

Curriculum and Instruction

The Department

The primary mission of the Department of Curriculum and Instruction is the preparation and continuing education of K-12 educators, particularly teachers. Coursework and field experiences are designed to prepare teachers who are reflective thinkers, problem solvers, and decision makers to meet the challenges of teaching in a rapidly changing world characterized by social, economic, and cultural/linguistic diversity.

The coursework offers students opportunities to develop and refine their understanding of the teaching/learning process while experiencing the best of the world of practice. Supervised field experiences along with instructional planning and evaluation techniques provide the foundation for productive and responsive teaching. In this context, all faculty promote teaching as a science and an art. Programs offered through the Department of Curriculum and Instruction are identified within two major categories: teaching credential programs and master's degree programs.

CalStateTEACH. See *Special Programs: CalStateTEACH*, page 463 for program information. See page 257 for courses.

Career Opportunities

California State University, Fresno is the focal point of the San Joaquin Valley. The city of Fresno is a large and growing urban/industrial and agricultural regional service area. This unique geographical position allows for ready access to a variety of school systems — large urban schools as well as many less populated school districts in predominantly rural settings. Recent statistical reports provide evidence that the area population is continuing to increase along with the number of school-aged children. This pattern of growth along with anticipated attrition from the teaching profession provides considerable evidence of a growing demand for classroom teachers, curriculum specialists, and other positions directly or indirectly related to the field of education.

Faculty

The faculty represents a wide range of experience and specializations. Students are encouraged to meet frequently with their professors and advisers to discuss their progress and concerns. Individual attention is the concern of the faculty and support staff of the department.

Joan C. Henderson-Sparks, *Chair*
Bernard Arenz, *Coordinator*
of Pre-Teacher Assessment Center
(559) 278-0037

Jody Daughtry, *Coordinator*
of Single Subject Credential Program,
(559) 278-0300

Michael Jordan, *Coordinator and Adviser*
of Multiple Subject Credential Program,
(559) 278-0300

Elizabeth Hansen, *Director of*
Professional Field Experience,
(559) 278-0299

Janine Quisenberry, *Coordinator of*
Option IV Postbaccalaureate
Re-entry Program, (559) 278-0231

Donald Beauregard, *Coordinator*
Teacher Internship Program,
(559) 278-0232

Bernice A. Stone, *Coordinator*
of Block A/Elementary and Middle School
Program, (559) 278-0265

Walter Ullrich, *Regional Director*
of CalStateTEACH
(559) 278-0234 or (559) 278-0258

David M. Andrews

Mario L.M. Baca

Jean L. Behrend

Otto E. Benavides

Carol F. Bohlin

Roy M. Bohlin

Robin T. Chiero

Gretchen Choate

Susan B. Harris

Jose Lomeli

David P. Lopez

James E. Marshall

Susana C. Mata

Jane M.

Moosoolian

Lisa M. Nyberg

Joe Parks

Vera Pettus

Kien T. Pham

Melanie R. Wenrick

Credential Programs

A basic teaching credential may be earned in conjunction with a baccalaureate degree or following completion of a fifth-year course of study. The three basic teaching credentials are the Multiple Subject Credential, the Single Subject Credential, and the Special Education Preliminary Level I Education Specialist Credential.

The Multiple Subject Credential holder is authorized to teach in self-contained classrooms from K-12. Most holders of the Multiple Subject Credential teach in elementary

Kremen School of Education
and Human Development

Department of Curriculum and Instruction

Joan C. Henderson-Sparks, *Chair*
Education Building, Room 250
(559) 278-0240

Basic Teaching Credentials

- Multiple Subject, General
- Multiple Subject, CLAD/BCLAD
- Multiple Subject, with emphasis in Early Childhood Education
- Multiple Subject, Communicative Disorders
- Multiple Subject Internship Program
- Multiple Subject, Postbaccalaureate Block Program
- Multiple Subject, Block A/Elementary and Middle School Block
- Multiple Subject, CalStateTEACH (CST) Emergency Permit/Pre-Intern/Intern Program
- Single Subject
- Single Subject, CLAD
- Single Subject Internship Program
- Special Education with emphasis in Early Childhood Education, Multiple and Single Subject

M.A. in Education

Option: Curriculum and Instruction

Certificate of Advanced Study in Educational Technology

school settings. Programs include the following:

- Multiple Subject — General (See this section.)
- Multiple Subject — Early Childhood Education (See this section and the *Department of Literacy and Early Education.*)
- Multiple Subject — CLAD/BCLAD (See this section and the *Department of Literacy and Early Education.*)
- Multiple Subject Teacher in Preparation Internship Program (See this section.)

Education — Curriculum and Instruction

- Special Education Preliminary Level I Education Specialist Credential and Dual Certification Program (See the *Department of Counseling, Special Education, and Rehabilitation*.)

Note: Students are encouraged to complete the CLAD credential since many school districts require it for employment.

The Single Subject Credential holder is authorized to teach in the subject area of the credential in departmentalized classrooms typically found in middle school and senior high school settings. This credential is offered in agriculture, art, business, English, English-speech, English-drama, English-ESL, foreign languages (French and Spanish), home economics, industrial technology, mathematics, music, kinesiology, science, and social science.

For information about the professional preparation component of the Multiple and Single Subject Credential programs, including the Teacher in Preparation Internship Program, see this section. For information about the academic components of the Multiple Subject Credential, see the liberal studies major; for information about the academic component of the Single Subject Credential, see the appropriate department.

State Admission Requirements

California Code of Regulations, Section 41100, mandates that for admission to a teaching credential program, the student must be assessed in terms of the following criteria:

Prerequisite Courses and Field Experiences. The candidate shall have successfully completed a supervised early field experience and other prerequisite courses and experiences prescribed by the campus.

Professional Aptitude. The candidate shall demonstrate suitable aptitude for teaching in the public schools. Aptitude is assessed through interviews and letters of recommendation.

Physical Fitness. The candidate shall satisfy the standards of physical fitness required by the State Credentialing Agency.

Fundamental Skills. The candidate shall demonstrate proficiency in fundamental skills in written and spoken English, reading, and mathematics.

Scholarship. The candidate shall have attained a grade point average of at least 2.67 in all baccalaureate and postbaccalaureate coursework or a grade point average of at least 2.75 in the last 60 semester units attempted.

Personality and Character. The candidate shall demonstrate personality and character traits that satisfy the standards of the teaching profession.

