



# Post-Baccalaureate Credentials *in the* School of Education

PLNU offers selected credential and degree programs of academic rigor in an environment of vital Christianity in the Wesleyan tradition. Our commitment is to prepare thoughtful, culturally sensitive, scholarly professional educators who utilize the latest research and exemplary methods which ensure learning and achievement. The faculty is committed to equip candidates to become influential moral and ethical leaders in a highly competitive, diverse, and ever-changing society. Several courses taken as a post baccalaureate credential candidate may be applied toward a Master of Arts in Education.

## PRELIMINARY TEACHING CREDENTIALS

### Preliminary Level I Multiple Subject Teaching Credential and Intern Program

A Multiple subject Teaching Credential enables a person to teach in a self-contained (K-12) classroom in California. Candidates receive coursework in educational research and theory as well as methodology in reading, language arts, science, social studies, and mathematics. Credential requirements are subject to change based on state and federal requirements which supersede any existing catalog requirements.

<b>COURSE #</b>	<b>TITLE</b> .....	<b>UNITS</b>
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 508	Assessment and Research Practices	.....3
EDU 520	Differentiated Reading and Related Language Arts Instruction For All Learners	.....3
EDU 522	Differentiated Writing and Related Language Arts Instruction For All Learners	.....3
EDU 524	Differentiated Mathematics Instruction for All Learners	....3
EDU 526	Differentiated Elementary Science, Health and Physical Instruction For All Learners	.....3
EDU 528	Differentiated Social Science and Visual and Performing Arts Instruction for All Learners	....3
EDU 540	Student Teaching/Supervised Intern Teaching I	.....4
EDU 541	Student Teaching/Supervised Intern Teaching Inquiry and Reflection I	.....1
EDU 550	Student Teaching/Supervised Intern Teaching II	.....4
EDU 551	Student Teaching/Supervised Intern Teaching Inquiry Reflection II	.....1
	<b>Total</b>	<b>.....37</b>

### Preliminary Level I Single Subject Teaching Credential and Intern Program

Individuals who plan to teach at the secondary level need to pursue the Single Subject Credential in an approved discipline of their choice. A Single Subject Credential enables a person to teach in a departmentalized (K-12) classroom. Credential requirements are subject to change based on state and federal requirements which supersede any existing catalog requirements.

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<b>COURSE #</b>	<b>TITLE</b> .....	<b>UNITS</b>
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 508	Assessment and Research Practices	.3
EDU 530	Differentiated Instruction For All Learners in the Secondary Classroom	.3
EDU 532	Secondary Content Area Literacy	.3
EDU 534	General Methods for Secondary Teachers	.3
EDU 536	Curriculum Development, Innovation and Evaluation	.3
EDU 540	Student Teaching/Supervised Intern Teaching I	.4
EDU 541	Student Teaching/Supervised Intern Teaching Inquiry and Reflection I	.1
EDU 550	Student Teaching/Supervised Intern Teaching II	.4
EDU 551	Student Teaching/Supervised Intern Teaching Inquiry Reflection II	.1
	<b>Total</b>	<b>.34</b>

## Preliminary Level I Education Specialist (Mild/Moderate) Teaching Credential and Intern 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, Individual Education Plans (IEP), specialized curricula, learning, behavior and transition strategies as well as the use of current and assistive technologies. Candidates in this program develop skills in working as collaborators in educational settings.

<b>COURSE #</b>	<b>TITLE</b> .....	<b>UNITS</b>
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 508	Assessment and Research Practices	.3

EDU 520	Differentiated Reading and Related Language Arts Instruction For All Learners	.3
EDU 522	Differentiated Writing and Related Language Arts Instruction For All Learners	.3
EDU 524	Differentiated Mathematics Instruction for All Learners	.3
	<b>OR</b>	
EDU 534	General Methods for Secondary Teachers	.3
EDU 533	Foundations of Special Education and Characteristics of Students With Disabilities	.3
GED 621	Assessment Procedures and Services for Students with Disabilities	.3
GED 631	Curricular and Instructional Adaptations for Students with Disabilities	.3
GED 632	Collaboration and Consultation for IEP Implementation, Evaluation and Program Improvement	.3
	<b>Total</b>	<b>.33</b>

