

TABLE OF CONTENTS

Teachers College of San Joaquin Governing Board	4
TCSJ Core Learning Outcomes	5
Our Philosophy	6
Our Mission	6
Policies & Procedures	7
Admissions	7
Advisement and Support	7
Tuition & Fees	8
Additional Fees	8
Transfer/Equivalency Policy	9
Current IMPACT Candidates	9
IMPACT Graduates	9
Students Transferring from other Teacher/Administrator Preparation Programs	9
Financial Assistance	10
Technology	10
Resource Library	10
Ethical and Professional Standards	10
Professional Dispositions	10
Effective Communication	11
Punctuality, Late Assignments, Preparedness	11
Academic Integrity	12
Health and Safety	12
Attendance and Grading	13
Incomplete	13
Grade Challenge	14
Change in Academic Status	15
Academic Probation	15
Inactive	16
Withdraw	16
Leave of Absence	16
IMPACT Intern Program Dismissal	16

IMPACT Intern Program	17
Supervision for IMPACT Interns	17
Employment and Professional Code of Conduct	17
Complaints	18
Complaints Concerning Discrimination	18
Graduation Requirements	18
M.Ed. Candidates	18
Continuous Enrollment for the Masters Project	19
Fiscal Responsibilities	19
IMPACT Teaching Credential Programs	20
Pre-Service Program (7.5 Units)	20
Admissions Criteria	20
Required Coursework	21
Pre-Service Course Descriptions	22
General Education Preliminary Teaching Credential Program (27-30 Units)	25
Admissions Criteria	25
Required Coursework	26
General Education Preliminary Credential Course Descriptions	28
Education Specialist Preliminary Teaching Credential Program (30-34 Units)	35
Admissions Criteria	35
Required Coursework	36
Education Specialist Preliminary Credential Course Descriptions	39
Designated Subjects Career Technical Education Teaching Credential Program (20 Units)	46
Admissions Criteria	46
Accelerated Program	46
Required Coursework	47
Designated Subjects Career Technical Education Course Descriptions	48
Added Authorizations	53
Mathematics Instructional Added Authorization (MIAA) (13 Units)	53
Admissions Criteria	53
Required Coursework	54
Mathematics Instructional Added Authorization Course Descriptions	54

Autism Spectrum Disorders Added Authorization (ASDAA) (12 Units)	57
Admissions Criteria	57
Required Coursework	57
Autism Spectrum Disorders Added Authorization Course Descriptions	58
Early Childhood Special Education Added Authorization (ECSEAA) (10 Units)	60
Admissions Criteria	60
Required Coursework	60
Early Childhood Special Education Added Authorization Course Descriptions	61
Clear Credential	63
General Education & Education Specialist	63
Administrative Credentials	64
Preliminary Administrative Services Credential (24 Units)	64
Admissions Criteria	64
Required Coursework	65
Preliminary Administrative Services Credential Course Descriptions	65
Induction Clear Administrative Services Credential	68
Masters in Education	69
Experience, Exploration, Implementation, and Inquiry	69
M.Ed. Science, Technology, Engineering, and Mathematics (33 units)	71
Admissions Criteria	71
Required Coursework	71
M.Ed. Science, Technology, Engineering, and Mathematics Course Descriptions	72
M.Ed. Educational Inquiry (32 units)	75
Admissions Criteria	75
Required Coursework	75
M.Ed. Educational Inquiry Course Descriptions	76
M.Ed. Educational Leadership & School Development (32 units)	78
Admissions Criteria	78
Required Coursework	79
Educational Leadership & School Development Electives	79
M.Ed. Educational Leadership & School Development Course Descriptions	80
Leadership Team	84
Affiliate Faculty	88

TEACHERS COLLEGE OF SAN JOAQUIN GOVERNING BOARD

Rick Bartkowski
Assistant Superintendent, Stanislaus County Office of Education

Dr. Gary F. Dei Rossi
Former President of TCSJ

Dr. Janwyn Funamura
Pediatrician

Anthony Gutierrez
Former San Joaquin County Board Member, Attorney

David J. Sorgent
San Joaquin County Board Member, Educator

Mark A. Thiel
San Joaquin County Board Member, Attorney

Carl Toliver
Former Superintendent, Stockton USD

Dr. Fredrick "Rick" Wentworth
Former San Joaquin County Superintendent of Schools

Vacant (to be filled)

TCSJ CORE LEARNING OUTCOMES

- TCSJ graduates have expertise in developing relevant and rigorous curriculum. Graduates design systems for effective leadership in the classroom, campus, and educational community to ensure the success of all students.
- TCSJ graduates have expertise in the implementation of relevant and rigorous curriculum. Graduates implement systems for effective leadership in the classroom, campus, and educational community to ensure the success of all students.
- TCSJ graduates sustain a practice of innovation and reform.
- TCSJ graduates understand the power of research. They critically analyze and synthesize findings to support the development and implementation of rigorous and relevant curriculum and plans. Graduates develop and implement research to contribute to the wider body of knowledge as well as to reflect on and inform personal practice.
- TCSJ graduates are collaborative, reflective practitioners who are committed to providing rigorous, relevant, and innovative educational experiences for all students.

OUR PHILOSOPHY

Everyone - students, teacher candidates, faculty, and staff form the Teachers College of San Joaquin learning community. Every member of that community is valued and makes a contribution to its overall success. Faculty and staff work to enhance learning by interweaving theory with the contextual experience of working in the culturally and linguistically diverse classrooms of California.

TCSJ characterizes the spirit of K-12 school reform, which may include small learning communities, college and career readiness initiatives, career academies, project-based learning, authentic assessment practices, 21st century skills, or integrated, academic and career-oriented curriculum.

OUR MISSION

To develop a workforce of teachers and school leaders who are comfortable with collaboration, understand the need to prepare students for both work and higher education and have the skills to develop, implement, and sustain innovative educational ideas.

TCSJ exemplifies the notion of learning opportunities that are rigorous, provide relevance, are relationship-driven, and incorporate reflection for professional growth.



POLICIES & PROCEDURES

ADMISSIONS

We strongly consider all candidates who apply to Teachers College of San Joaquin. The institution seeks candidates from diverse cultural, linguistic, and academic backgrounds, as well as those that come from a variety of work experiences. Candidates admitted to Teachers College of San Joaquin demonstrate strong potential for professional success in schools, academic and work-related achievement, and a commitment to inquiry. Refer to specific program for information regarding admissions criteria.

ADVISEMENT AND SUPPORT

Teachers College of San Joaquin is proud to provide individualized attention to our students. TCSJ provides admission advisement beginning with the initial inquiry and continuing throughout the student's academic program. Advisors are available via phone, e-mail or by individual appointment.

Our faculty is largely comprised of practitioners, who are well positioned to provide just-in-time help with the issues that arise related to teaching and learning.

Prospective M.Ed. Candidates

Students are provided with multiple levels of support. Throughout the program each candidate is assigned an advisor who develops an appropriate course schedule that meets the needs of the candidate.

Prospective IMPACT Candidates

Throughout the two-year preliminary credential program, the IMPACT advisor creates an advisement form to track the progress of each candidate throughout his or her program.

TUITION & FEES

M.Ed. Candidates

Teachers College of San Joaquin tuition rate is \$420 per unit for 2015-2016. Tuition does not cover housing, transportation, consumable texts and materials, equipment, or other miscellaneous expenses.

Payment plans must be arranged with the Student Accounts office and will be provided to each student with his/her academic plan.

IMPACT Candidates

Candidates are charged tuition at the rate specified for the year of program entry. All tuition payment contracts are coordinated with the student accounts office.

Credential recommendations will only be made to the California Commission on Teacher Credentialing if account is in good standing.

Additional Fees

Teacher Performance Assessment (TPA) Remediation

Candidates who fail a TPA are required to schedule a remediation appointment with the TPA advisor. The candidate will be assessed a \$300 fee for each TPA remediation. Fee must be paid prior to scores being posted.

Supervision Appointment

The candidate is responsible for informing Practicum Supervisors of his/her teaching schedule, planned teaching

activities, and any situation that may arise preventing the Practicum Supervisor from observing the candidate teaching a lesson. If a situation arises requiring the candidate to cancel a scheduled appointment with the Practicum Supervisor, the candidate is required to do so within a minimum of three (3) hours prior to the scheduled appointment. Candidates will be assessed \$100 fee for failure to abide by this policy.

Credential Recommendation

It is the candidate's responsibility to pay the California Commission on Teacher Credentialing (CCTC) credential application fee within 90 days of the online recommendation date. Candidates who do not meet this deadline and allow the credential recommendation to expire will be assessed a program fee of \$150 for each additional submission in addition to all fees required of the CCTC. If the candidate allows the credential recommendation to expire, the issuance date will be delayed and could pose a problem with the candidate's employer.

TRANSFER/EQUIVALENCY POLICY

Current IMPACT Candidates

Coursework completed by students currently enrolled in the IMPACT Program are directly transferable to Teachers College of San Joaquin for identical required coursework in the M.Ed. program. Courses have been aligned and carry the same course codes.

IMPACT Graduates

Students who have graduated from the IMPACT Program within the last five years will be awarded transfer credit as described for current candidates above. IMPACT students who graduated more than five years prior to enrollment in the graduate school must submit transcripts for evaluation. Equivalencies will be granted for coursework as appropriate to current standards.

Students Transferring from other Teacher/Administrator Preparation Programs

Coursework completed from a regionally accredited college or university (<http://www.chea.org/Directories/regional.asp>) is eligible to be evaluated for transfer credit work with the following restrictions:

1. Only 8 units or less can be transferred.
2. Only courses completed within the last 7 years will be considered.
3. Only courses that qualify for graduate credit by an accredited institution can be transferred.
4. Only courses in which a grade of C or better can be transferred.

Candidates may submit transcripts and other requested documentation to the Registrar for review. Transfer credit will be granted on an individual basis and the Registrar will assign equivalencies ("E" grade, no units) for approved coursework only.

Enrolled candidates must receive pre-approval prior to taking a course at another regionally accredited institution in order to have credits be considered as transferrable.

The Registrar shall consult with the President of the Teachers College of San Joaquin (TCSJ) or an academic designee regarding granting equivalencies. The President has the authority to overrule policy.

Note: No transfer credit/equivalencies will be granted for any course in the Masters Core. All students must complete a minimum of 17 units at TCSJ to be eligible for a Masters in Education.

FINANCIAL ASSISTANCE

The Student Accounts office provides information related to all student aid programs currently available to our students. All students have the option of monthly payments.

TECHNOLOGY

Candidates are required to come to class each night with a laptop or tablet to access course materials. As of July 1, 2015, Devices without dual band radios may not be able to access required course curriculum. Please check with your device vendor to determine whether the device you wish to use has this capability. The program is not responsible for lost, stolen, or damaged devices. Students have access to Macintosh and PC computer labs as well as digital cameras and video recording equipment.

Teachers College of San Joaquin has a password-protected wireless connection available. Students have full access to the Internet.

RESOURCE LIBRARY

The TCSJ library houses a wealth of materials aimed at supporting new teachers, administrators, and M.Ed. candidates. The resources include drop-in computers with Internet access and printer, teacher resource books in all subject areas and grades, and current educational journals.

Students also have access to EBSCO which allows our students and faculty to access research, articles, and peer-reviewed journals. As members of the local community, our students also have access to the University of the Pacific Library and/or CSU campus libraries.

ETHICAL AND PROFESSIONAL STANDARDS

Candidates are expected to follow the Teachers College of San Joaquin, California Commission on Teacher Credentialing (CCTC) professional and ethical standards in all coursework and fieldwork, as well as those identified in the National Education Association (NEA) Code of Ethics of the Education Profession.

Professional Dispositions

1. Demonstrates openness to critical assessment of progress.
2. Believes that all students can learn. Candidates seek to meet the diverse needs of all students, including English learners and students with special needs.
3. Values diversity and advocates for social justice: "Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family,

social culture background or sexual orientation unfairly exclude any student from participation in any program, deny benefits to any student or grant any advantage to any student.

4. Maintains flexibility in planning and implementing instruction to meet the needs of all students.
5. Demonstrates initiative and reliability in successfully completing the program requirements, including coursework, fieldwork, lesson planning, instruction, and daily classroom routines (as appropriate to program).
6. Makes satisfactory progress in meeting requirements.
7. Reflects and self-assesses to improve practice.
8. Collaborates effectively.
9. Handles confidential information professionally. A candidate shall not disclose information about students or faculty obtained in the course of professional service unless such disclosure serves a compelling professional purpose or is required by law. A candidate shall not misrepresent, orally or in writing, issues related to students, faculty, classrooms or the college programs.
10. Maintains an appropriate professional appearance.
11. Candidates and staff agree to treat one another with mutual trust and respect, promote the success of the individual and the group as a whole, and refrain from the behavior that is disruptive, offensive or reflects bias of any kind.

Effective Communication

1. Communicates effectively, orally and in writing, in college, public school, and educational community related contexts with professionals and colleagues.
2. Addresses colleagues, faculty and staff, and school site personnel in a professional and positive manner. Violence, threats of violence, intimidation, stalking, and similar behaviors towards K-12 students, college students, faculty, and/or TCSJ employees on the part of candidates shall lead to immediate dismissal from the program.
3. Deals effectively and professionally with disagreements.

Punctuality, Late Assignments, Preparedness

1. Meets deadlines for assignments.
2. Notifies supervisor/faculty in advance of absences and makes appropriate arrangements for classroom activities/instruction during absences.
3. Attends courses regularly and punctually.

Academic Integrity

1. **Plagiarism** - For the purposes of the Teachers College of San Joaquin, the definition of plagiarism is adopted from the American Psychological Association Ethics Code Standard 8.11 (APA, 2010). Students who "...present the work of another as if it were their own work are guilty of plagiarism. Whether paraphrasing, quoting an author directly, or describing an idea that influenced the work, students must credit the source." (p. 170).
 - All members of this learning community agree to maintain personal and academic integrity including refraining from plagiarism.
 - If faculty or staff allege that a student is guilty of plagiarism he/she may receive a range of penalties, including failure of an assignment, failure of the course, suspension (e.g. for a semester), or dismissal from TCSJ as determined by the Academic Review Committee. This committee will decide on the appropriate penalty. In all cases, the faculty will have final say regarding the violator's final grade for the course. Prior violation/s of college policy by the student may result in more serious sanctioning than requested by faculty, including dismissal from the college, as determined by the Academic Review Committee. In these cases, the decision of the Academic Review Committee is final and binding on all parties. *More information on avoiding plagiarism can be found at: www.plagiarism.org and in the APA 6th Edition Guidebook.*
2. **Examinations and Quizzes** - Candidates may not give, receive, or use unauthorized assistance during an examination, from another person's notes or other communication.
3. **Coursework** - Candidates may not present the same work for credit in more than one course. Candidates must acknowledge (cite) all sources of assistance, whether published or unpublished, that are used in writing a report or paper.

Health and Safety

1. Alcohol, drugs, tobacco and weapons are prohibited on campus.

ATTENDANCE AND GRADING

All courses are expected to be completed at mastery level. Mastery in IMPACT coursework is determined to be a grade of "C" or better. Course instructors are solely responsible for the determination of course grades. Instructors should clearly define grading criteria on the syllabus including the effect of attendance on the final course grade. Grades must be entered through the password-protected database <https://tdev.sjcoe.org/> within 10 business days of the last class.

Grade A	Outstanding knowledge and application of course content; assignments turned in on time and reflect professionalism, effort and application above and beyond minimum course requirements.
Grade B:	Good knowledge and application of course content; assignments reflect professionalism, effort and application of course requirements.
Grade C:	Satisfactory knowledge and application of course content; assignments not typically reflective of graduate level expectations.
Grade C-	IMPACT courses must be retaken and results in students' placement on Academic Probation for all grades of C-or below.
Grade F/Fail/	
No Credit	All courses must be retaken and results in students' placement on Academic Probation. (Note TPA Seminar may not be retaken.)
Grade Pass/	
Credit	Satisfactory knowledge and application of course content.
Grade I	Incomplete (see Incomplete information below)

Incomplete

An Incomplete is granted at the discretion of the instructor. The instructor will notify the program coordinator and the TCSJ Registrar when assigning an Incomplete.

An Incomplete becomes a failing grade if work is not completed within the timeframe as agreed upon with the instructor. In the event of this, the candidate must contact the Registrar and re-enroll in the course and assume responsibility for all fees associated with repeating the course.

Grade Challenge

Coursework:

If a candidate disagrees with the grade, he/she should, within 20 calendar days of receipt of the grade, meet with the course instructor to discuss the disagreement. If the issue is not successfully resolved as a result of that meeting, the candidate should meet with the Program Coordinator to mediate the situation. If the issue is still not successfully resolved, the candidate may file a written *Request for Reconsideration*, which should clearly describe the nature of the disagreement and resolution sought. The *Request for Reconsideration* must be filed with the President of the College within 10 days following the meeting with the course instructor. The President will provide a copy of the *Request for Reconsideration* to the course instructor for response. The Academic Review Committee Chair will convene the Academic Review Committee (ARC) for review of all documents and the ARC will make a decision within 30 days or prior to the next time the course is offered, whichever is sooner. **The decision of the Academic Review Committee is final and binding on all parties.**

Practicum Supervision:

Practicum is a course in the program and a Practicum Supervisor is the instructor of record for these courses. The same process applies as stated above for a grade challenge for Practicum related coursework.

Academic Review Committee:

The President will appoint members to the Academic Review Committee each academic year. At this time, the President will appoint one member as Chair of the committee. The ARC will consist of a total of five full-time and/or affiliate faculty members. A minimum of three ARC members is required to convene a meeting to resolve issues.

