



# 2022-2023 COURSE CATALOG



**TEACHERS COLLEGE**  
of SAN JOAQUIN



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of SAN JOAQUIN

# 2022-2023 COURSE CATALOG

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Contact information is available at <http://teacherscollegesj.edu>.



**SAN JOAQUIN COUNTY  
OFFICE OF EDUCATION**



TEACHERS COLLEGE  
of SAN JOAQUIN

**WELCOME**  
to TEACHERS COLLEGE  
of SAN JOAQUIN



SAN JOAQUIN COUNTY  
OFFICE OF EDUCATION



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# WELCOME TO TEACHERS COLLEGE OF SAN JOAQUIN

## TEACHERS COLLEGE OF SAN JOAQUIN GOVERNING BOARD

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**Christina Torres-Peters, M.A.,  
Chief Human Resources Officer**

## OUR HISTORY

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

## ACCREDITATION

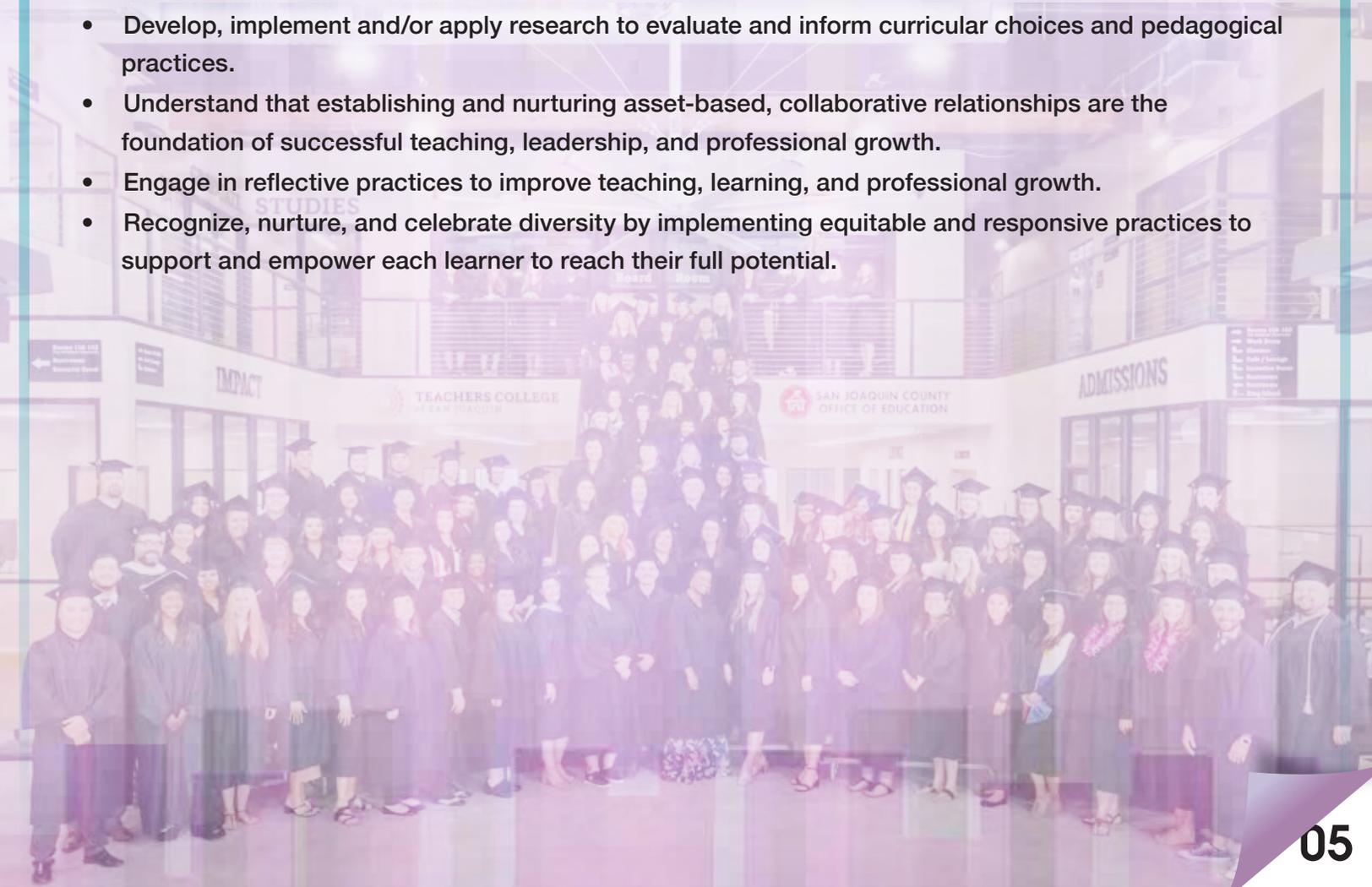
Teachers College of San Joaquin is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges, 1001 Marina Village Parkway, Suite 402, Alameda, CA 94501, 510-748-9001.

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

## TCSJ INSTITUTIONAL LEARNING OUTCOMES

### TCSJ GRADUATES:

- Develop, implement and/or apply research to evaluate and inform curricular choices and pedagogical practices.
- Understand that establishing and nurturing asset-based, collaborative relationships are the foundation of successful teaching, leadership, and professional growth.
- Engage in reflective practices to improve teaching, learning, and professional growth.
- Recognize, nurture, and celebrate diversity by implementing equitable and responsive practices to support and empower each learner to reach their full potential.



# TCSJ PROGRAM LEARNING OUTCOMES

## IMPACT PROGRAM GRADUATES:

- Demonstrate a strong foundation of pedagogical knowledge by designing and implementing engaging, relevant lessons that are accessible to each learner and aligned to the state adopted standards and frameworks.
- Apply an asset-based mindset to support the development of meaningful and collaborative relationships with students, families, colleagues, and community members to strengthen teaching and learning.
- Implement and analyze multiple means of assessment to guide student learning and growth through clear feedback, instructional adjustments, and appropriate supports.
- Establish and maintain a routine of professional growth through active participation and engagement in current research-based learning opportunities, collaboration, and self-reflection.
- Create and maintain an inclusive student-centered classroom community where each student feels safe, recognizes mistakes are part of the learning process, and is supported in their learning and reflection.
- Recognize, nurture, and celebrate diversity by implementing equitable and responsive practices to support and empower student learning.

## GRADUATE STUDIES PROGRAM GRADUATES:

- Analyze, synthesize, and/or design and conduct research to inform and improve practices.
- Understand that the foundation of successful teaching, leadership, and professional growth is built on strong, asset-based relationships.
- Sustain a practice of reflection for continuous improvement, innovation, and professional growth.
- Are prepared to analyze, design, and implement curriculum and systems to ensure equitable and inclusive practices.
- Demonstrate expertise in the design and implementation of rigorous, student-centered curriculum, and/or programs.
- Are well-equipped to lead people and programs in a collaborative, equitable, ethical, and culturally responsive manner using evidence-based practices.

## STUDENT AFFAIRS ENSURES THAT TCSJ GRADUATES:

- Are connected to a network of opportunities within TCSJ and the greater educational community.
- Benefit from strong relationships and advocacy that support educational and professional goals.
- Have access to relevant educational and career-related information and resources.

## OUR PHILOSOPHY

TCSJ characterizes the spirit of PK-12 school reform. Everyone – candidates, students, faculty, and staff form the Teachers College of San Joaquin learning community. Every member of this community is valued and contributes 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.

## OUR MISSION

With an innovative spirit, we prepare and inspire educators to become empowered leaders who serve our diverse communities.

## OUR CORE VALUES

WE COMMIT TO OUR CORE VALUES:

### RIGOR

We believe in challenging thinking and fostering curiosity.

### RELATIONSHIPS

We believe that relationships are the heart of education.

### REFLECTION

We believe that true growth comes from reflective practice.

### RELEVANCE

We believe in connecting theory to practice.

RELEVANCE

RIGOR

RELATIONSHIPS

REFLECTION

IMPACT

TEACHERS COLLEGE  
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## **OUR COMMITMENT TO EQUITY AND DIVERSITY**

Equity is a way of being. We at Teachers College of San Joaquin believe that we need to meet people where they are and guide them to embrace, demonstrate, and practice an equity mindset through insatiable curiosity for learning. We believe that an equity mindset is achieved through strong relationships and ongoing, deep reflection starting with an ever-evolving personal examination of truth. We believe that equity requires rigorous, intentional dedication. We commit to sustaining an equity lens as we work with our strategic priorities and resources while maintaining relevant, ongoing action and assessment of progress. We acknowledge that it is going to take time to dismantle systemic racism and injustice and we are deeply committed to the journey.

## **ADVISEMENT AND SUPPORT**

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

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

## **FEDERAL STUDENT AID (FSA)**

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

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

## LOAN DEFERMENT

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

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

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

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

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



## TECHNOLOGY

### DEVICES

TCSJ candidates are required to come prepared for class each night with a personal laptop or tablet to access course material. Devices must have “dual band” Wi-Fi radios. Devices without dual band radios may not be able to access the required course curriculum. Please check with your device vendor to determine whether the device you wish to use has this capability. Work issued devices are not recommended as they have firewalls that may impede access to required course materials.

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

### SUPPORT

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

### WI-FI

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

## VETERANS

Teachers College of San Joaquin is approved by the California State Approving Agency for Veterans Education (CSAAVE) to enroll veterans and other eligible persons.

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

## RESOURCES

Teachers College of San Joaquin houses a wealth of materials aimed to support educators. The resources include computers with internet access, books in all subject areas and grades, and current educational journals. Additionally, students and faculty have the ability to use the “Teacher Resource Room” located at the Stockton campus on Monday and Tuesday afternoons. The room is stocked with crafting materials to create items for your students and classroom.

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

# POLICIES & PROCEDURES

## ACADEMIC CREDIT TRANSFER

### POLICY

#### CURRENT TEACHING CREDENTIAL STUDENTS

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

#### TEACHING CREDENTIAL GRADUATES

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

#### STUDENTS TRANSFERRING FROM OTHER TEACHER/ADMINISTRATOR PREPARATION PROGRAMS

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

1. Only 8 units or less can be transferred (unless applying for a second credential).
2. Only courses completed within the last 7 years will be considered (unless applying for a second credential).
3. Only courses that qualify for graduate credit by an accredited institution can be transferred.  
\*Exception: Integrated credential coursework completed as an undergraduate may be considered pending review of transcripts and course descriptions.
4. Only courses in which a grade of C or better is earned can be transferred.

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

### PROCEDURE

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

If needed, the program director shall consult with the President of TCSJ or an academic designee regarding granting equivalencies. The President has the authority to overrule policy.

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

# ACADEMIC FREEDOM

## POLICY

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. Faculty 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. Faculty 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 have no relation to their subject.
3. Faculty 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, exercise appropriate restraint, should show respect for the opinions of others, and make every effort to indicate that they are not speaking for the Graduate School.

## PROCEDURE

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 institution's 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 their findings to the Governing Board. The decision of the Governing Board is final.

# ACADEMIC PERFORMANCE, PROGRESS AND/OR CONDUCT AND DISPOSITION PROBATION

## POLICY

### ACADEMIC PERFORMANCE PROBATION

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

### CONDUCT AND DISPOSITION PROBATION

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

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

### PROGRESS PROBATION

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

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

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

## PROCEDURE

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

### Academic Performance and Progress Probation: Warning Letter

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

### Conduct and Disposition Probation: Warning Letter

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

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

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

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

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

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

OR

b. ARC initiates dismissal process:

1. TCSJ directors and student accounts are notified, the files and database are updated to reflect dismissal. (Also see Dismissal Policy)

\*Policy also found on the TCSJ website, TCSJ catalog, Faculty Handbook, and Support Supervisor Handbook.

# ACADEMIC REVIEW COMMITTEE (ARC)

## POLICY

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

## PROCEDURES

### MEMBERSHIP

The Academic Review Committee is comprised of:

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

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

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

## ADDITIONAL FEES\*

\*A comprehensive list of additional fees is located on page 97 of the course catalog.

### POLICY

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

### ADMINISTRATOR PERFORMANCE ASSESSMENT (APA) REMEDIATION

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

### ADMINISTRATIVE PRELIMINARY CREDENTIAL PROGRAM

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

### APPLICATION

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

### CREDENTIAL PROCESSING

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

### EARLY COMPLETION OPTION – CREDENTIAL CANDIDATES

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

### IMPACT PRELIMINARY TEACHING CREDENTIAL

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

### INDEPENDENT STUDY

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

### MASTER'S PROJECT COMPLETION

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

### PRESERVICE COURSEWORK

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

### RESIDENCY@TCSJ

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

### SUPERVISION

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

### YEAR 3 INTERN SUPPORT AND SUPERVISION

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

### TEACHER PERFORMANCE ASSESSMENT (TPA) REMEDIATION

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

### TECHNOLOGY

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

### TRANSCRIPT

A standard fee will apply to transcript requests within 10 days. An additional fee will be assessed for expedited delivery.

# ADMISSION TO THE TEACHERS COLLEGE OF SAN JOAQUIN

## POLICY

We strongly consider all applicants who apply to Teachers College of San Joaquin. The institution seeks students from diverse cultural, linguistic, and academic backgrounds, as well as those who come from a variety of work experiences. Applicants admitted to Teachers College of San Joaquin demonstrate strong potential for professional success in schools, academic and work-related achievement, and a commitment to inquiry.

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

## REQUIREMENTS

1. Completion of a four-year college course of study and a baccalaureate degree from an institution accredited by a regional accrediting association (except for Career Technical Education students);
2. Good academic standing at the last college or university attended (letter may be requested);
3. TCSJ applicants are required to submit both the TCSJ General Application and a specific program application.

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

Teachers College of San Joaquin is approved by the California State Approving Agency for Veterans Education (CSAAVE) to enroll veterans and other eligible persons.

## ADDITIONAL ADMISSION INFORMATION FOR IMPACT INTERN PROGRAM OR *Residency@TCSJ*

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

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

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

**ADDITIONAL ADMISSION INFORMATION FOR GRADUATE STUDIES – ADMINISTRATIVE CREDENTIAL OR M.Ed. PROGRAMS**

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

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

**CLEAR INDUCTION ADMINISTRATIVE PROGRAM, TRANSFER FROM ANOTHER PROGRAM**

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



# AUDITING COURSES IN THE MASTER'S PROGRAM

## POLICY

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

## PROCEDURES

### CRITERIA FOR AUDITORS

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

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

# AWARDING AN HONORARY DEGREE

## POLICY

According to TCSJ Bylaws, Article II: Board Authority and Responsibilities,

*The TCSJ Governing Board shall exercise institutional authority over the college as set forth in these bylaws and in such other policy documents it deems to be appropriate. This authority, in consultation with the TCSJ President, shall include but shall not be limited to these illustrative functions:*

6. *Authorize the award of honorary degrees.*

An honorary degree awarded by the Teachers College of San Joaquin Governing Board provides the opportunity to acknowledge and recognize those who have made a significant contribution in education or the community in which we serve. Individuals honored may have demonstrated exemplary leadership in a particular field or deserve distinction for public service. Teachers College of San Joaquin can award a Master's in Education degree to selected students who reflect the spirit and values of our institution.

## PROCEDURES

- Nominations for honoree(s) may come from a variety of sources;
- Those nominating an honoree for an honorary degree should give a brief written summary of the individual's accomplishments and reason for considering the individual for the honorary degree;
- Nominations should be submitted annually by February 15, to the Chair of the TCSJ Board Governance Committee.
- The Governance Committee may request additional information or materials in support of the nomination. The Governance Committee will screen nominations and recommend finalist/s, with supporting rationale, to the TCSJ Governing Board at the annual March board meeting;
- The Chair of the Governance Committee will notify the selected honoree;
- Commencement speakers may be nominated and considered, but there is no precedent that conferral of an honorary degree is expected;
- Honoree/s must be present at Graduation to receive the honorary M.Ed. degree;
- Degree is conferred by the President of the Teachers College of San Joaquin at Graduation;
- Age, race, ethnicity, socio-economic status is a not a relevant factor in selection.

## GUIDELINES FOR CANCELLATION OF CLASSES DUE TO LOW ENROLLMENT

The advisors, coordinators, and directors of Teachers College of San Joaquin review course enrollment on a regular basis to ensure appropriate enrollment in classes. The practice of canceling a class should be rare; therefore, the following set of guidelines are established to ensure proper planning of course schedules. Cancellation of classes will be a last resort to ensure students maintain full-time enrollment status and avoid the delay of completing their programs.

