

## 2023 SUMMER SCHOOL CLASS DESCRIPTIONS

Monday, June 19, is a Federal holiday.  
Your instructor may adapt the start date  
if your summer class begins on 6/19.  
Asynchronous classes not impacted.

### **HLED 166: Health Education**

This course encourages the development of self-awareness and promotes “wellness” as a life-long investment. It advocates protection and effective use of human and ecological resources and acquiring skills for individual responsibility. Emphasis on SDA health principles. Treats substance abuse and nutrition as required for Seventh-day Adventist teaching credentials. 2 credits. Instructor Ralph Perrin – [rperrin@puc.edu](mailto:rperrin@puc.edu)

### **ECED 230: Child, Family, and Community**

The purpose of this course is to acknowledge the value and necessity of collaboration between parents, teachers, and the community in support of children. Prospective preschool directors and teachers will explore the challenges facing contemporary families, the needs of families with diverse backgrounds, available community resources, political awareness, and child and family advocacy. Effective methods of communication with families and community members will be practiced. 3 credits Instructor Kendra Woodcock

### **EDUC 297: Directed Study for EDUC 101: Introduction to Teaching**

This course is intended to give a general overview of the teaching profession to help you decide if teaching is right for you and you for teaching. You will learn about the teaching profession, educational philosophies, some history of education in America, current issues in American education, and ways in which public and Seventh-day Adventist education structures are similar and different. In addition, information regarding credential requirements and program admission are presented and explained. This online course is available only to MAT candidates. Concurrent enrollment in EDUC 101L Classroom Observations is required. 2 credits

### **EDUC 297: Directed Study for EDUC 101L: Classroom Observations**

This course is a modified virtual 25-hour field experience that provides practical insight into classroom teaching for the student who is considering entering the teaching profession. The experience involves extensive observation of teachers in both the classroom and on video with the purpose of giving you opportunities to see teachers in action. This online course is available only to MAT candidates. Concurrent enrollment in EDUC 101 Introduction to Teaching is required. 1 credit

### **RELT 220: Seventh-day Adventist Beliefs**

Introduction to the distinctive beliefs of the Seventh-day Adventist faith, including the Bible’s teachings on the seventh-day Sabbath, second coming of Jesus, Great Controversy Theme, holism, sanctuary and forgiveness, church identity, lifestyle, and last day events. Meets Doctrinal Studies requirement. Questions? Contact Instructor Y. Kim at [ykim@puc.edu](mailto:ykim@puc.edu)  
3 credits

### **RELH 360: Seventh-day Adventist Beliefs**

An interdisciplinary exploration of theological and historical issues important to an understanding of the Advent Movement and the ministry of Ellen G. White. Meets the requirement in Prophetic Guidance and Denominational History of Seventh-Day Adventist teaching credentials. Questions? Contact Instructor Laura Wibberding at [lwibberding@puc.edu](mailto:lwibberding@puc.edu)  
3 credits

### **EDUC 333: Educational Psychology**

Required for teacher certification, this class covers three modules: the typical developmental stages of humans, their group and individual differences; learning and motivation, and classroom applications. The course requires a textbook and is asynchronous – you may complete the reading, assignments, and quizzes at your own pace. Questions? Contact Instructor Jean Buller at [jbuller@puc.edu](mailto:jbuller@puc.edu) 4 credits

### **EDUC 332: Teaching with Technology**

This course is an introduction to the effective use of computer technology as an integral part of teaching and learning in the elementary and secondary classroom. The course consists of developing a) knowledge of principles of teaching and learning and b) skills in the use of educational technology. This will be a very practical course to help teachers appropriate the use of technology in their classrooms. Access to Google Classroom as a teacher is required. If you have questions, contact Jennifer Peñaflorida at [jpenaflorida@puc.edu](mailto:jpenaflorida@puc.edu). 3 credits

