

# Group Advising

UNDERSTANDING PROGRAM &  
CREDENTIAL REQUIREMENTS

WELCOME! WE WILL  
BEGIN AT 4PM.

It is your choice if  
you want to turn  
your camera on.

You can post  
questions in the chat  
box during the  
presentation.

You can unmute to  
ask questions at the  
end.

# Technical Information

---

The presentation slides can be downloaded on the [Group Advising](#) webpage.

The session is not being recorded.

A recording of the session content can be found on the [Group Advising](#) webpage.

## LEARNING GOALS

---

To understand the difference between program requirements and credential requirements.

---

To know all necessary program requirements to graduate/receive degree.

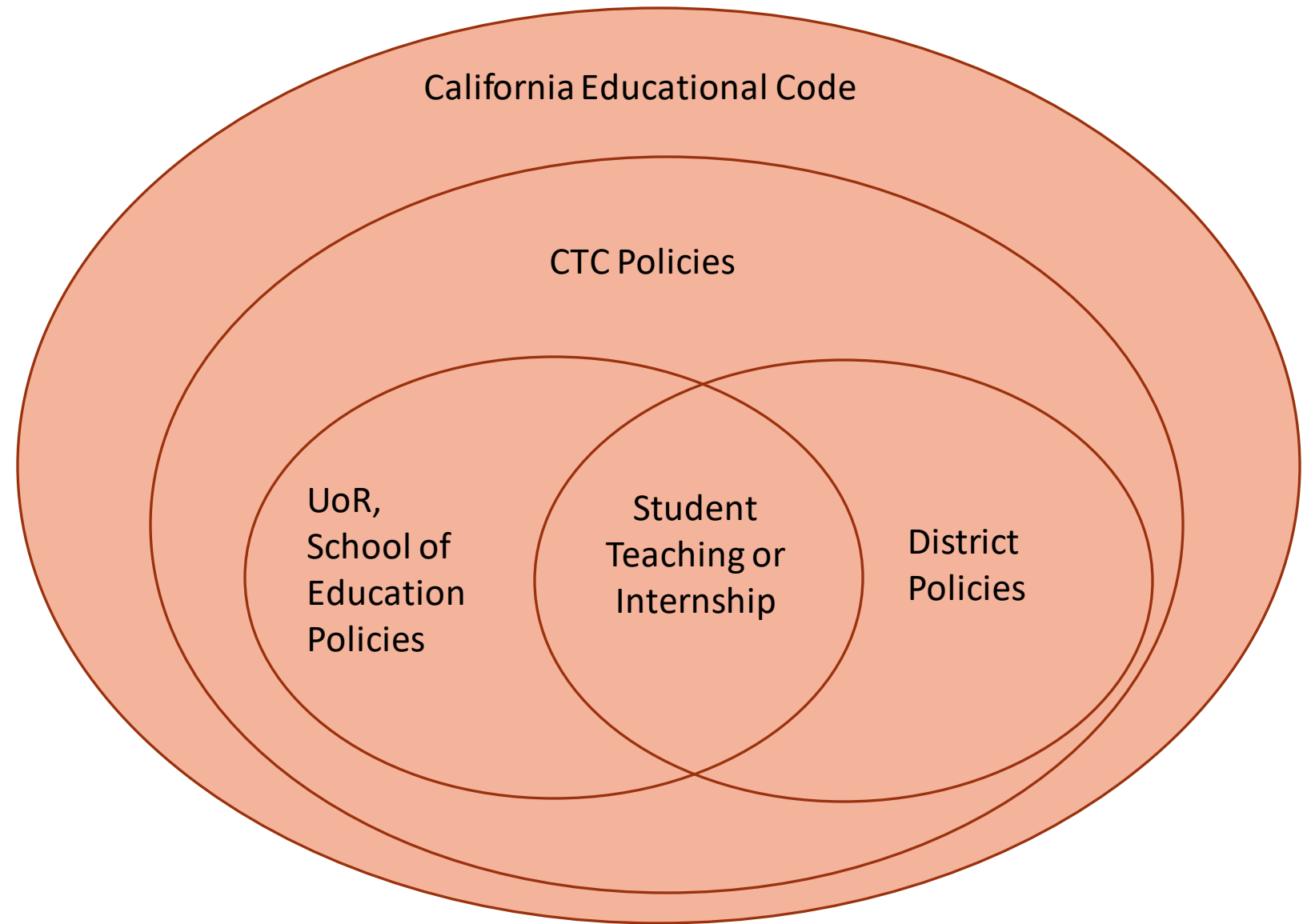
---

To know all necessary credential requirements to be recommended for Preliminary Credential.

---

To know how/where to access resources for more information.

