

# EDUCATION: CURRICULUM STUDIES & SECONDARY EDUCATION (CSSE)

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## Programs Offered

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Single Subject (Secondary Schools) Teaching Credential  
Master of Arts in Education with a concentration in  
Curriculum, Teaching, and Learning

The Department of Curriculum Studies and Secondary Education is dedicated to the advancement of excellence in education. CSSE offers an exemplary Single Subject teacher education preparation program based on sound educational practice, extensive research knowledge, and sensitivity to the needs of diverse populations. Our faculty is comprised of internationally recognized scholars from a wide variety of subject area disciplines who study and produce current research in teacher education and curriculum studies, and who are familiar with the best practices of teachers. CSSE provides many opportunities for students to be part of a high quality teaching and learning community.

While most of the programs in CSSE are designed for positions in public schools, students can also receive preparation in our Master of Arts in Curriculum Teaching and Learning, applicable to a wide variety of non-teaching positions in education, government, and the corporate sector. The Master of Arts in Curriculum Teaching and Learning allows students to design their own program of study (area of emphasis), or select an area of emphasis in Educational Technology, specifically designed for students interested in technology applications in the public or private sector.

Note: Program requirements change periodically, and current information may not be available in this catalog. For more detailed information on credentials and other education programs, please see the University's special bulletins and the School of Education's

current program brochures and policy statements, or visit the education website, [www.sonoma.edu/education](http://www.sonoma.edu/education).

## Special Resources

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### Credentials Office

The Credentials Office serves as the admissions and records center for all programs offered in the School of Education and is responsible for the recommendation of teaching and service credentials. Credentials analysts and staff are available for providing application and credential information to prospective students, continuing students, out-of-state teachers/administrators, University constituents, and the University service area in general.

### Career Outlook

California faces the daunting task of replacing 300,000 teachers over the next ten years. Newly credentialed teachers are generally finding jobs rather rapidly today, with equally good prospects for the future. Currently there exist shortages of credentialed teachers in mathematics, science, special education, Spanish, and bilingual education. Due to recent 9th grade class size reductions, English teachers are beginning to be in short supply. In addition, graduates of the School of Education find positions in community agencies and in the private sector.

## Single Subject (Secondary Schools) Teaching Credential

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The Single Subject Credential authorizes the holder to teach a particular subject in a school organized by academic disciplines, kindergarten through grade 12. Since most elementary schools are not departmentalized, this credential, in general, is appropriate for the middle school and high school teacher candidate (art, music, and physical education candidates may actually teach K-12). The program aims toward two primary goals: (1) to develop the skills and knowledge needed to be an effective beginning teacher, and (2) to begin to establish the professional understandings and attitudes useful for supporting growth and development throughout a teaching career.

Coursework combined with the field experience in the program will make candidates:

- Competent in basic classroom skills;
- Knowledgeable and enthusiastic about students, learning, and teaching;
- Sensitive to cultural, linguistic, and learning diversity, and informed about multiple cultures; and
- Prepared to continue their development as professional educators.

After completion of the Single Subject Credential Program, candidates will be recommended for the California Single Subject Teaching Credential in a subject area. This credential certifies the holder to teach classes in a subject in California public schools. Depending upon undergraduate or graduate standing and on the elective courses taken, the credential will be either the Preliminary or the Professional Clear Credential. In either case, the credential will need to be renewed at the end of five years. Successful completion of the program prepares candidates to teach in California's culturally and linguistically diverse classrooms.

Students pursuing the Single Subject Credential may select from among the following approved subject matter preparation programs.

