

# SCHOOL OF EDUCATION

## Mission Statement

Point Loma Nazarene University's School of Education is a vital Christian learning community that exists to develop high-performing, reflective educators of noble character who impact the lives of learners to influence the broader community.

## Vision Statement

Point Loma Nazarene University School of Education is a prominent Christian voice in higher education - known for innovation in the areas of pedagogy, leadership, clinical practice, and technology.

The School of Education is recognized as:

- A Christian learning community that promotes excellence in academic preparation, wholeness in personal development, and faithfulness to mission
- A source of expertise and resources within the surrounding communities
- A vital force of change in the transformation of educational landscapes
- An exemplary model of servant leadership and commitment to ministry
- A candidate-centered learning environment where diversity is respected, valued, and encouraged

School of Education (SOE) members strive to be servant leaders who model the ongoing pursuit of knowledge integrated with beliefs and values. Both faculty and staff live out their faith by presenting a positive environment for candidates, local learning communities, and the profession. They play significant roles in the ongoing professional dialogue within the local, regional, state, and national educational communities. They promote diverse learning environments advocating for responsive and technology-infused pedagogy. The SOE inspires, affirms, and prepares candidates to serve collaboratively and effectively with professional excellence, honesty, integrity, and sensitivity. "For we are God's workmanship, created in Christ Jesus to do good works..." Ephesians 2:10a.

Graduates, given excellence in academic preparation, wholeness in personal development and faithfulness to mission, leave the SOE empowered to be servant leaders. With a depth of caring and the power of practice as educational leaders, graduates are vital forces of change in transforming the educational landscapes that lay before them. "Be very careful then, how you live-not as unwise, but as wise, making the most of every opportunity..." Ephesians 5:15-16.

The SOE believes that true advocacy begins with each faculty member and his or her understanding of the positive power of diversity. Candidates are exposed to socioeconomic, linguistic, religious, cognitive, and cultural diversity within learning communities and supported in the transferring of these theoretical principles into educational practices to promote social justice. Faculty, candidates, and graduates are recognized for pursuing equity and access for those who are marginalized and minimized by unjust and/or unthinking social and educational practices and policies. Responding to the Wesleyan heritage of pursuing a life of holiness, the SOE embraces and embodies a Christ-like ethic of love and sacrifice on behalf of those they serve as educators and leaders. "Finally, whatever is true, whatever is noble, whatever is right, whatever is

pure, whatever is lovely, whatever is admirable-if anything is excellent or praiseworthy-think about such things." Philippians 4:8.

## Conceptual Framework

The SOE's outcomes focus on "whole-person" transformation throughout the preparation program. The themes - equip, transform, and empower are the foundational and philosophical structure on which each of the programs is developed, implemented, assessed, and improved. The measures integrate the SOE's values and beliefs that are shared about the landscape of learning:

- **Equip** deep and coordinated understanding of the knowledge, skills, and dispositions demonstrated by effective educators.
- **Transform** ongoing development and competence to apply the knowledge, skills, and dispositions of effective educators in supportive diverse environments.
- **Empower** the continual transformation and commitment to refining professional practice.

## Deans and Center Directors

School of Education Dean: Deborah Erickson, Ed.D.

Associate Dean/Bakersfield Center Director: Jill Hamilton-Bunch, Ph.D.

Mission Valley Center Director: Rachelle Wong, Ed.D.

## Career Opportunities

Courses are sequenced to prepare candidates for success in 21st-century classrooms and schools and successful completion of the California Teacher Performance Assessment (CalTPA) and the California Administrator Performance (CalAPA). Methodologies based on current practice and research are modeled and reinforced throughout the program.

Admission to the university is considered Level 1 admission to the School of Education (SOE). However, it neither implies nor guarantees approval for clinical practice (Level 2 admission) or admission to any credential or degree program. If, in the opinion of the SOE, a student fails to meet acceptable professional and personal standards, the department may disqualify any individual from attempting to complete preparation for a career in education.

The School of Education offers an undergraduate major in Cross Disciplinary Studies with the option of completing the 2042 preliminary credential. Complete information on this program can be found in the PLNU Undergraduate Catalog.

All prospective educators should work with an advisor to plan their educational program and establish the proper sequence of courses and the fulfillment of all professional requirements. The Credentialing Office provides a variety of services including transcript evaluation and credential applications. The credential analyst acts as a liaison between the candidate and the California Commission on Teacher Credentialing (CTC).

## Accreditation

The School of Education credential and added authorization programs are accredited by the California Commission on Teacher Credentialing (CTC).

## Credential and Certificate Programs

In addition to its degree-based programs, the School of Education offers a credential program and six (6) certificate programs that can be added to an existing preliminary or clear credential, and seven (7) added authorizations that can be added to an existing Special Education credential and one (1) added authorization that can be added to a valid California teaching credential. These programs range from 9-15 total units and provide an opportunity for further specialization and a link between theory and practice.

## School of Education Courses

School of Education graduate course descriptions are organized into sections - EDT, EDU, GED, GEL and SPE. The EDU and EDT courses are related to the preliminary teaching credentials. The GED courses are for advanced educational programs that would typically come after the preliminary teaching credentials and Master of Arts in Education courses.

GEL courses focus on Educational Administration, while SPE denotes Master of Arts in Special Education (MASPED) courses.

