

## EDUCATION

### THE FACULTY

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## PRELIMINARY TEACHER CREDENTIAL PROGRAM

### SINGLE AND MULTIPLE-SUBJECT TEACHER CREDENTIALS

The coursework and the field experience segments of the Preliminary Teacher Credential are delivered in a prescribed sequence. An educational foundation course is followed by four methods-related courses. These methods courses are accompanied by two early field experiences in the public school system and the first two task-segments of the Teaching Performance Assessment (TPA), a state mandated interactive examination that must be passed prior to recommendation for a credential. When candidates demonstrate the required program competencies, including all prerequisites, content and pedagogy coursework with a 3.0 or higher cumulative grade point average, and successful completion of the first two TPA tasks, they may begin their student teaching placements and the culminating seminar course. Throughout this portion of the program's sequence, the final two task-segments of the TPA are completed and evaluated.

The use of educational technology is incorporated in all courses, field experiences and TPA segments, as are the theory and skills needed to effectively teach English Learners and diverse student populations.

### ENROLLMENT

Students from the College of Arts and Sciences interested in earning a teaching credential must apply to the School of Education. Undergraduate students can enroll in Child Development (EDUG 331) and Foundations of Learning (EDUG 401) before the School of Education admission process. Students need to contact the enrollment counselor to discuss the best credential program pathway.

### ADVISING

Students interested in becoming teachers are encouraged to complete prerequisite courses for admission to the Teacher Credential Program during their undergraduate program. The coursework and non-coursework requirements for admission to the Teacher Credential Program are described in the School of Education section of this Catalog.

The integration of teacher credential classes with undergraduate coursework is facilitated by collaborative advising between the College of Arts and Sciences and the School of Education. Students interested in cross-enrollment should discuss their plans with their faculty advisor, followed by consultation with the teacher education advisor in the School of Education. Permission of both advisors is required for cross-registration.

#### CROSS-REGISTRATION WITH ARTS AND SCIENCES

Full-time School of Education students may cross register for one Arts and Sciences course per term as part of their degree program with the approval of their academic advisor, provided the course does not duplicate a School of Education offering. Classes must be at the intermediate or advanced level. Arts and Sciences add requests must be signed by the student's academic advisor and the Registrar. Part-time students are subject to the same regulations applicable to full-time students.

#### PROGRAM APPLICATION AND ADMISSION REQUIREMENTS FOR THE PRELIMINARY TEACHER CREDENTIAL

##### APPLICATION REQUIREMENTS

- Completed application to the School of Education
- Evidence of a 2.75 cumulative undergraduate GPA or approved petition
- Completion of an approved child development course or Child Development (EDUG 331)

##### ADMISSION REQUIREMENTS

- Verification of passing California Basic Educational Skills Test (CBEST)
- Evidence of 50 hours of observation or work with children
- Proof of Certificate of Clearance
- Registration for one sub test of the California Subject Examinations for Teachers (CSET)
- Evidence of negative tuberculosis test results within last two years
- Two letters of recommendation from professionals

##### PROGRAM REQUIREMENT

To be eligible to be recommended for the Preliminary Teaching Credential or the Preliminary Education Specialist Credential, candidates must meet the U.S. Constitution requirement. For details on meeting this requirement, contact the School of Education. Introduction to American Politics (POLI 111) or American History to 1877 (HIST 121) or their equivalents satisfy the requirement.

##### SUBJECT MATTER COMPETENCY

All teacher credential candidates must demonstrate competency in their specific subject matter area. In the state of California, this requirement can be met by successful completion of one of the alternatives described below.

Multiple Subject (teaching in elementary schools) must pass the Multiple Subject CSET (subtest I, II, and III).

Single Subject (teaching single-content areas in middle or high schools) candidates must either 1. Pass state-approved examinations (CSET) in their specific subject matter area; OR 2. Complete a state-approved, single-subject waiver program. Speak to an advisor for equivalency.

Before teacher credential candidates are allowed to student teach, competency in related subject matter content areas must be evidenced either by passing the CSET or by having completed at least four-fifths of an approved subject matter competency program. A student who successfully completes a waiver program does not need to pass the state-approved subject competency examinations.

