



**2021-2022
COURSE
CATALOG**



TEACHERS COLLEGE
of SAN JOAQUIN



TEACHERS COLLEGE of SAN JOAQUIN

**Published in June 2021 by Teachers College of San Joaquin
2721 Transworld Drive, Stockton, CA 95206**



SAN JOAQUIN COUNTY OFFICE OF EDUCATION
Troy A. Brown, Ed.D., County Superintendent of Schools

THE PROVISIONS OF THIS CATALOG REFLECT INFORMATION AS OF THE DATE OF PUBLICATION.

NOTICE: This Course Catalog is not a contract nor an offer to enter into a contract. While every effort is made to ensure the accuracy of the information provided in this Catalog, it must be understood that all courses, course descriptions, admissions requirements, and other academic information described herein are subject to change or elimination at any time without notice or published amendment to this catalog. In addition, Teachers College of San Joaquin (TCSJ) reserves the right to make changes at any time, without prior notice, to programs, policies and procedures, and information, which are described in this Course Catalog.

Candidates should consult their TCSJ academic advisor for currently accurate information on any matters described in this Course Catalog. Contact information is available at

<http://teacherscollegesj.edu>.

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OUR HISTORY

Founded in 2009 by the San Joaquin County Office of Education (SJCOE), Teachers College of San Joaquin (TCSJ) is the only regionally accredited institution of higher education that is a department within a county office of education. TCSJ provides a variety of options for those who wish to pursue a career in the field of education: Teaching and Administrative Service Credentials, Induction (teaching and administrative), six Master in Education concentrations, as well as non-degree programs. The college serves over 1200 students who work across 60 districts in an 8 county region of California.

ACCREDITATION

Teachers College of San Joaquin is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges, 1001 Marina Village Parkway, Suite 402, Alameda, CA 94501, 510-748-9001.

Credential Programs offered at TCSJ are fully accredited by the California Commission on Teacher Credentialing (CCTC).

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.

*TCSJ Core Learning Outcomes are in the process of being reviewed and updated by the TCSJ Leadership Team. Any changes will be implemented September 1, 2021 and published on the TCSJ website at <https://teacherscollegesj.edu/Welcome/About>.

OUR PHILOSOPHY

Everyone – candidates, faculty, and staff form the Teachers College of San Joaquin learning community. Every member of this 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 PK-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.

ADVISEMENT AND SUPPORT

Teachers College of San Joaquin is proud to provide individualized attention to our candidates. TCSJ provides admission advisement beginning with the initial inquiry and continuing throughout the candidate'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 timely help with the issues that arise related to teaching and learning.

FEDERAL STUDENT AID (FSA)

The US Department of Education has determined that the San Joaquin County Office of Education (dba Teachers College of San Joaquin) satisfies the definition of an eligible institution for the purpose of granting to regular students at the institution an in-school deferment of repayment of Federal Family Education Program Loans and Federal Direct Student Loans.

Although candidates attending the Teachers College of San Joaquin are not eligible at this time to apply for Federal Student Aid to pay for their tuition, candidates may qualify to take advantage of the American Opportunity and Lifetime Learning tax credits. Eligible candidates will be issued a 1098T showing the amount of tuition paid during the January-December calendar year. It is your responsibility to check with your tax advisor regarding eligible tax credits.

LOAN DEFERMENT

If you have taken federal loans prior to entering Teachers College of San Joaquin, you may qualify for deferment of those loans while enrolled at TCSJ.

To defer the payment of your loans, it is best to confirm with each of your lenders the process through which the deferment will take place. It may be that you do not have to submit any paperwork to defer your loan. This is true if your particular lender participates in the National Student Loan Data System (NSLDS). NSLDS is a database that receives enrollment information from university registrars at participating schools (enrollment status can also be self-reported by logging into the NSLDS student access website to inform NSLDS of their enrollment status).

Lenders are allowed to download enrollment information directly from this clearinghouse. They can then match the data they download with their borrower records, thereby verifying whether a student/borrower is enrolled in a full-time program. If the student meets the enrollment requirement for deferment, the student is automatically deferred without any necessary paper documentation. Candidates who are auditing classes are not subject to the same academic requirements, therefore students who are auditing a class are not eligible for in-school deferments.

If your school or lender does not use the services of NSLDS, then you must obtain a paper deferment form from each lender and submit it to the TCSJ Admissions Department. A TCSJ Admissions Department designee will verify that you are enrolled in a full-time program and will forward your deferment form to the lender.

It is your responsibility to follow up with your lenders to be sure that your deferment has been approved and received by the lender in order to avoid a negative impact on your credit by missing monthly loan payments. Each lender has their own policy on how often they will verify your enrollment status, therefore, you will need to ask your lender if you need to submit a deferment form each semester while enrolled, or once at the beginning of each academic year. Students who are denied a supplemental loan are often denied because they did not file for deferment. The lender does not know that you want to defer payments on your loans unless you inform them by submitting either an electronic or paper deferment form.

TECHNOLOGY

Devices

TCSJ candidates are required to come prepared for class each night with a personal laptop or tablet to access course material. Devices must have "dual band" Wi-Fi radios. Devices without dual band radios may not be able to access the required course curriculum. Please check with your device vendor to determine whether the device you wish to use has this capability.

TCSJ is not responsible for lost, stolen, or damaged electronic devices.

Support

Candidates can contact the Admissions Department at tcsjadmissions@sjcoe.net if support is needed to access their teacherscollegesj.edu account. The SJCOE Help Desk is not available for support with a personal device. While sharing documents (e.g. via Zoom, or on Promethean screens from your device), ensure personal content cannot be viewed.

Wi-Fi

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

VETERANS

Teachers College of San Joaquin is approved by the California State approved Agency to enroll veterans and other eligible persons.

TCSJ will maintain a written record of the previous education and training (e.g. transcripts) of veterans and eligible persons. The record will clearly indicate if credit has been granted and candidates will be notified accordingly per CFR 21.4253 (d)(3)

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, printer, teacher resource books in all subject areas and grades, and current educational journals.

TCSJ students also have access to an electronic library of databases, EBSCO, which allows our candidates and faculty to access research articles, peer-reviewed journals, and educational e-books. As members of the local community, our candidates also have access to libraries at community colleges, public universities, and some private institutions of higher education.



POLICIES & PROCEDURES

ACADEMIC CREDIT TRANSFER

POLICY

Current Teaching Credential Students:

Coursework completed by students currently enrolled in the IMPACT Program or *Residency@TCSJ* are directly transferable to TCSJ for identical required coursework in the M.Ed. program.

Teaching Credential Graduates:

Students who have graduated from the IMPACT Program or *Residency@TCSJ* within the last seven years will be awarded transfer credit as described for current students above. Students who graduated more than seven 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 (<https://www.chea.org/regional-accrediting-organizations>) is eligible to be evaluated for transfer credit work with the following restrictions:

1. Only 8 units or less can be transferred (unless applying for a second credential).
2. Only courses completed within the last 7 years will be considered (unless applying for a second credential).
3. Only courses that qualify for graduate credit by an accredited institution can be transferred.

*Exception: Integrated credential coursework completed as an undergraduate may be considered pending review of transcripts and course descriptions.

4. Only courses in which a grade of C or better is earned can be transferred.

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

PROCEDURE

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

If needed, the program director shall consult with the President of 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 Master's Core. All students must complete a minimum of 17 units at TCSJ to be eligible for a Master's in Education.

ACADEMIC PERFORMANCE, PROGRESS AND/OR CONDUCT AND DISPOSITION PROBATION

POLICY

Academic Performance Probation

All TCSJ students are expected to earn a minimum grade-point average (GPA) of 3.0 each semester and maintain a minimum overall GPA of 3.0, with no grade below a "C". If a student's GPA and/or course grade/s are below this minimum standard the student will be placed on academic probation. Students who remain on academic probation for more than 1 semester may be referred to the Academic Review Committee (ARC) for further action.

Conduct and Disposition Probation

All students at TCSJ are expected to exemplify the conduct and dispositions described in the TCSJ Ethical and Professional Standards. If a student fails to exhibit the characteristics outlined in the standards, a TCSJ Teacher Candidate Disposition Concern Form (Appendix D) will be filed with the Program Coordinator.

Violence, threats of violence, intimidation, stalking, and similar behaviors towards PK-12 students, college students, faculty, and/or TCSJ employees on the part of students shall lead to immediate dismissal from the college.

Progress Probation

All TCSJ students are expected to make adequate progress towards completion of the program. Adequate progress is defined by students earning a minimum GPA of 3.0 in each semester, overall GPA of 3.0, with no grade below a C. In addition, adequate progress is demonstrated by students taking and/or completing required program or course assessments, and turning in required assignments, logs, and/or documents. Therefore, examples of inadequate progress include but are not limited to: poor attendance, failure to take and/or complete Teaching Performance Assessments (TPA), Administrator Performance Assessments (APA), Reading Instruction Competence Assessment (RICA), failing coursework, lack of progress in clinical fieldwork and/or incomplete support logs (IMPACT). If a student is making inadequate progress, the student will be placed on progress probation. Students who remain on probation for more than 1 semester may be referred to the Academic Review Committee (ARC) for further action.

TCSJ credential students who are required to successfully pass the California Teaching Performance Assessments (CalTPA) must demonstrate adequate progress in order to continue in the program. If a student does not receive a passing score on their first attempt of either of the assessment cycles, they will be placed on progress probation and must meet with their coordinator to create a remediation action plan and timeline for re-submission. Failure to adhere to the established deadlines and/or pass an assessment cycle of the CalTPA on a third attempt will result in program dismissal.

Clear Induction Administrative Services Program students who fail to meet deadlines or requirements of the program will receive an email from their coach detailing the missing documents, along with a final deadline for submission. The Coordinator of the Program will be copied on the email and the communication will serve as a probation warning to the student of potential referral to the TCSJ Academic Review Committee.

PROCEDURE

1. Student receives a C- or lower, W, NP, NC or GPA lower than 3.0 and/or fails to show adequate performance or progress in program and/or violates the TCSJ Ethical and Professional Standards:

Academic Performance and Progress Probation: Warning Letter

- a. Warning Letter is sent instructing student to make an appointment with their advisor to discuss options and create a "Plan of Action and/or Timeline" to resolve the probation issue(s).
- b. Student will coordinate payment with student accounts if there is a financial implication, e.g. retake course.

Conduct and Disposition Probation: Warning Letter

- a. In the event two or more TCSJ Teacher Candidate Disposition Concern Forms (Appendix D) are filed, the student will be placed on conduct probation.
- b. Warning Letter is sent instructing student to make an appointment with their advisor to discuss options and create a Plan of Action and/or Timeline to resolve the probation issue.

2. Student fails to address the Plan of Action and/or Timeline:

Academic Performance, Progress and/or Conduct and Disposition Probation: Dismissal Warning Letter

- a. Dismissal Warning Letter is sent if student fails to meet with their advisor or address the action plan and adhere to timeline agreed upon with advisor.
- b. Students who remain on probation for more than one semester and/or receive three or more TCSJ Teacher Candidate Disposition Concern Forms may be referred to the Academic Review Committee (ARC) for further action.
- c. Student will acknowledge receipt of the Dismissal Warning Letter.
- d. Dismissal Warning Letter informs student of pending dismissal and their referral to the Academic Review Committee for final action.
- e. Student will coordinate payment with student accounts if there is a financial implication.

3. Based upon the Academic Review Committee (ARC) decision, a written statement is sent notifying the student (and employer for interns):

- a. ARC grants student additional opportunity to rectify probation and extends an additional grace period. If student fails to meet the stipulations established by ARC the student will be dismissed from TCSJ.

OR
- b. ARC initiates dismissal process:
 - i. TCSJ directors and student accounts are notified, the files and database are updated to reflect dismissal. (Also see Dismissal Policy)

ACADEMIC REVIEW COMMITTEE (ARC)

POLICY

The Academic Review Committee (ARC) is to take action when a student's non-compliance of TCSJ's Policies and Procedures warrants a referral to the ARC, or a student lodges a complaint (e.g. requesting a grade reconsideration), appeal, or grievance.

PROCEDURES

Membership

The Academic Review Committee is comprised of:

1. a Chairperson, appointed by the President;
2. two full time faculty who are not a party to the case, but are familiar with TCSJ's Policies and Procedures;
3. one adjunct faculty member who is not party to the case, but is familiar with TCSJ's Policies and Procedures.

The ARC is charged with resolving cases of academic and non-academic concerns. The committee will interview, consult with, and/or request written documents from any individual believed to have relevant information of the concern, including faculty, staff and/or students. During the review process, all relevant information will be analyzed by the committee in relation to the TCSJ Policies and Procedures. Before their investigation is concluded, the student shall have an opportunity, if so desired, to be heard orally, present written witness statements, and/or provide additional information. Throughout the process, any party to whom the appeal is directed shall have the opportunity to present their perspective and/or witness statements along with relevant information. The process is not intended to mimic official court or other legal proceedings.

Upon completion of the committee meetings(s), the Chairperson will send written notification within 30 calendar days from the date of the committee meeting, stating the committee's decision, which will be emailed to the student's TCSJ email address and sent via US Postal Service.

ADDITIONAL FEES

POLICY

See yearly TCSJ tuition chart on TCSJ website for fee amount.

Administrator Performance Assessment (APA) Remediation

If a student fails a California Administrative Performance Assessment (CalAPA), a remediation appointment must be scheduled with the program advisor. The student will be assessed a remediation fee.

Administrative Preliminary Credential Program

A non-refundable cohort enrollment deposit is due at advisement for Administrative Services Credential students. Upon successful completion of the program, the cohort enrollment deposit will be applied to the student's current tuition obligations. If a student fails to complete the program the deposit will not be refunded.

Application

A fee will be assessed to process the initial application for admission to TCSJ.

Credential Processing

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

Early Completion Option – Credential Candidates

Candidates who pursue the Early Completion Option to acquire their Preliminary Teaching Credential, will be assessed a per unit fee for coursework still needed, in addition to 3 units of Support Supervision and Practicum.

IMPACT Preliminary Teaching Credential

A non-refundable deposit is due when submitting an application. Upon successful completion of the program, the deposit will be applied to the candidate's current tuition obligation. (Not required for candidates who completed TCSJ's Pre-Service Preparation Program.)

Independent Study

Candidates who require an Independent Study program will be assessed a per unit fee and an administrative fee for each course needed.

Master's Project Completion

Most students complete their master's projects in two semesters. If additional semesters are needed, students must stay continuously enrolled and pay a per semester fee while working to complete their project.

Preservice Coursework

A non-refundable deposit is due when submitting an application. Upon successful completion of the Preservice program, the deposit will be applied to the candidate's current tuition obligation.

Private School Teachers Pursuing a Preliminary Teaching Credential

A non-refundable deposit is due when submitting an application. Upon successful completion of the program, the deposit will be applied to the candidate's current tuition obligation. (Not required for candidates who completed TCSJ's Pre-Service Preparation Program.)

Residency@TCSJ

A non-refundable deposit is due when formally accepted into the program. Upon successful completion of the program, the deposit will be applied to the candidate's current tuition obligation.

Supervision

Appointment

The student is responsible for informing the Support Supervisor of their teaching schedule, planned teaching activities and any situation that may arise preventing the Support Supervisor from observing the student teaching a lesson. If a situation arises requiring the student to cancel a scheduled appointment with the Support Supervisor, the student is required to do so at least 3 hours prior to the scheduled appointment. Students will be assessed a fee for failure to abide by this policy.

Year 3 Intern Support and Supervision

Candidates who require an additional year on their intern credential will be assessed a monthly fee for support and supervision until the program is completed.

Teacher Performance Assessment (TPA) Remediation

If a student fails a TPA they are required to schedule a remediation appointment with the program advisor. The student will be assessed a fee for each TPA remediation.

Technology

A one-time, non-refundable fee will be assessed upon enrollment for new Administrative Preliminary, IMPACT, Master's, and Residency@TCSJ students.

Transcript

A fee will apply to transcript requests within 10 business days. A fee will be applied for expedited delivery (within 5-10 business days).

ADMISSION TO THE TEACHERS COLLEGE OF SAN JOAQUIN

POLICY

We strongly consider all applicants who apply to Teachers College of San Joaquin. The institution seeks students from diverse cultural, linguistic, and academic backgrounds, as well as those who come from a variety of work experiences. Applicants 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.

Formal admission and acceptance to the College is required for applicants to enroll in post baccalaureate courses at Teachers College of San Joaquin.

Requirements:

1. Completion of a four-year college course of study and a baccalaureate degree from an institution accredited by a regional accrediting association (except for Career Technical Education students);
2. Good academic standing at the last college or university attended (letter may be requested);
3. Submit an online application;
4. Pay a non-refundable application fee (if applicable);
5. Pay a non-refundable deposit (if applicable).

All components of the application are considered for acceptance. Satisfaction of minimal GPA standards does not guarantee admission. Admission will be denied to applicants possessing bachelor's degrees with a significant amount of credit awarded for work experience that was not supervised by a faculty member of an accredited university nor evaluated in units, which identify the academic content.

Teachers College of San Joaquin is approved by the California State Approving Agency to enroll veterans and other eligible persons.

Additional Admission Information for IMPACT Intern Program or Residency@TCSJ:

Applicants with revoked credentials and/or credentials flagged with adverse actions will not be admitted to a credential program. Once the applicant's credential status is cleared or re-instated by the California Commission on Teacher Credentialing (CCTC), the applicant may petition for admission to the credential program by submitting a letter explaining the circumstances. Each petition will be reviewed, and the applicant will be notified of the admission decision.

Applicants who were previously enrolled in another institution's teacher preparation program must submit a letter of good standing from that institution's Education Department. The letter must be on institutional letterhead and signed by the Dean, department chair, director of teacher education or someone in an equivalent position. Applicants from institutions that do not provide letters may petition for admission by submitting a letter explaining the circumstances. Each petition will be reviewed, and the applicant will be notified of the admission decision.

Admission into the Residency@TCSJ program is also dependent upon an interview selection process in collaboration with district partners.

Additional Admission Information for Graduate Studies – Administrative Credential or M.Ed. Programs

1. Excellent recommendations from current employer (and other).
2. Strong letter of introduction from applicant that aligns to College mission.
3. A grade-point average of at least 2.5 (A = 4.0) in the last 60 semester (90 quarter) units attempted for undergraduate degree.

Applicants who are not admitted to TCSJ master's program must wait a minimum of one year to reapply.

Clear Induction Administrative Program, Transfer from Another Program

Students who wish to transfer work from another California Commission Teacher Credentialing (CCTC) approved Clear Induction Administrative program will be granted equivalency if the applicant provides all documents with evidence of completion of work, such as Inquiries, Logs and Reflections. A Letter of Good Standing (including work ethic and financial standing) from the previous program is required.

AUDITING COURSES IN THE MASTER'S PROGRAM

POLICY

Enrollment in a Teachers College of San Joaquin graduate program is required for students to be able to audit a course at TCSJ. No person shall attend any class unless they are a fully registered student enrolled in the course and meet the criteria for auditors.

PROCEDURES

Criteria for Auditors:

1. Auditors will obtain the instructor's consent prior to enrollment in the course(s).
2. The auditor understands that the instructor has the right to refuse audit requests.
3. Auditors agree to be observers rather than active participants.
4. Auditors will have excellent attendance in the course(s).
5. Auditors agree that they will not submit assignments.
6. Auditors understand that they will not receive a grade, credit, or feedback from the instructor.
7. The audited course(s) will appear on the auditor's transcript with the grading symbol "AU"
8. The auditors will pay the current TCSJ Professional Learning Center (PLC) per unit cost.

No more than one auditor per ten fully enrolled students will be allowed in a course. If there are fewer than ten students no auditors will be registered. The instructor has full discretion regarding the auditor's level of participation.

CHANGE IN PROGRAM STATUS

POLICY

Inactive:

M.Ed. students who do not take classes for three consecutive semesters will be considered inactive. Students who remain inactive for four consecutive semesters will be withdrawn from the college. If a student is withdrawn, they will be required to reapply and follow the requirements of the TCSJ catalog for the academic year in which they are readmitted.

Leave of Absence:

M.Ed. students who need to take a leave of absence from their curricular program will discuss this request with their program coordinator. M.Ed. students who are on leave for three consecutive semesters will be considered inactive.

Probation

See Academic Performance, Progress and/or Conduct and Disposition: Probation Policy

Program Withdrawal:

All TCSJ students are expected to make adequate progress towards completion of their program. Program withdrawals in IMPACT, Residency@TCSJ, Teaching and Administrator Induction are considered when there are extenuating circumstances and there is an agreement between the program and the student. When applicable, employers will also be consulted.

A student who voluntarily withdraws from their scheduled program, is required to complete a Program Withdrawal Form, and will have the balance of the tuition costs associated with their program recalculated at the current tuition rate for the courses started and/or completed at the time of withdrawal.

While employed as an IMPACT University Intern, students must maintain concurrent enrollment in the two-year sequence of courses leading to program completion.

IMPACT students who are no longer employed as the "Teacher of Record" will be considered withdrawn and their intern credential will be suspended.

CLEAR INDUCTION ADMINISTRATIVE SERVICES CREDENTIAL PROGRAM

POLICY

The following procedure applies if a student quits or loses their administrative position, or has a break in employment due to a leave of absence:

The student gains new administrative employment midway through the program:

- Another semester of coaching will likely be required for the student to meet all program requirements.
- The student will bear the cost of an additional semester of coaching.

The student takes a leave of absence for less than 2.5 months (one quarter):

- Coaching program end date will be extended by the same number of days as the gap/leave.
- The payment schedule will continue, uninterrupted.

