

LIBERAL STUDIES (EDUC)

EDUC-100 Introduction to Education 3 Credits

This course explores the role of education and teaching in modern American Society. Current political and social issues and their impact on schools are addressed; and career opportunities and expectations for teachers are explored. Students are encouraged to assess and reflect upon their own educational experiences, skills, and learning styles as they interact with current practitioners and education literature. Students complete a 15-hour fieldwork component. May not be taken concurrently with EDUC 315. Must be passed with a C (not C-) or better to fulfill the Liberal Studies major requirement.

Terms Typically Offered: Fall, Spring, and Summer.

EDUC-121 Teaching Math Concepts for K-8 Educators 3 Credits

This undergraduate course equips future educators with the essential skills to impart mathematical concepts effectively to elementary and middle school students. Participants will delve into innovative teaching methods and strategies tailored to the diverse learning needs of K-8 students, fostering a deep understanding of foundational mathematical principles. Through hands-on activities and collaborative projects, students will gain practical experience in designing engaging lesson plans that promote critical thinking and problem-solving skills. The course emphasizes the use of technology and manipulatives to enhance mathematical learning experiences, preparing educators to create dynamic and interactive classroom environments. By the end of the course, participants will have the knowledge and confidence to inspire a love for mathematics in their students, laying the groundwork for future academic success.

Prerequisite: MATH-115C, MATH-170C, or MATH-180C

Terms Typically Offered: Fall, Spring, and Summer.

EDUC-213 Foundations of Dance for Elementary Teachers 1 Credit

This course introduces students to the world of elementary dance curriculum and pedagogy through a thought-provoking exploration of 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 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

Terms Typically Offered: Fall, Spring, and Summer.

EDUC-220C Researched Writing for Liberal Studies Majors 3 Credits

This course serves as an introduction to topics and issues in the field of education for Liberal Studies majors. Students are guided in thinking about and moving toward their future role as a teacher. Students are taught how to read and comprehend research in education and to write research papers from a place of understanding the context, process, and audience for research writing. This course focuses on the process of writing in APA style. Must be passed with a C (not C-) or better to fulfill the core curriculum requirement.

Terms Typically Offered: Fall, Spring, and Summer.

EDUC-242 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 gateway to the curriculum, as well as a way to motivate students, build classroom community and manage the classroom. Participants 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.

Terms Typically Offered: Spring.

EDUC-250 Intro to Early Childhood Education 3 Credits

Students explore historical and current research in early childhood education, primary models of curriculum and pedagogy in the field, and the relationship between critical aspects of young children's development and the creation of inclusive learning opportunities for all children, including children at risk. The concept of developmentally appropriate practice and its application across different developmental levels and early childhood classrooms is introduced and connected.

Prerequisite: EDUC-100

Terms Typically Offered: Fall, Spring, and Summer.

EDUC-305 Tutoring in an Urban Setting 1-3 Credits

Directed tutoring of elementary and secondary students in selected tutorial centers/schools located in urban settings. Enrollees must complete 30 hours of supervised tutoring in an approved urban tutorial center or school site for each unit. Written critical incident reports are required. Limited enrollment by permission only. See the Chair of the Department of Liberal Studies for further information.

Terms Typically Offered: Fall, Spring, and Summer.

EDUC-310 Field Teaching Lab / Seminar 3 Credits

This course is designed as a service-learning course focused on both gaining experience in K-6 teaching and research skills. In the teaching component, students will learn how to provide teaching activities in the context of a STEM after school program at a local elementary school. The research component will involve establishing knowledge on basic research skills that will be applied towards designing a research study to be conducted at the fieldwork site

Terms Typically Offered: Fall, Spring, and Summer.

