The Department of Elementary and Secondary Education offers master’s degree and credential programs for candidates seeking a California Preliminary Teaching Credential authorizing them to teach in a public elementary, middle, or high school setting. APU’s Multiple Subject Teaching Credential programs prepare teachers for positions at the elementary and middle school level, providing a breadth of knowledge over the K-8 continuum. The Single Subject Teaching Credential programs prepare teachers for positions at the middle and high school levels (6-12), with focus in their specific subject area. The Department of Elementary and Secondary Education assesses all candidates from admission, throughout their program, and up to the recommendation of credentials. Assessment areas include, but are not limited to: CTC program standards, CTC teacher performance expectations, APU student learning outcomes, and teacher candidate dispositions. Candidates are expected to maintain a high level of professional and ethical behavior throughout their program; failure to do so may result in expulsion from the program.

**Master of Arts in Education Degree Programs**

- Master of Arts in Education: Learning and Technology and Multiple Subject Teaching Credential (http://catalog.apu.edu/graduateprofessional/education/teacher-education/teacher-education/digital-teaching-learning-multiple-subject-teaching-credential-mae)
- Master of Arts in Education: Learning and Technology and Single Subject Teaching Credential (http://catalog.apu.edu/graduateprofessional/education/teacher-education/teacher-education/digital-teaching-learning-single-subject-teaching-credential-nonintern-intern-mae)
- Master of Arts in Education: Teaching and Multiple Subject Teaching Credential (http://catalog.apu.edu/graduateprofessional/education/teacher-education/teacher-education/teaching-multiple-subject-teaching-credential-mae)
- Master of Arts in Education: Teaching and Single Subject Teaching Credential (http://catalog.apu.edu/graduateprofessional/education/teacher-education/teacher-education/teaching-single-subject-teaching-credential-mae)

**Preliminary Credential Programs**

- Multiple Subject Teaching Credential (http://catalog.apu.edu/graduateprofessional/education/teacher-education/teacher-education/multiple-subject-teaching-credential)
- Single Subject Teaching Credential (http://catalog.apu.edu/graduateprofessional/education/teacher-education/teacher-education/single-subject-teaching-credential)

**EDTC 511, Foundations in Educational Technology, 3 Units**

This course focuses on developing proficiency with the foundational skills necessary for the Online Master of Arts in Educational Technology. Working in synchronous and asynchronous environments, students utilize a variety of applications and skills necessary for competency in the program.

**EDTC 515, Emerging Trends in Technology, 3 Units**

This class looks at 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.

**EDTC 517, 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.

**EDTC 518, Global Learning/Cross-cultural Classroom, 3 Units**

This course focuses on the use of technology to develop global, cultural, geographical, environmental, and sociopolitical understanding. Students engage their own classrooms in global learning projects as a vehicle to promote cross-cultural literacy, a necessary skill for the global workforce and the 21st century.

**EDTC 527, Special Topics in Educational Technology, 3 Units**

The current technologies, trends, and a variety of special topics in educational technology are explored. The course covers practical and theoretical aspects, effectiveness, and problems related to the implementation of the topic into relevant teaching/learning environments. Different topics may be taken and repeated for credit.
EDUC 504, Teaching and Cultural Diversity, 3 Units
This course focuses on a reflective examination of the interaction of several variables which affect educational success and failure for students who are linguistically and culturally different: the students' cultural background, including ethnic, racial, religious, and gender issues; the school's cultural format of an educational setting; and the social forces in the wider community. The underlying assumption of the course is that the achievement of equity and maintenance of cultural diversity in pluralistic democracies are not only desirable goals, but also necessary for political unity, social stability, and sustained economic development. The educational system plays a critical role in nurturing multiculturalism, creating instructional environments which encourage tolerance and praise for cultural diversity, and honoring cultural differences as assets rather than deficiencies. Educators have a moral and civic responsibility to ensure that multicultural attitudes and values permeate the total school curriculum and learning environment. Students study the nature of culture and learn to appreciate the strong influence that a student's culture has on learning behavior and values. They also develop ways to uncover more aspects of cultural diversity among their students and evaluate culturally appropriate responses and strategies which enhance learning opportunities.

EDUC 507, Family, Community, and School Connections, 3 Units
This course focuses on community dynamics, community building, and parent involvement as essential components in education. Students engage in utilizing asset-based community building strategies in educational practice as they map their school communities, conduct capacity inventories, and develop action plans for parent/community involvement. Students also discuss and define their role in building strong partnerships with all families, especially those in low-income communities of color. Successful school reform models of parent involvement are examined along with their connection to higher student achievement.

