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Please Note:

Highlighting indicates substantive updates for the 2009/2010 academic year.

Updates are effective July 1, 2009.

The Early Childhood Education major prepares individuals for teaching or directing in a center for children from infancy to six years of age. Combining this major with prescribed courses in education can qualify the candidate for a California State preliminary teaching credential.

The Liberal Studies degree is the recommended degree for individuals wishing to be elementary teachers. This degree provides a strong content base in a wide variety of disciplines to help prepare the individual for teaching and to pass the California Subject Exam for Teachers (CSET).

The Teacher Education Program is approved by the California Commission on Teacher Credentialing and by the Office of Education, General Conference of Seventh-day Adventists. An SDA Basic Certificate and a California Preliminary Credential may be earned by the completion of the credential requirements described on the following pages. The credential analyst can provide additional information.

The second stage of credentialing to earn professional credentials may be met by an approved 45-quarter-hour fifth year or by a Master of Education degree, which can be completed in four quarters. A Master of Education is available to students who would like to earn a master's degree in the certification process. For further information, see the section entitled "Master of Education Degree" in this catalog. The 45-quarter-hour non-degree fifth year includes required professional education core courses and approved post-baccalaureate electives. Students must make formal application to the program and consult the credential analyst in the Education Department prior to enrollment in either the fifth-year or M.Ed.

Degree Completion Program

The Education Department also offers an off-campus degree-completion program leading to the Bachelor of Science in Early Childhood Education (B.S.E.C.E.). This program is designed for the working adult and is offered in the evening.

Education

Major in Early Childhood Education, A.S.

A minimum of 50 hours

► **Required Core Courses (37 hours):**

ECED 181	Introduction to Early Childhood Education	2
ECED 184	Health, Safety and Nutrition	2
ECED 185	Art, Music, and Movement for Young Children	3
ECED 189	Constructive Guidance and Classroom Management I	2
ECED 215	Observation and Evaluation of Early Childhood Programs	2
ECED 216	Observation and Evaluation of Early Childhood Programs - Practicum*	1
ECED 220	Curriculum Planning, Play and Environments	4
ECED 221	Curriculum Planning, Play and Environments - Practicum*	1
ECED 230	Child, Family, and Community	4
ECED 251	Emergent Literacy	3
ECED 276	Student Teaching I*	8
ECED 277	Student Teaching Seminar	1
ECED 334	Child Development	3
ECED 335	Child Development - Practicum	1

► **Required Cognate Courses (13 hours):**

BIOL 227	Natural History of California	4
HLED 166	Health Education	2
PSYC 121	General Psychology	4
	<i>At least one of the following courses:</i>	3

COMM 105	Speech Communication (3)
COMM 226	Public Speaking (3)

► **Additional Requirements:**

A valid Red Cross Standard First Aid Certificate
 A valid certificate in Basic Life Support Cardiopulmonary Resuscitation

Major in Early Childhood Education, B.S.

A minimum of 91 hours (42 upper-division hours)

► **Required A.S. Courses (50 hours):**

All courses required for the A.S. degree as described above

► **Required Core Courses (38 hours):**

ECED 361	Administration and Supervision of Early Childhood Programs I	4
ECED 362	Administration and Supervision of Early Childhood Programs II	4

ECED 363	Administration and Supervision of Early Childhood Programs - Practicum	1
ECED 370	Math for the Young Child	3
ECED 371	Science for the Young Child	3
ECED 380	Program Planning for Infants and Toddlers	3
ECED 381	Program Planning for Infants and Toddlers - Practicum	1
ECED 482	Student Teaching II	3
ECED 483	Student Teaching Seminar II	1
ECED 489	Constructive Guidance and Classroom Management II	2
EDUC 310	Speech and Language of Young Children	3
EDUC 336	The Multicultural Classroom	3
EDUC 350	Exceptional Children in the Classroom	3
ENGL 330	Literature for Children	4

► **Required Cognate Course (3 hours):**

ACCT 114	Small Business Accounting	3
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General Requirements for both Elementary and Secondary Credentials

The Education Department at Pacific Union College offers a teacher education program which leads to the following credentials:

1. SDA Basic Elementary and/or Secondary certificate
2. California SB2042 Preliminary Multiple Subject and/or Single Subject Credential.

To be eligible for a teaching credential, candidates must hold a bachelor's degree from an accredited institution, and have completed all the course work, field work, and examinations required by the professional education program.

Steps to a Teaching Credential

1. Select a bachelor's degree in the content area of the desired credential.
 - a) For elementary credentials: It is highly recommended that candidates for the Multiple Subject credential complete the B.S. in Liberal Studies as this degree prepares the candidate to pass the CSET and gives the subject matter content needed to teach elementary school.
 - b) For secondary credentials: Complete a degree in a content area commonly taught at the secondary level. This will prepare the candidate to pass the CSET.
2. Complete EDUC 100- Classroom Observations, and EDUC 101-Introduction to Teaching prior to making application to the program. These courses should be completed during the freshman and sophomore years as they are prerequisites to program admission. They may be taken concurrently

*Fulfills the work-experience requirement for the Permit Matrix.

(recommended) or in different quarters. Program admission by the end of the sophomore year is highly recommended.

3. Meet the Basic Skills Proficiency requirement for reading, writing, and math. This requirement must be met in order to be eligible for admission to the credential program, and before methods courses and field experiences may begin. Candidates should meet this requirement as soon as they make a decision to become a teacher. There are three options for meeting this requirement: CBEST, CSET plus writing, and submission of an approved out-of-state basic skills test.
4. Once program prerequisites are completed, make formal application to the credential program. See “Prerequisites for Admission to the Credential Program” below. The application packet may be obtained from the Credential Office.
5. Meet the California subject matter competency requirement by passing the California Subject Exam for Teachers (CSET). The CSET must be passed one full quarter prior to doing student teaching. (Exception: If a single subject candidate is earning a bachelor’s degree in a content area different from the content area of the credential, then the CSET must be passed prior to taking EDUC 361 and the related first field experience.)
 - Elementary candidates must pass the CSET: Multiple Subjects, Tests 1,2,3.
 - Secondary candidates must pass the CSET in their content area.
6. Pass the California Teaching Performance Assessment (CALTPA), which assures that teacher candidates have the knowledge, skills, and abilities required of a beginning teacher. The CALTPA provides the candidate with a series of four performance tasks, each of which increases in complexity. The tasks are embedded within the teacher preparation program sequence and are administered and scored by the program. The four performance tasks are Subject-Specific Pedagogy, Designing Instruction, Assessing Learning, and Culminating Teaching Experience. All candidates admitted to the credential program on or after 07/01/2008 must pass the CALTPA in order to be eligible for a California Multiple or Single Subject Teaching credential.
7. Meet the following requirements for certification.

