

# Single Subject Teaching Credential

COURSE #	TITLE .....	UNITS
EDU 502	Research-Based Learning Theory	.3
EDU 504	Legal, Ethical and Wesleyan Perspectives on Education	.3
EDU 506	Principles of Language Acquisition	3
EDU 530	Differentiated Instruction for All Learners in the Secondary Classroom	.3
EDU 532	Secondary Content Area Literacy	.3
EDU 540	Student Teaching/Supervised Intern Teaching I	.4
EDU 541	Student Teaching/Supervised Intern Teaching Inquiry and Reflection I	.1
EDU 508	Assessment and Research Practices	.3
EDU 534	General Methods for Secondary Teachers	.3
EDU 536	Curriculum Development, Innovation and Evaluation	.3
EDU 550	Student Teaching/Supervised Intern Teaching II	.4
EDU 551	Student Teaching/Supervised Intern Teaching Inquiry and Reflection II	.1
	Total	.34

## CONDITIONAL ADMISSIONS POLICY

The conditional admission policy requires a passing score on CBEST, a statement from the candidate on why exceptional admission should be considered, two additional written recommendations from college or university faculty members, and demonstration of academic potential. In addition students must meet at least one of the following criteria: (1.) a minimum 2.550 GPA in the major, (2.) a minimum 2.750 GPA for the previous two semesters, (3.) a minimum of 3.000 GPA for each class in the previous semester and 6 units of post-baccalaureate work, or (4.) successful completion of a graduate degree from a regionally accredited university. Interviews of "conditional admissions" candidates must include a third interviewer.

Once admitted to the program as a conditional admit, the candidate must earn at least a "B" in all program coursework. The candidate must also receive a minimum evaluation score of seven out of ten in their first student teaching experience to continue in the program. The Interview Committee may recommend the completion of certain remedial work that must be completed prior to advancement to full-candidacy.

Admission to the University and Teacher Education program are to be completed within the first semester of enrollment.

## TITLE II INFORMATION

According to federal regulations, all accredited departments, schools, and colleges of education are required to report information regarding their candidates' passing rates on examinations. The report may be found on the Web site at [www.ptloma.edu](http://www.ptloma.edu).

## Course Descriptions

### EDU 502 (3) RESEARCH-BASED LEARNING THEORY

An overview of the major concepts, principles, theories and research related to the cognitive, linguistic, social, emotional and physical development of children and adolescents. Effective instructional strategies that ensure active and equitable participation of all students are analyzed and applied. Research-based theories of human learning are examined as to how these theories and practices inform school policies and practices and affect student conduct, attitudes and achievements.

### EDU 504 (3) LEGAL, ETHICAL, AND WESLEYAN PERSPECTIVES ON EDUCATION

Major concepts and principles regarding the historical and contemporary purposes, roles and functions of education in American society. Research on the social and cultural conditions of K-12 schools are analyzed in relation to the purposes, functions and inequalities of schools. Different perspectives on teaching and learning, alternative conceptions of education are explored. A professional perspective that recognizes the ethical and professional responsibilities of teaching is developed. Relevant state and federal laws pertaining to the education of all students to sustain a just, democratic society are examined. The role of Christian educators in public and private schools from the Wesleyan tradition and perspective is emphasized.

### EDU 506 (3) PRINCIPLES OF LANGUAGE ACQUISITION

Knowledge and application of pedagogical theories, principles, and instructional practices for English language learners and an examination of principles of educational equity to provide English learners and special population students equitable access to the core curriculum. Theoretical foundations and principles of language acquisition and the development of academic English are investigated. Program models for bilingual instruction are examined and compared. Special emphasis is placed on the Structured English Immersion model as practiced in California schools. Foundational knowledge and classroom instructional practices are linked through the systematic study phonemic

awareness, oral language, and literacy development. Specially Designed Academic Instruction in English (SDAIE) methodology is emphasized through a field experience practicum.

**EDU 508 (3) ASSESSMENT AND RESEARCH PRACTICES**

Analyzes assessment practices and instruments used to evaluate student academic achievement and social behavior. Relationships between theory and practice provide the basis for reflection to encourage application of proven pedagogical strategies in the classroom.

**EDU 520 (3) DIFFERENTIATED READING AND RELATED LANGUAGE ARTS INSTRUCTION FOR ALL LEARNERS**

Intensive instruction grounded in methodologically sound research and organized, systematic, explicit teaching of skills that promote fluent reading. Opportunities for candidates to learn, understand and effectively use materials, methods and strategies for all students, including students with varied reading levels and language backgrounds are provided. Instruction in reading and related language skills aligned with the state-adopted academic content standards is emphasized. The ability to deliver a comprehensive program of systematic instruction to ensure that students meet or exceed English Language-Arts (K-8) content standards for Word Analysis, Fluency and Systematic Vocabulary Development, Reading Comprehension, and Literary Response and Analysis is the goal.