CHANGE IN ACADEMIC STATUS

Academic Probation

All candidates in Teachers College of San Joaquin are expected to earn a minimum grade point average (GPA) of 3.0 each semester and maintain a minimum overall GPA of 3.0. If a candidate's GPA is below this minimum standard (at the end of the semester or overall) he/she will be placed on Academic Probation. Candidates who remain on Academic Probation for more than one semester are referred to the Academic Review Committee for further action.

Additional Considerations:

M.Ed. Candidates and Administrative Services Preliminary

Candidates who receive a grade of 'F' in any course are placed on Academic Probation. Candidates who receive an Academic Probation letter from the Registrar will meet with their advisor to devise a plan to retake the course or revise his/her academic plan. The candidate will pay all additional fees and tuition associated with retaking a course.

IMPACT Candidates

A grade of C- or lower indicates failure of a course. If a candidate receives a grade of C- or lower in any course, he/she is placed on Academic Probation. Candidates who receive an Academic Probation letter from the Registrar are required to retake the course, and will be enrolled in the next available course offering. The candidate pays all additional fees associated with retaking the course including tuition costs calculated at the current per unit rate.

If a candidate fails Practicum Supervision, he/she will be placed on Academic Probation. *Note: Practicum Supervision is graded on Pass/Fail basis.*

Teaching Performance Assessment (TPA) Seminars are graded on a Credit/No Credit basis. To receive credit for the TPA Seminar candidates must submit their TPA task on time and receive a pass on the first read. An extension may be granted at the discretion of the instructor. If a candidate fails a TPA Task he/she is subject to the TPA remediation policy.

Inactive

Candidates who do not take classes for two consecutive semesters will be considered inactive. Candidates who remain inactive for three consecutive semesters will be withdrawn from the college. If a candidate is withdrawn, he/she will be required to reapply and follow the requirements of the Teachers College of San Joaquin catalog and/or IMPACT Student Handbook for the academic year in which they are readmitted. IMPACT candidates who are no longer employed as the "Teacher of Record" will be considered inactive and his/her intern credential will be suspended until they are re-employed.

Withdraw

Candidates who wish to withdraw from a course are required to complete a Course Withdrawal form. IMPACT candidates must have it signed by their principal and district HR representative and submit to the TCSJ Admissions office prior to the second session of the course. Candidates will be rescheduled for the next available course offering which may delay the candidate's ability to complete the program in a timely manner.

Candidates who wish to withdraw from a course prior to the second class session will not be charged tuition for the course. Candidates who withdraw after the start of the second session will incur full tuition for the course.

Should the candidate withdraw from the program, voluntarily or involuntarily, the balance of the tuition costs associated with his/her program is recalculated at the current tuition rate for the courses completed.

Leave of Absence

Candidates who need to take a leave of absence from their curricular program will discuss this request with their advisor. A completed Request for Leave of Absence form is required and will be submitted to the TCSJ Registrar in the Admissions office by the candidate's advisor. Candidates who are on leave for two consecutive semesters will be considered inactive.

IMPACT INTERN PROGRAM DISMISSAL

The following criteria will be applied to candidates who are not making sufficient progress in completing the program (coursework and examinations), supervision, employment, and/or adhering to the professional code of conduct requirements. A decision by the Academic Review Committee regarding a candidate's dismissal from the IMPACT Program is dependent upon the following criteria:

IMPACT Intern Program

A candidate who does not complete the required coursework and/or examinations (e.g. RICA) in four semesters is required to take a 5th or 6th semester of supervision while he/she attempts to complete the program requirements. The additional semester(s) results in added tuition. A candidate is placed on academic probation if he/she fails a course (C- or below) and may be dismissed if he/she fails 3 or more courses prior to completing his or her program for a preliminary teaching credential as determined by the Academic Review Committee. Candidates are expected to maintain a minimum overall grade point average (GPA) of 3.0. If at any time a candidate falls below that expectation he/she will be placed on academic probation. Note: Practicum Supervision is considered a course. Failure to complete a semester of supervision due to dismissal by employer results in a Fail for the course.

Supervision for IMPACT Interns

Intern candidates are dismissed if they fail **any** two semesters of Practicum Supervision. Intern candidates will not exceed a total of 6 semesters of supervision. All candidates must pass the final two consecutive semesters of supervision. All added semesters of supervision result in added tuition.

Dismissed Within 2 Semesters	Dismissed Within 3 Semesters	Dismissed Within 4 Semesters	Dismissed Within 5 Semesters	Dismissed Within 6 Semesters
FF	PFF FPF	PPFF FPFP FPPF	PPPPF PPFPF PFPPF FPPPF	PPPPPF

Table 1: Dismissal from IMPACT Due to Outcomes in Supervision

Employment and Professional Code of Conduct

A candidate may be dismissed from the program for violating the Professional Code of Conduct outlined in the IMPACT Student Handbook, TCSJ's webpage, and TCSJ Catalog on Academic Policies:

<http://www.teacherscollegesj.edu/content.aspx?ID=1380&title=Academic%20Policies>

A candidate who is dismissed or non re-elected from his or her employment will be considered for dismissal from the IMPACT program by the TCSJ Academic Review Committee. The criteria listed above is considered by the committee in these instances. A candidate who is dismissed from his or her employment a second time will be dismissed from the IMPACT program.

COMPLAINTS

Teachers College of San Joaquin is part of the San Joaquin County Office of Education (SJCOE) and the policies and procedures of SJCOE are followed. Policies and procedures are located at:

http://www.sjcoe.org/HumanResources/Personnel_Policies.aspx

Records of student and/or faculty complaints are also maintained by the President, who is responsible for overseeing the follow-up and resolution of each complaint.

Complaints Concerning Discrimination

Teachers College of San Joaquin shall be free from discrimination based on gender, race, color, religion, ancestry, national origin, ethnic group, marital or parental status, physical or mental disability, sexual orientation, or the perception of one or more characteristics.

Teachers College of San Joaquin is part of the San Joaquin County Office of Education (SJCOE) and the policies and procedures of SJCOE are followed. Policies and procedures are located at:

http://www.sjcoe.org/HumanResources/Personnel_Policies.aspx

Records of student and/or faculty complaints are also maintained by the President, who is responsible for overseeing the follow-up and resolution of each complaint.

GRADUATION REQUIREMENTS

M.Ed. Candidates

Candidates pursuing their M.Ed. in Educational Inquiry; Science, Technology, Engineering, and Mathematics; or Educational Leadership and School Development without an Administrative Services Credential are required to complete a Masters Project as their capstone assignment for the masters program. Each candidate will work with an advisor to determine an appropriate culminating project. The project will culminate in a written document suitable for an educational audience. This project will be presented to his/her masters committee for evaluation prior to graduation. The masters committee will include the candidate's advisor, two faculty members, a member of the greater educational community, and at least one fellow student.

The Masters Project Guidelines and other supporting documents for the Masters Project are available at:

[http://www.teacherscollegesj.org/content.aspx?ID=1368&title=Graduation Requirements](http://www.teacherscollegesj.org/content.aspx?ID=1368&title=GraduationRequirements)

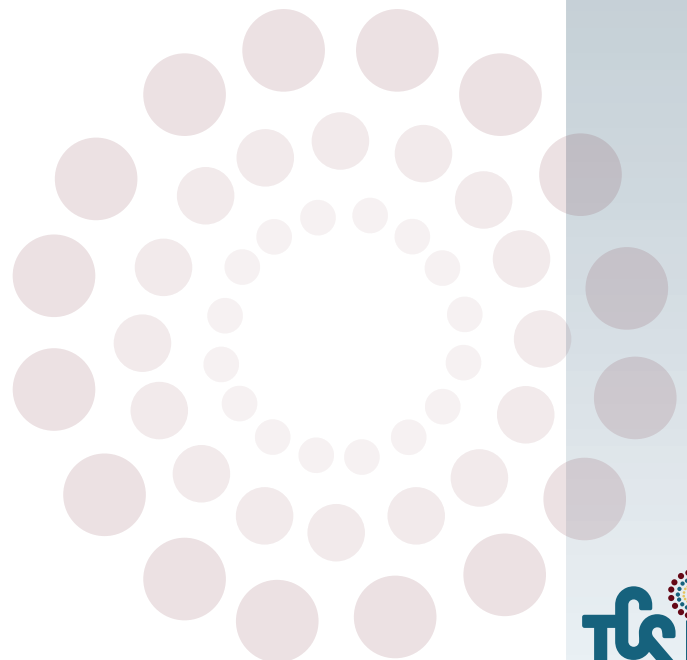
Candidates in the Educational Leadership and School Development with an Administrative Services Credential M.Ed. are required to complete a Literature Review (CURR384) on a related topic appropriate for administrators, as well as an Administrative Portfolio, as their culminating project.

Continuous Enrollment for the Masters Project

It is expected that most students will complete the Masters Project in 1-2 semesters. Enrollment in CURR385, EADM385 or STEM385 (4 units) is for those semesters. Students who require more time must pay for and enroll in CURR385a, EADM385a or STEM385a (1 unit) for each additional semester needed to complete the Masters Project. Enrollment must be continuous. This option is not available for students who received a failing score on a completed project. In the event of a failure, students may re-enroll in CURR385, EADM385 or STEM385 and complete a new project.

FISCAL RESPONSIBILITIES

All candidates for graduation are expected to have met all tuition obligations. Additionally, any professional responsibilities will have been met including completion of all coursework, pending project revisions, and return of books and equipment.



IMPACT TEACHING CREDENTIAL PROGRAMS

Teacher Credential Programs are available through an alternative certification, intern option that is completed concurrently with employment as the full or part time (.4) "teacher of record". TCSJ is a credential granting institution accredited by the CA Commission on Teacher Credentialing.

PRE-SERVICE PROGRAM (7.5 UNITS)

The California Commission on Teacher Credentialing sets the minimum standards for Intern Eligibility. Completion of an approved Pre-Service Program is one requirement to become Intern Eligible. Pre-Service coursework is designed to introduce candidates to various aspects of the teaching profession. As a requirement of the California Commission on Teacher Credentialing, understanding the needs of English Language Learners is a major emphasis of coursework within the Pre-Service Program.

Admissions Criteria

- Application for IMPACT Pre-Service Program
- Official transcripts from each institution attended (a transcript MUST show the bachelor's degree conferred).
- Certificate of Clearance (not required if applicant submits a copy of a valid teaching credential/permit or child center permit).
- Tuberculosis test results (dated within the last four years)
- Emergency Contact Form
- Letter of Good Standing (only required if applicant has been enrolled in a teacher preparation program)
- \$50 non-refundable application fee
- \$200 non-refundable enrollment fee

REQUIRED COURSEWORK

General Education - Multiple Subject & Single Subject (7.5 Units)

CODE	COURSE	UNITS
CURR111	Teachers as Learners	.5
CURR112	Understanding the Physiology of Learning	1
CURR113	Creating a Learning Community	1
CURR119	Access for All Students	1
CURR120	Preparing to Teach Reading/Language Arts	1
CURR122	Curriculum, Instruction & Assessment in General Education	1
EL114	Preparing to Teach English Language Learners	1
TECH110	Technology for the Classroom	1

Education Specialist - Mild/Moderate, Moderate/Severe, Early Childhood Special Education (7.5 Units)

CODE	COURSE	UNITS
CURR111	Teachers as Learners	.5
CURR112	Understanding the Physiology of Learning	1
CURR119	Access for All Students	1
EL115	Preparing to Teach English Language Learners in Special Education	1
SPED113	Creating a Learning Community in a Special Education Classroom	1
SPED120	Preparing to Teach Reading/Language Arts to Students with Disabilities	1
SPED122	Curriculum, Instruction & Assessment in Special Education	1
TECH110	Technology for the Classroom	1

PRE-SERVICE COURSE DESCRIPTIONS

CURR111 Teachers as Learners (.5)

Candidates examine their own experiences as learners and explore how those experiences affect their beliefs as teachers. Candidates focus on the complexity of teaching and meeting the needs of a variety of learners, with an emphasis on English Language Learners. Candidates are introduced to the California Teaching Performance Expectations (TPEs), which provide the guide for teacher expectations. Candidates examine the professional, legal, and ethical obligations of being an educator.

CURR112 Understanding the Physiology of Learning (1)

Candidates will have the opportunity to deepen their understanding of the learning and thinking process. Candidates will explore the following topics: 1) influences that foster or inhibit learning; 2) current brain research and other theories which help us understand the learning process, typical and atypical development; 3) current research and practice on factors affecting students' language acquisition; 4) individual differences that affect learning 5) strategies for including English learners in mainstream curriculum.

CURR113 Creating a Learning Community (1)

Candidates focus on classroom management and environment, and the importance of establishing a physically, socially, and emotionally safe environment. Emphasis is also placed on the need for a climate

of caring, respect, and fairness for all students. Candidates explore techniques that foster learning and use motivation as a key to discipline. The course addresses the influence of environment and instruction on the learning community. Professional, legal, and ethical issues are addressed.

CURR119 Access for All Students (1)

This course provides candidates with an introduction to evaluation, modification, design, and implementation of interventions, accommodations, and differentiation that will provide access to content for *all* learners. Special consideration is directed to the needs of English Language Learners and students with special needs.

CURR120 Preparing to Teach Reading/Language Arts (1)

This course provides pre-service teachers with an introduction to the developmental stages of literacy development. Students are provided explicit instruction in developing a motivating, literacy rich environment which integrates reading, writing, listening, and speaking for a full range of learners (including struggling readers, students with special needs, English Learners, speakers of non-standard English, and advanced learners). The role of read-alouds to literacy development is emphasized. Students explore the roles cultural and parental influences play in language development. The course includes the use of assessments to inform instruction for literacy development. Accommodations and modifications to meet the needs of all

students, particularly ELs will be provided throughout the course.

CURR122 Curriculum, Instruction & Assessment in General Education (1)

Candidates are introduced to the cyclical process of curricular planning, teaching, assessing, and analyzing student work to guide instruction for both short-term and long-term instructional goals. Candidates learn and practice developing the elements of effective lesson design (learning objectives, anticipatory set, instruction, progress monitoring, closure, and assessment) utilizing CA Academic Content Standards (Common Core, Next Generation Science Standards) and the standards for career readiness. Candidates gain an understanding of how to monitor student progress and become familiar with a variety of assessment tools, including rubrics. Issues of diversity and teaching English Learners and students with special needs are addressed as they relate to curriculum planning, instruction, and assessment practices.

EL114 Preparing to Teach English Language Learners (1)

Candidates are introduced and initially prepared to teach English learners by increasing candidates' knowledge and understanding of second language acquisition, background experiences, home languages, skills and abilities of EL student populations; and by teaching them to apply appropriate pedagogical practices informed by sound theory and research that provide access to the core curriculum and lead to high achievement for all students.

EL115 Preparing to Teach English Language Learners in Special Education (1)

Candidates are introduced and initially prepared to teach special education English learners by increasing candidates' knowledge and understanding of second language acquisition, background experiences, home languages, skills and abilities of EL student populations; and by teaching them to apply appropriate pedagogical practices informed by sound theory and research that provide access to the core curriculum and lead to high achievement for all students.

SPED113 Creating a Learning Community in a Special Ed Classroom (1)

Candidates focus on classroom management and environment, and the importance of establishing a physically, socially, and emotionally safe environment in a special education classroom. Emphasis is also placed on the need for a climate of caring, respect, and fairness for all students. Candidates explore techniques that foster learning and use motivation as a key to discipline. The course addresses the influence of environment and instruction on the special education learning community. Professional, legal, and ethical issues are addressed.

SPED120 Preparing to Teach Reading/Language Arts to Students with Disabilities (1)

This course provides candidates with an introduction to the developmental stages of literacy development, including how to

meet the needs of special education students. Candidates are provided explicit instruction in developing a motivating, literacy-rich environment which integrates reading, writing, listening, and speaking for a full range of learners (including struggling readers, English Learners, speakers of non-standard English, and special needs). The role of read-alouds to literacy development is emphasized. Candidates explore the role of cultural and of parental influences in language development. The course includes the use of assessments to inform instruction for literacy development. Accommodations and modifications to meet the needs of special populations and ELs will be provided throughout the course.

SPED122 Curriculum, Instruction & Assessment in Special Education (1)

Candidates are introduced to the cyclical process of curricular planning, teaching, assessing, and analyzing student work to guide instruction for both short-term and long-term instructional goals. Candidates learn and practice developing the elements of effective lesson design (learning objectives, anticipatory set, instruction, progress monitoring, closure, and assessment) utilizing CA Academic Content Standards (Common Core, Next Generation Science Standards) and the standards for career readiness. Candidates gain an understanding of how to monitor student progress and become familiar with a variety of assessment tools, including rubrics, for special education students. Issues of diversity and teaching English Learners and students with special needs

are addressed as they relate to curriculum planning, instruction, and assessment practices.

TECH110 Technology for the Classroom (1)

In this course, teachers will be introduced to various technology tools, applications, and resources, as well as, best practices for integrating technology into the classroom. The course emphasizes hands on technology training designed to assist teachers in their role as a classroom instructor and is designed to meet the introduction level of the technology mastery in accordance with the California Standards of the Teaching Profession. Sessions have been designed to incorporate technology use in conjunction with Common Core Standards in K-12, English Language Acquisition, and Special Education classrooms.

GENERAL EDUCATION PRELIMINARY TEACHING CREDENTIAL PROGRAM (27-30 UNITS)

The IMPACT Intern Credential Program is designed as a two-year commitment to acquire a Preliminary Teaching Credential. The program consists of strategically designed and sequenced coursework, supervised teaching and the support of a team of experienced qualified educational professionals. As a requirement of the California Commission on Teacher Credentialing, additional opportunities to understand and meet the needs of diverse learners will be provided throughout the two-year program.

