

DEPARTMENT OF TEACHER EDUCATION

Social Sciences and Education (sse) (<https://catalog.csub.edu/general-information/csub-information/school-social-sciences-education/>)

Department of Teacher Education (p. 1)

Department Chair: Dr. Bre Evans-Santiago

Office: Education Building, 120

Phone: (661) 654-3958

Email: bevans9@csb.edu

www.csub.edu/SSE/Teacher_Education/ (http://www.csub.edu/SSE/Teacher_Education/)

DISCLAIMER: Due to ongoing and substantial changes in credential legislation and degree programs in the State of California, please check with an official School of Social Sciences and Education advisor for current information.

Multiple Subjects Credential

This program prepares candidates to teach multiple subjects in a self-contained classroom (grades K-6).

Multiple Subjects-SB2042 Legislation (Credentials have the English Language Learner Authorization). The Elementary Education program (Multiple Subjects) is designed for individuals who wish to have a teaching career in an elementary school. The Multiple Subjects credential authorizes the holder to teach in a multiple subject or self-contained classroom in the elementary schools.

Single Subject Credential

This program prepares candidates to teach in a specific subject matter area (e.g., Mathematics, English Language Arts, Science, World Languages, etc.) at the junior high and high school levels.

Single Subject-SB2042 Legislation (Credential have the English Language Learner Authorization). The Secondary Education program (Single Subject) is designed for those individuals who wish to teach at the junior and high school levels.

All Credential coursework must be completed within a 7-year period of time. This time limit requirement means that no more than seven (7) years may elapse between the start of the term for the earliest dated course approved for the Plan of Study and the date the application for recommendation of a credential is approved.

Courses

EDEL 4350 TPA 1 Learning About Students and Planning Instruction (3)

This course is for candidates to receive support and assistance on their first Teaching Performance Assessment - Learning About Students and Planning Instruction. Instructional Cycle 1 represents a complete teaching cycle (plan, teach and assess, reflect, and apply) for one content-specific lesson that you will develop and teach within a school placement. Candidates are expected to complete the task and submit it to the ETS testing center by the end of the semester.

Requisite(s): Prerequisite: Admission to the Multiple Subject Credential program.

Repeatable for Credit: Yes, up to 9 units

Typically Offered: Fall, Spring, Summer

EDEL 4360 TPA 2 Assessment Driven Instruction (3)

This course is for candidates to receive support and assistance on their second Teaching Performance Assessment - Assessment-Driven Instruction. Instructional Cycle 2 represents a complete teaching cycle (plan, teach and assess, reflect, and apply). This cycle emphasizes the interaction between standards, assessment, and instructional decision making. Candidates are expected to complete the task and submit it to the ETS testing center by the end of the semester.

Requisite(s): Prerequisite: admission to the Multiple Subject Credential program and EDEL or EDTE 5800

Repeatable for Credit: Yes, up to 9 units

Typically Offered: Fall, Spring

EDEL 5100 Literacy Arts for Diverse Learners (4)

The course focuses on teaching literacy skills to students in transitional kindergarten through sixth grade. Theory, research, and practice related to students successfully acquiring literacy skills or functioning at an at-risk level will be emphasized. The course includes instruction in knowledge of literacy skills, methods, and materials for the primary and intermediate grades; assessment procedures and materials for students at all levels of literacy acquisition; integration of technical subjects (visual and performing arts; technology) which enhance and support literacy acquisition; meeting the needs of literacy learners with culturally and linguistically diverse backgrounds; and instructional strategies and materials for use in a culturally and linguistically diverse classroom. The course includes an emphasis on assessment (diagnostic formative and summative) and data driven instruction. Candidates will acquire the knowledge to use data to form small flexible groups and intervene with students' needs. Prerequisite: Admission to the Multiple Subject Credential program. Corequisite: EDEL 5800 or EDTE 5800 or admitted to Antelope Valley Multiple Subject Credential program or Special Education Credential program. This is a service-learning course.

