

TEACHING CREDENTIALS

College of Education - Teaching Credentials (<https://www.csus.edu/college/education/teaching-credentials/>)

Preliminary Teaching Credentials Programs

1. Education Specialist: Mild/Moderate(M/M) Disabilities Specialist with Multiple Subject (<http://catalog.csus.edu/colleges/education/teaching-credentials/education-specialist-credential-program-mild-moderate-with-multiple-subject/>)
2. Education Specialist: Moderate/Severe(M/S) Disabilities Specialist (<http://catalog.csus.edu/colleges/education/teaching-credentials/ma-in-teaching-with-education-specialist-moderate-severe/>)
3. Education Specialist: Moderate/Severe(M/S) Disabilities Specialist with Multiple Subject (<http://catalog.csus.edu/colleges/education/teaching-credentials/ma-in-teaching-with-education-specialist-moderate-severe-multiple-subject/>)

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

BEDDOW, MARGARET

BERTA-AVILA, MARGARITA

BIAGETTI, STEPHANIE

CHAPLIN, MAE

CHO, EUNMI

CHUNG, CHIA-JUNG

CLARAVALL, ERIC

COLLADO, CINDY

COUGHLIN, MIMI

DURAN, ELVA

GEE, KATHLEEN

GONSIER-GERDIN, JEAN

GONZALES, RACHAEL

HUANG, HUI-JU

IVES, SARAH

KWON, JEMMA

LARDY, CORINNE

LIM, BRIAN S.

LOEZA, PORFIRIO

MICHALS, ELISA

NORRIS, AAMINAH

OWENS, WILLIAM THOMAS

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 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 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 300. Teaching Performance Assessment-Multiple Subjects-Mathematics. 1 Unit**Corequisite(s):** EDMS 434B or EDMS 430B or EDSP 420B**Term Typically Offered:** Fall, Spring

Candidates in the Teacher Preparation Program must complete the Teaching Event for the Performance Assessment for California Teachers. The Teaching Event requires candidates to plan and teach an instructional sequence in their student teaching placement. They must also assess student learning during this lesson sequence and submit a videotape with material recorded during the lesson sequence. The Teaching Event is a summative assessment and one of several requirements that must be completed in order to receive a recommendation for a teaching credential.

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 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 multiple subjects to teach the visual and performing arts content standards for California public schools to all students, including English Learners, and special needs students, through interrelated activities with involvement in specific teaching strategies which are effective in achieving the goals of developing artistic perception and creative expression, understanding the cultural and historical origins of the arts, making informed judgments about the arts, and understanding the arts connections and relationships across curriculum.

EDMS 319A. Language and Literacy I for the Diverse K-8 Classroom. 3 Units**Term Typically Offered:** Fall, Spring

Develops understandings, attitudes, and competencies needed for effective instruction of language and literacy for mainstream populations, English Learners, and students with special needs. Instructional strategies for teaching concepts about print, phonemic awareness, phonics, fluency, vocabulary, and comprehension of narrative/expository texts. Instructional planning aligned with current content standards, and other content and preparation standards as appropriate. Assessment strategies that inform planning and instruction. Special emphasis on literacy instruction in bilingual and multilingual settings. Lecture and discussion, includes a field experience component.

EDMS 319B. Language and Literacy II for the Diverse K-8 Classroom. 2 Units**Prerequisite(s):** EDMS 319A**Term Typically Offered:** Fall, Spring

Extends understandings, attitudes, and competencies needed for effective instruction of language and literacy for mainstream populations, English Learners, and students with special needs. Instructional strategies for teaching narrative/expository text and spelling. Instructional planning aligned with current content standards, and other content and preparation standards as appropriate. Assessment strategies that inform planning and instruction. Special emphasis on literacy instruction in bilingual and multilingual settings. Lecture and discussion, includes a field experience component.

EDMS 330A. Educational Technology Lab I. 1 Unit**Prerequisite(s):** Admission to Multiple Subject Credential Program.**Term Typically Offered:** Fall only

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

EDMS 330B. Educational Technology Lab II. 1 Unit**Prerequisite(s):** EDMS 330A**Term Typically Offered:** Spring only

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

EDMS 334C. Fundamentals of Teaching in a Diverse K-8 Classroom. 2 Units**Prerequisite(s):** Admission into the Multiple Subject Credential Program or the MA in Teaching with Multiple Subject Teaching 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 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.

