EDUC • EDUCATION

EDUC 300 · Introduction to Elementary Education 3 Credits
Study of historical and philosophical foundations of education in America, and how those foundations shape current practices and policies. Students reflect on modern purposes and practices within education, the pathway to becoming a teacher, and what role education fulfills in our society.

EDUC 310 · Human Growth and Development for Educators 3 Credits
Exploration of human growth and development from the integrated perspectives of psychology, physiology, and sociology. Coursework gives special attention to those areas which impact the classroom including personality, motivation, learning styles, diversity, and physical development. The course utilizes a thematic approach to address the treatment of mental, emotional, social, and physical health practices with an emphasis on issues impacting children and adolescents.

EDUC 410 · P.E., Health, and Safety for Elementary Teachers 3 Credits
Exploration of the modern practice of physical education, including a developmental approach to physical activity and its relation to learning. The course introduces movement concepts and focuses on the benefits of physical activity and safe practices as contributors to lifelong health, safety, and wellness. Based on the state-adopted content standards for health and physical education, this course equips future teachers to teach a student population with diverse needs and abilities. PREQ CBST.
Formerly EDUC 510. PREQ CBST.

EDUC 501 · Introduction to Teaching and Learning 3 Credits
Exploration of the foundational concepts of how people learn, and application of those concepts to a modern classroom. Topics include motivation, connecting learning to prior experiences, learning styles, instructional technology, and designing learning for the needs of the individual learner. students are introduced to standards-based learning segments, and design lessons that reflect best practices in teaching methodology.
Carries graduate-level credit.

EDUC 505 · Diversity and Inclusive Schooling 3 Credits
Exploration of the methodology and rationale for differentiated instruction, as well as how to design learning experiences suited to the needs of the individual learner within a general education classroom. Students explore diversity of needs (including language, culture, learning styles, special needs, development, and interests), and apply that information to learning experiences and assessment plans.
Carries graduate-level credit.

EDUC 515 · Learning Theory and Instructional Strategies 3 Credits
Examination of advanced learning theory, synthesizing current research on foundational learning theory and instruction. Students/candidates apply current research as they develop unit plans, assessment plans, and learning experiences for a diverse group of learners.
Carries graduate-level credit.

EDUC 530 · Methods in Teaching Language and Literacy (K-8) I 3 Credits
A focus on early literacy instruction with emphasis on foundational skills for building a lifetime of literacy. Candidates apply the content standards for English/Language Arts and discuss how those standards can be applied in dynamic and engaging learning experiences.
Requires Fieldwork. Carries graduate-level credit.

EDUC 535 · Methods in Teaching Language and Literacy (K-8) II 3 Credits
Exploration of reading comprehension, language and literacy development for a diverse student group, and a holistic view of English language development. This course extends “literacy” to include content area literacy, literacy and language assessments, developing literacy in a wide variety of texts, as well as encouraging literacy outside the classroom.
Requires Fieldwork. Carries graduate-level credit. Prerequisite: EDUC 530.

EDUC 550 · Methods in Teaching Arts and Social Sciences (K-8) 3 Credits
Examination of teaching and learning practices in the arts and social sciences, and their importance in modern elementary school classrooms. The course focuses on ways to integrate the arts and social sciences through dynamic, engaging, and innovative learning experiences.
Requires Fieldwork. Carries graduate-level credit.

EDUC 560 · Methods in Teaching Mathematics (K-8) 3 Credits
Exploration of best practices in teaching and learning mathematics, emphasizing teaching and assessment strategies that build understanding of math skills and concepts for a diverse group of learners. Course topics include aligning instruction to content standards, integrating instructional technology and online tools, and ways to make learning about math fun and engaging.
Requires Fieldwork. Carries graduate-level credit.

EDUC 570 · Methods in Teaching the Sciences (K-8) 3 Credits
Exploration of best practices in teaching and learning science in elementary school classrooms. The course emphasizes ways to encourage scientific inquiry in relevant and engaging practices, teaching to content and Next Generation Science Standards, and designing learning for diverse student groups.
Requires Fieldwork. Carries graduate-level credit.

EDUC 580 · Teaching Practicum I - Elementary 2 Credits
Support for candidates while completing the student teaching assignment. This is a seminar-type course, in which students can discuss relevant issues faced in the classroom and explore various ways to enhance their practice during student teaching. Subject Matter requirements must be met 90 days prior to the start of the student teaching semester.
Prerequisites: EDUC 501, EDUC 505, EDUC 515, EDUC 530, EDUC 535, EDUC 550, EDUC 560, EDUC 570, and HIST 420 with a C or better. Corequisite: EDUC 581. Carries graduate-level credit.

EDUC 581 · Student Teaching I - Multiple Subjects 3 Credits
Candidate placement with a master teacher for one full term (full school days) in an elementary classroom. Candidates are responsible for designing learning experiences and assessment plans, and for teaching students using best practices. Subject Matter requirements must be met 90 days prior to the start of the student teaching semester.
Prerequisites: EDUC 501, EDUC 505, EDUC 515, EDUC 530, EDUC 535, EDUC 550, EDUC 560, EDUC 570, and HIST 420 with a C or better. Corequisite: EDUC 580. Graded on a CR/NC basis. Carries graduate-level credit.

EDUC 590 · Teaching Practicum Seminar II - Elementary 2 Credits
Support for candidates while completing the student teaching assignment. This is a seminar-type course, in which candidates can discuss relevant issues faced in the classroom and explore various ways to enhance their practice during student teaching.
Prerequisites: EDUC 580 and EDUC 581. Corequisite: EDUC 591. Carries graduate-level credit.

EDUC 591 · Student Teaching II - Multiple Subjects **3 Credits**
Candidate placement with a master teacher for one full term (full school days) in an elementary classroom. Candidates are responsible for designing learning experiences and assessment plans, and for teaching students using best practices.
Prerequisites: EDUC 580 and EDUC 581. Corequisite: EDUC 590. Graded on a CR/NC basis. Carries graduate-level credit.

EDUC 595 · CA Teaching Performance Assessment **1 Credit**
Designed for the Teacher Candidate who did not successfully complete the California Teaching Performance Assessment portfolio, per the Pearson evaluator. With the feedback from the evaluator in mind, the CalTPA instructor will work with each Candidate individually, to explore and remediate the parts of the portfolio that do not pass the rubric's evaluation. At the end of the seminar, each Candidate will resubmit the revised portfolio to Pearson. May be taken until successful completion of required assessments (TPA) takes place.
Graded on a CR/NC basis. Carries graduate-level credit.