Requirements for both Multiple Subject/Elementary AND Single Subject/Secondary Candidates:

EDUC 100	Classroom Observations	1
EDUC 101	Introduction to Teaching	1
EDUC 238	Computer Technology for Teachers	2
EDUC 238L	Computer Technology Laboratory	1
EDUC 333	Educational Psychology	3

EDUC 335	Ethical Dimensions of Teaching and Learning	2
EDUC 336	The Multicultural Classroom	3
EDUC 337	ELL Pedagogy	4
EDUC 350	Exceptional Children in the Classroom	3
EDUC 480	Classroom Management	3
EDUC 490	Student Teaching Seminar: Subject Specific	1
EDUC 491	Student Teaching Seminar: Designing Instruction	1
EDUC 492	Student Teaching Seminar: Assessing Learning	1
EDUC 498	Student Teaching Seminar: Culminating Teaching Experience	1
ENGL 335	Survey of Linguistics	4
HLED 166	Health Education	2

- U.S. Constitution requirement (Take HIST 134-135 or PLSC 124 or HIST 356 or pass constitution examination available in the Credential Office)
- CPR course (infant/child/adult) (Must be valid at time of application for credential)
- Passage of the California Teaching Performance Assessment

Additional Requirements for Multiple Subject/Elementary Candidates:

EDUC 345	Teaching Math and Science in the Elementary School	4
EDUC 353	Beginning Reading and Writing	4
EDUC 356	Intermediate Reading and Writing	3
EDUC 408	Social Studies and the Arts	2
ESTH 476	PE for Children	3
EDUC 493	Beginning Reading Field Experience	1
EDUC 493	Math Field Experience	1
Pre-Session	Student Teaching	0
EDUC 493	Full-Time Student Teaching	12

- Passage of the California Subject Exam for Teachers: Multiple Subjects
- Passage of the Reading Instruction Competence Assessment (RICA)

Additional Requirements for Single Subject/Secondary Candidates:

EDUC 358	Literacy in the Content Areas	3
EDUC 361	Middle School Teaching Strategies	3
EDUC 362	Secondary Content Area Teaching Strategies	3
EDUC 494	Middle School Field Experience	1
EDUC 494	High School Field Experience	1
Pre-Session	Student Teaching	0
EDUC 494	Full-Time Student Teaching	12

- Passage of the California Subject Exam for Teachers: Content Area

Education

Additional Requirements for Candidates for a Seventh-day Adventist Certificate:

- 1) EDUC 390 & 390L, K-12 Bible & Practicum (required for Elementary, optional for Secondary)
- 2) 16 hours of religion coursework, including the following specific courses:
 - RELT 331 or 332 or 333 (choose one) 3
 - RELH/HIST 360 4
 - 6 hours of RELB religion coursework 6

Requirements for Admission to the Credential Program

1. A minimum GPA of 2.5
2. Completion of EDUC 100- Classroom Observations and EDUC 101- Introduction to Teaching
3. Residence requirement: One successful quarter at Pacific Union College or acceptance from another teacher education program
4. CBEST verification card on file in Credential Office
5. Submission of complete application packet:
 - a) Application form
 - b) Advisor Interview
 - c) Personal Statement
 - d) Recommendation
 - e) Verification of Subject Matter Competency
 - f) Official transcripts from all high school and college work
 - g) Criminal Record Clearance Certificate
 - h) SDA church membership verification
6. Admission Interview

Candidates must be admitted to the credential program before they will be admitted to methods courses or field experiences.

Prerequisites for Student Teaching

1. Acceptance into the credential program
2. Minimum cumulative GPA of at least 2.5
3. Clearance from vice-president for student life
4. Satisfactory completion of subject matter competency requirement:
 - Multiple Subject/Elementary: Passage of CSET-Multiple Subjects, Subtests 1, 2, 3 (The CSET must be passed one full quarter prior to student teaching.)
 - Single Subject/Secondary: Passage of CSET in content area of credential (The CSET must be passed one full quarter prior to student teaching.)
5. Complete the following coursework and field experience requirements:
 - Multiple Subject/Elementary: EDUC 337, 345, 350, 353, 356, 490, 491, 492, 493- Math, 493- Reading, and Pre-Session Student Teaching

- Single Subject/Secondary: EDUC 337, 350, 358, 358L, 360, 361, 362, 490, 491, 492, 494- Middle School, 494- High School, and Pre-Session Student Teaching
6. Successful passage of the following Teaching Performance Assessments: Subject-Specific Pedagogy, Designing Instruction, and Assessing Learning

Restrictions on Courses Accepted for Transfer into Preliminary Program

1. Methods courses with fieldwork may not be taken by correspondence or directed study. Methods courses with fieldwork being transferred will require the fieldwork to be completed at Pacific Union College.
2. Methods courses without fieldwork may be taken by correspondence or directed study if approved by the department. Limit of one approved course.

Non-Degree Fifth-Year Program

A program leading to professional certification is available as a nondegree fifth year. The fifth-year program results in SDA Professional and/or California Clear credentials. Completion of the program does not culminate in a post-baccalaureate degree.

Applicants must meet the following prerequisites before being considered for admission:

1. Hold a bachelor's degree from an accredited institution
2. Hold a teaching credential
3. Have a minimum cumulative GPA of 2.5
4. Submit an application for program admission
5. Submit two satisfactory professional recommendations

Requirements for program completion include a minimum of 45 hours of upper-division and 500-level post-baccalaureate credit from an accredited college or university. Further information, including specific certification requirements, can be obtained from the Credential Analyst in the Education Department.

Liberal Studies Major, B.S.

A minimum of 82 hours (40 upper-division hours)

The Liberal Studies major is highly recommended for all individuals seeking elementary level teaching credentials. The course-work in the degree is designed specifically to:

1. Provide a strong content knowledge base in the various subjects taught in the elementary classroom; and
2. Prepare the elementary credential candidate to pass the California Subject Exam for Teachers: Multiple Subjects, passage of which is required of all candidates for the California Multiple Subject credential.

► **Required Core Courses (82-83 hours):**

Arts and Humanities*

ARTF 124-125	Design and Composition I-II	3-3
DRMA 229	Fundamentals of Dramatic Performance	3
EDUC 310	Speech and Language of Young Children	3
EDUC 337	ELL Pedagogy	4
ENGL 330	Literature for Children	4
ENGL 335	Survey of Linguistics	4

Natural Science and Mathematics*

ASTR 115	Astronomy	5
BIOL 101	Human Anatomy	5
BIOL 105	Introduction to Biology	5
MATH 211-212	Foundations of School Math	3-3

Social and Behavioral Science*

HIST 134-135	History of the United States	4-4
PSYC 334	Child Development	3

At least one of the following courses:

GEOG 210	World Regional Geography (3)	3
GEOG 220	Geography of the Americas (3)	3

Education

EDUC 101	Introduction to Teaching	1
EDUC 333	Educational Psychology	3
EDUC 345	Elementary School Math and Science	4
EDUC 350	Exceptional Children in the Classroom	3
EDUC 353	Beginning Reading and Writing	4
EDUC 356	Intermediate Reading and Writing	3
EDUC 408	Social Studies and the Arts	2

Interdisciplinary or Integrative Course

At least one of the following courses:

ENGL 352	English Theme Course (3)	3-4
PHYS 485	Issues in Science and Religion (3)	
PSYC 435	Psychology of Religion (3)	
PSYC 490	Issues in Religion, Ethics, & the Human Sciences (4)	
RELH 360	Adventist Heritage (4)	
SOCI 435	The Sacred and Profane in Society (3)	

► **General-Education Requirements (84-92 hours):**

Students who wish to obtain the Liberal Studies major must complete specific general education courses as follows**:

I. Foundations of Learning (15 hours)

ENGL 101-102	College English	4-4
STAT 222	Introduction to Statistics	4
<i>Communication course (one of the following):</i>		3
COMM 105	Speech Communication (3)	
COMM 226	Public Speaking (3)	

II. Human Identity in Cultural Contexts (19-20 hours)

HIST 101-102	History of World Civilizations	4-4
PHIL 101	Introduction to Philosophy	4
PSYC 121	General Psychology	4
1 additional course from Section II-C: Social Science		3-4

III. Insights of the Imagination (10-14 hours)

ENGL 301	Great Books	4
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Art history course (one of the following):

ARTH 107	American Art (3)	3-4
ARTH 108	History of Far Eastern Art (3)	
ARTH 115	History of Western Art (4)	
ARTH 116	History of Western Art (4)	
ARTH 278	Women Artists (3)	

Music history course (one of the following):

MUHL 105	Survey of Music (3)	3-6
MUHL 331	Music from Antiquity Through the Baroque (3)	
MUHL 332	Music of the Classic and Romantic Eras (3)	
MUHL 333	Contemporary Music (3)	

IV. The Natural World (10 hours)

GSCI 205	Scientific Discoveries	3
CHEM 102	Survey of Organic Chemistry	4

Science and Society course (one of the following):

BIOL 355	Philosophy of Biology (3)	3
ENVR 360	Conservation Biology (3)	
ENVR 361	Energy and Climate Change (3)	
ENVR 362	Pollution and Environmental Quality (3)	
PHYS 390	History and Philosophy of Science (3)	

** The listing assumes that the following have been completed at an accredited secondary institution: a full year each of biology, chemistry, and physics and Algebra I and Algebra II with a grade of C- or better. Students lacking these college-preparatory courses will have to make up the deficiencies in their foundational course work.