EDMS 401. Observation and Participation in Elementary Schools.**2 Units****Prerequisite(s):** Admission to Teacher Preparation Program**Term Typically Offered:** Fall, Spring

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

EDMS 420A. Field Experience: Multiple Subject.**4 Units****Prerequisite(s):** Admission to Teacher Preparation Program.**Term Typically Offered:** Fall, Spring

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

EDMS 420B. Student Teaching: Multiple Subject.**10 Units****Prerequisite(s):** Admission to Teacher Preparation Program.**Term Typically Offered:** Fall, Spring

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

EDMS 430A. Student Teaching I Basic.**5 Units****Prerequisite(s):** Admission to Teacher Preparation Program**Term Typically Offered:** Fall, Spring

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

EDMS 430B. Student Teaching II: Basic.**7 Units****Prerequisite(s):** Admission to Teacher Preparation Program**Term Typically Offered:** Fall, Spring

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

EDMS 434A. Field Experience for Elementary Teachers.**6 Units****Prerequisite(s):** Admission to the Multiple Subject Credential program**Term Typically Offered:** Fall, Spring

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

EDMS 434B. Student Teaching for Elementary Teachers.**8 Units****Prerequisite(s):** EDMS 434A**Term Typically Offered:** Fall, Spring

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

EDMS 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 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

Credit/No Credit

EDSP 119. Legal and Social Foundations of Special Education. 3 Units**Term Typically Offered:** Fall, Spring

Course provides analysis and practical application of social, legal, and ethical practices in the field of special education. Provides candidates with an overview of state and federal laws and regulations, current case law, and up-to-date mandates from No Child Left Behind. Competencies needed to develop individualized programming for children with disabilities (IEP and IFSP), verification criteria, parent's rights, IEP development and implementation, goal and objective development, placement procedures and IEP monitoring will be emphasized.

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 only

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 include person-centered planning, coaching, curriculum planning, and IFSP/IEP development.

EDSP 205. Methods in Access and Inclusion in the Core Curriculum: Mod/Severe Disabilities. 2 Units**Prerequisite(s):** EDSP 119**Corequisite(s):** EDSP 413 or EDSP 414**Term Typically Offered:** Fall, Spring

Focus will be on the following three areas 1) unit design, varied and modified outcomes, and evaluation of student skills; 2) instructional implementation strategies, including modeling, demonstration, direct and indirect, discovery, and cognitive/meta-cognitive strategies; 3) adaptations and accommodations which will enhance success for the full range of students with disabilities within the general education curriculum.

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: Moderate/Severe Disabilities. 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 with in 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. Evidenced-based Assessment and Instruction: Mod/Severe Disabilities. 2 Units**Prerequisite(s):** EDSP 119**Corequisite(s):** EDSP 414 or EDSP 415**Term Typically Offered:** Fall, Spring

Students will be provided with a strong basis in ecological and functional assessment in inclusive school and community environments. Students will develop the ability to: a) set up performance analyses within natural environments; b) map out cognitive initiation vs. performance, and the communication requirements of various settings; c) conduct baselines within general education classrooms, the school, and the community, and develop resulting IEP goals and objectives; and, d) write effective and systematic instructional programs.

EDSP 209. Developing Augmentative & Alternative Communication Systems: Assessment and Intervention. 3 Units**Prerequisite(s):** EDSP 119, EDSP 206, EDSP 235 or advisor approval.**Term Typically Offered:** Fall, Spring

Participants will learn: a) how to assess communicating behavior from nonsymbolic to symbolic and unintentional to sophisticated in students with disabilities; b) to work with audiologists and ophthalmologists to assess sensory functioning related to communication; c) to develop communication system intervention plans, both low and high tech; and d) how to implement instruction across multiple environments and with multiple partners. In addition, students will learn strategies for facilitating interactions between students with and without disabilities, teaching others to utilize adapted communication systems, and collaboration with varied professionals.

