

EDU - EDUCATION

EDU 60CP1 Clinical Practice Seminar I (1 Unit)

This seminar course supports the Clinical Practice I experience through classroom inquiry and reflection on the general education curriculum and California standards, including the principles of effective classroom management, teaching methods, differentiation of instruction, lesson planning and delivery, and parent communication. Emphasis is placed on the modification of lessons and instructional support of English learners, diverse learners, and learners with exceptionalities. Candidates explore school and community demographics and consider methods for teaching diverse populations.

Corequisite(s): EDU 6030, EDU 6032, EDU 6040, EDU 6042, EDU 6070M, EDU 6070S, EDU 6072M, EDU 6072S

Fee: A TPA Assessment fee is attached to this course.

All candidates who are preparing for their first preliminary credential must enroll in EDU 60CP1 during their first clinical practice placement and EDU 60CP2 during the second placement.

EDU 60CP2 Clinical Practice Seminar II (1 Unit)

This seminar course supports the Clinical Practice II experience through additional classroom inquiry and reflection on appropriate instructional strategies for learners with disabilities, the principles of effective classroom management, teaching methods, differentiation of instruction, lesson planning and delivery, and parent communication. Emphasis is placed on the modification of lessons and instructional support of English learners, diverse learners, and learners with exceptionalities. Candidates continue to explore school and community demographics and consider methods for teaching diverse populations.

Corequisite(s): EDU 6034, EDU 6036, EDU 6044, EDU 6046, EDU 6074M, EDU 6074S, EDU 6076M, EDU 6076S

EDU 6000 Foundations of Education and Learning Theory (3 Units)

This survey course provides an overview of the major laws and principles regarding the historical and contemporary purposes, roles, and functions of education in American society as well as an overview of the major concepts, theories, and research related to the cognitive, linguistic, social, emotional, and physical development of children and adolescents. Wesleyan perspectives in education are introduced.

EDU 6001 Language Acquisition and Diverse Populations (3 Units)

This theory course focuses on the principles of language acquisition and effective instructional practices for English learners. It further examines the pedagogy of educational equity to provide English learners access to the core curriculum. Foundational knowledge and classroom instructional practices are linked through the systematic study of phonemic awareness, oral language, and literacy development. Special emphasis is placed on the Structured English Immersion model as practiced in California schools. Effective instructional strategies that ensure active and equitable participation of learners who are culturally, ethnically, and socioeconomically diverse are introduced and applied through fieldwork experiences. This course requires 20 hours of observation in the field.

EDU 6002 Foundations of Special Education (3 Units)

This survey course provides an overview of the major educational practices, theories, and research regarding diverse learners with disabilities. Emergent issues and best practices, including differentiated instruction, curricular adaptations and modifications, compliance with laws, ethical concerns, and characteristics and needs of learners with disabilities, will be examined. Principles of effective collaborative and interdisciplinary teaming, positive behavior supports, and inclusive educational programming are addressed. This course meets the special education mainstreaming requirement for all preliminary teaching credentials. This course requires 20 hours of observation in the field.

EDU 6003 Classroom Assessment and Research Practices (3 Units)

This methodology course analyzes assessment types, practices, and instruments used to evaluate student academic achievement utilizing formative, summative, formal, informal, as well as classroom-based and standardized measures. Candidates apply the knowledge and skills to design both whole class and differentiated instruction and California State Standards-based assessments based on student profiles. The relationship between theory and practice provides the basis for reflection to encourage application of research-based assessment strategies in the classroom. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched and applied. Technology for teaching and learning is integrated in the course.

EDU 6010 Methods of Teaching Reading and Writing (3 Units)

This methodology course provides intensive instruction grounded in sound research to enable candidates to deliver a comprehensive program of systematic, explicit, and meaningfully-applied instruction in reading, writing, listening, and speaking. Opportunities for candidates to learn, understand, and effectively use materials, methods, and strategies to include culturally diverse literature for all learners are provided. Instruction is aligned to the state-adopted English Language Arts Common Core Standards (K-8) and the Next Generation English Language Development Standards. This course includes intentional practice of classroom management, active, and equitable participation for culturally, ethnically, linguistically, and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched and applied through fieldwork experience. Technology for teaching and learning is integrated in the course. This course requires 20 hours of observation in the field.

EDU 6011 Interdisciplinary Approaches to Teaching in the Content Areas (3 Units)

This methodology course emphasizes a cross-curricular approach to content-based instruction through critical thinking skills, basic analysis skills, study skills, and specific teaching strategies and methodology for active forms of learning. The process of interrelation of ideas and information within and across science, social studies, health, and physical education utilizing the academic content standards is emphasized. Included in this course is the integration of reading, writing, listening, and speaking across content areas. Instruction is aligned to the California State Standards (K-8) and the language needs of all learners. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched and applied. Technology for teaching and learning is integrated in the course.