* Courses used to satisfy general education requirements may not be used to satisfy requirements in the this area.

Education

V. Revelation, Belief, and Action (18 hours)	
<i>Eighteen hours of religion including the following:</i>	18
At least 6 hours of RELB coursework	
Doctrinal Studies: RELT 331 or 332 or 333	
SDA Church history: RELH 360	
At least 9 upper-division hours	
VI. Health and Fitness (8 hours)	
HLED 166 Health Education	2
ESTH 476 Physical Education for Children	3
3 ESAC courses, including 1 aerobics course	1-1-1
VII. Practical and Applied Arts (4-7 hours)	
EDUC 238 Computer Technology for Teachers	2
EDUC 238L Computer Technology for Teachers Lab	1
Select 1 additional course from Section VII: A, C, or D.	1-4
Total General Education Hours:	84-92

Master of Education Degree

The graduate program at Pacific Union College leads to a Master of Education (M.Ed.) degree. This degree meets the requirements for the SDA Professional Credential and may lead to a California Clear Credential if additional requirements are met. The program is designed for part-time enrollment during the summers and the degree is completed over a period of several years.

Admission to the Master of Education Degree Program

All potential students, including former Pacific Union College students, must apply for admission both to the college and to the master's degree program.

The application will be considered once official postsecondary transcripts and other requested materials have been filed with the Education Department.

Admission is determined by the Education Department faculty on the basis of credentials held, recommendations, former academic performance, and background.

Requirements for Admission

1. A baccalaureate degree from an accredited college or university.
2. A state credential or SDA credential, or eligibility for these credentials.
3. Admission to Pacific Union College.
4. Submission of a graduate application to the Education Department that includes the following:
 - a) application form
 - b) two recommendations
 - c) official transcripts

- d) interview with department chair and one other Education faculty member
 - e) essay discussing interests and goals
5. A minimum GPA of 3.0 in each of the following areas:
 - a) Undergraduate upper-division major
 - b) Education courses
 - c) Overall college work, or the last 96 quarter hours
 6. Acceptable scores in the Graduate Record Examination (GRE) General Test.
 7. A proposed program of studies appropriate to the student's strengths, interests, and professional goals.

Notification of Admissions Action

Upon review of the application, the Education Department will notify the applicant of the action taken.

Cancellation of Acceptance

The college reserves the right to cancel the acceptance of any person for graduate study should further evidence indicate that he or she does not adequately meet requirements for admission to the master's program.

Previous and Transfer Credit

The department chair must approve credit for any coursework taken prior to admission to the program.

A maximum of 12 quarter hours of approved transfer credits may be applied toward the degree.

Admission of Guest Applicants

A student that has been accepted for graduate study in another accredited institution of higher education and wishes to earn credit at Pacific Union College for transfer is not required to follow the regular admission procedures outlined above. For further information, see the section entitled "Admission as a Guest Student for Transfer Credit" in this catalog.

Committee on Studies

The Education Department faculty will work with each student to construct an acceptable Program of Studies and will monitor progress during the period of graduate study.

Program of Studies

- The Program of Studies must provide for the following:
1. removal of any undergraduate deficiencies,
 2. sequencing of course work so that all requirements are completed within the seven-year limit,
 3. completion of all departmental and college requirements for the degree.

Master of Education, M.Ed.

A minimum of 45 hours (37 graduate-level hours)

► Pedagogy Requirements (30 hours):

EDUC 510	Leadership in Education	2
EDUC 515	Educational and Psychological Evaluation	3
EDUC 516	American Curriculum ³	
EDUC 517	Current Issues in Education	2
EDUC 530	Brain Research and Learning	3
EDUC 537/537L	Advanced ESL Teaching Methods and Materials/ Field Experience (SB2042)	3-1
EDUC 538/538L	Computers in the Classroom/Lab	2-1
EDUC 550	Advanced Study of Exceptional Children in the Classroom (SB2042)	3
EDUC 566	Advanced Health Education (prerequisite: HLED 166- Health Education)	3

At least one of the following courses with laboratory: 4

EDUC 513/513L	Advanced Instructional Strategies/Lab (3-1)	
EDUC 525/525L	Teaching Children with Reading Difficulties/ Lab (3-1)	

► Action Research Project (7 hours)

EDUC 596	Methods in Research	2
EDUC 597	Action Research Project	5

► Subject Matter Courses (8 hours) 8

At least 8 hours of graduate level electives or reserved graduate credit, chosen in consultation with a departmental advisor.

Note: Credit earned by correspondence, examination, student teaching or continuing education is not applicable for graduate degree course requirements.

Reserved Graduate Credit

Students who have completed 135 hours toward a baccalaureate degree and who will be eligible to apply for admission to the master's program after graduation may request to reserve a maximum of 8 quarter hours of approved upper-division courses for graduate credit provided that they are not needed to fulfill requirements for the bachelor's degree. Make arrangements with the Education Department and the Records Office.

Graduation Requirements

Masters candidates have the option of fulfilling requirements under the catalog of their first enrollment or any subsequent catalog during the time of continuous enrollment. The graduation requirements include the following:

1. Satisfactory completion of approved Program of Studies.

2. A minimum overall graduate GPA of 3.0 with no grade lower than B-.
3. Satisfactory completion of examinations and projects as determined by the student's Committee on Studies.
4. Completion of requirements within seven calendar years beginning with the first enrollment in courses counting toward the master's degree or date of acceptance into the program, whichever comes first. Students who take these courses at any time during the seven-year period are considered to have continuous enrollment status. A time extension requires approval from the Education Department.

Bachelor of Science in Early Childhood Education, B.S.E.C.E

In harmony with its mission of excellence in Christian education, the Education Department offers a quality academic program accessible to an adult student population through non-traditional formats, times, and locations in the region surrounding the college. The Education Department offers the B.S.E.C.E. program in places such as the Napa Valley Community Resource Center, the Clearlake campus of Yuba College, and the Wells Fargo Center for the Arts in Santa Rosa

The Bachelor of Science in Early Childhood Education degree program builds on personal experience and previous college credit. The program is especially designed for working adult students. Classes meet one evening a week for four hours and are tailored for a mature, interactive learning style. The curriculum is a series of upper-division courses that lasts about 23 months.

A minimum of 192 quarter hours, including 60 upper-division hours, is required for obtaining the degree. Students enrolled in this program must maintain a cumulative GPA of 2.0 (C) or above.

Additional information about the Bachelor of Science in Early Childhood Education degree is available by contacting the Education Department at (877) 782-4637 (toll free), (707) 965-6548, www.finishcollege.org, or e-mail dcp@puc.edu.

This major and these courses are available only through the Education Department Degree Completion Program held off campus.

