



MISSION AND CORE VALUES

The mission
of the College of Education
is to transform public education
by preparing thoughtful educators
and advancing professional practice.

We are committed to the democratic principles
of educational equity and social justice for all learners,
exemplified through reflective teaching, learning and service.
We value diversity, collaboration, professionalism and shared governance.

The College of Education's core values include the beliefs
that professionalism is a unifying principle of our organization,
that students are the focus of our work,
that shared governance provides a foundation for the work
of the college and is dependent upon the active involvement of each member,
and that the success of the college depends on creating and sustaining
an inclusive environment that reflects and affirms diversity.

The College of Education is dedicated to offering
instructional programs for professional preparation
of educators – programs which require participants to think
and to engage themselves as a part of a powerful learning community.

Course formats and teaching methods in the college
reinforce collaboration and problem-solving, and faculty model
a wide variety of effective teaching strategies.
All class participants are expected to be both learners and teachers,
and assessment techniques are designed
to measure reasoning and cognitive performance,
not mere recall and regurgitation of discrete bits of knowledge.

Field experiences are carefully planned to ensure
that classroom learning is guided by the realities and challenges
of current reform efforts in education.

The College of Education is accredited
by the National Council for Accreditation of Teacher Education (NCATE).
All credential programs are accredited by the State of California
Commission on Teacher Credentialing.

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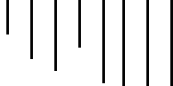
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PROGRAMS OFFERED

The College of Education offers the following credential programs, which are approved by the California Commission on Teacher Credentialing (except where noted).

- Multiple Subject/CLAD Emphasis (Cross-Cultural Language and Academic Development)
- Part-time Multiple Subject/CLAD Emphasis
- Integrated Bachelor of Arts and Multiple Subject/CLAD Emphasis*
- Multiple Subject Internship/CLAD Emphasis **
- Multiple Subject/Middle Level/CLAD Emphasis
- Concurrent Preliminary Level I Mild/Moderate and Moderate/Severe Disabilities Education Specialist with Multiple Subject/CLAD Emphasis
- Single Subject Credential Program/ CLAD Emphasis (Secondary)
- Multiple Subject/BCLAD (Bilingual/Cross-Cultural Language and Academic Development): Spanish Emphasis
- Part-time Multiple Subject/BCLAD: Spanish Emphasis
- Integrated Bachelor of Arts and Multiple Subject/BCLAD Emphasis*
- Multiple Subject Internship/BCLAD: Spanish Emphasis

- Multiple Subject/Middle Level/BCLAD: Spanish Emphasis
- Concurrent Preliminary Level I Mild/Moderate and Moderate/Severe Disabilities Education Specialist with Multiple Subject/BCLAD: Spanish Emphasis
- Single Subject/BCLAD: Spanish Emphasis
- Preliminary Administrative Services Credential
- Preliminary Level I Mild/Moderate and Moderate/Severe Disabilities Education Specialist
- Professional Level II Mild/Moderate and Moderate/Severe Disabilities Education Specialist***
- Professional Administrative Services Credential***
- Reading/Language Arts Specialist Credential*
- CLAD Certificate
- (Bilingual) Crosscultural, Language and Academic Development (CLAD/BCLAD) Specialist Credential*
- Master of Arts in Education, Options:
 - Education Administration
 - Learning and Instruction
 - Literacy Education
 - Multilingual/Multicultural Education

The College of Education also offers:

- Courses required for the Professional Clear Teaching Credential
- Prerequisite courses required for entry into credential programs
- Elective courses of interest to both area educators and undergraduate students who intend to enter the teaching profession
- CLAD Certificate courses designed for California certified teachers. The CLAD certificate authorizes instructional services to limited English-proficient students.

**Approval is pending from the Commission on Teacher Credentialing.*
***Offered with San Diego and Riverside County School Districts.*
****Approval pending from the Commission on Teacher Credentialing; Professional Level II is projected to begin in Fall 2000.*

GRADE REQUIREMENTS AND ACADEMIC PROBATION

For all students in the Multiple Subject/CLAD Emphasis, Integrated Bachelor of Arts and Multiple Subject CLAD Emphasis, Internship, Concurrent, BCLAD, Middle Level, and Single Subject programs, the following grade requirements must be met:

- *Grading.* Credit/No Credit (CR/NC) is given for student teaching/intern teaching. The minimum acceptable final grade for the courses in the professional education sequence is C+ (2.3), but a B (3.0) average must be maintained.

For all College of Education programs (teaching credential, specialist credential, and master's program) the following academic probation policy is in effect:

- *Academic Probation, Disqualification and Disenrollment.* A credential candidate will be placed on academic probation if, during any academic term:
 1. The cumulative GPA in all coursework in the professional education sequence (prerequisites, credential program, or clear credential courses) falls below 3.0; or
 2. The student has been assigned grades of No Credit, Incomplete, or a letter grade below C+ in any two or more professional courses;
 3. Further, a student will not be allowed to enter the advanced student teaching experience while on academic probation or while that student has a grade of "Incomplete" for beginning student teaching.

Disqualification

A student in a credential program may be disqualified if, during the probation period, the student fails to achieve a 3.0 GPA and a minimum letter grade of C+ in all professional coursework.

- *Other Considerations.* Postbaccalaureate students may repeat a course in which a grade of lower than C+ was received, however, the original grade will be reflected in the calculation of the GPA. Courses may be repeated only once.

Policy on Length of Time to Complete Teacher Credential Program

Due to the dynamic nature of changes in all academic disciplines, the College of Education requires students in full-time teacher credential programs to complete their coursework and student teaching within a **three-year time limit**, commencing from the beginning of coursework in that program. There is a **four-year time limit** for students in part-time teacher credential programs, commencing at the beginning of coursework in that program. At that point, students will be terminated from the program and will have to reapply to the program to be reinstated. Students can appeal to the Student Appeals Committee.

Disenrollment

A student may be disenrolled from a credential program if it is determined that the student will not likely achieve minimum academic requirements for the credential.

Admission Requirements for the Multiple Subject Teaching Credential Programs

(For admission requirements to the Integrated Bachelor of Arts and Multiple Subject/CLAD Emphasis Credential Program, see College of Education and College of Arts and Sciences advising staff.)

The following are admission requirements to the Multiple Subject Teaching Credential Programs.

