

College of Education

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Connie Kane, Ph.D., *Coordinator, Pupil Personnel Services Credential*

Office: Demergasso-Bava Hall — DBH 301

Phone: (209) 667-3652

Master of Arts in Education Credential Programs

The College of Education has as its mission the professional preparation of teachers and school service professionals. Specifically, the College prepares elementary, middle, and secondary-level teachers and school administrators, counselors, reading/language arts specialists, instructional technologists, special educators, and physical and health educators. Faculty are committed to meeting the rightful expectation of the public regarding the education of effective and dedicated educators who exhibit competence, reflection, and a professional passion manifested in their advocacy for children and their communities.



The College offers both initial and advanced credential and certificate programs that are approved by the California Commission on Teacher Credentialing (CCTC).

College of Education Learning Objectives

Student Development The educator recognizes how students develop and learn, and provides settings that assist in their intellectual, social, physical, and individual development.

Instructional Enrichment The educator recognizes the primary need for discipline, knowledge, and pedagogical understanding, and constructs learning experiences that make these facets significant to students' comprehension and intellectual enrichment.

Technology The educator integrates information and educational technology effectively into professional practice.

Variation The educator recognizes differences in knowledge bases and appreciates the diversity among learners, creating appropriate learning opportunities.

Academic Environment The educator understands the knowledge of the social, political, philosophical, and cultural contexts in which education occurs, including ethical standards, professional practice, and laws and regulations.

Credential Processing Center

Alice S. Fuentes, B.A., *Director*
Sheri Biasca and Cristina Ponce, *Credential Analysts*

Office: Demergasso-Bava Hall — DBH 303
Phone: (209) 667-3534

The Credential Processing Center (CPC) in the College of Education serves as the campus liaison to the California Commission on Teacher Credentialing (CCTC) and handles education credential matters. The CPC disseminates credential information, including requirements and regulations, to campus staff, faculty, students, prospective candidates, and the general public. Individuals from out-of-state or out-of-country are advised in the CPC. Credentialed teachers may also obtain up-to-date renewal information at the Credential Processing Center.

The CPC evaluates applications for the Multiple Subject, Single Subject, and Education Specialist credential programs. The CPC verifies Subject Matter Preparation Programs (waiver) for students who will attend other institutions to complete their credential programs.

The CPC evaluates, verifies, and recommends all basic multiple subject, single subject, and education specialist teaching credentials and all professional clear, advanced, and services credentials.

The CCTC has approved the University's programs leading to the credentials listed in the following section. For specific and current information on these credentials, please contact the identified department office.

Department of Teacher Education: (209) 667-3357

- Multiple Subject Credential
- Multiple Subject Bilingual Credential
- Single Subject Credential
- Single Subject Bilingual Credential
- Reading & Language Arts Specialist Credential
- CLAD/CITEL Certificate
- BCLAD Certificate

Department of Advanced Studies in Education: (209) 667-3364

- Education Specialist Credential:
Mild/Moderate and Moderate/Severe Disabilities
- Administrative Services Credential
- Pupil Personnel Services Credential: School Counseling

Department of Advanced Studies in Education

Dawn Poole, Ph.D., *Chair*

Professors: Borba, Demetrulias, Jensen, Kane, Poole, Sniezek, Watkins
Associate Professors: Dinwiddie, Mayer, M., Myhre
Assistant Professor: Lin

Office: Demergasso-Bava Hall — DBH 348
Phone: (209) 667-3364

Master of Arts in Education

Master of Arts in Education

The Department of Advanced Studies in Education offers graduate programs leading to a Master of Arts degree in Education, with concentrations in school administration, school counseling, educational technology, and special education. Students interested in graduate degree programs may obtain information from the department office (DBH 348) or the Graduate School (MSR 160).

Also available are professional programs which prepare candidates for advanced credentials in school administration, school counseling, and the special education areas of mild/moderate and moderate/severe disabilities. These professional programs are designed to help students achieve basic competencies essential to effective performance within the range of services authorized. Students interested in these advanced credential programs may obtain information from the department office.

All advanced credential programs are presently approved by the California Commission on Teacher Credentialing in fulfillment of certification regulations. The California State Board of Education and the Commission are empowered to change advanced credential requirements without prior notice. The University will make changes in programs leading to advanced credentials whenever revisions are required by the State of California, California Administrative Code, Title 5, Education or other official notifications from the State Board or the Commission.

Concentrations

School Administration

Preliminary Administrative Services Credential
Intern Administrative Services Credential
Office: DBH 357
Phone: (209) 667-3475 or 3364
Coordinator: Chet Jensen

School Counseling

Pupil Personnel Services
Office: DBH 345
Phone: (209) 667-3503 or 3364
Coordinator: Connie Kane

Special Education

Education Specialist:
Mild/Moderate Disabilities
Moderate/Severe Disabilities
Office: DBH 358
Phone: (209) 667-3502 or 3364
Coordinator: Karen Sniezek

Educational Technology

Supplemental Authorization in Computer Concepts and Applications
Office: DBH 348A
Phone: (209) 667-3495 or 3364
Coordinator: Dawn Poole

Community College Leadership

Graduate Certificate Program
Office: DBH 356
Phone: (209) 667-3260 or 3364
Coordinator: John Borba

Admission Requirements

To be considered for admission to the M.A. program, the applicant must:

1. Possess a baccalaureate degree.
2. Obtain a total score of at least 100 using the formula grade point average (GPA) X 20 + Miller Analogies Test (MAT) converted score. GPA is calculated using the last 60 units of college/university coursework.
3. Possess an appropriate valid basic teaching/service credential if applying for study in the area of School Administration or Educational Technology. School Counseling emphasis requires appropriate experience with youth. Special Education requires a valid Preliminary Level I Education Specialist Credential.

Application Classifications

The student applying for the M.A. program may be placed in one of four classifications:

1. Postbaccalaureate Standing: Unclassified — permits one to enroll in classes only as specified by program.
To be admitted, the applicant must:
 - a. Complete the University Admission form.
 - b. Meet CSU Stanislaus admission requirements.
2. Graduate Standing: Provisionally Classified — permits one to enroll in classes to fulfill program prerequisites; valid for either one semester or one year as indicated by the admission letter.

To be admitted, the applicant must:

- a. Complete the University Admission form.
 - b. Meet CSU Stanislaus admission requirements.
3. **Graduate Standing: Conditionally Classified** — status must change to “Classified” within one calendar year.

To be admitted, the applicant must:

- a. Complete the University Admission form.
 - b. Meet CSU Stanislaus admission requirements.
 - c. Submit proof of a score of 41 or higher on the CBEST writing section.
 - d. Show evidence of a valid teaching or service credential.
 - e. Obtain 3.0 a GPA in the last 60 units of coursework completed.
4. **Graduate Standing: Classified** — Admission to the M.A. program is granted.

To move to Graduate Standing: Classified, the applicant must:

- a. Submit all of the documents listed under Conditionally Classified status.
- b. Submit letters of recommendation. (Check with the specific program coordinator for the exact number required.)
- c. Submit Miller Analogies Test score. GRE is also acceptable for Educational Technology.
- d. Meet any other additional requirements as specified in each M.A. area.
- e. Have program file evaluated by the program coordinator. (This will be done automatically after submission of documents; notification of admission status from the area coordinator will follow.)

General Information

1. **Coursework Requirements** — No more than nine semester units of coursework completed in Postbaccalaureate Standing: Unclassified may be applied to a master’s degree. The total number of units, as well as specific courses required, varies with each area of emphasis for the M.A. in Education. (See the specific area coordinator for requirements.)
2. **Graduate Requirements** — The minimum academic grade point average for earning the M.A. degree is 3.0. The minimum acceptable grade for courses included in the M.A. program is a C. In the School Administration Program, a student earning a grade of C is considered to be on probation; on earning a second C, the candidate will be disqualified.

3. **Final Requirements** — The M.A. in Education degree requires the successful completion of all coursework, approval of a written project or thesis, and passing of an oral examination. After all requirements have been met, the student will be awarded the degree.
4. **Class Scheduling** — Courses are scheduled in the late afternoon and evening to enable employed individuals to enroll in classes.

Note: Early registration is strongly recommended. Limits are placed on class size; consequently, enrollment is not guaranteed.

School Administration Emphasis

(34-37 units)

Program Courses

- EDAD 5801 Vision of Teaching and Learning: Improvement of Instruction and Student Achievement, and Work Experience Project (5 units)
- EDAD 5802 Educational Leadership: Human and Economic Resources and Work Experience Project (5 units)
- EDAD 5803 Educational Leadership: Organizational Management, Personal Ethics, and Work Experience Project (5 units)
- EDAD 5804 Educational Leadership: Legal Framework and School Governance (4 units)
- EDAD 5805 Diverse Learning Communities: Political, Cultural, and Social Implications, and Work Experience Project (5 units)

Graduate Core Courses

- EDGS 5510 Introduction to Educational Research, 3 units
- EDGS 5600 Introduction to Qualitative Research in Education, 3 units
- EDGS 5610 Introduction to Quantitative Research in Education, 3 units
- EDGS 5960 Project (1-4 units) or EDGS 5990 Thesis (1-4 units)
- Note: See Course Description for EDGS 7005 for required Project/Thesis continued enrollment.*

School Counseling Emphasis

(37-39 units)

Program Courses

EDCL 5570 Counseling and Guidance in Education, 3 units
 EDCL 5600 Family Counseling and Community Resources, 3 units
 EDCL 5610 Educational and Occupational Information, 3 units
 EDCL 5640 The Counselor, 3 units
 EDCL 5650 School Group Guidance and Counseling Techniques, 3 units
 EDCL 5850/5851 Counseling Seminar and Field Experience, 3 units

Graduate Core Courses

EDGS 5500 Foundations in Education, 3 units
 EDGS 5510 Introduction to Educational Research, 3 units
 EDGS 5600 Introduction to Qualitative Research in Education, 3 units

or

EDGS 5610 Introduction to Quantitative Research in Education, 3 units
 EDGS 5960 Project, 4-6 units (2+2+2) **or**
 EDGS 5990 Thesis, 4-6 units (2+2+2)

Note: See Course Description for EDGS 7005 for required Project/Thesis continued enrollment.

Electives

Two courses from the following:

EDCL 5530 Testing in Education and Counseling, 3 units
 EDCL 5540 Counseling Exceptional Children and At-Risk Youth, 3 units
 EDCL 5630 Dealing with Differences in Educational Settings, 3 units
 EDCL 5770 College Counseling and Student Services, 3 units

Special Education Emphasis

(30 units)

Program Courses

EDSE 5220 Advanced Studies in Positive Behavior Support, 3 units
 EDSE 5230 Advanced Studies in Curriculum, Assessment, and Program Planning, 3 units
 EDSE 5440 Advanced Seminar in Teaching Students with Moderate/Severe Disabilities, 3 units
 EDSE 5450 Advanced Seminar in Teaching Students with Mild/Moderate Disabilities, 3 units
 Elective: One advanced level university course in a specific area of emphasis, 3 units. (The course must be pre-approved by the program coordinator.)

Graduate Core Courses

EDGS 5500 Foundations in Education, 3 units
 EDGS 5510 Introduction to Educational Research, 3 units
 EDGS 5610 Introduction to Quantitative Research in Education, 3 units
 EDGS 5990 Thesis, 3 + 3 units

Note: See course description for EDGS 7005 for required Project/Thesis continued enrollment.

Educational Technology Program

(32 units)

Supplementary Authorization in Computer Concepts and Applications

The California Commission on Teacher Credentialing offers a supplementary authorization in Computer Concepts and Applications. This authorization allows holders of a Single Subject, Standard Secondary, or Special Secondary Teaching Credential to teach computer-based classes at any grade level (preschool, kindergarten, grades 1-12, and classes organized primarily for adults). This authorization allows holders of a Multiple Subject or Standard Elementary Teaching Credential to teach computer-based classes in grades 9 and below.

To obtain this supplementary authorization, students must earn a grade of C or higher in 20 semester units (or 10 upper-division semester units) of non-remedial coursework that covers the following three areas: Software Evaluation and Selection; Hardware Operation and Functions; and Classroom Uses of Computers. The balance of the semester units may be achieved in any course dealing with computer concepts and applications. EDIT 4170, 4600, 4650, 4710, and 4720 can be used to satisfy partially requirements of this authorization. Additional coursework can be taken from Computer Science, Cognitive Studies, or Educational Technology. Contact the Educational Technology Program Coordinator for advisement.

Master of Arts in Education with Emphasis in Educational Technology

This graduate-level area of emphasis is designed for teachers and other education professionals interested in an advanced study of educational technology. A Preliminary Teaching Credential is a prerequisite for entry into the program; this may be waived for persons teaching at the community college level or those in other instructional settings, with the approval of the program coordinator.

Several of the EDIT courses are offered either via distance learning or online. More information about offerings is available at www.csustan.edu or by contacting the program coordinator.

Program Courses

EDIT 4710 Advanced Technology Integration Strategies, 3 units
 EDIT 4720 Multimedia Development in Education, 3 units
 EDIT 5100 Research Trends in Educational Technology, 2 units
 EDIT 5200 Educational Technology Issues, 3 units
 EDIT 5300 The Technology Coordinator, 3 units

Electives: 3 to 8 units, selected from 5000-level coursework and approved by the program coordinator.

Graduate Core Courses

EDGS 5500 Foundations in Education, 3 units
 EDGS 5510 Introduction to Educational Research, 3 units
 EDGS 5600 Introduction to Qualitative Research in Education, 3 units
or
 EDGS 5610 Introduction to Quantitative Research in Education, 3 units

EDGS 5960 Project, 1-3 units (may be repeated once), **or**
 EDGS 5990 Thesis, 1-3 units (may be repeated once)

Note: See *Course Description for EDGS 7005 for required Project/Thesis continued enrollment.*

Advanced Credentials

The following advanced credentials may be completed independent of or in conjunction with the Master of Arts degree, as noted:

- Preliminary Administrative Services Credential
- Intern Administrative Services Credential
- Pupil Personnel Services Credential: School Counseling
- Preliminary Level I Education Specialist Credential
- Professional Level II Education Specialist Credential

Note: Frequently, students obtain an advanced credential and the M.A. degree (especially in School Administration, since school districts may require its administrators to possess both). When seeking the advanced credential in conjunction with the M.A. degree, the student is subject to the regulations described previously, as well as those which follow. When seeking an advanced credential only, the student is subject to the following regulations:

Prerequisites

To be considered for admission to an advanced credential program, the applicant must:

1. Possess a baccalaureate degree.
2. Have earned at least a 2.75 GPA in the last 60 units earned.
3. Possess a valid teaching or service credential, except for the Pupil Personnel Services Credential Program or Preliminary Level I Education Specialist Credential Program.

Application Procedures

The applicant must:

1. Complete the University Admission form including required transcripts of college/university coursework of the last 60 units.
2. Submit program application and receipt for program application fee to the Department of Advanced Studies in Education Office.
3. Submit letters of recommendation to the department office. (Check with the specific advanced credential program coordinator for the exact number required.)
4. Submit test scores (e.g., CBEST, MAT), as required by the specific advanced credential program, to the department office.

