education or appropriate privately operated program providing early intervention services for infants and toddlers with disabilities and their families. Completed concurrently with integrated coursework and focuses on candidates gradually taking the lead on assessing, planning, and coaching families raising infants and toddlers with disabilities or delays within their natural routines, environments, and activities.

**Note:** Candidates may take EDSP 478 as a course equivalent.

Credit/No Credit

**EDSP 477. ECSE Student Teaching: Preschool/Kindergarten. 6 Units**

**Prerequisite(s):** EDSP 212, and EDSP 475 or EDSP 478

**Corequisite(s):** EDSP 238

**Term Typically Offered:** Spring only

One of two culminating experiences, candidates complete the student teaching experience with a cooperating teacher in their public school setting with preschoolers or kindergarteners with disabilities. Completed concurrently with integrated coursework and focuses on candidates gradually taking the lead on planning, implementing, and assessing instruction of all students in a school-based program while providing tiered levels of support and embedded instruction to target the needs of students with disabilities

Credit/No Credit

**EDSP 478. ECSE Intern Teaching. 9 Units**

**Prerequisite(s):** EDSP 119, EDSP 201, and EDSP 211 or EDSP 212, or permission from program coordinator

**Term Typically Offered:** Fall, Spring, Summer

Internship in a cooperating District or County Office of Education providing services for young children birth to kindergarten with disabilities receiving special education services and their families. Candidates must complete the intern application process in order to register. Intern serves as the teacher of record and is employed by the district. As the classroom teacher, develop and teach developmentally and accessible units and lesson plans, embed instruction and supports, collaborate with colleagues, support paraprofessionals, and lead the IFSP/IEP process.

Credit/No Credit

**EDSP 479. Field Experience II: Early Childhood Special Education. 3 Units**

**Prerequisite(s):** Admission to MA in Teaching with Education Specialist

Early Childhood Special Education Teaching Credential program

**Corequisite(s):** EDSP 210, EDSP 212, and EDSP 293 or approval of ECSE program coordinator

**Term Typically Offered:** Fall, Spring

The second phase of field-based experience for ECSE candidates is a supervised practicum. Candidates will spend a minimum of two days per week with a community-based program or school where preschoolers with disabilities are being served. They will be assigned a cooperating education specialist and University supervisor who they will work with to complete assignments. An evaluation of program competencies will be completed at the end of the semester.

Credit/No Credit

**EDSP 500. Classroom Inquiry/Action Research Portfolio-Culminating Experience. 3 Units**

**Prerequisite(s):** EDSP 282, EDSP 283

**Corequisite(s):** Advancement to Candidacy

**Term Typically Offered:** Spring, Summer

The course establishes that the candidate has acquired the essential knowledge and skills covered in each of the courses leading to the Master of Arts in Teaching with Special Education Teaching credential. Proficiency is demonstrated through a comprehensive examination of essential content of each course in the MAT degree program. Each candidate will produce a written portfolio, accompanying executive summary, and oral poster presentation of the body of work completed during the MAT Special education program.

Credit/No Credit



**EDSP 501. Master of Arts Project: Special Education. 3 Units**

**Prerequisite(s):** Approval of Culminating Experience Proposal or instructor permission

**Term Typically Offered:** Fall, Spring

Completion of a project that integrates research with development of a product related to instruction of persons with disabilities.

**EDSP 599. Continuous Master of Arts in Special Education Teaching Enrollment. 0 Units**

**Prerequisite(s):** Student has completed all MASET coursework prior to EDSP 500 and earned a RP in EDSP 500.

**Term Typically Offered:** Fall, Spring

This is a zero unit course for students in the Master of Arts in Special Education Teaching program who earn a RP in their culminating experience course, EDSP 500. The purpose of this course is to allow them to maintain their continuous enrollment status while they complete the culminating experience requirements for the MASET program.

**Note:** There is no grade associated with this course.

Credit/No Credit

**EDSS 241. Action Research in Multicultural Settings. 5 Units**

**Prerequisite(s):** Admission to the Master of Arts in Teaching with Multiple/Single Subject Teaching Credential program; Completion of EDMS 434B or EDMS 474B.

**Term Typically Offered:** Summer only

This course focuses on an introduction to Action Research in multicultural educational settings. It includes an overview of various research paradigms, with emphasis on Action Research and Teacher Action Research. Additional topics covered in this course include: critical pedagogy, forms of multicultural education, and issues related to educational equity and providing access of opportunity to students from underserved populations.

