

SCHOOL OF EDUCATION

Purposes

Point Loma Nazarene University's undergraduate School of Education offers one Bachelor's degree of academic rigor in an environment of vital Christianity in the Wesleyan tradition: Cross Disciplinary Studies: Teacher Education. Our commitment is to prepare thoughtful, culturally sensitive, scholarly professional educators for a variety of teaching/learning environments who utilize the latest research and exemplary methods to ensure learning and achievement. The faculty is committed to equip candidates to become influential moral and ethical leaders in a highly competitive, diverse, and ever-changing society.

Tradition of Excellence

The undergraduate degree in teacher education includes credential courses approved by the California Commission on Teacher Credentialing (California CTC) leading to the following preliminary teaching credentials: Multiple Subject and Single Subject. The School of Education also offers a preliminary teaching credential in Educational Specialist Mild to Moderate and Extensive Support Needs, which could be pursued through post-graduate coursework. The teacher education credential programs are offered in San Diego (Point Loma and Mission Valley) and Bakersfield. Because undergraduates may take courses toward the teaching credential, the program described in this section refers only to that aspect of the program. Details of the broader education programs are found in the Catalog for graduate studies. Faculty in the School of Education are practitioners and specialists in teaching pedagogy, counseling and leadership. The School of Education collaborates with all other academic departments and schools in the university regarding subject-matter preparation of Single Subject and Multiple Subjects teacher candidates. While the primary focus of the School of Education is to prepare teachers, the degree is also of value to those who are interested in professions such as workplace instructors, social work, family advocacy, curriculum developers, religious studies, and early childhood education.

Career Opportunities

The Cross Disciplinary Studies: Teacher Education coursework prepares candidates for success in a K-12 teaching career. Throughout the program, methodologies based on current practice and research are modeled and reinforced. The practice and application components of the methods courses are easily facilitated because the School of Education is field-based. Candidates are required to be in classrooms or other professional teaching venues for approximately 100 hours of documented and evaluated observation and participation prior to student teaching.

Admission to the third Education course in the major may be considered Level I admission to the School of Education, requiring passage of prior coursework and the satisfactory completion of the Basic Skills Requirement. However, this neither implies nor guarantees approval for student teaching (Level 2 admission). If, in the opinion of the School of Education, a candidate fails to meet acceptable professional and personal standards, the candidate may be disqualified from attempting to complete preparation for a career in education. Candidates desiring to fulfill the requirements of a credential for public school service must declare their intentions. For both the Multiple Subject and Single Subjects Credential candidates, this decision is often made during the candidate's sophomore enrollment at the university. Transfer candidates should

consult with the appropriate departmental/school advisor immediately upon matriculation.

All prospective teachers should plan their major requirements and those set forth by the School of Education to establish the proper sequence of courses and the fulfillment of all professional requirements. The credential analyst acts as a liaison between the candidate and the California Commission on Teacher Credentialing.

Faculty

Dean - Deborah Erickson, Ed.D.

Kimberly Athans, Ed.D.
Sam Houston State University

Heather Bertrand, M.A.
Point Loma Nazarene University

Elizabeth Chamberlain, Ed.D.
Azusa Pacific University

Michael Corke, Ph.D.
Claremont Graduate University

Deborah Erickson, Ed.D.
University of the Pacific

Grace Fantaroni, Ed.D.
Alliant International University

Jill Hamilton-Bunch, Ph.D., Associate Dean-Bakersfield Campus
University of California, Santa Barbara

Lori Kall, Ph.D.
California Coast University

Jennifer Kritsch, Ph.D.
Capella University

Jennifer Lineback, Ph.D., Program Chair for Cross-Disciplinary Studies
University of California, San Diego and San Diego State University

Patricia Maruca, Ed.D.
Northern Arizona University

Yazmin Pineda Zapata, Ed.D.
San Diego State University

Ray Posey, Ph.D.
Vanderbilt University

Dione Brooks Taylor, Ed.D.
Northern Arizona University

Rachelle Wong, Ed.D.
Concordia University

To view requirements for majors, minors, and certificates, see the Degree Program Information (<https://pointloma-public.courseleaf.com/prior-catalogs/2022-2023/tug-catalog/degree-program-information/>) page.