1. *Application.* Application to both the University and College of Education.
2. *CBEST Examination.* Students must take the California Basic Educational Skills Test (CBEST) prior to admission to a Teaching Credential Program. Students are urged to take this examination at the earliest possible time after deciding to pursue a teaching credential. CBEST must be passed before certification.
3. *Subject Matter Preparation.* The Liberal Studies major may be selected in preparation for the Multiple Subject Teaching Credential Program at CSU San Marcos. Please refer to the Liberal Studies section. Students may also complete a state-approved subject matter program from other colleges or universities. Students who have not completed a state-approved subject matter program must take the Multiple Subjects Assessment for Teachers (MSAT) prior to admission to the Multiple Subject Credential Program. The examination includes Content Knowledge and Content Area Exercises. MSAT must be passed prior to student teaching. The MSAT examination results are valid for five years from the date of passing and must be valid upon final completion of the program.



4. *Prerequisite Courses in Education.* If taken at CSUSM, the course must be completed within seven (7) years prior to beginning the program. If an equivalent course at another college or university has been taken, it must have been completed within five (5) years prior to beginning the program.
 - EDUC 350 — This required course serves as an orientation to careers in elementary/middle/high school education. During this course, students participate in forty-five (45) hours of supervised fieldwork assignments in classroom settings. Applicants must submit a field experience form with classroom teacher recommendation verifying the classroom field experience.
 - EDUC 364 — This course is required for all students as part of the CLAD Emphasis, and must be taken prior to enrollment in the credential program.
5. *U.S. Constitution.* Knowledge of the U.S. Constitution demonstrated by completion of a two-semester unit college-level course or college-level examination.
6. *CLAD Second Language Experience.* All candidates recommended for the CLAD emphasis must have six semester units of college second/foreign language instruction with a grade of C or better. Two years of high school second/foreign language may satisfy one college level course if the candidate received a grade of “B” average or better. One course must be at the college level. **An equivalent experience** could be one that sensitizes the candidate to the challenges of second language learning acquisition such as Peace Corps training and service, or residence in a non-English speaking country. Candidates who are admitted without this requirement will receive their Credential at the time of program completion and may complete the second language requirement up to one year after completion of the program. A second application and fee is necessary. The requirements must be satisfied in one language, not a combination of languages.
7. *Grade-Point Average.* A student must have a cumulative grade point average (GPA) of 2.75 to be accepted into any credential program offered at CSUSM. If you do not have the required GPA, conditional admission is available on a limited basis.
8. *Health Clearance.* Tuberculin clearance is required. The tuberculin clearance is valid for four (4) years and must be valid through student teaching. The tuberculin clearance may be completed at a private physician’s office, the County Health Department, or the CSUSM Student Health Center.
9. *Certificate of Clearance.* Students must possess or apply for a valid Certificate of Clearance as part of admission to the Teaching Credential Program. A copy of an emergency credential satisfies the clearance requirement.
10. *Two Sets of Official Transcripts.* One official set of transcripts from each of the colleges or universities attended must be mailed directly to the CSU San Marcos Office of Admissions, and one official set of transcripts must be submitted to the College of Education Student Services Center with the program application.
11. *Two Letters of Recommendation.* Two letters of recommendation from faculty and/or others who are knowledgeable about the student’s personal qualities and potential must be submitted with the program application. This is in addition to the field experience form from the classroom teacher.
12. *Interview.* An interview conducted by a College of Education Admissions Committee.

13. *Bachelor's Degree.* A bachelor's degree or all undergraduate academic subjects must be satisfied toward a bachelor's degree before entering a teacher education program. Students may enter the credential program as an undergraduate and use the units in the credential program as electives to obtain a bachelor's degree. A bachelor's degree is a requirement for teacher certification. A student may petition for 12 units concurrent postbaccalaureate credit the first week of instruction during the last semester before graduation ONLY. Petitions are available in Registration and Records.
14. *Writing Samples.* Writing samples are required and are program-specific.

Please Note: The California Commission on Teacher Credentialing requires passing the Reading Instruction Competence Assessment (RICA) for the initial issuance of a Multiple Subject Credential. RICA consists of passing one of two components, either a comprehensive examination or a performance assessment. **The Assessment cannot be taken until completion of the Language Literacy course in the credential program.**

CREDENTIALS WITH CLAD EMPHASIS

Multiple Subject Credential Program/CLAD Emphasis (Elementary)

The Multiple Subject Credential Program/CLAD is designed to prepare teachers to work with students in grades K-12 with responsibility for all subject areas in a self-contained classroom. Teachers holding a Multiple Subject Credential are most often assigned to preschool and elementary school classrooms.

This program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The California CLAD emphasis requirements are met through the infusion of content and experiences within the Multiple Subject Program, as well as additional coursework. Students successfully completing this program and the second language requirement receive the Multiple Subject Credential with the CLAD emphasis.

Full-Time CLAD Emphasis

A two-semester program, the Multiple Subject/CLAD Program provides coursework in learning and instruction, content area methodology correlated with field experiences and student teaching in conjunction with the CLAD content. The College of Education is specifically committed to providing students with opportunities to learn innovative teaching practices and put those methods to work with children.

Course Sequence

First Semester	Units
EDMS 526	4
EDMS 540	4
EDMS 543	3
EDMS 561	5
<i>Total</i>	<i>16</i>

Second Semester	Units
EDMS 544	3
EDMS 545	3
EDML 552	3
EDMS 562	8
<i>Total</i>	<i>17</i>

Program Total 33

Part-time CLAD Emphasis

The Part-time Multiple Subject Credential Program/CLAD is intended for those students who are unable to pursue a full-time program and/or are unable to attend courses during the day. The part-time program can be completed in two years. The curriculum is the same as the full-time program, except two courses are offered per semester and are taught in the evening. Fourth-semester students must be available during the day to complete full-time student teaching.

Course Sequence

First Semester	Units
EDMS 526	4
EDMS 540	4
<i>Total</i>	<i>8*</i>

*Full-time fees are required two semesters.

Second Semester	Units
EDMS 543	3
EDMS 545	3
<i>Total</i>	<i>6</i>

Third Semester	Units
EDMS 544	3
EDML 552	3
<i>Total</i>	<i>6</i>

Fourth Semester	Units
EDMS 561	5
EDMS 562	8
<i>Total</i>	<i>13*</i>

*Full-time fees are required two semesters.