EDU 6012 Differentiated Mathematics Instruction for All Learners (3 Units)

This methodology course addresses the planning of content-specific instruction and delivery of content consistent with Common Core (K-8) mathematics standards and the language needs of all learners. The interrelated components of a balanced program of mathematics and the fostering of positive attitudes toward mathematics are stressed. This course includes instruction in how to model concepts and teach learners to solve problems using multiple strategies and to anticipate, recognize, and clarify mathematical misunderstandings that are common among (K-8) learners. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically, and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched and applied through fieldwork experience. Technology for teaching and learning is integrated in the course. This course requires 20 hours of observation in the field.

EDU 6017 (A,B,C,D) Teaching and Learning Capstone: Contemporary Issues in the Vocation of Education (0.5-2 Units)

This course offers candidates the opportunity to develop knowledge, skills and dispositions related to contemporary issues and challenges in California's teaching/learning systems. Special attention will be given to those issues that impede or aid positive school, classroom and community cultures and students' general academic and social success. Utilizing an interdisciplinary focus grounded in Educational Learning/Teaching Theory and pedagogy, candidates explore personal and professional planning practices of self-assessment, missional or life purpose development.

Must be taken four (4) times.

EDU 6020 Literacy Instruction for Secondary Teachers (3 Units)

This methodology course teaches the knowledge and skills necessary to support the literacy development of secondary learners, including English learners, across the content areas. The core areas of reading, writing, listening, and speaking, as outlined in the English Language Arts (7-12) California State Standards, and the English Language Development standards, serve as the foundation and the focus. The development of reading comprehension skills, vocabulary development, and literary response and analysis and culturally diverse literature are emphasized. Instruction also emphasizes reading and writing across the curriculum to support content area knowledge. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched and applied through fieldwork experience. This course requires 20 hours of observation in the field.

EDU 6021 General Methods for Secondary Teachers (3 Units)

This methodology course explores current pedagogy and its research underpinnings with the goal of implementing specific strategies, techniques, and practice of the methods presented. Candidates will demonstrate mastery of specific competencies, including literacy and language development in detailed lesson plans to make content accessible to all learners through developmentally appropriate pedagogy, effective questioning techniques, and use of appropriate resources. Candidates' demonstration lessons provide opportunity for reflection on attempted practices. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched and applied through fieldwork experience. Technology for teaching and learning is integrated in the course. This course requires 20 hours of observation in the field.

EDU 6022 Methods of Teaching Secondary Language Arts (3 Units)

This methodology course is designed to prepare prospective secondary-level (Grades 7-12) candidates for successful teaching of language arts. Candidates become familiar with a variety of specific methods to use in teaching literature, composition, and language. The topics explored include the following: trends in English curriculum development, the six-trait writing process, assessment, classroom application of various forms of technology, and professional organizations. Instruction is aligned to the state adopted English Language Arts California State Standards (7-12) and the California English Language Development Standards. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched. Equivalent to EDT 4032 or LIT 5035 Methods of Teaching English (3). PLNU students who complete EDT 4032 or LIT 5035 are exempt from taking EDU 6022 for their preliminary single-subject credential program but must replace it with three (3) units of a graduate-level elective for the MAT degree.

EDU 6023 Methods of Teaching Secondary Mathematics (3 Units)

This methodology course is designed to prepare prospective secondary-level (Grades 7- 12) candidates for successful teaching of mathematics content. Topics include: strategies and models for developing mathematical concepts, building skills for understanding and communicating mathematical ideas effectively, and techniques for teaching critical thinking and problem solving. Attention is also given to the following: methods of presentation, awareness of national mathematics organizations, the writing of unit/daily lesson plans, microteaching of a math lesson, selection of materials, inclusionary practices, classroom application of various forms of technology, and techniques for assessment. Instruction is aligned to the state-adopted Mathematics Standards (7-12) and the California English Language Development Standards. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched.

Equivalent to EDT 4033 or Mathematics 4063 Secondary School Mathematics (3). PLNU students who complete EDT 4033 or Mathematics 4063 are exempt from taking EDU 6023 for their preliminary single-subject credential program but must replace it with three (3) units of a graduate-level elective for the MAT degree.

EDU 6024 Methods of Teaching Secondary Science (3 Units)

This methodology course is designed to prepare prospective secondary-level (Grades 7- 12) candidates for successful teaching of life and physical sciences. Topics include the following: pedagogical content knowledge, curriculum selection and design, safe laboratory management and operation, integration of language arts and mathematics in the science curriculum, methods and modalities of science teaching, assessment, classroom application of various forms of technology, and professional organizations. Micro-teaching, classroom observation and group and self-evaluation are included. Instruction is aligned to the state-adopted Science Standards (7-12) and the California English Language Development Standards. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically, and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched.

Equivalent to EDT 4034 (3). PLNU students who complete EDT 4034 are exempt from taking EDU 6024 for their preliminary single-subject credential program but must replace it with three (3) units of a graduate-level elective for the MAT degree.

