

GRADUATE PROGRAM IN EDUCATION

Mission: Providing a supportive, reflective learning community in which teachers develop the professional relationships, skills, and knowledge base necessary to empower ALL students to reach their highest potential. This program integrates vibrant Christian faith with all facets of learning and life.

Graduate Program in Education

Preliminary Multiple Subject Credential Program (Accelerated or 3-semester)

Preliminary Single Subject Credential Program (Accelerated or 3-semester)

Master of Arts (M.A.) in Education

- Option 1: Curriculum and Instruction with a Preliminary Credential
- Option 2: Christian Education Leadership with a Preliminary Credential
- Option 3: Christian Education Leadership
- Option 4: Teacher Leadership

Accreditation

Vanguard University is accredited by the Western Senior College and University Commission (WSCUC). The credential program is accredited by the California Commission on Teacher Credentialing (CTC) and has approval for the offerings of Multiple Subject and Single Subject teaching credentials.

The credential program is subject to change as prescribed by the California Commission on Teacher Credentialing (CTC).

The Vanguard University Graduate Program in Education reserves the right to make necessary changes in procedures, policies, calendar, curriculum and costs.

Institutional Affiliations

Vanguard University is a member of the Association of Independent California Colleges and Universities (AICCU) and is one of 91 members of the Council for Christian Colleges and Universities (CCCU) which was founded in 1976 to serve and strengthen Christian liberal arts colleges and universities.

Through the Graduate Program in Education, Vanguard University is affiliated with the California Council on Teacher Education (CCTE), the Association of Christian Schools International (ACSI), Christian Educators Association International (CEAI), the California Association of Colleges of Teacher Education (CACTE), the State of California Association of Teacher Education (SCATE), the California Educational Placement Association (CEPA), and the Credential Counselors and Analysts of California (CCAC).

Academic Policies

Refer to the *Graduate Studies* section of the catalog for additional information.

Academic Advisors

The faculty cohort leaders and the Student Teaching Coordinator serve as academic advisors for credential students. The M.A. faculty and the Program Coordinator serve as academic advisors for M.A. students. Advisors provide students with current program information and recommended courses.

Admission Requirements

- A Bachelor's degree from a regionally accredited institution
- A graduate program application with the corresponding fee
- Official transcripts of all undergraduate and graduate courses
- Three letters of recommendation addressing potential success in a teacher education program
- An interview with Graduate Education personnel
 - Official acceptance into the program

(NOTE: It is strongly recommended that students have taken a statistics course before beginning the MA Core component - the last 12 units of any of the M.A. options)

California Preliminary Credential:

- A cumulative 2.7 Grade Point Average (GPA) in undergraduate work is required for regular status admission into the credential program (for M.A. in Education, see requirements below)

- or -

- Students with a 2.5-2.69 GPA may be admitted with provisional status. The provisional status student will be eligible for regular status in the credential program upon completing all the following 3 conditions:
 - a. Student must complete an additional 6-15 units of post-baccalaureate course work with a minimum 3.0 GPA. All course work must be pre-approved and completed at VU prior to enrolling in the credential program.
 - b. Student must complete the first required 12 graduate units of the program with a 3.5 GPA or higher.
 - c. Student will meet with the Coordinator and/or Director for a progress evaluation conference.

(Note: the B.A. GPA requirement is waived for a candidate with a Master's degree from an accredited institution)

- Meeting the Basic Skills Requirement (BSR):
 - Verification of passing the CBEST (California Basic Educational Skills Test) by presenting the passing scores (Candidate will not be denied admission solely on the basis of having failed to pass the CBEST).
 - Qualifying Score on SAT or ACT
 - SAT – Math – 550; Critical Reading – 500
 - ACT – Math – 23; English – 22
 - College Board Advanced Placement (AP) Examinations

- Scores of 3 or above in one of the following: AP Calculus AB, AP Calculus BC or AP Statistics
- Scores of 3 or above in one of the following: AP English Language and Composition or AP English Literature and Composition
- Meeting the Subject Matter Competence Requirement (SMCR):
 - California Subject Examination for Teachers (CSET) verification of passing scores is due May 1 for fall or November 1 for spring in order to begin Early Supervised Fieldwork. The CSET should be taken at least 6 months prior to submitting an application to the Graduate Program in Education.

- or -

- Verification of Subject Matter Waiver. Vanguard University offers Subject Matter Preparation Programs in the following subjects: English, Mathematics, Music; and, Vanguard University also offers a waiver in Elementary Subject Matter through the Liberal Studies undergraduate program.

M.A. in Education:

- A minimum 3.0 GPA in undergraduate work is required for regular standing.