Program Total 33

Integrated Bachelor of Arts and Multiple Subject/CLAD Emphasis Credential Program*

This program provides students with a Bachelor of Arts Degree with a major in Liberal Studies from the College of Arts and Sciences and a Multiple Subject Credential/CLAD from the College of Education. The Integrated Curriculum Option consists of six themed semesters of courses which are taken in both colleges.

The Integrated Bachelor of Arts and Multiple Subject/CLAD Emphasis Credential Program appears as Option 3 in the Liberal Studies major under the College of Arts and Sciences, see page K-50.) See the College of Education and College of Arts and Sciences advising staff for further information including admissions criteria and procedures, and semester by semester curriculum.

*Note: California Commission on Teacher Credentialing program approval is pending.

Multiple Subject Internship/CLAD Emphasis Credential Program

The Multiple Subject Internship Credential Program is a field-based, collaborative program with various San Diego and Riverside County school districts. It is designed to provide opportunity for teacher diversity to reflect the student population of San Diego and Riverside counties, and for those who hold a bachelor's degree, to make a career change to teaching. Its goal is to prepare effective, professional classroom teachers. The program requires completion of thirty-three (33) units. Candidates will be able to continue their current, full-time employment during the first portion of the Internship Program. Upon successful completion of required coursework, candidates will become full-time paid intern teachers with full responsibility for a classroom in a San Diego or Riverside County school district. Candidates will continue to take coursework during intern teaching.

Admission Requirements

All admission requirements are the same as for the Multiple Subject Teaching Credential with the following exceptions:

1. *CBEST*. CBEST examination must be passed before intern teaching.
2. *Subject Matter Preparation Assessment for Teachers (MSAT)*. Intern candidates must pass the MSAT before beginning intern teaching or have completed minimum of 4/5 of a state-approved subject matter preparation program (such as Liberal Studies at CSUSM).
3. *U.S. Constitution*. Knowledge of the U.S. Constitution demonstrated by completion of a two-semester unit college-level course

or college-level examination. The constitution requirement must be completed before intern teaching.

4. *Personal Interview*. Intern candidates complete personal interviews conducted by a team with representatives from the college faculty, school district personnel from participating districts, the County Office of Education, and community representatives.
5. *Bachelor's Degree*. Bachelor's degree required **before** intern teaching.
6. Eighty (80) hour "shadowing" experience at school site.

Please Note: The California Commission on Teacher Credentialing requires passing the Reading Instruction Competence Assessment (RICA) for the initial issuance of a Multiple Subject Credential. RICA consists of passing one of two components, either a comprehensive examination or a performance assessment. **The Assessment cannot be taken until completion of the Language Literacy course in the credential program.**

Course Sequence

The courses may differ slightly in sequence depending on school district.

Prerequisites: Applicants are encouraged to take the following courses in the Winter Session immediately preceding matriculation, and upon being notified of acceptance:

	Units
EDUC 350	3
EDUC 364	3
First Semester	Units
EDMS 526	4
EDMS 540	4
<i>Total</i>	8

Second Semester or Summer*	Units
EDML 543	3
EDMS 545	3
<i>Total</i>	6

*Summer Session fees charged.

Third Semester	Units
EDMS 552	3
EDMS 561I	6
<i>Total</i>	9

Fourth Semester	Units
EDMS 544	3
EDMS 562I	7
<i>Total</i>	10

Program Total **33**

Concurrent Preliminary Level I Mild/Moderate and Moderate/Severe Disabilities Education Specialist with Multiple Subject/CLAD Program

The Concurrent Preliminary Level I Mild/Moderate and Moderate/Severe Disabilities Education Specialist with Multiple Subject/CLAD Program incorporates the disciplines of multiple subjects, special education, and multilingual education into an integrated curriculum designed to prepare teachers to work with the heterogeneous group of students in today's schools. The program enables candidates to earn three credentials: 1) the Multiple Subject Credential with CLAD Emphasis; 2) the Preliminary Level I Mild/Moderate Disabilities Education Specialist Credential, which authorizes service to students eligible in the disability categories of Specific Learning Disabilities, Mental Retardation, Serious Emotional Disturbance, and Other Health Impaired (i.e., Attention Deficit Disorder), and; 3) the Preliminary Level I Moderate/

Severe Disabilities Education Specialist Credential, which authorizes service to students eligible in the categories of Multiple Disabilities, Autism, and Deaf-Blindness. Teachers holding a Multiple Subject Credential are most often assigned to preschool and elementary school classrooms.

This is a full-time, 14-month program in which candidates enroll in day and evening courses and student teach in a variety of general and special education settings. Special Education competencies are enfolded in the Multiple Subject curriculum, with emphasis on preparing educators for the diversity of students' special learning and language needs encountered in California schools. The California CLAD Emphasis requirements are met through the infusion of content and experiences within the program.

Admission Requirements

All admission requirements are the same as for the Multiple Subject Credential Program, with the following exceptions:

	Units
EDUC 500	3
EDUC 501	3

Please note the following:

- (1) The California Commission on Teacher Credentialing requires passing the Reading Instruction Competence Assessment (RICA) for the initial issuance of a Multiple Subject Credential. RICA consists of passing one of two components, either a comprehensive examination or a performance assessment. **The Assessment cannot be taken until completion of the Language Literacy course in the credential program.**

- (2) All students accepted in either the stand alone Preliminary Level I Mild/Moderate and Moderate/Severe Disabilities Education Specialist Program Option or the Concurrent Preliminary Level I Mild/Moderate and Moderate/Severe Disabilities Education Specialist with Multiple Subject/CLAD Program Option can enroll in 600-level EDMX courses.

- (3) Only candidates in the Concurrent Education Specialist with Multiple Subject Program Option can enroll in 500-level EDMX courses.

Course Sequence

First Summer Session*	Units
EDMX 526	4
EDMX 540	3
EDMX 631	2
<i>Total</i>	9

**Summer Session fees charged.*

First Semester	Units
EDMX 543	3
EDML 552	3
EDMX 562	7
EDMX 627	3
EDMX 641	3
<i>Total</i>	19

Second Semester	Units
EDMX 547	5
EDMX 632	3
EDMX 633	3
EDMX 663A	3
EDMX 663B	4
<i>Total</i>	18

Second Summer Session*	Units
EDMX 634	3

Program Total	49
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**Summer Session fees charged.*

Multiple Subject Credential Program/CLAD Emphasis (Middle Level)

Middle level teacher education students enroll in a program designed to prepare them to teach students in grades five through nine. Upon completion of the program, second language requirement, and two subject matter competencies, students receive a Multiple Subject Credential, a Middle Level Emphasis and a CLAD Emphasis. In the two-semester curriculum, students take courses on teaching and learning in middle schools, content area methods, and multilingual/multicultural education. Coursework is taught by a team of instructors, with class sessions and assignments geared to the particular needs of middle school teachers and learners. The teaching team is assisted by educators from North County middle schools who share their expertise and experiences at the middle level.