Cross listed: EDMS 241

**EDSS 242. Critical Perspectives in Classroom Inquiry. 3 Units**

**Prerequisite(s):** EDMS 241 or EDSS 241

**Term Typically Offered:** Fall only

This course is part of the Master of Arts in Teaching with Single Subject Teaching Credential Program and builds on the knowledge that students gain in EDMS/EDSS 241. During this course students will complete a literature review of research related to their critical inquiry question. Students will additionally explore the historical and current trends in critical classroom inquiry and consider the implications for schools in diverse settings. Further course activities include developing a Classroom Inquiry Project and submitting the IRB.

Cross listed: EDMS 242

**EDSS 243. Data Collection for Action Research in Multicultural Settings. 3 Units**

**Prerequisite(s):** EDMS 241 or EDSS 241.

**Term Typically Offered:** Fall only

This course builds students understanding of appropriate types and uses of data in Action Research in multicultural education settings. During this course students will be presented with the sociopolitical contexts for data collection and its subsequent use in educational policy. Students will apply theoretical knowledge by practicing to collect and initially interpreting multiple types of data. These experiences will lay the groundwork for students development and implementation of the data collection plan for their own Classroom Inquiry Projects.

Cross listed: EDMS 243.

**EDSS 244. Sociocultural & Sociopolitical Contexts of Data Analysis. 3 Units**

**Prerequisite(s):** EDMS 242 or EDSS 242 and EDMS 243 or EDSS 243

**Term Typically Offered:** Spring only

This course builds students understanding of appropriate methods of data analysis in Teacher Action Research in multicultural education settings. Students will learn how data analysis has been used to interpret research in diverse school settings. Students will apply theoretical knowledge by analyzing multiple types of data sets from both qualitative and quantitative sources. These experiences will lay the groundwork for students implementation of analysis of their own data for their Action Research inquiry projects.

Cross listed: EDMS 244

**EDSS 264. Critical Multiculturalism for Racial/Social Justice Education-Secondary. 3 Units**

**Prerequisite(s):** Admission to the MA in Teaching with Single Subject Teaching Credential Program.

**Term Typically Offered:** Fall, Spring

This course serves as an introduction to Critical Multiculturalism, Racial/Social Justice pedagogy, and Anti-Bias education. The course will provide a critical perspective for analyzing the purposes and processes of U.S. public schooling. Students will examine the socio-historical political contexts of public schools and society, educational/learning theories, philosophical educational foundations, notions of culture, community, and educational practice. Teaching modalities will include lectures, whole group discussions, small group work and presentations, and on-line fieldwork assignments.

**EDSS 264L. Critical Multiculturalism for Racial/Social Justice Education-Secondary (Linked Learning). 3 Units**

**Prerequisite(s):** Admission to MA in Teaching with Single Subject Teaching Credential program.

**Term Typically Offered:** Fall, Spring

This course serves as an introduction to Critical Multiculturalism, Racial/Social Justice pedagogy, and Anti-Bias education. The course will provide critical perspective for analyzing the purposes and processes of U.S. public schooling in a Linked Learning context. Students will examine the socio-historical political contexts of public schools and society, educational/learning theories, philosophical educational foundations, notions of culture, community, and educational practice. Teaching modalities will include lectures, whole group discussions, small group work and presentations, and on-line fieldwork assignments.

**EDSS 265. Advanced Fundamentals of Teaching. 2 Units****Prerequisite(s):** EDSS 365

Extends learning from EDSS 365 with deeper examination of the relationship between elements of teaching and instructional organization needed to effectively teach in culturally and linguistically diverse and inclusive secondary classrooms through the use of backward design, Universal Design for Learning, differentiated instruction and assessment. The focus will be grounded in a Social Justice/Multicultural paradigm. Emphasis will include students' development as teachers through exploration of curriculum development frameworks, long-and short-term planning approaches, and specific theories for instructional practice.

**EDSS 265D. Advanced Fundamentals of Teaching, Workshop. 1 Unit****Prerequisite(s):** EDSS 365A and EDSS 365B**Corequisite(s):** EDSS 265C**Term Typically Offered:** Fall, Spring

Extends learning in EDSS 365A, B and EDSS 265C by deepening knowledge about the relationship between elements of teaching and instructional organization. Focus on effective teaching for culturally and linguistically diverse and inclusive secondary classrooms through the use of backward design, Universal Design for Learning, differentiated instruction and assessment. Instructional framework will be grounded in a Social Justice/Multicultural paradigm. Emphasis will include students' development as a teacher including application of curriculum development theories, long-and short-term planning frameworks and specific theories.