- or -

- For M.A. option 1: A student with a 2.7-2.9 GPA in all undergraduate work is eligible for admission with provisional status. The student is eligible for regular status upon successful completion of the first required 15 graduate units of the credential program with a minimum of a 3.5 GPA or higher.
- For all other M.A. options: A student with a 2.7-2.9 GPA in all undergraduate work is eligible for admission with provisional status. The student is eligible for regular status upon successful completion of the first required 12 graduate units of the M.A. program with a minimum of a 3.5 GPA or higher.

- or -

A student with a cumulative undergraduate GPA of 2.5-2.69 may be admitted with provisional status on a provisional status. Upon completion of the following conditions, the student will be eligible for regular status:

- Complete an additional 6-15 units of post-baccalaureate course work with a 3.0 GPA or above. All course work must be pre-approved prior to enrolling in any of the M.A. options.
- For M.A. option 1: Student must complete the first required 15 graduate units of the credential program with a grade point average of 3.5 or higher.
- For all other M.A. options: Student must complete the first required 12 graduate units of the M.A. program with a grade point average of 3.5 or higher.
- Student will meet with the M.A. cohort professor for a progress evaluation conference to determine continuation in the degree program.

(Note: the grade point average requirement is waived for a candidate with a previous Master's degree from an accredited institution. It is

strongly recommended that students have taken a statistics course before beginning the MA Core component (the last 12 units of any of the M.A. options)

SEE GRADUATE STUDIES (<https://catalog.vanguard.edu/graduate-studies/>) CATALOG SECTION FOR:

Academic Policies (<https://catalog.vanguard.edu/academic-policies/>)

International Students (<https://catalog.vanguard.edu/admissions-information/international-students/>)

Grading System (<https://catalog.vanguard.edu/academic-policies/grading-system/>)

Special Class Enrollment Options (<https://catalog.vanguard.edu/graduate-studies/>)

Veteran's Benefits (<https://catalog.vanguard.edu/admissions-information/veterans/>)

University's Leave of Absence and Withdraw Policy

Academic Program Leave of Absence Policy

Students who find it necessary to interrupt the regular sequence of enrollment are expected to file an official Leave of Absence form, which can be obtained from the Graduate Program in Education Office. Time spent on leave of absence is included in the M.A. 7-year time limit for graduate course work and 5-year time limit for credential course work. Credential students must enroll in EDUG-599 Continuous Registration. M.A. students must enroll in EDUG-699 Continuous Registration.

Any student granted a leave during the add/drop period (as outlined in the University Catalog) for the semester will be dropped from their classes. If the leave is granted after 75% of the semester, the student may, with faculty approval, receive an Incomplete Grade for one or more courses. If an Incomplete Grade is not deemed appropriate, a grade of W will be issued. No refund of charges will be made for courses in which an Incomplete Grade is given. No credit is earned for any course in which a W is issued. Refunds, if any, will be granted based upon the University's refund policy.

Military Leave of Absence

See *Military Leave of Absence Policy in Graduate Studies* (<https://catalog.vanguard.edu/graduate-studies/>) section.

Re-Entry from a Leave of Absence

Graduate Education students who have filed an official withdrawal or leave of absence must submit a Readmission Application when they are ready to resume enrollment. If the student's application is accepted, he/she will be held responsible for academic regulations and program requirements in effect at the time of the student's initial enrollment, excluding any changes required by the CTC or by legislative action. If the student's application is denied, he/she will be required to reapply through the Graduate Admissions Office.

Readmission

Graduate Education students who have been absent from the program for one or more semesters, and did not file an official withdrawal form or leave of absence, are considered withdrawn from the program and must reapply through the Graduate Admissions Office. Students applying for readmission will be placed in the catalog year in which they re-enter.



Credential students are subject to any changes due to CTC and/or legislative action.

Student Academic Load

A full-time academic load at the graduate level is 5-12 unit hours or more per semester, depending upon specific program requirements. Credential students seeking financial aid must be enrolled in a minimum of 6 units. Credential students may not enroll for more than 16 unit hours in a regular semester without the approval of the Director of the Graduate Program in Education. M.A. students seeking financial aid must be enrolled in a minimum of 5 units.

Course Numbering System

In order to interface with the undergraduate program, academic units at the graduate level are also measured in semester hours. The course numbering system is as follows:

500 level = credential and/or M.A. students

600 level = M.A. students only

Program Grade Requirements

Students must maintain a B grade (3.0 GPA). A D grade is not acceptable in any of the course work in the sequence. No more than one C grade is acceptable in credential coursework. Courses may not be taken on a pass/fail or credit/no credit basis, with the exception of student teaching. Credit will be granted for student teaching based on an overall evaluation of B- or better.

Students are expected to gauge the course load for each semester so they will achieve a minimum of a B grade in each course attempted. Any grade below B is considered below minimal performance and indicates improvement is needed if the student expects to complete the program. If the student receives a second grade that is below a B, he/she will be required to meet with the Director of the Graduate Program in Education to determine whether the student should continue in the credential or graduate program. All grades will remain on the permanent record of students.

