

# Single Subject Credential Program

## INTRODUCTION

CALIFORNIA STATE UNIVERSITY, SACRAMENTO  
College of Education, Teacher Preparation and Credentials (TPAC)  
Eureka Hall 216 - (916) 278-6403

All options meet Senate Bill 2042 standards as well as Technology and English Learner Authorization [ELA] requirements.

*(Changes may occur to best accommodate student and program needs)*

The CSUS College of Education offers professional education programs leading to a Multiple Subject Credential, Single Subject Credential, or Education Specialist (Special Education) Credential. Currently, all program options address the new SB 2042 standards and embed the *English Learner Authorization (ELA)* requirement through which students gain the foundational knowledge and skills needed to teach students from diverse cultural and linguistic backgrounds. In addition to the traditional fifth year (post-baccalaureate) credential program, undergraduates, with effective planning, may begin taking credential courses in a blended program that enables students to complete concurrently requirements for the teaching credential and undergraduate degree. A blended program option is offered *only* in the following majors: Liberal Studies (Multiple Subject), Math (Single Subject), Physical Education (Single Subject). All programs are designed to provide experiences with various grade levels in *public schools*, with different linguistic, cultural and socioeconomic student groups, and with school-community services.

Students admitted into CSUS credential programs are divided into smaller units called “centers” (Multiple Subject) or “clusters” (Single Subject). A group or *cohort* of students is accepted into each center/cluster and progresses through the credential program together within that center/cluster. Each center/cluster offers a community of support in which concern for individual students and their development is a focus and a sense of community is developed. Each center/cluster has a faculty coordinator who is responsible for overseeing the center’s operation including placement of student teachers in the schools. The exceptions to the “center” or “cluster” model occur in Special Education and Single Subject Blended programs. Working closely with a faculty/subject matter advisor, students in these programs progress on an individual basis.

Specialized Programs: The BCLAD Emphasis will continue to be offered for students who are completing their Multiple or Single Subject Credential through the Department of Bilingual/Multicultural Education (BMED).

### Program Structures and Options

The CSUS Single Subject Teacher Preparation Program is structured as either a two-semester or three-semester option. Two-semester programs begin every fall, and three-semester options accept students every fall and spring semester. Both options are offered through the Department of Teacher Education. The Department of Bilingual/Multicultural Education (BMED) offers the two-semester option *only*.

Placements for student teaching will depend upon the specific cluster into which students are accepted. Students accepted into the BMED Single Subject program will be placed in various school districts in the Sacramento region. Students accepted into program clusters offered through the Department of Teacher Education will be placed primarily in districts/schools affiliated with **one** of the four clusters: (1) a *two-semester* option affiliated primarily with Sacramento City; (2) a *two-semester* option affiliated with districts that may include Center, Natomas, and Woodland; (3) a *three-semester* option affiliated primarily with Elk Grove; and (4) a *three-semester* option affiliated with San Juan District and some schools within the Roseville District. Program coursework may be held on the CSUS campus or at a field site depending on the program option.

While there may be some variance in the design of the field experience, the sequence of coursework, and/or titles of courses, all program options address a common core of requirements that will meet the new 2042 Senate Bill standards for Teacher Preparation Programs and licensure. **Upon candidates' admission to the program, they will receive specific information about the schedule for coursework and the process for registration.**

### **Coursework Required for the Single Subject Credential**

(Note: Sequence may vary slightly to meet specific needs and requirements of a particular program option and/or cluster

#### ***Department of Teacher Education - Two- and Three-Semester options:***

#### **Two-Semester Program Options (fall start up only)**

Two-semester programs are designed for students who already have had a **significant amount** of teaching experience and demonstrate the ability to assume teaching responsibilities at an accelerated pace. Additionally, students who apply to the two-semester option must have met the subject matter requirement and have completed their baccalaureate degree prior to the beginning of the program. The two-semester option requires a full-time commitment for the entire year beginning in the fall semester. Please be advised that these programs are intense, challenging (in coursework and teaching responsibilities), and demanding (in time). In terms of time, students should be prepared to spend 8:00 a.m. to 6:00 p.m. (and some days even later), Monday through Friday, in field experiences, in methods courses, or in related activities. Most evenings and part of each weekend will require lesson planning and preparation for teaching, gathering materials, and reading and preparing for course assignments.

#### **Two-Semester Option (49 units)**

#### **Units**

**Prerequisites/Co-Requisites (7 units)** May be equivalencies pending review of candidate's request

EDS 100A*	Education of Exceptional Children and Youth	2
HLSC 136*	School Health Education with CPR (infant through adult skills)	2
EDBM 170*	Introduction to Educating English Learners	3

#### **First Semester (21 units)**

EDTE 373A	Assessment Center Laboratory I	1
EDTE 116	Psychology of Instruction	4
EDTE 38_	Special Methods (varies depending on candidate's discipline area)	3
EDTE 372	Anthropology of Education	3
EDTE 371 A	Schools and Community I	4
EDTE 470 A	Student Teaching I: Secondary Schools	6

#### **Second Semester (21 units)**

EDTE 373B	Assessment Center Laboratory II	2
EDTE 384	Instruction and Assessment of Academic Literacy	3
EDTE 470B	Student Teaching II: Secondary Schools	12
EDTE 371 B	Schools and Community II	4

**Three-Semester Program Option (fall and spring admission only through Teacher Education)**

Three-semester programs are designed for students who have three (3) or fewer units remaining to complete their undergraduate degree, subject matter requirement, and/or are working part-time while concurrently enrolled in the credential program. Students can be accepted into a three-semester program with a maximum of three units or one course to complete. However, it is **strongly** recommended that undergraduate and subject matter requirements be completed **prior** to enrollment in the program, as the core program itself is **rigorous throughout the three semesters AND will be conducted primarily during the day**. For this option, students generally will divide their time among courses held primarily in mornings and early afternoons, fieldwork and/or student teaching, and a few late afternoons or evenings in additional courses.

