

Teachers College
of **San Joaquin**

2017-2018
COURSE
CATALOG

Table of Contents

TEACHERS COLLEGE OF SAN JOAQUIN	3
Teachers College of San Joaquin Governing Board	4
San Joaquin County Office of Education Administration	4
Accreditation	5
TCSJ Core Learning Outcomes	5
Our Philosophy	5
Our Mission	5
Admissions	6
Advisement and Support	6
Disability Services	6
Tuition	7
Financial Assistance	8
Technology	8
Resource Library	8
Graduation Requirements	8
Fiscal Responsibilities	9
POLICIES & PROCEDURES	10
Academic Credit Transfer	10
Academic Freedom	11
Additional Fees	11
Complaints	12
Complaints Concerning Discrimination	13
Credit Hours	13
Diversity	14
Admission to the Masters Program	14
Auditing Courses in the Masters Program	15
Earning a Double (or Second) Masters Degree in Education	15
Clear Administrative Services Credential Program	16
Grades	16

Change in Academic Status	19
Ethical and Professional Standards	20
IMPACT Intern Program Dismissal	22

IMPACT TEACHING CREDENTIAL PROGRAMS 24

Pre-Service Program (7.5 Units)	24
General Education Preliminary Teaching Credential Program (28 Units)	25
Education Specialist Preliminary Teaching Credential Program (30-34 Units)	27
Designated Subjects Career Technical Education Teaching Credential Program (20 Units)	30

ADDED AUTHORIZATIONS 32

Mathematics Instructional Added Authorization (MIAA) (13 Units)	32
Early Childhood Special Education Added Authorization (ECSEAA) (11 Units)	33

INDUCTION 34

General Education & Education Specialist	34
--	----

ADMINISTRATIVE CREDENTIALS 36

Preliminary Administrative Services Credential (24 Units)	36
Clear Administrative Services Credential Program	38

MASTERS IN EDUCATION 39

M.Ed. Early Education (32 Units)	40
M.Ed. Educational Inquiry (32 Units)	41
M.Ed. Educational Leadership & School Development with an Administrative Services Credential (38 Units)	42
M.Ed. Educational Leadership & School Development without an Administrative Services Credential (32 Units)	44
M.Ed. Special Education (32 Units)	45
M.Ed. Science, Technology, Engineering, and Mathematics (33 Units)	46

CERTIFICATE PROGRAMS 47

STEM Certificate Program (12 Units)	47
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COURSE DESCRIPTIONS 49

LEADERSHIP TEAM 66

AFFILIATE FACULTY 71

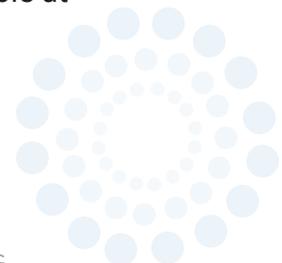


Published in June 2017 by:
Teachers College of San Joaquin
2857 Transworld Drive
Stockton, CA 95206

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 criteria, 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>.



WELCOME TO TEACHERS COLLEGE OF SAN JOAQUIN

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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, 985 Atlantic Avenue, #100, Alameda, CA 94501, 510.748.9001.

IMPACT Credential Programs and Administrative Services Credential Programs are fully accredited by the California Commission on Teacher Credentialing.

TCSJ CORE LEARNING OUTCOMES

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

OUR PHILOSOPHY

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

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

OUR MISSION

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

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

ADMISSIONS

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

ADVISEMENT AND SUPPORT

Teachers College of San Joaquin is proud to provide individualized attention to our 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 just-in-time help with the issues that arise related to teaching and learning.

[Prospective M.Ed. Candidates](#)

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

[Prospective IMPACT Candidates](#)

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

DISABILITY SERVICES

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 American with Disabilities Act of 1990. 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 such as:

- extended time for tests (which is the most common accommodation),
- taped textbooks,
- notetaker and/ or scribe services,
- use special equipment such as tape recorders, computers, spell checkers, and dictionaries.

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 his/ her disability and communicate appropriate accommodations to staff and/or faculty; and, make timely arrangements for support services with the instructor.

The Office of Graduate Studies coordinates 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" (American with Disabilities Act of 1990, § 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:

Sylvia Turner, Ed.D., Director, Graduate Studies & Research
Phone: (209) 953-2119, syturner@sjcoe.net

Crescentia Thomas, Ed.D., Graduate Advisor, Academic Review Committee Chair
Phone: (209) 468-9134, cthomas@sjcoe.net

Michele Badovinac, M.A., Director, IMPACT Credentials
Phone: (209) 468-9141, mbadovinac@sjcoe.net

TUITION

M.Ed. Candidates

Teachers College of San Joaquin tuition rate is \$460 per unit for 2017-2018. Tuition does not cover housing, transportation, consumable texts and materials, equipment, or other miscellaneous expenses.

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

IMPACT Candidates

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

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

For additional tuition information, visit our website at:
<http://www.teacherscollegesj.edu/tuition>.

FINANCIAL ASSISTANCE

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

TECHNOLOGY

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

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

RESOURCE LIBRARY

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

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

GRADUATION REQUIREMENTS

M.Ed. Candidates

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

The Masters Project Guidelines and other supporting documents for the Masters Project are available at: [http://www.teacherscollegesj.org/content.aspx?ID=1368&title=Graduation Requirements](http://www.teacherscollegesj.org/content.aspx?ID=1368&title=Graduation%20Requirements)

Candidates in the Educational Leadership and School Development with an Administrative Services Credential M.Ed. are required to complete a Literature Review (CURR384) on a

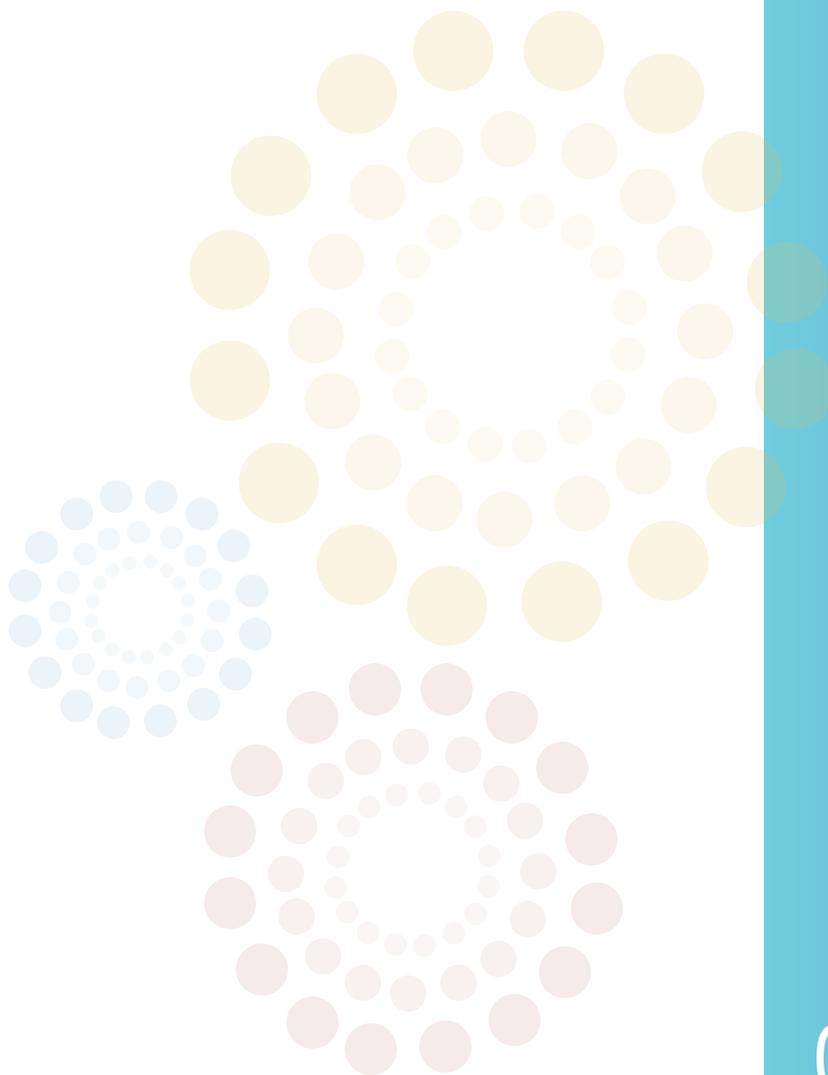
related topic appropriate for administrators, as well as an Administrative Portfolio, as their culminating project.

[Continuous Enrollment for the Masters Project](#)

It is expected that most candidates will complete the Masters Project in 1-2 semesters. Enrollment in CURR385, EADM385, ECED385, SPED385, or STEM385 (4 units) is for those semesters. Candidates who require more time must pay for and enroll in CURR385a, EADM385a, ECED385a, SPED385a, or STEM385a (1 unit) for each additional semester needed to complete the Masters Project. Enrollment must be continuous. This option is not available for candidates who received a failing score on a completed project. In the event of a failure, candidates may re-enroll in CURR385, EADM385, ECED385, SPED385, or STEM385 and complete a new project.

FISCAL RESPONSIBILITIES

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



POLICIES & PROCEDURES

ACADEMIC CREDIT TRANSFER

Current IMPACT Candidates:

Coursework completed by students currently enrolled in the IMPACT Program is directly transferable to TCSJ for identical required coursework in the M.Ed. program. Courses have been aligned and carry the same course codes.

IMPACT Graduates:

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

Candidates Transferring from other Teacher/Administrator Preparation Programs:

Coursework completed from a regionally accredited college or university (<https://kry224-site0001.maxesp.net/Directories/regional.asp>) is eligible to be evaluated for transfer credit work with the following restrictions:

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

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

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

The Registrar shall consult with the President of TCSJ or an academic designee regarding equivalencies. The President has the authority to overrule policy.

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

ACADEMIC FREEDOM

Teachers College of San Joaquin has adopted the Academic Freedom Policy of the American Association of Graduate School Professors. A thorough examination of the policy is available at <https://www.aaup.org/our-programs/academic-freedom/resources-academic-freedom>.

