

TEACHER EDUCATION (EDTE)

EDTE 116. The Psychology of Instruction. 4 Units

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

EDTE 117A. Foundational Issues in a Pluralistic Society A. 3 Units

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

EDTE 200. Practicum in Decoding and Fluency: Assessment and Instruction. 3 Units

Prerequisite(s): Graduate standing, valid teaching credential and current preservice reading course or equivalent. Research, practice, and issues related to decoding, spelling, and fluency instruction from preschool through adult with applications to classroom teaching. Includes a practicum for assessing and tutoring students having difficulty in decoding.

EDTE 201. Practicum in Comprehension: Assessment and Instruction. 3 Units

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

EDTE 202. Language and Literacy Development in Multicultural Settings. 3 Units

Research and theory related to the nature of culture, first and second language acquisition, schooling and literacy development. Implications of the research and theory for working with pre-K children through adults in group contexts.

EDTE 203. Teaching and Assessing Writing in the Pre-K through 12 Classroom. 3 Units

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

EDTE 205. Psychology and Sociology of Literacy Instruction. 3 Units

The major focus of the course is the investigation and understanding of the reading process, various theories that attempt to explain the process, and the implications of those theories for language and literacy development. These course emphases will be addressed through a seminar format comprised of a combination of lecture, group discussion and analysis, and student-led presentations. The literature review that will form part of the thesis or project will be a signature assignment that is a central part of this course. Credit/No Credit

EDTE 206. Leadership In Literacy. 3 Units

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

EDTE 207. Advanced Practicum in Reading Difficulties: Assessment and Intervention. 3 Units

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

EDTE 209. Literature for the Diverse Pre- K through 12 Classroom: Issues, Models and Strategies. 3 Units

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

EDTE 214. Classroom Assessment and School Accountability Issues. 3 Units

Focuses on classroom assessment, grounded in sound principles of measurement and evaluation of learning. Assessment is considered in the context of historical, social, political, legal, educational, and ethical trends, and concerns including reviews of socio-cultural diversity and individual differences as they relate to accurate appraisal of what learners know how to do.

EDTE 219A. Intro To Information Services. 3 Units

EDTE 219G. Networks For School Lib Med Ct. 2 Units

EDTE 219K. Eval Sel Learn Res Info Se. 3 Units

EDTE 219L. Lit For Children/Lib Media Svc. 3 Units

EDTE 219M. Mgmt School Library Media Cent. 3 Units

EDTE 219N. Org Of Info Learning Resourc. 3 Units

EDTE 219P. Lib Media Ctr+Core Curriculum. 2 Units

EDTE 219Z. Field Study School Librariansh. 2 - 4 Units

Credit/No Credit

EDTE 220. Seminar in Mathematics Education. 3 Units

Research of mathematical instruction trends, problems of teaching math and successful mathematics programs.

EDTE 221. Curriculum Development in Mathematics Education. 3 Units

Examining successful curricular materials and techniques for use with slow, average and rapid learners of mathematics, and programs directed at the non-college-bound population. Creating materials for exceptional as well as for average learners.

EDTE 222. Teaching Mathematics in the Twenty-First Century. 3 Units

Investigation of issues and trends being faced by elementary and secondary teachers in California. An overall goal is to develop a significant body of examples of successful mathematics teaching, designed to be useful with learners from all of California's diverse student population.

EDTE 225C. Theoretical Issues in Adult Literacies. 3 Units

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

EDTE 226. Seminar: Strategies for Teachers. 3 Units

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

EDTE 227. Seminar in Curriculum and Instruction, K-12. 3 Units

Individual and group study of current programs, issues, trends and research in elementary and secondary instruction and curricular areas.

EDTE 228. Introduction to Ethnomathematics. 3 Units

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

EDTE 230. Introduction to Computers in the Classroom. 3 Units

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

EDTE 232. Educational Applications of Computers. 3 Units

Prerequisite(s): EDMS 330 or EDS 291A and EDS 291B; or equivalent.

