

## Faculty

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The *Education Department* offers a variety of programs:

The Early Childhood Education majors and minor prepare individuals to pursue careers involving work with young children (birth to eight years). The A.S., the B.S., and the minor each meet requirements for different levels of the California Child Development Permit.

The Liberal Studies major is the recommended undergraduate degree for individuals wishing to be elementary teachers.

The first stage of credentialing is the California SB2042 Preliminary Multiple Subject and/or Single Subject Credential. The credential can be earned concurrently with the undergraduate program, as a post-baccalaureate non-degree program, or as a Master of Arts in Teaching (M.A.T.) program. The Seventh-day Adventist Basic certificate can be earned concurrently with any of these options.

The Master of Education (M.Ed.) is offered during the summers.

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.

## Mission

The mission of the Education Department is to develop professional and compassionate teachers who have the skills and teaching strategies necessary to create a rigorous and stimulating classroom climate where learning takes place for all students.

## Vision

No occupation is more important than teaching children and young people the knowledge and life skills needed to be successful and contributing members of society. No occupation calls on its members to embody selfless “service” more than those who teach in the Pre-K – Gr. 12 education system.

Recognizing the need for caring and competent teachers in California schools, PUC and the Education Department are committed to teaching and coaching best-practice beliefs and strategies with pre-service candidates. We desire candidates to see unique potential in every student and to plan and implement instruction, aligned with CA subject-matter standards and frameworks, that will turn that potential into tangible life skills. We desire our candidates to be skilled in forming positive, supportive relationships with students and to identify and support students experiencing difficulty or trauma. We also desire candidates to be able classroom managers, relying first on engaging and relevant instruction, but also relying on non-coercive management where students are taught to become self-regulated and self-managers. Finally, our vision includes not only helping candidates to achieve teaching credentials, but also connecting them to potential employers when their credential is complete.

Our vision to inspire and train knowledgeable and skilled pre-service teachers is rooted deeply in our Seventh-day Adventist world view, which calls on us to be a part of God’s loving plan to restore humankind with the love, freedom, power and joy with which He originally endowed us. This worldwide leads us to see the wholeness in every child—cognitively, emotionally, physically, and spiritually—and to see the wholeness in every human being’s potential life experience, now and for eternity.

## Education

### Child Development Permits/Certificates

The California Child Development Permit is issued by the California Commission on Teacher Credentialing (CCTC) and the Seventh-day Adventist Professional Achievement Recognition Certificate is issued by the Pacific Union Conference Department of Education. Both documents are organized into different levels, each authorizing the holder to perform different levels of service in child development programs.

The Early Childhood Education programs at PUC meet the requirements for different levels as follows:

#### A.S. in Early Childhood Education

Meets the requirements for the California Child Development Teacher Permit and the Seventh-day Adventist Professional Achievement Recognition Certificate. Appropriate for individuals who plan to teach in early childhood education programs.

#### B.S. in Early Childhood Education

Meets the requirements for the California Child Development Site Supervisor Permit and the Seventh-day Adventist Professional Achievement Recognition Certificate. Appropriate for individuals who plan to teach in and direct early childhood education programs. This program may also be combined with the Teacher Education Program to earn a CA Preliminary Multiple Subject Credential and a Seventh-day Adventist Basic Elementary certificate.

#### Minor in Early Childhood Education

Meets the requirements for the California Child Development Permit. Appropriate for individuals pursuing careers involving work with young children from birth through eight years old in various fields, such as Education, Nursing, Psychology, Social Work, and others.

### Major in Early Childhood Education, A.S.

*A minimum of 51 hours*

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

ECED 181	Introduction to Early Childhood Education	3
ECED 184	Health, Safety, and Nutrition	4
ECED 185	The Creative Development of the Young Child	3
ECED 189	Constructive Guidance and Management	3
ECED 210	Child Protection and National Standards	2
ECED 215	Observation & Assessment of the Young Child	3
ECED 220	Early Childhood Curriculum	3
ECED 226	The Spiritual/Moral Dev of the Young Child	3
ECED 230	Child, Family, and Community	3
ECED 235	Child Development	3
ECED 240	Infant and Toddler Care I	3
ECED 276	Student Teaching I	5

#### ► Required Cognate Courses (12-13 hours):

BIOL 227+L	Natural History of California + Lab	3+1
HLED 166	Health Education	2
PSYC 121	General Psychology	4

#### At least one of the following courses:

COMM 105	Communication and Public Speaking (4)	3-4
COMM 326	Advanced Public Speaking (3)	

#### ► Additional Requirements:

Valid Red Cross Standard First Aid Certificate  
Valid Basic Life Support Cardiopulmonary Resuscitation course

### Major in Early Childhood Education, B.S.

*A minimum of 95 hours (41 upper-division hours)*

#### ► Required A.S. Courses (51 hours):

All requirements for the A.S. degree as described above

#### ► B.S. Program Admission Requirements:

Demonstrate the following admissions requirements:

1. Minimum college GPA of 2.75
2. Passing score on the CBEST. Note: This requirement is waived for students with a college GPA of 3.25 or higher.

#### ► Required Core Courses (44 hours):

ECED 326	Physical & Social/Emotional Development	3
ECED 340	Infant and Toddler Care II	3
ECED 361+2	Admin & Supervision of ECE Programs I, II	4+5
ECED 370	Math for the Young Child	3
ECED 371	Science for the Young Child	3
ECED 372	Language and Literacy in the Young Child	3
ECED 482	Student Teaching II	3
EDUC 101+L	Intro to Teaching + Classroom Observations	2+1
EDUC 332	Teaching with Technology	3
EDUC 333	Educational Psychology	4
EDUC 336	The Multicultural Classroom	3
EDUC 340	Exceptional Children in the Classroom	4

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

MGMT 160	Small Business Management	3
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### Minor in Early Childhood Education

*A minimum of 30 hours (7 upper-division hours)*

#### ► Required Core Courses (30 hours):

ECED 181	Introduction to Early Childhood Education	3
ECED 184	Health, Safety, and Nutrition	4
ECED 189	Constructive Guidance and Management	3
ECED 210	Child Protection and National Standards	2
ECED 226	Spiritual & Moral Development/Young Child	3
ECED 235	Child Development	3

ECED 276	Student Teaching I	5
EDUC 336	The Multicultural Classroom	3
EDUC 340	Exceptional Children in the Classroom	4

**Major in Elementary Education: Liberal Studies, B.S.**

The Liberal Studies major is highly recommended for all individuals seeking elementary level teaching credentials. The coursework 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 assessments required for the credential.