1. Review of enrollment histories must be conducted on an ongoing basis to anticipate any cases of potential low enrollment.
2. Course schedules must be developed with the knowledge of enrollment histories.
3. Classes are subject to cancellation when enrollment falls below the minimum of 4 in the 300-level, 6 in the 200-level, and 15 in the 100-level courses.
4. Students and faculty must be notified at least 2 weeks prior to the beginning of their scheduled class and will be directed to contact the program advisor.
5. Program advisors must be aware of alternative plans to provide students with guidance for appropriate completion of the program due to cancellation of a course.
6. If a class is canceled due to low enrollment at a specific location, students may be enrolled at the alternate location (or provided a distance learning option, if available).
7. Note: Exceptions to the cancellation of classes may be made by the President of TCSJ.

# CLEAR INDUCTION ADMINISTRATIVE SERVICES CREDENTIAL PROGRAM

## POLICY

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

The student gains new administrative employment midway through the program:

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

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

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

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

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

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

# COMPLAINTS

## POLICY

### UNIFORM COMPLAINTS

Complaints against Teachers College of San Joaquin (TCSJ) and/or an individual that relate to discrimination, harassment (except for sexual harassment), intimidation, bullying, retaliation, and/or which allege that TCSJ or an individual has violated federal or state laws or regulations governing educational programs will be processed under San Joaquin County Office of Education (SJCOE) Uniform Complaint Procedure 1312.3 policies and procedures located at: <https://sjcoe.org/HumanResources/policies/1312.3%20AR.pdf>

### SEXUAL HARASSMENT COMPLAINTS

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

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

or

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

### OTHER STUDENT COMPLAINTS

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

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

## PROCEDURE

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

# COMPLAINTS CONCERNING DISCRIMINATION

## POLICY

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

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

[http://www.sjcoe.org/HumanResources/Personnel\\_Policies.aspx](http://www.sjcoe.org/HumanResources/Personnel_Policies.aspx)

## PROCEDURE

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

# CREDENTIAL EXTENSIONS

## POLICY

### IMPACT INTERN CREDENTIAL EXTENSIONS

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

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

# CREDIT HOURS

## POLICY

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

### *Calculation of credit hour:*

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

## PROCEDURE

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

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

# DISABILITIES

## POLICY

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

The purpose of these laws is to ensure that students with disabilities have equal access to educational opportunities. A student with learning disabilities may need accommodations and/ or aids.

Faculty members are not required to lower academic requirements or to change fundamental learning outcomes of the course. The purpose of providing alternate assessment arrangements is to ensure that a fair measurement is made of the student's achievement, not the functional limitations caused by the disability.

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

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

For more information, please contact:

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

# DISMISSAL FROM TEACHERS COLLEGE OF SAN JOAQUIN

## POLICY

Dismissal from TCSJ may occur due to any of the following:

- 1) Inadequate Academic Performance
- 2 Inadequate Progress
- 3) Failure to demonstrate appropriate conduct and/or dispositions
- 4) Failure to adhere to the TCSJ Ethical and Professional Standards. (p. 25)

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

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

IMPACT intern students are dismissed if they fail to receive a passing grade during any two semesters of Support Supervision or *if they are dismissed from their employment prior to the end of the academic year*. Failure to complete a semester of supervision due to dismissal by employer results in a No-Pass for the course. Intern students will not exceed a total of 6 semesters of supervision. Students who are dismissed from TCSJ may petition for re-admittance during the regular application period. The Academic Review Committee (ARC) will make all final decisions regarding re-admission eligibility.

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

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

## PROCEDURE

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

## DIVERSITY

### POLICY

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

## DROP

### POLICY

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

### PROCEDURE

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

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

### POLICY

Equivalency for a second master's will be granted from first master's coursework, including: CURR321, CURR341, CURR343, and CURR345; or CURR301-CURR305.

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

1. Completion of all elective coursework unique to the second concentration.
2. Completion of a second review of literature aligned to the project/portfolio for the second concentration. The student will work independently to complete the review of literature. The student's project advisor will provide one edit of the paper and the student will make revisions based on the feedback/edits provided. If, upon the second submission to the advisor, the review is found to be substandard, the student will enroll in the course CURR384 or CURR305 to complete the review. The student will pay full tuition for the 2-unit course.
3. Completion of a second project/portfolio aligned to the second concentration.

# ELIGIBILITY FOR PARTICIPATION IN THE TCSJ COMMENCEMENT CEREMONY

## POLICY

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

### INTERN TEACHING CANDIDATES

To be eligible to participate, Intern teaching candidates must:

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

### M.Ed. CANDIDATES

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

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

### MIAA AND PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL

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

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

### Residency@TCSJ

To be eligible to participate residents must:

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

# ETHICAL AND PROFESSIONAL STANDARDS

## POLICY

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

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

## TCSJ PROFESSIONAL DISPOSITIONS

TCSJ Students will...

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

## EFFECTIVE COMMUNICATION

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

## PUNCTUALITY, LATE ASSIGNMENTS, PREPAREDNESS

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

## ACADEMIC INTEGRITY

1. Plagiarism - For the purposes of TCSJ, the definition of plagiarism is adopted from the American Psychological Association Ethics Code Standard 8.11 (APA, 2010). Students who "...present the work of another as if it were their own work are guilty of plagiarism. Whether paraphrasing, quoting an author directly, or describing an idea that influenced the work, students must credit the source." (p. 170).
  - All members of this learning community agree to maintain personal and academic integrity including refraining from plagiarism.
  - If faculty or staff allege that a student is guilty of plagiarism:
    - The instructor and student will meet to discuss the circumstances of the offense.
    - The instructor will consult with the program director to determine course of action, which will include one of the following:
      - 1) Failure of the assignment with or without ability to resubmit;
      - 2) Failure of the course;
      - 3) Referral to the Academic Review Committee
  - If a student is referred to the Academic Review Committee, they may receive a range of penalties, including failure of an assignment, failure of the course, suspension (e.g. for a semester), or dismissal from TCSJ. This committee will decide on the appropriate penalty. Prior violation/s of college policy by the student may result in a more serious sanction. In these cases, the decision of the Academic Review Committee is final and binding on all parties. More information on avoiding plagiarism can be found at [www.plagiarism.org](http://www.plagiarism.org) and in the APA 7th Edition Manual.
2. Examinations and Quizzes - Students may not give, receive, or use unauthorized assistance during an examination, from another person's notes or other communication.
3. Coursework – Students may not present the same work for credit in more than one course. Students must acknowledge (cite) all sources of assistance, whether published or unpublished, that are used in writing a report or paper.

## HEALTH AND SAFETY

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

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

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

# FACULTY “NO SHOW” CANCELLATION OF CLASS

## POLICY

### FACULTY “NO SHOW”

Faculty are expected to hold classes on the scheduled dates and times, as stated on the course syllabus. When circumstances require the cancellation of a class, the faculty member shall make an effort to notify students. It is the responsibility of the student to regularly check their TCSJ email for such announcements.

When a faculty member is late in arriving to class, students must wait a full 20 minutes after the start of class before leaving without being counted absent. If written notice regarding the anticipated tardiness and/or absence of the faculty member is received, students are required to follow all conveyed instructions.

## GRADES

## POLICY

All courses are expected to be completed at mastery level. Mastery in coursework is determined to be a grade of “C” or better. Course instructors are solely responsible for the determination of course grades. Instructors should clearly define grading criteria on the syllabus including the effect of attendance on the final course grade. Grades must be entered through the password-protected student information system within 10 business days of the last class.

Grade A	Outstanding knowledge and application of course content; assignments turned in on time and reflect professionalism, effort and application above and beyond minimum course requirements.
Grade B	Good knowledge and application of course content; assignments reflect professionalism, effort and application of course requirements.
Grade C	Satisfactory knowledge and application of course content; assignments not typically reflective of graduate level expectations.
Grade C-	Courses must be retaken and results in students' placement on Academic Probation for all grades of C-or below.
Grade D or F	All courses must be retaken and result in student placement on Academic Probation.
P/NP	Pass (P) awards units for successful completion. No Pass (NP) results in academic probation and the course must be repeated.
CR/NC	The grade of Credit (CR) is issued for a course that awards transcript credit but does not impact academic progress. No Credit (NC) does not require repeat of course.
Grade I	Incomplete (See Incomplete information below)
Grade W	Withdrawal (See Withdrawal information below)
WA	Withdrawal Administrative (No penalty, extenuating circumstances)
E	Equivalency granted for prior coursework
AU	Audit, no units earned (See Audit Policy)

## INC - INCOMPLETE

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

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

## GRADUATE STUDIES WITHDRAWAL: (W)

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

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

## PROCEDURE

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

## IMPACT WITHDRAWAL: (W)

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

## PROCEDURE

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

## WITHDRAWAL ADMINISTRATIVE: (WA)

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

## GRADE CHALLENGE

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

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

## INTERN CHANGE OF EMPLOYMENT

### POLICY

Pursuant to Education Code 44463, IMPACT Intern Candidates will be able to change employers at the completion of the academic year if offered an appropriate intern position in a different partnering district.

Candidates will not be allowed to change employers mid-year without prior approval from the TCSJ Program Director and written permission from the current employer, officially releasing the candidate from contractual obligations.

Candidates who leave their intern assignment without approval prior to the end of the academic year (due to dismissal or candidate choice) will be withdrawn from all coursework and their intern credential will be suspended. Withdrawn candidates may submit a petition for re-enrollment during the fall enrollment period. All re-enrollment petitions will be reviewed by the Academic Review Committee (ARC). All ARC decisions are final.

## INTERN SUPERVISED CLINICAL PRACTICE

### POLICY

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

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

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

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

During the semester immediately following the issuance of a NP a student must be able to provide classroom instruction for a **minimum of 15 weeks**.

## PROCEDURE

### FAMILY MEDICAL LEAVE ACT (FMLA)-EXTENDED LEAVE

When a student requests extended leave for FMLA purposes and is unable to provide instruction for 12 weeks in a given semester and/or is not able to be observed at least 6 times, the student will receive a “W” (Withdrawal) in the course for the semester. (A “W” is not a passing or failing grade. It indicates a withdrawal.)

- During the additional semester of enrollment, students must meet the minimum number of 6 visits per semester and at least 12 weeks of instruction.
- If extended leave takes place during or immediately following the semester in which a corrective action was issued, a “W” will be assigned if the student is not able to provide classroom instruction for a minimum of 15 weeks.
- Students must meet with the program coordinator to develop a re-enrollment plan as soon as an extended leave becomes necessary. All re-enrollment processes will be aligned to the policy stated above.

### ADMINISTRATIVE LEAVE

When a student is placed on administrative leave, preventing them from being formally evaluated a minimum of 6 times during a semester over the course of at least 12 instructional weeks, the student will receive a NP (no pass) in the course for the semester.

If Administrative leave takes place during or immediately following the semester in which a corrective action was issued, a “NP” will be assigned if the student is not able to provide classroom instruction for a **minimum of 15 weeks**.

- Students must meet with the program coordinator to develop a plan and discuss re-enrollment as soon as they are placed on leave.
- All re-enrollment processes will be aligned to the policy stated above.
- When a student receives a non-passing (NP) grade in the course, they will receive **more than 6 supervision visits** during the following semester.
- During the semester immediately following the issuance of a non-passing grade a student must be able to provide classroom instruction for a **minimum of 15 weeks**.

## CANDIDATE DISMISSAL

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

## WITHDRAWAL ADMINISTRATIVE

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

# VETERANS AFFAIRS

## POLICY

Teachers College of San Joaquin is approved by the California State Approving Agency for Veterans Education (CSAAVE) to enroll veterans and other eligible persons.

In accordance with requirements set by the VA, TCSJ will maintain a written record of the previous education and training (e.g. transcripts) of veterans and eligible persons. The record will clearly indicate if credit has been granted and candidates will be notified accordingly per CFR 21.4253 (d)(3). <https://www.va.gov>

The following information is also provided to individuals covered under VA benefits, chapter 30, 31, 32, 33, or 35 of title 38, U.S.C. or chapter 1606 of title 10, U.S.C., as required under Section 1018 of the Johnny Isakson and David P. Roe, M.D. Veterans Health Care and Benefits Improvement Act of 2020 (Public Law 116-315). A TCSJ Personalized Shopping Booklet is available to all new students upon enrollment and if necessary, is updated within 15 days after board approval of annual tuition and fees changes.

TCSJ agrees to:

- Inform an enrolled covered individual of the availability of federal financial aid, not administered by VA that is offered by the institution. *Information is available on the TCSJ Website and in the Course Catalog.*
- Alert the individual of the potential eligibility for other federal financial aid before packaging or arranging student loans or alternative financing. *Students receive a promissory note with information on expectations for tuition payments.*
- Prohibit automatic renewal of a covered individual in a course and/or programs.
- Ensure each covered individual approves of the enrollment in a course. *Students sign a form during advisement as well sign a promissory note upon enrollment.*
- Allow enrolled members of the Armed Forces, including reserve components and National Guard to be readmitted if such members are temporarily unavailable or must suspend enrollment by reason of serving in the Armed Forces.
- Accommodate short absences for such services in the Armed Forces.

Continued

- Provide covered individuals the requirements for graduation and a graduation timeline: <https://teacherscollegesj.edu/Admissions/Policies>. Students are provided this information during advisement and orientation meetings.
- Obtain approval of the respective accrediting agencies for each new course or program:
  - *Teachers College of San Joaquin is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges.*
  - *Credential Programs offered at TCSJ are fully accredited by the California Commission on Teacher Credentialing (CCTC).*
- Designate an employee of the educational institution to serve as a point of contact for covered individuals and family members seeking assistance with:
  - Academic Counseling: Program Coordinator/Advisor
  - Financial Counseling: Student Accounts
  - Disability Counseling: Program Coordinator/Advisor
  - Other information regarding completing a course of education at the education institution: Program Coordinator/Advisor



# TEACHING CREDENTIAL PROGRAMS

**Note:** There are no “catalog rights” in credential programs. Requirements, subject to change, are set by the California Commission on Teacher Credentialing. Students must meet the current state requirements for the credential.

## PRE-SERVICE PROGRAM (9 UNITS)

Completion of an approved Pre-Service Program is one requirement to become intern eligible. Pre-Service coursework is designed to introduce candidates to various aspects of the teaching profession. As a requirement of the California Commission on Teacher Credentialing (CCTC), understanding the needs of English learners is a major emphasis of the coursework within the Pre-Service Program. TCSJ offers Pre-Service coursework every semester on a "first-come, first-served" basis.

### ELIGIBILITY REQUIREMENTS

- Bachelor's Degree or higher from a regionally accredited institution
  - If a bachelor's degree has not been posted to your transcript, you must provide a letter from your academic institution on letterhead (from the registrar or appropriate designee), stating that you have completed all requirements for the degree and the date that the degree will be officially conferred.
  - If your degree was completed at an institution outside of the US, you must get your transcripts evaluated from an approved agency confirming an equivalent degree.
- Basic Skills Requirement
- United States Constitution Requirement
- Certificate of Clearance or valid document issued by the California Commission on Teacher Credentialing
- Letter of Good Standing (Only required if the applicant has been enrolled in or is currently enrolled in a teacher preparation program at another institution.)

### APPLICATION DEADLINE

*TCSJ offers the Pre-Service Program every semester in Stockton and Ceres on a "first-come, first-served" basis.*

### REQUIRED COURSEWORK

- EDUC100 Technology to Support Teaching and Learning (1)
- EDUC101 Setting the Stage for Learning (2)
- EDUC102 Equitable Access for English Learners (2)
- EDUC103 Planning Instruction (2)
- EDUC104 Preparing to Teach Reading (1)
- EDUC105 Preparing to Teach and Assess (1)

### PRE-SERVICE PROGRAM COMPLETION/INTERN ELIGIBILITY REQUIREMENTS

- Successfully complete all 9 units of Pre-Service coursework
- Complete six hours of observations in variety of settings
- Pay Pre-Service Program tuition in full
- Complete Subject Matter Competency

## IMPACT INTERN GENERAL EDUCATION PRELIMINARY TEACHING CREDENTIAL PROGRAM (28-31 UNITS)

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

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

### ELIGIBILITY REQUIREMENTS

- Bachelor's Degree or higher from a regionally accredited institution
  - If a bachelor's degree has not been posted to your transcript, you must provide a letter from your academic institution on letterhead (from the registrar or appropriate designee), stating that you have completed all requirements for the degree and the date that the degree will be officially conferred.
  - If your degree was completed at an institution outside of the US, you must get your transcripts evaluated from an approved agency confirming an equivalent degree.
- Basic Skills Requirement
- United States Constitution Requirement
- Certificate of Clearance or valid document issued by the California Commission on Teacher Credentialing
- Subject Matter Competency
- Completion of an intern pre-service preparation\* OR proof of valid CA teaching credential
  - \*If you began TCSJ's Pre-Service Program prior to March 2021 and want to begin the IMPACT Intern Program in 2022 or beyond, you need to complete additional pre-service coursework to be fully aligned with current content and requirements.
- Verification of employment as a teacher of record from a TCSJ partner district/school
- Letter of Good Standing (Only required if the applicant has been enrolled in or is currently enrolled in a teacher preparation program at another institution.)

