

Teacher Education

Credential Programs Offered

California Lutheran University is authorized by the California Commission on Teacher Credentialing to offer programs leading to the preliminary teaching credentials described below. Programs are offered during daytime hours for full-time students.

Multiple Subject Credential Programs (2042)

A Multiple Subject Teaching Credential authorizes public school teaching in a self-contained classroom in preschool, kindergarten, grades one through 12 and classes organized primarily for adults.

Single Subject Teaching Credential (2042)

A Single Subject Teaching Credential authorizes the holder to teach the specific subject(s) named on the credential in departmentalized classes such as those in most middle schools and high schools.

Private School Teaching Credential (SB57)

This program is offered to those currently teaching in an accredited private school who do not hold a teaching credential. Requirements include a combination of successful experience as a classroom teacher, successfully passing required examinations and the completion of approved course work. Teachers interested in this credential should meet with a counselor in Graduate Student Services for specific requirements.

Clear Credential

This credential is offered to those who teach in public or private schools and are not able to fulfill requirements for a clear 2042 credential by enrolling in an Induction Program (BTSA) offered through public school districts or County Offices of Education. Holders of preliminary multiple subject or single subject credentials must be employed as the teacher of record in a full time setting. Those seeking this credential should meet with a Graduate Admissions Counselor for specific requirements.

Just as the field of education is a versatile and multi-disciplined field, the Graduate School of Education at California Lutheran University offers a variety of avenues for students interested in teaching.

Academic course work is balanced by practical fieldwork in the public school classroom. Programs are jointly planned by CLU and educators in Ventura County. Practical fieldwork prepares potential teachers for classroom instruction, as well as for supervision of extracurricular activities and participation in faculty and parent meetings.

Applicants may apply to the credential program only or to a combined credential/M.Ed. program. The Master of Education is offered utilizing much of the course work required for a teaching credential. The master's degree must be completed within seven years of initial registration. Units earned in student teaching and field study are not applicable to the master's degree.

Program Outcomes

Reflective, principled Teacher Preparation program graduates will be able to:

- Make subject matter comprehensible to students:
 - TPE 1: Specific Pedagogical Skills for Subject Matter Instruction
- Assess Student Learning:
 - TPE 2: Monitoring Student Learning During Instruction
 - TPE 3: Interpretation and Use of Assessments
- Engage and support students in learning:
 - TPE 4: Making Content Accessible
 - TPE 5: Student Engagement
 - TPE 6: Developmentally Appropriate Teaching Practices
 - TPE 7: Teaching English Learners
- Plan instruction and design learning experiences for students:
 - TPE 8: Learning about Students
 - TPE 9: Instructional Planning
- Create and maintain effective environments for student learning:

- TPE 10: Instructional Time
- TPE 11: Social Environment
- Develop as a professional educator:
 - TPE 12: Professional, legal and ethical obligations
 - TPE 13: Professional Growth

Note: Teacher credential program candidates are assessed using specific expectations for beginning teachers, known as Teacher Performance Expectations (TPEs). Candidates in the M.Ed. portion of the program are assessed using broader level program goals corresponding to the California Standards for the Teaching Profession (CSTPs). Candidate competencies in the TPEs are measured using the Teacher Performance Assessment (TPAs).

Admission to the Master of Education in Teacher Leadership (M.Ed.) Program

To assure a prompt admission decision, applicants for admission to the Teacher Education Program/Master of Education (M.Ed.) Program should submit all application materials by July 1 for fall semester; November 1 for spring semester; and April 1 for summer semester. All application materials are to be collected by the applicant and submitted together. Admission decisions for regular standing are based on the following materials in the applicant's file:

1. A minimum cumulative undergraduate GPA of 2.7 for credential program; 3.0 upper division GPA for Master of Education (M.Ed.)
2. Admission appointment with an admissions counselor
3. Application for Admission form and non-refundable application fee
4. Official transcripts from all previous colleges and universities attended
5. A personal statement following the guidelines included in the admission packet
6. Three academic or professional recommendations
7. For M.Ed. applicants only, submission of GRE scores (unless Petition to Waive GRE Requirement is submitted and approved). The admission test may be waived for candidates who present an official transcript of previous college work from a regionally accredited college or university reflecting any one of the following criteria:
 - A. An undergraduate, upper division grade point average of 3.0 or higher (on a 4.0 scale); or
 - B. A combined grade point average of 3.0 or higher for the most recent 60 units of study consisting of any of the following:
 - i graduate course work
 - ii upper division postbaccalaureate course work (exclusive of extension or continuing education work)
 - iii upper division undergraduate course work; or
 - C. A minimum of nine (9) units of graduate course work completed with a 3.5 grade point average; or
 - D. A previously earned master's degree from an accredited university

The University is authorized by the California Commission on Teacher Credentialing (CTC) to offer credential programs under the Teacher Preparation and Licensing Law of 1970 and subsequent revisions.

Levels of Credentials

California has a two-level credential structure: Preliminary Multiple and Single Subject, and Clear Multiple and Single Subject. Requirements for these credentials are as follows:

Preliminary Multiple Subject Credential

1. Bachelor's or higher degree from a regionally accredited U.S. college or university
2. Certificate of Clearance from the California Commission on Teacher Credentialing (fingerprint clearance)
3. Demonstration of Basic skills proficiency (passage of CBEST or CSET Writing Section)
4. Passage of an approved course or program covering the U.S. Constitution
5. Demonstration of Subject-matter competence (passage of CSET, Multiple Subjects)
6. Passage of all four sections of the CalTPA with score of "3" or higher
7. Passage of RICA exam

8. CPR Certification

9. 36 credits in education (including clinical field experiences) are required. The following courses must be included:

EDTP 500	Social and Cultural Foundations in Education	3
EDTP 501	Theories of Teaching, Learning and Development	3
EDTP 508	Students With Diverse Learning Needs	3
EDTP 511	Teacher Performance Assessment Seminar I	2
EDTP 520	Leadership and Law in Diverse Classrooms - Elementary	3
EDTP 521	Literacy and Language in Diverse Classrooms - Elementary	3
EDTP 522	Teaching I: Planning and Methods for Content Standards - Elementary	3
EDTP 523	Introduction to Student Teaching - Elementary	3
EDTP 512	Teacher Performance Assessment Seminar II - Elementary	1
EDTP 525	Teaching II Advanced Planning and Methods for Content Standards - Elementary	3
EDTP 540	Student Teaching - Elementary	9
or EDTP 552	Field Study - Elementary	
Total Hours		36

Preliminary Single Subject Credential

1. Bachelor's or higher degree from an accredited college or university
2. Certificate of Clearance from the California Commission on Teacher Credentialing (fingerprint clearance)
3. Demonstration of Basic skills proficiency (passage of CBEST)
4. Passage of an approved course or program covering the U.S. Constitution
5. Demonstration of Subject-matter competence (passage of CSET or a subject matter waiver from a CCTC approved undergraduate program)
6. Passage of all four sections of the CalTPA with score of "3" or higher
7. CPR Certification
8. 36 credits in education (including clinical field experiences) are required. The following courses must be included:

EDTP 500	Social and Cultural Foundations in Education	3
EDTP 501	Theories of Teaching, Learning and Development	3
EDTP 508	Students With Diverse Learning Needs	3
EDTP 513	Teacher Performance Assessment Seminar I Secondary	2
EDTP 530	Leadership and Law in Diverse Classrooms - Secondary	3
EDTP 531	Teaching I: Planning and Methods for Content Standards - Secondary	3
EDTP 532	Literacy and Language in Diverse Classrooms - Secondary	3
EDTP 533	Introduction to Student Teaching - Secondary	3
EDTP 514	Teacher Performance Assessment Seminar II - Secondary	1
EDTP 535	Teaching II Subject Specific Pedagogical Skills - Secondary	3
EDTP 560	Student Teaching - Secondary	9
or EDTP 572	Field Study - Secondary	
Total Hours		36

Clear Multiple and Single Subject Credential

The majority of public school teachers will participate in a district-sponsored induction program and will fulfill requirements for the Clear credential through their employing district.