**EDSS 265L. Advanced Fundamentals of Teaching- Linked Learning. 2 Units****Prerequisite(s):** EDSS 365L**Term Typically Offered:** Fall, Spring

Extends learning from EDSS 365 with deeper examination of the relationship between elements of teaching and instructional organization needed to effectively teach in culturally and linguistically diverse and inclusive secondary classrooms through the use of backward design, Universal Design for Learning, differentiated instruction and assessment. The focus will be grounded in a Social Justice/Multicultural paradigm. Emphasis will include students' development as teachers through exploration of Linked Learning curriculum development frameworks, long-and short-term planning approaches, specific theories for instructional practice

**EDSS 266. Advanced Single Subject Seminar. 2 Units****Prerequisite(s):** EDSS 366**Term Typically Offered:** Fall, Spring

Second of two-course series. Provide structured opportunities for candidates to discuss, analyze, reflect upon data gathered from field; support completion of TPA. Further study of policies, school law, resources, strategies, routines, and activities needed for productive environments in classrooms as locations for student engagement/ learning. Special emphasis on English Language Development, students with special needs, and specific management/implementation of activities. Course assignments/activities integrated with other core courses.

Credit/No Credit

**EDSS 266L. Advanced Single Subject Seminar, L. 2 Units****Prerequisite(s):** EDSS 366L**Term Typically Offered:** Fall, Spring

Second of two-course series. Provide structured opportunities for candidates to discuss, analyze, reflect upon data gathered from field; support completion of TPA. Further study of policies, school law, resources, strategies, routines, and activities needed for productive environments in classrooms as locations for student engagement/ learning. Special emphasis on English Language Development, students with special needs, and specific management/implementation of Linked Learning activities (e.g. multidisciplinary integrated units of study). Course assignments/activities integrated with other core courses.

**EDSS 279A. Method and Materials for Teaching Secondary English Learners, A. 1.5 Units****Prerequisite(s):** EDUC 170; Admission to the Single Subject Credential program**Term Typically Offered:** Fall, Spring

This course is the first of a two-course series. Introduces candidates to a repertoire of theory-based methods needed to facilitate and measure their own students' growth in English language development (ELD) as well as create learning environments which promote content area learning through the use of Specially Designed Academic Instruction in English (SDAIE). Candidates acquire knowledge and skills in methods of teaching a second language through readings, fieldwork, discussion, group interaction, lesson presentation, hands-on experience of methods, and materials exploration.

**EDSS 279B. Methods and Materials for Teaching Secondary English Learners, B. 1.5 Units****Prerequisite(s):** EDSS 279A**Term Typically Offered:** Fall, Spring

Second course in a two-course series. Candidates expand their repertoire of theory-based methods to facilitate and measure their own students' growth in English language development (ELD) as well as create learning environments which promote content area learning through the use of Specially Designed Academic Instruction in English (SDAIE). Candidates deepen knowledge and skills related to methods of teaching a second language through readings, fieldwork, discussion, group interaction, lesson presentation, hands-on experience of methods, and materials exploration.

**EDSS 279C. Method and Materials for Teaching Secondary English Learners, C. 1.5 Units****Prerequisite(s):** EDUC 170; Admission to the Single Subject Credential Program.

The first of two-course series. Introduces candidates to theory-based methods to facilitate/measure their own students' growth in English language development and create learning environments which promote content area learning through Specially Designed Academic Instruction in English (SDAIE). Specific instruction given to develop skills in Linked Learning settings and learning activities therein. Candidates acquire knowledge/skills in methods of teaching a second language through readings, fieldwork, discussion, group interaction, lesson presentation, hands-on experience of methods, and materials exploration.

**EDSS 279D. Method and Materials for Teaching Secondary English Learners, D. 1.5 Units****Prerequisite(s):** EDSS 279C

Second in two-course series. Candidates expand repertoire of theory-based methods to facilitate/measure students' growth in English language development and create learning environments which promote content area learning through Specially Designed Academic Instruction in English (SDAIE). Specific instruction given to develop skills in Linked Learning settings and learning activities therein. Candidates deepen knowledge and skills related to methods of teaching a second language through readings, fieldwork, discussion, group interaction, lesson presentation, hands-on experience of methods, and materials exploration.

**EDSS 282. Strategies for Inclusive Classrooms: Single Subject. 3 Units****Prerequisite(s):** Admission into a teacher preparation program or an MA in Teaching with Multiple/Single Subject Teaching Credential program.**Term Typically Offered:** Fall, Spring

This course provides single subject and special education candidates with dispositions, knowledge, and skills needed to serve students with disabilities in general education classrooms. Strategies specific to students in their least restrictive environment will be covered emphasizing Universal Design for Learning, Multi-Tiered Systems of Support, social-emotional learning, co-teaching, differentiated instruction, roles and responsibilities of special/general education teachers, peer mediated learning strategies, modifications of standards and learning outcomes for students with disabilities, and assistive technology (low and high tech adaptations).