- Graduate Education (<https://pointloma-public.courseleaf.com/prior-catalogs/2022-2023/grad-catalog/colleges-schools-departments/soe/grad-education/>)
  - Curriculum and Instruction, M.A. (<https://pointloma-public.courseleaf.com/prior-catalogs/2022-2023/grad-catalog/colleges-schools-departments/soe/grad-education/curriculum-and-instruction-ma/>)
  - Curriculum and Instruction, M.S. (<https://pointloma-public.courseleaf.com/prior-catalogs/2022-2023/grad-catalog/colleges-schools-departments/soe/grad-education/curriculum-and-instruction-ms/>)
  - Educational Administration, M.A. (<https://pointloma-public.courseleaf.com/prior-catalogs/2022-2023/grad-catalog/colleges-schools-departments/soe/grad-education/educational-administration-ma/>)
  - Educational Administration, M.S. (<https://pointloma-public.courseleaf.com/prior-catalogs/2022-2023/grad-catalog/colleges-schools-departments/soe/grad-education/educational-administration-ms/>)
  - Higher Education, M.A. (<https://pointloma-public.courseleaf.com/prior-catalogs/2022-2023/grad-catalog/colleges-schools-departments/soe/grad-education/higher-education-ma/>)
  - Higher Education, M.S. (<https://pointloma-public.courseleaf.com/prior-catalogs/2022-2023/grad-catalog/colleges-schools-departments/soe/grad-education/higher-education-ms/>)
  - School Counseling, M.A. (<https://pointloma-public.courseleaf.com/prior-catalogs/2022-2023/grad-catalog/colleges-schools-departments/soe/grad-education/school-counseling-ma/>)
  - School Counseling, M.A. (with PPS Credential) (<https://pointloma-public.courseleaf.com/prior-catalogs/2022-2023/grad-catalog/colleges-schools-departments/soe/grad-education/school-counseling-pps-ma/>)
  - School Counseling, M.S. (<https://pointloma-public.courseleaf.com/prior-catalogs/2022-2023/grad-catalog/colleges-schools-departments/soe/grad-education/school-counseling-ms/>)
  - Special Education, M.A. (<https://pointloma-public.courseleaf.com/prior-catalogs/2022-2023/grad-catalog/colleges-schools-departments/soe/grad-education/special-education-ma/>)
  - Special Education, M.S. (<https://pointloma-public.courseleaf.com/prior-catalogs/2022-2023/grad-catalog/colleges-schools-departments/soe/grad-education/special-education-ms/>)
  - Teaching, Preliminary Teaching Credentials, M.A. (<https://pointloma-public.courseleaf.com/prior-catalogs/2022-2023/grad-catalog/colleges-schools-departments/soe/grad-education/teaching-preliminary-teaching-credentials-ma/>)
  - Clear Administrative Services Credential (<https://pointloma-public.courseleaf.com/prior-catalogs/2022-2023/grad-catalog/colleges-schools-departments/soe/grad-education/clear-administrative-services-credential/>)
  - Preliminary Administrative Services Credential (<https://pointloma-public.courseleaf.com/prior-catalogs/2022-2023/grad-catalog/colleges-schools-departments/soe/grad-education/preliminary-administrative-services-credential/>)
  - Preliminary Credentials (<https://pointloma-public.courseleaf.com/prior-catalogs/2022-2023/grad-catalog/colleges-schools-departments/soe/grad-education/preliminary-credentials/>)
  - Professional Clear Teaching Credential: Education Specialist (<https://pointloma-public.courseleaf.com/prior-catalogs/2022-2023/grad-catalog/colleges-schools-departments/soe/grad-education/professional-clear-teaching-credential-education-specialist/>)
  - Adapted Physical Education (APE) Added Authorization (<https://pointloma-public.courseleaf.com/prior-catalogs/2022-2023/grad-catalog/colleges-schools-departments/soe/grad-education/adapted-physical-education-ape-added-authorization/>)
  - Autism Spectrum Disorders (ASD) Added Authorization (<https://pointloma-public.courseleaf.com/prior-catalogs/2022-2023/grad-catalog/colleges-schools-departments/soe/grad-education/autism-spectrum-disorders-added-authorization/>)
  - Early Childhood Special Education (ECSE) Added Authorization (<https://pointloma-public.courseleaf.com/prior-catalogs/2022-2023/grad-catalog/colleges-schools-departments/soe/grad-education/early-childhood-special-education-added-authorization/>)
  - Emotional and Behavior Disorders (ED) Added Authorization (<https://pointloma-public.courseleaf.com/prior-catalogs/2022-2023/grad-catalog/colleges-schools-departments/soe/grad-education/emotional-behavior-disorders-added-authorization/>)
  - Orthopedic Impairments (OI) Added Authorization (<https://pointloma-public.courseleaf.com/prior-catalogs/2022-2023/grad-catalog/colleges-schools-departments/soe/grad-education/orthopedic-impairments-added-authorization/>)
  - Other Health Impairment (OHI) Added Authorization (<https://pointloma-public.courseleaf.com/prior-catalogs/2022-2023/grad-catalog/colleges-schools-departments/soe/grad-education/health-impairment-added-authorization/>)
  - Reading and Literacy Added Authorization (<https://pointloma-public.courseleaf.com/prior-catalogs/2022-2023/grad-catalog/colleges-schools-departments/soe/grad-education/reading-literacy-added-authorization/>)
  - Traumatic Brain Injury (TBI) Added Authorization (<https://pointloma-public.courseleaf.com/prior-catalogs/2022-2023/grad-catalog/colleges-schools-departments/soe/grad-education/traumatic-brain-injury-added-authorization/>)

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traumatic-brain-injury-added-authorization/)

## 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

**GED 6001 Foundations of Leadership and Educational Issues (3 Units)**

A study of leadership theory and skills in the context of today's management/administrative problems as they relate to current critical educational issues, especially those in public education (may be substituted for GEL 6007).

**GED 6002 Individual Student Learning Styles and the Effective Teacher (3 Units)**

A study of a variety of the most effective strategies developed through research, learning theory and effective schools.

**GED 6005 Performance Improvement with Design Thinking (3 Units)**

Performance Improvement is a process of selection, analysis, design, development, implementation, and evaluation of programs to most cost-effectively influence human behavior and accomplishment in the creation of personal, team and organizational learning. It is a systematic combination of three fundamental processes: performance analysis, cause analysis, and intervention selection, and can be applied to individuals, small groups, and large organizations. Students will study a systematic approach to improving productivity and competence, using a set of methods and procedures – and a strategy for solving problems grounded in systems and design thinking. Case studies, individual research and action learning will be used to understand and apply the principles of Performance Improvement using Team Based Learning and individual assessments.

**GED 6008 Educational Psychology (3 Units)**

Candidates explore learning from perspectives of behavioral, cognitive and human psychology, centering on such topics as developmental states, intelligence, culture, mainstreaming, motivation, evaluation, and classroom discipline.

**GED 6013 (A,B,C) Reflective Coaching Seminar Year 1 (1 Unit)**

This course is designed for candidates who are clearing their preliminary credential through a university option. Candidates participate in a reflective coaching with a site and university mentor each semester and demonstrate advanced proficiency in content knowledge and pedagogy through PLNU formative assessments aligned with state-adopted content standards and the California Standards for the Teaching Profession (CSTP). Candidates must hold a preliminary credential and be serving as the teacher of record as they complete the requirements for this course. The Reflective Coaching is in partial fulfillment of the Clear Credential. Must be taken in three (3) concurrent semesters. Credit/No Credit.

**GED 6014 (A,B,C) Reflective Coaching Seminar Year 2 (1 Unit)**

This course is designed for candidates who are clearing their preliminary credential through a university option. Candidates participate in a reflective coaching with a site and university mentor and demonstrate advanced proficiency in content knowledge and pedagogy through PLNU formative assessments aligned with state-adopted content standards and the California Standards for the Teaching Profession (CSTP). Candidates must hold a preliminary credential and be serving as the teacher of record as they complete the requirements for this course. The Reflective Coaching is in partial fulfillment of the Clear Credential. Must be taken in three (3) concurrent semesters. Credit/No Credit.

**Prerequisite(s):** GED 6013 (A,B,C)

**GED 6016 Curriculum Development, Innovation, and Evaluation (3 Units)**

This course provides candidates the opportunity to explore current innovations in teaching and learning as well as to examine their own teaching style in order to better meet the needs of diverse learners. The content of this course includes Models of Teaching and provides an in-depth analysis of Behavioral, Information Processing, Personal and Social models. Candidates also examine the principles and problems of pedagogy, curriculum development, procedures for evaluation of curriculum and curricular innovation, and methods for stimulating changes in teaching and learning environments.

**GED 6022 Advanced Special Education Assessment and Analysis of Behavior (3 Units)**

This course provides the candidate with advanced and applied strategies for students with disabilities impacting appropriate social and emotional functioning. The course addresses conceptual models of behavioral deficits, social, academic, and behavioral interventions, and current legal issues in special education. Special emphasis will be placed on conducting functional behavior assessments, designing data-driven instruction, working with individual and group problem solving skills, and understanding positive behavior supports by use of formal and informal assessments.

**Corequisite(s):** APE 6057CP (A,B,C,D)

**GED 6029 Using Technology to Enhance Teaching and Learning (3 Units)**

This course provides candidates the additional preparation they need to be fluent, critical users of technology, able to provide a relevant education to those who seek life-long learning in an information-based, interactive society. Candidates make appropriate and efficient use of software applications and related media to access and evaluate information, analyze and solve problems, and communicate ideas in order to maximize the instructional process. The use of technology supports teaching and learning regardless of individual learning style, socioeconomic background, culture, ethnicity, or geographic location. Candidates integrate technology-related tools into the educational experience of students, including those with special needs. Using technology resources and guidance of the instructor, candidates will access and evaluate information, analyze and solve problems, and communicate ideas in order to maximize the instructional process through the development of a related integrated technology project. Candidates enrolled in the Reading and Literacy Added Authorization must complete the project in an area of reading and/or literacy development.