The Clear Credential program is available to Multiple or Single Subject preliminary credential holders who are teaching at a public, charter, private or non-public school where an induction program is not available through a school district or county office of education. Candidates must be employed full time and be the teacher of record. Private and other non-public schools must be accredited by an external accrediting agency such as WASC. Candidates who qualify for the Clear Credential program and complete the following four courses in the order in which they appear. Entry to the program only takes place in the Fall semester. The four courses are offered in a totally online format:

EDTE 522	Technology Information Systems for Educators	3
EDTP 549	Teaching English Learners	3
EDTP 550	Teaching Special Populations	3

Requirements for Advancement to Candidacy

The Teacher Education program utilizes Blackboard and TaskStream systems for candidate instruction and assessment. These systems are used in all class work. This requires candidates to have ready Internet access, either at home or through the university library or graduate center computer labs.

Ongoing assessment of teacher candidate progress occurs through the California Teaching Performance Assessments (TPAs), supervised clinical fieldwork (student teaching), and various signature assignments. Through these assessments, each candidate demonstrates proficiency in the California Teaching Performance Expectations (TPEs) and their understanding of the university's conceptual framework (STRIVE Statement). Explanation of the TPAs, TPEs and the STRIVE statement is available on the Graduate School of Education Web page.

Requirements for advancement to Methods course work:

1. Certificate of Clearance (fingerprint clearance)
2. Basic Skills
3. U.S. Constitution
4. Subject Matter Competence
5. Satisfactory completion of all Foundations course work (grade of "B" or better)
6. Payment of TPA fee

The California Teaching Performance Assessments (CalTPAs) were designed by the CTC along with the Educational Testing Service to measure the knowledge and skills of beginning teachers. The TPAs are designed to provide candidates with an opportunity to develop, refine and demonstrate teaching knowledge, skills and abilities.

The TPAs consist of four performance tasks that increase in complexity throughout the teacher education program. The four tasks are intended to be completed as candidates progress through the program. Tasks 1 and 2 are submitted as part of TPA Seminar 1 (EDTP 511 /EDTP 513) during Methods Block. Tasks 3 and 4 are submitted as part of TPA Seminar 2 (EDTP 512 /EDTP 514) during the Full-time Student Teaching Block of course work.

The TPAs serve as a summative criterion for recommendation for the teaching credential. Passing all four tasks with a score of 3 or better (on a 4 point rubric) is required to be recommended for a teaching credential. There is a fee of \$500 paid prior to admission to the Methods Block of course work. This fee covers the cost of taking and assessing all four tasks, electronic portfolio subscription for submission of tasks, TPA Handbook and other printed materials.

Note: These requirements are subject to change by the CTC.

Requirements for the Master of Education in Teacher Leadership

The Master of Education requires completion of 33 graduate units (not including student teaching). Students must choose one of the following three options:

Option 1

Students who complete their teaching credential program at CLU at the graduate level:

Candidates who complete the Preliminary Multiple or Single Subject credential course of study at CLU may be eligible for the M.Ed. with the following additional requirements:

EDTP 554	Educational Measurement - Teacher Preparation	3
EDTP 599C	Classroom Based Research Project	3
EDTP 510	Action Research for Educational Practitioners	3

Option 2

Students who complete their teaching credential program at CLU at the undergraduate level:

Candidates need 33 graduate units to earn a master's degree. They may take any of the special interest, reading certificate, technology, or clear credential courses in addition to the three required research classes

EDTP 554	Educational Measurement - Teacher Preparation	3
EDTP 510	Action Research for Educational Practitioners	3
EDTP 599C	Classroom Based Research Project	3

Option 3

Classroom teachers who did not complete their teaching credential program at CLU:

Candidates need 33 graduate units to earn a master's degree. Cal Lutheran will accept 9 teaching credential units from another university. The student will then need to take 12 elective units from the special interest, reading certificate, technology or clear credential courses.