Examines how application programs such as word processing, database management, spreadsheets and presentation tools can be used as part of the teaching, management and learning processes. Also includes instruction on the setup and management of telecommunications and classroom networks.

EDTE 233. Teaching Problem-Solving with Educational Technology. 3 Units

Prerequisite(s): EDTE 232 or equivalent.

Examines the theoretical presuppositions underlying the use of educational technology to teach problem-solving, conditions under which problem-solving opportunities are likely to arise, computer programming as a problem-solving medium and the potential of software programs designed to teach problem-solving skills. Includes Internet-based problem-solving and principles of distributed learning.

EDTE 234. Curriculum and Staff Development with Educational Technology. 3 Units

Prerequisite(s): EDTE 232 or equivalent.

Provides the student with an in-depth understanding of the principles and processes of analyzing curriculum for the purpose of integrating educational technology at the classroom, school and district levels. Students will analyze curricula, identify appropriate technology applications, and create plans for establishing, monitoring, and evaluating technology-based programs. Special emphasis will be placed on professional development.

EDTE 235. Enhancing Curriculum with Multimedia and the Web. 3 Units

Prerequisite(s): EDTE 232 or equivalent.

Provides the student with an in-depth understanding of the principles of multimedia and web-based design. Students will apply these principles to developing curriculum for the technology-infused classroom. Intensive hands-on experience in the development of web and multimedia including video based on principles of human information processing and aesthetics.

EDTE 237. The Professional Lives of Teachers. 4 Units

Prerequisite(s): EDTE 226 and EDTE 251.

Building upon the historical role of the position in society, the cultural influences that affect public and personal perception of teachers, the theoretical models of teaching, and research on teacher identity, participants will explore the continuum of a teacher's professional life (preservice, induction, professional growth, mentorship), teacher professionalism, and what teachers' professional lives look like in practice. Students will define their career stage and create a vision for the rest of their career in the field.

EDTE 238. Professional Development of Teachers in Democratic Schools. 4 Units

Prerequisite(s): EDTE 237.

Corequisite(s): EDTE 239.

Examines contemporary issues in professional development for teachers. Students learn specific foundations and procedures for professional development that have well-documented effects on student achievement, e.g., professional learning communities. Students also analyze and design appropriate strategies for implementing and evaluating professional development for the contexts in which they are teaching as well as for a variety of other settings.

EDTE 239. Schools and Schooling in a World of Policy and Practices. 4 Units

Beginning with a historical framework of reform, examines theories and models of school reform in the U.S. and international contexts. Students engage in researching and identifying how political and social forces impact the development of educational policy and reform initiatives. Using the lens of contemporary reform, students analyze recent school reform initiatives as well as the ideas and ideals of professional development within their own educational contexts.