Admissions Criteria

- Application for IMPACT Teaching Credential Program
- Official transcripts from each institution attended
- Proof of employment
- Emergency Contact Form
- District Contact Form
- Completion of Pre-Service preparation
- Subject Matter Competency verification
- Basic Skills requirement
- Completion of US Constitution requirement
- Certificate of Clearance (not required if you submit a copy of a valid teaching credential/permit or child center permit).
- Tuberculosis test results (dated within the last four years)
- Letter of good standing (only required if applicant has been enrolled in a teacher preparation program)
- \$50 non-refundable application fee
- \$200 non-refundable processing fee (if candidate is new to the IMPACT Program)

REQUIRED COURSEWORK

Multiple Subject (30 Units)

CODE	COURSE	UNITS
CURR220	Classroom Management & Discipline	2
CURR221	Health & Safety Curriculum & Instruction	1
CURR223	Physical Education Curriculum & Instruction	1
CURR228	Psycho-Social, Cognitive Development	1
CURR231	Math Curriculum & Instruction	2
CURR232	Beginning Reading Curriculum & Instruction	2
CURR234	Building Academic Language	1
CURR235	History & Social Science Curriculum & Instruction	1
CURR236	Science Curriculum & Instruction	1
CURR237	Language Arts & Writing	1
CURR251	Teaching Culturally & Linguistically Diverse Students	1
CURR252	Instruction Strategies for English Language Learners	1
CURR253	History & Philosophy of Education	1
CURR254	Visual & Performing Arts Curriculum & Instruction	1
CURR290	Assessing Student Learning	1
CURR294	Learning to Teach in the 21st Century	1
SPED221	Exceptional Learners I: Differentiation in the Classroom	1
SPED222	Exceptional Learners II: Special Education Students in the Classroom	1
TECH290	Technology in the Classroom	1

PRACTICUM FIELDWORK & SUPERVISION

CURR281	Practicum Fieldwork & Supervision (semester 1)	1
CURR282	Practicum Fieldwork & Supervision (semester 2)	1
CURR283	Practicum Fieldwork & Supervision (semester 3)	1
CURR284	Practicum Fieldwork & Supervision (semester 4)	1

TEACHER PERFORMANCE ASSESSMENTS (TPA'S)

CURR201	TPA 1: Subject Specific Pedagogy	.5
CURR202	TPA 2: Designing Instruction	.5
CURR230A	TPA 3: Assessing Learning	1.5
CURR230B	TPA 4: Academic Lesson Design, Implementation and Reflection after Instruction	1.5

Single Subject (27 Units)

CODE	COURSE	UNITS
CURR220	Classroom Management & Discipline	2
CURR221	Health & Safety Curriculum & Instruction	1
CURR240	Instructional Strategies for Secondary Students	1
CURR241	Adolescent Development	1
CURR242	Content Area Reading & Writing	2
CURR243	Movement Curriculum & Instruction	1
CURR245	Content Specific Instruction	2
CURR251	Teaching Culturally & Linguistically Diverse Students	1
CURR252	Instruction Strategies for English Language Learners	1
CURR253	History & Philosophy of Education	1
CURR290	Assessing Student Learning	1
CURR292	College & Career Readiness	2
SPED221	Exceptional Learners I: Differentiation in the Classroom	1
SPED222	Exceptional Learners II: Special Education Students in the Classroom	1
TECH290	Technology in the Classroom	1

PRACTICUM FIELDWORK & SUPERVISION

CURR281	Practicum Fieldwork & Supervision (semester 1)	1
CURR282	Practicum Fieldwork & Supervision (semester 2)	1
CURR283	Practicum Fieldwork & Supervision (semester 3)	1
CURR284	Practicum Fieldwork & Supervision (semester 4)	1

TEACHER PERFORMANCE ASSESSMENTS (TPA'S)

CURR201	TPA 1: Subject Specific Pedagogy	.5
CURR202	TPA 2: Designing Instruction	.5
CURR230A	TPA 3: Assessing Student Learning	1.5
CURR230B	TPA 4: Academic Lesson Design, Implementation and Reflection after Instruction	1.5

GENERAL EDUCATION PRELIMINARY CREDENTIAL COURSE DESCRIPTIONS

CURR220 Classroom Management & Discipline (2)

Candidates learn to create a positive learning environment that is physically, emotionally, and socially safe which recognizes the students' needs to participate and belong. Candidates are introduced to a variety of approaches to classroom management and analyze and refine classroom management plans that focus on creating a climate of caring, respect, and fairness. Furthermore, candidates learn specific strategies for involving parents in the educational process and learn to respond to issues in a culturally sensitive manner.

CURR221 Health & Safety Curriculum & Instruction (1)

Candidates focus on the role of the teacher in fostering student health literacy. This course is designed to prepare educators to ensure equity and excellence for all students in a culturally diverse, technologically complex and global community. Teachers will identify the necessary components of implementing effective health and safety education curriculum. An emphasis is placed on student access and participation in order for students to reach their full potential in the subject of health education.

CURR223 Physical Education Curriculum & Instruction (1)

Candidates focus on physical education

instructional strategies with a connection to the California Physical Education content standards. Candidates learn how to plan lessons and units in which physical education can be integrated with other curricular areas. Candidates learn a variety of instructional strategies for teaching physical education lessons that emphasize the learning needs of a diverse student population. An emphasis is placed on student access and participation in order for students to reach their full potential in physical education activities.

CURR228 Psycho-Social Cognitive Development (1)

Candidates explore theories, research, principles, and concepts in areas of cognitive, linguistic, social, emotional, and physical development of children. Candidates examine social and educational structures and influences that promote or hinder development and learning of diverse populations.

CURR231 Math Curriculum & Instruction (2)

Candidates learn a variety of strategies, instructional approaches and assessment procedures to increase their ability to develop, deliver, integrate, and regularly assess mathematics competencies. Candidates demonstrate the ability to understand and teach the progression of the state adopted content standards for all students in mathematics.

CURR232 Beginning Reading Curriculum & Instruction (2)

This course provides candidates with a comprehensive, research-based curriculum addressing the foundational, theoretical, and practical aspects of teaching reading, writing, speaking, and listening to the full range of learners (including struggling readers, students with special needs, English Learners, speakers of non-standard English, and advanced learners). Candidates are provided explicit instruction in beginning reading skills, phonemic awareness, phonics, word analysis, fluency, vocabulary development, and reading comprehension. A variety of strategies, instructional approaches and assessment procedures are emphasized in order to ensure the candidate's ability to develop, deliver, integrate, and regularly assess the elements of beginning reading that are aligned with the California Common Core State Standards. Candidates understand and apply a variety of assessment practices to guide instruction.

CURR234 Building Academic Language (1)

This course provides candidates with a comprehensive research-based curriculum addressing the theoretical and practical aspects of teaching literacy. Candidates will develop an understanding of how proficiency in academic language (the language of literacy and books, tests, formal writing, and academic discourse) is related to achievement in reading, writing, speaking, and listening

for a full range of learners (e.g. struggling readers, students with special needs, English Learners, speakers of non-standard English, and advanced learners). This course also stresses the relationship between independent pupil reading of complex text and the improvement of reading in a range of contexts. A variety of strategies, instructional approaches, and assessment procedures are emphasized in order to ensure the candidate's ability to develop, deliver, integrate, and regularly assess the elements of reading, writing, speaking, and listening as outlined in the California Common Core State Standards.

CURR235 History & Social Science Curriculum & Instruction (1)

Candidates learn a variety of strategies, instructional approaches, and assessment procedures to increase their ability to develop, deliver, integrate, and regularly assess history/social science competencies. Candidates demonstrate the ability to understand and teach the progression of the state adopted content standards, which includes the integration of literacy, for all students in social science, including English Learners and special needs students.

CURR236 Science Curriculum & Instruction (1)

Candidates learn a variety of strategies, instructional approaches, and assessment procedures to increase their ability to develop, deliver, integrate, and regularly assess science competencies. Candidates demonstrate the ability to under-

stand and teach the progression of the state adopted Next Generation Science Standards, which includes the integration of literacy for all students in science. This course will emphasize "hands-on" labs, demonstrations, class activities, and explanations that will be used to focus on the ideas of the scientific method, investigation, and experimentation. Accommodations and modifications to meet the needs of all students, particularly EL and students with special needs or disabilities, will be provided throughout the course.

CURR237 Language Arts & Writing (1)

This course provides candidates with a comprehensive, research-based curriculum addressing the theoretical and practical aspects of teaching reading, writing, speaking, and listening to the full range of learners (including struggling readers, students with special needs, English Learners, speakers of non-standard English, and advance learners). Candidates are provided explicit instruction in the comprehension of literary and informational text, and writing process (pre-writing, drafting, revising, editing successive versions, and publishing) integrating the range of writing (opinion, informative/explanatory texts, and narratives) for a variety of purposes and audiences. Candidates are provided instruction in the components of speaking and listening in addition to the use of language to present knowledge and ideas for a range of contexts. A variety of strategies, instructional approaches, and assessment procedures are emphasized

in order to ensure the candidate's ability to develop, deliver, integrate, and regularly assess the elements of reading, writing, speaking, and listening as outlined in the California Common Core State Standards.

CURR240 Instructional Strategies for Secondary Students (1)

Candidates focus on the theoretical and practical aspects of teaching. Candidates explore and practice a variety of techniques and strategies for effective instruction, including critical thinking skills, and problem based learning. Instructional approaches and assessment procedures are emphasized in order to ensure the candidate's ability to develop, deliver, integrate, and assess their lessons' effectiveness based on student learning. This is the first course in a two-course series and provides general content instruction prior to candidates taking CURR245 Content Specific Instruction or CURR246 Industry Specific Instruction.

CURR241 Adolescent Development (1)

Candidates explore theories, research, principles, and concepts in areas of cognitive, linguistic, social, emotional, and physical development of adolescents. Candidates examine social structures and influences that promote or hinder development and learning for diverse populations. Additionally, candidates are introduced to the Standards for Career Ready Practices and explore ways to help students make connections to life beyond high school and post secondary and career choices.

CURR242 Content Area Reading & Writing (2)

This course provides candidates with a comprehensive, research-based curriculum addressing the theoretical and practical aspects of teaching reading, writing, speaking, and listening in the content areas to the full range of learners (including struggling readers, students with special needs, English Learners, speakers of non-standard English, and advanced learners). Candidates are provided explicit instruction in the comprehension of literary and informational text, and the writing process (pre-writing, drafting, revising, editing successive versions, and publishing) integrating the range of writing (opinion, informative/explanatory texts, and narratives) for a variety of purposes. Candidates are provided instruction in the components of speaking, listening, and the use of language to present knowledge and ideas for a variety of contexts. A variety of strategies, instructional approaches, and assessment procedures are emphasized in order to ensure the candidate's ability to develop, deliver, integrate, and regularly assess the elements of reading, writing, speaking, and listening as outlined in the California Common Core Standards. Candidates also learn how to provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

CURR243 Movement Curriculum & Instruction (1)

Candidates focus on planning lessons and units in which movement can be tied to other curriculum areas. Candidates learn a variety of instructional strategies for presenting and teaching movement lessons that emphasize a variety of learning modalities and styles. Additionally, candidates learn to plan and apply assessment strategies for student learning.

CURR245 Content Specific Instruction (2)

Candidates are assigned to the specific course relevant to their content area which focuses on theoretical and practical aspects of teaching the candidate's subject matter. Candidates explore and practice a variety of techniques and strategies for planning effective instruction in their content area. Instructional approaches and assessment procedures are emphasized in order to ensure the candidate's ability to develop, deliver, integrate, and assess their lessons' effectiveness based on student learning.

CURR251 Teaching Culturally & Linguistically Diverse Students (1)

Candidates study and discuss the historical and cultural traditions of cultural and ethnic groups in California Society. Candidates examine effective ways to include cultural traditions and community values and resources in the instructional program of a classroom and school environment. Candidates explore how to

eliminate bias in order to create an equitable classroom community that contributes to the physical, social, emotional, and intellectual safety of all students.

CURR252 Instructional Strategies for English Language Learners (1)

Candidates learn the purposes, goals, and content of the adopted English Language Development standards for the effective teaching and support of English Learners. Candidates learn and apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English Learners. Candidates learn how to develop, deliver, integrate, and regularly assess an instructional program that facilitates English language acquisition and development of academic language by effectively using materials, methods, and strategies so that students acquire listening, speaking, reading, and writing skills in English. Candidates learn how to differentiate instruction based upon their students' primary language and proficiency levels in English, as well as, consider the students' culture, level of acculturation, and prior schooling. Candidates learn about state and federal legal requirements for the placement and instruction of English learners, and ethical obligations for teaching English Learners.

CURR253 History & Philosophy of Education (1)

This course explores the influences of ethics and professional responsibilities, as well as, historical and political policies on today's educational practices. Candi-

dates identify influences within classroom experiences; synthesize understanding of state-adopted academic content standards, 21st century learning environments, and standards for career ready practice to develop their own philosophy of teaching and how students learn.

CURR254 Visual & Performing Arts Curriculum & Instruction (1)

Candidates explore the integration of the visual and performing arts as an essential component of classroom instruction. Candidates integrate visual arts into various curricular areas and study the importance of visual arts to learning and life. Candidates examine current research on the value and place of visual arts in learning and teaching.

CURR290 Assessing Student Learning (1)

Candidates learn to use multiple measures (formative and summative) to assess student progress and use data to make appropriate instructional decisions. Candidates are introduced to the purposes and uses of different types of assessment instruments and how to effectively assess a range of learners as they plan for and modify instruction. Candidates will also examine how to identify student's misconceptions and determine how they affect student learning and progress.

CURR292 College & Career Readiness (2)

Candidates will examine the challenges high schools face to ensure that all

students are college and career ready. Candidates will learn about current initiatives targeted to prepare students with the fundamental knowledge and skills students need to transition to postsecondary education, career training, or the workforce. Candidates will explore how to design Integrated academic and Career and Technical Education (CTE) curriculum using the Common Core, Next Generation Science Standards, and CTE State Standards.

CURR294 Learning to Teach in the 21st Century (1)

Candidates are introduced to the Framework for 21st Century Learning which illustrate the skills and knowledge students need to succeed in work, life and citizenship, as well as the support systems necessary for 21st century learning outcomes. Candidates learn about 21st Century learning environments that accommodate the needs of each student and support the development of the whole child, including their academic as well as their emotional, social and physical development.

SPED221 Exceptional Learners I: Differentiation in the Classroom (1)

This course introduces candidates to a wide variety of commonly occurring disabilities, etiologies, and historical and educational implications. Candidates learn the process of referring students for testing, and how to set up and facilitate a Student Study Team with appropriate school/district personnel. Also addressed are various types of

multi-tiered interventions, programs, and strategies available for teachers to implement with students to create a positive and inclusive learning environment.

SPED222 Exceptional Learners II: Special Education Students in the Classroom (1)

This course is designed to expand participants' understanding of the identification of and provision for the educational needs of students who exhibit exceptional needs. These needs may manifest in academic, social, emotional, and behavioral areas, or in any combination of these areas. These students may qualify for Special Education Services, 504 Plans, G.A.T.E. Programs or none of the above. They may require and qualify for a team of specialists aiding you to meet the student's needs or you may be wholly on your own. Modifications and accommodations needed to meet the needs of all students, particularly EL and students with disabilities will be provided throughout the course based on assessment of students' needs to insure success, insofar as is possible, in the general education classroom will be explored.

TECH290 Technology in the Classroom (1)

In this course, teachers will be introduced to various technology tools, applications, and resources, as well as best practices for integrating technology into the classroom. The course emphasizes hands on technology training designed to assist teachers in their role as a classroom instructor and is designed to meet the

advanced level of the technology mastery in accordance with the California Standards of the Teaching Profession. Sessions have been designed to incorporate technology use in conjunction with Common Core Standards in K-12, English Language Acquisition, and Special Education classrooms.

CURR281, 282, 283, 284 Practicum/Fieldwork (1-4)

Candidates work 1:1 with a practicum Supervisor and learn how to meld course content into their teaching practice. Candidates' growth and progress is measured in meeting the Teaching Performance Expectations (TPEs) using the Description of Practice (DOP) for TPEs. Candidates receive formative and summative feedback which guides a reflective learning process and which is documented on the Individual Learning Plan. Practicum Supervisors facilitate this course based on each candidate's developmental level and needs.

- CURR281 (1) - First Semester
- CURR282 (1) - Second Semester
- CURR283 (1) - Third Semester
- CURR284 (1) - Fourth Semester

CURR201 TPA 1: Subject Specific Pedagogy (.5)

Candidates are introduced to TPA 1 - Subject Specific Pedagogy. Candidates review benchmarks to better understand expectations for the assessment. The instructor's role in this course is to act as facilitator and organizer to help the candidate in the completion of the state

assessment. Upon completion, the task is submitted for scoring.

CURR202 TPA 2: Designing Instruction (.5)

Candidates are introduced to TPA 2 - Designing Instruction. Candidates review benchmarks to better understand expectations for the assessment. The instructor's role in this course is to act as facilitator and organizer to help the candidate in the completion of the state assessment. Upon completion, the task is submitted for scoring.

CURR230a TPA 3: Assessing Learning (1.5)

Candidates are introduced to TPA 3 - Assessing Learning. Candidates review benchmarks to better understand expectations for the assessment. The instructor's role in this course is to act as facilitator and organizer to help the candidate in the completion of the state assessment. Upon completion, the task is submitted for scoring.

CURR230b TPA 4: Culminating Teaching Experience (1.5)

Candidates are introduced to TPA 4 - Culminating Teaching Experience. Candidates review benchmarks to better understand expectations for the assessment. The instructor's role in this course is to act as facilitator and organizer to help the candidate in the completion of the state assessment. Upon completion, the task is submitted for scoring.

EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIAL PROGRAM (30-34 UNITS)

The IMPACT Intern Credential Program is designed as a two-year commitment to acquire a Preliminary Teaching Credential. The program consists of strategically designed and sequenced coursework, supervised teaching and the support of a team of experienced qualified educational professionals. As a requirement of the California Commission on Teacher Credentialing, additional opportunities to understand and to meet the needs of diverse Learners will be provided throughout the two-year program.

Admissions Criteria

- Application for IMPACT Teaching Credential Program
- Official transcripts from each institution attended
- Proof of employment
- Emergency Contact Form
- District Contact Form
- Completion of Pre-Service preparation
- Subject Matter Competency verification
- Basic Skills requirement
- Completion of US Constitution requirement
- Certificate of Clearance (not required if you submit a copy of a valid teaching credential/permit or child center permit).
- Tuberculosis test results (dated within the last four years)
- Letter of good standing (only required if applicant has been enrolled in a teacher preparation program)
- \$50 non-refundable application fee
- \$200 non-refundable processing fee (if candidate is new to the IMPACT Program)

REQUIRED COURSEWORK

Mild/Moderate (34 Units)

CODE	COURSE	UNITS
CURR231	Math Curriculum & Instruction	2
CURR232	Beginning Reading Curriculum & Instruction	2
CURR234	Building Academic Language	1
CURR251	Teaching Culturally & Linguistically Diverse Students	1
CURR252	Instruction Strategies for English Language Learners	1
SPED230	Curriculum & Instruction for Students with Mild/Moderate Disabilities	2
SPED233	Language Arts & Writing Curriculum & Instruction	1
SPED251	Diverse Learners with Disabilities	1
SPED258	Communication & Behavior for Autism Spectrum Disorders	2
SPED259	Programming Strategies for Students with Autism	2
SPED260	Positive Behavior Management	2
SPED261	Assessment of Learning & Teaching	2
SPED262	Typical & Atypical Development	2
SPED263	Special Education Law	1
SPED264	Collaboration Skills	2
SPED266	History & Philosophy of Special Education	1
SPED267	Autism Spectrum Disorders	1
SPED271	Specialized Health, Movement, Mobility & Sensory Development	2
SPED275	IEP's & Transitions	1
TECH290	Technology in The Classroom	1

PRACTICUM FIELDWORK & SUPERVISION

SPED281	Practicum Fieldwork & Supervision (semester 1)	1
SPED282	Practicum Fieldwork & Supervision (semester 2)	1
SPED283	Practicum Fieldwork & Supervision (semester 3)	1
SPED284	Practicum Fieldwork & Supervision (semester 4)	1

Moderate/Severe (34 Units)

CODE	COURSE	UNITS
CURR231	Math Curriculum & Instruction	2
CURR232	Beginning Reading Curriculum & Development	2
CURR234	Building Academic Language	1
CURR251	Teaching Culturally & Linguistically Diverse Students	1
CURR252	Instruction Strategies for English Learners	1
SPED233	Language Arts & Writing Curriculum & Instruction	1
SPED251	Diverse Learners with Disabilities	1
SPED258	Communication & Behavior for Autism Spectrum Disorders	2
SPED259	Programming Strategies for Students with Autism	2
SPED260	Positive Behavior Management	2
SPED261	Assessment of Learning & Teaching	2
SPED262	Typical & Atypical Development	2
SPED263	Special Education Law	1
SPED264	Collaboration Skills	2
SPED266	History & Philosophy of Special Education	1
SPED267	Autism Spectrum Disorders	1
SPED270	Curriculum & Instruction for Students with Moderate/Severe Disabilities	2
SPED271	Specialized Health, Movement, Mobility & Sensory Developments	2
SPED275	IEP's & Transitions	1
TECH290	Technology in The Classroom	1

PRACTICUM FIELDWORK & SUPERVISION

SPED281	Practicum Fieldwork & Supervision (semester 1)	1
SPED282	Practicum Fieldwork & Supervision (semester 2)	1
SPED283	Practicum Fieldwork & Supervision (semester 3)	1
SPED284	Practicum Fieldwork & Supervision (semester 4)	1

Early Childhood Special Education (30 Units)

CODE	COURSE	UNITS
CURR251	Teaching Culturally & Linguistically Diverse Students	1
CURR252	Instruction Strategies for English Learners	1
SPED251	Diverse Learners with Disabilities	1
SPED258	Communication & Behavior for Autism Spectrum Disorders	2
SPED259	Programming Strategies for Students with Autism	2
SPED260	Positive Behavior Management	2
SPED262	Typical & Atypical Development	2
SPED263	Special Education Law	1
SPED264	Collaboration Skills	2
SPED266	History & Philosophy of Special Education	1
SPED267	Autism Spectrum Disorders	1
SPED271	Specialized Health, Movement, Mobility & Sensory Developments	2
SPED272	Assessment & Intervention	2
SPED273	Curriculum & Environments in Early Childhood Special Education	2
SPED274	Early Language & Communication	2
SPED275	IEP's & Transitions	1
TECH290	Technology in The Classroom	1

PRACTICUM FIELDWORK & SUPERVISION

SPED281	Practicum Fieldwork & Supervision (semester 1)	1
SPED282	Practicum Fieldwork & Supervision (semester 2)	1
SPED283	Practicum Fieldwork & Supervision (semester 3)	1
SPED284	Practicum Fieldwork & Supervision (semester 4)	1

EDUCATION SPECIALIST PRELIMINARY CREDENTIAL COURSE DESCRIPTIONS

CURR231 Math Curriculum & Instruction (2)

Candidates learn a variety of strategies, instructional approaches and assessment procedures to increase their ability to develop, deliver, integrate, and regularly assess mathematics competencies. Candidates demonstrate the ability to understand and teach the progression of the state adopted content standards for all students in mathematics.

CURR232 Beginning Reading Curriculum & Instruction (2)

This course provides candidates with a comprehensive, research-based curriculum addressing the foundational, theoretical, and practical aspects of teaching reading, writing, speaking, and listening to the full range of learners (including struggling readers, students with special needs, English Learners, speakers of non-standard English, and advanced learners). Candidates are provided explicit instruction in beginning reading skills, phonemic awareness, phonics, word analysis, fluency, vocabulary development, and reading comprehension. A variety of strategies, instructional approaches and assessment procedures are emphasized in order to ensure the candidate's ability to develop, deliver, integrate, and regularly assess the elements of beginning reading that are aligned with the California Common Core State Standards. Candidates understand and apply a variety of assessment practices to guide instruction.

CURR234 Building Academic Language (1)

This course provides candidates with a comprehensive research-based curriculum addressing the theoretical and practical aspects of teaching literacy. Candidates will develop an understanding of how proficiency in academic language (the language of literacy and books, tests, formal writing, and academic discourse) is related to achievement in reading, writing, speaking, and listening for a full range of learners (e.g. struggling readers, students with special needs, English Learners, speakers of non-standard English, and advanced learners). This course also stresses the relationship between independent pupil reading of complex text and the improvement of reading in a range of contexts. A variety of strategies, instructional approaches, and assessment procedures are emphasized in order to ensure the candidate's ability to develop, deliver, integrate, and regularly assess the elements of reading, writing, speaking, and listening as outlined in the California Common Core State Standards.

CURR251 Teaching Culturally & Linguistically Diverse Students (1)

Candidates study and discuss the historical and cultural traditions of cultural and ethnic groups in California Society. Candidates examine effective ways to include cultural traditions and community values and resources in the instructional program of a classroom and school environment. Candi-

dates explore how to eliminate bias in order to create an equitable classroom community that contributes to the physical, social, emotional, and intellectual safety of all students.

CURR252 Instructional Strategies for English Language Learners (1)

Candidates learn the purposes, goals, and content of the adopted English Language Development standards for the effective teaching and support of English Learners. Candidates learn and apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English Learners. Candidates learn how to develop, deliver, integrate, and regularly assess an instructional program that facilitates English language acquisition and development of academic language by effectively using materials, methods, and strategies so that students acquire listening, speaking, reading, and writing skills in English. Candidates learn how to differentiate instruction based upon their students' primary language and proficiency levels in English, as well as, consider the students' culture, level of acculturation, and prior schooling. Candidates learn about state and federal legal requirements for the placement and instruction of English learners, and ethical obligations for teaching English Learners.

SPED230 Curriculum and Instruction for Students with Mild/Moderate Disabilities (2)

Candidates focus on developing instructional strategies for teaching integrated lessons in the areas of history/social stud-

ies, science, and art for all students. Utilizing the California Frameworks and Common Core State Standards, candidates are introduced to the concept of universal access and the use of intervention strategies that are necessary for instructional success. There will be a strong emphasis on how to provide ongoing assistance and collaboration with general education teachers.

SPED233 Language Arts & Writing Curriculum & Instruction (1)

Candidates focus on theoretical and practical aspects of teaching reading, writing, speaking, and listening to all students. A variety of strategies, instructional approaches and assessment procedures will be emphasized to ensure the candidate's ability to develop, deliver, integrate, and regularly assess student progress in a high-quality literature and writing program. Particular attention is paid to small class settings and meeting the needs of culturally, linguistically, and intellectually diverse students.

SPED251 Diverse Learners with Disabilities (1)

This course introduces candidates to the common characteristics, varying abilities, and disabilities of a diverse student population. The intern candidate will examine communication development and discuss intervention strategies for both primary and second language learners. Candidates will closely examine characteristics of low and high incidence disabilities in order to secure resources and develop appropriate intervention strategies that promote

student progress. Expected ranges of developmental milestones will be reviewed in conjunction with disabilities. Differences in culture, ethnicity, and socio-economic status of exceptional learners will be explored in order to apply principles of equity in educational practices and family relationships. Candidates will receive support in their role as the teacher of record by sharing successes and challenges with the instructor and their cohort colleagues.

SPED258 Communication & Behavior for Autism Spectrum Disorders (2)

Candidates focus on students with Autism Spectrum Disorder (ASD) who manifest atypical development of language, socialization, and sensory processing, resulting in significant communication and behavioral differences. Candidates consider the relationship between communication and behavior and its impact on social access and academic progress. Candidates investigate academic environments and strategies that address the communication and behavioral needs of students with ASD.

SPED259 Programming Strategies for Students with Autism (2)

Candidates are presented research-based approaches to teaching students with Autism, as well as, effective strategies currently approved and used in practice. These may include Applied Behavior Analysis, Discrete Trial Training, Pivotal Response Training, Structured Teaching, and Direct Instruction. Candidates focus on visual strategies, picture exchange communication, and social stories. Candidates discuss and apply available assessment tools and

data collection procedures as they relate to the development and implementation of lesson plans through the use of effective research-based teaching strategies.

SPED260 Positive Behavior Management (2)

This course provides candidates specific strategies for creating and maintaining a positive and supportive learning environment for students with mild/moderate and moderate/severe disabilities. Exploration of proactive interventions to prevent discipline issues will be incorporated throughout the course including various positive behavioral supports. Development of effective Classroom Management Plans and Behavioral Support Plans, individualized to meet each student's needs will be stressed. Behavior interventions based upon person centered values and developed in a collaborative, assessment-based process incorporating positive and effective interventions will be incorporated targeting the student's behavioral deficits.

SPED261 Assessment of Learning and Teaching (2)

This course provides candidates with the knowledge of basic principles and strategies related to using and communicating the results of a variety of assessment and evaluation approaches appropriate for general and special education students with mild/moderate or moderate/severe disabilities. A variety of non-biased standardized techniques, instruments and processes that are functional, curriculum-referenced, performance-based, and appropriate to the diverse needs of individual students will be

examined. Candidates will become familiar with authentic and standardized tools used to assess the developmental, academic, behavioral, social, communication, vocational, and community life skill needs of students. Candidates will be able to make educational and programming decisions based on their assessment results. Candidates will also gain knowledge related to sharing assessment results in a fashion that is meaningful to fellow teachers and your student's families.

SPED262 Typical & Atypical Development (2)

Candidates examine developmental theories and investigate research methodologies as well as risk factors that can influence a child's developmental competencies. Candidates focus on typical and atypical developmental patterns of children due to prenatal, perinatal and early childhood developmental risk factors. Candidates explore interventions in a range of community settings that address the unique needs of these children and their families and Individualized Family Service Plans (IFSP's). Early identification and intervention is covered as well as examining a variety of settings serving children with disabilities and their families.

SPED263 Special Education Law (1)

Candidates are provided with the legal and ethical responsibilities for serving students with disabilities in California. State and Federal mandates are examined and Due Process guidelines and procedures are reviewed. Candidates focus on current trends and local policies including sensory.

Legal requirements for Individual Education Plans (IEPs) and Individualized Family Service Plans (IFSPs) are presented and candidates write plans for both. Candidates examine and write Individual Transition Plans and examine Behavior Plans.

SPED264 Collaboration Skills (2)

The purpose of this course is to provide basic communication skills for developing and maintaining interpersonal relationships that serve as a basis for effective collaboration and teaming, particularly in a special education setting. Candidates understand that collaboration helps educators develop interventions for complex student needs with the expertise of all necessary individuals and information required to develop the individualized program for each unique learner. Candidates describe the need for collaboration, define, characterize, and create a framework for successful collaboration. Candidates also explore common barriers to successful collaboration and describe the components of successful collaboration including role clarity, interdependence, vision-driven solutions, and a focus on child and families as full partners in systems of care. The practical application of these skills in the candidate's classroom is supported and evaluated with the Practicum.

SPED266 History & Philosophy of Special Education (1)

Candidates review the history of education, including early childhood education and the philosophies adopted as basis for subsequent models for schooling in the United States. Candidates examine public

school in the U.S. from its early beginning, when schools were maintained for religious purposes, up to the diverse schools of today. Candidates explore the historical and political influences on special education policies and practice, including early childhood special education. Candidates examine the Individuals with Disabilities Education Improvement Act of 2004 and Section 504. Professional, legal, and ethical obligations of teaching are examined. Candidates weave together theory and their own field experience to explore these issues as they pertain to a variety of special education settings.

SPED267 Autism Spectrum Disorders (1)

The course will provide you with a basic understanding of Autism Spectrum Disorders (ASD) and teaching strategies. We will cover the major developmental delays and deficits that are common with Autism, including academics, social skills, and communication. You will be presented with research-based approaches to teaching students with Autism, as well as, known effective strategies, currently approved and used by teachers in the field. These will include positive behavior management, Discrete Trial Training, visual systems, social stories, PECs, TEACHH, Direct Instruction, schedules, assessment, and data collection. You will have the opportunity to develop lesson plans and materials using these strategies and practice putting them to use in class. Additionally, this class will provide excellent resources for further education and knowledge in the field of Autism.

SPED270 Curriculum & Instruction for Students with Moderate/Severe Disabilities (1)

Candidates are presented instructional models, methods, and materials for students with moderate/severe disabilities. General education curriculum scope and sequence are explored. Candidates address techniques for developing programs across academic, life skills, community, vocational, social, and cognitive domains. Emphasis is on the use of adaptations and instruction that provide access to the core curricula, accommodates individual student learning needs and meets IFSP/IEP goals.

SPED271 Specialized Health, Movement, Mobility, & Sensory Development (2)

The purpose of this course is to provide candidates with an understanding of the effects of student health and safety on learning. Candidates will become familiar with laws and regulations pertinent to health associated with mild to moderate settings. The examination of practices and safeguards that promote a healthy environment will be a focus. This includes becoming familiar with medications, demonstrating effective implementation of district rules regarding medication, and documentation procedures. Candidates will apply skills for communicating and working constructively with families and community members regarding health issues. Candidates will write and implement IEPs. Practicum supervisors observe course content in practice to ensure that a fluid connection exists between coursework and practice.

SPED272 Assessment & Intervention (2)

This course provides candidates with the knowledge of basic principles, processes, procedures, and instruments that lead to appropriate interventions and well-developed Individual Family Service Plans (IFSPs), Individual Education Plans (IEPs), and reflect an understanding of the range of appropriate assessment and evaluation approaches available for children from birth through five years of age, including English Language Learners. A variety of non-biased standardized techniques, instruments, and processes will be examined, including the Desired Results Developmental Profile (DRDP). Developmental assessments that include motor, cognitive, language and speech, social/ emotional, and self-help skills will be administered in the child's native language. Each candidate will demonstrate an understanding of the IFSP/IEP process and the ability to participate with the family and other members of the team in the development and implementation of an IFSP/IEP and the coordination of services including families with English as a second language. Practicum supervisors observe course content in practice to ensure that a fluid connection exists between coursework and practice.

SPED273 Curriculum & Environments in Early Childhood Special Education (2)

This course is designed for candidates to apply early childhood developmentally appropriate research and strategies to design and implement curriculum and learning environments that address each child's specific, disability-based learning

need. The course includes curriculum and environments that focus on cognitive skills; language and literacy; motor skills; social/emotional growth; and, communication skills. Candidates will work to increase their ability to create learning environments in a wide range of settings such as homes, child care and development settings, and other community environments. Each candidate will apply a broad repertoire of validated intervention strategies, adaptations, and assistive technologies that minimize the effects of the child's disability and maximize the child's learning potential. Particular attention will be paid to small class settings and meeting the diverse needs of children and families culturally, as well as, linguistically. A variety of strategies, instructional approaches, and assessment procedures will be emphasized in order to ensure the candidate's ability to develop, deliver, integrate, and regularly assess the child's progress.

SPED274 Early Language & Communication (2)

Candidates focus on identifying and treating communication and language disorders in young children up to five years. Foundations for communication learning skills, receptive language skills, pragmatic and expressive language skills, and speech skills in the young are addressed. Presented are specific hierarchies of development, language strategies/techniques, and examples. Candidates learn typical language development, as well as, strategies to facilitate functional communication and provide meaningful language lessons to students with special needs. Candidates

learn how to meet the communication and language needs of English language learners and students with disabilities.