EDTP 509	Introduction to Educational Research	3
EDTP 554	Educational Measurement - Teacher Preparation	3
EDTP 510	Action Research for Educational Practitioners	3
EDTP 599C	Classroom Based Research Project	3

Special Interest

EDGN 515	Advanced Educational Psychology	3
EDLD 502	Current Social, Cultural, and Political Issues in Education	3
EDLD 504	School Law and Public Policy	3
EDLD 568	Organizational Leadership and Public Education	3
TA 540	Creative Drama for Child/Youth	3

Reading Certificate

EDRD 559	Curriculum and Research in Language Arts	3
EDRD 563	Advanced Diagnosis and Prescription	3
EDRD 564	Differentiated Reading Instruction: Assessment and Remediation	3
EDRD 565	Content Area Reading	3

Technology ¹

EDTE 522	Technology Information Systems for Educators	3
EDTE 524	Media and Technology in the Classroom	3
EDTE 526	Educational Technology for Teachers	3
EDTE 528	Software for Educators	3

¹ Provides eligibility for CTC-issued Supplementary Authorization in Computer Concepts and Applications.

Clear Multiple or Single Subject Credential

EDTE 522	Technology Information Systems for Educators	3
EDTP 549	Teaching English Learners	3
EDTP 550	Teaching Special Populations	3
EDTP 551	Health Education for Teachers	3

Courses

EDTP 500. Social and Cultural Foundations in Education. (3).

The historical, social and cultural foundations of American education, as seen through a historical narrative, with an emphasis on the diversity of contemporary schooling. Major philosophies of education which have informed American education and how they affect schooling in a society of multiple cultures. Fieldwork required.

EDTP 500A. Foundations. (3-9).

Foundations class that combines EDTP 500, 501 and 508. Summer only.

EDTP 501. Theories of Teaching, Learning and Development. (3).

Theories of teaching, assessment and development of learning. The influence of those theories on content, methods, and classroom environment, including the use of technology, and their application in improving academic achievement for all students. Fieldwork required.

EDTP 502. Theories of Teaching and Learning. (3).

Theories of teaching, learning and assessment of learning. The influence of those theories on content, methods, and classroom environment, including the use of technology, and their application in improving academic achievement for all students. Fieldwork required.

EDTP 506. Child and Adolescent Growth and Development. (3).

The exploration of the cognitive, linguistic, social, moral, emotional, and physical factors affecting development, academic achievement, and behavior in children and adolescents. Fieldwork required.

EDTP 508. Students With Diverse Learning Needs. (3).

Theories, approaches, and student characteristics for teaching students with special learning needs and English learners. Fieldwork required.

EDTP 509. Introduction to Educational Research. (3).

A core course designed to introduce educational practitioners to educational research. Through an examination of the nature of research, ethical and philosophical principals, types of research, and characteristics of data students will explore quantitative and qualitative methods of designing and conducting research in the context of classroom settings.

EDTP 510. Action Research for Educational Practitioners. (3).

Designed for Educational Practitioners who will draw from qualitative, quantitative, and combined applications of research to guide themselves through systemic study of the inter-related activities embedded in the development of an action research project. Constructing a problem statement and research question will guide the preparation of a literature review, methodological plan, and introduction. Work in this course will eventually contribute to the writing of a master's thesis. Prerequisite: EDTP 509.

EDTP 511. Teacher Performance Assessment Seminar I. (2).

Candidates meet weekly, alternating each week with whole group sessions and small group sessions. Whole group sessions will begin with a three-day workshop that will provide an introduction to the four California Teaching Performance Assessments (TPAs), the 13 Teaching Performance Expectations (TPEs) and the use of TaskStream. Whole group sessions will focus on the passage of the TPAs, which is a requirement of the California Commission on Teacher Credentialing. Preparation, submission and assessment of TPA 1 and TPA 2 will take place during this course. An assessment fee of \$500 will be due prior to orientation. Small group sessions on alternating weeks will be facilitated by the supervisor and focus on the student teaching experience. Concurrent with enrollment in (Elementary) Methods course work. Prerequisites: Foundations course work or equivalent.