Students accepted under provisional status for the credential or degree program should carefully review the grade requirements for change of status for their specific program.

Incomplete Work

The institution grants an Incomplete Grade when a student has been prevented from completing some or all of the requirements of a course due to circumstances that were beyond the student's ability to prevent or foresee, and who has requested additional time to complete the course requirements. It is the responsibility of the student to obtain a Petition for Incomplete Grade in a Graduate Course form from the Graduate Program in Education office and to contact the course professor(s) as early as possible. The professor is under no obligation to assign an Incomplete Grade. Examples of acceptable grounds for granting an Incomplete Grade include: personal or family illness of more than brief duration, serious personal or family crisis, or an unplanned increase in job responsibilities. Unacceptable grounds include heavy or difficult class load, heavy work schedule, or computer problems.

All incomplete work for full-semester courses (16 weeks) is due 6 weeks from the last day of that semester. Incomplete work for accelerated courses (5-8 weeks) is due 30 days from the last day of that module. Failure to complete and submit the required work on time will result in a grade of F or a grade commensurate with the completed work up to that point.

Grade Change Policy

See *Grade Change Policy in University Policies* (<https://catalog.vanguard.edu/academic-policies/>).

Grade Appeals

See *Grade Change Policy in University Policies* (<https://catalog.vanguard.edu/academic-policies/>).

Academic Deficiencies

If a student has provisional standing due to coursework deficiencies, he/she may still enroll in graduate classes. However, all deficiencies must be removed before completing 20 credit hours of graduate work and before making an application for advancement to candidacy.

Credential Candidate Dismissal

According to CTC regulations, the institution has an obligation to public schools to deny admission or to dismiss candidates who are not suited to be teachers. The institution reviews each candidate's competence throughout the program, informs candidates of their strengths and weaknesses, provides opportunities for corrective learning, places marginal candidates on probation, dismisses candidates who are deemed unsuitable as teachers, and considers candidate appeals.

Time Limits

Credential Study: All work for the preliminary credential must be completed within 5 years from the time of official admission into the Graduate Program in Education. Time spent on leave of absence is included in the 5-year time limit for the credential. A credential student who interrupts the sequence of study may be subject to changes in requirements when returning, particularly for CTC credentialing modifications.

Master's Degree: All work for the Master's degree must be completed within 7 years from the time of official admission into the Graduate Program in Education. Time spent on leave of absence is included in the 7-year time limit for the M.A. degree.

Transfer of Credits/Units

Students transferring from an accredited graduate program may transfer a maximum of 6 unit hours when the courses transferred are equivalent and have direct applicability to the students' program design. Only courses with a grade of B (3.0 GPA) or higher will be considered for transfer toward the M.A. degree. Units being considered for transfer must have been taken no more than 5 years prior to the time of admission. The Director of the Graduate Program in Education must approve all transfers of units prior to admission.

No transfer unit can be granted for coursework applied to a degree awarded by another institution. All core courses must be taken at VU.

M. A. Graduation Requirements

- Be accepted into the Graduate Program in Education with regular status.
- Upon completion of EDUG-605 Current Issues in Education, EDUG-606 Introduction to Educational Research, make an application for advancement to candidacy no less than 4 calendar months before the expected date of graduation.
- Achieve a cumulative grade point average of 3.0 or higher on all required 500- and 600-level graduate course work with no more than one (1) course grade of C. All M.A. Core courses must be completed with a B grade or above.
- The Graduate Education Committee will make the final decision on the application for candidacy by determining if:
 - The student has demonstrated both academic and professional ability in the program.
 - The student's preparation constitutes a satisfactory foundation from which to complete the program.
 - The student has the necessary value priorities, research skills, professional attitudes, and qualities of mind to complete the M.A. degree.
 - The student has settled all financial obligations to the University.

Application for Graduation

An application for graduation must be filed with the University Registrar's Office during the first week of the student's final semester in which the degree is granted. Students who have filed an application for graduation and do not complete their requirements by the projected date of completion for which they have filed are required to file again in a later semester. Failure to comply with these regulations will preclude the granting of the Master's degree. Degree bound students must be officially enrolled in EDUG-610 Educational Assessment and Eval or EDUG-699 Continuous Registration in the semester in which they intend to submit the Application for Graduation.

Commencement

Commencement exercises are held at the end of the Spring semester for students who wish to participate. Degrees are formally awarded at the end of the fall and spring sessions. The date of degree posted on the transcript is the last day of the semester in which the graduation requirements were met.

