EDUCATION - SINGLE SUBJECT (EDSS)

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 form 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 246A. 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 246B. 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 365C 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 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 develop 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
Term Typically Offered: Fall, Spring
Second in two-course series. Candidates expand repertoire of 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 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
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Term Typically Offered</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSS 299</td>
<td>Special Problems: Single Subject.</td>
<td>1 - 3</td>
<td>Fall, Spring</td>
<td>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. <strong>Note:</strong> This course may be repeated for up to 9 units of credit.</td>
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<tr>
<td>EDSS 300</td>
<td>Teaching Performance Assessment-Single Subjects.</td>
<td>1</td>
<td>Fall, Spring</td>
<td>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. <strong>Note:</strong> Corequisite can be waived if candidate is retaking EDSS 300. Credit/No Credit</td>
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<tr>
<td>EDSS 364B</td>
<td>Theoretical Foundations of Teaching in a Multicultural Democratic Society, Workshop.</td>
<td>1.5</td>
<td>Fall, Spring</td>
<td>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. <strong>Prerequisite(s):</strong> Admission to the Single Subject Credential program; EDSS 364A <strong>Corequisite(s):</strong> EDSS 364A <strong>Term Typically Offered:</strong> Fall, Spring</td>
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<tr>
<td>EDSS 364C</td>
<td>Advanced Theoretical Foundations of Teaching in a Multicultural Democratic Society, Lecture.</td>
<td>1</td>
<td>Fall, Spring</td>
<td>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. <strong>Prerequisite(s):</strong> EDSS 264A <strong>Corequisite(s):</strong> EDSS 364C <strong>Term Typically Offered:</strong> Fall, Spring</td>
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<tr>
<td>EDSS 364D</td>
<td>Advanced Theoretical Foundations of Teaching in a Multicultural Democratic Society, Workshop.</td>
<td>1</td>
<td>Fall, Spring</td>
<td>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. <strong>Prerequisite(s):</strong> Admission into the Single Subject Credential Program; EDSS 264A <strong>Corequisite(s):</strong> EDSS 364C <strong>Term Typically Offered:</strong> Fall, Spring</td>
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<tr>
<td>EDSS 364F</td>
<td>Theoretical Foundations of Teaching in a Multicultural Democratic Society, Workshop-Linked Learning.</td>
<td>1</td>
<td>Fall, Spring</td>
<td>Further study of the 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. <strong>Prerequisite(s):</strong> EDSS 264A <strong>Corequisite(s):</strong> EDSS 364C <strong>Term Typically Offered:</strong> Fall, Spring</td>
</tr>
<tr>
<td>EDSS 365A</td>
<td>Fundamentals of Teaching, Lecture.</td>
<td>1.5</td>
<td>Fall, Spring</td>
<td>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. <strong>Prerequisite(s):</strong> Admission into Single Subject Teacher Preparation Program; EDSS 365B <strong>Corequisite(s):</strong> EDSS 365B <strong>Term Typically Offered:</strong> Fall, Spring</td>
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<tr>
<td>EDSS 365B</td>
<td>Theoretical Foundations of Teaching in a Multicultural Democratic Society, Workshop.</td>
<td>1.5</td>
<td>Fall, Spring</td>
<td>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. <strong>Prerequisite(s):</strong> Admission into Single Subject Teacher Preparation Program; EDSS 365B <strong>Corequisite(s):</strong> EDSS 365A <strong>Term Typically Offered:</strong> Fall, Spring</td>
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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 sequence; 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 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.

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 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 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