North County middle schools serve as sites for field experiences. When possible, students work with teams of master teachers. Supervision of the students is a shared responsibility of a University faculty advisor (a teaching team member assigned to one school) and an on-site supervisor at the middle school (a full-time teacher at each school). The on-site supervisor meets regularly with the students and observes and evaluates the students when they teach. Periodically, the University faculty advisors meet with the supervisors and master teachers in order to coordinate activities in the University and the field.



Admission Requirements

All admission requirements are the same as for the Multiple Subject Credential Program with the following exception of requirement #3:

Subject Matter Preparation
Students may satisfy Subject Matter Preparation in two ways:

- (1) Complete a state-approved subject matter preparation program, or
- (2) pass state examinations.**

***Students are encouraged to contact the College of Education, Student Services Center at 750-4277 to ensure they are taking the appropriate examinations.*

Please contact the College of Arts and Sciences Advising Coordinator for information regarding approved CSU San Marcos subject matter preparation programs.

CSU San Marcos will also accept students who have completed a state-approved subject matter preparation program from other colleges or universities. Students who have not completed a state-approved subject matter preparation program **must pass** the appropriate Praxis II Specialty Area/Subject Assessment Constructed Response Examination **and** SSAT Multiple Choice

Examination* prior to admission to the Single Subject Credential Program.

**See chart in the College of Education's Student Services Center.*

It is strongly recommended that prospective students have a second area of strength in an additional subject area such as a supplementary authorization (teaching minor). Please contact the College of Education's Student Services Center for a list of subjects and an evaluation.

Students in the Single Subject Credential Program are exempt from taking the Reading Instruction Competence Assessment (RICA).

Course Sequence

First Semester	Units
EDSS 520	5
EDSS 530	3
EDSS 550	4
EDSS 560	5
<i>Total</i>	<i>17</i>

Second Semester	Units
EDSS 531	1
EDSS 541	5
EDSS 555	3
EDSS 561	7
<i>Total</i>	<i>16</i>

Program Total **33**

The Single Subject Credential Program is also available part-time. For further details, please contact the College of Education Student Services Center at (760) 750-4277.

CREDENTIALS WITH BCLAD: SPANISH EMPHASIS

An emphasis in BCLAD: Spanish is offered as an option in all CSUSM teacher education programs. The BCLAD Emphasis is a program offered in conjunction with the Multiple Subject, Middle Level, Intern, Concurrent, Single Subject Credential, and Integrated Curriculum Option (ICO) - Bachelor of Arts in Liberal Studies and Multiple Subject Credential/CLAD designed to address the curricular and instructional needs of individuals wishing to provide primary language instruction to second language learners. This program is designed to provide credential candidates with primary and second language theory, curricula, instructional strategies and methodology, and is specially designed to instruct students in both their native language and in English language development across the content core curricula. The College of Education provides coursework and field experiences which qualify selected graduates for the BCLAD: Spanish Emphasis Credential in accordance with the competencies outlined by the Commission on Teacher Credentialing.

Admission Requirements

All admission requirements are the same as for the Multiple Subject, Integrated Bachelor of Arts and Multiple Subject Credential Program, Multiple Subject Internship, Single Subject, Middle Level, or Concurrent Credential Programs, with the following addition:

Second Language Assessment

BCLAD candidates must demonstrate the equivalent to a

Foreign Service Institute level of at least three (3) in the language and culture of emphasis no more than three years prior to entering the credential program. The Assessment will be scheduled after application to program.

Multiple Subject Credential Program/BCLAD: Spanish Emphasis (Elementary)

Course Sequence

First Semester	Units
EDML 553	2
EDMS 526	4
EDMS 540	4
EDMS 543	3
EDMS 561	5
<i>Total</i>	<i>18</i>

Second Semester	Units
EDML 552	3
EDML 554	1
EDMS 544	3
EDMS 545	3
EDMS 562	8
<i>Total</i>	<i>18</i>

Program Total 36

Multiple Subject Internship BCLAD: Spanish Emphasis

Course Sequence

The courses may differ slightly in sequence depending on district needs.

First Semester	Units
EDMS 526	4
EDMS 540	4
<i>Total</i>	<i>8</i>

Second Semester or Summer*	Units
EDMS 543	3
EDMS 545	3
<i>Total</i>	<i>6</i>

*Summer Session fees charged.

Third Semester	Units
EDML 553	2
EDMS 552	3
EDMS 561I	6
<i>Total</i>	<i>11</i>

Spring Semester	Units
EDML 554	1
EDMS 544	3
EDMS 562I	7
<i>Total</i>	<i>11</i>

Program Total 36

Concurrent Multiple Subject/ BCLAD: Spanish Emphasis with Preliminary Level I Mild/ Moderate and Moderate/Severe Disabilities Education Specialist Credential Program

All students accepted in either the stand alone Preliminary Level I Mild/Moderate and Moderate/Severe Disabilities Education Specialist Program Option or the Concurrent Preliminary Level I Mild/Moderate and Moderate/Severe Disabilities Education Specialist with Multiple Subject/ BCLAD Program Option can enroll in 600-level EDMX courses.

Only candidates in the Concurrent Education Specialist with Multiple Subject Program Option can enroll in 500-level EDMX courses.

Course Sequence

First Summer Session*	Units
EDMX 526	4
EDMX 540	3
EDMX 631	2
<i>Total</i>	<i>9</i>

*Summer Session fees charged.



First Semester	Units	Second Semester	Units
EDML 553	2	EDMI 527	1
EDMX 543	3	EDMI 543	3
EDMX 552	3	EDMI 545	3
EDMX 562	7	EDMI 562	8
EDMX 627	3	EDML 552	3
EDMX 641	3	EDML 554	1
<i>Total</i>	<i>21</i>	<i>Total</i>	<i>19</i>

Program Total **36**

Second Semester	Units	
EDML 554	1	Single Subject Credential
EDMX 547	5	Program/BCLAD: Spanish
EDMX 632	3	Emphasis (Secondary)
EDMX 633	3	
EDMX 663A	3	<i>Course Sequence</i>
EDMX 663B	4	
<i>Total</i>	<i>19</i>	

Second Summer Session*	Units	First Semester	Units
EDMX 634	3	EDML 553	2
<i>Total</i>	<i>3</i>	EDSS 520	5
		EDSS 530	3
		EDSS 550	4
		EDSS 560	5
Program Total	52	<i>Total</i>	<i>19</i>

*Summer Session fees charged.