Requisite(s): Prerequisite: Admission to the Multiple Subject Credential program. Corequisite: EDEL 5800 or EDTE 5800 or admitted to Antelope Valley Multiple Subject Credential program or Special Education Credential program

Typically Offered: Fall, Spring

EDEL 5200 Math Methods and Assessment (4)

During interrelated activities in program coursework and fieldwork, MS candidates learn specific teaching strategies that are effective in supporting them to teach the state-adopted academic content standards for students in mathematics (K-6). They enable students to understand basic mathematical computations, concepts, and symbols; to use these tools and processes to solve common problems; and to apply them to novel problems. They help students understand different mathematical topics and make connections among them. Candidates help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. They provide a secure environment for taking intellectual risks and approaching problems in multiple ways. Candidates model and encourage students to use multiple ways of approaching mathematical problems, and encourage discussion of different solution strategies. They foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems. Prerequisite: Admission to the Multiple subject Credential program. Co requisite: EDEL 5800 or EDTE 5800 or admitted to Antelope Valley Multiple Subject Credential program or Special Education Credential program. This is a service-learning course.

Requisite(s): Prerequisite: Admission to the Multiple subject Credential program. Co requisite: EDEL 5800 or EDTE 5800 or admitted to Antelope Valley Multiple Subject Credential program or Special Education Credential program.

Typically Offered: Fall, Spring

EDEL 5300 Class Management and Differentiated Instruction (4)

This course addresses the psychological foundations in the teaching-learning process, classroom management, and teaching diverse learners. The course is designed to prepare candidates to create a supportive and optimal learning environment for all students and to enable candidates to be conversant with current pedagogical theory and best practices employed by elementary teachers. The course topics include principles of classroom management, structuring the learning environment to maximize access to learning for all students, classroom procedures, standards-based lesson design, and issues related to professionalism and professional growth. Candidates are required to complete a minimum of 25 hours of field experience with diverse students as a course requirement. Prerequisite: Admission to the Multiple Subject Credential program. Corequisite: EDEL 5800 or EDTE 5800 or admitted to Antelope Valley Multiple Subject Credential program. This is a service-learning course.

Requisite(s): Prerequisite: Admission to the Multiple Subject Credential program. Corequisite: EDEL 5800 or EDTE 5800 or admitted to Antelope Valley Multiple Subject Credential program

Typically Offered: Fall, Spring

EDEL 5400 Interdisciplinary Social Studies (4)

The course emphasizes the curricular and pedagogical intersections of interdisciplinary social studies instruction. In elementary schools across Kern County, Social Studies is rarely taught in ways that prepare the children we serve to fully participate in the democratic life of their communities. Social studies is not if-you-have-the-time discipline, but a central way to help students develop and apply their budding academic competencies to address issues of classroom, school, and community concern. Towards these ends, this course interweaves research-based, high-leverage planning, instruction, and assessment practices for interdisciplinary social studies instruction. Prerequisite: Admission to the Multiple Subject Credential program. Corequisite: EDEL 5800 or EDTE 5800 or admitted to Antelope Valley Multiple Subject Credential program. This is a service-learning course.

Requisite(s): Prerequisite: Admission to the Multiple Subject Credential program. Corequisite: EDEL 5800 or EDTE 5800 or admitted to Antelope Valley Multiple Subject Credential program.

Typically Offered: Fall, Spring

EDEL 5500 Science Methods & Assessment (4)

This course introduces curriculum, instructional strategies, and laboratory activities for teaching science in the elementary school setting. Course experiences are focused on the nature of science as it relates to science teaching and science learning. This course focuses on theory, research, and practice related to teaching science. The course includes instruction in content area reading, writing, listening, speaking; knowledge of scientific content, inquiry, processing skills, engagement, attitudes, methods, assessment, equipment and materials for elementary grade students. Science Methods and Assessment comprises of instructional strategies and materials for use in a culturally and linguistically diverse classroom for students with special needs and students diverse backgrounds. Candidates are required to complete field experience with diverse students as a course requirement. Prerequisite: Admission to the Multiple Subject Credential program. Corequisite: EDEL 5810 or EDTE 5810 or admitted to Antelope Valley Multiple Subject Credential program. This is a service-learning course.

Requisite(s): Prerequisite: Admission to the Multiple Subject Credential program. Corequisite: EDEL 5810 or EDTE 5810 or admitted to Antelope Valley Multiple Subject Credential program.