### **EDUC 368: Teaching K-12 Bible**

This course is designed to prepare teachers for this teaching assignment. Teachers may question their ability or even worthiness to teach Bible, but this doesn't change the reality of this assignment probably taking place in their career. Questions like "What is the purpose of Bible class?" "How do I prepare to teach Bible?" "How do we nurture faith?" "What can we do to use scripture in a meaningful way in the classroom?" are considered. Along with studying the role of the Bible teacher, both within the SDA classroom and on the larger campus setting, students in this course will examine the similarities and differences between Bible class and other academic subjects, lesson design, Bible and religion resources, and mentoring strategies. Particular attention is given to the SDA K-12 Encounter Bible Curriculum. Lastly, given that "The teaching of the Bible should have our freshest thought, our best methods and our most earnest effort" (EGW, *Education*, p.186), particular attention will be given to review and implementation of educational best practices including, but not limited to, 21st Century Skills, critical thinking strategies, multiple intelligences and differentiating instruction. Questions can be directed to Chris Duckett at [cduckett@sacaa.org](mailto:cduckett@sacaa.org) 2 credits

### **EDUC 410: Philosophy of Christian Education**

What essential elements are needed to create an Adventist Exemplary School? Adventists are known for their commitment to Christian education, yet changing times have made it challenging for Adventist schools to thrive. High costs and improved public schools contribute to families looking elsewhere to meet their education needs. Adventist schools have a crucial ministry, though, and this summer course will identify the elements of the special contributions

they can make to the church, and to society in general. Questions? Contact instructor Jennifer Peñaflorida at [jpenaflorida@puc.edu](mailto:jpenaflorida@puc.edu). (2 credits)

### **EDUC 421/420: SDA Methods in Elementary Math**

This class will deepen your understanding of what it means to teach math in the elementary classroom. Discover how the latest brain science can guide our methods of teaching to inspire a growth mindset that extends far beyond memorization and getting the “right answers.” Unpack math standards – Common Core, SDA and National Council of Teachers of Mathematics (NCTM) Eight Mathematical Practices and gain insights into standards informed assessment as a way to inform and guide instruction. Get to know the Big Ideas Math curriculum and online resources. Come away with ready-to-use activities that can lead ourselves and our students toward a lifelong enjoyment of math and a deep appreciation of our Creator. Questions! Contact Instructor Kathy Jefferson at [kjefferson@puc.edu](mailto:kjefferson@puc.edu). (EDUC 421 is a 3 credit class, but participants with a teaching certificate can take the class as a workshop for 2 credits and should register for EDUC 420.)

### **EDUC 422: Reading and Writing for Life**

In this course we will focus on bringing reading and writing workshop to the forefront of the Language Arts curriculum with the goal of extending reading and writing into the entire curriculum to create a thematic approach to learning. Topics that will be covered include; how to organize the classroom for workshop teaching, leading out in conferences with students and writing and reading mini-lesson ideas. Participants will create a plan for a balanced literacy plan which incorporates word work skills, assessment techniques and technology. We will also complete an overview of Pathways 2.0. Please plan to bring your successful ideas to share with your colleagues. Questions? Contact Instructor Jean Buller at [jbuller@puc.edu](mailto:jbuller@puc.edu). 3 credits

### **EDUC 425: SDA SECONDARY CURRICULUM**

This course in secondary methods focuses on the high school environment and the knowledge and skills needed to plan and deliver instruction in specific content areas. Bringing together secondary teaching elements such as 1) understanding the characteristics of adolescent learners, 2) examining the challenges of teaching diverse students, and 3) reviewing evidence-based teaching practices. Participants will create course syllabi, develop or rewrite an effective learning unit that includes lesson plans and formative and summative assessment tools. Adolescent learning, curriculum development, and legal issues within the secondary context will form the framework for the four-day class. Questions? Contact Instructor Jennifer Peñaflorida at [jpenaflorida@puc.edu](mailto:jpenaflorida@puc.edu). 3 credits

### **EDUC 431: Kindergarten Curriculum**

It’s complicated! How do you balance national standards, 5-year olds, and parental expectations with developmentally appropriate practices and curriculum to create an engaging program that enhances student learning? Join us this summer as we explore how to create an inviting environment that engages young children and enhances their learning. Come to have

some fun too! Contact Instructor Jennie Furness with questions at [jenniefurness@mac.com](mailto:jenniefurness@mac.com). 2 credits

### **EDUC 447: Real Science, Real Learning**

The goal of this class is to prepare teachers to lead students through meaningful and rich science education experiences. Class members will participate in activities designed to illustrate principles or methods that are currently considered best practice, will receive instruction in the science concepts addressed in the lessons, and will collaborate to improve each other's knowledge and skills. On the last day of the class, special emphasis will be given to the use of the Seventh-day Adventist science curriculum teaching resources. Additional course work will be submitted by participants following the conclusion of the one-week campus class.