EDTP 512. Teacher Performance Assessment Seminar II - Elementary. (1).

Candidates meet weekly, alternating each week with whole group sessions and small group sessions. Whole group sessions will focus on the passage of the TPAs, which is a requirement of the California Commission on Teacher Credentialing. Preparation, submission and assessment of TPA 3 and TPA 4 will take place during this course. Small group sessions on alternating weeks will be facilitated by the supervisor and focus on the student teaching experience. Concurrent with enrollment in (Elementary) Student Teaching course work. Prerequisites: Methods course work or equivalent.

EDTP 513. Teacher Performance Assessment Seminar I Secondary. (2).

Candidates meet weekly, alternating each week with whole group sessions and small group sessions. Whole group sessions will begin with a three-day workshop that will provide an introduction to the four California Teaching Performance Assessments (TPAs), the 13 Teaching Performance Expectations (TPEs) and the use of TaskStream. Whole group sessions will focus on the passage of the TPAs, which is a requirement of the California Commission on Teacher Credentialing. Preparation, submission and assessment of TPA 1 and TPA 2 will take place during this course. An assessment fee of \$500 will be due prior to orientation. Small group sessions on alternating weeks will be facilitated by the supervisor and focus on the student teaching experience. Concurrent with enrollment in (Secondary) Methods course work. Prerequisites: Foundations course work or equivalent.

EDTP 514. Teacher Performance Assessment Seminar II - Secondary. (1).

Candidates meet weekly, alternating each week with whole group sessions and small group sessions. Whole group sessions will focus on the passage of the TPAs, which is a requirement of the California Commission on Teacher Credentialing. Preparation, submission and assessment of TPA 3 and TPA 4 will take place during this course. Small group sessions on alternating weeks will be facilitated by the supervisor and focus on the student teaching experience. Concurrent with enrollment in (Secondary) Student Teaching course work. Prerequisites: Methods course work.

EDTP 520. Leadership and Law in Diverse Classrooms - Elementary. (3).

Designed to integrate theory into practice in the diverse classroom. Teacher candidates study the theories of leadership, classroom management, discipline and lesson planning required for an initial experience in the California classroom. Teacher candidates are placed in a classroom with a diverse student population to observe and implement teaching strategies necessary to address this student group. Concurrent with enrollment in (Elementary) Methods course work. Prerequisites: Foundations course work or equivalent.

EDTP 521. Literacy and Language in Diverse Classrooms - Elementary. (3).

Theory-based methods of instruction in reading and language arts in today's culturally diverse elementary classrooms. Concurrent with enrollment in (Elementary) Methods course work. Prerequisites: Foundations course work or equivalent.

EDTP 522. Teaching I: Planning and Methods for Content Standards - Elementary. (3).

This course is a study of the content as well as the goals for mathematics and science education at the elementary school level. This course will provide an introduction to concept development, attainment, and the meaningful application of mathematics and science learning in elementary classrooms. Consideration will be given to the cross-cultural and heterogeneous nature of California's student population. Technology enhanced methods will also be introduced when appropriate. Concurrent with enrollment in (Elementary) Methods course work. Prerequisites: Foundations course work or equivalent.

EDTP 523. Introduction to Student Teaching - Elementary. (3).

Assignment in an elementary school classroom with a diverse student population. Observation and development of classroom management and teaching strategies that foster academic achievement in reading, literacy and mathematics for all students, utilizing SDAIE strategies. Supervision by cooperating teacher and university supervisor while working with individuals, small groups, and the entire class. Three mornings a week concurrent with enrollment in Methods course work. Weekly seminars. Prerequisites: Foundations course work. (Graded P/NC only).

EDTP 525. Teaching II Advanced Planning and Methods for Content Standards - Elementary. (3).

An advanced course focusing on curriculum, planning, instruction, and assessment of diverse students in the California elementary classroom. The integration of content areas through thematic teaching including design and implementation of unit and lesson plans, incorporation of modifications for students with special language and/or learning needs, cooperative learning, technology, and assessment of student learning. Concurrent with enrollment in (Elementary) Student Teaching course work. Prerequisites: (Elementary) Methods course work.