5. Submit proof of valid teaching or service credential to the department office, if required.
6. Participate in an interview and/or have the program file evaluated by a credential program committee, depending on the requirements of the specific credential program.

Admission Classifications

The student applying only for a credential program will be placed in the following classifications:

1. Postbaccalaureate Standing: Unclassified — permits one to enroll in classes as specified by program.
To be admitted, the applicant must:
 - a. Complete the University Admission form.
 - b. Meet CSU Stanislaus admission requirements.
2. Postbaccalaureate Standing: Classified — fully admitted to the M.A. program. (See M.A. requirements in previous section.)

General Information

1. Grade Requirements: Students seeking an advanced credential are expected to maintain a GPA of 3.0 while in the program. The minimum acceptable grade for a credential course is a C. In the School Administration Program, a student earning a grade of C is considered to be on probation; on earning a second C, the candidate will be disqualified.
2. Final Requirements: To obtain the required recommendation for the advanced credential from CSU Stanislaus, the student must:
 - a. Complete all of the coursework required in the advanced credential program.
 - b. Demonstrate competency in the knowledge and skill areas of the program.
 - c. Maintain a minimum overall GPA of 3.0 for all course work required for the credential.
 - d. Submit a completed application to the Credentials Processing Center (DBH 303) and make payment as directed.
 - e. Be recommended for the credential by the coordinator of the appropriate advanced credential program.
3. Class Scheduling: Courses are scheduled in the late afternoon and evening to enable employed individuals to enroll in classes.

Note: Early registration is strongly recommended. Limits are placed on class size; consequently, enrollment is not guaranteed.

Administrative Services Credentials: Preliminary and Intern

Preliminary Administrative Services Credential (ASC) Program

This is a competency-based program designed to prepare students for their initial administrative assignments. In addition to the requirements listed earlier, the applicant must have successfully completed two years of full-time certificated experience, such as teaching, school counseling, school psychology, or other appropriate education experience. Upon program completion, students will be issued a Certificate of Eligibility, which allows them to seek employment in an administrative position. When administrative employment is attained, the Preliminary ASC document is issued and the holder must meet the requirements for the Professional Clear ASC within five years.

Requirements (24 units)

Complete the following courses:

- EDAD 5801 Vision of Teaching and Learning: Improvement of Instruction and Student Achievement, and Work Experience Project (5 units)
- EDAD 5802 Educational Leadership: Human and Economic Resources and Work Experience Project (5 units)
- EDAD 5803 Educational Leadership: Organizational Management, Personal Ethics, and Work Experience Project (5 units)
- EDAD 5804 Educational Leadership: Legal Framework and School Governance (4 units)
- EDAD 5805 Diverse Learning Communities: Political, Cultural, and Social Implications, and Work Experience Project (5 units)

Intern Administrative Services Credential (ASC) Program

The Intern ASC Program allows school districts to appoint persons to administrative positions before they have completed the Preliminary ASC Program. This position shall be for at least one semester. In addition to the requirements listed earlier, the applicant must have successfully completed three years of full-time certificated experience, such as teaching, school counseling, school psychology, or other appropriate education experience. The intern is supervised by both university faculty and school district mentors, and continues to complete the coursework as required for the Preliminary ASC. The Intern ASC is normally issued for a two-year period; thus, the intern must complete the approved institutional program within a two-year period or the period of time authorized by the Intern ASC. Contact the program coordinator for information and advisement.

Education Specialist Credentials: Mild/Moderate Disabilities and Moderate/Severe Disabilities

California State University, Stanislaus is authorized to recommend individuals for Education Specialist Credentials in two areas: Mild/Moderate Disabilities and Moderate/Severe Disabilities. The Level I programs prepare individuals to perform responsibilities of entry-level special education teachers.

When a graduate of the Level I program obtains a special education position, an application is filed with the California Commission on Teacher Credentialing and the Preliminary Level I Education Specialist Credential is issued. This credential is valid for five years while Level II preparation is completed. It is recommended that undergraduates seeking admission to the Education Specialist Preliminary Level I Credential enroll in the Liberal Studies major with a concentration in Exceptional Children and Youth.

Note: A prerequisite teaching credential, Multiple or Single Subject, is not required to obtain the Specialist Credential.

Preliminary Level I: Education Specialist Credentials: Mild/Moderate Disabilities and Moderate/Severe Disabilities

The following is a sequence of steps to obtain an Education Specialist Preliminary Level I Credential: Mild/Moderate and Moderate/Severe Disabilities. Admission forms and a full description of the documentation and coursework requirements are included in the Specialist Education Level I Credential Handbook.

Courses preceded by one (√) are **requirements** and those preceded by two (√√) are **electives** in the undergraduate concentration Exceptional Children and Youth.

- I. Pass CBEST and complete the following courses with a grade of B or better:
 - √ PSYC/CDEV 3140 Human Development I: Childhood, 3 units **or**
 - √ PSYC 3240 Human Development II: Adolescence, 3 units
 - √ EDSE 4310 Introduction to Special Education, 3 units
 - √ EDSE/PSYC 4550 Practicum with Exceptional Children, 3 units **or**
 - √ EDSE/PSYC 4560 Theory of Instructional Design, 3 units

2. Demonstrate the following:
 - a. Subject Matter Competence:
 - Elementary level (CSET Multiple Subject exam)
 - Middle and secondary level (CSET Single Subject exam or complete a CCTC-approved subject matter preparation program.)
 - b. The GPA requirement. (2.67 in all baccalaureate and postbaccalaureate coursework or GPA of at least 2.75 in the last 60 units; 3.0 in all EDSE/PSYC coursework.)
3. Submit a completed application to the Department of Advanced Studies in Education and participate in the Admission Interview.
4. If an offer of admission is made, complete the following courses with a grade of “B” or better:
 - √ EDMS 4100 Foundations of Education in a Diverse Society, 3 units, **or**
 - √ EDSE 4330 Communication and Social Skills for Students with Disabilities, 3 units
 - √ EDSE/PSYC 4550 Practicum with Exceptional Children, 3 units, **or**
 - √ EDSE/PSYC 4560 Theory of Instructional Design, 3 units
 - √√ EDSE/PSYC 4750 Applied Behavior in the Classroom, 3 units
5. Complete the following courses with grades of “B” or better. Full admission to the program is required to enroll in the courses:
 - EDSE 4110 Reading and Language Arts in General Education, 2 units
 - EDSE 4210 Reading and Language Arts in Special Education, 3 units
 - EDMS 4121 Mathematics Methods, 3 units
 - EDSE 4430 Assessment of Students with Disabilities, 3 units
6. Complete credential-specific coursework with a grade of B or better.

Mild/Moderate Disabilities:

- EDSE 4450 Teaching Students with Mild to Moderate Disabilities, 3 units
- EDMS 4191 Student Teaching Practicum II, 5 units
- EDSE 4898 Student Teaching Seminar: Consultation and Collaboration — Mild to Moderate Disabilities, 2 units
- EDSE 4815 Special Education Student Teaching: Mild to Moderate Disabilities, 5 units

Moderate/Severe Disabilities:

- EDSE 4440 Students with Moderate and Severe Disabilities, 3 units
- EDMS 4191 Student Teaching Practicum II, 5 units
- EDSE 4816 Special Education Student Teaching: Moderate to Severe Disabilities, 5 units
- EDSE 4798 Student Teaching Seminar: Consultation and Collaboration — Moderate to Severe Disabilities, 2 units

Note: Candidates who possess a valid MSCP or a SSCP are not required to complete EDMS 4191 if they seek the Special Education Credential only.

Additional Admission Requirements

1. Students must be admitted to the University as an undergraduate or postbaccalaureate student.
2. Complete an application for admission to the Preliminary Level I Credential Program. The application packet is available online at www.csustan.edu and in the Advanced Studies office. Refer to the packet for application deadlines, admission criteria during the year of application and acceptance, and any additional requirements.
3. Complete an upper-division writing course (listed as WVP in the Undergraduate Catalog) or pass an equivalent test or submit a verifiable score of 41 or higher on the writing portion of CBEST.
4. Complete PSCI 1201 American Government or an equivalent course that fulfills the U.S. Constitution requirement.
5. File a Certificate of Clearance with the application to the program.
6. Verification of Early Field Experience. All candidates must complete 45 hours of documented field experience in K-12 classrooms.

Completion Requirements

The student will be recommended by CSU Stanislaus for the Preliminary Level I Education Specialist Credential upon satisfactory completion of the following:

1. All Level I program requirements with grades of B or better.
2. Verification of baccalaureate degree.
3. Passing score on the Reading Instruction Competency Assessment (RICA) (effective January 2000).
4. Satisfactory performance on exit interview or examination. The Preliminary credential is valid for five years, while Professional Level II preparation is completed.

The Professional Level II Education Specialist Credential: Mild/Moderate Disabilities and Moderate/Severe Disabilities

Professional Level II preparation is intended to enable new teachers to apply their Preliminary Level I preparation to the demands of professional positions while fostering advanced skills and knowledge. The Professional Level II Education Specialist Credential Programs in Mild/Moderate Disabilities and Moderate/Severe Disabilities include academic requirements, an individualized induction plan, and an option allowing some requirements to be met with non-university activities.

In addition to meeting the regular standards for admission to graduate study at CSU Stanislaus, students applying to the Professional Level II Education Specialist Credential Program must submit proof of a valid Preliminary Level I Education Specialist Credential, and a GPA of at least 3.0 in the last 60 units of college/university work. Applicants must verify full-time employment in a position requiring the Preliminary Level I Education Specialist Credential. Applications to the Level II program are available online at www.csustan.edu or in the Advanced Studies office.

Requirements (17 units or equivalent)

1. Complete the following core courses:
 - EDSE 5200 Induction Seminar, 1 unit (This course is repeated for a total of 2 units)
 - EDSE 5220 Advanced Studies in Positive Behavior Support, 3 units
 - EDSE 5230 Advanced Studies in Curriculum, Assessment, and Program Planning, 3 units
2. Complete the appropriate specialized course:
 - EDSE 5440 Advanced Seminar in Teaching Students with Moderate/Severe Disabilities, 3 units **or**
 - EDSE 5450 Advanced Seminar in Teaching Students with Mild/Moderate Disabilities, 3 units
3. Elective options for the Professional Credential Induction Plan (6 units total)
 - Advanced level coursework in the candidate's area of specific emphasis (6 units); up to 3 units (45 hours) non-university activities may be approved by the program coordinator

Note: All options must be pre-approved in writing by the program faculty and specified on the Professional Credential Induction Plan.

**Pupil Personnel Services Credential:
School Counseling and M.A. in School Counseling**

(combined program) (57-59 units)

Connie Kane, Ph.D., *Program Coordinator*

The PPS Credential is required for counselors in the K-12 setting. Upon completion of the program, students qualify for both a PPS credential and a Master of Arts in Education. This program is designed for teachers and other professionals who already have experience working with children and youth. The following requirements adhere to the Standards of Quality and Effectiveness for Pupil Personnel Services Credentials in School Counseling that were adopted by the California Commission on Teacher Credentialing in January 2001. All courses offer postbaccalaureate credit and are applied toward the Master of Arts in Education.

Admission Requirements

To be considered for admission to the PPS Credential/M.A. School Counseling Program, applicants must:

1. Possess a baccalaureate degree.
2. Be admitted to the University in Postbaccalaureate standing: Unclassified.
3. Have a grade point average of at least 2.75 in the last 60 semester units earned.
4. Have a combined score of 100 using a weighted score of the grade point average (GPA) for the last 60 semester units, and the Miller Analogies Test (MAT) converted score. Admissibility will be assessed by multiplying the student's GPA by 20 and adding the MAT converted score. A total weighted score of 100 is required for admission. For example:
 $3.0 \text{ GPA} \times 20 = 60 + 40 \text{ MAT} = 100$ (Admissible)
 $3.2 \text{ GPA} \times 20 = 64 + 36 \text{ MAT} = 100$ (Admissible)
 Submit Miller Analogies Test score with Application for First Interview.
5. Successfully pass the California Single Subject Assessments for Teaching Educational Technology exam, or complete EDIT 4170* with a grade of B or better.
6. Pass the CBEST with a minimum score of 41 on the writing portion. CBEST verification with section scores must be submitted to the Advanced Studies Department with Application for First Interview.
7. Submit a Certificate of Clearance (or valid California Teaching/Service Credential or Substitute Permit) with Application for First Interview.

8. Submit three (3) letters of recommendation with Application for First Interview.
9. Pay application fee at Cashier's Office. Submit Application for First Interview form with payment receipt to the Advanced Studies Office (DBH 348).
10. Participate in First Interview.

Requirements: 57-59 units for individuals successfully completing the SSAT Educational Technology examination; 59-61 units for individuals taking EDIT 4170.*

***Prerequisite**

EDIT 4170 Educational Technology Foundations, 2 units

Program Courses

EDCL 5530 Testing in Education and Counseling, 3 units
 EDCL 5540 Counseling Exceptional Children and At-Risk Youth, 3 units
 EDCL 5570 Counseling and Guidance in Education, 3 units
 EDCL 5600 Family Counseling and Community Resources, 3 units
 EDCL 5610 Educational and Occupational Information, 3 units
 EDCL 5630 Dealing with Differences in Educational Settings, 3 units
 EDCL 5640 The Counselor, 3 units
 EDCL 5650 School Group Guidance and Counseling Techniques, 3 units
 EDCL 5760 Pupil Personnel Services Seminar, 3 units
 EDCL 5780 Consultation and Supervision for School Counseling, 3 units
 EDCL 5930 School Counseling Practicum, 2 units
 EDCL 5850/5851 Counseling Seminar and Field Experience, 3 units
 (4 enrollments for a total of 12 units)

Graduate Core Courses

EDGS 5500 Foundations in Education, 3 units
 EDGS 5510 Introduction to Educational Research, 3 units
 EDGS 5600 Qualitative Research in Education, 3 units **or**
 EDGS 5610 Quantitative Research in Education, 3 units
 EDGS 5960 Project, 4-6 units (2+2+2) **or**
 EDGS 5990 Thesis, 4-6 units (2+2+2)

Note: If Project/Thesis is not complete after two semesters of enrollment, then EDGS 7005 must be taken each semester until finished.

Pupil Personnel Services: School Counseling Intern Credential Program

The Pupil Personnel services: School Counseling Intern Credential Program allows school districts to appoint PPS Credential candidates to school counseling positions after they have completed 23 units of coursework, including one semester of fieldwork. This position shall be for at least one semester. The intern is supervised by both the University EDCL faculty and the school district of employment while continuing the coursework at the University as required for the PPS in School Counseling Credential. The internship credential is usually issued for a two-year period; thus the intern must complete the approved institutional program within a two-year period or the period authorized by the internship credential. (For additional information and program advisement, the applicant is asked to contact the program coordinator.)

Graduate Certificate Program in Community College Leadership

The Community College Leadership program is a professional preparation program that provides an exciting and challenging opportunity for individuals who wish to pursue career paths in community college administration. The award of a graduate certificate will be made upon completion of the program requirements.