**GED 6030 Assessment and Design of Hybrid and Online Learning (3 Units)**

One of two core courses in the Instructional Design with Technology certification focused on using a variety of technologies to assess, design and deliver effective instruction in a hybrid or online format. The course is delivered in modules of learning content and participants will learn the components of creating a student-centered learning environment using technology to deliver quality online instruction. This course focuses heavily on best practices for online instruction and includes a faith integration component to affirm and promote a strong Christian community for students.

**Prerequisite(s):** GED 6016 and GED 6028

**GED 6033 Educational Law and Finance (3 Units)**

Legal principles, laws relating to children, students, and school management; principles of financing public education; practices, techniques, and problems associated with financial administration of schools.

**GED 6034 Transition Services for Students with Disabilities (3 Units)**

This course is designed to expand upon the candidate's knowledge of transition services for students with disabilities. Each candidate is required to demonstrate knowledge of and the ability to implement factors associated with successful planning and implementation of transitional life experiences. Each candidate will collaborate with personnel from other educational and community agencies, students, and families to plan for successful transitions by students.



**GED 6037 Development and Implementation of Hybrid and Online Learning (3 Units)**

One of two core courses in the Instructional Design with Technology certification focused on course development and initial course implementation using a variety of technologies to design and deliver instruction in a hybrid or online format. Participants will employ a variety of tools for data analysis, collaboration, communication, and content delivery while developing the capacity to deploy and manage all aspects of hybrid and online learning.

**Prerequisite(s):** GED 6016, GED 6028, and GED 6030

**GED 6039 Health Education (2 Units)**

This course is designed to extend and refine the candidate's conceptual understanding of comprehensive school health as well as strengthen specific knowledge, skills, attitudes, and ability to explicitly deliver comprehensive support for students' physical, mental, emotional and social well-being in the classroom and school setting. Candidates focus on developing and sustaining the components of well-being as well as modeling preventive health practices in their own personal/professional lives.

**GED 6041 Culturally Inclusive Environments: Instruction and Advocacy (3 Units)**

This course develops candidates' knowledge, skills, and dispositions regarding cultural competence and sensitivity inclusive of personal awareness, culturally inclusive instruction, culturally inclusive counseling, advocating for diverse populations across the lifespan, in roles that eliminate biases, creating culturally inclusive environments. (May be substituted for GED 6009.)

**GED 6042 Teaching Strategies for English Learners (3 Units)**

This course builds on the knowledge, skills, applications and dispositions acquired during a preliminary teacher preparation program for the delivery of comprehensive, specialized instruction for English learners. Candidates will apply their knowledge, skills, understanding, and proficiency in language structure and use, first and second language development, and their relationship to academic achievement, assessment of English learners, foundations of English language literacy development (ELD) and content instruction, approaches, strategies and methods for ELD and content instruction, cultural concepts and perspectives, and culturally inclusive instruction.

**GED 6047 School Culture and Barriers to Student Achievement (3 Units)**

This course emphasizes the principle elements toward understanding contributing factors to pupils who are not successful in school. School culture and related systems, assessment and mitigation of barriers to learning, alternative education pathways that may be appropriate for pupils experiencing difficulties in the regular school setting, and methods for supporting the needs of students and their families will be presented.

**GED 6048 PPS Intern Support Seminar (1 Unit)**

This support course is a requirement each quad that a PPS Credential candidate serves as an intern School Counselor for a school district while enrolled in the PPS Credential Program. Candidates meet weekly with an assigned university supervisor for coaching, mentoring and on-the-job support.

**GED 6049 (A,B) PPS Intern Support Seminar (1 Unit)**

This support course is a requirement each quad that a PPS Credential candidate serves as an intern School Counselor for a school district while enrolled in the PPS Credential Program. Candidates meet weekly with an assigned university supervisor for coaching, mentoring and on-the-job support.

**GED 6050 Universal Access: Equity for All Students (3 Units)**

This course examines principles of designing and implementing equitable and inclusive learning environments free of bias, the use of culturally responsive pedagogical practices, and the differentiation of state-adopted academic content, student product, and instructional process to maximize student achievement through the use of a variety of resources and the implementation of a variety of service delivery models. Candidates apply skills to address curricular, instructional, and assessment challenges in the school and community settings.

**Corequisite(s):** APE 6057CP (A,B,C,D)

**GED 6051 Foundations of School Counseling: Professionalism, Ethics, and Legal Mandates (3 Units)**

This course examines the historical context of school counseling and provides candidates with the foundational aspects of professional, ethical, and legal considerations. A number of counseling theories are explored and model frameworks of school counseling programs are reviewed.

**GED 6052 School Counseling and Academic Development (3 Units)**

This course studies the stages of and factors impacting growth and development through early adulthood as well as learning theories and academic achievement. A focus is on the counselor's role in academic systems of support as well as student learning.

**GED 6053 The School Counselor's Role in Student College and Career Development (3 Units)**

This course explores the roles of the K-12 and college counselors in the areas of academic achievement and career development. Counseling candidates learn to eliminate barriers in the learning process in support of academic achievement and career development so that K-adult students have knowledge of and preparation for a full range of options.

**GED 6054 The School Counselor's Role in Social and Emotional Development (3 Units)**

This course provides candidates an understanding of the Social/Emotional Development concerns of the PreK-12th grade student experience and the school counselor's integral role in addressing those concerns as purveyors of a comprehensive school counseling program. Candidates will describe, explore and discuss the role of the school counselor in creating a social, emotional learning (SEL) environment, gain insight into personal perspectives of social/emotional awareness as well as inform their professional practices, a transitional aspect of the program.

**GED 6055 Growth, Development, and Learning Support (3 Units)**

This course studies the stages of and factors impacting growth and development through early adulthood as well as learning theories and academic achievement. A focus is on the counselor's role in academic systems of support as well as student learning.

**GED 6056 Shared Leadership, Legislation, and Due Process (2 Units)**

This course presents principles of organizational systems and systems change agent through examination of current legislation, theory, research, and practices in general and special education school reform. Exploration and development of shared leadership skills; advanced interpersonal communication; collaborative teaming and consultation; creative problem solving and conflict resolution; interagency coordination and change agency. Special emphasis is placed on legislative practices as they relate to special education due process proceedings, compliance, district and parental rights, and student advocacy. Candidates apply skills to address programmatic and systems change challenges in school and community settings.

**Corequisite(s):** APE 6057CP (A,B,C,D)

**GED 6057 Leadership and Advocacy in Social Justice, Equity, and Access (3 Units)**

This course examines the school counselor's role as a leader, advocate, and systems change agent based on leadership and change theory leading to equitable outcomes as well as demonstrating knowledge and application of federal and state laws and district policies related to the rights and treatment of historically marginalized populations. Aspects of preparing PreK-12 students to actively and productively engage in civic responsibility and to identify and critically analyze the variety of ideas and forces in society that contribute to (or constrain) a democratic society are explored.

**GED 6058 Program Development: Research, Program Evaluation, and Technology (3 Units)**

This course explores the use of data to articulate the impact of comprehensive school counseling programs, including academic, college/career and social emotional development for all students in traditional and alternative educational systems. In addition, candidates learn to plan, develop, implement and evaluate a comprehensive counseling program and the program's role connected with the overall school plan.

**GED 6059 Independent Studies in Education (2 Units)**

This course provides an opportunity for an intensive study of a special topic in Education involving support for further exploration of the action research topic or special studies for added authorization in Special Education.

**GED 6062 Counseling Theory and Techniques (3 Units)**

This course provides an overview of the school counseling profession in educational venues, including historical content and knowledge of social and cultural foundations. Foundational counseling theories, skills, and techniques are introduced as are stages of the counseling relationship. Purposes, types, and applications of research in counseling are introduced, as is program evaluation.