EDSP 210. Assessment and Evaluation in Early Childhood Special Education. 3 Units**Prerequisite(s):** Admittance to the Education Specialist Credential Program: Early Childhood Special Education**Term Typically Offered:** Fall only

Quality practices in early childhood assessment using a range of culturally appropriate tools and techniques, parent-professional-collaboration, transdisciplinary team assessment, assessment reporting and translating results into intervention planning. Participants will demonstrate skills in planning, carrying out and reporting results of assessments/evaluations for eligibility determination, program planning, and monitoring ongoing progress for infants, young children and their families.

EDSP 211. Curriculum, Intervention Strategies, and Environments in ECSE I: Infants & Toddlers. 3 Units**Prerequisite(s):** Admittance to the Education Specialist Credential Program: Early Childhood Special Education**Term Typically Offered:** Spring only

Designed to develop the skills necessary to design and implement developmentally appropriate curriculum and intervention strategies for infants and toddlers with disabilities in a range of learning environments including home, center-based and community programs.

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

Designed to develop the skills necessary to design and implementation developmentally appropriate curriculum and intervention strategies for young children with disabilities in a range of learning environments including home, center-based and community programs. Lecture.

EDSP 216. Understanding the Implications of Developmental Diversity in Children and Youth. 3 Units

Corequisite(s): EDSP 413 or EDSP 478, or program advisor/coordinator approval.

Term Typically Offered: Fall, Spring

Using a critical disability theory perspective, examines early development of young children and youth across developmental areas. Explores: 1) atypical development due to prenatal, perinatal, and early childhood developmental risk factors; 2) childhood development theories and how they support educators' understanding of children, youth, families and developmentally and age appropriate practices; 3) service delivery models and key transitions; and 4) implications of developmental disabilities across the lifespan.

EDSP 217. Positive Behavioral Support: Effective Individual, Class-wide and School-wide Applications. 3 Units

Prerequisite(s): Admission to the MA in Teaching with Education Specialist Moderate/Severe or ECSE Teaching Credential Programs.

Corequisite(s): EDSP 413, EDSP 478, EDSP 476, EDSP 477, or advisor approval.

Students will learn to use functional assessment and positive behavioral supports to enhance the quality of life for children and youth who have mild to serious behavioral challenges. This also includes methods for class-wide and school-wide positive behavioral support. Students will gain an understanding of behavior as communication, supports and instruction to enable the learner to replace challenging behavior with more effective communication skills, and preventative changes to the environment and instruction.

EDSP 218. Instructional Strategies: Low Incidence Disabilities. 3 Units

Prerequisite(s): EDSP 205, EDSP 208, EDSP 414 or advisor approval

Corequisite(s): EDSP 236, EDSP 415 or EDSP 421 or advisor approval

Term Typically Offered: Fall, Spring

Students will learn advanced methods of assessment and instruction for students with moderate to severe and profound disabilities, and multiple disabilities. Students will learn to design assessments and work with transdisciplinary team members to write an integrated assessment report, and present the report. Students will develop IEPs/ITPs based on the transdisciplinary information, write instructional programs using research-based methods, and design methods for monitoring progress using ongoing instructional data.

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 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 Supports for Students with Mild, Moderate, and Severe Behavioral Challenges. 3 Units
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 assessment 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 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 232. Effective Communication and Collaborative Partnerships. 2 Units
Term Typically Offered: Fall, Spring

The content provided in this course is directed toward the preparation of pre-service and/or intern teachers of students with mild/moderate disabilities. To facilitate positive and inclusive environments, the course provides instruction in effective communication, collaboration, and consultation with individuals with disabilities and their family, primary caregivers, general/special education teachers, related service personnel, administrators, the business community and public/non-public agencies. Candidates will also be supported in the development of a Preliminary Mild/Moderate Education Specialist Portfolio.

EDSP 233. Final Student Teaching Seminar: Mild/Moderate. 1 Unit
Prerequisite(s): EDSP 232
Corequisite(s): EDSP 472 or EDSP 473
Term Typically Offered: Fall, Spring

Designed to allow the special education candidate teacher/intern to focus upon two overall issues pertaining to their specific needs: problems and resolutions particular and general to their teaching assignment and culminating portfolio development.
 Credit/No Credit

EDSP 234. Directed Fieldwork Seminar: Early Childhood Special Education. 1 Unit
Prerequisite(s): Admittance to the Education Specialist Credential Program: Early Childhood Special Education
Corequisite(s): EDSP 474 or EDSP 475 or EDSP 476 or EDSP 477
Term Typically Offered: Fall, Spring, Summer

Designed to allow the ECSE teacher candidate to focus on two overall issues: Problems and resolutions particular and general to their teaching assignment, and the development and/or refining of a preliminary Level I Performance Portfolio.
Note: May be repeated for up to 2 units of credit.