EDU 6025 Methods of Teaching Secondary Social Science (3 Units)

This methodology course is designed to prepare prospective secondary-level (Grades 7- 12) candidates for successful teaching of both the social and behavioral sciences. Topics include the following: instructional planning, evaluation and questioning techniques, research methods, and professional organizations. Instruction is aligned to the state-adopted Social Science Standards (7-12) and the California English Language Development Standards. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched.

Equivalent to EDT 4035 (3). PLNU students who complete EDT 4035 are exempt from taking EDU 6025 for their preliminary single-subject credential program but must replace it with three (3) units of a graduate-level elective for the MAT degree.

EDU 6026 Methods of Teaching Secondary Foreign Language (3 Units)

This methods course is based on the organizing principles of the California State Framework, the National Standards for the Learning of Foreign Languages in the 21st Century, the American Council on the Teaching of Foreign Guidelines, and current research in methodology in foreign language instruction. Topics include the following: instructional planning, selection and classroom application of various forms of technology, evaluation and questioning techniques, research methods, and professional organizations. Each candidate will develop a unit of instruction suitable for a secondary level classroom. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched.

Equivalent to EDT 4036 (3). PLNU students who complete EDT 4036 are exempt from taking EDU6026 for their preliminary single-subject credential program but must replace it with three (3) units of a graduate-level elective for the MAT degree.

EDU 6027 Methods of Teaching Secondary Visual Arts (3 Units)

This methods course introduces the study to the theory and practice of teaching visual arts in secondary schools. Content is designed to address content areas of the California Visual Arts Standards in middle and high schools. Topics include the following: instructional planning and classroom management, selection and classroom application of various forms of technology, evaluation and questioning techniques, state and national content standards and assessments, research methods, professional organizations (National Association of Art Educators), and the inclusive classroom. Each candidate develops a unit of instruction suitable for a secondary level classroom. Each candidate is required to prepare a final portfolio of the work in the course. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched.

Equivalent to EDT 4037 Or ART 4055 Visual Arts in the Classroom II (3). PLNU candidates who complete EDT 4037 or ART 4055 are exempt from taking EDU 6027 for their preliminary single-subject credential program but must replace it with three (3) units of a graduate-level elective for the MAT degree.

EDU 6028 Methods of Teaching Secondary Physical Education (3 Units)

This methods course introduces the philosophical bases, instructional techniques and procedures, and the various elements involved in teaching physical education at the secondary level. Topics include the following: classroom teaching methods, practical application, and the California State Framework in Physical Education. Each candidate is required to prepare a final portfolio of the work in the course. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched. Equivalent to EDT 4038 (3). PLNU candidates who complete EDT 4038 are exempt from taking EDU 6028 for their preliminary single-subject credential program but must replace it with three (3) units of a graduate-level elective for the MAT degree.

EDU 6029 Content-Specific Pedagogy for Secondary Teachers (3 Units)

This methodology course introduces candidates to a variety of assessments, instructional, and management strategies as related to secondary content subject matter. Candidates explore the delivery of instruction in the content areas in which they seek their credential with extensive research, practice, and reflection. Topics include the following: lesson planning and formative assessment. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched. Equivalent to EDT 4039 or Music Education 4054 Secondary School Music Methods (3). PLNU candidates who complete EDT 4039 or Music Education 4054 are exempt from taking EDU 6029 for their preliminary single-subject credential program but must replace it with three (3) units of a graduate-level elective for the MAT degree.

EDU 6030 Elementary Clinical Practice I (CalTPA Cycle 1) (4 Units)

This Clinical Practice experience provides the candidate with an opportunity to work directly with learners in a university-assigned elementary classroom with a Cooperating Teacher. Candidates observe and apply instructional strategies under the leadership of the Cooperating Teacher to learn to manage and deliver instruction in the elementary classroom. The Cooperating Teacher models appropriate teaching methods, lesson planning and delivery, classroom management, use of technology, and parent communication. Throughout the student teaching experience, the teaching responsibility gradually shifts from the Cooperating Teacher to the candidate, with careful consideration as to when the candidate is ready to assume the full-day teaching experience. The Clinical Practice experience contributes to candidates' preparation to complete the California Teaching Performance Assessment (CalTPA) Cycle 1 required for credential completion. Credit/No Credit.

Corequisite(s): EDU 60CP1

EDU 6032 Intern Elementary Clinical Practice I (CalTPA Cycle 1) (4 Units)

This Clinical Practice experience provides the Intern candidate with an opportunity to work directly with learners with the support of a district Cooperating Teacher and a University Supervisor. Candidates learn to manage and apply instructional strategies in the elementary classroom with the support of the district Cooperating Teacher and the University Supervisor. Candidates demonstrate basic skills in appropriate teaching methods, lesson planning and delivery, classroom management, use of technology, and parent communication. The Clinical Practice experience contributes to candidates' preparation to complete the California Teaching Performance Assessment (CalTPA) Cycle 1 required for credential completion.