EDUC-315 Teaching in a Multicultural Setting 3 Credits

Students seeking to complete the Single Subject Matter Program in English must take this course as part of that program to ensure they are integrating literary content with their pedagogical experience. This course provides the philosophical background and classroom experience necessary to introduce the student to the teaching profession in a public or private school in a multicultural environment. The purpose of the class is to assist the student in gaining an understanding of the resources and challenges facing a teacher serving a linguistically and culturally diverse student population. Discussion focuses on the major professional organizations and educational research related to the philosophical, historical, and demographic developments of American education. Students complete a 30-hour field work component to observe classroom management and organization, Specially Designed Academic Instruction Delivered in English (SDAIE) instructional practices, and the curricula of grades K-12. The role and function of Christian beliefs and values in the public school are integrated throughout the course. This course is a prerequisite requirement for Multiple and Single Subject Credential programs. Lab fee.

Prerequisite: EDUC-100

Terms Typically Offered: Fall, Spring, and Summer.

EDUC-324 Physical and Health Education for K-8 Educators 3 Credits

This undergraduate course equips K-8 educators with essential knowledge and skills to effectively teach health education in primary and middle school settings. Participants will explore comprehensive health education frameworks, emphasizing age-appropriate strategies for fostering a positive and healthy learning environment. The curriculum covers key topics such as nutrition, physical activity, mental health, and personal hygiene, offering practical tools for integrating these concepts into daily classroom activities. Through interactive discussions, case studies, and hands-on activities, educators will develop instructional approaches that cater to diverse learning styles and address the unique health needs of students in the K-8 age range.

Terms Typically Offered: Fall, Spring, and Summer.

EDUC-326 Child and Adolescent Development 3 Credits

This course is recommended for students interested in professions involving children. Drawing mainly from an education psychology perspective, this course covers the process of human development from conception through adolescence. Emphasis is placed upon development that enables one to reach physical, mental, emotional, and social maturity. The primary goal of this course is to introduce students to the research that underlies effective teaching practices and to provide practice applying content. Students are exposed to the psychology behind teaching and learning, as it exists both inside and outside the classroom.

Terms Typically Offered: Fall, Spring, and Summer.

EDUC-327 Child, Family and Community 3 Credits

Examines the developing child in a societal context focusing on the interrelationship of family, school and community; and emphasizes historical and socio-cultural factors. The processes of socialization and identity development are highlighted, showing the importance of respectful, reciprocal relationships that support and empower families.

Prerequisite: EDUC-100

Terms Typically Offered: Spring.

EDUC-328 Integrating Teaching Strategies of Creative Arts in K-12 Education 3 Credits

This undergraduate course empowers future educators to infuse creativity into their teaching practices, fostering a dynamic and engaging learning environment. Participants will explore diverse theories and practical strategies for integrating creativity across the K-12 curriculum, spanning subjects from arts to sciences. Through hands-on projects, collaborative activities, and case studies, students will develop the skills to design lessons that encourage imaginative thinking and problem-solving among their students. The course emphasizes the role of creativity in promoting student motivation, self-expression, and holistic development. Graduates will leave equipped with the tools to inspire a love for learning and innovation, ensuring that they are well-prepared to cultivate the creative potential within every student they teach.

Terms Typically Offered: Fall and Spring.

EDUC-330 Integrating Technology in Classroom Teaching 3 Credits

A study of the nature and use of technology in the educational process. An emphasis is placed upon both teachers and students using a variety of technology to enhance a content standards based curriculum. Topics studied include: computers, interactive white boards, scanners, digital cameras, PDA's, digital projection, software, word processing, PowerPoint, and other technology that assists educators or is currently used with students in K-12 classrooms. This course meets the Level One technology standards for a California teaching credential.

Terms Typically Offered: Spring.

EDUC-342 Language Acquisition in Linguistically Diverse Classrooms 3 Credits

This course explores strategies and techniques to help support the success of linguistically and culturally diverse students. Includes an introduction to the processes by which children acquire language. Special attention is given to the practical application of linguistic theories of language acquisition to teaching and tutoring. Students learn how to design lessons for children and young adults that use a communicative, interactive approach. Students investigate, critique and use a variety of EFL materials, and are required to perform 10 hours of fieldwork in an English tutoring center and classroom.