Program Learning Outcomes

Student Learning Outcomes for the Master of Arts in Education Degree

- Become a teacher-researcher to enhance teaching practice
- Link theory and research to inform instruction and assessment
- Demonstrate a knowledge base of educational issues relevant to student learning
- Plan curriculum that aligns methods of assessment with standards to inform instruction
- Use multiple sources of data to assess student learning
- Use theory and research to inform both formative and summative assessment

- Demonstrate a collaborative work ethic to improve professional practice
- Communicate clearly through appropriate methods and media, while monitoring, analyzing and adjusting for diverse settings and context
- Engage in reflective practice that balances data driven decision making and human dynamics
- Demonstrate a holistic approach to student learning that integrates faith and learning
- Embrace God's calling to maximize personal teaching-leadership skills and to demonstrate the qualities of a constructive change agent in the educational community

Student Learning Outcomes for the California Preliminary Credential Program

- Candidates build on prior knowledge, life experiences, and interests to engage and support all students in learning.
- Candidates create and maintain effective environments for learning by engaging all students in purposeful learning activities.
- Candidates possess a clear understanding of subject matter and organize instruction for student learning.
- Candidates plan instruction and design learning experiences for all students that draws upon and values each student's background, prior knowledge and interests.
- Candidates assess student learning by establishing and clearly communicating learning goals for each student.
- Candidates reflect on their teaching practice and actively engage in planning their professional development.

Programs

Degree Programs:

- Education M.A. (<https://catalog.vanguard.edu/arhu/graduate/education/education-ma/>)

Credential Programs:

- California Preliminary Credential Program (<https://catalog.vanguard.edu/arhu/graduate/education/teaching-credential/>)

Professional Development:

- Teacher Advancement Program (<https://catalog.vanguard.edu/arhu/graduate/education/teacher-advancement/>)

Courses

EDUG-508 Language and Culture in Context 2 Credits

This course surveys the acquisition and use of first and second languages. It examines the relationship of language to culture, language acquisition, and language analysis or linguistics, emphasizing the utility of such knowledge for educators. Stress is given to understanding language's reciprocal relation with culture, the nature of language systems and linguistic analysis to enable educators a better comprehension of second language acquisition within learning environments. This course requirement can be fulfilled by ANTH/ENGL/SPAN 453: Language, Culture and Linguistics.

Terms Typically Offered: Fall and Spring.

EDUG-509 Foundations in Teaching for Multiple Subject 2 Credits

Teacher candidates analyze the philosophical and historical background of public education in California. Candidates acquire a range of positive behavioral supports for students with the basic knowledge, skills and strategies for engaging and supporting diverse learners, including students with special needs, English learners, Standard English Learners, and students with other learning needs in the least restrictive environment. Candidates develop a plan to establish an inclusive and culturally responsive learning environment.

Terms Typically Offered: Fall and Spring.

EDUG-519 English Language Arts in Elementary Classrooms 3 Credits

This course covers theories, principles and instructional practices of reading/language arts instruction in the elementary classroom and includes: language acquisition; four communication skills of listening, speaking, reading and writing; diagnostic and early intervention techniques; and key themes of a balanced, comprehensive, instructional program. Specific content knowledge needed in preparation for RICA is aligned in this course.

Terms Typically Offered: Fall and Spring.

EDUG-523 Instructional Design and Subject Specific Pedagogy for Multiple Subject 4 Credits

In this course, candidates strengthen their subject matter expertise and application by familiarizing themselves with subject matter content standards and appropriate pedagogical strategies for teaching specific subject matter disciplines (math, science, social studies, etc.). Working with the cohort faculty leader and expert practitioners, teacher candidates develop lessons for the diverse populations of students in today's classrooms using the Backward Design planning strategy that focuses on integrating subject-specific content standards, Common Core Literacy standards, and English Language Development standards. Candidates develop in-depth lesson plans using Inductive, Deductive, and Cooperative methodologies. Terms Typically Offered: Fall and Spring

Terms Typically Offered: Fall and Spring.

EDUG-524 Foundations in Teaching for Single Subject 2 Credits

This course provides the philosophical and historical foundations of education. Teaching candidates begin the development of a reflective professional classroom philosophy. Candidates evaluate their philosophical bias related to the classroom and examine the professional and ethical behaviors, which contribute to teacher success in a school community. Additionally, this course prepares candidates with basic knowledge, skills and strategies for teaching diverse and special populations, including students with disabilities, students on behavior plans, and gifted and talented students in the general education classroom. Individuals become familiar with the cultural and individual diversity of the school community.

Terms Typically Offered: Fall and Spring.

EDUG-525 Early Supervised Fieldwork/Mul Subj Subject 4 Credits

This early supervised field experience provides the candidate with an opportunity to work directly with learners in a University assigned elementary school classroom with a Master Teacher two days per week during the semester. Candidates observe and apply instructional strategies under the leadership of the Master Teacher to learn to manage and deliver instruction in the elementary classroom. Lab fee: Master Teacher stipend Terms Typically Offered: Fall and Spring

Terms Typically Offered: Fall and Spring.