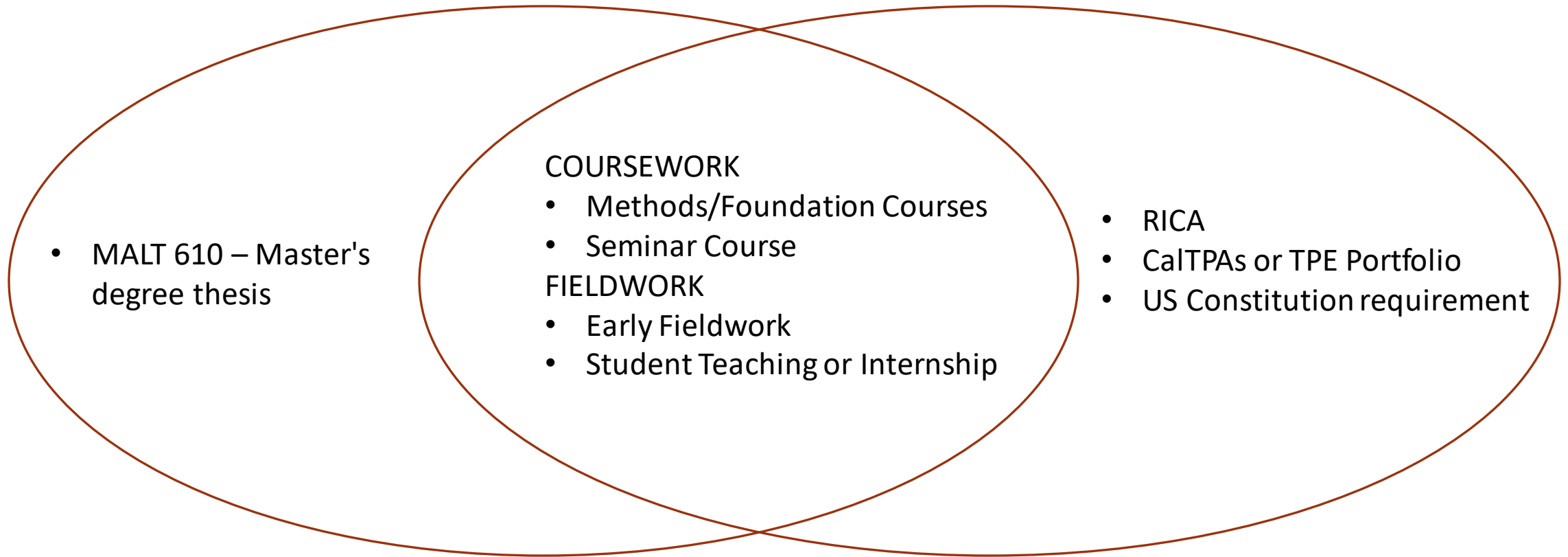
# POLICIES THAT GUIDE OUR PROGRAM



# Program Requirements

---

# Credential Requirements



# Complete these items to be recommended for the Preliminary Credential

---

- MALT 610 – Master's degree thesis

## COURSEWORK

- Methods/Foundation Courses
- Seminar Course

## FIELDWORK

- Early Fieldwork
- Student Teaching or Internship

- RICA
- CalTPAs or TPE Portfolio
- US Constitution requirement

# Complete these items to earn the Master's Degree

---

- MALT 610 – Master's degree thesis

## COURSEWORK

- Methods/Foundation Courses
- Seminar Course

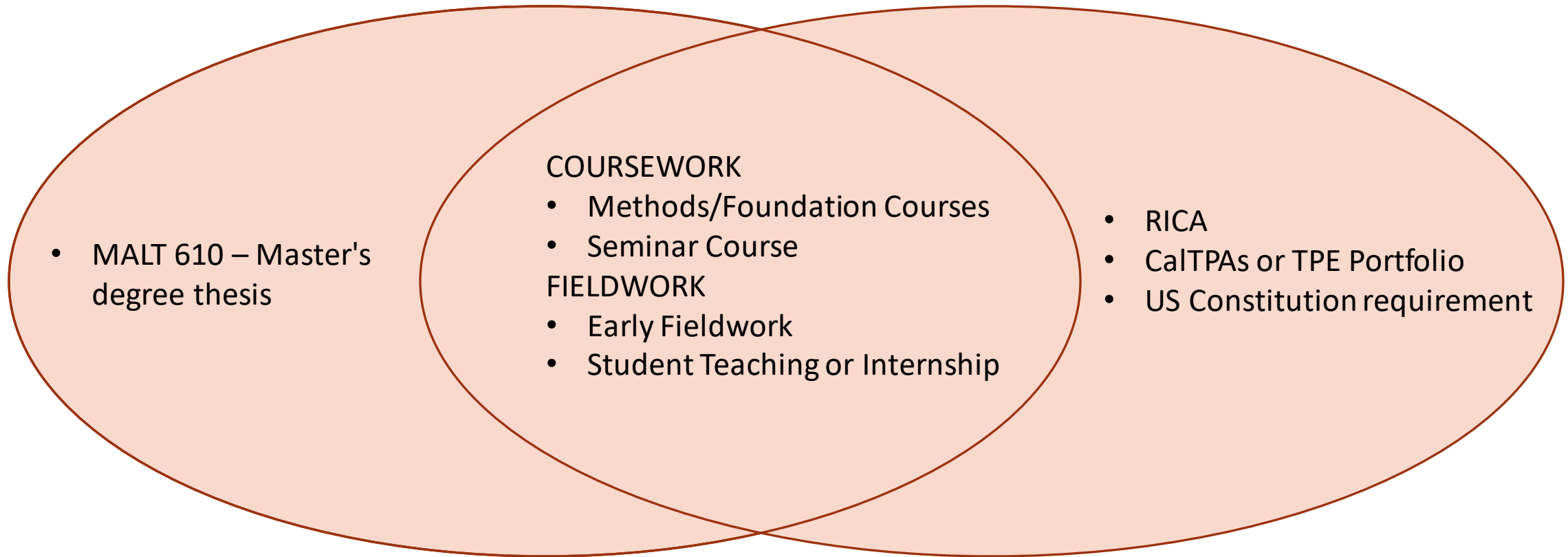
## FIELDWORK

- Early Fieldwork
- Student Teaching or Internship

- RICA
- CalTPAs or TPE Portfolio
- US Constitution requirement

# Complete all items to receive Preliminary Credential and earn Master's Degree

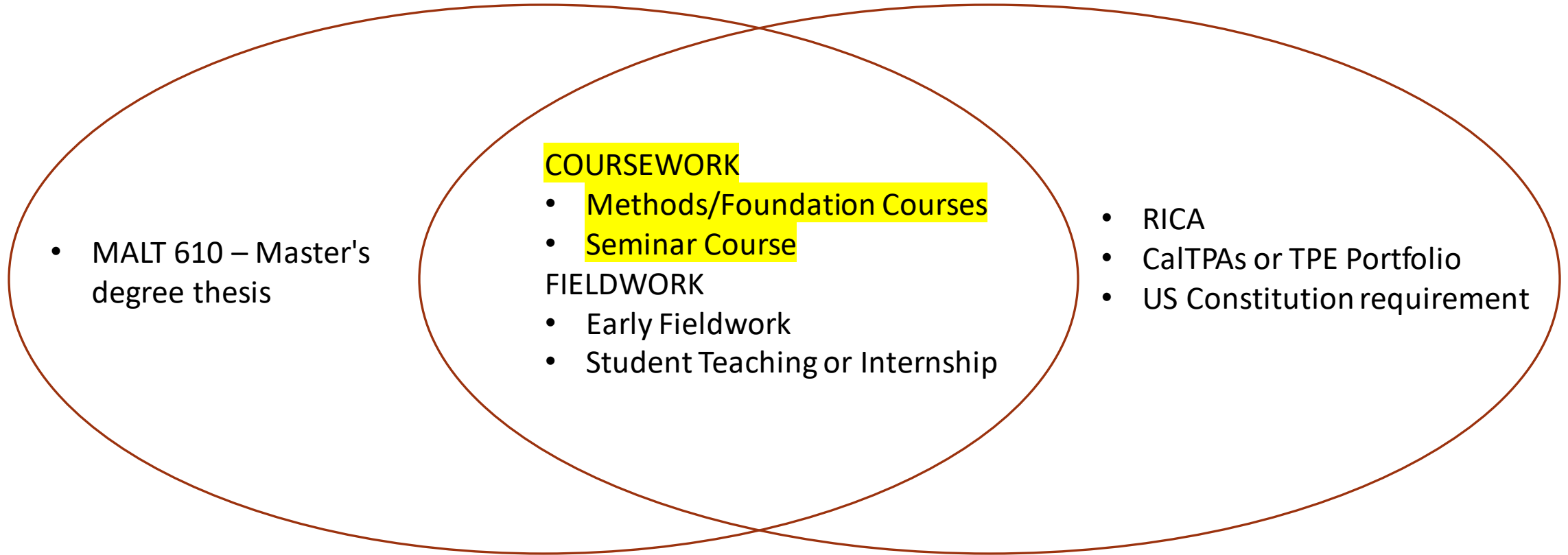
---





# Coursework and Fieldwork Overview

---



# COURSEWORK

---

Individual program requirements can be found on the program pathways in the Current Teacher Candidates webpage resources.

[Find all Program Pathways](#)

## ▼ Course Pathways

The coursework and the field experience segments of the program are delivered in a prescribed sequence.

Pathways are recommended for timely program completion.

### **Masters + Credential**

**MALT Multiple Subject Pathway**

**MALT Single Subject Pathway**

**MALT Education Specialist Pathway**

**MALT Education Specialist-Online Pathway**

### **Credential Only**

**PTC Multiple Subject Pathway**

**PTC Single Subject Pathway**

**PTC Education Specialist Pathway**

### **CAS Undergraduate**

**Multiple Subject CAS Pathway**

**Single Subject CAS Pathway**

**Single Subject CAS School of Music Pathway**

# Coursework Overview

---

## FOUNDATIONS & METHODS COURSES

**All teacher candidates complete 6 foundations and methods courses.**

## FIELDWORK COURSES

**Each program requires a culminating fieldwork experience (student teaching or internship) and a teaching seminar course.**

## MASTER THESIS COURSE

**For students in the MALT programs, there is a culminating thesis course.**

# PATHWAY

## MA: LEARNING AND TEACHING, MULTIPLE SUBJECT

### COURSE SCHEDULE GUIDE

Courses in our teaching programs are 14-weeks and 7-weeks. The first two terms, it is recommended that students take one 14-week course and two 7-week courses. For more information, please refer to Self-Service Student Planning portal.