Or, the student is not re-employed in an administrative position or the leave(s) of absence is more than 2.5 months (one quarter):

- Coaching program will stop and the student will be unenrolled from the program.
- The student will meet the agreed stipulations on original promissory note: "Should the Borrower withdraw from the Program (voluntarily or involuntarily), the tuition will be recalculated based on the nearest quarter completed."

Any other leave of absence from the program will be granted on an individual basis and will result in the equivalent actions outlined above.

COMPLAINTS

POLICY

Uniform Complaints

Complaints against Teachers College of San Joaquin (TCSJ) and/or an individual that relate to discrimination, harassment (except for sexual harassment), intimidation, bullying, retaliation, and/or which allege that TCSJ or an individual has violated federal or state laws or regulations governing educational programs will be processed under San Joaquin County Office of Education (SJCOE) Uniform Complaint Procedure 1312.3 policies and procedures located at:

<https://www.sjcoe.org/humanresources/policies/1312.3%20SP.pdf>

Sexual Harassment Complaints

Complaints against Teachers College of San Joaquin (TCSJ) and/or an individual (student or personnel) that relates to sexual harassment will be processed under San Joaquin County Office of Education (SJCOE) Sexual Harassment (Students) AR 5145.7 or Sexual Harassment (All Personnel) 4119.11 policies and procedures located at:

<https://sjcoe.org/HumanResources/policies/411911AR.pdf>

or

<http://www.sjcoe.org/HumanResources/policies/411911SP.pdf>

Other Student Complaints

Student complaints not addressed in the Uniform Complaint or Sexual Harassment policies and procedures outlined above, shall be addressed with the TCSJ Student Complaint Form found on the TCSJ website located at: <http://www.teacherscollegesj.edu>

A submitted TCSJ Student Complaint Form shall be routed to the appropriate Program Director for review and action. The Program Director shall attempt to resolve the complaint with the student and record outcomes and actions taken on the TCSJ Student Complaint Form. A copy of the TCSJ Student Complaint Form and supporting documents (if applicable) shall be submitted to the President for possible further action.

PROCEDURE

Records of student and/or faculty complaints are maintained by the Office of the President, and when appropriate, will work collaboratively with the SJCOE to oversee and follow-up on the resolution for each complaint.

COMPLAINTS CONCERNING DISCRIMINATION

POLICY

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

PROCEDURE

Records of student and/or faculty complaints are also maintained by the Office of the President, who works collaboratively with the SJCOE to oversee the follow-up and resolution of each complaint.

CREDENTIAL EXTENSIONS

POLICY

IMPACT Intern Credential Extensions

Teaching credential students who have not attempted all required assessments by the end of their program will not be eligible to apply for an extension of their intern credential.

An IMPACT intern student who does not complete the required coursework, and/or exams (e.g., Reading Instruction Competence Assessment-RICA) in four semesters is required to take a 5th or 6th semester of supervision while they attempt to complete the program requirements. All students must pass the final two consecutive semesters of supervision. Students will bear the cost of additional semesters of supervision. Note: Support Supervision is considered a course. Additionally, while working on an intern credential, students must continue to log support hours until all requirements are met.



CREDIT HOURS

POLICY

In accordance with federal regulations, Section 600.2 and 600.24, effective July 1, 2011, TCSJ equates one graduate credit hour to a total of 45 hours of work (includes classroom instruction and outside-of-class work). For purposes of this policy, one hour of work is assumed to be a 50 minute period.

Calculation of credit hour:

- **Program Course:** One graduate semester credit hour (or unit) is equal to a total of 15 hours of classroom or direct faculty instruction. In addition, 30 hours of outside-of-class work, or two hours per hour of seat time, is required.
- **Clinical Practice/Practicum Courses:** One graduate semester credit hour is equal to a minimum of 45 hours of fieldwork.
- **Professional Learning:** One professional learning credit hour (or unit) is equal to a total of 15 hours of seat time.

PROCEDURE

Initial establishment of course credit hours: When new courses are approved by the TCSJ Strategic Leadership Team and Academic Affairs Committee, course credit hours assigned will be evaluated for appropriateness based on a review of the course description, which includes student learning outcomes, texts, and other resources used, course requirements, and detailed course outlines.

Periodic review: Application of the Credit Hour Policy shall be reviewed and documented during the Academic Program Review process to ensure that credit hour assignments are accurate, reliable, and appropriate to graduate work. Evidence to support credit hour assignments includes course syllabi, course learning outcomes, assignment schedules, and class schedules identifying the times that classes meet (if applicable).



DISABILITIES

POLICY

The rights of students with disabilities -- including, but not limited to those with learning disabilities, ADHD, chronic health conditions, traumatic brain injuries, hearing impairments, physical impairments, psychological disorders, visual impairments, other health impairments, and/ or any physiological disorder or condition -- are protected under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA). Teachers College of San Joaquin, as a public institution of higher education, is legally required to provide academic adjustments and reasonable accommodations to students with disabilities, under Title II of the ADA.

The purpose of these laws is to ensure that students with disabilities have equal access to educational opportunities. A student with learning disabilities may need accommodations and/ or aids. Faculty members are not required to lower academic requirements or to change fundamental learning outcomes of the course. The purpose of providing alternate assessment arrangements is to ensure that a fair measurement is made of the student's achievement, not the functional limitations caused by the disability.

It is the responsibility of the student to understand their disability and communicate appropriate accommodations to staff and/or faculty; and, make timely arrangements for support services with the instructor.

Program directors coordinate support for students with disabilities so they may participate fully and not be excluded or denied access to any college program or activity on the basis of their disability. "No qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any public entity" (Americans with Disabilities Act of 1990, Sec 35.130 (a), Amended 2010). We also aim to help students who experience temporary medical conditions and injuries who may need accommodations. Furthermore, we are willing to consult with any student about services we provide.

For more information, please contact:

- Crescentia Thomas, Ed.D., Director of Graduate Studies
Phone: (209) 468-9134, cthomas@sjcoe.net
- Michele Badovinac, M.A., Director, IMPACT Credentials
Phone: (209) 468-9141, mbadovinac@sjcoe.net
- Danielle Daubin, M.Ed., Academic Review Committee Chair
Phone: (209) 468-9172, ddaubin@sjcoe.net

DISMISSAL FROM TCSJ

POLICY

Dismissal from TCSJ may occur due to:

1. Inadequate Academic Performance
2. Inadequate Progress
3. Failure to demonstrate appropriate conduct and/or dispositions
4. Failure to adhere to the TCSJ Ethical and Professional Standards.

Violence, threats of violence, intimidation, stalking, and similar behaviors towards P-12 students, college students, faculty, and/or TCSJ employees on the part of students shall lead to immediate dismissal from the program.

An IMPACT intern student who is dismissed or non-re-elected from their employment will be considered for dismissal from the IMPACT program by the Academic Review Committee (ARC). A student who resigns or is dismissed from their employment a second time may be dismissed from the IMPACT program. Students who are placed on administrative leave may also be referred to the Academic Review Committee for review regarding dismissal.

IMPACT intern students are dismissed if they fail to receive a passing grade during any two semesters of Support Supervision. Failure to complete a semester of supervision due to dismissal by employer results in a No-Pass for the course. Intern students will not exceed a total of 6 semesters of supervision.

The reason(s) for a student's pending dismissal will be identified by the administrator(s) of the program and referred to the Academic Review Committee (ARC) for final decisions. The decision by the Academic Review Committee is final.

Students who are dismissed by ARC will have tuition prorated based on percentage of course/s completed per the date of dismissal. Full tuition charges will incur if a student has completed more than 80% of course/s.

PROCEDURES

See procedure for the Academic Performance, Progress and/or Conduct and Disposition: Probation Policy.

DIVERSITY

POLICY

Valuing diversity is about respecting one another's differences. All members of the TCSJ academic community of students, staff, administrators and faculty will be respected for the experiences and expertise they bring to our institution. Everyone has the right to an educational environment free of fear for their personal safety and no person shall be denied access to, or participation in any program or activity operated by TCSJ. Teachers College of San Joaquin does not discriminate on the basis of race, gender, sexual orientation, national origin, ancestry, color, religion, religious creed, age, marital status, or disability.

DROP

POLICY

TCSJ students in the Master's, Administrative Preliminary, or Mathematics Instructional Added Authorization (MIAA) are able to drop a course before the start of the second class session without incurring course tuition costs. Dropped courses will not appear on the student's transcript.

PROCEDURE

Students who wish to drop a *course* are required to complete and submit a *Course Drop Form* before the beginning of the second class session to the Graduate Studies Office.

EARNING A DOUBLE (OR SECOND) MASTER'S DEGREE IN EDUCATION

POLICY

Equivalency for a second master's will be granted from first master's coursework, including: CURR321 (3), CURR341 (3), CURR343 (3), and CURR345 (3).

Requirements for earning a double (or second) master's degree in education include:

1. Completion of all elective coursework unique to the second concentration.
2. Completion of a second review of literature aligned to the project/portfolio for the second concentration. The student will work independently to complete the review of literature. The student's project advisor will provide one edit of the paper and the student will make revisions based on the feedback/edits provided. If, upon the second submission to the advisor, the review is found to be substandard, the student will enroll in the course CURR384 (2) to complete the review. The student will pay full tuition for the 2-unit course.
3. Completion of a second project/portfolio aligned to the second concentration.

ELIGIBILITY FOR PARTICIPATION IN THE TCSJ COMMENCEMENT CEREMONY

POLICY

Eligibility to participate in the annual TCSJ Commencement ceremony is determined in April of each year.

Intern Teaching Candidates

- Be on track to successfully complete all required coursework by the scheduled end of the program;
- Be on track to successfully complete all required Supervision by the scheduled end of the program;
- Be on track to successfully complete all required Support Logs by the scheduled end of the program;
- Have both Cycles of the CalTPA submitted by April 1 (as applicable);
- Have passed the RICA or must have taken it at least twice by April 1 (as applicable);
- Be current with financial obligations.

M.Ed. Candidates

To be eligible to participate, Master's in Education candidates must:

- Be on track to successfully complete all required coursework by August 15;
- Be on track to successfully complete all requirements for the master's project by August 15;
- Be current with financial obligations.

MIAA and Preliminary Administrative Services Credential

To be eligible to participate, candidates in the Mathematics Instructional Added Authorization and Preliminary Administrative Services Credential must:

- Be on track to successfully complete all required coursework by August 15;
- Be current with financial obligations.

Residency@TCSJ

To be eligible to participate residents must:

- Be on track to successfully complete all required coursework by the scheduled end of the program;
- Be on track to successfully complete all required clinical fieldwork by the scheduled end of the program;
- Have both Cycles of the CalTPA submitted by April 1 (as applicable);
- Have passed the RICA or be scheduled to retake it before May 1 (as applicable);
- Be current with financial obligations.

ETHICAL AND PROFESSIONAL STANDARDS

POLICY

Students are expected to follow the TCSJ's Ethical and Professional Standards in all coursework and fieldwork.

Violence, threats of violence, intimidation, stalking, and similar behaviors towards P-12 students, college students, faculty, and/or TCSJ employees on the part of students shall lead to immediate dismissal from the program.

TCSJ Professional Dispositions:

TCSJ Students will...

1. Demonstrate openness to critical assessment of progress.
2. Believe that all students can learn. Students seek to meet the diverse needs of all students, including English learners and students with special needs.
3. Value 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. Maintain flexibility in planning and implementing instruction to meet the needs of all students.
5. Demonstrate initiative and reliability in successfully completing the program requirements, including coursework, fieldwork, lesson planning, instruction, and daily classroom routines (as appropriate to program).
6. Make satisfactory progress in meeting requirements.
7. Reflect and self-assesses to improve practice.
8. Collaborate effectively.
9. Handle confidential information professionally. A student 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 student shall not misrepresent, orally or in writing, issues related to students, faculty, classrooms or the college programs.
10. Maintain an appropriate professional appearance.
11. Agree to treat one another (other students, faculty and staff) with mutual trust and respect, promote the success of the individual and the group as a whole, and refrain from behavior that is disruptive, offensive or reflects bias of any kind.

Effective Communication

1. Communicate effectively, orally and in writing, in college, public school, and educational community related contexts with professionals and colleagues.
2. Deal effectively and professionally with disagreements.

Punctuality, Late Assignments, Preparedness

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

Academic Integrity

1. **Plagiarism** - For the purposes of TCSJ, 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:
 - The instructor and student will meet to discuss the circumstances of the offense.
 - The instructor will consult with the program director to determine course of action, which will include one of the following:
 1. Failure of the assignment with or without ability to resubmit;
 2. Failure of the course;
 3. Referral to the Academic Review Committee
 - If student is referred to the Academic Review Committee, they 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. This committee will decide on the appropriate penalty. Prior violation/s of college policy by the student may result in a more serious sanction. 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 7th Edition Manual.*
2. **Examinations and Quizzes** - Students may not give, receive, or use unauthorized assistance during an examination, from another person's notes or other communication.
3. **Coursework** – Students may not present the same work for credit in more than one course. Students must acknowledge (cite) all sources of assistance, whether published or unpublished, that are used in writing a report or paper.

Health and Safety

Health and SafetyThe San Joaquin County Superintendent prohibits the use of tobacco products at any time in any San Joaquin County Office Education (SJCOE) owned or leased buildings, on SJCOE property and in SJCOE vehicles.

These prohibitions apply to all employees, students and visitors at any school sponsored instructional program, activity, or athletic event held on or off SJCOE property.

Prohibited products include any product containing cannabis, tobacco or nicotine, including but not limited to cigarettes, cigars, miniature cigars, smokeless tobacco, snuff, chew, clove cigarettes, betel and nicotine delivery devices such as electronic cigarettes, electronic hookahs and other vapor emitting devices, with or without nicotine content, that mimics the use of tobacco products any time. Exceptions may be made for the use or possession of prescription nicotine products, or other FDA-approved cessation aids such as nicotine patches or nicotine gum.

FACULTY “NO SHOW” CANCELLATION OF CLASS

POLICY

Faculty “No Show”

Faculty are expected to hold classes on the scheduled dates and times, as stated on the course syllabus. When circumstances require the cancellation of a class, the faculty member shall make an effort to notify students. It is the responsibility of the student to regularly check their TCSJ email for such announcements. When a faculty member is late in arriving to class, students must wait a full 20 minutes after the start of class before leaving without being counted absent. If written notice regarding the anticipated tardiness and/or absence of the faculty member is received, students are required to follow all conveyed instructions.



GRADES

POLICY

All courses are expected to be completed at mastery level. Mastery in 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 student information system 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-	Courses must be retaken and results in students’ placement on Academic Probation for all grades of C-or below.
Grade D or F	All courses must be retaken and results in student placement on Academic Probation.
P/NP	Pass (P) awards units for successful completion. No Pass (NP) results in academic probation and course must be repeated.
CR/NC	The grade of Credit (CR) is issued for a course that awards transcript credit but does not impact academic progress. No Credit (NC) does not require repeat of course.
Grade I	Incomplete (See Incomplete information below)
Grade W	Withdrawal (See Withdrawal information below)
WA	Withdrawal Administrative (No penalty, extenuating circumstances)
E	Equivalency granted for prior coursework
AU	Audit, no units earned (See Audit Policy)

INC - Incomplete

An Incomplete is granted at the discretion of the instructor. The instructor will notify the program coordinator or director when assigning an Incomplete.

An Incomplete is changed to the grade earned if work is not completed within the timeframe as agreed upon with the instructor. The grade earned will be based on the entirety of the course with incomplete work calculated as zeros. If the grade becomes a failing grade, the student must contact the program coordinator or director, re-enroll in the course, and assume responsibility for all fees associated with repeating the course.

Graduate Studies Withdrawal: (W)

Students who are in the Administrative Preliminary, Master's, Mathematics Instructional Added Authorization and *Residency@TCSJ* programs can withdraw from a course up to 50% of completion to earn a grade of W. After this point, students who withdraw will earn the cumulative grade based on the entirety of the course with incomplete work calculated as zeros. If a grade of C- or lower is earned, the student will be placed on academic probation (see Academic Performance, Progress, and/or Conduct and Disposition: Probation Policy and Procedures). Students who withdraw after the start of the second session will incur full tuition for the course, as well as for the same course if it is retaken.

If a student in the *Residency@TCSJ* program withdraws from any courses, the student will be withdrawn from the program. If the student re-applies and is accepted into the program in the future, the courses that were previously completed may be granted equivalencies upon approval of the program coordinator.

Procedure:

1. Students who wish to withdraw from a course are required to complete a Graduate Studies Course Withdrawal Form.
2. The program will assign a grade of W for up to 50% of completion.
3. After 51% of completion in a course, the grade will be based on the entirety of the course with incomplete work calculated as zeros.
4. Students will need to meet with the program advisor to design a new course plan.

IMPACT Withdrawal: (W)

While employed as an IMPACT University Intern, students must maintain concurrent enrollment in the two-year sequence of courses leading to program completion. All IMPACT students are expected to make adequate progress towards completion of their program. Course withdrawals are only considered when there are extenuating circumstances and there is an agreement between the program and the student (and the employer for credential students) that the withdrawal is in the best interest of the student. Students who withdraw after the start of the second session will incur full tuition for the course, as well as for the same course if it is retaken.

Procedure:

1. Students who wish to withdraw from a course are required to complete a Course Withdrawal Form before the beginning of the second class session.
2. Grades for students who withdraw after the start of the second session will be based on the entirety of the course with incomplete work calculated as zeros.
3. Students will be rescheduled for the next available course offering which may delay the student's ability to complete the program in a timely manner.

Withdrawal Administrative: (WA)

Students who have extenuating personal or professional circumstances may request a withdrawal. Administrative withdrawals are only considered when the withdrawal period has passed and there are extenuating circumstances (out of the control of the student) which make completion of the course impossible. This grade is up to the discretion of the Director and carries no penalty.

Grade Challenge:

If a student disagrees with a grade, they must meet with the course instructor to discuss the disagreement within 20 calendar days of receipt of the grade. If the issue is not successfully resolved as a result of that meeting, the student may meet with the Program Coordinator to mediate the situation. If the issue is still not successfully resolved, the student 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 Program Director within 10 days following the meeting with the course instructor. The Program Director 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.

Support Supervision or Fieldwork is a course in the teacher credential program and a Support Supervisor is the instructor of record for these courses. The same process applies as stated above for a grade challenge for Support Supervision or Fieldwork related coursework.



INTERN SUPERVISED CLINICAL PRACTICE

POLICY

Supervised clinical practice is a course. Anytime a student earns a grade of NP (No Pass), W (Withdrawal) or WA (Withdrawal Administrative), the course must be repeated in order to meet program requirements.

- When a student receives a No Pass (NP) in the course, they will receive **more than 6 supervision visits** during the following semester.
- IMPACT Intern students are dismissed if they fail **any 2** semesters of supervised clinical practice (aka Support Supervision).
- All students must pass the final 2 consecutive semesters of supervision.
- IMPACT Intern students will not exceed a total of 6 semesters of supervised clinical practice.
- General Education students who require re-enrollment, must be concurrently re-enrolled in Practicum
- The student will bear all associated enrollment and re-enrollment costs in accordance with withdrawal and dismissal policies (See Dismissal from TCSJ and Grades - IMPACT Withdrawal Policies)
- Re-enrollment in supervised clinical practice will delay the student's ability to complete the program and will require an extension of the intern credential.

To earn a passing grade and credit for supervised clinical practice IMPACT students must be formally evaluated a minimum of 6 times per semester over the course of at least 12 instructional weeks. In the event a student is unable to provide classroom instruction for a minimum of 12 weeks, it **may not** be possible to complete the required number of supervision visits.

When a student is placed on a corrective action for supervised clinical practice, they will receive more than 6 supervision visits during the semester in which the corrective action is issued and the following semester. Therefore, if extended leave takes place during or immediately following the semester in which a corrective action was issued, a "W" will be assigned if the student is not in the classroom for a minimum of 15 weeks. During the semester immediately following the issuance of a NP a student must be able to provide classroom instruction for a minimum of 15 weeks.

PROCEDURE

Family Medical Leave Act (FMLA)-Extended Leave

- When a student requests extended leave for FMLA purposes and is unable to provide instruction for 12 weeks in a given semester and/or is not able to be observed at least 6 times, the student will receive a "W" (Withdrawal) in the course for the semester. (A "W" is not a passing or failing grade. It indicates a withdrawal.)
 - During the additional semester of enrollment, students must meet the minimum number of 6 visits per semester and at least 12 weeks of instruction.

- *If extended leave takes place during or immediately following the semester in which a corrective action was issued, a "W" will be assigned if the student is not able to provide classroom instruction for a **minimum of 15 weeks**.*
- Students must meet with the program coordinator to develop a re-enrollment plan as soon as an extended leave becomes necessary. All re-enrollment processes will be aligned to the policy stated above.

Administrative Leave

- When a student is placed on administrative leave, preventing them from being formally evaluated a minimum of 6 times during a semester over the course of at least 12 instructional weeks, the student will receive a NP (no pass) in the course for the semester.
- If Administrative leave takes place during or immediately following the semester in which a corrective action was issued, a "NP" will be assigned if the student is not able to provide classroom instruction for a **minimum of 15 weeks**.
 - Students must meet with the program coordinator to develop a plan and discuss re-enrollment as soon as they are placed on leave.
 - All re-enrollment processes will be aligned to the policy stated above.
 - When a student receives a non-passing (NP) grade in the course, they will receive **more than 6 supervision visits** during the following semester.
 - During the semester immediately following the issuance of a non-passing grade a student must be able to provide classroom instruction for a **minimum of 15 weeks**.

Candidate Dismissal

- When a student is dismissed by the University or employer, preventing them from completing a semester, the student will earn a NP (non pass) in the course for the semester.