SPED275 IEPs & Transitions (1)

This course is designed to prepare candidates to be able to fully participate in a student's IEP, from sending the correct assessment authorization forms to the correct disbursement of completed IEP forms. This will include defining the IEP, and answering 'who, what, when, and why' IEPs are completed. Correctly writing IEP goals that are measurable and individualized reflecting Common Core State Standards will be stressed. Candidates will be able to complete a legally sound IEP and will also develop understanding of the legal basis, history and function of the IEP and Individual Transition Plan (ITP), and the role of the student, family, and other resources in its development. Candidates will understand when and how to access site-based and community-based resources and agencies, including social, health, and language services.

TECH290 Technology in the Classroom (1)

In this course, teachers will be introduced to various technology tools, applications, and resources, as well as, best practices for integrating technology into the classroom. The course emphasizes hands on technology training designed to assist teachers in their role as a classroom instructor and is designed to meet the advanced level of the technology mastery in accordance with the California Standards of the Teaching Profession. Sessions have been designed to incorporate technology use in conjunc-

tion with Common Core Standards in K-12, English Language Acquisition, and Special Education classrooms.

SPED281, 282, 283, 284 Practicum / Fieldwork & Supervision (1 - 4)

Candidates work 1:1 with a Practicum Supervisor and learn how to meld course content into their teaching practice. Candidates' growth and progress is measured in meeting the Teaching Performance Expectations (TPEs) using the Description of Practice (DOP) for TPEs. Candidates receive formative and summative feedback which guides a reflective learning process and which is documented on the Individual Learning Plan. Practicum Supervisors facilitate this course based on each candidate's developmental level and needs.

- SPED281 (1) - First Semester
- SPED282 (1) - Second Semester
- SPED283 (1) - Third Semester
- SPED284 (1) - Fourth Semester

DESIGNATED SUBJECTS CAREER TECHNICAL EDUCATION TEACHING CREDENTIAL PROGRAM (20 UNITS)

The California Commission on Teacher Credentialing sets the minimum standards for the Designated Subjects Career Technical Education (CTE) teaching credential. This program includes strategically designed and sequenced coursework in three phases: Early Orientation (*Pre-Service), Initial Preparation and Advanced Preparation. In addition to coursework, candidates participate in supervised teaching and are supported by a team of qualified educational professionals. Successful completion of all coursework phases is one component of eligibility for a Clear Designated Subjects CTE Teaching Credential.

Admissions Criteria

- Application for IMPACT Designated Subjects Career Technical Education Teaching Credential Program
- CTE Program consultation
- Transcripts (only required if applicant has ever enrolled in a Junior/Community College or University)
- High school diploma requirement/transcripts
- Proof of employment (not needed to enroll in Early Orientation Teaching Courses)
- Emergency Contact Form
- Certificate of Clearance (not required if you submit a copy of a valid teaching credential/permit or child center permit).
- Tuberculosis test results (dated within the last four years)
- Letter of good standing (only required if applicant has been enrolled in a teacher preparation program)
- \$50 non-refundable application fee
- \$200 non-refundable processing fee (if candidate is new to the IMPACT Program)

Accelerated Program

- Candidates who hold of a valid Clear Single Subject, Multiple Subject, or Education Specialist teaching credential may receive equivalencies pending review of official transcripts. Length of program varies depending on individual candidate requirements and date of enrollment.

REQUIRED COURSEWORK

Early Orientation Teaching (Candidates can enroll in the Early Orientation Teaching Coursework prior to securing a teaching position) (7.5 units)

CODE	COURSE	UNITS
CURR111	Teachers as Learners	.5
CURR112	Understanding the Physiology of Learning	1
CURR113	Creating a Learning Community	1
CURR119	Access for All Students	1
CURR120	Preparing to Teach Reading/Language Arts	1
CURR122	Curriculum, Instruction & Assessment in General Education	1
EL114	Preparing to Teach English Language Learners	1
TECH110	Technology for the Classroom	1

Initial Preparation Program (Candidates are required to secure a teaching position and apply for the Preliminary Designated Subject Teaching Credential prior to enrolling in the Initial Preparation Program) (10.5 Units)

CODE	COURSE	UNITS
CURR118	Foundations for Teaching Career and Technical Education	.5
CURR220	Classroom Management & Discipline	2
CURR240	Instructional Strategies for Secondary Students	1
CURR241	Adolescent Development	1
CURR246	Industry Sector Content Instruction	1
CURR251	Teaching Culturally & Linguistically Diverse Students	1
CURR252	Instructional Strategies for English Learners	1
SPED221	Exceptional Learners I: Differentiation in the Classroom	1

PRACTICUM FIELDWORK & SUPERVISION

CURR281	Practicum Fieldwork & Supervision	1
CURR282	Practicum Fieldwork & Supervision	1

Advanced Preparation Program (2 units)

CODE	COURSE	UNITS
CURR221	Health & Safety Curriculum & Instruction	1
TECH290	Technology in the Classroom	1

DESIGNATED SUBJECTS CAREER TECHNICAL EDUCATION COURSE DESCRIPTIONS

CURR111 Teachers as Learners (.5)

Candidates examine their own experiences as learners and explore how those experiences affect their beliefs as teachers. Candidates focus on the complexity of teaching and meeting the needs of a variety of learners, with an emphasis on English Language Learners. Candidates are introduced to the California Teaching Performance Expectations (TPEs), which provide the guide for teacher expectations. Candidates examine the professional, legal, and ethical obligations of being an educator.

CURR112 Understanding the Physiology of Learning (1)

Candidates will have the opportunity to deepen their understanding of the learning and thinking process. Candidates will explore the following topics: 1) influences that foster or inhibit learning; 2) current brain research and other theories which help us understand the learning process, typical and atypical development; 3) current research and practice on factors affecting students' language acquisition; 4) individual differences that affect learning; and, 5) strategies for including English learners in mainstream curriculum.

CURR113 Creating a Learning Community (1)

Candidates focus on classroom management and environment, and the importance of establishing a physically, socially, and emotionally safe environment. Emphasis is

also placed on the need for a climate of caring, respect, and fairness for all students. Candidates explore techniques that foster learning and use motivation as a key to discipline. The course addresses the influence of environment and instruction on the learning community. Professional, legal, and ethical issues are addressed.

CURR119 Access for All Students (1)

This course provides candidates with an introduction to evaluation, modification, design, and implementation of interventions, accommodations, and differentiation that will provide access to content for *all* learners. Special consideration is directed to the needs of English Language Learners and students with special needs.

CURR120 Preparing to Teach Reading/Language Arts (1)

This course provides pre-service teachers with an introduction to the developmental stages of literacy development. Students are provided explicit instruction in developing a motivating, literacy rich environment which integrates reading, writing, listening, and speaking for a full range of learners (including struggling readers, students with special needs, English Learners, speakers of non-standard English, and advanced learners). The role of read-alouds to literacy development is emphasized. Students explore the roles cultural and parental influences play in language development. The course includes the use of assessments to inform instruction for literacy development.

Accommodations and modifications to meet the needs of all students, particularly ELs will be provided throughout the course.

CURR122 Curriculum, Instruction & Assessment in General Education (1)

Candidates are introduced to the cyclical process of curricular planning, teaching, assessing, and analyzing student work to guide instruction for both short-term and long-term instructional goals. Candidates learn and practice developing the elements of effective lesson design (learning objectives, anticipatory set, instruction, progress monitoring, closure, and assessment) utilizing CA Academic Content Standards (Common Core, Next Generation Science Standards) and the standards for career readiness. Candidates gain an understanding of how to monitor student progress and become familiar with a variety of assessment tools, including rubrics. Issues of diversity and teaching English Learners and students with special needs are addressed as they relate to curriculum planning, instruction, and assessment practices.

EL114 Preparing to Teach English Language Learners (1)

Candidates are introduced and initially prepared to teach English learners by increasing candidates' knowledge and understanding of second language acquisition, background experiences, home languages, skills and abilities of EL student populations; and by teaching them to apply appropriate pedagogical practices informed by sound theory and research

that provide access to the core curriculum and lead to high achievement for all students.

TECH110 Technology for the Classroom (1)

In this course, teachers will be introduced to various technology tools, applications, and resources, as well as, best practices for integrating technology into the classroom. The course emphasizes hands on technology training designed to assist teachers in their role as a classroom instructor and is designed to meet the introduction level of the technology mastery in accordance with the California Standards of the Teaching Profession. Sessions have been designed to incorporate technology use in conjunction with Common Core Standards in K-12, English Language Acquisition, and Special Education classrooms.

CURR118 Foundations for Teaching Career and Technical Education (.5)

Candidates are introduced to the essential themes, concepts, and skills related to teaching career and technical education. Candidates focus on the Standards for Career Ready Practices, the Career Technical Education Model Curriculum Standards (Anchor and Pathway Standards), and their connection to the Common Core State Standards. Candidates practice planning a Pathway lesson, using these standards and emphasizing career readiness. Other aspects covered are an historical perspective of CTE Education, 21st Century Learning, and partnerships with businesses and the community to enhance instruction.

CURR220 Classroom Management & Discipline (2)

Candidates learn to create a positive learning environment that is physically, emotionally, and socially safe which recognizes the students' needs to participate and belong. Candidates are introduced to a variety of approaches to classroom management; and, analyze and refine classroom management plans that focus on creating a climate of caring, respect, and fairness. Furthermore, candidates learn specific strategies for involving parents in the educational process and learn to respond to issues in a culturally sensitive manner.

CURR240 Instructional Strategies for Secondary Students (1)

Candidates focus on the theoretical and practical aspects of teaching. Candidates explore and practice a variety of techniques and strategies for effective instruction, including critical thinking skills, and problem based learning. Instructional approaches and assessment procedures are emphasized in order to ensure the candidate's ability to develop, deliver, integrate, and assess their lessons' effectiveness based on student learning. This is the first course in a two-course series and provides general content instruction prior to candidates taking CURR245 Content Specific Instruction or CURR246 Industry Specific Instruction.

CURR241 Adolescent Development (1)

Candidates explore theories, research, principles, and concepts in areas of cognitive, linguistic, social, emotional, and physi-

cal development of adolescents. Candidates examine social structures and influences that promote or hinder development and learning for diverse populations. Additionally, candidates are introduced to the Standards for Career Ready Practices and explore ways to help students make connections to life beyond high school and post secondary and career choices.

CURR246 Industry Sector Content Instruction (1)

Candidates focus on coursework and assignments emphasizing theoretical and practical aspects of teaching the candidate's Industry Sector. Candidates explore and practice a variety of techniques and strategies for planning effective instruction in their pathway. Instructional approaches and assessment procedures are emphasized in order to ensure the candidate's ability to develop, deliver, integrate, and assess their lessons' effectiveness based on student learning. Candidates refer to the Standards for Career Ready Practices, and the California Career Technical Education Model Curriculum Standards (Anchor and Pathway).

CURR251 Teaching Culturally & Linguistically Diverse Students (1)

Candidates study and discuss the historical and cultural traditions of cultural and ethnic groups in California Society. Candidates examine effective ways to include cultural traditions and community values and resources in the instructional program of a classroom and school environment. Candidates explore how to eliminate bias in order to create an equitable classroom communi-

ty that contributes to the physical, social, emotional, and intellectual safety of all students.

CURR252 Instructional Strategies for English Language Learners (1)

Candidates learn the purposes, goals, and content of the adopted English Language Development standards for the effective teaching and support of English Learners. Candidates learn and apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English Learners. Candidates learn how to develop, deliver, integrate, and regularly assess an instructional program that facilitates English language acquisition and development of academic language by effectively using materials, methods, and strategies so that students acquire listening, speaking, reading, and writing skills in English. Candidates learn how to differentiate instruction based upon their students' primary language and proficiency levels in English, as well as, consider the students' culture, level of acculturation, and prior schooling. Candidates learn about state and federal legal requirements for the placement and instruction of English learners, and ethical obligations for teaching English Learners.

SPED221 Exceptional Learners I: Differentiation in the Classroom (1)

This course introduces candidates to a wide variety of commonly occurring disabilities, etiologies, and historical and educational implications. Candidates learn the process of referring students for testing, and how to set up and facilitate a Student Study Team

with appropriate school/district personnel. Also addressed are various types of multi-tiered interventions, programs, and strategies available for teachers to implement with students to create a positive and inclusive learning environment.

CURR281 & 282 Practicum/Fieldwork (1-2)

Candidates work 1:1 with a Practicum Supervisor and learn how to meld course content into their teaching practice. Candidates' growth and progress is measured in meeting the California standards for the Teaching Profession (CSTP's). Candidates receive formative and summative feedback which guides a reflective learning process and which is documented on the Individual Learning Plan. Practicum Supervisors facilitate this course based on each candidate's developmental level and needs.

- CURR281 (1) - First Semester of Initial Preparation Program
- CURR282 (1) - Second Semester of Initial Preparation Program

CURR221 Health & Safety Curriculum & Instruction (1)

Candidates focus on the role of the teacher in fostering student health literacy. This course is designed to prepare educators to ensure equity and excellence for all students in a culturally diverse, technologically complex, and global community. Teachers will identify the necessary components of implementing effective health and safety education curriculum. An emphasis is placed on student access and participation in order for students to reach their full potential in the subject of health education.

TECH290 Technology in the Classroom (1)

In this course, teachers will be introduced to various technology tools, applications, and resources, as well as, best practices for integrating technology into the classroom. The course emphasizes hands on technology training designed to assist teachers in their role as a classroom instructor and is designed to meet the advanced level of the technology mastery in accordance with the California Standards of the Teaching Profession. Sessions have been designed to incorporate technology use in conjunction with Common Core Standards in K-12, English Language Acquisition, and Special Education classrooms.

ADDED AUTHORIZATIONS

MATHEMATICS INSTRUCTIONAL ADDED AUTHORIZATION (MIAA) (13 UNITS)

The teacher who earns a MIAA will complete advanced preparation and fieldwork in both mathematics content and the pedagogy above and beyond what is required for the multiple subject teaching credential. Dependent on the candidates' prerequisite mathematics content mastery, they will be authorized to teach mathematics Kindergarten through Pre-Algebra, or Kindergarten through Algebra One in a departmentalized setting.

Admissions Criteria

- Application for Mathematics Instructional Added Authorization
- Official transcripts from each institution attended
- Evidence of valid California Teaching Credential
- Copy of English Learner authorization issued by the Commission
- Basic Skills requirement
- Evidence of three years teaching experience by the completion of the MIAA program (letter from administrator on district letterhead)
- Demonstrate mathematics content expertise (test or transcripts)
- Site Administrator Support Form
- \$50 non-refundable application fee

REQUIRED COURSEWORK

MIAA (13 units)

CODE	COURSE	UNITS
MIAA310	Teacher Action Research	1
MIAA320	Mathematical Discourse	1
MIAA330	Mathematics Assessment	1
MIAA340	Equity in Mathematics: Intervention, Accommodation and Differentiation	2
MIAA350	Mathematics Instruction: Content, Representations and Theories	3
MIAA360	Designing Mathematics Instructions	4
MIAA370	Fieldwork in Advanced Practices: Mathematics Instruction	1

MATHEMATICS INSTRUCTIONAL ADDED AUTHORIZATION COURSE DESCRIPTIONS

MIAA310 Teacher Action Research (1)

MIAA candidates' *Demonstration of Advanced Practices* and knowledge regarding the challenges of developing mathematics literacy among California's diverse student population will be evidenced in their Teacher Action Research through their specialized mathematical knowledge for teaching and thinking as well as their pedagogical knowledge and practices for teaching mathematics. The candidates will gather evidence from each grade span and focus of each course (see [Demonstration of Advanced Practices](#) in each course description) included in the TCSJ MIAA program that will serve as proof of their expertise. Lessons, student work, and reflections will also be included from the candidates' fieldwork lesson studies. The final research will be submitted in a format ready for publication, supported by

a portfolio of evidence from the MIAA fieldwork that is embedded within course expectations, as well as the lesson studies. The candidates' study is presented to program instructors and peers upon completion of the program.

MIAA320 Mathematical Discourse (1)

Mathematical Discourse focuses on the challenges of developing mathematics literacy among California's diverse student population and developing strategies for teachers that cultivate and advance positive attitudes among their students toward mathematics. The course is designed to attend to the specialized vocabulary embedded within mathematics and build understanding of effective pedagogical practices that enable teachers to facilitate meaningful discourse about mathematics, as well as, encourage and maintain the

engagement of all learners. Content also includes how to analyze K-A1 students' questions, how to develop questions that promote critical thinking, and strategies that maintain high levels of cognitive demand throughout lessons.

MIAA330 Mathematics Assessment (1)

Understanding what K-A1 students know about mathematics and the implications to instruction is the focus of the course, *Mathematics Assessment*. A variety of assessment types are explored and developed with particular attention to error analysis, learning trajectories, language assessments, formative, and summative (site-based and California mathematics standards based) assessments. All discussions and assignments surrounding the varied assessments include the implications to instruction and how to help students use their results to improve their own understanding of mathematics. Teachers work together to determine what K-A1 students' demonstrations of understanding, fluency, or proficiency in mathematics look like and what type of assessment(s) are appropriate. Included in the coursework are techniques for communicating progress to parents, colleagues, and other appropriate service providers. This course prepares students for the course, *Equity in Mathematics: Intervention, Accommodation, and Differentiation*.