Multiple Subject Credential Program/BCLAD: Spanish Emphasis (Middle Level)		Second Semester	Units
		EDML 554	1
		EDSS 531	1
		EDSS 541	5
		EDSS 555	3
		EDSS 561	7
		<i>Total</i>	<i>17</i>

Course Sequence **Program Total** **36**

First Semester	Units
EDMI 526	4
EDMI 540	5
EDMI 541	2
EDMI 561	4
EDML 553	2
<i>Total</i>	<i>17</i>

PROFESSIONAL CLEAR CREDENTIAL

Course Requirements

Applicants may be granted a five year Professional Clear Multiple or Single Subject Credential if, in addition to completing program requirements for the Preliminary Credential, the applicant also satisfies:

Fifth Year of Study

Completion of a fifth year of study [thirty (30) units of upper-division or graduate work]. Applicants entering a professional teacher preparation program with a Bachelor's Degree may use the preparation program as appropriate for the fifth year.

Health Education

Completion of a course in Health Education including information on alcohol, narcotics, drugs, tobacco, and nutrition (PE 201). The requirement includes training in infant, child, and adult cardiopulmonary resuscitation.

Computer Education

Completion of a Computer Education course which includes general and specialized skills in the use of computers in the support of teaching and learning, integrated into the curriculum (EDUC 500).

Special Education

Completion of a requirement in the needs of and methods of providing educational opportunities to individuals with exceptional needs (mainstreaming) (EDUC 501).



CROSS-CULTURAL LANGUAGE AND ACADEMIC DEVELOPMENT (CLAD) CERTIFICATE

1. You must hold an appropriate prerequisite credential or permit. Examples include, but are not limited to:
2. You must complete the Second-Language Requirement* with one of the following options:

**Any option must be satisfied with respect to a single language rather than a combination of languages. There are changes in Title V Regulations anticipated for the Second Language Requirement.*

- A. Completion of six (6) semester units [or nine (9) quarter units] in coursework that emphasizes the learning of a language other than English with a grade of "C" or better in each course. This requirement must be satisfied with respect to a single language rather than a combination of languages.
- B. Completion of three years of high school coursework in a language other than English. The coursework must be taken in grades 9 through 12 with at least a B average.
- C. Completion of ninety (90) hours of language training with a grade of "C" or better in a language other than English offered under the auspices of the California Department of Education's Bilingual Teacher Training Program (BTTP). This training must be verified by a letter signed by an authorized representative of the BTTP program.

- D. Successful completion of the training in a language other than English given by the Peace Corps to volunteers preparing to serve in a non-English-speaking country, verified by official Peace Corps documentation.
- E. Residence in a non-English speaking country or countries for twelve (12) consecutive months at age 18 or older, verified by passports, work visas, letters from employers, etc.
- F. Initial arrival at age 12 or older in the United States after having spent the years from birth to age 12 in a non-English speaking country or countries, verified by a birth certificate, passport, entry visas, etc.

Course Sequence

The following coursework in this sequence is required to obtain the CLAD Certificate if you currently do not hold a credential or certificate to give instructional services to limited-English proficient students*:

**Courses must be taken in this exact order. You must earn a grade of "C" or higher in each course listed above to qualify for the CLAD Certificate.*

	Units
EDUC 364	3
EDML 550	3
EDML 552	3
EDML 563	3

CONVERTING TO CLAD WITH ESL SUPPLEMENTARY AUTHORIZATION

If you currently hold a Supplementary Authorization in English as a Second Language (ESL) or Introductory ESL and you would like to obtain a CLAD Certificate, you need the following:

1. You must hold an appropriate prerequisite credential or permit, as listed under CLAD Certificate Requirements.
2. You must complete the second language requirement as listed under CLAD Second Language Requirements.
3. You must complete EDML 563.

READING CERTIFICATE

The College of Education has proposed a Reading Certificate Program to the Commission on Teacher Credentialing for approval. The course of study will contain 12 to 15 units, please refer to the College of Education Services Center for further information and updates, (760) 750-4277.

ADVANCED CREDENTIALS

Preliminary Administrative Services Credential

The Preliminary Administrative Services Credential Program is designed to prepare new administrators for service to and within professional learning communities, and for the 21st Century. The primary focus of the program is the preparation of persons holding teaching and support service credentials for leadership roles as principals in multicultural K-12 schools. While the focus is on the principalship, persons holding this credential may also work in personnel, curriculum development, finance, and other administrative positions within school district offices.

This program has been specifically designed to prepare administrators for leadership roles which are responsive to the changing demographics and sociocultural dynamics of California's schools. The program is intended to prepare entry-level administrators for the transition to the Professional Administrative Credential as articulated by the Commission on Teacher Credentialing (CTC). The credential course sequence may also be applied toward the completion of the specialization in Education Administration for the Master's Degree in Education.

The credential program is designed as a half-time program, with evening courses, which responds to the needs of working professionals. Candidates have professional field experience and practica throughout the course of study which allows integration of teaching and administrative practice with academic preparation. The twenty-four (24) unit

program allows completion of credential requirements in two academic years.

Admission and Pre-Professional Qualifications

The following are requirements for admission to the Preliminary Administrative Services Credential:

1. *Baccalaureate Degree.* Candidate must have a baccalaureate degree from an accredited post-secondary institution.
2. *Valid Teaching or Services Credential.* Candidate possesses a valid teaching or services credential as defined by California Commission on Teaching Credentialing.
3. *Experience.* Candidate must verify a minimum of three years of successful full-time classroom teaching or service in public or private school before being recommended for the Preliminary Administrative Services Credential.
4. *CBEST.* Candidate must have successfully passed the California Basic Educational Skills Test (CBEST).
5. *Prerequisite/Corequisite Coursework.* Candidate must successfully complete the following courses or approved equivalent:
 EDUC 364
 EDUC 500
 EDUC 501
 Student must earn a grade of B- or better in each class.
6. *Admission to the University.* Candidates must satisfy all University admission requirements appropriate to the educational objective.
7. *Letters of Recommendation.* Candidates must have at least two letters of recommendation from educational, community, or business professionals

(including at least one from a school administrator, preferably the most current employer) which indicate the candidate's qualifications, evidence of collaborative or cooperative abilities, capacity for problem-solving, oral and written communication skills and potential to succeed in a graduate educational administration credential program.