Admission Exceptions. If a candidate has not met one or more admission requirements but possesses compensating strengths in other required areas, he or she may apply for conditional admission which must be cleared prior to admission to student teaching. The number of exceptions granted each year shall not exceed 15 percent of the total number of candidates admitted during the previous year.

Multiple Subject Credential Programs

Holders of Multiple Subject Credentials are authorized to teach in self-contained classrooms commonly found in elementary schools. The Kremen School of Education and Human Development offers the Multiple Subject Credential. The cooperating departments are primarily responsible for developing subject matter competency which leads to the completion of the Multiple Subject Equivalency Program and baccalaureate degree in liberal studies. The Kremen School of Education and Human Development offers required coursework in professional education.

Multiple Subject Academic Advisers. Associate Dean Robert Monke serves as coordinator of the liberal studies major. Academic advising for the liberal studies major is conducted by Janell Tatsumura, Pat Christensen, and Esther Rodriguez in the Kremen School of Education and Human Development's Education Student Services Center in ED 100.

Multiple Subject Professional Preparation Adviser. Dr. Michael Jordan, the adviser for the Multiple Subject Credential Program, is located in the Kremen School of Education and Human Development's Education Student Services Center in ED 100 and, along with Jane Moosoolian, serves as the adviser for the professional preparation component of the program.

Types of Multiple Subject Credentials. There are two types of multiple subject credentials—the Preliminary Multiple Subject Credential and the Professional (clear) Multiple Subject Credential (fifth year).

A Preliminary Multiple Subject Credential provides authorization to teach in a self-contained classroom for a maximum time period of five years.

A Professional (Clear) Multiple Subject Credential is required for full authorization

in a self-contained classroom. All requirements for a clear Multiple Subject Credential must be completed within five years of the date of issuance of the preliminary credential.

Requirements for a Preliminary Multiple Subject Credential

1. Complete core of professional education courses.
2. Demonstrate subject matter competence:
 - a. complete an approved Multiple Subject Equivalency Program *or* pass the Praxis Multiple Subject Assessment for Teachers (MSAT) tests for Content Knowledge and Area Exercises 1 and 2
 - b. receive clearance from the academic adviser that subject matter competence has been met.
3. Complete a bachelor's degree.
4. Provisions and Principles of the U.S. Constitution. Completion of a course (two semester units or three quarter units) in the provisions and principles of the United States Constitution *or* passage of examination in the subject given by a regionally accredited junior college, college, or university *or* verification of meeting the interstate agreement requirement.

Time Restrictions. Courses required for preliminary and professional (clear) credentials must be completed no more than 10 years prior to credential application.

Note: With the exception of the Internship Program, individuals may begin a Single or Multiple Subject Credential program if they are in their senior year, have completed at least 90 units toward a bachelor's degree, and have been admitted to a credential program.

Preliminary Multiple Subject Credential — General Requirements for Initial Admission

1. Attend a Multiple Subject Credential Program orientation meeting.
2. Provide evidence of successful completion of an appropriate pre-program field experience or EHD 50, Introduction to Teaching.
3. Complete an application to the credential program.
4. Provide evidence of having taken all three sections of the California Basic Educational Skills Test (CBEST) and of having passed the reading and writing sections of the test by presenting a CBEST Permanent Verification card, or meet other options. (See alternative admission plans in the Multiple Subject Credential Program admission packet.)

5. Verify admission to California State University, Fresno, with a student I.D. card or a Notice of Admission.
6. Provide a complete set of transcripts of all prior college/university coursework. Transcripts are used to verify cumulative GPA of 2.67 or 2.75 on the last 90 units.
7. Complete an Admission Interview Form and obtain an interview from a multiple subject credential faculty member. Sign up for interviews in ED 100.
8. Obtain a medical clearance at the University Health Center.
9. Obtain two completed Recommendation for Admission to Teacher Education forms written by instructors, supervisors, or other individuals in a position to recommend for admission into a teacher education program.
10. Obtain appropriate clearance to teach in a public school by presenting a valid California Teaching Credential or applying for a Character and Identification Clearance.

Required application materials and forms are available in the Kremen School of Education and Human Development's Education Student Services Center in ED 100. All admission requirements (forms, documents, prerequisites) must be completed prior to enrollment in professional program courses.

Timelines for initial admission to the Multiple Subject Credential Program are listed in the next paragraph. Application forms are available in the school's Education Student Services Center in ED 100.

<u>Semester Enrolled</u>	<u>Application Requirements Completed</u>
Summer	April 1
Fall	April 1
Spring	November 1

Preliminary Multiple Subject Credential — Requirements for Admission to Student Teaching

Multiple Subject Credential candidates must qualify for admission to two distinct levels of student teaching: (1) Initial Student Teaching (EHD 110) and (2) Final Student Teaching (EHD 160A and B, or C).

Requirements for Admission to Initial Student Teaching (EHD 110)

1. Submit an application form for EHD 110 by the specified deadline.
2. Complete all admissions requirements and receive notification of initial admission to the program.
3. Students must take CI 150, Curriculum and Instruction in Elementary School (3

units), and LEE 146, Teaching Reading in K-3 Classrooms (3 units), or LEE 149, Teaching Reading in 4-8 Classrooms, concurrently with EHD 110, Initial Student Teaching. Students should also take ERF 130, Educational Psychology, and ERF 140, Cultural Foundations of Education, concurrently with EHD 110, Initial Student Teaching. This is provided as a means to maximize the bridging of theory and practice. In certain circumstances because of work schedules and other obligations, students may take coursework in accordance with individualized plans designed following consultation with the multiple subjects adviser. However, CI 150 and LEE 149 or LEE 146 must be taken concurrently with EHD 110 (except in Option II and Special Education).

4. Maintain a 3.0 GPA on all professional preparation courses. All courses (except those offered for CR/NC only) must be taken for a letter grade.
5. Complete a fifth-year Program Form and have it signed by the multiple subject fifth-year adviser (ED 100).

Timelines for admission to Initial Student Teaching (EHD 110) are listed in the next paragraph. Application forms are available in the school's Education Student Services Center in ED 100.