Prerequisites to admission

1. 60 transferable semester hours (90 quarter hours), including the required ECE foundation coursework
2. 1 year full-time ECE work experience or 2 years full-time work experience outside of the Early Childhood field

Education

Degree requirements

In order to earn the B.S.E.C.E degree, students complete the following requirements:

1. Required ECE foundation coursework*
2. Core major requirements
3. Required cognate course*
4. Student teaching requirement*
5. General education program requirements*
6. Additional electives as necessary to earn a minimum of 192 quarter hours of college coursework*

Required ECE foundation coursework

8 semester hours (12 quarter hours) of transferable ECE coursework, including an approved course in Child Development

Core major requirements

60 hours (*Delivered in the B.S.E.C.E. program*)

ECE 311	Speech and Language of Children	3
ECE 330	Literature for Children	4
ECE 340	Social, Emotional and Moral Development of Young Children	3
ECE 359	Exceptional Children in the Classroom	3
ECE 370	Math for the Young Child	3
ECE 380	Program Planning for Infants and Toddlers	4
ECE 381	Program Planning for Infants and Toddlers - Practicum	1
ECE 386	Approaches to Early Childhood Education	2
ECE 387	Cultural Diversity	3
ECE 388	Science for the Young Child	3
ECE 389	Management and Guidance of Children	4
ECE 425	Adult Supervision and Management	4
ECE 431	Administration and Supervision of Early Childhood Programs I	4
ECE 432	Administration and Supervision of Early Childhood Programs II	4
ECE 433	Administration and Supervision of Early Childhood Programs - Practicum	1
ECE 440	Emergent Literacy	3
ECE 441	Emergent Literacy - Practicum	1
ECE 471	Early Childhood Senior Seminar	2
RELB 305	Biblical Perspectives	4
RELT 310	Ethics and Personal Values	4

Required cognate course

An approved course in health education

*These requirements are not delivered within the B.S.E.C.E. program.

Student teaching requirement

At least 2 semester hours (3 quarter hours) of student teaching in an approved program

General Education Program for Degree Completion

Since the majority of adult students in the degree completion program will be transferring nearly two thirds of their credits from other institutions, Pacific Union College has a modified general education program for these students. A total of 68 quarter hours of general education credit from seven different areas is required. 16 of these hours are met by major and cognate requirements, and the remaining 52 hours are to be distributed as described below.

All courses that are applied to the general education program requirements must be approved by Pacific Union College. Articulation agreements with local community colleges define acceptable courses in other institutions that will meet Pacific Union College's general education requirements.

For a description of the intents and purposes of each general education requirement area, see the section entitled "The Academic Program" in this catalog.

I. Foundations Of Learning (15 hours)

A. Rhetoric and College Writing (11):

Two-course college English sequence 4-4
One public speaking course 3

B. Reasoning from Data (4):

One introductory statistics course 4

II. Human Identity in Cultural Contexts (11 hours)

A. Historical Contexts (8):

Two history courses 4-4

B. Social Sciences (3):

This requirement is met by the core major requirements

III. Insights of the Imagination (6 hours)

A. Literature (3):

This requirement is met by the core major requirements

B-C. Visual Arts and Music: History/Appreciation (3):

One course in music or art history and/or appreciation 3

IV. The Natural World (4 hours)

A. Intermediate Algebra (0):

A full year of high school Algebra II (with grades of C- or higher) or an intermediate algebra course
This is a non-credit requirement 0

<p>B. <i>Science with Laboratory (4):</i> One laboratory course in natural science May be in astronomy, biology, chemistry, geology, physics, or a comparable area</p>	4
<p>V. <i>Revelation, Belief, and Action (8 hours)</i></p> <p>A. <i>Studies in Religion (8):</i> This requirement is met by the core major requirements</p>	
<p>VI. <i>Health and Fitness (2 hours)</i></p> <p>A. <i>Health (2):</i> This requirement is met by the required cognate course</p>	
<p>VII. <i>Practical and Applied Arts (2 hours)</i></p> <p>A-D. <i>Practical Arts, Information Management, Management of Personal Finance, Personal Skills (2):</i> One practical and applied arts course</p>	

Options for this area are listed in the section entitled “The Academic Program” in this catalog

General Education Electives (20 hours) 20

Students must complete 20 quarter hours of general education electives (in addition to the specific requirements described above) in order to earn a total of 68 hours of general education coursework. The 20 hours must be earned as described below:

- The electives must be distributed over at least four of the seven general education areas listed above and may not include more than ten quarter hours in any one area.
- The general education electives are to be chosen from the requirements for the Pacific Union College B.S./B.A. general education program. Options for each of the seven areas are listed see the section entitled “The Academic Program” in this catalog.

Early Childhood Education

LOWER-DIVISION COURSES:

<p>ECED 181 Introduction to Early Childhood Education</p> <p>A general overview of early childhood education. Includes basic child development, history of early childhood education, types of programs, qualifications and characteristics of successful teachers, career opportunities, teaching permit information, and current issues.</p>	<p>2 F</p>
<p>ECED 184 Health, Safety, and Nutrition</p> <p>An holistic examination of health, safety, and nutrition and their effect on the well-being of children. Students learn how to prepare and maintain a safe and healthy environment and encourage good nutrition for young children. Helps meet State requirements for specified training in preservative health practices. Odd years.</p>	<p>2 S</p>

ECED 185 3 F
Art, Music, and Movement for Young Children

Focus on art, music, and movement activities in promoting the overall development of children and learning across the curriculum. Students gain experience with a variety of art materials, music genres, and movement activities. Odd years.

ECED 189 2 W
Constructive Guidance and Classroom Management I

An introduction to guidance and discipline in the early childhood classroom. The primary philosophical approaches to behavior management are explored. Presentation of the methods of guidance leading to the development of intrinsic motivation for pro-social behavior and moral development in young children.

ECED 215 2 S
Observation and Evaluation of Early Childhood Programs

Evaluation and discussion of a variety of early childhood programs including Montessori, Reggio Emilia, Head Start and cooperative schools. Corequisite: ECED 216.

ECED 216 1 S
Observation and Evaluation of Early Childhood Programs — Practicum

Observation and analysis of specific off-campus early childhood programs. Observations are arranged by the instructor. Corequisite: ECED 215.

ECED 220 4 W
Curriculum Planning, Play and Environments

Exploration of developmentally appropriate practice in the early childhood classroom, including play, planned and emergent curriculum, curriculum planning, and preparation of the environment. Prerequisites: ECED 181, 334, 335. Corequisite: ECED 221.

Education

ECED 221 **1 W** **Curriculum Planning, Play and Environments — Practicum**

Observations and activities related to EDUC 220, as well as weekly opportunity to interact with and teach children in the child care environment. Corequisite: ECED 220.

ECED 230 **4 W** **Child, Family, and Community**

The value and necessity of collaboration between parents, teachers, and the community in support of children. Discussions include challenges facing contemporary families, meeting the needs of families with diverse backgrounds, available community resources, political awareness, and child and family advocacy. Teaches effective methods of communication with families and communities. Even years.

ECED 251 **3 F** **Emergent Literacy**

Emergent literacy for the young child involving the skills, knowledge, and attitudes that are developmental precursors to conventional forms of reading and writing. Students discover how to involve children in literacy through real life experiences, children's literature, phoneme awareness, and early reading and writing.

ECED 276 **8 F, W, S** **Student Teaching I**

Student teaching in an approved off-campus preschool. The student will teach all areas of the curriculum half-time for eight weeks and full-time for one week. Application and arrangements must be made at least one quarter before registering for the course. Students may need transportation to and from teaching assignments. Prerequisites: A minimum cumulative GPA of 2.25, ECED 181, 185, 189, 215, 216, 220, 221, 230, 251, 334, 335. Corequisite: ECED 277.

ECED 277 **1 F, W, S** **Student Teaching Seminar**

Discussion of topics relevant to student teaching. Includes portfolio preparation. Corequisite: ECED 276.

UPPER-DIVISION COURSES:

ECED 334 **4 F** **Child Development** (See PSYC 334.)

ECED 335 **1 F** **Child Development Practicum**

Skills for observing and recording the cognitive, social, emotional, physical, and language development of children. Various methods are used to observe children in one of the Discoveryland preschools and PUC Elementary School. Corequisite: ECED 334.

ECED 361 **4 F** **Administration and Supervision of Early Childhood Programs I**

Techniques and knowledge needed to develop and administer a quality early childhood center, including assessment of community need, licensing guidelines, board development, budget and financial planning, development of the center (equipping, staffing, enrolling children), evaluation, and development of parent and community support. Even years.