Program Courses (15 units)

EDAD 5001 Community College Leadership Seminar, 4 units (1+1+1+1)

EDAD 5002 Human Resources in the Community College, 2 units

EDAD 5003 Community College Resource Development, 1 unit

EDAD 5004 Community College Finance, 2 units

EDAD 5005 Technology in the Community College, 2 units

EDAD 5006 Community College Students and Instructional Services,
2 units

EDAD 5007 Field Experience in Community College, 2 units (1+1)

Course Descriptions

Community College Leadership Program

EDAD 5001 Community College Leadership Seminar (1 unit)

This seminar explores the role of leaders in community colleges and the desired outcomes of effective leadership on students, faculty, staff, and the community. Students enroll in this course in each of four separate academic terms for a total of four units.

EDAD 5002 Human Resources in the Community College (2 units)

Develops skills and strategies related to human resource development and management in community colleges; establishes a foundation for building organizations of people committed to academic and administrative excellence.

EDAD 5003 Community College Resource Development (1 unit)

Designed to increase skills related to resource development, including grant writing and management, marketing techniques, and collaborative approaches to working with governmental bodies, corporate agencies, and private foundations.

EDAD 5004 Community College Finance (2 units)

Develops students' fiscal knowledge and skills related to federal, state, and local revenue allocations, budget preparation, management, and audit.

EDAD 5005 Technology in the Community College (2 units)

Focuses on the development of competencies in the use of technology in the community college for student services, academic instruction, institutional multimedia support services, and administrative decision-making.

EDAD 5006 Community College Students and Instructional Services (2 units)

An analysis of organizational models, administrative competencies, and emerging challenges related to student and instructional services in community colleges.

EDAD 5007 Field Experience in Community College (1 unit)

Field experience provides opportunities to practice leadership skills and obtain community college experience. Field experience projects are supervised by an administrative site supervisor/mentor and the instructor. Students enroll in this course in each of two separate academic terms for a total of 2 units.

Administration: Preliminary Services Credential and Intern Services Credential**EDAD 5801 Vision of Teaching and Learning: Improvement of Instruction and Student Achievement, and Work Experience Project (5 units)**

(Formerly EDAD 5810 Curriculum Planning, Supervision, and Work Experience Project) To acquire an understanding of how curriculum development supports the effective implementation of a vision of teaching and learning in schools. A 45-hour fieldwork experience project is required. Prerequisites: Admission to the program, approval of program coordinator, and consent of instructor.

EDAD 5802 Educational Leadership: Human and Economic Resources and Work Experience Project (5 units)

(Formerly EDAD 5820 Educational Leadership, Personnel Management, and Work Experience Project) To acquire an understanding of how the allocation of human and economic resources impacts the effective implementation of a vision of teaching and learning in schools. A 45-hour fieldwork experience project is required. Prerequisites: Admission to the program, approval of program coordinator, and consent of instructor.

EDAD 5803 Educational Leadership: Organizational Management, Personal Ethics, and Work Experience Project (5 units)

(Formerly EDAD 5830 Principalship, School Management, and Work Experience Project) To acquire an understanding of how organizational and leadership practices impact the effective implementation of a vision of teaching and learning in schools. A 45-hour fieldwork experience project is required. Prerequisites: Admission to the program, approval of program coordinator, and consent of instructor.

EDAD 5804 Educational Leadership: Legal Framework and School Governance (4 units)

(Formerly EDAD 5840 Seminar: School Finance and School Law) To acquire an understanding of how legal issues impact the effective implementation of a vision of teaching and learning in schools. Prerequisites: Admission to the program, approval of program coordinator, and consent of instructor.

EDAD 5805 Diverse Learning Communities: Political, Cultural, and Social Implications, and Work Experience Project (5 units)

(Formerly EDAD 5850 School Governance, Politics, Community Relations, and Work Experience Project) To acquire an understanding of how political, cultural, and social factors impact the effective implementation of a vision of teaching and learning in schools. A fieldwork experience project is required. Prerequisites: Admission to the program, approval of program coordinator, and consent of instructor.

School Counseling**EDCL 5530 Testing in Education and Counseling (3 units)**

Measurement and evaluation in education; statistical aspects of testing; selection and interpretation of unbiased tests with emphasis on achievement, aptitude, interest, vocational and educational tests; effects of cultural and ethnic factors on assessment and achievement. Prerequisite: Admission to program.

EDCL 5540 Counseling Exceptional Children and At-Risk Youth (3 units)

(Formerly EDSE 5540) Working with marginally functioning and at-risk youth within the school population. Includes counseling children with physical, intellectual, social, and emotional difficulties. Recognition of adolescent and childhood behavior disorders, intervention techniques, community resources, and educational adjustments. Prerequisite: Admission to program.

EDCL 5570 Counseling and Guidance in Education (3 units)

Roles, functions, and responsibilities of the school counselor; use of group guidance techniques and consultation; working with community groups and human resource development; theory, practice, and trends. Prerequisite: Admission to program.

EDCL 5600 Family Counseling and Community Resources (3 units)

Dynamics of relationships of family, community, and school; communitywide services; agency-school relationships; family visiting, including conferences, interviews, and referrals. Prerequisites: EDCL 5640 and admission to program.

EDCL 5610 Educational and Occupational Information (3 units)

Sources of occupational and educational information, job analysis, procedures for relating vocational and self information. Emphasis on meeting needs for school counselors in the area of career guidance, high school graduation and college admission requirements, and the college application process. Prerequisite: Admission to program.

EDCL 5630 Dealing with Differences in Educational Settings (3 units)

Recognizing and dealing with racism, sexism, and ageism, also discrimination based on religion, sexual orientation, and learning disabilities. Procedures for helping counselors, administrators, teachers, and their students relate effectively with individuals who differ in various ways. Prerequisite: Admission to program.

EDCL 5640 The Counselor (3 units)

Focus on the person as counselor, the becoming self of the counselor, personal identity and integrity, and authentic response to role conflict situations. Study and application of counseling theory and techniques within school settings. Prerequisite: Admission to program.

EDCL 5650 School Group Guidance and Counseling Techniques (3 units)

Using groups for guidance and counseling in the schools; theory and procedures for implementing groups; issues and problems; role and function of school counselors as group leaders. Includes a group laboratory experience. Prerequisite: Admission to program.

EDCL 5760 Pupil Personnel Services Seminar (3 units)

Current practices in pupil personnel services. Organization and administration of pupil personnel services. Legal principles applied to educational problems, confidentiality, and ethics. Open to practicing personnel and those nearing completion of the Pupil Personnel Services Credential Program. Prerequisite: Admission to program.

EDCL 5770 College Counseling and Student Services (3 units)

An overview of the role of student service personnel in colleges and universities. Includes a study of recruitment, matriculation, retention, and counseling practices, as they pertain to college students. Elective for MA program only.

EDCL 5780 Consultation and Supervision for School Counselors (3 units)

Theory, procedures, and practice in consultation and supervision for school counselors. Emphasis on consultation and change theory, and organizational development. The role of the school counselor as a consultant to teachers, parents, and administrators and as a supervisor for paraprofessionals and counselor trainees. Prerequisite: At least one semester of EDCL 5850/51.

EDCL 5850 Counseling Seminar and Field Experience (3 units)

Provides the student with a broad set of supervised experiences as a practicing professional within a school system. Corequisite: EDCL 5851. Prerequisites: EDCL 5540, 5570, 5640, 5760, and 5930.

EDCL 5930 School Counseling Practicum (2 units)

Preliminary experience in the field for which student is seeking credential plus counseling skill development. Participation in school/community counseling and educational programs and weekly seminars. Prerequisites: EDCL 5640 and three of the four following courses: EDCL 5570, 5610, 5630, and 5650.

Graduate: Core Classes**EDGS 5500 Foundations in Education (3 units)**

Course surveys recent trends and research on the history and philosophy of education; on educational sociology and the politics of schooling and its financing; and on key issues of educational psychology and the impact of culture, race, and gender on schooling.

EDGS 5510 Introduction to Educational Research (3 units)

Course provides an introduction to both qualitative and empirical educational research. Students will locate, understand, evaluate, and interpret educational research, and will identify possible thesis or project topics. Prerequisite: Classified Status.

EDGS 5600 Introduction to Qualitative Research in Education (3 units)

Course outlines the theoretical underpinnings and current trends in qualitative research practices for various fields related to educational inquiry. Students learn to identify the qualitative research practices appropriate for addressing research questions that are based on non-linear, verbal, and graphic datasets, and professionally accepted methods for analyzing, discussing, and theorizing utilizing such data. Prerequisites: EDGS 5510 and Classified Status.

EDGS 5610 Introduction to Quantitative Research in Education (3 units)

Course prepares students for conducting quantitative research with educational topics. Students learn about appropriate research design methods, perform statistical analyses, and determine appropriate analyses given the research design. Prerequisites: EDGS 5510 and Classified Status.

EDGS 5960 Project (1-4 units)

This enrollment involves individual consultation with members of the student's project committee. Prerequisite: Consent of the M.A. adviser.

EDGS 5980 Individual Study (1-5 units)

For graduate students in need of advanced and specialized study beyond regularly offered courses. Prerequisite: Consent of instructor.

EDGS 5990 Thesis (1-4 units)

This enrollment involves individual consultation with members of the student's thesis committee. Prerequisite: Consent of M.A. adviser.

EDGS 7005 Continuing Thesis or Project (0 units)

Non-credit course. Applicable to those students who have completed all registration for graduate course work and who have registered for the maximum number of thesis or project units required by their M.A. program. Students must register each semester or term until they have secured faculty approval for their theses or projects.

Educational Technology: Upper Division

Note: EDIT 4170 satisfies requirements for the Preliminary Credential. EDIT 4710 satisfies the requirement for the Professional Clear Credential if the Preliminary was a Ryan Act program issue.

EDIT 4170 Educational Technology Foundations (2 units)

Focuses on the development of technology proficiencies. Students develop strategies and skills for teaching with technology in K-12 settings. Prerequisite: CS 2000 or equivalent and admission to MSCP, SSCP, or Education Specialist Credential Program.

EDIT 4710 Advanced Technology Integration Strategies (3 units)

(Formerly Educational Software Integration Strategies) A study of software evaluation methods, teaching strategies, and assessment techniques for utilizing technology effectively in K-12 curriculum. Will also explore the development of curriculum for diverse learners in which technology is integrated. Prerequisites: EDIT 4170 or equivalent.

EDIT 4720 Multimedia Development in Education (3 units)

Students will create and integrate multimedia into K-12 curriculum. Instructional design, authoring tools, peripherals, the Internet, WWW page, and video editing will be examined. Creation of a significant project. Prerequisite: Preliminary teaching credential or consent of instructor.

EDIT 5100 Research Trends in Educational Technology (2 units)

Students will examine current research related to aspects of educational technology and the impact of technology on teaching and learning. Emphasis is on recent research findings and implications. Prerequisite: Preliminary teaching credential or consent of instructor.

EDIT 5200 Educational Technology Issues (3 units)

Ethical, social, financial, and legal implications of technology in education will be explored. The emphasis is on how technology impacts schools, students, and teachers. The effect of technology on business and industry is also examined. Prerequisite: Preliminary teaching credential or consent of instructor.

EDIT 5300 The Technology Coordinator (3 units)

Skills needed by school/district technology coordinators and mentors are included in this course. Network configuration, hardware and software troubleshooting, staff development practices, and grant writing are featured. Prerequisite: Preliminary teaching credential or consent of instructor.

Special Education: Level I**EDSE 4110 Reading and Language Arts in General Education (2 units)**

(Formerly Reading and Language Arts in General and Special Education) Designed to introduce candidates in the special education credential program to materials and methods in general education, grades K-6. This course must be taken concurrently with EDSE 4210. Corequisite: EDSE 4210.

EDSE 4130 Special Education Strategies for the Classroom Teacher (3 units)

Teaching the mainstreamed special education student in the general classroom. Individualized diagnostic and prescriptive teaching, counseling, legal aspects, and instructional principles and practices. Prerequisite: Multiple or single subject credential.

Note: This course meets the "mainstreaming" requirement for the Professional Clear Multiple Subject Credential and the Professional Clear Single Subject Credential. It does not meet requirements for a special education credential.

EDSE 4160 Foundations of Special Education (1 unit)

Introductory course in the legal and historical foundations of special education. Prerequisite: Admission to the Multiple Subject, Single Subject, or Education Specialist Credential Program.

EDSE 4210 Reading and Language Arts in Special Education (3 units)

Designed to provide students with the knowledge and skills to develop, implement, and modify the reading and language arts instruction for students with mild, moderate, and severe disabilities.

EDSE 4310 Introduction to Special Education Programs (3 units)

Introduction to school programs and practices for special education students. Includes direct observation/participation and initial experiences with problems of assessment, prescription, and individualized programs. Prerequisites: PSYC 3140 and consent of education adviser.

EDSE 4330 Communication and Social Skills for Students with Disabilities (3 units)

This is a required course in the Special Education Credential Program. The course provides students with skills in a variety of approaches for assessing and improving the language and social skills of students with mild/moderate/severe disabilities. Prerequisites: EDSE 4310 and consent of education adviser.

EDSE 4430 Assessment of Students with Disabilities (3 units)

Presents information relevant to assessment and instruction in general and special education settings with emphasis on the knowledge and skills related to assessment and evaluation of students with mild/moderate/severe disabilities. Prerequisite: Admission to Special Education Credential Program.

EDSE 4440 Students with Moderate and Severe Disabilities (3 units)

Designed to introduce students to instructional approaches for students with moderate and severe disabilities. Prerequisite: Admission to Special Education Credential Program.

EDSE 4450 Teaching Students with Mild to Moderate Disabilities (3 units)

Examination of characteristics of students with mild to moderate disabilities and determining the implications of these characteristics for service delivery. Focus will be on approaches to conceptualizing and providing services and relating approaches to research. Prerequisite: Admission to Special Education Credential Program.

EDSE 4550 Practicum with Exceptional Children (3 units)

(Same as PSYC 4550) Acquisition and application of direct instruction teaching strategies. Students will work in small groups with children who have been identified as functioning below grade level in reading or math. Emphasis is on learning generalized direct instruction skills. Prerequisite: Consent of instructor.

EDSE 4560 Theory of Instructional Design (3 units)

(Same as PSYC 4560) Analysis and evaluation of instructional theories as they apply to the special education aspects of curriculum and teacher-presentation strategies designed to maximize generalization and minimize errors for “high-risk” pupils. Prerequisite: EDSE 4310.

EDSE 4750 Applied Behavior Analysis in the Classroom (3 units)

(Same as PSYC 4750) Application of learning principles to educational and behavioral problems of individuals, enabling the student to design and implement programs for special education populations. Gives the student skills in program management and evaluation.

EDSE 4798 Student Teaching Seminar: Consultation and Collaboration — Moderate to Severe Disabilities (2 units)

Provides information about working effectively with school/agency personnel and families of children with moderate to severe disabilities. Prerequisite: Consent of program coordinator.

EDSE 4815 Special Education Student Teaching: Mild to Moderate Disabilities (5 units)

Actual work experience (teaching) in the field. Supervision by university personnel. Includes placements in general and special education classrooms. Prerequisite: Consent of program coordinator.

