

# Division of Teacher Education

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## Courses

### EDLS 200, Introduction to Teaching as a Profession K-12, 4 Units

This course provides an overview to the teaching profession, focusing on the art of teaching at the K-12 level. Issues addressed surround the Common Core standards, the California State Standards for the Teaching Profession, and the California Content Standards, including school organization, curriculum and pedagogical practices, classroom management, and assessment. The service-learning lab requires 45 hours in a K-12 school. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

**Prerequisite:** Sophomore Standing

### EDLS 202, Introduction to Teaching as a Profession (7-12), 4 Units

This course provides an overview to the teaching profession, focusing on the art of teaching at the 7-12 level. Issues addressed surround the Common Core standards, the California State Standards for the Teaching Profession, and the California Content Standards, including school organization, curriculum and pedagogical practices, classroom management, and assessment. The service-learning lab requires 45 hours in a 7-12 school. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

**Prerequisite:** Sophomore Standing

### EDLS 303, Introduction to Special Populations, 3 Units

Students explore the historical, social, cultural, and legal mandates that have influenced the treatment of, and educational programs for, individuals with mild to moderate or extensive support needs. Students explore eligibility criteria for special education under the Individuals with Disabilities Education Act (IDEA) and Child Find, as well as prereferral interventions, legal mandates for developing an Individualized Education Program (IEP), determining a Least Restrictive Environment (LRE), and offering a Free and Appropriate Public Education (FAPE) for individuals with special needs. Students consider how a Christian worldview, based on the principles of Imago Dei, guides their work with individuals with special needs to foster an environment where all students are treated with respect, dignity, and intrinsic value. Course includes embedded academic service-learning requirement for a total of 12 hours.

**Prerequisite:** Sophomore standing

### EDLS 304, Introduction to Teaching Special Populations, 3 Units

Students explore educational and program considerations for individuals with special needs, including instructional considerations and strategies across the core content areas, as well as functional academics, for individuals with mild to moderate and extensive support needs. Attention is given to evidenced-based practices, culturally responsive teaching, and differentiation for individuals with special needs. Students reflect on the Christian worldview in relation to student diversity and developing a climate of inclusion, community, and belonging within classrooms. Course includes embedded academic service-learning requirement for a total of 12 hours.

**Prerequisite:** Sophomore standing

### EDLS 405, Diversity in the Classroom, 3 Units

This course focuses on the examination of the interaction of the student's cultural background with ethics, racial, religious, and gender issues, the educational setting, and wider social forces that affect traditional success and failure for students who are linguistically and culturally different. The course evaluates the role that administrators and teachers play in nurturing a spirit of multiculturalism in schools. Includes service-learning hours in educational settings. *Meets the General Education Requirement: Intercultural Competence.*

**Prerequisite:** Junior standing

### EDLS 495, Foundations of Education Capstone, 3 Units

This is the capstone course for seniors in the Liberal Studies program. In this course, students integrate the concepts and skills they have learned throughout their various Liberal Studies courses, apply their knowledge in a classroom service learning experience, and prepare to transition from college to their teaching careers. Students utilize the California State Common Core Standards for the Teaching Profession to reflect on their growth as educators, synthesize their knowledge and service learning experiences from across multiple courses to develop their personal philosophy of education, and generate cross-disciplinary projects that showcase their skills in curriculum development and pedagogy while preparing for the CSET (California Subject Examination for Teachers). In addition, students develop essential job searching and interviewing skills. *Meets the General Education Requirement: Integrative and Applied Learning.*

**Prerequisite:** EDLS 496, EDLS 200 or EDLS 202, EDLS 405, and senior standing

### EDLS 496, Writing 3: Education and Professional Ethics, 3 Units

This writing 3 course prepares students to develop a written thesis which offers a cogent analysis of a complex topic while defending a clear thesis. Students will understand and express a Christian perspective on issues critical to the education profession through a written thesis. Biblical and theological themes relating to education provide a base, while historical biographies and examples supply a context in which students generate a distinctively Christian response to a contemporary problem facing education. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

**Prerequisite:** Junior standing, Writing 2

## **EDLS 497, Readings, 1-4 Units**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

## **EDUC 536, Family, Community, and School Connections, 3 Units**

This course focuses on community dynamics, community building, and parental involvement as essential components in education. Successful school reform models of parental involvement are examined, along with their connection to higher student achievement. Master's degree candidates discuss and define their role in building strong partnerships with all families, especially those in underserved communities. They utilize asset-based community-building strategies in educational practice as they explore their school communities and conduct capacity inventories. Candidates develop an ethnography representing their deepening understanding of who their students are, how the families and communities in which they are embedded help shape them, and how they can utilize this knowledge to enhance holistic development of students through their practice.