**Art**

Art Building 128  
(707) 664-2151

**English**

Drama / English / Journalism / Speech  
Nichols Hall 362  
(707) 664-2140

**Modern Languages**

French / German (Test only)  
Spanish  
Stevenson Hall 3016  
(707) 664-2351

**Science**

Chemistry, Physics, Biology  
Darwin Hall 121  
(707) 664-2189

**Mathematics**

Stevenson Hall 3019  
(707) 664-2917

**Music**

Ives Hall 206  
(707) 664-2324

**Physical Education**

PE Building 14  
(707) 664-2357

**Adapted Physical Education**

PE Building 14  
(707) 664-2357

**Social Science**

Stevenson Hall 2070  
(707) 664-2112

Students may alternately satisfy subject matter requirements by passing the appropriate state approved examinations (CSET).

The Single Subject Credential Program is a two-semester program that begins either in the fall or spring semester. Students are admitted to the program according to the subject they plan to teach (see following section):

**Fall Admission**

English  
Social Studies  
Foreign Language  
Music  
Physical Education  
Art  
Mathematics  
Science

**\* Spring Admission**

English  
Social Studies  
  
\* All other subject areas may apply in Spring but students must agree to a three-semester program pathway.

**The Single Subject Credential Program**

The Single Subject Credential Program is a two-semester program. Students admitted for the fall semester, who successfully complete all coursework and their final student teaching, will be eligible for the credential in June. Students admitted for the spring semester, who successfully complete all coursework and their final student teaching, will be eligible for the credential in January. Students who wish to take longer than two semesters to complete the credential program may extend their program to three or four semesters. More information regarding the extended program may be obtained from the Single Subject Program Advisor at (707) 664-4203.

Single Subject program courses required for each phase are listed below. All prerequisites and all Phase I courses must be satisfactorily completed prior to beginning Phase II. Students must successfully complete an interview and present a Program Portfolio prior to advancement to student teaching (Phase II).

**Program Co-requisite Course**

EDSP 433 Teaching Adolescents with Special Needs 3

**Program Prerequisite Courses**

EDUC 417 School and Society 3  
EDSS 418 Learning and Development in Adolescents 3

**Total co-requisite and prerequisite courses 9**

**Program Requirements**

**Phase I**

EDSS 442 Middle/Secondary Teaching in Multicultural Settings 4  
EDSS 443A Observation and Participation in Multicultural Settings 2  
EDSS 443B Seminar: Multicultural Perspectives 2  
EDSS 444 Teaching in the Content Areas 3  
EDSS 446 Language and Literacy Across the Curriculum: Middle and Secondary Schools 4

**Total units Phase I 15**

**Phase II**

EDSS 458 Student Teaching in Multicultural Settings 12  
EDSS 459 Seminar: Student Teaching in Multicultural Settings 3

**Total units Phase II 15**

**Total units for program (including co-requisites and prerequisites) 39**

## Requirements for Admission to the Single Subject Program

All credential candidates must complete the following before admission to the professional preparation programs:

1. Admission to the University.
2. Grade point average of 2.75 in upper division and/or graduate coursework or a 2.67 overall grade point average.
3. Submission of scores for California Basic Educational Skills Test (CBEST).
4. Two letters of recommendation.
5. Demonstration of aptitude, personality, and character traits that satisfy the standards of the teaching profession and the elements that are listed in the School of Education Conceptual Framework. Assessment of these qualities will be made by the School of Education through evaluation of interviews, letters of recommendation, and candidates' professional goals statements and other written responses.

Note: Some students may be admitted to basic teaching credential programs who have not met one or more of the above requirements when such students have compensating strengths in other required areas.

## Procedures for Admission to the Single Subject Teaching Credential Program

The Credentials Office provides information regarding admissions requirements and dates for application to all programs in the School of Education. Obtain an application packet and additional information from the School of Education office, Stevenson 1078, or from the website, at [www.sonoma.edu/education](http://www.sonoma.edu/education).