Terms Typically Offered: Spring.

EDUC-344 Psychological Foundations of Education 3 Credits

This course introduces concepts, theories, and research in educational psychology. The topics covered include cognitive development during the school years, learning theories, instructional approaches, motivation, assessment, and individual differences. Includes application of psychological principles to the education process, role of the teacher and learner, human growth and development, learning styles, motivation, memory, transfer of learning, measurement and evaluation, research and experimentation in learning theory.

Terms Typically Offered: Spring.



EDUC-346 Introduction to Special Education 3 Credits

This course provides a basic understanding about the historical, legal, and social foundations of special education. Students explore strategies for working effectively with children and adolescents (K-12) by learning about the nature of mild/moderate disabilities (specific learning disabilities, cognitive impairments, and emotional and behavioral disturbances). The course examines legal issues and laws pertaining to special education, giving attention to school compliance and student and parent rights. Students observe a special education classroom for 10 hours. During fieldwork experience, students select several topics of interest to explore in depth, interview the fieldwork teacher to determine how he/she addresses those topics in the inclusive classroom, and make observations and recommendations for beneficial classroom practices. Terms Typically Offered: Fall.

EDUC-356 Curriculum Methods in Elementary School Social Studies 1 Credit

This course focuses on preparing students to teach the state-adopted academic content standards for students in history-social science (K-8). Students explore events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research. California History serves as the basis of all coursework. Must be accepted into the Liberal Studies Integrated Teacher Education Program (ITEP). Terms Typically Offered: Fall, Spring, and Summer.

EDUC-385 Field Research Lab/Seminar 3 Credits

This course provides students an opportunity to gain experience in an on-going research experiment with a faculty member. Students will be exposed to contemporary research problems in an area of psychology and the application of research concepts. This course may meet off-campus during the semester. Class may be repeated one time for credit.

EDUC-409 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.

EDUC-419 English Language Arts in Elementary Classrooms for Multiple Subject 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.

EDUC-423 Instructional Design and Specific Subject 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, English Language Arts standards, and English Language Development standards. Candidates develop in-depth lesson plans using Inductive, Deductive, and Cooperative methodologies. Terms Typically Offered: Fall and Spring.

EDUC-424 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.

EDUC-425 Early Supervised Fieldwork for Multiple 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. 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.

EDUC-426 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 candidates' 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 utilizing Inductive, Deductive, and Cooperative methodologies. Terms Typically Offered: Fall and Spring.

EDUC-434 Curriculum Unit Planning for 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.

EDUC-435 Supervised Fieldwork for 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. 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.

EDUC-437 Curriculum Unit Planning for 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.

EDUC-442 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.

EDUC-443 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.

EDUC-444 Language 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.

EDUC-445 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 gateway to the curriculum, as well as a way to motivate students, build classroom community and manage the classroom. Participants 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.

Terms Typically Offered: Spring.

EDUC-447 Metacognition/Reading Strategies for Secondary Students 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.

EDUC-450 Liberal Studies Teaching Internship 1-3 Credits

Regular hours each week for classes and/or meetings are established at the beginning of the semester. The intern assists an instructor in planning and conducting a course and/or laboratory session. Maximum of three units. May be repeated for a maximum of six units.

Terms Typically Offered: Fall, Spring, and Summer.

EDUC-452 Literacy in Content Areas for Secondary 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.

EDUC-455 Teaching Assistantship in Education 1-3 Credits

This course provides the student with an opportunity to work as a teaching assistant in a local school. Includes direct instruction of individuals and small groups. With permission of the supervising teacher, the student may conduct some whole-class instruction. Limited enrollment by permission only. See the Chair of the Department of Liberal Studies for further information.

Prerequisite: EDUC-315

Terms Typically Offered: Fall and Spring.