Cross listed: EDSP 293

**EDSS 291. Foundations in Career Technical Education: Bridging Industry to the Classroom. 3 Units****Term Typically Offered:** Fall, Spring

This course includes identification of current Career Technical Education practices, building an understanding of industry sectors, career pathways and standards, development of advisory committees, and exploration of Career Technical Student Organizations (CTSOs). Candidates will prepare standards-based lesson plans, units of instruction in career exploration, develop recruitment tools, and identify and teach 21st Century Skills. Candidates will identify funding sources, necessary equipment, and plans for safe storage. They will develop plans to incorporate work based learning into their program.

**EDSS 299. Special Problems: Single Subject. 1 - 3 Units****Term Typically Offered:** Fall, Spring

Individual projects for Single Subject credential candidates at graduate/credential 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.

**Note:** This course may be repeated for up to 9 units of credit.

Credit/No Credit

**EDSS 364. Advanced Critical Multiculturalism for Racial/Social Justice Education- Secondary. 2 Units****Prerequisite(s):** Admission into the Single Subject Credential Program; EDSS 264.**Term Typically Offered:** Fall, Spring

This course continues a critical analysis of the purposes and processes of public schooling, including Critical Multiculturalism, Racial/Social Justice pedagogy, and Anti-Bias education. Students will examine the sociopolitical intersection of public and society, educational theories, philosophies, notions of culture, community, and educational practice through self-examination of dispositions related to gender, sexuality, race, social class, language, religion/spirituality and ability.

**EDSS 364D. Advanced Theoretical Foundations of Teaching in a Multicultural Democratic Society, Workshop. 1 Unit****Prerequisite(s):** Admission into the Single Subject Credential Program; EDSS 264A**Corequisite(s):** EDSS 364C**Term Typically Offered:** Fall, Spring

Further study of the purposes and processes of public schooling. Candidates develop a philosophy of education for teaching in a multicultural, multilingual, and democratic society through self-examination of dispositions related to gender, sexuality, race, social class, language, religion/spirituality and ability. Modalities include discussions, small group tasks, group projects and simulations.

**EDSS 364L. Advanced Critical Multiculturalism for Racial/Social Justice Education- Secondary Linked Learning. 2 Units****Prerequisite(s):** EDSS 264L**Term Typically Offered:** Fall, Spring

This course continues a critical analysis of the purposes and processes of public schooling in Linked Learning settings, including Critical Multiculturalism, Racial/Social Justice pedagogy, and Anti-Bias education. Students will examine the sociopolitical intersection of public schools and society, educational theories, philosophies, notions of culture, community, and educational practice through self-examination of dispositions related to gender, sexuality, race, social class, language, religion/spirituality and ability.

**EDSS 365. Fundamentals of Teaching. 3 Units****Prerequisite(s):** Admission into the Master of Arts in Teaching with a Single Subject Credential program**Term Typically Offered:** Fall, Spring

This course introduces the relationship between elements of teaching and instructional organization to effectively teach in culturally and linguistically diverse and inclusive secondary classrooms through the use of backwards design, Universal Design for Learning, and differentiated instruction. The focus will be grounded in a Anti-Racist/Social Justice paradigm. Emphasis will include students' development as a teacher, curriculum development, long and short-term planning, and specific theories for instructional practice.

**EDSS 365B. Theoretical Foundations of Teaching in a Multicultural Democratic Society, Workshop. 1.5 Units****Prerequisite(s):** Admission into Single Subject Teacher Preparation Program**Corequisite(s):** EDSS 365A**Term Typically Offered:** Fall, Spring

This course introduces the relationship between elements of teaching and instructional organization to effectively teach in culturally and linguistically diverse and inclusive secondary classrooms through the use of backwards design, Universal Design for Learning, and differentiated instruction. The focus will be grounded in a Social Justice/Multicultural paradigm. Emphasis will be on application of theories and frameworks learned in EDSS 365A, with a focus on students' development as a teacher, curriculum development, long and short-term planning, and assessing student learning. Discussion, small group work and simulations.

**EDSS 365L. Fundamentals of Teaching- Linked Learning. 3 Units****Prerequisite(s):** Admission to the Master of Arts in Teaching with a Single Subject Credential program**Term Typically Offered:** Fall, Spring

This course introduces is the relationship between elements of teaching and instructional organization to effectively teach in culturally and linguistically diverse and inclusive Linked Learning secondary classrooms through the use of backwards design, Universal Design for Learning, and differentiated instruction. The focus will be grounded in an Anti-Racist/ Social Justice paradigm. Emphasis will include students' development as a teacher, curriculum development, long and short-term planning, and specific theories for instructional practice in Linked Learning settings.

