

Clock Tower, Education Building

Originally built as Cal Poly's administration building and recently renovated, the building now houses the University Center for Teacher Education.

Photo by Ken Chen, courtesy of Communications Office

University Center for
Teacher Education

University Center for Teacher Education

Education Bldg. (02), Room 121
(805) 756-2583

Director, Susan Roper

MaryLud Baldwin	Robert L. Levison
Donald K. Cheek	Donald K. Maas
Elaine Y. Chin	Susan L. McBride
Leonard Davidman	Patricia A. Mulligan
Patricia Davidman	Dennis M. Nulman
Erland G. Dettloff	Kenneth F. Palmer
Howard Drucker	Carol Scheftic
David Duran	Alice T. Tomasini
Roberta J. Herter	Bernard A. Troy
Rita M. King	

The following faculty participate with the University Center for Teacher Education and hold academic rank in a department outside the Center:

Doris Acord	Robert L. Inchausti
Frederick P. Andoli	William C. Kellogg
Kathleen Balgley	Sarah S. Lord
John Battenburg	John C. Maxwell
Lloyd N. Beecher	Joseph E. Sabol
C. Andrea Brown	H. Bernard Strickmeier
Carl R.V. Brown	Michael A. Sutliff
Glen R. Casey	Theresa Torres
Robert S. Cichowski	Robin Ward
Robert A. Flores	Raymond F. Zeuschner
Alan W. Holz	

ACADEMIC PROGRAMS

MA in Education

with Specializations in:

- Counseling and Guidance
- Curriculum and Instruction
- Educational Administration
- Reading
- Special Education

Credential Programs

The University Center for Teacher Education is designed to promote an all-University approach toward teacher education and to develop a strong, collaborative, and enduring partnership with area school districts.

The Center offers a wide variety of courses and programs leading to careers in education. Common to all programs is a commitment to excellence, to cooperation and collaboration, to preparation for future educational challenges. As the state's population grows, enrollments in

grades K–12 increase and with them the demand for teachers. New roles and responsibilities for highly competent teachers are developing, and teaching can lead to specialist positions in administration, curriculum planning, counseling, special education, or reading. To meet the need for excellent teachers the Center seeks talented, creative students who are committed to a long-term career in education and to the improvement of educational processes and institutions.

The University Center for Teacher Education offers a Master of Arts degree in Education with a broad range of specializations and credential programs for qualified candidates. The M.A. in Education has areas of specialization in: Counseling and Guidance, Curriculum and Instruction, Educational Administration, Reading, and Special Education.

Credential programs include preliminary and professional clear teaching credentials in single and multiple subjects. Service and specialist credentials in Administrative Services, Pupil Personnel Services, Reading/Language Arts Specialist and Special Education Specialist (Learning Handicapped and Severely Handicapped) are also offered. To accommodate the working professional, courses are offered during the late afternoons, evenings and weekends.

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

MASTER OF ARTS DEGREE—EDUCATION

General Characteristics

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

Program of Study

All programs require a minimum of 45 quarter units of acceptable graduate work, with at least 24 units of 500-level Education courses. Courses taken in these programs may also be applied toward related credentials.

The candidate must maintain a grade point average of 3.0 (B) or better in all coursework attempted subsequent to admission to postbaccalaureate standing. Calculation of the grade point average will include all grades, although only the courses with A, B, or C grades will be counted to satisfy requirements for the degree. Required courses with a D or F grade must be repeated in all M.A. programs. All candidates must meet the current Graduation Writing Requirement.

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

Depending on the specialization, final assessment of a candidate's progress shall include a comprehensive written examination and EDUC 590 Research Applications in Education, *or* the completion of a thesis/project. Students must enroll in EDUC 599 Thesis/Project (or EDUC 598) for every quarter in which they are receiving advisement.

Conditionally Classified Standing

The student may enroll in a graduate degree curriculum, if in the opinion of the appropriate campus authority, the student can remedy any deficiencies by additional preparation.