**Prerequisite:** EDUC 560

## **EDUC 537, Curriculum Development, Revision, and Evaluation Process, 3 Units**

This course applies a systems approach to curriculum design through examining the phases of the process, including analysis, design, development, and evaluation. Master's degree candidates are introduced to keys of effective curriculum design, including setting goals and developing clear and measurable objectives; determining related learning activities and resources to promote learning and accomplish objectives; designing and/or selecting appropriate forms of assessment (formative and summative) to chart student progress; and using multiple forms of feedback for assessing instructional effectiveness, to inform future modifications and revisions. Students learn the purpose of and approach to each phase of the instructional design process and create products for each phase in completing a curriculum design project.

**Prerequisite:** EDUC 560

## **EDUC 538, Current Issues in Education, 3 Units**

In this course, master's degree candidates investigate, analyze, discuss, and propose solutions for the most significant problems, concerns, and challenges in education today. The course includes four areas of concentration: curriculum, with a focus on instructional design; teaching practice; school organization; and the politics of education. Candidates study current research relevant to course topics, analyze varying perspectives, and evaluate them in terms of teaching and learning effectiveness as well as the quality of life in the school community. Through compilation and synthesis of empirical work on a specific topic area, candidates craft a literature review to demonstrate expertise in current trends and future directions of research.

**Prerequisite:** EDUC 560

## **EDUC 546, Digital Communications, 3 Units**

This course engages students in collaborative, investigative, and reflective learning opportunities through the exploration of relevant digital communication tools. Attention is given to current modes of communication that utilize a digital platform, and effective strategies for implementation within teaching/learning environments.

**Prerequisite:** EDUC 560

## **EDUC 547, Special Topics in Educational Technology, 3 Units**

Students in this course explore the current technologies, trends, and a variety of special topics in educational technology. Course material covers practical and theoretical aspects, effectiveness, and problems related to the implementation of the topic into relevant teaching/learning environments. Different topics are offered at different times, so the course may be repeated for credit.

**Prerequisite:** EDUC 560

## **EDUC 548, Emerging Trends in Technology, 3 Units**

This course covers the historical development of educational technology and the social issues influencing its growth and implementation. Attention is also given to a synthesis of research related to the field, professional organizations serving the discipline, and emerging innovative uses of educational technology.

**Prerequisite:** EDUC 560

## **EDUC 556, Historical and Philosophical Perspectives of Disability Studies, 3 Units**

This course explores and analyzes the historically key definitions of disability in light of the major theories, methodological approaches, and proposed public policy uses that have shaped them. It also considers how civil rights, human rights, self-determination, social policy, and participative action research have influenced disability studies. A diverse set of current and historical research articles on disability studies is analyzed to model the ways in which different research topics have been addressed and introduce how current research can stimulate future studies. Emphasis is given to the formulation of important research questions and the development of testable hypotheses based on previous theory, literature, and experience, as master's candidates begin to develop initial sections of their capstone research project.

**Prerequisite:** EDUC 560

## **EDUC 557, Current Trends in Curriculum and Disability Studies, 3 Units**

This course equips candidates with practical and theoretical understanding of curriculum in schooling, with an emphasis on the role performed by the special education teacher or differentiation expert. Course material covers the various approaches to curriculum construction and organization in schools by examining the principles of curriculum improvement, change, and evaluation. Focus is on the theories, research, and best practices related to planning and developing curriculum and its implementation in schools and classrooms in order to address the needs of students in diverse communities.