**EDSS 366. Single Subject Seminar. 3 Units****Prerequisite(s):** Admission to the MA in Teaching with Single Subject Teaching Credential Program.**Term Typically Offered:** Fall, Spring

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 students with special needs. Course assignments and activities are integrated with other core courses.  
Credit/No Credit

**EDSS 366L. Single Subject Seminar, L. 3 Units****Prerequisite(s):** Admission to the MA in Teaching with Single Subject Teaching Credential program**Term Typically Offered:** Fall, Spring

First of a 2-course sequence that provides structured opportunities for student teachers to discuss, analyze, and reflect upon data gathered from their field placements in Linked Learning settings. Attention given to policies, school law, resources, strategies, routines, and activities that contribute to the productive management of the Linked Learning school and classroom as locations for student engagement and learning. Special emphasis will be on English Language Development and students with special needs.  
Credit/No Credit

**EDSS 368. Inclusive Education in Secondary Schools. 1 Unit****Prerequisite(s):** Admission to the Single Subject Credential Program**Term Typically Offered:** Fall, Spring

Candidates learn historical, theoretical, and practical information related to key issues facing secondary public schooling currently, including how to educate learners with special needs, differentiate instruction in the content areas, develop assessments that fairly and accurately measure student learning, and use universal design to structure classroom and school practices, processes and policies to maximize access to core content for all students, regardless of language or ability. Lecture and discussion.

**EDSS 373A. Educational Technology Lab I. 1 Unit****Prerequisite(s):** Admission to the Single Subject Credential Program.**Term Typically Offered:** Fall, Spring

Educational technology lab course will prepare the candidates use technology for three areas: coursework in the teaching credential program, enhancing teaching and learning and eportfolio development. The candidates are introduced to an array of digital technologies for teaching relevant for K-12 student learning. The candidates are also prepared to use technology in the Teaching Credential Program and for the development of an electronic portfolio.  
Credit/No Credit

**EDSS 373B. Educational Technology Lab II. 1 Unit****Prerequisite(s):** EDSS 373A**Term Typically Offered:** Fall only

This course will offer support and instructions of facilitating and improving learning of a diverse student population by creating, using, and managing appropriate technological processes and resources. The candidates will learn applying and developing knowledge of technology in K-12 teaching and student learning. The candidates are prepared to use technology in the Teaching Credential Program and for the development of an electronic portfolio.  
Credit/No Credit

**EDSS 373L. Educational Technology Lab II- Linked Learning. 1 Unit****Prerequisite(s):** Admission to the Master of Arts in Teaching with Single Subject Credential program and completion of EDSS 373A**Term Typically Offered:** Fall, Spring

This course will offer support and instructions of facilitating and improving learning of a diverse student population in Linked Learning settings by creating, using, and managing appropriate technological processes and resources. Instruction occurs through labs, online resource center and individualized support. Candidates develop a range of technology skills and knowledge needed for effective instruction in the Linked Learning classroom and provides technology resources associated with project-based learning and integrated curricular units.  
Credit/No Credit

**EDSS 376. Secondary Mathematics Methods for In-service Teachers.****3 Units****Prerequisite(s):** California Teaching Credential (Multiple Subjects or Single Subject)**Term Typically Offered:** Fall, Spring, Summer

This course provides instruction to organize instructional materials, techniques of presentation and methods of evaluation for secondary school mathematics. It will be based on the research of the National Council of Teachers of Mathematics (NCTM) and Mathematics Framework for California Teachers. The participants will learn how to apply current research to their practice through development of lessons and assessment tools. They will investigate a variety of instructional strategies that develop conceptual understanding, procedural fluency, and problem-solving and reasoning skills.

**EDSS 378. Secondary Science Methods for In-Service Teachers.****3 Units****Prerequisite(s):** California Teaching Credential (Multiple Subjects or Single Subject)**Term Typically Offered:** Fall, Spring, Summer

This course is for teachers who hold a teaching credential and are pursuing an additional California Single Subject Credential in an area of science. It will introduce theoretical bases and practical applications of science pedagogy in secondary classrooms. Participants will investigate and apply instructional strategies aligned with the state-adopted K-12 academic content standards (Next Generation Science Standards) to ensure equitable access for all students to science, and engage students to reflect the intellectual rigor of scientific inquiry.

