UNIVERSITY

With careplan, students who follow the advice of the Department of Curriculum and Instruction, along with the advice of their major department, are usually able to complete the chosen major and credential requirements in four years. They should be sure to take required examinations and secure required certificates in a timely manner.

Students should apply to the Department of Curriculum and Instruction in the School of Education for admission to the Teacher Preparation Program during EDCI 204, Teaching in the Multicultural Classroom.

DISMISSAL POLICY

Believing that our primary responsibility is the protection and support of students in the K-12 system, the School of Education expects all students to exhibit a high level of professional ethics. The faculty in the School of Education has voted the following policy: The department faculty reserves the right to use its collective professional judgement in the evaluation of a student's professional readiness to enter an educational profession. If in its professional judgement the faculty decides that a student is unqualified for that profession, the student will be asked to withdraw from the program. This decision will be based on the Code of Ethics for the Teaching Profession from the National Education Association.

In every profession, there are signs that someone is performing at an inappropriate level. An occasional infraction is not generally a cause for concern. However, if there is a long-term pattern, appropriate steps may be taken.

Causes for automatic dismissal include but are not limited to: Violence, sexual harassment, drug abuse, academic dishonesty, and other criminal activity.

Causes which cumulatively will be cause for dismissal include but are not limited to: Lack of interest in work, inability to get along with other professionals, excessive absences, excessive fear or shyness, unrealistically high or low expectations of students, failure to respond to suggestions, tendency to gossip about students or other professionals, inaccurate record keeping, inappropriate expressions of anger, inappropriately confrontational behavior, lack of initiative, ineffective classroom control, poor communication with other professionals, poor grooming or slovenliness, poor use of time, tardiness, inappropriately casual behavior with students, workaholic tendencies, breach of confidentiality, and/ or dishonesty.

ELEMENTARY TEACHING

A student wishing to prepare for elementary teaching should enroll in the Liberal Studies major in the College of Arts and Sciences. Liberal Studies students wishing to secure teaching credentials should come to the Department of Curriculum and Instruction in the School of Education for advisement no later than early in their freshman year. (Prospective elementary teachers enrolled in any other major also need to stay in close touch with the Department of Curriculum and Instruction to be sure all credential requirements are met.)
SECONDARY TEACHING

A student who wishes to prepare for secondary teaching should consult with the Department of Curriculum and Instruction for advisement and admission to the Teacher Education Program. Students should select an appropriate major in consultation with the subject area department and the Department of Curriculum and Instruction.

California State preliminary and SDA basic credentials

I. Professional Education and California Statutory Requirements

(State requirements may be different in specific ways from major programs; therefore, students need to stay in contact with the Credential Office and the Department of Curriculum and Instruction in the School of Education.)

The following professional education requirements should be met in this order:

<table>
<thead>
<tr>
<th>Elementary Education</th>
<th>Freshman Year</th>
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<tbody>
<tr>
<td>EDCI 204</td>
<td>Teaching in the Multicultural Classroom (3)</td>
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<tr>
<th>Sophomore Year</th>
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<td>EDCI 418</td>
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<td>EDCI 464</td>
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<tr>
<td>Religion Electives [8 units]*</td>
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<tr>
<th>Junior Year</th>
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<tr>
<td>California Subject Examination for Teachers (CSET)</td>
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<tr>
<td>RELH 483</td>
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<tr>
<td>EDCI 414</td>
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<td>EDCI 416</td>
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<td>EDCI 418</td>
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<tr>
<td>EDCI 464</td>
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<td>EDCI 425</td>
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<td>RICA</td>
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* Additional requirements for Seventh-day Adventist Credential

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<td>EDCI 464</td>
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<td>RICA</td>
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</table>
HLED 214 Dimensions of Health (4)
RELT 245 Christian Beliefs (4)*

Apply to Teacher Education, Certificate of Clearance, TB Test

**Junior Year**
California Subject Examinations for Teachers (CSET) or PRAXIS Examination and Single Subject Assessment Test (SSAT) or Approved Major

RELH 483 History of Seventh-day Adventism (4)*
EDCI 419 Reading in the Content Area (5)
EDCI 416 Language and Literacy K-12 (3)
EDCI 417 Culture, Society, Religion, and Ethics (4)
EDCI 429 Secondary Teaching in the Multicultural Classroom (2)
EDCI 430 Secondary Theory and Practice (4)

**Senior Year**
EDFO 404 Philosophy of Christian Education (3)*
EDCI 457 Student Teaching in the Secondary School (18)

* Additional requirements for Seventh-day Adventist Credential.