Submit to the Credentials Office, Stevenson 1078, a complete application packet containing the following:

- Two official transcripts from each college/university attended. (Check with the Sonoma State University Office of Admissions and Records regarding additional official transcripts required for admission to the University.)
- Two letters of recommendation.
- Official CBEST results or evidence of having taken the exam.
- Professional goals statement.
- Responses to writing prompts in the application.
- CSET Examination (verification of enrollment for test or passing test scores) or Subject Matter Waiver (verification of enrollment in waiver program or completed waiver).
- Certificate of Clearance.
- TB Test Clearance (must be completed prior to entering school classrooms).
- Documentation of Application or Admission to the University.

## Continuation in Basic Teaching Credential Preparation Programs

1. All single subject credential candidates are required to meet each semester with an education advisor.
2. Students must successfully complete all requirements for the first semester program phase, including coursework, field experiences, interview, and the program portfolio BEFORE entering the student teaching phase (second semester) of the program.
3. Students are expected to make continuous progress toward the credential while maintaining a grade point average of 3.00 in professional education courses after entry into the credential program. Incomplete grades (I) and grades of D or F in professional education courses must be removed and retaken to meet California statutory requirements prior to continuing enrollment in courses.
4. Candidates who must delay progress in the professional education program may file a written request with the program coordinator for an extended program or for a leave of absence. A student returning from a program delay will be subject to the screening requirements in effect at the time of reentry and will be accommodated as space allows. Any student on academic probation is subject to automatic disqualification as a credential candidate.

## Single Subject Program Portfolio

Throughout the Phase I coursework and fieldwork all credential candidates will be expected to build a program portfolio. This is an organized collection of the credential candidate's work, augmented by the candidate's synthesis and reflection. Portfolio entries include artifacts from academic courses, field experiences, and other activities related to teaching. It also includes writing about these entries, about other aspects of teaching and one's development as a teacher. Its purposes are: (1) to stimulate the candidate to distill, review, and reflect on what is learned in the coursework, as a preparation for student teaching; (2) to provide a basis for developing a professional portfolio, which will be carried forward to the student teaching seminar, and ultimately used to gain employment as a credentialed teacher; and (3) to allow the Single Subject Program faculty to assess the candidate's performance in Phase I, and to determine readiness for advancement to student teaching. This must be completed prior to Phase II.

## Integrated Degree and Credential Program

The Integrated Degree and Credential Program is an opportunity to earn a four-year baccalaureate degree and a teaching credential simultaneously. Students in this program must receive advising about course sequence prior to, or very early in, their freshman year; enroll in an average of 15-18 units per semester; and be willing to take courses in at least one summer session. Most majors will

earn a four-year degree and a teaching credential in four years plus one additional semester. This program is currently available for first semester freshman students who are majors in English and Mathematics or Kinesiology and Music, pending approval, who are seeking a Single Subject Teaching Credential.

### Basic Authorization to Teach in California Public Schools

The basic authorization to teach in California public schools requires all of the following before receiving a Single Subject teaching credential:

1. Possession of a bachelor's degree.
2. Verification of appropriate subject matter competency, either completion of an approved subject matter preparation program or passage of appropriate state-approved examination(s).
3. Passing scores on the California Basic Education Skills Test for Teachers (CBEST).
4. Completion of a college-level course or college-level examination that covers the U.S. Constitution. (POLS 200 or 202 at SSU will meet this requirement.)
5. Completion of a state-approved program of professional teacher education.
6. Filing of the application for a Certificate of Clearance, which includes fingerprinting.

Completion of the requirements listed above will allow an individual to obtain a preliminary Single Subject teaching credential. Note: Students should consult with the Credentials Office during their first semester on campus if they plan to pursue a teaching credential. Contact the Credentials Office for any changes in credential requirements.

### Single Subject Intern Program

The intern program is a collaboration between the Curriculum Studies and Secondary Education department at Sonoma State University, the Beginning Teacher Support and Assessment Program at the Sonoma County Office of Education, and participating school districts.

The intern program allows public and nonpublic school teachers who do not hold preliminary single subject credentials to complete a credential program with supervision and mentoring while employed as teachers. Further information can be obtained from the School of Education Credentials Office or from the Intern Coordinator, Dr. Karen Grady, (664-3328).

