

TEACHER EDUCATION (EDTE)

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

Term Typically Offered: Fall, Spring

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

EDTE 219A. Intro To Information Services. 3 Units

Term Typically Offered: Fall, Spring

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

Term Typically Offered: Fall, Spring

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

Term Typically Offered: Fall, Spring

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

Term Typically Offered: Fall, Spring

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

Term Typically Offered: Fall, Spring

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

Term Typically Offered: Fall, Spring

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

Term Typically Offered: Fall, Spring

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

Term Typically Offered: Fall, Spring

Credit/No Credit

EDTE 220. Seminar in Mathematics Education. 3 Units

Term Typically Offered: Fall, Spring

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

EDTE 221. Curriculum Development in Mathematics Education. 3 Units

Term Typically Offered: Fall, Spring

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

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

Term Typically Offered: Fall, Spring

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

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

Term Typically Offered: Fall, Spring

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

EDTE 226. Seminar: Strategies for Teachers. 3 Units

Term Typically Offered: Fall, Spring

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

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

Term Typically Offered: Fall, Spring

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

EDTE 228. Introduction to Ethnomathematics. 3 Units

Term Typically Offered: Fall, Spring

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

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

Term Typically Offered: Fall, Spring

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

EDTE 232. Educational Applications of Computers. 3 Units

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

Term Typically Offered: Fall, Spring

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

EDTE 233. Teaching Problem-Solving with Educational Technology.**3 Units****Prerequisite(s):** EDTE 232 or equivalent.**Term Typically Offered:** Fall, Spring

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

EDTE 234. Curriculum and Staff Development with Educational Technology.**3 Units****Prerequisite(s):** EDTE 232 or equivalent.**Term Typically Offered:** Fall, Spring

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

EDTE 235. Enhancing Curriculum with Multimedia and the Web. 3 Units**Prerequisite(s):** EDTE 232 or equivalent.**Term Typically Offered:** Fall, Spring

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

EDTE 237. The Professional Lives of Teachers. 4 Units**Prerequisite(s):** EDTE 226 and EDTE 251.**Term Typically Offered:** Fall, Spring

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

EDTE 238. Professional Development of Teachers in Democratic Schools. 4 Units**Prerequisite(s):** EDTE 237.**Corequisite(s):** EDTE 239.**Term Typically Offered:** Fall, Spring

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

EDTE 239. Schools and Schooling in a World of Policy and Practices. 4 Units**4 Units****Term Typically Offered:** Fall, Spring

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

EDTE 242. Key Issues in National Board Certification. 3 Units**3 Units****Prerequisite(s):** Admission to the Master of Arts In Education (Curriculum and Instruction) and the selection to the National Board Cohort.**Term Typically Offered:** Fall, Spring

Through action research, professional reading and guided discussions, students will explore key elements of the National Board Standards including engaging student learning, assessment, decision making in lesson design, and identifying essential "big ideas" in content areas.

EDTE 250. Educational Research. 3 Units**3 Units****Term Typically Offered:** Fall, Spring, Summer

Studies qualitative and quantitative research methods in the field of education. Includes identification and formulation of research problems, research designs and presentation of reports representative of different research strategies.

EDTE 250I. Educational Research for IMET. 3 Units**3 Units****Prerequisite(s):** Acceptance into Master of Arts (Educational Technology).**Term Typically Offered:** Fall, Spring

Studies qualitative and quantitative research methods in the field of education with special emphasis on educational technology. Includes identification and formulation of research problems, research designs and presentation of reports representative of different research strategies.

EDTE 251. Education for a Democratic, Pluralistic Society. 3 Units**3 Units****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, cultural, historical, philosophical, and social/political influences. Includes an overview of research and an introduction to APA formatting. Must be taken first semester in EDTE uncohorting Masters' program.

EDTE 2511. Education in Democratic, Pluralistic Society for Educational Technology. 3 Units

Prerequisite(s): Acceptance into MA in Education (Educational Technology) program.

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, with a focus on the effects of educational technology advancements and influences. Addresses implications of theories of learning, assessment, individual differences, cultural, historical, philosophical, and social/political influences.

Note: Fee course.

Fee course.

EDTE 258. Intersectionality and Media Literacy. 3 Units

Term Typically Offered: Fall, Spring, Summer

The course will explore relationships between popular Western media and the social constructions of race and gender. The course will examine interpretations of media portrayals, provide a critical analyses of media culture and media content, and consider what can be done to combat oppressive media narratives.