Withdrawal Administrative

- Students who have extenuating personal or professional circumstances may request a withdrawal. Administrative withdrawals are only considered when the withdrawal period has passed and there are extenuating circumstances (out of the control of the student) which make completion of the course impossible. This grade is up to the discretion of the Director and carries no penalty.

TEACHING CREDENTIAL PROGRAMS

Pre-Service Program (9 Units)

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 (CCTC), understanding the needs of English learners is a major emphasis of the coursework within the Pre-Service Program. TCSJ offers Pre-Service coursework every semester on a "first-come, first-served" basis.

Application Deadline:

TCSJ offers Pre-Service coursework every semester on a "first-come, first-served" basis.

Admissions Requirements

- Online Application
- Copy of Photo Identification, e.g. Driver's License, Passport, Military ID
- Official (Sealed or Electronic) Transcripts verifying a bachelor's degree from a regionally accredited institution or a complete foreign transcript evaluation from an approved* agency confirming equivalent degree. (*See document CL-635 on the California Commission on Teacher Credentialing website (CTC)).
 - If a bachelor's degree has not been posted to your transcript, you must provide a letter from your academic institution on letterhead (from the registrar or appropriate designee), stating that you have completed all requirements for the degree and the date that the degree will be officially conferred.
- Basic Skills Requirement
- US Constitution Requirement
- Certificate of Clearance (not required if applicant has a valid document issued by the California Commission on Teacher Credentialing, e.g. 30-day substitute permit.)
- \$65 non-refundable application fee
- \$400 non-refundable enrollment deposit (Remaining \$635 due in monthly installments determined at enrollment.)
- Letter of Good Standing (Only required if applicant has been enrolled in or is currently enrolled in a teacher preparation program at another institution.)

Required Pre-Service Coursework (9 Units)

- EDUC 100 **Technology to Support Teaching and Learning (1)**
- EDUC 101 **Setting the Stage for Learning (2)**
- EDUC 102 **Equitable Access for English Learners (2)**
- EDUC 103 **Planning Instruction (2)**
- EDUC 104 **Preparing to Teach Reading (1)**
- EDUC 105 **Preparing to Teach and Assess (1)**

IMPACT Intern General Education Preliminary Teaching Credential Program (28-31 Units)

The IMPACT General Education Preliminary Teaching Credential Program housed within TCSJ is an accredited California Commission on Teaching Credentialing (CCTC) program that works in partnership with a consortium of local school districts. It is an alternative pathway to acquire a teaching credential and prepares teachers for single and multiple subject positions in elementary, middle, and high school settings. Teachers who begin their teaching career with an Intern Credential, are employed* and paid by the school district as the "teacher of record" for their classrooms, work closely with a Support Supervisor and attend evening classes in a cohort model **twice a week for two years** to earn a Preliminary Teaching Credential. Interns are assisted by the TCSJ Credentials office with processing Intern Credentials.

*Interns who are admitted into the TCSJ IMPACT Intern Program must be employed in a face-to-face instructional setting (minimum .5 FTE) with the same group of students on a daily or weekly basis as determined by the master schedule. One-on-one/Independent Study programs do not qualify.

Application Deadline:

Early Start - July 2

Late Start - September 13

Admissions Requirements

- Online Application
- Copy of Photo Identification, e.g. Driver's License, Passport, Military ID
- Official (Sealed or Electronic) Transcripts verifying a bachelor's degree from a regionally accredited institution or a complete foreign transcript evaluation from an approved* agency confirming equivalent degree. (*See document CL-635 on the California Commission on Teacher Credentialing website (CTC)).
 - If a bachelor's degree has not been posted to your transcript, you must provide a letter from your academic institution on letterhead (from the registrar or appropriate designee), stating that you have completed all requirements for the degree and the date that the degree will be officially conferred.
- Basic Skills Requirement
- US Constitution Requirement
- Verification of completion of 120-hour intern pre-service preparation
- Subject Matter Competency Verification
- Verification of employment as a teacher of record from a TCSJ partner LEA
- Certificate of Clearance (not required if applicant has a valid document issued by the California Commission on Teacher Credentialing, e.g. 30-day substitute permit.)
- \$65 Non-Refundable Application Fee (waived for TCSJ Pre-Service completers)

- \$200 Non-Refundable Deposit (Required for new applicants who did not attend the Pre-Service program at TCSJ. Upon successful completion of the program, the deposit will be applied to the candidate's current tuition obligation.)
- Letter of Good Standing (only required if applicant has been enrolled in or is currently enrolled in a teacher preparation program)

Required Coursework

Multiple Subject (31 units)

- **EDUC200A Teaching for Learning 1: Multiple Subjects (4)**
- **EDUC201A-B Support Supervision: Multiple Subjects (2)**
- **EDUC202A-B Practicum: Multiple Subjects (4)**
- **EDUC230B Foundations of Reading (3)**
- **EDUC231 Integrated Literacy (3)**
- **EDUC 233A Lesson Study (2)**
- **EDUC 232 Universal Lesson Design in STEM (3)**
- **EDUC223 Examining Belief Systems as a Professional Educator (1)**
- **CURR343 Curriculum for the 21st Century (3)**
- **EDUC201C-D Support Supervision: Multiple Subjects (2)**
- **EDUC202C-D Practicum: Multiple Subjects (4)**

Single Subject Interns (28 units)

- **EDUC210A Teaching for Learning 1: Single Subject (4)**
- **EDUC211A-B Support Supervision: Single Subject (2)**
- **EDUC212A-B Practicum: Single Subject (4)**
- **EDUC220A-L Content Specific Pedagogy (3)**
- **EDUC221A Planning & Assessing for Learning 1 (1)**
- **CURR343 Curriculum for the 21st Century (3)**
- **EDUC211C-D Support Supervision: Single Subject (2)**
- **EDUC212C-D Practicum: Single Subject (4)**
- **EDUC221B Planning & Assessing for Learning 2 (2)**
- **EDUC222 Teaching for Learning in a Global Society (2)**
- **EDUC223 Examining Belief Systems as a Professional Educator (1)**

IMPACT Intern General Education Preliminary Teaching Credential

Early Completion Option

The Early Completion Option (ECO) is intended to provide individuals who have requisite skills and knowledge an opportunity to challenge the course work portion of a Multiple or Single Subject Intern Program. In lieu of coursework, candidates must demonstrate pedagogical skills through a performance assessment while in a Commission-approved intern program.

To be eligible for enrollment in the Early Completion Program, candidates must meet the following criteria:

PART 1: Early Completion Option Prerequisites

1. Pass the National Evaluation Series (NES) Assessment of Professional Knowledge (APK):
 - a. Elementary (Test code 051) for Multiple Subjects candidates or
 - b. Secondary (Test code 052) for Single Subject candidates
2. Enroll in TCSJ Intern Credential Program.
3. Pass CalTPA Cycle 1 on the first attempt. *TPA Cycle 1 must be completed, submitted and scored, prior to Enrollment in ECO.*
4. Meet with a program advisor to review the remaining requirements and sign an ECO Advisement Form. All remaining requirements must be met within the academic year.

PART 2: Early Completion Option Program Requirements

1. Pass CalTPA Cycle 2 on the first attempt, within the academic year.
2. Pass the Reading Instruction Competence Assessment (RICA), if applicable. RICA is required for Multiple Subjects Credential candidates only.
3. Complete a foundational computer technology course work that includes general and specialized skills in the use of computers in educational settings.
4. Pass all terms of Supervision required. All interns are required to receive support and supervision while working on an intern credential. Support and Supervision are required until the candidate is eligible to apply for their preliminary credential.
5. Maintain required Support Logs until eligible to apply for the preliminary credential. Interns are required to log a minimum of five hours of support weekly, including general support and support for English Learners.
6. Possess a valid Adult, Child & Infant CPR Certification that meets the guidelines of the American Red Cross or the American Heart Association at the time of processing the Preliminary Credential.

IMPACT Intern Education Specialist Preliminary Teaching Credential Program (30-37 Units)

The IMPACT Education Specialist Preliminary Teaching Credential Program housed within TCSJ is an accredited California Commission on Teaching Credentialing (CCTC) program that works in partnership with a consortium of local school districts. It is an alternative pathway to acquire a preliminary teaching credential in Early Childhood, Mild/Moderate, or Moderate/Severe to teach students in early childhood or elementary, middle, high school, and young adult settings. Teachers who begin their teaching career with an Intern Credential, are employed* and paid by the school district as the "teacher of record" for their students, work closely with a Support Supervisor and attend evening classes in a cohort model twice a week for two years to earn a Preliminary Teaching Credential. Interns are assisted by the TCSJ Credentials office with processing Intern Credentials.

*Interns who are admitted into the TCSJ IMPACT Intern Program must be employed in a face-to-face instructional setting (minimum .5 FTE) with the same group of students on a daily or weekly basis as determined by the master schedule. One-on-one/Independent Study programs do not qualify.

Application Deadline:

Early Start - July 2

Late Start - August 18

Admissions Requirements

- Online Application
- Copy of Photo Identification, e.g. Driver's License, Passport, Military ID
- Official (Sealed or Electronic) Transcripts verifying a bachelor's degree from a regionally accredited institution or a complete foreign transcript evaluation from an approved* agency confirming equivalent degree. (*See document CL-635 on the California Commission on Teacher Credentialing website (CTC)).
 - If a bachelor's degree has not been posted to your transcript, you must provide a letter from your academic institution on letterhead (from the registrar or appropriate designee), stating that you have completed all requirements for the degree and the date that the degree will be officially conferred.
- Basic Skills Requirement
- US Constitution Requirement
- Verification of completion of 120 hour intern pre-service preparation
- Subject Matter Competency Verification
- Verification of employment as a teacher of record from a TCSJ partner LEA
- Certificate of Clearance (not required if applicant has a valid document issued by the California Commission on Teacher Credentialing, e.g. 30-day substitute permit.)

- \$65 Non-Refundable Application Fee (waived for TCSJ Pre-Service completers)
- \$200 Non-Refundable Deposit (Required for new applicants who did not attend the Pre-Service program at TCSJ. Upon successful completion of the program, the deposit will be applied to the candidate's current tuition obligation.)
- Letter of Good Standing (only required if applicant has been enrolled in or is currently enrolled in a teacher preparation program)

Required Coursework

Education Specialist, Mild/Moderate Interns (37 Units)

- **EDUC 200A Teaching for Learning 1 (4)**
- **EDSP 200 Introduction to Special Education (4)**
- **EDUC230B Foundations of Reading (3)**
- **EDSP 201 Positive and Supportive Learning Environments for Students with Disabilities (1)**
- **EDSP 203 Collaboration and Communication (1)**
- **EDUC231 Integrated Literacy (3)**
- **EDSP 202 Communication and Language Development (1)**
- **EDUC 233A Lesson Study (2)**
- **EDUC 232 Universal Lesson Design in STEM (3)**
- **EDSP 205 Equity and Access for Students with Diverse Disabilities (2)**
- **EDSP 204 Teaching English Learners with Disabilities (1)**
- **EDSP 206 Child Development and Implications for Teaching and Learning (2)**
- **EDSP 207 Engaging and Teaching Students with Autism Spectrum Disorders (ASD) (2)**
- **EDSP 208 Educating Students with Complex and Diverse Needs (1)**
- **EDSP 209 Access and Inclusion for Students with Health, Mobility, Movements and Sensory Needs (2)**
- **EDSP 210 Special Education: Historical, Political and Personal Implications and Perspectives (1)**
- **SPED 281-284 Support Supervision: Education Specialist (4)**

Education Specialist, Moderate/Severe Interns (34 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 Instructional 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)
- 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 Development (2)
- SPED276 Special Education Law, IEP's & Transitions (2)
- TECH290 Technology in The Classroom (1)
- SPED 281-284 Support Supervision: Education Specialist (4)

Education Specialist, Early Childhood Interns (30 Units)

- CURR251 Teaching Culturally & Linguistically Diverse Students (1)
- CURR252 Instructional 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)
- SPED264 Collaboration Skills (2)
- SPED266 History & Philosophy of Special Education (1)
- SPED267 Autism Spectrum Disorders (1)
- SPED271 Specialized Health, Movement, Mobility & Sensory Development (2)
- SPED272 Assessment & Intervention (2)
- SPED273 Curriculum & Environments in Early Childhood Special Education (2)
- SPED274 Early Language & Communication (2)
- SPED276 Special Education Law, IEP's & Transitions (2)
- TECH290 Technology in The Classroom (1)
- SPED 281-284 Support Supervision: Education Specialist (4)

Residency@TCSJ Preliminary Teaching Credential Program(31-34 units)

Residency@TCSJ is a one-year traditional option to acquire a preliminary teaching credential. The teacher residency model requires a year-long intensive placement with a master teacher, which is significantly longer than other traditional programs that require a short-term student teaching experience. The program is constructed around the schedule of PK-12 schools, thus enabling an authentic, yearlong clinical experience with a master teacher, who serves as the residency candidate's on-site, classroom mentor. Residency@TCSJ also offers a dual credential option.

Application Deadline:

April 30

Admissions Requirements

- Online Application
- Copy of Photo Identification, e.g. Driver's License, Passport, Military ID
- Official (Sealed or Electronic) Transcripts verifying a bachelor's degree from a regionally accredited institution or a complete foreign transcript evaluation from an approved* agency confirming equivalent degree. (*See document CL-635 on the California Commission on Teacher Credentialing website (CTC).
- If an applicant is completing their bachelor's degree this spring, submit your official transcripts and a letter from your university verifying that you are on track to graduate.
- Cover letter with Essay response
- Certificate of Clearance (not required if applicant has a valid document issued by the California Commission on Teacher Credentialing, e.g. 30-day substitute permit.)
- Satisfy US Constitution requirement
- Basic Skills Requirement
- Subject Matter Competency (submit ONE of the following):
 - Evidence of having passed the appropriate subject matter examination(s).
 - Evidence of having attempted the appropriate subject matter examinations(s).
 - Evidence of registration for the next scheduled examination.
 - Evidence of having completed a Commission-approved appropriate subject matter preparation program.
 - Evidence of continuous progress toward meeting the subject matter requirement.
 - Evidence of enrollment in an organized subject matter examination preparation program.
 - \$65 non-refundable application fee (\$400 non-refundable tuition down payment due upon placement.)
- Letter of Good Standing (only applicable if applicant has been enrolled in a teacher preparation program)

Required Coursework (31 units)

Multiple Subject OR Single Subject

- CURR341 Preparing Students for the 21st Century (3)
- CURR343 Curriculum for the 21st Century (3)
- CURR344 Lesson Study (2)
- CURR345 Teacher Action Research (3)
- CURR347 Theory of Teacher Leadership (1)
- EDUC240 Residency Summer Intensive (2)
- EDUC241 Creating Inclusive Learning Environments (2)
- EDUC242 Planning and Implementing Lessons that Engage and Support ALL Learners (4)
- EDUC243 Planning and Implementing Units that Engage and Support ALL Learners (4)
- EDUC244a Residency Practicum (2)
- EDUC244b Residency Practicum (1)
- EDUC244c Residency Practicum (1)
- EDUC244d Residency Practicum (2)
- EDUC245 Developing as a Reflective Practitioner (1)

Required Coursework (34 units)

Dual Credential (Multiple Subject OR Single Subject and Education Specialist, Mild/Moderate)

- CURR341 Preparing Students for the 21st Century (3)
- CURR343 Curriculum for the 21st Century (3)
- CURR344 Lesson Study (2)
- CURR345 Teacher Action Research (3)
- CURR347 Theory of Teacher Leadership (1)
- EDUC240 Residency Summer Intensive (2)
- EDUC241 Creating Inclusive Learning Environments (2)
- EDUC242 Planning and Implementing Lessons that Engage and Support ALL Learners (4)
- EDUC243 Planning and Implementing Units that Engage and Support ALL Learners (4)
- EDUC244a Residency Practicum (2)
- EDUC244b Residency Practicum (1)
- EDUC244c Residency Practicum (1)
- EDUC244d Residency Practicum (2)
- EDUC245 Developing as a Reflective Practitioner (1)
- SPED244a Residency Practicum (1)
- SPED244b Residency Practicum (1)
- SPED244c Residency Practicum (1)

Required Coursework (33 units)

Education Specialist, Extensive Support (Moderate/Severe)

- CURR341 Preparing Students for the 21st Century (3)
- CURR343 Curriculum for the 21st Century (3)
- CURR344 Lesson Study (2)
- CURR345 Teacher Action Research (3)
- CURR347 Theory of Teacher Leadership (1)
- EDUC240 Residency Summer Intensive (2)
- EDUC241 Creating Inclusive Learning Environments (2)
- EDUC242 Planning and Implementing Lessons that Engage and Support ALL Learners (4)
- EDUC243 Planning and Implementing Units that Engage and Support ALL Learners (4)
- SPED244d Residency Practicum Extensive Support (2)*
- SPED244e Residency Practicum Extensive Support (1)*
- SPED244f Residency Practicum Extensive Support (1)*
- SPED244g Residency Practicum Extensive Support (2)*
- EDUC245 Developing as a Reflective Practitioner (1)

**Courses subject to approval in August 2021*

Private School Teachers Pursuing a Preliminary Teaching Credential (31 units)

Teachers College of San Joaquin offers the teacher preparation/coursework requirement for general education private school teachers who want to earn a teaching credential.

Eligible candidates must have worked as a full-time teacher in the subject area of the credential being sought for a minimum of one-year at a WASC accredited private school in California.

Application Deadline:

- *Early Start- July 2*
- *Late Start-September 13*

Admissions Requirements

- Online Application
- Copy of Photo Identification, e.g. Driver's License, Passport, Military ID
- Official (Sealed or Electronic) Transcript verifying a bachelor's degree from a regionally accredited institution or a complete foreign transcript evaluation from an approved* agency confirming equivalent degree. (*See document CL-635 on the California Commission on Teacher Credentialing website (CTC)).

- Proof of employment as a teacher of record (Candidate is responsible for ensuring that location of employment as a teacher is located within San Joaquin or Stanislaus County at a WASC accredited private school)
- Verification of Experience Letter (verifying at least one-year of full-time teaching at a WASC accredited private school)
- Private School WASC accredited verification
- Basic Skills requirement
- Subject Matter Competency Verification
- US Constitution Requirement
- Certificate of Clearance (not required if applicant has a valid document issued by the California Commission on Teacher Credentialing, e.g. 30-day substitute permit.)
- \$65 Non-refundable application fee
- \$200 Non-Refundable Deposit (Upon successful completion of the program, the deposit will be applied to the candidate's current tuition obligation.)
- Letter of good standing (only required if applicant has been enrolled in or is currently enrolled in a teacher preparation program)

Additional admissions requirements if also applying to the master's degree program.

Required Coursework

Multiple Subject Private School Teachers (31 units)

- EDUC200A Teaching for Learning 1: Multiple Subjects (4)
- EDUC211P A-B Support & Mentoring for Private School Teachers (6)
- EDUC230B Foundations of Reading (3)
- EDUC231 Integrated Literacy (3)
- EDUC 232 Universal Lesson Design in STEM (3)
- EDUC 233A Lesson Study (2)
- EDUC211P C-D Support & Mentoring for Private School Teachers (6)
- CURR223 Examining Belief Systems as a Professional Educator (1)
- CURR343 Curriculum for the 21st Century (3)

Single Subject Private School Teachers (31 units)

- EDUC210 A Teaching for Learning 1: Single Subject (4)
- EDUC211P A-B Support & Mentoring for Private School Teachers (6)
- EDUC220 A-L Content Specific Pedagogy (3)
- EDUC221 A Planning & Assessing for Learning 1 (1)
- CURR343 Curriculum for the 21st Century (3)
- EDUC211P C-D Support & Mentoring for Private School Teachers (6)
- EDUC221 B Planning & Assessing for Learning 2 (2)
- EDUC222 Teaching for Learning in a Global Society (2)
- EDUC223 Examining Belief Systems as a Professional Educator (1)
- EDUC230B Foundations of Reading (3)

Designated Subjects Career Technical Education Teaching Credential Program (21 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, Initial Preparation and Advanced Preparation. In addition to coursework, candidates receive support supervision and are supported by a team of qualified educational professionals. Successful completion of all coursework is one component of eligibility for a Clear Designated Subjects CTE Teaching Credential.

Application Deadline:

CTE candidates must be enrolled in Early Orientation Coursework by August.

Admissions Requirements

- Online Application
- Copy of Photo Identification, e.g. Driver’s License, Passport, Military ID
- High School Diploma Requirement or Official (Sealed or Electronic) Transcripts
- Verification of Employment
- Certificate of Clearance (not required if applicant has a valid document issued by the California Commission on Teacher Credentialing, e.g. 30-day substitute permit.)
- Work Experience Verification
- \$65 Non-Refundable Application Fee (waived for TCSJ preliminary teaching credential graduates)
- Non-Refundable Deposit (Upon successful completion of the program, the deposit will be applied to the candidate’s current tuition obligation.):
 - \$400 (if applicant does not have valid California teaching credential)
 - \$200 (if applicant does have a valid California teaching credential)

Required Coursework

Early Orientation (Pre-Service) Coursework (3 units)

Candidates are required to secure a teaching position and apply for the Preliminary Designated Subject Teaching Credential prior to enrolling in the early orientation coursework.