**Prerequisite:** EDUC 560

## **EDUC 558, Research and Collaboration for Special Education, 3 Units**

This course provides educational specialists the communication and problem-solving skills to successfully collaborate with families, other educators, related service providers, and individuals with exceptionalities within the K-12 education environment. Additionally, this advanced course enables master's degree candidates in special education to build upon earlier courses and examine educational research within the special education framework, with an emphasis on data collection for action research.

**Prerequisite:** EDUC 560

## **EDUC 560, Action Research in Education, 1 Unit**

This course introduces students to basic qualitative and quantitative research methods, designs, and reporting strategies. Master's degree candidates are enabled to develop an understanding of the research process by introducing the basic principles of research and academic writing. Through activities integrating theory with practice, candidates learn how to identify problems to study, develop research questions, specify data collection methods and design their action research projects which are continued in a subsequent course.

## **EDUC 569, Capstone Seminar, 2 Units**

Culminating the MA emphasis courses, the capstone seminar helps students build on the coursework representing their repertoire of academic preparation from the credential and master's programs. Master's candidates complete their action research projects, and create an ePortfolio for compiling assignments that profile their professional identities (personal philosophy, identity and dispositions narrative), their scholarly work (ethnography, curriculum assessment, literature review), and their practical applications (lesson and unit plans, classroom management) in the classroom. In this way, students refine and contribute further to a body of work representing their accomplishments and professional identity. Finally, through this course, candidates enhance their understanding and experience of a community's connection to the school environment.

**Prerequisite:** EDUC 536, EDUC 537, and EDUC 538; or EDUC 546, EDUC 547, and EDUC 548; or EDUC 556, EDUC 557, and EDUC 558

## **SPED 500, Candidate Support and Supervision, 1-3 Units**

Teacher candidates explore current educational practices and a variety of special topics in the field of education, and course material covers practical and theoretical aspects relevant to the teaching/learning environment. Interns may be required to take this course during their program in an effort to meet program requirements while receiving mandated supervision and support. This course may be repeated four (4) times for credit for a total of 4-12 units.

## **SPED 525, Methods of Teaching Reading and Writing, 3 Units**

This course prepares teacher candidates to implement a comprehensive literacy program of systematic instruction in reading, writing, listening, speaking, and language aligned with the California Common Core State Standards for English Language Arts and the English Language Arts/English Language Development Framework. Through application of research-based instructional practices, candidates learn specific ways to address the diverse needs of all students.

## **SPED 526, Specialized Academic Instruction: Reading, Writing, and Math, 3 Units**

This course introduces candidates to multifaceted and multitiered methodologies and strategies necessary for teaching and engaging diverse students with disabilities in mathematics and language arts. Candidates become proficient in making explicit connections between ongoing assessment, student characteristics and strengths, instruction, and curriculum. They learn to analyze data to plan effective and differentiated instruction and interventions, and also how to collaboratively design effective IEP goals while considering the role of technology in those goals.

## **SPED 527, Teaching Students with Extensive Support Needs, 3 Units**

This course provides teacher candidates with a systems perspective for understanding and supporting individuals with extensive support needs and their families who come from culturally and linguistically diverse backgrounds. Using a person-centered planning approach, candidates examine effective collaborative strategies for team building, Individual Education Program (IEP) development, joint problem solving, and transition planning. Course material covers evidence-based strategies, adaptations, modifications, and technologies that provide access to Common Core standards, functional academics, and life skills. Various models are reviewed, including co-teaching, inclusion, community-based instruction, and vocational training.

## **SPED 528, Assessment and IEP Development: Mild to Extensive Support Needs, 3 Units**

Teacher candidates in this course examine current assessment mandates for students with mild to extensive support needs, studying test development and learning to evaluate assessment tools based on current research-based policies and mandates. Candidates also learn to administer and interpret norm-criterion reference assessment instruments as well as informal surveys or assessment instruments, and gain an understanding of the influence of cultural and linguistic factors in the development of Individual Education Program (IEP) goals and Individual Transition Plans (ITPs).