ECED 362 **4 W** **Administration and Supervision of Early Childhood Programs II**

Study of marketing, recruitment, human resource management, facilities and risk management, professional development and leadership skills. These elements represent the competencies required in the successful operation of a child development center. Even years.

ECED 363 **1 S** **Administration and Supervision of Early Childhood Programs —Practicum**

30 hours throughout the quarter assisting the director of an early childhood center in a variety of ways, including creating newsletters, billing, registration of children, public relations, checking for room ratios, fund raising events, and filing. Even years.

ECED 370 **3 F** **Math for the Young Child**

An organized, sequential approach to creating math curriculum for young children. Methods of teaching math concepts such as classification, shapes, spatial sense, seriation, numbers, and measurements are taught using naturalistic, informal, and structural types of learning. Stresses the integration of math with language arts, science, social studies, art, and music and movement. Even years.

ECED 371 **3 S** **Science for the Young Child**

Methods of teaching science to young children. Students learn how to teach children to explore, classify, compare, contrast, and hypothesize in physical science, biology, and botany. Odd years.

ECED 380 **3 W** **Program Planning for Infants and Toddlers**

Programs for infants and toddlers which will promote their optimum social, emotional, cognitive, and physical development. Areas covered include observation, assessment, curriculum, continuity of care, special needs, and parent-teacher interaction. Odd years.

ECED 381 **1 W**
Program Planning for Infants and Toddlers-Practicum

Three hours per week observing, assessing, caring for, and teaching infants or toddlers in a center. Odd years.

ECED 482 **3 F, W, S**
Student Teaching II

Student teaching in an approved, off-campus early childhood classroom for three hours a day, three days a week for the entire quarter. The student will teach at least one child with special needs. Involves observing, assisting and teaching in the areas of math, science, emergent literacy, music, movement, and art. Students plan the curriculum for the quarter, collaborate with the supervising teacher, and individualize guidance strategies for the children, thus having opportunities to practice master teacher techniques. Prerequisites: A minimum cumulative GPA of 2.25 and upper-division GPA of 2.5, A.S. degree in ECE, ECED 370, 371. Corequisite: ECED 483. Qualifies for IP grading. Graded S/F.

ECED 483 **1 F-W-S**
Student Teaching Seminar II

Integration of educational theory with teaching practice. In-depth discussion of Teaching Performance Expectations (TPEs). Includes portfolio preparation. Corequisite: ECED 482. Qualifies for IP grading.

ECED 489 **2 F**
Constructive Guidance and Classroom Management II

The primary philosophical approaches to guidance and classroom management as they apply to school-wide policies. Includes methods of guidance leading to the development of intrinsic motivation for pro-social behaviors such as cooperation, empathy, and altruism in young

children. Students develop their own philosophy of guidance and management based on observations of children, discussion, and research. Prerequisite: ECED 189. Odd years.

Education

LOWER-DIVISION COURSES:

EDUC 100 **1 F, W, S**
Classroom Observations

A 25-hour field experience that provides practical information about classroom teaching for the student who is entering the teaching profession. Involves extensive observation of teachers both in the classroom and on video. Must be completed before a student may be admitted to the credential program. Students who wish to apply credit for this course toward the requirements for a teaching credential must earn a grade of B or better. This requirement may be waived on experience. Contact the credential analyst for more information. Corequisite: EDUC 101.

EDUC 101 **1 F, W, S**
Introduction to Teaching

An overview of the teaching profession. The student receives information on certification requirements, the history of education, teaching as a profession, and the characteristics of successful teachers. The program admission process begins in this class. Corequisite: EDUC 100.

EDUC 238 **2 F, S, Su**
Computer Technology for Teachers

The use of computers in the elementary and secondary classroom. Designed to develop skills in using technology to support teaching and learning, and to distinguish between technology as an “add-

on” in the classroom and technology as an integral part of learning. Corequisite: EDUC 238L.

EDUC 238L **1 F, S, Su**
Computer Technology for Teachers Laboratory
 Corequisite: EDUC 238.

UPPER-DIVISION COURSES:

EDUC 310 **3 S**
Speech and Language of Young Children
 (See also SPPA 310.)

Development of speech and language in children from birth to six years. Introduces differential diagnosis and treatment planning for children with delayed language development. Odd years.

EDUC 333 **3 W, Su**
Educational Psychology

Exploration of how children and adolescents learn and think in the classroom. Examines how characteristics such as intelligence, personality, cognitive and moral development, and diversity impact student learning. Includes the study of learning theories, motivation, cooperative learning, assessment, and managing a classroom. Odd summers.

EDUC 335 **2 F, Su**
Ethical Dimensions of Teaching

Ethical and moral situations that teachers and students face. Examines the history and development of current practice. Emphasizes ideals and principles of Christian education and their application in Seventh-day Adventist schools. Compares and contrasts the philosophy of American and Adventist education. Emphasis on integrating faith and learning. Even summers.

Education

EDUC 336 **3 S**

The Multicultural Classroom

Preparation of candidates for the wide diversity of students they will encounter in the classroom. Includes an emphasis on developing methods for involving the family in the educational process. Addresses the legal basis for desegregation and multiculturalism in American Education. Emphasizes the knowledge and skills needed to help students be better informed and proactive in a multicultural society.

EDUC 337 **4 S, Su**

ELL Pedagogy

(See ENGL 337.)

EDUC 350 **3 W, Su**

Exceptional Children in the Classroom

Major categories of disabilities and giftedness and strategies to meet the needs of these children in the general classroom. Information about federal and state laws pertaining to disabilities and how to write and implement an IEP.

EDUC 480 **3 W**

Classroom Management

An overview of classroom management models, including behaviorist options, with an emphasis on redemptive approaches. Identification of personal views toward classroom organization and structure and development of classroom management plan based on “best practice” strategies. The value of effective structure, developing procedures and rules, engaging curriculum, effective communication, and consistent follow-through.

ELEMENTARY METHODS COURSES:

EDUC 345 **4 W**

Teaching Math and Science in the Elementary School

Prepares pre-service elementary teachers in science, health, and mathematics instruction through interrelated activities in classwork and fieldwork. Emphasis on California state content standards in science, health, and mathematics; planning and implementing effective lessons for each area. Prerequisites: Regular program admission, EDUC 353, 491, 493 (353L). Corequisites: EDUC 492, 493 (345L).

EDUC 353 **4 F**

Beginning Reading and Writing

A comprehensive approach to teaching reading and writing in pre-kindergarten through grade three. Research on how children learn to read, diagnosis of reading difficulties, phonics, stages of writing development, and planning and delivery of appropriate reading and writing instruction based on assessment. Emphasis on early prevention of failure in literacy for at-risk children. Prerequisites: Regular program admission. Corequisites: EDUC 491, 493 (353L).

EDUC 356 **3 S**

Intermediate Reading and Writing

The nature of language acquisition and the principles related to intermediate reading/language arts instruction. Includes instructional strategies for developing ability to transmit meaning through talking and writing and to comprehend meaning through listening and reading. Emphasizes assessment and management techniques and teaching to diverse groups of students. Includes multigrade teaching and state standard aligned instruction. Prerequisites: Regular program admission, EDUC 345, 353, 491, 492, 493 (345L) 493 (353L). Corequisites: EDUC 490.

EDUC 390 **2 F, Su**

Teaching K-12 Bible

Teaching objectives, materials, and strategies in Biblical education. Emphasizes the spiritual development of K-12 students and provides methods of teaching whereby Bible curriculum can be harmonized with that development. Explores and analyzes the Seventh-day Adventist Bible curriculum. Required for SDA elementary endorsement. Required for SDA secondary endorsement only if a Bible endorsement is desired. Prerequisite: Regular program admission. Corequisite: EDUC 390L. Available odd summers for employed teachers only; EDUC 390L is not offered or required as a corequisite during the summers.