- **EDUC 100** **Technology to Support Teaching and Learning (1)**
- **EDUC 101** **Setting the Stage for Learning (2)**

Initial Preparation (More Pre-Service + CTE specific) Coursework (16 units)

- **EDUC 102** **Equitable Access for English Learners (2)**
- **EDUC 103** **Planning Instruction (2)**
- **EDUC 104** **Preparing to Teach Reading (1)**
- **EDUC 105** **Preparing to Teach and Assess (1)**
- **CURR118A** **Foundations for Teaching Career and Technical Education (1)**
- **CURR220** **Classroom Management & Discipline (2)**
- **CURR240** **Instructional Strategies for Secondary Students (1)**
- **CURR241** **Adolescent Development (1)**

CONTINUED

- **CURR246** **Industry Sector Content Instruction (1)**
- **CURR251** **Teaching Culturally & Linguistically Diverse Students (1)**
- **CURR252** **Instructional Strategies for English Learners (1)**
- **CURR281** **Support Supervision: CTE (1)**
- **SPED221** **Exceptional Learners I: Differentiation in the Classroom (1)**

Advanced Preparation Program (3 units)

- **CURR221** **Health & Safety Curriculum & Instruction (1)**
- **TECH290** **Technology in the Classroom (1)**
- **CURR282** **Support Supervision: CTE (1)**

Adding a CTE Credential for General Education Credential Holders

Candidates who hold a valid Clear Single Subject or Multiple Subject teaching credential can enroll in the accelerated CTE program. This program includes coursework related to the historical and foundational aspects of Career and Technical Education, industry specific content instruction, health and safety in the classroom and a focus on the CTE Advanced Teacher Preparation Standards.

Required Coursework (3.5 units)

- **CURR118** **Foundations for Teaching Career and Technical Education (.5)**
- **CURR246** **Industry Sector Content Instruction (1)**
- **CURR221** **Health & Safety Curriculum & Instruction (1)**
- **CURR281** **Support Supervision: CTE (1)**



Induction for General Education & Education Specialist Teachers

Induction is the required route for both General Education and Education Specialist teachers to obtain a Professional Clear California Teaching Credential. Induction is the second tier within California's Learning to Teach System. Induction is a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching with their preliminary teaching credential.

Eligibility

- Must be employed with a district/employer who is in partnership with TCSJ's Induction program.
- Teachers must have a California Single Subject or Multiple Subject Preliminary Credential or an Education Specialist Level I Credential or an Education Specialist Preliminary Credential.

Application Deadline:

November 1

Admissions Requirements

- Candidates need to check with their district/employer to determine if they are eligible to participate in TCSJ's Induction Program.
- Once eligibility is determined, candidates complete an online application and submit an application fee (the fee is waived for TCSJ Preliminary Teaching Credential Graduates).
- TCSJ verifies that candidates meet the Induction eligibility requirements. Upon such verification, TCSJ contacts the candidate's district/employer and the candidate is provided information about the induction program.



ADDED AUTHORIZATIONS

Mathematics Instructional Added Authorization (MIAA) (13 Units)

The Mathematics Instructional Added Authorization (MIAA) program will provide qualified teachers with advanced training in mathematical content knowledge, specialized mathematical knowledge for teaching and thinking, and pedagogical knowledge and practice for teaching mathematics. With these high-level skills, MIAA credentialed teachers will be prepared to diagnose and provide intensive intervention for children who are mathematically at-risk, coach teachers to effectively intervene, accommodate, and differentiate their own mathematics instruction, and offer professional development during the transition to the California Common Core State Standards for Mathematics. All MIAA credential holders will have expertise in developing and coordinating integrated mathematics curricula, designing and implementing intensive interventions and accommodations to increase student engagement and proficiency, and to address the instructional needs of English learners, students with disabilities, gifted and talented students, and students mathematically at-risk. The holder of the MIAA will be highly qualified to teach mathematics content through Algebra One/Integrated One in a departmentalized setting.

Application Deadline:

TCSJ offers the MIAA Program in a cohort model. The cohort begins every fall on a "first-come, first-served" basis. Applications are due by August 1.

Admissions Requirements

- Online Application
- Copy of Photo Identification, e.g. Driver's License, Passport, Military ID
- Official (Sealed or Electronic) Transcripts from bachelor's degree and teacher preparation program(s) (not required for TCSJ teaching credential graduates)
- Evidence of Valid California Teaching Credential(s) or CTE Clear Credential
- Evidence of three years of credentialed teaching experience (excluding student and intern teaching) by the time you finish the MIAA program (Letter from administrator on district letterhead)
- Copy of English Learner authorization issued by the CA Commission on Teacher Credentialing
- Basic Skills Requirement
- District Agreement Form (<https://teacherscollegesj.edu/Programs/MIAA>)
- \$65 Non-Refundable Application Fee (waived for TCSJ preliminary teaching credential graduates)

In the summer prior to beginning the MIAA Program, a test demonstrating math proficiency will be administered at TCSJ.

Required MIAA Coursework (13 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)
- MIAA360/370 Designing Mathematics Instruction and Fieldwork (5)

Early Childhood Special Education (ECSE) Added Authorization (12 Units)

A teacher who holds (or is eligible for) a clear or preliminary Education Specialist Credential can earn the ECSE Added Authorization with additional coursework. This authorization enables them to work with children ages 0-5 that qualify for special education services.

Application Deadline:

ECSE Added Authorization Applications are accepted twice a year with the following deadlines: July 15 & Dec. 15

Admissions Requirements

- Online Application
- Copy of Photo Identification, e.g. Driver's License, Passport, Military ID
- Official (Sealed or Electronic) Transcripts from bachelor's degree and teacher preparation program(s) (not required for TCSJ teaching credential graduates)
- Valid California Education Specialist Teaching Credential (visit www.ctc.ca.gov) OR proof of progress toward an Education Specialist Teaching Credential
- \$65 Non-Refundable Application Fee (waived for TCSJ preliminary teaching credential graduates)
- \$200 Deposit (waived for TCSJ teaching credential graduates) (Upon successful completion of the program, the deposit will be applied to the candidate's current tuition obligation.)

Required Coursework (12 Units)

- **CURR251*** **Teaching Culturally & Linguistically Diverse Students (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)**
- **SPED276*** **Special Education Law, IEPs & Transitions (2)**
- **SPED289** **Support Supervision: ECSEAA(1)**

**May earn equivalency for course from preliminary credential pending review of transcripts.*

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

This authorization enables teachers with an Education Specialist credential that does not include the Autism authorization to be the teacher of record for students with Autism.

Application Deadline:

ECSE Added Authorization Applications are accepted twice a year with the following deadlines: July 15 & Dec. 15

Admissions Requirements

- Online Application
- Copy of Photo Identification, e.g. Driver's License, Passport, Military ID
- Official (Sealed or Electronic) Transcripts from bachelor's degree and teacher preparation program(s) (not required for TCSJ teaching credential graduates)
- Valid California Education Specialist Teaching Credential (visit www.ctc.ca.gov) showing that an Autism Authorization is not already included.
- \$65 Non-Refundable Application Fee (waived for TCSJ preliminary teaching credential graduates)
- \$200 Deposit (waived for TCSJ teaching credential graduates) (Upon successful completion of the program, the deposit will be applied to the candidate's current tuition obligation.)

Required Coursework (12 Units*)

- **SPED 258** **Communication and Behavior for Autism Spectrum Disorder (2)**
- **SPED 259** **Programming Strategies in Autism (2)**
- **SPED 267** **Autism Spectrum Disorders (1)**
- **SPED 260** **Positive Behavior Management (2)**
- **SPED 261** **Assessment of Learning and Teaching (2)**
- **SPED 264** **Collaboration Skills (2)**
- **SPED 268** **Practicum Fieldwork, Autism Authorization (1)**

**May earn some equivalencies for previous coursework and/or experience pending review of transcripts and required documentation.*

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. The second option is to be a Preliminary Administrative Services Credential intern. This option requires the candidate to be employed in a position that requires an Administrative Services Credential while being enrolled and attending coursework. The 24-unit program for candidates is completed in 12 months. Candidates and interns may apply a portion of their Preliminary Administrative Services Credential coursework units towards a TCSJ master's degree in Educational Leadership and School Development.

Applicants may begin the program with a minimum of four years of CTC credentialed experience.

Application Deadline:

- *Tuesday/Thursday, Summer-Start-May 27*
- *Tuesday/Thursday, Fall-Start-August 14*
- *Wednesday Stacked, Fall-Start-August 14*

Admissions Requirements

- Online Application
- Copy of Photo Identification, e.g. Driver's License, Passport, Military ID
- Official (Sealed or Electronic) Transcripts:
 - Transcript must show a bachelor's degree from a regionally accredited institution or a complete foreign transcript evaluation from an approved* agency confirming equivalent degree. (*See document CL-635 on the California Commission on Teacher Credentialing (CTC) website)
 - Post Baccalaureate, i.e. credential program and/or master's degree
 - Letter of Candidate Introduction
- Possess a valid prerequisite credential
- District Approval Form
- Verification of Full-Time Experience* - Must be on district or employing agency letterhead and signed by either the superintendent, assistant superintendent, director of personnel, director of human resources or HR designee.
- \$65 Non-Refundable Application Fee (waived for TCSJ preliminary teaching credential and M.Ed. graduates)

Two recommendations are required to be accepted (one must be from a current employer). The TCSJ Graduate Studies Department will contact recommenders once the application is received and provide them with a link to an online recommendation form.

*Candidates must have a minimum of five years of full-time experience at the completion of the program (applicants may need to secure more than one verification of experience letter to meet the experience requirement).

A non-refundable cohort enrollment deposit is due at advisement for Administrative Services Credential candidates (see Tuition Chart for fee). Upon successful completion of the program, the cohort enrollment deposit will be applied to the candidate's current tuition obligation.

Required Coursework (24 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)**
- **EADM286D** **Fieldwork (3)**
- **EADM286E** **Fieldwork (3)**
- **EADM288** **Educational Planning, Delivery, and Assessment (2)**
- **EADM386** **Evidence Based Leadership (4)**



Clear Administrative Services Credential Program

The Induction 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 California Professional Standards for Educational Leaders (CPSELs). Professional development activities are established based on the needs of the candidate.

Participants receive a minimum of 40 hours of coaching each year which includes classroom observations, 1:1 confidential meetings on site, as well as “just in time” support via phone and email. Coaches have a minimum of 5 years of successful site principal experience, are certified in coaching methodology, and have the ability to support candidates in building their capacity to be effective leaders. Candidates seeking a Clear Administrative Credential will develop an Individual Coaching Plan with their coach and complete reflective inquiries aligned to the CPSELs. All program requirements are met as they relate to the position and context of the candidate.

Eligibility

- Possess Preliminary Administrative Services Credential
- Be employed in a full-time position requiring an Administrative Services Credential
- Be willing to commit to a 2-year program

Application Deadline:

September 10

Admissions Requirements

- Online Application
- Copy of Photo Identification, e.g. Driver’s License, Passport, Military ID
- Induction Program Candidate Memorandum of Understanding
- Employer Agreement Form
- Copy of Preliminary Administrative Services Credential (from CCTC website)
- \$65 non-refundable application fee (waived for TCSJ preliminary administrative services credential graduates)

MASTER OF EDUCATION

Experience, Exploration, Implementation, and Inquiry

Beginning from and building upon the ongoing legacy of the IMPACT intern teacher program, the Teachers College of San Joaquin was founded. Teachers College of San Joaquin is the only WASC accredited institution of higher education that is a department within a county office of education. Since its inception in 2009, TCSJ has graduated more than 470 master's candidates. With a vision to develop a workforce of innovative and reform-minded educators, the college includes opportunities for veteran educators to advance their understanding of the needs of 21st century learners and refine their practice as they earn a master's degree in education. Graduate candidates are challenged to consider and design new models of schools, carry out action research, develop curriculum, hone leadership skills, and reflect on the outcomes of their practice.

The master's degree program at Teachers College of San Joaquin includes a set of core courses that are required within all M.Ed. concentrations. These courses are designed to prepare students to explore innovative teaching and leadership practices; engage with reform models of schools; use Design Thinking to create curriculum; and, gain knowledge in research methods in order to design and implement individualized teacher action research. Students become masters in their research area and are informed agents to lead change within their school communities.

Masters Core Coursework

- **CURR321*** **Research Methods and Application (3) or STEM320* Research in the STEM Classroom (3)**
- **CURR341** **Preparing Students for the 21st Century (3)**
- **CURR343** **Curriculum for the 21st Century (3) or SPED343a or SPED343b 21st Century Curriculum and Instruction for Students with Special Needs (3)**
- **CURR345**** **Teacher Action Research (3)**
- **CURR384** **Writing the Literature Review (2)**

**Candidates must take CURR321 or STEM320 as a prerequisite for CURR345.*

***CURR345 is a prerequisite for CURR384*

M.Ed. Early Education (32 Units)

The Masters of Education degree in Early Education is designed for early childhood educators and leaders. The program is comprised of 12 units of early education coursework and 20 units from the TCSJ M.Ed. core coursework. The early education courses focus on the social, emotional, cognitive, and language development of young learners aged birth through 8 years. Students in the program will learn strategies to gather observational evidence to help them identify potential learning disabilities, understand learning trajectories, as well as development of curriculum and instructional strategies. The TCSJ M.Ed. core coursework also supports students as they learn about and engage in the development of innovative learning environments for early learners.

Application Deadline:

Rolling Admissions (no deadline)

Admissions Requirements

- Online Application
- Copy of Photo Identification, e.g. Driver's License, Passport, Military ID
- Letter of Introduction
- Official (Sealed or Electronic) Transcripts:
 - Bachelor's degree from a regionally accredited institution or a complete foreign transcript evaluation from an approved* agency confirming equivalent degree. (*See document CL-635 on the California Commission on Teacher Credentialing website (CTC).
 - Post Baccalaureate Program i.e. Credential and/or master's degree program (if applicable).
- \$65 non-refundable application fee (waived for TCSJ teaching credential graduates/students)

Two recommendations are required to be accepted (one must be from a current employer). The TCSJ Graduate Studies Department will contact recommenders once an application is received and provide them with a link to an online recommendation form.

Required Coursework (32 units)

M.Ed. Core (14 Units)

- **CURR321** **Research Methods and Application (3)**
- **CURR341** **Preparing Students for the 21st Century (3)**
- **CURR343** **Curriculum for the 21st Century (3)**
- **CURR345** **Teacher Action Research (3)**
- **CURR384** **Writing a Literature Review (2)**

M.Ed. Early Childhood Concentration (18 Units)

- **ECED344** **Lesson Study (2)**
- **ECED390** **Early Foundations in Social, Emotional, and Cognitive Development (3)**
- **ECED392b** **Early Language and Literacy Development (3)**
- **ECED398b** **Authentic Observation and Assessment (3)**
- **ECED385** **Masters Project in Early Education (4)**
- **ECED399** **Curriculum Development for the Early Learner (3)**

M.Ed. Educational Inquiry (32 Units)

The Master of Education degree in Educational Inquiry is for an educator who aspires to deepen their understanding of:

- 21st century skills in developing and implementing project based lessons/units.
- School reform and the urgency to create change systems within the classroom and school-site.
- Teacher leadership by enhancing skills in coaching, lesson design, and current research-based educational practices.
- Action research with the process of reviewing research and the practice of collecting and analyzing data.

Application Deadline:

Rolling Admissions (no deadline)

Admissions Requirements

- Online Application
- Copy of Photo Identification, e.g. Driver's License, Passport, Military ID
- Official (Sealed or Electronic) Transcripts:
 - Bachelor's degree from a regionally accredited institution or a complete foreign transcript evaluation from an approved* agency confirming equivalent degree. (*See document CL-635 on the California Commission on Teacher Credentialing website (CTC).
 - Post Baccalaureate Program i.e. Credential and/or master's degree program (if applicable).
- Letter of Introduction
- \$65 non-refundable application fee (waived for TCSJ teaching credential graduates/students)

Two recommendations are required to be accepted (one must be from a current employer). The TCSJ Graduate Studies Department will contact recommenders once an application is received and provide them with a link to an online recommendation form.

Required Coursework (32 units)

M.Ed. Core (14 Units)

- **CURR321** **Research Methods and Application (3)**
- **CURR341** **Preparing Students for the 21st Century (3)**
- **CURR343** **Curriculum for the 21st Century (3)**
- **CURR345** **Teacher Action Research (3)**
- **CURR384** **Writing a Literature Review (2)**

M.Ed. Educational Inquiry Concentration (18 Units)

- **CURR344** **Lesson Study (2)**
- **CURR346** **Teacher Leader Lab (3)**
- **CURR347** **Theory of Teacher Leadership (1)**
- **CURR385** **Masters Project in Educational Inquiry (4)**
- **Curriculum Electives*** (1-8)

**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 Leadership & School Development WITH an Administrative Services Credential (38 Units)

Educational Leadership and School Development Concentration is for those individuals serving or hoping to serve in school leadership positions. This option is concurrent with coursework resulting in a Preliminary Administrative Services Credential.

Applicants must begin the Preliminary Administrative Services Credential part of the program with a minimum of four years of full-time experience. Candidates must have a minimum of five years of full-time experience at the completion of the program.

Application Deadline:

Rolling Admissions (no deadline) for the M.Ed. Educational Leadership & School Development.

See Application Deadline for Preliminary Administrative Services Credential

Admissions Requirements

- Online Application
- Copy of Photo Identification, e.g. Driver's License, Passport, Military ID
- Official (Sealed or Electronic) Transcripts:
 - Transcript must show a bachelor's degree from a regionally accredited institution or a complete foreign transcript evaluation from an approved* agency confirming equivalent degree. (*See document CL-635 on the California Commission on Teacher Credentialing (CTC) website)
 - Post Baccalaureate, i.e. credential program and/or master's degree
- Letter of Introduction
- Possess a valid prerequisite credential
- District Approval Form
- Verification of Full-Time Experience* - Must be on district or employing agency letterhead and signed by either the superintendent, assistant superintendent, director of personnel, director of human resources or HR designee verifying at least three years* of experience.
- \$65 Non-Refundable Application Fee (waived for TCSJ teaching credential candidates)

Two recommendations are required to be accepted (one must be from a current employer). The TCSJ Graduate Studies Department will contact recommenders once an application is received and provide them with a link to an online recommendation form.

A non-refundable cohort enrollment deposit is due at advisement for Preliminary Administrative Services Credential candidates (see Tuition Chart for fee). Upon successful completion of the program, the cohort enrollment deposit will be applied to the candidate's current tuition obligation.

Required Coursework (38 units)

M.Ed. Core (14 Units)

- **CURR321** **Research Methods and Application (3)**
- **CURR341** **Preparing Students for the 21st Century (3)**
- **CURR343** **Curriculum for the 21st Century (3)**
- **CURR345** **Teacher Action Research (3)**
- **CURR384** **Writing a Literature Review (2)**

Administrative Services Credential Concentration (24 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)**
- **EADM286D** **Fieldwork (3)**
- **EADM286E** **Fieldwork (3)**
- **EADM288** **Educational Planning, Delivery, and Assessment (2)**
- **EADM386** **Evidence Based Leadership (4)**



M.Ed. Educational Leadership & School Development WITHOUT an Administrative Services Credential (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 Service Credential Program may be applied toward the M.Ed. Educational Leadership & School Development.

Application Deadline:

Rolling Admissions (no deadline)

Admissions Requirements

- Online Application
- Copy of Photo Identification, e.g. Driver's License, Passport, Military ID
- Official (Sealed or Electronic) Transcripts:
 - Transcript must show a bachelor's degree from a regionally accredited institution or a complete foreign transcript evaluation from an approved* agency confirming equivalent degree. (*See document CL-635 on the California Commission on Teacher Credentialing (CTC) website)
 - Post Baccalaureate, i.e. credential program and/or master's degree program (if applicable)
- Letter of Introduction
- \$65 non-refundable application fee (waived for TCSJ teaching credential graduates/students)

Two recommendations are required to be accepted (one must be from a current employer). The TCSJ Graduate Studies Department will contact recommenders once an application is received and provide them with a link to an online recommendation form.

Required Coursework (32 units)

M.Ed. Core (14 Units)

- **CURR321** **Research Methods and Application (3)**
- **CURR341** **Preparing Students for the 21st Century (3)**
- **CURR343** **Curriculum for the 21st Century (3)**
- **CURR345** **Teacher Action Research (3)**
- **CURR384** **Writing a Literature Review (2)**

M.Ed. Educational Leadership & School Development Electives (18 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)**

CONTINUED

- **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)**
- **EADM385** **Masters Project in Educational Leadership and School Development (4)**

M.Ed. Environmental Literacy (32 Units)

The M.Ed. Environmental Literacy program was developed in response to SB720 (signed into law in Fall 2018) requiring local educational agencies throughout the state of CA to provide environmental education instruction to pupils in kindergarten and grades 1 through 12, inclusive. This degree will develop educators' expertise in Environmental Literacy and prepare them to assume leadership roles.

The coursework examines the close intersections between peoples, societies, and natural systems, and how to relate within those systems in a humble, sustainable matter. Educators learn to develop integrated curricula and learning opportunities that nurture PreK-12 students' understanding of the natural world outside the classroom, expand critical thinking skills, and prepare engaged citizens. Graduates have expertise in developing, implementing, and sustaining capacity building plans for Environmental Literacy programs within an organization, such as a school district.

Application Deadline:

Rolling Admissions (no deadline)

Admissions Requirements

- Online Application
- Copy of Photo Identification, e.g. Driver's License, Passport, Military ID
- Official (Sealed or Electronic) Transcripts:
 - Bachelor's degree from a regionally accredited institution or a complete foreign transcript evaluation from an approved* agency confirming equivalent degree. (*See document CL-635 on the California Commission on Teacher Credentialing website (CTC).
 - Post Baccalaureate Program i.e. Credential and/or master's degree program (if applicable).
- Letter of Introduction
- \$65 non-refundable application fee (waived for TCSJ teaching credential graduates/students)

Two recommendations are required to be accepted (one must be from a current employer). The TCSJ Graduate Studies Department will contact recommenders once an application is received and provide them with a link to an online recommendation form.