Academic Freedom Policy:

1. Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; research for pecuniary return should be based upon an understanding with the authorities of the institution.
2. Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter, which has no relation to their subject.
3. Teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public might judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the Graduate School.

Process to Ensure Academic Freedom:

The TCSJ Strategic Leadership staff will be responsible for overseeing the protection of academic freedom within TCSJ. Faculty members who believe that TCSJ has violated its academic freedom policy should document their complaint in writing and submit it to the President. The President will add this as an action item for the first Strategic Leadership meeting after the alleged violation. Should the President and TCSJ Strategic Leadership staff agree that there was a violation of policy, they will agree upon the institutional response. The response should correct the violation and make changes to the procedures to ensure that violations to academic freedom do not occur in the future. If an agreement cannot be reached, the TCSJ President will present his/her findings to the Governing Board. The decision of the Governing Board is final.

ADDITIONAL FEES

Teacher Performance Assessment (TPA) Remediation

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

Supervision Appointment

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

Credential Recommendation

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

COMPLAINTS

Uniform Complaints

Complaints against Teachers College of San Joaquin (TCSJ) and/or an individual that relates 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:

www.sjcoe.org/HumanResources/policies/1312_AR.pdf

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

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:

www.sjcoe.org/HumanResources/policies/5145_7_AR.pdf OR

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

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

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

Records of student and/or faculty complaints are maintained by the Office of the President.

COMPLAINTS CONCERNING DISCRIMINATION

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

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

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

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

CREDIT HOURS

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 student work (includes classroom instruction and outside-of-class work). For purposes of this policy, one hour of student work is assumed to be a 50-minute period.

Calculation of credit hour:

- **Lecture and Seminar Courses:** One graduate semester credit hour is equal to a total of 15 hours of classroom or direct faculty instruction. In addition, 30 hours of outside-of-class student preparation time is required.
- **Activity Courses:** One graduate semester credit hour is equal to a total of 30 hours of classroom or direct faculty instruction. In addition, 15 hours of outside-of-class student preparation time is required.
- **Laboratory, Clinical/Practicum Courses:** One graduate semester credit hour is equal to a total of 120 hours of classroom or direct faculty instruction.

Procedures:

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 objectives, 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 objectives, assignment schedules, and class schedules identifying the times that classes meet (if applicable).

DIVERSITY

Valuing diversity is about respecting one another's differences. All members of the TCSJ academic community of candidates, 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 his or her 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.

ADMISSION TO THE MASTERS PROGRAM

Admission to the Graduate School is required for students 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;
2. Good academic standing at the last college or university attended (letter may be requested);
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;
4. A grade point average of at least 3.0 (A = 4.0) for credential coursework.
5. Excellent references from current employer (and other).
6. Strong letter of introduction from applicant that aligns to college mission.

All components of the application (see above) 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.

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

AUDITING COURSES IN THE MASTERS PROGRAM

Enrollment in a Teachers College of San Joaquin graduate program is required for candidates to audit a course at TCSJ. No person shall attend any class unless he or she is a fully registered student enrolled in the course and meets the criteria for auditors.

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 grades or feedback from the instructor.
7. The audited course(s) will appear on the auditor's transcript with the grading symbol "AUS" if attendance was satisfactory or "AUU" if the attendance was unsatisfactory.
8. The auditors will pay the current TCSJ Professional Learning Center (PLC) per unit cost.

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

EARNING A DOUBLE (OR SECOND) MASTERS DEGREE IN EDUCATION

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

Requirements for earning a double (or second) masters degree in education include:

1. Completion of all coursework unique to the second concentration.
2. Completion of a second review of literature aligned to the project/portfolio for the second concentration. The candidate will work independently to complete the review of literature. The candidate's project advisor will provide one edit of the paper and the candidate 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 candidate will enroll in CURR384 to complete the review. The candidate will pay full tuition for the 2-unit course.
3. Completion of a second project/portfolio aligned to the second concentration.

CLEAR ADMINISTRATIVE SERVICES CREDENTIAL PROGRAM

Changes in Enrollment Status:

The following procedure applies if a candidate quits or loses his/her administrative position, or has a break in employment due to a leave of absence:

The candidate gains new administrative employment or the leave of absence is 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 candidate is not re-employed in an administrative position or the leave(s) of absence are more than 2.5 months (one quarter):

- Coaching program will stop and candidate will be unenrolled from program.
- The candidate 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.

Failure to Meet Requirements of the Program:

A candidate who fails to meet deadlines or requirements of the program will receive an email from his/her coach detailing the missing documents, along with a final deadline for submission. The Director of Graduate Studies will be copied on the email and the communication will serve as a warning to the candidate of potential referral to the TCSJ Academic Review Committee.

Transfer From Another Program:

Candidates who wish to transfer work from another California Commission Teacher Credentialing (CCTC) approved Administrative Clear program will be granted equivalency if the applicant provides all documents that evidence 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.

GRADES

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 database <https://tdev.sjcoe.org/> within 10 business days of the last class.

Grade A	Outstanding knowledge and application of course content; assignments turned in on time and reflect professionalism, effort and application above and beyond minimum course requirements.
Grade B:	Good knowledge and application of course content; assignments reflect professionalism, effort and application of course requirements.
Grade C:	Satisfactory knowledge and application of course content; assignments not typically reflective of graduate level expectations.
Grade C-	Courses must be retaken and results in candidates' placement on Academic Probation for all grades of C-or below.
Grade F/Fail/No Credit	All courses must be retaken and results in candidate placement on Academic Probation. (Note TPA Seminar may not be retaken.)
Grade Pass/Credit	Satisfactory knowledge and application of course content.
Grade CRU	Satisfactory knowledge and application of course content (see CRU information below).
Grade I	Incomplete (see Incomplete information below)
Grade MU	Make Up (See MU information below).
Grade W	Withdrawal (See Withdrawal information below).
Grade NC	No Credit
Grade AUS	Audit Successful
Grade AUU	Audit Unsuccessful

[CRU- Credit Units](#)

The grade of CRU is issued for a course that awards transcript credit but is not included in the grade point average.

[INC - Incomplete](#)

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

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

[MU- Make Up](#)

Candidates who withdraw from a course by the withdrawal policy deadline will be issued the grade MU to show record of the request. Candidates must make up the course, but will not incur any financial penalty.

W- Withdrawal

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

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

Grade Challenge

Coursework:

If a candidate disagrees with the grade or Teaching Performance Assessment (TPA) score, he/she should, within 20 calendar days of receipt of the grade or TPA score, meet with the course instructor or TPA coordinator to discuss the disagreement. If the issue is not successfully resolved as a result of that meeting, the candidate should meet with the Program Director to mediate the situation. The candidate may file a written Request for Reconsideration Form (form must be obtained from the TCSJ Registrar), which should clearly describe the nature of the disagreement and resolution sought. The Request for Reconsideration must be filed with the Program Director of the College 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:

Support Supervision is a course in the 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 practicum related coursework.

Academic Review Committee:

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

CHANGE IN ACADEMIC STATUS

Academic Probation

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

Additional Considerations

IMPACT Candidates

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

M.Ed. and Administrative Services Preliminary

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

Inactive:

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

Withdraw:

A candidate who withdraws from his/her scheduled program, voluntarily or involuntarily, will have the balance of the tuition costs associated with his/her program recalculated at the current tuition rate for the courses completed.

Leave of Absence:

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

ETHICAL AND PROFESSIONAL STANDARDS

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

Professional Dispositions

1. Demonstrates openness to critical assessment of progress.
2. Believes that all students can learn. Candidates seek to meet the diverse needs of all students, including English learners and students with special needs.
3. Values diversity and advocates for social justice: "Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social culture background or sexual orientation unfairly exclude any student from participation in any program, deny benefits to any student or grant any advantage to any student.
4. Maintains flexibility in planning and implementing instruction to meet the needs of all students.
5. Demonstrates initiative and reliability in successfully completing the program requirements, including coursework, fieldwork, lesson planning, instruction, and daily classroom routines (as appropriate to program).
6. Makes satisfactory progress in meeting requirements.
7. Reflects and self-assesses to improve practice.
8. Collaborates effectively.
9. Handles confidential information professionally. A candidate shall not disclose information about students or faculty obtained in the course of professional service unless such disclosure serves a compelling professional purpose or is required by law. A candidate shall not misrepresent, orally or in writing, issues related to students, faculty, classrooms or the college programs.
10. Maintains an appropriate professional appearance.
11. Candidates and staff agree to treat one another with mutual trust and respect, promote the success of the individual and the group as a whole, and refrain from the behavior that is disruptive, offensive or reflects bias of any kind.

Effective Communication

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

Punctuality, Late Assignments, Preparedness

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

Academic Integrity

1. *Plagiarism* - For the purposes of 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 he/she may receive a range of penalties, including failure of an assignment, failure of the course, suspension (e.g. for a semester), or dismissal from TCSJ as determined by the Academic Review Committee. This committee will decide on the appropriate penalty. In all cases, the faculty will have final say regarding the violator's final grade for the course. Prior violation/s of college policy by the student may result in more serious sanctioning than requested by faculty, including dismissal from the college, as determined by the Academic Review Committee. In these cases, the decision of the Academic Review Committee is final and binding on all parties. *More information on avoiding plagiarism can be found at www.plagiarism.org and in the APA 6th Edition Guidebook.*
2. *Examinations and Quizzes* - Candidates may not give, receive, or use unauthorized assistance during an examination, from another person's notes or other communication.
3. *Coursework* - Candidates may not present the same work for credit in more than one course. Candidates must acknowledge (cite) all sources of assistance, whether published or unpublished, that are used in writing a report or paper.

Health And Safety

The San Joaquin County Superintendent prohibits the use of tobacco products at anytime 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 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.

IMPACT INTERN PROGRAM DISMISSAL

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

IMPACT Intern Program

A candidate who does not successfully complete required coursework and/or support supervision in four semesters is required to take a 5th or 6th semester of supervision to complete the program requirements. The additional semester(s) results in added tuition and/or fees. A candidate who does not successfully complete all required exams (e.g. RICA) within two years must continue to log support hours until requirements are met. The monitoring and program support will result in additional tuition/fees.