*A minimum of 79 hours (29 upper-division hours)*

► **Required Core Courses (79-81 hours):**

**Arts and Humanities**

ARTD 124 + 125	Design and Composition I, II	3+3
DRMA 229	Acting I: Fundamentals	3
EDUC 339	ELL Pedagogy	3

**Natural Science and Mathematics\***

BIOL 227	Natural History of California+Lab	3+1
MATH 211+212	Foundations of School Math I, II	3+3

*Choose one of the following:*

ASTR 115	Astronomy	5
GEOL 233	Geology	4
PHYS 105	Introduction to Physics	5

**Social and Behavioral Science\***

HIST 134+135	History of the United States I, II	4+4
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*At least one of the following courses:*

PSYC 234	Human Development (4)	3-4
PSYC 235	Child Development (3)	
GEOG 210	World Regional Geography	3

**Education**

EDUC 101+L	Intro to Teaching + Classroom Obsv	2+1
EDUC 333	Educational Psychology	4
EDUC 340	Exceptional Children in the Classroom	4
EDUC 345	Teaching Math in the Elem School	4
EDUC 353+356	Teaching English Language Arts I, II	4+4
EDUC 357	Teaching Content Areas	4

**Interdisciplinary or Integrative Course**

PHYS 485	Issues in Science and Religion (3)	3-4
PSYC 435	Psychology of Religion (3)	

PSYC 490	Issues in Religion, Ethics, & Human Sci (4)
RELH 360	Adventist Heritage** (4)
SOCI 435	The Sacred and Profane in Society (3)

► **General-Education Requirements (76-84 hours):**

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

**I. Foundations of Learning (16-24 hours)**

ENGL 101+102	College English I, II	4+4
COMM 105	Communication and Public Speaking	4
STAT 222	Introduction to Statistics	4

*At least one of the following options:* 0-8

A full year of Algebra II or Integrated Math III with semester grades of C or better from an accredited secondary institution  
Approved algebra waiver exam

MATH 095+096	Basic Algebra I, II (4+4)
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**II. Foundations of Faith (18 hours)**

*Eighteen hours of religion:* 18

Complete the religion requirement as described on p. 40 of this catalog. Include the following:

REL 205 or 220	Christian Beliefs (3) or SDA Beliefs (3)
RELH 360	Adventist Heritage (4)
3 hours of RELB coursework	

**III. History and Social Sciences (12 hours)**

HIST 101+102	History of World Civilizations I, II	4+4
PSYC 121	General Psychology	4

**IV. Arts and Humanities (11 hours)**

ENGL 301	Themes in Literature	4
MUHL 105 or 245	Survey of Music or World Music	3

*One of the following courses:* 4

ARTH 107	History of American Art (4)
ARTH 115	History of Western Art I (4)
ARTH 116	History of Western Art II (4)
ARTH 278	History of Women Artists (4)

**V. Science (9 hours)**

BIOL 105	Introduction to Biology	5
CHEM 101	Introductory Chemistry	4

**VI. Health and Fitness (6 hours)**

HLED 166	Health Education	2
EDUC 476	Physical Education for Children	3
ESAC-A (aerobics) course		1

**VII. Practical and Applied Arts (3 hours)**

EDUC 332	Teaching with Technology	3
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*Note: DRMA 229 (taken for the major) applies to section E.*

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

\*\* Meets SDA Certification requirement.

## Education

### Teacher Education Program for the Multiple Subject (Elementary) Credential

- Undergraduate program
- Post-baccalaureate non-degree program
- Master of Arts in Teaching (M.A.T.) program

The California SB2042 Preliminary Multiple Subject Teaching Credential can be earned concurrently with the undergraduate program, as a post-baccalaureate non-degree program, or as a Master of Arts in Teaching (M.A.T.) program. Students may also earn the Seventh-day Adventist (SDA) Basic Elementary certificate. Students should consult with the credential analyst to determine the appropriate program for their needs.

#### Prerequisites for Admission to the Credential Program

Candidates must be formally admitted to the credential program before admission to methods courses or field experiences.

##### ► Prerequisites for all applicants

1. Complete EDUC 101- Introduction to Teaching and EDUC 101L- Classroom Observations.
2. The Basic Skills Requirement can be met by:
  - a) Coursework
  - b) Coursework and Exam
  - c) Achieving Qualifying Score on SAT or ACT
  - d) Pass the CBEST
  - e) Pass the CSET: Multiple Subjects plus Writing Skills Examination
  - f) Pass the CSU Early Assessment Program or the CSU Placement Examinations
  - g) Pass a Basic Skills Examination from Another State
3. Obtain a Certificate of Clearance from the California Commission on Teacher Credentialing to verify criminal record clearance.
4. Submit the complete program application as follows:
  - a) Application form
  - b) Advisor Interview
  - c) Personal Statement
  - d) Recommendation
  - e) Official transcripts for all college work
  - f) Certificate of Clearance (criminal record check)
  - g) Basic Skills verification
  - h) SDA church membership verification (if a SDA member)
5. Complete the admissions interview with the Credential Analyst.

##### ► Additional prerequisites for undergraduate applicants

1. Demonstrate a minimum cumulative GPA of 2.75.
2. Complete the residence requirement: One successful quarter at Pacific Union College or acceptance from another teacher education program.

3. Select a bachelor's degree. It is highly recommended that candidates complete the B.S. in Liberal Studies as this degree gives the subject matter content needed to teach elementary school. *Please note: Program admission by the end of the sophomore year is highly recommended and is required for recipients of the Adventist Mission Scholarship in Education.*

##### ► Additional prerequisites for post-baccalaureate non-degree applicants

1. Demonstrate a minimum cumulative GPA of 2.75.
2. Submit official documentation demonstrating completion of a four-year bachelor's degree from a regionally-accredited institution of higher education.
3. Demonstrate subject matter competency.

##### ► Additional prerequisites for M.A.T. applicants

1. Demonstrate a minimum cumulative GPA of 3.0.
2. Submit official documentation demonstrating completion of a four-year bachelor's degree from a regionally-accredited institution of higher education.