<u>Semester Enrolled</u>	<u>Application Requirements Completed</u>
Fall	April 1
Spring	November 1

Requirements for Admission to Final Student Teaching (EHD 160A, B, and C*)

1. Submit an EHD 160 application form by deadline.
2. Successfully complete Initial Student Teaching (EHD 110).
3. Demonstrate subject matter competence:
 - a. complete an approved Multiple Subject Equivalency Program *or* passing the Praxis Multiple Subject Assessment for Teachers (MSAT) tests for Content Knowledge and Area Exercises 1 and 2 *and*
 - b. receive clearance from the program faculty that subject matter competency has been met by completing the Multiple Subject — Subject Matter Clearance form signed by the liberal studies adviser (ED 151).
4. Complete an approved program of professional preparation in a specific program option (see *Program Option* section) and maintain a GPA of 3.0 with no individual course grade lower than a C.

All courses (except those offered for CR/NC only) must be taken for a letter grade.

5. If admitted as an exception with conditions, satisfy all conditions specified.
6. Clarification: Students who receive permission to complete the EHD 160 assignment in two semesters must sign up for EHD 160A (5 units) and EHD 160B (5 units). Successful completion of EHD 160A and 160B must include a minimum of one week of full-time student teaching. Successful completion of EHD 160C requires one full semester, all day, every day of student teaching in each assignment. Students will be solely responsible for planning and teaching a minimum of two weeks all day in this EHD 160 assignment.
7. Provide evidence of passing the California Basic Educational Skills Test (CBEST) by presenting a CBEST Permanent Verification card.

Timelines for Admission to Final Student Teaching (EHD 160A, B, and C) are listed in the next paragraph. Application forms are available in the school's Education Student Services Center in ED 100.

<u>Semester Enrolled</u>	<u>Application Requirements Completed</u>
Fall	February 28
Spring	September 30

Note: Students who receive a "No Credit" grade in any student teaching course are required to petition the Admissions and Standards Committee for approval to retake the course. Students who receive a grade of "No Credit" for a second time will be dismissed from the Multiple Subject Credential Program. Student teachers whose placements are terminated after the date for refund of tuition are responsible for full tuition regardless of circumstances leading to termination.

Basic Teaching Credentials

Preliminary Multiple Subject Credential programs include:

- Option I, General and Cross-Cultural Language and Academic Development (CLAD) and Bilingual Cross-Cultural Language and Academic Development (BCLAD)
- Option II, Early Childhood Education Emphasis with CLAD
- Option III, Communicative Disorders — Deaf and Hard-of-Hearing
- Option IV, Postbaccalaureate Re-entry Block Program
- Block A/Elementary and Middle School Block with CLAD
- Teacher in Preparation (TIP) Internship — Postbaccalaureate Program: Multiple Subject Internship

Education — Curriculum and Instruction

- Special Education Preliminary Level I Education Specialist Credential and Dual Certification Program

Multiple Subject, General (Option I). The Option I, General Multiple Subject Credential Program is directed toward providing professional preparation required for teaching in self-contained educational settings (typically found in the elementary school).

Program Requirements

1. **Subject Matter Competency.** Demonstrate subject matter competence through completion of the Multiple Subject Equivalency Program or pass the Praxis Series Multiple Subject Assessment for Teachers (MSAT) tests for Content Knowledge and Area Exercises 1 and 2 and receive faculty certification of subject matter competence.

2. Professional Preparation	Units
EHD 110	3
CI 121	3
CI 125	3
ERF 130	3
ERF 140	3
CI 150	3
LEE 146	3
LEE 149	3
EHD 160C	10
Total	34

3. **Completion of a bachelor's degree.** California law requires a bachelor's degree in a subject area other than professional education.

For more information, see the Multiple Subject adviser in ED 100.

Preliminary Multiple Subject Credential with emphasis in Cross-Cultural Language and Academic Development and Bilingual Cross-Cultural Language and Academic Development (CLAD/BCLAD). The emphasis of CLAD/BCLAD programs is to prepare teachers to work with limited-English proficient students. The CLAD authorization will certify teachers to provide instruction for English language development and specially designed academic instruction in English. The BCLAD (Spanish and Hmong) replaces the Bilingual/Cross-Cultural Credential and will authorize teachers to provide academic instruction to limited-English proficient students in their primary language.

Program Requirements

The following are requirements for a Preliminary Multiple Subject Credential with CLAD Emphasis:

1. Demonstrate subject matter competence:
 - a. complete an approved Multiple Subject Equivalency Program, the Liberal Studies degree, or pass the Praxis Series Multiple Subject Assessment for Teachers (MSAT) tests for Content Knowledge and Area Exercises 1 and 2;
 - b. receive written notice from the academic adviser that subject matter competence has been met; and
 - c. complete LEE 133 or LING 133 (English Language Learners in the Elementary School) and the equivalent of 6 units of foreign language.

Preliminary Multiple Subject Credential, CLAD/BCLAD General Requirements for Initial Admission and Requirements for Admission to Student Teaching. Same as for Multiple Subject Credential. See Multiple Subject adviser in ED 100 or the CLAD/BCLAD coordinator in ED 253 for details.

Professional Preparation for CLAD/BCLAD

	Units
EHD 110	3
CI 121	3
CI 125	2
ERF 130	3
ERF 140	3
CI 150	3
LEE 146	3
LEE 149	3
EHD 160C	10
Total	34*

*Additional course for BCLAD:

LEE 135 or 136	3
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There may be changes in this program. For more information see the Multiple Subject adviser in ED 100 or the CLAD/BCLAD coordinator in ED 253.

Multiple Subject/CLAD, emphasis in Early Childhood Education — (Option II). The Early Childhood Education Emphasis program prepares students to teach in the elementary grades, with special strengths in early childhood education. For more specific program information, see the *Department of Literacy and Early Education — Credential Programs, Option II, Early Childhood Education Emphasis*.

Multiple Subject, Communicative Disorders (Option III). The Option III, Communicative Disorders Program is designed for students who wish to prepare for specialization in special education as educators of the deaf.

Program Requirements

1. **Subject Matter Competency.** Complete an approved major in Communicative Disorders, pass the Praxis Series Multiple Subject Assessment for Teachers (MSAT) tests for Content Knowledge and Area Exercises 1 and 2, and receive faculty certification of subject matter competence.

2. Professional Preparation	Units
EHD 110	3
CI 121	3
ERF 130	3
ERF 140	3
CI 150	3
LEE 146	3
LEE 149	3
EHD 160C	10
Total	31

3. **Completion of a bachelor's degree.** California law requires a bachelor's degree in a subject area other than professional education.