EDSE 4816 Special Education Student Teaching: Moderate to Severe Disabilities (5 units)

This course is designed to meet the student teaching requirement for the Education Specialist Credential, Moderate to Severe Disabilities. Prerequisite: Consent of program coordinator.

EDSE 4850 Field Experience with Exceptional Children (1-3 units)

Practical experience in schools working with children and youth with disabilities. May be repeated for a maximum of 3 units. Prerequisite: Consent of program coordinator.

EDSE 4898 Student Teaching Seminar: Consultation and Collaboration — Mild to Moderate Disabilities (2 units)

Provides information about working effectively with school/agency personnel and families of children with mild to moderate disabilities. Prerequisite: Consent of program coordinator.

Special Education: Level II**EDSE 5200 Induction Seminar (1 unit)**

Required of all students in the first semester of enrollment in the Level II Education Specialist Credential Program (Mild/Moderate and Moderate/Severe). Students will develop their Professional Credential Induction Plan. Prerequisite: Admission to Level II Education Specialist Credential Program (Mild/Moderate or Moderate/Severe).

EDSE 5220 Advanced Studies in Positive Behavior Support (3 units)

Required course in the Level II Education Specialist program (Mild/Moderate and Moderate/Severe). Focus on functional assessment and development of assessment-based comprehensive behavioral support plans. Prerequisites: Admission to Level II Education Specialist Credential Program and consent of instructor.

EDSE 5230 Advanced Studies in Curriculum, Assessment, and Program Planning (3 units)

Required course in the Level II Education Specialist Program (Mild/Moderate and Moderate/Severe). Covers advanced issues in assessment and use of assessment in educational planning/decision-making. Prerequisites: Admission to Level II Education Specialist Credential Program and consent of instructor.

EDSE 5440 Advanced Seminar in Teaching Students with Moderate/Severe Disabilities (3 units)

Required course in the Level II Education Specialist Credential Program (Moderate/Severe Disabilities). Provides for critical examination of current and emerging research on a range of strategies for serving students with moderate/severe disabilities. Emphasis on acquisition of specific advanced techniques. Prerequisites: Admission to Level II Credential Program (Moderate/Severe) and consent of instructor.

EDSE 5450 Advanced Seminar in Teaching Students with Mild/Moderate Disabilities (3 units)

Required course in the Level II Education Specialist Credential Program (Mild/Moderate Disabilities). Provides for critical examination of current and emerging research on a range of strategies for serving students with mild/moderate disabilities. Emphasis on acquisition of specific advanced techniques. Prerequisites: Admission to Level II Credential Program (Mild/Moderate) and consent of instructor.

**EDSE 5947 Field Work: Mild/Moderate Disabilities
(3 units)**

Supervision by University personnel for Level II students employed in elementary and/or secondary school setting. Prerequisites: Admission to the Level II Credential Program (Mild/Moderate) and consent of instructor.

**EDSE 5948 Field Work: Moderate/Severe Disabilities
(3 units)**

Supervision by University personnel for Level II students employed in elementary and/or secondary school setting. Prerequisites: Admission to the Level II Credential Program (Moderate/Severe) and consent of instructor.

Department of Physical Education and Health

J. Sue Fletcher, Ed.D., *Chair*
Shawna Young, Ed.D., *Graduate Program Director*

Professors: Bowen, Fletcher, Luo
Associate Professors: Hall, Young
Assistant Professor: Deaner
Lecturers: Eastham, Herring

Office: Field House 142
Phone: (209) 667-3325

**Master of Arts in Education
with a concentration in Physical Education**

Master of Arts in Education Concentration in Physical Education

Admission Requirements

1. An undergraduate degree with a major/minor in Physical Education or equivalent.
2. An undergraduate degree other than Physical Education/Kinesiology requires 21 units of prerequisites in undergraduate courses which include: Adapted Physical Education, Kinesiology, Measurement and Evaluation, Exercise Physiology, Sport Psychology **or** Sport in Society, Motor Development **or** Motor Learning, and Elementary Physical Education or Secondary Pedagogy in Physical Education be taken prior to being admitted to classified standing.
3. An overall GPA of 2.5 is required.
4. A total score of at least 100 using the following formula for grade point average, based on the last 60 units of college/university work, and the Miller's Analogy Test (MAT):
GPA X 20 + MAT score = total score. For example, a student with a GPA of 3.0 and an MAT score of 40 would qualify for admission with a total score of 100 (3.0 X 20 + 40 = 100). As an alternative, submit a score received within the last five years of a minimum score of 980 on the Graduate Record Examination (GRE).
5. Submit three letters of recommendation.
6. Fulfill the writing competency requirement by submitting a score received within the last five years of at least 41 on the writing section of the California Basic Educational Skills Test (CBEST) **or** a score of 4.0 on the GRE Writing Assessment Test.

Application Procedures

1. Complete the Graduate/Postbaccalaureate Application for Admission and submit to the Graduate School. If you are CSU Stanislaus alumni and you have not taken courses at another university since your graduation at Stanislaus, you may use the Alumni Application for Admission. The application deadlines for fall and spring are posted on the Web site at www.csustan.edu/academics/gradschool.asp.
2. Complete the Master's in Education, Concentration in Physical Education Application and submit to the Department of Physical Education and Health Graduate Program Coordinator. This application form is available as a PDF file on the department's Graduate Program Website at www.csustan.edu/physed_Health, or as a hard copy in the Department's office (FH141).

3. Send two copies of official transcripts for all undergraduate and graduate coursework to the Graduate School.
4. Send official scores from within the last five years for the MAT or the GRE to the Department of Physical Education and Health.
5. Send official scores from within the last five years for the Graduate Record Exam (GRE) Writing Assessment Test **or** the California Basic Educational Skills Test (CBEST) Writing Section to the Department of Physical Education and Health.
6. Send three letters of recommendation to the Department of Physical Education and Health Graduate Program Coordinator indicating the applicant's commitment to graduate study in physical education, professional effectiveness, and potential for influencing education.

Classification Status

1. Postbaccalaureate: Unclassified Status: A student may be admitted to the University, but not to the Physical Education Graduate Program if prerequisites have not been met (such as the lack of an undergraduate major in Physical Education). Admission to the University in Postbaccalaureate: Unclassified status implies no guarantee of future admission to the Physical Education Graduate program.
2. Conditionally Classified Status: A student may be admitted to the Physical Education Program as Conditionally Classified when a limited number of prerequisites have not been met, such as completion of an upper-division statistics course and/or the writing proficiency examination. Students may enroll in a limited number of graduate courses, but must complete the prerequisites within two semesters.
3. Fully Classified Status: A student who meets all of the admission criteria will be admitted into the Physical Education Graduate Program as fully classified and may proceed to take graduate courses without limitations.

Grade Requirements

1. A total of nine units may be transferred from an accredited graduate school in the United States or abroad.
2. International applicants whose native language is not English must submit results of the TOEFL examination with scores of at least 550 prior to being admitted to the Program.
3. The minimum academic grade point average for earning the M.A. degree is 3.0. No course with a grade below C- may apply toward a master's degree program.
4. All coursework, including the Thesis/Project, must be completed within seven years.

Requirements (31 units)

Graduate Core (12 units)

- EDGS 5500 Foundations in Education, 3 units
 EDGS 5510 Introduction to Educational Research, 3 units
 EDGS 5600 Qualitative Research in Education, 3 units
 EDGS 5610 Quantitative Research in Education, 3 units

Physical Education Concentration (19 units)

- PHED 5010 Seminar in Administration and Supervision of Physical Education and Athletics, 3 units
 PHED 5020 Analysis of Sport Motion, 3 units
 PHED 5030 Sociological and Psychological Implications in Physical Education, 3 units
 PHED 5040 Seminar in Physical Education, 3 units
 *PHED 5960 Project, 4 units **or**
 *PHED 5990 Thesis, 4 units
 ** Approved elective, 3 units

*Prior to enrolling in PHED 5960 or PHED 5990, successful completion of the following courses is required: EDGS 5510, 5600, 5610, and two courses from the following group: PHED 5010, 5020, 5030, and 5040. Six units from these prerequisites may be taken concurrently with PHED 5960 or PHED 5990 with approval from the program coordinator.

Once all coursework is completed, students are required to maintain continuous enrollment (fall, winter, spring, and summer) in EDUC 7005 Continuing Thesis or Project until all degree requirements have been met.

** 4000- or 5000-level education course(s) selected in consultation with the program coordinator and approval from the Graduate Committee when necessary

Teaching Credentials

Before admission to the credential program, students must be cleared for subject matter competence. The Department of Physical Education and Health will certify students for competence in appropriate subject matter content when they:

1. Complete an approved California Commission on Teacher Credentialing Single Subject Matter Preparation Program in Physical Education, or
2. Earn a passing score on the Single Subject Examination in Physical Education, Test #09 and the CSET Examination in Physical Education.

3. Demonstrate University requirement competency in skills or subject areas commonly taught in California public schools. These include dance, sports and games, aquatics, and gymnastics. Competency in skills may be obtained by passing 16 or more units at CSU Stanislaus in theory and analysis and theory of coaching classes with the instructor approving the skill level (grade C– or better). If the instructor does not approve the skill level, the student must take remedial action to improve deficient skills and then pass a skills test.
4. Appeal Process:
 - a. There is no appeal for 1 and 2.
 - b. Students who do not pass a skills test on the second attempt may request a committee of three qualified faculty to administer and score the next test.

Course Descriptions

PHED 5010 Seminar in Administration and Supervision of Physical Education (3 units)

Examination of background and current trends in the organization, structure, and administrative practice in today's physical education programs including athletics' practices. Focus is also on facilities, budgeting, equipment purchase, and related school law. (Fall)

PHED 5020 Analysis of Sport Motion (3 units)

Biomechanic and physiologic aspects of exercise analysis. The theoretical basis for studying and prescribing exercise, and the practical application of current knowledge in the field of exercise science. Prerequisites: PHED 4400 and 4500. (Spring)

PHED 5030 Sociological and Psychological Implications in Physical Education (3 units)

Analysis and application of sociological and psychological data related to participation of the teacher/coach and student/athlete in physical education/athlete programs. Special emphasis on attitudes, values, societal sub-systems, behavioral techniques, and strategies specific to individual and group instruction in physical education. (Fall)

PHED 5040 Seminar in Physical Education (3 units)

To acquaint students with current problems and to provide students an opportunity to do independent work and intensive study with current problems in the physical education profession. (Spring)

PHED 5960 Project (4 units)

Preparation, completion, and submission of an acceptable project for the Master's degree. (Fall, Winter, Spring)

PHED 5980 Individual Study (1-4 units)

For students capable of independent work in need of advanced and specialized study. May be repeated for a total of 6 units. Prerequisite: Consent of department chair. (Fall, Winter, Spring)

PHED 5990 Thesis (4 units)

Preparation, completion, and submission of an acceptable thesis for the Master's degree. (Fall, Winter, Spring)

Department of Teacher Education

Pamela M. Russ, Ph.D., *Chair*

Professors: Betts, Costa, Demetrulias*, Flores, Garfield, Murray-Ward, Russ, Sayers, Schulz, Smith, N., Wink

Associate Professors: Boosalis, Haapanen, Janes, Neufeld, Salisbury, Shawkey, Smith, K.

Assistant Professors: Borba, Donnelly, Roe, Vega de Jesús, Won

Lecturers: Breshears, K., Hennings

**Joint appointment in the Department of Advanced Studies in Education.*

Office: Demergasso-Bava Hall — DBH 330

Phone: (209) 667-3357

The Department of Teacher Education offers professional programs to prepare candidates for credentials in elementary and secondary school teaching, bilingual emphasis teaching, and reading. Students interested in a credential program may obtain information from the department office. These professional programs are designed to help students achieve basic competencies essential for effective performance within their teaching specialty. The department also offers an advanced professional program to prepare candidates for the Reading/Language Arts Specialist Credential.

All credential programs are approved by the California Commission on Teacher Credentialing. Teacher preparation programs are approved by the National Council for Accreditation of Teacher Education. The California State Board of Education and the Commission are empowered to change credential requirements without prior notice. The University will make changes in programs leading to credentials whenever revisions are reported in the California Code of Regulations, Title 5, or in other official notifications from the State Board or the Commission.

Also available to qualified students are graduate programs leading to a Master of Arts in Education: Curriculum and Instruction, with a concentration in Elementary Education, Multilingual Education, Reading, or Secondary Education. Students interested in these programs may obtain information from the department office, or the Graduate School located in MSR 160.

Teaching Credential Programs

California State University, Stanislaus Department of Teacher Education is authorized to prepare students for two basic teaching credentials. Under the SB2042 Credentialing Law, these are the Multiple Subject Credential (for elementary schools) and the Single Subject Credential (for secondary schools).

General Requirements for Multiple and Single Subject Credential Programs

- I. Application and Admission to CSU Stanislaus and the Credential Program – Requires Separate Applications, Fees, and Transcripts
The application to the University is separate from the application to the credential program.

Credential applicants must already be CSU Stanislaus students or have applied to the University at the time they apply to the credential program. University applications are available at the Turlock Campus at the Graduate School, at CSU Stanislaus-Stockton Center, or online at www.csustan.edu/grad.

Application to the University requires a separate set of transcripts and separate fees. If students graduate while in the credential program, they must reapply to the University in a timely manner (about six months prior to graduating) and be readmitted as graduate students to continue in the program.

2. Grade Point Average (GPA) Requirements for Admittance
The required GPA is 2.75 in the last 60 units or 2.67 overall.

Special Admittance Criteria — The Department is allowed to admit a small number of students who do not meet admittance requirements. The criterion for special admittance is at the sole discretion of the Department of Teacher Education. Candidates who are below the minimum GPA according to the criteria must submit a letter noting the exception and requesting special consideration. Candidates must have a minimum GPA of 2.5 in the last 60 units. Admission for such candidates will be determined on an individual basis, following these criteria:

- a. Minimum of 2.5 GPA in the last 60 units. If not, do not apply.
 - b. Date of application
 - c. Passed interview
 - d. Proximity to the required 2.67 or 2.75 GPA
 - e. Possessing special skills that would benefit the candidate as a teacher
 - f. Number of co-requisite courses that the applicant has already completed
 - g. Quality of recommendations
 - h. Quality of application letter
3. Tuberculosis Clearance
Students must show proof of having completed a screening for tuberculosis in the last 4 years.
 4. Certificate of Clearance
Applicants must submit fingerprints via “livescan” and be “cleared” before working with students. The clearance is processed through the California Commission on Teacher Credentialing (CCTC). The California Department of Justice and the Federal Bureau of Investigations (FBI) conduct background checks. When cleared, a student will receive by e-mail from the Commission a “Certificate of Clearance.”