Credit/No Credit

EDSP 235. Field Seminar in Program and Instruction: Mod/Severe Disabilities. 2 Units
Prerequisite(s): Admittance into Mild/Moderate or Moderate/Severe Credential program or advisor approval
Term Typically Offered: Fall, Spring

This field seminar will provide group discussion as well as direct instructional guidance in classrooms and schools in which students in the Moderate/Severe Specialist Credential or Autism Spectrum Disorders Added Authorization (ASDAA) are conducting their assignments.

EDSP 236. Student Teaching Seminar: Moderate/Severe Disabilities. 1 Unit
Prerequisite(s): EDSP 208 and EDSP 414
Corequisite(s): EDSP 218, EDSP 415 or EDSP 421 or advisor approval
Term Typically Offered: Fall, Spring

This seminar accompanies the final Student Teaching II experience. Students will meet for two hours, eight times, during the semester to discuss their experiences and problem solve any questions or challenges related to their Student Teaching II requirements. Since this is the advanced experience, it is expected that the seminar will be primarily focused on professional issues related to the collaborative implementation of effective programs for students with moderate/severe disabilities. At each meeting there will be topics for discussion generated by the professor, but also time for collaborative problem solving around specific students and program issues in the student teaching settings.
 Credit/No Credit

EDSP 237. Transition Strategies for Students with Mild/Moderate Disabilities. 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 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 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 Issues in Special Education Research and Practice. 6 Units**Prerequisite(s):** Successful completion of Education Specialist Credential coursework and student teaching—Mild/Moderate Disabilities Credential, Moderate/Severe Disabilities Credential or Early Childhood Special Education Credential program**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. Methods in Research Design and Practice with Diverse Children, Youth, and Families. 3 Units**Prerequisite(s):** EDSP 281**Term Typically Offered:** Fall only

This course is the second course in the final research sequence taken by the candidates in the Masters of Arts in Teaching for all three special education fields. The focus of this course is four-fold: 1) deepening candidates' knowledge of methods in both qualitative and quantitative research design intended for action research; 2) development of each candidate's action research proposal; 3) preparing for Institutional Review Board (IRB); and 4) completing a draft of chapters 1, 2, and 3.

EDSP 283. Critical Analysis and Interpretation of Data within Diverse School and Community Contexts. 3 Units**Prerequisite(s):** EDSP 281, EDSP 282**Corequisite(s):** EDSP 500**Term Typically Offered:** Spring only

This course focuses on students' understanding and use of appropriate data analysis methods for teacher action research in diverse schools/communities. Students will learn to critically analyze and interpret data from qualitative, quantitative and mixed-methods sources by using theoretical knowledge or conceptual frameworks, and to present findings to inform teacher practices and support systems change/reform efforts to improve the lives of individuals with disabilities. Students also will analyze, write and present findings from their thesis research in written and oral/visual formats.

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: Education Specialist. 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

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 396. Early Language and Literacy Development, Instruction, and Intervention in ECSE. 3 Units

Prerequisite(s): Admittance to the Master of Arts in Special Education Teaching with Early Childhood Special Education credential program
Term Typically Offered: Fall only

Course examines theories and historical context of language and literacy development and instruction in young children from infancy through preschool 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 413. Field Experience I: Moderate/Severe Disabilities. 3 Units

Prerequisite(s): EDSP 235 or advisor approval

Term Typically Offered: Fall, Spring

Students will spend two days per week in a school where students with moderate/severe disabilities are included in general education classes and other school activities. They will be assigned both a general and special education cooperating teacher. These teachers will work with the University supervisor to make sure that the student is able to complete the assignments and required competencies. The University supervisor will observe and evaluate the practicum student at least four times during the semester. An evaluation will be completed at the end of the semester.
Credit/No Credit

EDSP 414. Field Experience II: Moderate/Severe. 3 Units

Prerequisite(s): EDSP 413 or equivalent

Term Typically Offered: Fall, Spring

The second phase of supervised field experience for specialist candidates in the Level I moderate/severe program or ASDAA program. Candidates spend 160-hours in a school setting with students who have moderate/severe disabilities. They will work directly with a qualified cooperating teacher and a University supervisor throughout a semester to complete assignments and required competencies. Assignment evaluation will be based on written and observational criteria. An evaluation will be completed at the midterm and at the end of the semester.