Credit/No Credit.

Corequisite(s): EDU 60CP1

EDU 6034 Elementary Clinical Practice II (CalTPA Cycle 2) (4 Units)

This course is the second Clinical Practice teaching experience. Candidates are assigned to a different content area and/or grade level in an elementary classroom than in the first Clinical Practice experience with an approved Cooperating Teacher. Candidates observe and apply instructional strategies under the leadership of the Cooperating Teacher to learn to manage and deliver instruction in this new elementary classroom setting. The Cooperating Teacher models appropriate teaching methods, lesson planning and delivery, classroom management, use of technology, and parent communication. Throughout the student teaching experience, the teaching responsibility gradually shifts from the Cooperating Teacher to the candidate, with careful consideration as to when the candidate is ready to assume the full-day teaching experience. The Clinical Practice experience contributes to candidates' preparation to complete the California Teaching Performance Assessment (CalTPA) Cycle 2 required for credential completion.

Credit/No Credit.

Prerequisite(s): Successful completion of Clinical Practice I and completion of all Teacher Education admission requirements.

Corequisite(s): EDU 60CP2

EDU 6036 Intern Elementary Clinical Practice II (CalTPA Cycle 2) (4 Units)

This Clinical Practice experience provides the Intern candidate with an additional opportunity to work directly with learners with the support of a district Cooperating Teacher and a University Supervisor. Interns complete all their Supervised Intern Teaching in the grade level where they have been hired as "Teacher of Record." Candidates continue to learn to manage and apply instructional strategies in the elementary classroom with the support of the district Cooperating Teacher and the University Supervisor. Candidates demonstrate basic skills in appropriate teaching methods, lesson planning and delivery, classroom management, use of technology, and parent communication. The Clinical Practice experience contributes to candidates' preparation to complete the California Teaching Performance Assessment (CalTPA) Cycle 2 required for credential completion.

Credit/No Credit.

Prerequisite(s): Successful completion of Clinical Practice I and completion of all Teacher Education admission requirements.

Corequisite(s): EDU 60CP2

EDU 6040 Secondary Clinical Practice I (CalTPA Cycle 1) (4 Units)

This Clinical Practice experience provides the candidate with an opportunity to work directly with learners in a university-assigned secondary classroom with a Cooperating Teacher. Candidates observe and apply instructional strategies under the leadership of the Cooperating Teacher to learn to manage and deliver instruction in the secondary classroom. The Cooperating Teacher models appropriate teaching methods, lesson planning and delivery, classroom management, use of technology and parent communications. Throughout the student teaching experience, the teaching responsibility gradually shifts from the Cooperating Teacher to the candidate, with careful consideration as to when the candidate is ready to assume the full-day teaching experience. The Clinical Practice experience contributes to candidates' preparation to complete the California Teaching Performance Assessment (CalTPA) Cycle 1 required for credential completion.

Credit/No Credit.

Corequisite(s): EDU 60CP1

EDU 6042 Intern Secondary Clinical Practice I (CalTPA Cycle 1) (4 Units)

This Clinical Practice experience provides the Intern candidate with an opportunity to work directly with learners with the support of a district Cooperating Teacher and a University Supervisor. Interns complete all their Supervised Intern Teaching in the grade level/content area where they have been hired as "Teacher of Record." Candidates learn to manage and apply instructional strategies in the secondary classroom with the support of the district Cooperating Teacher and the University Supervisor. Candidates demonstrate basic skills in appropriate teaching methods, lesson planning and delivery, classroom management, use of technology and parent communication. The Clinical Practice experience contributes to candidates' preparation to complete the California Teaching Performance Assessment (CalTPA) Cycle 1 required for credential completion.

Credit/No Credit.

Corequisite(s): EDU 60CP1

EDU 6044 Secondary Clinical Practice II (CalTPA Cycle 2) (4 Units)

This course is the second Clinical Practice teaching experience. Student Teachers are assigned to a different content area and/or grade level in a secondary classroom than in the first Clinical Practice experience with an approved Cooperating Teacher. Candidates observe and apply instructional strategies under the leadership of the Cooperating Teacher to learn to manage and deliver instruction in this new secondary classroom setting. The Cooperating Teacher models appropriate teaching methods, lesson planning and delivery, classroom management, use of technology and parent communication. Throughout the student teaching experience, the teaching responsibility gradually shifts from the Cooperating Teacher to the candidate, with careful consideration as to when the candidate is ready to assume the full-day teaching experience. The Clinical Practice experience contributes to candidates' preparation to complete the California Teaching Performance Assessment (CalTPA) Cycle 2 required for credential completion.

Credit/No Credit.

Prerequisite(s): Successful completion of Clinical Practice I and completion of all Teacher Education admission requirements.