Multiple Subject Credential Program (MSCP)

Mary Borba, Ed.D., *Multiple Subject Credential Program Coordinator*
 Juan Flores, Ed.D., *Spanish BCLAD Adviser*
 Mildred Murray-Ward, Ph.D., *Teaching Internship Coordinator*
 Chris Vang, Ed.D., *Southeast-Asian BCLAD Adviser and Chair of Selection
 and Review Committee*
 Jonnie Shawkey, Ed.D., *Field Placement (Student Teaching) Coordinator*

Note: There are no “catalog rights” in credential programs. Requirements, subject to change, are set by the California Commission on Teacher Credentialing, the California State University, and CSU Stanislaus. Students must meet the current state requirements for the credential. For current state requirements, consult the Handbook for the Multiple Subject Credential Program, which is available online at www.csustan.edu.

It is the mission of the Teacher Preparation Program to prepare candidates who are:

1. Competent in their chosen areas
2. Able to integrate subject-matter content with pedagogy appropriate to their field of study
3. Culturally responsive and responsible, knowledgeable, and appreciative of the diversity among learners
4. Committed to self-assessment and reflection
5. Partners, educational advocates, and leaders at the school level and in the wider community, and
6. Users of technology that enhances teaching and learning

Beginning in January 2004, CSU Stanislaus began offering a Senate Bill 2042 Credential, which authorizes the holder to teach:

- All subjects in self-contained classes from kindergarten through high school
- “Core” classes in middle/junior high school and high school

In practice, most holders of the Multiple Subject Credential teach in grades K-6, with a substantial number teaching “core” classes in grades 7-8. Only a few teach in high schools. Credential program courses are offered in Turlock, Stockton, and Merced.

Emphases in the Multiple Subject Credential Program

CSU Stanislaus offers the following emphases (specializations) in the Multiple Subject Credential:

- BCLAD (Bilingual, Cross-cultural, Language, and Academic Development) — prepares holders to teach in bilingual as well as English-only classrooms. BCLAD emphasis is available in the following languages: Spanish, Hmong, Lao, and Cambodian (Khmer). Candidates for the BCLAD must be able to speak, read, and write the language as demonstrated in a test offered by the Department of Teacher Education.

Undergraduate Preparation for the Bilingual Multiple Subject Credential Program

Students planning to obtain a credential with a BCLAD emphasis are encouraged to enroll in the Bilingual/Cross-cultural concentration in the Liberal Studies program. Students with other majors are also accepted into the BCLAD credential program, provided they can speak, read, and write the language of emphasis.

- Certificate in Primary Language Support — This certificate has no legal bearing, but can be used in an application to demonstrate preparation to support students who are English learners by providing instructional support in the primary language. Candidates for this certificate must demonstrate ability to speak the languages (for example, Spanish, Hmong, Lao, Vietnamese, Cambodian [Khmer], Portuguese, Punjabi, or Assyrian), but do not have to be able to read and write the language.

Internship Program

The internship program permits students in the Multiple Subject Credential Program to obtain employment as a teacher in collaborating school districts while completing the requirements for the Preliminary Credential. Interns must still complete all the courses and tests in the credential program. The only difference is that interns do not have to complete student teaching practicum; they get credit for student teaching practicum from their paid intern teaching position. To qualify for internship, students must meet all of these requirements:

- B.A./B.S. degree
- California Basic Educational Skills Test (CBEST) exam
- California Subject Examination for Teachers (CSET) Multiple Subjects Examination
- College coursework or an examination on U.S. Constitution
- Employment with a school district that is a partner with CSU Stanislaus in the intern program

- Tuberculosis (TB) clearance
- Certificate of Clearance (fingerprint clearance)

Consult the Intern Handbook online at www.csustan.edu for specific procedures and requirements.

Application Procedures

- Submit completed application packet (see the Application Form for exact contents).
- Attend an orientation session.
- Be interviewed by a committee composed of University professors and representatives of school districts.

Application packets are available:

- at www.csustan.edu
- at the Department of Teacher Education office in DBH 330
- at CSU Stanislaus-Stockton Center

Applications are submitted about six months prior to the semester in which the student plans to enroll. For fall semester, the program begins accepting applications the second Monday in February and for spring semester the first Monday in September. Exact dates are noted on the cover of the application packet, or you may contact the Department of Teacher Education for information on timelines.

Program Requirements

Please note that there are five sets of requirements: general requirements, competency requirements, prerequisite requirements, corequisite course requirements, and program course requirements. The general requirements, competency requirements, prerequisite, and corequisite course requirements may be transferred from other colleges/universities. The program course requirements are the same for the BCLAD emphasis, with the exception of the primary reading methods course.

I. Competency Requirements

1. CSET Multiple Subjects Examination — www.cset.nesinc.com
With their application, all candidates must submit proof of registration to take at least one subtest of the CSET Multiple Subject Examination.

Candidates who are not in the CSU Stanislaus “Yellow” and “Blue” Liberal Studies programs must pass at least two subtests to be admitted to the credential program.

Candidates who are in the CSU Stanislaus “Yellow” and “Blue” Liberal Studies programs do not have to pass any of the subtests to be admitted to the credential program.

All three subtests must be passed prior to student teaching.

2. California Basic Education Skills Test (CBEST) — www.cset.nesinc.com
With their application, candidates must show proof of registration to take the exam. Applicants must have taken CBEST before beginning the Multiple Subject Credential Program. However, it is not required that the candidate pass the test before beginning the program. Candidates should request that CSU Stanislaus receive electronic verification of passage (no paper verification will be necessary). If this is not possible, candidates must submit actual paper transcripts as verification of passing. This test must be passed prior to student teaching.
3. Reading Instruction Competence Assessment (RICA) — www.cset.nesinc.com
This test assesses a candidate’s knowledge of how to teach reading. It is advisable that credential students take this exam only after completing the credential program course on how to teach reading. This exam must be passed to earn the Preliminary Multiple Subject Credential. Candidates should request that CSU Stanislaus receive electronic verification of passage (no paper verification will be necessary). If this is not possible, candidates must submit actual paper transcripts as verification of passing.
4. OPTIONAL — Preliminary Educational Technology Requirement Examination — www.cset.nesinc.com
To obtain the Preliminary Multiple Subject Credential, candidates must meet the Preliminary Educational Technology Requirement. This requirement can be met in one of two ways:
 - a. Pass the Preliminary Educational Technology Requirement Examination or
 - b. Pass EDIT 4170 Educational Technology Foundations course for 2 units after being admitted to the credential program.

II. Prerequisite Requirements (prior to taking methods courses)

These requirements must be met prior to taking courses in the credential program, but do not have to be met prior to submitting an application.

1. English Composition

There are two ways to meet this requirement:

- Complete an upper-division English composition course listed as a “WVP” in the Undergraduate catalog, or having passed equivalent test or completed an equivalent course at another university, or
- Obtain a score of 41 or higher on the writing section of the CBEST. Score transcripts for the CBEST must be submitted to the Credentials Processing Center Office if the CBEST score is used to meet this requirement.

2. Early Field Experience

Candidates must complete 45 hours of observation and have experience working with students in classrooms (grades K-12) prior to being admitted to the credential program. These 45 hours may be from required observations completed in courses; volunteering in a classroom; or from employment as an instructional aide, tutor, substitute teacher or regular teacher; or other equivalent experience.

3. Entry-Level Basic Computer Competency

The California Commission on Teacher Credentialing requires that candidates applying for entry into multiple subject or single subject credential programs demonstrate proficiency with technology. This requirement can be satisfied in one of two ways: by completing a computer course (almost any computer course counts) or by submitting documentation which demonstrates knowledge of word processing, Internet usage, presentation software, and email usage as noted on Form VI in the Application Packet.

4. Pass CSET Multiple Subject Examination

Candidates who are not admitted into the Liberal Studies “Yellow” or “Blue” Programs must pass at least two subtests of this exam prior to beginning to take program courses. See note above in #1 Competency Requirements — CSET Multiple Subjects Examination.

5. Take CBEST — See note above in #2 Competency Requirements — CBEST.

III. Corequisite (Concurrent) Course Requirements

All of these corequisite courses should be completed prior to admittance to the credential program, but may be taken concurrently.

- American Government/Constitution — PSCI 1201, American Government or equivalent (may be lower division). If the equivalent of this course was passed by exam, the results must be posted on an official college transcript and submitted with the Multiple Subject Credential Program application. Equivalent courses at local community colleges are as follows: Modesto Junior College (MJC) - POLSC 101, 102, or 110, HIST 101; Delta College - HIST 17A, 27, or 30A, POLSC 1; Merced College - HIST 17A, POSC 1; Columbia College - PLSC 10.

Note: Students who earned their B.A./B.S. at a California State University campus are automatically given credit for this requirement since it is a requirement to earn the degree.

- Child Development — PSYC/CDEV 3140, Human Development I: Childhood or equivalent (may be lower division). Equivalent courses at local community colleges are as follows: MJC - Psych 141 or Child Develop 245; Delta College - FCS 21; Merced College - FSCS 9 or 29, Psych 9 or 29; Columbia College - CHILD 1.

3. Second Language Experience

Non-BCLAD emphasis (students not earning a Bilingual Credential) — Applicants should consult the “Options for Completing the Second Language Experience” form included in the Program Handbook for alternative experiences that count toward meeting this requirement (there are 16 options). Generally, it is 3 units of foreign or sign language or 2 years of high school foreign language (same language).

BCLAD Emphasis – Pass Language Proficiency Exam. Candidates will take a proficiency test prior to or upon admittance to the program. Contact the secretary of the Department of Teacher Education to register for the proficiency test. There is a fee for taking this test.

IV. Credential Program Course Requirements

Note: EDMS 4100 and 4150 may be completed prior to formal admittance to the credential program. All other courses can only be completed after being admitted to the program.

Semester 1 and Winter/Summer Terms

EDMS 4100 Foundations of Education in a Diverse Society, 3 units

Note: EDUC 4200 Cultural Diversity and the Classroom meets this requirement.

Primary Reading/Language Arts Methods

Take one course, depending on program emphasis (5 units):

EDMS 4110 Reading/Language Arts Methods: English Instruction

EDMS 4111 Reading/Language Arts Methods: Spanish Bilingual

EDMS 4112 Reading/Language Arts Methods: Primary Language Support

EDMS 4121 Mathematics Methods, 3 units

EDMS 4130 Science and Health Methods, 3 units

EDMS 4140 History/Social Science and Visual and Performing Arts Methods, 3 units

EDMS 4150 Methods of Multilingual Education, 3 units

Note: EDUC 4400 Introduction and Foundations of Multilingual Education meets this requirement.

EDSE 4160 Foundations of Special Education, 1 unit

HLTH 4165 Survey of Elementary School Health and Safety, 1 unit

EDIT 4170 Educational Technology Foundations, 2 units

Note: Passage of the CSET Preliminary Educational Technology Requirement Examination meets this requirement. Register at www.cset.nesinc.com

Semester 2

(After passing CSET and CBEST and completing co-requisite courses and program courses listed above)

EDMS 4180 Classroom Management/Professional Practices (must be completed during student teaching semester), 3 units

EDMS 4190 Student Teaching Practicum I, 3 units

EDMS 4191 Student Teaching Practicum II, 5 units

Note: Candidates with three years teaching experience in accredited private schools may be exempt from student teaching practicum as per the provisions of the Scott Bill – contact the coordinator for more information.

Suggested Course Sequence for Interns

The sequence of courses for interns is only suggested because the actual sequence is dependent on courses completed and needing to be completed at the time a student becomes an intern.

Option 1 - Internship Begins in the First Semester

This option is for students who become interns prior to completing the first semester of program courses.

Internship Semester 1 (10 units: 5 course units and 5 student teaching units)

Primary Reading/Language Arts Methods

Take one course, depending on program emphasis (5 units):

EDMS 4110 Reading/Language Arts Methods: English Instruction

EDMS 4111 Reading/Language Arts Methods: Spanish Bilingual

EDMS 4112 Reading/Language Arts Methods: Primary Language Support

EDMS 4191 Student Teaching Practicum II, 5 units

Note: Because interns are responsible for teaching a classroom, they register for Student Teaching Practicum II before Practicum I so that the university supervisor can visit the room more frequently and provide additional assistance at the beginning.

Internship Semester 2 (11 units: 8 course units and 3 student teaching units)

EDIT 4170 Educational Technology Foundations, 2 units

EDMS 4121 Mathematics Methods, 3 units

EDMS 4180 Classroom Management/Professional Practices, 3 units

EDMS 4190 Student Teaching Practicum I, 3 units

Internship Semester 3 (6 units)

EDMS 4130 Science and Health Methods, 3 units

EDMS 4140 History/Social Science and Visual and Performing Arts Methods, 3 units

Internship Semester 4 (5 units)

EDMS 4150 Methods of Multilingual Education, 3 units

EDSE 4160 Foundations of Special Education, 1 unit

HLTH 4165 Survey of Elementary School Health and Safety, 1 unit

Any other requirement not met

Option 2 - Internship Begins After Completing Courses in the Credential Program**Prior to Admittance to the Internship**

Corequisite courses

EDMS 4100 Foundations of Education in a Diverse Society, 3 units

Reading/Language Arts Methods

Take one course, depending on program emphasis (5 units):

EDMS 4110 Reading/Language Arts Methods: English Instruction

EDMS 4111 Reading/Language Arts Methods: Spanish Bilingual

EDMS 4112 Reading/Language Arts Methods: Primary Language Support

EDMS 4121 Mathematics Methods, 3 units

EDMS 4130 Science and Health Methods, 3 units

EDMS 4140 History/Social Science and Visual and Performing Arts Methods, 3 units

EDMS 4150 Methods of Multilingual Education, 3 units

EDSE 4160 Foundations of Special Education, 1 unit

HLTH 4165 Survey of Elementary School Health and Safety, 1 unit

EDIT 4170 Educational Technology Foundations, 2 units

Internship: One Semester (11 units)

Students must have completed all courses listed above to be a one-semester intern.

EDMS 4180 Classroom Management/Professional Practices, 3 units

EDMS 4190 Student Teaching Practicum I, 3 units

EDMS 4191 Student Teaching Practicum II, 5 units

Option 3 - Scott Bill (SB 57) Early Completion Option (ECO) for Interns

To qualify for this option, candidates must be employed as interns in a school district that is a partner with CSU Stanislaus in the Intern Program, and must also meet the following requirements:

Obtain a Certificate of Clearance

Pass the CBEST exam

Pass the CSET Multiple Subjects Exam

Meet the U.S. Constitution Requirement

Pass the Praxis II Teaching Foundations Exam (TFE) — register at www.ets.org

Candidates who meet the requirements for the ECO option listed above will then be supervised in their intern teaching experience for one semester. They will register in:

EDMS 4180 Classroom Management/Professional Practices, 1 unit

EDMS 4190 Student Teaching Practicum I, 3 units

EDMS 4191 Student Teaching Practicum II, 5 units

To qualify for the Preliminary Multiple Subject Credential, candidates must also:

- Demonstrate mastery of all the Teaching Performance Expectations (TPEs) via the observation of classroom lessons and evidence collected in Portfolios
- Pass the Preliminary Education Technology Exam or complete EDIT 4170 Educational Technology Foundations
- Pass RICA exam

Candidates who are unable to demonstrate mastery of any TPEs or pass the RICA exam will have an Individualized Plan that stipulates courses and/or experiences that will assist the candidate in meeting the requirements. This plan will be developed by the Coordinator of the Intern Program in consultations with the candidate, the university supervisor, the mentor teacher, and the site administrator.

