

# GRADUATE PROGRAMS IN EDUCATION

Jeff Hittenberger, PhD, Dean - School of Education

*Mission:* Equip effective educators to bring love and wisdom to their classrooms, schools, and communities. This mission is based on an understanding of education as a calling and is shaped by the mission and pedagogy of Jesus.

## Graduate Program in Education

### Credential Programs

California Preliminary Multiple Subject Teaching Credential

California Preliminary Single Subject Teaching Credential

California Preliminary Education Specialist Instruction, Mild/Moderate Support Needs\*

California Preliminary PK-3 ECE Specialist Instruction\*

*\*Pending approval by the California Commission on Teacher Credentialing*

Master of Arts (M.A.) in Education

- Curriculum and Instruction with a Preliminary Teaching Credential
- Curriculum and Instruction
- Educational 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 Preliminary Teaching 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 (CCCCU) 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 Academic Policies and Procedures 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 Assistant Director for Graduate Programs in Education 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 professional references listed on one document including names, titles, and contact information
- For Preliminary Teaching Credential: Provide a 1-page minimum personal statement
- An interview with Graduate Education personnel

(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 Teaching Credential

The requirements listed below must be satisfied by April 1 prior to beginning the Fall term and by October 1 prior to beginning the Spring term to qualify for Clinical Practice classroom assignments.

### Grade Point Average Requirement

A cumulative 2.7 Grade Point Average (GPA) in undergraduate work is required for regular status admission into the credential program (for MA 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 coursework 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 Assistant Director and/or Dean 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)



**VANGUARD  
UNIVERSITY**

**M.A. in Education:**

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

- or -

- For M.A. in Education, Curriculum and Instruction with a Preliminary Teaching Credential: 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. in Education, Curriculum and Instruction with a Preliminary Teaching Credential: Student must complete 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.
- Credential Program completers will meet with the Assistant Director 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 ACADEMIC POLICIES AND PROCEDURES (<https://catalog.vanguard.edu/academic-policies/>) 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/academic-policies/registration-enrollment/>)
- Veteran's Benefits (<https://catalog.vanguard.edu/admissions-information/veterans/>)

## University's Leave of Absence and Withdraw Policy (<https://catalog.vanguard.edu/academic-policies/leave-absence-withdrawal-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 (<https://catalog.vanguard.edu/academic-policies/>) Academic Policies and Procedures (<https://catalog.vanguard.edu/academic-policies/>) 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 more than one semester and did not file an official withdrawal form or leave of absence, will be administratively withdrawn from the program and must reapply through the Graduate Admissions Office. Readmitted students will be subject to current academic catalog requirements. 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 Assistant Director for 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 Candidate Support Committee (CSC) composed of faculty and staff from the Graduate Program in Education. This will determine whether or not 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 Academic Policies and Procedures* (<https://catalog.vanguard.edu/academic-policies/>).

## Grade Appeals

See *Grade Change Policy in Academic Policies and Procedures* (<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 Evaluation 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.

## Programs

### Degree Programs

- Education M.A.: Concentration in Curriculum and Instruction (<https://catalog.vanguard.edu/soe/education/education-ma-ci-nocred/>)
- Education M.A.: Concentration in Curriculum and Instruction with a Preliminary Credential (<https://catalog.vanguard.edu/soe/education/education-ma-ci/>)
- Education M.A.: Concentration in Educational Leadership (<https://catalog.vanguard.edu/soe/education/education-ma-el/>)

## Credential Programs

- Credential Program: Education Specialist (Special Education) (<https://catalog.vanguard.edu/soe/education/teaching-credential-sped/>)
- Credential Program: PK-3 Early Childhood Education Specialist (<https://catalog.vanguard.edu/soe/education/teaching-credential-pk3/>)

- Credential Program: Single/Multiple Subject (<https://catalog.vanguard.edu/soe/education/teaching-credential/>)

## Professional Development

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

## Courses

### Early Childhood Education Credential Courses

#### ECED-500 Classroom Management and Guiding the Young Child's Behavior 3 Credits

This course examines appropriate child guidance principles and practices. Positive teacher/child interactions along with guidance techniques, self-regulation and self-control concepts, the setting of clear expectations and affirming positive behavior, classroom management techniques, and conflict resolution strategies will be examined. Parental involvement and school/family partnerships will be incorporated to serve children in their supporting environments.

Terms Typically Offered: Fall, Spring, and Summer.

#### ECED-504 Foundations of Teaching for Early Childhood Educators 3 Credits

This course features a look at every aspect of the field of early childhood education that covers children ages birth through age 8-various early childhood programs and its professionals, developmentally appropriate theories and practices, strategies for engaging and supporting diverse learners, effective learning environments, curriculum planning and assessing for all young children, and ethical decision making - to develop competent, informed early childhood professionals. Students will be introduced to the California PK-3 Early Childhood Education Specialist Instruction Credential Teacher Performance Expectations, the California Preschool Learning Foundations and Framework, and the California K-3 Student Content Standards and Framework.

Terms Typically Offered: Fall, Spring, and Summer.

#### ECED-505 Advanced Curriculum Design and Development in Early Childhood Education 3 Credits

In this course, candidates will focus on curriculum planning, curriculum mapping, and lesson planning utilizing various documents and materials to support student engagement and assessment for Preschool through third grade learners. These learners include both general education and students identified as special education learners. Resources to be used for curriculum planning and lesson design focus include: California K-3 Student Content Standards and Frameworks, Preschool Learning Foundations, California Preschool Curriculum Framework, National Association for the Education of Young Children, and Multi-Tiered System of Support (MTSS). Candidates will focus on engagement strategies, meeting the needs of all learners, designing multiple approaches to curriculum, incorporating effective play-based models, and adjusting lessons based on student understanding for both individual lessons and long-term curriculum based projects.