**Corequisite:** SPED 550 or SPED 551 or SPED 570 or SPED 571

## **SPED 529, Positive Behavior Supports for Students with Exceptional Needs, 3 Units**

This course equips teacher candidates with the skills and legal framework essential to the development of positive behavior supports and self-management outcomes for students with disabilities. Candidates examine foundations of behavior disorders, appropriate communication, and behavioral support strategies that align with best practices. The foundations of functional analysis of behavior that leads to the development of positive behavior intervention plans are examined. Models of collaborative practices that lead to positive relationships and critical partnerships with students, families, educators, and agencies are investigated through skill development and self-analysis.

**Corequisite:** SPED 552 or SPED 553 or SPED 572 or SPED 573

## **SPED 550, Clinical Practice I: Mild to Moderate Support Needs, 2 Units**

Students with mild to moderate support needs require specialized support to address unique learning needs resulting from a range of specific learning disabilities, intellectual disabilities, autism, other health impairments, emotional disturbance, multiple disabilities, traumatic brain injury, orthopedic impairment, or other identified disabilities for which placement in a classroom for students with mild to moderate support needs is deemed appropriate. Teacher candidates, as part of their clinical practice, get on-site experience providing the support described in students' Individualized Education Programs (IEPs). These experiences include, but are not limited to, creating an appropriate physical classroom environment for students with mild/moderate disabilities, conducting formal and informal assessments in order to determine students' current levels of performance, planning for students' grade and instructional levels, and capturing data to support progress on annual goals and short-term objectives that are aligned with California Content Standards. Candidates also monitor students' progress toward instructional goals and state-adopted standards, and, if necessary, identify behaviors impeding learning, and remediate by implementing positive behavior supports. Candidates complete a semester of full-time, supervised student teaching in appropriate public school classrooms, with assignments in classroom grade levels K-12. Each placement provides teaching experiences with English learners and ethnically diverse students. *Meets the General Education Requirement: Integrative and Applied Learning.*

**Corequisite:** SPED 528

## **SPED 553, Clinical Practice II: Mild to Moderate Support Needs, 2 Units**

Students with mild to moderate support needs require specialized support to address unique learning needs resulting from a range of specific learning disabilities, intellectual disabilities, autism, other health impairments, emotional disturbance, multiple disabilities, traumatic brain injury, orthopedic impairment, or other identified disabilities for which placement in a classroom for students with mild to moderate support needs was deemed appropriate. During their clinical practice experience, teacher candidates are provided with on-site experiences that provide the support described in the students' Individualized Education Programs (IEPs). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with mild to moderate support needs, conducting formal and informal assessments in order to determine the students' current levels of performance, planning for their grade and instructional level, and capturing data to support progress on annual goals and short-term objectives aligned with California Content Standards. Candidates also monitor students' progress toward instructional goals and state-adopted standards and, if necessary, identify behaviors impeding learning, and remediate by implementing positive behavior supports. Candidates complete a semester of full-time, supervised student teaching in appropriate public school classrooms, with assignments in classroom grade levels K-12. Each placement provides teaching experiences with English learners and ethnically diverse students.

**Prerequisite:** SPED 550;

**Corequisite:** SPED 529

## **SPED 570, Clinical Practice I: Extensive Support Needs, 2 Units**

Students with extensive support needs require specialized support to address unique learning needs resulting from a range of intellectual, behavioral, emotional, communication, sensory, autism spectrum disorder, and/or motor impairments. Teacher candidates, as part of their clinical practice, get on-site experience providing the support described in the students' Individualized Education Programs (IEPs). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with extensive support needs, conducting formal and informal assessments in order to determine students' current levels of performance, planning instructional-level annual goals and short-term objectives that are aligned with California Content Standards, monitoring students' progress toward instructional goals and short-term objectives, and identifying behaviors impeding learning and then remediating by implementing positive behavior supports. Candidates complete a semester of full-time, supervised student teaching in appropriate public school classrooms, with assignments in classroom grade levels K-12. Each placement provides teaching experiences with English learners and ethnically diverse students.