#### STUDENT-TEACHING REQUIREMENTS

Prior to the student teaching seminar (EDUG 452) students must complete the following:

- Multiple Subject- CSET subject tests 101, 102 and 103 and TPA I and TPA II
- Single Subject- All CSET single subject tests and TPA I and TPA II

Prior to completion of the credential program, students must complete the following:

- Multiple Subject- CPR requirement, and TPA III and TPA IV passed
- Single Subject- CPR requirement, and TPA III and TPA IV passed

#### LEARNING OUTCOMES

Learning outcomes for the Preliminary Teacher Credential programs are found at:

Multiple Subject— [www.redlands.edu/CTC-PMS/learning-outcomes](http://www.redlands.edu/CTC-PMS/learning-outcomes) and

Single Subject— [www.redlands.edu/CTC-PSS/learning-outcomes](http://www.redlands.edu/CTC-PSS/learning-outcomes).

#### REQUIRED COURSES FOR MULTIPLE SUBJECT TEACHER CREDENTIAL: 10 courses/ 30 credits

- EDUG 401 Foundations of Learning (3)
- EDUG 403 Multiple Subject Methods I: STEM Methods (3)
- EDUG 405 Multiple Subject Methods II: English Language Arts (3)
- EDUG 407 Multiple Subject Methods III: Multicultural Social Studies (3)
- EDUG 409 Multiple Subject Literacy and Language II (3)
- EDUG 452 Teaching Seminar (2)
- EDUG 453A Student Teaching I (5)
- EDUG 453B Student Teaching II (5)

#### REQUIRED COURSES FOR SINGLE SUBJECT TEACHER CREDENTIAL: 10 courses/ 30 credits

- EDUG 401 Foundations of Learning (3)
- EDUG 402 Single Subject Methods I: Critical Pedagogy and Instructional Design (3)
- EDUG 404 Single Subject Methods II: Literacies for Diverse Learners (3)
- EDUG 406 Single Subject Methods III: Content Area Teaching (3)
- EDUG 408 Single Methods IV: Content Area Literacy and Assessment (3)
- EDUG 452 Teaching Seminar (2)
- EDUG 453A Student Teaching I (5)
- EDUG 453B Student Teaching II (5)

#### MASTER OF ARTS IN LEARNING AND TEACHING (MALT)

Undergraduates who take credential EDUG courses will be able to, after graduating, transfer up to a maximum of 18 credits into the Master of Arts in Learning and Teaching (MALT) Program in the School of Education. Any EDUG fieldwork courses will not be accepted for transfer credit for MALT as there are different graduate level expectations. Consult with the School of Education for more information.

The following model is for multiple and single subject candidates:

Multiple Subject Undergraduate course transfers:

EDUG 401 (3) transfers to MALT 601

EDUG 403 (3) transfers to MALT 603

EDUG 405 (3) transfers to MALT 605

EDUG 407 (3) transfers to MALT 607

EDUG 409 (3) transfers to MALT 609

Single Subject Undergraduate course transfers:

EDUG 401 (3) transfers to MALT 601

EDUG 402 (3) transfers to MALT 602

EDUG 404 (3) transfers to MALT 604

EDUG 406 (3) transfers to MALT 606

EDUG 408 (3) transfers to MALT 608

#### COURSE DESCRIPTIONS (EDUG)

310 Introduction to Second Language Acquisition.

May Term (3).

For teachers and prospective teachers seeking a teaching credential. Theories and research on language learning, language structure and use of theories and factors in first- and second-language development are studied. Examination of effective teaching strategies that empower teachers while teaching second language learners.

331 Child Development.

Fall (3), Spring (3).

Cognitive, social, and language development of children from birth through adolescence; various learning theories and their implications for the timing of instruction; and developmental implications for teaching the whole child.

401 Foundations of Learning.

Fall (3), Spring (3), May Term (3).

Introduction to the field of education—its history, philosophy, sociocultural context, diversity, pedagogy, educational psychology, legal issues, and educational reform. Integrates traditional educational thinking with culturally relevant perspectives and current research practices. Field experiences required with observations and reflections. Not open to students who have received credit for EDUC 501.

Prerequisite: permission to enroll in Teacher Credential courses from the School of Education.

402 Single Subject Methods I: Critical Pedagogy and Instructional Design.

Fall (3).

Engages candidates in the creation of culturally responsive curricula with an understanding that diversity differences affect learning. Teacher candidates investigate effective and meaningful instruction and assessments based on subject matter knowledge, content standards, and use of technology through the theoretical lens of social justice and critical theory.

Prerequisites: EDUG 401 and permission from the School of Education.

403 Multiple Subject Methods I: STEM Methods.

Fall (3).

Focuses on pedagogical content knowledge and instructional methods in Science, Technology, Engineering, and Mathematics (STEM), and related content. Models project and problem-based learning incorporating digital resources with an emphasis on promoting research-based strategies.