**EDU 522 (3) DIFFERENTIATED WRITING AND RELATED LANGUAGE ARTS INSTRUCTION FOR ALL LEARNERS**

Grounded in methodologically sound research, the course provides intensive instruction in how to deliver a comprehensive program of systematic instruction to ensure that students meet or exceed English Language-Arts (K-8) content standards and English Language Development standards for Writing and Listening and Speaking. Opportunities for candidates to learn, understand and effectively use materials methods and strategies for all students, including students with varied writing levels and language backgrounds are provided. The acquisition of, understanding and effective using of systematic instructional strategies designed to make curriculum comprehensible to English learners is emphasized.

**EDU 524 (3) DIFFERENTIATED MATHEMATICS INSTRUCTION FOR ALL LEARNERS**

Planning of content-specific instruction consistent with state adopted curriculum frameworks for physical education and health and the methods of delivery of that content and planning and delivery of content-specific instruction consistent with state-adopted K-8 mathematics standards is the focus. The interrelated components of a balanced program of mathematics and the fostering of positive attitudes toward mathematics are stressed. Includes instruction in how to model and teach students to solve problems using multiple strategies and to anticipate, recognize and clarify mathematical misunderstandings that are common among K-8 students.

**EDU 526 (3) DIFFERENTIATED ELEMENTARY SCIENCE, HEALTH, AND PHYSICAL EDUCATION INSTRUCTION FOR ALL LEARNERS**

The major concepts, principles and investigations in the social science disciplines are studied through in-depth case studies, historical literature, and cross-cultural activities. The major concepts, principles and investigations in the science disciplines including effective laboratory and field activities will be utilized. Critical thinking skills, basic analysis skills, and study skills are incorporated into content-based instruction and active forms of social science learning. The process of interrelation of ideas and information within and across science, social studies, and other subject areas utilizing the academic content standards is emphasized. Included also are specific teaching strategies that are effective in achieving goals of a) the development of a variety of motor skills and abilities in students; student recognition of the importance of a healthy lifestyle; student knowledge of human movement; student knowledge of the rules and strategies of games and sports; and student self-confidence and self-worth in relation to physical education and recreation; b) the acceptance of personal responsibility for lifelong health; respect for and promotion of health in others; understanding of the process of growth and development; and informed use of health-relations information, products, and services.

**EDU 528 (3) DIFFERENTIATED SOCIAL SCIENCE AND VISUAL AND PERFORMING ARTS INSTRUCTION FOR ALL LEARNERS**

The major concepts, principles and investigations in the social science disciplines are studied through in-depth case studies, historical literature, and cross-cultural activities. The major concepts, principles and investigations in the science disciplines including effective laboratory and field activities will be utilized. Critical thinking skills, basic analysis skills, and study skills are incorporated into content-based instruction and active forms of social science learning. The process of interrelation of ideas and information within and across science, social studies, and other subject areas utilizing the academic content standards is emphasized. Specific teaching strategies that are effective in achieving goals of the visual and performing arts including how the various art forms related to each other, other subject areas, and to careers are utilized to emphasize and enhance writing literacy and goals of the visual and performing arts framework.

**EDU 530 (3) DIFFERENTIATED INSTRUCTION FOR ALL LEARNERS IN THE SECONDARY CLASSROOM**

Promotes the development of knowledge and skills necessary to support the literacy development of secondary students across the content areas. Intensive instruction in reading and language arts methodology that is aligned with the content standards for language arts is provided. Areas of focus include: teaching of comprehension skills, vocabulary, text structure analysis, writing processes, and teaching oral and written language across a variety of settings/functions. The ability to deliver a comprehensive program of systematic instruction to ensure that students meet or exceed English Language-Arts (9-12) content standards for Word Analysis, Fluency and Systematic Vocabulary Development, Reading Comprehension, and Literary Response and Analysis is the goal.

**EDU 532 (3) SECONDARY CONTENT AREA LITERACY**

Promotes the development of knowledge and skills necessary to support the literacy development of secondary students across the content areas. Intensive instruction in reading and language arts methodology that is aligned with the content standards for language arts is provided. Areas of focus include: teaching of comprehension skills, vocabulary, text structure analysis, writing processes, and teaching oral and written language across a variety of settings/functions. The ability to deliver a

comprehensive program of systematic instruction to ensure that students meet or exceed English Language-Arts (9-12) content standards for Word Analysis, Fluency and Systematic Vocabulary Development, Reading Comprehension, and Literary Response and Analysis is the goal.

**EDU 533 (3) FOUNDATIONS OF SPECIAL EDUCATION AND CHARACTERISTICS OF STUDENTS WITH MILD/MODERATE DISABILITIES**

An overview of the major educational practices of special education, including emergent issues, theories and research. The purpose of special education, laws, ethical concerns, perspectives, characteristics and needs of students with mild/moderate disabilities will be examined. This course provides an introduction to the foundations necessary to provide special education services in the school system. Behavior management strategies for creating effective, safe learning environments will be addressed.

