

Notre Dame de Namur University
School of Education
Response to Preliminary Multiple and Single Subject Programs Preconditions
Date: March 15, 2023
Revision submitted: August 28, 2023

Precondition	NDNU Response
<p>1. (1) Limitation on Program Length.</p> <p>The professional preparation coursework that all candidates are required to complete shall be equivalent to no more than two years of full-time study at the institution.</p> <p>The limitation applies to postgraduate teacher preparation programs. The limitation does not apply to blended/integrated programs of subject matter preparation and professional preparation teaching internship programs. <i>Reference: Education Code Section 44259 (a) and (b) (3).</i></p> <p><i>Clarification of Program Precondition 1</i></p> <p>Individually Prescribed Courses. Program Precondition 1 does not apply to additional courses that are required if a candidate is unable to meet the Commission’s standards of candidate competence and performance by completing the regular professional preparation program.</p> <p>Link to the Multiple Subject Credential Program website link has been checked by clicking the link and by copying and pasting the link into different browsers. Both methods go to the Multiple Subject Credential Program website.</p> <p>The Single Subject Credential Program website link has been checked by clicking the link and by copying and</p>	<p>The Notre Dame de Namur professional preparation coursework that all candidates are required to complete is equivalent to no more than two years of full-time study. The Multiple Subject Credential Program is a fifth-year program requiring 33 semester units of course work. The Single Subject Credential Program is a fifth-year program requiring 31 semester units of course work. Courses are offered year-round during 3 semesters: fall, spring, summer.</p> <ul style="list-style-type: none"> • Full-time candidate entering the summer semester in May, with basic skills and subject matter competency requirements completed by August 1, can complete the program by May of the following year (12 months). • Full-time candidates entering in summer, who do not have basic skills and subject matter competency completed by August 1, can complete the program by December of the following year (18 months) • Full-time candidates entering in fall or spring semesters complete the program in 18 months. <p>Artifacts and Evidence</p> <p>Multiple Subject Credential Program website: https://www.ndnu.edu/school-of-education/credentials-multiple/</p> <p>Single Subject Credential Program website: https://www.ndnu.edu/school-of-education/credentials-single/</p> <p>Multiple Subject Program Plan</p>

<p>pasting the link into different browsers. Both methods go to the Single Subject Credential website</p>	<p>Single Subject Program Plan</p> <p>Artifacts and Evidence</p> <p>Multiple Subject Program Plan</p> <p>Single Subject Program Plan</p>
<p>(2) Limitation on Student Teaching Prerequisites.</p> <p>No college or university shall require candidates to complete more than the equivalent of nine semester units of professional preparation courses (as defined in Program Precondition 1) prior to allowing candidates to enroll in student teaching in elementary or secondary schools. This restriction may be increased to the equivalent of twelve semester units if the student teaching prerequisites include study of alternative methods of English language development as required by Program Precondition 7.</p> <p><i>Reference: Education Code Section 44320 (a).</i></p> <p><i>Clarification of Program Precondition 2</i></p> <p>Student Teaching is defined as experience in a classroom or school under the direction and supervision of an experienced practitioner to complete program requirements. Other terms sometimes used include field work, field experience, directed teaching, practice teaching, practicum, etc.</p>	<p>The NDNU Multiple Subject Credential Program and Single Subject Credential Program require candidates in these programs to complete 9 semester units of professional preparation courses before allowing candidates to enroll in student teaching in elementary, middle, or secondary schools. The 3 required foundation courses are:</p> <ul style="list-style-type: none"> • EDU 4100 Psychological and Developmental Foundations (3 units) • EDU 4104 Sociological and Multicultural Foundations (3 units) • EDU 4107 Foundations for Teaching English Learners (3 units) <p>These three foundation courses are offered every semester [fall, spring, summer] so candidates entering the program at any time in the year can complete these courses prior to enrolling in student teaching.</p> <p>Artifacts and Evidence</p> <p><u>Syllabi</u></p> <p>EDU 4100 Psychological and Developmental Foundations EDU 4104 Sociological and Multicultural Foundations EDU 4107 Foundations for Teaching English Learners</p> <p>Multiple Subject Program Plan</p> <p>Single Subject Program Plan</p>

	<p>At the time of admission into their credential program, candidates meet with the Program Director and fill out an initial sequence of courses to enroll in using a program plan that list all CTC Requirements and all required course, in a table format. Foundation courses are identified by ** as well as in the Notes section at the end of the table. Candidates meet with their Program Director mid-way through each semester to update the Program Plan. They 1) identify/record on the Program Plan what courses they have completed/are completing; 2) record on the Program Plan in the CTC Requirements Table which requirements have been completed and which remain and 3) to verify with their Program Director courses for the next semesters as well as their plan to complete any CTC Requirements that have not been met. Candidates retain a copy of their Program Plan as do Program Directors.</p> <p>Links to the Multiple Subject Program Plan and Single Subject Program Plan are active.</p> <p>Artifacts and Evidence</p> <p>Multiple Subject Program Plan</p> <p>Single Subject Program Plan</p> <p>Catalog and Syllabi Course Descriptions</p>
<p>(3) English Language Skills.</p> <p>In each program of professional preparation, the college or university or school district requires candidates to demonstrate knowledge of alternative methods of developing English language skills, including reading, among all pupils, including those for whom English is a second</p>	<p>Foundational knowledge about and strategies for teaching English Language Learners are embedded in all credential courses. Several courses provide the foundation for preparing candidates to demonstrate their abilities to use alternative methods of developing English language skills. All candidates are required to take EDU 4107 Foundations for Teaching English Learners and EDU 4104 Sociological and Multicultural Foundations. Candidates in the Multiple Subject Program are required to take EDU 4330 and EDU 4333 Reading/Language Arts for teaching reading and English Language Arts both</p>

<p>language, in accordance with the Commission's standards. Reference: Education Code Section 44259 (b) and 44259.5.</p> <p><i>Clarification of Program Precondition 4 Program</i> Precondition 4 does not mean that a public institution must make it possible for a candidate to complete all requirements for a baccalaureate degree and a preliminary credential in four years of full-time study or the equivalent.</p>	<p>at primary and upper grade levels. Candidates in the Single Subject Program are required to take EDU 4410 Language and Literacy in Content Areas where they learn and apply alternative methods of developing English language skills, including reading, among all students across all content areas.</p> <p>Artifacts and Evidence</p> <p><u>Syllabi</u> EDU 4104 Sociological and Multicultural Foundations EDU 4107 Foundations for Teaching English Learners EDU 4330 Elementary Reading/Language Arts: Primary Grades EDU 4333 Elementary Reading/Language Arts: upper Grades EDU 4410 Language and Literacy in the Content Areas</p> <p>Artifacts and Evidence</p> <p>Catalog and Syllabi Course Descriptions</p>
<p>(4) Undergraduate Student Enrollment. Undergraduate students of any campus of the California State University or the University of California shall be allowed to enroll in any professional preparation course.</p>	<p>N/A</p>
<p>(5) Assessing Candidates for Subject Matter Competence.</p> <p>The program sponsor has a timely and systematic process for evaluating and notifying candidates of their standing in relation to the subject matter competence requirement. This process includes:</p> <p>Providing candidates with clear and accurate information in all advising and application materials about all options</p>	<p>The websites for both the Multiple Subject Credential and Single Subject Credential provide the follow statement under Admissions Requirements:</p> <p>“Verification of meeting California subject matter requirement or registration for CEST test.”</p> <p>Each applicant must be interviewed by a Program Director before an admissions decision is made. Applicants admitted without the subject matter competency requirement completed will be asked to immediately submit their transcripts to the Credential Analyst for review within 60 days of admission.</p>