To be eligible to participate in the single subject intern program, each candidate must have:

- Earned a baccalaureate degree from an accredited college or university.
- Passed the California Basic Education Skills Test (CBEST).
- Passed a Subject Matter Knowledge Exam (CSET) or have completed a Subject Matter Waiver Program.

- Completed character and identification clearance (fingerprints).
- Demonstrated knowledge of the U.S. Constitution by providing evidence of having studied the U.S. Constitution or by passing the U.S. Constitution test.
- Completed an application for the intern credential.
- Verification of employment.

Eligibility for participation in the intern program also requires being accepted into the Sonoma State University Single Subject Program. Applicants are required to submit:

- University application and fee.
- School of Education program application (separate from the University application).
- Verification of passing CBEST.
- One official transcript from all accredited colleges and universities attended.
- Two letters of recommendation.
- Verification of subject matter competence.
- Grade point average of 2.75 in upper division and/or graduate course work or a 2.67 overall grade point average.

### Program plan for interns who have already completed the prerequisites (EDUC 417, EDSS 418)

EDSP 433 is a co-requisite and may be taken at any time:

#### Semester 1

EDSS 444 Teaching in the Content Area	3 units
EDSS 443i Internship Seminar*	3 units
EDSS 458i Internship in Multicultural Settings°	3 units

#### Semester 2

EDSS 446 Language and Literacy Across the Curriculum: Middle and Secondary Schools	4 units
EDSS 458i Internship in Multicultural Settings°	3 units
EDSS 459i Seminar: Internship in Multicultural Settings**	2 units

#### Semester 3

EDSS 442 Middle /Secondary Teaching in Multicultural Settings	4 units
EDSS 458i Internship in Multicultural Settings°	6 units
EDSS 459i Seminar: Internship in Multicultural Settings**	2 units

**Program 30 units**

### Requirements for awarding of teaching credential:

Successful completion of the Single Subject Intern Program

Successful presentation of Program Portfolio to demonstrate depth of understanding of the California Teaching Performance Expectations

*\*EDSS 443i Internship Seminar replaces EDSS 443A and 443B Observation/Participation fieldwork and seminar in the preservice program. This internship seminar addresses the same issues (i.e. classroom management, TPEs, etc.) as EDSS 443A and 443B, but it is geared toward the needs of new teachers already assuming full classroom responsibilities.*

*°EDSS 458i Internship replaces EDSS 458 Student Teaching in the preservice program. Interns register for this course each semester so they can be supervised each semester that they are in the Internship Program.*

*\*\* EDSS 459i Seminar replaces EDSS 459 Student Teaching Seminar in the preservice program. This seminar addresses most of the same issues as EDSS 459, but it is geared toward the needs of practicing teachers rather than candidates involved in student teaching experiences.*

## Program plan for interns who enter the program without having completed any of the prerequisites

### Semester 1

EDSS 444 Teaching in the Content Area	3 units
EDSS 443i Internship Seminar*	3 units
EDSS 458i Internship in Multicultural Settings°	3 units

### Semester 2

EDSS 446 Language and Literacy Across the Curriculum: Middle and Secondary Schools	4 units
EDSS 458i Internship in Multicultural Settings°	3 units
EDSS 459i Seminar: Internship in Multicultural Settings**	2 units

### Semester 3 (Summer)

EDUC 417 School and Society +	3 units
EDSS 418 Learning and Development in Adolescents +	3 units
EDSP 433 Special Education for Secondary Teachers	3 units

### Semester 4

EDSS 442 Middle/Secondary Teaching in Multicultural Settings	4 units
EDSS 458i Internship in Multicultural Settings°	6 units
EDSS 459i Seminar: Internship in Multicultural Settings**	2 units
Prerequisites	9 units