Questions? Contact Instructor Dan Wyrick if you have questions or want more information at 209/607-8455 or [djwyrick@naturebydesignlearning.com](mailto:djwyrick@naturebydesignlearning.com) 2 credits

### **EDUC 497: Boot Camp for Teachers**

This course aims to provide early career teachers with an overview of teaching best practices. Participants will gain an understanding of what makes an effective teacher and be provided with tools and strategies for classroom management, lesson planning, differentiated instruction, and assessment. Questions? Contact Instructor Nicole Nuñez-Smith [nnunes@puc.edu](mailto:nnunes@puc.edu). 2 credits

### **EDUC 420 Workshop: NAD Educators' Convention Phoenix 2023**

This seminar includes and extends the Phoenix 2023 NAD Educator's Convention. It can be taken for 1 or 2 academic credits. Participants must attend the convention and keep a log, attending at least 3 of the keynote sessions total and 4 breakout sessions each day (1 credit). For 2 credits, participants must complete all of the requirements for 1 credit and select an additional project outlined in the syllabus (book review, action plan, new program analysis, or other). Contact Instructor Jean Buller with questions at [jbuller@puc.edu](mailto:jbuller@puc.edu). 1 or 2 credits

### **EDUC 515: Educational Assessment and Evaluation**

This asynchronous online will expand your toolbox for assessing and evaluating learning. Increase your proficiency at designing quality written tests, performance tests (rubrics), portfolios, and affective assessments (polling and surveys). This course covers using assessments and standardized tests scores to plan for responsive instruction. Includes standards-based assessment and determining grades based upon assessment. Questions? Contact Instructor Jean Buller at [jbuller@puc.edu](mailto:jbuller@puc.edu). 3 credits

### **EDUC 516: American Curriculum**

This course studies people and events that have shaped and are shaping curriculum development in the United States. Topics include the principles and concepts of curriculum and development, with an analysis of the factors basic to planning, the aims of the educational program, the organization of the curriculum, curriculum models, and elements desirable in the curriculum of schools including evaluation. If you have questions, contact the instructor, Jennifer Peñaflorida, at [jpenaflorida@puc.edu](mailto:jpenaflorida@puc.edu). 3 credits

### **EDUC 517: Current Issues in Education**

This asynchronous online course updates content every year according to issues and trends. The course is designed with four modules: 1. Introduction and Selection of Topic 2. Instructor presentations (viewing and responding) 3. Student presentations (presenting and responding) 4. Reflective paper. Deadlines require modules 1 and 2 to be completed in week one and module 3 to be completed in week 2. Module 4 (reflective paper) should be submitted by month end. Some issues covered are enduring and some are recent. Past topics have included the purpose of school, innovative schools, flexible seating, cyberbullying, cheating with technology, academic stress, college – is it worth it? maker education, STEM education, future of Adventist Education. Questions? Contact Instructor Jean Buller at [jbuller@puc.edu](mailto:jbuller@puc.edu) 3 credits

### **EDUC 525: Teaching Children with Reading Difficulties; Subsequent EDUC 525 Lab**

Reading is either a “gateway” or a “barrier” for students. According to the National Association of Educational Progress (NAEP) in 2022, 37% of 4<sup>th</sup> graders and 30% of 8<sup>th</sup> graders performed below the NAEP Basic Proficiency level in reading. These statistics have remained alarmingly consistent since 1992 when tracking of national reading progress first began. Our students need us to expand our knowledge and skills of how to reach and teach those who struggle with reading by utilizing evidence-based instructional practices. In this class you’ll learn about the reading circuit and what brain science reveals about reading, along with underlying causes of reading difficulties, such as dyslexia. Identify which formal and informal assessments can best reveal where to target your instruction and build your teaching toolbox with practical strategies and resources that target phoneme awareness, phonics, vocabulary, fluency, and comprehension. You can ensure that your students have the skills they need to be lifelong learners and it begins with proficient reading! Questions? Contact Instructor Kathy Jefferson at [kjefferson@puc.edu](mailto:kjefferson@puc.edu). 3 credits