A candidate is placed on academic probation if they fail a course (C-or below) and may be dismissed if they fail 3 or more courses prior to completing their program for a preliminary teaching credential as determined by the Academic Review Committee. Candidates are expected to maintain a minimum overall grade point average (GPA) of 3.0. If at any time a candidate falls below that expectation they will be placed on academic probation. Note: Support Supervision is considered a course. Failure to complete a semester of supervision due to dismissal by employer results in a Fail for the course.

Supervision for IMPACT Interns

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

Dismissal from IMPACT Due to Outcomes in Supervision

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

Employment and Professional Code of Conduct

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

<http://www.teacherscollegesj.edu/#!/policies-and-procedures/c15op>

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



IMPACT TEACHING CREDENTIAL PROGRAMS

Teacher Credential Programs are available through an alternative certification, intern option that is completed concurrently with employment as the full or part time (.5) "teacher of record" in a face-to-face setting with the same group of students. TCSJ is a credential granting institution accredited by the CA Commission on Teacher Credentialing.

PRE-SERVICE PROGRAM (7.5 UNITS)

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

Admissions Criteria

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

- Application for IMPACT Pre-Service Program
- Official transcripts from each institution attended (a transcript MUST show the bachelor's degree conferred)
- Basic Skills Requirement
- Valid Certificate of Clearance
- Tuberculosis test results (dated within the last four years)
- Emergency Contact Form
- Letter of Good Standing (only required if applicant has been enrolled in a teacher preparation program)
- \$50 non-refundable application fee
- \$350 non-refundable enrollment deposit

Required Pre-Service Coursework (7.5 Units)

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

GENERAL EDUCATION PRELIMINARY TEACHING CREDENTIAL PROGRAM (28 UNITS)

The IMPACT Intern Credential Program is designed as a two-year commitment to acquire a Preliminary Teaching Credential. The program consists of strategically designed and integrated coursework, supervised teaching and the support of a team of experienced and qualified educational professionals.

Admissions Criteria

Application Deadline: Please see the IMPACT Teaching Credential Program webpage for deadlines at <http://www.teacherscollegesj.edu/impactprogram>.

- Application for IMPACT Teaching Credential Program
- Official transcripts from each institution attended (a transcript MUST show the bachelor's degree conferred)
- Proof of employment
- Emergency Contact Form
- District Contact Form
- Completion of Pre-Service preparation
- Subject Matter Competency verification
- Basic Skills requirement
- Completion of US Constitution requirement
- Valid Certificate of Clearance
- Tuberculosis test results (dated within the last four years)
- Letter of good standing (only required if applicant has been enrolled in a teacher preparation program)
- \$50 non-refundable application fee (waived for candidates who completed Pre-Service Coursework at TCSJ)
- \$200 non-refundable enrollment deposit (if candidate is new to the IMPACT Program)

Required Coursework

To meet the requirements of the California Commission on Teacher Credentialing's newly adopted General Education Teacher Prep Program Standards, the TCSJ program has been redesigned to include courses, roundtables, and seminars. Courses will be relevant and applicable to intern teachers' roles and responsibilities. Cohort mentors and Support Supervisors will provide support in a variety of ways throughout the two-year program.

Single Subject Interns (28 Units)

Year 1

EDUC210A	Teaching for Learning 1: Single Subject (4)
EDUC211A-B	Support Supervision (2)
EDUC212A-B	Practicum (4)
EDUC220A-L	Content Specific Pedagogy (3)
EDUC221A	Planning & Assessing for Learning 1 (1)

Year 2

EDUC211C-D	Support Supervision (2)
EDUC212C-D	Practicum (4)
EDUC221B	Planning & Assessing for Learning 2 (2)
EDUC222	Teaching for Learning in a Global Society (2)
CURR343	Curriculum for the 21 st Century (3)
EDUC223	Examining Belief Systems as a Professional Educator (1)

Multiple Subject Interns (28 Units)

Year 1

EDUC200A	Teaching for Learning 1: Multiple Subject (4)
EDUC201A-B	Support Supervision (2)
EDUC202A-B	Practicum (4)
EDUC230	Foundations of Reading (1)
EDUC231	Integrated Literacy (3)

Year 2

EDUC200C	Foundations of Reading and Early Literacy (2)
EDUC200D	Curriculum & Design in STEM (2)
EDUC201C-D	Support Supervision (2)
EDUC202C-D	Practicum (4)
CURR235	Social Science Curriculum & Instruction (1)
CURR343	Curriculum for the 21 st Century (3)

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

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

Admissions Criteria

Application Deadline: Please see the IMPACT Teaching Credential Program webpage for deadlines at <http://www.teacherscollegesj.edu/impactprogram>.

- Application for IMPACT Teaching Credential Program
- Official transcripts from each institution attended (a transcript MUST show the bachelor's degree conferred)
- Proof of employment
- Emergency Contact Form
- District Contact Form
- Completion of Pre-Service preparation
- Subject Matter Competency verification
- Basic Skills requirement
- Completion of US Constitution requirement
- Valid Certificate of Clearance
- Tuberculosis test results (dated within the last four years)
- Letter of good standing (only required if applicant has been enrolled in a teacher preparation program)
- \$50 non-refundable application fee (waived for candidates who completed Pre-Service Coursework at TCSJ)
- \$200 non-refundable enrollment deposit (if candidate is new to the IMPACT Program)

Required Coursework

Mild/Moderate (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	Instruction Strategies for English Language Learners (1)

<i>SPED230</i>	Curriculum & Instruction for Students with Mild/Moderate Disabilities (2)
<i>SPED233</i>	Language Arts & Writing Curriculum & Instruction (1)
<i>SPED251</i>	Diverse Learners with Disabilities (1)
<i>SPED258</i>	Communication & Behavior for Autism Spectrum Disorders (2)
<i>SPED259</i>	Programming Strategies for Students with Autism (2)
<i>SPED260</i>	Positive Behavior Management (2)
<i>SPED261</i>	Assessment of Learning & Teaching (2)
<i>SPED262</i>	Typical & Atypical Development (2)
<i>SPED263</i>	Special Education Law (1)
<i>SPED264</i>	Collaboration Skills (2)
<i>SPED266</i>	History & Philosophy of Special Education (1)
<i>SPED267</i>	Autism Spectrum Disorders (1)
<i>SPED271</i>	Specialized Health, Movement, Mobility & Sensory Development (2)
<i>SPED275</i>	IEP's & Transitions (1)
<i>TECH290</i>	Technology in The Classroom (1)
<i>SPED281</i>	Practicum Fieldwork & Supervision (semester 1) (1)
<i>SPED282</i>	Practicum Fieldwork & Supervision (semester 2) (1)
<i>SPED283</i>	Practicum Fieldwork & Supervision (semester 3) (1)
<i>SPED284</i>	Practicum Fieldwork & Supervision (semester 4) (1)

Moderate/Severe (34 Units)

<i>CURR231</i>	Math Curriculum & Instruction (2)
<i>CURR232</i>	Beginning Reading Curriculum & Instruction (2)
<i>CURR234</i>	Building Academic Language (1)
<i>CURR251</i>	Teaching Culturally & Linguistically Diverse Students (1)
<i>CURR252</i>	Instruction Strategies for English Language Learners (1)
<i>SPED233</i>	Language Arts & Writing Curriculum & Instruction (1)
<i>SPED251</i>	Diverse Learners with Disabilities (1)
<i>SPED258</i>	Communication & Behavior for Autism Spectrum Disorders (2)
<i>SPED259</i>	Programming Strategies for Students with Autism (2)
<i>SPED260</i>	Positive Behavior Management (2)
<i>SPED261</i>	Assessment of Learning & Teaching (2)
<i>SPED262</i>	Typical & Atypical Development (2)
<i>SPED263</i>	Special Education Law (1)
<i>SPED264</i>	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)
SPED275	IEP's & Transitions (1)
TECH290	Technology in The Classroom (1)
SPED281	Practicum Fieldwork & Supervision (semester 1) (1)
SPED282	Practicum Fieldwork & Supervision (semester 2) (1)
SPED283	Practicum Fieldwork & Supervision (semester 3) (1)
SPED284	Practicum Fieldwork & Supervision (semester 4) (1)

Early Childhood Special Education (30 Units)

CURR251	Teaching Culturally & Linguistically Diverse Students (1)
CURR252	Instruction Strategies for English Language Learners (1)
SPED251	Diverse Learners with Disabilities (1)
SPED258	Communication & Behavior for Autism Spectrum Disorders (2)
SPED259	Programming Strategies for Students with Autism (2)
SPED260	Positive Behavior Management (2)
SPED262	Typical & Atypical Development (2)
SPED263	Special Education Law (1)
SPED264	Collaboration Skills (2)
SPED266	History & Philosophy of Special Education (1)
SPED267	Autism Spectrum Disorders (1)
SPED271	Specialized Health, Movement, Mobility & Sensory Development (2)
SPED272	Assessment & Intervention (2)
SPED273	Curriculum & Environments in Early Childhood Special Education (2)
SPED274	Early Language & Communication (2)
SPED275	IEP's & Transitions (1)
TECH290	Technology in The Classroom (1)
SPED281	Practicum Fieldwork & Supervision (semester 1) (1)
SPED282	Practicum Fieldwork & Supervision (semester 2) (1)
SPED283	Practicum Fieldwork & Supervision (semester 3) (1)
SPED284	Practicum Fieldwork & Supervision (semester 4) (1)

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

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

Admissions Criteria

No application deadline.

