

EDUCATION GRAD (EDUG)

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 ENGL-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, 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.

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 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 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.

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, 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.

EDUG-527 CalTPA Cycle 1 0.5 Credits

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.

EDUG-528 CalTPA Cycle 2 0.5 Credits

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.



EDUG-529 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.

EDUG-534 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.

EDUG-535 Early 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 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

Terms Typically Offered: Fall and Spring.

EDUG-537 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.

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.

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 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.

Terms Typically Offered: Fall and Spring.

EDUG-548 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.

EDUG-551 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.

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-569 Comp. Lit. Instruct. for Single Sub. Cred 3 Credits

This course is for secondary teacher candidates that will help candidates understand the role that complex skills in literacy and language analysis and applications play across content areas. Candidates will develop the skills to meet literacy expectations as they learn to teach their subject matter content standards and they will understand the effectiveness of teaching literacy skills in content area classrooms.

Terms Typically Offered: Fall.

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-571S 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).

EDUG-572S 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, EDUG-508, EDUG-509, EDUG-519, and EDUG-571
Terms Typically Offered: Fall and Spring.

EDUG-573S 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, EDUG-508, EDUG-509, EDUG-519, and EDUG-571S
Terms Typically Offered: Fall and Spring.

EDUG-574S 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, EDUG-508, EDUG-509, EDUG-519, and EDUG-571S
Terms Typically Offered: Fall and Spring.

EDUG-575S 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, EDUG-508, EDUG-509, EDUG-519, and EDUG-571S
Terms Typically Offered: Fall and Spring.

EDUG-581S 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, EDUG-508, EDUG-509, EDUG-519, and EDUG-571S
Co-Requisite: EDUG-582S

Terms Typically Offered: Fall and Spring.

EDUG-582S 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, EDUG-508, EDUG-509, EDUG-519, and EDUG-571S
Co-Requisite: EDUG-581S

Terms Typically Offered: Fall and Spring.

EDUG-583S 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, EDUG-508, EDUG-509, EDUG-519, EDUG-571S, EDUG-581S, and EDUG-582S

Co-Requisite: EDUG-582S

Terms Typically Offered: Fall and Spring.

EDUG-584S 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, EDUG-508, EDUG-509, EDUG-519, EDUG-571S, EDUG-581S, and EDUG-582S

Co-Requisite: EDUG-581S

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 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.

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.

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-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.

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.

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.

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.

Terms Typically Offered: Spring.

EDUG-610 Educational Assessment and Evaluation 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.

Prerequisite: EDUG-605, EDUG-606

Pre- or Co-Requisite: EDUG-609

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.

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.

EDUG-614 Curriculum Leadership and Collaboration 3 Credits

This course focuses on teacher learning, evaluating, and organizing high quality professional development. Students examine research-based literature about professional development models. Candidates study and practice high yield strategies for improving professional practice including peer coaching, collaboration, study groups and learning teams. Well-designed evaluations inform candidates about the effectiveness of professional development practices and guide the content, form and structure for creating a teacher-led learning community.

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.

EDUG-616 Educational Leadership 3 Credits

This course will provide students with the knowledge and skills to effectively lead with Love and Wisdom in today's schools as an educator. Critical examination of leadership and communication theories and practices within the educational context, focusing on individuals and organizations. This course equips students to identify essential traits and approaches to bolster their impact as school leaders, creating positive transformations in educational settings.

EDUG-617 Organizational & Systems Leadership 3 Credits

This course will explore the current trends, challenges, scope, and methods involved in organizational change and systems leadership. It will cover topics such as change strategies, theories and practices related to strategic planning, and systems leadership theories and practices. The course will place a particular emphasis on building a learning organization and bringing about profound and lasting change.

EDUG-618 Human & Financial Resources 3 Credits

This course will explore the current trends, challenges, scope, and methods involved in human resources in education. It will cover topics such as recruitment, professional development, theories related to human resources development, and the assessment procedures for both classified and certificated personnel. In this course, educational leaders will be introduced to tools and techniques for budgeting, administration, school funding management, and human resources. Participants will gain insight into essential aspects of education finance, exploring revenue sources at federal, state, and local levels. The course will cover trends, issues, and practices in school finance, addressing topics such as financial management strategies, methods for creating projected budgets and strategic plans, the Local Control Funding Formula, and the Local Control Accountability Plan.

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.

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.

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.

EDUG-699 Continuous Registration 1 Credit

Continuation of independent project study. Credit does not count toward Master's degree requirements. Fee is equivalent to one unit of Graduate Education tuition. EDUG-699 carries a grade of CE (Continuing Enrollment) until all course requirements are met, at which time the grade is changed to CR (Credit).

Prerequisite: EDUG-610

Terms Typically Offered: Fall and Spring.