EDUG-526 Instructional Design and Subject Specific Pedagogy for Single Subject 4 Credits

In this course, candidates strengthen their subject matter expertise and application by familiarizing themselves with subject matter content standards and appropriate pedagogical strategies for teaching specific subject matter disciplines (math, science, social studies, etc.). These strategies focus on the candidate's prospective subject-specific credential and the diverse populations of students in today's classrooms. Working with the cohort faculty leader and expert practitioners, teacher candidates develop lessons using the Backward Design planning strategy that focuses on integrating subject-specific content standards, Common Core Literacy standards, and English Language Development standards. Candidates develop in-depth lesson plans using Inductive, Deductive, and Cooperative methodologies. Terms Typically Offered: Fall and Spring

Terms Typically Offered: Fall and Spring.

EDUG-527 CalTPA Cycle 1 0.5 Credits

Effective July 2018, California law requires all Multiple and Single Subject teacher preparation programs to include a California Teaching Performance Assessment (CalTPA). The purpose of this course is to provide support for teacher candidates to demonstrate their knowledge, skills, and abilities learned through the teacher credentialing program to successfully pass this state assessment. This course is taken concurrently with EDUG 525 or EDUG 535. Terms Typically Offered: Fall and Spring

Co-Requisite: EDUG-525; EDUG-535; EDUG-586; or EDUG-588

Terms Typically Offered: Fall and Spring.

EDUG-528 CalTPA Cycle 2 0.5 Credits

Effective July 2018, California law requires all Multiple and Single Subject teacher preparation programs to include a California Teaching Performance Assessment (CalTPA). The purpose of this course is to provide support for teacher candidates to demonstrate their knowledge, skills, and abilities learned through the teacher credentialing program to successfully pass this state assessment. This course is taken concurrently with EDUG 587 or EDUG 589. Terms Typically Offered: Fall and Spring

Co-Requisite: EDUG-525; EDUG-535; EDUG-586; or EDUG-588
Terms Typically Offered: Fall and Spring.

EDUG-534 Curriculum Unit Planning/Single Subject Single Subject 2 Credits

This course helps candidates to connect the subject matter content and standards to appropriate performance tasks and instructional strategies, as they learn to plan curriculum units. Candidates learn to model and assist students to integrate technology and media into content-specific literacy when conducting research, producing and publishing writing, creating multimedia presentations, and interacting and collaborating with others in this and other disciplines. Through cooperative methods, candidates learn that after a discovery activity, students need the opportunity to independently apply their learning.

Terms Typically Offered: Fall and Spring.

EDUG-535 Early Supervised Fieldwork/Single Subj Single Subject 4 Credits

This early supervised fieldwork experience provides the candidate with an opportunity to work directly with learners in a University assigned secondary classroom with a Master Teacher two days per week during the semester. Candidates observe and apply instructional strategies under the leadership of the Master Teacher to learn to manage and deliver instruction in the secondary classroom. Lab fee: Master Teacher stipend. Terms Typically Offered: Fall and Spring

Terms Typically Offered: Fall and Spring.

EDUG-537 Curriculum Unit Planning/Multiple Subj Multiple Subject 2 Credits

Teacher candidates develop an interdisciplinary unit plan, integrating knowledge of subject-specific pedagogical skills including Health and Physical Education. Teacher candidates collect and analyze student assessment data from multiple measures and reflect on their teaching practices and level of subject matter and pedagogical knowledge to plan and implement instruction.

Terms Typically Offered: Fall and Spring.

EDUG-538 Pedagogy/Practice in Theatre for Youth 3 Credits

This course provides methods and materials for drama structures and activities as applied to the elementary classroom. Participants will explore how to use drama as a tool for transfer across the curriculum, as well as a way to motivate students, build classroom community and manage the classroom. Participants will investigate through the lens of a teaching artist, classroom teacher and/or drama teacher how to adapt the work to suit their needs, and collaboratively present lessons. This course is cross-listed with THEA-242 and EDUC-242.

Terms Typically Offered: Fall and Spring.

EDUG-539 Foundation of Dance/Elem Teachers 1 Credit

This course introduces students to the world of elementary dance curriculum and pedagogy through a thought-provoking exploration on the development of fundamental movement skills. Students develop the knowledge, skills and attitude necessary to successfully implement a dance and drama program to support the diverse needs of elementary school students. Students also are provided with guided opportunities to explore performance and choreographic experiences that build skills in improvisation and collaboration. This course is cross-listed with THEA-213 and EDUC-213. Terms Typically Offered: Spring
Terms Typically Offered: Spring.