available to demonstrate subject matter competence, pursuant to Education Code Section 44259(b)(5)(a). Within the first 60 days of the candidate's admission, the institution must complete an assessment of each candidate's standing in relation to demonstration of the subject matter competence requirement, including whether a coursework evaluation will be needed, and notify candidates of that standing.

A link to the Basic Skills and Subject Matter Competency Letter is active.

The Credential Analyst will do an initial review. Newly admitted candidates will receive a letter indicating their status: requirement has been met; portions of the requirement met; requirement has not been met. The letter will include information about how to proceed to fully meet subject matter competency.

Artifacts and Evidence

School of Education

<https://ndnu.edu/documents/academics/NDNU-2022-2023-Graduate-Catalog.pdf>

need link to p, 44

Multiple Subject Credential website:

<https://www.ndnu.edu/school-of-education/credentials-multiple/>

Single Subject Credential website:

<https://www.ndnu.edu/school-of-education/credentials-single/>

CBEST CSET Evaluation Letter

Credential Analyst website

Artifacts and Evidence

[Basic Skills and Subject Matter Competency Evaluation Letter](#)

Information on the Credential Analyst website related to basic skills requirement and subject matter verification requirement has been updated.

Credential Analyst website: <https://www.ndnu.edu/credentials-office/>

(6) Demonstration of Subject Matter Competence.

The approved preliminary teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to being given daily whole class instructional responsibilities in a TK-12 school.

A) For Multiple Subject and Single Subject programs, the candidate provides evidence of having demonstrated subject matter competence through one of the following methods:

1. Completion of a subject matter program approved by the Commission on the basis of standards of program quality and effectiveness. *Reference: Education Code 44259 (b)(5)(A)(i).*
2. Passage of a Commission-approved subject matter examination. *Reference: Education Code 44259 (b)(5)(A)(ii).*
3. Successful completion of coursework at one or more regionally accredited institution of higher education that addresses each of the domains of the subject matter requirements adopted by the Commission in the content area of the credential pursuant to Section 44282, as verified by a Commission-approved program of professional preparation. Coursework completed at a community or junior college that is regionally accredited by an accrediting agency listed in subparagraph (A) of paragraph (1) of subdivision (g) of Section 44203 or by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges may count for purposes of this clause. *Reference: Education Code 44259 (b)(5)(A)(iii).*¹

NDNU determines that each candidate has met the subject matter competence requirement prior to granting permission to enroll in their first student/intern teaching seminar. Candidates planning to enroll in student/intern teaching in the Fall semester, must have verification of subject matter competency on file by August 1. Candidates planning to enroll in student/intern teaching in the Spring semester, must have verification of subject matter competency on file by December 1. Candidates are informed of these deadlines multiple times during the program: New Student Orientation, Advising meetings with Program Directors, and on their Program Plan

When candidates are admitted to the NDNU teacher preparation program, they are each given a Canvas CTC Document File. During new Student orientation, they are shown how to upload all their required documents, including verification of subject matter competency, into their CTC Document File. Candidates upload documents as they complete requirements throughout the program.

At the point a candidate will be completing the coursework required to enroll in their first student/intern teaching seminar, the Program Director notifies the Placement Coordinator. The Placement Coordinator then reviews the candidate's CTC Document File, recording the documents in the file in the Student/Intern Teacher Placement Spreadsheet. If any document(s), including confirmation subject matter competence, are missing, the Placement Coordinator contacts the candidate to identify why document(s) are missing and identify how soon the candidate can provide the required document(s). The Placement Coordinator makes sure the candidate understands he/she has a deadline for providing the document(s) in order for placement to be made in a timely manner and enroll in student/intern teaching seminar. In addition, the Placement Coordinator confirms that the candidate understands the consequences of not providing the required document(s).