Semester in which courses are offered	
14-week course (units)	
7-week course (units)	7-week course (units)

#### TERM 1

Courses offered in Fall, Spring or Summer	
MALT 601 Foundations of Learning (3)	
MALT 603 Multiple Subjects Methods I: STEM Methods (3)	MALT 605 Multiple Subjects Methods II: English Language Arts (3)

#### TERM 2

Courses offered in Fall, Spring or Summer	
MALT 611 Foundations of Literacies (3)	
MALT 607 Multiple Subject Methods III: Multicultural Social Studies (3)	MALT 609 Multiple Subject Methods IV: Literacy Instruction and Assessment (3)

#### TERM 3 OR 4

Students that are ready to advance to student-teaching/internship in the fall or spring semester, may complete coursework in their 3<sup>rd</sup> term. Students have two options to choose from: student-teaching or internship courses. See current student program pages for additional information and requirements.

Student-teaching Option: Courses offered in Fall and Spring	
MALT 655 Student-teaching Seminar (2)	
MALT 653A Student-teaching (5)	MALT 653B Student-teaching (5)

Internship Option: Courses offered in Fall and Spring
MALT 656 Internship Seminar (2)
MALT 654 Internship (13)

#### TERM 3 OR 4

Students are encouraged to take MALT 610 in their 4<sup>th</sup> term but may take it in their 3<sup>rd</sup> term. Students that began their program **before Fall 2020 can** take MALT 610A and MALT 610B. Refer to your Self-service student portal for more information.

Master Seminar Semester: Courses offered in Fall and Spring	
MALT 610 Research in Practice (6)	
OR	
MALT 610 A Foundations of Inquiry: Research, Assessment, and Evaluation in Schools (3)	MALT 610 B Foundations of Inquiry: From Inquiry to Action (3)

# MALT Pathway Overview

## PATHWAY

### MASTER OF ARTS IN EDUCATION: LEARNING AND TEACHING, EDUCATION SPECIALIST (ONLINE)

#### Course Schedule Guide

#### Coursework (Units)

#### Term 1, 2, and 3

##### Foundations/Methods Courses

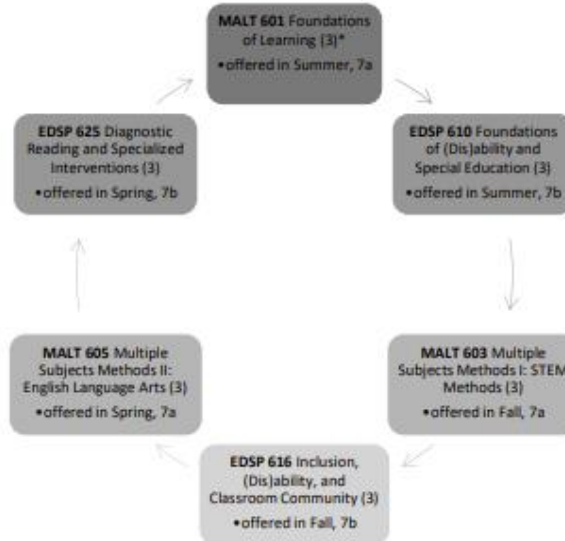
In Term 1, students take the foundations/ methods courses offered in semester they begin the program.

In Term 2 and Term 3, students take the next courses listed in the carousel.

7a courses are the first 7 weeks of a semester.

7b courses are the second 7 weeks of a semester.

See the Academic Calendar for all academic dates.



#### Term 4 or 5

Students that are ready to advance to student-teaching/internship in the fall or spring semester, may complete the fieldwork coursework in their 4<sup>th</sup> term. Students have two options to choose from: student-teaching or internship courses. See current student program pages for additional information and requirements.

Student-teaching Option: Courses offered in Fall or Spring	
EDSP 652A Ed Sp Teaching Seminar I (1)	EDSP 652B Ed Sp Teaching Seminar II (1)
EDSP 655A Ed Sp Student Teach I (5)	EDSP 655B Ed Sp Student Teach II (5)

Internship Option: Courses offered in Fall or Spring	
EDSP 652A Ed Sp Teaching Seminar I (1)	EDSP 652B Ed Sp Teaching Seminar II (1)
EDSP 653 Education Specialist Internship (13)	

Students are encouraged to take MALT 610 in their 5<sup>th</sup> term but may take it in their 4<sup>th</sup> term. Refer to your Self-service student portal for more information.