EDUC 508, Assessment and Evaluation in Multicultural Classrooms, 3 Units
This course reviews the uses, demands, and limitations of formal, standardized testing practices and embraces assessment of 21st Century Skills. Students explore informal observational assessment, student self-assessment, parental involvement, portfolios, criterion- and performance-based assessment, and assessing critical thinking, creativity, citizenship, collaboration, and problem-solving. The course also provides an introduction to Smarter Balanced Assessment protocols. Finally, students explore ways to assess and improve their own instructional programs and teaching.

EDUC 509, Special Topics in Education, 3 Units
Students study specific current topics, trends, technologies, or innovative programs in the field of bilingual/English language development. The course covers theoretical and practical aspects of issues related to new problems or new possibilities for improving and enhancing language, literacy, or academic learning opportunities for bilingual students.

EDUC 511, Essentials in Learning and Technology, 1 Unit
This course focuses on introducing and developing proficiency with the essential skills necessary for the Master of Arts in Education: Learning & Technology emphasis. Students utilize a variety of applications and skills necessary for competency in the program. This course must be taken in the first term of the program.

EDUC 527, Emerging Topics in Educational Technology and Learning, 3 Units
The current technologies, trends, or topics in educational technology and learning are explored. The course covers practical and theoretical aspects, effectiveness, and problems related to the implementation of the topic into classroom and school instructional practices. Different topics may be taken and repeated for credit.

EDUC 571, Curriculum Foundations, 3 Units
This master's degree core course is designed to prepare candidates with both a practical and theoretical understanding of curriculum in schooling. The course offers a study of the various approaches of curriculum construction and organization in the schools by examining the principles of curriculum improvement, change, and evaluation. The 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.

EDUC 572, Advanced Educational Psychology, 3 Units
Professional educators apply the latest research findings of contemporary psychologists and educational pedagogies to the challenges of classroom motivation, classroom management, individual differences, learning styles, and evaluation modes. P-12 human development and brain-based learning are incorporated in this course. An emphasis of this course is applying theories into practice.

EDUC 573, Philosophy/Ethics and History of Education, 3 Units
This course is a survey of the historical and philosophical ideas that guide educational theory and practice. Emphasis is on ethical clarification and practical application of ideas in current, diverse educational settings. Basic to the course is the notion that valuable insights into American education can be obtained through a close examination of its historical development from the colonial era to the present. Emphases on various philosophical systems in education and on the related issue of worldviews are especially helpful in illuminating ever-present tensions in American education. American education cannot be adequately understood, nor can well-informed decisions be made by administrators, instructional staff, or others responsible for education, without the benefit of both historical and philosophical perspectives.

EDUC 574, Current Issues in Education, 3 Units
Students investigate, analyze, discuss, and propose solutions for the most significant problems, concerns, and challenges in education today. They study current trends in curriculum, teaching practice, and school organization, and evaluate them in terms of the effectiveness of teaching and learning and the quality of life in the school community.
EDUC 589A, Research for Educators: Beginning Process, 2 Units
This advanced course enables teachers to become more informed users and designers of educational research. Teachers begin the process of planning and implementing their own classroom or school-based inquiry. Through activities integrated in their own research process, teachers learn more about how to locate, value, and synthesize other relevant research; select and employ appropriate types of qualitative or quantitative methods of data gathering; and analyze a variety of descriptive data. Teachers complete the process in EDUC 589B.
Prerequisite: Completion of student teaching if in Teacher Credential program

EDUC 589B, Research for Educators: Finish Reporting, 1 Unit
This course is a sequel to EDUC 589A, enabling teachers to complete their own research inquiry process and submit a final research report. Teachers work independently and conference with a faculty member and peers in order to review fully their data gathering, analyses, and results, and to revise and edit effectively their completed research reports.
Prerequisite: EDUC 589A

TEP 517, Clinical Experiences in Teaching Reading and Writing (7-12), 3 Units
This course includes intensive instruction in reading and language arts methods grounded in methodically sound research. The student of secondary reading and language arts methods includes effective strategies and methods for guided and developing the content-based reading and writing abilities of all students, including students with varied reading levels and language backgrounds, examines well-designed systematic instruction programs, and the implementation of California Common Core State Standards (CCSS).
Prerequisites: Admission to Single Subject Credential program; corequisites: TESP 505 and TEP 567A

TEP 518, 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. The study of secondary reading and language arts methods includes effective strategies and methods for guided and developing the content-based reading and writing abilities of all students, including students with varied reading levels and language backgrounds, examines well-designed systematic instructional programs, and the implementation of California Common Core State Standards (CCSS).
Prerequisite: Admission to Single Subject Credential program; corequisites: TESP 506 and TEP 568A

TEP 521, Methods of Teaching Mathematics (K-8), 3 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 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 during the internship are also addressed.