- EDTE 242. Key Issues in National Board Certification. 3 Units**
Prerequisite(s): Admission to the Master of Arts In Education (Curriculum and Instruction) and the selection to the National Board Cohort.
 Through action research, professional reading and guided discussions, students will explore key elements of the National Board Standards including engaging student learning, assessment, decision making in lesson design, and identifying essential "big ideas" in content areas.
- EDTE 250. Education Research. 3 Units**
Prerequisite(s): EDTE 251 for students in uncohorting Curriculum and Instruction and Behavioral Sciences Gender Equity Studies Masters' Programs.
 Studies qualitative and quantitative research methods in the field of education. Includes identification and formulation of research problems, research designs and presentation of reports representative of different research strategies.
- EDTE 250I. Educational Research for IMET. 3 Units**
Prerequisite(s): Acceptance into Master of Arts (Educational Technology).
 Studies qualitative and quantitative research methods in the field of education with special emphasis on educational technology. Includes identification and formulation of research problems, research designs and presentation of reports representative of different research strategies.
- EDTE 251. Education for a Democratic, Pluralistic Society. 3 Units**
 Advanced study of social and psychological issues which need to be considered in education relating to the client, the educator, the community and society. Addresses implications of theories of learning, assessment, individual differences, cultural, historical, philosophical, and social/political influences. Includes an overview of research and an introduction to APA formatting. Must be taken first semester in EDTE uncohorting Masters' program.
- EDTE 251I. Education for a Democratic, Pluralistic Society for IMET. 3 Units**
Prerequisite(s): Acceptance into Master of Arts (Educational Technology).
 Advanced study of social and psychological issues which need to be considered in education relating to the client, the educator, the community, and society. Addresses implications of theories of learning, assessment, individual differences, cultural, historical, philosophical, and social/political influences.
- EDTE 262. Experiencing the Arts in Education. 3 Units**
Prerequisite(s): Admission into the Masters of Arts in Education (Curriculum and Instruction) or instructor permission.
 Involves experiencing, appreciating and generating the arts. Develops a creative, collaborative community for learning and teaching through the arts which will be sustained throughout the Master of Arts in Education (Curriculum and Instruction) and beyond.
- EDTE 266. Women And Education. 3 Units**
 Examination and analysis of methods, practices and materials prevalent in educational institutions, at all levels and their ultimate effect on the female both as an individual and as a member of society. Students will examine the limiting factors in their own sex-role socialization and the dangers of perpetuating them in their own teaching.
- EDTE 267. The Human Brain and Its Function for Effective Teaching and Learning. 3 Units**
Prerequisite(s): Graduate status.
 Brain-based teaching and learning practices are related directly to the functions of the limbic system; the frontal, parietal, temporal and occipital lobes; and the reticular activating system, brainstem and vestibular apparatus. Students will understand why, from a brain perspective, certain learning/teaching practices are successful/ unsuccessful.
- EDTE 268. Gender Perspectives on Schooling, Past-Present. 3 Units**
 Examines gender dynamics within schools analyzing theories of education in order to understand the role of gender in schools, past and present. Using historical and philosophical lenses, female and male schooling experiences will be examined. The historical experiences of women of color will be of particular interest. We will also explore ideas and pedagogies associated with gay and lesbian theory, masculinity studies, and anti-oppressive education.
- EDTE 280. Fundamentals of Online Pedagogy. 3 Units**
Prerequisite(s): Acceptance into Master of Arts (Educational Technology).
 Introduces students to a variety of online instructional strategies and skills. Will include an introduction to distributed education, including synchronous and asynchronous modes of instruction, and their applications to instruction.
- EDTE 281. Tools and the Curriculum. 3 Units**
Prerequisite(s): Acceptance into Master of Arts (Educational Technology).
 Seamlessly blends basic technological applications with established areas of the curriculum. Students will create and use word-processing, database, and spreadsheet applications as integrated facets of well-established teaching strategies. Learning and applying strategies to new and unique problem-solving situations is expected. Participants in this cluster will use a number of procedures that enhance the use of communication tools including e-mail, online learning, and multimedia. In the process, students evaluate and synthesize theories of learning best suited to developing new instructional strategies.
- EDTE 282. Strategies for Application and Presentation. 3 Units**
Prerequisite(s): Acceptance into Master of Arts (Educational Technology).
 Develops techniques for presenting and teaching thinking skills and problem solving in schools. Students research social and cultural problems as well as local and curricular problems and apply teaching strategies that develop higher-order thinking processes. Inquiry and problem-based strategies are used and integrated with technological applications. Students design web-based units that focus on logic as well as creative thinking that lead toward a solution to curricular or social and cultural problems.
- EDTE 283. Staff Development and Presentation Applications. 3 Units**
Prerequisite(s): Acceptance into Master of Arts (Educational Technology).
 Focuses on the need for staff development and on effective teaching practices. Explores the necessary elements that bring integrated technology to staff members. Students practice a variety of delivery methods for staff development that include multimedia, website references and hands-on integrated curricular activities that teachers can use immediately with the available technology.

