Department of Elementary and Secondary Education

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 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-tern-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 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 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 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 526, 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 & Technology program. This capstone course incorporates each student's research, use of applied technologies in learning and technology, a growth assessment, a comprehensive eportfolio and defense. This course must be taken at the end of the program, and passed in order to meet the final requirements for the master's degree.

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

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 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 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: 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.

Prerequisite: TEP 532;
Corequisite: TEP 562

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.

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 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 that 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.

Corequisite: TEP 561

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 that are in compliance with state framework 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.
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 grades 7-12, including the development and assessment of performance-based tasks, and objective and standardized tests. Participants learn the basics of assessment techniques, and how to think critically, analyze, and make inferences to improve students' learning. Participants develop a thematic 5-lesson unit integrating three content areas, along with an assessment plan, in order to meet the unit's Common Core requirements, academic content standards, and lesson objectives. This course helps students prepare for the California Teacher Performance Assessment (TPA) Assessing Learning, but this is not a TPA preparatory class; materials and insights from this course simply help students engage the task, and grades from this course do not translate to grades for the TPA.

TEP 548, Curriculum Planning and Assessment (7-12), 3 Units
This course emphasizes the use of multiple methods to assess student learning in grades 7-12, including the development and assessment of performance-based tasks, and objective and standardized tests. Participants learn the basics of assessment techniques, and how to think critically, analyze, and make inferences to improve students' learning. Participants develop a thematic 5-lesson unit integrating three content areas, along with an assessment plan, in order to meet the unit's Common Core requirements, academic content standards, and lesson objectives. This course helps students prepare for the California Teacher Performance Assessment (TPA) Assessing Learning, but this is not a TPA preparatory class; materials and insights from this course simply help students engage the task, and grades from this course do not translate to grades for the TPA.

TEP 551, Clinical Practice I: Multiple Subject Credential, 2 Units
Clinical practice provides teacher candidates with a final preparatory experience toward which their entire teacher education program has been geared. 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), which is transitioning to the Council for the Accreditation of Educator Preparation (CAEP). Clinical practice provides an experience-based program in which teacher candidates and contracted credentialed 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.

TEP 552, Clinical Practice II: Multiple Subject Credential, 2 Units
Clinical practice provides teacher candidates with a final preparatory experience toward which their entire teacher education program has been geared. 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), which is transitioning to the Council for the Accreditation of Educator Preparation (CAEP). Clinical practice provides an experience-based program in which teacher candidates and contracted credentialed 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 561, Clinical Practice I: Single Subject Credential, 2 Units
Clinical practice provides teacher candidates with a final preparatory experience toward which their entire teacher education program has been geared. 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), which is transitioning to the Council for the Accreditation of Educator Preparation (CAEP). Clinical practice provides an experience-based program in which teacher candidates and contracted credentialed 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.

TEP 562, Clinical Practice II: Single Subject Credential, 2 Units
Clinical practice provides teacher candidates with a final preparatory experience toward which their entire teacher education program has been geared. 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), which is transitioning to the Council for the Accreditation of Educator Preparation (CAEP). Clinical practice provides an experience-based program in which teacher candidates and contracted credentialed 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 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.

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.
Prerequisite: 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.
Prerequisite: 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.
Prerequisite: 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.
Prerequisite: Admission to Single Subject Credential 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.
Prerequisite: 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.
Prerequisite: 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. 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.
Prerequisite: A school placement for student teaching or an Internship is required, candidates must have applied and been cleared for clinical practice (student teacher or Intern) prior to the beginning of this class;
Corequisite: TEP577B

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. 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.
Prerequisite: A school placement for student teaching or an Internship is required, candidates must have applied and been cleared for clinical practice (student teacher or Intern) prior to the beginning of this class;
Corequisite: TEP577B

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.

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.

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.

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.

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