**Three-Semester Option (50 units total)**

**Units**

(Note: This is an example of the structure of the 3-semester option)

**First Semester (19 units)**

EDS 100A*	Education of Exceptional Children and Youth	2
HLSC 136*	School Health Education with CPR (infant through adult skills)	2
EDBM 170*	Introduction to Educating English Learners	3
EDTE 371C	Schools and Community A	3
EDTE 116	Psychology of Instruction:	4
EDTE 372:	Anthropology of Education	3
EDTE 373A	Assessment Center Laboratory I	2

\*Note: Pre- or co-requisite courses may be equivalencies pending review of candidate's request

**Second Semester (15 units including 6 units of student teaching)**

EDTE 38_:	Special Methods (varies depending on candidate's discipline area)	3
EDTE 384:	Academic Literacy	3
EDTE 470A:	Student Teaching A	6
EDTE 371D:	Schools and Community B	3

**Third Semester (16 units including 12 units of student teaching)**

EDTE 470B:	Student Teaching B	12
EDTE 373B:	Assessment Center Laboratory II	2
EDTE 371E:	Schools and Community	2

If you have questions about any other options for the Single Subject Credential program, please call the Teacher Preparation Office at (916) 278-6403 located in Eureka Hall 216.

***Department of Bilingual/Multicultural Education (BMED) - Two-Semester***

*ELA-Enhanced Credential option. Additionally, BMED offers a Single Subject Bilingual Crosscultural Language and Academic Development Emphasis (BCLAD).*

**Two-Semester Option (49 units total)**

**Units**

**Prerequisites/Co-Requisites (8 units)** may be equivalencies pending review of candidate's request

EDS 100A/B	Education of Exceptional Children and Youth	3
HLSC 136	School Health Education with CPR (infant through adult skills)	2
EDBM 170	Introduction to Educating English Learners	3

**First Semester (20 units including 7 units of student teaching)**

EDBM 127	Social and Psychological Foundations for Multicultural Secondary Education – A	3
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EDBM 340	Practicum for Student Teaching in Culturally and Linguistically Diverse Classrooms - A	3
EDBM 342	Fundamentals for the Secondary Multilingual, Multicultural Classroom	2
EDBM 34_A	Curriculum and Instruction in the Multilingual/ Multicultural Classroom: [Select <b>one</b> specific content]	2
	344A Secondary Mathematics	
	345A Secondary History-Social Science	
	346A Secondary Science	
	347A Secondary English	
	348A Secondary Foreign Language (Spanish)	
EDBM 349	Teach and Assess. Literacy Across the Content Areas	2
EDBM 350	Technology for Multilingual/Multicultural Class	1
EDBM400A	Student Teaching in Secondary Schools – I	7
<b>Second Semester (21 units including 10 units of student teaching)</b>		
EDBM 128	Social and Psychological Foundations for Multicultural Secondary Education - B	2
EDBM 279	Methods for Teaching Second Language Learners – Single Subject (ELD and SDAIE)	3
EDBM 341	Practicum for Student Teaching in Culturally and Linguistically Diverse Classrooms - B	2
EDBM 343	Advanced Fundamentals for the Secondary Multilingual/Multicultural Classroom	2
EDBM 34_B	Curriculum and Instruction in the Multilingual/ Multicultural Classroom: [Select <b>one</b> specific content]	2
	344B Secondary Mathematics	
	345B Secondary History-Social Science	
	346B Secondary Science	
	347B Secondary English	
	348B Secondary Foreign Language (Spanish)	
EDBM 400B	Student Teaching II	10

BMED is the only department which offers a Single Subject *Bilingual Cross Cultural Language and Academic Development* (BCLAD) Emphasis Credential for candidates whose cultural, historical and language abilities relate to the Spanish-speaking or Hmong-speaking communities. BMED Single Subject candidates will complete their ELA-enhanced credential program as described above and also complete the following additional requirements:

- EDBM 171 *Bilingualism in the Classroom*
- Anthro 102 *The Nature of Culture* or EDBM 105 *Multicultural Education* or EDBM 117/127 and EDBM 118/128 plus an approved Ethnic Studies course
- Six units of Ethnic Studies courses on the target population
- Documented 60 hours of community service in the target community
- Successful completion of the ethno-history and language exams for the target group

These BCLAD requirements can be taken in any sequence before entering the credential program or concurrent with BMED's ELA-enhanced credential program (with Advisor approval). For further information on **BMED's Single Subject Credential Program and/or BCLAD Emphasis** offered through the Department of Bilingual/Multicultural Education, please contact the BMED department office at (916) 278-5942 located in Eureka Hall 401.