- EDTE 284. Problem Solving and Project Development. 3 Units**
Prerequisite(s): Acceptance into Master of Arts (Educational Technology).
 Students will focus on integrating curriculum, equity, and/or staff development strands into an overall educational technology implementation strategy. Complex problem-solving techniques, research, distributed learning, methodology, and evaluation will be emphasized.
- EDTE 285. Technology and Modern Practices. 3 Units**
Prerequisite(s): Acceptance into Master of Arts (Educational Technology).
 Students will learn to understand, construct, and manage communications-based technologies in educational settings. Focuses on modern communications technology, terminology, educational practices, and instructional technology strategies. Emphasis will be placed on mentoring, management, and leadership.
- EDTE 286. Special Topics in Educational Technology. 3 Units**
Prerequisite(s): Acceptance into Master of Arts (Educational Technology).
 Development and innovations in modern technology, especially as related to teaching and learning. Composition will vary from semester to semester and over time. However, it will consistently utilize cutting-edge technology to support teaching and learning.
- EDTE 290. Seminar: Preparation of Master's Thesis/Project. 3 Units**
Prerequisite(s): Approval of Master's Thesis Proposal or instructor permission
 Seminar course will focus on topics/elements/expectations to be included in the culminating experience: abstract writing, development of organizational schemes for the review of literature; format requirements; thesis/project planning; range and breadth of evidence for a comprehensive review; integrating the review with thesis/project; writing style and quality; revisions and critical feedback. Successful completion of the course requires the completion of Chapters 1 and 2 of the thesis/project and the beginning of Chapter 3. Graded: Credit/ No Credit
 Credit/No Credit
- EDTE 296O. Introduction to Response To Intervention/Instruction (RT12). 2 Units**
Prerequisite(s): Must hold a minimum of a Bachelors Degree.
 This is the first course of three with the purpose of providing participants with an introduction to Response to Intervention/Instruction (RT12). Participants will gain knowledge of the state laws behind RT12, current implementation models, critical components and best practices in implementing a RT12 system. This course will lay a solid foundation of knowledge for the proceeding two courses of the RT12 certificate program.
- EDTE 296P. Response To Intervention/Instruction (RT12): Assessment and Intervention. 4 Units**
Prerequisite(s): Student must hold a minimum of a Bachelors Degree.
 Response to Instruction/Intervention (RT12) is a proactive approach to student learning that uses data to determine student need, monitor student progress, and make decisions about instructional changes to maximize student achievement and to address behavioral concerns. This course will examine the various methods of data collection, data analysis and research-based interventions found in an RT12 framework. Participants will be involved in real world Case Studies to apply RT12 practices at individual, school, and district levels.
- EDTE 296Q. Response to Intervention: Practical Application. 3 Units**
Prerequisite(s): Student must hold a minimum of a Bachelors degree and have completed EDTE 296O and EDTE 296P with a minimum C- grade or better to enroll in this course.
 This course is the culmination of courses EDTE 296O and EDTE 296P. It is a practicum course that will help students transfer new learning's from the previous two courses into a RTI plan of action for the classroom, site, or district. This course will help students further explore and research systems and practices in place at their site or district to help develop a RTI plan.
- EDTE 299. Special Problems. 1 - 3 Units**
 Individual projects at graduate level especially for students capable of independent study. Admission by written approval of the instructor with whom the student will be working and the Department Chair.
 Credit/No Credit
- EDTE 310A. Pedagogy A: Classroom Instruction and Positive Management for Diverse Classrooms. 3 Units**
Prerequisite(s): Enrollment in Multiple Subject Credential Program.
 Focus on the cycle of teaching: lesson planning, implementing, reflection and application. Introduction to classroom management and discipline; building a positive classroom community; creating a respectful, safe learning environment; gaining an understanding of professional attitudes, dispositions, expectations, and communication skills. Emphasis on differentiating instruction to individual needs of diverse learners. Opportunities that contribute to development of professional and ethical behaviors required of teachers. Field component will include observations of exemplary models of cycle of teaching in public school settings. Lecture one hour; field study two hours.
 Credit/No Credit
- EDTE 310B. Pedagogy B. 2 Units**
 Reinforces the cycle of teaching: lesson planning, implementing, reflection and application at a deeper level. Intensive support for classroom management and discipline; disruptive behaviors; problem-solving with administrators, parents, at community level as child advocates. Differentiating instruction to individual needs of diverse learners. Scaffolding to support growth and development stages of learning-to-teach process and professional responsibilities. Expanded opportunities that contribute to development of professional and ethical behaviors required of a teacher. Infusion of e-portfolio development and the integration of technology.
 Credit/No Credit
- EDTE 329D. Helping Writing Happen. 1 - 3 Units**
- EDTE 371A. Schools and Community A. 4 Units**
Prerequisite(s): Acceptance into the Sacramento State Single Subject Teaching Credential Program.
Corequisite(s): EDTE 470A.
 First part of a 2-course sequence that provides structured opportunities for student teachers to discuss, analyze, reflect upon data gathered from field placements. Emphasis on issues related to English language development, special needs students, cycle of teaching, school law pertaining to students, professional and ethical behaviors required of teachers. Management strategies and activities that contribute to the classroom/school. Students will develop equitable and positive management plans and reflect on their effectiveness during field experiences.
 Credit/No Credit