Required Coursework (32 units)

M.Ed. Core (14 Units)

- **CURR341** **Preparing Students for the 21st Century (3)**
- **CURR345** **Teacher Action Research (3)**
- **CURR384** **Writing a Literature Review (2)**
- **STEM320** **Research in the STEM Classroom (3)**
- **STEM343** **Curriculum for Developing Environmental Literacy (3)**

M.Ed. Environmental Literacy Electives (18 Units)

- **STEM344** **Lesson Study Environmental Principles and Concepts (2)**
- **STEM351** **Environmental Phenomenology (3)**
- **STEM370** **History: Environmental and Human Impacts (3)**
- **STEM375** **Actions for Change: Environmental Solutions (3)**
- **STEM380** **Building Capacity for Sustainability (3)**
- **STEM385** **Masters Project in STEM (environmental focus required) (4)**



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 PreK-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.

Candidates gain expertise in the development and implementation of integrated problem and project-based learning approaches aligned to the California Common Core State Standards (CCCSS), Next Generation Science Standards and the Career and Technical Education Industry Sectors. The candidates learn how content within STEM can be taught concurrently so that their PreK-12 students understand the relevance and intersections within the subjects.

The Mathematics Instructional Added Authorization (MIAA) may be embedded within the STEM M.Ed. program and will enable students to gain expertise in K-Algebra 1/Integrated 1 curriculum design and development and implementation of intensive interventions and accommodations. They will have expert knowledge of the CCCSS for Mathematics, the Next Generation Science Standards and how to differentiate mathematics and STEM instruction to increase K-12 student engagement and proficiency (especially in mathematics).

Application Deadline:

Rolling Admissions (no deadline)

Admissions Requirements

- Online Application
- Copy of Photo Identification, e.g. Driver's License, Passport, Military ID
- Official (Sealed or Electronic) Transcripts:
 - Bachelor's degree from a regionally accredited institution or a complete foreign transcript evaluation from an approved* agency confirming equivalent degree. (*See document CL-635 on the California Commission on Teacher Credentialing website (CTC).
 - Post Baccalaureate Program i.e. Credential and/or master's degree program (if applicable).
- Letter of Introduction
- \$65 non-refundable application fee (waived for TCSJ teaching credential graduates/students)

Two recommendations are required to be accepted (one must be from a current employer). The TCSJ Graduate Studies Department will contact recommenders once an application is received and provide them with a link to an online recommendation form.

Required Coursework

M.Ed. Core (14 Units)

- **CURR341** **Preparing Students for the 21st Century (3)**
- **CURR343** **Curriculum for the 21st Century (3)**
- **CURR345** **Teacher Action Research (3)**
- **CURR384** **Writing a Literature Review (2)**
- **STEM320** **Research in the STEM Classroom (3)**

STEM Concentration (19 Units)

- **CURR344** **Lesson Study (2)**
- **STEM331** **Technology and Tools (3)**
- **STEM350** **Environmental Phenomenology (3)**
- **STEM352** **Creative Risk-Taking and Design in STEM (3)**
- **STEM360** **STEM Lab (4)**
- **STEM385** **Masters Project in STEM (4)**

M.Ed. Special Education (32 Units)

This TCSJ M.Ed. concentration will provide candidates with advanced coursework in Special Education. The topics included within the coursework of this concentration will be grounded in recent research findings and include implications to the varied settings within the Special Education field. Candidates will advance their knowledge of how to address the needs of students with specialized disorders that are beyond the scope of typical credential programs. The faculty will challenge students to reflect on their leadership roles and how they might influence innovation and reform to increase their educational effectiveness for students with special needs. Participation in the program may provide candidates with the opportunity to add a second Education Specialist credential to their resume.

Application Deadline:

Rolling Admissions (no deadline)

Admissions Requirements

- Online Application
- Copy of Photo Identification, e.g. Driver's License, Passport, Military ID
- Official (Sealed and Electronic) Transcripts:
 - Bachelor's degree from a regionally accredited institution or a complete foreign transcript evaluation from an approved* agency confirming equivalent degree. (*See document CL-635 on the California Commission on Teacher Credentialing website (CTC).
 - Post Baccalaureate Program i.e. Credential and/or master's degree program (if applicable).
- Letter of Introduction
- \$65 non-refundable application fee (waived for TCSJ teaching credential graduates/students)

CONTINUED

Two recommendations are required to be accepted (one must be from a current employer). The TCSJ Graduate Studies Department will contact recommenders once an application is received and provide them with a link to an online recommendation form.

Required Coursework

M.Ed. Core (11 Units)

- **CURR321 Research Methods and Application (3)**
- **CURR345 Teacher Action Research (3)**
- **CURR384 Writing a Literature Review (2)**
- **SPED343a* or SPED343b* 21st Century Curriculum and Instruction for Students with Special Needs (3)**

M.Ed. Special Education Concentration (21 units)

- **SPED310 Advanced Topics in Special Education (2)**
- **SPED312 Specialized Disorders of Students with Special Needs (3)**
- **SPED385 Masters Project in Special Education (4)**
- **IMPACT SPED Credential Courses (12)**
- **Curriculum Electives** (4-8)**

*NOTE: This course may enable the candidate to qualify for an additional Education Specialist credential. This option is dependent on transcript analysis and only available until July 2022.

**Non-IMPACT credential candidates may be extended up to 8 units of transferrable SPED credential coursework towards a SPED M.Ed. (dependent on transcript analysis).



PROFESSIONAL LEARNING OPPORTUNITIES

Environmental Literacy Certificate (12 Units)

In the Environmental Literacy Certificate Program, educators learn to develop integrated curricula and learning opportunities that nurture PreK-12 students' understanding of the natural world outside the classroom, expand critical thinking skills, and prepare engaged citizens. Graduates have expertise in developing, implementing, and sustaining capacity building plans for Environmental Literacy programs within an organization, such as a school district.

Application Deadline:

Rolling Admissions (no deadline)

Admissions Requirements

- Online Application
- Copy of Photo Identification, e.g. Driver's License, Passport, Military ID
- Official (Sealed or Electronic) Transcripts
 - Transcript must show a bachelor's degree from a regionally accredited institution or a complete foreign transcript evaluation from an approved* agency confirming equivalent degree. (*See document CL-635 on the California Commission on Teacher Credentialing (CTC) website)
 - Post Baccalaureate, i.e. credential program and/or master's degree program (if applicable)
- \$65 Non-Refundable Application Fee (waived for current TCSJ students/graduates)

Sample Environmental Literacy Certificate Sample Coursework (12 units)

- **STEM351** **Environmental Phenomenology (3)**
- **STEM370** **History: Environmental and Human Impacts (3)**
- **STEM375** **Actions for Change: Environmental Solutions (3)**
- **STEM380** **Building Capacity for Sustainability (3)**

STEM Certificate (13 Units)

The Science, Technology, Engineering and Mathematics (STEM) Certificate 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 PreK-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.

Application Deadline:

Rolling Admissions (no deadline)

Admissions Requirements

- Online Application
- Copy of Photo Identification, e.g. Driver's License, Passport, Military ID
- Official Sealed Transcripts
 - Transcript must show a bachelor's degree from a regionally accredited institution or a complete foreign transcript evaluation from an approved* agency confirming equivalent degree. (*See document CL-635 on the California Commission on Teacher Credentialing (CTC) website)
 - Post Baccalaureate, i.e. credential program and/or master's degree program (if applicable)
- \$65 Non-Refundable Application Fee (waived for current TCSJ students/graduates)

Sample STEM Certificate Sample Coursework (13 units)

- **STEM320** **Technology and Tools for the 21st Century Learner (3)**
- **STEM351** **Environmental Phenomenology (3)**
- **STEM352** **Creative Risk-Taking and Design in STEM (3)**
- **STEM360** **TEM Lab (4)**

Paraprofessional Training

TCSJ offers a two-day training for persons who are interested in NEW employment as a paraprofessional at a Title I school, after school program, or classroom setting.

Prerequisite

Participants must have previously demonstrated proficiency in base reading and math skills up to or exceeding that which is required by the employing district for high school seniors, requirements in Ed. Code 45361.5 and 45344.5.

Participants will be given training on assisting with the instruction of students in the areas of reading, writing and math. A formal assessment will be given at the end of the training. Participants must pass the assessment in order to receive the San Joaquin County Office of Education paraprofessional certificate.

Training Information

Trainings are held at the Teachers College of San Joaquin at the San Joaquin County Office of Education, 2721 Transworld Drive, Stockton, CA 95206 from 9:00am-2:00pm, for two days. Training cost includes two days of training, materials and lunch. SJCOE Business Department policy requires payment in full at time of workshop registration.

One unit of non-degree credit is available at an additional cost.

Registration Requirements

- Paraprofessional Training Registration Form
- Proof of proficiency exam OR transcripts showing 48 college or university semester units
- Copy of high school diploma or equivalent (outside the U.S. must be evaluated).
- \$100 Check (payable to: SJCOE), Money Order, or Credit Card

Professional Learning Center

Inspire. Learn. Grow.

Teachers College of San Joaquin's Professional Learning Center provides opportunities for educators to purchase non-degree, professional development units (PDUs) to continue their education and refine their skills and practices in their craft as an educator. These units may help educators move over on the pay scale*!

**Always check with your school and/or district prior to purchasing units to ensure they will accept them.*

Partners:

TCSJ's Professional Learning Center partners with agencies (e.g. school districts and individuals) so that PDUs may be provided for a class/workshop offered by the agency.

PLC partners:

- Accrediting Commission for Schools-WASC
- CA Association for Environmental & Outdoor Education
- Dr. Catlin Tucker
- Educators Thriving
- Eduro Learning
- George Couros
- Kings County Office of Education
- Marshall Leadership Fellows/Marshall Teacher Residency
- Merced County Office of Education
- Novak Educational Consulting
- Sacramento County Office of Education
- San Joaquin County Office of Education
- Trevor Muir
- National Laboratory for Education Transformation (NLET)

PLC Offerings:

The PLC provides over 25 opportunities for educators to grow professionally and earn PD Units along the way. Additionally, Teachers College of San Joaquin has it's own courses available through Teachable.

View the PLC webpage at <https://teacherscollegesj.edu/PLC> for the most up to date opportunities.

TCSJ PLC opportunities as of June 1, 2021:

- Building Innovative Curriculum
- Classroom Management
- Positive Teacher Language
- Reading Instruction Competence Assessment (RICA) Preparation Course

COURSE DESCRIPTIONS

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 CA state adopted standards. Other aspects covered are an historical perspective of CTE Education, 21st Century Learning, and partnerships with businesses and the community to enhance instruction. Candidates develop and implement an Individual Learning Plan to demonstrate mastery of the Career and Technical Education Program Standards.

CURR118A Foundations for Teaching Career and Technical Education (1)

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 CA state adopted standards. Other aspects covered are an historical perspective of CTE Education, 21st Century Learning, and partnerships with businesses and the community to enhance instruction. Candidates provide a portfolio of evidence to document meeting the Career and Technical Education Program Standards.

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 an 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.

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 CA state adopted 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 CA state adopted 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.

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 postsecondary 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)

An exploration of the role culture and language play in today's classroom is the focus of this course. Candidates study and discuss strategies for learning about their students' cultures, and how to leverage cultural assets in the classroom. Candidates study theories and models of language development as well as psychological, socio-cultural, political and pedagogical factors affecting first and second language development. Candidates study the structure of language and its use, including universals and differences among languages and the structure of English.

CURR252 Instructional Strategies for English 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 requirements for the placement and instruction of English learners, and ethical obligations for teaching English learners.

CURR281 & 282 Support Supervision: CTE (1-2)

Candidates work 1:1 with a Support Supervisor and learn how to meld course content into their teaching practice. Candidates' growth and progress is measured in meeting the Teaching Performance Expectations (TPE) and California Standards for the Teaching Profession (CSTP). Candidates receive formative and summative feedback which guides a reflective learning process and which is documented on the Individual Learning Plan and/or supervisory notes. Support 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

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 are 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 Preparing Students for the 21st Century (3)

Exploration of the context of 21st century learning environments are researched, observed, and discussed. The recent reforms and innovations in PK-12 education, especially focusing on college and career readiness initiatives and implications to schools, are examined. Design Thinking is used to challenge candidates to reimagine solutions to complex educational issues and invent innovative models of schools and classrooms. What would a truly innovative, reform oriented, 21st century classroom look like? What are the implications to teachers who

need to prepare students to be engaged in civics and global awareness? These issues are among the topics and questions considered in this course.

CURR343 Curriculum for the 21st Century (3)

Candidates extend their understanding of how to transition from conventional teaching practices to identifying and practicing strategies necessary to design 21st century learning environments. Application of Design Thinking for the development of integrated, real-life, inquiry based Project Based Learning units provide the major focus of the course. Candidates consider topics such as authentic assessment and how to embed rigor, relevance, reflection and relationships to enhance PK – 12th grade students' learning. Candidates are challenged to reflect on the critical need to reinvent how PK-12 students are prepared for their futures.

CURR344 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 students' evidence of learning within a lesson provides opportunities for combining theory and components of effective lesson design.

CURR345 Teacher Action Research (3)

The purpose of the Teacher Action Research course is to help candidates understand a research that is defined to be any effort towards reflective and disciplined inquiry. Course 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.

CURR346 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)

Candidates 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) Manual.

CURR385a Masters Project in Educational Inquiry - 1st Semester (1)

This is the capstone course for the Master's degree. As such, candidates 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. *Candidates are allotted two semesters to complete the project. CURR385a indicates completion of 1 unit of the project.

CURR385b Masters Project in Educational Inquiry - 2nd Semester (3)

This is the capstone course for the Master's degree. As such, candidates 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. *Candidates are allotted two semesters to complete the project. CURR385b indicates completion of 3 units of the project.

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. Candidates 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 and 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. Course content focuses on the practical application of legal concepts and how they apply to the numerous decisions school administrators must

make on a daily basis. Legal sources, references and case studies are utilized in the class to further deepen a candidate's understanding of the significant implications of the law and its impact for effective educational leadership throughout public schools in the United States.

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. The focus is 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.

EADM286D/E Administrative Fieldwork (6)

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 12 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, fundamentals of the Local Accountability Plan (LCAP), state testing, data analysis and the evaluation process. Candidates are expected to understand the

ways data can be used to make informed decisions in a variety of contexts. Data use includes the collection, selection, analysis, and application of data.

EADM385a Masters Project in Educational Leadership and School Development - 1st Semester (1)

This is the capstone course for the Master's degree. As such, candidates 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. *Candidates are allotted two semesters to complete the project. EADM385a indicates completion of 1 unit of the project.

EADM385b Masters Project in Educational Leadership and School Development - 2nd Semester (3)

This is the capstone course for the Master's degree. As such, candidates 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. *Candidates are allotted two semesters to complete the project. EADM385b indicates completion of 3 units of the project..

EADM386 Evidence Based Leadership (4)

Candidates will be introduced to Cycles 1, 2, and 3 of the California Administrative Performance Assessments (CalAPA). Throughout the course, candidates will receive support and tools to assist them in addressing the multiple requirements of each cycle of the CalAPA. Candidates will participate in peer reviews, deep dives into the assessments and rubrics, and be asked to apply theory to the tasks for each cycle.

ECED344 Lesson Study (2)

This course focuses on the sequence of stages teachers attend to in an instructional cycle, or learning cycle for children aged birth through 8 years. Students develop a full understanding of a lesson concept and collaborate with their peers to develop and teach a lesson. As they reflect deeply on evidence of children's learning within the lesson, they are given opportunities to redesign critical components and shift their beliefs around effective lesson design.

ECED385a Masters Project in Early Education - 1st Semester (1)

This is the capstone course for the Master's degree. As such, candidates 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. *Candidates are allotted two semesters to complete the project. ECED385a indicates completion of 1 unit of the project.

ECED385b Masters Project in Early Education - 2nd Semester (3)

This is the capstone course for the Master's degree. As such, candidates 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. *Candidates are allotted two semesters to complete the project. ECED385b indicates completion of 3 units of the project.

ECED390 Early Foundations in Social, Emotional and Cognitive Development (3)

This course addresses the social, emotional, and cognitive development of young children and the implications for designing effective early childhood education. Students will examine issues of poverty, trauma, culture, and language as they relate to learning and identification of potential learning challenges. Current research will be examined to inform M.Ed. students' design of 21st century practices that promote enthusiasm, engagement, and healthy social cognitive development for the early learner.

ECED392b Early Language and Literacy (3)

This course is designed for early childhood educators and leaders who will be responsible for developing programs and instruction to advance the language and literacy of young learners from birth to 8 years. The course will include a critical examination of current research, theories, and philosophies regarding the four domains of language development, as well as emergent literacy and biliteracy. Strategies for teaching reading/writing to all young children, including English language learners, is a major focus. Teaching literacy will also be framed by a number of issues including differentiation of instruction, children's literature, and parental engagement.

ECED398b Authentic Observation and Assessment (3)

This course is designed to develop expertise in students' current practices in gathering authentic observational evidence to assess the developmental stages of early learners aged birth through 8 years. Examination of observed behaviors will be used to demonstrate how to identify the appropriate placements within learning trajectories, plan curriculum, and select appropriate instructional strategies for children. The course includes exploration of a variety of formal and informal assessments that can be used to develop a description of children's skills, abilities, interest, and needs.

ECED399 Curriculum Development for the Early Learner (3)

This course provides guidance for the development of curriculum, and opportunities to rehearse and improve pedagogies appropriate for early learners. The coursework will promote an understanding of how specific materials and activities are designed to engage early learners in active, healthy play, artistic expression, and exploration of visual art, music, drama, and dance. Design of mathematics and science curriculum that integrates social skills and builds learning communities will be included, along with examination of the learning trajectories for early learners.

EDSP 200 Introduction to Special Education (4)

This course provides candidates with an in-depth examination of the legal and ethical responsibilities of education specialists serving students with disabilities. Candidates will analyze and connect how past and current case law, federal and state mandates influence the development and implementation of Individualized Education Programs (IEPs), Individualized Transition Plans (ITPs), and Individual Family Service Plans (IFSPs). Roles and responsibilities of education specialists as case managers will be explored and practiced. Assessment practices used throughout the IEP and IFSP process (eligibility, development, implementation, and progress monitoring) will be examined and practiced. Collaborative practices for working with families, education staff and related service providers as part of IEPs/IFSPs, will also be addressed.

EDSP201 Positive and Supportive Learning Environments for Students with Disabilities(3)

This course provides education specialist candidates specific strategies for creating and maintaining a positive and supportive learning environment for students with disabilities. Candidates will analyze case law, federal and state mandates, ethical practices, and local policies related to creating and implementing Positive Behavior Support and Behavior Intervention Plans (BIPs) to best meet individualized student needs. Evidence based practices, positive behavioral supports, assessment, interventions, and collaborative practices will be examined within the context of Multi-Tiered Systems and Supports. Candidates will incorporate these practices to create person-centered, classroom-wide and individualized behavior plans to address and support behavioral needs.

EDSP202 Communication & Language Development (1)

This course will prepare candidates to recognize and address the complex communication, social, and sensory needs of students with mild to moderate disabilities, including Autism Spectrum Disorders (ASDs). The relationship between communication, sensory needs and behavior as it impacts social and academic access and progress will be analyzed. Candidates will examine typical and atypical language development as influencing social and academic access, growth, and progress. Candidates will explore strategies, adaptations, accommodations and various technology tools with a goal of creating socially and academically accessible, language-rich environments.

EDSP203 Collaboration and Communication (1)

This course will provide candidates the opportunity to identify, practice, and develop communicative, interpersonal, and collaborative skills. Candidates will develop their capacity to build and maintain effective teams and collaborative partnerships. Conflict resolution and communicative strategies and skills will be explored to support candidates in developing effective and positive collaborative practices with families, paraprofessionals, general and special education colleagues, and related service providers.

EDSP 204 Teaching English Learners with Disabilities (1)

This course will provide education specialists with a deeper knowledge in supporting English learners (EL) with disabilities. Language acquisition, appropriate assessment criteria, and the identification process for designating EL students will be examined for candidates to learn to distinguish between EL and disability diagnoses, eligibility, and services. Candidates will apply theories, principles, and strategies of English Language Development to design instruction that best supports English learners with disabilities at their varying levels of language acquisition. Further, candidates explore how culture, ethnicity, gender, and linguistic diversity may disproportionately affect referral and diagnosis of a disability under IDEA.

EDSP 205 Equity and Access for Students with Diverse Disabilities (2)

This course introduces candidates to the common characteristics and varying abilities of a diverse population of students with disabilities. Candidates will identify low and high incidence disabilities and determine related supports and services. A specific focus of this course will include equity, accessibility (i.e. assistive technology, augmentative, and alternative communication (AAC)), and inclusive practices for students with disabilities across all educational environments. Candidates will investigate and devise methods for accessing community resources to support students and families. Collaborative strategies for working with related service providers, general and special educators, support personnel, and families will be examined and practiced to support students in a variety of educational settings and their communities.

EDSP206 Child Development and Implications for Teaching and Learning (2)

In this course, candidates seeking credentials to serve students with mild to moderate support needs will examine historical perspectives, research methodologies, and developmental theories of child development. Examination will include typical and atypical physical, cognitive, social, emotional, language, adaptive, and sensory developmental patterns of children from prenatal stages through adolescence, with an emphasis upon prenatal, perinatal and early childhood developmental risk factors. Candidates will gain knowledge of the need for early identification, range of community services and settings, and insight into the unique needs and challenges these children and their families encounter when identified as needing early intervention services and support. Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs) for students with developmental risk factors will be analyzed to gain a deep understanding of the implications and impact upon family dynamics and educational programs.

EDSP 207 Engaging and Teaching Students with Autism Spectrum Disorders (ASD) (2)

In this course candidates will examine the characteristics of Autism Spectrum Disorders (ASD), including language development, socialization, and sensory processing. How these characteristics impact social access, communication, behavior, and academic progress will be explored. Candidates will identify, evaluate and utilize current Evidence Based Practices (EBPs) designed to engage and teach unique individuals with Autism Spectrum Disorders. Candidates will develop teaching and programming strategies to serve and support students in generalizing and maintaining skills in their academic and natural environments.