### II. Student teaching (18 units)

**Prerequisites**

Verification of subject-matter competence with the Credentials Analyst by:
- Completion of 4/5 of a state approved program OR
- Passing score on the California Subject Examination for Teachers (CSET or the PRAXIS and Single Subject Assessment Test (SSAT)
- Passing score on the California Subject Examinations for Teachers (CSET) (For Multiple Subjects Students)

Authorization to do student teaching is by application to the Department of Curriculum and Instruction. Applications should be submitted no later than three months prior to the anticipated start to allow for processing the Certificate of Clearance with the State of California. The applicant must be accepted into the Teacher Education program, have taken the CBEST examination, have completed one quarter in residence, have and maintain a minimum GPA of 2.75, and have completed the prerequisite professional education courses, filed TB test results, and passed the Certificate of Clearance. No student will be allowed to do student teaching until the FBI and DOJ Certificate of Clearance is returned from the State of California. If your GPA is below 2.75 at the time of application to the Teacher Education Program, you must pass the CSET before you will be accepted. If you are seeking secondary credentials and your GPA is below 2.75, you must pass the CSET or PRAXIS and SSAT in your subject area prior to acceptance.

Eighteen weeks are required for student teaching. Students should plan their schedules so they can be in the schools from about 7:30 a.m. to 3:30 p.m. (the time will vary in different schools) five days per week for a total of 18 weeks. University classes cannot be taken during these hours. Teaching responsibilities correspond with the academic calendar of the cooperating school.

Student teaching during the University summer session is for six weeks only. Students are expected to provide their own transportation for student teaching. The student teaching experience is a full-time schedule which spans at least part of two quarters. Specific dates will be arranged through the coordinator of student teaching for 18 weeks. Please plan academic programs carefully. A portion of this experience must be in the public schools if a state credential is desired. During the student teaching experience, attendance at a weekly seminar is required.
Small School Requirement: All students applying for elementary Seventh-day Adventist credentials are required to spend a significant portion of their student teaching experience in a small school class of 3 grades or more.

III. Completion of a Bachelor’s Degree

Options Available

A. ELEMENTARY TEACHER PROGRAMS

Option 1: Major in State Approved Liberal Studies Program. For the SDA basic or state preliminary multiple subjects teaching credential, students with this major will complete a minimum of 190 units (60 upper division), including the professional education requirements for elementary teaching. The California Subject Examinations for Teachers (CSET) must be passed prior to student teaching.

Option 2: Major in any Subject. Students with any other major may meet the state approved program in multiple subjects requirements for an elementary teaching credential by completing:

a. Professional education and California Statutory requirements for elementary teaching

b. A passing score on the California Subject Examination for Teachers (CSET) must be received prior to acceptance to the Teacher Education Program.

B. SECONDARY TEACHER PROGRAM

For the SDA basic or state preliminary secondary teaching credential, students will complete the professional education and California Statutory requirements. Students who are not completing an approved major take either the California Subject Examination for Teachers (CSET) or the PRAXIS Subject Specialty Test, and the Single Subject Assessment Test (SSAT). Students complete a baccalaureate degree in one of the schools of the University with a single subject major in a discipline that is commonly taught in secondary schools. (See the Department of Curriculum and Instruction for details.)
Anita O. Oliver 1990. Chair; Professor of Curriculum and Instruction
Ph.D. University of Wisconsin - Madison 1993

Linda Caviness 1999, Associate Professor of Curriculum and Instruction
Ph.D. Andrews University 2001

Marilyn Eggers 2004. Associate Professor of Curriculum and Instruction
Ph.D. Andrews University

Dean W. Hunt 2002. Associate Professor of Curriculum and Instruction
Ed.D. University of Virginia 1996

Elissa Kido 2001. Professor of Curriculum and Instruction
Ed.D. Boston University 1980

Janet Mallery 1996. Professor of Curriculum and Instruction
Ed.D. Loma Linda University 1989

Wendi Achata
Ed.S. La Sierra University 2002

Pamela Allington
M.A. La Sierra University 1993

Virlynn Burton
M.A.T. Andrews University 1982

Dorman Campbell
M.A. California State University 1988

Melvin D. Campbell
Ph.D. Purdue University 1963

S. Eugene Gasay
Ed.D. Northern Colorado State University 1963

Hilma Griffin
Ed.D. La Sierra University 1992

Douglas Herrmann
Ed.S. La Sierra University 1992
COURSES

LOWER DIVISION

EDCI 204 Teaching in the Multicultural Classroom (3)
This is the first course en route to a teaching credential. In addition to an introduction to the history of public education, the following topics are covered: motivation, lesson design, teaching strategies, discipline and management, and professionalism. An observation component is based on these last five areas. Required for admission to teacher education. ELD components Mild/moderate disabilities are addressed.