MIAA340 Equity in Mathematics: Intervention, Accommodation, and Differentiation (2)

Building directly from the information in the course, *Mathematics Assessment*, the

expectations of the coursework in *Equity in Mathematics: Intervention, Accommodation, and Differentiation* require that the results of K-A1 students' assessments inform MIAA candidates' evaluation, modification, design, and implementation of interventions, accommodations, and differentiation based on California's Common Core State Standards for Mathematics. MIAA teacher teams will design and implement targeted instruction appropriate for each grade span that promotes *all* students' equitable access to learn high-level mathematics.

MIAA350 Mathematics Instruction: Content, Representations, and Theories (3)

Implications to instruction based on the rigorous skills, concepts, and ways of thinking that are essential to students' success and engagement in doing mathematics provide the framework for *Mathematics Instruction: Content, Representations, and Theories*. The coursework is meant to increase the mathematical understanding of both the MIAA candidate and K-A1 students. Maintaining the collaborative philosophy of the program, participating teachers are challenged to ensure that everyone in their class has a shared understanding of what the mathematics means, as well as the proper sequencing and scaffolding of the content. This course prepares MIAA candidates for the capstone course, *Designing Mathematics Instruction*.

MIAA360/370 Designing Mathematics Instruction and Fieldwork (5)

With attention to the California Common Core State Standards (CCCSS) for Mathe-

mathematics and building on the knowledge gained within the previous courses, the MIAA candidates collaborate with peers (pre-service, novice, and experienced) through co-planning of instructional units and co-teaching to improve student learning and practice in mathematics described in the CCCSS. Participants learn to design effective mathematics lessons for each grade span (K-3, 4-8, A1) and to plan and implement lessons specified within their units of mathematics content/instruction. All planning attends to the mathematics content as well as the developmental and cultural needs of the diverse student population of California. The MIAA candidate's demonstration of their ability to address the complex interplay of mathematics content and pedagogy for effective teaching for each grade span is the purpose of their capstone project.



AUTISM SPECTRUM DISORDERS ADDED AUTHORIZATION (ASDAA) (12 UNITS)

This authorization enables an Education Specialist to be the Teacher of Record for students with Autism. The number of courses required is dependent upon experience and past documented trainings.

Admissions Criteria

- Application for Autism Added Authorization
- Official transcripts from Education Specialist Teacher Preparation Program
- Evidence of valid Education Specialist Teaching Credential
- Verification of successful teaching of students with autism
- Certificate(s) verifying 60 hours of seat time in an "Autism Institute/Training for Educators course (or equivalent)
- Copy of "Added Autism Authorization Competency Checklist" signed by a supervisor with expertise in teaching students with autism
- Application fee:
 - \$250 fee covers: processing fee
 - \$400 fee covers: processing fee and supervision component
 - Add \$110 fee covers: one unit of credit (optional)

REQUIRED COURSEWORK

ASDAA (12 Units)

CODE	COURSE	UNITS
SPED258	Communication & Behavior for Autism Spectrum Disorders	2
SPED259	Programming Strategies in Autism	2
SPED260*	Positive Behavior Management	2
SPED261*	Assessment of Learning and Teaching	2
SPED264*	Collaboration Skills	2
SPED267	Autism Spectrum Disorders	1
SPED286	Practicum Field Work-Autism Authorization	1

*May earn equivalency for course from preliminary credential

AUTISM SPECTRUM DISORDERS ADDED AUTHORIZATION COURSE DESCRIPTIONS

SPED258 Communication & Behavior for Autism Spectrum Disorders (2)

Candidates focus on students with Autism Spectrum Disorder (ASD) who manifest atypical development of language, socialization, and sensory processing, resulting in significant communication and behavioral differences. Candidates consider the relationship between communication and behavior and its impact on social access and academic progress. Candidates investigate academic environments and strategies that address the communication and behavioral needs of students with ASD.

SPED259 Programming Strategies for Students with Autism (2)

Candidates are presented research-based approaches to teaching students with Autism, as well as, effective strategies currently approved and used in practice. These may include Applied Behavior Analysis, Discrete Trial Training, Pivotal Response Training, Structured Teaching, and Direct Instruction. Candidates focus on visual strategies, picture exchange communication, and social stories. Candidates discuss and apply available assessment tools and data collection procedures as they relate to the development and implementation of lesson plans through the use of effective research-based teaching strategies.

SPED260 Positive Behavior Management (2)

This course provides candidates specific

strategies for creating and maintaining a positive and supportive learning environment for students with mild/moderate and moderate/severe disabilities. Exploration of proactive interventions to prevent discipline issues will be incorporated throughout the course including various positive behavioral supports. Development of effective Classroom Management Plans and Behavioral Support Plans, individualized to meet each student's needs will be stressed. Behavior interventions based upon person centered values and developed in a collaborative, assessment-based process incorporating positive and effective interventions will be incorporated targeting the student's behavioral deficits.

SPED261 Assessment of Learning and Teaching (2)

This course provides candidates with the knowledge of basic principles and strategies related to using and communicating the results of a variety of assessment and evaluation approaches appropriate for general and special education students with mild/moderate or moderate/severe disabilities. A variety of non-biased standardized techniques, instruments and processes that are functional, curriculum-referenced, performance-based, and appropriate to the diverse needs of individual students will be examined. Candidates will become familiar with authentic and standardized tools used to assess the developmental, academic, behavioral, social, communication, vocational, and community life skill needs of

students. Candidates will be able to make educational and programming decisions based on their assessment results. Candidates will also gain knowledge related to sharing assessment results in a fashion that is meaningful to fellow teachers and your student's families.

SPED264 Collaboration Skills (2)

The purpose of this course is to provide basic communication skills for developing and maintaining interpersonal relationships that serve as a basis for effective collaboration and teaming, particularly in a special education setting. Candidates understand that collaboration helps educators develop interventions for complex student needs with the expertise of all necessary individuals and information required to develop the individualized program for each unique learner. Candidates describe the need for collaboration, define, characterize, and create a framework for successful collaboration. Candidates also explore common barriers to successful collaboration and describe the components of successful collaboration including role clarity, interdependence, vision-driven solutions, and a focus on child and families as full partners in systems of care. The practical application of these skills in the candidate's classroom is supported and evaluated with the Practicum.

SPED267 Autism Spectrum Disorders (1)

The course will provide you with a basic understanding of Autism Spectrum Disorders (ASD) and teaching strategies. We will cover the major developmental delays and

deficits that are common with Autism, including academics, social skills, and communication. You will be presented with research-based approaches to teaching students with Autism, as well as, known effective strategies, currently approved and used by teachers in the field. These will include positive behavior management, Discrete Trial Training, visual systems, social stories, PECs, TEACHH, Direct Instruction, schedules, assessment, and data collection. You will have the opportunity to develop lesson plans and materials using these strategies and practice putting them to use in class. Additionally, this class will provide excellent resources for further education and knowledge in the field of Autism.

SPED286 Practicum Field Work - Autism Authorization (1)

Candidates work 1:1 with a Practicum Supervisor and learn how to meld course content into their teaching practice. Candidates' growth and progress is measured in meeting the ASDAA Competencies. The Practicum Supervisor visits the candidate's classroom and conducts observations and a debrief conversation happens after each observation. Conferences are most effective when they are completed as close to the observation as possible. The Practicum Supervisor's role in this conference may vary from being directive to allowing the candidate to reflect on his/her practice. Using supervision notes as a reference point, supervisors go over what was observed during their visit in the classroom.

EARLY CHILDHOOD SPECIAL EDUCATION ADDED AUTHORIZATION (ECSEAA) (10 UNITS)

An Education Specialist teacher can earn the ECSE Added Authorization with three to four additional classes. This authorization enables them to work with children ages 0-5 that qualify for special education services.

Admissions Criteria

- Application for IMPACT Added Authorization/Credential Application
- Official transcripts from each institution attended
- Proof of employment
- Emergency Contact Form
- \$50 non-refundable application fee
- \$200 non-refundable processing fee (if candidate is new to the IMPACT Program)

REQUIRED COURSEWORK

ECSEAA (10 Units)

CODE	COURSE	UNITS
CURR251*	Teaching Culturally & Linguistically Diverse Students	1
SPED263*	Special Education Law	1
SPED264*	Collaboration Skills	2
SPED272	Assessment and Intervention	2
SPED273	Curriculum and Environments in Early Childhood Special Education	2
SPED274	Early Language and Communication	2

*May earn equivalency for course from preliminary credential

EARLY CHILDHOOD SPECIAL EDUCATION ADDED AUTHORIZATION COURSE DESCRIPTIONS

CURR251 Teaching Culturally & Linguistically Diverse Students (1)

Candidates study and discuss the historical and cultural traditions of cultural and ethnic groups in California Society. Candidates examine effective ways to include cultural traditions and community values and resources in the instructional program of a classroom and school environment. Candidates explore how to eliminate bias in order to create an equitable classroom community that contributes to the physical, social, emotional, and intellectual safety of all students.

SPED263 Special Education Law (1)

Candidates are provided with the legal and ethical responsibilities for serving students with disabilities in California. State and Federal mandates are examined and Due Process guidelines and procedures are reviewed. Candidates focus on current trends and local policies including sensory. Legal requirements for Individual Education Plans (IEPs) and Individualized Family Service Plans (IFSPs) are presented and candidates write plans for both. Candidates examine and write Individual Transition Plans and examine Behavior Plans.

SPED264 Collaboration Skills (2)

The purpose of this course is to provide basic communication skills for developing and maintaining interpersonal relationships that serve as a basis for effective collaboration and teaming, particularly in a

special education setting. Candidates understand that collaboration helps educators develop interventions for complex student needs with the expertise of all necessary individuals and information required to develop the individualized program for each unique learner. Candidates describe the need for collaboration, define, characterize, and create a framework for successful collaboration. Candidates also explore common barriers to successful collaboration and describe the components of successful collaboration including role clarity, interdependence, vision-driven solutions, and a focus on child and families as full partners in systems of care. The practical application of these skills in the candidate's classroom is supported and evaluated with the Practicum.

SPED272 Assessment & Intervention (2)

This course provides candidates with the knowledge of basic principles, processes, procedures, and instruments that lead to appropriate interventions and well-developed Individual Family Service Plans (IFSPs), Individual Education Plans (IEPs), and reflect an understanding of the range of appropriate assessment and evaluation approaches available for children from birth through five years of age, including English Language Learners. A variety of non-biased standardized techniques, instruments, and processes will be examined, including the Desired Results Developmental Profile (DRDP). Developmental

assessments that include motor, cognitive, language and speech, social/ emotional, and self-help skills will be administered in the child's native language. Each candidate will demonstrate an understanding of the IFSP/IEP process and the ability to participate with the family and other members of the team in the development and implementation of an IFSP/IEP and the coordination of services including families with English as a second language. Practicum supervisors observe course content in practice to ensure that a fluid connection exists between coursework and practice.

SPED273 Curriculum & Environments in Early Childhood Special Education (2)

This course is designed for candidates to apply early childhood developmentally appropriate research and strategies to design and implement curriculum and learning environments that address each child's specific, disability-based learning need. The course includes curriculum and environments that focus on cognitive skills; language and literacy; motor skills; social/emotional growth; and, communication skills. Candidates will work to increase their ability to create learning environments in a wide range of settings such as homes, child care and development settings, and other community environments. Each candidate will apply a broad repertoire of validated intervention strategies, adaptations, and assistive technologies that minimize the effects of the child's disability and maximize the child's learning

potential. Particular attention will be paid to small class settings and meeting the diverse needs of children and families culturally, as well as, linguistically. A variety of strategies, instructional approaches, and assessment procedures will be emphasized in order to ensure the candidate's ability to develop, deliver, integrate, and regularly assess the child's progress.

SPED274 Early Language & Communication (2)

Candidates focus on identifying and treating communication and language disorders in young children up to five years. Foundations for communication learning skills, receptive language skills, pragmatic and expressive language skills, and speech skills in the young are addressed. Presented are specific hierarchies of development, language strategies/techniques, and examples. Candidates learn typical language development, as well as strategies to facilitate functional communication and provide meaningful language lessons to students with special needs. Candidates learn how to meet the communication and language needs of English language learners and students with disabilities.

CLEAR CREDENTIAL

GENERAL EDUCATION & EDUCATION SPECIALIST

Single Subject, Multiple Subject, and Education Specialist Preliminary Credential holders may clear their credential through our induction program (BTSA). Every candidate works with an advisor to build their own unique program to meet their needs. You must be a current Teacher of Record to clear your credential.



ADMINISTRATIVE CREDENTIALS

PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL (24 UNITS)

Teachers College of San Joaquin (TCSJ) offers two options for individuals seeking an Administrative Services Credential. The first option is to be a candidate and earn a Preliminary Administrative Services Credential only. The second option is to be a Preliminary Administrative Services Credential Intern. This option requires the student to be employed in a position that requires Administrative Services Credential while being enrolled and attending coursework. The 24-unit program for both candidates and interns is completed in 12 months. Candidates and interns may apply a portion of their Preliminary Administrative Services Credential coursework units towards a TCSJ masters degree in Educational Leadership and School Development.

Admissions Criteria

- Application for Administrative Services Credential without Masters
- Official transcripts from each institution attended
- Letter of Candidate Introduction
- Evidence of a valid credential
- Two recommendation forms, one must be completed by current employer
- Site Administrator Approval Form
- Verification of Experience Form (with at least 4 years full-time experience)
- \$50 non-refundable application fee

REQUIRED COURSEWORK

Administrative Services Credential (24 units)

CODE	COURSE	UNITS
EADM270	Public Schools in a Democratic Society	2
EADM271	The Principalship	1
EADM272	Climate Development, School Culture, and Motivation	2
EADM273	Supervision of Instruction	1
EADM274	School Law	2
EADM275	Administration of Human Resources	1
EADM276	Equity and Access	1
EADM277	Building Partnerships and Community	1
EADM284	School Finance and Business Administration	1
EADM286A	Fieldwork	4
EADM286B	Fieldwork	4
EADM288	Educational Planning, Delivery, and Assessment	2
EADM290	Culminating Seminar	1
TECH280	Technology for School Administrators	1

PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL COURSE DESCRIPTIONS

EADM270: Public Schools in a Democratic Society (2)

The purpose of this course is to introduce administrative candidates to the complexities involved in public schooling within a democracy including the relationship of schools to the school community, governmental entities, and community agencies. The course includes discussion and analysis of foundational issues and theories and their relationship to professional practices in schools. The course addresses developing accommodations and modifications to meet the needs of all students, particularly EL and students with disabilities.

EADM271: The Principalship (1)

The purpose of this course is to prepare candidates for school administration. The focus of this course will be on the school principal. Candidates will understand the principal's role in effective school development. Examination of issues related to site administration will be explored including, but not limited to: building relationships with stakeholders, effective communication, building trust, leadership processes, managing change, organization, time management, personal/professional balance, and the nature of instructional leadership. Accommodations and modifications to

meet the needs of all students, particularly EL and students with disabilities will be provided throughout the course.

EADM272: Climate Development, School Culture & Motivation (2)

The purpose of this course is to introduce administrative candidates to important concepts, theories, and practices of educational leadership. Course will review leadership theory, contemporary conceptions of effective leadership, leadership style, and change effort. Students will participate in problem-based learning, case study analysis, discussion, and other activities and projects.

EADM273: Supervision of Instruction (1)

This course is designed to develop knowledge, skills related to personnel supervision and management for educators while they prepare to be effective school administrators.

EADM274: School Law (2)

The purpose of this course is to develop the knowledge and skills regarding legal principles, interpretations, and practice governing federal, state, county, and local school administration practices.

EADM275: Administration of Human Resources (1)

This course is intended to develop knowledge, skills, and abilities in human resources management in the public school setting. This course will focus on the information and competence necessary to manage the day-to-day and long-term

human resource issues typically experienced by administrators at the school site and district office.

EADM276: Equity & Access (1)

The purpose of this course is to provide administrative candidates with an understanding of the diverse communities that comprise a school community and the need to serve all students. Candidates examine and work to recognize their own attitudes and diminish bias regarding race, gender, ethnicity, culture, sexual orientation, religion, ability, and socio-economic status and understand the role of the school administrator in promoting equitable access to education. Additionally, candidates will assist others in the examination of their attitudes and biases in an effort to promote the equitable access to education for students.

EADM277: Building Partnerships and Community (1)

The purpose of this course is to introduce and examine the values and concerns of the many diverse communities that constitute a school community. Effective ways to involve various communities in the participation of school life are presented. This course examines contextual issues affecting society and the nature of schooling, programs, and strategies that have increased upward mobility among low income and/or minority youth and special needs students. Strategies to bring diverse constituencies into the education decision-making process are emphasized. Understanding diverse constituencies is the central focus of this course. Learning

activities are designed to stimulate critical analysis, problem solving, deductive and inductive reasoning, and scholarly discussion. This course addresses developing accommodations and modifications to meet the needs of all students, particularly EL students and students with disabilities.

EADM284: School Finance & Business Administration (1)

The purpose of this course is to introduce administrative candidates to the economics of education, school finance, and school business administration. Candidates will understand public policy regarding the equitable distribution of resources. This course is designed to develop knowledge skills, and abilities, related to school finance management for educators while they prepare to be effective school administrators.

EADM286A/B Administrative Fieldwork (8)

Fieldwork provides an authentic experience designed to permit the candidate to become familiar with the roles and functions of a school administrator. Candidates are assigned to a school site 19 days over the course of a school year and serve in the capacity of student administrator at that site.

EADM288: Educational Planning, Delivery, and Assessment (2)

Candidates will develop comprehensive plans that focus on analyzing student data, creating goals, providing professional development, curriculum and student intervention implementation and establishing

timelines to promote student learning. This course will provide an overview of the six steps of continuous improvement, an understanding of establishing a site council, creating a school plan, state testing, data analysis and the evaluation process.