EDUC 390L **1 F**

Teaching K-12 Bible Practicum

Designed to support EDUC 390 and place candidates in a Bible classroom within an SDA school setting. Includes observation of present practices in Bible instruction. As part of the experience, candidates will assist cooperating teachers as well as plan and implement a brief unit of study, based on the current class curriculum and the NAD Bible curriculum guides. Prerequisite: Regular program admission. Corequisite: EDUC 390.

EDUC 408 **2 S**

Social Studies and the Arts

Aspects of teaching History/Social Science and Visual and Performing Arts. Familiarizes students with implementation of state adopted content standards in these subject areas. Includes observing professionals in the field, paying particular attention to content and strategies of instruction, as well as techniques for teaching art as it relates to other subject areas and careers. Case studies, integrated units, and cross-cultural activities play a large role in the course. Prerequisite: Regular program admission.

EDUC 493 **1-12 F-W-S**
Student Teaching, Full-Time, Elementary

Elementary student teaching is divided into four components:

- a) EDUC 493 (353L)- Student Teaching, Beginning Reading Experience (1): This 25-hour field experience must be completed in a K-2 classroom. It involves observing, assisting, and actually teaching in the area of beginning reading and writing under the direction of an experienced primary grade teacher. This experience counts as 1 hour of Student Teaching and is supervised and evaluated. Prerequisite: Regular program admission. Corequisite: EDUC 353, 491.
- b) EDUC 493 (345L)- Student Teaching, Math Field Experience (1): This 25-hour field experience is completed in an upper-grade elementary school classroom. It involves observing, assisting, and actually teaching in the area of math under the direction of an experienced elementary grade teacher. This experience counts as 1 hour of Student Teaching and is supervised and evaluated. Prerequisite: Regular program admission, EDUC 353. Corequisite: EDUC 345, 492.
- c) Pre-Session Student Teaching: This is a two-week experience at the beginning of a school year. It involves observing and assisting a teacher just prior to the beginning of school and into the first few days of a new school year. This 10-day full-time experience counts as part of student teaching. The credit for this experience is given when a student completes full-time student teaching. Prerequisite: Completion of reading or math field experience. Pre-Session Student Teaching should be completed in the summer prior to the year in which full-time student teaching takes place.
- d) EDUC 482L- Student Teaching, Full-Time, Elementary (12): Full-time student teaching occurs at the conclusion of the credential program courses. It lasts

for the 11 weeks of the quarter and is a full-time, full day commitment. It is not possible for the student teacher to hold a day job during this time. By the end of the experience, the student will take complete responsibility for all classroom management, instructional planning, teaching, and student assessment. Candidates employed on a regular full-time teaching contract at a grade level covered by the desired credential may petition the department to complete in-service student teaching. Prerequisites: EDUC 337, 345, 350, 353, 356, 490, 491, 492, 493 (345L), 493 (353L), Department Review #1 and #2, Pre-Session Student Teaching, Passage of the California Teaching Performance Tasks Subject-Specific Pedagogy, Passage of California Subject Exam for Teachers, Designing Instruction, and Assessing Learning. **Corequisite: EDUC 498.** Qualifies for IP grading. Graded S/F.

SECONDARY METHODS COURSES:

EDUC 358 **3 F**
Literacy in the Content Areas

First in a series of three courses preparing pre-service teachers for the secondary classroom. Emphasis is placed on lesson design based on 1) the unique learning characteristics of adolescents, and 2) the reading and study skills needed in each content area. Effective teaching strategies for students with diverse levels of understanding and skill, including ELL students with limited language skills. Prerequisites: Regular program admission; junior class standing. Corequisite: EDUC 490.

EDUC 361 **3 W**
Middle School Teaching Strategies

Second in a series of three secondary methods courses, with a special focus on the unique needs of middle school students. Creation of an environment and development of learning plans that accommodate developmental characteristics of young adolescents (ages 10-14). Exploration of problem-based learning, differentiated instruction, authentic assessment, block scheduling, and small schools' alternating curriculum. Prerequisites: regular program admission, EDUC 358, and junior class standing. Corequisites: EDUC 494 (361L) and EDUC 491.

EDUC 362 **3 S**
Secondary Content Area Teaching Strategies

Final course in the secondary methods sequence; brings all the secondary teaching elements together that have been taught throughout the year. Focus on the high school environment and the knowledge and skills needed to plan and deliver instruction in specific content areas. Creation of assessment tools for the content area, development of effective learning units, and creation of course syllabi. Students will make sample instructional presentations in class and conduct interviews with secondary teachers in their own content areas. Prerequisites: regular admission to the program; EDUC 358; EDUC 361; EDUC 494 (361L); EDUC 491; and junior class standing. Corequisites: EDUC 494 (362L) and EDUC 492.

EDUC 390 **2 F, Su**
Teaching K-12 Bible

See description under "Elementary Methods Coursework."

EDUC 390L **1 F**
Teaching K-12 Bible Practicum

See description under "Elementary Methods Coursework."

Education

EDUC 494

1-12 F-W-S

Student Teaching, Full-Time, Secondary

Student teaching is divided into four components:

- EDUC 494 (361L)- Student Teaching, Middle School Field Experience (1): This experience involves 25 hours of observation and teaching in the specific content area of the credential in a middle school classroom (grades 6-8). It counts as 1 hour of Student Teaching and is supervised and evaluated. Prerequisites: Regular program admission, major course work with GPA of 2.5 or above or passage of CSET. Corequisite: EDUC 361, 491.
- EDUC 494- Student Teaching, Senior High School Field Experience (1): This experience involves 25 hours of observation and teaching in the specific content area of the credential in a senior high school classroom (grades 9-12). It counts as 1 hour of Student Teaching and is supervised and evaluated. Prerequisites: EDUC 494 (361L)- Middle School Field Experience, 50% of subject matter program or passage of CSET, Departmental Review #1. Corequisite: EDUC 362, 492.
- Pre-Session Student Teaching: This is a two-week experience at the beginning of a school year. It involves observing and assisting a teacher just prior to the beginning of school and into the first few days of a new school year. This 10-day full-time experience counts as part of student teaching. Credit is given when a student completes full-time student teaching. Prerequisite: Completion of the middle and senior high short-term field experiences. Pre-Session Student Teaching should be completed in the summer prior to the year in which full-time student teaching takes place.
- EDUC 494- Student Teaching, Full-Time, Middle or Senior High School (12): Full-time student teaching occurs at the conclusion of the credential pro-

gram courses. It lasts for the 11 weeks of the quarter and is a full-time, full day commitment. It is not possible for the student teacher to hold a day job during this time. By the end of the experience, the student will take complete responsibility for all classroom management, instructional planning, teaching, and student assessment. Candidates employed on a regular full-time teaching contract at a grade level covered by the desired credential may petition the department to complete in-service student teaching. Prerequisites: EDUC 337, 350, 358, 358L, 360, 361, 362, 490, 491, 492, 494 (361L), 494 (362L), Department Review #1 and #2, Pre-Session Student Teaching, Passage of the California Teaching Performance Tasks Subject-Specific Pedagogy, Passage of the California Subject Exam for Teachers, Designing Instruction, and Assessing Learning. **Corequisite: EDUC 498.** Qualifies for IP grading. Graded S/F.

STUDENT TEACHING SEMINARS:

EDUC 490

1 S

Student Teaching Seminar: Subject Specific

Guides candidates toward the successful completion of the California Teaching Performance Assessment on Subject-Specific Pedagogy. Evaluates the candidate's ability to understand how information about a class is used to prepare instruction for particular subjects and content areas and develops and adapts student assessment plans based on the content. Also provides support for candidates as they complete their student teaching. Prerequisites: Regular program admission, EDUC 491, 492. Corequisite: EDUC 356. Graded S/F.

