

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 from both qualitative and quantitative sources. These experiences will lay the groundwork for students implementation of analysis of their own data for their Action Research inquiry projects.

Cross listed: EDMS 244

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

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

Term Typically Offered: Fall, Spring

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

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

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

Term Typically Offered: Fall, Spring

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

EDSS 265. Advanced Fundamentals of Teaching. 2 Units

Prerequisite(s): EDSS 365

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

EDSS 265D. Advanced Fundamentals of Teaching, Workshop. 1 Unit

Prerequisite(s): EDSS 365A and EDSS 365B

Corequisite(s): EDSS 265C

Term Typically Offered: Fall, Spring

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

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

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

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

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

Credit/No Credit

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

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

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

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

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

Individual projects for Single Subject credential candidates at graduate/credential level especially for students capable of independent study. Admission by written approval of the instructor with whom the student will be working and the Department Chair.

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

Credit/No Credit

EDSS 364. Advanced Critical Multiculturalism for Racial/Social Justice Education- Secondary. 2 Units

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

Term Typically Offered: Fall, Spring

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

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

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

Corequisite(s): EDSS 364C

Term Typically Offered: Fall, Spring

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

EDSS 364L. Advanced Critical Multiculturalism for Racial/Social Justice Education- Secondary Linked Learning. 2 Units

Prerequisite(s): EDSS 264L

Term Typically Offered: Fall, Spring

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

EDSS 365. Fundamentals of Teaching. 3 Units

Prerequisite(s): Admission into the Master of Arts in Teaching with a Single Subject Credential program

Term Typically Offered: Fall, Spring

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

EDSS 365B. Theoretical Foundations of Teaching in a Multicultural Democratic Society, Workshop. 1.5 Units

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

Corequisite(s): EDSS 365A

Term Typically Offered: Fall, Spring

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

EDSS 365L. Fundamentals of Teaching- Linked Learning. 3 Units

Prerequisite(s): Admission to the Master of Arts in Teaching with a Single Subject Credential program

Term Typically Offered: Fall, Spring

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

EDSS 366. Single Subject Seminar. 3 Units

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

Term Typically Offered: Fall, Spring

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

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

Prerequisite(s): Admission to the MA in Teaching with Single Subject Teaching Credential program
Term Typically Offered: Fall, Spring

First of a 2-course sequence that provides structured opportunities for student teachers to discuss, analyze, and reflect upon data gathered from their field placements in Linked Learning settings. Attention given to policies, school law, resources, strategies, routines, and activities that contribute to the productive management of the Linked Learning school and classroom as locations for student engagement and learning. Special emphasis will be on English Language Development and students with special needs.

Credit/No Credit

EDSS 368. Inclusive Education in Secondary Schools. 1 Unit

Prerequisite(s): Admission to the Single Subject Credential Program
Term Typically Offered: Fall, Spring

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

EDSS 373A. Educational Technology Lab I. 1 Unit

Prerequisite(s): Admission to the Single Subject Credential Program.
Term Typically Offered: Fall, Spring

Educational technology lab course will prepare the candidates use technology for three areas: coursework in the teaching credential program, enhancing teaching and learning and eportfolio development. The candidates are introduced to an array of digital technologies for teaching relevant for K-12 student learning. The candidates are also prepared to use technology in the Teaching Credential Program and for the development of an electronic portfolio.

Credit/No Credit

EDSS 373B. Educational Technology Lab II. 1 Unit

Prerequisite(s): EDSS 373A
Term Typically Offered: Fall only

This course will offer support and instructions of facilitating and improving learning of a diverse student population by creating, using, and managing appropriate technological processes and resources. The candidates will learn applying and developing knowledge of technology in K-12 teaching and student learning. The candidates are prepared to use technology in the Teaching Credential Program and for the development of an electronic portfolio.

Credit/No Credit

EDSS 373L. Educational Technology Lab II- Linked Learning. 1 Unit

Prerequisite(s): Admission to the Master of Arts in Teaching with Single Subject Credential program and completion of EDSS 373A
Term Typically Offered: Fall, Spring

This course will offer support and instructions of facilitating and improving learning of a diverse student population in Linked Learning settings by creating, using, and managing appropriate technological processes and resources. Instruction occurs through labs, online resource center and individualized support. Candidates develop a range of technology skills and knowledge needed for effective instruction in the Linked Learning classroom and provides technology resources associated with project-based learning and integrated curricular units.

Credit/No Credit

EDSS 376. Secondary Mathematics Methods for In-service Teachers. 3 Units

Prerequisite(s): California Teaching Credential (Multiple Subjects or Single Subject)
Term Typically Offered: Fall, Spring, Summer

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

EDSS 378. Secondary Science Methods for In-Service Teachers. 3 Units

Prerequisite(s): California Teaching Credential (Multiple Subjects or Single Subject)
Term Typically Offered: Fall, Spring, Summer

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

EDSS 380. Methods in American Sign Language (ASL) Education. 3 Units

Prerequisite(s): Admission to the MAT Single Subject Credential Program.
Term Typically Offered: Fall, Spring

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

EDSS 381. Methods in Art Education. 3 Units

Prerequisite(s): Admission to Single Subject Teaching Credential program.

Corequisite(s): EDSS 474A.

Term Typically Offered: Fall only

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

EDSS 382. Methods in Music Education. 3 Units

Prerequisite(s): Admission to Single Subject Teaching Credential Program.

Corequisite(s): EDSS 474A.