Classified Standing

For admission as a classified graduate student, a student shall have a minimum grade point average of 3.0 in the last 90 quarter units attempted. A student shall have earned an acceptable baccalaureate degree from a regionally accredited institution. Or, the student shall have completed equivalent academic preparation and have satisfactorily met the professional, personal, scholastic, and other standards for graduate study, including qualifying examinations, as

the appropriate university authorities may prescribe. Only those applicants who show promise of success and fitness will be admitted to the graduate degree program, and only those who continue to demonstrate a satisfactory level of scholastic competence and who possess appropriate personal qualities will be eligible to continue in such a program.

Advancement to Candidacy

Advancement to master's degree candidacy requires completion of a minimum of 24 quarter units of program-required courses in residence, specified in a formal program of study, with a minimum grade point average of 3.0 and the formal recommendation of the specialization faculty. Students must maintain a minimum grade point average of 3.0 in all coursework included on the formal program of study, and in all coursework completed subsequent to admission to postbaccalaureate standing.

MA Education, Specialization in Counseling & Guidance

The program is designed to prepare students for careers in public or private school counseling or student affairs work in higher education. Admission to the program requires references, an autobiographical statement, and an interview. Pupil Personnel Services (PPS) Credential candidates must meet credential requirements of the State of California. Only six quarter units of fieldwork experience will apply toward the M.A., although additional fieldwork will be required to meet PPS credential and student affairs requirements. Student affairs candidates must include EDUC 562 in their formal program of study. EDUC 590 *and* a comprehensive written examination *or* EDUC 599 are required for degree completion. Candidates whose goals are for clinical counseling careers in agency settings or in private practice should refer to the Master of Science degree program in Psychology in the Psychology and Human Development Department.

	<i>Units</i>
Education Core	13
EDUC 587 Ed Foundations & Current Issues (4)	
EDUC 588 Education, Culture and Learning (4)	
EDUC 589 Research Methods & Analysis in Ed (5)	
Required in the Area of Specialization	29
EDUC 555 Counseling and Communication (4)	
EDUC 556 Ethnic Counseling (4)	
EDUC 557 Career Development (4)	
EDUC 560 Counseling Theories and Assessment (4)	
EDUC 561 Group Counseling (3)	
EDUC 573 Field Experience—Counseling (6)	
¹ EDUC 590 Research Applications in Education (4)	
Electives (to be selected with adviser's approval)	<u>6</u>
	48

MA EDUCATION, SPECIALIZATION IN CURRICULUM AND INSTRUCTION

The Curriculum and Instruction Specialization aims at expanding the candidate's instructional skills and knowledge of curriculum at the elementary and/or secondary level. Candidates may want to improve their skills as classroom teachers; they may choose to enter positions as curriculum specialists or instructional team leaders; or they may seek employment in the private sector in curriculum development and training related positions. Courses taken in this program may be applied toward a fifth year of study for a clear teaching credential. In addition to the general prerequisites, applicants must have successfully completed student teaching or the equivalent prior to entering the program.

EDUC 590 *and* a comprehensive written examination, or EDUC 599, are required for the completion of a master's degree with a specialization in curriculum and instruction.

	<i>Units</i>
Education Core	13
EDUC 587 Educational Foundations and Current Issues (4)	
EDUC 588 Education, Culture and Learning (4)	
EDUC 589 Research Methods and Analysis in Education (5)	
Required in Area of Specialization	26-28
EDUC 501 Problems and Practices in Curriculum Development (3)	
EDUC 503 Seminar in Language Arts Curriculum and Methods (4)	
EDUC 504 Seminar in Science and Mathematics Curriculum and Methods (4)	
EDUC 505 Seminar in Social Studies Curriculum and Methods (4)	
EDUC 506 Models of Instruction (4)	
EDUC 532 Adv. Field Experiences in Education (3)	
¹ EDUC 590 Research Applications in Education (4)	
Electives (selected with adviser's approval).....	4-6
	45

¹ If EDUC 599 Thesis/Project is selected in lieu of EDUC 590, the student must register for credit each quarter of advisement.

MA EDUCATION, SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

This program is designed for career candidates in educational administration. It emphasizes a comprehensive knowledge of educational administration including applied theory of administration and leadership, schools in contemporary society, and effective management related to educational outcomes. While designed for career school administrators, the program can be helpful for administrators in other fields. EDUC 590 *and* a comprehensive written examination, *or* EDUC 599, are required for completion of a masters degree with a specialization in Educational Administration.