For more information about Option III, see the requirements for the Deaf Education and the Special Education Specialist Credential in the *Department of Communicative Disorders and Deaf Studies* section.

Multiple Subject, Postbaccalaureate Re-entry Block Program (Option IV). The Option IV program is designed to meet the needs of the re-entry student who has earned a bachelor's degree, has extensive work experience, and wishes to return to the university to obtain a Multiple Subject Credential to teach in an elementary school. Students selecting this option register in a block of courses taught by a team of instructors. The use of the cohort forms a close professional relationship among students and with faculty that is recognized as one of the most positive aspects of the program.

The intent of the program is to bridge theory with practice through an integrated curriculum approach, which combines classroom observations, demonstrations, discussions, projects, and lectures. It is a daytime program that is based at Lincoln Elementary School (First and Alluvial). Candidates participate in at least two student teaching placements in the Clovis/Fresno Unified School districts. Students in the Option IV Reentry program begin in August and complete their preliminary credential in May.

Program Requirements

1. **Subject Matter Competency.** Complete a bachelor's degree with a major in a subject area other than professional education, pass the Praxis Series Multiple

Subject Assessment for Teachers (MSAT) tests for Content Knowledge and Area Exercises 1 and 2, and receive faculty certification of subject matter competence.

2. Professional Preparation	Units
EHD 110	3
EHD 160C	10
CI 121	3
CI 125	3
CI 150	3
ERF 130	3
ERF 140	3
LEE 146	3
LEE 149	3
Total	34

3. Completion of a bachelor's degree. California law requires a bachelor's degree in a subject area other than professional education.

There may be changes in the Option IV program. For more information, contact the program coordinator at (559) 278-0257.

Multiple Subject, Block A/Elementary and Middle School Block. The Block A/Elementary and Middle School Block is designed to prepare Multiple Subject credential students for teaching in both elementary and middle school grades (K-8). Students in this program may do all of their student teaching in elementary grades (K-6) or have the **option** of doing half of their student teaching in middle school (7-8) and half in elementary school (K-6). The goal of this school-based, cohort program is to prepare students in practical applications as well as theoretical aspects of teaching by coordinating coursework with classroom practice and by providing additional training and support from classroom teachers. All coursework is offered on the Nelson School campus and is taught by a team of four professors who may also supervise student teaching. Student teaching placements are in Clovis, Central, or Fresno Unified schools. Special training is provided for students with an interest in middle school. This block enables students to move through the program as a cohort in a 12-month period beginning with one class in the summer. This block provides a CLAD emphasis credential, if all CLAD requirements are met. Program requirements are the same as Option I with CLAD. Information and applications are available outside of ED 255 or by contacting the coordinator at (559) 278-0265.

Multiple Subject, Teacher in Preparation (TIP) Internship Program. The TIP Internship program is designed for qualified

individuals who have prior classroom experience and who seek an alternative route to obtaining a Professional (clear) Teaching Credential. Students must possess a bachelor's degree from an accredited institution, meet all criteria for admission to a basic credential program, and have extensive classroom related experience. Refer to the preliminary Multiple Subject CLAD/BCLAD Credential general requirements for initial admission. Candidates who have been successful long-term substitute teachers and holders of an emergency permit are good candidates for the internship program.

Interns have a year-long contract with a participating school district, earning a modestly reduced salary. In addition, interns enroll in coursework leading to a Professional (clear) Credential.

For further information, please contact the Internship Office at (559) 278-0232.

Program Requirements

- 1. Subject Matter Competency.** Demonstrate subject competency through completion of the Multiple Subject Equivalency Program *or* pass the Praxis Series Multiple Subject Assessment for Teachers (MSAT) tests for Content Knowledge and Area Exercises 1 and 2 and receive faculty certification of subject matter competence. Prerequisite for admission.
- 2. Admission to Program.** Applicants must be admitted to California State University, Fresno and a basic teaching credential program in the Kremen School of Education and Human Development. They must participate in two levels of interviews: one by a university selection committee and another by school district personnel. Candidates must also be offered a teaching contract by a participating school district. Interns have the responsibility for finding their own jobs with participating districts.

3. Professional Preparation	Units
Prerequisites: EHD 110	3
ERF 130	3
LEE 146*	3
<i>or</i>	
LEE 149*	3
CI 150	3
Semester I: EHD 160A	5
ERF 140	3
CI 121	3
Semester II: EHD 160B	5
LEE 133	3
CI 125	3

Post-Internship: CI 225	3
SPED 120	3
HS 120	2

Total **45**

* *Note:* LEE 146 and 149 reading courses must both be taken. One course should be taken as a prerequisite (preferably 146), and one at a later time in the program. However, they are not to be taken in the same semester.

4. Special Education Internship Program	Units
Courses common to all areas of emphasis	15
SPED 125, 135, 145, 155, 160F	
<i>Prerequisites to Internship Program by emphasis</i>	
Early Childhood	11
ERF 130ECE; EHD 112; LEE 146, 149	
Multiple Subjects	15
ERF 130; EHD 110; CI 150; LEE 146, 149	
Single Subject	17
ERF 152; EHD 155A; CI 159; LEE 146, 149	
Practicum	9
Mild/Moderate Disabilities (9)	
SPED 175 <i>or</i>	
Moderate/Severe Disabilities (9)	
SPED 176	
Total	35-41

For CLAD/BCLAD certification, please see page 252 and 254 of this catalog or contact the CLAD/BCLAD adviser at (559) 278-0364.

CalStateTEACH

CalStateTEACH is a new alternative path to the Multiple Subject CLAD teaching credential. Developed at the California State University Chancellor's Office, CalStateTEACH is designed specifically for teachers who hold emergency permits and are teaching full-time in an elementary school. The Kremen School of Education and Human Development houses one of the five regional centers in the state that administers this program.

Professional (Clear) Multiple Subject Credential Programs (Fifth Year)

The Professional (clear) Multiple Subject Credential is required for full authorization to teach in a self-contained classroom in the state of California. To obtain this credential, the candidate must meet the following requirements:

Education — Curriculum and Instruction

General Requirements. (See *Preliminary Multiple Subject Credential — General Requirements for Initial Admission.*)

Requirements for Admission to Student Teaching. (See *Preliminary Multiple Subject Credential — Requirements for Admission to Student Teaching.*)

In addition to these requirements, the Professional (clear) Credential (fifth year) candidate must:

1. Complete an approved fifth-year program containing a minimum of 30 units of upper-division/graduate credit taken after completion of all bachelor's degree requirements.
2. Include at least 30 units of professional education in the total five-year credential program.
3. Complete a mainstreaming requirement (SPED 120 or equivalent).
4. Complete a health education requirement (HS 120 or equivalent).
5. Complete a classroom computer application course (CI 100* / CI 225**).
6. Complete Cardiopulmonary Resuscitation (CPR) training.