Credit/No Credit

- EDSP 415. Student Teaching: Moderate/Severe. 5 Units**
Prerequisite(s): EDSP 414
Corequisite(s): EDSP 236
Term Typically Offered: Fall, Spring
- The culminating phase of field experience for specialist candidates in the Level I moderate/severe credential program. Candidates will spend 320-hours in a public school setting with students who have moderate/severe disabilities. They will work directly with a qualified mentor/cooperating teacher and a University supervisor throughout a semester to complete assignments and required competencies. Assignment evaluation will be based on written and observational criteria. An evaluation will be completed at the midterm and at the end of the semester.
 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: Moderate/Severe Disabilities. 5 Units**
Prerequisite(s): EDSP 414 and instructor approval
Corequisite(s): EDSP 236
Term Typically Offered: Fall, Spring
- Intern teaching full day, M-F, for the semester in a host LEA/District providing services for students receiving moderate/severe special education services. Interns must meet CTC-mandated criteria and district must have an active Memorandum of Understanding with the university. Intern serves as a teacher of record and is employed by the district. Is supported by a university supervisor and an on-site mentor to make progress towards the program competencies and standards. An evaluation will be completed at the midpoint and end of the semester.
 Credit/No Credit
- EDSP 471. Mild/Moderate: Field Experience. 6 Units**
Term Typically Offered: Fall, Spring
- Phase I Field Experience (EDSP471) - The first phase of fieldwork typically occurs in the second semester (M-Th, 15 weeks, a half day) in the credential program. This semester is designed for candidates who are prepared, educationally and emotionally, for a rigorous schedule of classes and student teaching in coming semesters.
 Credit/No Credit
- EDSP 472. Mild/Moderate: Student Teaching. 8 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 receiving mild/moderate special education. 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. Variable units depending on instructor recommendation and individualized student and program considerations.
Note: Signature of credential candidates' special education advisor is required on application for student teaching
 Credit/No Credit
- EDSP 473. Mild/Moderate: Intern Teaching. 8 Units**
Prerequisite(s): All criteria related to recommendation for the intern credential and instructor approval.
Corequisite(s): EDSP 233
Term Typically Offered: Fall, Spring
- A credit/no credit directed internship in a district, county office of education or program serving students with mild/moderate disabilities. Candidates must meet the criteria for an internship to be accepted 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: Signatures of credential candidates' special education advisor, faculty, chair are required on application.
 Credit/No Credit
- EDSP 474. Directed Field Experience in ESCE: Infants & Toddlers. 6 Units**
Prerequisite(s): Admission to the MA in Teaching with Early Childhood Special Education Teaching Credential.
Corequisite(s): EDSP 211
Term Typically Offered: Fall, Spring, Summer
- Working closely with an assigned field mentor and university supervisor, candidates complete 180 hours of directed field experience in a cooperating school district, county office of education or appropriate privately operated program providing early intervention services for infants and toddlers with disabilities and their families. Candidates must secure faculty approval by prior application for directed field experience.
 Credit/No Credit
- EDSP 475. Directed Field Experience in ECSE: Preschool. 6 Units**
Prerequisite(s): Admission to the MA in Teaching with Education Specialist Early Childhood Special Education Teaching Credential program.
Corequisite(s): EDSP 234
Term Typically Offered: Fall, Spring
- Working closely with an assigned field mentor and university supervisor, candidates complete 180 hours experience in a cooperating school district or county office of education program providing special educational services for preschoolers and their families. Candidates must secure faculty approval by prior application for directed field experience and may choose to take EDSP 477 (Internship in ECSE: Preschoolers) as a course equivalent.
 Credit/No Credit

EDSP 476. Internship in ECSE: Infants & Toddlers. 10 Units

Prerequisite(s): Admission to the MA in Teaching with Education Specialist Early Childhood Special Education Teaching Credential program and Education Specialist Intern application process.