TEP 522, Methods of Teaching Mathematics (K-8), 3 Units
This course introduces credential candidates to K-8 state-adopted Next Generation Science Standards and the 2015-16 Draft Science Framework, as well as science concepts and principles, scientific investigation, experimentation, and student assessment. Emphasis is placed 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, development of academic language, engagement in disciplinary discourse practices, and understanding the connections between science, society, technology, and the environment. In addition, this course covers the teaching of physical education and health education in grades K-8.
Corequisite: Clinical Practice

TEP 524, Clinical Experiences with Integrating the Humanities/Methods of Integrating the Humanities, 2 Units
This course, intended for students in clinical practice (student teaching or intern placements), introduces ways to connect 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. Methods discussed utilize a wide range of 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. This course is designed for direct application of practice.
Corequisite: Clinical Practice
TEP 525, Clinical Experiences in Teaching Mathematics (K-8), 3 Units
This course focuses on the teaching of mathematics in the K-8 classroom, including mathematical content, instructional design, evidence-based research, and best practices in instruction. This course also emphasizes effective teaching through problem solving, communication, collaboration, creativity, and critical thinking. There is a focus on teaching diverse learners using differentiated instructional strategies and the implementation of the California Common Core State Standards (CCSS). This course is specifically designed for direct application of practice by intern teachers.
Prerequisite: Admission to Multiple Subject Credential program;
corequisites: TESP 555 and TEP 565B

TEP 526, Methods of Teaching Mathematics (K-8), 3 Units
This course focuses on the teaching of mathematics in the K-8 classroom, including mathematical content, instructional design, evidence-based research, and best practices in instruction. This course also emphasizes effective teaching through problem solving, communication, collaboration, creativity, and critical thinking. There is a focus on teaching diverse learners using differentiated instructional strategies and the implementation of the California Common Core State Standards (CCSS).
Prerequisite: Admission to Multiple Subject Credential program;
corequisites: TESP 556 and TEP 566B

TEP 527, Clinical Experiences in Teaching Strategies (7-12), 3 Units
Designed for individuals planning to teach middle or high school, this course explores both the teacher's and the students' role in middle/secondary classrooms. This course focuses on the role of the teacher to create positive environments that foster inquiry and promote meaningful learning. Numerous aspects of middle and high school teaching and learning include: assessing students' knowledge before instruction, designing curriculum, planning lessons, determining and adapting appropriate teaching methods with special attentions given to using differentiated instruction to meet the learning needs of diverse learners, promoting inquiry, fostering dialogue, meeting district and national standards, using technology to promote learning, and assessing students' learning, and the implementation of the California Common Core State Standards (CCSS). All assignments will be completed in the specific subject area for which the individual is seeking the Single Subject Credential. This course is specifically designed for direct application of practice by intern teachers.
Prerequisite: Admission to Single Subject Credential program;
corequisites: TESP 556 and TEP 567B

TEP 528, Teaching Strategies (7-12), 3 Units
Designed for individuals planning to teach middle or high school, this course explores both the teacher's and the students' role in middle/secondary classrooms. This course focuses on the role of the teacher to create positive environments that foster inquiry and promote meaningful learning. Numerous aspects of middle and high school teaching and learning include: assessing students' knowledge before instruction, designing curriculum, planning lessons, determining and adapting appropriate teaching methods with special attention given to using differentiated instruction to meet the learning needs of diverse learners, promote learning, and assessing students' learning, and the implementation of the California Common Core State Standards (CCSS). All assignments will be completed in the specific subject area for which the individual is seeking the Single Subject Credential.
Prerequisite: Admission to Single Subject Credential program;
corequisites: TESP 555 and TEP 566B

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, 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' role 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 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.
TEP 533, The Differentiated Classroom: Maximizing Capacity of Each Learner, Grades 7-12, 3 Units

This course explores the philosophical and practical aspects of differentiation in classroom practice as characterized by the interdependence of the key aspects of curriculum, instruction, assessment, the learner, and the learning environment. Teacher candidates engage in activities in the clinical practice/intern setting to 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 gathering 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 complete 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.

Corequisite: Clinical Practice

TEP 535, Clinical Experiences in Teaching Science (K-8), 3 Units

This course covers the principles and methodology of teaching science in the elementary school involving institutional design, material selection for hands-on experimentation, and student assessment. Health education and physical education are woven into the course to education candidates on laws pertaining to health, safety, protection, access and educational equity for all students. Emphasis is on effective teaching that utilizes a variety of resources, strategies, reading and writing connections, problem solving, and science and health applications. This course focuses on implementation of the Next Generation Science Standards (NGSS) and the California Common Core State Standards (CCSS). This course is specifically designed for direct application of practice by intern teachers.

Prerequisites: Admission to Multiple Subject Credential program, submission of the Clinical Practice application by the deadline and clearance by the department;

Corequisites: TEP 585 and TEP 575A

TEP 536, Methods of Teaching Science (K-8), 3 Units

This course covers the principles and methodology of teaching science in the elementary school involving institutional design, material selection for hands-on experimentation, and student assessment. Health education and physical education are woven into the course to education candidates on laws pertaining to health, safety, protection, access and educational equity for all students. Emphasis is on effective teaching that utilizes a variety of resources, strategies, reading and writing connections, problem solving, and science and health applications. This course focuses on implementation of the Next Generation Science Standards (NGSS) and the California Common Core State Standards (CCSS). This course is specifically designed for direct application of practice by intern teachers.