**EDSS 380. Methods in American Sign Language (ASL) Education.****3 Units****Prerequisite(s):** Admission to the MAT Single Subject Credential Program.**Term Typically Offered:** Fall, Spring

This course includes discussion of the required texts, study of current instructional strategies in the teaching of American Sign Language (ASL) as a second language, evaluation of teaching methodologies specific to high school world language goals and objectives, analysis of curricula that support the teaching of ASL, study of techniques and technology associated with second language acquisition, and evaluation of source materials available to teachers of world languages. This course is fully in person and is taught completely in ASL.

**EDSS 381. Methods in Art Education.****3 Units****Prerequisite(s):** Admission to Single Subject Teaching Credential program.**Corequisite(s):** EDSS 474A.**Term Typically Offered:** Fall only

Teacher candidates will explore 21st century art education teaching practices focused on the California Visual and Performing Arts Standards. This course explores art-based teaching practices, critical education theory and strategies focused in social justice and culturally relevant methodologies for 6-12th grade settings. Focus is placed on challenging pre-conceived notions of communities, and identifying biases or stereotypes relating to cultural diversity and censorship issues.

**EDSS 382. Methods in Music Education.****3 Units****Prerequisite(s):** Admission to Single Subject Teaching Credential Program.**Corequisite(s):** EDSS 474A.**Term Typically Offered:** Fall only

This course will address the development of preservice music teachers; knowledge and understanding related to teaching and learning in the music classroom. The course is designed to provide preservice music teachers with many possibilities of musical activities, instructional strategies, assessments, and resources, regardless of musical background. We will also engage reflexively, creatively, and critically to consider relationships among practice, curriculum, and the types of impact we might make in our own communities, on the overarching fields of music teaching and learning.

**EDSS 383A. Methods in English Education, A.****1.5 Units****Prerequisite(s):** Admission to the teacher preparation program**Corequisite(s):** EDSS 474A**Term Typically Offered:** Fall, Spring

A critical course for English teaching preparation, educational experiences will promote understandings, attitudes and competencies necessary for effective instruction in English Language Arts and literacy in grades 7-12. Candidates acquire skills related to literacy assessment, text selection, and lesson/unit planning designed to meet the needs of all learners, including mainstream populations, English learners and students with special needs. Students are provided with opportunities to acquire skills, knowledge, practice, and experience planning for and teaching secondary English language arts and literacy. Lecture and discussion.

**EDSS 383B. Methods in English Education, B.****1.5 Units****Prerequisite(s):** EDSS 383A**Corequisite(s):** EDSS 474B**Term Typically Offered:** Fall, Spring

A critical course for English teaching preparation, educational experiences will promote understandings, attitudes and competencies necessary for effective instruction in English Language Arts and literacy in grades 7-12. Candidates acquire skills related to literacy assessment, text selection, and lesson/unit planning designed to meet the needs of all learners, including mainstream populations, English learners and students with special needs. Students are provided with opportunities to acquire skills, knowledge, practice, and experience planning for and teaching secondary English language arts and literacy. Lecture and discussion.

**Note:** This course is the second in a two course series

**EDSS 384A. Instruction and Assessment of Academic Literacy, A. 1.5 Units**

**Prerequisite(s):** Admission to the Single Subject Teacher Credential Program

**Corequisite(s):** EDSS 474A

**Term Typically Offered:** Fall, Spring

Introduction to foundational understandings, attitudes and competencies necessary for effective instruction of academic language and literacy in 7-12 content area classrooms. Candidates acquire skills related to literacy assessment, text selection, and lesson planning designed to meet the needs of all learners, including mainstream population, English learners and students with special needs. Candidates develop an awareness of what constitutes effective content literacy instruction and a beginning repertoire of strategies to help students meet the demands of content reading, writing and discussion. Lecture and discussion.

**EDSS 384B. Instruction and Assessment of Academic Literacy, B. 1.5 Units**

**Prerequisite(s):** EDSS 384A

**Corequisite(s):** EDSS 474B

**Term Typically Offered:** Fall, Spring

Second course in a two course series on understanding effective instruction of academic language and literacy in 7-12 content area classrooms. Candidates hone skills in literacy assessment, text selection, and lesson planning to meet the needs of all learners, including mainstream populations, English learners and students with special needs. Application of content literacy instruction (pre, during and post reading and writing strategies). Enhanced knowledge of strategies to support students' attainment of the demands of content reading, writing and discussion. Lecture, discussion.

**EDSS 385A. Methods in World Language Education, A. 1.5 Units**

**Prerequisite(s):** Admission into the Single Subject Teacher Credential Program

**Corequisite(s):** EDSS 474A

**Term Typically Offered:** Fall, Spring

This course is designed for candidates who are preparing to teach world languages in secondary school settings in California public schools. Candidates will learn about current theoretical bases for second-language acquisition and how such theories inform classrooms practice. Candidates have introductory opportunities to practice principles of learning from which teachers can draw as they make decisions about instruction. Lecture, discussion and simulation.