Work in this program may be applicable to an Administrative Services Credential (See credential programs).

	<i>Units</i>
Education Core	13
EDUC 587 Educational Foundations and Current Issues (4)	
EDUC 588 Education, Culture and Learning (4)	
EDUC 589 Research Methods and Analysis in Education (5)	
Required in the Area of Specialization	12
EDUC 512 Educational Organization and Management (4)	
EDUC 513 Educational Planning Decision Making (4)	
¹ EDUC 590 Research Applications in Education (4)	
Electives (to enhance candidate career goal, with adviser approval)	20
Possible electives: EDUC 501, 510, 511, 514, 515, 516, 518, 542.	
	45

MA EDUCATION, SPECIALIZATION IN READING

The Master of Arts degree in Education with a specialization in Reading is designed to present the candidate an opportunity for advanced preparation in reading. Graduate students not meeting minimum standards may appeal for special consideration to the Reading Assessment Committee.

EDUC 590 *and* a comprehensive written examination, *or* EDUC 599, are required for the completion of a master's degree with a specialization in reading.

	<i>Units</i>
Education Core	13
EDUC 587 Educational Foundations and Current Issues (4)	
EDUC 588 Education, Culture and Learning (4)	
EDUC 589 Research Methods and Analysis in Education (5)	
Required in Area of Specialization	19
EDUC 525 Reading Processes, Programs, and Technology (4)	
EDUC 526 Diagnosing and Remediating Reading Problems (4)	
EDUC 530 Secondary, College, and Adult Reading Practices (4)	
EDUC 532 Advanced Field Experiences in Education (3)	
¹ EDUC 590 Research Applications in Education (4)	
Electives (to be selected with adviser's approval).....	13
Suggested electives: EDUC 529, 531.	
	45

MA EDUCATION, SPECIALIZATION IN SPECIAL EDUCATION

The Master of Arts degree with a specialization in Special Education is an academic program that offers the student an opportunity for advanced learning in Special Education. Applicants must meet personal and professional standards, including necessary qualifying examinations, presentation of personal recommendations, and a personal interview.

Units for the master's degree program can be applied towards the requirements for a clear single or multiple subjects teaching credential. It is also possible for the qualified student to complete the requirements for the Specialist Credential while pursuing the requirements for the Master of Arts degree in Education.

EDUC 590 *and* a comprehensive written examination, *or* EDUC 599, are required for the completion of the Master's degree with a specialization in Special Education.

	<i>Units</i>
Education Core	13
EDUC 587 Educational Foundations in Current Issues (4)	
EDUC 588 Education, Culture and Learning (4)	
EDUC 589 Research Methods and Analysis in Education (5)	
Required in Area of Specialization	11
EDUC 547 Atypical Learning Patterns (4)	
EDUC 553 Current Issues in Special Education (3)	
¹ EDUC 590 Research Applications in Education (4)	
Electives (to be selected with adviser's approval).....	21
	45

¹ If EDUC 599 Thesis/Project is selected in lieu of EDUC 590, the student must register for credit each quarter of advisement.

Teaching Credential Programs

University Center for Teacher Education Services Center
Education Bldg. (02), Room 120
(805) 756-2126

The Teaching Credential Programs consist of coursework and field experiences, including student teaching, required to obtain the Preliminary and Professional Clear Multiple and Single Subject teaching credentials in California. Guidelines for all credentials are established by California's Commission on Teacher Credentialing (CCTC), and are subject to change.

Cal Poly is authorized by the California Commission on Teacher Credentialing to prepare candidates and recommend for the following credentials:

BASIC CREDENTIALS

(Preliminary and Professional Clear)

Multiple Subject Instruction (as commonly practiced in California elementary and middle schools)

Crosscultural Language and Academic Development (CLAD) Emphasis

Bilingual Crosscultural Language and Academic Development (BCLAD) Emphasis

Single Subject Instruction (as commonly practiced in California high schools and most junior high or middle schools)

Agriculture

English (and Speech Communication)

Home Economics

Life Science (Biology)

Mathematics

Physical Education

Physical Science (Chemistry and Physics)

Social Science (History and Political Science)

ADVANCED CREDENTIALS

Specialist Credentials (Professional Clear)