- Application for IMPACT Designated Subjects Career Technical Education Teaching Credential Program
- Provide ONE of the following:
- High school diploma
- Proof of passage of GED
- Official transcript from High School, or
- College transcripts (if applicant has ever enrolled in a Junior/Community College or University)
- Proof of employment
- Emergency Contact Form
- Valid Certificate of Clearance
- Tuberculosis test results (dated within the last four years)
- Letter of good standing (only required if applicant has been enrolled in a teacher preparation program)
- \$50 non-refundable application fee (waived for candidates who completed Pre-Service Coursework at TCSJ)
- \$350 non-refundable enrollment deposit (if candidate is new to the IMPACT Program)

Accelerated Program

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

Required Coursework

Early Orientation Teaching (Candidates can enroll in the Early Orientation Teaching/Pre-Service Coursework prior to securing a teaching position) (8 units)

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

Initial Preparation Program (Candidates are required to secure a teaching position and apply for the Preliminary Designated Subject Teaching Credential prior to enrolling in the Initial Preparation Program) (10 Units)

CURR118	Foundations for Teaching Career and Technical Education (.5)
CURR220	Classroom Management & Discipline (2)
CURR240	Instructional Strategies for Secondary Students (1)
CURR241	Adolescent Development (1)
CURR246	Industry Sector Content Instruction (1)
CURR251	Teaching Culturally & Linguistically Diverse Students (1)
CURR252	Instructional Strategies for English Learners (1)
SPED221	Exceptional Learners I: Differentiation in the Classroom (1)
CURR281	Practicum Fieldwork & Supervision (1)
CURR282	Practicum Fieldwork & Supervision (1)

Advanced Preparation Program (2 units)

CURR221	Health & Safety Curriculum & Instruction (1)
TECH290	Technology in the Classroom (1)

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.

Admissions Criteria

Application Deadline: TCSJ offers the MIAA Program every fall on a "first-come, first-served" basis.

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

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 ADDED AUTHORIZATION (ECSEAA) (11 UNITS)

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

Admissions Criteria

No application deadline.

- Application for IMPACT Added Authorization/Credential Application
- Official transcripts from each institution attended (unless preliminary credential was earned at TCSJ)
- Proof of employment
- Emergency Contact Form
- \$50 non-refundable application fee (Waived for IMPACT candidates)

Required ECSEAA Coursework (11 Units)

CURR251*	Teaching Culturally & Linguistically Diverse Students (1)
SPED263*	Special Education Law (1)
SPED264*	Collaboration Skills (2)
SPED272	Assessment and Intervention (2)
SPED273	Curriculum and Environments in Early Childhood Special Education (2)
SPED274	Early Language and Communication (2)
SPED289	Practicum/Fieldwork & Supervision (1)

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



INDUCTION

GENERAL EDUCATION & EDUCATION SPECIALIST

Induction is the required route for both General Education and Education Specialist teachers to clear their preliminary 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. In year two of induction, candidates have two options for meeting the year two requirements.

Eligibility

- Must be employed with a district/employer who is in partnership with TCSJ's Induction program.
- Teachers who have a California Single Subject or Multiple Subject Preliminary Credential
- Teachers who have an out-of-state or out-of-country credential and need induction to clear their credential
- Teachers who have an Education Specialist Level I Credential or an Education Specialist Preliminary credential

Admissions Criteria

No application deadline.

- 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 and submit the TCSJ Induction Enrollment Form
- 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.

Induction Options

Year One:

Establish Mentor Relationship at Site

- Begin school & classroom acculturation and adjustment
- Develop Individual Learning Plan (ILP) with mentor (attend to Transition Plan from Preliminary Program)
- Receive support, observe other teachers, reflect with video(s), attend professional development opportunities provided by district/site
- Attend TCSJ Seminar(s) (Note: Seminars are specific to General Education or Special Education)

Year Two (Year Two is the TCSJ Early Completion Option):

OPTION 1:

(Re)Establish Mentor Relationship at Site

- (Re)Develop Individual Learning Plan (ILP) with mentor (informed by Transition Plan)
- Receive support, observe other teachers, reflect with video(s), attend professional development
- Attend TCSJ Seminar(s) (Note: Seminars are specific to General Education or Special Education)

OPTION 2:

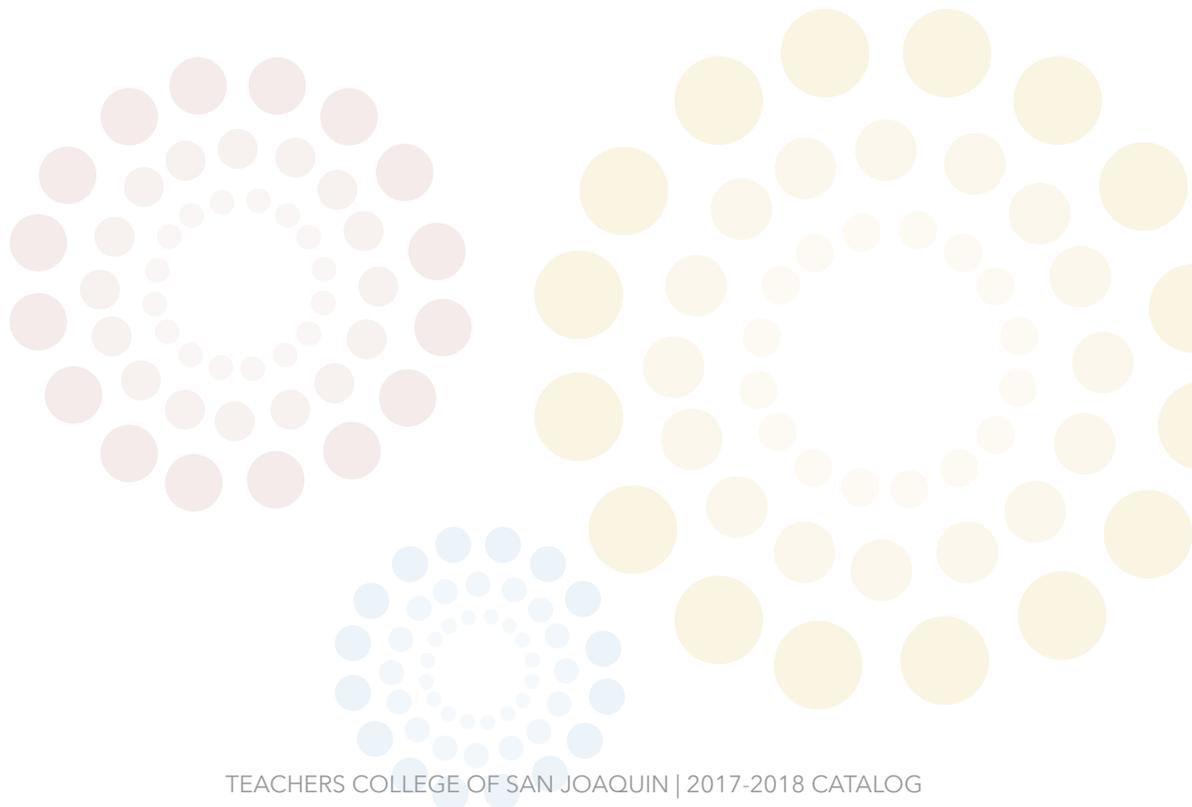
(Re)Establish Mentor Relationship at Site

- (Re)Develop ILP with mentor (informed by Transition Plan)
- Receive support, observe other teachers, reflect with video(s), attend professional development and/or seminars

Take coursework that applies towards Induction (choose one)

- ** 6 units of Masters Core (Gen Ed or Education Specialist) or;
- ** 6 units of the Mathematics Instruction Added Authorization (MIAA) or;
- 6 units toward additional credential/authorization

** Must formally apply and be accepted into the program



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 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 masters degree in Educational Leadership and School Development.

Admissions Criteria

Application Deadline: TCSJ offers the Preliminary Administrative Services Credential program every summer on a "first-come, first-served" basis.

- Application for TCSJ Program Application
- Official transcripts from each institution attended
- Letter of Introduction
- Evidence of a valid credential
- Two recommendation forms, one must be completed by current employer
- Site Administrator Approval Form
- Verification of Experience-must be on the 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 five years* of experience. (Applicants may need to secure more than one verification of experience letter to meet the five-year experience requirement.)
- \$50 non-refundable application fee (Waived for IMPACT candidates)
 - o \$200 Non-refundable cohort enrollment deposit due at advisement. Upon successful completion of the program, the cohort enrollment deposit will be applied to the candidate's current tuition obligation. Applicants may begin the program with a minimum of four years experience.

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

Required Administrative Services Credential 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)
EADM286A	Fieldwork (4)
EADM286B	Fieldwork (4)
EADM288	Educational Planning, Delivery, and Assessment (2)
EADM290	Culminating Seminar (1)
TECH280	Technology for School Administrators (1)



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. The professional development activities are established based on the needs of the candidate.

Participants receive an average 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 California Professional Standards for Educational Leaders (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

Admissions Criteria

No application deadline.

- Application for TCSJ Administrative Clear Credential Application
- Induction Program Candidate Memorandum of Understanding
- Verification of Employment in Administrative Position (from your Human Resources)
- Copy of your Preliminary Administrative Services Preliminary Credential (from CCTC website)
- \$50 non-refundable application fee

MASTERS IN EDUCATION

EXPERIENCE, EXPLORATION, IMPLEMENTATION, AND INQUIRY

All Masters degree programs have a focus on preparing candidates for the 21st century and are linked through four organizing phases: Experience, Exploration, Implementation, and Inquiry. Academic plans are developed to meet the needs of each candidate.

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

[M.Ed. Core Labs: Exploration, Implementation, and Inquiry](#)

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

EXPLORATION

Collaboration is the norm as candidates immerse themselves in research and discussions that challenge their beliefs about teaching and learning in the 21st Century. Design Thinking is used to challenge candidates to reimagine solutions to complex educational issues and invent innovative models of schools and classrooms. Candidates examine change theory and how to deal with resistance, become familiar with college and career readiness initiatives, review Academic and Career Technical Education standards, and deepen their understanding of the potential impacts from partnerships within the community.

IMPLEMENTATION

Candidates extend their understanding of how to transition from conventional teaching strategies appropriate for 21st century learning environments. Application of Design Thinking for the development of integrated, real-life, inquiry based Project Based Learning units, along with a deep look at authentic assessment, reflect the candidates' understanding of the need to reinvent how TK-12 students are prepared for their futures.

INQUIRY

With the goal of reimaging schools, the candidates learn that Teacher Action Research can equip them with the ability to identify innovative solutions for problems within their educational setting in a reflective, disciplined manner. They design and implement action research that is within the scope of their influence and reflect on the outcomes with the ultimate goal of broadening their understanding of how educators might reform schools to prepare TK-12 students for the 21st century.

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.

Admissions Criteria

No application deadline.