UPPER DIVISION

EDCI 414 Reading K-8 (5)
Reading is designed to aid the prospective teacher in developing knowledge and skills in the teaching of developmental reading in grades K-8. The specific components of the reading process are examined as well as a variety of alternative methods and materials to be used in multilingual and bilingual instruction. Assessment of students’ strengths and weaknesses relative to the reading act, the development of curriculum objectives and planning of instruction are also included. Application of skills and knowledge are provided through a field work experience in which class members instruct groups of students in the elementary or junior high school reading class. ELD components Mild/moderate disabilities are addressed.
Prerequisite: EDCI 204; EDFO 305; acceptance into Teacher Education.

EDCI 415 Mathematics K-8 (4)
Curriculum organization, methods, materials and instructional aids. Observation and micro-teaching. ELD components Mild/moderate disabilities are addressed
Prerequisite: EDCI 204; EDFO 305; MATH 202; acceptance into Teacher Education.

EDCI 416 Language and Literacy K-12 (3)
The focus of this course is to prepare teachers in pedagogical skills appropriate for linguistically, culturally and economically diverse students. Included are curriculum organization, methods, materials, and instructional aids. Observation and microteaching in multicultural classrooms is part of the fieldwork for this course.
Development of skills to teach language, writing and basic language skills necessary for successful use of the English language in both elementary and secondary schools. Methods, practices, and theories
which are appropriate for the linguistically diverse students in first and second language development are included. ELD components Mild/moderate disabilities are addressed. Prerequisite: EDCI 204; EDFO 305; acceptance into Teacher Education.

**EDCI 417 Culture, Society, Religion and Ethics (4)**
This course focuses on pedagogy, theory, research and practice relating to the historical, legal, social, political, religious, and economic understandings of multiple linguistic and cultural groups as they relate to education in California. Students will demonstrate their ability to appropriately use English to teach and communicate. There will be a focus on use of appropriate materials and the ability to plan equitable lessons. A study will be made of teaching religion, values, and spirituality in Adventist schools, teaching about religion in public schools and the practice of ethical and moral teaching. Prerequisite: EDCI 204; EDFO 305; acceptance into Teacher Education.

**EDCI 418 Science and Health K-8 (2)**
Identifies the scope, sequence, methods, materials, and equipment utilized in teaching science and health. Coordinates the student's learning experience in science and health among the home, school, and community. ELD components addressed. Prerequisite: EDCI 204; EDFO 305; acceptance into Teacher Education.

**EDCI 419 Reading in the Content Area (5)**
Designed to assist the prospective single subject teacher to acquire knowledge and skills in teaching reading. The specific components of the reading process are examined, as well as appropriate methods and materials to be used in reading instruction. Assessment of students' strengths and weaknesses relative to the reading act, the development of curriculum objectives, and planning of instruction are also included. Applications of skill and knowledge are provided through a practicum, in a single subject classroom. ELD components Mild/moderate disabilities are addressed. Prerequisite: EDCI 204; EDFO 305; acceptance into Teacher Education.

**EDCI 420 Curriculum Strategies for Students with Mild/Moderate Disabilities (3)**
Strategies for teaching students with mild/moderate disabilities in Reading, Language and Literacy, Mathematics, and Science and Health. The emphasis is on specific pedagogical strategies and other special education issues are addressed. Prerequisite: Completion of all required courses for a teaching credential.

**EDCI 425 Student Teaching in the Elementary School (3-18)**
Provides the supervised teaching experience required for state and Seventh-day Adventist credentials. Weekly seminar on the organization and management of the classroom, discipline and other relevant issues. A total of 18 weeks of full-time participation is required. Prerequisite: EDCI 204, 414, 415, 416, 417, 418; EDFO 305; FBI and DOJ Certificate of Clearance, CSET, CBEST, CPR, TB test, U.S. Constitution requirements, acceptance into Teacher Education, acceptance into student teaching.