**Program 30 units**

### Requirements for awarding of teaching credential:

Successful completion of the Single Subject Intern Program

Successful presentation of Program Portfolio to demonstrate depth of understanding of the California Teaching Performance Expectations

*\*EDSS 443i Internship Seminar replaces EDSS 443a and 443b Observation/Participation fieldwork and seminar in the preservice program. This internship seminar addresses the same issues (i.e. classroom management, TPEs, etc.) as EDSS 443a and 443b, but it is geared toward the needs of new teachers already assuming full classroom responsibilities.*

*°EDSS 458i Internship replaces EDSS 458 Student Teaching in the preservice program. Interns register for this course each semester so they can be supervised each semester that they are in the Internship Program.*

*\*\*459i Seminar replaces EDSS 459 Student Teaching Seminar in the preservice program. This seminar addresses most of the same issues as EDSS 459, but it is geared toward the needs of practicing teachers rather than candidates involved in student teaching experiences.*

+ Prerequisites are completed during summer session.

## Single Subject Credential Program Prerequisites

### EDUC 417 SCHOOL AND SOCIETY (3)

A critical examination of current issues in today's schools and future directions in education through the perspectives of history, philosophy, sociology, anthropology, and the politics of education. Content includes: trends, movements, and issues of the development of our present-day school systems and current educational practice; development of an individual philosophy of education through examination and evaluation of educational philosophies from early Greek through modern/

post-modern thought; analysis of American society and its effect on the functioning of schools; the role of explicit and implicit cultural assumptions in educational contexts; and the influence of federal, state, and local governing agencies, the knowledge industry, and special-interest groups on education. Grade only. Satisfies GE, category D1 (Individual and Society).

### EDSS 418 LEARNING AND DEVELOPMENT IN ADOLESCENTS (3)

Examination of theories of learning and teaching, social, physical, emotional and cognitive development, with emphasis on adolescents. Includes the psychological foundations and research-based knowledge about effective secondary/middle school teaching in the areas of planning, implementing, and evaluating instruction; motivation, self-esteem, classroom climate, and psychological perspectives on issues of diversity. Grade only.

## Single Subject Program Co-requisite

### EDSP 433 TEACHING ADOLESCENTS WITH SPECIAL NEEDS (3)

This is an introductory course, which presents a survey of theory, program concepts, and teaching practices related to students with special needs. Emphasis is placed on understanding and addressing the educational and social needs to secondary aged students with disabilities as well as gifted and talented students. Legislation, policies, and practices pertaining to the education of students with special needs in a secondary setting are presented. Knowledge, skills, and strategies including disability and gifted and talented identification, major roles and responsibilities in the Individual Education Program (IEP) process and collaboration between general and special educators aimed at successful inclusive educational practices are also addressed. 30 hours of field experience are included. Elements of this course will include the use of the Internet and the World Wide Web.

## Single Subject Program Courses (EDSS)

### EDSS 442 MIDDLE/SECONDARY TEACHING IN MULTICULTURAL SETTINGS (4) FALL, SPRING

Exploration of theory and research on teaching, learning, and the curriculum and their relationship to teaching practice in middle, junior high, and senior high schools. Emphasis on teaching/learning situation applicable to all content areas and to issues of culture and diversity. All aspects of instructional planning, implementation, and evaluation are addressed, including classroom atmosphere, interpersonal skills, classroom leadership, management and discipline, interdisciplinary planning, and teaming and collaborative learning. Students develop a repertoire of teaching strategies that address the needs of diverse learners. Students develop materials that contribute to a program portfolio to be evaluated before continuation to student teaching. Grade only. Prerequisites: admission to the Single Subject Credential Program, EDUC 417 and EDSS 418.