- Application for TCSJ Program Application
- Official transcripts from each institution (a transcript MUST show the bachelor's degree conferred)
- Letter of Candidate Introduction
- Two recommendation forms
- \$50 non-refundable application fee (waived for IMPACT candidates)

Required Coursework

M.Ed. Core (20 Units)

CURR321	Research Methods and Application (3)
CURR341	Preparing Students to be College and Career Ready in the 21st Century: Exploration (3)
CURR343	Curriculum for the 21st Century (3)
CURR344	Lesson Study (2)
CURR345	Teacher Action Research (3)
CURR384	Writing a Literature Review (2)
ECED385	Masters Project in Early Education (4)

M.Ed. Early Childhood Concentration (12 Units)

ECED390	Early Foundations in Social, Emotional, and Cognitive Development (3)
ECED392b	Early Language and Literacy Development (3)
ECED398b	Authentic Observation and Assessment (3)
ECED399	Curriculum Development for the Early Learner (3)

M.ED. EDUCATIONAL INQUIRY (32 UNITS)

The Educational Inquiry Concentration is designed for educators who aspire to be teacher leaders and deepen their understanding of 21st century learning environments, school reform, and action research.

Admissions Criteria

No application deadline.

- Application for TCSJ Program Application
- Official transcripts from each institution attended (a transcript MUST show the bachelor's degree conferred)
- Letter of Candidate Introduction
- Two recommendation forms
- \$50 non-refundable application fee (waived for IMPACT candidates)

Required Coursework

M.Ed. Core (20 Units)

CURR321	Research Methods and Application (3)
CURR341	Preparing Students to be College and Career Ready in the 21st Century: Exploration (3)
CURR343	Curriculum for the 21st Century (3)
CURR344	Lesson Study (2)
CURR345	Teacher Action Research (3)
CURR384	Writing a Literature Review (2)
CURR385	Masters Project in Educational Inquiry (4)

M.Ed. Educational Inquiry Concentration (12 Units)

CURR346	Teacher Leader Lab (3)
CURR347	Theory of Teacher Leadership (1)

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)

Candidates at Teachers College of San Joaquin have the opportunity to earn a Preliminary Administrative Services Credential concurrently with a Master's Degree in Educational Leadership and School Development.

Admissions Criteria

No application deadline.

- Application for TCSJ Program Application
- Official transcripts from each institution attended
- Letter of Candidate Introduction
- Copy of a valid credential
- Two recommendation forms, one must be completed by current employer
- Site Administrator Approval Form
- Verification of Experience-must be on the 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 five years* of experience. (Applicants may need to secure more than one verification of experience letter to meet the five-year experience requirement.)
- \$50 non-refundable application fee (waived for IMPACT candidates)
 - \$200 Non-refundable cohort enrollment deposit due at advisement. Upon successful completion of the program, the cohort enrollment deposit will be applied to the candidate's current tuition obligation.

* Applicants may begin the program with a minimum of three years experience.

Required Coursework

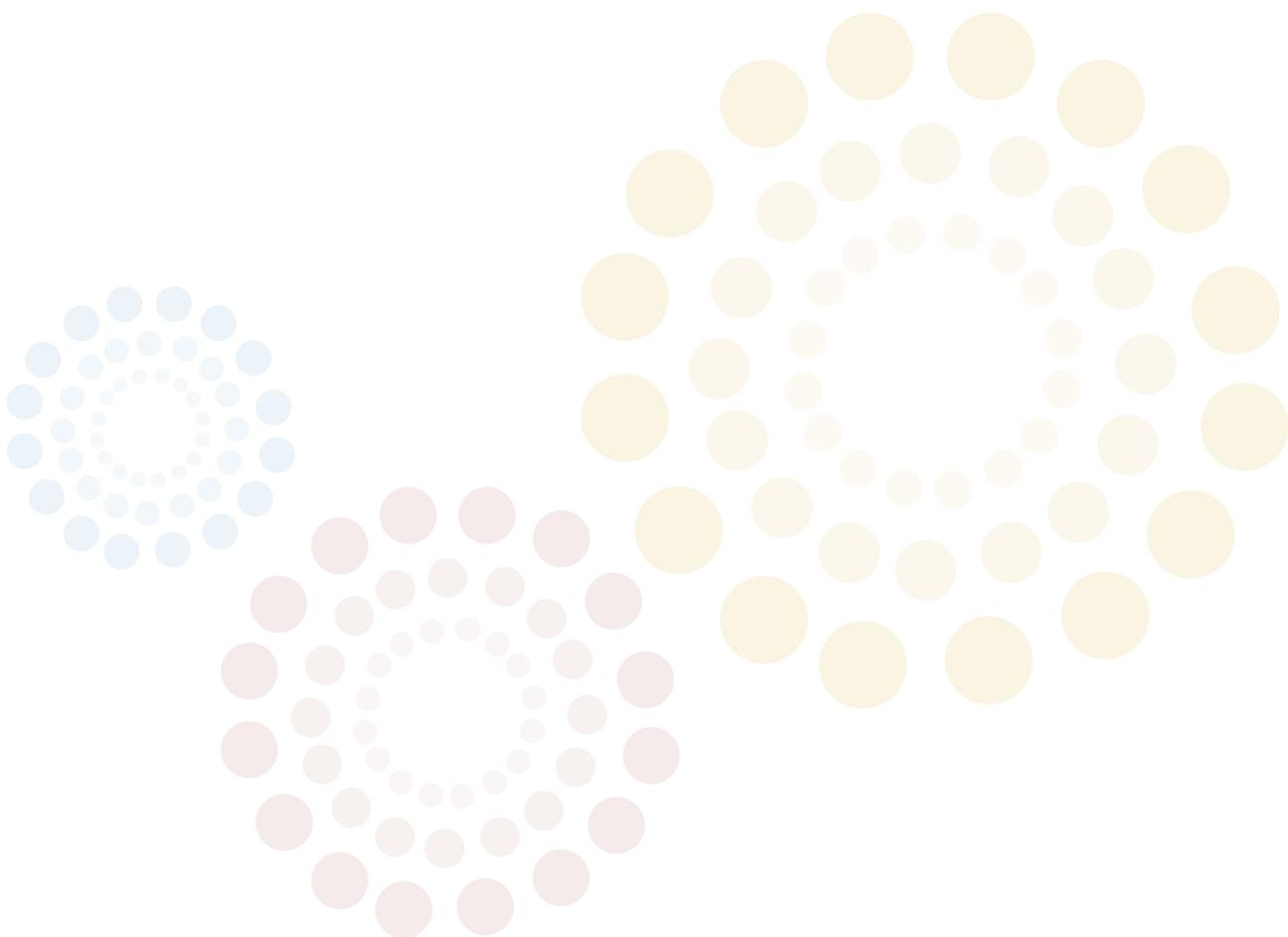
M.Ed. Core (14 Units)

CURR321	Research Methods and Application (3)
CURR341	Preparing Students to be College and Career Ready in the 21st Century: Exploration (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)
EADM286A	Fieldwork (4)
EADM286B	Fieldwork (4)
EADM288	Educational Planning, Delivery, and Assessment (2)
EADM290	Culminating Seminar (1)
TECH280	Technology for School Administrators (1)



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.

Admissions Criteria

No application deadline.

- Application for TCSJ Program Application
- Official transcripts from each institution attended
- Letter of Candidate Introduction
- Copy of a valid credential
- Two recommendation forms, one must be completed by current employer
- \$50 non-refundable application fee (waived for IMPACT candidates)

Required Coursework

M.Ed. Core (14 Units)

CURR321	Research Methods and Application (3)
CURR341	Preparing Students to be College and Career Ready in the 21st Century: Exploration (3)
CURR343	Curriculum for the 21st Century (3)
CURR345	Teacher Action Research (3)
CURR384	Writing a Literature Review (2)
EADM385	Masters Project in Educational Leadership and School Development

M.Ed. Educational Leadership & School Development Electives (14 Units)

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

M.ED. 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.

Admissions Criteria

No application deadline.

- Application for TCSJ Program Application
- Official transcripts from each institution attended (a transcript MUST show the bachelor's degree conferred)
- Letter of Candidate Introduction
- Two recommendation forms
- \$50 non-refundable application fee (waived for IMPACT candidates)

Required Coursework

M.Ed. Core (12 Units)

CURR321	Research Methods and Application (3)
CURR345	Teacher Action Research (3)
CURR384	Writing a Literature Review (2)
SPED385	Masters Project in Special Education (4)

M.Ed. Special Education Concentration (20 units)

SPED310	Advanced Topics in Special Education (2)
SPED312	Specialized Disorders of Students with Special Needs (3)
SPED343a* or SPED343b*	21st Century Curriculum and Instruction for Students with Special Needs (3)
IMPACT SPED	Credential Courses (12)

*Curriculum Electives** (4-12)*

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

**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).

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 TK-12 students to approach solutions to problems with the mindset of STEM professionals. Our integrative approaches to STEM education sets us apart from the traditional mindset that views STEM as discreet topics.

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

Admissions Criteria

No application deadline.

- Application for TCSJ Program Application
- Official transcripts from each institution attended (a transcript MUST show the bachelor's degree conferred)
- Letter of Candidate Introduction
- Two recommendation forms
- \$50 non-refundable application fee (waived for IMPACT candidates)

Required Coursework

M.Ed. Core (17 Units)

CURR341	Preparing Students to be College and Career Ready in the 21st Century: Exploration (3)
CURR343	Curriculum for the 21st Century (3)
CURR344	Lesson Study (2)
CURR345	Teacher Action Research (3)
CURR384	Writing a Literature Review (2)
STEM385	Masters Project in STEM (4)

STEM Concentration (16 Units)

STEM310	Preparing Students to be College and Career Ready in the 21st Century: Exploration (3)
STEM320	Research in the STEM Classroom (3)
STEM330	Tools and Technology for the 21st Century (2)
STEM350	STEM I (2)
STEM352	STEM II (3)
STEM360	STEM Lab (4)

CERTIFICATE PROGRAMS

STEM CERTIFICATE PROGRAM (12 UNITS)

The Science, Technology, Engineering and Mathematics 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 TK-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.