EDUG-540 Cross-Cultural Studies for Educators 3 Credits

This course explores the definition of culture, its mechanisms for adaptation, acculturation, and assimilation. This course fosters an appreciation of cultural diversity as a product of cross-cultural contact, raises issues for teaching within a multicultural classroom, and demonstrates appropriate responses, communication techniques and strategies suited to educating those with differing worldview ideologies. Terms Typically Offered: Spring
Terms Typically Offered: Spring.

EDUG-541 Philosophy in Christian Schools 1 Credit

A study of the educational philosophy of evangelical schools. Major philosophies are discussed and related to teaching within the context of a Christian worldview. Distinctive of Christian philosophy is emphasized. This course meets the Association of Christian Schools International (ACSI) certification requirements for philosophy. Terms Typically Offered: Fall.

EDUG-544 Lang Acquisition for Secondary Students 1 Credit

This course focuses on how to move middle and high school students who are non-English speakers into and through English language literacy. Teacher candidates read and discuss first and second language acquisition theories and the various programs appropriate for students at each level of fluency. By practicing methods of teaching English language development, teacher candidates engage in using strategies, techniques, and methods that have proved successful in fostering high achievement. Terms Typically Offered: Fall and Spring.

EDUG-548 Metacognition/Readn Strategies/Sec Studs 1 Credit

Single Subject candidates focus on theories and methods which enhance learning across the curriculum for middle and high school students. The course assists candidates in developing teaching methods that ensure students are successfully comprehending course content, accessing long-term memory, taking effective notes, and communicating learning concepts. Candidates learn to teach to the strength of each personality type. Candidates also learn the basics of explicit reading instruction at the secondary level. Terms Typically Offered: Fall and Spring
Terms Typically Offered: Fall and Spring.

EDUG-551 Literacy in Content Areas/Sec Students 1 Credit

Single Subject candidates learn to write lesson plans for middle and high school students in their particular subject matter area integrating reading, writing, listening, speaking and thinking. Candidates explore the role of language fluency in comprehension and teach an integrated lesson which enhances content mastery. Terms Typically Offered: Fall and Spring
Terms Typically Offered: Fall and Spring.



EDUG-565 Use of Technology in the Classroom 1 Credit

A study of the nature and use of technology in the educational process. An emphasis is placed on Computer Assisted Instruction (CAI) and the selection of software with a hands-on approach to the use of word processing, spreadsheets, and other programs that are of assistance to educators or are currently used with students in K-12 classrooms. This course meets the CCTC standards for the level 1 technology requirement. Terms Typically Offered: Fall and Spring.

EDUG-570 Special Topic: 0.5-3 Credits

Special topics in education: curriculum, assessment, instruction, community partnerships, classroom management and research. Terms Typically Offered: Fall and Spring.

EDUG-572 Advanced Study-Teaching English Learners 2 Credits

This course provides an advanced understanding of the candidate's role in teaching English Learners within the state of California. The course builds on the knowledge, skills, and abilities acquired during the professional teacher preparation program for the delivery of comprehensive, specialized instruction for English learners. Each candidate examines school organizational structures and resources designed to meet the needs of English learners, and demonstrates the ability to implement the instructional program for English Language Development. Each candidate demonstrates the ability to implement adopted instructional programs and the development of academic language, comprehension, and knowledge in the core academic curriculum that promote students' access and achievement in relation to state-adopted academic content standards and performance levels for students. Each candidate becomes familiar with local and state-adopted assessments for English language proficiency, and how these instruments are used to measure student accomplishment, place students, and diagnose their needs. Each candidate uses knowledge of his/her students' backgrounds, experiences, family structures, cultures, and languages in planning instruction and supporting individual student learning. Terms Typically Offered: Fall and Spring
Terms Typically Offered: Fall and Spring.

EDUG-573 Advanced Study - Teaching Health 1 Credit

This course provides a basic understanding of the candidate's role in promoting personal, classroom, and school health and safety through appropriate prevention and intervention strategies. Candidates demonstrate an understanding of the relationship between student health and student learning, and develop competencies in detecting and handling the health problems of their students. Local and community resources to support student health are investigated. Candidates learn about character education and how to create an emotionally healthy classroom environment for learning. The California Health Framework grade level content, methods, and processes for teaching health education are studied. Candidates have opportunities to show evidence of selected Teacher Performance Expectations through class activities and assignments. California Education Code and federal law relating to health, safety, and parents' rights are presented. Terms Typically Offered: Fall and Spring
Terms Typically Offered: Fall and Spring.

EDUG-574 Adv Study-Teaching Special Population 2 Credits

This course provides each candidate with the opportunity to deepen their knowledge, skills, and strategies for teaching special populations, including students with disabilities and gifted and talented students in the general classroom. Particular emphasis is given to creating a positive, inclusive climate of instruction for all special populations in the general classroom. Terms Typically Offered: Fall and Spring
Terms Typically Offered: Fall and Spring.