**Corequisite:** SPED 528

## **SPED 573, Clinical Practice II: Extensive Support Needs, 2 Units**

Students with extensive support needs require specialized support to address unique learning needs resulting from a range of intellectual, behavioral, emotional, communication, sensory, autism spectrum disorder, and/or motor impairments. Teacher candidates, as part of their clinical practice, get on-site experience providing the support described in the students' Individualized Education Programs (IEPs). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with extensive support needs, conducting formal and informal assessments in order to determine students' current levels of performance, planning instructional-level annual goals and short-term objectives aligned with California Content Standards, monitoring students' progress toward instructional goals and short-term objectives, and identifying behaviors impeding learning and then remediating by implementing positive behavior supports. Candidates complete a semester of full-time, supervised student teaching in appropriate public school classrooms, with assignments in classroom grade levels K-12. Each placement provides teaching experiences with English learners and ethnically diverse students.

**Prerequisite:** SPED 570;

**Corequisite:** SPED 529

## **SPED 599, Readings in Special Education, 1-3 Units**

Consists of a program of study concentrating on assigned readings, discussions, field experiences, and/or writing arranged between, and designed by, a student and a full-time professor. An independent study fee is assessed for each enrollment in this class.

## **TEP 511, Art of Teaching II: Pedagogy and Instructional Design, 3 Units**

This course explores pedagogy as the combination of teachers' professional knowledge, skills, and abilities, which are directed to create effective learning opportunities and outcomes for all students in a range of contexts. Building on broad themes from TESP 501 The Art of Teaching I, teacher candidates explore pedagogical methods and specific models for meeting individual student needs, utilizing universal and individualized strategies. Attention is given to culturally responsive teaching practices for learners with diverse cultural and ethnic identities, as well as differentiation practices for students with various learning needs. Candidates further analyze the relationship between curriculum, pedagogy, and assessment, and examine and reflect on the Christian worldview in relation to student diversity and developing a climate of equity and collaboration within classrooms. This course includes 15 hours of required field experience in a k-12 school.

**Prerequisite:** TESP 501

## **TEP 512, Science of Teaching II: Effective Assessment Strategies for All Learners, 3 Units**

Students in this course explore strategies for designing standards and data-driven curricular plans and units to serve diverse (e.g., culturally, linguistically, and/or ability-diverse) student populations. Teacher candidates engage in the administration and analysis of formative, summative, and diagnostic assessment to inform the ongoing development of differentiated instruction that serves the unique academic needs of students from diverse, intersecting backgrounds and identities. In view of the academic achievement gap that exists in California k-12 schools, candidates utilize assessment results, alongside state frameworks and current standards specific to their specialization, in development of further curriculum/planning, instruction, and assessment cycles that demonstrate the use of instructional strategies, materials, technologies, and other resources to make content connected, contextualized, and accessible to all students. Candidates consider how a Christian worldview catalyzes their commitment to engage fully in the work of creating classrooms that meet the needs of all their students. This course includes 15 hours of required field experience in a k-12 school.

**Prerequisite:** TESP 502

## **TEP 521, Methods of Teaching Reading and Writing (K-8), 3 Units**

This course prepares teacher candidates to implement a comprehensive literacy program of systematic instruction in reading, writing, listening, speaking, and language aligned with the California Common Core State Standards for English Language Arts and the English Language Arts/English Language Development Framework. Through application of research-based instructional practices, candidates learn specific ways to address the diverse needs of all students.

## **TEP 522, Methods of Teaching Mathematics (K-8), 3 Units**

This course introduces teacher candidates to the California Common Core State Standards for Mathematics and the Standards for Mathematical Practice. In addition to relevant theory, the course focuses on pedagogical methods and strategies for teaching math to all students in K-8 classrooms. This course prepares teacher candidates to develop curriculum designed to ensure the success of diverse student populations. Moreover, issues addressed in the course include, but are not limited to technology integration; differentiated instruction and culturally appropriate pedagogical practices; and subject-specific strategies for teaching and assessing.