*This course valid only for students who hold a Preliminary Multiple Subject or Single Subject Credential prior to June 30, 2002.

**All candidates applying for an Initial Multiple Subject or Single Subject Credential after July 1, 2002 must take CI 225.

Program Advisement. Program advisement for a Professional (clear) Multiple Subject Credential is obtained from the multiple subject fifth-year adviser located in the Kremen School of Education and Human Development's Education Student Services Center in ED 100.

Time Restrictions. Courses required for preliminary and professional (clear) credentials must be completed no more than 10 years prior to credential application.

Multiple Subject, Teachers in Inclusive Educational Settings (TIES) Block (a dual certification program). The TIES block is designed to prepare pre-service, multiple-subject, special education teachers to work collaboratively in serving the needs of an increasingly diverse student body. Students will complete the Multiple Subject and Preliminary Level I Education Specialist Credential Program in Mild/Moderate or Moderate/Severe Disabilities concurrently. For specific TIES program information, see the *Department of Counseling, Special Education, and Rehabilitation — Preliminary Level I Education Specialist Credential Programs, Pro-*

gram Delivery Systems #3, Dual Certificate Program.

Preliminary Level I Education Specialist Credential Program (Basic Program). The Preliminary Level I Education Specialist Credential has two areas of specialization: Mild/Moderate and Moderate/Severe Disabilities. For specific program information, see the *Department of Counseling, Special Education, and Rehabilitation — Preliminary Level I Education Specialist, #1 Mild/Moderate and #2 Moderate/Severe.*

Single Subject Credential Program

The Single Subject Credential authorizes the holder to teach in the subject area specified on the credential in departmentalized classrooms commonly found at middle schools, high schools, and adult educational settings. The Kremen School of Education and Human Development offers the Single Subject Credential in cooperation with 18 academic departments. The cooperating departments are responsible for developing subject matter competency; the Kremen School of Education and Human Development is primarily responsible for developing professional education competency.

The Single Subject coordinator in the Kremen School of Education and Human Development provides general advisement for Single Subject Credential candidates. Area advisers (see list) provide academic advisement for credential candidates majoring in their respective departments, teach methods courses in their subject fields, assign and supervise student teachers, and act as official liaisons between the subject matter departments and the Single Subject coordinator in the Educational Research, Administration, and Foundations Department.

Single Subject Majors and Advisers

Agriculture: A. Parham/R. Vaughn/
S. Rocca

Art: D. Nadaner/P. Fleming

Business: R. Lacy

English: K. Godfrey

English (Theatre Arts): K. Morin

English (ESL): B. Birch

English (Speech): M. Bloom

Foreign Languages: J. Amaral

Home Economics: N. Dilbeck

Kinesiology: T. Minniear

Mathematics: A. Tuska/R. Amarasinghe

Music: W. March

Science: D. Andrews

Social Science (History): L. Emerzian

Single Subject Professional Preparation Adviser. Jody Daughtry, coordinator of the Single Subject Program, and other advisers may be contacted through the Kremen School of Education and Human Development's Education Student Services Center in ED 100.

Types of Single Subject Credentials. There are three types of Single Subject Credentials:

- Preliminary Single Subject Credential
- Internship Single Subject Credential
- Professional (clear) Single Subject Credential (fifth year)

Preliminary Single Subject Credential. A Preliminary Single Subject Credential provides authorization to teach a specified subject in a departmentalized classroom for a maximum period of five years.

Professional (Clear) Single Subject Credential. A Professional (clear) Single Subject Credential is required for full authorization in a departmentalized classroom. All requirements for a Professional (clear) Single Subject Credential must be completed within five years of the date of issuance of the preliminary credential.

Requirements for a Preliminary Single Subject Credential

1. Complete a 33-unit core of professional education courses.

General Core	Units
ERF 151	3
ERF 152	3
CI 159	3
CI 161	3
LEE 154	5
EHD 180T	2
EHD 155A	4
EHD 155B	10
Total	33

2. Demonstrate subject matter competence:
 - a. Complete an approved subject matter preparation program or pass the subject matter examinations designated by the California Commission on Teacher Credentialing.
 - b. receive clearance from the academic adviser that subject matter competency has been met.
3. Complete a bachelor's degree in a subject matter other than education.

Requirements for the Preliminary and Professional (clear) Credentials are changing and subject matter tests are being revised. For an update on required subject matter examinations or other information about the Single Subject Credential, contact the

credential analyst or a single subject adviser in ED 100, (559) 278-0300.

Time Restrictions. Education courses required for preliminary and professional clear credentials must be completed no more than 10 years prior to credential application.

Note: With the exception of the Internship Program, individuals may begin a Single or Multiple Subject Credential program if they are in their senior year, have completed at least 90 units toward a bachelor's degree, and have been admitted to a credential program.

Preliminary Single Subject Credential — General Requirements for Initial Admission

- Attend a Single Subject Credential program orientation meeting.
- Provide evidence of successful completion of an appropriate pre-program field experience or EHD 50, Introduction to Teaching.
- Show evidence of taking the California Basic Educational Skills Test (CBEST) and passing the reading and writing sections by presenting a CBEST Permanent Verification card, or meeting an alternative requirement. (See the Single Subject Credential Program admission packet.)
- Complete an application to the credential program.
- Verify admission to California State University, Fresno with a student I.D. card or a Notice of Admission.
- Provide a complete set of transcripts of all prior college/university coursework. Transcripts are used to verify a cumulative GPA of 2.67 or 2.75 on the last 60 units.
- Complete an Admission Interview Form and obtain an interview from a Single Subject Credential faculty member and from the subject area academic adviser.
- Obtain a medical clearance at the University Health Center.
- Obtain two completed Recommendation for Admission to Teacher Education forms written by instructors, supervisors, or other individuals in a position to recommend for admission into a teacher education program.
- Obtain appropriate clearance to teach in a public school by presenting a valid California Teaching Credential or applying for a Character and Identification Clearance.