[NAEP 2022 Report](#)

### **EDUC 525L: Teaching Children With Reading Difficulties Field Experience**

This field experience portion of the EDUC 525 class and is completed in your own classroom beginning in the fall. It provides the opportunity to apply what you have learned about assessment and interventions as you work with your own students and monitor their reading progress over time. 1 credit

### **EDUC 530: Brain Research and Learning**

This course is designed to encourage teachers to reflect on how a student’s body, brain, mind, and emotions experience learning. Teachers will be encouraged to reflect on their knowledge of teaching while incorporating information from neuroscience. Topics will include mental skills required for successful learning: attention, perception, memory, feelings/emotions, thinking, relationships, and intention. In addition to presentation of information, time will be used to share, discuss, and individually develop curriculum and instructional strategies using brain compatible methods. Contact Instructor Linda Caviness with questions at [lindacaviness@mac.com](mailto:lindacaviness@mac.com). 3 credits

### **EDUC 550: Advanced Study of Exceptional Children**

This course includes strategies for teaching students with learning disabilities in special and regular education classrooms. It addresses the study of curriculum content and specific strategies and materials addressing each academic area. Participants will be prepared to use formal and informal assessment information for designing the content of student accommodation plans, 504 plans, or modified programs for students with disabilities in academic, behavioral, and social areas. Prerequisite: EDUC 340. Questions? Contact Instructor Lori Aguilera at [laguilera@](mailto:laguilera@puc.edu) or 707-338-4757 (Call or Text). 3 credits

### **Required Text for EDUC-550; Advance Study of Exceptional Children in the Classroom:**

Mercer, C.D., Mercer, A.R., & Pullen, P. (2010). *Teaching students with learning problems* (8<sup>th</sup> ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

**(You must have this book before the first day of class)**

Aguilera, L. E., & Jefferson, K. G. (2008). *Learning Disabilities Handbook*. Rohnert Park, CA: Minute Man Press. Order **by sending \$25 for book, plus \$5 for shipping= \$30 through paypal to [aguileraron@msn.com](mailto:aguileraron@msn.com) or send \$30 through Zelle (your bank) to [aguileraron@msn.com](mailto:aguileraron@msn.com) or 707-338-2927.**

**You must also send the address that you would like the book mailed to with the payment. (You must have this book to begin the class- order before the first assignment is due)**

Aguilera, L.E., & Jefferson, K.G. (2008) *Reading comprehension strategies*. Rohnert Park, CA: Minute Man Press. **Order by sending \$15 for the book plus \$5 shipping = \$20 through paypal to [aguileraron@msn.com](mailto:aguileraron@msn.com) or send \$20 through Zelle (your bank) to [aguileraron@msn.com](mailto:aguileraron@msn.com) or 707-338-2927.**

**You must also send the address that you would like the book mailed to with the payment. (You must have this book to begin the class- order before first assignment is due)**

### **EDUC 560: Small Schools Administration**

This class explores the role of small school administrators as both the visionary leaders and managers of their campus. The class will look at the many resources that are available at the conference, union, and division level to assist in operating small schools. Participants will create and present a project to convey their vision and share their school's story. At the end of this course, you will have a realistic and in depth understanding of the required skills that are necessary to be a successful small school administrator. Contact Instructor Chris Juhl at [cjuhl@azconference.org](mailto:cjuhl@azconference.org). 2 credits

### **EDUC 596: Methods in Research**

This course teaches the action research methodology for taking questions and problems in education, finding potential solutions, choosing one possible solution to test, and reporting the results. Just a few past topics: Does free-throw accuracy improve by viewing performance videos? Do environmental classroom enhancements (music, plants, lighting) increase memory recall on tests? Questions? Contact Instructor Jean Buller at [jbuller@puc.edu](mailto:jbuller@puc.edu) 2 credits

**EDUC 597: Action Research Project**

This course is taken in conjunction with EDUC 596: Methods in Research. Contact Instructor Jean Buller with questions at [jbuller@puc.edu](mailto:jbuller@puc.edu). 1 – 5 credits