**GED 6063 Individual and Group Counseling and Ethical Standards (3 Units)**

This course allows the candidate to become familiar with and gain skills in the various models associated with individual and group counseling to include group dynamics and interpersonal relations and ethical development constructs among emerging adults. Candidates begin to develop a professional identity in accordance with the ethical standards of school counseling and the role of counseling in the educational process.

**GED 6064 Counseling for Academic Achievement and Career Development (3 Units)**

This course explores the role of the K-12 and college counselor in the areas of academic achievement and career development. Counseling candidates learn to eliminate barriers in the learning process in support of academic achievement and career development so that K-adult students have knowledge of and preparation for a full range of options.

**GED 6065 Safe Schools and Violence Prevention (3 Units)**

This course provides candidates with opportunities and experiences in understanding the way in which violence has transformed the educational experience of students in schools today. Candidates learn to identify and access available resources to address these concerns. Early intervention counseling techniques are explored, including the prevention of bullying, suicide, substance abuse, hate crimes, and gang conflict. Candidates learn how to effectively employ these skills when working with students, teachers, and families and how to improve student self-esteem to assist in the development of a positive outlook for the future.

**GED 6066 Foundations of Counseling and Advising in Higher Education (3 Units)**

This course will explore various advising models that are used to help college students effectively navigate their academic, personal, and career choices. The course will also focus on the role of the individual student affairs professional as a leader and advocate for students.

**GED 6067 Comprehensive Counseling and Guidance Programs: Coordination and Collaboration (3 Units)**

This course gives candidates an understanding of the development, operation, management and ongoing evaluation of a comprehensive counseling and guidance program at the elementary, middle, and high school levels. The course describes, defines, and discusses the elements necessary for the development of an effective guidance program that includes coordination of services and collaboration with key individuals and groups including parents, administrators, teachers, and community-based organizations.

**GED 6068 Advanced Practice for English Learners (3 Units)**

This course develops candidates' knowledge, skills, and dispositions in the foundations of English language literacy development, content instruction, and understanding for communities with diverse language and cultural backgrounds. Candidates will develop an understanding of the process of English language literacy and content instruction development with an emphasis on Specially Designed Academic Instruction in English (SDAIE) and English Language Development (ELD). Candidates will focus on the effective process of instructional planning and organization, components of effective instructional delivery, and the effective use of resources.

**GED 6069 Research and Evaluation of College Student Success (3 Units)**

This course will focus on how to use research and data from higher education to build an equity-minded approach in developing programs that lead to persistence, thriving, and a sense of belonging for traditional, special populations, and racially underrepresented college students.

**GED 6070 Applied Psychology of Learning (3 Units)**

This course provides opportunity for the application of research and theory in the study of how learning occurs. Major attention devoted to the cognitive development of the learner, how knowledge and behavior are developed, conditions that promote learning, how to accommodate the needs of the diverse learners, and how to evaluate a variety of learning environments across the life span.

**GED 6071 (A,B) Research, Field Studies, and Practicum in College Counseling and Student Development (1 Unit)**

A total experience of two hundred (200) hours of observation and participation specific to student and emerging adult development and support services are broken down into one (1) unit increments of one hundred (100) hours each in settings that are culturally and linguistically diverse where effective and age-appropriate development strategies are modeled. Candidates are responsible for transportation to and from school/community site.

Must be taken twice for a total of two (2) units. Credit/No Credit.

**Prerequisite(s):** GED 6071S

**GED 6071S Seminar in College Counseling and Student Development (1 Unit)**

Candidates gain understanding of the fieldwork processes and procedures required in the CCSD program for a successful relationship between the university candidate and our partner institutions.

**GED 6071X Research, Field Studies, and Practicum in College Counseling and Student Development Extension (0.5 Units)**

This is an extension of GED 6017A or B if a student does not complete requirements for those courses within the enrollment period.  
Credit/No Credit.

**GED 6072 Philosophy in Education (3 Units)**

This course is designed to guide and support graduate candidates in teaching and learning, counseling, and administration in clarifying a functional personal philosophy of education by extending, refining, and constructively applying their knowledge of the dominating philosophies of education. This course will provide candidates with an overview of both classical and contemporary philosophies and theories of education. The course includes introduction of Judeo-Christian tradition (especially the Wesleyan perspective) and how this tradition informs the discipline and can provide a framework for interaction between and among educators, students, support staff, parents, and culturally diverse traditions and school communities. The emphasis of study in this course leads to the development of a Personal Educational Philosophy for each candidate through focused reading, enhanced critical thinking skills, encouraging meaningful personal and professional reflection, and providing for formative shared thought.

**GED 6074 Emergent Adult Development Theory (3 Units)**

This course examines major bodies of theory related to college-age student development and the contexts in which that development occurs. Provided is an overview of major concepts, theories and research related to the cognitive, linguistic, social, emotional and physical development of emerging adults. Wesleyan perspectives in adult development are introduced. Effective and age-appropriate development strategies that ensure engaged participation for diverse populations are taught and observed through fieldwork experiences offered concurrently.  
Letter grade.

**GED 6075 Family Systems (3 Units)**

This course provides candidates with an understanding of the interdependence among family members, including how family members conceptualize their roles and position in the family unit. This course equips candidates to work collaboratively with families toward successful academic development and personal/social issues such as positive self-esteem. Candidates learn the meaning of family systems theory and how it applies to school counselors as they execute their roles and responsibilities in schools today. Candidates gain an understanding of parents' rights in the educational process, enabling them to better meet their needs. Candidates learn how to coordinate prevention education training among multidisciplinary teams that include family participants.

**GED 6076 Higher Education Leadership in Student Development (3 Units)**

Contemporary trends and issues in the administration of curricula, instructional programs, student development programs, and student support services are examined in relation to historical background, conceptual models and actual institutional settings. This course is intended to give students the competencies necessary to undertake various operational and leadership roles in higher education, non-profit and human services agencies. Students examine the major laws and principles regarding the historical and contemporary purposes, roles and functions of higher education institutions and support agencies in American society, supported with fieldwork experiences offered concurrently.  
Letter grade.

**GED 6077 Teaching Strategies for Special Populations (3 Units)**

This course builds on the candidate's knowledge, skills, experiences, and strategies acquired during preliminary preparation for teaching students with disabilities, English language learners, students who are gifted and talented, and students who are at risk in the general education classroom. Each candidate will practice delivery of comprehensive, specialized instruction for English learners, review and learn application principles for the statutory provisions of the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1973, and become aware of any new, relevant statutory requirements.

**GED 6081 Educational Measurement and Evaluation (3 Units)**

Study of validity and accuracy of examinations and marking systems across age spans and educational venues; use of statistical procedures to interpret test results; nature, function and use of standardized tests and authentic assessment including portfolio methods for diagnosis and guidance; brief overview of educational research methods.

**GED 6082 Field Studies/Action Research in Technology Instruction (3 Units)**

Supervised field experiences in technology applications in classroom settings and/or educational institutions.

May be repeated up to a total of six (6) units. Credit/No Credit.