EDSP208 Educating Students with Complex & Diverse Needs (1)

This course will prepare candidates to effectively teach and support students with moderate to extensive, complex social, emotional, behavioral, neuro-behavioral, and mental health needs. Federal, state, and local mandates, policies, and practices for supporting and educating students in their Least Restrictive Environments will be examined within the context of Multi-Tiered Systems and Supports. Specific considerations will be given to support candidates in initiating, participating, and maintaining collaborative partnerships with families, service providers, and community resource personnel. Candidates will identify and demonstrate use of evidence based and culturally responsive instructional, behavioral, and programming strategies and practices to meet the complex and diverse needs of students.

EDSP209 Access and Inclusion for Students with Health, Mobility, Movement, and Sensory Needs (2)

In this course, candidates will demonstrate the ability to support students with mild to extensive healthcare, mobility, movement, and sensory needs. With a goal of providing safe, organized and accessible learning environments, candidates will evaluate educational and assistive technology, strategies, techniques, adaptations, and procedures necessary to create barrier-free learning experiences. An exploration of laws, policies, and procedures, especially those related to health, will be examined to guide practices that support students. Additionally, candidates will be prepared to collaboratively work with families, service providers, and community members to evaluate and determine necessary services and supports to enable students to fully participate in inclusive, specialized, educational environments and their communities.

EDSP 210 Special Education: Historical, Political and Personal Implications and Perspectives (1)

In this course candidates examine historical policies, practices, and political influences impacting general and special education law (i.e. Section 504, Individuals with Disabilities Education Act) to provide a context for current models of diverse schooling practices in the United States. Candidates will engage in opportunities to reflect upon individual experiences, values, beliefs, and implicit or explicit biases as they craft a personal philosophy of education to guide the learning experiences they provide to students with disabilities.

EDUC100 Technology to Support Teaching and Learning (1)

Educational technology refers to various tools, applications, and resources that can be used to facilitate teaching and learning. With an introduction to the International Society for Technology in Education (ISTE) standards for students and educators, candidates will explore technology as a tool to improve the teaching and learning process. In this introductory course, candidates will learn to use various tools to increase student interaction and access to the curriculum, present content, build community, and assess learning.

EDUC101 Setting the Stage for Learning (2)

California is a state rich in diversity. Preparing to effectively teach all learners is a complex responsibility. In this course, candidates are introduced to the California Teaching Performance Expectations (TPEs), which provide guidance for teaching practices and meeting the needs of all students. Cultural and linguistic backgrounds, assets, and needs of students will be examined and discussed as they apply to teaching and learning. Emphasis is placed on the need for a climate of caring, respect and fairness for all students. Establishing a physically, socially, emotionally, and safe environment is explored in relation to classroom management and learning. The Universal Design for Learning (UDL) and Positive Behavior Interventions and Supports (PBIS) Frameworks will be examined. Candidates explore techniques that foster learning and use motivation as a key to discipline. Personal, professional, legal and ethical issues related to meeting the needs of all learners are explored.

EDUC102 Equitable Access for English Learners (2)

Developing an understanding of how to provide English learners equitable access to the state adopted content standards is the focus of this course. An introduction to EL identification, first and second language acquisition theories and understanding students' needs and assets will provide a foundation to support English learners. Candidates will examine how the ELD Standards are used by all teachers in tandem with Content standards to support content, language and literacy development.

Research-based practices will be introduced to support the development of broadly literate individuals who can be successful in college, career and civic life in the 21st Century. These practices will be applied to the Universal Design for Learning (UDL) and Multi-Tiered Systems of Support (MTSS) Frameworks.

EDUC103 Planning Instruction (2)

Understanding how students develop cognitively, socially and emotionally, lays the foundation for this course. Using current research about how people learn, candidates will examine ways to create learning environments and practices appropriate for all students. With a focus on providing universal access, candidates will be introduced to standards-based lesson design with an understanding of student variability, and the role instructors play in meeting individual needs while validating each student's culture and assets. Collaboration with students, families, care takers, colleagues and support staff, as a tool for supporting every student will be emphasized.

EDUC104 Preparing to Teach Reading (1)

An introduction to the developmental stages of literacy is the focus of this course. Candidates are provided explicit instruction in creating a motivating, literacy rich environment which integrates reading, writing, listening, and speaking for a full range of learners. The role of readalouds is emphasized to engage learners of all ages in literacy development. Shared responsibility of caretakers and the school community in students' literacy development is identified.

EDUC105 Preparing to Teach and Assess (1)

The cyclical process and practice of curricular planning, teaching, assessing, and analyzing student work to guide instruction for all students inclusive of diverse student populations, is a practice all educators must embrace. In this course candidates will gain an understanding of this cyclical process within the Multi-tiered Systems of Supports (MTSS) model as it pertains to access for all, curriculum, instruction, interventions, progress monitoring, and data driven decisions. Candidates practice effective standards-based lesson design, incorporating principles of Universal Design for Learning (UDL). A variety of accommodations and modifications will be introduced. This course will expose candidates to various types of assessment, i.e. diagnostic, informal, student self-assessment, and formal, and how they are utilized for student progress monitoring and guiding instructional and intervention practices.

EDUC200A Teaching for Learning 1: Multiple Subject (4)

The semester one coursework develops candidates' ability to successfully establish relationships with their students and foster positive interactions with parents and the school community. Creating learning environments that engage all learners (e.g. English learners, students with special needs) requires candidates to implement norms and routines for classroom work and discourse, design effective standards-based lessons with clear learning goals, and use assessment data to inform instruction. In collaboration with TCSJ faculty or master teachers, candidates reflect upon their own teaching in order to improve their understanding of the complexity of instruction and the professional responsibilities of educators.

EDUC201A-D Support Supervision: Multiple Subjects (1-4)

Candidates work 1:1 with a support supervisor and learn how to meld course content into their teaching practice. Candidates' growth and progress is measured in meeting the Teaching Performance Expectations (TPE). Candidates receive formative and summative feedback which guides a reflective learning process that is documented on the Individual Learning Plan and/or Individual Development Plan and/or supervisory notes. Support supervisors facilitate this course based on each candidate's developmental level and needs.

For interns, concurrent enrollment in Practicum (EDUC202A-D) is required.

EDUC202A-D Practicum: Multiple Subjects (2-8)

With the support of TCSJ Faculty and site/district-based professionals (mentors, master teachers, coaches, supervisors and colleagues), candidates apply the principles and pedagogy learned in coursework by serving as the "teacher of record" or resident in a local K-12 setting aligned to the credential being sought. This setting provides a venue for candidates to gather evidence of student learning and reflect on teaching practices.

For interns, concurrent enrollment in Support Supervision (EDUC201A-D) is required.

EDUC210A Teaching for Learning 1: Single Subject (4)

The semester one coursework develops candidates' ability to successfully establish relationships with their students and foster positive interactions with parents and the school community. Creating learning environments that engage all learners (e.g. English learners, students with special needs) requires candidates to implement norms and routines for classroom work and discourse, design effective standards-based lessons with clear learning goals and use assessment data to inform instruction. In collaboration with TCSJ faculty, candidates reflect upon their own teaching in order to improve their understanding of the complexity of instruction and the professional responsibilities of educators.

EDUC211A-D Support Supervision: Single Subject (1-4)

Candidates work 1:1 with a support supervisor and learn how to meld course content into their teaching practice. Candidates' growth and progress is measured in meeting the Teaching Performance Expectations (TPE). Candidates receive formative and summative feedback which guides a reflective learning process that is documented on the Individual Learning Plan and/or Individual Development Plan and/or supervisory notes. Support supervisors facilitate this course based on each candidate's developmental level and needs.

For interns, concurrent enrollment in Practicum (EDUC212A-D) is required.

EDUC212A-D Practicum: Single Subject (2-8)

With the support of TCSJ Faculty and site/district-based professionals (mentors, master teachers, coaches, supervisors and colleagues), candidates apply the principles and pedagogy learned in coursework by serving as the "teacher of record" in a local K-12 setting aligned to the credential being sought. This setting provides a venue for candidates to gather evidence of student learning and reflect on teaching practices.

For Interns, concurrent enrollment in Support Supervision (EDUC 211A-D) is required.

EDUC220A-L Content Specific Pedagogy (3)

The Content Specific Pedagogy course prepares candidates as they develop an understanding and working knowledge of the most current state-adopted Standards and Frameworks and the teaching practices and methods to support learning. Candidates will focus on developing and implementing lessons that integrate content, academic literacy and language development skills that engage and support all learners. This course prepares candidates to create learning goals and select 21st Century teaching and learning strategies and approaches that can be adjusted to meet the individual needs of all students in a diverse secondary classroom in California.

**This course can be used to meet the requirements for adding a Single-Subject authorization to an existing general education credential. Prerequisite-Proof of Subject Matter Competence (CSET).*

EDUC221A Planning & Assessing for Learning I (1)

This course is designed to support candidates as they demonstrate an emerging understanding of the Teaching Performance Expectations and teaching for learning in a standards-based context. With a focus on formative assessment and standards aligned content, candidates will be guided to develop, implement and assess a standards-aligned lesson. An opportunity to record and reflect upon teaching individually and collaboratively will guide the analysis of lesson delivery decisions.

EDUC221B Planning & Assessing for Learning II (2)

This course is designed to build upon candidates' understanding of each of the stages in a teaching and learning cycle (plan, teach, assess, reflect, revise). Candidates will apply principles of Universal Design for Learning as they co-plan, teach, assess and reflect deeply on evidence of learning within a sequence of lessons. Throughout this course candidates will explore the purpose and characteristics of a variety of assessments and the elements of effective lesson design to support student learning.

EDUC222 Teaching for Learning in a Global Society (2)

In an ever-changing global society, it is imperative for students to develop the knowledge and skills that will support their learning in college, career and civic life. In this course, candidates will learn about specific strategies and current approaches that support college and career readiness. With a focus on the role of technology and 21st Century skills, candidates will develop an understanding of how secondary education practices can provide more equitable access to postsecondary success.

EDUC223 Examining Belief Systems as a Professional Educator (1)

This course is designed to provide candidates with an opportunity to explore, self-assess and reflect upon how some of their values, beliefs and implicit or explicit biases shape the learning experiences they provide to their students and how they interact with the larger learning community. With an increased awareness, candidates will be prepared to identify areas for continued growth.

EDUC230A Foundations of Reading (2)

This course provides candidates with a research-based curriculum addressing the theoretical and practical aspects of teaching reading to the full range of learners (including struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners).

EDUC230B Foundations of Reading (3)

This course provides candidates with a research-based curriculum addressing the theoretical and practical aspects of teaching reading to the full range of learners (including struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners).

EDUC231 Integrated Literacy (3)

This course supports candidates as they plan for effective instruction, integrating literacy and social studies. Using the most current State adopted ELA/ELD and History/Social Science standards and frameworks as a foundation, candidates will develop and sequence lessons that engage and support all learners using developmentally appropriate instructional strategies and assessments. Candidates learn to create student tasks that are aligned to standards-based learning goals. Additionally, analysis of student work to inform instruction, reflection and communication about student progress will be a focus.

**This course can be used to meet the requirements for adding a Multiple Subjects Credential to an existing Single Subject Credential. Prerequisite-Proof of Subject Matter Competence (CSET).*

EDUC231A Integrated Literacy (2)

This course supports candidates as they plan for effective instruction, integrating literacy and social studies. Using the most current State adopted ELA/ELD and History/Social Science standards and frameworks as a foundation, candidates will develop and sequence lessons

that engage and support all learners using developmentally appropriate instructional strategies and assessments. Candidates learn to create student tasks that are aligned to standards-based learning goals. Additionally, analysis of student work to inform instruction, reflection and communication about student progress will be a focus.

EDUC232 Universal Lesson Design in STEM (3)

Candidates learn the principles of Universal Lesson Design (UDL) and their role in creating a safe, positive, and equitable learning environment. Coursework emphasizes the application of UDL in the development of integrated science, technology, engineering, and math lessons that incorporate the most current State adopted NGSS and mathematics content standards and frameworks, plus the appropriate use of a Multi-Tiered System of Support (MTSS) to support and engage all learners. Candidates learn a variety of appropriate and innovative ways to use technology as a tool to build student engagement, provide equitable learning opportunities, support digital citizenship, assess learning, and communicate with parents. A culminating project in this course introduces candidates to the basic components of a lesson study, with an emphasis on differentiated learning activities, assessment practices, and analysis of student work.

**This course can be used to meet the requirements for adding a Multiple Subjects Credential to an existing Single Subject Credential. Prerequisite-Proof of Subject Matter Competence (CSET).*

EDUC233A Lesson Study (2)

Candidates build on prior coursework in lesson study, focusing on instructional planning, teaching, and reflective evaluation of student learning. Candidates will use student assessment outcomes as a foundation for designing further instruction that reteaches or builds additional content knowledge and/or skills.

EDUC240: Residency Summer Intensive (2)

Phase 1 of the *Residency@TCSJ* program is designed to prepare incoming residents for their classroom placements, acquaint them with the goals of the program, and establish strong partnerships between residents, master teachers, and school sites and districts of placement. Residents become familiar with the CA State Standards and Frameworks, the Essentials for Teaching Observation Rubric, and Teacher Performance Expectations for both general education and special education. They become familiar with research and practices that support teaching and learning in the 21st Century including, but not limited to: 21st Century Skills, Universal Design for Learning, and Restorative Practices. Residents have the opportunity to examine and reflect on their beliefs about teaching and learning as well as their own implicit and explicit biases.

EDUC241: Creating Inclusive Learning Environments (2)

This course focuses on establishing caring, equitable, and inclusive environments where PK-12 students feel safe to take intellectual risks. Through conducting a classroom equity audit, residents evaluate and reflect on the establishment of high expectations for ALL learners. To prepare to design lessons that meet the needs of all learners, residents select focus students and identify those students' assets, funds of knowledge, needs, identify their Individualized Educational Program goals, demographic and assessment data, and English learner acquisition levels. Residents explore research related to social, cognitive, and self-theories in order to build and develop relationships with students and with parents/guardians. Residents develop an understanding of key research findings regarding how people learn.

EDUC242: Planning and Implementing Lessons that Engage and Support ALL Learners (4)

In Phase 3, Residents complete the first Teaching Performance Assessment which includes understanding the principles of Universal Design for Learning, identifying barriers and providing opportunities for ALL students to access instruction in equitable and engaging ways. Residents design and teach a rigorous, standards-based lesson with multiple modes of engagement, representation, and action and expression that meets the needs of all students including those on IEPs and EL students. With the master teacher's guidance, residents begin to plan and implement small group, differentiated instruction as well as small group interventions utilizing appropriate accommodations and modifications. Residents understand the theories, principles, and instructional practices of English language development and design instruction that supports and engages English learners at their various levels of language acquisition. Residents learn to distinguish between language acquisition and disability when assessing English language learners. Residents understand the variety of interventions and services available to students with behavioral, social, emotional, trauma and mental health needs and know how to engage in services. Finally, residents become familiar with the International Standards for Technology in Education (ISTE) as well as different types of technology used in the classroom including assistive technologies.

EDUC243: Planning and Implementing Units that Engage and Support ALL Learners (4)

Phase Four of the residency year moves residents from observers to practitioners. Residents participate in a cycle of lesson design, teaching, assessment, reflection, and application. Residents incorporate Universal Design for Learning principles to ensure equitable access for all learners, integrate meaningful technology, craft appropriate formal and informal assessments with rubrics, and interpret those assessments to construct purposeful interventions and/or extension activities. Much emphasis is placed on understanding a variety of types and purposes of assessments for both general and special education populations.

EDUC 244: Developing as a Reflective Practitioner (1)

In the final phase, residents take control of the decisions made in the classroom while master teachers continue to provide opportunities for ongoing learning through reflection. Emphasis is placed on administering and interpreting assessments in both general and specialized settings as well as participating in the collaborative development of IEP/IFSP/ITP goals. Residents learn and design reading instruction appropriate for all levels of reading skills acquisition in preparation for competency in reading instruction. They create an inquiry-based Project Based Learning (PBL) unit that includes integrated content, real-life applications, opportunities for reflection, and authentic assessments. Finally, residents design, implement, summarize, and present an action research project.

EDUC 244a: Residency Practicum (2)

Master teachers model the creation of a caring, equitable, and inclusive environment through the development of routines, norms, and procedures planned before students enter the classroom. Residents observe a variety of lessons and engage in lesson co-planning and on-going reflection.

EDUC 244b: Residency Practicum

(1) With the master teacher's guidance, residents begin to plan and implement small group, differentiated instruction as well as small group interventions utilizing appropriate accommodations and modifications. Residents are guided to develop and deliver single

lessons that address the needs of all learners utilizing Universal Design for Learning Strategies.

EDUC 244c: Residency Practicum (1)

With the master teacher's guidance, residents participate in a cycle of lesson design, teaching, assessment, reflection, and application. In planning this lesson sequence, residents will reflect and plan with their master teacher to ensure equitable access for all learners, support all learners in the acquisition academic language, integrate meaningful technology, craft appropriate formal and informal assessments with rubrics, and then interpret those assessments to construct purposeful interventions and/or extension activities.

EDUC 244d Residency Practicum (2)

Residents take control of the decisions made in the classroom while master teachers continue to provide opportunities for ongoing learning through reflection.

EDUC245: Developing as a Reflective Practitioner (1)

In the final phase, residents take control of the decisions made in the classroom while master teachers continue to provide opportunities for ongoing learning through reflection. Emphasis is placed on administering and interpreting assessments in both general and specialized settings as well as participating in the collaborative development of IEP/IFSP/ITP goals. Residents learn and design reading instruction appropriate for all levels of reading skills acquisition in preparation for competency in reading instruction. They create an inquiry-based Project Based Learning (PBL) unit that includes integrated content, real-life applications, opportunities for reflection, and authentic assessments. Finally, residents design, implement, summarize, and present an action research project.

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 which 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 and critical thinking among their students in 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 while addressing the Mathematics Practice Standards. Content also includes how to analyze K-Algebra One/Integrated One students' questions, how to develop questions that promote critical thinking and strategies that maintain high levels of cognitive demand throughout mathematics lessons.

MIAA330 Mathematics Assessment (1)

Understanding what K-Algebra One/Integrate One 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 Common Core State 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-Algebra One/Integrated One 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-Algebra One/Integrated One students' assessments inform MIAA candidates' evaluation, modification, design and implementation of interventions, accommodations and differentiation based on the California 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-Algebra One/Integrated One 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 for 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. Participants learn to design effective mathematics lessons for each grade span (K - Algebra One/Integrated One) 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.

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.

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 studies, science, and art for all students. Utilizing the California Frameworks and CA state adopted 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)

This class is the second in the three-part set of courses that provides interns with the components of effective literacy instruction. Interns will receive an overview of the multifaceted components of children's literature in order to be more knowledgeable about the world of children's literature and more familiar with how to integrate this knowledge into classroom teaching. Interns will read, discuss, and enjoy many children's books; lectures and supplementary readings will provide interns with the criteria for the evaluation of quality literature. Interns will also review the writing process and the effectiveness of revision lessons to improve student writing. In addition, the blueprint for a block literacy model in which a reading/writing workshop approach may be incorporated will be presented. A variety of instructional strategies will be demonstrated and/or provided to use when teaching reading, writing, listening, speaking, and spelling to meet the needs of all students, particularly students with disabilities. RICA and English learner connections will be made throughout the course.

SPED 244a: Residency Practicum (1)

Residents work with special education guiding teachers to collaboratively develop and implement Individualized Education Program (IEP) goals, collaborate with families and related services personnel to support students with mild to moderate support needs in a wide variety of general education and specialized academic instructional settings.

SPED 244b: Residency Practicum (1)

Residents work with special education guiding teachers to apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment and understand how to hold IEP meetings according to the guidelines established by legislation and case law.

SPED 244c: Residency Practicum (1)

Residents work with special education guiding teachers to utilize assessment data to address the unique learning, sensory and access needs of students with specific challenges.

SPED 244d: Residency Practicum Extensive Support (2)*

Master teachers model the creation of a caring, equitable, and inclusive environment through the development of routines, norms, and procedures planned before students enter the classroom. Residents observe a variety of lessons and engage in lesson co-planning and on-going reflection.

**Course subject to approval in August 2021*

SPED 244e: Residency Practicum Extensive Support (1)*

Residents work with master teachers to collaboratively develop and implement Individualized Education Program (IEP) goals, utilize appropriate accommodations and modifications, and collaborate with families and related services personnel to support the needs of students. Residents are guided to develop and deliver single lessons that address the needs of all learners utilizing Universal Design for Learning Strategies.

**Course subject to approval in August 2021*

SPED 244f: Residency Practicum Extensive Support (1)*

Residents work with master teachers to apply and collaboratively implement supports needed to establish and maintain student success in the extensive support needs setting and understand how to hold IEP meetings according to the guidelines established by legislation and case law. With the master teacher's guidance, residents participate in a cycle of lesson design, teaching, assessment, reflection, and application. In planning this lesson sequence, residents will reflect and plan with their master teacher to ensure equitable access for all learners, integrate meaningful technology, craft appropriate formal and informal assessments with rubrics, and then interpret those assessments to construct purposeful interventions and/or extension activities.

**Course subject to approval in August 2021*

SPED 244g: Residency Practicum Extensive Support (2)*

Residents work with master teachers to utilize assessment data to address the unique learning, sensory and access needs of young children with specific challenges. Residents take control of the decisions made in the classroom while master teachers continue to provide opportunities for ongoing learning through reflection.

