



Preferred Pathway Cohort Model for Credential Program – Single Subject

The Whittier College Teacher Education Program encourages candidates to follow a preferred pathway cohort model when taking coursework. This model allows candidates to build community with peers whom they will learn alongside. This model also assists candidates when planning so that they 1) minimize time conflicts; 2) move through program requirements efficiently; and 3) can align their school and personal lives/commitments.

All credential pathways have three entry points: fall, spring, and summer. It is expected that candidates meet with their academic advisors each semester to review progress within the program.

For MACE candidates, the MAT Course Sequence (EDUC 605 & 606) is taken after all other credential courses are completed. The MAT Course Sequence can be completed before or after student teaching. If a candidate wishes to complete the MAT Course Sequence concurrently with student teaching, they must review the waiver.

If candidates do not follow the preferred pathway cohort model for any reason, the candidate must review schedules to avoid time conflicts and ensure timely completion of program components. Any changes to nightly schedules or course offerings will be communicated to candidates in advance.

Pathway for Single Subject Credential Candidates

If entering with a fall cohort:

Fall (8 Credits)	Spring (7 credits)	Summer (6 Credits)	Fall (13 Credits)
(T) EDUC 503 (3) (M) EDUC 529 (2) (TH) EDUC 506 (3)	(M) EDUC 500 (3) (W) EDUC 509 (3) Online EDUC 512 (1)	(M/W) EDUC 501 (3) (T/Th) EDUC 504 (3)	EDUC 520 (12) EDUC 521-SS (1)
<i>100 fieldwork hours</i>	<i>50 fieldwork hours</i>	<i>50 fieldwork hours</i>	<i>student teaching</i>

If entering with a spring cohort:

Spring (10 credits)	Summer (5 credits)	Fall (6 credits)	Spring (13 credits)
(Th) EDUC 504 (3) (M) EDUC 500 (3) (W) EDUC 509 (3) Online EDUC 512 (1)	(M/W) EDUC 501 (3) (T/Th) EDUC 529 (2)	(T) EDUC 503 (3) (Th) 506 (3)	EDUC 520 (12) EDUC 521-SS (1)
<i>90 fieldwork hours</i>	<i>50 fieldwork hours</i>	<i>60 fieldwork hours</i>	<i>student teaching</i>

If entering with a summer cohort:

Summer (6 Credits)	Fall (8 Credits)	Spring (7 credits)	Fall (13 credits)
(M/W) EDUC 501 (3)	(T) EDUC 503 (3)	(M) EDUC 500 (3)	EDUC 520 (12)

If a credential candidate wishes to add a credential or switch programs during their time in our Teacher Education Program, they should consult their academic advisor.



(T/Th) EDUC 504 (3)	(M) EDUC 529 (2) (Th) EDUC 506 (3)	(W) EDUC 509 (3) Online EDUC 512 (1)	EDUC 521-SS (1)
<i>50 fieldwork hours</i>	<i>100 fieldwork hours</i>	<i>50 fieldwork hours</i>	<i>student teaching</i>

If a credential candidate wishes to add a credential or switch programs during their time in our Teacher Education Program, they should consult their academic advisor.



Preferred Pathway Cohort Model for Credential Program – Multiple Subject

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All credential pathways have three entry points: fall, spring, and summer. It is expected that candidates meet with their academic advisors each semester to review progress within the program.

For MACE candidates, the MAT Course Sequence (EDUC 605 & 606) is taken after all other credential courses are completed. The MAT Course Sequence can be completed before or after student teaching. If a candidate wishes to complete the MAT Course Sequence concurrently with student teaching, they must review the waiver.

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Pathway for Multiple Subject Credential Candidates

If entering with fall cohort

Fall (8 credits)	Spring (10 credits)	Summer (6 credits)	Fall (16 credits)
(T) EDUC 502 (3) (W) EDUC 507 (3) (M) EDUC 529 (2)	(M) EDUC 500 (3) (T) EDUC 505 (3) (W) EDUC 509 (3) Online EDUC 512 (1)	(M/W) EDUC 501 (3) (T/Th) EDUC 504 (3)	EDUC 520 (12) EDUC 521-MS (1) (TH) EDUC 506 (3)
90 hours fieldwork	50 fieldwork hours	50 fieldwork hours	student teaching + 10 fieldwork hours

If entering with spring cohort

Spring (9 credits)	Summer (6 credits)	Fall (9 credits)	Spring (16 credits)
(Th) EDUC 504 (3) (T) EDUC 505 (3) (W) EDUC 509 (3)	(M/W) EDUC 501(3) (M/W) EDUC 502 (3)	(Th) EDUC 506 (3) (W) EDUC 507 (3) (M) EDUC 529 (2) Online EDUC 512 (1)	EDUC 520 (12) EDUC 521-MS (1) (M) EDUC 500 (3)
90 fieldwork hours	50 fieldwork hours	60 fieldwork hours	student teaching

If entering with summer cohort

Summer (6 credits)	Fall (9 credits)	Spring (9 credits)	Summer (3 credits)	Fall (13 credits)
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If a credential candidate wishes to add a credential or switch programs during their time in our Teacher Education Program, they should consult their academic advisor.