## **TEP 523, Methods of Teaching Science (K-8), 2 Units**

This course introduces credential candidates to state-adopted K-8 Next Generation Science Standards and the 2016 Science Framework for California Public Schools: Kindergarten Through Grade Twelve, as well as science concepts and principles, scientific investigation, experimentation, and student assessment. Emphasis is on balanced instruction between Disciplinary Core Ideas, Crosscutting Concepts, and Scientific and Engineering Practices as described in the Next Generation Science Standards. This course also focuses on facilitating K-8 students' ability to independently read and comprehend instructional materials and graphic/media representations, integrate mathematical concepts and practices in scientific investigations, develop academic language, engage in disciplinary discourse practices, and understand the connections between science, society, technology, and the environment. The teaching of physical education and health education in grades K-8 is also covered.

**Corequisite:** TEP 551

## **TEP 524, Methods of Integrating the Humanities (K-8), 2 Units**

This course, intended for students in clinical practice (student teaching or intern placements), introduces methods of connecting moral and civic education with the social sciences and the arts through thematic teaching, in ways that comply with state frameworks and academic content standards, specifically focusing on the California Common Core State Standards. Course material utilizes a wide range of high-quality children's literature and performing and visual arts strategies. Emphasis is on a meaning-centered, diverse humanities curriculum designed to promote critical thinking skills and meet the needs of all students, including those with special needs and those from culturally and linguistically diverse backgrounds.

**Corequisite:** TEP 552

## **TEP 531, Methods of Teaching Reading and Writing (7-12), 3 Units**

This course includes intensive instruction in reading and language arts methods grounded in methodically sound research, to be incorporated in all subject areas. The study of secondary reading and language arts methods includes effective strategies and methods for guiding and developing the content-based reading and writing abilities of all students, including students with varied reading levels and language backgrounds. Teacher candidates examine well-designed systematic instructional programs, and the implementation of California Common Core State Standards (CCSS) for reading and writing in an integrated fashion with the standards for their subject area.

## TEP 532, Secondary Pedagogy I: Teaching in Secondary Schools (7-12), 2 Units

This course is designed for individuals who are teaching in middle or high school subject areas, such as math, ELA, social studies, science, art, physical education, music, etc. Teacher candidates in this course explore the teacher's and the students' roles in middle and high school classrooms. This course focuses on the history, development, and reform measures of middle and high schools to create positive environments that foster inquiry and promote a meaningful learning setting, including trends addressing cultural diversity. Aspects of middle and high school covered in this course include student-centered learning; critical teaching skills for making lessons relevant to students (including culturally relevant practices); cognitive and behavioral development as it affects curriculum design; lesson planning; differentiated instruction; use of technology; assessment; and intentional, reflective teaching practices. All assignments are completed in the subject area for which the individual is seeking the Single Subject Teaching Credential.

**Corequisite:** TEP 561

## TEP 533, The Differentiated Classroom: Maximizing Capacity of Each Learner (7-12), 3 Units

This course explores the philosophical and practical aspects of differentiation as defined by the entirety of classroom practice by the interdependence of the key aspects of curriculum, instruction, assessment, the learner, and the learning environment. Teacher candidates engage in activities that support the development of a teaching philosophy and practice that cultivates the K-12 learner as an active participant with a shared understanding of an investment in a differentiated classroom. Teacher candidates develop competence in analyzing and applying knowledge of K-12 students' achievement, instructional needs, social-emotional needs, cultural and language factors, and other relevant data necessary to improve teaching and learning for all students. Candidates also begin the development of an Individualized Learning Plan to gain competence as a reflective practitioner and further develop the professional knowledge, skills, and dispositions necessary to meet the expectations for beginning teachers as outlined in the California Teaching Performance Expectations.

## TEP 534, Secondary Pedagogy II: Content-Specific Strategies, Teaching, and Assessment (7-12), 2 Units

This course engages candidates who are in clinical practice (student teaching or intern placements) in discussion of common challenges faced by teacher candidates in secondary classrooms, and also focuses on content-specific pedagogical strategies by subject matter. Issues addressed in the course include, but are not limited to, teacher beliefs and their effect on student performance; classroom management; effective curriculum and lesson development; culturally appropriate pedagogical practices; the "plan, teach, assess, reflect, and apply" cycle; content-specific strategies for teaching and assessing; and preparation for the workforce. Individual concerns and issues raised during student teaching or the internship are addressed.