**EDCI 428 Curriculum and Instruction in Special Education (3)**
Study of practices and trends in educational programming for all exceptional students. Includes the development of knowledge and skills in defining objectives, planning instruction, assessment, evaluation of children with special needs, and program evaluation. Provides practicum in special schools and classes for disabled. Prerequisite: EDPC 460.
EDCI 429 Secondary Teaching in the Multicultural Classroom (2)
This course is designed to prepare the in-service secondary teacher to (1) develop skills in the use of a wide variety of teaching strategies, (2) gain a knowledge and understanding of classroom organization and planning, (3) understand and teach to the various diverse student population, (4) understand the professional, historical, and political issues involved in teaching, and (5) understand the use of curriculum frameworks for the State of California and the North American Division of Seventh-day Adventists.
Prerequisite: EDCI 204, EDFO 305; acceptance into the Teacher Education Program.

EDCI 430 Secondary Theory and Practice (4)
Involves selecting and organizing learning materials and opportunities. Identifies appropriate teaching strategies, provides instruction in developing course outlines and unit plans. Deals with organization, management and discipline of the classroom. A practicum is required for students without teaching experience.
Prerequisite: EDCI 204, 429; EDFO 305; acceptance into Teacher Education.

EDCI 432 Instructing the Learning Handicapped (3)
A study of educational models and strategies for teaching the learning handicapped students. Includes an investigation of the characteristics of students with learning problems, as well as instructional techniques for promoting maximum cognitive and social development, and an emphasis on the use of computers in the curriculum. A 25 hour practicum of observation and instruction is a component of this course.
Prerequisite: EDCI 564 or EDPC 460.

EDCI 433 Instructing Students with Behavior Disorders (3)
Designed to aid special education and regular education teachers to maximize educational experiences for students with behavior disorders in elementary and high schools. The emphasis is on forces which impact on student behavioral, academic, social, and communication skills in students with behavior disorders. (See EDCI 533.)

EDCI 456 Student Teaching of Religion in Secondary Schools (9)
Provides the supervised teaching experience required for Seventh-day Adventist credentials. Weekly seminar on the organization and management of the classroom and other relevant issues.
Prerequisite: EDCI 204, 417, EDFO 305, and acceptance into student teacher program.

EDCI 457 Student Teaching in the Secondary School (3-18)
Provides the supervised teaching experience required for state and Seventh-day Adventist credentials. Weekly seminar on the organization and management of the classroom and other relevant issues.
Prerequisite: EDCI 204; EDFO 305; CSET; CBEST; U.S. Constitution requirements; CPR; TB test; acceptance into Teacher Education Program.

EDCI 464 Special Education in the Regular Classroom (3)
Identifies emerging responsibilities of the regular educator for the education of children with special needs. Methods of identifying such children and developing for them individualized programs and appropriate teaching strategies.

EDCI 499 Projects and Topics in Curriculum and Instruction (1-3)
Individual research and study under the guidance of a curriculum instructor. A minimum of 30 clock hours of study time is expected for each unit of credit. Approval by the instructor and department chair required.
COURSES

UPPER DIVISION

EDPC 404 Standardized Testing in Education (3)
The development of competencies and understandings for selecting, administering, and interpreting the major types of standardized tests and inventories used in education and counseling. Theoretical principles and issues presented together with hands-on applications. Practicum required.

EDPC 460 The Exceptional Child (3-4)
A study of the determinants, characteristics, problems, and adjustments of children with mental, physical, emotional, or social disabilities, and of gifted and talented children. Intervention techniques used with children with disabilities, rights of children under the Americans with Disabilities Education Act. Open to upper division, graduate, or postgraduate students only. Credit not allowed for this course and PSYC 464.
EDUCATIONAL FOUNDATIONS

Educational foundations courses are under the direction of the Department of Curriculum and Instruction.

UPPER DIVISION

EDFO 305 Psychological Foundations of Education (4)
An introduction to development and learning principles applicable to classroom instruction and management. Psychological approaches to individual and cooperative instructional models, evaluation processes, moral education, and teacher-pupil roles. A basic prerequisite for many credential courses.

EDFO 404 Philosophy of Christian Education (3)
Examination of the basic ideas about education held by the Seventh-day Adventist church; the application of these ideas in Adventist schools and other education programs. Meets the credentials requirement for the class Principles of Seventh-day Adventist Education, utilizing the structure of philosophy as a way of examining these principles.

EDFO 499 Projects/Topics in EDFO (1-3)

EDUCATIONAL RESEARCH AND STATISTICS, EDUCATIONAL TECHNOLOGY
See the School of Education section of the Graduate Bulletin for EDRS and EDET courses.