### 2022 APPLICATION DEADLINES

- **Early Start:** July 5
- **Late Start:** September 13

*Continued*

## REQUIRED COURSEWORK

### Multiple Subjects Interns (31 Units)

- EDUC200A Teaching for Learning 1: Multiple Subjects (4)
- EDUC201A-B Support Supervision: Multiple Subjects (2)
- EDUC202A-B Practicum: Multiple Subjects (4)
- EDUC230B Foundations of Reading (3)
- EDUC231 Integrated Literacy (3)
- EDUC233A Lesson Study (2)
- EDUC232 Universal Lesson Design in STEM (3)
- EDUC223 Examining Belief Systems as a Professional Educator (1)
- CURR343 Curriculum for the 21st Century (3)
- EDUC201C-D Support Supervision: Multiple Subjects (2)
- EDUC202C-D Practicum: Multiple Subjects (4)

### Single Subject Interns (28 Units)

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

## IMPACT INTERN GENERAL EDUCATION PRELIMINARY TEACHING CREDENTIAL COMPLETION REQUIREMENTS\*

- Successfully complete all coursework and supervision requirements
- Pass Cycles 1 and 2 of the CalTPA
- Maintain required Support Logs until eligible to apply for the preliminary credential. Interns are required to log a minimum of five hours of support weekly, including general support and support for English Learners.
- Pass the Reading Instruction Competence Assessment (RICA), if applicable. RICA is required for Multiple Subjects Credential candidates only.
- Possess a valid Adult, Child & Infant CPR Certification that meets the guidelines of the American Red Cross or the American Heart Association at the time of processing the Preliminary Credential. A face to face skills assessment must be part of the certification process.
- Program tuition paid in full

*\*Students who require re-enrollment, must be re-enrolled in Practicum and Support Supervision.*

# IMPACT INTERN GENERAL EDUCATION PRELIMINARY TEACHING CREDENTIAL EARLY COMPLETION OPTION

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

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

## **PART 1: Early Completion Option Prerequisites**

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

## **PART 2: Early Completion Option Program Requirements**

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

## IMPACT INTERN EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIAL PROGRAM (30-37 UNITS)

The IMPACT Education Specialist Preliminary Teaching Credential Program housed within TCSJ is an accredited California Commission on Teaching Credentialing (CCTC) program that works in partnership with a consortium of local school districts. It is an alternative pathway to acquire a preliminary teaching credential authorizing teachers to provide Special Education services. Teachers who begin their teaching career with an Intern Credential are employed\* and paid by the school district as the "teacher of record" for their students, work closely with a Support Supervisor, and attend evening classes in a cohort model two to three evenings a week for two years to earn a Preliminary Teaching Credential. Interns are assisted by the TCSJ Credentials office with processing Intern Credentials.

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

### ELIGIBILITY REQUIREMENTS

- Bachelor's Degree or higher from a regionally accredited institution
  - If a bachelor's degree has not been posted to your transcript, you must provide a letter from your academic institution on letterhead (from the registrar or appropriate designee), stating that you have completed all requirements for the degree and the date that the degree will be officially conferred.
  - If your degree was completed at an institution outside of the US, you must get your transcripts evaluated from an approved agency confirming an equivalent degree.
- Basic Skills Requirement
- United States Constitution Requirement
- Certificate of Clearance or valid document issued by the California Commission on Teacher Credentialing
- Subject Matter Competency Completion
- Completion of an intern pre-service preparation\* OR proof of valid CA teaching credential
  - \*If you began TCSJ's Pre-Service Program prior to March 2021 and want to begin the IMPACT Intern Program in 2022 or beyond, you need to complete additional pre-service coursework to be fully aligned with current content and requirements.
- Verification of employment as a teacher of record from a TCSJ partner district/school
- Letter of Good Standing (Only required if the applicant has been enrolled in or is currently enrolled in a teacher preparation program at another institution.)

### APPLICATION DEADLINES

- **Early Start-** July 5
- **Late Start-** August 18

## REQUIRED COURSEWORK

### Education Specialist, Mild To Moderate Support Needs Interns (37 Units)

- EDUC200A Teaching for Learning 1 (4)
- EDSP200 Introduction to Special Education (4)
- EDUC230B Foundations of Reading (3)
- EDSP 201 Positive and Supportive Learning Environments for Students with Disabilities (1)
- EDUC231 Integrated Literacy (3)
- EDSP 202 Communication and Language Development (1)
- EDSP 203 Collaboration and Communication (1)
- EDUC 233A Lesson Study (2)
- EDUC 232 Universal Lesson Design in STEM (3)
- EDSP204 Teaching English Learners with Disabilities (1)
- EDSP205 Equity and Access for Students with Diverse Disabilities (2)
- EDSP206 Child Development and Implications for Teaching and Learning (2)
- EDSP207 Engaging and Teaching Students with Autism Spectrum Disorders (ASD) (2)
- EDSP208 Educating Students with Complex and Diverse Needs (1)
- EDSP209 Access and Inclusion for Students with Health, Mobility, Movement and Sensory Needs (2)
- EDSP210 Special Education: Historical, Political and Personal Implications and Perspectives (1)
- SPED281-284: Support Supervision: Education Specialist (4)

### Education Specialist, Moderate/Severe Interns (34 Units) *\*for interns who began the program prior to Fall 2022*

- CURR231 Math Curriculum & Instruction (2)
- CURR232 Beginning Reading Curriculum & Instruction (2)
- CURR234 Building Academic Language (1)
- CURR251 Teaching Culturally & Linguistically Diverse Students (1)
- CURR252 Instructional Strategies for English Learners (1)
- SPED233 Language Arts & Writing Curriculum & Instruction (1)
- SPED251 Diverse Learners with Disabilities (1)
- SPED258 Communication & Behavior for Autism Spectrum Disorders (2)
- SPED259 Programming Strategies for Students with Autism (2)
- SPED260 Positive Behavior Management (2)
- SPED261 Assessment of Learning & Teaching (2)
- SPED262 Typical & Atypical Development (2)
- SPED264 Collaboration Skills (2)
- SPED266 History & Philosophy of Special Education (1)
- SPED267 Autism Spectrum Disorders (1)
- SPED270 Curriculum & Instruction for Students with Moderate/Severe Disabilities (2)
- SPED271 Specialized Health, Movement, Mobility & Sensory Development (2)
- SPED276 Special Education Law, IEP's & Transitions (2)
- TECH290 Technology in The Classroom (1)
- SPED281-284: Support Supervision: Education Specialist (4)

Continued

**Education Specialist, Extensive Support Needs Interns (37 Units)** *\*beginning in Fall 2022*

- EDSP211 Teaching and Engaging Learners with Extensive Support Needs (4)
- EDSP212a Foundations of Educational Programming for Students with Extensive Support Needs (2)
- EDSP212b Assessment and Evaluation of Individuals with Extensive Support Needs (2)
- EDSP213 Reading Foundations: From Theory to Practice (3)
- EDSP201 Positive and Supportive Learning Environments for Students with Disabilities (1)
- EDSP214 Integrating Content and Literacy (3)
- EDSP215 Communication, Sensory Integration and Language Development (2)
- EDSP216 The Teaching and Learning Cycle: Refining Practice and Pedagogy (2)
- EDSP217 Integrated Teaching and Learning in STEM (3)
- EDSP203 Collaboration and Communication (1)
- EDSP205 Equity and Access for Students with Diverse Disabilities (2)
- EDSP206 Child Development and Implications for Teaching and Learning (2)
- EDSP207 Engaging and Teaching Students with Autism Spectrum Disorders (2)
- EDSP208 Educating Students with Complex and Diverse Social, Behavioral, and Emotional Health Needs (2)
- EDSP209 Access and Inclusion for Students with Health, Mobility, Movement and Sensory Needs (2)
- EDSP210 Special Education: Historical, Political and Personal Implications and Perspectives (1)
- SPED281-284 Support Supervision: Education Specialist (4)

**Education Specialist, Early Childhood Interns (30 Units)** *\*for interns who began the program prior to Fall 2022*

- CURR251 Teaching Culturally & Linguistically Diverse Students (1)
- CURR252 Instructional Strategies for English Learners (1)
- SPED251 Diverse Learners with Disabilities (1)
- SPED258 Communication & Behavior for Autism Spectrum Disorders (2)
- SPED259 Programming Strategies for Students with Autism (2)
- SPED260 Positive Behavior Management (2)
- SPED262 Typical & Atypical Development (2)
- SPED264 Collaboration Skills (2)
- SPED266 History & Philosophy of Special Education (1)
- SPED267 Autism Spectrum Disorders (1)
- SPED271 Specialized Health, Movement, Mobility & Sensory Development (2)
- SPED272 Assessment & Intervention (2)
- SPED273 Curriculum & Environments in Early Childhood Special Education (2)
- SPED274 Early Language & Communication (2)
- SPED276 Special Education Law, IEP's & Transitions (2)
- TECH290 Technology in The Classroom (1)
- SPED281-284: Support Supervision: Education Specialist (4)

## Education Specialist, Early Childhood Interns (28 Units) *\*beginning in Fall 2022*

- EDSP230 Curriculum, Environments and Intervention for Early Childhood Education (4)
- EDSP212a Foundations of Educational Programming for Students with Extensive Support Needs (2)
- EDSP231 Assessment and Evaluation for Early Childhood (2)
- EDSP232 Communication, Language, and Literacy Development in Early Childhood (3)
- EDSP201 Positive and Supportive Learning Environments for Students with Disabilities (1)
- EDSP233 Planning and Assessing for Learning (1)
- EDSP203 Collaboration and Communication (1)
- EDSP205 Equity and Access for Students with Diverse Disabilities (2)
- EDSP206 Child Development and Implications for Teaching and Learning (2)
- EDSP207 Engaging and Teaching Students with Autism Spectrum Disorders (2)
- EDSP208 Educating Students with Complex and Diverse Social, Behavioral and Emotional Health Needs (1)
- EDSP209 Access and Inclusion for Students with Health, Mobility, Movement and Sensory Needs (2)
- EDSP210 Special Education: Historical, Political and Personal Implications and Perspectives (1)
- SPED281-284 Support Supervision: Education Specialist (4)

### IMPACT INTERN EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIAL COMPLETION REQUIREMENTS\*

- Successfully complete all coursework and supervision requirements
- Pass Cycles 1 and 2 of the CalTPA (not required for Early Childhood Special Education candidates)
- Complete 200 hours of early fieldwork
- Maintain required Support Logs until eligible to apply for the preliminary credential. Interns are required to log a minimum of five hours of support weekly, including general support and support for English Learners.
- Possess a valid Adult, Child & Infant CPR Certification that meets the guidelines of the American Red Cross or the American Heart Association at the time of processing the Preliminary Credential. A face to face skills assessment must be part of the certification process.
- Pass the Reading Instruction Competence Assessment (RICA), if applicable. RICA is required for Mild to Moderate and Extensive Support Needs credential students only.
- Program tuition paid in full

*\*Students who require re-enrollment, must be re-enrolled in Practicum and Support Supervision.*

## RESIDENCY@TCSJ (31-34 UNITS)

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

### ELIGIBILITY REQUIREMENTS

- Bachelor's Degree of Higher from a regionally accredited institution
  - If you are earning your bachelor's degree this spring, you must provide a letter from your college (on letterhead) stating you are on track to graduate this spring.
  - If your degree was completed from an institution outside of the US, you must get your transcripts evaluated from an approved agency confirming an equivalent degree.
- Basic Skills Requirement
- United States Constitution Requirement
- Certificate of Clearance or valid document issued by the California Commission on Teacher Credentialing
- Evidence of continuous progress toward meeting subject matter competency (registration for the CSET, submitting coursework evaluation, appropriate degree match, completion of subject matter program)
- Letter of Good Standing (Only required if you have been enrolled in or are currently enrolled in a teaching credential program at another institution.)

### APPLICATION DEADLINE TO BEGIN SUMMER 2023

- **Priority Consideration:** March 17, 2023
- **Final Deadline:** April 14, 2023

### REQUIRED COURSEWORK

#### Multiple or Single Subject Residents (31 Units)

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

*Continued*

### Dual Credential: Multiple or Single Subject AND Mild To Moderate Support Needs Residents (34 units)

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

### Education Specialist, Extensive Support Needs Residents (31 Units)

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

*Continued*

## Residency@TCSJ PRELIMINARY TEACHING CREDENTIAL COMPLETION REQUIREMENTS

- Complete Subject Matter Competency e.g. CSET exams
- Successfully complete all coursework and practicum
- Pass both cycles of the CalTPA
- Pass the Reading Instruction Competence Assessment (RICA), if applicable. RICA is required for Multiple Subjects, Mild to Moderate Support Needs, Extensive Support Needs credential students only.
- Possess a valid Adult, Child & Infant CPR Certification that meets the guidelines of the American Red Cross or the American Heart Association at the time of processing the Preliminary Credential. A face to face skills assessment must be part of the certification process.
- Current in financial obligations



## PRIVATE SCHOOL TEACHERS PURSUING A PRELIMINARY TEACHING CREDENTIAL (31 UNITS)

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

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

### ELIGIBILITY REQUIREMENTS

- Bachelor's Degree or higher from a regionally accredited institution
  - If a bachelor's degree has not been posted to your transcript, you must provide a letter from your academic institution on letterhead (from the registrar or appropriate designee), stating that you have completed all requirements for the degree and the date that the degree will be officially conferred.
  - If your degree was completed from an institution outside of the US, you must get your transcripts evaluated from an approved agency confirming an equivalent degree.
- Basic Skills Requirement
- United States Constitution Requirement
- Certificate of Clearance or valid document issued by the California Commission on Teacher Credentialing
- Subject Matter Competency Completion
- Verification of Experience Letter (verifying at least one-year of full-time teaching at a WASC accredited private school)
- Private School WASC accreditation verification
- Proof of employment as a teacher of record (candidate is responsible for ensuring that location of employment as a teacher is located within San Joaquin or Stanislaus County at a WASC accredited private school)
- Letter of Good Standing (only required if the applicant has been enrolled in or is currently enrolled in a teacher preparation program at another institution.)

### APPLICATION DEADLINE

- **Early Start:** July 5, 2022
- **Late Start:** September 13, 2022

### REQUIRED COURSEWORK

#### Multiple Subjects Private School Teachers (31 Units)

- EDUC200A Teaching for Learning 1: Multiple Subjects (4)
- EDUC211PA-D: Support & Mentoring for Private School Teachers (12)
- EDUC230B Foundations of Reading (3)
- EDUC231 Integrated Literacy (3)
- EDUC232 Universal Lesson Design in STEM (3)
- EDUC233A Lesson Study (2)
- CURR223 Examining Belief Systems as a Professional Educator (1)
- CURR343 Curriculum for the 21st Century (3)

*Continued*

## Single Subject Private School Teachers (31 Units)

- EDUC210A Teaching for Learning 1: Single Subject (4)
- EDUC211PA-D: Support & Mentoring for Private School Teachers (12)
- EDUC220A-L Content Specific Pedagogy (3)
- EDUC221A Planning & Assessing for Learning 1 (1)
- CURR343 Curriculum for the 21st Century (3)
- EDUC221B Planning & Assessing for Learning 2 (2)
- EDUC222 Teaching for Learning in a Global Society (2)
- EDUC223 Examining Belief Systems as a Professional Educator (1)
- EDUC230B Foundations of Reading (3)



## DESIGNATED SUBJECTS CAREER TECHNICAL EDUCATION TEACHING CREDENTIAL PROGRAM (23 UNITS)

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

### ELIGIBILITY REQUIREMENTS

- High School Diploma or Equivalent
- Verification of Employment
- Certificate of Clearance or valid document issued by the California Commission on Teacher Credentialing
- 3+ Years Work Experience Verification in Industry Sector

### REQUIRED COURSEWORK

- EDUC100 Technology to Support Teaching & Learning (1)
- EDUC101 Setting the Stage for Learning (2)
- EDUC102 Equitable Access for English Learners (2)
- EDUC103 Planning Instruction (2)
- EDUC104 Preparing to Teach Reading (1)
- EDUC105 Preparing to Teach and Assess (1)
- CURR281-282 Support Supervision:CTE (2)
- CTE200 Teaching Career Technical Education: Foundations for Success (1)
- CTE201 Teaching for Learning in the CTE Classroom (3)
- CTE202 Health & Safety in the CTE Classroom (1)
- CTE203 Routines & Relationships to Support Post-Secondary Success (1)
- CTE204 Industry Sector Pedagogy and Practices (3)
- CTE205 Inclusive Practices in the CTE Classroom (1)
- CTE206 Engagement and Equitable Practices for English Learners (1)
- CTE283 Support Supervision: Advanced CTE (1)

### ADDING A CTE CREDENTIAL FOR CREDENTIAL HOLDERS

Candidates who hold a valid Clear teaching credential can enroll in the CTE program and have their prior coursework evaluated for equivalencies. All CTE candidates must complete coursework related to the historical and foundational aspects of Career and Technical Education, industry specific content instruction, health and safety in the classroom and a focus on the CTE Advanced Teacher Preparation Standards.