EDTE 262. Experiencing the Arts in Education. 3 Units

Prerequisite(s): Admission into the Masters of Arts in Education (Curriculum and Instruction) or instructor permission.

Term Typically Offered: Fall, Spring

Involves experiencing, appreciating and generating the arts. Develops a creative, collaborative community for learning and teaching through the arts which will be sustained throughout the Master of Arts in Education (Curriculum and Instruction) and beyond.

EDTE 263. Gender Leadership and Integrative Thinking. 3 Units

Term Typically Offered: Fall, Spring, Summer

This course explores methods of integrative thinking, holistic leadership practices, cultural perspectives, and mindful communication techniques for current and future leaders. This course defines leadership styles, explores gender dynamics in leadership and gives students the opportunity to apply integrative thinking models across multiple disciplines.

EDTE 266. Gender Constructs in Education. 3 Units

Term Typically Offered: Fall, Spring

Examination and analysis of methods, practices, and social construct prevalent in educational institutions and society and their ultimate effect on females and males, both as individuals and as a members of society. Students will examine the limiting factors in their own gender-role socialization and the dangers of perpetuating them in their own teaching or managerial practices.

EDTE 267. The Human Brain and Its Function for Effective Teaching and Learning. 3 Units

Prerequisite(s): Graduate status.

Term Typically Offered: Fall, Spring

Brain-based teaching and learning practices are related directly to the functions of the limbic system; the frontal, parietal, temporal and occipital lobes; and the reticular activating system, brainstem and vestibular apparatus. Students will understand why, from a brain perspective, certain learning/teaching practices are successful/unsuccessful.

EDTE 268. Theory and Practice of Gender Issues and Race. 3 Units

Term Typically Offered: Fall, Spring

This course is designed to enhance the understanding of theoretical frameworks on gender/race dynamics in education and society. Educational philosophy and history are examined in order to develop theoretical constructs for examining contemporary challenges. Using a theoretical lens, historical and modern day experiences of people of color will be of particular interest. This course will contribute to the graduate level coursework in the areas of education, gender equity, multiculturalism, and interdisciplinary studies.

EDTE 270. Advanced Teaching Skills through Teacher Induction for Beginning Teachers - Year 1. 3 - 6 Units

Term Typically Offered: Fall, Spring

The Teacher Induction program provides support to credentialed teachers in their first and second year of teaching. Each beginning teacher participates in professional development and formative assessment in seminars and weekly meetings with a trained support provider. Year 1 focuses on the California Standards for the Teaching Profession, creating an effective classroom environment, planning standards-based instruction for all learners, using technology to access information, and providing effective support for English learners and special populations. Instructor Approval Required For Enrollment.
Credit/No Credit

EDTE 271. Advanced Teaching Skills through Teacher Induction for Beginning Teachers - Year 2. 3 - 6 Units

Term Typically Offered: Fall, Spring

Teacher Induction Year Two emphasizes the California student content standards and frameworks. Seminars and individualized assessment and support extend the abilities of second year teachers to collect evidence of their teaching practice, use state and local student assessment data to make informed instructional choices, differentiate instruction to support student achievement of the California student content standards, use research-based strategies to improve the achievement of English learners and students with disabilities, and use technology to maximize instructional effectiveness.
Credit/No Credit

EDTE 272. Mentoring Skills for Teacher Induction (Year 1). 3 - 6 Units

Term Typically Offered: Fall, Spring

Professional development of Mentors (year 1) including research-based practices to provide coaching support for new teachers and to develop teachers' professional practice; professional development related to effective mentoring practice related to the California Standards for the Teaching Profession, provide formative assessment using observations, reflection and self-assessment, as well as assist in the creation of an electronic portfolio documenting the teacher's individual professional growth journey. The program is grounded in the California Standards for the Teaching Profession (CSTPs).

Credit/No Credit

EDTE 273. Mentoring Skills for Teacher Induction (Year 2). 1 - 6 Units
Term Typically Offered: Fall, Spring

Continuation of EDTE 272 which includes research-based practices to provide coaching support for new teachers and to develop teachers' professional practice. Students will engage in professional development in effective mentoring practice related to the CA Standards for the Teaching Profession, provide formative assessment using observations, reflection and self-assessment, as well as assist in the creation of an electronic portfolio documenting the teacher's individual professional growth journey.

Note: For Teacher Mentors in Year 2

Credit/No Credit

EDTE 280A. Fundamentals of Online Pedagogy & Instructional Design. 3 Units

Prerequisite(s): Acceptance into MA in Education (Educational Technology) program.