#### Full-Time Student Teaching (EDUC 493/593)

Candidates must meet the following prerequisites prior to participation in the full-time student teaching experience.

1. Obtain acceptance into the credential program.
2. Demonstrate a minimum cumulative GPA of 2.75 (undergraduate and post-baccalaureate non-degree candidates) or 3.0 (M.A.T. candidates).
3. Obtain clearance from the Vice President for Student Life.
4. Complete the following coursework and field experience requirements: EDUC 339/539, 340/540, 345/545, 353/553, 356/556, 491/591, 492/592, 493/593- Math, 493/593- Reading, and Pre-Session Student Teaching.
5. Pass Department Reviews #1 and #2.
6. Receive approval of the California Teacher Performance Expectations (TPEs) Portfolio.

#### Requirements for the Teaching Credential

To be recommended for the California SB2042 Preliminary Multiple Subject Teaching Credential and/or the SDA Basic Elementary regional certificate, candidates must hold a bachelor's degree from an accredited institution, and have completed satisfactorily all the course work, field work, and examinations required by the professional education program as described on these pages. Teacher candidates must also demonstrate subject matter competency by one of the following options:

1. Completion of coursework at a regionally accredited college or university, as verified by a commission-approved

program of professional preparations that addresses each of the commission-adopted domains of the applicable subject matter requirements.

2. Successful completion of an academic major in the subject the candidate will teach.
  - For Single Subject credentials, the major must be one of the subjects named in California Education code section 44257(a).
  - For Multiple Subject Credentials, the major must be in liberal studies or an interdisciplinary major that includes coursework in the content areas identified in subdivision (b) of the California Education Code section 44282.
3. Pass the California Subject Exam for Teachers (CSET) in the subject you will teach.

## **Coursework Requirements Multiple Subject (Elementary) Credential**

- **Undergraduate program**
- **Post-baccalaureate non-degree program**
- **Master of Arts in Teaching (M.A.T.) program**

### ➤ *Prerequisite Coursework*

EDUC 101	Introduction to Teaching (2)	
EDUC 101L	Classroom Observations (1)	

### ➤ *Basic Core (22 hours)*

EDUC 332 or 532	Teaching with Technology	3
EDUC 333 or 533	Educational Psychology	4
EDUC 335 or 535	Moral Dimensions of Teaching and Learning	3
EDUC 336 or 536	The Multicultural Classroom	3
EDUC 339 or 539	ELL Pedagogy	3
EDUC 340 or 540	Exceptional Children/Classroom	4
EDUC 477 or 577	Classroom Management	3

### ➤ *Instructional Methods Core (41 hours)*

EDUC 345 or 545	Teaching Math in the Elem School	4
EDUC 353 or 553	Teaching English Language Arts I	4
EDUC 356 or 556	Teaching English Language Arts II	4
EDUC 357 or 557	Teaching Content Areas: Science, Social Studies, the Arts	4
EDUC 476 or 576	PE for Children	3
EDUC 479 or 579	Organizing/Self Contained Classroom	2
EDUC 491 or 591	STS: TPA Cycle 1	1
EDUC 492 or 592	STS: TPA Cycle 2	1
EDUC 493 or 593	Beginning Reading Field Experience	1
EDUC 493 or 593	Math Field Experience	1
EDUC 493 or 593	Pre-Session Student Teaching	3
EDUC 493 or 593	Full-Time Student Teaching	12
EDUC 498 or 598	STS: Culminating Teaching Experience	1

### ➤ *Additional Requirements*

- HLED 166 Health Education (2)
- Complete the U.S. Constitution requirement
  - Take HIST 134+135 or PLSC 124 or pass the constitution examination available in the Credential Office
- Complete an ARC or AHA CPR course (infant/child/adult)
- Demonstrate subject matter competency
- Pass the CALTPA- California Teaching Performance Assessment
- Pass the RICA- Reading Instruction Competence Assessment

### **Requirements for Seventh-day Adventist Certification**

To be recommended for the SDA Basic Elementary certificate, candidates must complete the following additional requirements:

- EDUC 368+L or 568+L K-12 Bible & Practicum
- 18 hours of religion coursework, including RELT 205 or 220, RELH 360, and 3 hours of RELB coursework
- Complete a SDA field experience
- Meet the SDA Health Message requirement
- Meet the SDA Philosophy of Education requirement
- Be a baptized member of the SDA church

### **Restrictions on Courses Accepted for Transfer for the Credential Requirements**

A maximum of one methods course without fieldwork may be taken by correspondence or directed study if approved by the department. 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. Requests for transfer credit for core classes will be considered on an individual basis. Contact the Credential Office for more information.

### **Credential Coursework at the Graduate Level**

The core courses for the credential are offered at both the undergraduate and the graduate level. In order to enroll in the courses offered at the graduate level, a student must have a baccalaureate degree and be admitted to the M.A.T. program. Certain credential courses at the graduate level are differentiated and include increased requirements as compared to the corresponding credential course at the undergraduate level.

### **Applying Undergraduate Coursework to the M.A.T.**

If students complete required credential coursework at the undergraduate level, only one basic core course may be applied toward the M.A.T. coursework requirements.

Students in the M.A.T. program are not eligible to take the credential coursework at the undergraduate level once they are admitted to the program.

## Education

### Requirements for Graduation with the M.A.T.

To receive the M.A.T. with the Multiple-Subject specialization, students must meet the following requirements:

1. Complete the core coursework (55 credits) for the M.A.T. Only one undergraduate course may be applied toward the M.A.T. requirements.
2. Demonstrate a minimum overall graduate GPA of 3.0 with no grade lower than B-.
3. Receive approval of the TPEs Portfolio.

### Requirements for the Teaching Credential

To be recommended for the California SB2042 Preliminary Single Subject Teaching Credential and/or the SDA Basic Secondary certificate, candidates must hold a bachelor's degree from a regionally accredited institution, and have completed satisfactorily all the course work, field work, and examinations required by the professional education program as described on these pages.

