

School of *Education*

Director, Patricia A. Mulligan
Education Bldg. (02), Room 120
805 756-2126

soe.calpoly.edu; soe@calpoly.edu

James L. Gentilucci	Donald K. Maas
Kathleen C. Harris	Shirley J. Magnusson
Anita C. Hernandez	George J. Petersen
Roberta J. Herter	Louis B. Rosenberg
Jodi D. Jaques	Michael B. Ruef
Steven Kane	

Affiliated Faculty

The following faculty participate with the School of Education and hold academic rank in a department outside the School of Education:

Lola Berber-Jimenez	William C. Kellogg
Michael Black	Elsa Medina
Seth Bush	Grace Neff
Denise Daniels	Joel Orth
Ann De Lay	Jeannine Richison
Robert A. Flores	Kate J. Riley
Richard Gearhart	Johanna Rubba
Megan Guise	Michael Sutliff
Todd A. Grundmeier	Kevin Taylor
Ed Himelblau	Scott Vernon
Chance Hoellwarth	Wendy Warner
John M. Keller	Raymond F. Zeuschner

VISION, MISSION AND PROGRAMS

Vision: The School of Education develops and supports qualified, competent, and caring education professionals who prepare a diverse student population to become active and thoughtful participants in a democratic society.

Mission: The School of Education leads the campus in an all-university approach to preparing education professionals. These professionals create, assess and modify environments, practices, and policies to foster the achievement of each and every learner; they strive for equity in schools and society; and they are committed to inquiry and professional growth for themselves and the advancement of P-20 education.

School of Education faculty models leadership in its teaching, scholarship, and service through a grounded, reflective *learn-by-doing* approach and through sustained collaborations with its education partners: P-12 schools, families, community colleges, universities, and local, state, and national agencies.

Learning Outcomes: All candidates who complete a credential or master's degree in the School of Education will:

- *Be Qualified, Competent, and Caring Professional Educators*
- *Integrate Principles and Practices of Professional Fields to Support Student Learning*
- *Engage in Cross-Disciplinary and Collaborative Practices*
- *Demonstrate Authentic Assessments Designed for Student Success, Individual Growth, and Program Improvement*
- *Effect Sustainable Communities in a Multicultural Environment*
- *Engage in Professional Practices*

Programs: The School offers a wide variety of courses and programs leading to careers in education. Common to all programs is a commitment to excellence, to partnerships and collaboration, and to preparation for future educational challenges. As the state's population grows, enrollments in grades P–12 increase and with them the demand for well-prepared teachers, and for specialists in administration and special education.

To meet the need for excellent teachers the School seeks talented, creative students who are committed to a long-term career in education and to the improvement of educational processes and institutions.

The School offers programs that lead to a preliminary credential in Multiple Subject or Single Subject Instruction, in Administrative Services or as an Education or Agriculture Specialist. Supplementary and subject matter authorizations are available in a variety of subject areas.

The School offers a Master of Arts in Education degree with specializations in Counseling and Guidance, Educational Leadership and Administration, and Special Education.

Courses in these programs are offered to meet the needs of the students. To accommodate the working professional, courses in some programs are offered during the late afternoons, evenings, weekends, and during the summer.

Stressing the "learn by doing" philosophy, the School provides opportunities for extensive student on-site observation, tutoring, and fieldwork. Cal Poly maintains cooperative relations with the surrounding school districts, and within our service area students can enjoy cross-cultural, city and rural fieldwork.

Teacher Education

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Multiple Subject Coordinator, James Brescia
Single Subject Coordinator, Patricia A. Mulligan

The following credential programs are accredited by the California Commission on Teacher Credentialing (CTC) to prepare candidates and recommend for these credentials.

Teaching Credential Programs

Agriculture Specialist
Multiple Subject Instruction
Multiple Subject: Bilingual Crosscultural Language and Academic Development (BCLAD) Emphasis
Single Subject: Agriculture
Single Subject: Biological Science Instruction
Single Subject: Chemistry
Single Subject: English
Single Subject: Mathematics
Single Subject: Social Science
Single Subject: Physics

Credential programs consist of coursework and field experiences, including student teaching, that are required to obtain the Preliminary Multiple or Single Subject teaching credentials in California. The teaching credential programs typically take four or five quarters of full-time enrollment, depending on completed prerequisites. The School has technology in place to assist students in meeting California's teaching performance assessment requirements.

Applications are accepted during specific periods at the beginning of each fall, winter and spring quarter. Detailed information about dates and other requirements are available on the School of Education website at www.soe.calpoly.edu.