Term Typically Offered: Fall, Spring

Introduces students to a variety of online instructional strategies, skills, and instructional design and their theories and practices. Will include an introduction to distributed education, including synchronous and asynchronous modes of instruction, and their applications to instruction.

Note: Fee course.

Fee course.

EDTE 280B. Instructional Design. 3 Units

Prerequisite(s): Acceptance into MA in Education (Educational Technology) program.

This course provides students with experiences to develop the knowledge, skills, and dispositions essential in the design of instruction that involves uses of technology for learning. Students will explore and apply instructional design processes and theories for analysis, planning, and evaluation of learning activities. Students will work together to develop learning activities that utilize multimedia technologies. Learning activities that students work to develop may include webinars, parts of a course or workshop, online learning, or others with the instructor's approval.

Note: Fee course.

Fee course.

EDTE 281. Tools and the Curriculum. 3 Units

Prerequisite(s): Acceptance into MA in Education (Educational Technology) program.

Term Typically Offered: Fall, Spring

Seamlessly blends basic technological applications with established areas of the curriculum. Students will , create and use an array of educational technology applications, including multimedia and interactive tools, as integrated facets of well-established teaching and design strategies. Learning and applying strategies to new and unique problem-solving including online learning and instructional situations is expected. In the process, students evaluate and synthesize theories of learning best suited to designing and developing instruction.

Note: Fee course.

Fee course.

EDTE 282. Strategies for Application and Presentation. 3 Units

Prerequisite(s): Acceptance into Master of Arts (Educational Technology).

Term Typically Offered: Fall, Spring

Develops techniques for presenting and teaching thinking skills and problem solving in schools. Students research social and cultural problems as well as local and curricular problems and apply teaching strategies that develop higher-order thinking processes. Inquiry and problem-based strategies are used and integrated with technological applications. Students design web-based units that focus on logic as well as creative thinking that lead toward a solution to curricular or social and cultural problems.

EDTE 283. Staff Development and Presentation Applications. 3 Units

Prerequisite(s): Acceptance into MA in Education (Educational Technology) program.

Term Typically Offered: Fall, Spring

Focuses on the need for staff development and on effective instructional practices. Explores the necessary elements that facilitate integrated technology to staff members. Students practice a variety of delivery methods for staff development that include multimedia, online resources, and hands-on integrated curricular activities that teachers or instructional leaders or designers can use within the organizational culture.

Note: Fee course.

Fee course.

EDTE 284. Problem Solving and Project Development. 3 Units

Prerequisite(s): Acceptance into Master of Arts (Educational Technology).

Term Typically Offered: Fall, Spring

Students will focus on integrating curriculum, equity, and/or staff development strands into an overall educational technology implementation strategy. Complex problem-solving techniques, research, distributed learning, methodology, and evaluation will be emphasized.

EDTE 285. Technology and Modern Practices. 3 Units

Prerequisite(s): Acceptance into Master of Arts (Educational Technology).

Term Typically Offered: Fall, Spring

Students will learn to understand, construct, and manage communications-based technologies in educational settings. Focuses on modern communications technology, terminology, educational practices, and instructional technology strategies. Emphasis will be placed on mentoring, management, and leadership.

EDTE 286. Special Topics in Educational Technology. 3 Units

Prerequisite(s): Acceptance into MA in Education (Educational Technology) program.

Term Typically Offered: Fall, Spring

Development and innovations in modern technology, especially as related to instructional design, teaching and learning. Composition will vary from semester to semester and over time. However, it will consistently utilize cutting-edge technology to support teaching, learning, and instructional design.

Note: Fee course.

Fee course.