**GED 6083 New Teacher Induction and Reflective Coaching (1-6 Units)**

This course provides Master's level graduate credit to Beginning Teachers and to the Master Teachers who support them. Credentialed Beginning Teachers working in a school district may earn three (3) credits per year for completion of one or two years of a CTC-approved Beginning Teacher Induction Program satisfied through an approved School District or County Office of Education. Induction Mentors and Clinical Practice Master Teachers may earn a total of three (3) credits for the CTC-required training and subsequent supervised service to a pre-service or beginning teacher. Required of Induction teachers to receive credit is submission of the candidate's Individual Learning Plan (ILP), including pre- and post-student achievement data and official certificate of successful completion. Because the requirements for this course are met by work completed through a school district, a PLNU professor will monitor the coursework and require a comprehensive review of the ILP to ensure that all GED 6083 course requirements are met according to the PLNU course standards. Candidates must register and pay online prior to submitting documentation of program completion. The Induction program must have been completed within three (3) years of the request for units. Required of Master Teachers to receive credit is documented completion of the CTC-required training, at least eight (8) weeks of PLNU Master Teacher supervision and fulfillment of all supervision requirements.

Up to six (6) units of GED 6083 credit may be applied as elective credit to the Leadership in Learning concentration of the Master of Arts in Education degree and up to two (2) units can be applied to the Master of Arts Educational Administration degree. May be repeated up to a total of six (6) units. Credit/No Credit.

**GED 6085 Research, Field Study, and Special Topics in Multicultural Education (1-6 Units)**

Supervised field experience and practice in action research on special topics related to multicultural education.

May be repeated. Credit/No Credit.

**Concurrent:** Concurrent seminar may be required.

**GED 6087F1 School Counseling Fieldwork I (2 Units)**

Candidates will gain on-site fieldwork experience under the supervision of a School Counseling (PPS) Credential holder at two grade levels. Candidates may enroll in GED 6087F1 after the prerequisites GED 6087P and GED 6062 have been completed. There are three sections of GED 6087F (GED 6087F1, GED 6087F2, and GED 6087F3). Each section is two units and equals 200 hours of fieldwork and clinical practice for a total of six units (600 hours total). Enrollment requires clearance consistent with public school districts. Fieldwork hours must be completed within three semesters.

Credit/No Credit.

**Corequisite(s):** GED 6087S1

**GED 6087F2 School Counseling Fieldwork II (2 Units)**

Candidates will gain on-site fieldwork experience under the supervision of a School Counseling (PPS) Credential holder at two grade levels. There are three sections of GED 6087F (GED 6087F1, GED 6087F2, and GED 6087F3). Each section is two units and equals 200 hours of fieldwork and clinical practice for a total of six units (600 hours total). Enrollment requires clearance consistent with public school districts. Fieldwork hours must be completed within three semesters.

Credit/No Credit.

**Prerequisite(s):** Candidates may enroll in GED 6087F2 after the prerequisites GED 6087P and GED 6062 have been completed.

**Corequisite(s):** GED 6087S2

**GED 6087F3 School Counseling Fieldwork III (2 Units)**

Candidates will gain on-site fieldwork experience under the supervision of a School Counseling (PPS) Credential holder at two grade levels. There are three sections of GED 6087F (GED 6087F1, GED 6087F2, and GED 6087F3). Each section is two (2) units and equals 200 hours of fieldwork and clinical practice for a total of six (6) units (600 hours total). Enrollment requires clearance consistent with public school districts. Fieldwork hours must be completed within three semesters.

Credit/No Credit.

**Prerequisite(s):** Candidates may enroll in GED 6087F3 after the prerequisites GED 6087P and GED 6062 have been completed.

**GED 6087M1 Research, Field Studies, and Practica in Counseling and Guidance (1 Unit)**

Designed for students seeking a master's degree without the addition of a credential.

**GED 6087M2 Research, Field Studies, and Practica in Counseling and Guidance (1 Unit)**

Additional hours and reporting for masters only students in Counseling and Guidance.

**Prerequisite(s):** GED 6087M1

**GED 6087M3 Research, Field Studies, and Practica in Counseling and Guidance (1 Unit)**

This is the final unit requirement for master's degree only students in the Counseling and Guidance concentration.

Credit/No Credit.

**Prerequisite(s):** GED 6087M2

**GED 6087P School Counseling Practica (1 Unit)**

The GED 6087P Practica fieldwork course is designed to explicitly provide support to the Pupil Personnel Services - School Counseling candidates with class meetings and 100 hours of observation responsibilities in diverse school and other education-related settings of school counselors or areas within the counseling field. Enrollment requires clearance consistent with public school districts. Practica hours must be completed within one semester to progress to field experience hours.

**Prerequisite(s):** GED 6087P serves as a prerequisite to GED 6087F1 (Fieldwork) and GED 6087S1 (Seminar).

**Concurrent:** The course is taken simultaneously with GED 6062.

**GED 6087S1 School Counseling Seminar (1 Unit)**

The GED 6087S Seminar will be used to discuss professional school counseling standards and best practices, legal and ethical issues, case studies, assignments, and fieldwork skills and practice. Two semesters of GED 6087S are required for the PPS Credential. Fieldwork hours must be completed within three semesters.

Credit/No Credit.

**Corequisite(s):** GED 6087F1

**GED 6087S2 School Counseling Seminar (1 Unit)**

The GED 6087S Seminar will be used to discuss professional school counseling standards and best practices, legal and ethical issues, case studies, assignments, and fieldwork skills and practice. Two semesters of GED 6087S are required for the PPS Credential. GED 6087S2 is taken the semester following GED 6087S1. Fieldwork hours must be completed within three semesters.

Credit/No Credit.

**Corequisite(s):** GED 6087F2

**GED 6089 Master's Research and Design (3 Units)**

This course is designed to explicitly support Master of Arts degree, and Reading and Literacy Added Authorization candidates in developing and internalizing the essential knowledge, skills, and dispositions to conduct an investigation of primary sources. The course is intended to demonstrate the candidate's ability to work independently on a problem, to demonstrate wide familiarity with the literature in the field of the program, to demonstrate command of the techniques and principles of research and to demonstrate ability to form valid generalizations from the data used. The candidate's learning and research previously conducted in the required Master's level coursework serve as the foundation for developing essential action research or thesis topics. Enrollment spans one semester and must be at the end of the candidate's coursework and can be concurrent with other coursework. Passage of this course at a B- or better is required for Enrollment in GED 6089P1 (.5). Earning a grade lower than a B- requires that the candidate enroll concurrently in GED 6089W with GED 6089P1 for additional support in the thesis writing process. GED 6089P1 is required the two terms immediately following the successful completion of GED6089. Portions of the content are offered in an online format.

May be repeated.



**GED 6089P1 Culminating Research Project Support (0.5 Units)**

This course is designed to explicitly support Master of Arts degree, and Reading and Literacy Added Authorization candidates in developing the written product and the oral presentation of a research project developed during the GED 6089 course. A faculty mentor is assigned to each candidate to complete a written product and oral presentation representing the research process, which may include implementation and reporting results of an original research experience in a classroom environment. Enrollment in GED 6089P1 and GED 6089P2 are required the two terms immediately following the successful completion of GED 6089. Earning a grade lower than a B- in GED 6089 requires that the candidate enroll concurrently in GED 6089W with GED 6089P1 for additional support in the thesis writing process. Continuous enrollment is required each quad until the project is completed. GED 6089P1 and P2 are repeated for each additional Master's degree earned.

Credit/No Credit.

**Prerequisite(s):** GED 6089

**GED 6089P2 Culminating Research Project Support (0.5 Units)**

This is a continuation of the project support initiated in GED6089P1. This course, and GED6089P1, is to be repeated for each additional Master's degree earned. This course is designed to explicitly support Master of Arts degree, and Reading and Literacy Added Authorization candidates in developing the written product and the oral presentation of a research project developed during the GED 6089 course. A faculty mentor is assigned to each candidate to complete a written product and oral presentation representing the research process, which may include implementation and reporting results of an original research experience in a classroom environment. Enrollment in GED6089P1 and GED6089P2 are required the two terms immediately following the successful completion of GED6089. Earning a grade lower than a B- in GED6089 requires that the candidate enroll concurrently in GED6089W with GED6089P1 for additional support in the thesis writing process. Continuous enrollment is required each quad until the project is completed. These courses are to be in continuous enrollment each session until the project is completed.