EDUC 491

1 F

Student Teaching Seminar: Designing Instruction

Guides candidates toward the successful completion of the California Teaching Performance Assessment on Designing Instruction. Evaluates the ability to identify the links between students' characteristics and learning needs. Also provides support for candidates as they complete their student teaching. Prerequisite: Regular program admission. Corequisites: EDUC 353, 493 (353L). Graded S/F.

EDUC 492

1 W

Student Teaching Seminar: Assessing Learning

Guides candidates toward the successful completion of the California Teaching Performance Assessment on Assessing Learning. Evaluates the ability to assess student learning. Also provides support for candidates as they complete their student teaching. Prerequisites: Regular program admission, EDUC 491. Corequisite: EDUC 345, 493 (345L). Graded S/F.

EDUC 498

1 F, W, S

Student Teaching Seminar: Culminating Teaching Experience

Guides candidates toward the successful completion of the California Teaching Performance; Assessment Culminating Teaching Experience. Evaluates the ability of the candidate to integrate the three previous strands of the TPA: subject specific pedagogy, designing learning, and assessing learning. Also provides support for students as they complete their student teaching. Prerequisites: Regular program admission, EDUC 490, EDUC 491, EDUC 492. Corequisite: EDUC 493 (elementary) or EDUC 494 (secondary).

Summer Education Courses

Taught only during the summer. Most courses are taught on a 2-year alternating basis. Courses are open to individuals employed as full time teachers. Contact the Education Department for the list of course offerings for any specific summer.

EDUC 410 1-2 Su Soul Shapers: Level 1

An in-depth study experience of Choice Theory and its application to the classroom and school setting. The writings of Scripture, Ellen White, and William Glasser provide the theoretical framework for class discussions and assignments. Experimental in nature, with learning coming out of the activities that are done during class. Meets the SDA Philosophy of Education requirement for the SDA teaching credential.

EDUC 411 1-2 Su Soul Shapers: Level 2

Builds on the theory and insight of the Level 1 course and focuses on conferencing skills in varied school and home scenarios. Students learn to conference using the principles of Choice Theory. Immediate feedback is given throughout the course as students practice what they have learned about lead-management techniques and fostering and maintaining positive relationships. Repeatable for credit.

EDUC 420 1-2 Su Education Workshop

Hands-on practical summer workshops for teachers seeking certification renewal credit. Offered under different subtitles on a rotating basis. Repeatable for credit under different subtitles.

Past subtitles include the following:

Cooperative Learning
Kindergarten Workshop
Pathways Reading
Making & Using Portfolios
Reading & Writing Workshop
Robotics in the Classroom

EDUC 421 2 Su SDA Methods in Elementary Mathematics

Meets the SDA Basic Elementary certification requirement for methods in mathematics. Open to practicing teachers holding a Conditional certificate; not open to students in the campus credential program. Even summers.

EDUC 422 3 Su Reading and Writing for Life

Meets the SDA Basic Elementary certification requirement for methods in reading and language arts. Open to employees holding a SDA Conditional certificate; is not open to students in the campus credential program. Odd summers.

EDUC 425 2 Su SDA Secondary Curriculum Methods

Meets the SDA Basic Secondary certification requirement for secondary curriculum methods. Open to practicing teachers holding a Conditional certificate; not open to students in the campus credential program. Odd summers.

EDUC 426 2 Su SDA Secondary Reading Methods

Meets the SDA Basic Secondary certification requirement for methods in secondary reading. Open to practicing teachers holding a Conditional certificate; not open to students in the campus credential program. Even summers.

EDUC 427 1 Su Assessment & Evaluation for Beginning Teachers

Introductory overview of educational assessment & evaluation as used in the elementary and secondary classroom. Meets the SDA Basic certification requirement for educational assessment. Open to practicing teachers holding a Conditional certificate. Even summers.

EDUC 430 1-2 Su Kindergarten Administration

Meets the SDA special endorsement requirements for Kindergarten teachers. Presents both SDA and state guidelines relating to student readiness and school entrance requirements. Focuses on leadership knowledge and skills needed for a successful Kindergarten program. Open to practicing teachers and students in the campus credential program. Even summers.

EDUC 431 1-2 Su Kindergarten Curriculum

Meets the SDA special endorsement for Kindergarten teachers. The NAD curriculum framework forms the basis of course content. Practical applications for Kindergarten classrooms are emphasized. Open to practicing teachers and students in the campus credential program. Odd summers.

EDUC 446 2 Su SDA Methods in Elementary Social Studies

Meets the SDA Basic Elementary certification requirement for methods in Social Studies. Open to practicing teachers holding a Conditional certificate; not open to students in the campus credential program. Even summers.

Education

EDUC 447 2 Su

Real Science, Real Learning

Meets the SDA Basic Elementary certification requirement for methods in science & health. Open to practicing teachers holding a Conditional certificate; not open to students in the campus credential program. Odd summers.

GRADUATE COURSES:

Prerequisite: Admission to the M.Ed. program, admission to the fifth-year program or department approval.

EDUC 510 2 Su

Leadership in Education

Students examine insights concerning themselves and their relationships with colleagues, stakeholders, and pupils that can make a real difference in their subsequent classroom attitudes and behavior. Even summers.

EDUC 513 3 Su

Advanced Instructional Strategies

In-depth examination and use of progressive instructional strategies, including learner-centered strategies such as cooperative learning, critical thinking, project-based learning, and teaching to multiple intelligences. Corequisite: EDUC 513L. Even summers.

EDUC 513L 1 Su

Advanced Instructional Strategies Field Experience

A 30-hour field experience involving application of learning theory by teaching in K-12 or college classrooms using advanced instructional techniques. Corequisite: EDUC 513. Even summers.

EDUC 515 3 Su

Educational Assessment and Evaluation

A multifaceted study emphasizing (a) the process of collecting information as an aid in understanding and making educational plans for pupils and (b) integrated processes for determining the nature and extent of pupil learning and development. In addition to authentic assessment, commonly used teacher-made and standardized tests are studied. Odd summers.

EDUC 516 3 Su

American Curriculum

People and events that have shaped curriculum development in the United States. Includes an exploration of current and innovative school models, including Quality Schools, charter and magnet schools. Even summers.

EDUC 517 2 Su

Current Issues in Education

Contemporary controversial issues in public and private education. Students become aware of possible alternatives in handling the issues, and to use their creativity to search for alternate solutions. Repeatable for credit. Odd summers.

EDUC 525 3 Su

Teaching Children with Reading Difficulties

Diagnostic procedures and assessment instruments used to identify reading difficulties. Emphasis on instructional techniques used for remediation. Corequisite: EDUC 525L. Odd summers.

EDUC 525L 1 Su

Teaching Children with Reading Difficulties Field Experience

A 30-hour field experience that involves assessing and diagnosing reading difficulties, writing assessment reports and recommendations, and developing instructional plans for children identified as needing reading intervention and/or remediation. Includes critical analysis and development of learner-centered language and literacy instructional techniques, with emphasis on the remediation of elementary pupils and/or middle school/high school students with reading difficulties. Corequisite: EDUC 525. Odd summers.

EDUC 530 3 Su

Brain Research and Learning

A critical examination of current investigations of cognitive aspects of learning. Odd summers.

EDUC 537 3 Su

Advanced ESL Methods and Materials

Theory and practice of second language teaching methods and materials, focusing specifically on the teaching and learning of literacy skills. Corequisite: EDUC 537L. Even summers.

EDUC 537L 1 Su

Advanced ESL Methods and Materials Field Experience

A teaching practicum that allows students to apply learned theory in a language classroom. Field teaching will be arranged according to students' interests and/or specific program needs. Corequisite: EDUC 537. Even summers.