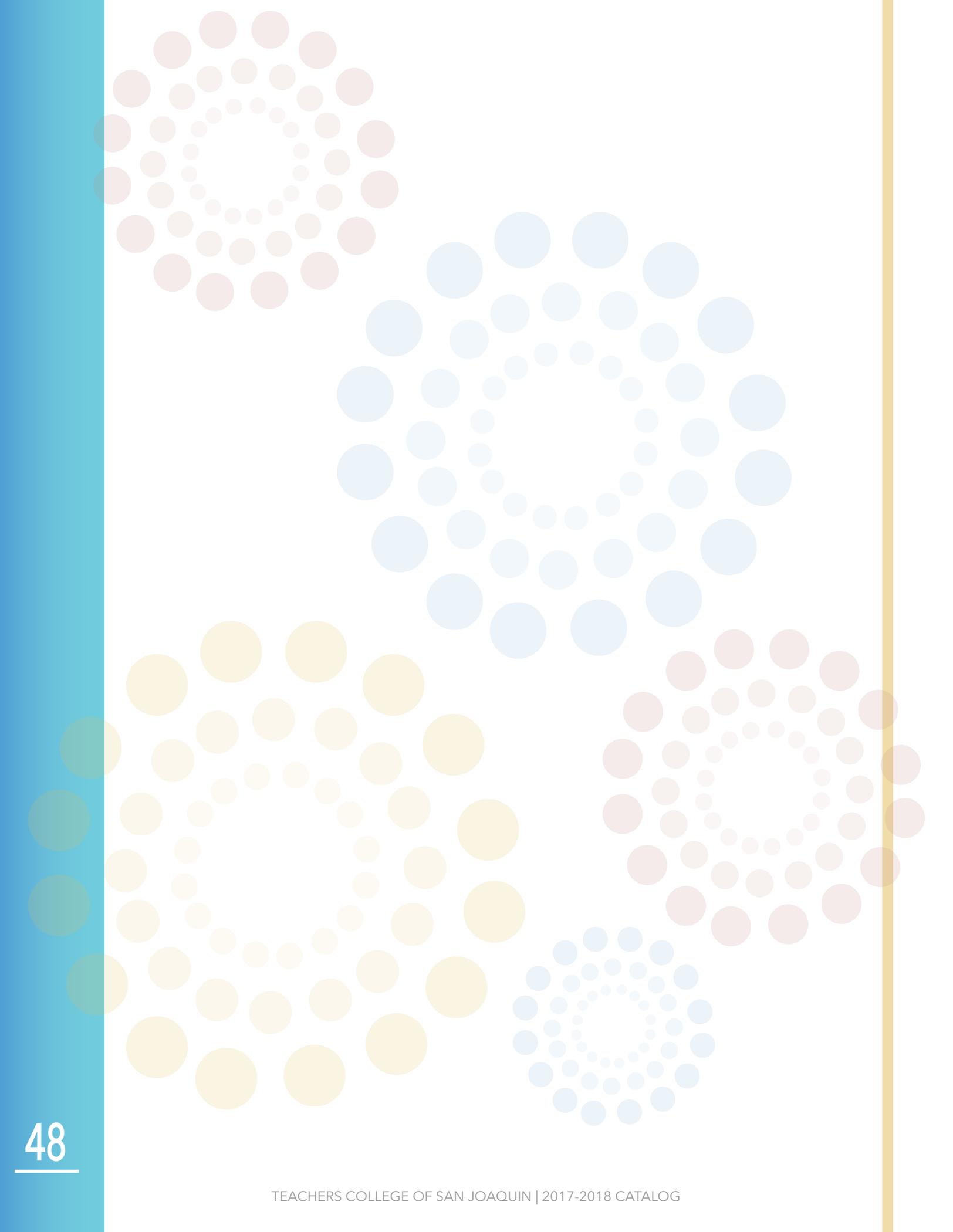
Admissions Criteria

No application deadline.

- Application for TCSJ Program Application
- Official transcripts from each institution attended
- Letter of Candidate Introduction
- Two recommendation forms
- \$50 non-refundable application fee (waived for IMPACT candidates)

Sample STEM Certificate Coursework

STEM320	Research in the STEM Classroom (3)
STEM350	STEM I (2)
STEM352	STEM II (3)
STEM360	STEM Lab (4)



COURSE DESCRIPTIONS

CURR111 Teachers as Learners (.5)

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

CURR112 Understanding the Physiology of Learning (1)

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

CURR113 Creating a Learning Community (1)

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

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 Curric-

ulum Standards (Anchor and Pathway Standards), and their connection to the CA state adopted standards. Candidates practice planning a Pathway lesson, using these standards and emphasizing career readiness. Other aspects covered are an historical perspective of CTE Education, 21st Century Learning, and partnerships with businesses and the community to enhance instruction.

CURR119 Access for All Students (1)

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

CURR120 Preparing to Teach Reading/Language Arts (1)

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

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

Candidates are introduced to the cyclical process of curricular planning, teaching, assessing, and analyzing student work to guide instruction for both short-term and long-term instructional goals. Candidates learn and practice developing the elements of effective lesson

design (learning objectives, anticipatory set, instruction, progress monitoring, closure, and assessment) utilizing CA Academic Content Standards (CA state adopted standards, Next Generation Science Standards) and the standards for career readiness. Candidates gain an understanding of how to monitor student progress and become familiar with a variety of assessment tools, including rubrics. Issues of diversity and teaching English Learners and students with special needs are addressed as they relate to curriculum planning, instruction, and assessment practices.

CURR220 Classroom Management & Discipline (2)

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

CURR221 Health & Safety Curriculum & Instruction (1)

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

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.

CURR235 History & Social Science Curriculum & Instruction (1)

Candidates learn a variety of strategies, instructional approaches, and assessment procedures

to increase their ability to develop, deliver, integrate, and regularly assess history/social science competencies. Candidates demonstrate the ability to understand and teach the progression of the California State Standards, which includes the integration of literacy, for all students in social science, including English Learners and special needs students.

CURR240 Instructional Strategies for Secondary Students (1)

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

CURR241 Adolescent Development (1)

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

CURR246 Industry Sector Content Instruction (1)

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

Career Ready Practices, and the California Career Technical Education Model Curriculum Standards (Anchor and Pathway).

CURR251 Teaching Culturally & Linguistically Diverse Students (1)

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

CURR252 Instructional Strategies for English Language Learners (1)

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

CURR281 & 282 Practicum/Fieldwork (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 California standards for the Teaching Profession (CSTP's). Candidates receive formative and summative feedback which guides a reflective learning process and which is documented on the Individual Learning Plan. 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 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 to be College and Career Ready in the 21st Century: Exploration (3)

Exploration of the context of 21st century learning environments are researched, observed, and discussed. The recent reforms and innovations in TK-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 strategies appropriate for 21st century learning environments. Application of Design Thinking

for the development of integrated, real-life, inquiry based Project Based Learning units, along with a deep look at authentic assessment, reflect the candidates' understanding of the need to reinvent how TK-12 students are prepared for their futures.

CURR344 The Lesson Study (2)

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

CURR345 Teacher Action Research (3)

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

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).

CURR385 Masters Project in Educational Inquiry (4)

This is the capstone course for the Masters 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.

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, skills related to personnel supervision and management for educators while they prepare to be effective school administrators.

EADM274 School Law (2)

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

EADM275 Administration of Human Resources (1)

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

EADM276 Equity & Access (1)

The purpose of this course is to provide administrative candidates with an understanding of the diverse communities that comprise a school community and the need to serve all students. Candidates examine and work to recognize their own attitudes and diminish bias regarding race, gender, ethnicity, culture, sexual orientation, religion, ability, and socio-economic status and understand the role of the school administrator

in promoting equitable access to education. Additionally, candidates will assist others in the examination of their attitudes and biases in an effort to promote the equitable access to education for students.

EADM277 Building Partnerships and Community (1)

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

EADM284 School Finance & Business Administration (1)

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

EADM286A/B Administrative Fieldwork (8)

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

EADM288 Educational Planning, Delivery, and Assessment (2)

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

EADM290 Culminating Seminar (1)

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

- A. Development & Implementation of a Shared Vision
- B. Instructional Leadership
- C. Management & Learning Environment
- D. Family & Community Engagement
- E. Ethics & Integrity
- F. External Context & Policy

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

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

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

ECED385 Masters Project in Early Education (4)

This is the capstone course for the Masters 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.

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 and cognitive development for the early learner.

ECED392b Early Language and Literacy Development (3)

The 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 aged birth through 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.

EDUC200A Teaching for Learning 1: Multiple Subject (4)

The semester one IMPACT coursework develops beginning teachers' 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) require teachers who have the ability 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.

EDUC200C Foundations of Reading and Early Literacy (2)

This course provides candidates with a comprehensive, 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). Coursework includes a lesson study component with candidates evaluating student assessment results and reflecting on their own teaching practice to plan and implement future instruction.

EDUC200D Curriculum & Design in STEM (2)

Candidates learn the principles of Universal Design for Learning (UDL) and MTSS (Multi-Tiered Systems of Support) and their role in creating a safe, positive, and equitable learning environment in which content is accessible to all. Coursework emphasizes the application of UDL in the development of integrated science and math lessons that incorporate the most current State adopted science and mathematics content standards and frameworks. In addition, 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.

EDUC201A-D Support Supervision (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 (TPEs). Candidates receive formative and summative feedback which guides a reflective learning process and which is documented on the Individual Learning Plan (ILP). Support Supervisors facilitate this course based on each candidate's developmental level and needs.

EDUC202A-D Practicum (2-8)

With the support of TCSJ Faculty and site/district-based professionals (mentors, 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.

EDUC210A Teaching for Learning 1: Single Subject (4)

The semester one IMPACT coursework develops beginning teachers' 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) require teachers who have the ability 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 (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 (TPEs) Candidates receive formative and summative feedback which guides a reflective learning process and which is documented on the Individual Learning Plan (ILP). Support Supervisors facilitate this course based on each candidate's developmental level and needs.

EDUC212A-D Practicum (2-8)

With the support of TCSJ Faculty and site/district-based professionals (mentors, 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.

EDUC220A-L Content Specific Pedagogy (3)

The Content Specific Pedagogy course prepares emerging teachers 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. Pre-requisite-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 lesson. 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 post-secondary 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.