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## DESIGNATED SUBJECTS CAREER TECHNICAL EDUCATION TEACHING CREDENTIAL COMPLETION REQUIREMENTS

- Successfully complete all coursework and support supervision
- Possess a valid Adult, Child & Infant CPR Certification that meets the guidelines of the American Red Cross or the American Heart Association at the time of processing the Preliminary Credential. A face to face skills assessment must be part of the certification process.
- Completion of the US Constitution
- Program tuition paid in full

## **INDUCTION FOR GENERAL EDUCATION & EDUCATION SPECIALIST TEACHERS**

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

### ELIGIBILITY REQUIREMENTS

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

### APPLICATION DEADLINE

November 1, 2022

# ADDED AUTHORIZATIONS

*Note: There are no "catalog rights" in credential programs. Requirements, subject to change, are set by the California Commission on Teacher Credentialing. Students must meet the current state requirements for the credential.*

## 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.

### ELIGIBILITY REQUIREMENTS

- Bachelor's Degree of Higher from a regionally accredited institution
- Evidence of Valid California Teaching Credential(s) or CTE Clear Credential
- Evidence of three years of credentialed teaching experience (excluding student and intern teaching) by the time you finish the MIAA program (Letter from administrator on district letterhead)
- Copy of English Learner authorization issued by the CA Commission on Teacher Credentialing
- Basic Skills Requirement
- District Agreement Form

### APPLICATION DEADLINE

Applications are due by August 1, 2022. TCSJ offers the MIAA Program fully online in a cohort model. The cohort begins every fall on a "first-come, first-served" basis.

### REQUIRED 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)

### MIAA PROGRAM COMPLETION REQUIREMENTS

- Successfully complete all coursework and fieldwork
- Current in financial obligations

## EARLY CHILDHOOD SPECIAL EDUCATION (ECSE) ADDED AUTHORIZATION (13 UNITS)

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

### ELIGIBILITY REQUIREMENTS

- Bachelor's Degree or higher from a regionally accredited institution
- Valid California Education Specialist Teaching Credential (visit [www.ctc.ca.gov](http://www.ctc.ca.gov)) OR proof of progress toward an Education Specialist Teaching Credential

### APPLICATION DEADLINE

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

### REQUIRED COURSEWORK (13 UNITS) *\*New Fall 2022*

- EDSP230 Curriculum, Environments, and Intervention for Early Childhood Special Education (4)
- EDSP231 Assessment and Evaluation for Early Childhood (2)
- EDSP232 Communication, Language and Literacy Development in Early Childhood (3)
- EDSP208 Educating Students with Complex and Diverse Social, Behavioral and Emotional Health Needs (1)
- EDSP209 Access and Inclusion for Students with Health, Mobility, Movement, and Sensory Needs (2)
- EDSP289 Support Supervision: ECSEAA (1)

*\*Equivalencies for prior coursework may be granted pending review of transcripts.*

### ECSEAA PROGRAM COMPLETION REQUIREMENTS

- Successfully complete all coursework and Support Supervision
- Current in financial obligations

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

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

### **ELIGIBILITY REQUIREMENTS**

- Bachelor's Degree or higher from a regionally accredited institution
- Valid California Education Specialist Teaching Credential that does not already authorize autism services (visit [www.ctc.ca.gov](http://www.ctc.ca.gov))
- ASD Added Authorization Applications are accepted twice a year with the following deadlines: July 15 & Dec. 15

### **REQUIRED COURSEWORK (5 UNITS)** *\*New Fall 2022*

- EDSP202 Communication and Language Development (1)
- EDSP207 Engaging and Teaching Students with Autism (2)
- EDSP203 Collaboration and Communication (1)
- EDSP287 Support Supervision: ASDAA (1)

\*Equivalencies for prior coursework may be granted.

### **ASDAA PROGRAM COMPLETION REQUIREMENTS**

- Successfully complete all coursework and Support Supervision
- Current in financial obligations

# ADMINISTRATIVE CREDENTIALS

*Note: There are no “catalog rights” in credential programs. Requirements, subject to change, are set by the California Commission on Teacher Credentialing. Students must meet the current state requirements for the credential.*

## PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL (24 UNITS)

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

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

### ELIGIBILITY REQUIREMENTS

- Bachelor’s degree from a regionally accredited institution
- Possess a valid CA prerequisite credential
- District Approval Form
- Letter of Candidate Introduction
- Verification of at least four years of full-time experience

### APPLICATION DEADLINE

- Summer-Start (in-person program): May 30, 2022
- Fall-Start (hybrid/online program): August 15, 2022

### REQUIRED IN-PERSON PROGRAM COURSEWORK (24 UNITS)

- EADM270 Public Schools in a Democratic Society (2)
- EADM271 The Principalship (1)
- EADM272 Climate Development, School Culture, and Motivation (2)
- EADM273 Supervision of Instruction (1)
- EADM274 School Law (2)
- EADM275 Administration of Human Resources (1)
- EADM276 Equity and Access (1)
- EADM277 Building Partnerships and Community (1)
- EADM284 School Finance and Business Administration (1)
- EADM286D Fieldwork (3)
- EADM286E Fieldwork (3)
- EADM288 Educational Planning, Delivery, and Assessment (2)
- EADM386 Evidence Based Leadership (4)

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### REQUIRED HYBRID/ONLINE PROGRAM COURSEWORK (24 UNITS)

- EADM300V Administration of Public Schools in a Democratic Society (2 units)
- EADM301V Supervision of Instruction (2 units)
- EADM302V Administration of Human Resources (1 unit)
- EADM303V Climate Development, School Culture, and Motivation (2 units)
- EADM304V The Principalship (2 units)
- EADM305V Building Partnerships and Community (1 unit)
- EADM306V School Finance and Business Administration (1 unit)
- EADM307V Educational Planning, Delivery, and Assessment (2 units)
- EADM308V School Law (2 units)
- EADM310V Administrative Fieldwork (3 units)
- EADM310V/311V Administrative Fieldwork (3 units)
- EADM387V Evidence-Based Leadership I (1 unit)
- EADM388V Evidence-Based Leadership II (1 unit)
- EADM389V Evidence Based Leadership III (1 unit)

### PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL COMPLETION REQUIREMENTS

- Successfully complete all 24 units of coursework/fieldwork
- Maintain concurrent enrollment in the one-year sequence of courses leading to program completion.
- Pass all three cycles of the CalAPA
- Be in good financial standing and up-to-date with tuition payments

# CLEAR ADMINISTRATIVE SERVICES CREDENTIAL PROGRAM

The Induction program for the Clear Administrative Services Credential is offered through Teachers College of San Joaquin and is accredited by the CA Commission on Teacher Credentialing. The Leadership Coaching model is for candidates who are seeking a Professional Clear Administrative Service Credential. The two-year program is tied to the California Professional Standards for Educational Leaders (CPSELs). Professional development activities are established based on the needs of the candidate.

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

## ELIGIBILITY REQUIREMENTS

- Possess Preliminary Administrative Services Credential
- Employer Agreement Form
- Induction Program Candidate Memorandum of Understanding
- Be employed in a full-time position requiring an Administrative Services Credential
- Be willing to commit to a 2-year program

## APPLICATION DEADLINE

September 2, 2022

# MASTER OF EDUCATION

## Experience, Exploration, Implementation, and Inquiry

Beginning from and building upon the ongoing legacy of the IMPACT intern teacher program, the Teachers College of San Joaquin was founded. Since its inception in 2009, TCSJ has graduated more than 621 master's candidates. With a vision to develop a workforce of innovative and reform-minded educators, the college includes opportunities for veteran educators to advance their understanding of the needs of 21st century learners and refine their practice as they earn a master's degree in education. Graduate candidates are challenged to consider and design new models of schools, carry out action research, develop curriculum, hone leadership skills, and reflect on the outcomes of their practice.

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

### MASTER'S CORE COURSEWORK

- CURR301 Foundations (1 unit)
- CURR302 Big Picture: Preparing Students for College, Career, and Community (3 units)
- CURR303 Innovative Curriculum Development and Assessment (3 units)
- CURR304 Applied Research Methodology (5 units)
- CURR305 Writing a Literature Review (2 units)

## 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.

### ELIGIBILITY REQUIREMENTS

Bachelor's degree from a regionally accredited institution

### APPLICATION DEADLINE

Rolling Admissions (no deadline)

### REQUIRED COURSEWORK (32 UNITS)

#### M.Ed. Core (14 Units)

- CURR301 Foundations (1 unit)
- CURR302 Big Picture: Preparing Students for College, Career, and Community (3 units)
- CURR303 Innovative Curriculum Development and Assessment (3 units)
- CURR304 Applied Research Methodology (5 units)
- CURR305 Writing a Literature Review (2 units)

#### M.Ed. Early Education Concentration (18 Units)

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

## M.Ed. EDUCATIONAL INQUIRY (32 UNITS)

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

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

### ELIGIBILITY REQUIREMENTS

Bachelor's degree from a regionally accredited institution

### APPLICATION DEADLINE

Rolling Admissions (no deadline)

### REQUIRED COURSEWORK (32 UNITS)

#### M.Ed. Core (14 Units)

- CURR301 Foundations (1 unit)
- CURR302 Big Picture: Preparing Students for College, Career, and Community (3 units)
- CURR303 Innovative Curriculum Development and Assessment (3 units)
- CURR304 Applied Research Methodology (5 units)
- CURR305 Writing a Literature Review (2 units)

#### M.Ed. Educational Inquiry Concentration (18 Units)

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

\*Curriculum Electives (1-8 Units) Educational Inquiry candidates will work with an advisor to determine a course of study that matches the candidate's goals.

## **M.Ed. EDUCATIONAL LEADERSHIP & SCHOOL DEVELOPMENT WITH AN ADMINISTRATIVE SERVICES CREDENTIAL (38 UNITS)**

Educational Leadership and School Development Concentration is for those individuals serving or hoping to serve in school leadership positions. This option is concurrent with coursework resulting in a Preliminary Administrative Services Credential. Applicants must begin the Preliminary Administrative Services Credential part of the program with a minimum of four years of full-time experience. Candidates must have a minimum of five years of full-time experience and possess a clear credential at the completion of the program.

### **ELIGIBILITY REQUIREMENTS**

- Bachelor's degree from a regionally accredited institution
- Possess a valid CA prerequisite credential
- District Approval Form
- Letter of Candidate Introduction
- Verification of at least four years of full-time experience

### **APPLICATION DEADLINE**

- Summer-Start (in-person program): May 30, 2022
- Fall-Start (hybrid/online program): August 15, 2022

### **REQUIRED COURSEWORK (38 UNITS)**

#### **M.Ed. Core (14 Units)**

- CURR301 Foundations (1 unit)
- CURR302 Big Picture: Preparing Students for College, Career, and Community (3 units)
- CURR303 Innovative Curriculum Development and Assessment (3 units)
- CURR304 Applied Research Methodology (5 units)
- CURR305 Writing a Literature Review (2 units)

#### **In-Person M.Ed. Educational Leadership And School Development Concentration (24 Units)**

- EADM270 Public Schools in a Democratic Society (2)
- EADM271 The Principalship (1)
- EADM272 Climate Development, School Culture, and Motivation (2)
- EADM273 Supervision of Instruction (1)
- EADM274 School Law (2)
- EADM275 Administration of Human Resources (1)
- EADM276 Equity and Access (1)
- EADM277 Building Partnerships and Community (1)
- EADM284 School Finance and Business Administration (1)
- EADM286D Fieldwork (3)
- EADM286E Fieldwork (3)
- EADM288 Educational Planning, Delivery, and Assessment (2)
- EADM386 Evidence Based Leadership (4)

*Continued*

### Hybrid/Online M.Ed. Educational Leadership And School Development Concentration (24 Units)

- EADM300V Administration of Public Schools in a Democratic Society (2 units)
- EADM301V Supervision of Instruction (2 units)
- EADM302V Administration of Human Resources (1 unit)
- EADM303V Climate Development, School Culture, and Motivation (2 units)
- EADM304V The Principalship (2 units)
- EADM305V Building Partnerships and Community (1 unit)
- EADM306V School Finance and Business Administration (1 unit)
- EADM307V Educational Planning, Delivery, and Assessment (2 units)
- EADM308V School Law (2 units)
- EADM310V Administrative Fieldwork (3 units)
- EADM310V/311V Administrative Fieldwork (3 units)
- EADM387V Evidence-Based Leadership I (1 unit)
- EADM388V Evidence-Based Leadership II (1 unit)
- EADM389V Evidence Based Leadership III (1 unit)

### M.Ed. WITH PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL COMPLETION REQUIREMENTS

- Successfully complete all 24 units of coursework/fieldwork
- maintain concurrent enrollment in the one-year sequence of courses leading to program completion.
- Pass all three cycles of the CalTPA
- Be in good financial standing and up-to-date with tuition payments

## **M.Ed. EDUCATIONAL LEADERSHIP & SCHOOL DEVELOPMENT WITHOUT AN ADMINISTRATIVE SERVICES CREDENTIAL (32-33 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.

### **ELIGIBILITY REQUIREMENTS**

Bachelor's degree from a regionally accredited institution

### **APPLICATION DEADLINE**

Rolling Admissions (no deadline)

### **REQUIRED COURSEWORK (32 UNITS)**

#### **M.Ed. Core (14 Units)**

- CURR301 Foundations (1 unit)
- CURR302 Big Picture: Preparing Students for College, Career, and Community (3 units)
- CURR303 Innovative Curriculum Development and Assessment (3 units)
- CURR304 Applied Research Methodology (5 units)
- CURR305 Writing a Literature Review (2 units)

#### **In-Person Option M.Ed. Educational Leadership & School Development Concentration (18 Units)**

- EADM270 Public Schools in a Democratic Society (2)
- EADM271 The Principalship (1)
- EADM272 Climate Development, School Culture, and Motivation (2)
- EADM273 Supervision of Instruction (1)
- EADM274 School Law (2)
- EADM275 Administration of Human Resources (1)
- EADM276 Equity and Access (1)
- EADM277 Building Partnerships and Community (1)
- EADM284 School Finance and Business Administration (1)
- EADM288 Educational Planning, Delivery, and Assessment (2)
- EADM385 Masters Project in Educational Leadership and School Development (4)

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### Hybrid/Virtual Option M.Ed. Educational Leadership & School Development Electives (19 Units)

- EADM300V Administration of Public Schools in a Democratic Society (2 units)
- EADM301V Supervision of Instruction (2 units)
- EADM302V Administration of Human Resources (1 unit)
- EADM303V Climate Development, School Culture, and Motivation (2 units)
- EADM304V The Principalship (2 units)
- EADM305V Building Partnerships and Community (1 unit)
- EADM306V School Finance and Business Administration (1 unit)
- EADM307V Educational Planning, Delivery, and Assessment (2 units)
- EADM308V School Law (2 units)
- EADM385 Masters Project in Educational Leadership and School Development (4)

## M.Ed. ENVIRONMENTAL LITERACY (32 UNITS)

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

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

### ELIGIBILITY REQUIREMENTS

Bachelor's degree from a regionally accredited institution

### APPLICATION DEADLINE

Rolling Admissions (no deadline)

### REQUIRED COURSEWORK (32 UNITS)

#### M.Ed. Core (14 Units)

- CURR301 Foundations (1 unit)
- CURR302 Big Picture: Preparing Students for College, Career, and Community (3 units)
- CURR303 Innovative Curriculum Development and Assessment (3 units)
- CURR304 Applied Research Methodology (5 units)
- CURR305 Writing a Literature Review (2 units)

#### M.Ed. Environmental Literacy Concentration (18 Units)

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

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

The Science, Technology, Engineering and Mathematics (STEM) M.Ed. program at TCSJ embraces the premise that 21st century educators and school leaders will have expertise in the design of learning environments that enable their PreK-12 students to approach solutions to problems with the mindset of STEM professionals. Our integrative approaches to STEM education sets us apart from the traditional mindset that views STEM as discreet topics. Candidates gain expertise in the development and implementation of integrated problem and project-based learning approaches aligned to the California Common Core State Standards (CCCSS), Next Generation Science Standards and the Career and Technical Education Industry Sectors. The candidates learn how content within STEM can be taught concurrently so that their PreK-12 students understand the relevance and intersections within the subjects.