EDUC 538 **2 Su**
Computers in the Classroom

The uses of electronic media to communicate through collaborative tools, multimedia, web pages, and print media. Emphasis on how technology can be used to plan, locate, evaluate, select, and use information to solve problems and draw conclusions. Prerequisite: EDUC 238L or permission of the instructor. Corequisite: EDUC 538L.

EDUC 538L **1 Su**
Computers in the Classroom Laboratory

Cutting-edge technologies to enhance teaching and learning. Applications include Hyperstudio, Powerpoint, webpage design, videoconferencing, and desktop publishing. Corequisite: EDUC 538.

EDUC 550 **3 Su**
Advanced Study of Exceptional Children in the Classroom

Strategies for teaching students with learning disabilities in special and regular classrooms. Addresses curriculum content and specific strategies and materials related to each academic area. Includes collection and use of formal and informal assessment information for designing the content of Individual Educational Programs (IEP) for students with disabilities in academic and behavioral areas. Prerequisite: EDUC 350. Odd summers.

EDUC 559 **1-2 Su**
Small Schools Curriculum

Meets the SDA requirements for a professional endorsement as a Small Schools Specialist. Focus is given to SDA curriculum guides, with a special focus on how to manage instruction in a multi-grade, multi-age setting. Open to practicing teachers holding at least a Conditional certificate; not open to students in the

campus credential program. Even summers.

EDUC 560 **1-2 Su**
Small Schools Administration

Meets the SDA requirements for a professional endorsement as a Small Schools Specialist. Focus is given to leadership skills, especially the organization knowledge and skills needed to manage a school program, while also teaching full time. Open to practicing teachers holding at least a Conditional certificate; not open to students in the campus credential program. Odd summers.

EDUC 566 **3 Su**
Advanced Health Education

A study of the key health concerns of youth today and how a teacher creates an environment to prevent, change or cope with health problems. Focus on local, state, and federal laws concerning health issues, communicating to students and parents, and developing skills toward advocacy. Even summers.

EDUC 595 **1-3 Su**
Independent Study

Individual study open to students with adequate preparation in the proposed area. Repeatable to a maximum of 3 credits.

EDUC 596 **2 Su**
Methods in Research

Principles of disciplined inquiry and an introduction to the methods of research including planning, using resources, reviewing literature, developing methodology, and communicating evidence verbally and visually.

EDUC 597 **1-5 Su**
Action Research Project

The culmination of the master's degree program, involving a practical application of theoretical concepts in an actual classroom situation. Research methods and literature review are presented. After receiving formal project approval, students implement the project and, upon completion, prepare a formal written report to be shared orally with the Education faculty and other graduate students during the summer quarter. Prerequisite or corequisite: EDUC 596. Qualifies for IP grading.

Degree Completion Courses: Early Childhood Education

Available only in the Bachelor of Science in Early Childhood Education (B.S.E.C.E.) curriculum, an off-campus degree completion program.

UPPER-DIVISION COURSES:

ECE 311 **3**
Speech and Language of Children

Development of speech and language in children from birth to age six. Introduces differential diagnosis and treatment planning for children with delayed language development.

ECE 330 **4**
Literature for Children

Literature for children from infancy through grade six. Emphasis on literary quality and a broad knowledge of the best that has been written for children.

Education

- ECE 340** **Social, Emotional and Moral Development of Young Children** **3**
The social, emotional, and moral development of young children; classroom practices to promote positive development. Topics include attachment, emotional intelligence, temperaments, perspective-taking, altruism, self-regulation, cooperation, and the socio-moral atmosphere.
- ECE 359** **Exceptional Children in the Classroom** **3**
The major categories of disabilities and giftedness, and strategies for meeting the needs of these children in the general classroom. Students learn about federal and state laws pertaining to disabilities and how to write and implement an IEP.
- ECE 370** **Math for the Young Child** **3**
A sequential approach to creating a developmentally appropriate math curriculum. Methods of teaching math concepts such as classifying, shapes, spatial sense, seriation, numbers, and measurements are taught using naturalistic, informal, and structured types of learning. Integrates math with language arts, science, art, and music and movement.
- ECE 380** **Program Planning for Infants and Toddlers** **4**
Planning developmentally appropriate programs for infants and toddlers which will promote their optimum social, emotional, and cognitive development. Continuity of care, special needs, and parent-teacher interaction are also addressed. Corequisite: ECE 381.
- ECE 381** **Program Planning for Infants and Toddlers- Practicum** **1**
30 hours of observing, evaluating, caring for, and teaching infants or toddlers representing various age categories. Corequisite: ECE 380.
- ECE 386** **Approaches to Early Childhood Education** **2**
The major approaches to early childhood education including Montessori, High Scope, Waldorf, Reggio Emilia, Head Start, Constructivist, and Cooperative. Students gain experience in writing analysis papers on several approaches and responding to and evaluating class members' papers.
- ECE 387** **Cultural Diversity** **3**
The legal basis for desegregation and multiculturalism in American education. Provides the knowledge and skills needed to be informed and proactive in a multicultural society. Prepares students for the wide diversity of pupils. Methods for involving the family in the educational process.
- ECE 388** **Science for the Young Child** **3**
Developmentally appropriate methods of teaching science. Students learn how to teach children to explore, classify, compare, contrast, and hypothesize in physical science, biology and botany.
- ECE 389** **Management and Guidance of Children** **4**
The primary philosophical approaches to guidance and classroom management; methods that promote moral development and pro-social behavior. Students develop their own philosophy of guidance and classroom management based on observations of children, discussion, and research.
- ECE 425** **Adult Supervision and Management** **4**
The function and management of adults in child-care settings: values and goals, decision making, problem solving, and the management process as applied to the individual and the organization. Principles and guidelines for developing a good mentor-teaching program.
- ECE 431** **Administration and Supervision of Early Childhood Programs I** **4**
The techniques and knowledge needed to set up and administer a quality early childhood center, including assessment of community need, licensing guidelines, board selection, budget and financial planning, development of the center (equipping, staffing, enrolling children), evaluation, and promotion of parent and community support.
- ECE 432** **Administration and Supervision of Early Childhood Programs II** **4**
The key competencies required for marketing, recruitment, human resource management, facilities and risk management, professional development, and leadership skills.
- ECE 433** **Administration and Supervision of Early Childhood Programs -Practicum** **1**
30 hours of assisting the director of an early childhood center in a variety of ways including creating newsletters, billing, registration of children, public relations, checking for room ratios, and planning fund raising events.

ECE 440**3****Emergent Literacy and Literacy Strategies**

The core components of a literacy program for preschool age children (3-5 years) including oral language development, phonemic awareness, print awareness, and alphabetic knowledge. Emphasis is placed on understanding the research that supports the importance of each component, strategies for teaching, and assessment tools to monitor student progress. Emphasis on creating classroom environments that are rich in language and literacy learning opportunities including actively integrating music, movement, and art in to the literary curriculum. Students develop core lessons. Corequisite: ECE 441.

Note: The following general education courses are taught by members of the Religion faculty.

RELB 305**4****Biblical Perspectives**

Historical concepts and themes of the Bible that relate most directly to effectiveness in early childhood education practice and public life.

RELT 310**4****Ethics and Personal Values**

Spiritual formation, ethics and world view, and their shaping influence on personal values, early childhood education, and public life.

ECE 441**1****Emergent Literacy and Literacy Strategies-Practicum**

Students teach a child, between the ages of three and five, who has been identified by the classroom teacher as needing additional help in literacy development. They produce strategies for teaching each component of literacy development, teach the child using these strategies, and use assessment tools to monitor the child's progress. Corequisite: ECE 440.

ECE 471**2****Early Childhood Senior Seminar**

A capstone course that includes a competency portfolio preparation and the discussion of topics relevant to the student teaching experience that has already been completed or will be completed in the future in order to complete graduation requirements. The portfolio includes the documentation needed to meet the 13 Early Childhood Education Performance Expectations.