<p>4. Successful completion of a baccalaureate or higher degree from a regionally accredited institution of higher education with the following, as applicable.</p> <p>i. For Single Subject credentials, a major in one of the subject areas in which the Commission credentials candidates, as indicated in Education Code Sections 44259(b)(5)(A)(iv)(I) and 44282 (b).¹</p> <p>ii. For Multiple Subject credentials, a liberal studies major or other degree that includes coursework in the content areas as indicated in Education Code 44259(b)(5)(A)(iv)(II) and 44282 (b).¹</p> <p>5. A combination of the methods described in 1, 2, or 3 above that together demonstrate that the candidate has met or exceeded the domains of the subject matter requirements adopted by the Commission. <i>Education Code 44259 (b)(5)(A)(v), and 44282 (b).¹</i></p>	<p>Artifacts and Evidence</p> <p>New Student Orientation Agenda Spring 2023</p> <p>MS Program Plan</p> <p>SS Program Plan</p> <p>ST/Internship Checklist</p> <p>Sample Student/Intern Teacher Placement Matrix</p> <p>All candidates have an individual Canvas file where they upload copies of CTC required documents. The Credential Analyst, Placement Coordinators, Dean, and SOE Executive Assistant have access to these files to track submissions.</p> <p>Candidates who have already satisfied the subject matter competency requirement through passing the CSET upload verification to their Canvas file.</p> <p>Candidates who are requesting transcript review, submit their transcripts to the Credential Analyst who provides them with a review letter indicating what needs to be done. Candidates are asked to upload a copy of this review to their Canvas file and keep a copy along with their Program Plan noting what requirements, if any, still need to be met for subject matter competency as outlined by the Credential Analyst (coursework, CSET subtest).</p> <p>Program Directors confirm with candidates during advising sessions what documents are in the file, noting this on their copy of the candidate's program plan, and what candidates need to do (take coursework, take one or more subtest of CSET) to meet subject matter competency. Program Directors and Placement Coordinators meet during the semester to track which candidates, in terms of course work, are eligible to enroll in student/intern teaching in the next semester. They</p>
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	<p>cross-check this with the candidate's Canvas file to confirm what requirements, including subject matter competency, are met and/or still need to be met in order for the candidate to enroll in student/intern teaching. They use this information to advise students on resources that can be used to help them meet the requirements as well as developing a timeline for meeting requirements.</p> <p>Each semester the Placement Coordinators uses 2 documents, the Student/Intern Teaching checklist and a spreadsheet listing candidate who will/should be eligible to student/intern teach in the next semester. These allow the Placement Coordinators to record the documents uploaded in the candidates' Canvas files to identify requirements met and requirements, including subject matter competency, which are outstanding. They contact all candidates to review the information and check on the status of meeting requirements that are outstanding. The spreadsheet also becomes more detailed record of the placement: personnel, location, demographics, etc.</p> <p>Candidates planning to enroll in student/intern teaching in the Fall semester, must have verification of subject matter competency on file by August 1. Candidates planning to enroll in student/intern teaching in the Spring semester, must have verification of subject matter competency on file by December 1. Candidates are informed of these deadlines' multiple times during the program: New Student Orientation, Advising meetings with Program Directors, and on their Program Plan. Having these deadlines, prior to allowing candidates to enroll in student/intern teaching courses, ensures that candidates who have not met all the requirements, including subject matter competency, do not enroll in student/intern teaching courses. If there are other courses, they are eligible to enroll in, they are encouraged to do that. If they are at the point in the program where enrollment in student/intern teaching and the courses that are paired with it are the only courses they have left to complete, candidates take a Leave of Absence during which they are advised as support as they complete the missing requirements.</p>
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	<p>Artifacts and Evidence</p> <p>MS Program Plan</p> <p>SS Program Plan</p> <p>Student Teaching/Intern Checklist</p>
<p>B) For integrated undergraduate programs only, the candidate must be monitored by the program for subject matter competence prior to beginning early field experiences and throughout the program until such time as it has been determined that the candidate has satisfied subject matter competence. Each candidate in an integrated undergraduate program must have satisfied subject matter competence, or at a minimum completed four-fifths of the Commission-approved subject matter preparation program, prior to beginning daily whole class instruction.</p>	<p>NDNU does not currently have an integrated undergraduate program.</p>
<p>7) Completion of Requirements.</p> <p>A college or university or school district that operates a program for the Preliminary Multiple or Single Subject Credential shall determine, prior to recommending a candidate for the credential, that the candidate meets all legal requirements for the credential, including but not limited to: Reference: Education Code Sections 44259 (b) and 44283 (b) (8).</p> <ul style="list-style-type: none"> • Possession of a baccalaureate or higher degree for Preliminary Multiple Subject credential candidates, and for Preliminary Single Subject candidates, possession of a 	<p>Prior to recommending a candidate for the credential, the NDNU School of Education ensures that the candidate meets all legal requirements for the credential.</p> <p>When candidates are admitted to the NDNU teacher preparation program, they are each given a Canvas CTC Document File. During new Student Orientation, they are shown how to upload all their required documents into their CTC Document File. Candidates upload documents as they complete them throughout the program.</p> <p>At the point a candidate will be completing the coursework required to enroll in their first student/intern teaching seminar, the Program Director notifies the Placement Coordinator. The Placement Coordinator then</p>

<p>baccalaureate degree in a subject other than in professional education from a regionally accredited institution</p> <ul style="list-style-type: none"> • Completion of Basic Skills Requirement • Completion of an accredited professional preparation program • Completion of the subject matter competence requirement • Demonstration of knowledge of the principles and provisions of the Constitution of the United States • Passage of the Teaching Performance Assessment • Passage of the Reading Instruction Competence Assessment (RICA) (for Multiple Subject candidates). 	<p>reviews the candidate's CTC Document File and verifies that all documents required for a candidate to enroll in student/intern teaching are in their CTC Document File.</p> <p>During the final semester of their program, the Credential Analyst meets with candidates in the Second Semester Student/Intern Teaching Seminars to walk them through the credential recommendation process. Candidates meet individually with the Credential Analyst to complete an NDNU Credential Audit Form. The Credential Analyst downloads the final transcript and reviews the candidate file to ensure that it contains all necessary documentation for credential recommendation.</p> <p>Artifacts and Evidence</p> <p>Multiple Subject Program Plan</p> <p>Single Subject Program Plan</p> <p>Credential Audit Form</p> <p>Multiple Subject Checklist revised</p> <p>Single Subject Checklist</p> <p>NDNU Single Subject Catalog page https://ndnu.edu/documents/academics/NDNU-2022-2023-Graduate-Catalog.pdf Link to page 52</p> <p>NDNU Multiple Subject Catalog page https://ndnu.edu/documents/academics/NDNU-2022-2023-Graduate-Catalog.pdf Link to page 50</p>
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At the time of admission into their credential program, candidates meet with the Program Director and fill out an initial sequence of courses to enroll in using a program plan that list all CTC Requirements and all required course, in a table format. Candidates meet with their Program Director mid-way through each semester to update the Program Plan. They 1) identify/record on the Program Plan what courses they have completed/are completing; 2) record on the Program Plan in the CTC Requirements Table which requirements have been completed and which remain and 3) to verify with their Program Director courses for the next semesters as well as their plan to complete any CTC Requirements that have not been met. Candidates retain a copy of their Program Plan as do Program Directors.

Artifacts and Evidence

[Multiple Subject Program Plan](#)

[Single Subject Program Plan](#)

[Multiple Subject Checklist revised](#)

[Single Subject Checklist](#)

NDNU Multiple Subject Program Plan

Name:

ID:

CTC Requirements

Basic Skills Requirement:	Subject Matter Competency Requirements:
Certificate of Clearance	Negative tb Test
US Constitution	CPR [Infant, Child, Adult]
CalTPA: Cycle 1	RICA
CalTPA: Cycle 2	

Courses	Summer Session I	Summer Session II	Fall	Spring
Foundations (Basic Skills and Subject Matter Competency verification not required)				
**EDU 4100/ Psychological and Developmental Foundations (3 Units)*				
**EDI 4104/ Sociological and Multicultural Foundations (3 Units)*				
**EDU 4107/ Foundations for Teaching English Learners (3 Units)*				
EDU 4110/ Special Education for Classroom Teachers (2 units)				
EDU 4116/ Health Education (1 unit)				
EDU4113/Technological Applications in Education (1 unit)				
Methods and Student Teaching (requires verification of Basic Skills and Subject Matter Competency)				

EDU 4342/Student Teaching: Primary Grade (4 units) (TPA:LIT)				
EDU 4345/Student Teaching: Upper Grade (4 units) (TPA:MTH)				
EDU 4330/Reading in Primary grades (3 units)				
EDU 4333/Reading in Upper grades (3 units)				
EDU 4338/Curriculum: Science (1 unit)				
EDU4337/Curriculum:Social Studies (1 unit)				
EDU 4336/Curriculum: Math (2 units)				
EDU 4119/ Assessment in the Classroom (2 units)				

Notes:

****Foundation courses required prior to enrollment in student teaching.**

Requirements for Student/Intern Teaching:

Two requirements are required to begin student teaching (by August 1 to advance to student teaching in the fall semester; by December 1 to advance to student teaching in spring semester):