### Coursework Requirements Single Subject (Secondary) Credential

#### - Undergraduate program

#### - Post-baccalaureate non-degree program

#### - Master of Arts in Teaching (M.A.T.) program

#### ➤ Prerequisite Coursework

EDUC 101	Introduction to Teaching (2)	
EDUC 101L	Classroom Observations (1)	

#### ➤ Basic Core (22 hours)

EDUC 332 or 532	Teaching with Technology	3
EDUC 333 or 533	Educational Psychology	4
EDUC 335 or 535	Moral Dimensions of Teaching and Learning	3
EDUC 336 or 536	The Multicultural Classroom	3
EDUC 339 or 539	ELL Pedagogy	3
EDUC 340 or 540	Exceptional Children/Classroom	4
EDUC 477 or 577	Classroom Management	3

#### ➤ Instructional Methods Core (31 hours)

EDUC 358 or 558	Literacy in the Content Areas	3
EDUC 361 or 561	Middle School Teaching Strategies	4
EDUC 362 or 562	Secondary Content Area Teaching Strategies	4
EDUC 491 or 591	STS: TPA Cycle 1	1
EDUC 492 or 592	STS: TPA Cycle 2	1
EDUC 494 or 594	Middle School Field Experience	1
EDUC 494 or 594	High School Field Experience	1
EDUC 494 or 594	Pre-Session Student Teaching	3
EDUC 494 or 594	Full-Time Student Teaching	12

EDUC 498 or 598	STS: Culminating Teaching Experience	1
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#### ➤ Additional Requirements

HLED 166	Health Education (2)	
Complete the U.S. Constitution requirement		
Take HIST 134+135 or PLSC 124 or pass the constitution examination available in the Credential Office		
Complete an ARC or AHA CPR course (infant/child/adult)		
Demonstrate subject matter competency		
Pass the CALTPA- California Teaching Performance Assessment		

### Requirements for Seventh-day Adventist Certification

To be recommended for the SDA Basic Secondary certificate, candidates must complete the following additional requirements:

- 18 hours of religion coursework, including RELT 205 or 220, RELH 360, and 3 hours of RELB coursework
- Complete a SDA field experience
- Meet the SDA Health Message requirement
- Meet the SDA Philosophy of Education requirement
- Be a baptized member of the SDA church
- EDUC 368/L or 568/L K-12 Bible & Practicum (recommended but not required)

### Restrictions on Courses Accepted for Transfer for the Credential Requirements

A maximum of one methods course without fieldwork may be taken by correspondence or directed study if approved by the department. 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. Requests for transfer credit for core classes will be considered on an individual basis. Contact the Credential Office for more information.

### Credential Coursework at the Graduate Level

The core courses for the credential are offered at both the undergraduate and the graduate level. In order to enroll in the courses offered at the graduate level, a student must have a baccalaureate degree and be admitted to the M.A.T. program. Certain credential courses at the graduate level are differentiated and include increased requirements as compared to the corresponding credential course at the undergraduate level.

### Applying Undergraduate Coursework to the M.A.T.

If students complete required credential coursework at the undergraduate level, only one basic core course may be applied toward the M.A.T. coursework requirements.

Students in the M.A.T. program are not eligible to take the

credential coursework at the undergraduate level once they are admitted to the program.

### Requirements for Graduation with the M.A.T.

To receive the M.A.T. with the Single-Subject specialization, students must meet the following requirements:

1. Complete the core coursework (46 credits) for the M.A.T. Only one undergraduate course may be applied.
2. Demonstrate a minimum overall graduate GPA of 3.0 with no grade lower than B-.
3. Receive approval of the TPEs Portfolio.

### The M.A.T. and the M.Ed.

The Pacific Union College Education Department offers two distinct masters degrees, the M.A.T. and the M.Ed.

The M.A.T. (Master of Arts in Teaching) is for the post-baccalaureate student who has not earned a preliminary teaching credential. The program is designed for full-time enrollment during the academic year and is focused on the practice of the teaching profession. As a professional degree, the M.A.T. does not provide a foundation for further graduate study.

The M.Ed. (Master of Education) is for the post-baccalaureate student who has earned a preliminary teaching credential and is employed as a teacher. The program is designed for part-time enrollment during the summer and combines professional practice with scholarly research. As a research degree, the M.Ed. provides a foundation for further graduate study, if desired.

### Master of Education Degree, M.Ed.

This degree meets the requirements for the Seventh-day Adventist Professional Credential. The program is designed for part-time enrollment during the summers and 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 M.Ed. program.

The application will be considered once official postsecondary transcripts and other requested materials have been filed with the Education Department. Upon review of the application, the department will notify the applicant of the action taken.

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

### Prerequisites for Admission to the M.Ed. Program

1. A baccalaureate degree from a regionally-accredited institution of higher education.
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. A proposed program of studies appropriate to the student's strengths, interests, and professional goals.

A student who has been accepted for graduate study in another accredited institution of higher education and wishes to earn credit for transfer should apply as a guest student and is not required to follow the regular M.Ed. admission procedures.

### Previous and Transfer Credit

The department chair or the credential analyst must approve 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.

Credit earned by correspondence, examination, student teaching, or continuing education is not applicable to the M.Ed. course requirements.

### Reserved Credit

Students who have completed 135 hours toward a baccalaureate degree and who will be eligible to apply for admission to the M.Ed. program after graduation may request to reserve a maximum of 8 quarter hours of approved upper-division courses for application to the M.Ed. provided that they are not needed to fulfill requirements for the bachelor's degree or the preliminary credential. Students interested in this option should make arrangements with the Education Department.

### The Program of 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.

## Education

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.

### Requirements for Graduation with the M.Ed.

M.Ed. candidates have the option of fulfilling requirements under the catalog of their first enrollment or any subsequent catalog during the time of continuous enrollment. To receive the M.Ed., students must meet the following requirements

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.

### Coursework Requirements Master of Education, M.Ed. (Program offered during summers only)

*A minimum of 45 hours*

#### ► Pedagogy Requirements (29 hours):

EDUC 510	Leadership in Education	3
EDUC 513	Progressive Instructional Strategies	3
EDUC 515	Educational & Psychological Evaluation	3
EDUC 516	American Curriculum	3
EDUC 517	Current Issues in Education	3
EDUC 525	Teaching Children with Reading Difficulties	3
EDUC 525L	Field Experience	1
EDUC 530	Brain Research and Learning	3
EDUC 538	Computers in the Classroom, Level 2	2
EDUC 538L	Computers in the Classroom Lab	1
EDUC 550	Advanced Study of Exceptional Children in the Classroom	3

#### ► Action Research Project (7 hours)

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

#### ► Subject Matter Courses (9 hours)

At least 11 hours of graduate-level (or reserved graduate) electives, chosen in consultation with Education and Subject Matter advisors and designed to strengthen subject matter knowledge.