Typically Offered: Fall, Spring

EDEL 5800 Multiple Subject Clinical Practice (4)

This is a 20 full academic days clinical practice experience course taken each term during the preliminary credential program until Final Clinical practice. Candidates are provided with opportunities to engage in Clinical Practice/co-teaching with a Cooperating Teacher in a TK-6 setting. Each candidate is required to assume responsibilities of teachers for one semester. This course is scheduled daily during regular school sessions. Each candidate will be supervised by a Cooperating Teacher and University Supervisor in a public-school setting. Prerequisite: Admission to the Multiple Subject Credential program. This is a service-learning course. May be repeated up to a maximum of 16 units.

Requisite(s): Prerequisite: Admission to the Multiple Subject Credential program.

Repeatable for Credit: Yes, up to 16 units

Typically Offered: Fall, Spring

EDEL 5810 Multiple Subject Final Clinical Practice (8)

This is a clinical practice course taken at the final stage of the preliminary credential program. Candidates are provided with opportunities to engage in co-teaching with a Cooperating Teacher in a TK-6 setting. This course is scheduled daily during regular school sessions. Each candidate will be supervised by a cooperating teacher and university supervisor in a public-school setting. Prerequisite: admission to the Multiple Subject Credential program and EDEL or EDTE 5800. This is a required service-learning course.

Requisite(s): Prerequisite: admission to the Multiple Subject Credential program and EDEL or EDTE 5800

Typically Offered: Fall, Spring

EDTE 3000 Introduction to Education (3)

This course provides early field experience to candidates pursuing a Multiple or Single Subject Credential. Through this course, candidates are provided with opportunities to observe, first-hand, the various learning characteristics of diverse learners across educational settings and to actively participate in a variety of instructional delivery systems that serve diverse student populations. This course is designed to provide the prospective teacher with a frame of reference for further work and study in a professional teaching career. This course will be conducted using face-to-face seminars, a minimum of 45 hours of field experience in educational settings, and online learning. Completion of EDTE 3000 course, or EDTE 3000 waiver, or EDTE 3100 course, is a prerequisite for the Single or Multiple Subject Credential program.

Typically Offered: Fall, Spring

EDTE 3100 STEM Practicum (3)

This course provides early field experience to candidates pursuing a Multiple or Single Subject Credential. Through this course, candidates are provided with opportunities to observe, first-hand, the various learning characteristics of diverse learners across educational settings in Science, Technology, Engineering, and Mathematics (STEM) and to actively participate in a variety of instructional delivery systems that serve diverse student populations. This course is designed to provide the prospective teacher with a frame of reference for further work and study in a professional teaching career. This course will be conducted using face-to-face seminars, a minimum of 45 hours of field experience in educational settings, and online learning. Completion of EDTE 3000 course, or EDTE 3000 waiver, or EDTE 3100 course, is a prerequisite for the Single or Multiple Subject Credential program.

Typically Offered: Fall, Spring

EDTE 3200 California Mini Corps (1)

The purpose of this course is to provide undergraduate California Mini-Corps students participating in the Credential Programs Pathway for California Mini-Corps with multi-faceted pre-service training experience that is methods oriented, pedagogically sound and that references the California Mini-Corps tutoring experiences. This course explores supporting academic achievement of culturally and linguistically diverse students, including tutoring migrant students, and also prepares undergraduates for entrance to the credential programs. Enrollment is restricted to Mini-Corps students who have obtained consent of instructor. This is a service learning course. May be repeated up to a maximum of 8 units.

Repeatable for Credit: Yes, up to 8 units

Typically Offered: Fall, Spring

EDTE 3308 Socio-Cultural Foundations of Education (3)

This course is a general introduction to American education and the profession of teaching. It includes the history of American education, the study of current issues including student diversity, theories and conditions in education, the requirements of the profession, as well as credentialing in America as it applies to a diverse, multicultural environment. This course will reinforce written communication skills focusing on personal reflection while exploring the diverse social experiences of public K-12 educational institutions. Prerequisites: Complete at least 45 units; prerequisite or corequisite GE A2. Satisfies general education requirement Junior Year Diversity and Reflection.