Credit/No Credit.

**Prerequisite(s):** GED 6089P1

**GED 6089W Graduate-Level Writing Support (2 Units)**

This course provides an intensive focus on graduate-level writing. May be repeated.

**GED 6090 Contemporary Issues in Higher Education (2 Units)**

This course explores issues in higher education particularly in the areas of college counseling and student development.

**GED 6091 Educational Workshops/Special Studies in Education (0.5-3 Units)**

An intensive study of a special topic in education involving university faculty and/or lecturers. Available for continuing education units. May be repeated for a total of twelve (12) units. Credit/No Credit or Letter grade.

**GED 6096 Advanced Research-Based Literacy Instruction for All Students (3 Units)**

This course explores research and best practices related to systematic literacy development at all grade levels and the curriculum to address the specific needs of diverse groups of students. Candidates will learn components of research-based literacy instruction, including oral language development, word analysis, fluency, vocabulary development, listening and reading comprehension, and written language development. Emphasis is given to strengthening skills in aligning State Standards, contents of the California Preschool Learning Foundations and Frameworks (Volume 1) and the California Reading/Language Arts Framework, and assessment results with the selection and appropriate use of instructional strategies, materials and programs.

**Prerequisite(s):** Admission to the Reading and Literacy Added Authorization (RLAA) Program.

**GED 6097 Advanced Literacy Assessment, Instruction, and Intervention for All Students (3 Units)**

This course teaches candidates how to implement, manage, and evaluate explicit instruction of comprehension strategies and study strategies, literary response and analysis skills, and all components of the writing process. Candidates focus on providing universal access to narrative and expository texts (including content area textbooks and multicultural literature). Emphasis is given to creating a culture of literacy by aligning State Standards and assessment results with the selection and appropriate use of instructional programs, intervention strategies, and appropriate materials based on current research in literacy. Candidates will have a concurrent experience in a PreK-12 fieldwork setting in order to complete assignments and apply their skills.

**Prerequisite(s):** Admission to the Reading and Literacy Added Authorization (RLAA) Program.

**GED 6099 Master of Science Thesis (3 Units)**

This course is designed to explicitly support Master of Science candidates in developing the written thesis product and the oral presentation of the research project developed during the GED 6098 course. A faculty mentor is assigned to each candidate to complete a written product and oral presentation representing the research process, which may include implementation and reporting results of an original research and/or experience in an educational environment. Enrollment spans one semester and is required immediately following the successful completion of GED 6098. Continuous enrollment is required each semester until the thesis is completed.

May be repeated. Credit/No Credit.

**Prerequisite(s):** GED 6098

**Concurrent:** If the candidate receives lower than a B- in GED 6098, GED 6089W is required with GED 6099 for additional support in the thesis writing process.

**GED 6187P School Counseling Practica (1 Unit)**

The GED 6187P Practica fieldwork course is designed to explicitly provide support to the Pupil Personnel Services - School Counseling candidates with class meetings and 100 hours of observation responsibilities in diverse school and other education-related settings of school counselors or areas within the counseling field. Enrollment requires clearance consistent with public school districts. Practica hours must be completed within one semester to progress to field experience hours.

**GED 6187S1 School Counseling Fieldwork Seminar I (1 Unit)**

The GED 6187S1 Seminar will be used to discuss professional school counseling standards and best practices, legal and ethical issues, case studies, assignments, and fieldwork skills and practice. Two semesters of GED 6187S are required for the PPS Credential. Fieldwork hours must be completed within three semesters.

Credit/No Credit.

**Prerequisite(s):** GED 6187P

**Corequisite(s):** GED 6188F1

**GED 6187S2 School Counseling Fieldwork Seminar II (1 Unit)**

The GED 6187S2 Seminar will be used to discuss professional school counseling standards and best practices, legal and ethical issues, case studies, assignments, and fieldwork skills and practice. Two semesters of GED 6187S are required for the PPS Credential. Fieldwork hours must be completed within three semesters.

Credit/No Credit.

**Prerequisite(s):** GED 6187P

**Corequisite(s):** GED 6188F2

**GED 6188F1 School Counseling Fieldwork Placement I (4 Units)**

Candidates will gain on-site fieldwork experience under the supervision of a School Counseling (PPS) Credential holder at two grade levels. GED 6188F1 School Counseling Fieldwork Placement 1 is four units and equals 400 hours of fieldwork and clinical practice in a public setting. Enrollment requires clearance consistent with public school districts. Fieldwork hours must be completed within two semesters.

Credit/No Credit.

**Prerequisite(s):** GED 6187P

**Corequisite(s):** GED 6187S1

**GED 6188F2 School Counseling Fieldwork Placement II (4 Units)**

Candidates will gain on-site fieldwork experience under the supervision of a School Counseling (PPS) Credential holder at two grade levels. GED 6188F2 School Counseling Fieldwork Placement 2 is four units and equals 400 hours of fieldwork and clinical practice in a public setting. Enrollment requires clearance consistent with public school districts. Fieldwork hours must be completed within two semesters.

Credit/No Credit.

**Prerequisite(s):** GED 6187P

**Corequisite(s):** GED 6187S2

**GED 7001 (A,B,C,D) Individualized Coaching and Induction Plan 1 (1 Unit)**

This course includes the development of an Individualized Induction Plan, utilizing assessments of leadership competency as well as the rubrics from Moving Leadership into Every Day Work: Descriptions of Practice (WestEd, 2003). Twenty-five hours of individualized coaching based on the California Professional Standards for Educational Leaders (CPSELs) is provided to the candidate.

Must be taken for a total of four (4) units. Credit/No Credit.

**GED 7002 (A,B,C,D) The California Professional Standards for Educational Leaders: Inquiry Modules 1 (0.5 Units)**

These .5 unit modules are developed around the California Professional Standards for Educational Leaders (CPSELs); practicing administrators complete a site based inquiry in each of the six standards. 1. Development and Implementation of a Shared Vision 2. Instructional Leadership 3. Management and Learning Environment 4. Family and Community Engagement 5. Ethics and Integrity 6. External Context Policy Must be taken for a total of two (2) units. Credit/No Credit.

**GED 7003 (A,B,C,D) Individualized Coaching and Induction Plan 2 (1 Unit)**

This course includes the development of an Individualized Induction Plan, utilizing assessments of leadership competency as well as the rubrics from Moving Leadership into Every Day Work: Descriptions of Practice (WestEd, 2003). Twenty-five hours of individualized coaching based on the California Professional Standards for Educational Leaders (CPSELs) is provided to the candidate.

Must be taken for a total of four (4) units. Credit/No Credit.

**GED 7004 (A,B,C,D) The California Professional Standards for Educational Leaders: Inquiry Modules 2 (0.5 Units)**

These .5 unit modules are developed around the California Professional Standards for Educational Leaders (CPSELs); practicing administrators complete a site based inquiry in each of the six standards. 1. Development and Implementation of a Shared Vision 2. Instructional Leadership 3. Management and Learning Environment 4. Family and Community Engagement 5. Ethics and Integrity 6. External Context Policy Must be taken for a total of two (2) units. Credit/No Credit.

**GED 7025 Management of Human Resources (3 Units)**

This course explores effective staff utilization patterns, developing and implementing effective personnel policies, short and long-range planning procedures for filling staff needs, evaluation of staff performance, and employer-employee relations issues.