Prerequisites: Admission to Multiple Subject Credential program, submission of the Clinical Practice application by the deadline and clearance by the department;

Corequisites: TEP 586 and TEP 576A

TEP 545, Clinical Experiences with Integrating the Humanities (K-8), 3 Units

This course introduces ways to connect moral and civic education with the social sciences and the arts through thematic teaching and a wide use of quality children's literature and performing and visual arts which are in compliance with state frameworks and academic content standards with a specific focus on the implementation of California Common Core State Standards (CCSS). Emphasis is on a meaning-centered, thinking, diverse humanities curriculum designed to meet the needs of all students including those with special needs and culturally and linguistically diverse backgrounds. This course is specifically designed for direct application of practice by intern teachers.

Prerequisite: Admission to Multiple Subject Credential program, submission of the Clinical Practice application by the deadline and clearance by the department;

Corequisite: TEP 575B

TEP 546, Methods of Integrating the Humanities (K-8), 3 Units

This course introduces ways to connect moral and civic education with the social sciences and the arts through thematic teaching and a wide use of quality children's literature and performing and visual arts which are in compliance with state frameworks and academic content standards with a specific focus on the implementation of California Common Core State Standards (CCSS). Emphasis is on a meaning-centered, thinking, diverse humanities curriculum designed to meet the needs of all students including those with special needs and culturally and linguistically diverse backgrounds.

Prerequisite: Admission to Multiple Subject Credential program, submission of the Clinical Practice application by the deadline and clearance by the department;

Corequisite: TEP 576B
TEP 547, Clinical Experiences in Curriculum Planning and Assessment (7-12), 3 Units
This course emphasizes the use of multiple methods to assess student learning in K-12 classrooms, development and assessment of performance-based tasks, and objective and standardized tests. Participants will understand not only the basics of assessment techniques, but will also learn to think critically, analyze, and make inferences to improve students' learning. Participants will develop a thematic 5-lesson unit integrating three different content areas along with the assessment plan in order to meet the unit/lessons' Common Core, academic content standards, and lesson objectives. This course assists students to prepare for the California Teacher Performance Assessment (TPA) Assessing Learning. This is not a TPA preparatory class, but materials and insights from this course assist students to engage the task. Grades from this class do not translate to grades for the TPA. They are two independent entities.
**Prerequisite:** Admission to Single Subject Credential program, submission of the Clinical Practice application by the deadline and clearance by the department;
**corequisite:** TEP 577A

TEP 548, Curriculum Planning and Assessment (7-12), 3 Units
This course emphasizes the use of multiple methods to assess student learning in K-12 classrooms, development and assessment of performance-based tasks, and objective and standardized tests. Participants will understand not only the basics of assessment techniques, but will also learn to think critically, analyze, and make inferences to improve students' learning. Participants will develop a thematic 5-lesson unit integrating three different content areas along with the assessment plan in order to meet the unit/lessons' Common Core, academic content standards, and lesson objectives. This course assists students to prepare for the California Teacher Performance Assessment (TPA) Assessing Learning. This is not a TPA preparatory class, but materials and insights from this course assist students to engage the task. Grades from this class do not translate to grades for the TPA. They are two independent entities.
**Prerequisite:** Admission to Single Subject Credential program, submission of the Clinical Practice application by the deadline and clearance by the department prior to registering for the course;
**corequisite:** TEP 578A

TEP 551, Clinical Practice I: Multiple Subject Credential, 2 Units
Clinical practice provides teacher candidates with a final 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 supervised semester, according to standards set by the Commission on Teacher Credentialing (CTC) and the National Council for the Accreditation of Teacher Education (NCATE). Clinical practice provides an experience-based program in which teacher candidates and contracted credential candidates 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 coordinates those areas into a meaningful set of experiences.
**Prerequisite:** TEP 551

TEP 552, Clinical Practice II: Multiple Subject Credential, 2 Units
Clinical practice provides teacher candidates with a final 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 supervised semester, according to standards set by the Commission on Teacher Credentialing (CTC) and the National Council for the Accreditation of Teacher Education (NCATE). Clinical practice provides an experience-based program in which teacher candidates and contracted credential candidates 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 coordinates those areas into a meaningful set of experiences.
**Prerequisite:** TEP 561

TEP 551, Clinical Practice I: Multiple Subject Credential, 2 Units
Clinical practice provides teacher candidates with a final 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 supervised semester, according to standards set by the Commission on Teacher Credentialing (CTC) and the National Council for the Accreditation of Teacher Education (NCATE). Clinical practice provides an experience-based program in which teacher candidates and contracted credential candidates 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 coordinates those areas into a meaningful set of experiences.
**Prerequisite:** TEP 561