Corequisite(s): EDU 60CP2

EDU 6046 Intern Secondary Clinical Practice II (CalTPA Cycle 2) (4 Units)

This Clinical Practice experience provides the Intern candidate with an additional opportunity to work directly with learners with the support of a district Cooperating Teacher and a University Supervisor. Interns complete all their Supervised Intern Teaching in the grade level/content area where they have been hired as "Teacher of Record." Candidates continue to learn to manage and apply instructional strategies in the secondary classroom with the support of the district Cooperating Teacher and the University Supervisor. Candidates demonstrate basic skills in appropriate teaching methods, lesson planning and delivery, classroom management, use of technology and parent communication. The Clinical Practice experience contributes to candidates' preparation to complete the California Teaching Performance Assessment (CalTPA) Cycle 2 required for credential completion.

Credit/No Credit.

Prerequisite(s): Successful completion of Clinical Practice I and completion of all Teacher Education admission requirements.

Corequisite(s): EDU 60CP2

EDU 6048 Intern Support Seminar (3 Units)

This course is designed to support the intern candidate in her/his classroom and educational setting. The intern candidate will receive a minimum of 10 hours of direct support from a university intern coach, which includes instructional strategies for English Learners and sound pedagogy.

May be repeated more than once.

EDU 6050 Assessment and Services for Students with Disabilities (3 Units)

This methodology course explores current knowledge and best practice in the screening, referral, assessment, and placement procedures necessary to identify and qualify learners with disabilities for special education services. The significant issues of learners with disabilities is reviewed through discussions of the developmental, academic, behavioral, social, communication, vocational, and community life skill needs of individual learners in order to develop and implement effective programs. Strategies in consultation and coordination of the assessment process are addressed.

EDU 6051 Curricular and Instructional Adaptations for Students with Mild/Moderate Disabilities (3 Units)

This methodology course provides current knowledge in the major educational practices of special education, including emergent issues, theories, and research as they relate to curricular and instructional decision-making for learners with mild/moderate disabilities. This course provides the necessary knowledge regarding curriculum, instruction, and technology, learning methodology and skill acquisition necessary to provide special education services.

EDU 6052 Collaboration and Consultation for IEP Implementation, Evaluation, and Program Involvement (3 Units)

This methodology course provides expanded knowledge regarding the synthesis of all aspects of educating learners with disabilities. The candidate is given the opportunity to synthesize information related to the assessment of standards, short-range and long-range planning for learners, transition services language, and the effective use of consultation and collaboration skills. An emphasis of this course is training for collaboration with learners, parents, family members, school personnel, and agency representatives to build teams to ensure effective transitions across the lifespan of all learners.

EDU 6053 Principles of Language Acquisition for Students with Moderate/Severe Disabilities (3 Units)

This theory course specifically examines issues of language acquisition as related to learners with moderate/severe disabilities. Areas examined include assessment, behavior management, and communication styles that impact learning. The development of appropriate IEP goals, assistive technology, augmentative communication, and social skills instruction are emphasized. This course focuses on the principles of language acquisition and effective instructional practices for English learners. It further examines the pedagogy of educational equity to provide English learners access to the core curriculum. Foundational knowledge and classroom instructional practices are linked through the systematic study of phonemic awareness, oral language, and literacy development. Special emphasis is placed on the Structured English Immersion model as practiced in California schools. Effective instructional strategies that ensure active and equitable participation of learners who are culturally, ethnically, and socio-economically diverse are introduced and applied. This course requires 20 hours of observation in the field.

EDU 6054 Methods of Teaching Students with Moderate/Severe Disabilities (3 Units)

This methodology course examines curriculum and instruction appropriate for individualized services including supplementary aids, services, and technology. Curricular issues addressed include modification of the curriculum within inclusive settings and natural environments, selecting appropriate curricula materials, developing and modifying appropriate curricula, and developing individual instructional plans based on formative assessment. This course requires 20 hours of observation in the field.

EDU 6055 Organization and Management for Success in the Moderate/Severe Classroom (3 Units)

This methodology course focuses on issues of managing the learning environment to promote success in inclusive settings for learners with moderate/severe disabilities. Techniques in training support personnel to actively use appropriate monitoring systems for support in classroom settings and natural environments are studied. Strategies related to positive behavior supports across all learning environments are emphasized.

EDU 6061 Supportive Environments and Plans for Students with Exceptionalities (3 Units)

Candidates will explore historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment and education for individuals with disabilities. The course focuses on ensuring candidates effectively provide safe educational environments and practices for all students and families based on individualized and unique needs. These needs will be reviewed as a means to ensure students' overall access to educational environments through collaborative practices highlighting specific student abilities and challenges in areas of communication, learning, social, physical movement, mobility, sensory, emotional supports, and adaptive needs. Field-based experiences are threaded throughout the course where candidates will engage in translating research and theory into practice. Candidates will complete 20-hours of field observations over the 8-week course. Candidates may not begin field observations until they have provided all required pre-requisite documentation and have been cleared by the field coordinator.