EADM290 Culminating Seminar (1)

In this course candidates will develop a portfolio of evidence and reflection based on the integration of coursework and fieldwork to demonstrate their competency of the following California Administrative Performance Expectations (CAPEs):

- Visionary Leadership
- Instructional Leadership
- School Improvement Leadership
- Professional Learning and Growth Leadership
- Organizational and Systems Leadership
- Community Leadership

Upon completion of this course candidates will submit their portfolio for scoring by a team of faculty and supervisors.

TECH280: Technology for School Administrators (1)

In this course, administrative candidates will be introduced to various technology tools, applications, and resources as well as best practices for integrating technology into schools. The focus of the class will be to guide administrative candidates in using technology as a resource for school use and introduce administrative candidates to using technology as a management and communication tool.

INDUCTION CLEAR ADMINISTRATIVE SERVICES CREDENTIAL

The Induction Clear program for the Clear Administrative Services Credential is offered through Teachers College of San Joaquin and is accredited by the CA Commission on Teacher Credentialing. The Leadership Coaching model is for candidates who are seeking a Professional Clear Administrative Service Credential. The two-year program is tied to the CA Professional Standards for Educational Leaders. The professional development activities are established based on the needs of the candidate. Candidates receive an average of 6-8 hours per month of one-on-one time with an experienced coach who has been certified in coaching methodology.

MASTERS IN EDUCATION

Experience, Exploration, Implementation, and Inquiry

All Masters degree programs have a focus on preparing students for the 21st century and are linked through four organizing phases: Experience, Exploration, Implementation, and Inquiry. The graduate program can be completed in as little as 14 months; however, academic plans will be developed to meet the needs of each candidate.

Successful candidates in this program understand and have the ability to work collaboratively with others, apply theory and knowledge, and pursue the development of their own expertise as it relates to teaching, learning, and school development. Students bring their own unique academic experiences and work with an advisor to ensure the connection of those experiences to their Masters Core coursework.

M.Ed. Core Labs: Exploration, Implementation, and Inquiry

The following three phases constitute a sustained intersecting lab which is a key feature of the graduate program. A lab, by definition, is a place for experimentation and exploration, risk-taking, trial and error, and free expression of ideas. Intersecting denotes the experience itself—participants from a wide variety of experiences and viewpoints intersect to bring forward solutions and change. Participation in the Core Labs may be spread over the duration of a candidate's program.

Exploration

Candidates examine change theory and how to deal with resistance, become familiar with college and career readiness initiatives, review Academic and Career Technical Education Standards and deepen understanding of the impact of partnerships with businesses, organizations and the community. Students are immersed in reading, discussing, planning, researching and reflecting on knowledge and beliefs about teaching and learning.

Implementation

Candidates deepen understanding of how to transition from conventional teaching strategies to best practices appropriate for 21st century learning environments. Course content includes aligning and integrating Career Technical Education and Academic standards and frameworks, authentic assessment practices, contextual teaching and learning, project based learning, and designing integrated curriculum for classrooms with real world applications. Candidates also participate in a two-day collaborative lesson study process that combines theory and components of effective lesson design.

Inquiry

Candidates understand research as defined by any effort towards reflective and disciplined inquiry. Content includes learning the processes of action research, how to conduct action research, and how that research can involve a wide array of methods derived from both the quantitative and qualitative domains. Students define and focus on an action research project related to the teaching and learning process. Each student's research is designed to be within their scope of influence and includes the study of teacher-action effects with the goal that they deepen their understanding of how students learn.

M.ED. SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS (33 UNITS)

The Science, Technology, Engineering and Mathematics (STEM) M.Ed. program at TCSJ embraces the premise that 21st century educators *and* school leaders will have expertise in the design of learning environments that enable their K-12 students to approach solutions to problems with the mindset of STEM professionals. Our integrative approaches to STEM education sets us apart from the traditional mindset that views STEM as discreet topics.

Note: M.Ed. STEM with a Mathematics Instructional Added Authorization (MIAA) embedded is also an option.

Admissions Criteria

- Application for Masters in Education Program
- Official transcripts from each institution attended
- Letter of Candidate Introduction
- Two recommendation forms
- \$50 non-refundable application fee

REQUIRED COURSEWORK

M.Ed. Core (17 Units)

CODE	COURSE	UNITS
CURR341	Lab I: Exploration	3
CURR343	Lab II: Implementation	3
CURR344	The Lesson Study	2
CURR345	Lab III: Inquiry	3
CURR384	Writing a Literature Review	2
STEM385	Masters Project in STEM Education	4

STEM Concentration Core (16 Units)

CODE	COURSE	UNITS
MIAA360	Designing Math Instruction	4
STEM310	Introduction to STEM	2
STEM320	Research in the STEM Classroom	3
STEM330	Technology and Tools in STEM Education	2
STEM350	STEM I	2
STEM352	STEM II	3

M.ED. SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS COURSE DESCRIPTIONS

CURR341 Lab I: Exploration (3)

The purpose of the Exploration course is to provide opportunities to explore issues related to the context of 21st century learning environments. Teachers and/or Administrators will examine change theory and how to deal with resistance, become familiar with college and career readiness initiatives, review academic and career technical education standards, and deepen understanding of how to develop partnerships with businesses, organizations and the community. The focus of this course is to be immersed in reading, discussing, planning, researching, and reflecting on our knowledge and beliefs about teaching and learning and gain new perspectives on the needs of administrators, teachers, and students.

CURR343 Lab II: Implementation (3)

The purpose of the Implementation course is to provide opportunities for candidates to deepen understanding of how to transition from conventional teaching strategies to best practices appropriate for 21st century learning environments. Course content includes aligning and integrating career and technical education, academic standards and frameworks, authentic assessment practices, background on contextual teaching and learning, project based learning, and designing integrated curriculum for classrooms with real world applications.

CURR344: The Lesson Study (2)

This course focuses on the sequence of stages teachers attend to in an instructional cycle, or learning cycle, which helps students develop a full understanding of a lesson concept. Co-teaching, co-planning, and reflecting deeply on student evidence of learning within a lesson provides opportunities for combining theory and components of effective lesson design.

CURR345 Lab III: Inquiry (3)

The purpose of the Inquiry course is to help candidates understand research as defined by any effort towards reflective and disciplined inquiry. Content includes learning the processes of action research, how to conduct action research, and that research can involve a wide array of methods derived from both the quantitative and qualitative domains. The focus of the action research project will be defined by the candidate and will follow guidelines related to the teaching and learning process, be within an appropriate scope of influence, and with a purpose of initiating action to understand or solve a problem.

CURR384 Writing the Literature Review (2)

Students will participate in conversations with faculty, experts, and colleagues on a variety of topics related to the development of a literature review. Specific attention will be paid to topic development, keyword searches, adequate sources, writing style, development of an outline,

and correct citing of research in accordance to the American Psychological Association (APA).

STEM385 Masters Project (4)

Students will work with their STEM advisor to design and execute a project that demonstrates inquiry, incorporates content from the STEM coursework, contributes to the body of knowledge for their focus topic, and makes a real world difference to school, students, and/or community. The project must be suitable for publication and presentation.

MIAA360 Designing Mathematics Instruction (4)

With attention to the California Common Core State Standards for Mathematics and the Next Generation Science Standards, and building on the knowledge gained within the previous courses, the candidates collaborate with their peers through co-planning of integrate instructional units and co-teaching to improve student learning. All planning attends to the mathematics content and related STEM content as well as the developmental and cultural needs of the diverse student population of California.

STEM310 Introduction to STEM (2)

This course provides an overview of the attributes of the powerful learning environment provided in an integrated STEM classroom. Candidates experience true integration of topics from science, technology, engineering and mathematics taught in a purposeful, meaningful manner. Emphasis will be placed on shifting para-

digms and practice regarding 'failure' and reflecting on what practices inspire students to engage in learning. The topics covered in this introductory course also include designing strategies for developing partnerships with STEM professionals in industry, developing new pedagogies and making curricular connections to real-world situations.

STEM320 Research in the STEM Classroom (3)

Research in the STEM Classroom prepares teachers to deepen their understanding of research and develop strategies for implementing student-directed research as part of their curriculum. Instruction in each stage of research and how to communicate results through effective writing comprise a substantial portion of the coursework.

STEM330 Technology and Tools in STEM Education (2)

Advances in technology and emerging tools that are redefining the definition and experience of education are addressed in this course. How to use technology and tools to advance learning, collaboration, creativity, data management, and problem solving in a STEM setting comprise most of the coursework. Infusion of the techniques and ideas learned in this course is expected within the subsequent STEM courses.

STEM350 STEM I (2)

STEM I provides opportunities for students to experience critical components of a STEM unit of study that is aligned to the California Common Core State Standards, Next Generation Science Standards and

the Career and Technical Education (CTE) Industry Sectors. Identification of useful resources and how to develop industry partnerships that will enhance the quality of STEM learning is a focus embedded in the coursework. STEM I considers content from the Physical Sciences Disciplinary Core Idea described within the NGSS. Defining, delimiting, developing, and optimizing design solutions provide an engineering approach to problems and is a focus throughout the coursework. Pedagogy for teaching STEM is a major thread, with significant consideration of assessments, student discourse and presentation, and the management of technology and tools.

STEM352 STEM II (3)

The capstone of this course is the development and implementation of an integrated STEM unit that utilizes Design Thinking to stimulate innovation and draw on methods from engineering and design. STEM II considers content from the Life Sciences Disciplinary Core Idea described within the NGSS. The course includes opportunities to plan K-12 curriculum that embeds specialized pedagogy for facilitating learning within effective integrated STEM education. All units are aligned to the California Common Core State Standards and the Next Generation Science Standards.



M.ED. EDUCATIONAL INQUIRY (32 UNITS)

The Educational Inquiry Concentration is designed for educators who aspire to deepen their understanding of 21st century learning environments, school reform and action research. This option can also be completed concurrently with multiple subject, single subject or career technical education credential program.

Admissions Criteria

- Application for Masters in Education Program
- Official transcripts from each institution attended
- Letter of Candidate Introduction
- Two recommendation forms
- \$50 non-refundable application fee

REQUIRED COURSEWORK

M.Ed. Core (24 Units)

CODE	COURSE	UNITS
CURR321	Research Methods and Applications	3
CURR341	Lab I: Exploration	3
CURR343	Lab II: Implementation	3
CURR344	Lesson Study	2
CURR345	Lab III: Inquiry	3
CURR346	Lab I: Teacher Leader	3
CURR347	Theory of Teacher Leadership	1
CURR384	Writing a Literature Review	2
CURR385	Masters Project in Educational Inquiry	4

Curriculum Electives (1-8 Units)

Educational Inquiry candidates will work with an advisor to determine a course of study that matches the candidate's goals.

M.ED. EDUCATIONAL INQUIRY COURSE DESCRIPTIONS

CURR321 Research Methods and Application (3)

The purpose of the Research Methods and Application course is to expose candidates to the role of various types of research literature and learn to be informed consumers of research. Topics in this course that help candidates deepen understanding of techniques of research design include, but not limited to, empirical research constructs, review of evaluation research and policy analysis, how to read quantitative and qualitative research reports, descriptive and inferential statistics, and basic understandings of the scientific method (problem, hypothesis, data collection, and data analysis). Candidates develop a research proposal in this course with essential elements of effective research methodologies.

CURR341 Lab I: Exploration (3)

The purpose of the Exploration course is to provide opportunities to explore issues related to the context of 21st century learning environments. Teachers and/or Administrators will examine change theory and how to deal with resistance, become familiar with college and career readiness initiatives, review academic and career technical education standards, and deepen understanding of how to develop partnerships with businesses, organizations and the community. The focus of this course is to be immersed in reading, discussing, planning, research-

ing, and reflecting on our knowledge and beliefs about teaching and learning and gain new perspectives on the needs of administrators, teachers, and students.

CURR343 Lab II: Implementation (3)

The purpose of the Implementation course is to provide opportunities for candidates to deepen understanding of how to transition from conventional teaching strategies to best practices appropriate for 21st century learning environments. Course content includes aligning and integrating career and technical education, academic standards and frameworks, authentic assessment practices, background on contextual teaching and learning, project based learning, and designing integrated curriculum for classrooms with real world applications.

CURR 344: The Lesson Study (2)

This course focuses on the sequence of stages teachers attend to in an instructional cycle, or learning cycle, which helps students develop a full understanding of a lesson concept. Co-teaching, co-planning, and reflecting deeply on student evidence of learning within a lesson provides opportunities for combining theory and components of effective lesson design.

CURR345 Lab III: Inquiry (3)

The purpose of the Inquiry course is to help candidates understand research as

defined by any effort towards reflective and disciplined inquiry. Content includes learning the processes of action research, how to conduct action research, and that research can involve a wide array of methods derived from both the quantitative and qualitative domains. The focus of the action research project will be defined by the candidate and will follow guidelines related to the teaching and learning process, be within an appropriate scope of influence, and with a purpose of initiating action to understand or solve a problem.

CURR 346 Teacher Leader Lab (3)

This course focuses on preparing teacher leaders who are ready to transform school culture. Development of the understanding of how to implement group processes to make decisions, manage conflict, and promote meaningful change are included among the topics considered as participants learn the traits of effective coaching and practice to hone their skills. The course also covers the theory and practice that underpins the design of effective learning opportunities for adult learners.

CURR347 Theory of Teacher Leadership (1)

The Theory of Teacher Leadership course is designed to explore how social, cultural, and political systems influence education. The theories of social, human, and physical capital as well as cognitive and self theories will be explored with the goal to understand how the actions of a teacher-leader may function to inspire, motivate, and reform educational practice.

CURR384 Writing the Literature Review (2)

Students will participate in conversations with faculty, experts, and colleagues on a variety of topics related to the development of a literature review. Specific attention will be paid to topic development, keyword searches, adequate sources, writing style, development of an outline, and correct citing of research in accordance to the American Psychological Association (APA).

CURR385 Masters Project in Educational Inquiry (4)

This is the capstone course for the Masters degree. As such, students will work with their advisor to design and execute a project that demonstrates inquiry, incorporates content from coursework, contributes to the body of knowledge for their focus topic, and makes a real world difference to school, kids, and/or community. The project must be suitable for publication and presentation.

M.ED. EDUCATIONAL LEADERSHIP & SCHOOL DEVELOPMENT (32 UNITS)

The Educational Leadership and School Development concentration is for those individuals serving or hoping to serve in school/district leadership positions.

Note: Units from TCSJ's Administrative Services Credential may be applied toward the M.Ed. Educational Leadership & School Development.

Admissions Criteria

- Application for Masters in Education Program
- Official transcripts from each institution attended
- Letter of Candidate Introduction
- Two recommendation forms
- \$50 non-refundable application fee

* Administrative Services Credential candidates require additional admissions criteria.

REQUIRED COURSEWORK

M.Ed. Core (18 Units-22 Units)

CODE	COURSE	UNITS
CURR321	Research Methods and Applications	3
CURR341	Lab I: Exploration	3
CURR343	Lab II: Implementation	3
CURR345	Lab III: Inquiry	3
CURR384	Writing a Literature Review	2
EADM286A/B	Administrative Fieldwork*	8
EADM385	Masters Project**	4

*EADM286A/B required if candidate is completing an Administrative Services Credential

**EADM385 required for M.Ed. candidates who are not pursuing an Administrative Services Credential.

Educational Leadership & School Development Electives (10-14 units)

Educational Leadership candidates will work with an advisor to determine a course of study that meets the candidate's goals. Candidates seeking an administrative credential will take the required credential coursework.

M.Ed. Educational Leadership & School Development Electives (15 units)

CODE	COURSE	UNITS
EADM270	Public Schools in a Democratic Society	2
EADM271	The Principalship	1
EADM272	Climate Development, School Culture, and Motivation	2
EADM273	Supervision of Instruction	1
EADM274	School Law	2
EADM275	Administration of Human Resources	1
EADM276	Equity and Access	1
EADM277	Building Partnerships and Community	1
EADM284	School Finance and Business Administration	1
EADM288	Educational Planning, Delivery, and Assessment	2
TECH280	Technology for School Administrators	1

M.ED. EDUCATIONAL LEADERSHIP & SCHOOL DEVELOPMENT COURSE DESCRIPTIONS

CURR321 Research Methods and Application (3)

The purpose of the Research Methods and Application course is to expose candidates to the role of various types of research literature and learn to be informed consumers of research. Topics in this course that help candidates deepen understanding of techniques of research design include, but not limited to, empirical research constructs, review of evaluation research and policy analysis, how to read quantitative and qualitative research reports, descriptive and inferential statistics, and basic understandings of the scientific method (problem, hypothesis, data collection, and data analysis). Candidates develop a research proposal in this course with essential elements of effective research methodologies.

CURR341 Lab I: Exploration (3)

The purpose of the Exploration course is to provide opportunities to explore issues related to the context of 21st century learning environments. Teachers and/or Administrators will examine change theory and how to deal with resistance, become familiar with college and career readiness initiatives, review academic and career technical education standards, and deepen understanding of how to develop partnerships with businesses, organizations and the community. The focus of this course is to be immersed in reading, discussing, planning, researching, and reflecting on our knowl-

edge and beliefs about teaching and learning and gain new perspectives on the needs of administrators, teachers, and students.

CURR343 Lab II: Implementation (3)

The purpose of the Implementation course is to provide opportunities for candidates to deepen understanding of how to transition from conventional teaching strategies to best practices appropriate for 21st century learning environments. Course content includes aligning and integrating career and technical education, academic standards and frameworks, authentic assessment practices, background on contextual teaching and learning, project based learning, and designing integrated curriculum for classrooms with real world applications.