Basic skills requirement (Reading/writing/mathematics up to 8th grade level): Meet requirement through undergraduate/graduate course work or CBEST test. To have your transcripts review, contact Credential Analyst.
CTC website: [https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-\(cl-667\)](https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-(cl-667))

Subject Matter Competency: Meet requirement through undergraduate/graduate courses work, CTC approve subject matter waiver program, CSET test or a combination of these. To have your transcripts review, contact Credential Analyst.
CTC website: https://www.ctc.ca.gov/docs/default-source/educator-prep/ps-alerts/2020/psa-20-10.pdf?sfvrsn=4d5d2eb1_2

Requirements for an Intern Credential: Basic skills, Subject matter competency; courses required to meet the 120 hour pre-service component, approval of Program Director, intern credentials valid for 2 years

Financial Aid, Scholarships, Grants

Financial Aid: <https://www.ndnu.edu/plan-your-finances/> Minimum 6 units = part-time student; 12 units = full time student for Financial Aid

NDNU Endowed Scholarship Application: <https://www.ndnu.edu/plan-your-finances/endowed-scholarships/>
Golden State Teacher Grant: <https://gstg.csac.ca.gov/>

NDNU Single Subject Program Plan

Name:

ID:

CTC Requirements

Basic Skills Requirement:	Subject Matter Competency Requirements:
Certificate of Clearance	Negative tb Test
US Constitution	CPR [Infant, Child, Adult]
CalTPA: Cycle 1	
CalTPA: Cycle 2	

Courses	Summer Session I	Summer Session II	Fall	Spring
Foundations (Basic Skills and Subject Matter Competency verification not required)				
**EDU 4100/ Psychological and Developmental Foundations (3 Units)*				
**EDI 4104/ Sociological and Multicultural Foundations (3 Units)*				

**EDU 4107/ Foundations for Teaching English Learners (3 Units)*				
EDU 4110/ Special Education for Classroom Teachers (2 units)				
EDU 4116/Health Education (1 unit)				
EDU4113/Technological Applications in Education (1 unit)				
Methods and Student Teaching (requires verification of Basic Skills and Subject Matter Competency)				
EDU 4405 Teaching and Pedagogy (3 units)				
EDU 4407 Secondary Curriculum (2 units)				
EDU 4442 Student/Intern Teaching Semester I (4 units)				
EDU 4410 Language and Literacy in Content Areas (3 units)				
EDU4119 Assessment in the Classroom (2 units)				
EDU 4445 Student/Intern Teaching Semester II (4 units)				

Notes:

****Foundation courses required prior to enrollment in student/intern teaching.**

Test Requirements for Student Teaching:

Two requirements are required to begin student teaching (by August 1 to advance to student teaching in the fall semester; by December 1 to advance to student teaching in spring semester):

Basic skills requirement (Reading/writing/mathematics up to 8th grade level): Meet requirement through undergraduate/graduate course work or CBEST test. To have your transcripts review, contact Credential Analyst.

CTC website: [https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-\(cl-667\)](https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-(cl-667))

Subject Matter Competency: Meet requirement through undergraduate/graduate courses work, CTC approve subject matter waiver program, CSET test or a combination of these. To have your transcripts review, contact Credential Analyst.

CTC website: https://www.ctc.ca.gov/docs/default-source/educator-prep/ps-alerts/2020/psa-20-10.pdf?sfvrsn=4d5d2eb1_2

Single Subject candidates adding a second single subject authorization: Single Subject candidates wanting to add a second authorization: Take EDU 4405 with mentor in the additional subject area and verification of subject matter competency in the additional subject area.

Multiple Subject candidates adding a single subject authorization: Multiple Subject candidates wanting to add a single subject authorization: take EDU 4405 with mentor in the subject matter area and verification of subject matter competency in the subject area.

Special Education candidates adding a single subject authorization: Special Education candidates wanting to add a single subject authorization: take EDU 4405 with mentor in the subject matter area and verification of subject matter competency in the subject area. In addition, candidates complete a single subject student teaching placement and the CAITPA.

Requirements for an Intern Credential: Subject matter competency; courses required to meet the 120 hour pre-service component, approval of Program Director, intern credentials valid for 2 years

Financial Aid, Scholarships, Grants

Financial Aid: <https://www.ndnu.edu/plan-your-finances/> Minimum 6 units = part-time student; 12 units = full time student for Financial Aid

NDNU Endowed Scholarship Application: <https://www.ndnu.edu/plan-your-finances/endowed-scholarships/>



[Date]

Dear [Incoming Student]

The California Commission on Teacher Credentialing (CTC) has a number of requirements that must be met in order to be issued a teaching credentials. Two important ones are the Basic Skills Requirement (BSR) and the Subject Matter requirement (SMR). If you have passed both the CBEST and the CSET, you have met both requirements. If not, there are a number of ways to meet each requirement. See the links below for alternatives.

[Basic Skills Requirement](#) (BSR)

[Subject Matter Requirement](#) (SMR)

We have evaluated your undergraduate transcripts from the following institutions:

The results are as follows:

Basic Skills Requirement: Your undergraduate coursework:

☐ Does not meet the requirement.

☐ Partially meets the requirement—You have met the requirements for the following subtests:

☐ Fully meets the requirement.

Subject Matter Requirement for subject: _____: Your undergraduate coursework:

☐ Does not meet the requirement.

☐ Partially meets the requirement—You have met the requirements for the following subtests:

☐ Fully meets the requirement.

If you have taken coursework from other institutions not listed, or have questions about the evaluation or how to meet one or both of the requirements, please let me know.

Best wishes,

Terrance Hanna
Credentials Analyst
School of Education and Leadership
Notre Dame de Namur University
Tel: (650) 508-3545

Name

Program

Date

Student Teaching Checklist

- ☐ CBEST Date: _____
- ☐ CSET Dates: _____
- ☐ Fingerprint clearance: ☐ Fingerprints done ☐ Prints cleared on CTC website
- ☐ TB
- ☐ Release of Liability Form
- ☐ 40-hours exp.