EDU 6062 Assessments and Case Management (3 Units)

Candidates will monitor student progress from eligibility, to placement in LRE using collaboration and appropriate special education supports to help students gain access towards academic content and learning goals. They will explore current knowledge and best practice of content standards through IEP development by applying knowledge of the purposes, characteristics and appropriate uses of different types of assessments including students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of their disability. Candidates will administer and utilize assessment data to disseminate assessment data at IEPs, and develop appropriate learning goals. Candidates will make use of assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction; 5) develop communication methods to demonstrate student academic knowledge; and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities. Field-based experiences are threaded throughout the course where candidates will engage in translating research and theory into practice. Candidates will complete 20-hours of field observations over the 8-week course. Candidates may not begin field observations until they have provided all required pre-requisite documentation and have been cleared by the field coordinator.

EDU 6063 Self-Determination and Partnerships: Keys to Successful Transitions (3 Units)

Candidates will apply knowledge of students, including their experiences, interests, and social-emotional learning needs to develop supports and strategies for positive psychosocial development and self-determined behavior of students with disabilities. They will demonstrate the ability to develop transition plans with students, their families, appropriate school and community service personnel including goals for independent living, post-secondary education, and/or careers, with appropriate connections between the school curriculum and life beyond high school. Candidates will use person-centered/family centered planning processes, and strengths-based, and functional/ecological assessments to develop effective evidence-based instructional supports, support students in assuming increasing responsibility for learning and self-advocacy. Field-based experiences are threaded throughout the course where candidates will engage in translating research and theory into practice. Candidates will complete 20-hours of field observations over the 8-week course. Candidates may not begin field observations until they have provided all required pre-requisite documentation and have been cleared by the field coordinator.

EDU 6064 Multidisciplinary Collaboration and IEP Development (3 Units)

In this methodology course candidates will understand the historical and legal aspect of developing, implementing and analyzing assessments for special education supports, how to manage caseloads of diverse special education populations and how to resolve conflicts with all stakeholders. Candidates will monitor student progress from eligibility, to placement in LRE using collaboration and appropriate supports to gain access towards learning goals. They will explore current knowledge and best practice of content standards through IEP development by applying knowledge of the purposes, characteristics and appropriate uses of different types of assessments including students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of their disability. Candidates will demonstrate knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law. Field-based experiences are threaded throughout the course where candidates will engage in translating research and theory into practice. Candidates will complete 20-hours of field observations over the 8-week course. Candidates may not begin field observations until they have provided all required pre-requisite documentation and have been cleared by the field coordinator.

EDU 6065 Social-Emotional, Communicative Strategies, and Behavior Supports (3 Units)

This course utilizes evidence-based strategies for promoting social and emotional development and preventing and addressing challenging behaviors. Candidates will demonstrate knowledge of the communicative intent of behavior, implement strategies that support social emotional learning, demonstrate the ability to identify if a student's behavior is a manifestation of his or her disability and, if so, to develop positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of supports that may be needed to address these behavior issues, implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs, and elicit their ability to provide positive behavioral support, taking advantage of informal and formal opportunities to engage in instruction. Participants will create supportive partnerships with parents, families, teachers and employers to provide instructional, behavioral, social, communication, sensory, and pragmatically appropriate supports to students with mild support to extensive support needs. Field-based experiences are threaded throughout the course where candidates will engage in translating research and theory into practice. Candidates will complete 20-hours of field observations over the 8-week course. Candidates may not begin field observations until they have provided all required pre-requisite documentation and have been cleared by the field coordinator.

EDU 6066 High Leverage Practices for Inclusive Environments (3 Units)

Candidates will learn methods and strategies that promote diversity and foster inclusion in the classroom and within the school culture. Through collaborative learning experiences and the use of evidence-based inclusive high leverage practices (HLPs), candidates will develop knowledge and skills to better meet the diverse academic and social-emotional needs of students with mild to moderate and extensive support needs. Emphasis will be on the three key areas of support for successful inclusion: curricular adaptations, peer supports, and instructional and assistive technology. Field-based experiences are threaded throughout the course where candidates will engage in translating research and theory into practice. Field-based experiences are threaded throughout the course where candidates will engage in translating research and theory into practice. Candidates will complete 20-hours of field observations over the 8-week course. Candidates may not begin field observations until they have provided all required pre-requisite documentation and have been cleared by the field coordinator.

EDU 6070EP Clinical Practice Practicum - Multiple Subject (4 Units)

This Clinical Practice practicum experience provides the Multiple Subject candidate with the opportunity to work directly with learners with the support of a district cooperating teacher and a university supervisor. This course is designed for those candidates who hold a valid preliminary credential in the state of California and are seeking an additional preliminary credential in a new area. Candidates learn to manage and apply instructional strategies unique to the new credential with the support of a district Cooperating Teacher and a University Supervisor. Credit/No Credit.

Prerequisite(s): Approval of the Associate Dean of the School of Education for Clinical Practice Practicum and completion of all Teacher Education admission and course requirements.