**GED 7030 Decision Making for Curricular Change and Improvement (3 Units)**

This course explores the roles of the educational leader in the development, modification and evaluation of programs. Techniques for generating curricular change and innovation at all levels are discussed. The procedures for testing and evaluating curricular innovations and student achievement are also reviewed. An emphasis is placed on decision-making models and strategic planning processes for transformational change.

**GED 7040 Educational Law, Finance, and Governance (3 Units)**

Designed to provide advanced and comprehensive knowledge and practical application of the following areas of study: School law; legal framework of public education and the political and sociological forces that affect school practices; fiscal management; school and district level funding and budgeting; organization, functions and problems of school financing; effective utilization and management of human and material resources; and short and long range planning for establishing needs, priorities and implementation.

**GED 7055 Professional and Political Issues in Organizations (3 Units)**

This course deals with complex, controversial and political issues facing educators. Origins of critical problems are identified and techniques for dealing with these issues are reviewed. The class provides an opportunity for each candidate to examine the context within which the school operates, including the school district, employee bargaining units, the school board, and other governmental entities, and to understand how the politics from several levels of government influence teaching and learning.

**GED 7060 School/Community Relations in a Changing Society (3 Units)**

Ethnic and socio-economic variations in the total community are studied in their relationship to a given school's program and operation and to the total educational operation. Candidates explore the components of cultural, sociological, and economic diversity, including the general ethnic, racial, and religious composition of the state, and the specific composition of the local community, concepts of cultural values and language diversity, programs and procedures for meeting the instructional needs of limited English-proficient pupils, and principles and procedures for involving all parents and other family members in school activities and in reaching educational objectives.

**GED 7080 Philosophical and Sociological Backgrounds in Education (3 Units)**

In order to better understand the philosophical foundations of education, candidates examine the philosophies of the Perennialists, the Essentialists, the Pragmatists, the Social Reconstructionists, and others. Candidates are expected to explore in-depth educational philosophical problems of their own selection. This course also provides a study of the relationship of elementary, secondary, and higher education in the United States and the sociological environment in which they function. It is intended that the candidate increases his/her ability to be perceptive about social environment and its influence upon human development and behavior. As candidates in the discipline of education, there should be increased ability to use social realities and understanding in working with the processes inherent in education.

**GED 7090 Special Studies in Education (1-9 Units)**

An intensive study on a special topic in education involving university faculty and/or lecturers.

May be repeated for a total of nine (9) units. Credit/No Credit.

**Prerequisite(s):** Consent of location director is required.

**GED 7095 Concurrent Course Assignments (1-8 Units)**

Action research projects that correlate with each of the above courses.

**GED 7096 Induction, Mentoring, and Advanced Fieldwork (3 Units)**

This course utilizes assessments of leadership competency, mentoring, and university site-based coaching, development of an induction and a professional growth plan in collaboration with a district mentor and University Fieldwork Supervisor. The induction plan includes goals related to enhancing candidate competency in the California Professional Standards for Educational Leaders.

Credit/No Credit.

**GED 7097 Professional Development and Assessment (3 Units)**

This course provides professional development opportunities for the beginning administrator in areas of special interest or areas needing development. The candidate will continue to work toward achievement of the goals identified in the Individual Induction Plan (IIP). Formative and summative assessments of leadership competence are utilized to guide candidate growth and completion of the IIP. At the conclusion of GED 7097 Professional Development and Assessment, the candidate will engage in a culminating exhibition with his/her mentor, University Fieldwork Supervisor, and peers, during which he/she presents a portfolio with evidence of having met the goals listed in the IIP.

Credit/No Credit.

**Prerequisite(s):** GED 7096

**GED 7098 Research Design Seminar (2 Units)**

Discussion and study of research designs for planning and conducting research in the field of education. Seminar format.

## Education Leadership

**GEL 6003 Instructional Leadership (APA Cycle 3) (3 Units)**

This course addresses a candidate's knowledge of California's student academic content standards; appropriate and effective curriculum, instructional, and assessment practices; and the candidate's ability to analyze classroom instruction and provide focused, constructive feedback to teachers to improve teaching and learning for all students.

**GEL 6003F Fieldwork and Practicum for Instructional Leadership (CalTPA Cycle 3) (1 Unit)**

Application of coursework to directed experiences in school leadership. Credit/No Credit.

**Concurrent:** Concurrent seminar may be required.

**GEL 6004 Equitable and Socially Just School Communities (3 Units)**

This course provides an opportunity for the candidate to learn how to work effectively as a leader with the entire school community. Candidates will understand and address the diverse expectations, needs, aspirations, and goals of family and community groups and learn how to mobilize community resources in planning and decision-making for student achievement. The program offers the candidate an opportunity to examine and evaluate their attitudes toward people of different races, cultures, and ethnic backgrounds as well as examine their attitudes towards sexual orientation and individuals with disabilities so they will be effective leaders in a diverse setting and value individuals from different family structures, religions, races, cultures, socio-economic statuses, and ethnic backgrounds, and treat them with fairness and respect. Candidates will learn theories, practices, and application of restorative justice and social justice models.

**GEL 6004F Fieldwork and Practicum for Equitable and Socially Just Communities (1 Unit)**

Application of coursework to directed experiences in school leadership. Credit/No Credit.

**Concurrent:** Concurrent seminar may be required.

**GEL 6005 Organizational and Systems Leadership (3 Units)**

This course provides an opportunity for the candidate to learn how to implement California school laws, guidelines, and other relevant federal, state, and local requirements and regulations; develop and implement the school's budget; and understand and manage the complex interaction of all of the school's systems to promote teaching and learning.

**GEL 6005F Fieldwork and Practicum for Organizational and Systems Leadership (1 Unit)**

Application of coursework to directed experiences in school leadership. Credit/No Credit.

**Concurrent:** Concurrent seminar may be required.

**GEL 6006 School Improvement Leadership (APA Cycle 1) (3 Units)**

This course provides multiple opportunities for the candidate to learn, practice, and reflect on school improvement and enhanced student achievement for all. This course addresses the candidate's knowledge and strategic implementation of appropriate and effective school improvement, theories and strategies, his/her ability to build capacity, as well as his/her ability to communicate and lead others in continuous improvement and monitoring of these efforts based on school outcomes. There is an opportunity for collaborating with others to identify student and school needs, developing a data-based school growth plan, and identifying and using available human, fiscal, and material resources to implement the school growth plan, using change strategies based on current, relevant theories and best practices in school improvement.

**GEL 6006F Fieldwork and Practicum for School Improvement Leadership (CalAPA Cycle 1) (1 Unit)**

Application of coursework to directed experiences in school leadership.  
Credit/No Credit.

**Concurrent:** Concurrent seminar may be required.

**GEL 6007 Professional Learning and Growth Leadership (APA Cycle 2) (3 Units)**

This course teaches candidates to model professional growth, framed around principles of adult learning, and identify and facilitate focused, developmentally appropriate professional growth opportunities to build individual and collective capacity. These capacities include collaborating with others to help achieve the school's vision through professional learning focused on improving teaching and learning. The program provides multiple opportunities for each candidate to learn, practice, and reflect on professional growth leadership.

**GEL 6007F Fieldwork and Practicum for Professional Learning and Growth Leadership (CalAPA Cycle 2) (1 Unit)**

Application of coursework to directed experiences in school leadership.  
Credit/No Credit.

**Concurrent:** Concurrent seminar may be required.

**GEL 6008 Ethical and Visionary Leadership (3 Units)**

This course provides an opportunity for the candidate to learn and develop and implement a school vision based in ethical, just, and moral practices to enhance learning for faculty, staff, and students. Leadership theories, problem and decision-making models and socially just practices will be explored through case studies and simulations. The candidate has multiple opportunities to model personal and professional ethics, integrity, justice, and fairness and receive feedback from faculty and peers; reflect on personal leadership beliefs and practices; develop mechanisms for sustaining personal motivation, commitment, energy and health and learn to balance professional and personal responsibilities.