**Course subject to approval in August 2021*

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)

Candidates are provided with the knowledge of basic principles and strategies related to using and interpreting the results of a variety of assessment and evaluation approaches. 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 are examined. Candidates become familiar with the strategies and instruments used to assess the developmental, academic, behavioral, social, communication, vocational and community life skill needs of students. Student based assessment data is used to plan and evaluate instruction to meet the unique needs of each student.

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 students' 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. Early identification and intervention is covered as well as examining a variety of settings serving children with disabilities and their 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 and successful 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 within the Practicum.

SPED266 History & Philosophy of Special Education (1)

Candidates review the history of education, including early childhood education and the philosophies adopted as a 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. Candidates 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 (2)

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, accommodate individual student learning needs and meet 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 all educational 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 documenting procedures. Candidates will apply skills for communicating and working constructively with families and community members regarding health issues. Candidates will write and implement IEPs. Support 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), and 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 learners. A variety of non-biased standardized

techniques, instruments, and processes will be examined, including the Desired Results Developmental Profile (DRDP). Developmental assessments that measure 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. Support 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 covers 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 Learners and students with disabilities.

SPED276 Special Education Law, IEP's & Transitions (2)

This course is designed to prepare candidates to understand the legal and ethical responsibilities for serving students with disabilities required by federal and California state mandates. Candidates will develop an understanding of the history and function of special education law. Landmark case laws and the Individuals with Disabilities Education Act (IDEA) will be analyzed and studied. Candidates will understand the legal components of the Individual Education Programs (IEP) and Individualized Family Service Programs (IFSP) to effectively create and design individualized programs for their students. Further analysis of case law, federal and state mandates, and local policies will aid in the development of Individualized Transition Plans (ITP), Behavior Intervention Plans (BIP) and individualized measurable, observable, goals and objectives. Candidates will know how and when to access site-based and community-based resources and agencies to support and participate in the IEP/IFSP process as needed. Candidates will understand and identify roles and responsibilities of IEP/IFSP team members (students, families, special and general educators, related service providers, community agencies, etc.).

SPED281, 282, 283, 284 Support Supervision: Education Specialists (1-4)

Candidates work 1:1 with a Support Supervisor and learn how to meld course content into their teaching practice. Candidates' growth and progress is measured in meeting the Teaching Performance Expectations (TPE). Candidates receive formative and summative feedback which guides a reflective learning process and which is documented on the Individual Learning Plan and/or Individual Development Plan and supervisory notes. Support Supervisors facilitate this course based on each candidate's developmental level and needs.

SPED289 Support Supervision-ECSEAA (1)

Candidates work 1:1 with a Support Supervisor and learn how to meld course content into their teaching practice. Candidates' growth and progress is measured in meeting the California Teacher Performance Expectations (TPE). Candidates receive formative and summative feedback, which guides a reflective learning process. Support Supervisors facilitate this course based on each candidate's developmental level and needs.

SPED310 Advanced Topics in Special Education (2)

This course provides an in-depth understanding in positive behavior supports and data collection, collaboration, and application of special education law, including the most recent rulings surrounding case law. The focus of this class will be to critically analyze data reports, personality profiles for collaborating, design research-based strategies for positive behavior support, and identify key legal aspects of special education which affect students with special needs in the classroom.

SPED312 Specialized Disorders of Students with Special Needs (3)

This course provides a deeper understanding of the variety of mental, physical, communication, and health disorders affecting students with special needs. Some examples include, but are not limited to: anxiety, apraxia, autism, bipolar depression, cerebral palsy, cystic fibrosis, muscular dystrophy, multiple sclerosis, seizures, and spina bifida. The focus of this class will be to research the complexity of these disorders and develop curriculum and / or strategies for working with students with these specialized needs and collaborating with others who are a part of their IEP team.

SPED343a 21st Century Curriculum and Instruction for Students with Special Needs (3)

This course provides opportunities for candidates to deepen understanding of how to transition from conventional teaching strategies within the Mild Moderate special education setting to best practices appropriate for 21st century learning in a Mild Moderate and Moderate Severe special education environments. Course content includes how integrated curricular units are aligned to core content and how to develop units of instruction that are relevant for the students with Mild to Moderate and Moderate to Severe disabilities. Candidates will 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; accommodations to individual student learning needs; and, addressing IFSP/ IEP goals that can be embedded in lesson and unit designs. Intervention strategies are studied, rehearsed, and implemented so that candidates are able to reflect on their instruction and improve their work with Moderate to Severe students. A strong emphasis throughout coursework includes how to provide ongoing assistance and collaboration with general education teachers.

SPED343b 21st Century Curriculum and Instruction for Students with Special Needs (3)

This course provides opportunities for candidates to deepen understanding of how to transition from conventional teaching strategies within the Moderate Severe special education setting to best practices appropriate for 21st century learning in a Mild Moderate and Moderate Severe special education environments. Course content includes how integrated curricular units are aligned to core content and how to develop units of instruction that are relevant for the students with Mild to Moderate and Moderate to Severe disabilities. Candidates will 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; accommodations to individual student learning needs; and, addressing IFSP/ IEP goals that can be embedded in lesson and unit designs. Intervention strategies are studied, rehearsed, and implemented so that candidates are able to reflect on their instruction and improve their work with Mild to Moderate students. A strong emphasis throughout coursework includes how to provide ongoing assistance and collaboration with general education teachers.

SPED385a Masters Project in Special Education - 1st Semester (1)

This is the capstone course for the Master's degree. As such, candidates 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. *Candidates are allotted two semesters to complete the project. SPED385a indicates completion of 1 unit of the project.

SPED385b Masters Project in Special Education - 2nd Semester (3)

This is the capstone course for the Master's degree. As such, candidates 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. *Candidates are allotted two semesters to complete the project. SPED385b indicates completion of 3 units of the project.

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 paradigms 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 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.

STEM331 Technology and Tools for the 21st Century Learner (3)

The course takes a wide lens on computer science by covering topics such as programming, physical computing, and data. Students are empowered to create authentic artifacts and engage with Computer Science as a medium for creativity, communication, problem solving, and fun. 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.

STEM343 Curriculum for Developing Environmental Literacy (3)

Educators learn to develop and assess integrated curricula and learning opportunities that nurture PK-12 students' understanding of the natural world outside the classroom and expand critical thinking skills. Beginning with local challenges in the environment, candidates create units that connect human and environmental systems. The units focus on enhancing learning outside the classroom, they are tied to Environmental Principles and Concepts, National Wildlife Federation Pathways to Sustainable Development, and/or UNESCO Sustainable Development Goals, and they integrate the history of local land use.

STEM344 Lesson Study Environmental Principles and Concepts (2)

The purpose of this course is to build knowledge and expertise related to the theory and components of effective lesson design. Educators work with peers to co-design, teach, and reflect upon an integrated lesson designed to address Environmental Principles and Concepts, National Wildlife Federation (NWF) Pathways to Sustainable Development, and/or the United Nations Educational, Scientific and Cultural Organization (UNESCO) Sustainable Development Goals.

STEM351 Environmental Phenomenology (3)

Place-based investigations to discover and model local environmental phenomena provide opportunities to build capacity and non-deficit thinking. The Environmental Principles and Concepts (EPCs) are introduced and used to help design inquiry-based activities that take students outside the classroom. Useful community and everyday resources are identified which enhance the quality of environmental education, with emphasis placed on opportunities to participate in community science and impact local and global environments.

STEM352 Creative Risk-Taking and Design in STEM (3)

The development of integrated STEM experiences that utilize Design Thinking to solve real-world challenges aligned with the UNESCO Sustainable Development Goals provide the foundation for this course. Implementation of a sequence of lessons provide opportunities to observe PK - 12 students as they move from engaged to empowered problem solvers.

STEM360 STEM LAB (4)

The STEM Lab is a 21st century learning space that is designed to advance students' knowledge of varied content within the STEM disciplines and challenge them to design, plan, and build their personal innovations within a STEM framework. Examples of some topics in the course include coding, robotics, App design, gaming, and virtual reality. Students will learn to use state of the art technology in the SJCOE FabLab. Students will also explore and develop understanding of current advancements in biotechnology.

STEM370 History: Environmental and Human Impacts (3)

This course highlights the active role nature has played in influencing human affairs, underscores the impacts humans have had on the environment over time, and examines people's shifting views of nature. Environmental Principles and Concepts (EPCs) and the K-12 California History and Social Science framework inform the study of the relationship between humans and the natural environment.

STEM375 Actions for Change: Environmental Solutions (3)

"They wanted to bury us, but they didn't know that we were seeds" ~ Mexican Proverb.

Development of engaged citizens prepared to navigate and influence the local, national, and global landscape is the purpose of this course. Candidates will be challenged to learn how to engage their PK-12 students to act collectively for shared outcomes, analyze and use social media to examine science with a social justice perspective, and understand the impacts of individual beliefs about land. Educators learn to use Design Thinking with their PK-12 students as they engage with their community to create solutions to local environmental concerns. PK-12 students' Environmental Literacy is fostered as they wrestle with questions such as: How do we assess the health of the environment? What is the capacity of our natural systems? How might we adjust to pollution?

STEM380 Building Capacity for Sustainability (3)

"It's amazing what you can get done if you don't care who gets the credit." ~ H. Truman

Organizational and systems theories that identify structures needed for sustainability of initiatives within school districts provide a focus for this course. Students build a Plan of Action that addresses leadership strategies for rollout, establishes community support, includes strategies for dealing with local, state, and national political stressors, identifies grant opportunities, builds capacity throughout the district, and develops a shared vision statement. Ensuring that PK-12 students have access to equitable learning focused on local, relevant and actionable environmental concerns requires teachers who are empowered with resources, supported to take learning outside, and have access to local partnerships.

STEM385a Masters Project in STEM - 1st Semester (1)

This is the capstone course for the Master's degree. As such, candidates 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. *Candidates are allotted two semesters to complete the project. STEM385a indicates completion of 1 unit of the project.

STEM385a Masters Project in STEM - 2nd Semester (3)

This is the capstone course for the Master's degree. As such, candidates 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. *Candidates are allotted two semesters to complete the project. STEM385b indicates completion of 3 units of the project.

STEM387a Masters Project in Environmental Literacy - 1st Semester (1)

This is the capstone course for the Master's degree. As such, candidates 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. *Candidates are allotted two semesters to complete the project. STEM387a indicates completion of 1 unit of the project.

STEM387b Masters Project in Environmental Literacy - 2nd Semester (3)

This is the capstone course for the Master's degree. As such, candidates 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. *Candidates are allotted two semesters to complete the project. STEM387b indicates completion of 3 units of the project.

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 technology mastery in accordance with the California Standards of the Teaching Profession. Sessions have been designed to incorporate technology use in conjunction with CA state adopted standards in K-12, English language acquisition, and Special Education classrooms.



ACADEMIC CALENDAR

Spring 2021

Residency@TCSJ Application Due April 30

Summer 2021

First Day of Summer Semester June 1

Deadline for Administrative Services Preliminary Credential, Early Start May 27

Fourth of July Holiday – Campus Closed July 5

Residency@TCSJ mandatory intensive training July 12-16

Early Childhood Special Education Added Authorization Application Deadline July 15

Administrative Services Preliminary Credential Fieldwork Orientation (Early Start) August 11

Deadline for IMPACT Credential Program, Early Start Enrollment (All Credential Types) July 2

Last Day of Summer Semester July 23

Fall 2021

First day of Fall Semester July 26

Deadline to establish a tuition plan for Fall 2020, all programs. Within 30 days of enrollment

Last Day to withdraw without a financial penalty Prior to the second-class session

IMPACT Credential Year One Candidate Orientation & First Day of Class (Early Start). July 26

Teacher Induction Enrollment Opens August 10

Deadline for IMPACT Credential Program, Late Start Enrollment (Special Education). August 18

Labor Day Holiday-Campus Closed September 6

Administrative Services Preliminary Credential Fieldwork Orientation and First Day of Class (Late Start) August 11

Census Date September 5

IMPACT Education Specialist Credential Year One Candidate Orientation & First Day of Class (Late Start) September 8

Deadline for IMPACT Credential Program, Late Start Enrollment (General Education) September 13

IMPACT General Education Credential Year One Candidate Orientation & First Day of Class (Late Start) October 4

Adding A Teaching Or Subject Area To A Valid Ca General Education Credential Oct 15

Teacher Induction Enrollment Deadline November 1

Veteran’s Day – Campus Closed November 11

Thanksgiving Holiday Break – Campus Closed November 25-26

Early Childhood Special Education Added Authorization Application Deadline December 15

Last Day Fall Semester December 17

Winter Holiday Break – Office Open, No Classes December 20 – January 1

Spring 2021

First Day of Spring Semester January 2

Deadline to establish a tuition plan for Spring 2021, all programs. Within 30 days of enrollment

Last Day to withdraw without financial penalty Prior to the second class session

Martin Luther King Jr. Holiday – Campus Closed January 17

Census Date February 2

President’s Holiday – Campus Closed February 21-22

IMPACT Credential Year Two Multiple Subject, Mild/Moderate, and Moderate/Severe Candidates-Date RICA exam must have been taken at least twice or passed to be eligible to participate in June 5 commencement ceremony. April 1

IMPACT Credential Year Two General Education Candidates-Date both TPAs must be submitted to be eligible to participate in June 5 commencement ceremony April 1

Memorial Day-Campus Closed. May 30

Commencement Ceremony June 5

Last Day Spring Semester (some spring courses may go into June) May 30

TUITION

CREDENTIAL PROGRAMS

**BOARD APPROVED TUITION
MARCH 23, 2021
2021-2022**

Pre-Service Preparation / 9 units (Prerequisite for enrollment in IMPACT Intern program)	\$1035 (\$115/unit)
IMPACT Intern Multiple Subject Preliminary Credential / 31 units	\$10,850 (\$350/unit)
IMPACT Intern Single Subject Preliminary Credential / 28 units	\$9,800 (\$350/unit)
IMPACT Intern Education Specialist: Early Childhood, Preliminary / 30 units	\$10,050 (\$335/unit)
IMPACT Intern Education Specialist: Mild/Moderate Credential, Preliminary / 37 units.	\$12,395 (\$335/unit)
IMPACT Intern Education Specialist: Moderate/Severe Credential, Preliminary / 34 units	\$11,390 (\$335/unit)
Residency@TCSJ Dual Credential, Preliminary	
Single Subject & Education Specialist: Mild/Moderate or,	
Multiple Subject & Education Specialist: Mild/Moderate / 34 units	\$11,900 (\$350/unit)
Residency@TCSJ Multiple Subject Credential, Preliminary / 31 units	\$10,850 (\$350/unit)
Residency@TCSJ Single Subject Credential, Preliminary / 31 units	\$10,850 (\$350/unit)
Private School Teacher Preparation Program, Multiple Subject or Single Subject	\$10,850 (\$350/unit)
Career Technical Education, Clear / 22 units	\$5,585 (\$115 x 9 units) + (\$350 x 13 units)
Career Technical Education, Clear (Accelerated) / 3.5 units	\$1225 (\$350/unit)
Teaching Credential, Multiple/Single, Ed Specialist (Induction), Clear	\$2,200 per year
Mathematics Instruction Added Authorization (MIAA) / 13 units	\$6240 (\$480/unit)
Early Childhood Special Education Added Authorization / 12 units.	\$4,200 (\$350/unit)
Autism Spectrum Disorders Added Authorization / 12 units	\$4,200 (\$350/unit)
Adding a teaching or content or specialty area to a California Teaching Credential A thorough transcript review will be conducted to determine what coursework and requirements are needed to add a Teaching or Content Area or Specialty Area to a California Teaching Credential.	TBD (\$350/unit)
Administrative Services Credential, Preliminary / 24 units.	\$11,520 (\$480/unit)
Administrative Services Credential, Clear	\$7,996 (\$3,998/year)

M.Ed. Program

Early Education / 32 units	\$15,360 (\$480/unit)
Educational Inquiry / 32 units	\$15,360 (\$480/unit)
Educational Leadership & School Development w/Preliminary Administrative Services Credential / 38 units	\$18,240 (\$480/unit)
Environmental Literacy / 32 units	\$15,360 (\$480/unit)
STEM / 33 units.	\$15,840 (\$480/unit)
STEM w/ MIAA / 35 units.	\$16,800 (\$480/unit)
Special Education / 32 units.	\$15,360 (\$480/unit)

Professional Learning Opportunities

Paraprofessional Training	\$100
Environmental Literacy Certificate / 13 units	\$6,240 (\$480/unit)
STEM Certificate / 13 units	\$6,240 (\$480/unit)
TPSL Training For TCSJ Pre-Service candidates/completers only	\$30
Test Prep Workshop (e.g., CSET, RICA)	\$150
Professional Development Units	
Non-degree professional development units available, per unit fee*	
*Always check with your school and/or district prior to purchasing PD units to ensure they will accept them..	\$50 to \$95

Additional Fees

Administrator Performance Assessment (APA) Remediation	\$150
Administrative Preliminary Credential Program Non-Refundable Deposit	\$200
Application	\$65
Credential Processing	CTC credential processing fee + \$150 administration fee if credential recommendation expires
Early Completion Option – Credential Candidates	\$350 per unit + 3 units of Support Supervision and Practicum
IMPACT Preliminary Teaching Credential Non-Refundable Deposit.	\$200
Independent Study	\$350 per unit and an administrative fee for each course needed.
Master’s Project	\$50 per semester for additional semesters needed
Preservice Coursework Non-Refundable Deposit	\$400
Private School Teachers Pursuing a Preliminary Teaching Credential Non-Refundable Deposit	\$200
Residency@TCSJ Non-Refundable Deposit	\$400
IMPACT Supervision	\$150 if student does not abide by Appointment policy \$150 monthly fee for candidates who require an additional year on their intern credential.
Teacher Performance Assessment (TPA) Remediation	\$150
Technology	\$150
Transcript	\$5 for standard delivery / \$15 for expedited delivery

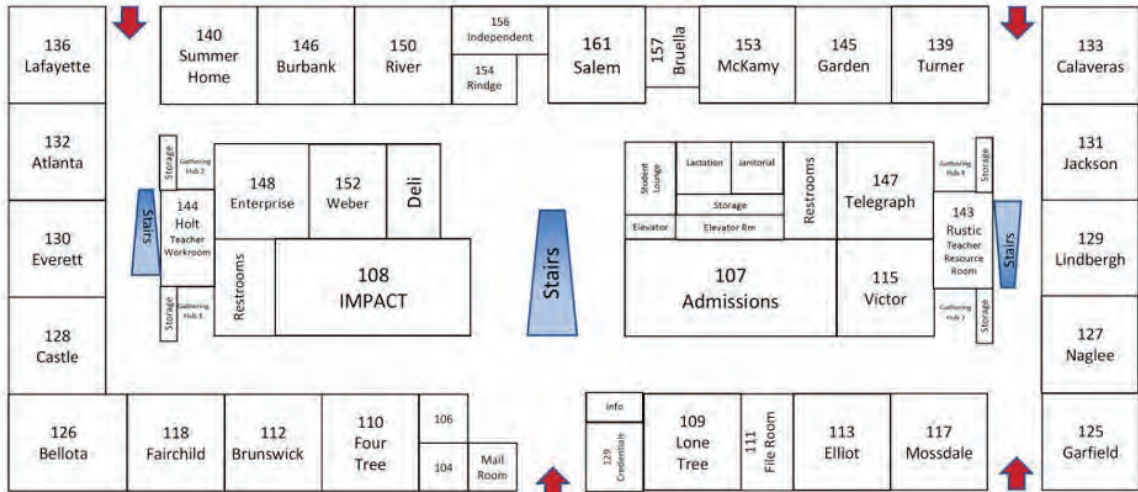


CAMPUS MAP

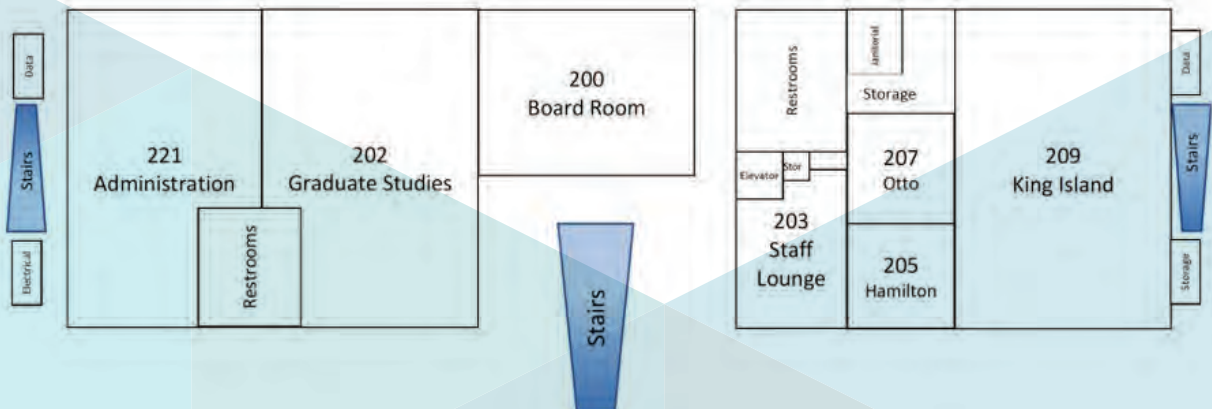
2721 Transworld Drive,
Stockton, CA 95206



