

advanced credentials or degrees in special education, counseling and guidance, or educational administration.

Beyond academic excellence, this PLNU graduate program provides explicit support for the moral and ethical development of classroom teachers in a Christ-centered learning community.

Customized M.A. courses of study are also available for:

- Experienced classroom teachers with a Ryan credential and,
- Private or charter school teachers who are seeking a CTC approved fifth year/M.A. program to earn their professional clear credential and graduate degree
- Credentialed teachers seeking a teaching position
- Educators seeking a masters degree only

Level II Credential/ Master of Arts in Education, Special Education

PLNU/BTSA DISTRICT PARTNERSHIP PROGRAM

PLNU offers a Level II/M.A. Program (36 units) for special education teachers in K-12 public schools who are participating in Beginning Teacher Support and Assessment (BTSA) Programs in PLNU Partnership Districts.

This Level II/M.A. Program allows special education teachers to fully integrate their BTSA coursework with PLNU coursework to meet the requirements for the Level II credential and continue with highly relevant graduate coursework toward their M.A. degree.

A typical Level II/M.A. course of study would be:

- 6 units of specific Level I coursework,
- 9 units of Level II coursework: Graduate Education 622-Assessment, 616-Curriculum Adaptations,
- Graduate Education 634-Transition with up to 6 units earned from BTSA, district, or regional intensive training sessions or practicum experiences with appropriate evidence of proficiency meeting PLNU course requirements,
- 3-6 units of BTSA formative assessment event completion with appropriate evidence
- 6 units of required advanced coursework in health and technology with up to 4 units earned through BTSA induction training and practicum sessions,
- 3 units of Philosophy of Education,

- 6-9 units of specialized in-depth study or research on a key special education issue.

Beyond academic excellence, this PLNU graduate program provides explicit support for the moral and ethical development of classroom teachers in a Christ-centered learning community.

Customized Level II programs are available for BTSA Induction teachers who have already earned a masters degree but still need to complete requirements for a Level II credential

Preliminary Level I Education Specialist Credential Program— Mild/Moderate

Special Education Teaching Credential

The program is designed for those who wish to teach special education students either as an intern or in a traditional credential preparation program. This credential prepares teachers to create, develop and implement individualized adaptations and accommodations to facilitate access to learning of the core curriculum in a variety of environments. Coursework focuses on state and federal regulations, IEP mandates, specialized curricula, learning, behavior and transition strategies as well as the use of current and adaptive technologies. Candidates in this program develop skills in working as collaborators in educational settings.

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 507 (3) PRINCIPLES OF LANGUAGE ACQUISITION FOR STUDENTS WITH MODERATE/SEVERE DISABILITIES

Issues of language acquisition as related to students with Moderate/Severe Disabilities are the class focus. These include: assessment, behavior management, communication styles that impact learning, development of appropriate IEP goals, development of needed augmentative systems, and social skill instruction.

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 525 (3) METHODS FOR TEACHING STUDENTS WITH MODERATE/SEVERE DISABILITIES

Study of curriculum and instruction appropriate for individualized services including supplementary aids, services and technology. Curricular issues to be addressed include: modification of the curriculum within natural environments appropriate to student needs, selecting appropriate curricula and developing instructional plans based on a variety of assessments. Instruction methods and strategies that are appropriate for individuals with diverse needs, interests and learning styles is addressed.

**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 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 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 (1-4) 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. Graded Credit/No Credit in Arcadia and Bakersfield.

EDU 550 (1-4) STUDENT TEACHING II

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

Prerequisite: Education 540.

EDU 551 (1) STUDENT TEACHING INQUIRY AND REFLECTION II

Continuation of Education 541. Graded Credit/ No Credit in Arcadia and Bakersfield.

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. Graded Credit/No Credit.

EDU 560 (1-4) 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. Graded Credit/ No Credit in Arcadia and Bakersfield.

EDU 570 (1-4) 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. 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 (1-4) SPECIAL EDUCATION SUPERVISED INTERN TEACHING II

Continuation of Education 570. Graded Credit/No Credit.

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

Continuation of Education 571. Graded Credit/No Credit.

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. Graded Credit/No Credit.

EDU 591 (0.5-3) 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. Graded Credit/No Credit.