Agriculture Specialist

Reading/Language Arts Specialist

Special Education

Learning Handicapped

Severely Handicapped

Services Credentials

Administrative Services (Preliminary and Professional Clear)

Pupil Personnel Services (School Counseling) (Professional Clear)

The teaching credential programs typically take four or five quarters to complete depending on completed prerequisites. Applications are accepted during specific periods at the beginning of each Fall, Winter and Spring quarters (for these dates contact the University Center for Teacher Education Services Center). Detailed information about other requirements can be found in the credential handbooks, "The Guide to the Multiple Subject, CLAD/BCLAD Credential Program" and "Single Subject Teaching Credential Handbook," which are available at the Services Center. Further information, requirements and procedures for entering a particular credential program may be obtained from the appropriate credential program adviser. The Master of Arts in Education section of this catalog contains additional information regarding graduate degree programs which may coincide with credential programs.

Candidates for the Single Subject teaching credential in Agriculture or the Agricultural Specialist credential complete their preparation program through the Agricultural Education and Communication Department at Cal Poly. For further information or advisement students should communicate with the head of the Agricultural Education and Communication Department.

CLAD and BCLAD

Cal Poly's Crosscultural Language and Academic Development (CLAD) and Bilingual Crosscultural Language and Academic Development (BCLAD) programs stress knowledge of language structure acquisition and development; methodologies for English language development and specially designed content instruction delivered in English; and general cultural concepts relevant to Education.

Additionally, BCLAD is designed to prepare teachers for bilingual classrooms. The BCLAD emphasis focuses on knowledge of bilingual teaching methodologies, the Latino culture, and proficiency in Spanish.

Multiple & Single Subject Teaching Credential Program

Admission Requirements

- admission to Cal Poly as a postbaccalaureate student,
- required cumulative GPA (see below),
- evidence of taking the California Basic Educational Skills Test (CBEST),

- evidence of passing the Multiple Subject Assessment for Teachers Examination (MSAT) *or* an approved “Subject Matter” (coursework) statement (Multiple Subject only), and
- evidence of application for Certificate of Clearance (Multiple Subject only).

The requirements for admission to Cal Poly to pursue a Multiple Subject credential differ slightly from those for the Single Subject credential. Details concerning specific credential program admission requirements are available from the appropriate adviser, and in the advisement handbook.

Admission to the university does not guarantee admission to the teacher education program.

Admission to the Teaching Credential Program – STEP I

To enter the credential program and to identify additional requirements that must be completed prior to beginning student teaching, a "STEP I" application is to be submitted at least two quarters before student teaching (not including summer quarter). For most credential candidates this is done upon completion of the baccalaureate degree or during the first quarter of postbaccalaureate studies. Check with your credential program adviser and the credential handbook to be sure that all requirements are completed.

Minimum Scholarship Standards for Admission to Teaching Credential Programs

Discipline	Minimum GPA
Division	1995-98

Note: GPA's are subject to change.

Single Subjects:

Agriculture	2.58
Biological Sciences	2.81
Education/Physical Education	2.72
Home Economics (includes Child Development)	2.78
English (includes Speech)	2.84
Mathematics	2.84
Physical Sciences (includes Chemistry and Physics) ..	2.78
Social Sciences (includes History and Political Science).....	3.00
<i>Multiple Subjects</i>	2.94

The candidate shall have a grade point average in the upper half of undergraduate students in the candidate's discipline division. The candidate's GPA shall be based on the cumulative work attempted at Cal Poly. In the absence of at least 45 quarter units of work attempted at Cal Poly, the GPA shall be based on cumulative work attempted at all colleges and universities. It is the prerogative of the major department to require a GPA which exceeds the mandated minimum standard. *These GPA's are subject to change.*

Step I Requirements:

Refer to most recent student handbook for specifics.

- completion of an approved early field experience;
- a Certificate of Clearance;
- letters of recommendation;
- a professional aptitude interview with adviser;
- evidence of competency in oral reading, writing and speaking English;
- evidence of freedom from rubella and tuberculosis; and
- evidence of mathematics competency (Multiple Subject candidates only).
- students must demonstrate the personality and character appropriate to standards for the teaching profession.