TEP 552, Clinical Practice II: Multiple Subject Credential, 2 Units
Clinical practice provides teacher candidates with a final 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 supervised semester, according to standards set by the Commission on Teacher Credentialing (CTC) and the National Council for the Accreditation of Teacher Education (NCATE). Clinical practice provides an experience-based program in which teacher candidates and contracted credential candidates 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 coordinates those areas into a meaningful set of experiences.
**Prerequisite:** TEP 561

TEP 551, Clinical Practice I: Multiple Subject Credential, 2 Units
Clinical practice provides teacher candidates with a final 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 supervised semester, according to standards set by the Commission on Teacher Credentialing (CTC) and the National Council for the Accreditation of Teacher Education (NCATE). Clinical practice provides an experience-based program in which teacher candidates and contracted credential candidates 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 coordinates those areas into a meaningful set of experiences.
**Prerequisite:** TEP 561

TEP 562, Clinical Practice II: Multiple Subject Credential, 2 Units
Clinical practice provides teacher candidates with a final 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 supervised semester, according to standards set by the Commission on Teacher Credentialing (CTC) and the National Council for the Accreditation of Teacher Education (NCATE). Clinical practice provides an experience-based program in which teacher candidates and contracted credential candidates 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 coordinates those areas into a meaningful set of experiences.
**Prerequisite:** TEP 561

TEP 565A, Field Experience I (K-8), 1 Unit
Credit is given for a nine-week term in Fall I or Spring I of full-time supervised teaching in public schools as an intern teacher under contract. The intern teacher fulfills all responsibilities for which a beginning teacher is accountable with dual mentorship provided by both the university and school site.
**Prerequisite:** Admission to Multiple Subject Credential program;
**corequisites:** Multiple Subject students TESP 505 and TESP 515
TEP 565B, Field Experience II (K-8), 1 Unit
Credit is given for a nine-week term in Fall I or Spring I of full-time supervised teaching in public schools as an intern teacher under contract. The intern teacher fulfills all responsibilities for which a beginning teacher is accountable with dual mentorship provided by both the university and school site.
Prerequisite: Admission to Multiple Subject Credential program and TEP 565A;
corequisites: Multiple Subject students TEP 525 and TESP 555

TEP 566A, Field Experience I (K-8), 1 Unit
This course offers an introductory exploration of public schools integrating field experience in the classroom with concurrent credential methods coursework. Students complete two consecutive terms, earning one unit of credit for a minimum of 30 hours of field experience completed during each term. This course enables the institution to determine when candidates are ready to begin daily, supervised teaching.
Prerequisites: Admission to Multiple Subject Credential program, TESP 506, and TESP 516

corequisites: Multiple Subject TEP 526 and TESP 556; special education students, please see advisor for corequisites

TEP 566B, Field Experience II (K-8), 1 Unit
This course offers an introductory exploration of public schools integrating field experience in the classroom with concurrent credential methods coursework. Students complete two consecutive terms, earning one unit of credit for a minimum of 30 hours of field experience completed during each term. This course enables the institution to determine when candidates are ready to begin daily, supervised teaching.
Prerequisites: Admission to Multiple Subject Credential program and TEP 566A;
corequisites: Multiple Subject TEP 526 and TESP 556; special education students, please see advisor for corequisites

TEP 567A, Field Experience I (7-12), 1 Unit
Credit is given for a nine-week term in Fall I or Spring I of full-time supervised teaching in a public school. Full-time public school teachers fulfill all responsibilities for which a beginning teacher is accountable with mentorship provided by both the university and the school site.
Prerequisite: Admission to Single Subject Credential program;
corequisites: TESP 505 and TEP 517

TEP 567B, Field Experience II (7-12), 1 Unit
Credit is given for a nine-week term in Fall I or Spring I of full-time supervised teaching in a public school. Full-time public school teachers fulfill all responsibilities for which a beginning teacher is accountable with mentorship provided by both the university and the school site.
Prerequisite: Admission to Single Subject Credential program and TEP 567A;
corequisites: TEP 527 and TESP 555

TEP 568A, Field Experience I (7-12), 1 Unit
This course offers an introductory exploration of public schools integrating field experience in the classroom with concurrent credential methods coursework. Students complete two consecutive terms, earning one unit of credit for a minimum of 30 hours of field experience completed during each term. This course enables the institution to determine when candidates are ready to begin daily, supervised teaching.
Prerequisite: Admission to Single Subject Credential program;
corequisites: TESP 506 and TEP 518