- EDTE 371B. Schools and Community B. 4 Units**
Prerequisite(s): EDTE 371A.
Corequisite(s): EDTE 470B.
 Second part of a 2-course sequence that provides structured opportunities for student teachers to discuss, analyze, and reflect upon data gathered from field placements. Emphasis on issues related to English language development, special needs students, cycle of teaching, school law pertaining to students, professional and ethical behaviors required of teachers. Management strategies and activities that contribute to the classroom/school. Students will develop equitable and positive management plans and reflect on their effectiveness during field experiences.
 Credit/No Credit
- EDTE 371C. Schools and Community C. 3 Units**
Prerequisite(s): Acceptance into the Sacramento State Single Subject Teaching Credential Program.
 First part of a 3-course sequence that provides structured opportunities for student teachers to discuss, analyze, and reflect upon data gathered from their observation placements. Become familiar with university, community and school resources with emphasis on issues related to English language development and special needs in multicultural settings, grades 7-12. Begin to identify components necessary for an effective, equitable classroom management system and on the professional and ethical behaviors required of a teacher.
 Credit/No Credit
- EDTE 371D. Schools and Community D. 3 Units**
Prerequisite(s): EDTE 371C.
Corequisite(s): EDTE 470A.
 Second part of a 3-part sequence provides structured opportunities for student teachers to discuss, analyze, reflect upon data gathered from field placements. Continued emphasis on issues related to English language development, special needs students, cycle of teaching, school law pertaining to students, professional and ethical behaviors required of teachers. Attention to management strategies and activities that contribute to classrooms/schools. Students will develop equitable, positive management plans and reflect on their effectiveness during their field experiences.
 Credit/No Credit
- EDTE 371E. Schools and Community E. 2 Units**
Prerequisite(s): EDTE 371C and EDTE 371D.
Corequisite(s): Enrollment in EDTE 470B.
 Third part of a 3-part sequence. Provides structured opportunities for student teachers to discuss, analyze, and reflect upon data gathered from field placements. Attention to policies, school law including teachers' rights and responsibilities, resources, strategies, routines, and activities that contribute to productive management of the school and classroom. Students will reflect on the effectiveness of the equitable and positive management plan they implement in their field placements. Special emphasis on issues related to English Language Development, Special Needs students, the cycle of teaching and selection of artifacts for the professional portfolio.
 Credit/No Credit
- EDTE 372. Anthropology Of Education. 3 Units**
Prerequisite(s): Acceptance into the Sacramento State Single Subject Teaching Credential Program. Enrollment in semester one.
 Applies educational anthropology to the cultural context of schooling, including factors contributing to social inequality and the conditions necessary for social justice. Introduction to a wide array of topics, including the "embeddedness" of classrooms as contact zones, curricular differentiation, classroom instruction, identity formation, and peer influence from a multiplicity of theoretical, substantive, methodological, and political perspectives, providing credential candidates the opportunity for personal reflection and professional growth.
- EDTE 373B. Assessment Center Laboratory II. 2 Units**
Prerequisite(s): Admission to the Single Subject Credential Program.
 Enrollment in semester two.
 Individualized support for the infusion of technology into field experiences. Support for students as they build an electronic portfolio. Through consultation with field supervisors/liasons, assessment center instructor will also provide individualized support for the completion of the TPA tasks.
 Credit/No Credit
- EDTE 383. Secondary School English and Speech. 3 Units**
 Curriculum, methods and materials of teaching English at the secondary level; analysis of the implications of research, student development and demonstration of methods and materials. Articulated with student teaching and should be taken the same semester.
- EDTE 384. Instruction and Assessment of Academic Literacy. 3 Units**
Prerequisite(s): Admission to Single Subject Credential Program.
 Provides teacher candidates with the knowledge and skills required to teach in 7-12 content area classrooms. Candidates acquire skills related to literacy assessment, text selection, and formulating lesson plans to meet the needs of all learners. Students will develop understanding of aspects of literacy instruction, including reading strategies. Special attention will be given to English language learners and students with special needs.
- EDTE 385. Foreign Languages in the Secondary School. 3 Units**
 Problems of teaching foreign language; evaluation of methods in the light of objectives; discussion of techniques and source materials. Should be taken prior to or with student teaching. Discussion, participation in such classroom activities as panel discussions, presentations and demonstrations.
 Cross listed: FORL 385
- EDTE 386. Secondary School Mathematics. 3 Units**
 Analyzes objectives and organization of instructional materials for secondary school mathematics; critical examination of experimental mathematics programs. Articulated with student teaching and should be taken the same semester. Activities include discussions, presentations and demonstrations.
- EDTE 387. Social Studies for the Secondary School. 3 Units**
 Curriculum arrangements, instructional methods-materials, recent developments and trends in secondary school social studies. Emphasis upon integrated teaching utilizing each of the social sciences disciplines. Discussion, participation in such classroom activities as panel discussions, presentations and demonstrations.
- EDTE 388. Secondary School Science. 3 Units**
 Techniques of presentation and methods of evaluation of secondary school science; should be articulated with student teaching. Activities include discussions, presentations, and demonstrations.