Prerequisites: EDUG 401 and permission from the School of Education.

404 Single Subject Methods II: Literacies for Diverse Learners.

Fall (3), Spring (3).

This course examines factors related to classroom-based work with at-risk learners, including ELL's, special needs students and others whose profiles require care. Topics include language development, assessment, curriculum development, leadership, and research based on the needs of such learners. A critical theory lens is adopted in viewing relevant critical issues.

Prerequisites: EDUG 401 and permission from the School of Education.

405 Multiple Subject Methods II: English Language Arts.

Spring (3).

Examines the relationship between language, power, and signifying practices from the perspective that literacies are multiple, distinctive, situated social practices. Considers the role of oral language, critical literacy, and situated literacy in a linguistically and culturally diverse society.

Prerequisites: EDUG 401 and permission from the School of Education.

406 Single Subject Methods III: Content Area Teaching.

Fall (3).

Development of methodology and strategies related to advanced curriculum and instructional methods, assessment and diagnostic strategies pertaining to the content areas in secondary schools. Focus includes inclusive teaching, content area literacy and assessment methodology through the theoretical orientation of critical theory. Field experience required.

Prerequisites: EDUG 401 and permission from the School of Education.

407 Multiple Subject Methods III: Multicultural Social Studies.

Fall (3).

Evidence-based strategies for planning, implementing, and assessing K-8 history-social science curriculum. Emphasis on developing analytic thinking skills while providing insights into historical periods and cultures. Focuses on critical educational perspectives, comprehension, and creation of complex relevant texts, and integration of diverse media and technology in classrooms.

Prerequisites: EDUG 401 and permission from the School of Education.

408 Single-Subject Content Area Literacy.

Spring (3).

Explores principles, and practices related to curriculum design, assessment and methods applicable to candidates' content areas. Candidates apply curricular and assessment design principles, investigate specific content-area literacy strategies, and apply micro-teaching approaches. Formative and summative assessments explored relative to subject area. A critical theory lens embraces course content.

Prerequisites: EDUG 401 and permission from the School of Education.

409 Multiple-Subject Literacy and Language II.

Spring (3).

Enhances understanding of the theoretical frameworks and processes involved in elementary literacy instruction. Focuses on effective practices to promote literacy.

411 Foundations of Literacies. (3).

Examines the relationship between language, power, and signifying practice from the perspective that literacies are multiple, distinctive, situated social practices. Considers the role of oral language, critical literacy, and situated literacy in a linguistically and culturally diverse society.

420 Culture and Globalization on Contemporary Educational Issues. (2).

Explore, examine, and understand current issues related to culture and globalization utilizing socially situated theoretical perspectives in framing approaches to curriculum, instruction, and assessment. Study major developments and implications associated with internationalization and culture that are shaping education.

Prerequisite: instructor approval.

Not regularly offered.

421 Culture and Globalization on Contemporary Educational Issues. (1).

Exposure to international themes in the study of culture, globalization, and education. The course will culminate in a reflective, personal, journal-type conceptual paper or in a comprehensive research paper that covers international themes related to culture, globalization, and educational justice.

Prerequisite: instructor approval.

Not regularly offered.

452 Teaching Seminar.

Fall (2), Spring (2).

Culmination of the Teacher Credential Program. Consists of a series of topics designed to further develop candidates' professional preparation. Serves also as a summary of course and fieldwork experience. Provides time for candidates to link theory to daily practice and prepares them for seeking a position in a school district. Not open to students who have received credit for EDUC 552.

Prerequisite: permission from the School of Education.

Numeric grading only.

453A Student Teaching I.

Fall (5), Spring (5).

Supervised classroom experiences in Pre–K through grade 12. Full-day student teaching required for one semester, constituting a fulltime job. Student teaching placements are arranged prior to student teaching by the Director of Fieldwork Experiences. EDUG 453A must be scheduled concurrently with EDUG 452 Teaching Seminar. Not open to students who have received credit for EDUC 553A.

Prerequisite: permission from the School of Education.

453B Student Teaching II.

Fall (5), Spring (5).

Supervised classroom experiences in Pre–K through grade 12. Full-day student teaching required for one semester, constituting a full-time job. Credit for both 453A and 453B precedes recommendation for a multiple or single subject credential. Student teaching placements are arranged prior to student

teaching by the Director of Fieldwork Experiences. Not open to students who have received credit for EDUC 553B.

Prerequisite: permission from the School of Education.

Corequisite: Must be taken concurrently with EDUG 452.