TEP 568B, Field Experience II (7-12), 1 Unit
This course offers an introductory exploration of public schools integrating field experience in the classroom with concurrent credential methods coursework. Students complete two consecutive terms, earning one unit of credit for a minimum of 30 hours of field experience completed during each term. This course enables the institution to determine when candidates are ready to begin daily, supervised teaching.
Prerequisite: Admission to Single Subject Credential program and TEP 568A;
corequisites: TEP 528 and TESP 556

TEP 575A, Clinical Practice I (Contract Teaching, K-8), 2 Units
Credit is given for a nine-week term in Fall I or Spring I of full-time supervised teaching in public schools as an intern teacher under contract. With permission granted by the multiple subject program director, a teaching contract in a WASC-approved private school may be used for this requirement. The contracted teacher fulfills all responsibilities for which a beginning teacher is accountable with dual mentorship provided by both the university and school site.
Prerequisites: Admission to Multiple Subject Credential program, and student must turn in a Clinical Practice application and be cleared by the department prior to registering for this course.
corequisites: TEP 535 and TEP 585

TEP 575B, Clinical Practice II (Contract Teaching, K-8), 2 Units
Credit is given for a nine-week term in Fall II or Spring II of full-time supervised teaching in public schools as an intern teacher under contract. With permission granted by the multiple subject program director, a teaching contract in a WASC-approved private school may be used for this requirement. The contracted teacher fulfills all responsibilities for which a beginning teacher is accountable with dual mentorship provided by both the university and school site.
Prerequisites: Admission to Multiple Subject Credential program and TEP 575A;
corequisite: TEP 545
TEP 576A, Clinical Practice I (Student Teaching, K-8), 2 Units
Students complete a semester of full-time, supervised student teaching in appropriate public school K-8 classrooms, with assignments at the primary and intermediate level. Each placement provides teaching experiences with English language learners and ethnically diverse students. Students who successfully complete student teaching and meet all CTC requirements and other applicable state requirements are recommended for SB 2042 Preliminary Multiple Subject Credential. Applications for enrollment in Student Teaching must be made by April 1 for the fall semester, or by October 1 for the spring semester.
Prerequisites: Admission to Multiple Subject Credential program; student must submit application and be cleared prior to student teaching; corequisites: TEP 536 and TEP 586

TEP 576B, Clinical Practice II (Student Teaching, K-8), 2 Units
Students complete a semester of full-time, supervised student teaching in appropriate public school K-8 classrooms, with assignments at the primary and intermediate level. Each placement provides teaching experiences with English language learners and ethnically diverse students. Students who successfully complete student teaching and meet all CTC requirements and other applicable state requirements are recommended for SB 2042 Preliminary Multiple Subject Credential. Applications for enrollment in Student Teaching must be made by April 1 for the fall semester, or by October 1 for the spring semester.
Prerequisites: Admission to Multiple Subject Credential program and TEP 576A; corequisite: TEP 546

TEP 577A, Clinical Practice I (Contract Teaching, 7-12), 2 Units
Credit is given for a nine-week term in Fall I or Spring I of full-time supervised teaching in public schools as an intern teacher under contract. With permission granted by the single subject program director, a teaching contract in a WASC-approved private school may be used for this requirement. The contracted teacher fulfills all responsibilities for which a beginning teacher is accountable with dual mentorship provided by both the university and school site.
Prerequisite: Admission to Single Subject Credential program; student must submit application and be cleared prior to intern teaching; corequisite: TEP 547

TEP 577B, Clinical Practice II (Contract Teaching, 7-12), 2 Units
Credit is given for a nine-week term in Fall II or Spring II, of full-time supervised intern teaching in public schools as an intern teacher under contract. With permission granted by the single subject program director, a teaching contract in a WASC-approved private school may be used for this requirement. The contracted teacher fulfills all responsibilities for which a beginning teacher is accountable with dual mentorship provided by both the university and school site. The contracted teachers attend a mandatory seminar during TEP 577B to complete the California Commission on Teacher Credentialing requirements for the final Teacher Performance Assessment.
Prerequisites: Admission to teacher education program; and TEP 577A; corequisite: TEP 587

TEP 578A, Clinical Practice I (Student Teaching, 7-12), 2 Units
Students complete a semester of full-time, supervised student teaching in appropriate public school 7-12 classrooms. Each placement provides teaching experiences with English language learners and ethnically diverse students. Students who successfully complete student teaching and meet all CTC requirements and other applicable state requirements are recommended for SB 2042 Preliminary Single Subject Credential. Applications for enrollment in Student Teaching must be made by April 1 for the fall semester, or by October 1 for the spring semester.
Prerequisites: Admission to Single Subject Credential program; student must submit application and be cleared prior to student teaching; corequisite: TEP 548