8. *Admission Interview.* Candidates will be individually interviewed by a College of Education admissions committee.
9. *Statement of Purpose.* Statement of Purpose to be submitted with application.

Course Requirements

	Units
EDAD 602 or EDUC 602	3
EDAD 630	2
EDAD 632	3
EDAD 634A	2
EDAD 634B	1
EDAD 636	3
EDAD 638	4
EDAD 640A	1
EDAD 640B	1
EDAD 642A	2
EDAD 642B	2

Program Total **24**

Please note: Candidates for the Preliminary Administrative Services Credential must maintain a grade point average of 3.0 and not receive a grade of less than B- in any program course. Students completing the course sequence and meeting these criteria will be recommended to the California Commission on Teacher Credentialing for the Preliminary Administrative Services Credential.

Information for Administrative Services Credential Holders

The candidate will receive a Preliminary Administrative Services Certificate of Eligibility upon completion of the academic program and an institutional recommendation. This certificate will authorize the recipient to seek initial employment as an administrator. When an administrative position is obtained, an application will be filed and the Preliminary Administrative Services Credential will be issued and will remain valid for five years. The candidate will be required to complete the program for the Professional Administrative Services Credential (see page M-16 under Course Requirements for MA Option in Education Administration) and fulfill two years of administrative experience within that five-year period.

Bilingual Cross-cultural Language and Academic Development BCLAD Specialist Credential*

**The proposed BCLAD Specialist Credential Program is expected to be approved by the California Commission on Teacher Credentialing.*

Students preparing to become bilingual teachers or those who desire to teach in bilingual, cross-cultural language and academic development programs should be aware that Proposition 227 requires that after a maximum of one year of primary language instruction, most California students will be taught in English. Exceptions will be made when schools and/or parents are granted waivers through established processes. The CSU prepares teachers for positions in California as well as other states. It is in credential candidates' best interest

to be knowledgeable about credential requirements of states in which they intend to teach; such information can be obtained through the Student Services Office in the CSUSM College of Education.

The purpose of the CLAD/BCLAD Specialist Credential program is to prepare CLAD/BCLAD teachers with an advanced credential that provides specialist services needed by the school community. It is intended for teachers with CLAD or BCLAD (or equivalent) teaching credentials in order to take leadership roles in K-12 classrooms. These roles include positions as staff teachers, students, parents, districts, counselors and community. As such, the program has as its focus the educational issues of resource and materials, staff development training, comprehensive development and design of appropriate instructional programs and assessment systems for English learners, in addition to an emphasis on the theoretical framework inherent in the change. The program further examines linkages between school and community within local cultural and linguistic contexts.

Candidates in this program are asked to translate this acquired knowledge base into practice at the local site and school district through professional development. Upon successful completion of the program, the candidate is awarded the CLAD/ BCLAD Specialist Credential. This course sequence may be applied to the Master of Arts in Education with an Option in Multilingual/ Multicultural Education.

Admission and Pre-Professional Qualifications

Same as for the Preliminary Administrative Services with the following exceptions.

1. *BCLAD.* A BCLAD Emphasis or the equivalent (e.g., LDS, BCC).
2. *Culture and Language.* Candidates will have completed the culture and language requirements through completion of the BCLAD Emphasis or the equivalent.
3. *Letters of Recommendation.* Candidates must have at least two letters of recommendation from educational or community professional which indicate the candidate's qualifications, evidence of collaborative or cooperative abilities, problem-solving skills, oral and written communication skills, and potential to succeed in a graduate/specialist credential program.
4. Previous teaching experience of one year or currently teaching.

Course Requirements

	Units
EDUC 616 or 617 or 517	3
EDUC 622	3
EDUC 641	3
EDUC 643	3
EDUC 647	3
EDUC 649	3
EDCS 601	3
EDCS 602	3
EDCS 603	3

Program Total **27**

Please note: Candidates for the BCLAD Specialist Credential must maintain a GPA of 3.0 and not receive a grade of less than B- in any program course. Students completing the course sequence and meeting these criteria will be recommended to the California Commission on Teacher Credentialing for the (B)CLAD Specialist Credential.

**Preliminary Level I Mild/
Moderate and Moderate/Severe
Disabilities Education Specialist
Credential Program**

The Preliminary Level I Mild/Moderate and Moderate/Severe Disabilities Education Specialist Credential Program is designed for educators holding a valid Multiple Subject Credential who wish to pursue an advanced credential in Special Education. The program allows candidates to earn the Preliminary Level I Mild/Moderate Disabilities Education Specialist Credential, which authorizes service to students eligible in the disability categories of Specific Learning Disabilities, Mental Retardation, Serious Emotional Disturbance, and Other Health Impaired (i.e., Attention Deficit Disorder). Candidates also may earn the Preliminary Level I Moderate/Severe Disabilities Education Specialist Credential, which authorizes service to students eligible in the categories of Multiple Disabilities, Autism, and Deaf-Blindness. Both credentials authorize service to individuals in grades K-12, including adults.

The program's credit units spread across a minimum of one academic year and two summers. Course content is delivered in the evenings and on weekends to allow practicing teachers to enroll while continuing in their current teaching positions. Upon completion of the prerequisite, Summer, and Fall special education coursework, candidates may simultaneously take academic courses and be placed in structured field experiences with students eligible for special education. Field experiences are individually scheduled to correspond with candidates' off-track and holiday breaks. In order to maintain the special education credentials and obtain Level II Professional credentials, graduates must enroll in the

Professional Level II Mild/Moderate and Moderate/Severe Disabilities Education Specialist Credential Program (within 120 days of securing a special education position).

Admission Requirements

Candidates who hold a Multiple Subject Credential are required to successfully complete or show evidence of having successfully completed the equivalent of the following prerequisite courses within five (5) years prior to beginning the program:

EDUC 364	3
EDUC 500	3
EDUC 501	3

The faculty of the CSUSM Education Specialist program have determined that cross-cultural and linguistic competencies are essential to the development of special education professionals. Consequently, CLAD certification is an additional program prerequisite or corequisite. Specifically, candidates without CLAD certification must earn the CLAD certificate either outside of or as part of their Education Specialist program course sequence. Beyond these conditions, admission requirements are similar to those for the Master of Arts in Education program.