Cross Listed: WLL 385A; only one may be counted for credit.

**EDSS 385B. Methods in World Language Education, B. 1.5 Units**

**Prerequisite(s):** EDSS 385A or WLL 385A

**Corequisite(s):** EDSS 474B

**Term Typically Offered:** Fall, Spring

This course continues learning initiated in EDSS 385A and is designed for candidates who are preparing to teach world languages in secondary school settings in California public schools. Candidates will learn additional methodologies for planning and delivering instruction in world languages. Candidates will practice instructional strategies and will design lessons. Candidates will implement assessments that capture student learning of key world language outcomes, including oral language and written language development and reading fluency. Strategies for teaching cultural appreciation are also embedded. Lecture, discussion and simulation.

Cross Listed: WLL 385B; only one may be counted for credit.

**EDSS 386A. Methods in Mathematics Education, A. 1.5 Units**

**Prerequisite(s):** Admission to Single Subject Teacher Credential Program

**Corequisite(s):** EDSS 474A

**Term Typically Offered:** Fall, Spring

First part of a two-course sequence that provides instruction to organize instructional materials, techniques of presentation and methods of evaluation for secondary school mathematics. Articulated with student teaching and should be taken the same semester. Activities include discussions, presentations and demonstrations.

**EDSS 386B. Methods in Mathematics Education, B. 1.5 Units**

**Prerequisite(s):** EDSS 386A

**Corequisite(s):** EDSS 474B

**Term Typically Offered:** Fall, Spring

Second part of a two-course sequence that provides continuation of organization of instructional materials, techniques of presentation and methods of evaluation for secondary school mathematics. Articulated with student teaching and should be taken the same semester.

**EDSS 387A. Methods in History/Social Science Education, A. 1.5 Units**

**Prerequisite(s):** Admission into the Single Subject Teacher Credential Program

**Corequisite(s):** EDSS 474A

**Term Typically Offered:** Fall, Spring

First of a two-part field and lecture-based course which will prepare candidates to teach history-social science content and analysis skills to secondary students, particularly those who are culturally and linguistically diverse, have special needs, or are English learners. Focus on identifying and evaluating curricular resources and instructional strategies that emphasize the active use of critical thinking skills and the development of civic values for informed participation in a democratic society.

**EDSS 387B. Methods in History/Social Science Education, B. 1.5 Units**

**Prerequisite(s):** EDSS 387A

**Corequisite(s):** EDSS 474B

**Term Typically Offered:** Fall, Spring

Second of a two-part field and lecture-based course which will prepare candidates to teach history-social science content and analysis skills to secondary students, particularly those who are culturally and linguistically diverse, have special needs, or are English learners. Focus on implementing curriculum and instructional strategies and assessing student mastery of grade-level content and skills that are central to history-social science disciplines.

**EDSS 388A. Methods in Science Education, A. 1.5 Units**

**Prerequisite(s):** Admission to Single Subject Teacher Credential Program

**Corequisite(s):** EDSS 474A

**Term Typically Offered:** Fall, Spring

First part of a two-course sequence that provides introduction to organization of instructional materials, techniques of presentation, and methods of evaluation for secondary school science. Articulated with student teaching and should be taken the same semester. Activities include discussion, presentations and demonstrations.

**EDSS 388B. Methods in Science Education, B. 1.5 Units****Prerequisite(s):** EDSS 388A**Corequisite(s):** EDSS 474B**Term Typically Offered:** Fall, Spring

Second part of a two-course sequence that provides introduction to organization of instructional materials, techniques of presentation, and methods of evaluation for secondary school science. Articulated with student teaching and should be taken the same semester. Activities include discussion, presentations and demonstrations.

**EDSS 392. Teaching Strategies for the CTE Classroom: Supporting All Students. 3 Units****Term Typically Offered:** Fall, Spring

This course merges the professional world of industry and the profession of teaching, in an effort to support an industry professional to transition into an education professional. It does this by examining teaching strategies in general and specifically how to apply those strategies to a classroom filled with diverse learners, including students with special needs and English language learners. This is accomplished through reflections, discussions, interviews, observations, readings, and field-based assignments.

**EDSS 393. Assessment for Instruction in the CTE Classroom. 3 Units****Term Typically Offered:** Fall, Spring

In this course, candidates identify student prior knowledge and use assessments to adapt instruction. They use differentiated instructional strategies to make content accessible to neurodiverse learners and English learners. Candidates reflect on and evaluate the overall effectiveness of their curriculum plan. They understand and honor legal and professional obligations and appropriately use computer-based technology. In the capstone assignment, candidates plan for and teach a unit in the classroom, using assessment data to reflect upon the effectiveness of their instruction.