#### Master Thesis: Course offered in Fall, Spring, or Summer

**MALT 610 A** Foundations of Inquiry: Research, Assessment, and Evaluation in Schools (3)

**MALT 610 B** Foundations of Inquiry: From Inquiry to Action (3)

# Online EDSP MALT Program Overview

PATHWAY

PRELIMINARY TEACHING CREDENTIAL, SINGLE SUBJECT

COURSE SCHEDULE GUIDE

Courses in our teaching programs are 14-weeks and 7-weeks. The first two terms, it is recommended that students take one 14-week course and two 7-week courses. For more information, please refer to Self-Service Student Planning portal.

Semester in which courses are offered	
14-week course (units)	
7-week course (units)	7-week course (units)

TERM 1

Courses offered in Fall, Spring or Summer	
EDUC 501 Foundations of Learning (3)	
EDUC 502 Single Subject Methods I: Critical Pedagogy and Instructional Design (3)	EDUC 504 Single Subject Methods II: Literacies for Diverse Learners (3)

TERM 2

Courses offered in Fall, Spring or Summer	
EDUC 511 Foundations of Literacies (3)	
EDUC 506 Single Subject Methods III: Content Area Teaching (3)	EDUC 508 Single Subject Methods IV: Content Area Literacy and Assessment (3)

TERM 3

Students have two options to choose from in their 3<sup>rd</sup> term: student-teaching or internship courses. See current student program pages for additional information and requirements.

Student-teaching Option: Courses offered in Fall and Spring	
EDUC 555 Student-teaching Seminar (2)	
EDUC 553A Student Teaching I (5)	EDUC 553B Student Teaching II (5)

Internship Option: Courses offered in Fall and Spring	
EDUC 556 Internship Seminar (2)	
EDUC 554 Internship (13)	

Credential-only  
Pathway  
Overview

## **PATHWAY**

### **PRELIMINARY TEACHING CREDENTIAL, MULTIPLE SUBJECT UNDERGRADUATE PROGRAM**

#### **1-2-YEAR PATHWAY**

Year/Term	Coursework (Units)	Fieldwork/student teaching
<b>Year 1/Term 1 Fall</b>	<b>EDUG 401</b> Foundations of Learning (3) <b>EDUG 403</b> Multiple Subjects Methods I: STEM Methods (3) <b>EDUG 405</b> Multiple Subjects Methods II: English Language Arts (3)	
<b>Year 1/Term 2 Spring</b>	<b>EDUG 411</b> Foundations of Literacies (3) <b>EDUG 407</b> Multiple Subject Methods III: Multicultural Social Studies (3) <b>EDUG 409</b> Multiple Subject Methods IV: Literacy Instruction and Assessment (3)	
<b>Year 1/Term 3 Summer</b>	<b>No courses during the Summer term</b>	
<b>Year 2/Term 4 Fall</b>	<b>EDUG 452</b> Foundations of Teaching: Teaching Seminar (2)	<b>EDUG 453A</b> Student Teaching I (5) <b>EDUG 453B</b> Student Teaching II (5) <a href="#">See student teaching/internship requirements</a>

#### **3-4YEAR PATHWAY**

Year/Term	Coursework (Units)	Fieldwork/student teaching
<b>Year 1/Term 1 Fall</b>	<b>EDUG 401</b> Foundations of Learning (3)	
<b>Year 1/Term 2 Spring</b>	<b>EDUG 403</b> Multiple Subjects Methods I: STEM Methods (3)	
<b>Year 1/Term 3 Summer</b>	<b>No courses during the Summer term</b>	
<b>Year 2/Term 4 Fall</b>	<b>EDUG 405</b> Multiple Subjects Methods II: English Language Arts (3)	
<b>Year 2/Term 5 Spring</b>	<b>EDUG 411</b> Foundations of Literacies (3)	
<b>Year 2/Term 6 Summer</b>	<b>No courses during the Summer term</b>	
<b>Year 3/Term 7 Fall</b>	<b>EDUG 407</b> Multiple Subject Methods III: Multicultural Social Studies (3)	
<b>Year 3/Term 8 Spring</b>	<b>EDUG 409</b> Multiple Subject Methods IV: Literacy Instruction and Assessment (3)	
<b>Year 3/Term 9 Summer</b>	<b>No courses during the Summer term</b>	
<b>Year 4/Term 10 Fall</b>	<b>EDUG 452</b> Foundations of Teaching: Teaching Seminar (2)	<b>EDUG 453A</b> Student Teaching I (5) <b>EDUG 453B</b> Student Teaching II (5) <a href="#">See student teaching/internship requirements</a>