All admission requirements are the same as for the Preliminary Administrative Services Credential with the following exceptions:

1. *Teaching Experience.* At least one (1) year full-time teaching experience or currently teaching.
2. *Letters of Recommendation.* Two letters of recommendation must be submitted from anyone who is knowledgeable about the applicant's teaching competence and personal qualities and potential.
3. *Writing Sample.* A writing sample is required. The candidate is provided with a writing prompt.
4. *CLAD.* Evidence of CLAD certification or emphasis is required as a contingency for receiving Education Specialist credentials. Applicants who are certified must submit a copy of the CLAD certificate with the college application. Applicants who do not possess CLAD certification before coming into the program will be expected to earn it outside of or as part of the program's course sequence. Evidence of CLAD certification is required before either Education Specialist credential is awarded.

Course Requirements and Sequence

The Mild/Moderate Education Specialist Credential is awarded upon completion of second semester coursework and the two field experiences; the Moderate/Severe Credential is awarded following subsequent completion of EDMX 634.

First Summer Session*	Units
EDMX 631	2
<i>Total</i>	2

*Summer Session fees charged.

First Semester	Units
EDMX 627	3
EDMX 641	3
<i>Total</i>	6

Second Semester	Units
EDMX 632	3
EDMX 633	3
<i>Total</i>	6

Second Summer Session*	Units
EDMX 634	3
<i>Total</i>	3

*Summer Session fees charged.

Field Experiences **Units**
 (May enroll after successful completion of first semester coursework.)

EDMX 663A	3
EDMX 663B	4
<i>Total</i>	7**

Program Total **24**

**If enrollment in Field Placements pushes the semester units over 6 credits, students may be required to pay full-time fees.

Professional Level II Mild/Moderate and Moderate/Severe Disabilities Education Specialist**

** The proposed Level II Program is expected to be approved by CTC.

Educators who have earned a Preliminary Level I Education Specialist Credential must enroll in a Professional Level II Program within 120 days following employment as a special educator. The purpose of the CSUSM Professional Level II Mild/Moderate and Moderate/Severe Disabilities Education Specialist Credential Program is to move newly credentialed Preliminary Level I special educators beyond the functional aspects of teaching through more advanced coursework and reflective thinking about their roles in providing effective instruction and consultation. To enroll in the program, a candidate must be employed as a special educator and hold an appropriate Preliminary Level I Mild/Moderate and/or Moderate/Severe Education Specialist Credential.

Course Sequence

The recommended course sequence for the Professional Level II that follows enables a candidate to complete the program in the minimum allowed two-year time frame. Candidates, however, have up to five years following employment as a special educator to complete the coursework.

EDEX 628	Units	3
EDEX 639		3
EDEX 651		2
EDEX 652		2
EDEX 660		2
EDEX 661		2

Reading/Language Arts Specialist Credential+

+The proposed Reading/Language Arts Specialist Credential is expected to be approved by the Commission on Teaching Credentialing.

The purpose of the Reading/Language Arts Specialist Credential is to prepare teachers to assume leadership positions in the areas of language arts — reading, writing, listening, speaking — and understand how they fit within the curriculum. Students will become knowledgeable of current reading and writing theory, research and pedagogy, literacy learning, children and adolescent literature, assessment, and curriculum development. All courses contain information regarding the issues of special populations, multilingual/multicultural, and biliteracy strands, as well as projects that connect academic work to school contexts and address K–12 literacy issues.

In addition, research methodology and the utilization of technology as it relates to literacy instruction are infused throughout the courses. Applicants must hold a CTC-approved valid basic teaching credential (or equivalent); currently be teaching or have at least one year teaching experience (or equivalent); have a GPA of 3.2 in the last sixty (60) units of an undergraduate degree; submit two letters of recommendation from individuals familiar with the applicant’s work in the field of education; and be interviewed by the literacy faculty.

*Admission and Pre-Professional
Qualifications*

All the admission requirements are the same as the Preliminary Administrative Services Credential, with the following exceptions:

1. *Teaching Experience.* Candidates must have one year of teaching experience (or the equivalent).
2. *Letters of Recommendation.* Candidates must have at least two letters of recommendation from educational or community professionals which indicate the candidate's qualifications, evidence of collaborative or cooperative abilities, problem-solving skills, oral and written communication skills and potential to succeed in a graduate/specialist credential program.

	Units
EDUC 602 or EDAD 602	3
EDUC 610	3
EDUC 612	3
EDUC 613	3
EDUC 614	3
EDUC 616	3
or	
EDUC 617 of 517	3
EDUC 618	3
EDUC 619	3
EDUC 621	3
EDUC 622	3
EDUC 700	3
Program Total	33

Please note: Candidates for the Reading/Language Arts Specialist Credential must maintain a GPA of 3.0 and not receive a grade of less than C+ in any program course. Students completing the course sequence and meeting these criteria will be recommended to the Commission on Teacher Credentialing for the Reading/Language Arts Specialist Credential.

MASTER OF ARTS IN EDUCATION

Philosophy

The Master's Program at CSUSM is characterized by its emphasis on critical pedagogy and reflective practice. Its view of the classroom teacher and administrator as instructional, ethical, and curricular leader places high value on individual empowerment, on multiple ways of knowing, on the construction of meaning and the production (vs. reproduction) of knowledge.

Objective

The Master of Arts in Education is designed for classroom teachers, administrators, and other educators who wish to extend or refine their knowledge and skills beyond the level attained in their previous studies. For some, master's level study is a way to improve their performance in the classroom; others seek preparation for leadership roles at the school or district level; still others may wish to use master's studies as the basis for graduate work at the doctoral level.

Program Overview

The Master of Arts in Education consists of three components: the Core, the Option, and the Project/Thesis. The Core courses for all options are EDUC 602 or EDAD 602, EDUC 604, and EDUC 622.

In addition to the content specific to its particular area, each option:

1. contains a component tailored to that specialty area covering topics of research design and methodology, measurement, assessment, and program evaluation, as these topics pertain to that option;

2. addresses aspects of multiculturalism/bilingualism; and
3. uses technology relevant to that option.

The program emphasizes collaborative master's projects. Students will be encouraged to work in small groups or pairs on master's projects which are applied in nature and, when possible, are field-based and may include experiences working with a particular population of learners.