Requisite(s): Prerequisites: Complete at least 45 units; prerequisite or corequisite GE A2

General Education Attribute(s): Junior Year Diversity Reflection

Typically Offered: Fall, Spring, Summer

EDTE 4100 Teaching English Language and Special Populations (3)

This course is designed to promote foundational knowledge and pedagogical skills necessary for working with diverse learners. In particular, candidates will develop relevant knowledge and instructional skills necessary for responding to sociocultural, academic, cognitive, linguistic, and individual needs of all students in inclusive classrooms including English Learners, students with special needs, and gifted learners. The course also focuses on the landmark and current trends and practices in light of the principles of second language acquisition and bilingual discourse, the evolution of legal entitlements of English Learners and students with special needs, the integration of culturally conducive and equitable instructional and assessment differentiation, the implementation of new English Language Development and Common Core State Standards, along with relevant adaptations in lesson planning and delivery.

Typically Offered: Fall, Spring

EDTE 4200 Technology for Educators (3)

This course is an introduction to using technology with emphasis on the enhancement of both technology as a tool to facilitate instruction and learning in the educational setting. Topics include technology concepts, use of technologies as a communication tool, instructional strategies, materials and adaptive technology for use with children with exceptionalities, digital citizenship, digital literacy and digital ethics as participants are introduced to a wide variety of K-12 hardware, software, websites and applications, and explore pedagogical issues raised by the use of computers for students, teachers and school administrators. This course meets the technology standards for the preliminary Multiple Subject Teaching Credential and preliminary Single Subject Teaching Credential.

Typically Offered: Fall, Spring, Summer

EDTE 4300 Project Based Learning (2)

This course on Project-Based Learning (PBL) will introduce the principles for PBL, the Engineering Design Process (EDP), and will provide strategies for integration of these methodologies into a K-12 class setting. Participants will be introduced to many of the fabrication tools found in CSU-Bakersfield's FABLAB and will learn how these tools can be integrated within PBL lessons to support the achievement of students with diverse needs in the K-12 classroom. This course will consist of 16 sessions. During these interrelated activities in program coursework and lab work, participants of this course will design and integrate activities that will promote critical thinking, problem solving, and collaboration with their own future students in K-12 classrooms.

Typically Offered: Fall, Spring

EDTE 4350 TPA Cycle 1 (3)

This course is for candidates to receive support and assistance on their first Teaching Performance Assessment - Learning About Students and Planning Instruction. Instructional Cycle 1 represents a complete teaching cycle (plan, teach and assess, reflect, and apply) for one content-specific lesson that you will develop and teach within a school placement. Candidates are expected to complete the task and submit it to the ETS testing center by the end of the semester. This course may be repeated in combination with EDTE 4810 (TPA 1 Remediation) for a maximum of 3 times. Prerequisite: Admitted to the Multiple Subject or Single Subject Credential Program. Corequisite of clinical practice - EDEL 5800 or EDSE 5800 or EDTE 5800.

Requisite(s): Prerequisite: Admitted to the Multiple Subject or Single Subject Credential Program. Corequisite of clinical practice - EDEL 5800 or EDSE 5800 or EDTE 5800.

Repeatable for Credit: Yes, up to 6 units

Typically Offered: Fall, Spring, Summer

EDTE 4360 TPA Cycle 2 (3)

This course is for candidates to receive support and assistance on their second Teaching Performance Assessment - Assessment-Driven Instruction. Instructional Cycle 2 represents a complete teaching cycle (plan, teach and assess, reflect, and apply). This cycle emphasizes the interaction between standards, assessment, and instructional decision making. Candidates are expected to complete the task and submit it to the ETS testing center by the end of the semester. Prerequisite: Completion of EDTE 4350 or EDTE 4810 with credit. This course may be repeated in combination with EDTE 4820 for a maximum of 3 times.

Requisite(s): Prerequisite: Completion of EDTE 4350 or EDTE 4810 with credit.