**EDU 534 (3) GENERAL METHODS FOR SECONDARY TEACHERS**

Demonstration of mastery of specific competencies including writing objectives and student learning plans to make content accessible to all students, classroom management, interpretation and use of assessment, appropriate questioning, and use of technology in the classroom. Extensive use of demonstration lessons provides opportunity for reflection on practices attempted.

**EDU 536 (3) CURRICULUM DEVELOPMENT, INNOVATION AND EVALUATION**

Mastery of specific knowledge and skills needed for effective instruction in their content areas. Curriculum is analyzed and modified as necessary to maximize student learning and curricular alignment to the California Standards and Frameworks.

**EDU 540 (2-4) STUDENT TEACHING I**

Candidates observe and participate as teachers in the appropriate grade level classroom. Student teachers are "phased in" over a period of several weeks to an appropriate amount of full-day experience. This coursework is graded Credit/No-credit.

**EDU 541 (1) STUDENT TEACHING INQUIRY AND REFLECTION I**

Application of principles of effective classroom management that maximize instructional time and enhance student academic achievement and social behavior. Candidates demonstrate their ability to create and maintain a positive learning environment. Seminar-like. Repeated twice, once each in conjunction with student teaching experiences.

**EDU 550 (2-4) STUDENT TEACHING II**

Candidates assume full-day responsibilities sooner in the K-12 grading period in which the assignment is completed. This coursework is graded Credit/No-credit.

*Prerequisite: Education 540.*

**EDU 551 (1) STUDENT TEACHING INQUIRY AND REFLECTION II**

Continuation of Education 541.

*Prerequisite: Education 541.*

**EDU 555 (.5 UNITS FOR 4 SEMESTERS= 2 UNITS) EDUCATIONAL SPECIALIST INTERN SUPPORT SEMINARS**

Seminar designed for processing urgent issues that interns face in their classrooms. Reflection on the link of theory and practice will create a network of professionals addressing learners with special needs. This network will help problem solve from a variety of perspectives, be able to identify resources, introduce interns to effective practitioners and build professional collegiality between and among those serving in different districts. This coursework is graded Credit/No-credit.

**EDU 560 (2-4) SPECIAL EDUCATION STUDENT TEACHING II**

Student teaching experience with students identified as having mild/moderate disabilities. Candidates supervised by an on-site master teacher and a university supervisor. Each candidate demonstrates basic skills in competencies that ensure appropriate learning and support experiences for students with mil/moderate disabilities. Graded Credit/No-credit.

**EDU 561 (1) SPECIAL EDUCATION STUDENT TEACHING INQUIRY AND REFLECTION II**

Continuation of Student Teaching I Inquiry and Reflection with a special focus on issues faced by educators serving those with mild/moderate disabilities.

**EDU 570 (2-4) SPECIAL EDUCATION SUPERVISED INTERN TEACHING I**

In this course interns complete all of their Student Teaching/Supervised Intern Teaching in Special Education placements, but have specialized guided observations so that they will better see their role in collaboration with other educators. In addition, whenever possible, interns work alongside other teachers to assist students with special needs in the regular education classroom. Each candidate demonstrates basic skills in competencies that ensure appropriate learning and support experiences for students identified with mild/moderate disabilities. Feedback on classroom practice is provided by both an on-site supervisor and a University supervisor. This coursework is graded Credit/No-credit.

**EDU 571 (1) SPECIAL EDUCATION SUPERVISED INTERN INQUIRY AND REFLECTION I**

Seminar-like course where interns strengthen their ability to reflect upon and then improve their practice as related to classroom management, instructional strategies, consultation, collaboration as well as parent/community involvement. Repeated twice, once each in conjunction with Student Teaching/Supervised Intern Teaching. Graded Credit/No-credit.

**EDU 580 (2-4) SPECIAL EDUCATION SUPERVISED INTERN TEACHING II**

Continuation of Education 570. This coursework is graded Credit/No-credit.

**EDU 581 (1) SPECIAL EDUCATION SUPERVISED INTERN INQUIRY AND REFLECTION II**

Continuation of Education 571.

**EDU 590 (1-3) SPECIAL STUDIES IN EDUCATION**

Intensive study in a special topic in education under the direction of faculty member. Consent of location director is required. May be repeated for a total of six units.

**EDU 591 (1-3) WORKSHOP IN EDUCATION**

Intensive study in a special topic in education involving university faculty and expert consultants. Consent of location director is required. Graded Credit/No-credit. May be repeated for a total of six units.

**EDU 599 (1-3) RESEARCH IN EDUCATION**

Open to students of proven ability. Consent of location director is required. May be repeated for a total of six units.