For the SDA Professional Elementary Certificate

If not taken previously, coursework must include two of the following: Fine Arts Methods, PE Methods, Children's Literature, Applied Arts Methods.

For the SDA Professional Secondary Certificate

If not taken previously, coursework must include Education of the Exceptional Student, Multicultural Education, Learning Theory/Style, and Reading in Content Areas.



## Early Childhood Education

### LOWER-DIVISION COURSES:

#### **ECED 181** **3 F** **Introduction to Early Childhood Education**

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.

#### **ECED 184** **4 W** **Health, Safety, and Nutrition**

A holistic examination of health, safety, and nutrition and their effect on the well-being of children. 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 preventative health practices. Odd years.

#### **ECED 185** **3 W** **The Creative Development of the Young Child**

Focus on the integration of creative activities such as visual art, music, movement, and dramatic play. Includes a field experience with groups of children to plan and implement relevant curriculum activities. Explores the concept of creativity and its importance in the field of early childhood education.

#### **ECED 189** **3 W** **Constructive Guidance and Management**

An exploration of the techniques and strategies designed to enhance effective and positive guidance and discipline practices. Methods for teaching young children autonomy and self-discipline, while promoting development of positive self-concept and prosocial behaviors. Focus on the creation of a positive and caring environment for young children. Prerequisite: ECED 181 or EDUC 101.

#### **ECED 210** **2 S** **Child Protection and National Standards**

The medical, legal, and social implications of suspected abuse. Recognition of the role of the educator and physician in preventing child abuse and family violence, through routine assessment of family dynamics, early identification of children at risk, and cooperation with community services that support families. Even years.

#### **ECED 215** **3 S** **Observation and Assessment of the Young Child**

An introduction to a variety of observation and guidance techniques that can be used with children in early childhood education programs. Includes an emphasis on observing young children and assessing their early childhood learning environments. Prerequisite: ECED 181.

#### **ECED 220** **3 W** **Early Childhood Curriculum**

A theoretical and experiential investigation of curriculum in the preschool environment. Emphasis on continuity of learning experiences for children and the use of materials for instructional purposes. Prerequisites: ECED 181, 226. Even years.

#### **ECED 226** **3 F** **The Spiritual/Moral Development of the Young Child**

Understanding how the moral/spiritual development is the domain in which children grow in their ability to think and act according to their understanding of what is right and wrong. Explores children's development of moral understanding and their consequent ability to act increasingly with the needs of others in mind and to resolve moral dilemmas based on ideals of justice, fairness, or caring. Theories by Lawrence Kohlberg, Jean Piaget, and Carol Gilligan.

#### **ECED 230** **3 F** **Child, Family, and Community**

Acknowledges the value and necessity of collaboration between parents, teachers, and the community in support of children. Includes 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. Prerequisite: ECED 181. Even years.

#### **ECED 235** **3 F** **Child Development** *See PSYC 235*

#### **ECED 240** **3 W** **Infant and Toddler Care I**

A study of the care and education of infants and toddlers (birth to age three) in group settings such as child care centers, family child care homes, and Early Head Start. Includes the support of the whole child in a safe, responsive environment. Emphasizes relationship-based care along with state-mandated requirements for the child under age three. Prerequisite: ECED 181. Odd years.

## Education

### **ECED 276** **5 F, W, S**

#### **Student Teaching I**

Supervised practicum (150 hours) lasting the entire quarter in an infant/toddler setting. Students will participate in activities carried out by early childhood educators working with infants and toddlers within early childhood settings. Also includes seminar activities and discussion with the course instructor. Prerequisites: ECED 181, 189, 210, 215, 235, 240, fingerprint clearance. Graded S/F.

#### UPPER-DIVISION COURSES:

### **ECED 326** **3 W**

#### **The Physical & Social/Emotional Development of the Young Child**

Participation in a balance of indoor and outdoor play, self-directed play, teacher-directed activities and ample physical experiences. Also explores foundations of knowledge about social and emotional development. Analysis of developmental theories as they apply to young children's emotional and social development; includes the effects of social and emotional development on learning. Prerequisite: ECED 181, 220. Odd years.

### **ECED 340** **3 S**

#### **Infant and Toddler Care II**

The design and implementation of age-appropriate activities and routines for infants and toddlers. Focus on planning developmentally-appropriate curriculum to include all domains of the child- physical, cognitive, emotional, and social. Prerequisites: ECED 181, 240. Odd years.

### **ECED 361** **4 F**

#### **Administration and Supervision of ECE 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. Prerequisites: ECED 181, 215. Even years.

### **ECED 362** **5 W**

#### **Administration and Supervision of ECE Programs II**

Study of the competencies required in the successful operation of a child development center. Includes, adult supervision, recruitment of children and staff, human resource management, facilities and risk management, professional development, and leadership skills. Prerequisites: ECED 181, 215. 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. 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. Prerequisites: ECED 181, 220. Even years.

### **ECED 371** **3 F**

#### **Science for the Young Child**

Methods of teaching science to young children. How to teach children to explore, classify, compare, contrast, and hypothesize in physical science, biology, and botany. Prerequisites: ECED 181, 220. Odd years.

### **ECED 372** **3 F**

#### **Language and Literacy in the Young Child**

Emergent literacy for the young child involving the skills, knowledge, and attitudes that are developmental precursors to conventional forms of reading and writing. Involvement of children in literacy through real life experiences, children's literature, phoneme awareness, and early reading and writing. Prerequisites: ECED 181, 220. Odd years.

### **ECED 482** **3 F, W, S**

#### **Student Teaching II**

Supervised field experience (90 hours) in a preschool setting under the direction of an early childhood licensed teacher. Students will be expected to demonstrate mastery of subject matter, teaching competence, and potential for future improvement. Prerequisites: ECED 276, 370, 371, 372, fingerprint clearance. Graded S/F.

### **ECED 495** **1-3 Arr**

#### **Independent Study**

Offers the advanced student opportunity to pursue investigation in a field of special interest under the direction of department faculty.

## Education

### LOWER-DIVISION COURSES:

#### **EDUC 101** **2 F, W** **Introduction to Teaching**

An overview of the teaching profession. Includes 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 101L.