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

### ELIGIBILITY REQUIREMENTS

Bachelor's degree from a regionally accredited institution

### APPLICATION DEADLINE

Rolling Admissions (no deadline)

### REQUIRED COURSEWORK

#### M.Ed. Core (14 Units)

- CURR301 Foundations (1 unit)
- CURR302 Big Picture: Preparing Students for College, Career, and Community (3 units)
- CURR303 Innovative Curriculum Development and Assessment (3 units)
- CURR304 Applied Research Methodology (5 units)
- CURR305 Writing a Literature Review (2 units)

#### STEM Concentration (19 Units)

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

## M.Ed. SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS WITH A MATHEMATICS INSTRUCTIONAL ADDED AUTHORIZATION (37 UNITS)

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

### ELIGIBILITY REQUIREMENTS

- Bachelor's Degree of Higher from a regionally accredited institution
- Evidence of Valid California Teaching Credential(s) or CTE Clear Credential
- Evidence of three years of credentialed teaching experience (excluding student and intern teaching) by the time you finish the MIAA program (Letter from administrator on district letterhead)
- Copy of English Learner authorization issued by the CA Commission on Teacher Credentialing
- Basic Skills Requirement
- District Agreement Form ( <https://teacherscollegesj.edu/Programs/MIAA> )

### APPLICATION DEADLINE

Rolling Admissions (no deadline)

### REQUIRED COURSEWORK

#### Core Courses (14 Units)

- CURR301 Foundations (1 unit)
- CURR302 Big Picture: Preparing Students for College, Career, and Community (3 units)
- CURR303 Innovative Curriculum Development and Assessment (3 units)
- CURR304 Applied Research Methodology (5 units)
- CURR305 Writing a Literature Review (2 units)

#### STEM Concentration (Select 10 Units)

- STEM331 Technology and Tools (3)
- STEM351 Environmental Phenomenology (3)
- STEM352 Creative Risk-Taking & Design in STEM (3)
- STEM360 STEM LAB (4)

Continued

## MIAA Concentration (13 Units)

- MIAA310 Action Research (1)
- MIAA320 Mathematical Discourse (1)
- MIAA330 Mathematical Assessment (1)
- MIAA340 Equity in Mathematics (2)
- MIAA 350 Mathematics Instruction (3)
- MIAA360 Designing Mathematics Instruction (4)
- MIAA370 Fieldwork (1)

## M.Ed. IN STEM WITH A MIAA PROGRAM COMPLETION REQUIREMENTS:

- Successfully complete all coursework and fieldwork
- Current in financial obligations

## **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.

### ELIGIBILITY REQUIREMENTS

Bachelor's degree from a regionally accredited institution

### APPLICATION DEADLINE

Rolling Admissions (no deadline)

### REQUIRED COURSEWORK

#### M.Ed. Core (14 Units)

- CURR301 Foundations (1 unit)
- CURR302 Big Picture: Preparing Students for College, Career, and Community (3 units)
- CURR303 Innovative Curriculum Development and Assessment (3 units)
- CURR304 Applied Research Methodology (5 units)
- CURR305 Writing a Literature Review (2 units)

#### M.Ed. Special Education Concentration (18 Units)

- SPED310 Advanced Topics in Special Education (2)
- SPED312 Specialized Disorders of Students with Special Needs (3)
- SPED385 Masters Project in Special Education (4)
- Curriculum Electives (9)

# PROFESSIONAL LEARNING OPPORTUNITIES

## ENVIRONMENTAL LITERACY CERTIFICATE (12 GRADUATE-LEVEL UNITS)

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

### ELIGIBILITY REQUIREMENTS

Bachelor's degree from a regionally accredited institution

### APPLICATION DEADLINE

Rolling Admissions (no deadline)

### SAMPLE COURSEWORK (12 UNITS)

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

## STEM CERTIFICATE (13 GRADUATE-LEVEL UNITS)

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

### ELIGIBILITY REQUIREMENTS

Bachelor's degree from a regionally accredited institution

### APPLICATION DEADLINE

Rolling Admissions (no deadline)

### SAMPLE COURSEWORK (13 UNITS)

- STEM331 Technology and Tools (3)
- STEM351 Environmental Phenomenology (3)
- STEM352 Creative Risk-Taking and Design in STEM (3)
- STEM360 STEM Lab (4)

## UDL CERTIFICATE PROGRAM IN PARTNERSHIP WITH NOVAK EDUCATION (13 NON-DEGREE, PROFESSIONAL DEVELOPMENT UNITS)

The Teachers College of San Joaquin has partnered with Novak Education to offer a 13-unit certificate program in Universal Design for Learning.

This certificate program provides leaders and teachers with the skills and knowledge to stand out and establish themselves as expert learners committed to the implementation of UDL. Additionally, the program enhances their practices and broadens their understanding of key frameworks. The program has two tracks (teacher and leader) that consist of a mix of and self-directed online courses.

### HOW THE PROGRAM WORKS

- Step 1: Apply through Teachers College of San Joaquin and choose a certificate path: Leader or Teacher at <https://www.forms.teacherscollegesj.edu/certificateapplication>.
- Step 2: Select and register for the courses of your choice within your program at <https://www.novakeducation.com/certificate-tcosj>.
- Step 3: Register for the courses as you wish to take them. When registering, you must select the option to purchase Continuing Education Graduate Credits from Teachers College of San Joaquin to apply them to the Certificate Program.
- Step 4: Ensure all continuing education credits for the Certificate.
- Step 5: Once students have completed the 13-credits, complete the “Certificate Request” form at <https://www.forms.teacherscollegesj.edu/certificaterequest> and submit the \$200 certificate fee to obtain your Certificate.

### REQUIREMENTS TO SUCCESSFULLY COMPLETE THE PROGRAM AND OBTAIN A CERTIFICATE

Students must successfully complete 13 credits from the Teacher Track:

- 6 credits from facilitated courses
- 7 credits from self-directed courses

*The 13 credits must be completed within three years from the time of applying.*

## PARAPROFESSIONAL TRAINING

TCSJ offers a non-degree training for paraprofessionals. These trainings are for people who are interested in, or are newly employed as a paraprofessional within school settings.

### ELIGIBILITY REQUIREMENTS

- Proof of proficiency exam OR transcripts showing 48 college or university semester units
- Copy of high school diploma or equivalent (outside the U.S. must be evaluated)

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

## TEACHING PERMIT FOR STATUTORY LEAVE TRAINING

Teachers College of San Joaquin offers its Pre-Service graduates a professional development opportunity to enable them to meet the Teaching Permit for Statutory Leave (TPSL) focused preparation requirement.

The TPSL permit is intended to prepare the permit holder for service as the interim teacher of record beyond 20 or 30 days (CCTC Coded Correspondence, 16-10).

### ELIGIBILITY REQUIREMENTS

Completion of TCSJ's Pre-Service Preparation Program

## PROFESSIONAL LEARNING CENTER

*Inspire. Learn. Grow.*

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

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

### PARTNERS

In addition to TCSJ's professional learning courses, the Professional Learning Center partners with over 20 agencies to provide additional options to educators.

### PLC OFFERINGS

Our partners provide over 25 course offerings that provide educators the opportunity to purchase PD Units upon completion of the course(s). Additionally, TCSJ has PLC opportunities that are online and self-paced for educators through Teachable.

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

# COURSE DESCRIPTIONS

## **CTE200 Teaching Career Technical Education: Foundations for Success (1)**

Candidates are introduced to the essential concepts and skills related to teaching career and technical education. Candidates learn the Standards for Career Ready Practices, the Career Technical Education Model Curriculum Standards (Anchor and Pathway Standards), and the Career Technical Education Teacher Preparation Program Standards. Course focus includes CTE Teacher responsibilities including creating engaging lessons, building collaborative partnerships, and maintaining a welcoming safe classroom. Candidates provide a portfolio of evidence to document how they have met the standards.

## **CTE201 Teaching for Learning in the CTE Classroom (3)**

Candidates focus on the theoretical and practical aspects of teaching in the Career and Technical Education classroom. 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. Candidates learn to make adjustments after reflection and feedback from colleagues.

## **CTE202 Health & Safety in the CTE Classroom (1)**

Candidates focus on the role of the teacher in fostering a safe classroom environment. This course is designed to prepare educators to consider all health and safety needs within their specific industry. Candidates will prepare a detailed safety plan that will identify components from daily housekeeping to crisis response.

## **CTE203 Routines and Relationships to Support Post-Secondary Success (1)**

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 developing systems, routines, procedures, and necessary steps in involving community partners to support all students. Focus is on preparing students for college and career, as well as fostering independent learners

## **CTE204 Industry Sector Pedagogy and Practices (3)**

Candidates focus on coursework and assignments emphasizing theoretical and practical aspects of teaching the candidate's Industry Sector. Candidates focus on collaboration with educators to create lessons that cross grade levels as well as content areas. During the course, the candidate will create an inquiry-based Project Based Lesson that focuses on a driving question within their industry.

## **CTE205 Inclusive Practices in the CTE Classroom (1)**

This course is designed to provide the candidate with an understanding of the identification and education of students who exhibit exceptional needs in the areas of: academic achievement (high or low), giftedness, social/emotional skills and/or behavior, in the CTE classroom. Candidates will also be

introduced to the Student Study Team process, 504 process and IEP process as well as an overview of general special education law, including the Americans with Disabilities Act, the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act. The course will also focus on developing strategies and supports to meet the needs of all students.

## **CTE206 Engaging and Equitable Practices for English Learners (1)**

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.

## **CTE283 Support Supervision: Advanced Career Technical Education (1)**

Candidates work 1:1 with a support supervisor to build on the practices they have developed during their preparation program. Candidates' growth and progress is measured in meeting the California Standards for the Teaching Profession (CSTPs). Candidates receive formative and summative feedback which guides a reflective learning process that is documented on the Individual Learning Plan (ILP). Support supervisors facilitate this course based on each candidate's developmental level and needs. Upon completion of the course, candidates will submit evidence of progress on ILP goals.

## **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.

### **CURR251 Teaching Culturally & Linguistically Diverse Students (1)**

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

### **CURR252 Instructional Strategies for English Learners (1)**

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

### **CURR281 & 282 Support Supervision: CTE (1)**

Candidates work 1:1 with a Support Supervisor and learn how to meld course content into their teaching practice. Candidates' growth and progress is measured in meeting the Teaching Performance Expectations (TPE) and California Standards for the Teaching Profession (CSTP). Candidates

receive formative and summative feedback which guides a reflective learning process, which is documented on the Individual Learning Plan and/or supervisory notes. Support Supervisors facilitate this course based on each candidate's developmental level and needs.

### **CURR301 Foundations (1 unit)**

As a result of this foundational course, students understand how the elements of the masters program will contribute to their development as a transformational leader. Students will gain the preliminary skills needed to successfully navigate all courses and be prepared for scholarly research and writing.

### **CURR302 Big Picture: Preparing Students for College, Career, and Community (3 units)**

Exploration of equitable learning environments are researched, observed, and discussed. Students examine reforms and innovations in PK-12 education, especially focusing on college and career readiness initiatives and its implications to teaching and learning. Students utilize the Design Thinking model to reimagine solutions to complex educational issues and invent innovative models of schools and classrooms. What would a truly innovative, reform-oriented classroom look like? What changes are needed in the school system? How does an educational leader change the system? What are the implications to teachers who need to prepare students to be engaged in their community through civics and global awareness? These issues are among the topics and questions considered in this course.

### **CURR303 Innovative Curriculum Development and Assessment (3 units)**

Students extend their understanding of how to transition from conventional teaching practices to identifying strategies necessary to design innovative research-based learning environments that will best prepare students for their future. Students will create a Project Based learning unit that incorporates authentic assessments, universal design for learning, real-life applications, and opportunities for reflection. Over the duration of the course, students are challenged to critically reflect on current assessment practices and establish equitable and accurate progress monitoring methods.

### **CURR304 Applied Research Methodology (5 units)**

Students enrolled in this course will deepen their understanding of research design techniques including, 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). Students will develop, implement, and analyze a teacher action research project that includes the essential elements of effective research methodologies. The focus of the action research project will be defined by the student 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.

### **CURR305 Writing a Literature Review (2 units)**

Analysis and synthesis of relevant scholarly research will be employed by the student regarding their topics for the development of the literature review. Specific attention will be paid

to topic development, adequate sources, writing style, creation of an outline, and correct citing of research in accordance with the American Psychological Association (APA) Manual for the completion of a final literature review.

### **CURR321 Research Methods and Application (3)**

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

### **CURR341 Preparing Students for the 21st Century (3)**

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

### **CURR343 Curriculum for the 21st Century (3)**

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

### **CURR344 Lesson Study (2)**

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

### **CURR345 Teacher Action Research (3)**

The purpose of the Teacher Action Research course is to help candidates understand a research that is defined to be any effort towards reflective and disciplined inquiry. Course content includes learning the processes of action research, how to conduct action research, and that research can involve a wide array of methods derived from both the quantitative and qualitative domains. The focus of the action research

project will be defined by the candidate and will follow guidelines related to the teaching and learning process, be within an appropriate scope of influence, and with a purpose of initiating action to understand or solve a problem.

### **CURR346 Teacher Leader Lab (3)**

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

### **CURR347 Theory of Teacher Leadership (1)**

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

### **CURR384 Writing the Literature Review (2)**

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

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

This is the capstone course for the Master's degree. As such, candidates will work with their advisor to design and execute a project that demonstrates inquiry, incorporates content from coursework, contributes to the body of knowledge for their focus topic, and makes a real-world difference to school, kids, and/or community. The project must be suitable for publication and presentation. \*Candidates are allotted two semesters to complete the project. CURR385a indicates completion of 1 unit of the project.

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

This is the capstone course for the Master's degree. As such, candidates will work with their advisor to design and execute a project that demonstrates inquiry, incorporates content from coursework, contributes to the body of knowledge for their focus topic, and makes a real-world difference to school, kids, and/or community. The project must be suitable for publication and presentation. \*Candidates are allotted two semesters to complete the project. CURR385b indicates completion of 3 units of the project.

### **EADM270 Public Schools in a Democratic Society (2)**

The purpose of this course is to introduce administrative candidates to the complexities involved in public schooling within a democracy including the relationship of schools to the school community, governmental entities, and community agencies. The course includes discussion and analysis of

foundational issues and theories and their relationship to professional practices in schools. The course addresses developing accommodations and modifications to meet the needs of all students, particularly EL and students with disabilities.

### **EADM271 The Principalship (1)**

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

### **EADM272 Climate Development, School Culture & Motivation (2)**

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

### **EADM273 Supervision of Instruction (1)**

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

### **EADM274 School Law (2)**

The purpose of this course is to develop the knowledge and skills regarding legal principles, interpretations, and practice governing federal, state, county, and local school administration practices. Course content focuses on the practical application of legal concepts and how they apply to the numerous decisions school administrators must make on a daily basis. Legal sources, references and case studies are utilized in the class to further deepen a candidate's understanding of the significant implications of the law and its impact for effective educational leadership throughout public schools in the United States.

### **EADM275 Administration of Human Resources (1)**

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

### **EADM276 Equity & Access (1)**

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

socio-economic status and understand the role of the school administrator in promoting equitable access to education. Additionally, candidates will assist others in the examination of their attitudes and biases in an effort to promote the equitable access to education for students.

### **EADM277 Building Partnerships and Community (1)**

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

### **EADM284 School Finance & Business Administration (1)**

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

### **EADM286D/E Administrative Fieldwork (6)**

Fieldwork provides an authentic experience designed to permit the candidate to become familiar with the roles and functions of a school administrator. Candidates are assigned to a school site 12 days over the course of a school year and serve in the capacity of student administrator at that site.

### **EADM288 Educational Planning, Delivery, and Assessment (2)**

Candidates will develop comprehensive plans that focus on analyzing student data, creating goals, providing professional development, curriculum, and student intervention implementation, and establishing timelines to promote student learning. This course will provide an overview of the six steps of continuous improvement, an understanding of establishing a site council, creating a school plan, fundamentals of the Local Accountability Plan (LCAP), state testing, data analysis and the evaluation process. Candidates are expected to understand the ways data can be used to make informed decisions in a variety of contexts. Data use includes the collection, selection, analysis, and application of data.

### **EADM300V Administration of Public Schools in a Democratic Society (2)**

The purpose of this course is to introduce 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 content addresses the need to serve all students in an inclusive educational environment.

### **EADM301V Supervision of Instruction (2)**

The purpose of this course is to develop knowledge and skills related to personnel supervision and management including how to engage staff in the continual improvement cycle. Candidates learn strategies to promote collaboration and effective communication during the coaching process to promote equitable classrooms and schools.

### **EADM302V Administration of Human Resources (1)**

The purpose of this course is to develop knowledge, skills, and abilities related to equitable practices of human resource management in a school system. The focus is on the information and competence necessary to manage the day-to-day and long-term human resource issues typically experienced by administrators including, but not limited to recruitment, collective bargaining, and uniform complaint policy.