EDUG-576 Adv Study-Use of Tech in the Classroom 1 Credit

This course facilitates teachers' mastery and application of technology in the classroom, providing advanced tools for developing and revising standards-based lessons and units using technology. Teachers are introduced to the process of designing and planning lessons and units that integrate the key elements of content standards, activities, technology resources and assessments. Terms Typically Offered: Fall and Spring
Terms Typically Offered: Fall and Spring.

EDUG-586 Clinical Practice Seminar for Multiple Subject 2 Credits

This seminar course includes reflection on advanced clinical practice experiences in elementary education and their connection with the Teaching Performance Expectations (TPE's). This course focuses on the connection between the community, family, school and classroom, and prepares candidates for the professional job market and continued professional growth and development. Terms Typically Offered: Fall and Spring.

EDUG-587 Clinical Practice Fieldwork Multiple Subject 8 Credits

During clinical practice, credential candidates work directly with learners in a University assigned elementary classroom with a Master Teacher, five full days per week during the semester. Candidates experience the daily responsibilities of running a culturally and linguistically diverse classroom. Candidates practice under the expert monitoring of a Master Teacher with mentoring from a University Supervisor. Lab Fee: Master Teacher stipend Terms Typically Offered: Fall and Spring
Terms Typically Offered: Fall and Spring.

EDUG-588 Clinical Practice Seminar for Single Subject 2 Credits

Clinical practice experiences are designed to provide the candidate with a developmental and sequential set of activities that are integrated with the coursework and extend the candidate's learning through application of theory to practice with secondary students in California public school classrooms. This seminar course enhances the teach-reflect-revise cycle by allowing candidates to reflect on lessons taught in clinical practice, collaborate with peers, and revise their instruction for improved student learning. Terms Typically Offered: Fall and Spring.

EDUG-589 Clinical Practice Fieldwork for Single Subject 8 Credits

During clinical practice fieldwork, credential candidates work directly with learners in a University assigned secondary classroom with a Master Teacher, five full days per week during the semester. Candidates experience the daily responsibilities of running a culturally and linguistically diverse classroom. Candidates practice under the expert monitoring of a Master Teacher with mentoring from a University Supervisor. Lab Fee: Master Teacher stipend Terms Typically Offered: Fall and Spring.
Terms Typically Offered: Fall and Spring.



EDUG-590 Seminar: 1-6 Credits

Mutual investigation of one topic in education of particular relevance to graduate students in education.

Terms Typically Offered: Fall and Spring.

EDUG-591A Pedagogical Reflection and Practice 1 Credit

In this course, candidates are introduced to job embedded learning and the plan-teach-reflect-apply cycle. Candidates study the local context where they are teaching and begin the process of analyzing the impact of their teaching on student learning. This course is offered in the Fall semester for new teachers.

Terms Typically Offered: Fall and Spring.

EDUG-591B Pedagogical Reflectn and Practice 1 Credit

In this course, candidates implement the Individual Development Plan. Student work is also used to conduct an in-depth inquiry into entry-level monitoring and summative assessment practices.

Terms Typically Offered: Fall and Spring.

EDUG-591C Pedagogical Reflection and Practice 1 Credit

New teachers may obtain one unit of university credit for participating in fifteen hours of professional growth directly related to SB 2042 completion requirements and Induction. These hours must be described in the district's state-approved induction program. Teacher attendance and completion of all requirements must be verified by the local Induction Program to receive university credit.

Terms Typically Offered: Fall and Spring.

EDUG-591D Pedagogical Reflection and Practice 2 Credits

This course includes an investigation of specific characteristics of the candidate's class, school, district and community that affect daily teaching. Students analyze the results of several assessments, including literacy in primary language, to discover the prior academic achievement of their students. This data will be used to develop short and long term instructional plans that are also guided by the California Content Standards and Frameworks.

Terms Typically Offered: Fall and Spring.

EDUG-591E Pedagogical Reflection and Practice 2 Credits

In this course, candidates complete a self-assessment of their level of implementation of the California State Frameworks to assist them in reflecting on their teaching to date.

Terms Typically Offered: Fall and Spring.

EDUG-591F Pedagogical Reflection and Practice 2 Credits

New teachers and support providers may obtain two units of university credit for participating in thirty hours of professional growth directly related to SB 2042 completion requirements and Induction. Teacher attendance and completion of all requirements must be verified by the local Induction Program to receive university credit.

Terms Typically Offered: Fall and Spring.

