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 levels, 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 assesses all candidates at admission, throughout their program, and up to the recommendation of credentials. Assessments are used to evaluate and inform candidate learning and include the following assessment areas: California Commission on Teacher Credentialing (CTC) teacher performance expectations, APU student learning outcomes, and teacher candidate dispositions.

Master’s

• 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)

Credentials

• 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)

EDUC 530, Introduction to Research for Practitioners, 1 Unit
This introductory course enables master’s degree candidates to develop an understanding of the research process, introducing the basic principles of research and academic writing. Candidates learn to identify the elements of high-quality empirical work, compare qualitative and quantitative methods, and understand research design issues. Through activities integrating theory with practice, students learn how to locate, value, and synthesize other relevant research, identify ethical usage, and utilize appropriate formatting.
Prerequisite: Admission to one of the following M.A. in Education programs: Teaching and Multiple Subject Teaching Credential or Teaching and Single Subject Teaching Credential

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 530

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 530
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 530

EDUC 539, Capstone Seminar, 2 Units
Culminating the M.A. completer courses, the capstone seminar builds on the coursework representing students’ repertoire of academic preparation throughout the credential and master's programs. Master's candidates create and compile assignments in an efolio profiling 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. This seminar refines and contributes further to a body of work representing the teacher candidate's accomplishments and professional identity. Finally, candidates enhance their understanding and experience of a community’s connection to the school environment.
Prerequisite: EDUC 530, EDUC 536, EDUC 537, and EDUC 538; may be taken concurrently: TEP 552 or TEP 562

EDUC 540, 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 and 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.
Prerequisite: Admission into a M.A. in Education: Learning and Technology program: Mild/Moderate Disabilities Education Specialist Credential, Moderate/Severe Disabilities Education Specialist Credential, Multiple Subject Teaching or Single Subject Teaching Credential

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 540

EDUC 547, Special Topics in Educational Technology, 3 Units
Current technologies, trends, and a variety of special topics in educational technology are explored. This 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.
Prerequisite: EDUC 540, or permission of program to take course as elective

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 540

EDUC 549, Capstone Experience in Learning and Technology, 2 Units
The primary focus of this capstone experience is a research-designed multimedia eportfolio that showcases skills and concepts the student has acquired in the Master of Arts in Education: Learning and Technology program. This course incorporates each student's research, use of applied technologies in learning and technology, a growth assessment, a comprehensive eportfolio, and defense. The course must be taken at the end of the program, and passed in order to meet the final requirements for the master's degree.
Prerequisite: EDUC 540, EDUC 546, EDUC 547, and EDUC 548; may be taken concurrently: TEP 552, TEP 562, SPED 552, or SPED 572

TEP 521, Methods of Teaching Reading and Writing (K-8), 3 Units
This course prepares teacher candidates to deliver a comprehensive program of systematic instruction in reading, writing, listening, and speaking, aligned to the state-adopted English Language Arts Content Standards, the Reading/Language Arts Framework (2007), and the Common Core State Standards for English-Language Arts (2012). Through application of research-based instructional practices introduced in the course, candidates learn to address the needs of special education students and the full range of diverse learners, as referenced in the framework and the RICA Content Specifications.

TEP 522, 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 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 "Science Framework for California Public Schools: Kindergarten Through Grade Twelve (2016 Edition),” 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, 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 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: 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 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 educate 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.

TEP 536, Methods of Teaching Science (K-8), 3 Units
This course covers the principles and methodology of teaching science in elementary schools, including institutional design, material selection for hands-on experimentation, and student assessment. Health education and physical education are woven into the course to educate 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).

TEP 551, Clinical Practice I: Multiple Subject Credential, 2 Units
Clinical practice provides teacher candidates with 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 by the Council for 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 coordinates those areas into a meaningful set of experiences. These experiences include, but are not limited to, creating a positive environment for students with diverse needs, designing and implementing instruction for their multiple subject grade level and learners, promoting and supporting rigorous and appropriate content in their lessons, and reflecting in order to monitor student learning and adjust instruction. Clinical practice also provides teaching experiences with English-language learners and ethnically diverse students. Meets the General Education Requirement: Integrative and Applied Learning.

TEP 552, Clinical Practice II: Multiple Subject Credential, 2 Units
Clinical Practice provides teacher candidates with 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 by the Council for 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 coordinates those areas into a meaningful set of experiences. These experiences include, but are not limited to, creating a positive environment for students with diverse needs, designing and implementing instruction for their Multiple Subject grade level and learners, promoting and supporting rigorous and appropriate content in their lessons, and reflecting in order to monitor student learning and adjust instruction. Clinical Practice also provides teaching experiences with English-language learners and ethnically diverse students. Meets the General Education Requirement: Integrative and Applied Learning.

Prerequisite: TEP 551

TEP 561, Clinical Practice I: Single Subject Credential, 2 Units
Clinical Practice provides teacher candidates with 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 by the Council for 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 coordinates those areas into a meaningful set of experiences. These experiences include, but are not limited to, creating a positive environment for students with diverse needs, designing and implementing instruction for their Single Subject content area and learners, promoting and supporting rigorous and appropriate content in their lessons, and reflecting in order to monitor student learning and adjust instruction. Clinical Practice also provides teaching experiences with English language learners and ethnically diverse students. Meets the General Education Requirement: Integrative and Applied Learning.
**TEP 562, Clinical Practice II: Single Subject Credential, 2 Units**
Clinical Practice provides teacher candidates with 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 by 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 coordinates those areas into a meaningful set of experiences. These experiences include, but are not limited to, creating a positive environment for students with diverse needs, designing and implementing instruction for their Single Subject content area and learners, promoting and supporting rigorous and appropriate content in their lessons, and reflecting in order to monitor student learning and adjust instruction. Clinical Practice also provides teaching experiences with English language learners and ethnically diverse students. *Meets the General Education Requirement: Integrative and Applied Learning.*

**Prerequisite:** TEP 561

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**TEP 590, Candidate Support and Supervision, 1-3 Units**
This course is required for General Education Teacher Candidates to complete unit requirements for their credential or degree program. Current educational practices and a variety of special topics in the field of general education are explored, and course material covers practical and theoretical aspects relevant to the teaching/learning environment. General Education Intern Candidates 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.

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**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.

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**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.*

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**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.*

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**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.*
TESP 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 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. Finally, candidates 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

TESP 512, Science of Teaching II: Effective Assessment Strategies for All Learners, 3 Units
This course explores strategies for designing standards and data-driven curricular plans and units to serve diverse student populations (e.g., culturally, linguistically, and/or ability-diverse learners). Teacher candidates engage in the administration and analysis of formative, summative, 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; these will 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