**Prerequisite:** TEP 532;

**Corequisite:** TEP 562

## TEP 551, Clinical Practice I: Multiple Subject Credential, 2 Units

Clinical practice gives teacher candidates a culminating preparatory experience toward which the teacher candidate's entire teacher education program has been planned. The purpose is to develop and verify beginning-level teaching competency in candidates by the end of the clinical practice semester, according to standards set by the California Commission on Teacher Credentialing (CTC) and the Council for the Accreditation of Educator Preparation (CAEP). Clinical practice provides a full-time, experience-based program in which teacher candidates (contracted and noncontracted) have opportunities to participate as classroom teachers in schools while supervised by a university mentor. Focus is given to many areas of background learning and to coordinating those areas into a meaningful set of experiences. These experiences include, but are not limited to, designing and implementing instruction for their multiple subject grade level and learners, promoting and supporting rigorous and appropriate content in their lessons, creating a positive environment for students with diverse needs, and reflecting in order to monitor student learning and adjust instruction. Clinical practice also provides teaching experiences with English learners and ethnically diverse students. *Meets the General Education Requirement: Integrative and Applied Learning.*

**Corequisite:** TEP 523

## TEP 552, Clinical Practice II: Multiple Subject Credential, 2 Units

Clinical practice gives teacher candidates a culminating preparatory experience toward which the teacher candidate's entire teacher education program has been planned. The purpose is to develop and verify beginning-level teaching competency in candidates by the end of the clinical practice semester, according to standards set by the California Commission on Teacher Credentialing (CTC) and the Council for the Accreditation of Educator Preparation (CAEP). Clinical practice provides a full-time, experience-based program in which teacher candidates (contracted and noncontracted) have opportunities to participate as classroom teachers in schools while supervised by a university mentor. Focus is given to many areas of background learning and to coordinating those areas into a meaningful set of experiences. These experiences include, but are not limited to, designing and implementing instruction for their multiple subject grade level and learners, promoting and supporting rigorous and appropriate content in their lessons, creating a positive environment for students with diverse needs, and reflecting in order to monitor student learning and adjust instruction. Clinical practice also provides teaching experiences with English learners and ethnically diverse students. *Meets the General Education Requirement: Integrative and Applied Learning.*

**Prerequisite:** TEP 551;

**Corequisite:** TEP 524

## **TEP 561, Clinical Practice I: Single Subject Credential, 2 Units**

Clinical practice gives teacher candidates a culminating preparatory experience toward which the teacher candidate's entire teacher education program has been planned. The purpose is to develop and verify beginning-level teaching competency in candidates by the end of the clinical practice semester, according to standards set by the California Commission on Teacher Credentialing (CTC) and the Council for the Accreditation of Educator Preparation (CAEP). Clinical practice provides a full-time, experience-based program in which teacher candidates (contracted and noncontracted) have opportunities to participate as classroom teachers in schools while supervised by a university mentor. Focus is given to many areas of background learning and to coordinating those areas into a meaningful set of experiences. These experiences include, but are not limited to, designing and implementing instruction for their single subject content area and learners, promoting and supporting rigorous and appropriate content in their lessons, creating a positive environment for students with diverse needs, and reflecting in order to monitor student learning and adjust instruction. Clinical practice also provides teaching experiences with English learners and ethnically diverse students. *Meets the General Education Requirement: Integrative and Applied Learning.*

**Corequisite:** TEP 532

## **TEP 562, Clinical Practice II: Single Subject Credential, 2 Units**

Clinical practice gives teacher candidates a culminating preparatory experience toward which the teacher candidate's entire teacher education program has been planned. The purpose is to develop and verify beginning-level teaching competency in candidates by the end of the clinical practice semester, according to standards set by the California Commission on Teacher Credentialing (CTC) and the Council for the Accreditation of Educator Preparation (CAEP). Clinical practice provides a full-time, experience-based program in which teacher candidates (contracted and noncontracted) have opportunities to participate as classroom teachers in schools while supervised by a university mentor. Focus is given to many areas of background learning and to coordinating those areas into a meaningful set of experiences. These experiences include, but are not limited to, designing and implementing instruction for their single subject content area and learners, promoting and supporting rigorous and appropriate content in their lessons, creating a positive environment for students with diverse needs, and reflecting in order to monitor student learning and adjust instruction. Clinical practice also provides teaching experiences with English learners and ethnically diverse students. *Meets the General Education Requirement: Integrative and Applied Learning.*