TEP 578B, Clinical Practice II (Student Teaching, 7-12), 2 Units
Students complete a semester of full-time, supervised student teaching in appropriate public school 7-12 classrooms. Each placement provides teaching experiences with English language learners and ethnically diverse students. Students who successfully complete student teaching and meet all CTC requirements and other applicable state requirements are recommended for SB 2042 Preliminary Single Subject Credential. Applications for enrollment in Student Teaching must be made by April 1 for the fall semester, or by October 1 for the spring semester.
Prerequisites: Admission to Single Subject Credential program and TEP 578A; corequisite: TEP 588

TEP 585, Intern Teaching Seminar (K-8), 3 Units
The purpose of the seminar is to discuss challenges common to intern teachers in K-8 classrooms, and address individual concerns. Issues addressed in this course include, but are not limited to, classroom management, effective curriculum and lesson development, identification of learning strategies for special needs students and English language learners, California School Law and legal issues, and the implementation of the California Common Core State Standards (CCSS). This course is specifically designed for direct application of practice by intern teachers.
Prerequisite: Admission to Multiple Subject Credential program, submission of the Clinical Practice application by the deadline and clearance by the department
corequisites: TEP 535 and TEP 575A
**TEP 586, Student Teaching Seminar (K-8), 3 Units**
The purpose of the seminar is to discuss challenges common to student teachers in K-8 classrooms, and address individual concerns. Issues addressed in this course include, but are not limited to, classroom management, effective curriculum and lesson development, identification of learning strategies for special needs students and English language learners, California School Law and legal issues, and the implementation of the California Common Core State Standards (CCSS).

**Prerequisite:** Admission to Multiple Subject Credential program, submission of the Clinical Practice application by the deadline and clearance by the department;

**corequisites:** TEP 536 and TEP 576A

**TEP 587, Intern Teaching Seminar (7-12), 3 Units**
The purpose of the seminar is to discuss challenges common to teacher candidates in 7-12 classrooms, and address individual concerns. Issues addressed in this course include, but are not limited to, teacher beliefs and their effect on student performance, classroom management, effective curriculum and lesson development, identification of learning strategies for special needs students and English language learners, California School Law and legal issues, and the implementation of current state and local standards and frameworks. This course is specifically designed for direct application of learning by intern teachers. This course assists students to prepare for the California Teaching Performance Assessment (TPA) Culminating Teaching Experience. This is not a TPA preparatory class, but materials and insights from this course assist students to engage the task. Grades from this class do not translate to grades for the TPA. They are two independent entities.

**Prerequisite:** A school placement for student teaching or an Internship is required for enrollment in the seminar. This course is offered for candidates who have applied and been cleared for clinical practice (student teacher or Intern) prior to the beginning of this class. If you have any questions about the status of your admission to the Teacher Education Program or your enrollment in this course, please call (626) 815-5344. Candidates complete a semester of full-time, supervised clinical practice in subject-matter appropriate public school 7-12 classrooms with all the responsibilities normally included in a teaching assignment;

**corequisite:** TEP 577B

**TEP 588, Student Teaching Seminar (7-12), 3 Units**
The purpose of the student teaching seminar is to discuss the challenges common to teacher candidates in 7-12 classrooms, and address individual concerns. Issues addressed in this course include, but are not limited to, teacher beliefs and their effect on student performance, classroom management, effective curriculum and lesson development, identification of learning strategies for special needs students and English language learners, California School Law and legal issues, and the implementation of current state and local standards and frameworks. This course assists students to prepare for the California Teaching Performance Assessment (TPA) Culminating Teaching Experience. This is not a TPA preparatory class, but materials and insights from this course assist students to engage the task. Grades from this class do not translate to grades for the TPA. They are two independent entities.

**Prerequisite:** A school placement for student teaching or an Internship is required for enrollment in the seminar. This course is offered for candidates who have applied and been cleared for clinical practice (student teacher or Intern) prior to the beginning of this class. If you have any questions about the status of your admission to the Teacher Education Program or your enrollment in this course, please call (626) 815-5344. Candidates complete a semester of full-time, supervised clinical practice in subject-matter appropriate public school 7-12 classrooms with all the responsibilities normally included in a teaching assignment.

**Corequisite:** TEP 577B

**TEP 590, Intern Supervision and Support, 1 Unit**
This online course is required for candidates who have already completed requisite coursework and are serving on an intern credential without having met remaining requirements necessary to secure a Preliminary Teaching Credential. This course allows interns to continue to work toward meeting requirements while receiving mandated supervision and support. May be repeated four (4) times for credit.

**TEP 505, Educational Foundations (K-12), 3 Units**
This course introduces students to the art and profession of teaching as they study the historical, philosophical, political, and legal foundations of education in America. Students also reflect on themselves as teachers, extend and evaluate their personal philosophies of education, and explore their position on major issues, concerns, and challenges in schools today and for the future. Included are tools related to survival pedagogy including classroom management, introduction to general methods for effective lesson planning and teaching, implementation of California Common Core State Standards (CCSS). This course is specifically designed for direct application of practice by intern teachers.