- EDTE 420A. Student Teaching: Multiple Subject Credential. 4 Units**
Prerequisite(s): Admission to Teacher Preparation Program.
 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
- EDTE 420B. Student Teaching: Multiple Subject Credential. 10 Units**
Prerequisite(s): Admission to Teacher Preparation Program.
 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
- EDTE 430A. Student Teaching I: Basic Pathway. 5 Units**
Prerequisite(s): Enrollment in Multiple Subject Credential Program.
 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
- EDTE 430B. Student Teaching II: Basic Pathway. 7 Units**
Prerequisite(s): Successful completion of EDTE 430A.
 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
- EDTE 431A. Student Teaching I - Multiple Subject Credential: BETEP Pathway. 2 Units**
Prerequisite(s): Admission to Multiple Subjects Credential Program.
 One semester of teaching multiple subjects in a public school classroom with diverse learners. First semester of student teaching (EDTE 431A) is completed concurrently with integrated course work and focuses primarily on planning, implementing and assessing instruction for small groups.
 Credit/No Credit
- EDTE 431B. Student Teaching II - Multiple Subject Credential: BETEP Pathway. 4 Units**
Prerequisite(s): Successful completion of EDTE 431A.
 One semester of teaching multiple subjects in a public school classroom with diverse learners. Second semester of student teaching is completed concurrently with integrated course work and focuses primarily on planning, implementing and assessing instruction for whole classes of students.
 Credit/No Credit
- EDTE 432. Student Teaching - Multiple Subject Credential: Evening Pathway. 14 Units**
Prerequisite(s): Admission to Multiple Subject Credential Program.
 One semester of teaching multiple subjects in a public school classroom with diverse learners. This semester of student teaching is completed concurrently with integrated course work and includes planning, implementing and assessing instruction for small groups and whole classes of students.
 Credit/No Credit
- EDTE 433A. Intern Teaching I - Multiple Subject Credential: Intern Pathway. 3 Units**
Prerequisite(s): Admission to Multiple Subject Credential Program.
 One semester of teaching multiple subjects in a public school classroom with diverse learners. This semester of student teaching is completed concurrently with integrated course work and focuses primarily on planning, implementing and assessing instruction for small groups.
 Credit/No Credit
- EDTE 433B. Intern Teaching II - Multiple Subject Credential: Intern Pathway. 6 Units**
Prerequisite(s): Successful completion of EDTE 433A.
 One semester of teaching multiple subjects in a public school classroom with diverse learners. This semester of student teaching is completed concurrently with integrated course work and focuses primarily on planning, implementing and assessing instruction for whole classes of students.
 Credit/No Credit
- EDTE 470A. Student Teaching I: Secondary Schools. 6 Units**
Prerequisite(s): Acceptance into the Sacramento State Single Subject Teaching Credential Program.
Corequisite(s): Enrollment in EDTE 371A or EDTE 371D.
 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
- EDTE 470B. Student Teaching II: Secondary Schools. 12 Units**
Prerequisite(s): The successful completion of EDTE 470A.
Corequisite(s): Enrollment in EDTE 371B or EDTE 371E.
 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
- EDTE 470C. Internship Teaching: Secondary Schools. 17 Units**
Prerequisite(s): The successful completion of EDTE 470A and program courses leading to the final semester of the Single Subject Credential Program and approval for an internship position.
Corequisite(s): Enrolled in final semester of Single Subject Teaching Credential Program.
 Required for candidates in internship assignments in their final semester of the Single Subject Program while concurrently enrolled in program integrated course work. Interns will be full-time teachers with district and University teaching and assessment responsibilities. The primary focus of the Intern will be the "cycle of teaching": plan, teach, assess, and reflect.
 Credit/No Credit