#### **EDUC 101L** **1 F, W** **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.

### UPPER-DIVISION COURSES:

#### **EDUC 332** **3 W, Su** **Teaching with Technology**

Excellent teaching has as much to do with empowering students to learn as it does with knowing how to teach. This course explores the ranges of educational technology and methods for improving student understanding through its use with all learners. Applies to area VII.A of the general education requirement. Prerequisite: EDUC 101, 101L or ECED 181. Odd summers.

#### **EDUC 333** **4 S, 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** **3 F** **Moral Dimensions of Teaching and Learning**

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.

#### **EDUC 336** **3 W** **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 339** **3 F** **ELL Pedagogy**

Strategies for assessing and teaching K-12 English Language Learners (ELLs), concentrating on techniques used by classroom teachers that foster development of listening, speaking, pronunciation, grammar, reading, writing, and vocabulary in a variety of content areas. Prerequisite: EDUC 101, 101L.

#### **EDUC 340** **4 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. Prerequisite: EDUC 101, 101L or ECED 181. Even summers.

#### **EDUC 345** **4 F** **Teaching Math in the Elementary School**

Prepares pre-service elementary teachers in mathematics instruction through interrelated activities in classwork and fieldwork. Emphasis on California state content standards in mathematics; planning and implementing effective lessons. Prerequisites: Credential program admission. Corequisite: EDUC 493 (345L).

#### **EDUC 353** **4 W** **Teaching English Language Arts I**

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: Credential program admission, EDUC 345/ 493 (345L). Corequisite: EDUC 493 (353L).

## Education

### **EDUC 356** **4 S**

#### **Teaching English Language Arts II**

The nature of language acquisition and the principles related to intermediate reading/language arts instruction. 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: Credential program admission.

### **EDUC 357** **4 S**

#### **Teaching Content Areas: Science, Social Studies, the Arts**

Aspects of teaching science, history, social science, visual arts, and performing arts. Implementation of state adopted content standards in these subject areas. Observation of 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. Emphasizes case studies, integrated units, and cross-cultural activities. Prerequisite: Credential program admission.

### **EDUC 358** **3 S**

#### **Literacy in the Content Areas**

One of three courses preparing students 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: Credential program admission.

### **EDUC 361** **4 F**

#### **Middle School Teaching Strategies**

One of three courses preparing students for the secondary classroom. 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 project-based learning, cooperative learning, direct instruction, differentiated instruction, authentic assessment, and block scheduling. Prerequisites: Credential program admission, junior class standing, and completion of 50% of the major coursework. Corequisite: EDUC 494 (361L).

### **EDUC 362** **4 W**

#### **Secondary Content Area Teaching Strategies**

One of three courses preparing students for the secondary classroom. 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: Credential program admission, EDUC 361/ 494 (361L), 491, junior class standing, and completion of 50% of the major coursework. Corequisite: EDUC 494 (362L).

### **EDUC 368** **2 S, 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: Credential program admission. Corequisite: EDUC 368L (school year only). Available odd summers (without practicum) for employed teachers only.

### **EDUC 368L** **1 S**

#### **Teaching K-12 Bible Practicum**

Designed to support EDUC 368 and place candidates in a Bible classroom within an SDA school setting. Includes observation of present practices in Bible instruction. 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: Credential program admission. Corequisite: EDUC 368.

### **EDUC 476** **3 F**

#### **Physical Education for Children**

*See also ESTH 476.*

Activity interests of children and appropriate materials for different age levels; selection of materials and methods of presentation. Consists of a combination of lectures and practice. Applies as one course for the Fitness general education requirement.

## Teacher Education Program for the Single Subject (Secondary) Credential

- Undergraduate program
- Post-baccalaureate non-degree program
- Master of Arts in Teaching (M.A.T.) program

The California SB2042 Preliminary Single Subject Teaching Credential can be earned concurrently with the undergraduate program, as a post-baccalaureate non-degree program, or as a Master of Arts in Teaching (M.A.T.) program. Students may also earn the Seventh-day Adventist (SDA) Basic Secondary certificate. Students should consult with the credential analyst to determine the appropriate program for their needs.

### Prerequisites for Admission to the Credential Program

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

#### ► Prerequisites for all applicants

1. Complete Introduction to Teaching (EDUC 101) and Classroom Observations (EDUC 101L).
2. The Basic Skills Requirement can be met by:
  - a) Coursework
  - b) Coursework and Exam
  - c) Achieving Qualifying Score on SAT or ACT
  - d) Pass the CBEST
  - e) Pass the CSET: Multiple Subjects plus Writing Skills Examination
  - f) Pass the CSU Early Assessment Program or the CSU Placement Examinations
  - g) Pass a Basic Skills Examination from Another State
3. Obtain a Certificate of Clearance from the California Commission on Teacher Credentialing to verify criminal record clearance.
4. Submit the complete program application as follows:
  - a) Application form
  - b) Advisor Interview
  - c) Personal Statement
  - d) Recommendation
  - e) Official transcripts for all college work
  - f) Certificate of Clearance (criminal record check)
  - g) Basic Skills verification
  - h) SDA church membership verification (if a SDA member)
5. Complete the admissions interview with the Credential Analyst.

#### ► Additional prerequisites for undergraduate applicants

1. Demonstrate a minimum cumulative GPA of 2.75.
2. Complete the residence requirement: One successful quarter at Pacific Union College or acceptance from another teacher education program.

*Please note: Program admission by the end of the sophomore year is highly recommended and is required for recipients of the Adventist Mission Scholarship in Education.*

#### Additional prerequisites for post-baccalaureate non-degree applicants

1. Demonstrate a minimum cumulative GPA of 2.75.
2. Submit official documentation demonstrating completion of a four-year bachelor's degree from a regionally-accredited institution of higher education.

#### ► Additional prerequisites for M.A.T. applicants

1. Submit official documentation demonstrating completion of a four-year bachelor's degree from a regionally-accredited institution of higher education.
2. Demonstrate a minimum cumulative GPA of 3.0.

### Full-Time Student Teaching (EDUC 494/594)

Candidates must meet the following prerequisites prior to participation in the full-time student teaching experience.