Terms Typically Offered: Fall, Spring, and Summer.



**ECED-506 The Exceptional Child and the Inclusive Classroom 3 Credits**

The purpose of this course is to provide students with an in-depth look at the foundations of Early Childhood special education and to diagnose the various characteristics and best practices. It seeks to research various theoretical perspectives and the differences between typical and atypical development as well as the communities and family dynamics that place young children at risk. In this course, students will learn about the various types of disabilities and the characteristics and the interventions available to its subjects. It also delves into the birth-8th grade experience and looks at the broad spectrum of young children who need assistance with school to those that excel and need more academic challenges. This course addresses California PK-3 ECE TPE 1.1 for demonstrating knowledge of typical and atypical development and California PK-3 ECE TPE 2.3 for communicating and collaborating with peers and colleagues to support learning and development.

Terms Typically Offered: Fall, Spring, and Summer.

**ECED-507 STEM/STEAM: Math for the Young Child 3 Credits**

This course reviews developmental theory and research about mathematical education in the early childhood years. Early childhood educators will investigate the interrelationship of math concepts in cooperation with STEAM education, and explore an organized, sequential approach to creating a developmentally appropriate math curriculum for young children that incorporates the use of digital technologies. Educators will gain experience using digital tools appropriately with young learning to promote alternative modes of assessment, individualized learning, and enhance digital citizenship. Concepts of God as the creator and master designer will be presented as students construct knowledge through a dynamic, interactive process that facilitates their development of working theories relating to mathematics and STEAM education.

Terms Typically Offered: Fall, Spring, and Summer.

**ECED-508 Advanced Practicum I 3-4 Credits**

This course is a supervised experience in working with young learners ages 3-5 in a preschool (PK) through transitional kindergarten (TK) setting. The primary purpose of this course is to practice and reflect on various teaching strategies and approaches under the guidance and support of a mentor teacher, University Supervisor, and the course instructor. The emphasis will be on designing, implementing, and evaluating classroom experiences for young learners. These experiences will be planned considering the funds of knowledge, cognitive and social-emotional development, and unique needs of each young learner based on constructivist approaches. Observation and evaluation of classroom experiences, environmental design, classroom management, and parent/family communication in culturally inclusive environments will be highlighted to promote optimal development for young learners.

Terms Typically Offered: Fall, Spring, and Summer.

**ECED-509 Advanced Practicum II 4 Credits**

This course is a supervised experience in working with young children ages 5-8 in a Kindergarten through third grade setting. The primary purpose of this course is to practice and reflect on various teaching strategies and approaches under the guidance and support of a mentor teacher. The emphasis will be on designing, implementing, and evaluating classroom experiences for young children. These experiences will be planned considering students' cognitive, social, emotional, linguistic, cultural, and special needs. Observation, and evaluation of classroom experiences, environmental design, classroom management, and parent communication will be emphasized to promote optimal development for young children. Biblical perspectives will be integrated throughout the course.

Terms Typically Offered: Fall, Spring, and Summer.

**ECED-530 Lang/Lit for Young Child Multicultural Communities 3 Credits**

This course focuses on language and literacy development for young children in multicultural communities. Language learning development will be studied as an important part of thinking and communicating as God's design for each child. Students will learn the distinct differences between language, competence, and performance as it relates to multicultural communities. Students will examine theories of language development, including theories of second language acquisition and the needs of English language learners. They will also explore strategies for engaging children in integrated listening, speaking, reading, and writing experiences as well as specific strategies for working with multilingual families in meeting the functional needs of the child in the classroom setting. Developmentally effective assessments will be discussed as a means of informing instruction. Additionally, evaluation of God-honoring children's literature will be covered.

Terms Typically Offered: Fall, Spring, and Summer.

**ECED-531 Advanced Strategies of Observation, Documentation, and Assessment 3 Credits**

In this course, PK-3 credential students will research and practice appropriate use of assessment, including observation tools and strategies to document students' development and learning between Preschool and Grade 3 (approximately, ages 3-8 years old). Students will apply the use of data to inform and plan learning environments and curricula. Utilizing the guidance from the California Teaching Performance Expectations on assessing young children's learning, students will create and practice with recording strategies, rating systems, portfolios, and multiple assessments, with further implementation of strategies for collaboration with families and professionals to support young learners within all domains of development, through all curriculum areas.

Terms Typically Offered: Fall, Spring, and Summer.

**ECED-532 Clinical Practice Seminar 1 and CalTPA Cycle 1 2 Credits**

This course provides support for teacher candidates to demonstrate their knowledge, skills, and abilities learned through the PK-3 Early Childhood Education Specialist Instruction Credential program to successfully pass the California Teaching Performance Assessment (CalTPA) Cycle 1 focusing on learning about the diverse assets and needs of students. Candidates create a math lesson based on the understanding of students' developmental level, needs, and interest utilizing the funds of knowledge of each student.

Terms Typically Offered: Fall, Spring, and Summer.



**ECED-533 Clinical Practice Seminar II/CalTPA 2 Cycle 1 2 Credits**

This course provides support for teacher candidates to demonstrate their knowledge, skills, and abilities learned through the PK-3 Early Childhood Education Specialist Instruction Credential program to successfully pass the California Teaching Performance Assessment (CalTPA) Cycle 2 focusing on learning about assessment as an ongoing procedure of gathering evidence from multiple sources to determine what each student knows, understands, and can demonstrate. Candidates create a literacy lesson, with emphasis on the interaction between standards, assessment, and instructional decision-making in the PK-3 education setting.

Terms Typically Offered: Fall, Spring, and Summer.

## Graduate Education Courses (Including all other credential 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 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 Singe 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.