Internship

All of above PLUS:

- ☐ Approval of director
- ☐ Letter from school
- ☐ Pre-service coursework
- ☐ U.S. Constitution Requirement Mode: _____
- ☐ NDNU Intern Orientation Agreement
- ☐ Application for credential recommendation

Follow Up Contact

Date	Phone or email	Notes	Result	

☐ OK for student teaching/ Internship _____
Initial Date

☐ Added to Matrix

Multiple Subjects Credential--Requirement Checklist

Name: _____ Student ID#: _____

Required to advance to Fieldwork (Student Teaching or internship):

<i>Requirement</i>	<i>Met</i>	<i>Date/Detail</i>	<i>Initial</i>
Bachelors posted	<input type="checkbox"/>	Univ: _____	
Early field exp	<input type="checkbox"/>	<input type="checkbox"/> Document 40 hrs	
Basic Skills Requirement	<input type="checkbox"/>	<input type="checkbox"/> CBEST Date _____ <input type="checkbox"/> Undergrad cswrk substitution approved	
Subject Matter Competence	<input type="checkbox"/>	<input type="checkbox"/> CSET (all subtests) or <input type="checkbox"/> CTC-approved major or <input type="checkbox"/> Coursework evaluation or <input type="checkbox"/> Mix evaluation and subtests (CSET subtests passed: _____)	
CTC Certificate of Fingerprint Clearance	<input type="checkbox"/>	<input type="checkbox"/> Currently valid CTC credential	
Negative TB test (within 2 yrs.)	<input type="checkbox"/>		
Signed Release of Liability form	<input type="checkbox"/>		

Courses required for preliminary credential:

<i>Course</i>	<i>Course# EDU</i>	<i>Units</i>	<i>Met</i>	<i>Substitution#</i>
Educational Psych	4100	3	<input type="checkbox"/>	
Soc. & Multicultural	4104	3	<input type="checkbox"/>	
Teaching English Learners	4107	3	<input type="checkbox"/>	
Special Education	4110	2	<input type="checkbox"/>	
Educational Technology	4113	1	<input type="checkbox"/>	
Health Education	4116	1	<input type="checkbox"/>	
*Assessment	4119	2	<input type="checkbox"/>	
*Reading, Primary	4330	3	<input type="checkbox"/>	
*Reading, Upper	4333	3	<input type="checkbox"/>	
*Curriculum; Math	4336	2	<input type="checkbox"/>	
*Curriculum; Soc Stud.	4337	1	<input type="checkbox"/>	

*Curriculum; Sci	4338	1	<input type="checkbox"/>	
Student teach I + Orientation	4342	4	<input type="checkbox"/>	
Student teaching II or internship†	4345	4	<input type="checkbox"/>	
	total	33		

*Concurrent enrollment in student teaching is required

‡Any course substitution or waiver requires substitution form signed by Dr. Demaree to be on file in the Credentials Office

Other requirements for preliminary credential

U.S. Constitution requirement <i>For NDNU's online exam see: www.USConstitutionExam.com</i>	<input type="checkbox"/>	<input type="checkbox"/> Course(s) # _____ @univ: _____ <input type="checkbox"/> CTC-approved Exam: Date: _____ <input type="checkbox"/> CSU BA/BS--campus: _____
CalTPA	<input type="checkbox"/>	Scores submitted to credentials office by CalTPA director
RICA	<input type="checkbox"/>	Date completed:
Valid CPR card (within 3 yrs.)	<input type="checkbox"/>	Required: Adults/Children/Infants. Date:

Application form and fees

Request for Credential Recommendation ("Audit") form	<input type="checkbox"/>	Date submitted: _____
NDNU Audit Fee <i>Internship credential is fee-exempt</i>	<input type="checkbox"/>	\$80 billed by NDNU business office
In addition, the California CTC requires an electronic application and a \$102.50 fee		

The preliminary credential is valid for 5 years. The clear teaching credential requires a BTSA induction program in your first teaching position while holding the preliminary credential.

Single Subject Requirement Checklist

(Submit all documentation to Credentials Office)

Name:

Subject:

Student ID#:

Required to advance to fieldwork-- Student Teaching or Internship

Requirement	Met	Date/Detail	Initial
Bachelors degree posted on transcript	<input type="checkbox"/>	Univ: _____	
Classroom field experience/ target age	<input type="checkbox"/>	<input type="checkbox"/> Document 40 hrs.	
Basic Skills Requirement	<input type="checkbox"/>	<input type="checkbox"/> CBEST Date _____ <input type="checkbox"/> Undergrad cswrk substitution approved	
Subject Matter Competence	<input type="checkbox"/>	<input type="checkbox"/> CSET (all subtests) or <input type="checkbox"/> CTC-approved major or <input type="checkbox"/> Coursework evaluation or <input type="checkbox"/> Mix evaluation and subtests (CSET subtests passed: _____)	
CTC Cert. of Clearance (fingerprints)	<input type="checkbox"/>	<input type="checkbox"/> Or previous Calif. credential	
Neg. TB test verification (within 2 yrs.)	<input type="checkbox"/>		
Signed Release of Liability form	<input type="checkbox"/>	Form: www.NDNU.edu (credential page)	

For optional Internship credential: All above + box below

US Constitution requirement For NDNU's online exam go to: www.USConstitutionExam.com	<input type="checkbox"/>	<input type="checkbox"/> Approved Course(s): _____ <input type="checkbox"/> Exam: Date: _____ <input type="checkbox"/> CSU grad _____
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Courses required to be completed to be eligible for Internship credential

Course	Course #		Units	Notes	Initial
Psych & Developmental Found	4100	<input type="checkbox"/>	3		
*Secondary Curriculum	4407	<input type="checkbox"/>	2		
*Teaching and Pedagogy	4404	<input type="checkbox"/>	3		
*Lang.& Lit in Content area	4410	<input type="checkbox"/>	3		
Found. for Teach Eng. Learners	4107	<input type="checkbox"/>	3		
Student Teach I	4442	<input type="checkbox"/>	4		

For optional internship credential

Required ONLY for Internship credential (submit to credentials office):

Credential recommendation request (audit) form for internship**	<input type="checkbox"/>
Offer of employment letter from district	<input type="checkbox"/>
Written approval of Program Director + Placement Coordinator	<input type="checkbox"/>

Requirements for preliminary† credential: All above + all below

Requirement/ Course	Course #	Met	Units	Semester/Substitution	Initial
*Assessment	4119	<input type="checkbox"/>	2		
Soc & Multicultural	4104	<input type="checkbox"/>	3		
Technology Ed	4113	<input type="checkbox"/>	1		
Health Ed	4116	<input type="checkbox"/>	1		
Special Ed	4110	<input type="checkbox"/>	2		
Student Teach II	4445	<input type="checkbox"/>	4	<input type="checkbox"/> CalTPA verification	
			31		

To be recommended for credential, submit to Credentials Office:

CPR card	<input type="checkbox"/>	<input type="checkbox"/>	Required: Adults/Children/Infant CPR
Credential recommendation form**(audit)	<input type="checkbox"/>	<input type="checkbox"/>	Form at www.NDNU.edu (credential page)
\$80 NDNU Audit Fee	<input type="checkbox"/>	<input type="checkbox"/>	Will be billed by NDNU business office

*Required concurrent enrollment in either 4442 or 4445 Student Teaching

**After recommendation, the CTC will email you an additional electronic form and requires a \$100 fee

†The preliminary credential is valid for 5 years. The clear teaching credential requires a BTSA induction program in your first teaching position while holding prelim.credential

Multiple Subject and Single Subject Credentials
Catalog and Syllabi Course Descriptions

All Multiple Subject and Single Subject Candidates

EDU 4100 Psychological and Developmental Foundations of Education (3)