- Traditional Undergraduate Education (<https://pointloma-public.courseleaf.com/prior-catalogs/2022-2023/tug-catalog/colleges-schools-departments/soe/tug-education/>)
- Cross Disciplinary Studies: Teacher Education, B.A. (<https://pointloma-public.courseleaf.com/prior-catalogs/2022-2023/tug->

catalog/colleges-schools-departments/soe/tug-education/cross-disciplinary-studies-teacher-education-ba/)

- 4-Year Credential Track: Single Subject Teaching Credential (<https://pointloma-public.courseleaf.com/prior-catalogs/2022-2023/tug-catalog/colleges-schools-departments/soe/tug-education/4-year-credential-track-single-subject-teaching-credential/>)
- Post-Baccalaureate Multiple Subjects Teaching Credentials (<https://pointloma-public.courseleaf.com/prior-catalogs/2022-2023/tug-catalog/colleges-schools-departments/soe/tug-education/post-baccalaureate-multiple-subjects-teaching-credentials/>)

Education

EDU 3002 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. Effective instructional strategies that ensure active and equitable participation of all learners, as well as modifications for diverse learners with exceptionalities, are observed through fieldwork experiences. Twenty (20) fieldwork hours are required.

Also offered as EDU 6000.

Candidates are responsible for transportation to and from the school site. Task-stream registration is required.

EDU 3006 Principles of Language Acquisition (3 Units)

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 socioeconomically diverse are introduced and applied through fieldwork experiences.

This course requires 20 clock hours of observation and participation specific to culturally and linguistically diverse learners in a culturally diverse and inclusive school setting.

Also offered as EDU 6001.

Prerequisite(s): EDU 3002 and EDU 4004

Candidates are responsible for transportation to and from the school site. Task-stream registration is required.

EDU 3024 Differentiated Mathematics Instruction for All Learners (3 Units)

This methodology course addresses the planning of content-specific instruction and delivery of content consistent with state adopted (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 clock hours of observation and participation specific to math instruction in a culturally diverse and inclusive school setting.

Also offered as EDU 6012.

Prerequisite(s): EDU 3002, EDU 3006, EDU 4004, and MTH 2023

Candidates are responsible for transportation to and from the school site. Task-stream registration required.

EDU 4004 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 basic teaching credentials. Twenty (20) fieldwork hours are required when taken on the undergraduate campus.

Also offered as EDU 6002.

Prerequisite(s): EDU 3002

Task-stream registration required.

EDU 4009 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 assessments based on learner 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 leaders, 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.

Also offered as EDU 6003.

EDU 4010 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 Content Standards (K-8) and the 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 field work experience. Technology for teaching and learning is integrated in the course. Also offered as EDU 6010.

EDU 4017 Teaching and Learning Capstone: Contemporary Issues in the Vocation of Education (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. Letter grade.

Prerequisite(s): EDU 3002 and EDU 4004 or consent of instructor; Senior standing.

EDU 4020 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) Common Core 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 field work experience. Also offered as EDU 6020.

EDU 4021 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 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 field work experience. Technology for teaching and learning is integrated in the course. Also offered as EDU 6021.

It is through this course that each candidate completes the CalTPA task "Designing Instruction" as a performance-based measure of the knowledge and skills taught in this course.

EDU 4022 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 state adopted content 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. Also offered as EDU 6011.

EDU 4032 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 Content Standards (7-12) and the 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. (PLNU students who take EDU 4033 are exempt from taking EDU 6022 for their preliminary single subject credential program but need to replace it with three hours of a graduate-level elective for the MAT degree.) Also offered as EDU 6022.

EDU 4033 Methods for 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 Content Standards (7-12) and the 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. (PLNU students who take this course are exempt from taking EDU 6023 for their preliminary single subject credential program but need to replace it with three hours of a graduate-level elective for the MAT degree.)

Also offered as EDU 6023.

EDU 4034 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 Content Standards (7-12) and the 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 BIO 4063. PLNU students who complete this course or BIO 4063 are exempt from taking EDU 6024 for their preliminary single subject credential program but need to replace it with three hours of a graduate-level elective for the MAT degree.)

Also offered as EDU 6024.

EDU 4035 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 Content Standards (7-12) and the 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. (PLNU students who complete this course are exempt from taking EDU 6025 for their preliminary single subject credential program but need to replace it with three hours of a graduate-level elective for the MAT degree.)

Also offered as EDU 6025.

EDU 4036 Methods for 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. (PLNU students who complete this course are exempt from taking EDU 6026 for their preliminary single subject credential program but need to replace it with three hours of a graduate-level elective for the MAT degree.)

Also offered as EDU 6026.

EDU 4037 Methods for 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 ART 4055. PLNU candidates who complete this course or ART 4055 are exempt from taking EDU 6027 for their preliminary single subject credential program but need to replace it with three hours of a graduate-level elective for the MAT degree.)

Also offered as EDU 6027.

EDU 4038 Methods for 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. (PLNU candidates who complete this course are exempt from taking EDU 6028 for their preliminary single subject credential program but need to replace it with three hours of a graduate-level elective for the MAT degree.)

Also offered as EDU 6028.