Multiple Subject Teaching

A student may enter the Multiple Subject Credential program as a Cal Poly Liberal Studies undergraduate, as a graduate student, or as a Cal Poly undergraduate in any program leading to a baccalaureate degree. The integrated, pre-professional program offers undergraduates in the Liberal Studies major the opportunity to earn a bachelor of science degree while also pursuing a teaching credential. The Liberal Studies Program is designed so that students take education related courses in their freshman and sophomore years to help them meet the prerequisites for admission to the program, and begin professional education course work and field experiences during their junior and senior years.

Students applying for the post-baccalaureate Multiple Subject Credential program must have completed a baccalaureate degree. During the program, candidates take educational foundation and methods courses; engage in extensive field experiences, one quarter of part-time student teaching, and a final quarter of full-time student teaching. Upon successful completion of the program, candidates are recommended for a Preliminary Multiple Subject Teaching Credential.

Candidates may also elect to earn a Preliminary Multiple Subject Teaching Credential with a Bilingual Crosscultural Language and Academic Development emphasis (BCLAD). The BCLAD emphasis requires proficiency in Spanish and additional course work in the foundations and methods for bilingual teaching, and knowledge of the history of Mexico/ Latin America. Detailed information for the Multiple Subject Credential and the BCLAD emphasis is available on the School of Education website at www.soe.calpoly.edu.

Single Subject Teaching

The Single Subject Teaching Credential is for candidates who wish to teach a specific content area at the secondary level. Single subject candidates must demonstrate subject matter competency by completing a California Commission on Teacher Credentialing approved subject matter course work program in that subject matter area or provide evidence of passing the appropriate California Subject Examinations for Teachers (CSET) specialty area test(s). Demonstration of subject matter competency must be completed before candidates begin their part-time student teaching experience.

Candidates for the Single Subject teaching credential in Agriculture or the Agricultural Specialist credential complete their preparation program through the Agricultural Education and Communication Department at Cal Poly and should communicate with the department credential advisor for further information or advisement (Dr. Bill Kellogg, at 805-756-2803 or bkellogg@calpoly.edu).

NOTE: Credential requirements are subject to change. Please check with program advisors for up-to-date information.

ADMISSION REQUIREMENTS

Details concerning specific requirements are available from the appropriate advisor, the advisement handbook, or at www.soe.calpoly.edu.

The requirements for admission to Cal Poly to pursue a Multiple Subject credential differ slightly from those for the Single Subject credential. All applicants must first apply for admission to graduate studies in Education at Cal Poly by completing an application at www.csumentor.edu.

Preliminary Credential

Admission to the university does not guarantee admission to either teacher education program. Admission to either Preliminary Credential program requires candidates to be in at least their junior year, pass the Basic Skills Requirement, earn a Certificate of Clearance, verify completion of early field experience, and satisfy all other prerequisites for a specific credential program.

To make successful progress through the program, candidates must maintain a B average in all professional education courses, and complete a series of applications (STEP I or A, II or B, & III) at specific transition points in the credential program. Check with the credential program advisor, the credential handbook, and www.soe.calpoly.edu to be sure all requirements are completed.

Clear Credential

California Senate Bill 2042 transferred the granting of clear multiple subject and single subject teaching credential recommendations to school district based Induction Programs. Graduates obtaining their preliminary credential from Cal Poly should consult the school district employing them, whether in San Luis Obispo County or elsewhere in California, for information about the Induction Program and obtaining the clear credential.

Supplementary and Subject Matter Authorizations

Students are encouraged to complete additional authorizations that can be added to Preliminary Multiple and Single Subject credentials. These authorizations allow teachers to teach additional subjects without completing a full professional preparation program for that credential. To earn an authorization, students must complete a specific number of course credits in the new content area. See www.ctc.ca.gov for specific information on these authorizations.

Graduate Studies in Education

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Counseling and Guidance Coordinator, Jodi D. Jaques
Educational Leadership and Administration
Coordinator, James L. Gentilucci
Special Education Coordinators, Kathleen Harris and
Michael B. Ruef

Credential Programs in:

Administrative Services
Education Specialist (Mild/Moderate Disabilities)

These credential programs are accredited by the California Commission on Teacher Credentialing (CCTC) to prepare candidates and recommend for these credentials.

M.A. in Education with Specializations in:

Counseling and Guidance
Educational Leadership and Administration
Special Education

Credential Programs

Admission Requirements

Details concerning specific requirements are available from the appropriate advisor, the advisement handbook, or at www.soe.calpoly.edu.