- Catalog Description: Investigates and critically appraises insights derived from psychology, especially as they pertain to the teaching learning process for diverse classrooms of today. Explores theories from behavioral, humanistic, developmental, and cognitive psychology that are relevant for education. Considers effects on student learning, teacher expectations, classroom climate (affective and cognitive), classroom management, planning, diversity factors, learning styles, individual differences, motivation, and evaluation.
- Syllabus Course Description: Educational psychology is an interdisciplinary subject that incorporates human development, learning strategies, intelligence, motivation, measurement, and classroom management. An emphasis is placed upon developing a consistent theory and philosophy (personal) based upon the preponderance of current research including, but not limited to such areas as brain-based learning, multiculturalism, gender, and socioeconomic status. Educational Psychology 4100 is a foundation (overview) course; therefore, all the pedagogical teaching competencies in document SB 2042 and SB 1209 and identified as the Teaching Performance Assessment (TPA) are addressed. In addition, CTC Program Standards addressing the preparation to teach English learners are also included (TPE 7). Concepts critical to topics covered in the state-required Performance Assessment for California Teachers assignment are also incorporated.

EDU 4104 Sociological and Multicultural Foundations (3)

- Catalog Description: Analyzes major influences on American education, including social, cultural, historical, political, and economic influences. Explores contemporary issues in education, such as the nature of culture, the purposes of public schooling, the profession of teaching, the social structure and education, equality of opportunity, and multicultural education.
- Syllabus Course Description: This course is designed to provide educators with an introduction to the sociological and multicultural foundations of the American educational system. We will examine the role of schools in the development of identity as well as the reproduction of systems of privilege and oppression. We will examine economic, political, social and cultural factors at play in society and their effects on the classroom. Using these new understandings, we will examine our own professional practice and ways to work more equitably from within our own contexts and classrooms.

EDU 4107 Foundations for Teaching English Learners (3)

- Catalog Description: Examines theories of second language acquisition and historical perspectives of bilingual education. Explores factors affecting first and second language acquisition and bilingual education with an emphasis on instructional strategies. Includes class

participation demonstrating knowledge of the content and field observations whenever possible. Covers Specially Designed Academic Instruction in English (SDAIE) competencies.

- Syllabus Course Description: This course focuses on English language development (ELD) and strategies for English learners (EL) to develop academic language, comprehension, and knowledge in the subjects of the core curriculum. ELD standards are introduced and discussed. Candidates learn the philosophy, design, goals and characteristics of school-based organizational structures designed to meet the needs of English learners, and strategies for teaching English language development (ELD) and specially designed academic instruction in English (SDAIE). They learn about state and federal legal requirements for the placement and instruction of English learners. Theories and models of dual language development as well as psychological, sociocultural, political, and pedagogical factors that affect first and second language acquisition and development are explored in this course. This includes phonology, morphology, syntax and semantics with special focus on phonemic awareness, spelling patterns, morphemes and vocabulary. Students will learn about early intervention techniques for support, scaffolding and differentiation, formative and summative assessments including development and implementation. Teacher candidates will develop lessons that support ELD and gain practical experience with EL students in the field working with a non-profit literacy program that requires ongoing assessment and support in both fluency and comprehension in the areas of reading, writing, speaking and listening with literacy as the primary area of focus.

EDU 4110 Special Education for the Classroom Teachers (2)

- Catalog Description: This course is designed to provide information, resources, and materials related to the education of students with disabilities in the general education classroom. It includes a description of the categories of disabilities as defined by the Federal law, current regulations, and the IEP/ITP process. Emphasis is placed on the strategies for modifications and accommodations necessary to provide an appropriate learning environment. Attention focuses on the support system available at the school site level.
- Syllabus Course Description: This course helps teachers develop the skills needed to facilitate the mainstreaming of students with disabilities and learn about the legal requirements that face regular classroom teachers. Other topics include the history and overview of the Special Education system within California and the United States, and the building of positive relationships and collaboration with special education personnel and families of students that have different learning needs.

EDU 4113 Technological Applications in Education (1)

- Catalog Description: California has adopted Technology Standards that define computer-based technology use in classrooms. This course ensures that all teacher candidates understand and are able to use appropriate computer-based technology to facilitate the teaching and learning process. In addition to the California Level I Standards, the course covers issues surrounding technology use by society in general and education in particular. Also, several Teacher Performance Expectations (TPEs) from the California Standards of Quality and Effectiveness for Professional Teacher Preparation Programs are addressed in this course.
- Syllabus Course Description: This course provides an introduction to technology applications that benefit and are useful for both teachers and students. Current literature, tech education resources, and teaching strategies are introduced and discussed. This course fulfills the California State Credential requirements. No textbook required for this course. Learning Outcomes: Tech Tools - Explore and

learn about many of the common tech tools teachers use to engage students in learning new content, practicing their skills, getting feedback, collaborating with their peers and creating products and projects to increase student voice, choice and creativity; Tech as a Resource - Provide the rising teacher with strategies, tools and resources to improve their systems and efficiency in the classroom. This will empower them to focus on the human aspect of teaching, to which they are uniquely suited and prepared; Healthy Tech Use - Assist participants in establishing a healthy relationship with technology with a goal of using tech intentionally to add to their lives (at school and beyond) in positive ways. This will also influence the way they encourage their own students to embrace a healthy balance with tech.

EDU 4116 Health Education (1)

- Catalog Description: This course introduces students to the concept of health promotion through school health education. Current information, health education resources and teaching strategies will be introduced, applied and discussed. This course fulfills the California Teacher Credential Health requirement. *This course does NOT include CPR/First Aid training and certification.*
- Syllabus Course Description: Same as Catalog description; Learning Outcomes: Health Awareness - Provide a review of the most common health issues of children and adolescents so that teachers may help students effectively deal with these health problems and understand how they might effect the student experience and classroom environment; Student Wellness - Provide the rising teacher with an understanding of his/her responsibilities regarding health services: observation, referral, follow-up, community resources, etc. in order to create a safe and healthy classroom community for all; Self-care - Assist participants in examining their personal values and those of their students in relation to health attitudes and content with a goal of creating a self-care plan to enable them to thrive as teachers and sustain themselves in this rewarding career.

EDU 4119 Assessment in the Classroom (3)

- Catalog Description: Introduces measurement concepts needed by teachers in order to meet their instructional objectives. Students learn how to create and use assessments that guide instruction and measure results. They also learn how to communicate with students, families, and other audiences about student progress.
- Syllabus course Description: same as Catalog description

Course for Multiple Subject Candidates only

EDU 4330 Reading/Language Arts: Primary Grades

- Catalog Description: Surveys the teaching of beginning reading and language arts in diverse elementary classrooms. Introduces current research, principles, issues, strategies, and materials/resources for developmental processes of learning to read and write for all students. Presents theories concerning language acquisition and language development for first- and second-language learners. Constructs a literacy model with a multicultural/multilingual perspective. Concurrent coursework and field placement are required to ensure application and reflective practice.