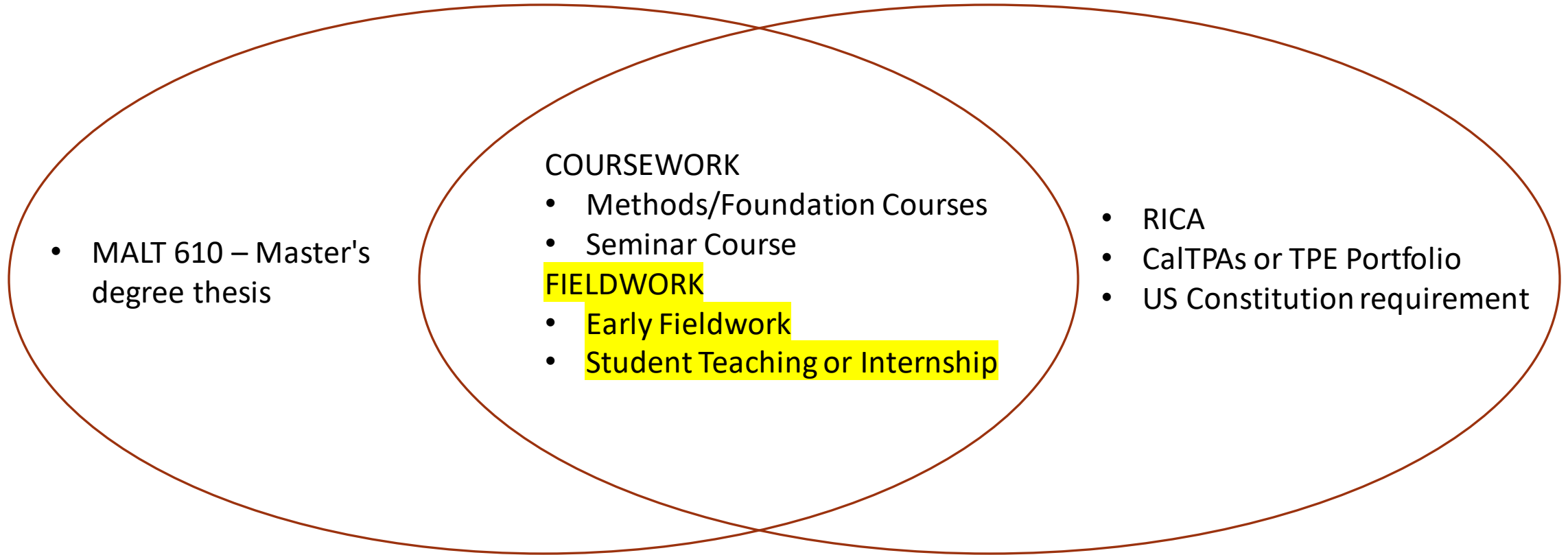
# CAS Pathway Overview

CAS Pathway students are highly encouraged to work closely with their faculty advisor and OSS advisor to plan their schedule.

If students want to earn the master's degree, student teaching must be completed at the MALT-level.

# Coursework and Fieldwork Overview

---





# FIELDWORK

CTC requires that all teacher candidates complete 600 hours of fieldwork across the arc of their program.

## 600 Hours of Fieldwork



### 40 Hours

- Early Fieldwork

[Submit EFW Log](#)



### 560 Hours

- Student Teaching
- Teaching Internship

[Apply](#)

## Early Fieldwork Experience Log

<b>Last Name</b>	<b>Middle</b>	<b>First Name</b>	<b>Redlands ID</b>
<input type="text" value="O'Harra"/>	<input type="text"/>	<input type="text" value="Natalie"/>	<input type="text" value="3190048"/>
<b>Email</b>	<b>Phone</b>		
<input type="text" value="natalie_oharra@redlands.edu"/>	<input type="text"/>		
<b>Campus</b>	<b>Program</b>		
<input type="text"/>	<input type="text"/>		
<b>Course Number</b>	<b>Term</b>		
<input type="text"/>	<input type="text"/>		

## Grade Level Ranges Experience

Check all that apply

- ☐ K-2
- ☐ 3-4
- ☐ 5-6
- ☐ 7-8
- ☐ 9-12
- ☐ Other

### Classroom or Virtual Fieldwork Experience

Date	Description	Hours
<input type="text"/>	<input type="text"/>	<input type="text"/>
Site Name	District	Contact
<input type="text"/>	<input type="text"/>	<input type="text"/>

---

User Directed Routing

CLOSE

Search


Group

☐


Faculty

>


SEND TO SELECTED




Submit To



Attachments



Download



Print

User Directed RoutingCLOSE

howard

< BACK

Users in Faculty

Howard Eisen

Nicol Howard

SEND TO SELECTED

✓

Submit To

Attachments

Download

Print

Submit log to your course instructor.  
Copies are automatically saved in your student  
file for OSS to access.

# FIELDWORK EXPERIENCE

---

## STUDENT TEACHING

- Hosted by a Cooperating Teacher.
- Placement Coordinated by OSS.
- Lots of time to observe, co-teach, co-plan, and have daily support and guidance.
- Great for students with less teaching experience and looking to gain confidence in a safe learning environment.

## TEACHING INTERNSHIP

- Solo teacher in the classroom.
- Paid position with benefits.
- Must find internship on own and be hired by a district.
- Recommended for an Internship Credential.
- Great for students with prior teaching experience and established confidence.