*Students who are not under contract with a school district also take:*

<b>COURSE #</b>	<b>TITLE</b> .....	<b>UNITS</b>
EDU 540	Student Teaching/Supervised Intern Teaching I	.4
EDU 541	Student Teaching/Supervised Intern Teaching Inquiry and Reflection I	.1
EDU 560	Special Education Student Teaching II	.4
EDU 561	Special Education Student Teaching Inquiry and Reflection II	.1
	<b>Total</b>	<b>.10</b>

*Students who are under an intern contract with a school district also take:*

<b>COURSE #</b>	<b>TITLE</b> .....	<b>UNITS</b>
EDU 555	Educational Specialist Intern Support Seminars (.5 unit for 4 semesters)	.2
EDU 570	Special Education Supervised Intern Teaching I	.4
EDU 571	Special Education Supervised Intern Inquiry and Reflection I	.1
EDU 580	Special Education Supervised Intern Teaching II	.4
EDU 581	Special Education Supervised intern Inquiry and Reflection II	.1
	<b>Total</b>	<b>.12</b>

## Preliminary Level I Education Specialist (Moderate/Severe) Teaching Credential

COURSE #	TITLE	UNITS
EDU 502	Research-Based Learning Theory	.3
EDU 504	Legal, Ethical and Wesleyan Perspectives on Education	.3
EDU 507	Principles of Language Acquisition for Students with Moderate/Severe Disabilities	.3
EDU 508	Assessment and Research Practices	.3
EDU 520	Differentiated Reading and Related Language Arts Instruction For All Learners	.3
EDU 525	Methods of Teaching Students with Moderate/Severe Disabilities	.3
EDU 522	Differentiated Writing and Related Language Arts Instruction For All Learners	.3
EDU 533	Foundations of Special Education and Characteristics of Students With Disabilities	.3
GED 621	Assessment Procedures and Services for Students with Disabilities	.3
GED 626	Organization and Management for Success in the Moderate/Severe Classroom	.3
GED 632	Collaboration and Consultation for IEP Implementation, Evaluation and Program Improvement	.3

*Fieldwork with special placement depending upon credential authorization (10-12 units)*

COURSE #	TITLE	UNITS
EDU 540	Student Teaching/Supervised Intern Teaching I	.4
EDU 541	Student Teaching/Supervised Intern Teaching Inquiry and Reflection I	.1
EDU 560	Special Education Student Teaching II	.4
EDU 561	Special Education Student Teaching Inquiry and Reflection II	.1

*OR (for those under contract with a school district)*

EDU 555	Educational Specialist Intern Support Seminars (.5 unit for 4 semesters)	.2
EDU 570	Special Education Supervised Intern Teaching I	.4
EDU 571	Special Education Supervised Intern Inquiry and Reflection I	.1
EDU 580	Special Education Supervised Intern Teaching II	.4

EDU 581	Special Education Supervised intern Inquiry and Reflection II	.1
<b>Total</b>		<b>.43-45</b>

### 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. A summary of the passing rates may be found on the Web site at [www.ptloma.edu](http://www.ptloma.edu).

## Professional Clear Teaching Credential/ Master of Arts in Education, Teaching and Learning

### PLNU/BTSA PARTNERSHIP PROGRAMS

PLNU offers a special Master of Arts in Education Program with a concentration in Teaching and Learning (36 units) for K-12 public school teachers completing their professional clear credential requirements as part of a Beginning Teacher Support and Assessment (BTSA) Program in PLNU/District Partnership Districts. This M.A. program provides a cohesive and relevant course of study beyond the BTSA induction program to develop highly qualified, high performing teachers who can deliberately and explicitly direct and support the learning of ALL students. (For more information on District Partnerships, see [www.ptloma.edu/graded](http://www.ptloma.edu/graded) or contact the School of Education in your location.

*A typical M.A. course of study would be:*

- 6 units of specific preliminary credential coursework,
- Up to 8 units of credit from BTSA induction training and practicum work related the following advanced level coursework: Graduate Education 628-Technology, 639-Health, 642-English learners, and 677-Special Populations. The credit will be based on evidence of proficiency based on PLNU course requirements,
- Up to 6 units of credit for Year 1 and Year 2 formative assessment event completion,
- At least 4 units of PLNU advanced, graduate level coursework for the technology, health, English learners, and special populations courses identified above,
- 3 units of Philosophy of Education,
- 9 units of advanced study in specific areas such as: reading certification, research in a content area or an issue of interest, National Board Certification, coursework toward other

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

## 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