### **EADM303V Climate Development, School Culture, and Motivation (2)**

The purpose of this course is to introduce candidates to practices of educational leadership related to the development of a positive school climate and culture. Candidates learn about theories related to adult learning, motivation, and change to support school improvement. Communities of practice are created based on the facilitation of effective teams that aim to address a problem of practice through an equity lens. This course also covers the development of safe and inclusive school communities.

### **EADM304V The Principalship (2)**

The purpose of this course is to prepare candidates for school administration. Examination of issues related to site administration will be explored including, but not limited to: building relationships with stakeholders, effective communication, managing conflict, building trust, leadership processes, managing change, meeting facilitation, time management, personal/professional balance, and instructional leadership. The principal's responsibility related to accommodations and modifications to meet the needs of all students, particularly multilingual learners, and students with exceptional needs, will be addressed. Candidates conduct several self-assessments to examine their leadership strengths and opportunities for improvement. They work to understand the role of the school administrator in promoting equitable access to education by recognizing their own attitudes and diminishing implicit bias regarding race, gender, ethnicity, culture, sexual orientation, religion, ability, and socio-economic status.

### **EADM305V Building Partnerships and Community (1)**

The purpose of this course is to understand the diverse constituencies within a school community. Candidates explore ways to promote parent education, encourage parent involvement, and support student at-home learning. The course includes a variety of effective practices for school-to-home and home-to-school communication. Strategies to bring diverse constituencies into the education decision-making process are emphasized. Additionally, candidates identify available resources and services from the community to support students and families.

### **EADM306V - School Finance and Business Administration (1)**

The purpose of this course is to introduce candidates to the practices and procedures regarding budgeting and planning for the equitable distribution of funds. Candidates study federal, state, and local legislation concerning school finance with an emphasis on the role of the local control funding formula, categorical, and non-categorical funds. Through the examination of school plans and budget allocations, candidates understand the management of business administration.

### **EADM307V Educational Planning, Delivery, and Assessment (2)**

The purpose of this course is to explore the integral role of data in educational planning. Candidates develop comprehensive plans that focus on identifying equity gaps to develop actionable plans. Using a continuous improvement model, candidates analyze a variety of types of site-based data to make informed decisions. Data are viewed with an equity lens aimed at ensuring stakeholders have access and opportunities to learn and thrive. Candidates explore how budget allocations within district and site plans can be used to fund research-based initiatives and staffing to support school improvement. Within the context of the school community and its members, candidates gain an understanding of school site council, state testing, curriculum and instruction, and the evaluation process.

### **EADM308V School Law (2)**

The purpose of this course is to develop awareness and understanding of the American legal system, as it applies to public school education. Roles and functions of federal, state, and local laws will be analyzed and applied to the complex and often ambiguous issues faced by school administrators. Additionally, candidates examine the relationship of local law enforcement within the school setting. Candidates focus on legal sources, references, and case studies to further deepen their understanding of the significant implications of the law and its impact on effective educational leadership throughout public schools in the United States.

### **EADM310V/311V Administrative Fieldwork (3/3)**

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 for a designated number of days each semester and serve in the capacity of a student administrator at that site.

### **EADM385a Master's Project in Educational Leadership and School Development - 1st Semester (1)**

This is the capstone course for the Master's degree. As such, candidates will work with their advisor to design and execute a project that demonstrates inquiry, incorporates content from coursework, contributes to the body of knowledge for their focus topic, and makes a real-world difference to school, kids, and/or community. The project must be suitable for publication and presentation. \*Candidates are allotted two semesters to complete the project. EADM385a indicates completion of 1 unit of the project.

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

This is the capstone course for the Master's degree. As such, candidates will work with their advisor to design and execute a project that demonstrates inquiry, incorporates content from coursework, contributes to the body of knowledge for their focus topic, and makes a real-world difference to school, kids, and/or community. The project must be suitable for publication and presentation. \*Candidates are allotted two semesters to complete the project. EADM385b indicates completion of 3 units of the project.

### **EADM386 Evidence Based Leadership (4)**

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

### **EADM387V - Evidence-Based Leadership I (1)**

Candidates are introduced to Cycle 1 of the California Administrative Performance Assessment (CalAPA). Throughout the course, candidates receive support and tools to assist them in addressing the multiple requirements of cycle 1. Candidates participate in peer reviews, deep dives into the assessments and rubrics, and application of theory to the assessment cycle.

### **EADM388V- Evidence-Based Leadership II (1)**

Candidates are introduced to Cycle 2 of the California Administrative Performance Assessment (CalAPA). Throughout the course, candidates receive support and tools to assist them in addressing the multiple requirements of cycle 2. Candidates participate in peer reviews, deep dives into the assessments and rubrics, and application of theory to the assessment cycle.

### **EADM389V Evidence Based Leadership III (1)**

Candidates are introduced to Cycle 3 of the California Administrative Performance Assessment (CalAPA). Throughout the course, candidates receive support and tools to assist them in addressing the multiple requirements of cycle 3. Candidates participate in peer reviews, deep dives into the assessments and rubrics, and application of theory to the assessment cycle.

### **ECED344 Lesson Study (2)**

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

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

This is the capstone course for the Master's degree. As such, candidates will work with their advisor to design and execute a project that demonstrates inquiry, incorporates content from coursework, contributes to the body of knowledge for their focus topic, and makes a real-world difference to school, kids, and/or community. The project must be suitable for publication and presentation. \*Candidates are allotted two semesters to complete the project. ECED385a indicates completion of 1 unit of the project.

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

This is the capstone course for the Master's degree. As such, candidates will work with their advisor to design and execute a project that demonstrates inquiry, incorporates content from coursework, contributes to the body of knowledge for their focus topic, and makes a real-world difference to school, kids, and/or community. The project must be suitable for publication and presentation. \*Candidates are allotted two semesters to complete the project. ECED385b indicates completion of 3 units of the project.

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

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

### **ECED392b Early Language and Literacy (3)**

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

### **EDSP200 Introduction to Special Education (4)**

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

### **EDSP201 Positive and Supportive Learning Environments for Students with Disabilities**

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

### **EDSP202 Communication & Language Development (1)**

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

### **EDSP203 Collaboration and Communication (1)**

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

### **EDSP204 Teaching English Learners with Disabilities (1)**

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

### **EDSP205 Equity and Access for Students with Diverse Disabilities (2)**

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

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

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

gain a deep understanding of the implications and impact upon family dynamics and educational programs.

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

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

### **EDSP208 Educating Students with Complex & Diverse Needs (1)**

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

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

In this course education specialist, candidates will demonstrate the ability to support students with mild to extensive healthcare, mobility, movement, and sensory needs. With a goal of providing safe, organized, and accessible learning environments, candidates will evaluate educational and assistive technology, strategies, adaptive equipment, health and safety plans, techniques, strategies, and procedures. Candidates will examine laws, regulations, policies, and procedures that will guide their practices. Additionally, candidates will be prepared to collaboratively work with families, service providers, and community members to evaluate and determine necessary services and supports to enable students to fully participate in inclusive, specialized, educational environments and their communities.

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

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

### **EDSP211 Teaching and Engaging Learners with Extensive Support Needs (4)**

Candidates seeking an Extensive Support Needs credential will understand, develop, and implement practices to create positive, inclusive, and supportive learning environments to engage all learners requiring extensive support and services (including dually identified English learners). This course includes evidence-based practices and interventions and services within Multi-Tiered Systems and Supports, as determined by the Individualized Education Program. Developing and maintaining positive collaborative relationships with students, families, paraprofessionals, related service providers, and the school community will be examined. Candidates will gain knowledge and engage in 1. creating effective standards-based lessons with clear learning goals and 2. appropriate adaptations, supports and assessment strategies to guide asset-based and accessible instruction.

### **EDSP212A Foundations of Educational Programming for Students with Extensive Support Needs (2)**

This course is the first of two courses that provides candidates with an in-depth examination of the legal and ethical responsibilities of serving students with disabilities from birth through age twenty-two. Candidates will analyze and connect how past and current case law, as well as federal and state mandates, influence the development and implementation of Individualized Education Programs (IEPs), Individualized Transition Plans (ITPs), and Individual Family Service Plans (IFSPs). Roles, responsibilities, legal requirements, and mandates of education specialists as IEP/ IFSP case managers, facilitators, and team members will be examined, practiced, and implemented. Collaborative practices for working with families, education staff, and related service providers as part of IEPs/IFSPs will also be examined.

### **EDSP212B Assessment and Evaluation of Individuals with Extensive Support Needs (2)**

This course is the second of two courses that provides candidates with an in-depth examination of the legal and ethical responsibilities of serving exceptional students with extensive needs. Candidates will gain knowledge of the purpose of authentic and standardized tools used to assess knowledge and skills as part of the IEP process. Further, candidates will engage in practicing and implementing assessments used throughout the IEP/Transition process. Candidates will gain knowledge and experience in collaboratively writing and reporting upon assessment results and making educational programming decisions for students with extensive support needs.

### **EDSP213 Reading Foundations: From Theory to Practice (3)**

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).

#### **EDSP214 Integrating Content and Literacy (4)**

This course prepares candidates to design and deliver lessons that integrate content area instruction with literacy instruction. Using state adopted English Language Arts/English Language Development, History/Social Studies, and VAPA standards and frameworks, candidates will develop integrated, developmentally appropriate lessons that engage and support all learners. Assessment, analysis of student work, and student self-assessment practices will be examined to support student growth and progress monitoring.

#### **EDSP215 Communication, Sensory Integration and Language Development (2)**

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

#### **EDSP216 The Teaching and Learning Cycle: Refining Practice and Pedagogy (2)**

This course provides education specialist candidates seeking an extensive support needs credential the opportunity to collaboratively engage in the teaching and learning cycle. Building on prior coursework, candidates will focus on instructional planning, teaching, and reflective analysis and evaluation of student learning. Candidates will examine student assessment outcomes to effectively determine next steps in re-teaching for understanding and attainment or building upon concepts and skills to expand student learning and progress. Central to the process will be a focus on differentiation, alignment to Universal Design for Learning (UDL) principles, California Common Core State Standards, and IEP goals and objectives.

#### **EDSP217 Integrated Teaching and Learning in STEM (3)**

This course prepares candidates to teach math and science utilizing state-adopted Math standards and Next Generation Science Standards (NGSS) in a developmentally appropriate manner. Candidates will develop lessons and implement integrated math and science curriculum utilizing Universal Design for Learning (UDL) principles and instructional strategies to teach a wide range of learners with extensive support needs (including dually identified English learners). Further, candidates will explore Science Technology Engineering and Mathematics (STEM) education as applicable to students with extensive support needs to provide equitable and inclusive learning opportunities. Educational technology will be an integral component of this course as candidates explore innovative ways to integrate and support student learning and progress.

#### **EDSP230 Curriculum, Environments, and Intervention for Early Childhood Education (4)**

This course will prepare candidates to create and maintain inclusive learning environments that foster development and learning across all developmental and curricular domains for infants, toddlers, preschoolers, and Kindergarteners with disabilities. Candidates will gain an in-depth knowledge of planning and implementing Universal Design for Learning (UDL) with a focus on establishing appropriate goals and designing barrier free access to learning. Candidates will practice implementing developmentally appropriate curriculum, instruction, and interventions in natural settings (home, childcare, school, and community). Exploring culturally and linguistically responsive pedagogies and practices will be an integral part of this course. Collaboration and consultation skills will be introduced and practiced as a critical skill for effectively working with families, educators and paraeducators, and related service providers

#### **EDSP231 Assessment and Evaluation for Early Childhood (2)**

This course provides candidates with an in-depth examination of the legal and ethical responsibilities of serving exceptional students from birth to kindergarten. Candidates will gain knowledge of the purpose, characteristics, and use of the range of assessments and evaluations to inform the development and implementation of Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs), instruction, interventions, and outcomes. The interrelationship between early identification and early childhood special education services will be examined with an emphasis upon cultural, developmental, and linguistically appropriate assessment and evaluation tools and methods. Further, candidates will explore how culture, ethnicity, gender, and linguistic diversity may disproportionately affect early identification and referral for special education services. Collaborative practices with transdisciplinary teams and families to assess, evaluate, write, report results, and make educational programming decisions will also be examined and practiced.

#### **EDSP232 Communication, Language and Literacy Development in Early Childhood (3)**

This course will prepare early childhood education specialist candidates to recognize and address early complex communication, language, and literacy needs of all students with disabilities. Candidates will examine and facilitate integration of early literacy skills in students' natural environments. State adopted foundations and standards will be examined to provide candidates with an in-depth understanding of the expected hierarchical acquisition of communication, language, and literacy skills for early learners. Candidates will utilize this knowledge to plan, develop, and assess rich learning environments. Strategies that incorporate person/family centered collaboration, and consultation will be applied to support early learners.

#### **EDSP233 Planning and Assessing for Learning (1)**

This course is a draft course in progress. It will be designed to support candidates in developing an understanding of the Teaching Performance Expectations as they impact their skills, knowledge, and emergent teaching practices in early childhood special education. This course will be designed to support candidates in Cycle 2 of the SPED Cal TPA.

### **EDSP287 Support Supervision: ASDAA (1)**

Candidates work 1:1 with a support supervisor and learn how to meld course content into their teaching practices. Candidates' growth and progress is measured in meeting the Autism Spectrum Disorders Added Authorization standards. 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.

### **EDSP289 Support Supervision: ECSEAA (1)**

Candidates work 1:1 with a support supervisor and learn how to meld course content into their teaching practice. Candidates' growth and progress is measured in meeting the Early Childhood Special Education Added Authorization standards. 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.

### **EDUC100 Technology to Support Teaching and Learning (1)**

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

### **EDUC101 Setting the Stage for Learning (2)**

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

### **EDUC102 Equitable Access for English Learners (2)**

Developing an understanding of how to provide English learners equitable access to the state adopted content standards is the focus of this course. An introduction to EL identification, first and second language acquisition theories and understanding students' needs and assets will provide a foundation to support English learners. Candidates will examine how the ELD Standards are used by all teachers in tandem with Content standards to support content, language, and literacy development. Research-based practices will be introduced to support the development of broadly literate individuals who can be successful in college, career, and civic life in the 21<sup>st</sup>

Century. These practices will be applied to the Universal Design for Learning (UDL) and Multi-Tiered Systems of Support (MTSS) Frameworks.

### **EDUC103 Planning Instruction (2)**

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

### **EDUC104 Preparing to Teach Reading (1)**

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

### **EDUC105 Preparing to Teach and Assess (1)**

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

### **EDUC200A Teaching for Learning 1: Multiple Subject (4)**

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

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

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

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

### **EDUC202E-F Support & Mentoring for Intern Extensions (1-2)**

Interns working on an extension will work with a Support Supervisor to reflect upon and refine their teaching practice based on each candidate's developmental level and needs. Interns will also document their work with site/district mentors as they seek to further develop their mastery of the California Teaching Performance Expectations (TPEs). This course is graded on a Credit/No Credit basis.

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

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

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

### **EDUC210A Teaching for Learning 1: Single Subject (4)**

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

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

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

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

### **EDUC211P A-D Support & Mentoring for Private School Teachers (3-12)**

Private school teachers will work 1:1 with a Support Supervisor to reflect upon and refine their teaching practice while applying the principles and pedagogy learned in coursework. Supervisors facilitate this course based on each candidate's developmental level and needs and will provide formative and summative feedback based on the California Teaching Performance Expectations (TPEs).

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

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

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

### **EDUC220A-L Content Specific Pedagogy (3)**

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

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

### **EDUC221A Planning & Assessing for Learning I (1)**

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

### **EDUC221B Planning & Assessing for Learning II (2)**

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

## **EDUC222 Teaching for Learning in a Global Society (2)**

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

## **EDUC223 Examining Belief Systems as a Professional Educator (1)**

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

## **EDUC230B Foundations of Reading (3)**

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

## **EDUC231 Integrated Literacy (3)**

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

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

## **EDUC232 Universal Lesson Design in STEM (3)**

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

*\*This course can be used to meet the requirements for*

*adding a Multiple Subjects Credential to an existing Single Subject Credential. Prerequisite-Proof of Subject Matter Competence (CSET).*

## **EDUC233A Lesson Study (2)**

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

## **EDUC240 Residency Summer Intensive (2)**

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

## **EDUC241 Creating Inclusive Learning Environments (2)**

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

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

In Phase 3, Residents complete the first Teaching Performance Assessment which includes understanding the principles of Universal Design for Learning, identifying barriers, and providing opportunities for ALL students to access instruction in equitable and engaging ways. Residents design and teach a rigorous, standards-based lesson with multiple modes of engagement, representation, and action and expression that meets the needs of all students including those on IEPs and EL students. With the master teacher's guidance, residents begin to plan and implement small group, differentiated instruction as well as small group interventions utilizing appropriate accommodations and modifications. Residents understand the theories, principles, and instructional practices of English language development and design instruction that supports and engages English learners at their various levels of language acquisition. Residents learn to distinguish

between language acquisition and disability when assessing English language learners. Residents understand the variety of interventions and services available to students with behavioral, social, emotional, trauma and mental health needs and know how to engage in services. Finally, residents become familiar with the International Standards for Technology in Education (ISTE) as well as different types of technology used in the classroom including assistive technologies.