- Syllabus Course Description: surveys the teaching of beginning reading and language arts in diverse elementary classrooms. Introduces current research, principles, issues, strategies, and materials/resources for developmental processes of learning to read and write for all students. Presents theories concerning language acquisition and language development for first- and second-language learners. Constructs a literacy model with a multicultural/multilingual perspective. Concurrent coursework and field placement are required to ensure application and reflective practice.

EDU 4333 Reading/Language Arts: Upper Grades

- Catalog Description: Continues examination of current research, principles, issues, strategies, and materials/resources, focusing on upper elementary students of diverse backgrounds. Explores language acquisition issues in upper elementary grades. Facilitates connections among students, literature, and response in a multicultural perspective. Introduces literacy in content areas and SDAIE techniques for understanding literature. Concurrent coursework and field placement are required to ensure continued reflection/application.
- Syllabus Course Description: EDU4330 Continues examination of current research, principles, issues, strategies, and materials/resources, focusing on upper elementary students of diverse backgrounds. Explores language acquisition issues in upper elementary grades. Facilitates connections among students, literature, and response in a multicultural perspective. Introduces literacy in content areas and SDAIE techniques for understanding literature. Concurrent coursework and field placement are required to ensure continued reflection/application.

EDU 4336 Curriculum: Elementary Math (2)

- Catalog Description: Emphasizes content and method of teaching elementary math concepts. This course includes all eight strands of the state mathematics framework. Students learn hands on methods designed for prospective teachers.
- Syllabus Course Description: A summary course in fundamental mathematical concepts designed for teachers of multiple subjects with emphasis on content standards and methods of teaching elementary mathematics using education technology and hybrid manipulative materials, as well as self and authentic math assessments that incorporate real-life or relevant problem-solving experiences. The course includes theories and instructional practices for developing mathematical reasoning for all learners with a focus on problem solving strategies that can be modified to address the diversity within the classroom. Students will implement a variety of math instructional strategies and techniques as required by California Commission on Teacher Credentialing (CTC) guidelines to address teaching diverse school populations with differences in learning styles, primary languages, socio-economic status, cultural groups, and ethnic groups. Direct instruction, questioning techniques, small group discussions, and higher order thinking skills are included in this course. Students will practice *reflection* as an integral part of professional growth as math educators. Please note that this course is typically taken in tandem with the EDU 4119 Assessment course, and as such will complement components with that course with focus on the California Teaching Performance Assessment (CalTPA Cycle 2).

EDU 4337 Curriculum: Social Science (1)

- Catalog Description: Students develop expertise in planning, implementing, and assessing social science curriculum and experiment with a variety of strategies and techniques designed to promote higher-level thinking and provide for differences in teaching a diverse, multilingual, and multicultural population.
- Syllabus Course Description: In this hands-on course, student teachers will support each other to develop expertise in planning, implementing, and assessing social studies curricula. They will experiment with a variety of strategies and techniques designed to promote higher-level thinking and provide for differences in teaching a highly diverse, multilingual, and multicultural population. In this course, the instructor believes that social studies is not just a state mandated, fact-heavy subject; it is the place where children learn how to be good people. To teach it well, professional educators must understand not only the content of the discipline, but specific thinking skills and academic language. To share these topics and skills effectively, teachers must also understand the developmental levels, interests, and abilities of the students they teach. In balancing each of these important elements of instruction, teachers influence the learning of students on a daily basis. Through careful planning, a good educator can meet student needs by presenting social studies content in the context of a stimulating, culturally responsive learning environment. This course, therefore, will ask student teachers to examine their own beliefs about social studies. They will then explore up-to-date pedagogical strategies in the discipline to guide students to move beyond rote memorization and instead to question, investigate, inquire, observe, measure, synthesize, and evaluate—all in a collaborative setting that encourages wonder and a desire to keep learning. Students in social studies classrooms should be able to see and understand clearly the relevance of all discussions, work and assignments. This course aims to prepare truly effective social studies teachers who can bring history alive and connect people, movements and events from the past and around the world, to the lives of children in contemporary California classrooms, and for the betterment of our society.

EDU 4338 Curriculum Science (1)

- Catalog Description: Students develop expertise in planning, implementing, and assessing science curriculum and experiment with a variety of strategies and techniques designed to promote higher-level thinking and provide for differences in teaching a diverse, multilingual, and multicultural population.
- Syllabus Course Description: In this hands-on course, student teachers will support each other to develop expertise in planning, implementing, and assessing science curricula. Student teachers will experiment with a variety of strategies and techniques designed to promote higher-level thinking and provide for differences in teaching a highly diverse, multilingual, and multicultural population. In this course, the instructor believes that science is not just state-mandated, fact-heavy subject; it is a field of exciting investigation for children. To teach them well, professional educators must understand not only the content of the discipline, but specific thinking skills and academic language used in the content area. To share these topics and skills effectively, teachers must also understand the developmental levels, interests, and abilities of the students they teach. In balancing each of these important elements of instruction, teachers influence the learning of students daily. Through careful planning, a good educator can meet student needs by presenting science content in the context of a stimulating, culturally supportive learning environment. This course, therefore, will ask student teachers to examine their own beliefs about science. They will then explore up- to-date pedagogical strategies in the discipline to guide

students to move beyond rote memorization and instead to question, investigate, inquire, observe, measure, synthesize, and evaluate—all in a collaborative setting that encourages wonder and a desire to keep learning. This course aims to prepare truly effective science teachers who can bring their classrooms alive.

EDU 4342 Student/Intern Teaching Seminar (Multiple Subject 1st Semester)

- **Catalog Description:** Focuses on orientation to and observation of realities of teaching through weekly seminars and on-site assignments in public and private schools. As candidates take charge of classes under the direction of master teachers, seminar sessions enriched by guest speakers stress class management and control, lesson planning, curriculum development, and organization and use of class time. Heavy emphasis is placed on examining solutions for the day-to-day problems that candidates are experiencing.
- **Syllabus Description:** EDU 4342 is a seminar designed as a vehicle for problem solving and critical thinking regarding the teaching/learning process. Student teachers and interns will participate in a process of reflection/action/evaluation that connects theory and research findings to the reality of teaching and learning experience. Attention will be given to the California Teaching Performance Expectations (TPEs) <https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf> and the Teaching Performance Assessment (CalTPA) http://www.ctcexams.nesinc.com/TestView.aspx?f=HTML_FRAG/CalTPA_TestPage.html.

EDU 4345 Student/Intern Teaching Seminar (Multiple Subject 2nd semester) (3)

- **Catalog Description:** Continuing candidates are provided with an opportunity to reflect upon and improve the field experience. Candidates are encouraged to discuss problems and reactions to their field experiences. Normally, at least one-half of the class is focused on candidates' concerns. CalTPA is the focus of this course.
- **Syllabus Course Description:** This weekly seminar provides an opportunity for student and intern teachers to deepen their understanding of teaching through ongoing reflection and discussion of their successes and challenges as they complete their second student teaching placement. The class provides a forum for addressing and sharing each participant's weekly experiences with other teacher candidates. The seminar requires students to discuss and reflect on methods, strategies, assessments, student work, and curriculum organization as they grow in their pedagogical skills. Students will practice *assessment and reflection* as an integral part of professional growth.