Required application materials and forms are available in the Kremen School of Education and Human Development's Education Student Services Center in ED 100. All admission requirements (forms, documents,

prerequisites) must be completed prior to enrollment in professional program courses.

Timelines for initial admission to the Single Subject Credential program are listed in the next paragraph.

<i>Semester to be Enrolled</i>	<i>Application Deadline is</i>
Summer	April 1
Fall	April 1
Spring	November 1

Preliminary Single Subject Credential — Requirements for Admission to Student Teaching

Admission to Initial Student Teaching (EHD 155A). Authorization to begin student teaching requires that the candidate:

- Submit an EHD 155A application form by the specified deadline.
- Receive notification of initial admission to the Single Subject Credential program.
- Maintain a 3.0 GPA on all professional education courses. All courses (except those offered for *CR/NC* only) must be taken for a letter grade.
- Complete a fifth-year program form and have it signed by the academic area adviser and the Single Subject coordinator or Single Subject adviser.
- Have completed or be enrolled concurrently in ERF 151, ERF 152, and CI 159.

Timelines for Admission to Initial Student Teaching (EHD 155A) are listed in the next paragraph. Application forms are available in the Kremen School of Education and Human Development's Education Student Services Center in ED 100.

<i>Semester to be Enrolled</i>	<i>Application Deadline is</i>
Fall	April 1
Spring	November 1

Admission to Final Student Teaching (EHD 155B). Requirements for admission to final student teaching (EHD 155B) include the following:

- Submit an EHD 155B application form by deadline.
- Demonstrate subject matter competence. (See page 253.)
- Maintain a 3.0 GPA on professional education coursework. All courses (except those offered for *CR/NC* only) must be taken for a letter grade.
- If granted an "Exception" admission, satisfy all requirements specified when the exception was granted.
- Show evidence of passing the California Basic Educational Skills Test (CBEST)

by presenting a CBEST Permanent Verification card.

- Have completed ERF 151, ERF 152, CI 159, and EHD 155A. Have completed or be concurrently enrolled in LEE 156. Have completed or be concurrently enrolled in CI 161 (depending on policy of the appropriate academic department.)

Timelines for Admission to Final Student Teaching (EHD 155B) are listed in the next paragraph. Application forms are available in the Kremen School of Education and Human Development's Education Student Services Center in ED 100.

<i>Semester to be Enrolled</i>	<i>Application Deadline is</i>
Fall	February 28
Spring	September 30

Note: Students who receive a "No Credit" grade in any student teaching course are required to petition the Admissions and Standards Committee for approval to retake the course. Students who receive a grade of "No Credit" for a second time will be dismissed from the Single Subject Credential Program. Student teachers whose placements are terminated after the date for refund of tuition are responsible for full tuition regardless of circumstances leading to termination.

Single Subject Teacher in Preparation (TIP) Internship Program. The Single Subject Internship program is designed for qualified individuals who have prior classroom experience and who seek an alternative route to obtaining a teaching credential. The entire program requires two summers and two semesters to earn a Professional (clear) Credential. Refer to Preliminary Single Subject Credential general requirements for admission. Interns have a year-long contract with a participating school district, earning a modestly reduced salary. In addition, interns enroll in coursework leading to a Professional (clear) Credential.

1. Program Requirements

- Subject Matter Competency. Have subject matter competency verified by an academic adviser.
 - Provide evidence of teaching experience in the subject matter area.
 - Provide a support letter from a participating school district willing to hire the candidate as an intern.
- 2. Admission to Program.** Applicants must be admitted to California State University, Fresno and a basic teaching credential program in the Kremen School of Education and Human Development. They must participate in at least two interviews: one by a university selection committee and another by school district

Education — Curriculum and Instruction

personnel. Candidates must also be offered a teaching contract by a participating school district. Interns have the responsibility for finding their own jobs with participating districts.

3. Professional Preparation	Units
Prerequisites: [*]	
CI 159.....	3
ERF 151**	3
ERF 152	3
EHD 155A.....	4
EHD 180T	2
Semester I: EHD 155B.....	5
CI 161	3
Semester II: EHD 155B.....	5
LEE 154	5
Summer II: CI 101	3
SPED 120	3
HS 121	2
Total.....	41

^{*} CI 159, ERF 152, and EHD 155A are prerequisites for classroom teaching under an internship credential.

^{**} ERF 151 may be taken at any time during the program; however, it is suggested as a prerequisite.

Contact the Internship Program Office at (559) 278-0232.

Professional (Clear) Single Subject Credential Program (Fifth Year). The Professional (clear) Single Subject Credential is required within five years of obtaining a Preliminary Single Subject Credential. Candidates may apply as soon as they have met all the requirements. To obtain this credential the candidate must meet the following requirements.

1. Hold or be eligible to be recommended for a Preliminary Single Subject Credential (see requirements for the Preliminary Single Subject Credential.)
2. Complete an approved fifth-year program containing 30 units of upper-division/graduate credit taken after completion of all bachelor's degree requirements.
3. Include at least 30 units of professional education in the total five-year credential program.
4. Complete a mainstreaming requirement (SPED 120 or equivalent).
5. Complete a health education requirement (HS 121 or equivalent).
6. Complete the classroom computer application course (CI 101* / CI 225**).
7. Complete Cardiopulmonary Resuscitation (CPR) training.

^{*}This course valid only for students who hold a Preliminary Multiple Subject or Single Subject Credential prior to June 30, 2002.

^{**}All candidates applying for an Initial Multiple Subject or Single Subject Credential after July 1, 2002 must take CI 225.

Program Advisement. Program advisement for a Professional (clear) Single Subject Credential is obtained from the Single Subject fifth-year advisers. They can be contacted through the Kremen School of Education and Human Development's Education Student Services Center in ED 100 and from the subject area academic adviser.

Time Restrictions. Courses required for preliminary and professional (clear) credentials (including SPED 120, HS 121 and CI 225 or their equivalents) must be completed no more than 10 years prior to credential application.

Certificate of Advanced Study in Educational Technology

The Certificate of Advanced Study in Educational Technology is a postbaccalaureate program designed to provide professional and specialized preparation for the candidate interested in acquiring knowledge and skills essential for technology-related leadership in educational settings.