**EDSS 394. Advanced Strategies for the CTE Classroom. 6 Units****Term Typically Offered:** Fall, Spring, Summer

This course will support students in curriculum development, effective instructional strategies, assessment of learning, use of educational technology, classroom and lab management, and supporting diverse K-12 populations in Career Technical Education (CTE). Students will engage in writing supported by research, multiple observations of CTE classrooms, implementing feedback as a way of demonstrating growth, illustrating how their instruction impacts learning, and reflecting on teaching and learning outcomes.

Credit/No Credit

**EDSS 401. Observation and Participation in Secondary Classrooms. 2 Units****Prerequisite(s):** Admission to Teacher Preparation Program

Teacher candidates will observe and participate as teaching assistants in public school secondary classrooms.

Credit/No Credit

**EDSS 440. Work-Based Learning Field Experience. 2 Units****Prerequisite(s):** Admission to the Single Subject Credential program**Term Typically Offered:** Fall, Spring

This fieldwork course focuses on the work-based learning core component of Linked Learning/Career Pathways. After an orientation to work-based learning, its function in Linked Learning/Career pathways, and how it can be integrated into core curriculum, candidates will experience a non-paid, one-week internship at a worksite associated with one of the 15 major CA industries. Candidates develop work-based knowledge and experiences to be applied when they create a subject-specific curricular unit incorporating their work-based learning. Fieldwork, discussion.

**EDSS 470A. Field Experience: Secondary. 6 Units****Prerequisite(s):** Acceptance into the Sacramento State Single Subject Teaching Credential Program.**Term Typically Offered:** Fall, Spring

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 three 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.

Credit/No Credit

**EDSS 470B. Student Teaching: Secondary. 12 Units****Term Typically Offered:** Fall, Spring

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.

Credit/No Credit

**EDSS 471A. Elementary Physical Education Student Teaching. 5 Units****Prerequisite(s):** Acceptance into the Sacramento State Single Subject Teaching Credential Program.**Term Typically Offered:** Fall, Spring

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.

Credit/No Credit

**EDSS 471B. Secondary Physical Education Student Teaching. 4 Units****Prerequisite(s):** The successful completion of EDTE 471A.**Term Typically Offered:** Fall, Spring

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.

Credit/No Credit

**EDSS 474A. Field Experiences in Secondary Schools. 6 Units**

**Prerequisite(s):** Admission into the Single Subject Teaching Credential Program

**Term Typically Offered:** Fall, Spring

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 three 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.

Credit/No Credit

**EDSS 474B. Student Teaching in Secondary Schools. 8 Units**

**Prerequisite(s):** EDSS 474A; all subject matter competence and basic skills requirements met, per CTC program standards

**Term Typically Offered:** Fall, Spring

Candidates engage in student teaching, taking on tasks of increasing complexity and responsibility as they perform cycles of teaching. Student teaching 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.

Credit/No Credit

**EDSS 474C. Intern Teaching in Secondary Schools. 8 Units**

**Prerequisite(s):** EDSS 474A and department approval.

**Term Typically Offered:** Fall, Spring

Single subject intern teaching in a public school setting with diverse learners. Intern teaching is completed concurrently with integrated coursework and focuses primarily on planning, implementing, and assessing instruction for a whole class of students.

Credit/No Credit

**EDSS 500. Classroom Inquiry Project: Culminating Experience. 3 Units**

**Prerequisite(s):** EDMS 242 or EDSS 242 and EDMS 243 or EDSS 243.

**Term Typically Offered:** Spring only

Course establishes that master candidates have acquired the essential knowledge and skills covered in each of the courses leading to the Master of Arts in Teaching with Single Subject Teaching Credential. Proficiency is demonstrated through a comprehensive examination of essential content of each course in the master's degree program. Candidates will produce a written portfolio, accompanying executive summary, and oral presentation of the body of work completed during the Master of Arts in Teaching with Single Subject Teaching Credential program.

Cross listed: EDMS 500.

Credit/No Credit

**EDSS 599. Continuous Master of Arts in Teaching Enrollment. 0 Units**

**Prerequisite(s):** Student has completed all MAT coursework prior to, and earned an RP in, EDMS 500 or EDSS 500.

**Term Typically Offered:** Fall, Spring

This is a zero-unit course for students in the Master of Arts in Teaching (MAT) program who earn an RP in their culminating experience course, EDMS/EDSS 500. The purpose of this course is to allow MAT students to maintain their continuous enrollment status while they complete the culminating experience requirements for the MAT program.

Credit/No Credit