### EDSS 443A OBSERVATION/PARTICIPATION IN MULTICULTURAL SETTINGS (2) FALL, SPRING

Focused and systematic observation and structured participation in a middle, junior high, or senior high school classroom setting leading to a supervised student teaching experience. Cr/NC only. Prerequisites: admission to the Single Subject Credential Program, EDUC 417, EDSS 418, and EDSP 433. Must be taken concurrently with EDSS 443B.

### EDSS 443B SEMINAR: MULTICULTURAL PERSPECTIVES (2) FALL, SPRING

Issues related to teaching in multicultural settings. Seminar focuses on aspects of classrooms observed in EDSS 443A, including competencies, classroom management, lesson and unit design. Students develop materials that contribute to a program portfolio to be evaluated before continuation to student teaching. Cr/NC only. Prerequisites: admission to the Single Subject Credential Program, EDUC 417, EDSS 418, and EDSP 433. Must be taken concurrently with EDSS 443A.

### **EDSS 444 TEACHING IN THE CONTENT AREAS (3) FALL, SPRING**

Principles, methods, and materials for teaching particular academic content in middle, junior high, and senior high schools. Emphasis is on applications of constructivist theory to teaching and learning, and on organization and representation of content in forms accessible to learners. Topics include: goals and objectives; lesson and unit planning; teaching and questioning strategies; conventional and alternative modes of assessment; instructional materials; designing instruction for diverse learners; classroom management; and awareness of national, state, and local content standards. Students prepare for and process their concurrent field experiences in secondary classrooms. Students develop materials that contribute to a program portfolio to be evaluated before continuation to student teaching. Grade only. Prerequisites: admission to the Single Subject CLAD Credential Program, EDUC 417, EDSS 418, and EDSP 433.

### **EDSS 446 LANGUAGE AND LITERACY ACROSS THE CURRICULUM: MIDDLE AND SECONDARY SCHOOLS (4) FALL, SPRING**

Principles, methods, and materials for guiding students' literary development in subject areas at the secondary level. Includes literacy and language theory and current issues in reading/language pedagogy for first and second language learners. Emphasis is on the interrelationships between language systems and constructivist literacy theory and the cognitive, affective, and social aspects of literacy development in subject areas. Issues of cultural and language diversity related to competencies, bilingualism, classroom management, lesson and unit design using competencies, and dialect variation are integral to the course. Students develop materials that contribute to a program portfolio to be evaluated before continuation to student teaching. Grade only. Prerequisites: admission to the Single Subject or Education Specialist Credential Program, EDUC 417, EDSS 418, and EDSP 433, or permission of instructor.

### **EDSS 458 STUDENT TEACHING IN MULTICULTURAL SETTINGS (12) FALL, SPRING**

A supervised teaching experience in a multicultural middle, junior high, or senior high school setting under the guidance of a resident teacher and a University supervisor. Assignment consists of three teaching periods and two preparation periods daily. Two periods entail full student teaching responsibility as outlined in the Single Subject Handbook. The third period consists of assisting the resident teacher and/or limited teaching responsibilities in a supplemental authorization subject area. Student teachers may team teach in some or all of the classes. Cr/NC only. Prerequisites: successful completion of all Phase I courses and successful presentation of a program portfolio. Must be taken concurrently with EDSS 459.

### **EDSS 459 SEMINAR: STUDENT TEACHING IN MULTICULTURAL SETTINGS (3) FALL, SPRING**

Support seminar focusing on issues of classroom management, concerns related to the student teachers' classroom experiences, and professional growth and career development. Emphasis is on integrating content of Phase I courses, including competencies, into the student teaching experience. Students use materials from the program portfolio and the student teaching experience to develop a professional portfolio. Grade only. Prerequisites: successful completion of all Phase I courses and successful presentation of a program portfolio. Must be taken concurrently with EDSS 458.