EDUC230 Foundations of Reading (1)

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 second semester course supports emerging teachers 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.

EL114 Preparing to Teach English Language Learners (1)

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

MIAA310 Teacher Action Research (1)

MIAA candidates' *Demonstration of Advanced Practices* and knowledge regarding the challenges of developing mathematics literacy among California's diverse student population will be evidenced in their Teacher Action Research through their specialized mathematical knowledge for teaching and thinking, as well as their pedagogical knowledge and practices for teaching mathematics. The candidates will gather evidence from each grade span and focus of each course (see *Demonstration of Advanced Practices* in each course description) included in the TCSJ MIAA program that will serve as proof of their expertise. Lessons, student work, and

reflections will also be included from the candidates' fieldwork lesson studies. The final research will be submitted in a format ready for publication, supported by a portfolio of evidence from the MIAA fieldwork that is embedded within course expectations as well as the lesson studies. The candidates' study is presented to program instructors and peers upon completion of the program.

MIAA320 Mathematical Discourse (1)

Mathematical Discourse focuses on the challenges of developing mathematics literacy among California's diverse student population and developing strategies for teachers that cultivate and advance positive attitudes 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)

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

SPED251 Diverse Learners with Disabilities (1)

This course introduces candidates to the common characteristics, varying abilities, and disabilities of a diverse student population. The intern candidate will examine communication development and discuss intervention strategies for both primary and second language learners. Candidates will closely examine characteristics of low and high incidence disabilities in order to secure resources and develop appropriate intervention strategies that promote student progress. Expected ranges of developmental milestones will be reviewed in conjunction with disabilities. Differences in culture, ethnicity, and socio-economic status of exceptional learners will be explored in order to apply principles of equity in educational practices and family relationships. Candidates will receive support in their role as the teacher of record by sharing successes and challenges with the instructor and their cohort colleagues.

SPED258 Communication & Behavior for Autism Spectrum Disorders (2)

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

SPED259 Programming Strategies for Students with Autism (2)

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

SPED260 Positive Behavior Management (2)

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

SPED261 Assessment of Learning and Teaching (2)

This course provides candidates with the knowledge of basic principles and strategies related to using and communicating the results of a variety of assessment and evaluation approaches appropriate for general and special education students with mild/moderate or moderate/severe disabilities. A variety of non-biased standardized techniques, instruments and processes that are functional, curriculum-referenced, performance-based, and appropriate to the diverse needs of individual students will be examined. Candidates will become familiar with authentic and standardized tools used to assess the developmental, academic, behavioral, social, communication, vocational, and community life skill needs of students. Candidates will be able to make educational and programming decisions based on their assessment results. Candidates will also gain knowledge related to sharing assessment results in a fashion that is meaningful to fellow teachers and your 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 and Individualized Family Service Plans (IFSP's). Early identification and intervention is covered as well as examining a variety of settings serving children with disabilities and their families.

SPED263 Special Education Law (1)

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

SPED264 Collaboration Skills (2)

The purpose of this course is to provide basic communication skills for developing and maintaining interpersonal relationships that serve as a basis for effective collaboration and teaming, particularly in a special education setting. Candidates understand that collaboration helps educators develop interventions for complex student needs with the expertise of all necessary individuals and information required to develop the individualized program for each unique learner. Candidates describe the need for collaboration, define, characterize, and create a framework for successful collaboration. Candidates also explore common barriers to 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 with the Practicum.

SPED266 History & Philosophy of Special Education (1)

Candidates review the history of education, including early childhood education and the philosophies adopted as 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. Candi-

dates will become familiar with laws and regulations pertinent to health associated with mild to moderate settings. The examination of practices and safeguards that promote a healthy environment will be a focus. This includes becoming familiar with medications, demonstrating effective implementation of district rules regarding medication, and 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 Language Learners. A variety of non-biased standardized techniques, instruments, and processes will be examined, including the Desired Results Developmental Profile (DRDP). Developmental assessments that 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 Language Learners and students with disabilities.

SPED275 IEPs & Transitions (1)

This course is designed to prepare candidates to be able to fully participate in a student's IEP, from sending the correct assessment authorization forms to the correct disbursement of completed IEP forms. This will include defining the IEP, and answering 'who, what, when, and why' IEPs are completed. Correctly writing IEP goals that are measurable and individualized reflecting the CA state adopted standards will be stressed. Candidates will be able to complete a legally sound IEP and will also develop understanding of the legal

basis, history and function of the IEP and Individual Transition Plan (ITP), and the role of the student, family, and other resources in its development. Candidates will understand when and how to access site-based and community-based resources and agencies, including social, health, and language services.

SPED281, 282, 283, 284 Practicum / Fieldwork & Supervision (1, 2, 3, 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 (TPEs) using the Description of Practice (DOP) for TPEs. Candidates receive formative and summative feedback which guides a reflective learning process and which is documented on the Individual Learning Plan. Support Supervisors facilitate this course based on each candidate's developmental level and needs.

SPED289 Practicum/Fieldwork & Supervision (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 Standards for the Teaching Profession (CSTP's) using the Description of Practice (DOP) for CSTPs. 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 environment. 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 environment. 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.

SPED385 Masters Project in Special Education (4)

This is the capstone course for the Masters 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.

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 partnerships with STEM professionals in industry, developing new pedagogies and making curricular connections to real-world situations.

STEM320 Research in the STEM Classroom (3)

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

STEM330 Tools and Technology for the 21st Century (2)

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.

STEM350 STEM I (2)

STEM I provides opportunities for students to experience, analyze, and design inquiry-based activities that can be incorporated into STEM units of learning and are aligned to the California Common Core State Standards and the Next Generation Science Standards. Identification of useful community and everyday resources that will enhance the quality of STEM units of learning, whether they be problem or project-based, is a focus embedded in the coursework. Other topics covered in the course include the consideration of assessments, student discourse and presentation, management of technology and tools.

STEM352 STEM II (3)

The capstone of this course is the development and implementation of a Design Thinking STEM model of learning that reflects the candidates' understanding of how students learn. The unit will also include a plan for focused, aligned TK-12 curriculum that facilitates learning and teaching practices that are critical to effective STEM education. All integrated units are aligned to the California Common Core State Standards, Next Generation Science Standards and a CTE Industry Sector.

STEM360 STEM LAB (4)

The STEM Lab is a 21st century learning space that is designed to advance candidates' 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. Candidates will also learn to use state of the art technology in the SJCOE Engineering Design Center. Candidates will also explore and develop understanding of current advancements in biotechnology and microscopy.

STEM385 Masters Project in STEM (4)

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

TECH110 Technology for the Classroom (1)

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

TECH280 Technology for School Administrators (1)

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

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.



LEADERSHIP TEAM

Diane Carnahan, Ed.D.

President

Diane Carnahan has taught K-5th grades and worked with teachers, students and community members for nearly 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.

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

[Email: dcarnahan@sjcoe.net](mailto:dcarnahan@sjcoe.net)

Sylvia Turner, Ed.D.

Director, Graduate Studies and Research

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

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

[Email: syturner@sjcoe.net](mailto:syturner@sjcoe.net)

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.

Badovinac 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. from San Francisco State in Secondary education and went on to earn her Administrative Services Credential in 2005 from St. Mary's College.

[Email: mbadovinac@sjcoe.net](mailto:mbadovinac@sjcoe.net)

Louise Gammon, M.Ed. *Coordinator, IMPACT Credentials*

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.

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

[Email: Lgammon@sjcoe.net](mailto:Lgammon@sjcoe.net)

Katie Burns, M.Ed. *Coordinator, IMPACT Credentials*

Katie Burns has been in education for more than 10 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 Science Olympiad, as well as other STEM-focused ventures.

Katie earned her B.A. in Sociology from the University of California, Berkeley. She holds two masters degrees (Educational Inquiry and STEM) from Teachers College of San Joaquin, and is currently completing her doctoral studies with University of the Pacific.

[Email: kburns@sjcoe.net](mailto:kburns@sjcoe.net)

Elizabeth Jara, M.A. *Coordinator, IMPACT Credentials*

Beth Jara has both a multiple subject and education specialist credential and has over 20 years of teaching in a special education setting. Her professional expertise includes working with emotional disturbance and mental health diagnoses for grades 7 - 12 students. She has can support and advise candidates who are studying all implications and considerations of an education specialist. Beth's research interests include reflexivity, analysis and change of philosophical and theoretical programming practices for students with emotional disturbance, resilience building, academic and social-emotional outcomes for ED students, effects of education specialist teacher training and preparation, systems theories for student outcomes and retention of quality teachers, SWPBIS, and MTSS.

Elizabeth has a B.A. in Liberal Studies with a concentration in Special Education from University of the Pacific, a M.A. in Special Education from CSU Sacramento, and is currently working on her doctorate in Specialized Educational Leadership with a cognate in Curriculum and Instruction from University of the Pacific.

[Email: bjara@sjcoe.net](mailto:bjara@sjcoe.net)

Girlie Hale, M.Ed. *Coordinator, IMPACT Programs, Lead Support Supervisor*

Girlie Hale has over 20 years of experience in education, starting as a preschool teacher. 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 serves as the Lead Support Supervisor and District Liaison, providing 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 belongs to various educational organizations, including ACSA, ASCD, PDK, and PLTW State Advocacy.

[Email: ghale@sjcoe.net](mailto:ghale@sjcoe.net)

Danielle Silva, M.Ed. *Coordinator, Preliminary and Clear Administrative Services*

Danielle Silva has served in education for over 15 years. Before joining the TCSJ team, Danielle spent nine 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 social studies to art, and

worked with students in sixth 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 a stationary business. Her original work was sold in multiple retail stores throughout San Joaquin County. Danielle was recognized as Teacher of the Year by the County Office of Education for her dedication to education and her students.

Silva earned both 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.

[Email: dasilva@sjcoe.net](mailto:dasilva@sjcoe.net)

Crescentia Thomas, Ed.D.