- EDTE 290. Seminar: Preparation of Master's Thesis/Project. 3 Units**
Prerequisite(s): Approval of Master's Thesis Proposal or instructor permission
Term Typically Offered: Fall, Spring
- Seminar course will focus on topics/elements/expectations to be included in the culminating experience: abstract writing, development of organizational schemes for the review of literature; format requirements; thesis/project planning; range and breadth of evidence for a comprehensive review; integrating the review with thesis/project; writing style and quality; revisions and critical feedback. Successful completion of the course requires the completion of Chapters 1 and 2 of the thesis/project and the beginning of Chapter 3. Graded: Credit/ No Credit
 Credit/No Credit
- EDTE 296O. Introduction to Response To Intervention/Instruction (RT12). 2 Units**
Prerequisite(s): Must hold a minimum of a Bachelors Degree.
Term Typically Offered: Fall, Spring
- This is the first course of three with the purpose of providing participants with an introduction to Response to Intervention/Instruction (RT12). Participants will gain knowledge of the state laws behind RT12, current implementation models, critical components and best practices in implementing a RT12 system. This course will lay a solid foundation of knowledge for the proceeding two courses of the RT12 certificate program.
- EDTE 296P. Response To Intervention/Instruction (RT12): Assessment and Intervention. 4 Units**
Prerequisite(s): Student must hold a minimum of a Bachelors Degree.
Term Typically Offered: Fall, Spring
- Response to Instruction/Intervention (RT12) is a proactive approach to student learning that uses data to determine student need, monitor student progress, and make decisions about instructional changes to maximize student achievement and to address behavioral concerns. This course will examine the various methods of data collection, data analysis and research-based interventions found in an RT12 framework. Participants will be involved in real world Case Studies to apply RT12 practices at individual, school, and district levels.
- EDTE 296Q. Response to Intervention: Practical Application. 3 Units**
Prerequisite(s): Student must hold a minimum of a Bachelors degree and have completed EDTE 296O and EDTE 296P with a minimum C- grade or better to enroll in this course.
Term Typically Offered: Fall, Spring
- This course is the culmination of courses EDTE 296O and EDTE 296P. It is a practicum course that will help students transfer new learning's from the previous two courses into a RTI plan of action for the classroom, site, or district. This course will help students further explore and research systems and practices in place at their site or district to help develop a RTI plan.
- EDTE 298. Capstone. 3 Units**
Prerequisite(s): Acceptance into MA in Education (Educational Technology) program and Advancement to Candidacy.
 In the final course in the Educational Technology Master's program, students review, reflect, and discuss personal and professional evolution of program experiences, and create and present a final showcase. Students will select assignments from their courses to create a media-rich final ePortfolio that will be evaluated by both peers and faculty. Additionally students will discuss and present selected elements, of their Master's project developments with their cohorted peers, and identify methods to apply in disseminating results related to their Culminating Experience.
Note: Fee course.
 Fee course.
- EDTE 299. Special Problems. 1 - 3 Units**
Term Typically Offered: Fall, Spring
- Individual projects at graduate level especially for students capable of independent study. Admission by written approval of the instructor with whom the student will be working and the Department Chair.
 Credit/No Credit
- EDTE 329D. Helping Writing Happen. 1 - 3 Units**
Term Typically Offered: Fall, Spring
- EDTE 370A. AP Institute: African American Studies. 2 Units**
Term Typically Offered: Summer only
- Covers the tools and techniques K12 educators can employ to help students acquire the skills needed to excel in AP African American Studies. Review of course materials, outlines, content-related handouts, student samples, digital activation process for registering AP portfolios for submission, and scoring guidelines. Focus on pedagogical techniques and content-specific strategies to implement in the classroom.
 Credit/No Credit
- EDTE 385. Foreign Languages in the Secondary School. 3 Units**
Term Typically Offered: Fall, Spring
- Problems of teaching foreign language; evaluation of methods in the light of objectives; discussion of techniques and source materials. Should be taken prior to or with student teaching. Discussion, participation in such classroom activities as panel discussions, presentations and demonstrations.
 Cross listed: FORL 385
- EDTE 396I. AP Institute: Art and Design. 2 Units**
Term Typically Offered: Summer only
- Covers the tools and techniques K12 educators can employ to help students acquire the skills needed to excel in AP Art and Design. Review of course materials, outlines, content-related handouts, student samples, digital activation process for registering AP portfolios for submission, and scoring guidelines. Focus on pedagogical techniques and content-specific strategies to implement in the classroom.
 Credit/No Credit
- EDTE 505. Culminating Experience: Curriculum and Instruction. 3 Units**
Prerequisite(s): Advanced to candidacy and permission of his/her faculty advisor and the department chair one full semester prior to registration. EDTE 250 and EDTE 290.
Term Typically Offered: Fall, Spring
- Completion of a thesis or project approved for the Master's degree.

EDTE 506. Culminating Experience: MA in Education, Equity and Social Justice (Gender Equity Studies). 2 Units

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

Term Typically Offered: Fall, Spring

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

Note: EDTE 506 requires satisfactory completion of a thesis or project.

EDTE 507. Culminating Experience: Educational Technology. 3 Units

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

Term Typically Offered: Fall, Spring

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