For more information about this option, contact the Program Coordinator.

Professional Clear Multiple Subject Credential: CLAD or BCLAD

Upon recommendation for a California Preliminary Multiple Subject Credential, students have five years in which to complete the requirements for a Professional Clear Multiple Subject Credential.

Requirements (30 units)

1. Complete a 30-unit approved program of postbaccalaureate upper-division/graduate course work. A minimum grade point average of 3.0 for educational course work with no grade lower than a C and a minimum grade point average of 3.0 for all postbaccalaureate course work is required. The 30-unit program must be planned with and approved by the MSCP clear credential adviser in writing. Postbaccalaureate course work taken for the Preliminary Credential may be used to meet a portion of the 30-unit requirement. For students who did not complete their preliminary course work with CSU Stanislaus, there is a residency requirement of six units. (The applicant is urged to consider coursework which applies toward an advanced credential, CLAD Certificate, and/or an M.A. degree program. However, such a plan requires consultation with the appropriate advanced credential/M.A. area coordinator.)

Within the 30-unit program, the following courses are suggested:

EDUC 4100 Working with At-Risk Students in a Community School Setting, 2-4 units

EDUC 4120 Diagnostic Techniques of Teaching, 3 units

EDUC 4300 Teaching the Cultural Heritage of the Hmong and Lao People, 3 units

EDUC 4500 Instruction, Assessment, and Management for Beginning Teachers and Interns, 3 units

EDUC 4840 Analysis and Strategies of Teaching, 3 units

EDUC 5860 Multicultural and Global Education: Curriculum and Instruction, 3 units

EDML 5000 Multilingual Education in the Content Area, 3 units

EDML 5001 Multilingual Education Evaluation, 3 units

EDML 5200 Advanced Theories in Teaching the Culturally Diverse Student, 3 units

EDML 5400 Theory of Multilingual Education, 3 units

2. Within the 30-unit program, the following required courses must be completed:

EDIT 4730 Microcomputers, Curriculum, and Instruction, 3 units

EDSE 4130 Special Education Strategies for the Classroom Teacher, 3 units

HLTH 4200 Elementary School Health and Safety, 3 units

3. Verification of having met the CPR requirement through coursework or a current CPR card.
4. Students seeking a professional clear credential who have received their initial teaching credential from another university in California or from a university in another state should contact the department office to be directed to an adviser.

Single Subject Credential Program (SSCP)

Karen Breshears, M.A., and Robin Hennings, M.A., *Coordinators*

Professional Programs

The Single Subject Credential programs are field-centered and performance-based. They integrate theory and practice by providing ongoing experiences within public school settings which focus on the attainment of the knowledge and skills characteristic of effective teaching. Students are at a center daily for the field experiences and the coursework for the entire academic year in which they are in the program. The program admits students for both fall and spring semesters.

Candidates may apply for an internship in place of traditional student teaching. Interns have a contract with a school district and teach a minimum of three periods a day with a maximum of full-time teaching. Candidates fluent in Spanish may earn a Bilingual Crosscultural Academic and Language Development (BCLAD) Certificate.

Admission Requirements

Admission and program requirements change frequently. Therefore, for current and up-to-date information and/or an SSCP application packet, please do the following:

- Attend an information session (call 209/667-3357) **and**
 - Visit the SSCP Web site at www.csustan.edu
1. Obtain an application packet for admission to the Single Subject Credential Program (SSCP) by attending an information session. Call (209) 667-3357. The application folder must be completed and submitted early in the semester preceding admission to the program. See application packet for specific date and directions.
 2. Minimal grade point average requirements for admission are explained in the SSCP application packet. A 3.0 grade point average, with no grade lower than C, must be maintained in credential program courses.
 3. Students must be admitted to the Graduate School as unclassified postbaccalaureate students.
 4. Students must submit a Certificate of Clearance when they apply for the program. Copies of the form for "Livescan" are available from the Department of Teacher Education. "Character and Identification Clearance" is an online process you must access online at www.csustan.edu/TeacherEd.
 5. The student is admitted to the program for a specific initial enrollment term. A written request for a leave of absence is required to postpone entry. Such a request should be directed to the SSCP Selection and Review Committee for approval. Failure to obtain a leave of absence will result in the student's withdrawal from the program.
 6. Courses which are more than five years old generally will not be accepted to fill professional program requirements.
 7. Students must take the California Basic Educational Skills Test (CBEST) before being admitted to the program.

Academic Requirements for Admission

1. Before starting the program, students must complete one of the following: a Subject Matter Preparation Program in their teaching area or earn a passing score on a California Subjects Exam for Teachers (CSET). Subject Matter Preparation Program advisement is available from the programs in art, biology, English, mathematics, music, physical education, social sciences, and Spanish. The university does not currently offer Subject Matter Preparation Programs in agriculture, business, chemistry, geology, health, home economics, industrial arts, physics, or languages other than Spanish. Students who have completed approved Subject Matter Preparation Programs elsewhere or passed the CCTC-approved examinations in these subjects may apply to the credential program.

2. Complete an Upper Division Writing course (listed as WP in the Undergraduate catalog) or pass an equivalent test, or a verified score of 41 or better on the writing portion of CBEST.
3. Complete PSCI 1201 American Government or an equivalent course which fulfills the U. S. Constitution requirement to qualify for a teaching credential.
4. Complete the following pre-program courses and experiences:
 - a. 45 hours of documented observation in public secondary classes
 - b. EDSC 3900 Foundations of Secondary Education, 3 units
 - c. PSYC 3240 or CDEV 3240 Human Development II: Adolescence, 3 units
 - d. Language experience (may be met by experience or units) (See SSCP Overview for list of experiences)
 - e. Technology proficiency (see SSCP application for details)
5. Students wanting to earn a Bilingual Crosscultural Academic and Language Development (BCLAD) Certificate must complete two additional requirements:
 - a. A course on the target culture (See SSCP Overview for course list)
 - b. The Spanish language proficiency examination: The Spanish language proficiency examination must be passed prior to admission at level 2 and at level 3 by completion of the program. Information on the Spanish language proficiency examination is available from the Department of Teacher Education.
6. The internship program permits candidates to obtain employment in collaborating school districts while completing the requirements for the Preliminary Credential.
Candidates for the intern program must meet the following additional requirements besides those for admission to the program:
 - a. A B.A., B.S. or B.M. degree
 - b. Pass CBEST
 - c. Completion of an approved subject matter preparation program or pass the CSET exam
 - d. Hiring by a school district that is an intern partner with CSU Stanislaus
 - e. Successful completion of EDSC 4000 (4 units)
 - f. Successful completion of EDSC 4110
 - g. Acceptance into the SSCP Intern Program
 - h. Application for an intern credential

Professional Program Requirements

- EDSC 4110 Multilingual Education in Secondary Schools, 3 units
 EDSC 4115 Reading and Writing Instruction in the Secondary Content Area (CLAD), 5 units or
 EDSC 4215 Reading and Writing Instruction in the Secondary Content Area (BCLAD), 5 units
 EDSC 4500 Secondary Education in a Global Society, 3 units
 EDSE 4160 Foundations in Special Education, 1 unit
 HLTH 4215 Survey of Secondary School Health and Safety, 1 unit
 EDIT 4170 Education Technology Foundations, 2 units

Traditional Student Teacher's Core Classes:

- EDSC 4100 Secondary Education I, 4 units
 EDSC 4300 Secondary Education II, 4 units
 EDSC 4400 Secondary Education III, 4 units
 EDSC 4850 Secondary Education Field Practicum I, 3 units
 EDSC 4855 Secondary Education Field Practicum II, 5 units

Intern's Core Classes:

- EDSC 4000 Secondary Education I for Interns, 4 units
 EDSC 4350 Secondary Education II for Interns and Evening Cohort, 4 units
 EDSC 4450 Secondary Education III for Interns and Evening Cohort, 4 units
 EDSC 4870 Secondary Education Field Practicum I for Interns, 5 units
 EDSC 4875 Secondary Education Field Practicum II for Interns, 2 units

Professional Program Requirements**Spanish Bilingual Authorization:**

Students take the same courses listed in the Professional Program Requirements except EDSC 4215 Reading and Writing Instruction in the Secondary Content Area (BCLAD) (5 units) is taken in place of EDSC 4115. In addition students must pass:

- A Spanish language proficiency examination with a score of FSI Level 3 which measures reading, writing, speaking, and listening in Spanish.
- One course on the target culture from the following list:

- ETHS 2100 Contemporary Chicano Studies
 ETHS 4000 Mexican American Family
 HIST 4500 History of Mexico
 HIST 4510 The United States and Latin America
 HIST 4710 Mexican American History

Note: Students in either the traditional student teaching program or the intern program may opt for the Spanish Bilingual Authorization.

Reading/Language Arts Specialist Credential and the Reading Certificate Program

Susan Neufeld, Ed.D., *Program Coordinator*

The Reading/Language Arts Specialist Credential may be completed independent of or in conjunction with the Master of Arts degree. Courses are scheduled in the late afternoon and evening to enable employed individuals to attend. Candidates may obtain their Reading Certificate (15 units) and/or their Reading/Language Arts Reading Specialist Credential (30 units). The 15 units required for the Reading Certificate also are included in the Reading/Language Arts Specialist Credential.

Prerequisites

To be considered for admission to this advanced credential program only, the applicant must:

1. Possess a baccalaureate degree.
2. Have earned at least a 3.0 grade point average in the last 60 units attempted.
3. Possess a valid teaching credential.
4. Have at least one year of teaching experience in reading in any grade K–12.
5. Have completed EDRG 3250, EDMS 3110, EDRG 3470 or EDMS 4110 and EDMS 4113.

Reading Certificate Requirements

(30 units: 15 units at certificate level and 15 at credential level)

EDRG 4100 Reading/Language Arts Instruction: Grades K-12, 3 units

EDRG 4240 Reading Instruction in the Primary Grades, 3 units

EDRG 4250 Reading Instruction in the Intermediate Grades, 3 units

EDRG 5250 Reading and Language Arts: Assessment and Evaluation,
3 units

EDRG 5910 Practicum in Reading and Language Arts, 3 units

Note: EDRG 5250 is a prerequisite for enrollment in EDRG 5910.

Reading Credential

In addition to completion of the above courses for the Reading Certificate (15 units), the following courses must be completed to earn the Reading Credential (30 units):

EDRG 4150 Reading: Literature-Based Instruction for Children, 3 units

EDML 5000 Multilingual Education in the Content Area, 3 units

EDRG 5350 Reading and Language Arts: Research and Trends, 3 units

EDUC 5400 Teachers as Change Agents: Researchers and Writers,
3 units

EDRG 5920 Advanced Practicum in Reading and Language Arts, 3 units

Note: EDRG 5910 is a prerequisite for enrollment in EDRG 5920.

These units are required for the Reading/Language Arts Specialist Credential. Students in Reading Recovery Training may transfer up to six Reading Recovery units that will substitute for EDRG 4240 and EDRG 5910. The Reading Specialist Credential Program and M.A. in Reading also are offered in Stockton.

Application Procedures

To gain full admission to the advanced credential program only, the applicant must:

1. Complete the University admission form and file it with the Graduate School in the Mary Stuart Rogers Educational Services Gateway Building (MSR 160).
2. Submit transcripts to the Graduate School including at least the last 60 units of college/university coursework.
3. Submit letters of recommendation to the Reading Credential Program Coordinator (check with the advanced credential program coordinator for the exact number required).
4. Submit test scores (e.g., CBEST) required by the advanced credential program to the Reading Credential Program Coordinator. For Life Credential holders, the CBEST will be waived.
5. Submit proof of valid teaching credential to the Reading Credential Program Coordinator.
6. Participate in an interview and have the program file evaluated by the Reading/Language Arts Specialist Credential Program Advisory Committee.

Note: Before beginning the above procedures, a conference with the program coordinator is required.

Grade Requirements

It is expected that the student seeking an advanced credential will maintain a grade point average of 3.0 while in the program. Minimum acceptable grade for a credential course is a C.

Final Requirements

To obtain the required recommendation for the advanced credential from CSU Stanislaus, the student must:

1. Complete all of the coursework required in the advanced credential program.
2. Achieve the competency in the knowledge and skill areas of the program.
3. Submit a minimum overall grade point average of 3.0 for all coursework required for the credential.
4. Pass an oral exit examination on the knowledge of reading during the last semester of coursework.
5. Submit a completed application form for the credential, along with a receipt which verifies that fees have been paid at the Credential Processing Center, P-303.

Master of Arts in Education

Ramón Vega de Jesús, Ph.D, M.A. *Coordinator*

Dennis Sayers, Ed.D, *Adviser, Elementary Education*

Juan Flores, Ed.D, *Adviser, Multilingual Education*

Nancy Jean Smith, Ed.D, *Adviser, Multilingual Education-Stockton*

Susan Neufeld, Ph.D, *Adviser, Reading*

Armin Schulz, Ed.D, *Adviser, Secondary Education*

The Department of Teacher Education offers a Master of Arts degree in Education with an emphasis in the following Curriculum and Instruction areas: Elementary Education, Multilingual Education, Reading, and Secondary Education.

Students interested in graduate degree programs may obtain information from the Department Office in Demergasso-Bava Hall (DBH) 330 or the Graduate School in the Mary Stuart Rogers Educational Services Gateway Building (MSR) 160. Prerequisites, procedures, and requirements for the M.A. degree are described in the sections following. Also included is general information relevant to graduate studies. Courses are scheduled in the late afternoon and evening. Contact the M.A. Coordinator at (209) 667-3397.

Prerequisites for Admission

1. A baccalaureate degree for admission to the CSU Stanislaus Graduate School with Postbaccalaureate Standing: Unclassified status (see the following section).
2. For admission to the M.A. Program in Curriculum and Instruction with Graduate Standing: Classified status, a total score of at least 100 using the following formula for grade point average (GPA), based on the last 60 units of college/university work, and the Miller's Analogies Test (MAT score: $GPA \times 20 + MAT \text{ score} = \text{total score}$).
For example, a student with a GPA of 3.0 and a MAT score of 40 would qualify for admission with a total score of 100 ($3.0 \times 20 + 40 = 100$). As an alternative, GRE scores (taken within the last five years) may be submitted. Minimum total score is 1200.

Application Procedures

1. Complete the University admission form and file it with the Graduate School in MSR 160.
2. Submit transcripts to the Graduate School, including at least the last 60 units of college/university degree coursework.
3. Submit two letters of recommendation, which discuss the applicant's potential for graduate-level study, to the Graduate School in MSR 160.
4. Submit MAT or GRE score to the Graduate School.

Note: For MAT information and testing procedures, visit the Testing Office on campus in MSR 180 or call (209) 667-3158.