Term Typically Offered: Fall, Spring, Summer

Internship in a cooperating District or County Office of Education providing special educational services for infants and toddlers and their families. Candidates must meet the criteria for an internship in order to register. Students may enroll in EDSP 474, Directed Field Experience in ECSE I: Infants & Toddlers, as an alternative to EDSP 476. Ten units, approximately 320 field hours, are required to meet competencies. May be repeated for credit.

Credit/No Credit

EDSP 477. Internship in ECSE: Preschool. 10 Units

Prerequisite(s): Admission to the MA Teaching Education Specialist Early Childhood Special Education Teaching Credential program

Term Typically Offered: Fall, Spring

Internship in a cooperating District or County Office of Education providing special educational services for preschoolers and their families. Candidates must meet the criteria for an internship in order to register. Students may enroll in EDSP 475, Directed Field Experience in ECSE II: Preschool, as an alternative to EDSP 477. Ten units, approximately 320 field hours, are required to meet competencies.

Credit/No Credit

EDSP 478. Field Experience I: Early Childhood Special Education. 3 Units

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

Corequisite(s): EDSP 209, EDSP 216, EDSP 217, or approval of ECSE program advisor.

Term Typically Offered: Fall, Spring

Students will spend two days per week with an agency, community-based program, or school where families with infants and toddlers with disabilities or preschoolers with disabilities are being served. They will be assigned a cooperating education specialist who they will work with to make sure the student is able to complete the assignments. Students will engage in the site through observing best practices and participating in activities with children and families as directed.

Credit/No Credit

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

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. Prerequisite: Admission to MA in Teaching with Education Specialist Early Childhood Special Education Teaching Credential program

Credit/No Credit

EDSP 500. Master of Arts Thesis: Special Education. 3 Units

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

Term Typically Offered: Fall, Spring

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

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.

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 264A. Theoretical Foundations of Teaching in a Multicultural Democratic Society. 3 Units
Prerequisite(s): Admission to the Single Subject Credential program or MA in Teaching with Single Subject Teaching Credential Program.
Term Typically Offered: Fall, Spring

An introduction to critical analysis of the purpose and process of public schooling. Examination of the sociopolitical contexts of public schools and society; educational theories, philosophies, notions of culture, community and educational practice. Engagement with sociocultural, historical and philosophical foundations of education, learning theories, theories of adolescent cognitive and social development. Modalities include lecture and discussions.

EDSS 264E. Theoretical Foundations of Teaching in a Multicultural Democratic Society, Workshop-Linked Learning. 3 Units
Prerequisite(s): Admission to the Single Subject Credential program or MA in Teaching with Single Subject Teaching Credential program.
Term Typically Offered: Fall, Spring

Candidates explore sociocultural, historical and philosophical foundations of education with focus on context of Linked Learning and critical examination of traditional tracking and vocational education. Students will evaluate the extent to which programs aimed at Career Pathways and College Readiness depart from or replicate previous patterns and analyze historical/economic drivers that shape schooling. Initial application of strategies and approaches associated with Linked Learning theories, theories of adolescent cognitive and social development. Integration of Discussions, simulation, activities.

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

Extends learning in EDSS 365A or EDSS 365B 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 teacher through exploration of curriculum development frameworks, long-and short-term planning approaches, 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 265F. Advanced Fundamentals of Teaching, Workshop - Linked Learning. 1 Unit
Prerequisite(s): EDSS 365A and EDSS 365E
Corequisite(s): EDSS 265C
Term Typically Offered: Fall, Spring

The second course in a two-course series. Deepens candidates' ability to apply frameworks for effective teaching of culturally and linguistically diverse students (e.g., inclusion strategies, backwards design, Universal Design for Learning, differentiated instruction and assessment). Continued emphasis on a Social Justice/Multicultural Education paradigm, and focus on candidates' development as a teacher. Application of Linked Learning curriculum development, long- and short-term planning frameworks, and specific theories for instructional practice and assessment. Discussion, small group work, simulations.