**GEL 6008F Fieldwork and Practicum for Ethical and Visionary Leadership (1 Unit)**

Application of coursework to directed experiences in school leadership.  
Credit/No Credit.

**Concurrent:** Concurrent seminar may be required.

**GEL 6048 Administrative Intern Support Seminar (1 Unit)**

This support course is a requirement each quad that a Preliminary Administrative Credential candidate serves as an intern principal for a school district while enrolled in the Preliminary Administrative Program. Candidates meet weekly with an assigned university supervisor for coaching, mentoring and on-the-job support.

**GEL 7011 Educational Leadership: From the Inside Out (1 Unit)**

The Clear Administrative Services courses provide job-embedded, individualized coaching in each of the six California Professional Standards for Educational Leaders for recently hired school administrators who possess a valid Preliminary Administrative Services credential. This course specifically focuses on the strengths and values the candidate brings to educational leadership; in conjunction with the university coach and district mentor, the candidate develops an individualized learning plan.

Credit/No Credit.

**GEL 7012 Educational Leadership: Management of the Learning Environment (1 Unit)**

The Clear Administrative Services courses provide job-embedded, individualized coaching in each of the six California Professional Standards for Educational Leaders for recently hired school administrators who possess a valid Preliminary Administrative Services credential. This course focuses on how educational leaders manage the organization to cultivate a safe and productive learning and working environment (CPSEL 3).

Credit/No Credit.

**GEL 7013 Educational Leadership: Shaping a Culture of Teaching and Learning (1 Unit)**

The Clear Administrative Services courses provide job-embedded, individualized coaching in each of the six California Professional Standards for Educational Leaders for recently hired school administrators who possess a valid Preliminary Administrative Services credential. This course focuses on how educational leaders shape a collaborative culture of teaching and learning, informed by professional standards and focused on student and professional growth (CPSEL 2).

Credit/No Credit.

**GEL 7014 Educational Leadership: Family and Community Engagement (1 Unit)**

The Clear Administrative Services courses provide job-embedded, individualized coaching in each of the six California Professional Standards for Educational Leaders for recently hired school administrators who possess a valid Preliminary Administrative Services credential. This course focuses on how educational leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources (CPSEL 4).

Credit/No Credit.

**GEL 7015 Educational Leadership: Ethics and Integrity (1 Unit)**

The Clear Administrative Services courses provide job-embedded, individualized coaching in each of the six California Professional Standards for Educational Leaders for recently hired school administrators who possess a valid Preliminary Administrative Services credential. This course focuses on how educational leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard (CPSEL 5).

Credit/No Credit.

**GEL 7016 Educational Leadership: External Context and Policy (1 Unit)**

The Clear Administrative Services courses provide job-embedded, individualized coaching in each of the six California Professional Standards for Educational Leaders for recently hired school administrators who possess a valid Preliminary Administrative Services credential. This course focuses on how educational leaders influence political, social, economic, legal, and cultural contexts affecting education to improve education policies and practices (CPSEL 6).

Credit/No Credit.

**GEL 7017 Educational Leadership: Development and Implementation of a Shared Vision (1 Unit)**

The Clear Administrative Services courses provide job-embedded, individualized coaching in each of the six California Professional Standards for Educational Leaders for recently hired school administrators who possess a valid Preliminary Administrative Services credential. This course focuses on how educational leaders facilitate the development and implementation of a shared vision of learning and growth of all students (CPSEL 1).

Credit/No Credit.



**GEL 7018 Educational Leadership: Capstone (1 Unit)**

The Clear Administrative Services courses provide job-embedded, individualized coaching in each of the six California Professional Standards for Educational Leaders for recently hired school administrators who possess a valid Preliminary Administrative Services credential. This course focuses on the candidate's inquiry and practice-centered research project, showcasing the candidate's knowledge and skill in one of the six CPSELs.

Credit/No Credit.

## Special Education

**SPE 6051 Methods of Teaching Students with Emotional and Behavioral Disorders (4 Units)**

This methodology course examines educational support strategies and intervention techniques suitable for students with emotional and behavioral challenges. Focus is given to understanding the function of behavior and its communicative intent. Measurement of behavior, reinforcement strategies, systematic program development, techniques for monitoring student progress, and procedures for increasing academic and socially appropriate behavior are emphasized. Effective instructional strategies are practiced and applied through 30 hours of fieldwork experiences.

**SPE 6052 Methods of Teaching Students with Autism Spectrum Disorder (4 Units)**

This methodology course prepares Education Specialists for the successful teaching of students with autism spectrum disorder (ASD). Topics include instructional planning and social stories, evaluation techniques and functional behavior assessment, research trends and outcomes, working with repetitive behaviors, sensory and movement disorders, atypical language development, and atypical social development. This course includes intentional practice in partnering for special education and related services, supporting students in the general curriculum, and promoting friendships for students with ASD. Effective instructional strategies are practiced and applied through 30 hours of fieldwork experiences.

**SPE 6053 Methods of Teaching Students with Traumatic Brain Injury (4 Units)**

This methodology course prepares Education Specialists for the successful teaching of students with the disability of traumatic brain injury (TBI). Candidates will become familiar with a variety of specific methods and strategies to use in teaching students who have experienced a head injury. Among topics included are the need for frequent evaluation and reevaluation because of the nature and trend of their recovery, especially in the first couple of years after the onset of the injury; determining supplementary aids and services; supporting the functional domains of memory, attention and concentration, executive functioning, self-awareness, and language. This course will examine a comprehensive plan for addressing the long-term effects of TBI requiring interventions to address present and anticipated future needs of the students. Effective instructional strategies are practiced and applied through 30 hours of fieldwork experiences.

**SPE 6054 Methods of Teaching Students with Other Health Impairments (4 Units)**

This methodology course prepares Education Specialists for successful teaching of students with other health impairments (OHI). Topics include determining the presence of acute and chronic conditions associated with OHI, collaborating with health professionals in the monitoring of the student's disability, determining the nature of specially designed instruction and services, curriculum differentiation and design, safe management and operation of specialized equipment, integration of curriculum, and classroom application of various forms of assistive technology. Effective instructional strategies are practiced and applied through 30 hours of fieldwork experiences.

**SPE 6060 Methods of Teaching Students with Orthopedic Impairments (4 Units)**

This methodology course provides candidates with the knowledge and skills necessary to teach and engage students with orthopedic disabilities in essential skills including academics, independent living skills, personal independence skills, communication skills, psychosocial skills, and career and vocational experiences. Candidates develop and apply knowledge in adapting teaching techniques and methods of instruction to meet individual needs of students in schools, hospitals, and students' homes. Emphasis is given to factors such as individual needs, abilities, learning levels, and physical limitations of students, as well as the need for low and high assistive technology devices, services, and software applications that facilitate communication. Effective instructional strategies and interventions are practiced and applied through 30 hours of fieldwork experiences.

**SPE 6061 Early Childhood Special Education Curriculum and Services (4 Units)**

This methodology course provides an overview of early childhood special education and the provision of early intervention screening, assessment, planning, family involvement, and inclusive practices for young children with special needs. Candidates will build the skills to understand, analyze, and reflect upon best practices and use sound professional strategies to assist young children. The course will emphasize (a) an ecological approach to assessment of the young child; (b) partnerships with families; (c) the collaborative planning of the IFSP/IEP; and (d) the relationship between assessment and intervention services. Effective instructional strategies are practiced and applied through 30 hours of fieldwork experiences.