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

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

#### **EDUC244 Developing as a Reflective Practitioner (1)**

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

#### **EDUC244a: Residency Practicum (2)**

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

#### **EDUC244b: Residency Practicum (1)**

With the master teacher's guidance, residents begin to plan and implement small group, differentiated instruction as well as small group interventions utilizing appropriate accommodations and modifications. Residents are guided to develop and deliver single lessons that address the needs of all learners utilizing Universal Design for Learning Strategies.

#### **EDUC 244c: Residency Practicum (1)**

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

#### **EDUC 244d: Residency Practicum (2)**

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

#### **EDUC245 Developing as a Reflective Practitioner (1)**

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

#### **MIAA310 Teacher Action Research (1)**

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

#### **MIAA320 Mathematical Discourse (1)**

Mathematical Discourse focuses on the challenges of developing mathematics literacy among California's diverse student population and developing strategies for teachers that cultivate and advance positive attitudes and critical thinking among their students in mathematics. The course is designed to attend to the specialized vocabulary embedded within mathematics and build understanding of effective pedagogical practices that enable teachers to facilitate meaningful discourse about mathematics as well as encourage and maintain the engagement of all learners while addressing the Mathematics Practice Standards. Content also includes how to analyze K-Algebra One/Integrated One students' questions, how to develop questions that promote critical thinking and strategies that maintain high levels of cognitive demand throughout mathematics lessons.

#### **MIAA330 Mathematics Assessment (1)**

Understanding what K-Algebra One/Integrate One students know about mathematics and the implication to instruction is the focus of the course, Mathematics Assessment. A variety of assessment types are explored and developed with partic

ular 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.

### **SPED233 Language Arts & Writing Curriculum & Instruction (1)**

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

### **SPED244a: Residency Practicum (1)**

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

### **SPED244b: Residency Practicum (1)**

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

### **SPED244c: Residency Practicum (1)**

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

### **SPED244d: Residency Practicum Extensive Support (2)\***

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

*\*Course subject to approval in August 2021*

### **SPED244e: Residency Practicum Extensive Support (1)**

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

### **SPED244f: Residency Practicum Extensive Support (1)**

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

### **SPED244g: Residency Practicum Extensive Support (2)**

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

### **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 proce-

dures as they relate to the development and implementation of lesson plans using effective research-based teaching strategies.

### **SPED260 Positive Behavior Management (2)**

Candidates are provided with the knowledge of basic principles and strategies related to using and interpreting the results of a variety of assessment and evaluation approaches. A variety of non-biased standardized techniques, instruments, and processes that are functional, curriculum referenced, performance-based, and appropriate to the diverse needs of individual students are examined. Candidates become familiar with the strategies and instruments used to assess the developmental, academic, behavioral, social, communication, vocational and community life skill needs of students. Student based assessment data is used to plan and evaluate instruction to meet the unique needs of each student.

### **SPED261 Assessment of Learning and Teaching (2)**

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

### **SPED262 Typical & Atypical Development (2)**

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

### **SPED264 Collaboration Skills (2)**

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

components of successful collaboration including role clarity, interdependence, vision-driven solutions, and a focus on child and families as full partners in systems of care. The practical application of these skills in the candidate's classroom is supported and evaluated within the Practicum.

### **SPED266 History & Philosophy of Special Education (1)**

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

### **SPED267 Autism Spectrum Disorders (1)**

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

### **SPED270 Curriculum & Instruction for Students with Moderate/Severe Disabilities (2)**

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

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

The purpose of this course is to provide candidates with an understanding of the effects of student health and safety on learning. Candidates will become familiar with laws and regulations pertinent to health associated with all educational settings. The examination of practices and safeguards that promote a healthy environment will be a focus. This includes becoming familiar with medications, demonstrating effective implementation of district rules regarding medication, and documenting procedures. Candidates will apply skills for communicating and working constructively with families and

community members regarding health issues. Candidates will write and implement IEPs. Support Supervisors observe course content in practice to ensure that a fluid connection exists between coursework and practice.

### **SPED272 Assessment & Intervention (2)**

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

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

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

### **SPED274 Early Language & Communication (2)**

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

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

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

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

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

## **SPED289 Support Supervision-ECSEAA (1)**

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

## **SPED310 Advanced Topics in Special Education (2)**

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

## **SPED312 Specialized Disorders of Students with Special Needs (3)**

This course provides a deeper understanding of the variety of mental, physical, communication, and health disorders affecting students with special needs. Some examples include, but are not limited to: anxiety, apraxia, autism, bipolar depres-

sion, 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.

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

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

publication and presentation. \*Candidates are allotted two semesters to complete the project. SPED385a indicates completion of 1 unit of the project.

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

This is the capstone course for the Master's degree. As such, candidates will work with their advisor to design and execute a project that demonstrates inquiry, incorporates content from coursework, contributes to the body of knowledge for their focus topic, and makes a real-world difference to school, kids, and/or community. The project must be suitable for publication and presentation. \*Candidates are allotted two semesters to complete the project. SPED385b indicates completion of 3 units of the project.

### **STEM310 Introduction to STEM (2)**

This course provides an overview of the attributes of the powerful learning environment provided in an integrated STEM classroom. Candidates experience true integration of topics from science, technology, engineering, and mathematics taught in a purposeful, meaningful manner. Emphasis will be placed on shifting paradigms and practice regarding 'failure' and reflecting on what practices inspire students to engage in learning. The topics covered in this introductory course also include designing strategies for developing new pedagogies and making curricular connections to real-world situations.

### **STEM320 Research in the STEM Classroom (3)**

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

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

The course takes a wide lens on computer science by covering topics such as programming, physical computing, and data. Students are empowered to create authentic artifacts and engage with Computer Science as a medium for creativity, communication, problem solving, and fun. How to use technology and tools to advance learning, collaboration, creativity, data management, and problem solving in a STEM setting comprise most of the coursework. Infusion of the techniques and ideas learned in this course is expected within the subsequent STEM courses.

### **STEM343 Curriculum for Developing Environmental Literacy (3)**

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

### **STEM344 Lesson Study Environmental Principles and Concepts (2)**

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

### **STEM351 Environmental Phenomenology (3)**

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

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

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

### **STEM360 STEM LAB (4)**

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

### **STEM370 History: Environmental and Human Impacts (3)**

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

### **STEM375 Actions for Change: Environmental Solutions (3)**

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

Development of engaged citizens prepared to navigate and influence the local, national, and global landscape is the purpose of this course. Candidates will be challenged to learn how to engage their PK-12 students to act collectively for shared outcomes, analyze and use social media to examine science with a social justice perspective, and understand the impacts of individual beliefs about land. Educators learn to

use Design Thinking with their PK-12 students as they engage with their community to create solutions to local environmental concerns. PK-12 students' Environmental Literacy is fostered as they wrestle with questions such as: How do we assess the health of the environment? What is the capacity of our natural systems? How might we adjust to pollution?

### **STEM380 Building Capacity for Sustainability (3)**

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

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

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

This is the capstone course for the Master's degree. As such, candidates will work with their advisor to design and execute a project that demonstrates inquiry, incorporates content from coursework, contributes to the body of knowledge for their focus topic, and makes a real-world difference to school, kids, and/or community. The project must be suitable for publication and presentation. \*Candidates are allotted two semesters to complete the project. STEM385a indicates completion of 1 unit of the project.

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

This is the capstone course for the Master's degree. As such, candidates will work with their advisor to design and execute a project that demonstrates inquiry, incorporates content from coursework, contributes to the body of knowledge for their focus topic, and makes a real-world difference to school, kids, and/or community. The project must be suitable for publication and presentation. \*Candidates are allotted two semesters to complete the project. STEM385b indicates completion of 3 units of the project.

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

This is the capstone course for the Master's degree. As such, candidates will work with their advisor to design and execute a project that demonstrates inquiry, incorporates content from coursework, contributes to the body of knowledge for their focus topic, and makes a real-world difference to school, kids, and/or community. The project must be suitable for publication and presentation. \*Candidates are allotted two semesters to complete the project. STEM387a indicates completion of 1 unit of the project.

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

This is the capstone course for the Master's degree. As such, candidates will work with their advisor to design and execute a project that demonstrates inquiry, incorporates content from coursework, contributes to the body of knowledge for

their focus topic, and makes a real-world difference to school, kids, and/or community. The project must be suitable for publication and presentation. \*Candidates are allotted two semesters to complete the project. STEM387b indicates completion of 3 units of the project.

### **TECH290 Technology in the Classroom (1)**

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



# ACADEMIC CALENDAR

## SUMMER 2022

STUDENTS MUST REFER TO THEIR PROGRAM SCHEDULE FOR EACH COURSE START AND END DATE, WHICH CAN BE LOCATED ON THE STUDENT PORTAL.

First day of Academic year	June 1
Deadline to establish a tuition plan for 2022, all programs	Within 30 days of enrollment
Last Day to withdraw without a financial penalty	Prior to the second class session
Application Deadline for Administrative Services Preliminary Credential, Fall Start	May 30
<b>FOURTH OF JULY HOLIDAY – CAMPUS CLOSED</b>	<b>JULY 4</b>
Application Deadline for IMPACT Credential Program, Early Start Enrollment (All Credential Types)	July 5
Application Deadline for Private School Teachers Pursuing a Preliminary Teaching Credential, Early Start	July 5
Residency@TCSJ mandatory intensive training	July 11-15
Early Childhood Special Education Added Authorization Application Deadline	July 15
Autism Spectrum Disorders Added Authorization Application Deadline	July 15

## FALL 2022

STUDENTS MUST REFER TO THEIR PROGRAM SCHEDULE FOR EACH COURSE START AND END DATE, WHICH CAN BE LOCATED ON THE STUDENT PORTAL.

Deadline to establish a tuition plan for Fall 2022, all programs	Within 30 days of enrollment
Last Day to withdraw without a financial penalty	Prior to the second class session
IMPACT Credential Year One Candidate Welcome Session & First Day of Class (Early Start)	July 26
Mathematics Instructional Added Authorization Application Deadline	August 1
Residency@TCSJ First day of fall class	August 4
Administrative Services Preliminary Credential Fieldwork Orientation (Tuesday/Thursday Cohort)	August 15
Application Deadline for IMPACT Credential Program, Late Start Enrollment (Education Specialists)	August 18
Administrative Services Preliminary Credential First Day of Class (Virtual/Hybrid Program)	August 29
Administrative Services Induction Application Deadline	September 2
<b>LABOR DAY HOLIDAY-CAMPUS CLOSED</b>	<b>SEPTEMBER 5</b>
Census Date	September 5
IMPACT Education Specialist Credential Year One Candidate Welcome Session & First Day of Class (Late Start)	September 8
Preliminary Administrative Services Credential program	
Fall In-Person Kick-Off for Virtual/Hybrid Program	September 10-11
Application Deadline for IMPACT Credential Program, Late Start Enrollment (General Education)	September 13
Application Deadline for Private School Teachers Pursuing a Preliminary Teaching Credential, Early Start	September 13
IMPACT General Education Credential Year One Candidate Welcome Session & First Day of Class (Late Start)	October 4
Enrollment period for applications to add a content area to a single subject credential	October 15-December 15
Teacher Induction Application Deadline	November 1
<b>VETERAN'S DAY – CAMPUS CLOSED</b>	<b>NOVEMBER 11</b>
<b>THANKSGIVING HOLIDAY BREAK – CAMPUS CLOSED</b>	<b>NOVEMBER 24-25</b>
Early Childhood Special Education Added Authorization Application Deadline	December 15
Autism Spectrum Disorder Added Authorization Application Deadline	December 15
<b>WINTER HOLIDAY BREAK – OFFICE OPEN, NO CLASSES</b>	<b>DECEMBER 19 – JANUARY 1</b>
<b>CHRISTMAS HOLIDAY BREAK – CAMPUS CLOSED</b>	<b>DECEMBER 23-26</b>
<b>NEW YEAR'S HOLIDAY BREAK – CAMPUS CLOSED</b>	<b>DECEMBER 30 - JANUARY 2</b>

Continued

# ACADEMIC CALENDAR

## SPRING 2023

**STUDENTS MUST REFER TO THEIR PROGRAM SCHEDULE FOR EACH COURSE START AND END DATE, WHICH CAN BE LOCATED ON THE STUDENT PORTAL.**

Preliminary Administrative Services Credential program Spring Virtual Kick-Off for Virtual/Hybrid Program . . . .	January 7-8
Deadline to establish a tuition plan for Spring 2023, all programs . . . . .	Within 30 days of enrollment
Last Day to withdraw without financial penalty . . . . .	Prior to the second class session
<b>MARTIN LUTHER KING JR. HOLIDAY – CAMPUS CLOSED . . . . .</b>	<b>JANUARY 16</b>
Census Date . . . . .	February 2
<b>PRESIDENT’S HOLIDAY – CAMPUS CLOSED . . . . .</b>	<b>FEBRUARY 20-21</b>
Residency@TCSJ Application Deadline for Priority Consideration (for 2023-24 school year) . . . . .	March 17
IMPACT Credential Year Two Multiple Subject, Mild/Moderate, and Moderate/Severe Candidates-Date RICA exam must have been taken at least twice or passed to be eligible to participate in the commencement ceremony. . . . .	April 1
IMPACT Credential Year Two General Education Candidates-Date both TPAs must be submitted to be eligible to participate in the commencement ceremony . . . . .	April 1
Residency@TCSJ Application Deadline (for 2023-24 school year) . . . . .	April 14
Preliminary Administrative Services Credential program Summer In-Person Kick-Off for Virtual/Hybrid Program	April 29-30
<b>MEMORIAL DAY-CAMPUS CLOSED . . . . .</b>	<b>MAY 29</b>
End of 2022-23 Academic School Year . . . . .	May 31
Commencement Ceremony . . . . .	June 4



# 2022-23 TUITION

Credential Programs	Board Approved Tuition
<b>Pre-Service Preparation - 9 units</b> <i>(Prerequisite for enrollment in IMPACT Intern program)</i>	\$1035 (\$115/unit)
<b>IMPACT Intern Multiple Subject Preliminary Credential - 31 units</b>	\$10,850 (\$350/unit)
<b>IMPACT Intern Single Subject Preliminary Credential - 28 units</b>	\$9,800 (\$350/unit)
<b>IMPACT Intern Education Specialist: Early Childhood, Preliminary - 28 units</b>	\$9,380 (\$335/unit)
<b>IMPACT Intern Education Specialist: Mild to Moderate Support Needs, Preliminary - 37 units</b>	\$12,395 (\$335/unit)
<b>IMPACT Intern Education Specialist: Extensive Support Needs, Preliminary - 37 units</b>	\$12,395 (\$335/unit)
<b>Residency@TCSJ Dual Credential, Preliminary - 34 units</b> <i>Single Subject &amp; Education Specialist: Mild/Moderate or, Multiple Subject &amp; Education Specialist: Mild/Moderate</i>	\$11,900 (\$350/unit)
<b>Residency@TCSJ Education Specialist: Mild to Moderate Support Needs, Preliminary - 31 units</b>	\$10,850 (\$350/unit)
<b>Residency@TCSJ Education Specialist: Extensive Support Needs, Preliminary - 31 units</b>	\$10,850 (\$350/unit)
<b>Residency@TCSJ Multiple Subject Credential, Preliminary - 31 units</b>	\$10,850 (\$350/unit)
<b>Residency@TCSJ Single Subject Credential, Preliminary - 31 units</b>	\$10,850 (\$350/unit)
<b>Private School Teacher Preparation Program, Multiple Subject or Single Subject - 31 units</b>	\$10,850 (\$350/unit)
<b>Early Completion Option – Preliminary Teaching Credential Candidates</b>	\$350 per unit <i>based on individualized ECO Advisement</i>
<b>Career Technical Education, Clear - 23 units</b>	\$5,935 (\$115 x 9 units) + (\$350 x 14 units)
<b>Career Technical Education, Clear (If already hold a CA Preliminary or Clear Teaching Credential) - 6+ units</b> <i>(depending on transcript evaluation)</i>	\$2100+ (\$350/unit)
<b>Teaching Credential, Multiple/Single, Ed Specialist (Induction), Clear</b>	\$2,200 per year
<b>Mathematics Instruction Added Authorization (MIAA) - 13 units</b>	\$6240 (\$480/unit)
<b>Early Childhood Special Education Added Authorization - 13 units</b>	\$4,550 (\$350/unit)
<b>Autism Spectrum Disorders Added Authorization - 12 units</b>	\$4,200 (\$350/unit)
<b>Adding a teaching or content or specialty area to a California Teaching Credential</b> <i>A thorough transcript review will be conducted to determine what coursework and requirements are needed to add a Teaching or Content Area or Specialty Area to a California Teaching Credential.</i>	TBD (\$350/unit)
<b>Administrative Services Credential, Preliminary - 24 units</b>	\$11,520 (\$480/unit)
<b>Administrative Services Credential, Clear</b>	\$7,996 (\$3,998/year)