Students completing this program will be able to do the following:

- describe the current and potential impact of advanced technologies on education and society
- analyze instructional needs and determine viable uses of technology for meeting those needs
- select and develop appropriate technology-based materials which correlate to curriculum objectives
- model the effective use of technology within educational settings
- demonstrate an understanding of the equitable and ethical use of technology
- plan, implement, and evaluate programs which exemplify the effective use of technology to attain curriculum objectives

Up to six units of coursework taken while working on this certificate may be counted as elective units toward a Master of Arts in Education with a concentration in curriculum and instruction. Students who hold a valid California teaching credential may also apply to the Commission on Teacher Credentialing (CTC) to have their files reviewed for the supplemental authorization "Computer Concepts and Applications."

Students who wish to pursue either of these options while working on the certificate should state such an intent early in their program so they can receive proper advising regarding master's or CTC requirements.

Admission Requirements

See *Master's Degrees Admission Requirements* in the *Education — Graduate Programs* section in this catalog.

Course Requirements	Units
CI 225, 227, and 230	9
Approved Electives	5-6
Total	14-15

For further information, contact the educational technology certificate adviser, Dr. Roy Bohlin, at (559) 278-0245.

Master of Arts Degree in Education

Curriculum and Instruction

The Master of Arts degree in Education with a concentration in curriculum and instruction is designed to provide professional and specialized preparation for the candidate interested in acquiring knowledge and skills essential for the design and development of curriculum and related instructional practices. Beyond the course requirements, the program enables the student to elect and pursue in-depth study in areas of curriculum and instruction such as educational technology, mathematics education, science education, social science education, or other specializations related to elementary, middle school, and secondary education. The program allows the student to take a varied representation of courses within the context of curriculum and instruction. For information on the Master of Arts in Education with a concentration in Curriculum and Instruction, please contact the graduate program coordinator, Dr. Jean Behrend, at (559) 278-0235.

Admission Requirements for Classified Standing. See *Master's Degree Admission Requirements* in the *Education — Graduate Program* section of this catalog.

Program Requirements

1. Course Requirements	Units
CI 250*, 275	6
ERF 220**, ERF 285 or 288	6
CI 298 or 299	4
2. Electives: Electives are selected in consultation with a curriculum and instruction faculty adviser. The electives may constitute a broad-based program in curriculum and instruction or represent an in-depth study in a specialty area within the context of curriculum and instruction.	14
Total	30

^{*} CI 250 includes the graduate writing requirement as part of the course.

^{**} ERF 153 or an approved equivalent is a prerequisite for ERF 220.

COURSES

Note: Students must provide their own transportation to off-campus sites for classes, student teaching, practice and field activities, and defray any resulting personal expense.

CalStateTEACH (CST)

401. Multiple Subject Credential Module 1: Curriculum, Instruction, and Intern Teaching in the Elementary School (9)

Prerequisite: admission to CalStateTEACH program. Major emphasis on the foundations of education, teaching reading and mathematics, and assessment.

402. Multiple Subject Credential Module 2: Curriculum, Instruction, and Intern Teaching in the Elementary School (9)

Prerequisites: successful completion of CST 401 and subject matter competency (passage of MSAT or subject matter equivalency verified by an academic adviser). Continued work in the foundations of education, teaching, reading, and mathematics. Major emphasis in teaching science, language arts, technology, and assessment.

403. Multiple Subject Credential Module 3: Curriculum, Instruction, and Intern Teaching in the Elementary School (9)

Prerequisite: successful completion of CST 402. Continued work in all curricular areas. Major emphasis in teaching social studies and mathematics, learning theory, and models of discipline.

404. Multiple Subject Credential Module 4: Curriculum, Instruction, and Intern Teaching in the Elementary School (12)

Prerequisite: successful completion of CST 403. Continued work in all curricular areas. Major emphasis in reading diagnosis and remediation, integrated curriculum, technology, visual and performing arts, and physical education.

444. MSAT Preparation (3)

Prerequisite: admission to CalStateTEACH program. To be taken concurrently with CST 401: MSAT Track. Only for those students who have not passed the MSAT and do not have subject matter equivalence. Designed to further basic skills in math, science, language arts, social studies, fine arts, and physical arts. *CR/NC* grading only.

Curriculum and Instruction (CI)

2R. CBEST Math Development (3)

Designed to further the basic skills in math for applicants to teacher education credential programs. Students who pass the course will satisfy the CBEST math requirement for

admission into teacher education credential studies. Students are still required to pass the CBEST to qualify for a teaching credential. *CR/NC* grading only; not applicable toward baccalaureate degree requirements. (Formerly CTET 2R)

99. Introduction to the Macintosh for Educators (1)

Provides hands-on experience in educational and classroom application of the Macintosh Operating System, word processing, and World Wide Web navigation and mail tools for integration into school curriculum. (Formerly CTET 180T; CTET 99)

100. Educational Applications of Microcomputers — Multiple Subject (3)

Prerequisite: EHD 50 or permission of instructor. Prior passing of the Macintosh Operating System, word processing, and telecommunications performance test or CI 99 is required. Methods for using computers for teacher/student productivity, critical thinking, and grades K-8 curriculum objectives. (2 lecture, 2 lab hours) (Formerly CTET 100)

101. Educational Applications of Microcomputers — Single Subject (3)

Prerequisite: EHD 50 or permission of instructor. Prior passing of Macintosh Operating System, word processing, and telecommunications performance test or CI 99 is required. Methods for using computers for teacher/student productivity, critical thinking, and grades 7-12 curriculum objectives. (2 lecture, 2 lab hours) (Formerly CTET 101)

121. Mathematics in the Elementary School (3)

Prerequisites: admission to the Multiple Subject Program and satisfy General Education Quantitative Reasoning requirement[s] (see *General Education* section). Methods and materials for developing mathematics concepts and skills for a culturally and linguistically diverse classroom. (2 lecture, 2 lab hours) (Formerly CTET 121)

122. Fieldwork in Outdoor Education (1-2; max total 2)

Prerequisites: ERF 130 or 152; permission of instructor. Practice at camp with responsibilities of counseling, camp leadership, curriculum planning, and evaluation; utilization of resource people from several disciplines. (Formerly CTET 122)

123. Classroom Management (2)

Classroom organization, management, and mainstreaming including focus on the culturally, linguistically diverse student. (Formerly CTET 123)

125. Teaching Elementary School Science (3)

Prerequisite: admission to the Multiple Subject Credential Program. Designed to assist teacher candidates in constructing the knowledge and skills necessary to effectively and equitably teach elementary school science in a culturally and linguistically diverse classroom. (2 lecture, 2 lab hours) (Instructional materials fee, \$5) (Formerly CTET 125)