EDUC-464 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.

EDUC-470 Special Topic: 1-3 Credits

Study of a special topic dealing with education. May be repeated for credit.

Terms Typically Offered: Fall, Spring, and Summer.

EDUC-471S Curricular Methods & Adaptations 3 Credits

This course prepares students to create universally-designed and standards-based instruction for learners with mild/moderate disabilities at the unit and lesson level for content area instruction. Students will learn evidence-based and culturally responsive instructional methods and assessment practices. Students will integrate instructional and assistive technology and tools for teaching and learning. Biblical themes to be explored in relation to instructional planning and teaching: blessing, community, curiosity, education, joy, neighbor, truth, wisdom. Fieldwork required (5 hours).

EDUC-472S Differentiating Mathematics Instruction for Students with Disabilities 3 Credits

This course provides students with techniques and tools to differentiate mathematics instruction for students with disabilities. Students will identify areas of mathematics where students commonly struggle. Students will learn and apply evidence-based strategies to address identified areas and to intensify instruction. Students will learn how to develop standards-based mathematics lessons for intervention and to progress monitor Individualized Education Program (IEP) goals in mathematics. Biblical themes to be explored in relation to instructional planning, teaching, and progress monitoring mathematics: blessing, community, curiosity, education, joy, neighbor, truth, wisdom. Fieldwork required (5 hours).

Prerequisite: EDUC-346, EDUC-453, EDUC-409, EDUC-419, and EDUC-471S
Terms Typically Offered: Fall and Spring.

EDUC-473S Assessment and Data-Based Decision- Making for Students with Disabilities 3 Credits

This course provides students with the knowledge of educational assessment types and purposes including diagnostic, formative, summative, and standardized assessments. Students will learn how to collect, analyze, and prepare assessment data to monitor student progress and to create an assessment case study. Students will make data-based decisions for instruction and behavior supports through an asset-based approach. Biblical themes to be explored in relationship to assessment practices: cooperativeness, dignity, image of God, listening, love, justice, neighbor, patience. Fieldwork required (5 hours).

Prerequisite: EDUC-346, EDUC-453, EDUC-409, EDUC-419, and EDUC-471S
Terms Typically Offered: Fall and Spring.

EDUC-474S Positive Behavior and Social Emotional Learning Supports 3 Credits

This course provides students with foundations of multi-level behavioral and social/emotional interventions and supports to address individual learner needs. Students will learn tools and practices to apply a problem-solving approach when addressing challenging behaviors that impede learning. Students will design behavioral supports and interventions that match the intensity of student needs. Biblical themes to be explored in relation to behavioral and social emotional supports: compassion, forgiveness, hope, love, justice, patience, peace, suffering. Fieldwork required. (5 hours)

Prerequisite: EDUC-346, EDUC-453, EDUC-409, EDUC-419, and EDUC-471S
Terms Typically Offered: Fall and Spring.

EDUC-475S Collaboration for IEP Case Management and Transition Planning 3 Credits

This course equips students with the foundations of inclusive service delivery through collaboration and co-teaching. Students will learn and apply collaboration skills and co-teaching models to curricular planning, to transition planning with families, and to Individualized Education Program (IEP) case management. Biblical themes to be explored in relation to collaboration and family partnerships: community, covenant, ethics, faith, family-centered, image of God, neighbor. Fieldwork required (5 hours).

Prerequisite: EDUC-346, EDUC-453, EDUC-409, EDUC-419, and EDUC-471S
Terms Typically Offered: Fall and Spring.

EDUC-480 Individual Studies: 1-3 Credits

May be repeated for credit.

Prerequisite: EDUC-315

Terms Typically Offered: Fall, Spring, and Summer.