In this final semester of student teaching, candidates will complete and submit their CalTPA Cycle 2. This TPA provides evidence of teaching competence consisting of artifacts documenting teaching and learning during a learning segment lasting approximately one week. It includes commentaries explaining, analyzing, or reflecting on the artifacts. In constructing their Cycle 2, candidates will apply what they have learned from their coursework about research, theory, and strategies related to teaching and learning. The purpose of the TE is to demonstrate readiness for a full-time classroom teaching assignment. It is aligned with the California Standards for the Teaching Profession, the Teaching Performance Expectations (TPE), and the relevant California student academic content standards and/or curriculum frameworks.

EDU 4346 Student/Intern Teaching Seminar (Multiple Subject Extended) (1)

- Catalog Description: Candidates are provided with an extended opportunity to continue to reflect upon and improve the field experience. Candidates are encouraged to discuss problems and reactions to their field experiences. Normally, at least one-half of the class is focused on candidates' concerns. May be repeated for credit. Prerequisite: EDU 4342 OR EDU 4345.
- Syllabus Course Description: See EDU 4345 above

Course for Single Subject Candidates only

EDU 4405 Teaching and Pedagogy (3)

- Catalog Description: Teacher candidates are oriented to the Single Subject Credential Program and the teaching profession. This course is coordinated by an NDNU faculty member and is jointly taught by mentor teachers from local schools. The focus of this course is teaching the state adopted academic content standards using effective strategies in the discipline of the teacher candidate. Program-related topics and legal requirements such as well as a review of the Teaching Performance Expectations (TPEs). Other topics include, but are not limited to classroom management, teaching, and learning in a standards-based environment, and setting high expectations for all students. Candidates apply course content to field practicum and the development of their Teaching Performance Assessment. Candidates taking this course to add a second credential authorization will fulfill all requirements of the course in addition to completing an independent study project.
- Syllabus course Description: Same as Catalog description

EDU 4407 Secondary Curriculum (2)

- Catalog Description: Develops expertise in curriculum planning applied to the subject area and presents strategies and techniques that provide for teaching a diverse population. Direct instruction, questioning techniques, small-group discussions, and higher order thinking skills are included and used by the student in designing a unit of instruction.
- Syllabus course Description: In this course, students will develop experience in lesson design and curriculum planning applied to their subject area. Students will implement a variety of instructional strategies and techniques as required by California Commission on Teacher Credentialing (CTC) guidelines to address teaching diverse school populations with differences in learning styles, primary languages, socio-economic status, cultural groups, and ethnic groups. Direct instruction, questioning techniques, small group discussions, and higher order thinking skills are included and used by the student in designing a unit of instruction. Students will practice *reflection* as an integral part of professional growth. Please note that this course is typically taken in tandem with EDU 4442 "Student/Intern Teaching Seminar for Single Subject Student Teachers (First Semester)", and as such will complement components with that course with focus on the California Teaching Performance Assessment (CalTPA Cycle 1).

EDU 4110 Language and Literacy in the Content Area (3)

- Catalog Description: EDU 4410 Language and Literacy in Content Areas introduces current research, principles, issues, strategies, and resources, with respect to language and literacy in Single Subject content areas. Focuses on Specially Designed Academic Instruction in English (SDAIE) for language minority students. **Field experience in public school is required (30 hours).**
- Syllabus course Description: EDU 4410 focuses on practical classroom techniques, reading strategies, academic vocabulary development and the “into, through and beyond” approach to reading academic texts relevant for struggling as well as advanced readers in all content areas. Students in EDU 4410 review the research behind reading strategies and techniques and then individually and in small groups work to apply the research to real-world diverse classroom situations. Students currently completing their student teaching should be able to take elements from each session and apply them directly to their daily instruction.

EDU 4442 Student/Intern Teaching Seminar (Single Subject 1st Semester) (3)

- Catalog Description: Focuses on orientation to and observation of realities of teaching through weekly seminars and on-site assignments in public and private schools. As candidates take charge of classes under the direction of master teachers, seminar sessions enriched by guest speakers stress class management and control, lesson planning, curriculum development, and organization and use of class time. Heavy emphasis is placed on examining solutions for the day-to-day problems that candidates are experiencing.
- Syllabus Description: This weekly seminar provides an opportunity for student and intern teachers to deepen their understanding of teaching through ongoing reflection and discussion of their successes and challenges as they begin their first student teaching or intern placement. The class provides a forum for addressing and sharing each participant’s experiences with other teacher candidates and the instructor, with the goal of problem-solving issues that arise in real classrooms. The seminar requires students to discuss, analyze and reflect on methods, strategies, assessments and curriculum organization as they grow in their pedagogical skills. The goal of this class is to help student teachers to become reflective practitioners who continually improve their teaching practice.

EDU 4445 Student/Intern Teaching Seminar (Single Subject 2nd semester) (3)

- Catalog Description: Continuing candidates are provided with an opportunity to reflect upon and improve the field experience. Candidates are encouraged to discuss problems and reactions to their field experiences. Normally, at least one-half of the class is focused on candidates' concerns.
- Syllabus Course Description: This weekly seminar provides an opportunity for student and intern teachers to deepen their understanding of teaching through ongoing reflection and discussion of their successes and challenges as they complete their second student teaching placement. The class provides a forum for addressing and sharing each participant’s weekly experiences with other teacher candidates. The seminar requires students to discuss and reflect on methods, strategies, assessments, student work, and curriculum organization as they grow in their pedagogical skills. Students will practice *assessment and reflection* as an integral part of professional growth.

In this final semester of student teaching, candidates will complete and submit their CalTPA Cycle 2. This TPA provides evidence of teaching competence consisting of artifacts documenting teaching and learning during a learning segment lasting approximately one week. It includes commentaries explaining, analyzing, or reflecting on the artifacts. In constructing their Cycle 2, candidates will apply

what they have learned from their coursework about research, theory, and strategies related to teaching and learning. The purpose of the TE is to demonstrate readiness for a full-time classroom teaching assignment. It is aligned with the California Standards for the Teaching Profession, the Teaching Performance Expectations (TPE), and the relevant California student academic content standards and/or curriculum frameworks.

EDU 4446 Student/Intern Teaching Seminar (Single Subject Extended) (1)

- Catalog Description: Candidates are provided with an opportunity to continue to reflect upon and improve their field experience. Candidates are encouraged to discuss problems and reactions to their field experiences. Normally at least one-half of the class is focused on the candidates' concerns. May be repeated for credit.
- Syllabus Course Description: See EDU 4445 above