Coordinator, M.Ed. Advisor, University Collaborations, and Institutional Research

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

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

[Email: cthomas@sjcoe.net](mailto:cthomas@sjcoe.net)

Kathy Athey

Induction Coordinator

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

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

[Email: kathey@sjcoe.net](mailto:kathey@sjcoe.net)

Maryanne Friend *CTE Program Advisor & Technology Support*

Maryanne is the CTE Program Advisor as well as a Program Manager III for the Office of STEM at the San Joaquin County Office of Education. She is currently responsible for facilitating staff development, with an emphasis on the use of technology integration, throughout San Joaquin County. She has been an Adjunct Instructor for Teachers College of San Joaquin for more than ten years as well as a technology facilitator for San Jose Unified and Campbell Union School District.

Friend received her bachelor's in Communications from Grand Canyon University and holds two CTE Designated Subject Areas credentials.

[Email: mfriender@sjcoe.net](mailto:mfriender@sjcoe.net)

Harold Russell III, MPA *Registrar*

Harold Russell III has worked in higher education for over 10 years. Prior to working as the Registrar, Harold worked at University of California, Berkeley, Louisiana State University, Taft Community College, and most recently, California State University, Bakersfield. His experience includes being an Admissions Technician, Assistant Registrar, Interim Director, International Students and Programs, and Admissions Liaison/Specialist.

Russell III graduated with a B.A. in Public Policy and Administration and a Masters in Public Administration from California State University, Bakersfield.

[Email: HRussell@sjcoe.net](mailto:HRussell@sjcoe.net)

Stephanie Gase *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 almost 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.

[Email: sgase@sjcoe.net](mailto:sgase@sjcoe.net)

AFFILIATE FACULTY

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

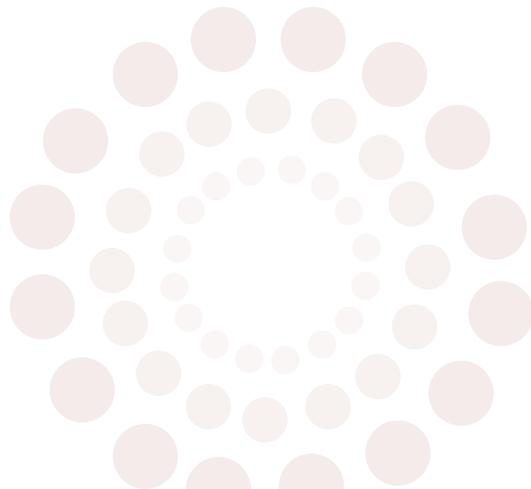
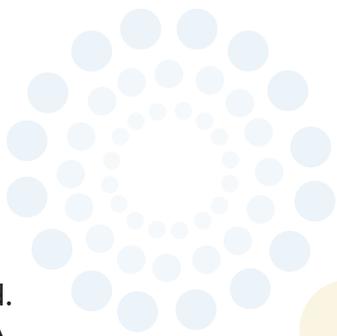
Instructors, Supervisors, and Leadership Coaches for IMPACT Programs, Preliminary and Clear Administrative Credential Programs and M.Ed. programs are listed below.

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

Susan	Alldredge	Carol	Brighman
Rashmi	Ahuja, M.A./O.M.	Dr. Carol	Brooks
Erin	Aitken, M.Ed.	Wayne	Brown
Sherry	Alexander	Barbara	Brown, M.Ed.
Dr. Carol	Anderson-Woo	Kirk	Brown, M.A.
Cynthia	Anderson, M.Ed.	Dr. Michael	Bunch
Deanne	Andrade, M.Ed.	Pamela	Burns, M.Ed.
Dawn	Arbogast, M.Ed.	Patricia	Busher, M.Ed.
Frederick	Arucan, M.Ed.	Janice	Bussey, M.Ed.
Kathy	Athey	Heidi	Cabrera
Bill	Atterberry, M.Ed.	Rick	Calbreath, M.A.
Karen	Badel	Richard	Capello, M.A.
Brandi	Baker	Doriann	Carreira-Dennis, M.A.
Joann	Balestreri, M.Ed.	Michael	Castro
Monica	Barletta	Liselle	Clark, M.S.
Cathy	Barnes	Terry	Clark
Kristi	Baysinger, M.A.	Dr. Les	Clements
Carol	Becker, M.S.	James	Cochran, M.Ed.
Sandra	Bell	Karin	Compise, M.Ed.
Kati	Berninger	Rebecca	Conner, M.S.
Brian	Biedermann, M.Ed.	Dr. Marguerite	D. Bulkin
Allison	Birakos, M.A.	Milly	DaValle
Dr. Joel	Blomenkamp	Nancee	Davis, M.S.
Katrina	Borncamp	Brandy	De Alba, M.A.
Robert	Bornmann, M.A.	Karen	DelPurgatorio, M.Ed.
Lisa	Bosio, M.A.	Karin	DeVarenes
Jennifer	Bradley	Pat	Dimond, M.A.
Matthew	Brenner	Katy	Downs-Stroh, M.Ed.
Matthew	Brenner, M.Ed.	Natalie	Dragoo, M.Ed.
Joshua	Brigham	Tammy	Dunbar, M.Ed.

Pamela	Dunham, M.Ed.	Steve	Kuykendall, M.A.
Dr. Annie	Duong	Carol	Lapsey
Adriana	Enriquez, M.Ed.	Dr. James	Liese
Christine	Facella, M.A.	Nancy	Link, M.Ed.
Carol	Fairbairn, M.A.	Melissia	Logan
Cathy	Fatzer, M.A.	Melissa	Lozoya, M.A.
Paul	Fern	Dr. Rene	Malamed
Marcia	Finke, M.A.	Travis	Manley, M.Ed.
Sylvia	Fraiser, M.Ed.	Christine	Markus, M.Ed.
Deziree	Fredriks, M.A.	Gail	McAuley
Jillian	Friend, M.Ed.	Kevin	McBride-Luman, M.Ed.
Maryanne	Friend	Ellen	McCray
Brandon	Fromm, M.A.	Theodore	McNair, M.A.
Linda	Frost, M.Ed.	Gail	McWilliams, M.Ed.
Julie	Gard, M.Ed.	Frank	Meder
Mark	Goldstein	Kristi	Miklusicak, M.A.
Amanda	Gomez, M.Ed.	Anne Marie	Millin, M.A.
Noella	Goodyear	Pamela	Moreno, M.A.
Lori	Green, M.Ed.	Colette	Moyse, M.Ed.
Andrew	Griggs, M.Ed.	Vickie	Mulvaney-Trask, M.S.
Dr. Cid	Gunston-Parks	Bill	Murray
Michelle	Guzman, M.A.	Linda	Myers, M.Ed.
Gerardo	Guzman-Rico	Linda	Myers, M.Ed.
Megan	Gwin, M.A.	Sandra	Nerland, M.Ed.
Matt	Haber, M.Ed.	Dr. Cathy	Nichols-Washer
Girlie	Hale, M.Ed.	Cheryl	Nilmeyer
Don	Halseth, M.A.	Faith	Ofman, M.Ed.
Kevin	Harkin, M.Ed.	Kimberly	Ott, M.Ed.
Maurine	Harkness	Michael	Paige, M.A.
Dr. Sheila	Harrison	Jeffrey	Palmquist, M.S.
Shannon	Hess, M.S.	Jeff	Palmquist, M.Ed.
Kent	Hinton, M.A.	Mary	Parks-Luntao
Charlene	Hinton, M.Ed.	Judy	Peebles
Stephanie	Hitchcock, M.Ed.	Scott	Peebles
Richard	Holbrook, M.Ed.	Kathleen	Peebles, M.Ed.
Debra	Holmerud, M.Ed.	Catherine	Pennington, M.Ed.
Deb	Hopman, M.Ed.	Kristen	Peters
Jeannine	Huffman, M.Ed.	Stephanie	Prioste, M.Ed.
Colleen	Hurley, M.Ed.	Jorge	Pulido, M.A.
Irene	Ishida, M.Ed.	Rosalie	Reberg, M.Ed.
Breanne	Jantz	Lisa	Reece
Angelica	Jauregui	Susanne	Reed, M.S.
Joel	Johannsen, M.Ed.	Dr. Ziggy	Robeson
Molly	Johnson, MAT, Mathematics	Gary	Rooney, M.A.
Helen	Katotakis, M.Ed.	Nancy	Rutherford
Dr. Bruce	Kern	Mayra	Salas
Kesha	Kingston, M.Ed.	Justine	Sares, M.Ed.
Jennifer	Klopatek-Driscoll, M.A.	Adam	Schlecht
Dr. Sandee	Kludt	Kathy	Scholl, M.Ed.

Charles	Schroeder, M.A.
Robin	Searway, M.Ed.
Kamran	Sedhigi, M.S.
Debbie	Shaughnessy
Amanda	Shores
Christine	Sisco
Denise	Smart
Stanley	Smart, M.Ed.
Mark	Smith
Gina	Smith
Matt	Soeth, M.Ed.
Olivia	Sosa, M.A.
Terry	Souza
Frank	Souza, M.Ed.
Bret	States, M.S.
Bonnie	Stewart-Funk
Raymond	Stoddard, M.A.
Sue	Swartzlander, M.Ed.
Anne	Swehla Garcia, M.A.
Dr. Connie	Tate
Amy	Taylor, M.Ed.
Yvonne	Thornton, M.Ed.
Veronica	Tigert, M.Ed.
Dr. Suzan	Turner
Rene	Turpitt
Wadean	VanRuler, M.A.
Mollie	Verstl, M.S.
Lonny	Villalobos, M.Ed.
Jackie	Villines, M.Ed.
Bob	Wallace
Dr. Mary	Welch
Tim	Welsh, M.Ed.
Karen	Wensel, M.Ed.
Mary	Whelply-Miller, M.Ed.
Darrel	Wildt, M.Ed.
Nancy	Wilkins, M.Ed.
Dr. Logan	Williams
Judi	Wilson, M.Ed.
Dr. Kecia	Won-Jones
Cam	Wong, M.A.
James	Wright, M.Ed.
Nina	Wyman, M.Ed.



2857 Transworld Drive
Stockton, CA 95206
(T) 209.468.4926
(F) 209.468.9124
(E) tcsjadmissions@sjcoe.net

www.teacherscollegesj.edu



SAN JOAQUIN COUNTY OFFICE OF EDUCATION
James A. Mousalimas, County Superintendent of Schools