126. Social Studies in the Elementary School (3)

In-depth study of the strategies and techniques of social studies instruction. (Formerly CTET 126)

136. Multicultural Education (3)

Assists teachers and other school personnel to acquire skills in multicultural curriculum design and delivery. Emphasizes language acquisition instruction and mentoring techniques for working with students in a pluralistic society. (Formerly CTET 136)

137. Creative Dramatics (3)

(See DRAMA 137.) (Formerly CTET 137)

150. Curriculum and Instruction in the Elementary School (3)

Prerequisites: admission to the Multiple Subject Credential Program, ERF 130 and 140 (or concurrent enrollment) and EHD 110 and LEE 146 taken concurrently. Examines integrated curricula in K-8 classrooms, purpose and use of the California Frameworks, curricular reform, trends, and assessment. Instructional strategies for diverse populations are examined. (2 lecture, 2 lab hours) (Formerly CTET 150)

158. Communication and Learning (3)

(See COMM 114.) No credit will be given if the student has taken COMM 114. (Formerly CTET 158)

159. Curriculum and Instruction in Secondary Schools (3)

Prerequisites: admission to the Single Subject Credential Program; ERF 152 or concurrent enrollment. Instructional planning, methodologies of teaching and learning, evaluation techniques, motivation, classroom management and discipline, preparation and evaluation of materials. Microteaching practice and analysis. (2 lecture, 2 lab hours) (Instructional materials fee, \$5) (Formerly CTET 159)

161. Methods and Materials in Secondary Teaching (3)

Prerequisites: ERF 152 and CI 159 or concurrent enrollment; admission to credential program or teaching experience. A methods course in secondary school subjects. Instructional procedures, techniques, and resources

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for teaching; appraisal of instructional innovations; classroom organization and management; measurement and evaluative techniques. (Instructional materials fee for Single Subject — Art Methods and Materials enrollees, \$10) (Formerly CTET 161)

180T. Topics in Curriculum, Teaching, and/or Educational Technology (1-3; max total 9)

Issues and topics in curriculum and instruction; elementary, middle school, and secondary education; technology, and computer literacy. (Formerly CTET 180T)

190. Independent Study (1-3; max total 6)

See *Academic Placement—Independent Study*. Approved for *RP* grading. (Formerly CTET 190)

GRADUATE COURSES

(See *Course Numbering System*.)

Curriculum and Instruction (CI)

210. Current Issues and Trends in Math Education (3)

Examination and analysis of state, national and international issues related to K-12 mathematics curriculum, instruction, and assessment with implications for teachers, educational leaders, and policy makers. Provides professional development resources for mathematics teachers at all instructional levels. (Formerly CTET 280T; CTET 210)

212. Mathematics Education in the Primary Grades (3)

Mathematics content and methods for primary grades. Focus is on using research about children's mathematical understanding and mathematics classrooms to inform instructional decisions. (Formerly CTET 212)

225. Integration of Technology across the Curriculum (3)

Prerequisite: CTC Level 1 technology requirements and completion of final student teaching, or admission to a graduate program, or permission of department chair. Appropriate use of advanced technologies to enhance teaching and learning; accessing and evaluating information, analyzing and solving problems, and communicating ideas. Meets CTC Level 2 technology requirements. (2 lecture, 2 lab hours) (Formerly CTET 225)

227. Current Issues and Trends in Educational Technology (3)

Focuses on the social, economic, and psychological impacts of technology and technological research on schools, teaching, and learning. Students examine the past and formulate a vision of the future of educational technology through readings, discussions, and research. (Formerly CTET 227)

229. Designing Virtual Realities for Education (3)

Provides students with the skills and knowledge to design virtual reality representations of partner institutes in the region. Working in groups, students create educational products that will be posted on the Internet. (Formerly CTET 280T; CTET 229)

230. Planning and Implementing Innovative Technology Programs (3)

Strategies for implementing change in educational settings; planning for equitable technology use; planning and instituting effective staff development programs; managing resources, including networking equipment; locating, developing, and coordinating funding sources; and gaining parent and community support. (Formerly CTET 230)

250. Advanced Curriculum Theory and Analysis (3)

Prerequisite: CI 150 or 159 or permission of program adviser. Theory and practice of curriculum development, evaluation, and revision. Study of contemporary problems and curriculum approaches to meet societal needs. (2 lecture, 2 lab hours) (Formerly CTET 250)

260. Reflective Teaching (3)

Students develop knowledge and skills to critically examine and improve planning, instructional decisions, assessment, and student learning. Students engage in systematic reflection of teaching practices; they become familiar with the National Board for Professional Teaching Standards (NBPTS) and the certification process. *CR/NC* grading only. (Formerly CTET 280T; CTET 260)

275. Advanced Instructional Theories and Strategies (3)

Study and application of contemporary research and theory in teaching and instruction. (Formerly CTET 275)

280T. Advanced Topic (1-3; max total 9 if no topic repeated)

Prerequisite: permission of instructor. Advanced, in-depth analysis of issues and problems in curriculum and instruction; elementary, middle school, and secondary education; technology and computers in education. Emphasis placed on advanced research. (Formerly CTET 280T)

290. Independent Study (1-3; max total 6)

See *Academic Placement—Independent Study*. Approved for *RP* grading. (Formerly CTET 290)

298. Project (4)

Prerequisites: advancement to candidacy for the master's degree; *B* average on 24 units of the master's program including ERF 220. See *Criteria for Thesis and Project*. A project consists of a significant undertaking appropriate to education such as the development of curricula and instructional materials, educational policy, educational theory, and educational technology. An approved proposal is required for enrollment. Approved for *RP* grading. (Formerly CTET 298)

299. Thesis (4)

Prerequisites: advancement to candidacy for the master's degree; *B* average on 24 units of the master's program including ERF 220 and completion of an acceptable thesis proposal. See *Criteria for Thesis and Project*. Preparation, completion, and submission of an acceptable thesis for the master's degree. See Kremen School of Education and Human Development's graduate programs coordinator for school thesis guidelines. Approved for *RP* grading. (Formerly CTET 299)

IN-SERVICE COURSE

(See *Course Numbering System*.)

Curriculum and Instruction (CI)

380T. Topics in Education (1-6; max total 12)

Studies in theory, procedures, and application in such areas as social forces, professional activities, technology, and instructional innovations. (Formerly CTET 380)