EDTE 471A. Elementary Physical Education Student Teaching. 5 Units

Prerequisite(s): Acceptance into the Sacramento State Single Subject Teaching Credential Program.

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

EDTE 471B. Secondary Physical Education Student Teaching. 4 Units

Prerequisite(s): The successful completion of EDTE 471A.

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

EDTE 503. Culminating Experience: Language and Literacy. 3 Units

Prerequisite(s): EDTE 250; Advanced to candidacy and permission of his/her faculty advisor and the department chair one full semester prior to registration

Completion of a thesis or project approved for the Master's degree.

EDTE 505. Culminating Experience: Curriculum and Instruction. 3 Units

Prerequisite(s): Advanced to candidacy and permission of his/her faculty advisor and the department chair one full semester prior to registration.
EDTE 250 and EDTE 290.

Completion of a thesis or project approved for the Master's degree.

EDTE 506. Culminating Experience: Behavioral Sciences - Women's Studies. 3 Units

Prerequisite(s): Advanced to candidacy and permission of his/her faculty advisor and the department chair one full semester prior to registration.
EDTE 250 and EDTE 290.

Completion of a thesis or project approved for the Master's degree.

EDTE 507. Culminating Experience: Educational Technology. 3 Units

Prerequisite(s): Advanced to candidacy and permission of the faculty advisor and department chair one full semester prior to registration.

Completion of a thesis or project approved for the Master's degree.