EDU 4039 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 MUE 4054. PLNU candidates who complete this course or MUE 4054 are exempt from taking EDU 6029 for their preliminary single subject credential program but need to replace it with three hours of a graduate level elective for the MAT degree.)

EDU 4040 Elementary Clinical Practice I (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 the candidates' preparation to complete the Teaching Performance Assessment (TPA) required for credential completion. Credit/No Credit.

Also offered as EDU 6030.

Prerequisite(s): Approval to student teach and completion of all Teacher Education admission requirements EDU 3002, EDU 3006, EDU 3024, EDU 4004, EDU 4020, and EDU 4022

Corequisite(s): EDU 40CP1

EDU 4050 Secondary Clinical Practice I (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 the candidates' preparation to complete the Teaching Performance Assessment (TPA) required for credential completion. Credit/No Credit.

Also offered as EDU 6040.

Corequisite(s): EDU 40CP3

EDU 4053 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 to 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 4054 Methods of Teaching Candidates 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.

EDU 4055 Secondary Clinical Practice II (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 Teaching Performance Assessment (TPA) required for credential completion. Credit/No Credit.

Also offered as EDU 6044.

Corequisite(s): EDU 40CP4

EDU 4060 Elementary Clinical Practice II (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 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 Teaching Performance Assessment (TPA) required for credential completion. Credit/No Credit.

Also offered as EDU 6034.

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

Corequisite(s): EDU 40CP2

EDU 4070M Special Education Mild/Moderate Clinical Practice I (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 Teaching Performance Assessment (TPA) required for credential completion.

Credit/No Credit.

Prerequisite(s): Approval to student teach and completion of all Teacher Education admission requirements.

EDU 4070S Special Education Moderate/Severe Clinical Practice I (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 Teaching Performance Assessment (TPA) required for credential completion.

Prerequisite(s): Approval to student teach and completion of all Teacher Education admission requirements.

EDU 4074M Special Education Mild/Moderate Clinical Practice II (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 Teaching Performance Assessment (TPA) required for credential completion.

Credit/No Credit.

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

EDU 4074S Special Education Moderate/Severe Clinical Practice II (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 Teaching Performance Assessment (TPA) required for credential completion.

Credit/No Credit.

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

EDU 4090 Special Studies in Education (1-3 Units)

Intensive study in a special topic in education under the direction of faculty member.

May be repeated up to a total of six (6) units.

EDU 4092 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.

Letter grade.

Also offered as EDU 6050.

EDU 4093 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.

Also offered as EDU 6051.

EDU 4094 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.

Also offered as EDU 6052.

EDU 4096 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 through 15 hours of fieldwork experiences.

Prerequisite(s): Consent of program required.

EDU 4099 Research in Education (1-3 Units)

Open to candidates of proven ability.

May be repeated up to a total of six (6) units.

Prerequisite(s): Consent of the dean of the School of Education and instructor.

EDU 40CP1 Elementary Clinical Practice Seminar I (1 Unit)

This seminar course supports the Clinical Practice I experience through classroom inquiry and reflection of 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.

Also offered as EDU 6CP1.

Corequisite(s): EDU 4040

It is through this course that each candidate completes the Cal TPA task "Assessing Learning" as a performance-based measure of the knowledge and skills taught in this course.

EDU 40CP2 Elementary Clinical Practice Seminar II (1 Unit)

This seminar course supports the Student Teaching II experience through classroom inquiry and reflection of the principles of effective classroom management, teaching methods, differentiation of instruction, lesson planning and delivery, and parent communication. Emphasis is placed on further development of skills in 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.

Credit/No Credit.

Also offered as EDU 6CP2.

Corequisite(s): EDU 4060

It is through this course that each candidate completes the CalTPA task "Culminating Teaching Experience" as a performance-based measure of the knowledge and skills taught in this course.

EDU 40CP3 Secondary Clinical Practice Seminar I (1 Unit)

This seminar course supports the Clinical Practice II experience through classroom inquiry and reflection of 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.

Credit/No Credit.

Also offered as EDU 6CP2.

Corequisite(s): EDU 4050

It is through this course that each candidate completes the CalTPA task "Assessing Learning" as a performance-based measure of the knowledge and skills taught in this course.

EDU 40CP4 Secondary Clinical Practice Seminar II (1 Unit)

This seminar course supports the Clinical Practice II experience through classroom inquiry and reflection of the principles of effective classroom management, teaching methods, differentiation of instruction, lesson planning and delivery, and parent communication. Emphasis is placed on further development of skills in 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.

Credit/No Credit.

Also offered as EDU 6CP2.

Corequisite(s): EDU 4055

It is through this course that each candidate completes the CalTPA task "Culminating Teaching Experience" as a performance-based measure of the knowledge and skills taught in this course.