EDUC-481S Beginning Clinical Practice and Cal TPA 1 4 Credits

This is the beginning field experience (i.e., student teaching) for Education Specialist mild/moderate credential candidates. Candidates teach and co-teach learners in a University assigned classroom with a cooperating teacher, 2 days per week for approximately 7 hours/day. Candidates experience the daily responsibilities of running a culturally and linguistically diverse classroom. Candidates practice under the expert monitoring of a Cooperating Teacher with mentoring from a University Supervisor. Candidates complete the Education Specialist California Teacher Performance Assessment (CalTPA) Cycle One. Biblical themes explored: blessing, introspection, kingdom, redemption, purpose.

Prerequisite: EDUC-346, EDUC-453, EDUC-409, EDUC-419, and EDUC-471S
Co-Requisite: EDUC-482S

Terms Typically Offered: Fall and Spring.

EDUC-482S Beginning Clinical Practice and Cal TPA 1 support seminar 1 Credit

This course is designed to support candidates during their beginning clinical practice experience. Candidates will engage in reflection and analysis of problems of practice under the guidance of the instructor. Candidates will learn the required elements of the Education Specialist CalTPA Cycle 1 for Education Specialist and discuss approaches for achieving a passing score. Biblical themes to be explored: introspection, prayer, purpose, thanksgiving.

Prerequisite: EDUC-346, EDUC-453, EDUC-409, EDUC-419, and EDUC-471S
Co-Requisite: EDUC-481S

Terms Typically Offered: Fall and Spring.

EDUC-483S Beginning Clinical Practice and Cal TPA Cycle 2 8 Credits

This is the culminating field experience for Education Specialist mild/moderate credential candidates. Candidates teach and co-teach learners in a University assigned classroom with a cooperating teacher, 5 days per week for approximately 7 hours/day. Candidates experience the daily responsibilities of running a culturally and linguistically diverse classroom. Candidates practice under the expert monitoring of a Cooperating Teacher with mentoring from a University Supervisor. Candidates complete the Education Specialist California Teacher Performance Assessment (CalTPA) Cycle Two. Lab Fee. Biblical themes explored: blessing, introspection, kingdom, redemption, purpose.

Prerequisite: EDUC-346, EDUC-453, EDUC-409, EDUC-419, EDUC-471S, EDUC-481S, and EDUC-482S

Co-Requisite: EDUC-482S

Terms Typically Offered: Fall and Spring.



EDUC-484S Beginning Clinical Practice and Cal TPA Cycle 2 support seminar 1 Credit

This course is designed to support candidates during their advanced clinical practice experience. Candidates will engage in reflection and analysis of problems of practice under the guidance of the instructor. Candidates will learn the required elements of the Education Specialist CalTPA Cycle 2 for Education Specialist and discuss approaches for achieving a passing score. Biblical themes to be explored: introspection, prayer, purpose, thanksgiving.

Prerequisite: EDUC-346, EDUC-453, EDUC-409, EDUC-419, EDUC-471S, EDUC-481S, and EDUC-482S

Co-Requisite: EDUC-481S

Terms Typically Offered: Fall and Spring.

EDUC-486 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 (TPEs). 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.

EDUC-487 Clinical Practice Fieldwork for 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.

EDUC-488 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.

EDUC-489 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, 5 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.

EDUC-490 Seminar: 3 Credits

Mutual investigation of one topic within the field of education that is of particular relevance to upper division liberal studies majors. May be repeated for credit.

Prerequisite: EDUC-315

Terms Typically Offered: Fall, Spring, and Summer.

EDUC-499C Senior Capstone in Liberal Studies 3 Credits

Students investigate key ideas from the California Curriculum Frameworks and the California Student Academic Content Standards. Students address the integration of faith and learning and identify how this integration has deepened their understanding of each subject area. The culmination of this course is a portfolio that reflects evidence of lesson planning and implementation, identity as a teacher and researcher, and spiritual integration with teaching. Students are assigned to conduct 10 hours of fieldwork experience at a prearranged elementary school site, which serves as the primary basis of all classroom activities.

Terms Typically Offered: Fall, Spring, and Summer.