[APPLICATIONS, INSTRUCTIONS & DEADLINES](#)

# Preparing for student teaching

---



Be aware of applications deadlines, requirements and submit everything on time.



Use Early Fieldwork as an opportunity to observe teachers, network and connect with the districts.



If possible, sub in the district to connect with teachers and principals. You may really like a school site and request to be placed there.



Be open minded about where you will be placed and what you will learn.

# Be Aware of Student Teaching Challenges

---

Unpaid full-time placement, 14 weeks

- Consider financial implications, childcare, current employment, transportation, etc.

Embrace the role of "teacher" in "student teacher."

- This is an active learning experience where you will be expected to apply what you have learned in your coursework. It is a lot of work inside and outside the classroom.

There may be difference between yourself and the Cooperating Teacher in regards to personality and teaching style.

- It can be difficult to be a guest in someone else's classroom. Sometimes you are learning "what not to do."

Student Teaching may not be what you expected.

- You might have wanted high school but were placed in a middle school. You must learn to be open and adaptable.

# Benefits of Student Teaching

---

Lots of time to observe different teaching styles.

Safe way to practice teaching and make mistakes.

Ease into full-time teaching.

Build confidence with a lot of constant support.

Great networking and exposure experience.

Great way to get strong letters of recommendation.

Can lead to a job within the district.

# Preparing for an internship

---



Be aware deadlines to confirm an internship and application requirements.



Use Early Fieldwork as an opportunity to observe teachers, network and connect with the districts.



Use subbing and long-term sub positions as a way to network and gain experience.



Search EdJoin.



Consider what type of school you want to teach and learn in.



Connect with the Office of Career and Professional Development.

# Be Aware of Internship Challenges

---

Full-time Teaching while being a full-time student.

- Do not underestimate this load. Consider if you are able to balance these two areas including your own personal life.

Solo Teaching

- You are a contracted teacher fully responsible for your student's learning. Are you prepared for this role yet?

Less Support

- You will have a University Supervisor who visits you weekly and a District-Assigned Mentor Teacher.

Sometimes interns are hired into challenging positions at challenging school sites.

- Research the jobs and schools you apply for. Make sure it will be a good fit for you as a teacher and as a student.



# Benefits of an Internship

---

Full salary and  
benefits.

Can be the first  
year of a long  
career at that  
school/district.

Can be a good  
steppingstone  
into other teaching  
positions.

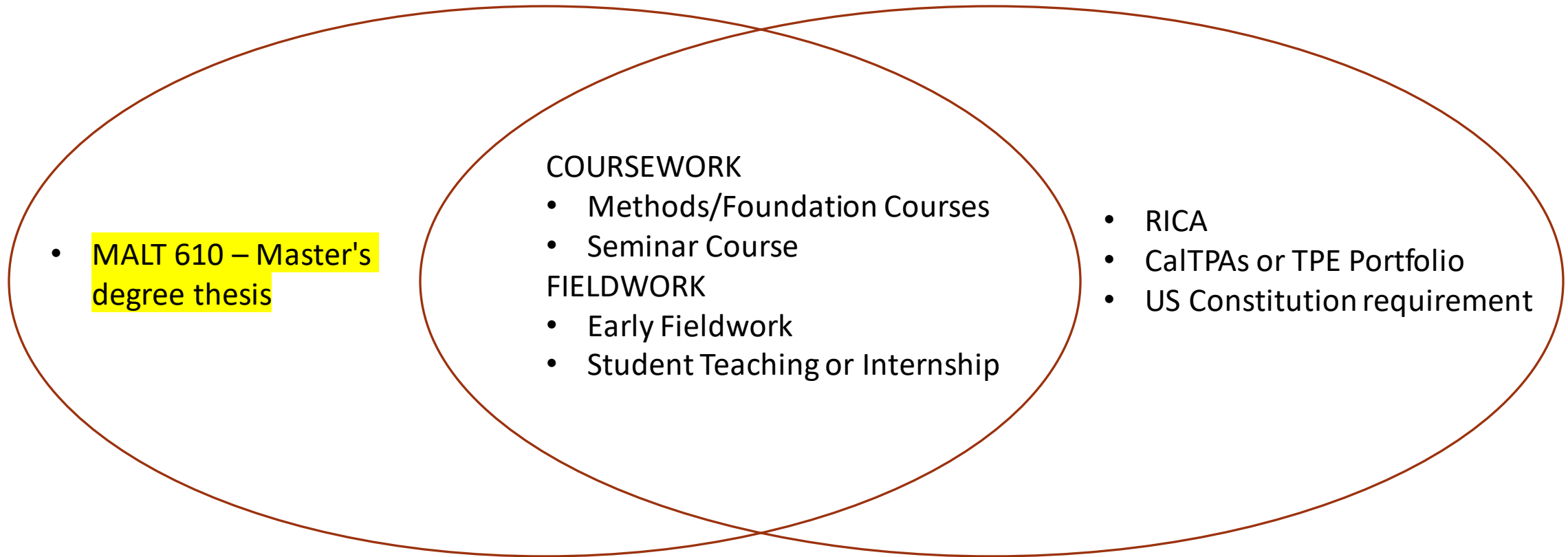
Create  
your classroom  
environment how  
you want.

