

Upper Division

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 or waiver of this course or EDTE 3100 is required for program admission.

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 or waiver of this course or EDTE 3000 is required for program admission.

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. This course may be repeated for a total of eight (8) units. Enrollment is restricted to Mini-Corps students who have obtained consent of instructor.

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.

EDTE 4100 Teaching English Language and Special Populations (4)

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.

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.

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.

TEACHER EDUCATION

EDTE 4310 TPA-1 (1)

This activity based course is the first in a series of the required California Teaching Performance Assessment courses which provide candidates the opportunity to demonstrate Teaching Performance Expectations 1, 3, 4, 6, 7 and 9. Emphasis is on synthesizing information from the program coursework and field experience as evidenced in a passing score (3 or 4). This course must be taken with EDEL 5200 or EDSE 5200, 5210, 5220, 5230, 5240, 5250, 5260, or 5270.

EDTE 4320 TPA-2 (1)

This activity based course is the second in a series of the required California Teaching Performance Assessment courses which provide candidates the opportunity to demonstrate Teaching Performance Expectations 1, 4, 6, 7, 8, 9 and 13. Emphasis is on synthesizing information from the program coursework and field experience as evidenced in a passing score (3 or 4). This course must be taken with EDEL 5200 or EDSE 5200, 5210, 5220, 5230, 5240, 5250, 5260, 5270.

EDTE 4330 TPA-3 (1)

This activity based course is the third in a series of the required California Teaching Performance Assessment courses which provide candidates the opportunity to demonstrate Teaching Performance Expectations 1, 4, 6, 7, 8, 9 and 13. Emphasis is on synthesizing information from the program coursework and field experience as evidenced in a passing score (3 or 4). This course must be taken with EDEL 5800 or EDSE 5800 or EDTE 5800.

EDTE 4340 TPA-4 (1)

This activity based course is the fourth in a series of the required California Teaching Performance Assessment courses which provide candidates the opportunity to demonstrate Teaching Performance Expectations 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 and 13. Emphasis is on synthesizing information from the program coursework and field experience as evidenced in a passing score (3 or 4). This course must be taken with EDEL 5800 or EDSE 5800 or EDTE 5800.

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.

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.

EDTE 4830 Remediation TPA-3 (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.

EDTE 4840 Remediation TPA-4 (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.

Graduate

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 admitted to 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. Candidates must be admitted to the Multiple Subject Credential Program.

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. Candidates must be admitted to the Multiple Subject Credential Program.