Term Typically Offered: Fall only

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

EDSS 383A. Methods in English Education, A. 1.5 Units

Prerequisite(s): Admission to the teacher preparation program

Corequisite(s): EDSS 474A

Term Typically Offered: Fall, Spring

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

EDSS 383B. Methods in English Education, B. 1.5 Units

Prerequisite(s): EDSS 383A

Corequisite(s): EDSS 474B

Term Typically Offered: Fall, Spring

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

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

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

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

Corequisite(s): EDSS 474A

Term Typically Offered: Fall, Spring

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

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

Prerequisite(s): EDSS 384A

Corequisite(s): EDSS 474B

Term Typically Offered: Fall, Spring

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

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

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

Corequisite(s): EDSS 474A

Term Typically Offered: Fall, Spring

This course is designed for candidates who are preparing to teach world languages in secondary school settings in California public schools. Candidates will learn about current theoretical bases for second-language acquisition and how such theories inform classrooms practice. Candidates have introductory opportunities to practice principles of learning from which teachers can draw as they make decisions about instruction. Lecture, discussion and simulation.
Cross Listed: WLL 385A; only one may be counted for credit.

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

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

Corequisite(s): EDSS 474B

Term Typically Offered: Fall, Spring

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

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

EDSS 386A. Methods in Mathematics Education, A. 1.5 Units
Prerequisite(s): Admission to Single Subject Teacher Credential Program
Corequisite(s): EDSS 474A
Term Typically Offered: Fall, Spring

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

EDSS 386B. Methods in Mathematics Education, B. 1.5 Units
Prerequisite(s): EDSS 386A
Corequisite(s): EDSS 474B
Term Typically Offered: Fall, Spring

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

EDSS 387A. Methods in History/Social Science Education, A. 1.5 Units
Prerequisite(s): Admission into the Single Subject Teacher Credential Program
Corequisite(s): EDSS 474A
Term Typically Offered: Fall, Spring

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

EDSS 387B. Methods in History/Social Science Education, B. 1.5 Units
Prerequisite(s): EDSS 387A
Corequisite(s): EDSS 474B
Term Typically Offered: Fall, Spring

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

EDSS 388A. Methods in Science Education, A. 1.5 Units
Prerequisite(s): Admission to Single Subject Teacher Credential Program
Corequisite(s): EDSS 474A
Term Typically Offered: Fall, Spring

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

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

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

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

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

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

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

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

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

Credit/No Credit

EDSS 401. Observation and Participation in Secondary Classrooms. 2 Units

Prerequisite(s): Admission to Teacher Preparation Program
 Teacher candidates will observe and participate as teaching assistants in public school secondary classrooms.
 Credit/No Credit

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

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

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

Provides candidates with field experiences of increasing complexity and responsibility as they engage in cycles of teaching. Public school assignment in a secondary school serving culturally and linguistically diverse community for one university semester with three periods of responsibility: English learner class, single subject content class, and an observation/consultation period. Observations and supervised teaching experiences will be systematic and structured.
 Credit/No Credit

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

Provides candidates with field experiences of increasing complexity and responsibility as they engage in cycles of teaching. Experiences will be systematic and structured. Student teachers will be placed for the public school's semester at a school serving linguistically and culturally diverse students. Candidates become more independent with primary responsibility for cycle of teaching with equivalent of three periods supervised teaching and one consultation period.
 Credit/No Credit

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

The elementary physical education teacher will be placed in a setting where he/she is able to plan, implement, promote and assess a developmentally appropriate physical education program that meets the diverse needs, interests and abilities of elementary school children, K-6.
 Credit/No Credit

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

The secondary physical education student teacher will be placed in a setting where he/she is able to plan, implement, promote and assess a developmentally appropriate physical education program that meets the diverse needs, interests and abilities of secondary school children, 6-12.
 Credit/No Credit

EDSS 474A. Field Experiences in Secondary Schools. 6 Units
Prerequisite(s): Admission into the Single Subject Teaching Credential Program
Term Typically Offered: Fall, Spring

Provides candidates with field experiences of increasing complexity and responsibility as they engage in cycles of teaching. Public school assignment in a secondary school serving culturally and linguistically diverse community for one university semester with three periods of responsibility: English learner class, single subject content class and an observation/consultation period. Observations and supervised teaching experiences will be systematic and structured.
 Credit/No Credit

EDSS 474B. Student Teaching in Secondary Schools. 8 Units
Prerequisite(s): EDSS 474A; all subject matter competence and basic skills requirements met, per CTC program standards
Term Typically Offered: Fall, Spring

Candidates engage in student teaching, taking on tasks of increasing complexity and responsibility as they perform cycles of teaching. Student teaching will be systematic and structured. Student teachers will be placed for the public school's semester at a school serving linguistically and culturally diverse students. Candidates become more independent with primary responsibility for cycle of teaching with equivalent of three periods supervised teaching and one consultation period.
 Credit/No Credit

EDSS 474C. Intern Teaching in Secondary Schools. 8 Units
Prerequisite(s): EDSS 474A and department approval.
Term Typically Offered: Fall, Spring

Single subject intern teaching in a public school setting with diverse learners. Intern teaching is completed concurrently with integrated coursework and focuses primarily on planning, implementing, and assessing instruction for a whole class of students.
 Credit/No Credit

EDSS 500. Classroom Inquiry Project: Culminating Experience. 3 Units
Prerequisite(s): EDMS 242 or EDSS 242 and EDMS 243 or EDSS 243.
Term Typically Offered: Spring only

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

Cross listed: EDMS 500.

Credit/No Credit

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

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

Term Typically Offered: Fall, Spring

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

Credit/No Credit