First Floor



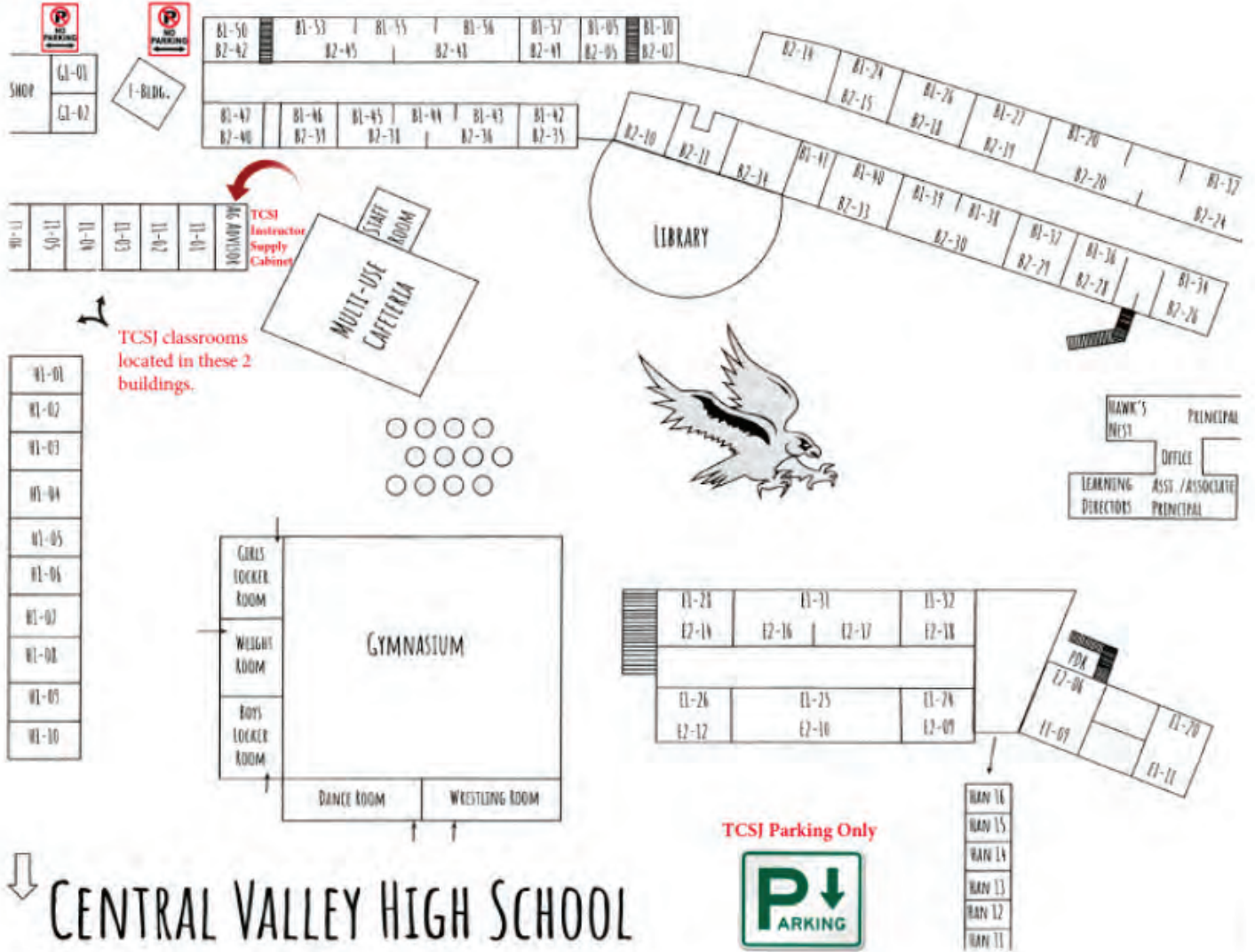
Second Floor



CAMPUS MAP

Additional campus, IMPACT classes only
4033 Central Avenue, Ceres, CA 95307

This campus has no administrative capability



LEADERSHIP TEAM

Administration

Diane Carnahan, Ed.D. **President**

Diane Carnahan has taught K-5th grades and worked with teachers, students and community members for over 40 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. Carnahan's 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.

Diane 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.

Stephanie Gase **Admissions Supervisor & Student Accounts**

Stephanie joined Teachers College of San Joaquin in June 2014 as the Student Accounts advisor. She has worked for the San Joaquin County Office of Education for over 10 years and has over 25 years of accounting and customer service experience. Previously, Stephanie worked in the Mortgage and Medical Industry. Her education is in Accounting.

Katie Turner **Recruitment, Marketing, and Communications Manager**

Katie Turner began working at TCSJ in 2013 as a Staff Secretary in the admissions department. In 2014, she became the College & Community Liaison and was promoted to the Recruitment, Marketing, and Communications Manager in February of 2020. Prior to joining the TCSJ team, Katie worked in administration for a financial consulting company, and worked for ACES ABA, where she provided individual therapy for children with autism.

Katie received her B.A. in Communications from University of California, Santa Barbara.

IMPACT Credentials

Michele L. Badovinac, M.A. **Director, IMPACT Credentials**

Michele Badovinac has spent over 25 years in education. She has been a Spanish teacher, department chairperson, mentor teacher, AVID teacher and site coordinator as well as a National AVID Staff Developer. In 2001, she began working at the San Joaquin County Office of Education (SJCOE) as a Regional Coordinator for AVID. In 2005, after earning her Administrative Services Credential, she became the Regional Director. Following her tenure with AVID, she worked as the Director of K-12 Outreach for Cal-PASS Plus, where she not only provided K-12 expertise and perspective, but collaborated on efforts to align P-20 education systems. These roles have enabled her to collaborate with educators across the state and to provide leadership and professional learning opportunities for administrators, counselors and teachers. Before joining the TCSJ team, Michele served as a SJCOE Coordinator of

RSDSS for two years. In RSDSS, she designed & facilitated customized professional learning for Title I districts and schools, as well as provided support for instructional leaders.

Michele earned her B.A. in Spanish from the University of California, Santa Barbara in 1988 and one year later received a Single Subject Spanish Teaching Credential from San Francisco State University. In 1992, she received her M.A. with a concentration in Secondary Education from San Francisco State and went on to earn her Administrative Services Credential in 2005 from St. Mary's College.

Louise Gammon, M.Ed.
Coordinator, IMPACT Programs, Pre-Service Program

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 one of the IMPACT Program Coordinator's for Teachers College of San Joaquin.

Louise 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.

Girlie Hale, M.Ed.
Coordinator, IMPACT Programs, Lead Support Supervisor and District Liaison

Girlie Hale has over 20 years of experience in education. Hired in 1997, she has served as a Teacher, Program Specialist, Math Coach, Assistant Principal, and ultimately a Principal for 12 years at PK-8th grade schools in Stockton Unified School District. During her tenure with SUSD, she was involved in the Teacher Induction Program (formerly BTSA), starting as a beginning teacher, provided support as a peer coach and site mentor, became a support provider, and continuing her advocacy as an Induction Leadership representative for the district. She joined TCSJ in 2008 as an adjunct instructor for the Administrative Services Credential Program with TCSJ's Graduate Studies program. As a Coordinator for the IMPACT Program, Girlie coordinates intern support in collaboration with supervisors within the educational field. In 2017, she received the PDK Distinguished Service Award for School Administration.

Girlie holds a B.A. in Liberal Studies/Psychology and a Multiple Subject teaching credential from California State University, Stanislaus; and an M.Ed. in Educational Leadership and Administrative Services Credential from the University of the Pacific. She is currently pursuing an Ed.D. in Transformative Action in Education from the University of the Pacific.

Elizabeth Jara, M.A.
Coordinator, IMPACT Credentials, Education Specialist

Elizabeth Jara has over 20 years experience in special education. Her professional expertise includes teaching adolescent students with emotional and behavioral disorders and mental health diagnoses on a comprehensive high school campus. Elizabeth served as a leader in her district as a mentor teacher, a member of Peer Assistance Review (PAR) board, Program Advisory Committee, providing professional development to special educators in curriculum and instruction, and as an elected representative to serve on the California Teachers Association (CTA) State Council Special Education Sub-Committee. Elizabeth also served on the Education Specialist Preliminary

Credential Workgroup for the California Commission on Teaching Credentialing. She is currently serving on the Special Education California Teacher Performance Assessment Design Team for the California Commission on Teaching Credentialing. Educational interests include; SWPBIS, MTSS, Trauma Informed Practices, and systems for serving students with emotional and behavioral disorders.

Elizabeth has a B.A. in Liberal Studies with a concentration in Special Education from University of the Pacific, an M.Ed. in Special Education from CSU Sacramento, and Administrative Services Credential from University of the Pacific. She is currently working on her doctorate in Administration and Leadership with a cognate in Curriculum and Instruction from University of the Pacific.

Michelle Jones, M.Ed.
Coordinator, IMPACT Credentials, Multiple Subjects

Michelle has been dedicated to education for over 30 years. From private preschool to 8th grade, she has discovered that for her, some of the most critical instructional practices are, building relationships with students, parents and school community, setting clear learning objectives, engaging students in daily practices and ongoing assessment to check for understanding. Michelle has had the opportunity to serve on the California Kindergarten Association for many years and just finished her term as President. In this position, Michelle has led meetings throughout California and has had the opportunity to travel to Vietnam to train teaching staff on whole and small group instruction in reading and math. Michelle has been working for many years in early education teaching Transitional Kindergarten and Kindergarten in Oakdale, California. She served as grade level chair, curriculum council and supported instruction in the after school program. During her involvement with the OJUSD Michelle along with many other volunteer parents she brought Art Corps to Oakdale, a unique Fine Arts program that allowed for each student TK -6 grade to experience 8 Fine Art lessons each year and build an art portfolio. At the end of the year the schools would hold an amazing art show featuring a piece of matted work from each student. Prior to returning to the classroom Michelle was PTA president, Family Fun Night coordinator and helped build relationships with parents and staff to build a strong sense of collaborative community.

Michelle graduated from TCSJ in 2017 with her M.Ed. in Early Childhood Education. Michelle holds a B.S. in Liberal Studies from California State Stanislaus as well as a minor in Child Development with a Director's Center permit. She also has a Multiple Subject Teaching Credential, Professional Clear Credential, CLAD certificate and a GATE certification.

Words of wisdom from Michelle, in education we must embrace change! Change in ourselves, change in the times and change in education. Don't resist change, adjust your sails!

Delgel Pabalan,
Coordinator, IMPACT Credentials, Educator Assessments and Data

Delgel Pabalan has been a high school science teacher before joining Teachers College of San Joaquin. She taught all levels of biology from Biology ELL to IB Biology and AVID. Del was a member of her school site's leadership team helping with the WASC accreditation process. She also served as a mentor to new teachers in the district before becoming a Curriculum Specialist. In the course of this work, Del supported the implementation of the district's core curriculum: science, math, and ELA through their STEM units. She built and expanded on community partnerships to conduct monthly STEAM activities for students and bring STEM professionals into teachers' classrooms.

Del earned her B.S. in Biological Sciences with a minor in Education in 2010 and her Single Subject Science Teaching Credential in 2012 from the University of California, Davis. In 2018, she earned her M.A. in Education/Curriculum and Instruction from the University of Phoenix.

Lisa Reece, J.D.
Coordinator, IMPACT Credentials, Single Subject

Over the last 15 years, Lisa has served in a variety of capacities including high school English and AVID teacher, Lead Teacher and AVID Coordinator, Instructional Coach, Assistant Principal at a K-8 school, and TCSJ Instructor. She has a strong background and belief in building relationships with students and educators and a deep-rooted philosophy that ALL children should feel challenged at all times, while at the same time, ensuring they feel included and valued. Children should be the center of the education process. As a leader and educator of teachers, she feels enormous pressure to build within teachers a core belief that they are simply the guide on a child's journey through education.

Lisa earned her B.A. in Social Science from Chapman University in 1999. In 2003, she earned her Juris Doctorate from Humphreys College School of Law. She became an intern at TCSJ in 2006 and earned her single subject preliminary credential in 2008. Additionally, Lisa received her Administrative Credential in 2019 and is currently completing her Ed.D in Educational Leadership at Grand Canyon University.

Graduate Studies

Crescentia Thomas, Ed.D.
Director of Graduate Studies

Dr. Crescentia Thomas has over 20 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 modifications 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 master's core and hence taught in the Education Specialists and Pre-Service cohorts. She became a full-time advisor/coordinator 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.

Katie Burns, Ed.D.
Accreditation Liaison Officer and Institutional Evaluator

Dr. Katie Burns has been in education for more than 15 years. As an elementary and middle school teacher in San Joaquin County, she served students in grades four through eight. Katie has been an active proponent of project based and inquiry learning and has worked as a leader to create and implement PBL curriculum in local schools. She has also served as a mathematics instructional coach and is an active volunteer in the Science Olympiad, as well as other STEM-focused ventures. Before becoming the Accreditation Liaison Officer and Institutional Evaluator, Katie worked as the TCSJ Grant Coordinator and prior to that, a Coordinator for the IMPACT Program.

Katie earned her B.A. in Sociology from the University of California, Berkeley. She holds two master's degrees (Educational Inquiry and STEM) from Teachers College of San Joaquin, and in June 2019, Burns earned her doctorate in education from University of the Pacific.

Brandy Byers, Ed.D.
Coordinator, Teacher Induction and Professional Learning

Brandy Byers is a veteran educator who has worked as a secondary teacher and school administrator in a variety of K-12 settings (including online!). She is passionate about innovation and professional learning.

She earned her Bachelor's degree from University of California, Santa Cruz with a double major in Modern Literature and Printmaking. She also attended the Principal's Leadership Institute at University of California, Los Angeles, where she earned her Master's degree. She went on to complete her doctorate at the University of Oregon in Educational Leadership.

Karin Compise, Ed.D.
Coordinator, Residency@TCSJ

Dr. Karin Compise has over 20 years of classroom teaching experience in Stockton. Karin is passionate about doing whatever it takes to not only meet students' needs in the classroom but inspire students to be curious, confident, life-long learners. Some of Karin's educational interests are project-and inquiry-based learning, empowering teachers to take (responsible) risks, and constantly questioning the status quo. Karin coordinates *Residency@TCSJ*, a one-year preliminary credential program and is an instructor in the graduate program at TCSJ.

In addition to her Multiple Subject Teaching Credential and her Administrative Services Credential, Karin holds a B.A. in Psychology from CSU Stanislaus, a M.A. in Teaching from National University, a M.Ed. in Educational Administration and Leadership from TCSJ, a Mathematics Instructional Added Authorization (MIAA) from TCSJ, and an Ed.D. from the University of the Pacific.

Danielle Daubin, M.Ed.
Coordinator, Preliminary and Clear Administrative Services, M.Ed. Advisor

Danielle Daubin has served in education for over 20 years. Before joining the TCSJ team, Danielle spent ten years in the classroom and four years as the principal of a K-8 elementary school. In the classroom, she has taught everything from English to art and worked with students in kindergarten through twelfth grades. Half of her career was spent in the public-school sector while the other half in private school. In 2002, Danielle took a break from education and started her own business. Danielle was recognized as Teacher of the Year by the County Office of Education for her dedication to education and her students.

Danielle earned her B.A. in English from California State University, Sacramento and Single Subject Teaching Credential from University of the Pacific. She earned her Administrative Services Credential in 2012 and M.Ed. in Educational Leadership in 2013 from Teachers College of San Joaquin.

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 include 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 affiliate faculty members.

Instructors, Supervisors, and Leadership Coaches for Teaching Credential 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.

Debbie Abdallah, M.A.
Susan Alldredge
Carol Anderson Woo, M.Ed.
Deanne Andrade, M.Ed.
Jeff Aprile
Rolf Athearn, M.A.
Bill Avey
Joann Balestreri, M.Ed.
Cathy Barnes
Jennifer Barry
Carol Becker, M.S.
Sage Benson, M.A.
Suzette Berhorst, M.Ed.
Brian Biedermann, M.Ed.
Ernest Biscaia, M.Ed.
Susan Blickenstaff
Joel Blomenkamp, Ed.D.
Mike Bohl, M.A.
Rita Bohl, M.A.
Ron Boren, M.A.
Robert Bornmann, M.A.
Patricia Boutte, M.Ed.
Amanda Boyer, M.Ed.
Jessica Branstetter, M.Ed.
Matthew Brenner, M.Ed.
Carol Brigham
Joshua Brigham, M.A.
Carol Brooks, M.A.
Kirk Brown, M.A.

Wayne Brown
Michele Bryson
Margie Bulkin, Ed.D.
Pamela Burns, M.Ed.
Patricia Busher, M.Ed.
Janic Bussey, M.A.
Rick Calbreath, M.A.
Steven Callahan, M.Ed.
Maria Castanon, M.Ed.
Christine Chapple, M.Ed.
John Cicinato, M.A.
Liselle Clark, M.S.
Fred Cochran, M.Ed.
Monica Corriea
Angela Cotton, M.Ed.
Thomas Crocker, Ph.D.
Terry Crumpacker, M.A.
Charalee Cunningham, M.A.
Dustin Curtiss, M.Ed.
Mary Damiano
Debbie DeGanna, M.A.
Kathleen Dennis, M.Ed.
Pat Dimond, M.A.
Lauren Dinubilo, M.Ed.
Anna Dolce, M.Ed.
Andrew Dompeling
Linda Dopp, M.A.
Heather Dragoo
Natalie Dragoo, M.Ed.

Pamela Dunham, M.Ed.
Annie Duong, Ed.D.
Scott Eckerle, M.S., M.A.
Donald Edde
Adriana Enriquez, M.Ed.
Yvonne Estrada, M.A.
Melanie Evans, M.A.
Cathy Fatzer, M.A.
Marcia Finke, M.A.
Debbr Finney, M.A.
Sylvia Fraiser, M.Ed.
Amy Frame, Ed.D
Linda Frost, M.Ed.
Andrea Fuentes
Darla Galloway, M.A.
Tom Galvin
Debra Gesler
Ellena Gibbons, M.A.
Adrienne Go-Miller, Ed.D.
Lori Gobbi, M.A.
Amanda Gomez, M.Ed.
Carla Gonzales, Ed.D.
Noella Goodyear, M.S.
Patricia Gorzeman, M.Ed.
Larry Graser, M.Ed.
Amy Griffith
Sheri Griffith
Andrew Griggs, M.Ed.
Cid Gunston-Parks, Ph.D.
Robin Gurrola
Erin Guthrie, M.Ed.
Megan Gwin, M.A.
Don Halseth, M.A.
Kevin Harkin, M.Ed.
Richard Harlow
Sheila Harrison, Ed.D.
Elisabeth Hensel, M.Ed.
Deborah Hernandez
Shannon Hess, M.S.
Kent Hinton, M.A.
Charlene Hinton, M.Ed.
Stephanie Hitchcock, M.Ed.
Richard Holbrook, M.Ed.
Debra Hopman, M.Ed.
Tiani Hudgins, M.Ed.
Colleen Hurley, M.Ed.

Irene Ishida, M.Ed.
Sherry Jackson, Ed.D.
Breanne Jantz
Vanessa Jara, M.A.
Karen Jaramillo
Angelic Jauregui
Joel Johannsen, M.Ed.
Molly Johnson, M.A.
Helen Katotakis, M.Ed.
Pa Kawada
Mona Kayton
Mary Kelley, M.Ed.
Jennifer Klopatek-Driscoll, M.A.
Sandee Kludt, Ed.D.
Linda Kraus, M.A.
Lindsay Kumar, M.Ed.
Amy Lee, M.A.
Allan Lial, M.Ed.
James Liese, Ed.D
Nancy Link, M.A.
Rosalind Locke, M.A.
Susan Lockman, Ph.D
Michael Lockwood, M.Ed.
Melissa Logan, M.S.
David Looney, Ed.d.
Mari Love
Elizabeth Lowy, M.Ed.
John Luis, M.A.
Rene Malamed, Ed.D
Christine Markus, M.Ed.
Tiffany Martin, M.A.
Jazmin Matthews
Susana Mayorga
Samantha McCoy, M.Ed.
Annita McManus-White, Ed.D.
Carole McNair, M.A.
Gail McWilliams, M.Ed.
Yvette Menchaca, M.Ed.
Mitchell Mesimer, M.Ed.
John Miller, M.S.
Anne Marie Millin, M.A.
Janee Montelongo Waters, M.A.
Pamela Moreno, M.A.
Lori Morgan, Ed.D.
Thomas Morgan
Colette Moyse, M.Ed.

Colleen Mulrooney
Vickie Mulvaney-Trask, Ed.D.
Bill Murray
Linda Myers, M.Ed.
Rachael Navarrete, M.Ed.
Susan Navarrete
Cathy Nichols-Washer, Ed.D.
Cheryl Nilmeyer
Faith Ofman, M.Ed.
Kimberly Ott, M.Ed.
James Paige, M.A.
Michael Paige, M.A.
Jeffrey Palmquist, M.S.
Rachelle Pappas, M.Ed.
Mary Parks-Luntao
Craig Pearce
Judy Peebles
Scott Peebles
Kathleen Peebles, M.Ed.
Catherine Pennington, M.Ed.
Stephanie Prioste, M.Ed.
Justin Pruett, M.S.
Jorge Pulido, M.A.
Ashley Ramirez
Rosalie Reberg, M.Ed.
Susanne Reed, M.S.
Dean Reese, M.S.
Brenda Rice, M.A.
Mary Richards, M.A.
Sandra Riggins
Siegrid Robeson, Ed.D.
Gary Rooney, M.A.
Jolie Ruiz, M.S.
Sarah Sanchez, M.Ed.
Justine Sares, M.Ed.
Timothy Sass
Joseph Schallberger, M.Ed.
Heidi Schipper, M.Ed.
Adam Schlecht
Kathy Scholl, M.Ed.
Nikkole Scruggs, M.A.
Robin Searway, M.Ed.
Kamran Sedhigi, M.S.
Anthony Serna, Ed.D.
Michelle Shelton, M.A.
Amanda Shores

Denise Smart
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