(M/W) EDUC 501 (3) (M/W) EDUC 502 (3)	(Th) EDUC 506 (3) (W) EDUC 507 (3) (M) EDUC 529 (2) Online EDUC 512 (1)	(T) EDUC 505 (3) (W) EDUC 509 (3) (M) EDUC 500 (3)	(T/Th) EDUC 504 (3)	EDUC 520 (12) EDUC 521-MS (1)
<i>50 fieldwork hours</i>	<i>60 fieldwork hours</i>	<i>50 fieldwork hours</i>	<i>40 fieldwork hours</i>	<i>student teaching</i>

If a credential candidate wishes to add a credential or switch programs during their time in our Teacher Education Program, they should consult their academic advisor.



Preferred Pathway Cohort Model for Credential Program – Education Specialist

The Whittier College Teacher Education Program encourages candidates to follow a preferred pathway cohort model when taking coursework. This model allows candidates to build community with peers whom they will learn alongside. This model also assists candidates when planning so that they 1) minimize time conflicts; 2) move through program requirements efficiently; and 3) can align their school and personal lives/commitments.

All credential pathways have three entry points: fall, spring, and summer. It is expected that candidates meet with their academic advisors each semester to review progress within the program.

For MACE candidates, the MAT Course Sequence (EDUC 605 & 606) is taken after all other credential courses are completed. The MAT Course Sequence can be completed before or after student teaching. If a candidate wishes to complete the MAT Course Sequence concurrently with student teaching, they must review the waiver.

If candidates do not follow the preferred pathway cohort model for any reason, the candidate must review schedules to avoid time conflicts and ensure timely completion of program components. Any changes to nightly schedules or course offerings will be communicated to candidates in advance.

Pathway for Education Specialist Credential Candidates

If entering with fall cohort

Fall (8 credits)	Spring (9 credits)	Summer (6 credits)	Fall (7 credits)	Spring (13-16)
(M) EDUC 529 (2) (Th) EDUC 534 (3) (W) EDUC 530 (3)	(T) EDUC 533 (3) (W) EDUC 531 (3) -plus one below- (Th) EDUC 536* (3) OR (M) EDUC 500 (3)	(M/W) EDUC 501 (3) (T/Th) EDUC 504 (3)	(T) EDUC 502 (3) (Th) EDUC 506 (3) Online EDUC 512 (1)	EDUC 520 (12) EDUC 521-ES (1) -plus one below- (M) EDUC 500 (3) OR (Th) EDUC 536* (3)
100 fieldwork hours	0-40 fieldwork hours	50 fieldwork hours	50 fieldwork hours	student teaching

*EDUC 536 is required only for the Education Specialist: Extensive Support Needs Credential – IF candidate is not pursuing the Extensive Support Needs credential, then they can take EDUC 500 in spring instead of EDUC 536.

If entering with spring cohort

Spring (9 credits)	Summer (6 credits)	Fall (8 credits)	Spring (7 credits)	Fall (13 credits)
(Th) EDUC 504 (3)	(M/W) EDUC 501(3)	(M) EDUC 529 (2)	(T) EDUC 533 (3)	EDUC 520 (12)

If a credential candidate wishes to add a credential or switch programs during their time in our Teacher Education Program, they should consult their academic advisor.



(M) EDUC 500 (3) (W) EDUC 531 (3)	(M/W) EDUC 502 (3)	(Th) EDUC 534 (3) (W) EDUC 530 (3)	(Th) EDUC 536* (3) Online EDUC 512 (1)	EDUC 521-ES (1) (Th) EDUC 506 (3)
<i>40 fieldwork hours</i>	<i>50 fieldwork hours</i>	<i>100 fieldwork hours</i>	<i>40 fieldwork hours</i>	<i>student teaching</i>

*EDUC 536 is required only for the Education Specialist: Extensive Support Needs

If entering with summer cohort

Summer (6 credits)	Fall (8 credits)	Spring (9 credits)	Fall (7 credits)	Spring (13-16)
(M/W) EDUC 501 (3) (T/Th) EDUC 504 (3)	(M) EDUC 529 (2) (Th) EDUC 534 (3) (W) EDUC 530 (3)	(T) EDUC 533 (3) (W) EDUC 531 (3) -plus one below- (Th) EDUC 536* (3) OR (M) EDUC 500 (3)	(T) EDUC 502 (3) (Th) EDUC 506 (3) Online EDUC 512 (1)	EDUC 520 (12) EDUC 521-ES (1) -plus one below- (Th) EDUC 536* (3) OR (M) EDUC 500 (3)
<i>50 fieldwork hours</i>	<i>100 fieldwork hours</i>	<i>0-40 fieldwork hours</i>	<i>50 fieldwork hours</i>	<i>student teaching</i>

*EDUC 536 is required only for the Education Specialist: Extensive Support Needs Credential – IF candidate is not pursuing the Extensive Support Needs credential, then they can take EDUC 500 in spring instead of EDUC 536.