Repeatable for Credit: Yes, up to 6 units

Typically Offered: Fall, Spring

EDTE 4810 Remediation TPA 1 (1)

This independent study course is designed to assist credential candidates who did not pass the Teaching Performance Assessment with a score of 3 or 4. In this course, candidate's areas of need are identified and assistance unique to that area of need is provided to the candidate in an effort to promote successful revision of the exam and passage of the specific TPA. Candidates will be allowed to revise and resubmit their TPA task. This course may be repeated in combination with EDTE 4350 for a maximum of 3 times.

Repeatable for Credit: Yes, up to 3 units

Typically Offered: Fall, Spring, Summer

EDTE 4820 Remediation TPA 2 (1)

This independent study course is designed to assist credential candidates who did not pass the Teaching Performance Assessment with a score of 3 or 4. In this course, candidate's areas of need are identified and assistance unique to that area of need is provided to the candidate in an effort to promote successful revision of the exam and passage of the specific TPA. Candidates will be allowed to revise and resubmit their TPA task. Prerequisite: Completion of EDTE 4350 or EDTE 4810 with credit. This course may be repeated in combination with EDTE 4360 for a maximum of 3 times.

Requisite(s): Prerequisite: Completion of EDTE 4350 or EDTE 4810 with credit.

Repeatable for Credit: Yes, up to 3 units

Typically Offered: Fall, Spring, Summer

EDTE 5800 Intern/Resident Clinical Practice (6)

This is a clinical practice course taken by candidates who have an intern teaching placement in a K-12 district as the teacher of record or are in a residency program. Candidates will be supervised in their placement by a university supervisor in a public-school setting. Intern candidates will be required to log hours of support and supervision. May be repeated up to a maximum of 24 units. Prerequisite: must be admitted to either the Multiple or Single Subject Credential Intern/Residency Program. This is a service-learning course.

Requisite(s): Single or Multiple Subject

Repeatable for Credit: Yes, up to 24 units

Typically Offered: Fall, Spring

EDTE 5810 Intern/Resident Final Clinical Practice (8)

This is a clinical practice course taken by candidates who have an intern teaching placement in a K-12 district as the teacher of record or are in a residency program. Candidates will be supervised in their placement by a university supervisor in a public school setting. Intern candidates will be required to log hours of support and supervision. This is a service-learning course. Repeatable once, maximum 8 units. Prerequisite:

Must be admitted to the Multiple Subject or Single Subject Credential Intern/Residency Program and completed EDTE 5800 or EDEL 5800 or EDSE 5800 with credit, and EDTE 4350 or EDTE 4810 with credit.

Requisite(s): Prerequisite: Must be admitted to the Multiple Subject or Single Subject Credential Intern/Residency Program and completed EDTE 5800 or EDEL 5800 or EDSE 5800 with credit, and EDTE 4350 or EDTE 4810 with credit.

Typically Offered: Fall, Spring

EDTE 5820 Extended Intern Clinical Practice (6)

This is a clinical practice course taken by candidates who have an intern teaching credential and are in an approved placement in a TK-12 district as the teacher of record. Candidates will be supervised in their placement by a university supervisor in a public school setting. Candidates will be required to log 94.5 hours of support and supervision each semester. Candidates are required to enroll in EDTE 5820 their final term participating in the intern program if they have not completed all requirements to apply for their preliminary credential. Prerequisite: Must be in either the Multiple or Single Subject Credential Intern/Residency Program and have completed EDTE 5810 with credit, and EDTE 4350 or EDTE4810 with credit. May be repeated up to a maximum of 18 units. This is a service-learning course.

Requisite(s): Prerequisite: Must be in either the Multiple or Single Subject Credential Intern/Residency Program and have completed EDTE 5810 with credit, and EDTE 4350 or EDTE4810 with credit.

Repeatable for Credit: Yes, up to 18 units

Typically Offered: Fall, Spring, Summer

Faculty

Faculty: B. Beck, A Cervantes-Gonzalez, R. Conte, E. Dillon, J. Esquibel, B. Evans-Santiago, H. Gonzales, A. Hays, K. LaGue, P.Lane, A. Lee, S. Marks, T. Monreal, A. O'Bannon, K. Ramirez, D. Sandles, A. Sawyer, J. Schiedle, S. Schmidt, M. Suleiman, R. Valente, A. Younger