Admission Classifications

Students applying for the M.A. program will be placed in one of two classifications:

1. Postbaccalaureate Standing: Unclassified (Permits enrollment in classes as specified by M.A. area coordinator) The applicant must:
 - a. Complete the University admission form.
 - b. Meet CSU Stanislaus admission requirements.
2. Graduate Standing: Classified (Admission to the M.A. program is granted). To move to Graduate Standing: Classified, applicant must:
 - a. Submit three "Recommendations for an Applicant to the M.A. in Education" forms completed by persons familiar with applicant's professional competence and two "Faculty Recommendation Forms" completed by M.A. program professors whose courses the applicant has taken while a Postbaccalaureate: Unclassified student.
 - b. Submit Miller Analogies Test or GRE score.

- c. Fulfill writing competence by submitting a score of at least 41 on the writing section of CBEST.
- d. All coursework must be completed within seven years to be accepted.

Other Requirements

In general, no more than 6 semester units of coursework completed in Postbaccalaureate Standing: Unclassified may be applied to a master's degree.

Grade Requirements

The minimum academic grade point average for earning the M.A. degree is 3.0. The minimum acceptable grade for courses included in the M.A. program is a C–.

Final Requirements

The M.A. in Education degree requires the successful completion of all coursework, approval of a written project or thesis, and passing of an oral examination. At least 15 semester units must be completed as a student in Graduate Standing: Classified. After all requirements have been met, the student will be awarded the M.A. degree.

Note: Prior to being admitted to the program, international applicants whose native language is not English must demonstrate proficiency in English by completing the Test of English as a Foreign Language (TOEFL) with a total score of at least 550 and with part scores of at least 54.

Common Coursework Requirements (15-17 units)

Note: All Common Coursework listed below, except EDGS 5500, require Graduate Standing: Classified status prior to enrolling.

1. Graduate Core Courses: Complete the following courses (9 units):
 - EDGS 5500 Foundations in Education, 3 units
 - EDGS 5510 Introduction to Educational Research, 3 units
 - EDGS 5600 Introduction to Qualitative Research in Education, 3 units,
 - or**
 - EDGS 5610 Introduction to Quantitative Research in Education, 3 units
2. Project/Thesis: Complete the following courses (6-8 units):
 - EDUC 5770 Seminar in Elementary and Secondary Education, 2 units
 - EDUC 5960 Project, 4-6 units. Must be taken over two semesters, or
 - EDUC 5990 Thesis, 4-6 units. Must be taken over two semesters.

Curriculum and Instruction: Elementary and Secondary (33-35 units)

Graduate Core (9 units)

- EDGS 5500 Foundations in Education, 3 units
- *EDGS 5510 Introduction to Educational Research, 3 units
- *EDGS 5600 Introduction to Qualitative Research in Education, 3 units
- or
- *EDGS 5610 Introduction to Quantitative Research in Education, 3 units

Concentration in Elementary and Secondary

Education Theory and Practice (9 units)

- EDUC 4840 Analysis and Strategies of Teaching, 3 units
- EDUC 4845 Analysis and Strategies of Teaching Middle/Junior High School, 3 units
- EDUC 5330 Research and Trends in Mathematics, Science, and Social Studies K-12, 3 units
- EDUC 5340 Research Trends in the Curriculum, 3 units
- EDUC 5345 Research Trends in the Curriculum Middle/Junior High School, 3 units
- EDUC 5400 Teachers as Change Agents: Researchers and Writers, 3 units
- EDUC 5860 Multicultural and Global Education: Curriculum and Instruction, 3 units
- EDML 5000 Multilingual Education in the Content Area, 3 units
- EDML 5001 Multilingual Education Evaluation, 3 units
- EDML 5200 Advanced Theories in Teaching the Culturally Diverse Student, 3 units
- EDML 5945 Content Area Education in the Multilingual Middle/Junior High School, 3 units
- EDRG 4100 Reading/Language Arts Instruction: Grades K-12, 3 units
- EDRG 4150 Reading: Literature-Based Instruction for Children, 3 units
- EDRG 4240 Reading Instruction in the Primary Grades, 3 units (not for secondary emphasis)
- EDRG 4250 Reading Instruction in the Intermediate Grades, 3 units
- EDRG 4255 Reading Instruction in the Middle/Junior High School, 3 units
- EDRG 5350 Reading and Language Arts: Research and Trends, 3 units

Electives (9 units)

4000- or 5000-level courses selected in consultation with an adviser.

Project/Thesis (6-8 units)

- *EDUC 5770 Seminar in Elementary and Secondary Education, 2 units
- *EDUC 5960 Project, 4-6 units. Must be taken over two semesters, or
- *EDUC 5990 Thesis, 4-6 units. Must be taken over two semesters.
- *Classified Status Required

Curriculum and Instruction: Multilingual Education

(33-35 units minimum)

Graduate Core (9 units required)

- EDGS 5500 Foundations in Education, 3 units
- *EDGS 5510 Introduction to Educational Research, 3 units
- *EDGS 5600 Introduction to Qualitative Research in Education, 3 units
- or
- *EDGS 5610 Introduction to Quantitative Research in Education, 3 units

Concentration in Multilingual Education Theory & Practice (12 units)

(Concentration courses are also the CLAD Certificate Requirements)

- EDML 5000 Multilingual Education in the Content Area, 3 units
- EDML 5001 Multilingual Education Evaluation, 3 units
- EDML 5200 Advanced Theories in Teaching the Culturally Diverse Student, 3 units or
- EDUC 5860 Multicultural and Global Education: Curriculum and Instruction, 3 units
- EDML 5400 Theory of Multilingual Education, 3 units

Electives (6 units)

- *5000 courses approved by the program coordinator and M.A. coordinator

Program/Thesis (6-8 units required)

- *EDUC 5770 Seminar in Elementary and Secondary Education, 2 units
- *EDUC 5960 Project, 4-6 units. Must be taken over two semesters or
- *EDUC 5990 Thesis, 4-6 units. Must be taken over two semesters.
- *Classified status required for these courses.

Curriculum and Instruction: Reading

(33-35 units)

Select and complete the following required courses:

Graduate Core (9 units)

- EDGS 5500 Foundations in Education, 3 units
- *EDGS 5510 Introduction to Educational Research, 3 units
- *EDGS 5600 Introduction to Qualitative Research in Education, 3 units
- or
- *EDGS 5610 Introduction to Quantitative Research in Education, 3 units

Concentration (18 units)**Theoretical Foundations** (3 units)

- EDRG 4100 Reading/Language Arts Instruction: Grades K-12, 3 units
- EDRG 4150 Reading: Literature-Based Instruction for Children, 3 units
- EDRG 4240 Reading Instruction in the Primary Grades, 3 units
- EDRG 4250 Reading Instruction in the Intermediate Grades, 3 units

Research and Trends (6 units)

- EDML 5200 Advanced Theories in Teaching the Culturally Diverse Student, 3 units
- EDRG 5350 Reading and Language Arts: Research and Trends, 3 units
- EDUC 5400 Teachers as Change Agents: Researchers and Writers, 3 units
- EDUC 5860 Multicultural and Global Education: Curriculum and Instruction, 3 units

Methods (9 units)

- EDML 5000 Multilingual Education in the Content Area, 3 units, or
- EDML 5001 Multilingual Education Evaluation, 3 units
- EDRG 5250 Reading and Language Arts: Assessment and Evaluation, 3 units
- EDRG 5910 Practicum in Reading and Language Arts, 3 units

Project/Thesis (6-8 units)

- *EDUC 5770 Seminar in Elementary and Secondary Education, 2 units
- *EDUC 5960 Project, 4-6 units. Must be taken over two semesters, or
- *EDUC 5990 Thesis, 4-6 units. Must be taken over two semesters.
- *Classified Status required

CLAD Certificate Crosscultural Language and Academic Development

The Department of Teacher Education offers the CLAD Certificate. To be recommended for the three domains of the CLAD Certificate, each credentialed teacher must take the following 12 semester units:

- EDML 5000 Multilingual Education in the Content Area, 3 units
- EDML 5001 Multilingual Education Evaluation, 3 units
- EDML 5200 Advanced Theories in Teaching the Culturally Diverse Student, 3 units, **or**
- EDML 5400 Theory of Multilingual Education, 3 units
- EDUC 5860 Multicultural Global Education: Curriculum and Instruction, 3 units

Enrollment in these courses requires formal admission to the University. Students also must satisfactorily meet the scholastic, professional, personal, and other standards for graduate study as appropriately prescribed by the University. Information on these options is available in the Credential Processing Center or from the CLAD Certificate Coordinator.

Middle/Junior High School Studies Graduate Certificate

The Department of Teacher Education offers the Graduate Certificate in Middle/Junior High School Studies. To be awarded this Certificate, each credentialed teacher must take the following 12 semester units:

- EDRG 4255 Reading Instruction in the Middle/Junior High School, 3 units
- EDUC 4845 Analysis and Strategies of Teaching Middle/ Junior High School, 3 units
- EDML 5945 Content Area Education in the Multilingual Middle/Junior High School, 3 units
- EDUC 5345 Research Trends in the Curriculum, Middle/ Junior High School, 3 units

The program is a two-semester program. In addition to application to the University/Graduate School, separate application to the certificate program needs to be made through the program coordinator, Dr. Armin Schulz. Required materials for specific program admission include a letter or essay of intent, a current vita/resume, and three letters of support from educators who know the candidate. Candidate must be teaching currently in a middle school or junior high school setting. The four classes can be included as part of an M.A. in Secondary Education — Curriculum and Instruction.

Course Descriptions

Multilingual Education: Graduate

EDML 5000 Multilingual Education in the Content Area (3 units)

Focuses on the K-12 methods of crosscultural language and academic development, the role of multilingual education in American public schools, and the implementation of various program models.

EDML 5001 Multilingual Education Evaluation (3 units)

Designed to teach the theory and practice of effective first and second language assessment. Special emphasis will be placed on the California state mandated instruments and guidelines for language assessment of limited English proficient students. Instruments which assess adult ESL will also be part of the curriculum.

EDML 5200 Advanced Theories in Teaching the Culturally Diverse Student (3 units)

Focuses on advanced theories of learning and teaching styles of the culturally diverse students. Identification of suggested teaching proficiencies for the multicultural classroom. Emphasizes curriculum development for culturally diverse students.

EDML 5400 Theory of Multilingual Education (3 units)

Focuses on the K-12 theory of crosscultural language and academic development, the role of multilingual education in American public schools, and the implementation of various program models.

EDML 5420 Language Arts: Acquisition to Composition (3 units)

Provides teachers with a knowledge base for designing, implementing, and assessing language acquisition and development programs and methodologies for the language minority student in the K-12 setting.

EDML 5940 Field Work: Multilingual Education (3 units)

Provides a field experience for teachers in a multilingual setting in K-12. The use of theory and practice related to teaching the content areas will be emphasized.

EDML 5945 Content Area Education in the Multilingual Middle/Junior High School (3 units)

Course will provide a culminating class/field experience for teachers in the Multilingual Middle/Junior High School. The use of theory into practice in content area teaching will be emphasized. Prerequisite: Admission to the Master of Arts Program in Curriculum and Instruction or consent of the education adviser.

Multiple Subject**EDMS 4100 Foundations of Education in a Diverse Society (3 units)**

Addresses the major historical, social, and cultural foundations of education with an emphasis on diversity; the major theory of learning; and how culture, socio-economic status, and gender influence achievement.

EDMS 4110 Reading/Language Arts Methods: English Instruction (5 units)

Addresses principles and practices for teaching reading/language arts in English in grades K-8 with an emphasis on listening, speaking, reading, and writing. Prerequisite: Admission to the Multiple Subject Credential Program.

EDMS 4111 Reading/Language Arts Methods: Spanish Bilingual (5 units)

Addresses the principles and practices for teaching reading/language arts in Spanish bilingual classrooms in grades K-8 with an emphasis in listening, speaking, reading, and writing. Prerequisites: Admission to the Multiple Subject Credential Program and fluency in Spanish.

EDMS 4112 Reading/Language Arts Methods: Primary Language Support (5 units)

Addresses the principles and practices for teaching reading/language arts in multilingual classrooms in grades K-8 with an emphasis in listening, speaking, reading, and writing skills and a focus on ways to support instruction using the primary language. Prerequisites: Admission to the Multiple Subject Credential program and fluency in a foreign language.

EDMS 4121 Mathematics Methods (3 units)

Addresses the principles and practices for teaching mathematics in grades K-8, including teaching strategies, lesson design and delivery, and selection of appropriate materials for instruction. Prerequisite: Admission into the Multiple Subject Credential program.

EDMS 4130 Science and Health Methods (3 units)

Addresses the principles and practices for teaching science and health instruction in grades K-8, including teaching strategies, lesson design and delivery, and selection of appropriate materials for instruction. Prerequisite: Admission into the Multiple Subject Credential Program.

EDMS 4140 History/Social Science and Visual and Performing Arts Methods (3 units)

Addresses the principles and practices for teaching history/social science and visual and performing arts instruction in grades K-8, including instructional strategies, lesson design and delivery, and selection of appropriate materials for instruction. Prerequisite: Admission into the Multiple Subject Credential Program.

EDMS 4150 Methods of Multilingual Education (3 units)

Presents methods for teaching English language development (ELD) and subject matter content to English learners, including dual language and SDAIE methods. Focuses on the social and cultural origins of language.

EDMS 4180 Classroom Management/Professional Practices (3 units)

Presents methods of classroom management and practical aspects of working in schools. Also addresses the professional duties and obligations of teachers. Prerequisite: Admission to full-time student teaching.

EDMS 4190 Student Teaching Practicum I (3 units)

Students are assigned to a diverse classroom for the mornings for 7 weeks under the supervision of a cooperating teacher and gradually assume more responsibility beginning with observation and small group instruction and progressing to teaching the whole class. Prerequisite: Admission to student teaching required.

EDMS 4191 Student Teaching Practicum II (5 units)

Students are assigned to a diverse classroom for 7 weeks under the supervision of a cooperating teacher and gradually assume responsibility for teaching all subjects. Prerequisite: Consent of Multiple Subject Credential Program Coordinator.

EDMS 4192 Student Teaching Practicum III (5 units)

Students are assigned to a diverse classroom under the supervision of a cooperating teacher and have an extended period where they are responsible for teaching the whole class. Prerequisite: Consent of Multiple Subject Credential Program Coordinator.

Single Subject**EDSC 3800 Observing in Secondary Schools I (1 unit)**

Course is designed to give potential secondary teachers a structured opportunity to observe for a minimum of 45 hours in public secondary schools.

EDSC 3900 Foundations of Secondary Education (3 units)

Explores the social, political, economic, and historical contexts of secondary education in the nation and in California. A prerequisite course to the Single Subject Credential Program.

EDSC 4000 Secondary Education I for Interns (4 units)

Introductory course for intern program. Lesson and unit planning; classroom management. Prerequisite: Admission to the SSCP intern program.

EDSC 4100 Secondary Education I (4 units)

Integrates theory and practice on strategies for effective individual instruction. Includes sociocultural and psychological foundations and research on effective teaching. Corequisite: EDSC 4850. Prerequisite: Admission to SSCP.

EDSC 4110 Multilingual Education in Secondary Schools (3 units)

Course is designed to provide an overview of theory, methodology, and assessment for first and second language development in the 6-12 schools. Course will emphasize the cultural origins of language and literacy in relation to needs of students and teachers in a pluralistic society.