EDU 6070HP Clinical Practice Practicum - Single Subject (4 Units)

This Clinical Practice practicum experience provides the Single Subject candidate with the opportunity to work directly with learners with the support of a district cooperating teacher and a university supervisor. This course is designed for those candidates who hold a valid preliminary credential in the state of California and are seeking an additional preliminary credential in a new area. Candidates learn to manage and apply instructional strategies unique to the new credential with the support of a district Cooperating Teacher and a University Supervisor. Credit/No Credit.

Prerequisite(s): Approval of the Associate Dean of the School of Education for Clinical Practice Practicum and completion of all Teacher Education admission and course requirements.

EDU 6070M Special Education Mild-Moderate Clinical Practice I (CalTPA Cycle 1) (4 Units)

This Clinical Practice experience provides the candidate with an opportunity to work directly with learners in a university assigned classroom setting with a Cooperating Teacher and focus on the general education curriculum and California standards. The candidate is placed in an inclusive classroom that serves general education students as well as students with disabilities. Candidates observe and apply instructional strategies under the leadership of the Cooperating Teacher to learn to manage and deliver the general education curriculum and California standards. The Cooperating Teacher models appropriate teaching methods, lesson planning and delivery, classroom management, use of technology and parent communication. Throughout the student teaching experience, the teaching responsibility gradually shifts from the Cooperating Teacher to the candidate, with careful consideration as to when the candidate is ready to assume the full-day teaching experience. The Clinical Practice experience contributes to candidates' preparation to complete the California Teaching Performance Assessment (CalTPA) Cycle 1 required for credential completion.

Credit/No Credit.

Corequisite(s): EDU 60CP1

EDU 6070MP Clinical Practice Practicum - Education Specialist, Mild/Moderate (4 Units)

This Clinical Practice practicum experience provides the Mild/Moderate Education Specialist candidate with the opportunity to work directly with learners with the support of a district Cooperating Teacher and a University Supervisor. This course is designed for those candidates who hold a valid preliminary credential in the state of California and are seeking an additional preliminary credential in a new area. Candidates learn to manage and apply instructional strategies unique to the new credential with the support of a district Cooperating Teacher and a University Supervisor.

Credit/No Credit.

Prerequisite(s): Approval of the Associate Dean of the School of Education for Clinical Practice Practicum and completion of all Teacher Education admission and course requirements.

EDU 6070S Special Education Moderate-Severe Clinical Practice I (CalTPA Cycle 1) (4 Units)

This Clinical Practice experience provides the candidate with an opportunity to work directly with learners in a university assigned classroom setting with a Cooperating Teacher and focus on the general education curriculum and California standards. The candidate is placed in an inclusive classroom that serves general education students as well as students with disabilities. Candidates observe and apply instructional strategies under the leadership of the Cooperating Teacher to learn to manage and deliver the general education curriculum and California standards. The Cooperating Teacher models appropriate teaching methods, lesson planning and delivery, classroom management, use of technology and parent communication. Throughout the student teaching experience, the teaching responsibility gradually shifts from the Cooperating Teacher to the candidate, with careful consideration as to when the candidate is ready to assume the full-day teaching experience. The Clinical Practice experience contributes to candidates' preparation to complete the California Teaching Performance Assessment (CalTPA) Cycle 1 required for credential completion.

Corequisite(s): EDU 60CP1

EDU 6070SP Clinical Practice Practicum - Education Specialist, Moderate/Severe (4 Units)

This Clinical Practice practicum experience provides the Moderate/Severe Education Specialist candidate with the opportunity to work directly with learners with the support of a district Cooperating Teacher and a University Supervisor. This course is designed for those candidates who hold a valid preliminary credential in the state of California and are seeking an additional preliminary credential in a new area. Candidates learn to manage and apply instructional strategies unique to the new credential with the support of a district Cooperating Teacher and a University Supervisor.

Credit/No Credit.

Prerequisite(s): Approval of the Associate Dean of the School of Education for Clinical Practice Practicum and completion of all Teacher Education admission and course requirements.

EDU 6072M Intern Ed. Specialist Support Needs Clinical Practice I (CalTPA Cycle 1) (4 Units)

This Clinical Practice experience provides the Education Specialist Intern candidate with an opportunity to work directly with learners with the support of a district Cooperating Teacher and a University Supervisor and focus on the general education curriculum and California standards. Candidates learn to manage and apply instructional strategies related to the general education curriculum and California standards with the support of the district Cooperating Teacher and the University Supervisor. Candidates demonstrate basic skills in appropriate teaching methods, lesson planning and delivery, classroom management, use of technology, and parent communication. The Clinical Practice experience contributes to candidates' preparation to complete the California Teaching Performance Assessment (CalTPA) Cycle 1 required for credential completion.

Credit/No Credit.