Currently, there are four (4) options for the Master's Degree: Learning and Instruction, Literacy Education, Multilingual/Multicultural Education, and Educational Administration. Other options will be added in the future.

Admission Requirements

General requirements are listed below. Different or additional requirements for specific options are found in the description for that option.

Required:

1. Basic credential.
2. At least one (1) year full-time teaching experience or currently teaching for all options with the exception of the Education Administration which requires at least three (3) years full-time teaching experience.
3. Application for the Master of Arts in Education in the College of Education.
4. Interview with appropriate College of Education Admissions Committee or successful completion of one course with a recommendation from that course instructor.
5. GPA according to the University admission policy.

6. Three (3) letters of recommendation from individuals familiar with the candidate's work in the field of education.
7. Statement of Purpose describing the candidate's interest in pursuing the degree.
8. Completion of the Graduate/Postbaccalaureate Application to the University.

All materials will be evaluated to assess an applicant's qualifications for admission; however, no one indicator shall determine acceptance of an applicant.

Other Master of Arts in Education Requirements

The following information applies to all master's students in the College of Education.

Required of all master's students: planning, preparation, and completion of a thesis or project under the direction of a faculty committee. Collaboration among master's students and school districts is encouraged. Prerequisite: Successful completion of an option and advancement to candidacy. Note: students must continually enroll in EDUC 700 until successful completion of thesis project.

Up to nine (9) units of graduate-level course work in education or a related field may be transferred into the program.

Grading

All coursework will earn a letter grade. A grade-point average of 3.0 must be maintained and any grade of less than B- will be subject to review.

Option in Learning and Instruction (30 units)

The Option in Learning and Instruction in the Master of Arts in Education prepares teachers to become leaders at the school or district level in the areas of learning, teaching, curriculum development, and assessment. This option is designed for elementary, middle school, and high school teachers in any subject area who wish to improve their performance in the classroom or move upward in their career to assume leadership roles such as curriculum specialists, demonstration teachers, staff development specialists, teachers on special assignment, and the like. All courses in the option have a practical as well as a theoretical emphasis.

Course Requirements

CORE COURSES

EDUC 602 or EDAD 602	3
EDUC 604	3
EDUC 622	3
<i>Total</i>	<i>9</i>

OPTION COURSES

EDUC 612	3
EDUC 620	3
EDUC 624	3
EDUC 626	3
EDUC 628	3
Electives	3
<i>Total</i>	<i>18</i>

THESIS PROJECT

EDUC 700	3
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Program Total **30**

Option in Literacy Education (36 units)

The Option in Literacy Education in the Master of Arts in Education is intended for individuals interested in classroom, school, and district leadership positions in the areas of reading, writing, and curriculum. This option includes a Reading/Language Arts Specialist Credential* and prepares teachers to assist other teachers and administrators in creating literacy programs that promote not only the learning of reading and writing, but also the learning of subject matter across the curriculum. Graduates of this program will be knowledgeable of current reading and writing theory, literacy research and pedagogy, literacy development and learning, children's and adolescent literature (taught in Spanish as well as English), and curriculum development. A graduate of this area will also have the ability to assist in the development of assessment instruments and procedures at the school district level.

**Pending CTC approval.*

Candidates may also qualify for the Reading Specialist Credential. For further information on this credential program, please see page M-19.

Course Requirements

CORE COURSES

EDUC 602 or EDAD 602	3
EDUC 604	3
EDUC 622	3
<i>Total</i>	<i>9</i>

OPTION COURSES

EDUC 610	3
EDUC 612	3
EDUC 613	3
EDUC 614	3
EDUC 616 or 617 or 517	3
EDUC 618	3
EDUC 619	3
EDUC 621	3
<i>Total</i>	<i>24</i>

THESIS PROJECT

EDUC 700	3
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Program Total **36**

**Option in Multilingual/
Multicultural Education
(30 units)**

A further requirement for this option is CLAD/BCLAD certification or the equivalent.

The Option in Multilingual/Multicultural Education within the Master of Arts in Education prepares teachers who already possess the CLAD/BCLAD certification (or the equivalent; e.g., ESL, ELD, primary language proficiency in another language, BCC, LDS) to take roles in leadership capacities in K-12 schools including the classroom, professional development, mentoring, administration, curriculum, and evaluation in terms of educating students in multilingual/multicultural contexts. The option emphasizes the development of multilingual/multicultural expertise through examination of the theoretical foundations of such education as a means of impacting the design and implementation of curriculum, instruction and programs that effectively meet the needs of students in such contexts. It stresses the notion of the reflective practitioner working in a collaborative environment to facilitate successful education for all students.

The option further emphasizes an integration of theory and practice, incorporating the notion of a student-centered curriculum for students in such diverse contexts.

Candidates may also qualify for the BCLAD Specialist Credential. For further information on this credential program, please see page M-12

Course Requirements

CORE COURSES

EDUC 602 or EDAD 602	3
EDUC 604	3
EDUC 622	3
<i>Total</i>	<i>9</i>

OPTION COURSES

EDUC 593	3
EDUC 616 or 617 or 517	3
EDUC 641	3
EDUC 643	3
EDUC 647	3
EDUC 649	3
<i>Total</i>	<i>18</i>

THESIS PROJECT

EDUC 700	3
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Program Total 30

**Option in Education
Administration (24 units)**

Candidates must have three or more years professional experience.

The Option in Education Administration within the Master of Arts in Education prepares site and district administrators for positions of leadership in the elementary and secondary schools of the 21st Century. The option emphasizes the development of administrative expertise through a sound knowledge base, a student-centered pedagogy, the appropriate integration of theory and practice, capacity for research and critical analysis, collaborative practice, evaluation in school administration and management, and the development of professional and ethical models of leadership.

Candidates may also qualify for the Preliminary Administrative Services Credential. For specific information on the Administrative Services Credential, please refer to page M-16.

Prerequisite Courses

EDUC 364	3
EDUC 500	3
EDUC 501	3

Course Requirements

CORE COURSES

EDUC 602 or EDAD 602	3
EDUC 604	3
EDUC 622	3
<i>Total</i>	<i>9</i>

OPTION COURSES

EDUC 612	3
EDAD 630	2
EDAD 632	3
EDAD 634A	2
EDAD 634B	1
EDAD 636	3
EDAD 638	4
EDAD 640A	1
EDAD 640B	1
EDAD 642A	2
EDAD 642B	2
<i>Total</i>	<i>24</i>

THESIS PROJECT

EDUC 700	3
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Program Total 36

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