

## School of Education & Counseling Psychology

### Teaching Certificate

The teaching certificate offers students training in four essential dimensions of teaching in Catholic institutions:

- I. Catholic School Teaching
- II. Foundations of Education
- III. Methods of Teaching
- IV. Teaching & Learning

The certificate is comprised of **six courses** with a total of 18 quarter units (or **12 semester units**). The certificate can be completed in two summers or two summers plus a fall quarter.

#### I. Catholic School Teaching

Catholic School Teaching		
EDUC 275e: Reflection, Ethics, Diversity: Introduction to TK-12 Catholic School Teaching (2 units)		Teaching High School Theology (4 units) (Offered at JST)
	Summer Pre-Session	Summer II

**EDUC 275e: *Reflection, Ethics, Diversity: Introduction to TK-12 Catholic School Teaching*.** Required.

**Course Description:** This intensive five-day course orients credential candidates to the CatMat/ExCEL preliminary teaching credential program and to the teaching profession. Emphasis is placed on providing opportunities for candidates to learn and to practice the inquiry, thinking, and reflection skills that are the foundation for teachers' ongoing professional development throughout their careers. Inclusive learning is a focus of the course.

***Teaching High School Theology.*** A one semester course offered during the summer. Required.

**Course Description:** This course offers teaching strategies for the context of the high school theology class room. Issues to be covered include: the USCCB Curriculum Framework, textbooks and supplementary readings, data on the faith and spirituality of young people, the interplay of theology and spirituality, and effective pedagogies.

## II. Foundations of Education

Foundations of Education	
<b>EDUC 283e:</b> Developing Positive Classroom Cultures (3 units)	<b>EDUC 277e:</b> Social Foundations of Education (3 units)
Summer I	Summer Session II

**EDUC 283e Developing Positive Classroom Cultures** is a three-unit course offered in Summer Session I. It is a five-week course which meets twice a week. Required.

**Course Description:** This course will explore the importance of establishing a positive structured learning environment for all students including students with disabilities by developing a successful classroom management model consistent with the California Standards for the Teaching Profession. Topics will include: motivation, managing time and physical space, and establishing rules and routines.

**EDUC 277e Social Foundations of Education** is a three-unit course taught in Summer Session II. It meets twice a week for five weeks. Elective.

**Course Description:** The goal of this course is to examine the historical, social, philosophical, and legal foundations of American education. We explore the impact of these various influences on the current state of education for students with disabilities, as well as consider the future of education in a diverse society. This course provides an opportunity to reflect on our roles as educators and the manner in which we will work to improve the educational experience for all students, particularly students with disabilities.

## III. Methods of Teaching

Methods of Teaching	
<b>EDUC 28X:</b> Secondary Methods I (3 units)	<b>EDUC 276:</b> Technology for Secondary Teachers (3 units)
Fall Quarter	Fall Quarter

**EDUC 28X Secondary Methods I** is offered during the fall quarter. The class meets once a week for ten weeks. Students enroll in specific courses based on their specialization. Elective.

**EDUC 276 Technology for Secondary Teachers** is a 3-unit course taught in Fall quarter. The class meets once a week for 10 weeks. Elective.

**Course Description:** This course is designed to acquaint students with learning theories, practices, hardware, software applications, and web resources that are useful in integrating technology (including assistive technology) into the daily practice of K-12

teachers, whether working in-person or online. The course meets the requirements identified in the technology standard for teacher preparation for the State of California. The guiding philosophy for the course is Constructivism, instantiated in the design of collaborative, project-based learning activities that capitalize on the full potential of educational technologies. Students will be expected to fully engage in virtual classroom exercises, group projects, and small-group and whole-class discussions on the assigned readings and activities.

#### IV. Teaching and Learning

Teaching & Learning	
<b>EDUC 295e: Assessing Secondary Student Learning</b> (3 units)	<b>EDUC 278e: Typical &amp; Atypical Development and Learning</b> (3 units)
Summer I	Summer I

***EDUC 295e Assessing Secondary Student Learning*** is a three-unit course taught in the summer quarter. During the summer quarter the class meets twice a week for five weeks. Required.

**Course Description:** This course is designed to help you understand, integrate, and skillfully apply the principles of assessment for the secondary classroom. You will be taught how to develop assessments that align well to your lesson objectives and provide information about what your students have learned in terms of academic knowledge and social skills. Overall, this course will help you to understand the principles of assessments, construct valid assessments of student learning, recognize the strengths and limitations of various assessment types, and learn about the legal and ethical implications in the use of assessment data, particularly in the determination of special education eligibility and the monitoring of services and areas for growth identified in IEPs. At the end of this course, you will be able to develop, administer, score, and report a range of culturally and linguistically responsive diagnostic, formative, and summative assessments that will help all your students learn.

***EDUC 278e Typical and Atypical Development and Learning*** is a three-quarter unit course which meets twice a week for five weeks. Elective.

**Course Description:** Drawing on both developmental and educational psychology, this course examines theories and patterns of typical and atypical development as this relate to teaching practices and educational programs. Students apply theories of cognitive, physical, and social/emotional and motivation to learning contexts among children, youth and early adulthood.”

**Table 1.** Sample Course Sequence

Year 1				Year 2	
Summer Pre-Session	Summer I	Summer II	Fall [Select 1 Elective]	Summer I [Select 1 Elective]	Summer II
<b>EDUC 275e:</b> Reflection, Ethics, Diversity: Introduction to TK- 12 Catholic School Teaching (2 units)	<b>EDUC 283e:</b> Developing Positive Classroom Cultures (3 units)		<b>EDUC 28X:</b> Secondary Methods I (3 units)	<b>EDUC 277E:</b> Social Foundations in TK-12 Education (3 units)	
	<b>EDUC 295e:</b> Assessing Secondary Student Learning (3 units)		<b>EDUC 276:</b> Technology for Secondary Teachers (3 units)	<b>EDUC 278e:</b> Typical & Atypical Development and Learning (3 units)	<b>(JST) Teaching High School Theology</b>

Gray Shaded courses are required courses. Students can select an elective (blue shade) from one of two options in Fall quarter and during Summer I of the second year.

Talk with your advisor about integrating the teaching certificate into your degree program.

Find current course schedules for the School of Education and Counseling Psychology [here](#).