EDTP 530. Leadership and Law in Diverse Classrooms - Secondary. (3).

Designed to integrate theory into practice in the diverse classroom. Teacher candidates study the theories of leadership, classroom management, discipline and lesson planning required for an initial experience in the California classroom. Teacher candidates are placed in a classroom with a diverse student population to observe and implement teaching strategies necessary to address this student group. Concurrent with enrollment in (Secondary) Methods course work. Prerequisites: Foundations course work or equivalent.

EDTP 531. Teaching I: Planning and Methods for Content Standards - Secondary. (3).

Basic methods of planning and instruction. Lesson planning with an emphasis on increased academic achievement in the secondary school. Technology enhanced methods and strategies necessary to develop achievement in all learners. Concurrent with enrollment in (Secondary) Methods course work. Prerequisites: Foundations course work or equivalent.

EDTP 532. Literacy and Language in Diverse Classrooms - Secondary. (3).

Methods of teaching reading in the content areas and development of English language literacy. Assessment, technology and content standards as they impact student achievement. Concurrent with enrollment in (Secondary) Methods course work. Prerequisites: Foundations course work or equivalent.

EDTP 533. Introduction to Student Teaching - Secondary. (3).

Assignment in a single subject classroom with a diverse student population. Observation and development of classroom management and teaching strategies that foster academic achievement in reading, literacy, and mathematics for all students, utilizing SDAIE strategies. Supervision by cooperating teacher and university supervisor while working with individuals, small groups, and the entire class. Concurrent with enrollment in (Secondary) Methods course work. Weekly seminars. Prerequisites: Foundations course work or equivalent. (Graded P/NC only).

EDTP 535. Teaching II Subject Specific Pedagogical Skills - Secondary. (3).

An advanced strategies method course designed to integrate the theories underlying the pedagogical practices in the California classroom. Teacher candidates focus on advanced planning and teaching strategies for their specific content areas, and design and implement varied plans to assess student performance. Students learn to teach and reflect on curriculum-based subject matter content in relation to foundational knowledge. Concurrent with enrollment in (Secondary) Student Teaching course work. Prerequisites: (Secondary) Methods course work or equivalent.

EDTP 540. Student Teaching - Elementary. (1-9).

Semester-long assignment in an elementary school classroom with a diverse student population. Development of classroom management and teaching strategies that foster academic achievement in all content areas for all students. Supervision by cooperating teacher and university supervisor while working with individuals, small groups, and the entire class. Placement concludes with four weeks of full-time instruction. Concurrent with enrollment in (Elementary) Student Teaching course work. Attendance at weekly seminar required. Prerequisites: (Elementary) Methods course work. (Graded P/NC only).

EDTP 549. Teaching English Learners. (3).

This course in first and second language acquisition deals with an overview of some aspects of linguistic theories. The course further deals with language acquisition, theories, legal implications, and accountability factors related to language learning among both native and non-native speakers of English. Delivery of instruction, school/district programs and services, assessment and accountability, and inclusionary practices for English language learners are emphases for this course. Fieldwork is required. This course fulfills the CTC 2042 Clear English learner requirement.

EDTP 550. Teaching Special Populations. (3).

An advanced course about teaching special populations that enables teacher candidates to build on the knowledge, skills and strategies acquired during preliminary preparation for teaching students with special needs. This course fulfills the CTC Ryan and 2042 Clear mainstreaming/special populations requirements.

EDTP 551. Health Education for Teachers. (3).

This course covers health-related issues and problems of K-12 students while focusing on the knowledge, skills, and abilities required to support the students' physical, cognitive, emotional and social well being. This course fulfills the CTC Ryan and 2042 Clear health education requirements.

EDTP 552. Field Study - Elementary. (1-5).

