



Proposal to add a Single Subject Theater Credential

Contact: Caryl Hodges, chodges@ndnu.edu, 415-518-5541

Submitted: March 31, 2025

Course of Study and Course Sequence

The NDNU credential programs are structured so all General Education credential candidates [Multiple Subject, Single Subject] take the following 4 foundation courses prior to branching into curriculum and instruction courses specific to their credential area and aligned with their 2 semesters of student/intern teaching seminars and practicum placements:

- EDU Psychological and Developmental Foundations
- EDU 4104 Sociological and Multicultural Foundations
- EDU 4106 Foundations for Teaching English Learners
- EDU 4110 Special Education for the Classroom Teacher

Two additional course can be taken any time during the first two semesters in the program:

- EDU 4113 Technological Applications in Education
- EDU 4116 Health Education

All candidates complete two semesters of student/intern teacher which include, in addition to their practicum placement, a weekly student/intern teaching seminar and two additional curriculum and instruction focused courses. For the Single Subject candidates, the final two semester sequence include:

First semester of student/intern teaching

- EDU 4405 Teaching and Pedagogy**
- EDU 4407 Secondary Curriculum
- EDU 4450 Student /Intern Teaching Semester I
- EDU 4460 CalTPA Single Subject Support Cycle 1

Second semester of student intern teaching

- EDU 4410 Language and Literacy in the Content Area
- EDU 4119 Assessment in the Classroom
- EDU 4451 Student/Intern Teaching Semester II
- EDU 4461 CalTPA Single Subject Support Cycle 2

**EDU 4405 Teaching and Pedagogy: As a small institution, we decided rather than making a separate Teaching and Pedagogy course for each Single Subject content area we are approved for, we would keep one course title and divide candidates into subject content area specific sections (e.g. EDU 4405-01 section English candidates; section-02 for Math candidates, etc.) depending on which single subject content areas we needed to offer in

any given semester. This also provided the opportunity to have class meetings in common, across all single subject content areas, to focus on pedagogical strategies and tools that could be used in all content areas such as the use of Artificial Intelligence by candidates in planning, instructions, and assessment as well as preparing candidates to engage their students in using AI in their assignments. These “in common” courses also allow our Single Subject candidates to explore ways to connect their content areas across the curriculum rather than teaching in a “silo” which has been the traditional of single subject classrooms. In the world and in life, application of knowledge depends on the interconnectedness of all knowledge and skills. We encourage candidates to work together to create those connections as they plan and teach in their classrooms.

These “in common” Teaching and Pedagogy sessions are planned and guide by Cathy Ennon. All candidates also are assigned to a subject specific group/section and meet regularly with a faculty member who is a credentialed teacher in their academic content area and is their content area mentor. These seminars focus specifically on how to teach in the content area and focus on the Subject Specific Pedagogical Skills for that credential area. The seminar is scheduled so all candidates meet first in the “in common” session and then split off into subject specific sessions for the remainder of the class time. Cathy Ennon and the content area mentors (Virginia Musante for Theatre) work together to plan the semester so the content covered during the “in common” segment can align with what covered in the subject specific segment. Then the mentors plan their own segment to fit the Subject Specific Pedagogical Skills for their credential area.

Description of How Theater Content will be Covered in the Program

In planning how the Theatre Pedagogical Skills would be covered during the semester, Virginia selected themes from the textbook and pedagogical skills that were related. She then identified in-seminar activities that would allow candidates to explore, expand on, and practice specific skills they would then “practice” on their own by applying these in their student teaching placement. The semester began with a “walk through” the standards and resources provided by the California Department of Education and the CTC followed by an introduction to the world of theatre including the traditions, historical roles and purposes of theatre in society to lay the foundation for the rest of the semester. Other themes during the semester included, but are not limited to, *Creating a Collaborative Space*, *Creative Expression*, *Creating with Movement*, *Performing All-Inclusively*, *Aesthetics & Analyzation*, *“Storytelling & “Selling,” Improvisation - Saying Yes and... , Using Your Space (then and now) Theatre through the Years*, and *Putting It All Together*.

Key Assessments

Key Assessments appear in the table below on page 3. A full list of all assignments/assessments appears on pages 10-14 in the syllabus as well as are listed in the *Assignments* column in the syllabus for each class session including when due. Those that involved discussions and/or presentations during seminar are also listed in the *Themes/Activities* column of the seminar when they are due.

Key Assignments	Score
Participation: Active participation in class as well as all other assignments not listed below will be marked as submitted	20
Drama Lesson Series: Due Session 6	15
10-line Scene Presentation: Due Session 6	10
1 Minute Speech: Due Session 7	10
Mid-Term Reflection: Due Session 9	10
The Theatre Presentation: Due Session 10	15
Culminating Portfolio and Presentation: Due Session 14	20
Total	100

Faculty Vitae

Faculty Vitae/Resumes for Cathelyn Bennet-Ennon and Virginia Musante are provided as separate documents in this application file.