### **EDSS 459I INTERN SEMINAR: STUDENT TEACHING IN MULTICULTURAL SETTINGS (2)**

Support seminar focusing on issues of classroom management, concerns related to the student teachers' classroom experiences, and professional growth and

career development. Emphasis is on integrating content of Phase I courses, including CLAD competencies, into the student teaching experience. Students use materials from the program portfolio and the student teaching experience to develop a professional portfolio. Grade only. Prerequisites: successful completion of all Phase I courses and successful presentation of a program portfolio. Must be taken concurrently with EDUC 458. Interns only. Permission to enroll from director of intern program required prior to registering. Cr/NC only.

## **Master of Arts in Education with Concentration in Curriculum, Teaching, and Learning**

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The Master of Arts in Education degree program in Curriculum, Teaching, and Learning offers courses of graduate study to prepare candidates for specialized teaching and for curriculum and instructional leadership responsibilities in schools. The program, a minimum of 30 units, provides for areas of concentration in curriculum, teaching, and learning. Students must maintain a 3.00 grade point average in all coursework in the approved master's degree program.

The Curriculum, Teaching, and Learning concentration provides flexibility in program development for a wide range of professional educators, government officials and private sector employees. Candidates need not possess a teaching credential; they may prepare for curriculum, educational technology, and leadership positions in a variety of settings. The required Curriculum, Teaching, and Learning area concentration courses are:

EDCT 585 Curriculum Development: Theory, Practice, and Evaluation (3)

EDCT 586 Teaching and Learning: Research and Application in the Classroom (3)

**Total area concentration units** 6

The remaining units (12-16) are taken in an approved Area of Emphasis (AREM). The AREM is designed by the student and a faculty member. Students may select courses from other Education M.A. concentrations or courses in other University schools and departments. An AREM in Educational Technology is available for those interested in applying aspects of technology in educational or private sector settings. A field component may comprise part of the area of emphasis. A written rationale must accompany the AREM proposal. The total number of units in the Curriculum, Teaching, and Learning Master of Arts Program is 32-36 units.

### **Curriculum Teaching and Learning Recommended Course Advising Pathway**

By following the advising pathway below, students are assured that they will complete the required CT&L coursework and take the courses in the sequence required by the program. This pathway assumes that students will take TWO classes per semester. For changes to this pathway, students must see the CT&L advisor. Students may not take an AREM course without an approved AREM!

IF YOU BEGIN FALL SEMESTER: IF YOU BEGIN SPRING SEMESTER:

<i>Fall</i>	<i>Spring</i>
EDUC 570	EDUC 570
EDCT 585	AREM
<i>Spring</i>	<i>Fall</i>
EDCT 586	EDCT 585
AREM	AREM
<i>Fall</i>	<i>Spring</i>
EDUC 571 or AREM	EDCT 586
AREM	EDUC 571 or AREM
<i>Spring</i>	<i>Fall</i>
AREM	EDUC 571 or AREM
AREM or EDUC 571	AREM

*Fall\*\**  
(see the M.A. Graduate Student Handbook for a discussion of the thesis, cognate, and individualized examination pathway options for completing your program)

<i>Spring</i>	<i>Fall</i>
EDUC 599	EDUC 599

*\*\*Candidates MUST have the thesis/project committee identified and advancement to candidacy approved (i.e. portfolio approved by your thesis/project committee) before enrolling in EDUC 598, EDUC 572, or EDUC 573.*

### **Requirements for the Master of Arts in Education degree program:**

Graduate students must complete all requirements as established by the School of Education, the SSU Graduate Studies Council, and the University, to include:

1. Completion of an approved program consisting of a minimum of 30 units of upper-division and 500-level courses, as follows:
  - a. At least one-half of the units in 500-level courses.
  - b. Not more than 9 semester units of transfer and/or extension credit.
  - c. Filing of an Advancement to Candidacy form that verifies approval of the program portfolio, verifies writing proficiency, and describes the culminating project.
2. Completion and final approval of EDUC 598 (M.A. Thesis or Project Seminar) and completion and final approval of a 1) thesis, curriculum project, or creative project; 2) Cognate Project; or 3) Individualized Examination.