1. Obtain acceptance into the credential program.
2. Demonstrate a minimum cumulative GPA of 2.75 (undergraduate and post-baccalaureate non-degree candidates) or 3.0 (M.A.T. candidates).
3. Obtain clearance from the Vice President for Student Life.
5. Complete the following coursework and field experience requirements: EDUC 339/539, 340/540, 358/548, 361/561, 362/562, 491/591, 492/592, 494/594- Middle School, 494/594- High School, and Pre-Session Student Teaching.
6. Pass Department Reviews #1 and #2.
7. Receive approval of the California Teacher Performance Expectations (TPEs) Portfolio.

## Education

### **EDUC 477** **3 F** **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. Prerequisite: EDUC 101, 101L.

### **EDUC 479** **2 W** **Organizing the Self-Contained Classroom**

Organization of the self-contained classroom and the needs of the developing child. Focus is on assessment in the elementary classroom, from school readiness, ongoing documentation of growth, portfolios, grade reports, and promotion and retention decisions. Includes organization of schedules, equipment, and materials, and strategies for the development of responsible and motivated elementary age students. Prerequisite: EDUC 477.

### **EDUC 491** **1 F** **Student Teaching Seminar: TPA Cycle 1**

Guides candidates toward the successful completion of the California Teaching Performance Assessment. Also provides support for candidates as they complete their student teaching. Prerequisite: Credential program admission. Qualifies for IP Grading.

### **EDUC 492** **1 W** **Student Teaching Seminar: TPA Cycle 2**

Guides candidates toward the successful completion of the California Teaching Performance Assessment. Also provides support for candidates as they complete their student teaching. Prerequisites: Credential program admission, EDUC 491. Qualifies for IP Grading.

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

Elementary student teaching is divided into four components:

*a) EDUC 493 (345L)- Student Teaching, Math Field Experience (1):*

25-hour field experience completed in an upper-grade elementary school classroom. Involves observing, assisting, and actually teaching in the area of math under the direction of an experienced elementary grade teacher. Counts as 1 hour of Student Teaching and is supervised and evaluated. Prerequisites: Credential program admission, TB clearance. Corequisite: EDUC 345, 491. Qualifies for IP grading. Graded S/F.

*b) EDUC 493 (353L)- Student Teaching, Beginning Reading Experience (1):*

25-hour field experience completed in a K-2 classroom. Involves observing, assisting, and actually teaching in the area of beginning reading and writing under the direction of an experienced primary grade teacher. Counts as 1 hour of Student Teaching and is supervised and evaluated. Prerequisites: Credential program admission, Department Review #1, EDUC 345/ 493 (345L), 491. Corequisite: EDUC 353, 492. Qualifies for IP grading. Graded S/F.

*c) Pre-Session Student Teaching (3):*

Ten-day experience at the beginning of a school year. Involves observing and assisting a teacher just prior to the be-

ginning of school and into the first few days of a new school year. Prerequisites: Regular program admission and successful completion of one methods course.

*d) EDUC 493- 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 339, 340, 345, 353, 356, 491, 492, 493 (345L), 493 (353L), Department Review #1 and #2, TPE Portfolio, Pre-Session Student Teaching, Passage of the California Teaching Performance Assessment Tasks Subject-Specific Pedagogy, Designing Instruction, and Assessing Learning, Passage of CSET: Multiple Subjects. Corequisite: EDUC 498. Qualifies for IP grading. Graded S/F.

### **EDUC 494** **1-12 F, W, S** **Student Teaching, Full-Time, Secondary**

Secondary student teaching is divided into four components:

*a) EDUC 494 (361L)- Student Teaching, Middle School Field Experience (1):*

Involves 25 hours of observation and teaching in the specific content area of the credential in a middle school classroom (grades 6-8). Counts as 1 hour of Student Teaching and is supervised and evaluated. Prerequisites: Credential program admission, TB clearance, completion of 50% of the major coursework

with GPA of 2.5 or above or passage of CSET. Corequisite: EDUC 361, 491. Qualifies for IP grading. Graded S/F.

b) *EDUC 494 (362L)- Student Teaching, Senior High School Field Experience (1):*

Involves 25 hours of observation and teaching in the specific content area of the credential in a senior high school classroom (grades 9-12). Counts as 1 hour of Student Teaching and is supervised and evaluated. Prerequisites: EDUC 361/ 494 (361L), EDUC 491 completion of 50% of the major coursework or passage of CSET, Department Review #1. Corequisite: EDUC 362, 492. Qualifies for IP grading. Graded S/F.

c) *Pre-Session Student Teaching (3):*

Ten-day experience at the beginning of a school year. Involves observing and assisting a teacher just prior to the beginning of school and into the first few days of a new school year. Prerequisites: Regular program admission and successful completion of one methods course.

d) *EDUC 494- Student Teaching, Full-Time, Middle or Senior High School (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 339, 340, 358, 361, 362, 491, 492, 494 (361L), 494 (362L), Department Review #1 and #2, Content Area Portfolio, Pre-Session Student Teaching, Passage of the California Teaching Performance Assessment Tasks

Subject-Specific Pedagogy, Designing Instruction, and Assessing Learning, Passage of the CSET: Content Area. Corequisite: EDUC 498. Qualifies for IP grading. Graded S/F.

**EDUC 495** **1-3 Arr**  
**Independent Study**

The advanced student pursues investigation in a field of special interest under the direction of department faculty.

**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: Credential program admission, 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**  
**The Better Plan: 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**  
**The Better Plan: 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. Qualifies for IP grading.

**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. Graded S/F.

**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; not open to students in the campus credential program. Odd summers.

## Education

### **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** **2 Su**

#### **Assessment & Evaluation for Beginning Teachers**

Introductory overview of educational assessment and 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. Graded S/F. 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. Graded S/F. 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.

### **EDUC 447** **2 Su**

#### **Real Science, Real Learning**

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

## Graduate Courses

*Prerequisite to all graduate-level courses: Admission to the M.A.T., M.Ed. or fifth-year program teaching credential, or department approval.*

### **EDUC 510** **3 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**

#### **Progressive Instructional Strategies**

In-depth examination 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. Qualifies for IP grading. 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. Authentic assessment and 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** **3 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.



**EDUC 520** **1 Arr**  
**Student Teacher Mentorship**

Orientation to the role of mentor teacher (“cooperating teacher”), working closely with a teacher candidate in either a short-term or long-term setting, completion of appropriate assessment forms, and a summary reflection on the mentor experience.