EDUG-599 Continuous Registration 1 Credit

This unit does not count toward Master's degree or credential requirements. Fee is equivalent to one unit of Graduate Education tuition. Candidates who have not met all testing and/or other credential requirements to continue to Advanced Student Teaching are required to register for EDUG-599. During this semester, the candidate conferences with a faculty cohort leader and/or University Supervisor. Continuous registration ends when the candidate is formally recommended for Advanced Student Teaching or withdraws from the program. EDUG-599 carries a grade of CE (Continuing Enrollment) until all requirements are met, at which time the grade is changed to CR (Credit). Terms Typically Offered: Fall and Spring

Terms Typically Offered: Fall and Spring.

EDUG-605 Current Issues in Education 2 Credits

This course provides an in-depth investigation of current problems and issues that affect education in America. Students focus on current trends in curriculum, instructional pedagogy, and school organization. To this end, students develop a literature review relevant to current educational issues to inform the effectiveness of teaching and learning, and the quality of life in the school community. This is the first course in the MA Core sequence. MA Core requirement. Consent of Director. Terms Typically Offered: Fall and Spring

Terms Typically Offered: Fall and Spring.

EDUG-606 Introduction to Educational Research 4 Credits

This course enables graduate students in education to focus on literature about research methodologies, and to develop an understanding of both qualitative and quantitative research designs to inform valid educational research. The goal is to become a critical reader of research reports, and a consumer and producer of educational research. To this end, students develop a research proposal to reflect in-depth understanding of research literature, research designs, and research analysis. MA Core requirement. Prerequisite or concurrent course: EDUG-605 and consent of Director

Terms Typically Offered: Fall.

EDUG-609 Curriculum Design and Teaching 2 Credits

This course provides students with the opportunity to examine historical, philosophical, and sociopolitical influences on the development of curriculum in American public education. Curriculum design, implementation and evaluation strategies are considered. The role of teachers and others in curriculum decision making are explored, particularly as it relates to educational change. Particular emphasis is given to state curriculum documents and curricular recommendations of professional associations. MA Core requirement. Prerequisite and/or concurrent course: EDUG-605 and consent of Director. Terms Typically Offered: Spring Only

Terms Typically Offered: Spring.

EDUG-610 Educational Assessment and Eval 4 Credits

This course focuses on developing reliable and valid qualitative and quantitative assessment instruments to evaluate the potential and progress of children throughout the instructional process. The course focuses on assessment for learning, but covers both formative and summative assessment principles. MA Core requirement.

Terms Typically Offered: Spring.



EDUG-611 Advanced Models of Teaching 3 Credits

This course explores varied strategies of instruction, culminating in the identification and study of various models of teaching to support student achievement. Students examine theoretical frameworks that best inform learning and instructional models of teaching. Terms Typically Offered: Fall and Spring

Terms Typically Offered: Fall and Spring.

EDUG-612 Theories of Learning and Teaching 3 Credits

This course uses an interdisciplinary approach to examine principles of learning and best practice. To this end, theoretical frameworks from the social science will be examined, including behavioral, cognitive, and social theories. Terms Typically Offered: Fall

Terms Typically Offered: Fall.

EDUG-614 Curriculum Leadership and Collaboration 3 Credits

This course uses an interdisciplinary approach to examine principles of learning and best practice. To this end, theoretical frameworks from the social science will be examined, including behavioral, cognitive, and social theories. Terms Typically Offered: Fall

Terms Typically Offered: Spring.

EDUG-615 Research Literature: Content Specific 3 Credits

This course focuses on developing an understanding of the research-based literature that informs the history and development of content-specific subject matter. Teachers will explore and analyze the literature, including historical key definitions of content-specific subject matter, in light of the major theories and methodological approaches that have shaped each discipline. Special attention will be given to disciplinary research questions that have been addressed and questions for future research purpose. This content-specific literature exploration provides a foundation for the formulation of important research questions in the candidate's future capstone research focus completed in the MA Core.

Terms Typically Offered: Fall and Spring

Terms Typically Offered: Fall and Spring.

EDUG-670 Special Topic 1-3 Credits

Special topics in education: curriculum, assessment, instruction, community partnerships, classroom management, and research. Terms Typically Offered: Fall and Spring

Terms Typically Offered: Fall and Spring.

EDUG-680 Individual Studies 1-6 Credits

An individual study initiated by the student, who must develop a written prospectus of the proposed study and secure an appropriate sponsoring faculty member to supervise and evaluate the study. Up to a maximum of six credits of individual study may be applied toward degree requirements. Terms Typically Offered: Fall and Spring

Terms Typically Offered: Fall and Spring.

EDUG-690 Seminar: 1-6 Credits

Mutual investigation of one topic in education of particular relevance to graduate students in education. Terms Typically Offered: Fall and Spring

Terms Typically Offered: Fall and Spring.

EDUG-699 Continuous Registration 1 Credit

EDUG-610 Terms Typically Offered: Fall and Spring

Prerequisite: EDUG-610

Terms Typically Offered: Fall and Spring.