All requirements listed above must be completed within seven years (14 semesters) of the initiation of graduate study (i.e., first semester of coursework).

### **Curriculum, Teaching, and Learning Courses (EDCT)**

#### **544 CURRICULUM, TEACHING, AND LEARNING IN THE CONTENT AREAS**

Examination of curriculum, teaching, and learning in the context of a particular content area as taught in K-12 schools. This course extends and applies the more general theories, practices, and research in curriculum, teaching, and learning

established in EDCT 585 and 586. Intended for students in the appropriate Subject Area Cohort Track in the Curriculum, Teaching, and Learning M.A. program. Prerequisites: EDCT 585, EDCT 586.

#### **552 EDUCATIONAL TECHNOLOGY PRAXIS**

The Educational Technology Praxis is the prerequisite course for the Educational Technology area of emphasis within the Master of Arts in Curriculum, Teaching, and Learning. It is a practical course that requires participants to integrate existing skills and knowledge of information technology and educational technology into instructional practice.

#### **556 TECHNOLOGY, PEDAGOGY, AND SOCIETY**

This course relates pedagogical theories to technology integration strategies at various levels of education. It also considers wider societal and cultural impact issues (e.g. child development and the Web, gender/class/race issues, lifestyle and health implications, teacher control, and facilitation issues).

#### **557 PROJECT MANAGEMENT FOR EDUCATIONAL TECHNOLOGY**

This course considers how a small-scale Educational Technology action research project can be conducted in an education environment. Educational Technology action research case studies will be reviewed to offer practical tools and applied research strategies to students prior to conducting their own Educational Technology thesis project.

#### **559 EDUCATIONAL MULTIMEDIA AND INTERNET RESOURCE DEVELOPMENT**

This course provides a practical forum for teachers, corporate trainers, and other educators to investigate how the Internet and multimedia applications can be used to support education. Progression through the course will advance from usability and design issues, to development and publication of personally developed educational products.

#### **560 INSTRUCTIONAL DESIGN AND TECHNOLOGY**

Instructional Design and Technology is a practical course that offers participants training in advanced instructional design methods and relates these to learning theories and pedagogical practices introduced in other Educational Technology courses. Advanced techniques will concentrate on evaluating and using a range of interactive instructional design authoring tools.

#### **562 EDUCATIONAL TECHNOLOGY MENTORSHIP**

Students will apply educational technology theory and methods through mentorship experiences. Such experiences may include working in the School of Education, Educational Technology Support Center, as well as with public or private partners in an educational or training capacity that utilizes technology. Mentorships require faculty approval, and a minimum of 45 hours of work per unit per semester, including regular consultation with, and evaluation by, the faculty sponsor. Cr/NC only. May be repeated for credit. Prerequisites: Must have completed EDCT 552 and 3 additional units from the Educational Technology area of emphasis. Graduate standing and consent of instructor.

#### **585 CURRICULUM DEVELOPMENT: THEORY, PRACTICE, & EVALUATION**

Analyses of sociopolitical, economic and cultural influences on curriculum development, instructional processes and learner achievement in a variety of instructional settings. Study of the structures of various disciplines, the roles of participants, and other variables in staff and curriculum development. Evaluation of alternative theoretical models for constructing, and changing curricula. Grade only. This course is required in the Curriculum, Teaching, and Learning and the Preliminary Administrative Services Credential programs. Prerequisites: consent of instructor and approval of the School of Education.

#### **586 TEACHING AND LEARNING: RESEARCH AND APPLICATION-CLASSROOM**

An analysis of teaching and learning strategies and instructional variables as they relate to diverse groups of learners. Research will be analyzed in terms of the major paradigms of the field of education. Also included is a review of recent developments in the evaluation of classroom performance and achievement. Grade only. This course is required for the Curriculum, Teaching, and Learning program. Prerequisites: consent of instructor and approval of the School of Education.