CURR345 Lab III: Inquiry (3)

The purpose of the Inquiry course is to help candidates understand research as defined by any effort towards reflective and disciplined inquiry. Content includes learning the processes of action research, how to conduct action research, and that research can involve a wide array of methods derived from both the quantitative and qualitative domains. The focus of the action research project will be defined by the candidate and will follow guidelines related to the teaching and learning process, be within an appropriate scope of influence, and with a purpose of initiating action to understand or solve a problem.

CURR384 Writing the Literature Review (2)

Students will participate in conversations with faculty, experts, and colleagues on a variety of topics related to the development of a literature review. Specific attention will be paid to topic development, keyword searches, adequate sources, writing style, development of an outline, and correct citing of research in accordance to the American Psychological Association (APA).

EADM286A/B Administrative Fieldwork (8)

Fieldwork provides an authentic experience designed to permit the candidate to become familiar with the roles and functions of a school administrator. Candidates are assigned to a school site 19 days over the course of a school year and serve in the capacity of student administrator at that site.

EADM385 Masters Project in Education Leadership and School Development (4)

This is the capstone course for the Masters degree. As such, students will work with their advisor to design and execute a project that demonstrates an understanding of the role of leadership in school development, incorporates content from coursework, contributes to the body of knowledge for their focus topic, and makes a real world difference to districts, schools, kids, and community. Project must be suitable for publication and presentation. Candidates concurrently pursuing an Administrative Services Credential will meet this

requirement through EADM 290 and EADM 288.

EADM270: Public Schools in a Democratic Society (2)

The purpose of this course is to introduce administrative candidates to the complexities involved in public schooling within a democracy including the relationship of schools to the school community, governmental entities, and community agencies. The course includes discussion and analysis of foundational issues and theories and their relationship to professional practices in schools. The course addresses developing accommodations and modifications to meet the needs of all students, particularly EL and students with disabilities.

EADM271: The Principalship (1)

The purpose of this course is to prepare candidates for school administration. The focus of this course will be on the school principal. Candidates will understand the principal's role in effective school development. Examination of issues related to site administration will be explored including, but not limited to: building relationships with stakeholders, effective communication, building trust, leadership processes, managing change, organization, time management, personal/professional balance, and the nature of instructional leadership. Accommodations and modifications to meet the needs of all students, particularly EL and students with disabilities will be provided throughout the course.

EADM272: Climate Development, School Culture & Motivation (2)

The purpose of this course is to introduce administrative candidates to important concepts, theories, and practices of educational leadership. Course will review leadership theory, contemporary conceptions of effective leadership, leadership style, and change effort. Students will participate in problem-based learning, case study analysis, discussion, and other activities and projects.

EADM273: Supervision of Instruction (1)

This course is designed to develop knowledge, skills related to personnel supervision and management for educators while they prepare to be effective school administrators.

EADM274: School Law (2)

The purpose of this course is to develop the knowledge and skills regarding legal principles, interpretations, and practice governing federal, state, county, and local school administration practices.

EADM275: Administration of Human Resources (1)

This course is intended to develop knowledge, skills, and abilities in human resources management in the public school setting. This course will focus on the information and competence necessary to manage the day-to-day and long-term human resource issues typically experienced by administrators at the school site and district office.

EADM276: Equity & Access (1)

The purpose of this course is to provide administrative candidates with an understanding of the diverse communities that comprise a school community and the need to serve all students. Candidates examine and work to recognize their own attitudes and diminish bias regarding race, gender, ethnicity, culture, sexual orientation, religion, ability, and socio-economic status and understand the role of the school administrator in promoting equitable access to education. Additionally, candidates will assist others in the examination of their attitudes and biases in an effort to promote the equitable access to education for students.

EADM277: Building Partnerships and Community (1)

The purpose of this course is to introduce and examine the values and concerns of the many diverse communities that constitute a school community. Effective ways to involve various communities in the participation of school life are presented. This course examines contextual issues affecting society and the nature of schooling, programs, and strategies that have increased upward mobility among low income and/or minority youth and special needs students. Strategies to bring diverse constituencies into the education decision-making process are emphasized. Understanding diverse constituencies is the central focus of this course. Learning activities are designed to stimulate critical analysis, problem solving, deductive and inductive reasoning, and scholarly discus-

sion. This course addresses developing accommodations and modifications to meet the needs of all students, particularly EL students and students with disabilities.

EADM284: School Finance & Business Administration (1)

The purpose of this course is to introduce administrative candidates to the economics of education, school finance, and school business administration. Candidates will understand public policy regarding the equitable distribution of resources. This course is designed to develop knowledge skills, and abilities, related to school finance management for educators while they prepare to be effective school administrators.

EADM288: Educational Planning, Delivery, and Assessment (2)

Candidates will develop comprehensive plans that focus on analyzing student data, creating goals, providing professional development, curriculum and student intervention implementation and establishing timelines to promote student learning. This course will provide an overview of the six steps of continuous improvement, an understanding of establishing a site council, creating a school plan, state testing, data analysis and the evaluation process.

TECH280: Technology for School Administrators (1)

In this course, administrative candidates will be introduced to various technology tools, applications, and resources as well as best practices for integrating technology into schools. The focus of the class will be

to guide administrative candidates in using technology as a resource for school use and introduce administrative candidates to using technology as a management and communication tool.

LEADERSHIP TEAM

Diane Carnahan, Ed.D. , President

Diane Carnahan has taught K-5th grades and worked with teachers, students and community members over the last 30 years. She has been a consultant on a variety of California Department of Education committees; Regional Director for WestEd's K-12 Alliance organization, providing professional development activities in math and science; and served as a teacher consultant with the Bay Area Writing Project. Diane is currently the Dean at TCSJ. Particular areas of interest include integration of academics and career technical education, project-based learning, creating 21st Century learning environments, and teaching practices that prepare students for college and career readiness.

Carnahan has a BA from San Jose State University, a M.Ed. in Integrated Mathematics and Science from Fresno Pacific University and a doctorate in Curriculum and Instruction from the University of the Pacific.

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Sylvia Turner, Ed.D., Director, Office of Institutional Research

Sylvia Turner has been in education for over 30 years. The first seven of those years were spent teaching kindergarten and first grade. Since then, she has served as a teacher of high school mathematics, the mathematics director for a local school district and the director of research at TCSJ. Sylvia was able to work in a large curriculum development project funded by the National Science Foundation. During the many years spent in the design and implementation of the curriculum (Interactive Mathematics Program, IMP), she developed the ability to write curriculum, design integrated units of instruction, create context-based lessons and assessments, as well as invent and implement a new model of mathematics interventions. Her current focus in research seeks to determine the effects of a constructivist-based mathematics intervention on the achievement and self-efficacy beliefs of children in poverty. Statistics and research design are also particular interests and areas of expertise.

Turner earned a B.A. in Mathematics and Master's Degree from CSU Stanislaus. She also has a doctorate in Mathematics Education from University of the Pacific.

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Pamela Dunham, M.Ed. , Coordinator of Preliminary Administrative Services Credential

Pam Dunham has over 20 years educational experience in a variety of venues. Pam spent several years teaching K-6 students and serving as a Beginning Teacher Support & Assessment, (BTSA) support provider. She provided leadership and conducted staff development in the area of Literacy for area teachers. Pam joined Project IMPACT in 2002 where she supervised intern teachers and taught literacy classes. She also works as a consultant on the development and implementation of the Reading Instruction Competency Assessment, (RICA). She also worked on the development of the California Teacher Performance Assessment. Pam advises new students as well as students completing their masters projects. Pam's areas of strength include literacy development, assessment, and integrated curriculum.

Dunham holds a B.A. in Psychology from California State University, Stanislaus, and a M.A. in Educational Leadership from University of the Pacific. Additionally, she holds a Multiple Subject teaching credential and an Administrative Services Credential.

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Linda Myers, M.A., Clear Administrative Services

Linda Myers has over 30 years of educational experience. She spent 9 years as a Standard Elementary Teacher, teaching at both Richmond Unified School District and Lincoln Unified School District. Myers then went on to work as an administrator for over 20 years working as a Principal, Assistant Superintendent of Personnel Services, and Associate Superintendent of Educational Services at Lincoln Unified. After retiring in 2001, Linda worked as a Long-Term Substitute Principal for 5 years and in 2008, Linda joined SJCOE (TCSJ) as a Leadership Coach. In 2013, she became the Director of Leadership Coaching at TCSJ (Clear Induction Administrative Credential Coaching).

Myers holds a B.A. in Education from the University of San Francisco, a B.A. in Recreation/Sociology from San Jose State University, and a Master of Arts in Education Administration from University of the Pacific.

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Stephanie Hitchcock, M.Ed., *Impact Credential Programs*

Stephanie Hitchcock has been in education for more than 20 years. Her experience includes ten years teaching at the high school level, ten years as an administrator at a high school and two more at a middle school. Hitchcock has supervised numerous beginning and experienced teachers. Her responsibilities also comprised of evaluating and revising course offerings and curriculum at the secondary level as well as creating college opportunities while supporting the arts and Career Technical Education.

Stephanie received her B.S. from California State University, Chico, Teaching Credential from University of Pacific, Administrative Credential and M.Ed. in Educational Administration from National University.

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Louise Gammon, M.Ed. , *Stanislaus County Office of Education IMPACT Coordinator*

Louise Gammon has served as an educator at the elementary level for more than twenty years. Her experience includes teaching Reading Recovery, serving as mentor, master teacher, and BTSA Support Provider. Currently, she is the IMPACT and CTE advisor for Teachers College of San Joaquin.

Gammon graduated with a B.A. in Liberal Studies from California State University, Sacramento and has a M.Ed. in Educational Administration from University of Pacific. Louise holds a Multiple Subject teaching credential and an Administrative Services credential.

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Elizabeth Asplund, M.Ed. , *Lead Practicum Supervisor and Teacher Preparation Program*

Elizabeth Asplund's twenty-two years of public education experience include teaching grades 3-8, teaching in alternative education, elementary school administration and various work in teacher development. Additional experiences include being a mentor teacher, BTSA support provider, fieldwork supervisor and a master teacher for student teachers.

Asplund earned a BA degree and multiple subjects teaching credential from California Polytechnic University/SLO and a M.A. degree and administrative credential from the University of the Pacific.

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Kathy Athey, Induction Coordinator and Teacher Performance Assessments

Kathy Athey has coordinated the Induction Program at the San Joaquin County Office of Education for 9 years. Prior to that she taught High School English and Communications and coordinated one of the first high school Conflict Resolution Programs. Kathy Athey is a lead Assessor for the Teacher Performance Assessment (TPA) and teaches a variety of classes at TCSJ.

Athey earned a Bachelors Degree in Communications and a Single Subject Life Credential at California State University, Sacramento. Her Administrative Services Credential is from California State University, Stanislaus.

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Crescentia Thomas, Ed.D., Graduate Studies

Crescentia Thomas has over 14 years of educational experience. During her 13 years as a resource specialist, she worked with students with special needs, assisted in administrative duties at the school site, mentored novice teachers, and collaborated with the curriculum department in her district to design professional development for special education teachers. As a resource specialist, she became knowledgeable in incorporating a variety of accommodations and modification into lesson plans, collaborating with K-8 teachers and program specialists, and advocating for students. Crescentia joined Teachers College in August 2010 as an instructor in the masters core and hence taught in the Education Specialists and Pre-Service cohorts. She became a full-time advisor in August 2014.

Crescentia holds a B.A. in Psychology from the University of San Diego, a M.A. in Education (Special Education) from California State University, Sacramento, an Administrative Services Credential from CSU, Stanislaus, and an Educational Doctorate from the University of the Pacific.

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Lisa Neugebauer, M.S., Registrar

Before coming to Teachers College of San Joaquin, Lisa worked at Linden High School for over 7 years. As a high school registrar, she worked with students, preparing them for college and career readiness as well as advising them to meet their individual educational needs. Neugebauer became very experienced in reviewing transcripts, state reporting, and maintaining students' academic records. In 2014, she became the TCSJ registrar.

Lisa earned her B.S. from CSU Stanislaus in Business Administration, M.S. in School Counseling and PPS credential from University of Laverne.

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AFFILIATE FACULTY

Teachers College of San Joaquin purposefully selects faculty with diverse backgrounds and experiences. Specific attention is paid to finding and selecting skilled practitioners whenever possible. We believe that a teacher's college should promote best practice and validate experts in the field. As a result, our faculty includes teachers, principals, district and county officials, industry leaders, and academics. When choosing faculty, experience and scholarship are weighted equally. We value both our fulltime and our adjunct faculty members.

Instructors, Supervisors and Leadership Coaches for IMPACT Intern Programs, Preliminary and Clear Administrative Credential Programs and M.Ed. programs are listed below.

If you would like to contact someone, please email a request to tscsjadmissions@sjcoe.net for contact information.

Ahuji, Rashmi
 Alexander, Sherry
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 Bell, Sandy
 Blomenkamp, Joel
 Brigham, Carol
 Brigham, Josh
 Brown, Barbara
 Buchanan, Tim
 Bulkin, Marguerite
 Burns, Katherine
 Busher, Pat
 Calbreath, Rick
 Capello, Richard
 Castro, Michael
 Chapin-Pinotti, Elizabeth
 Cicinato, Jill
 Cicinato, John
 Clark, Ruth
 Clements, Les
 Coburn, Sherri

Cochran, Fred
 Compise, Karin
 Correira-Dennis, Doriann
 Crowe, Denna
 DaValle, Milly
 Del Purgatorio, Karen
 Dimond, Patricia
 Dunbar, Tammy
 Duong, Annie
 Finke, Marcia
 Frasier, Sylvia
 Friend, Jillian
 Friend, Maryanne
 Fromm, Brandon
 Frost, Linda
 Gard, Julie
 Gill, Khushwinder
 Go-Miller, Adrienne
 Gobbi, Lori
 Gonsalves, Kathleen
 Green, Lori
 Griggs, Andrew
 Gunston-Parks, Cid
 Guzman, Michelle
 Gwin, Megan
 Hale, Girlie

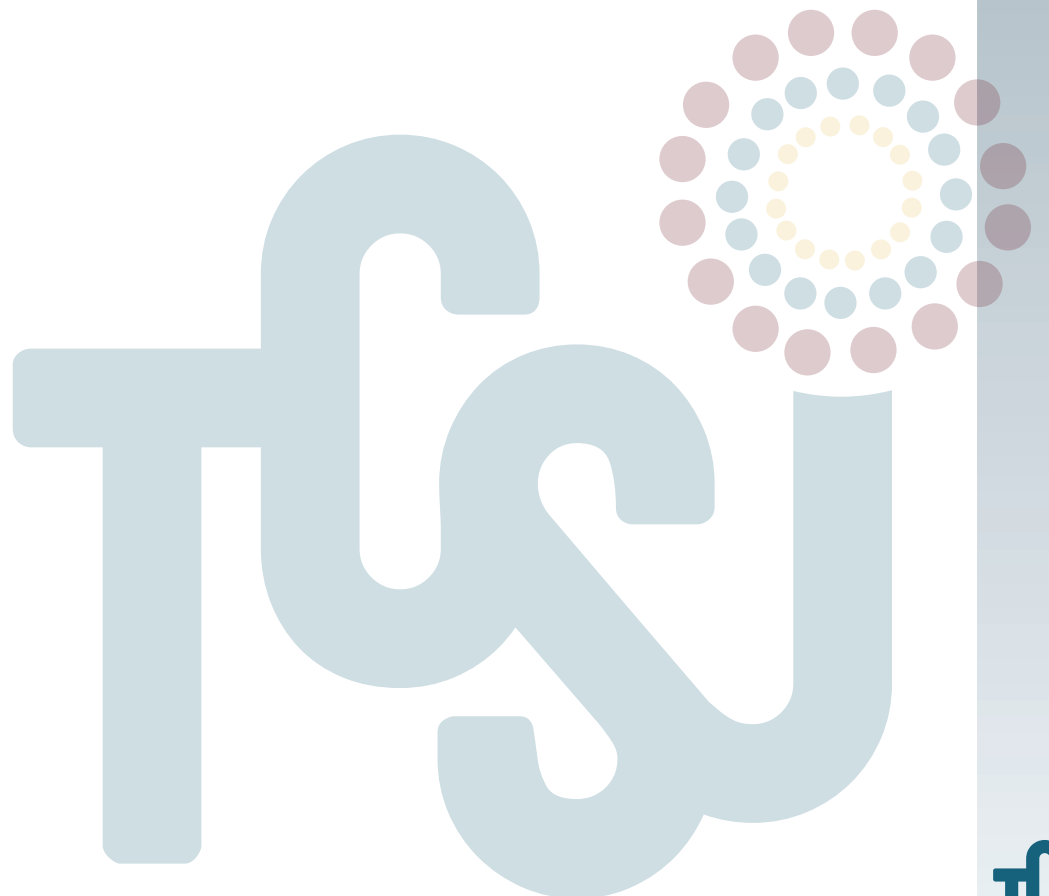
Halseth, Don
 Harkness, Maurine
 Harrison, Sheila
 Heck, Jennifer
 Hess, Shannon
 Holbrook, Richard
 Holmerud, Debra
 Hopman, Debra
 Hoyer, Loretta
 Huffman, Jeannine
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 Jara, Beth
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 Klopatek-Driskoll, Jennifer
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 Markus, Christine
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 Millin, Anne Marie
 Moyse, Colette
 Nichols-Washer, Cathy
 Ofman, Faith
 Ott, Kimberly
 Palmquist, Jeffrey
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 Peebles, Scott
 Pennington, Catherine
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 Scott, Susan
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 Turner Kelly, Suzan
 Unterholzner, Stephan
 Verstl, Mollie
 Villalobos, Lonny
 Villines, Jackie
 Ward, Jamie
 Welch, Mary
 Wehrs, Ellen
 Weiland, Sharon
 Welsh, Tim
 Wilkins, Nancy
 Won Jones, Kecia
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