EDSS 266B. Single Subject Seminar, B. 2 Units
Prerequisite(s): EDSS 366A
Corequisite(s): EDSS 474b or EDSS 417A/EDSS 471B
Term Typically Offered: Fall, Spring

Second part of a two-part sequence that provides opportunities for student teachers to discuss, analyze, reflect upon data gathered from field placements and to support completion of TPA teaching event. Attention given to policies, school law, resources, strategies, routines and activities that contribute to productive environments in school and classrooms 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 266D. Single Subject Seminar, D. 2 Units
Prerequisite(s): EDSS 366C
Corequisite(s): EDSS 474B
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.
 Credit/No Credit

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 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 300. Teaching Performance Assessment-Single Subjects. 1 Unit**Corequisite(s):** EDTE 470B or EDSS 474B or EDTE 471A**Term Typically Offered:** Fall, Spring

Candidates in the Teacher Preparation Program must complete the Teaching Event for the Performance Assessment for California Teachers. The Teaching Event requires candidates to plan and teach an instructional sequence in their student teaching placement. They must also assess student learning during this lesson sequence and submit a videotape with material recorded during the lesson sequence. The Teaching Event is a summative assessment and one of several requirements that must be completed in order to receive a recommendation for a teaching credential.

Note: Corequisite can be waived if candidate is retaking EDSS 300

Credit/No Credit

EDSS 364B. Theoretical Foundations of Teaching in a Multicultural Democratic Society, Workshop. 1.5 Units**Prerequisite(s):** Admission to the Single Subject Credential program**Corequisite(s):** EDSS 364A**Term Typically Offered:** Fall, Spring

An introduction to critical analysis of the purpose and process of public schooling. Examination of the sociopolitical contexts of public schools and society; educational theories, philosophies, notions of culture, community and educational practice. Exploration of sociocultural, historical and philosophical foundations of education. Initial application of strategies and approaches associated with learning theories, theories of adolescent cognitive and social development. Modalities include discussion, simulation and activities.

EDSS 364C. Advanced Theoretical Foundations of Teaching in a Multicultural Democratic Society, Lecture. 1 Unit

Prerequisite(s): Admission into the Single Subject Credential Program; EDSS 264A.

Corequisite(s): EDSS 364D

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 lecture and discussions.

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 364F. Theoretical Foundations of Teaching in a Multicultural Democratic Society, Workshop-Linked Learning. 1 Unit

Prerequisite(s): EDSS 264A

Corequisite(s): EDSS 364C

Term Typically Offered: Fall, Spring

Further study of purposes and processes of public schooling with a special focus on educational theory and practice in Linked Learning contexts. 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, simulations.

EDSS 365A. Fundamentals of Teaching, Lecture. 1.5 Units

Prerequisite(s): Admission into Single Subject Teacher Preparation Program

Corequisite(s): EDSS 365B

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 include students' development as a teacher, curriculum development, long and short-term planning, and specific theories for instructional practice. Lecture and Discussion.

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 365E. Fundamentals of Teaching, Workshop - Linked Learning. 1.5 Units

Prerequisite(s): Admission to the Single Subject Teacher Preparation program

Corequisite(s): EDTE 365A

This is the first course in a two course series; practice using instructional planning frameworks (e.g., backwards design, Universal Design for Learning, and differentiated instruction) and a Social Justice/Multicultural Education paradigm to design learning segments for culturally and linguistically diverse students. Emphasis on application of theories and frameworks learned in EDTE 365A, with a focus on Linked Learning curriculum development and integration, long- and short-term planning, and assessing student learning. Discussion, small group work, simulations.

EDSS 366A. Single Subject Seminar, A. 3 Units

Prerequisite(s): Acceptance into Single Subject Teacher Credential program

Corequisite(s): EDSS 474A

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 366C. Single Subject Seminar, C. 3 Units

Prerequisite(s): Admission to the Single Subject Credential program

Corequisite(s): EDSS 474A

First of two-course sequence. Provides structured opportunities for candidates to discuss, analyze, and reflect upon data gathered from field. Attention given to policies, school law, resources, strategies, routines, and activities that contribute to productive management of school and classroom as locations for student engagement/learning. Special emphasis on English Language Development, students with special needs, and specific management and implementation of Linked Learning activities (e.g. multidisciplinary integrated units of study). Course assignments/activities integrated with other core courses. 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 373C. Educational Technology Lab - Linked Learning. 1 Unit**Prerequisite(s):** Admission to the Single Subject Credential program

This course encompasses the knowledge, skills and dispositions needed to understand, describe and develop "technological, pedagogical content knowledge" for effective pedagogical practice in a technology enhanced learning environment. 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 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 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
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 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