<b>M.Ed. Program</b>	<b>Board Approved Tuition</b>
Early Education - 32 units	\$15,360 (\$480/unit)
Educational Inquiry - 32 units	\$15,360 (\$480/unit)
Educational Leadership & School Development - 32/33 units	\$15,360-\$15,840 (\$480/unit)
Educational Leadership & School Development w/Preliminary Administrative Services Credential - 38 units	\$18,240 (\$480/unit)
Environmental Literacy - 32 units	\$15,360 (\$480/unit)
Special Education - 32 units	\$15,360 (\$480/unit)
STEM - 33 units	\$15,840 (\$480/unit)
STEM w/ MIAA - 37 units	\$17,760 (\$480/unit)

<b>Other Programs/Trainings</b>	<b>Board Approved Tuition</b>
<b>Paraprofessional Training</b> <i>One non-degree unit available at an addition cost</i>	\$100
Environmental Literacy Certificate - 12 Graduate-Level units	\$5760 (\$480/unit)
<b>UDL Leader and Teacher Certificate Program in Partnership with Novak Education - 13 Non-degree, Professional Development units</b>	<b>TBD</b> <i>Subject to Novak Education Course fees (must select course that offers credits from TCSJ to be eligible)</i>
STEM Certificate - 13 Graduate-Level units	\$6,240 (\$480/unit)
<b>TPSL Training</b> <i>Non-degree program For TCSJ Pre-Service completers only</i>	\$30
<b>Test Prep Workshop (e.g., CSET, RICA)</b> <i>Non-degree workshops One non-degree unit available at an addition cost</i>	\$150
<b>Professional Development Units</b> <b>Non-degree professional development units available, per unit fee*</b> <i>*Always check with your school and/or district prior to purchasing PD units to ensure they will accept them.</i>	\$50 to \$95

## Additional Fees

Application	\$65
Technology fee <i>For Preliminary Credential (teaching and administrative) and M.Ed. students</i>	\$150
Basic Skills Requirement (BSR) Coursework Evaluation	\$135
Subject Matter Coursework Evaluation <i>(required for EACH evaluation requested)</i>	\$135
Administrator Performance Assessment (APA) Remediation	\$150
<b>Enrollment Deposit:</b>	
Administrative Preliminary Credential Program - Non-Refundable Deposit	\$200
IMPACT Preliminary Teaching Credential Non-Refundable Deposit (waived for TCSJ Pre-Service completers)	\$200
Preservice Coursework Non-Refundable Deposit	\$400
Private School Teachers Pursuing a Preliminary Teaching Credential Non-Refundable Deposit	\$200
Residency@TCSJ Non-Refundable Deposit	\$400
Designated Subject (CTE) Credential program	\$400 (full program) \$200 (If already hold a CA Preliminary or Clear Teaching Credential)
Added Authorizations/Credentials (waived for TCSJ Preliminary Teaching Credential graduates)	\$200
Credential Processing	CTC credential processing fee + \$150 administration fee if credential recommendation expires
California Teacher Performance Assessments (CalTPA)	Cycle 1: \$150 / Cycle 2: \$150 <i>(Payment made to CA Educator Credentialing Assessments)</i>
California Administrator Performance Assessments (CalAPA)	Cycle 1: \$125 / Cycle 2: \$150 / Cycle 3: \$150 <i>(Payment made to CA Educator Credentialing Assessments)</i>
Other CA Educator Exams (CSET, RICA)	Refer to CA Educator Credentialing Assessments for cost
CPR Certification for Teachers	Refer to CPR Agency for cost
Independent Study	\$350 per unit and an administrative fee for each course needed.
Master's Project Extension	\$50 per semester for additional semesters needed
IMPACT Supervision Appointment Cancellation	\$150 if student does not abide by appointment policy
Teacher Performance Assessment (TPA) Remediation	\$150
Year 3 Intern Support and Supervision	TBD <small>(Candidates who extend their intern credential for a third year, require an additional year on their intern credential and will be assessed a monthly fee for support and supervision until the program is completed. Additionally, enrollment in Practicum will be required and associated per unit fees will be assessed.)</small>
Transcript Review Fee for TCSJ Course Equivalencies	\$80 (prospective students) \$15 (current students)
Transcript Request Fee	\$5 (Processed within 10 business days) \$15 (Processed within 1 business day) <small>Additional fees if mailing transcript(s) outside of the US</small>
Novak Certificate Request	\$200
Textbooks	TBD

# CAMPUS MAP



**TEACHERS COLLEGE**  
of SAN JOAQUIN

2721 Transworld Drive, Stockton CA 95206







# LEADERSHIP TEAM

## Administration

### **Girlie Hale, M.Ed.** **President**

Girlie Hale has 25 years of experience in education. Hired in 1997, she has served as a Teacher, Program Specialist, Math Coach, Assistant Principal, and ultimately a Principal for 12 years at PK-8th grade schools in Stockton Unified School District. During her tenure with SUSD, she was involved in the Teacher Induction Program (formerly BTSA), starting as a beginning teacher, provided support as a peer coach and site mentor, became a support provider, and continued 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. She was then hired as a Coordinator for the IMPACT Program in 2017, where she coordinated intern support in collaboration with supervisors within the educational field. In January 2022, she started her position as President of TCSJ.

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

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

Katie Turner began working at TCSJ in 2012 as a Staff Secretary in the admissions department. In 2014, she became the College & Community Liaison and was recently promoted to the Recruitment, Marketing, and Communications Manager in February of 2020. Prior to joining the TCSJ team, Katie worked in administration for a financial consulting company, and worked for ACES ABA, where she provided individual therapy for children with autism.

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

## Admissions

### **Stephanie Gase** **Admissions & Student Accounts Supervisor**

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

## IMPACT Credentials

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

Michele Badovinac has spent over 30 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 and in 2005 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

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leadership and professional learning opportunities for administrators, counselors and teachers. Before joining the TCSJ team in 2016, Michele served as a Coordinator with Regional Systems of District and School Support for two years where she designed & facilitated customized professional learning for Title I districts and schools and provided support for instructional leaders.

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

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

Prior to coming to TCSJ, Louise Gammon served as an elementary educator for more than twenty years. Her experience includes teaching Reading Recovery, serving as mentor, master teacher, and Teacher Induction Support Provider. Louise started working at TCSJ in 2007 as a visiting educator and in 2013 she was hired as the college registrar in the Admissions Department. Louise is currently working in the IMPACT Department as the Pre-Service Program Coordinator.

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

### **Elizabeth Jara, Ed. D.** **Coordinator, IMPACT Credentials, Education Specialists**

Dr. Elizabeth Jara has over 25 years of experience in special education. She served as a special education teacher in an intensive therapeutic program for 7th-12th grade students with Emotional and Behavioral Disorders for 20 years. During her 20 year tenure as a special education teacher, Elizabeth collaborated with multiple community agencies, directors, program specialists, principals, teachers, etc. to ensure equitable and inclusionary services and supports for her students. She facilitated and served as mentor for new special education teachers, Peer Assistance Review Board, Curriculum and Instruction Committee, Outdoor Education, Program Advisory Committee, and conducted administrative duties. Elizabeth has served on multiple state committees for the California Commission for Teaching Credentialing (CCTC) to create Education Specialist program standards, teacher performance expectations and design teacher performance assessments. Elizabeth began her career at TCSJ as an adjunct instructor in 2006 and became an Impact Coordinator for Education Specialist programs in 2017.

Elizabeth has a B.A. in Liberal Studies with a concentration in Special Education from The University of the Pacific, a multiple subject and education specialist credential, and M.A. in Special Education from CSU Sacramento, an Administrative Services credential from The University of the Pacific, and a Doctorate in Administrative Leadership and Curriculum and Instruction from The University of the Pacific.

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

Michelle has been dedicated to education for over 30 years. Prior to working at TCSJ, she taught Transitional Kindergarten and Kindergarten in Oakdale, California. She served as grade level chair, curriculum council and supported instruction in the after school program at Oakdale Joint Unified School District (OJUSD). Along with volunteer parents, Michelle brought Art Corps, a Fine Arts program to the district, that gave TK -6 students the opportunity to experience Fine Art. Michelle also served on the California Kindergarten Association for many years and finished her term as President in 2020. She has identified that for her, the most critical instructional practices are: building relationships with students, parents and the school community.

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

## **Doug Pitney, M.A.**

### **Coordinator, IMPACT Programs, Lead Support Supervisor**

Prior to coming to TCSJ Douglas taught Earth Science and Social Science at Hayward High School for ten years where he served as the Science Department Chairperson. He worked at Cesar Chavez High School in Stockton where he taught Social Science and then moved into the role of Instructional Coach where he focused on new teacher support and staff professional development. He worked with subject-matter teams on curriculum development and student learning data analysis, was an induction mentor, and served on the school's leadership team.

Douglas earned his B.S. from Lyndon State College in Vermont, his Single Subject Teaching Credential from California State University East Bay, and his Administrative Services Credential, and M.A. in Educational Administration from Concordia University Irvine.

## **Delgel Pabalan, M.A.**

### **Coordinator, IMPACT Credentials, Educator Assessments and Data**

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

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

## **Lisa Reece, J.D.**

### **Coordinator, IMPACT Credentials, Single Subject**

Over the last 17 years, Lisa has served in a variety of capacities including high school English and AVID teacher, Lead Teacher and AVID Coordinator, Instructional Coach, Assistant Principal at a K-8 school, and TCSJ Instructor and now coordinator. She has a strong background and belief in building relationships with students and educators and a deep-rooted philosophy that ALL children should feel challenged at all times, while at the same time, ensuring they feel included and valued. Children should be the center of the education process. As a leader and educator of teachers, she feels enormous pressure to build within teachers a core belief that they are simply the guide on a child's journey through education.

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

## **Graduate Studies**

### **Crescentia Thomas, Ed.D.**

#### **Director of Graduate Studies**

Dr. Crescentia Thomas has over 20 years of educational experience. During her 13 years as a resource specialist, she worked with students with exceptional needs, assisted in administrative duties at the school site, mentored novice teachers, and collaborated with the curriculum department in her district to design professional development for special education teachers. As a resource specialist, she became knowledgeable in incorporating a variety of accommodations and modifications into lesson plans, collaborating with K-8 teachers and program specialists, and advocating for students. Crescentia joined Teachers College in August 2010 as an instructor in the master's core and taught in the Education Specialists and Pre-Service cohorts. She became a full-time advisor/coordinator in August 2014 and director of the Graduate Studies department in December 2019.

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

### **Katie Burns, Ed.D.**

#### **Accreditation Liaison Officer and Institutional Evaluator**

Dr. Katie Burns manages STEM and Environmental Literacy M.Ed. programs for Teachers College of San Joaquin (TCSJ). She also serves as a full time faculty member and researcher, providing program assessment support to the college. Prior to joining TCSJ in 2015, Katie worked in central California K-12 school districts for ten years as a math/science teacher and academic coach. Outside of her work, Katie serves as a community volunteer, supporting a variety of science-focused events for students in the region. She is inspired by the pursuit of knowledge, especially in topics connected with math and science.

Katie earned her B.A. in Sociology from the University of California, Berkeley. She holds two master's degrees (Educational Inquiry and STEM) from Teachers College of San Joaquin, and in June 2019, Burns earned her doctorate in education from University of the Pacific where her research focused on communities of practice among teachers in rural schools.

### **Karin Compise, Ed.D.**

#### **Coordinator, Residency@TCSJ**

Dr. Karin Compise has over 20 years of K-8 classroom teaching experience in addition to over seven years of teaching adults in the masters program at TCSJ. Karin is passionate about working with teachers to not only meet students' needs in the classroom but inspire students to be curious, confident, life-long learners. Some of Karin's educational interests are project-and inquiry-based learning, empowering teachers to take (responsible) risks, and constantly questioning the status quo. In her role as *Residency@TCSJ* Coordinator, Karin has designed a program where equity and inclusion is deeply embedded throughout the course of the year. Residents as well as their mentors embark on a year of deep reflection and practical application of forward-thinking concepts and strategies that promote equity and inclusion. In addition to her Multiple Subject Teaching Credential and her Administrative Services Credential, Karin holds a B.A. in Psychology from CSU Stanislaus, a M.A. in Teaching from National University, a M.Ed. in Educational Administration and Leadership from TCSJ, a Mathematics Instructional Added Authorization (MIAA) from TCSJ, and an Ed.D from the University of the Pacific.

### **Danielle Daubin, M.Ed.**

#### **Coordinator, Preliminary and Clear Administrative Services, M.Ed. Advisor**

Danielle Daubin provides educational experiences based on over 20 years of professional experience in development and oversight of academic programs, policies, and initiatives. Danielle continues to maintain a focus to promote student growth and achievement throughout their academic careers. Before joining the TCSJ team, Danielle spent the better part of twelve years in the classroom teaching middle and high school students. Her leadership experience includes serving in multiple roles and schools of varying grade levels, with expertise in development, implementation, evaluation, and continuous improvement of challenging and inspiring curricula. Danielle is a passionate educator and advocate for the academic success of all students as well as having a passion for staff development.

Danielle earned her B.A. in English from California State University, Sacramento and Single Subject Teaching Credential from University of the Pacific. She holds an Administrative Services Credential and M.Ed. in Educational Leadership from Teachers College of San Joaquin. She is currently pursuing an Ed.D. in Organizational Leadership from the University of Massachusetts Global.

**Myra Gardea Hernandez, Ed.D.**  
**Coordinator, Teacher Induction and Professional Learning**

Dr. Myra Gardea-Hernández joined TCSJ in 2022 and is the Coordinator of Teacher Induction and Professional Learning Center. She has 15 years of experience in the educational field. She has worked in Lodi Unified and Stockton Unified as a dual immersion and mainstream teacher in grades TK-4th. She has also taught GED and ESL Classes for young adults in the Migrant Education Program at the San Joaquin County Office of Education. She holds leadership experience and has served as an Assistant Principal in Stockton Unified School District.

Myra completed her undergraduate studies at San Joaquin Delta College and University of the Pacific. While at University of the Pacific, she earned a B.A. in Liberal Studies and a Multiple Subject BCLAD teaching credential; an M.Ed. in Curriculum and Instruction; an Administrative Services Credential; and a Doctorate in Educational Administration and Leadership. Throughout her educational career, she has attended numerous professional development courses and seminars at Teachers College of San Joaquin. Myra is a lifelong learner and her research interests include higher education student experiences and the institutional systems that best support their educational success.



# AFFILIATE FACULTY

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

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

If you would like to contact someone, please email a request to [tscsjadmissions@sjcoe.net](mailto:tscsjadmissions@sjcoe.net) for contact information.

Debbie Abdallah, M.A.

Susan Alldredge

Carol Anderson Woo, M.Ed.

Rolf Athearn, M.A.

Bill Avey

Joann Balestreri, M.Ed.

Cathy Barnes

Jennifer Barry

Sage Benson, M.A.

Suzette Berhorst, M.Ed.

Paul Bettencourt

Jack Bland

Susan Blickenstaff

Joel Blomenkamp, Ed.D

Ron Boren, M.A.

Patricia Boutte, M.Ed.

Amanda Boyer, M.Ed.

Jessica Branstetter, M.Ed.

Matthew Brenner, M.Ed.

Carol Brigham

Joshua Brigham, M.A.

Carol Brooks, Ed.D.

Wayne Brown

Michele Bryson

Margie Bulkin, Ed.D.

Pamela Burns, M.Ed.

Patricia Busher, M.Ed

Brandy Byers, Ed.D.

Rick Calbreath, M.A.

Steven Callahan, M.Ed.

Maria Castanon, M.Ed.

Erika Chapman

Christine Chapple, M.Ed.

John Cicinato, M.A.

Liselle Clark, M.S.

Fred Cochran, M.Ed.

Monica Corriea

Thomas Crocker, Ph.D.

Terry Crumpacker, M.A.

Charalee Cunningham, M.A.

Dustin Curtiss, M.Ed.

Joseph Cusenz

Anthony Dahl

Mary Damiano

Seth Davis

Susan Davis

Debbie DeGanna, M.A

Kathleen Dennis, M.Ed.

Pat Dimond, M.A.

Lauren Dinubilo, M.Ed.

Anna Dolce, M.Ed.

Andrew Dompeling

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