Corequisite(s): EDU 60CP1

EDU 6072S Intern Moderate/Severe Clinical Practice I (CalTPA Cycle 1) (4 Units)

This Clinical Practice experience provides the Moderate/Severe Education Specialist Intern candidate with an opportunity to work directly with learners with the support of a district Cooperating Teacher and a University Supervisor and focus on the general education curriculum and California standards. Candidates learn to manage and apply instructional strategies related to the general education curriculum and California standards with the support of the district Cooperating Teacher and the University Supervisor. Candidates demonstrate basic skills in appropriate teaching methods, lesson planning and delivery, classroom management, use of technology, and parent communication. The Clinical Practice experience contributes to candidates' preparation to complete the California Teaching Performance Assessment (CalTPA) Cycle 1 required for credential completion.

Credit/No Credit.

Corequisite(s): EDU 60CP1

EDU 6074M Special Education Clinical Practice II (CalTPA Cycle 2) (4 Units)

This Clinical Practice experience provides the Mild/Moderate Education Specialist candidate an opportunity to focus on instructional strategies appropriate for learners with disabilities. Student teachers are assigned to a different content area, grade level, or special education service area other than that in the first Clinical Practice experience with an approved Cooperating Teacher. Candidates observe and apply instructional strategies appropriate for learners with disabilities under the leadership of the Cooperating Teacher to learn to manage and deliver instruction. The Cooperating Teacher models appropriate teaching methods, lesson planning and delivery, classroom management, use of technology, and parent communication. Throughout the Clinical Practice experience, the teaching responsibility gradually shifts from the Cooperating Teacher to the candidate, with careful consideration as to when the candidate is ready to assume the full-day teaching experience. The Clinical Practice experience contributes to candidates' preparation to complete the California Teaching Performance Assessment (CalTPA) Cycle 2 required for credential completion.

Credit/No Credit.

Prerequisite(s): Successful completion of Clinical Practice I and completion of all Teacher Education admission requirements.

Corequisite(s): EDU 60CP2

EDU 6074S Moderate/Severe Clinical Practice II (CalTPA Cycle 2) (4 Units)

This Clinical Practice experience provides the Moderate/Severe Education Specialist candidate an opportunity to focus on instructional strategies appropriate for learners with disabilities. Student teachers are assigned to a different content area, grade level, or special education service area other than that in the first Clinical Practice experience with an approved Cooperating Teacher. Candidates observe and apply instructional strategies appropriate for learners with disabilities under the leadership of the Cooperating Teacher to learn to manage and deliver instruction. The Cooperating Teacher models appropriate teaching methods, lesson planning and delivery, classroom management, use of technology, and parent communication. Throughout the Clinical Practice experience, the teaching responsibility gradually shifts from the Cooperating Teacher to the candidate, with careful consideration as to when the candidate is ready to assume the full-day teaching experience. The Clinical Practice experience contributes to candidates' preparation to complete the California Teaching Performance Assessment (CalTPA) Cycle 2 required for credential completion.

Credit/No Credit.

Prerequisite(s): Successful completion of Clinical Practice I and completion of all Teacher Education admission requirements.

Corequisite(s): EDU 60CP2

EDU 6076M Intern Ed. Specialist Support Needs Clinical Practice II (CalTPA Cycle 2) (4 Units)

This Clinical Practice experience provides the Education Specialist Intern candidate with an additional opportunity to work directly with learners with the support of a district Cooperating Teacher and a University Supervisor. Interns will complete all their Supervised Intern Teaching in the grade level/content area where they have been hired as "Teacher of Record." Candidates continue to learn to manage and apply instructional strategies appropriate for learners with disabilities with the support of the district Cooperating Teacher and the University Supervisor. Candidates demonstrate basic skills in appropriate teaching methods, lesson planning and delivery, classroom management, use of technology and parent communication. The Clinical Practice experience contributes to candidates' preparation to complete the California Teaching Performance Assessment (CalTPA) Cycle 2 required for credential completion.

Credit/No Credit.

Prerequisite(s): Approval for Intern Clinical Practice II and completion of all Teacher Education admission requirements.

Corequisite(s): EDU 60CP2

EDU 6076S Intern Moderate/Severe Clinical Practice II (CalTPA Cycle 2) (4 Units)

This Clinical Practice experience provides the Moderate/Severe Education Specialist Intern candidate with an additional opportunity to work directly with learners with the support of a district cooperating teacher and a university supervisor. Interns will complete all their Supervised Intern Teaching in the grade level/content area where they have been hired as "Teacher of Record." Candidates continue to learn to manage and apply instructional strategies appropriate for learners with disabilities with the support of the district Cooperating Teacher and the University Supervisor. Candidates demonstrate basic skills in appropriate teaching methods, lesson planning and delivery, classroom management, use of technology and parent communication. The Clinical Practice experience contributes to candidates' preparation to complete the California Teaching Performance Assessment (CalTPA) Cycle 2 required for credential completion.

Credit/No Credit.

Prerequisite(s): Successful completion of Clinical Practice I and completion of all Teacher Education admission requirements.

Corequisite(s): EDU 60CP2