**Prerequisite:** TEP 561;

**Corequisite:** TEP 534

## **TEP 590, Candidate Support and Supervision, 1-3 Units**

Teacher candidates explore current educational practices and a variety of special topics in the field of education, and course material covers practical and theoretical aspects relevant to the teaching/learning environment. Interns may be required to take this course during their program in an effort to meet program requirements while receiving mandated supervision and support. This course may be repeated four (4) times for credit for a total of 4-12 units.

## **TEP 599, Readings in Teacher Education, 1-3 Units**

Consists of a program of study concentrating on assigned readings, discussions, field experiences, and/or writing arranged between, and designed by, a student and a full-time professor. An independent study fee is assessed for each enrollment in this class.

## **TESP 501, Art of Teaching I: Foundations of Teaching, 3 Units**

This course provides an introduction to basic pedagogy, including classroom management, lesson planning and teaching, standards-based instruction, teaching strategies for students with diverse identities and needs, and the application of technology to support teaching and learning. Teacher candidates consider strategies, models, and processes for meeting the needs of a broad range of K-12 students, including special needs students, gifted students, English language learners, speakers of nondominant varieties of English, and students of all cultural or ethnic identities. This course is designed for direct application of classroom learning by candidates in a collaborative context that implements inclusion. Candidates examine Christian character and develop an understanding of grace in the Christian worldview as applied in classroom contexts, in consideration of meeting the needs of students and building community within the classroom. This course includes 15 hours of required field experience in a K-12 school.

## **TESP 502, Science of Teaching I: How Students Learn, 3 Units**

This course comprises a basic overview of human growth and development for all students in the K-12 environment. Teacher candidates identify how research on the neuroscience of learning, theories of learning, and student motivation affect current understanding of student development through the K-12 education experience. They then creatively and collaboratively investigate how this knowledge can enable them to meet the needs of all students, including underserved populations, English language learners, and individuals with diverse learning needs (from gifted learners to individuals with mild to severe disabilities). Candidates also examine their own cultural beliefs, attitudes toward diversity, and related assumptions, identifying how these might affect student learning and achievement in their classrooms. Candidates demonstrate applied knowledge of communication styles and strategies for fostering positive cross-cultural interactions among students who are diverse in terms of culture, language, and ability. Finally, candidates reflect on the need to support the development of all students from a Christian worldview. This course includes 15 hours of required field experience in a K-12 school. *Meets the General Education Requirement: Social Science.*

### **TESP 503, The Soul of Teaching: Tapestry of American Education, 3 Units**

This course introduces teacher candidates to the history of American education and a sampling of modern philosophies of education, examined through the lens of a Christian worldview. Specific consideration is given to the ways in which historical trends have contributed to today's education system, including how social and philosophical movements, as well as policy changes, have shaped the growth and inclusiveness of education in the U.S. Candidates reflect on the continued need for education equity for all students in U.S. schools, and explore inclusive practices for diverse populations, professional dispositions, teacher resiliency, and their role in perpetuating social justice in education. They engage culturally appropriate response strategies that enhance learning opportunities in a cross-cultural context, and identify how a Christian worldview enables and directs a commitment to principles of equity and justice in their practice. *Meets the General Education Requirement: Intercultural Competence.*

### **TESP 504, Schools and Educational Systems, 3 Units**

This course explores the legal, ethical, and organizational systems (federal, state, district, and school) within which teachers conduct their work. Teacher candidates engage in an examination of school and community cultures and their impact on learning, by focusing on the ways teachers communicate and collaborate with external and internal stakeholders to provide equitable access to all students. Additionally, contractual responsibilities and professional expectations are addressed. Candidates also consider the ways in which educators, from a Christian worldview, can advocate to transform social problems impacting school culture. *Meets the General Education Requirement: Civic Knowledge and Engagement.*