If a credential candidate wishes to add a credential or switch programs during their time in our Teacher Education Program, they should consult their academic advisor.



Preferred Pathway Cohort Model for Credential Program – Dual Credential (MS + ES)

The Whittier College Teacher Education Program encourages candidates to follow a preferred pathway cohort model when taking coursework. This model allows candidates to build community with peers whom they will learn alongside. This model also assists candidates when planning so that they 1) minimize time conflicts; 2) move through program requirements efficiently; and 3) can align their school and personal lives/commitments.

All credential pathways have three entry points: fall, spring, and summer.

For MACE candidates, the MAT Course Sequence (EDUC 605 & 606) is taken after all other credential courses are completed. The MAT Course Sequence can be completed before or after student teaching. If a candidate wishes to complete the MAT Course Sequence concurrently with student teaching, they must review the waiver.

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Pathway for Dual Credential Candidates: Education Specialist: Mild to Moderate Support Needs & Multiple Subject

If entering with fall cohort

Fall (6 credits)	Spring (9 credits)	Summer (6 credits)	Fall (9 credits)	Spring (9 credits)	Fall (14 credits)
(M) EDUC 529 (2) (W) EDUC 530 (3) Online EDUC 512 (1)	(M) EDUC 500 (3) (W) EDUC 531 (3) (T) EDUC 533 (3)	(M/W) EDUC 501(3) (M/W) EDUC 502 (3)	(W) EDUC 507 (3) (Th) EDUC 506 (3) (Th) EDUC 534 (3)	(T) EDUC 505 (3) (W) EDUC 509 (3) (Th) EDUC 504 (3)	EDUC 520 (12) EDUC 521-ES (1) EDUC 521-MS (1)
<i>60 fieldwork hours</i>	<i>0 fieldwork hours</i>	<i>50 fieldwork hours</i>	<i>60 fieldwork hours</i>	<i>90 fieldwork hours</i>	<i>student teaching</i>

For spring and summer cohorts, please confer with your advisor.



Master of Arts in Teaching Candidate Sample Schedule

Option 1: Completing MAT Course Units

This option is for MAT candidates who have **not** participated in an Induction Program with one of the college's partner consortiums.

Year 1: Complete 22 units worth of elective courses. Choose from among courses available at the 500-level.

Fall	Spring	Summer
EDUC 5XX – 3 units EDUC 5XX – 3 units EDUC 5XX – 3 units	EDUC 5XX – 3 units EDUC 5XX – 3 units EDUC 5XX – 2-3 units	EDUC 5XX – 3 units EDUC 5XX – 2-3 units
9 units	8-9 units	5-6 units

Year 2: Complete the capstone course sequence: EDUC 605 (Introduction Education Inquiry) and EDUC 606 (Educational Inquiry Practicum). Both EDUC 605 and EDUC 606 are four units (8 units total). The two-course sequence can be taken as a fall/spring cohort or spring/summer cohort.

Option 2: Completing MAT Course Units with Induction

This option is for MAT candidates who have participated in an Induction Program with one of the college's partner consortiums. Partner consortiums are listed on the college's Academy for Professional Development of Educators. <https://www.whittier.edu/apde>

Through this option, candidates can apply up to 12 units (10 units if they participate in an early completer option) of graduate level coursework to the MAT.

Year 1: Complete 4 courses (10-12 units) of elective credit. Choose from among courses available at the 500-level.

To Complete 12 Units		To Complete 10 Units	
Fall	Spring	Fall	Spring
EDUC 5XX – 3 units EDUC 5XX – 3 units	EDUC 5XX – 3 units EDUC 5XX – 3 units	EDUC 5XX – 3 units EDUC 5XX – 3 units	EDUC 5XX – 3 units EDUC 5XX – 1 unit
6 units	6 units	6 units	1 unit

Year 2: Complete the capstone course sequence: EDUC 605 (Introduction Education Inquiry) and EDUC 606 (Educational Inquiry Practicum). Both EDUC 605 and EDUC 606 are four units (8 units total). The two-course sequence can be taken as a fall/spring cohort or spring/summer cohort.