**Prerequisite:** Admission to Multiple Subject, Single Subject or Special Education Credential programs; Multiple Subject

**corequisites:** TESP 515 and TEP 565A; Single Subject

**corequisites:** TESP 515 and SPED 565A
TESP 506, Educational Foundations (K-12), 3 Units
This course introduces students to the art and profession of teaching as they study the historical, philosophical, political, and legal foundations of education in America. Students also reflect on themselves as teachers, extend and evaluate their personal philosophies of education, and explore their position on major issues, concerns, and challenges in schools today and for the future. Included are tools related to survival pedagogy including classroom management, introduction to general methods for effective lesson planning and teaching, implementation of California Common Core State Standards (CCSS).
Prerequisite: Admission to Multiple Subject, Single Subject or Special Education Credential programs; Multiple Subject
corequisites: TESP 516 and TEP 566A; Single Subject
corequisites: TEP 518 and TEP 568A; Special Education
corequisites: TESP 516 and SPED 566A

TESP 515, Clinical Experiences in Teaching Reading and Writing (K-12), 3 Units
This course covers the content and methodology of a comprehensive reading program, which include, phonemic awareness, phonics, fluency, vocabulary, comprehension, writing, the four communication skills of listening, speaking, reading, and writing, and the English-language arts Common Core State Standards (CCSS). Specific content knowledge needed in preparation for RICA is also covered in this course. This course is specifically designed for direct application of practice by intern teachers.
Prerequisite: Admission to Multiple Subject or Special Education Credential programs; Multiple Subject
corequisites: TESP 505 and TEP 565A; Special Education
corequisites: TESP 505 and SPED 565A

TESP 516, Clinical Experiences in Teaching Reading and Writing (K-12), 3 Units
This course covers the content and methodology of a comprehensive reading program, which include, phonemic awareness, phonics, fluency, vocabulary, comprehension, writing, the four communication skills of listening, speaking, reading, and writing, and the English-language arts Common Core State Standards (CCSS). Specific content knowledge needed in preparation for RICA is also covered in this course.
Prerequisite: Admission to Multiple Subject or Special Education Credential programs; Multiple Subject
corequisites: TESP 506 and TEP 566A; Special Education
corequisites: TESP 506 and SPED 566A

TESP 555, Clinical Experiences in Teaching English Language Learners (K-12), 3 Units
This course affords teacher candidates opportunities to learn and communicate knowledge and strategies for working with English language learners. This includes examining and experiencing teaching strategies and materials for developing students’ receptive and expressive language skills, as well as academic language critical thinking skills. An introduction to theory and principles of second language acquisition, and practice in using SDAIE and ELD strategies form a portion of the course content. Participants examine the most recent California adopted English language and academic content standards for effective instructional design for English learners. This course examines the interactions between students’ cultural, linguistic, and ability backgrounds and the wider educational and social community settings. Participants explore culturally responsive teaching strategies that support and enhance educational success for students of diversity and gain knowledge of issues related to cultural contact and cross-cultural interactions. This course assists students to prepare acquire skills for engaging the California Teaching Californian Teacher Performance Assessment (TPA) Designing Instruction. This is not a TPA preparatory class, but materials and insights from this course class assist students to engage the task. Grades from this class do not translate to grades for the TPA. They are two independent entities. This course is specifically designed for direct application of practice by intern teachers.
Prerequisite: Admission to Multiple Subject, Single Subject or Special Education Credential programs; Multiple Subject
corequisites: TESP 515 and TEP 565B; Single Subject
corequisites: TEP 527 and TEP 567B; Special Education
corequisites: SPED 565B

TESP 556, Methods of Teaching English Language Learners (K-12), 3 Units
This course affords teacher candidates opportunities to learn and communicate knowledge and strategies for working with English learners. This includes examining and experiencing teaching strategies and materials for developing students’ receptive and expressive language skills, as well as academic language skills. An introduction to theory and principles of second language acquisition, and practice in using SDAIE and ELD strategies form a portion of the course content. Participants examine the most recent California adopted English language and academic content standards for effective instructional design for English learners. This course examines the interactions between students’ cultural, linguistic, and ability backgrounds and the wider educational and social community settings. Participants explore culturally responsive teaching strategies that support and enhance educational success for students of diversity and gain knowledge of issues related to cultural contact and cross-cultural interactions. This course assists students to prepare for the California Teaching Performance Assessment (TPA) Designing Instruction. This is not a TPA preparatory class, but materials and insights from this course assist students to engage the task. Grades from this class do not translate to grades for the TPA. They are two independent entities.
Prerequisite: Admission to Multiple Subject, Single Subject or Special Education Credential programs;
Corequisites: Multiple Subject TEP 526 and TEP 566B; Single Subject TEP 528 and TEP 568B; Special Education SPED 566B