EDSC 4115 Reading and Writing Instruction in the Secondary Content Area (CLAD) (5 units)

Designed to teach effective literacy instructional strategies in the content areas in multilingual secondary classrooms. Prerequisite: Admission to SSCP or consent of instructor.

EDSC 4215 Reading and Writing Instruction in the Secondary Content Area (BCLAD) (5 units)

(Formerly EDSB 4115) Designed to teach theories and practices of effective bilingual literacy instruction in the secondary content area. Prerequisite: Admission to the SSCP credential program or consent of instructor.

EDSC 4300 Secondary Education II (4 units)

This course prepares students for classroom instruction responsibilities. Focus on effective teaching methodology for diverse learners. Includes field experience. Prerequisite: Successful completion of EDSC 4100, 4850, and 4115 or EDSC 4215.

EDSC 4350 Secondary Education II for Interns and Evening Cohort (4 units)

Integrates theory and practice on strategies for the development of teaching style with an understanding of learning styles. Includes sociocultural and psychological foundations and research on effective teaching. Corequisite: EDSC 4870. Prerequisite: EDSC 4000.

EDSC 4400 Secondary Education III (4 units)

Knowledge and application of fundamental principles, generalizations, theories, trends, and methods for effective teaching in multicultural and multilingual schools. Corequisite: EDSC 4855. Prerequisite: EDSC 4300.

EDSC 4450 Secondary Education III for Interns and Evening Cohort (4 units)

Knowledge and application of fundamental principles, generalizations, theories, trends, and methods for effective teaching in multicultural and multilingual schools. Corequisite: EDSC 4875. Prerequisite: EDSC 4350.

EDSC 4500 Secondary Education in a Global Society (3 units)

Examines major concepts and theoretical frameworks of multicultural and global education. Application of cultural dimensions of teaching and learning to curricular decisions. Prerequisites: EDSC 4300 and admission to SSCP.

EDSC 4850 Secondary Education Field Practicum I (3 units)

Students observe classes, serve as a teaching assistant to a classroom teacher, and teach in individual instruction two pupils for a semester. Corequisite: EDSC 4100. Prerequisite: Admission to the SSCP.

EDSC 4855 Secondary Education Field Practicum II (5 units)

Students teach secondary classes and serve as teacher assistants for three periods a day from the beginning to the end of a public school semester. Taken concurrently with EDSC 4400.

EDSC 4870 Secondary Education Field Practicum I for Interns (5 units)

Interns are responsible for teaching at least three classes in a secondary school. They will be observed by a University Supervisor at least six observation cycles. This is part of the requirements for a Preliminary Credential. Corequisite: EDSC 4350. Prerequisite: Admission to SSCP.

EDSC 4875 Secondary Education Field Practicum II for Interns (2 units)

Interns are responsible for teaching at least three classes in a secondary school. They will be observed by a University Supervisor at least four observation cycles. This is part of the requirements for a Preliminary Credential. Corequisite: EDSC 4450. Prerequisite: EDSC 4870.

Reading: Upper Division**EDRG 3470 Reading Instruction in the Secondary School (3 units)**

Selection and organization of materials; instructional procedures for developmental reading programs 7-12; reading and the content subject; analysis of research concerning reading needs; field practicum. Prerequisites: Admission to the Single Subject Credential Program and/or consent of a credential program coordinator.

EDRG 4100 Reading/Language Arts Instruction: Grades K-12 (3 units)

Strategies and practices in reading and language arts; emphasis on reading in the content area; second language development and acquisition; bilingual methodology, theory, and strategies. Prerequisites: EDMS 4110 or 4111 or 4112 and EDMS 4113, or EDRG 3470 and consent of education adviser.

EDRG 4150 Reading: Literature-Based Instruction for Children (3 units)

Techniques to revitalize the English-language arts curriculum through literature-based instruction; oral language strategies, such as readers theatre; review of various fairy tales as incorporated into teaching reading strategies. Prerequisites: EDMS 4110 or 4111 or 4112 and EDMS 4113.

EDRG 4240 Reading Instruction in the Primary Grades (3 units)

Places emphasis on all aspects of reading readiness, especially methods and materials. The techniques of beginning reading, including aspects of print awareness, phonemic awareness, explicit skills instruction, literature support, and language experience, will be highlighted as they support and contribute to a balanced approach to literacy learning which meets the needs of diverse populations as identified in the CLAD credential program documentation. Prerequisites: EDMS 4110 or 4111 or 4112 and EDMS 4113, or EDRG 3470 and consent of instructor and/or education adviser.

EDRG 4250 Reading Instruction in the Intermediate Grades (3 units)

Places an emphasis on "reading to learn," particularly reading comprehension and study skills, vocabulary development, individualized instruction, reading in content areas, and literature study. Prerequisites: EDMS 4110 or 4111 or 4112 and EDMS 4113 and consent of education adviser.

EDRG 4255 Reading Instruction in the Middle/Junior High School (3 units)

Course places an emphasis on reading to learn, particularly in the area of reading comprehension and study skills, vocabulary development, and reading in the content areas. Prerequisite: Admission to the Master of Arts Program in Curriculum and Instruction or consent of the education adviser.

Reading: Graduate**EDRG 5100 Recovery Teaching (3 units)**

Prepares teachers to implement the Reading Recovery Program, an early intervention program for first graders at risk of reading failure. May be repeated once.

EDRG 5250 Reading and Language Arts: Assessment and Evaluation (3 units)

Includes the understanding and evaluation of reading and writing difficulties, early intervention programs and procedures, selecting and developing materials, portfolio assessment. Prerequisites: EDMS 4110 or 4111 or 4112 and EDMS 4113.

EDRG 5350 Reading and Language Arts: Research and Trends (3 units)

Review of research and literature in reading and language arts; in-depth analysis of one or more related topics; evaluation of trends. Prerequisites: EDMS 4110 or 4111 or 4112 and EDMS 4113.

EDRG 5910 Practicum in Reading and Language Arts (3 units)

Study of techniques of reading and writing assessment, evaluation, and intervention strategies for selected children in designated classrooms; individual and small group tutoring; microteaching; weekly seminars. Prerequisites: EDMS 4110 or 4111 or 4112 and EDMS 4113, EDRG 5250; teaching experience, and consent of Reading Credential Program Coordinator.

EDRG 5920 Advanced Practicum in Reading and Language Arts (3 units)

Students will complete an advanced supervised practicum in reading and language arts which will include a diagnostic prescriptive assessment, intervention plan, and supervision component. Prerequisites: Courses for the Reading Credential including EDRG 5910 and consent of instructor.

Education**EDUC 4000 Historical, Sociocultural, Political Perspectives on Schools in the United States (3 units)**

Introduction to American public schooling. It will address the major historical, sociocultural, political, and economic forces that influence schooling and learning outcomes in our society.

EDUC 4100 Working with At-Risk Students in a Community School Setting (2-4 units)

Provides students the opportunity to apply theoretical and practical knowledge of teaching and classroom management and provides experience with culturally and linguistically diverse students in a community school setting. Prerequisite: Consent of instructor.

EDUC 4120 Diagnostic Techniques of Teaching (3 units)

(Formerly EDMS 4120) Methods of diagnosing student difficulties and prescribing remediation in terms of curriculum and instruction; performance-based instruction evaluation. Prerequisite: Completion of student teaching.

EDUC 4200 Cultural Diversity and the Classroom (3 units)

(Formerly EDBL 4200) Principles of adapting school instructional materials and programs to the particular needs of language minority students. Identification of suggested teaching competencies include selected field experiences.

EDUC 4300 Teaching the Cultural Heritage of the Hmong and Lao People (3 units)

Prepares educators for student diversity in the classroom and by providing a study of the cultural heritage of the Hmong and Lao people including their recent history, cultures, family structure, language, arts, music, songs, beliefs, family, values, identity, education, and migration.

EDUC 4400 Introduction and Foundations of Multilingual Education (3 units)

Focuses on the existing knowledge base of bilingualism as well as the current practices related to dual language instruction and the education of language minority students.

EDUC 4430 Crosscultural Techniques for Teachers: Language and Sociocultural Issues in School Settings (3 units)

(Formerly EDBL 4430) Focuses on the importance of the social and cultural origins of language and literacy as they relate to the needs of students and teachers in a pluralistic society with egalitarian goals. Emphasis will be on first and second language development.

EDUC 4500 Instruction, Assessment and Management for Beginning Teachers and Interns (3 units)

Instruction, assessment, and management strategies to assist teachers in the initial development and implementation of a comprehensive classroom teaching plan based on current educational theories and attending to the diverse needs of the public school population. Meets the prerequisite for entering the MSCP University Intern Program.

EDUC 4550 Techniques for Supervising Student Teachers (1 units)

Designed to provide educators with the professional skills of supervising preservice and inservice teachers using the clinical supervision process.

EDUC 4460 Cultural Views on Bilingualism (Perspectivas culturales tocante al bilingüismo) (3 units)

Course addresses the sociocultural aspects of bilingualism from regional, national, and international perspectives. Course is taught in Spanish and utilizes specially designed academic instruction (SDAI) approaches in order to assure high degrees of academic language development in Spanish. Prerequisite: SPAN 3010 or consent of instructor.

EDUC 4600 Seminar on Transformative Literacy (3 units)

Held in Latin America, this course actively engages students with local teachers, children, and families. Using a transformative pedagogy, students will participate in group and individual investigations, write a personal book and maintain a reflective journal. Spanish language skills are not a prerequisite, but are helpful. Corequisite: EDUC 4603 (Activity).

EDUC 4700 Integrated and Multi-Sensory Phonetic Approaches to Reading (3 units)

Prepares elementary teachers for teaching multi-sensory phonics, the missing ingredient in many whole language classrooms. There will be an emphasis on integrating phonics with literature and the four language arts: reading, writing, speaking, and listening. Specific strategies for including second language learners are stressed.

EDUC 4840 Analysis and Strategies of Teaching (3 units)

(Formerly EDMS 4840) Analytical methods used to study the elementary and secondary school instructional process. Models and strategies for effective instruction are emphasized. Prerequisite: Completion of student teaching.

EDUC 4845 Analysis and Strategies of Teaching Middle/Junior High School (3 units)

Analytical methods used to study the middle/junior high school instructional process. Models and strategies for effective instruction are emphasized. Prerequisite: Admission to the Master of Arts Program in Curriculum and Instruction or consent of the education adviser.

EDUC 4870 Complex Instruction: Groupwork in Heterogeneous Classrooms (3 units)

Introduces teachers to Complex Instruction, a set of instructional strategies for using cooperative groupwork in academically and linguistically diverse classrooms. Prerequisite: Consent of instructor.

EDUC 4910 Cooperative Education (2-4 units)

Provides an opportunity to acquire relevant, practical experience in supervised paid employment within the discipline. Students are placed in private or public sector positions under the supervision of the employer and departmental Co-op coordinator. May be repeated for a total of 8 units depending upon departmental policy. Prerequisites: Sophomore standing and consent of departmental coordinator.

EDUC 4950 Selected Topics in Education (1-5 units)

(Topics to be specified in Class Schedule) Topics vary each term, thus different topics may be taken for credit. Prerequisite: Consent of instructor.

EDUC 4980 Individual Study (1-4 units)

For qualified undergraduate upper-division students in need of specialized study not available through regular programs. May be repeated for a total of 6 units. Prerequisites: Complete the appropriate university and department forms and, at least two weeks prior to the beginning of the term, obtain the following approvals: instructor who will monitor the individual study, adviser, chair of the Department of Teacher Education, and dean of the College of Education.

Education: Graduate**EDUC 5200 Classroom Management and Discipline: Theory and Models (3 units)**

Research, theory, and practices concerning classroom management and discipline. Students will analyze the diverse factors operating in a classroom situation, select from appropriate alternative models, implement, and evaluate the outcomes. Prerequisite: Graduate status or permission of instructor.

EDUC 5330 Research and Trends in Mathematics, Science, and Social Studies, K-12 (3 units)

Designed to analyze and evaluate the K-12 curriculum with emphasis on mathematics, science, and social studies. Selected topics for extensive and intensive study. Prerequisite: Consent of education adviser.

EDUC 5340 Research Trends in the Curriculum (3 units)

Designed to analyze and evaluate the K-12 curriculum in general. Emphasis is on recent research findings and implications. Prerequisite: Consent of education adviser.

EDUC 5345 Research Trends in the Curriculum Middle/Junior High School (3 units)

Course is designed to analyze and evaluate the middle/junior high school curriculum with emphasis on teaching in the content areas. Selected topics for extensive and intensive study. Prerequisite: Admission to the Master of Arts Program in Curriculum and Instruction or consent of the education adviser.

EDUC 5400 Teachers as Change Agents: Researchers and Writers (3 units)

Topics will include training on planning and implementing in-services and staff development, curriculum design and evaluation, grant writing and writing for publications, technology, and community/parent relationships. Prerequisites: Teaching credential; consent of education adviser.

EDUC 5770 Seminar in Elementary and Secondary Education (2 units)

Designed to analyze and evaluate the interrelationships among content, purposes, organization, policies, and practices in contemporary elementary and secondary schools. Prerequisite: Consent of education adviser.

EDUC 5860 Multicultural and Global Education: Curriculum and Instruction (3 units)

(Formerly EDUC 4860) Examines the major concepts and theoretical frameworks of multicultural and global education, the application of the cultural dimensions of teaching and learning, and knowledge of diverse cultures as applied to curricular decisions. Meets CLAD certificate requirements. Prerequisite: Teaching Credential or consent of instructor.

EDUC 5880 Improving Instructional Skills in Cultural Context (3 units)

Focus will be on development of additional teaching skills while considering effects of cultural context on instruction as well as cultural background of the teacher. Prerequisite: Adviser or instructor approval.

EDUC 5885 Instructional Programs to Enhance Thinking Skills (3 units)

Designed to review and analyze instructional programs designed to improve the K-12 learner's skills in critical thinking and problem solving. Consideration of various nationally tested programs utilizing content processes, materials, and strategies. Prerequisites: Teaching credential and classroom teaching experience.

EDUC 5950 Selected topics in Teacher Education (1-5 units)

(Topics to be Specified in Class Schedule) Development of a selected topic in teacher education. Topics vary each term. Different topics may be taken for credit. Prerequisite: Consent of instructor.

EDUC 5960 Project (1-3 units)

Designed to assist the master's candidate in the preparation of a final project for the fulfillment of the master's degree. May be repeated for a total of 6 units. Prerequisite: Consent of M.A. adviser.

EDUC 5980 Individual Study (1-4 units)

Designed to provide graduate students specialized study related to their degree program. May be repeated for a total of 6 units. Prerequisites: Approval of student graduate committee and consent of instructor.

EDUC 5990 Thesis (1-3 units)

Designed to assist graduate students in the preparation of their master's thesis. May be repeated for a total of 4-6 units. Prerequisite: Consent of M.A. adviser.

EDUC 7005 Continuing Thesis or Project (0 units)

Non-credit course. Applicable to those students who have completed all registration for graduate coursework and who have registered for the maximum number of thesis or project units required by their program. Students must register each semester or term until they have secured faculty approval for their theses or projects.