ADMINISTRATIVE SERVICES

Preliminary (Tier I)
Administrative Intern

Administrative Services offers two credential programs: one leading to recommendation for the Preliminary Administrative Services Credential, and a second, the Administrative Intern Credential, for those persons earning their Preliminary Administrative Services Credential and who concurrently serve in an administrative position.

Preliminary Administrative Services. This program emphasizes a comprehensive knowledge of public school administration including applied theory, administration and leadership, schools in contemporary society, and effective management related to educational outcomes. As a basis for credential recommendation, the preliminary program emphasizes applied theory with actual experience in fieldwork assignments and an evaluation of administrative competence.

The credential program requires 45 quarter units, most of which are applicable to the MA in Education with a Specialization in Educational Leadership and Administration.

The Preliminary Administrative Services Credential authorizes service in any administrative position at any grade level in California.

Administrative Intern. This program supports districts that have an immediate need for an administrator and are without suitable candidates. Candidates earn the Preliminary Administrative Services Credential as they serve in an administrative capacity within a one year timeframe.

EDUCATION SPECIALIST (Mild/Moderate Disabilities)

Preliminary Level I

This credential authorizes the holder to teach in the following settings: special day classes, special schools, home/hospital settings, correctional facilities, nonpublic schools and agencies, and resource rooms.

The program is designed to prepare candidates to work with pupils with mild/moderate disabilities, which include specific learning disabilities; mild to moderate mental retardation; attention deficit and attention deficit hyperactivity disorders; and serious emotional disturbance, and authorizes serving individuals in K-12, and in classes organized for adults through age 22.

A full-time candidate may complete the requirements in one calendar year. The Education Specialist program is heavily field based and requires 57 quarter units, most of which are applicable to the MA in Education with a Specialization in Special Education.

A Multiple or Single subject teaching credential is *not* required for admission. However, some coursework taken for the Single Subject or Multiple Subject Credential program may meet prerequisite course requirements for the Education Specialist Credential program.

Master of Arts in Education

General Characteristics

The Master of Arts degree program in Education is designed to provide a broad-based perspective of education. The specializations are closely related to the occupational and professional requirements of a variety of pursuits in the fields of education, college student affairs, and agencies involved with community affairs.

Admission

Admission to the MA in Education degree program minimally requires the following:

- 3.0 GPA in last 90 quarter units
- Letters of recommendation
- Bachelors degree from a regionally accredited college/university

Each specialization below may list additional requirements for the specific program (see the Graduate section of this catalog for additional information on admission).

Program of Study

All specializations require a minimum of 45 quarter units of graduate work, with at least 40 units of 500-level Education (EDUC) courses. Courses taken in these specializations may also be applied toward related credentials.

Candidates must maintain a grade point average of 3.0 or better in all coursework and remain in good professional standing within their specialization. Calculation of the GPA includes all grades, although only the courses with A, B, or C grades are counted to satisfy requirements for the degree. Required courses with a grade of D or F must be repeated. All candidates must meet the Graduation Writing Requirement.

Credits earned in student teaching are not accepted toward completion of any specialization within the MA Education. At least 36 program-required units shall be completed in residence. Transfer and/or extension credits are only accepted when the credits are acceptable for master's degree credit by the offering institution in its own programs.

Advising

The candidate must meet with his/her advisor on a regular basis. Continued consultation with the advisor assists a smooth progression toward completion of the degree.

Formal Study Plan

The candidate is required to file a Formal Study Plan prior to completion of 12 units in his/her program. This plan is completed in consultation with the program advisor and helps the candidate to schedule courses in a sequence that results in timely completion of the program. A Formal Study Plan is required prior to Advancement to Candidacy.

Advancement to Candidacy

Advancement to master's degree candidacy requires:

- Completing at least 24 units of program-required courses in residence, specified in a formal program of study, with minimum GPA of 3.0;
- Having met the university Graduation Writing Requirement;
- Receiving formal recommendation of the graduate faculty;
- GPA of 3.0 in all coursework included on the formal program of study, and in all coursework completed subsequent to admission to postbaccalaureate standing; and
- Having satisfactorily met any conditions of admission.

Culminating Experience

Depending on the specialization, final assessment of a candidate's progress shall include a comprehensive written examination and EDUC 590 Research Applications in Education, *or* the completion of a thesis/project. Students must enroll in EDUC 599 Thesis/Project for every quarter in which they are receiving advisement.