More  
independence.

Immediately apply  
the principals you  
are learning in your  
coursework.

# Master's Thesis Overview

---



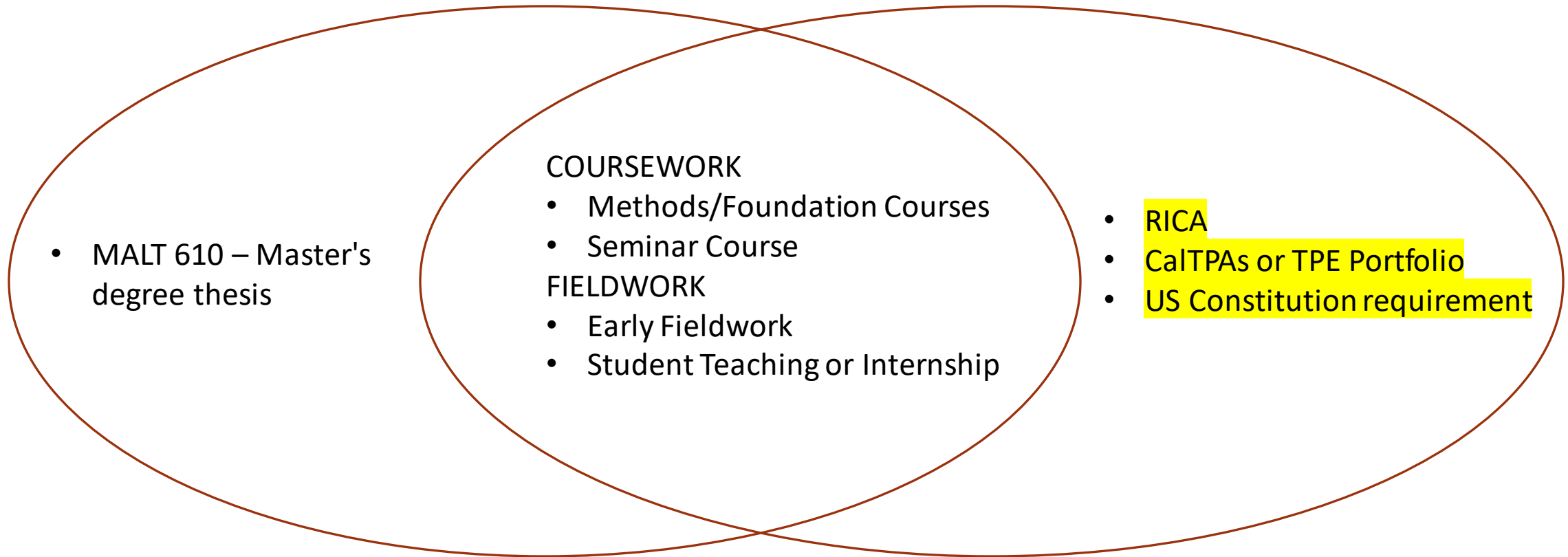
# MALT 610: Research in Practice

## Course Description:

This course focuses on the basic concepts and techniques of research in practice, formulating meaningful research questions, designing a study, collecting, analyzing, and evaluating data, and implicating issues for classroom and online-based instruction. The objectives are research applied to educational settings involving subject- specific classroom practices.

# Credential Requirements Overview

---



# PRELIMINARY CREDENTIAL REQUIREMENTS

\* = submitted in application  
to the School of Education

1. Completed credential application
2. Evidence of a bachelor's degree from a regionally-accredited institution\*
3. Evidence of Basic Skills Requirement\*
4. Current Certificate of Clearance issued by CCTC\*
5. Evidence of negative TB test result within the last two years\*
6. Evidence of Subject Matter Competency
7. Evidence of the U.S. Constitution requirement
8. RICA passed (multiple subjects and EDSP only)
9. All TPA cycles passed (multiple & single subjects only) or TPE passed (EDSP only)
10. Valid CPR certificate (infant, child and adult)
11. All teacher-prep coursework completed, and grades posted
12. Clear student account
13. Health Education and Augmentative & Alternative Communication (AAC) workshops (EDSP students only)

# Pathway to Credential

Candidate completes all coursework  
and grades are posted.

Candidate checks all credential  
requirements & submits application to  
advisor.

Advisor will review file and submit  
recommendation to CTC (2-3 weeks)

Applicants will receive email from CTC  
to pay credential fee.

CTC will process recommendation (10  
business days)

## Resources

---

[Current Teacher Candidates Webpage](#)

---

[Virtual Early Fieldwork](#)

---

[Apply to Student Teach or Intern](#)

---

[Pathway to Credential](#)

---

[Guidance for Credential Programs in Response to COVID-19](#)