In-service guidance and support for employed teachers in either public or private settings. Designed specifically for teachers who are working either without a credential (private school setting) or with an intern credential in the public school setting. The emphasis of the experience is on organization and implementation of effective teaching procedures and techniques. Field Study may be taken concurrently with (Elementary) Methods course work. Entrance to the Field Study program is based on written documentation from the employing agency and meeting with the University Credential Analyst and the Director of Placement and Assessment (Graded P/NC only).

EDTP 554. Educational Measurement - Teacher Preparation. (3).

Assessment of typical and atypical pupils, including the preparation, selection, administration, scoring, and interpretation of culturally appropriate normed and criterion-referenced individual and group tests. Prerequisite: Preliminary teaching credential.

EDTP 556. Pedagogy for Effective Teaching: English Learners & Special Needs Populations. (3).

An advanced course of study regarding the methodology and pedagogy needed to teach English learners and special populations. Candidates will build on the knowledge, skills, and strategies acquired during preliminary preparation teaching coursework and clinical practicum. A special emphasis is placed on the needs of K-12 Latino populations. This course is part of a 9-unit program for the California Clear Credential for multiple and single subjects.

EDTP 557. Professional Inquiry in a Classroom Setting I. (3).

This inquiry-based course guides and informs teachers about their professional growth. The purpose of formative assessment is to improve teaching, as measured by the CSTPs, in relation to the state-adopted academic content standards and performance levels for students. In collaboration with a support provider on site, teachers assess their practice with a set of specific criteria. They develop and implement an action plan as well as research the impact of instruction on student achievement. This course is part of a 9-unit program for the California Clear Credential for multiple and single subjects.

EDTP 558. Pedagogy for Effective Teaching: Healthy Environments and the Integration Technology in the Classroom. (3).

An advanced course of study regarding the methodology and pedagogy needed to create a healthy learning environment as well as integrating technology as a teaching and learning tool. Teacher candidates build on the knowledge, skills, and strategies acquired during preliminary preparation teaching coursework and clinical practicum. A special emphasis is placed on the needs of K-12 Latino populations. This course is part of a 9-unit program for the California Clear Credential for Multiple and Single Subjects.

EDTP 559. Professional Inquiry in a Classroom Setting II. (3).

This inquiry-based course guides and informs teachers about their professional growth. The purpose of formative assessment is to improve teaching, as measured by the CSTPs, in relation to the state-adopted academic content standards and performance levels for students. In collaboration with a support provider in the field, teachers assess their practice with a set of specific criteria. They develop and implement an action plan as well as research the impact of instruction on student achievement. This course is part of a 9-unit program for the California Clear Credential for multiple and single subjects.

EDTP 560. Student Teaching - Secondary. (1-9).

Semester-long assignment in a secondary school with a diverse student population. Development of classroom management and teaching strategies that foster academic achievement for all students. Supervision by cooperating teacher(s) and university supervisor while working with individuals, small groups, and entire classes. Placement concludes with four weeks of full-time instruction. Concurrent with enrollment in (Secondary) Student Teaching course work. Attendance at weekly seminar required. Prerequisites: (Secondary) Methods course work. (Graded P/NC only).

EDTP 563. Microcomputers in Education. (3).

Focuses on the use of microcomputers in educational settings and includes understanding of computer hardware, software, programming, tool and utility usage as well as CAI software used in the classroom. This course fulfills the CTC basic technology requirement.

EDTP 572. Field Study - Secondary. (1-5).

In-service guidance and support for employed teachers in either public or private settings. Designed specifically for teachers who are working either without a credential (private school setting) or with an intern credential in the public school setting. The emphasis of the experience is on organization and implementation of effective teaching procedures and techniques. Field Study may be taken concurrently with (Secondary) Methods course work. Entrance to the Field Study program is based on written documentation from the employing agency and meeting with the University Credential Analyst and the Director of Placement and Assessment. (Graded P/NC only).

EDTP 582. Selected Topics. (2).

EDTP 590. Independent Study. (1-4).

EDTP 599C. Classroom Based Research Project. (3).

Class study for the development of an action research project and presentation. Admission to master's program required. Prerequisite: EDTP 510C and must be currently teaching with preliminary or clear credential or prior approval by adviser.