MA Education, Specialization in COUNSELING & GUIDANCE

This program prepares students for careers as student affairs professionals and counselors in higher education settings. Admission to the program, which occurs **only** in spring quarter, requires references, an auto-biographical statement, and an interview. Students who have career goals of working in clinical counseling in agency settings or in private practice should refer to the MS Psychology in the College of Liberal Arts.

Education Core

EDUC 586 Introduction to Inquiry in Education.....	4
EDUC 587 Educ Foundations & Current Issues.....	4
EDUC 588 Education, Culture and Learning	4
EDUC 589 Educational Research Methods	4
EDUC 590 Research Applications in Education (4) <i>and comprehensive exam or</i>	
EDUC 599 Thesis/Project (3) (3)	4/6

Required in the Area of Specialization:..... 52

EDUC 555 Intro to the Counseling Profession (4)	
EDUC 556 Multicultural Counseling (4)	
EDUC 557 Career Counseling (4)	
EDUC 560 Counseling Theories (4)	
EDUC 561 Group Counseling (4)	
EDUC 562 Student Dev-Higher Education (4)	
EDUC 564 Legal & Ethical Issues in Counseling (4)	
EDUC 565 Measurement & Assess. Counseling (4)	
EDUC 566 Leadership & Consultation Counsel (4)	
EDUC 568 Counseling Techniques (4)	
EDUC 573 Field Experience, Counseling (12)	

72/74

MA Education, Specialization in EDUCATIONAL LEADERSHIP and ADMINISTRATION

The fast-track M.A. and Preliminary Administrative Services Credential program allows students to complete their master's degree and/or credential in 16 weekends (Friday evenings and all day Saturdays) and one summer session during an 11-month period. This rigorous, practical program is designed for those seeking leadership positions in K-12 schools, community colleges, universities, government agencies, and educationally related organizations. Students are admitted once each year in the fall, and they progress through the program as a cohort. The application deadline is MARCH 1. The fast-track program emphasizes applied theories of educational leadership, mastery of practical skills required for effective school administration, and competence in research methods necessary for understanding and assessing learning organizations. While designed primarily for K-16 leaders, the program is beneficial for leaders from other fields. Individuals interested in leading nonprofit organizations are encouraged to apply.

Fall Quarter

EDUC 586 Introduction to Inquiry in Education	4
EDUC 512 Educational Organization & Mgmt	4
EDUC 513 Educ. Planning & Decision Making	4
¹ EDUC 518 Supervised Fieldwork.....	3

Winter Quarter

EDUC 514 School Site Administration.....	4
EDUC 515 Curriculum and Program Evaluation Educational Program Management & Eval	4
EDUC 516 Personnel Supervision and Evaluation	4
¹ EDUC 518 Supervised Fieldwork.....	3

Spring Quarter

EDUC 510 Educ Finance & Resource Allocation ...	4
EDUC 511 Educational Law and Governance.....	4
EDUC 589 Educational Research Methods	4
¹ EDUC 518 Supervised Fieldwork.....	3

Summer Session

EDUC 587 Educ Foundations & Current Issues	4
EDUC 588 Education, Culture and Learning	4
² EDUC 590 Research Applications in Education.....	4

M.A. degree only requires 48 units minimum; 48/57

M.A. and credential require 57 units minimum

11-9-11

MA Education, Specialization in SPECIAL EDUCATION

Applicants must meet personal and professional standards, including necessary qualifying examinations, presentation of personal recommendations, and a personal interview.

Approved units for the master's degree program can be applied towards the requirements for a Preliminary Level I Education Specialist Credential. It is also possible for the qualified student to complete the requirements for the Specialist Credential while pursuing the requirements for the Master of Arts degree in Education.

Education Core

EDUC 586 Introduction to Inquiry in Education	4
EDUC 587 Educ Foundations & Current Issues	4
EDUC 588 Education, Culture and Learning	4
EDUC 589 Educational Research Methods	4
EDUC 590 Research Applications in Education and comprehensive exam	4

Required in Area of Specialization

EDUC 544 Adv Collaboration and Consultation for Teachers of Pupils with Special Needs	5
EDUC 545 Characteristics and Instruction of Pupils with Mild/Moderate Disabilities.....	5
EDUC 550 Assess Strategies Special Education	5

Electives (to be selected with advisor's approval)..... 10
45

¹ Administrative services credential candidates only.

² All students are required to complete a comprehensive electronic portfolio and pass an oral examination at the end of the program.