**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. Qualifies for IP grading. Odd summers.

**EDUC 530** **3 Su**  
**Brain Research and Learning**

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

**EDUC 532** **3 W**  
**Teaching with Technology**

Covers the same topics as EDUC 332, includes differentiated requirements for the graduate-level student. Prerequisite: M.A.T. program admission. Odd summers.

**EDUC 533** **4 S, Su**  
**Educational Psychology**

Covers the same topics as EDUC 333, includes differentiated requirements for the graduate-level student. Prerequisite: M.A.T. program admission. Odd summers.

**EDUC 535** **3 F**  
**Moral Dimensions of Teaching and Learning**

Covers the same topics as EDUC 335, includes differentiated requirements for the graduate-level student. Prerequisite: M.A.T. program admission.

**EDUC 536** **3 W**  
**The Multicultural Classroom**

Covers the same topics as EDUC 336, includes differentiated requirements for the graduate-level student. Prerequisite: M.A.T. program admission.

**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. Qualifies for IP grading. 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 332 or 532, or permission from the department technology 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 539** **3 F, Su**  
**ELL Pedagogy**

Covers the same topics as EDUC 339, includes differentiated requirements for the graduate-level student. Prerequisite: M.A.T. program admission or Teaching Credential.

**EDUC 558** **3 S**  
**Literacy in the Content Areas**

See EDUC 358. Prerequisite: M.A.T. program admission.

**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. Graded S/F. Even summers.

## Education

### **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. Graded S/F. Odd summers.

### **EDUC 561** 4 W **Middle School Teaching Strategies**

See EDUC 361. Prerequisites: M.A.T. program admission. Corequisite: EDUC 594 (561L).

### **EDUC 562** 4 W **Secondary Content Area Teaching Strategies**

See EDUC 362. Prerequisites: M.A.T. program admission, EDUC 561/594 (561L), 591. Corequisites: EDUC 594 (562L).

### **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. Prerequisite: HLED 166 or equivalent. Even summers.

### **EDUC 568** 2 S, Su **Teaching K-12 Bible**

See EDUC 368. Prerequisite: M.A.T. program admission.

### **EDUC 568** 1 Su **Teaching K-12 Bible**

See EDUC 368L. Prerequisite: M.A.T. program admission.

### **EDUC 576** 3 F **Physical Education for Children**

See EDUC 476. Prerequisite: M.A.T. program admission

### **EDUC 577** 3 W **Classroom Management**

Covers the same topics as EDUC 477, includes differentiated requirements for the graduate-level student. Prerequisite: M.A.T. program admission.

### **EDUC 579** 2 W **Organizing the Self-Contained Classroom**

Covers the same topics as EDUC 479, includes differentiated requirements for the graduate-level student. Prerequisite: M.A.T. program admission, EDUC 577.

### **EDUC 591** 1 F **Student Teaching Seminar: TPA Cycle 1**

See EDUC 491. Prerequisite: M.A.T. program admission, Prerequisite: Credential program admission. Qualifies for IP Grading

### **EDUC 592** 1 W **Student Teaching Seminar: TPA Cycle 2**

See EDUC 492. Prerequisites: M.A.T. program admission, EDUC 591. Qualifies for IP Grading

### **EDUC 593** 1-12 F, W, S **Student Teaching, Full-Time, Elementary**

See EDUC 493.

Includes four components:

a) EDUC 593 (545L)- *Student Teaching, Math Field Experience (1)*:

Prerequisites: M.A.T. program admission, TB clearance. Corequisite: EDUC 545, 591. Qualifies for IP grading. Graded S/F.

b) EDUC 593 (553L)- *Student Teaching, Beginning Reading Experience (1)*:

Prerequisites: M.A.T. program admission, Department Review #1, EDUC 545/593 (545L), 591. Corequisites: EDUC 553, 592. Qualifies for IP grading. Graded S/F.

c) *Pre-Session Student Teaching (3)*:

Prerequisites: M.A.T. program admission, completion of one methods course

d) EDUC 593- *Student Teaching, Full-Time, Elementary (12)*:

Prerequisites: M.A.T. program admission, EDUC 539, 540, 545, 553, 556, 591, 592, 593 (545L), 593 (553L), Department Review #1 and #2, TPE Portfolio, Pre-Session Student Teaching, Passage of the California Teaching Performance Assessment Tasks Subject-Specific Pedagogy, Designing Instruction, and Assessing Learning, Passage of CSET: Multiple Subjects. Corequisite: EDUC 598. Qualifies for IP grading. Graded S/F.

### **EDUC 594** 1-12 F, W, S **Student Teaching, Full-Time, Secondary** See EDUC 494.

Includes four components:

a) EDUC 594 (561L)- *Student Teaching, Middle School Field Experience (1)*:

Prerequisites: M.A.T. program admission, TB clearance. Corequisite: EDUC 561, 591. Qualifies for IP grading. Graded S/F.

b) EDUC 594 (562L)- *Student Teaching, Senior High School Field Experience (1)*:

Prerequisites: M.A.T. program admission, EDUC 561/ 594 (561L), EDUC 591, Department Review #1. Corequisite: EDUC 562, 592. Qualifies for IP grading. Graded S/F.

c) *Pre-Session Student Teaching (3)*:

Prerequisite: M.A.T. program admission, completion of one methods course.

*d) EDUC 594- Student Teaching, Full-Time, Middle or Senior High School (12):*

Prerequisites: EDUC 539, 540, 558, 558L, 561, 562, 591, 592, 594 (561L), 594 (562L), Department Review #1 and #2, Content Area Portfolio, Pre-Session Student Teaching, Passage of the California Teaching Performance Assessment Tasks Subject-Specific Pedagogy, Designing Instruction, and Assessing Learning, Passage of the CSET: Content Area. Corequisite: EDUC 598. Qualifies for IP grading. Graded S/F.

**EDUC 595**                      **1-3 F, W, S, 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.

**EDUC 598**                      **1 F, W, S**  
**Student Teaching Seminar:**  
**Culminating Teaching Experience**

See EDUC 498. Prerequisites: M.A.T. program admission, EDUC 591, EDUC 592. Corequisite: EDUC 593 (elementary) or EDUC 594 (secondary).

**EDUC 599**                      **1-3 F, W, S, Su**  
**Directed Study**

Individual study open to students with adequate preparation in the proposed area.

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