Admission to Student Teaching – STEP II

Student teaching consists of two consecutive quarters in public school classrooms, under the supervision of a cooperating teacher and a university supervisor. Application for student teaching assignments must be made by Monday of the fourth week of the quarter before one plans to student teach. Applicants must pass CBEST prior to receiving a student teaching assignment.

Multiple Subject student teaching consists of two full-time all day experiences with the student teacher gradually assuming responsibility for the class.

Single Subject student teaching involves a six unit and a twelve unit assignment. Six unit student teaching consists of a part-time (half day) experience in the classroom observing and teaching. Twelve unit student teaching consists of a full-time all day experience with the student teacher gradually assuming responsibility for the class.

Application for the Preliminary or Professional Clear Credential

Candidates for the California Multiple or Single Subject teaching credential must verify competence in their teaching field by *one* of the following methods:

1. passing an appropriate examination(s) for the selected subject matter, *or*
2. completing an approved academic program of coursework (or its equivalent) in the selected subject matter area.

Upon completion of Cal Poly's Teaching Credential Program (Multiple or Single Subject), each student must apply for his or her Preliminary or Professional Clear Credential. These applications are available through the University Center for Teacher Education Services Center and may be submitted as early as two weeks prior to completing the final credential requirements. See the credential handbooks for more information.

Professional Clear Credential – Fifth Year of Study

To qualify for the Professional Clear Multiple or Single Subject credential candidates must complete the following requirements *beyond* the Preliminary credential requirements. This is also referred to as the Fifth Year of Study.

- 45 quarter units of adviser approved postbaccalaureate coursework;
- coursework in *Health Education* (KINE 250 or KINE 305, and verification of completion of a training program in cardiopulmonary resuscitation (CPR) (American Red Cross Community CPR or American Heart Association “Heart Saver”);
- coursework in *Special Education*, including MAINSTREAMING (EDUC 440, 4 units);
- coursework in *Computer Education* (EDUC 480, KINE 350, MATH 300, or AGED 410), and
- recommendation from a California college or university with a CCTC approved Teacher Preparation Program.

Passing the California Basic Education Skills Test (CBEST) is required for all credentials.

Minimum GPA Requirements

Students may enter the credential program as an undergraduate or as a postbaccalaureate candidate. The minimum GPA which must be maintained each quarter after admission to the program for undergraduate candidates is the same as their required admission GPA (see above table).

Postbaccalaureate candidates must maintain a 3.00 quarterly GPA. The required grade point averages must be maintained in both the professional education coursework (see Credential Program Handbook for specific courses) and all other coursework attempted after admission to the credential program.

ADVANCED CREDENTIALS

Advanced credential candidates must maintain a grade point average of 3.0 (B) or better in all credential required coursework. Calculation of the grade point average will include grades received in all classes required for the credential, although only courses with A, B, or C grades will be counted to satisfy credential requirements.

Administrative Services. Offers two credential programs, one leading to recommendation for the Preliminary Administrative Services Credential, the second leading to recommendation for the Professional Administrative Services Credential (Credential program requirements will change January 1, 1997).

The preliminary program is designed to prepare candidates for the Preliminary Administrative Services Credential which authorizes service in any administrative position at any grade level. It requires 44 quarter units, most of which are applicable to the Master of Arts degree with a Specialization in Educational Administration.

In consonance with the Master of Arts program, the credential program emphasizes a comprehensive knowledge of public school administration including applied theory of administration and leadership, schools in contemporary society, and effective management related to educational outcomes.

The credential emphasizes applied theory with actual experience in fieldwork assignments and an evaluation of administrative competence as a basis for credential recommendation.

The professional credential program prepares candidates for the Professional Administrative Services Credential. The 1996–1997 program requires 36 quarter units of work, a minimum of 12 units of which must be advanced fieldwork, and 18 units must be appropriate coursework. Candidates must hold a Preliminary Administrative Services Credential.

The program emphasizes advanced skill development in building-level or central office administration with emphasis on the job application of management skills.

For credential recommendation the candidate must, in addition to completing the program of study, have had two years of successful administrative experience and meet program competency review criteria.

For more information regarding this program, contact the Coordinator, Educational Administration program, University Center for Teacher Education.

Pupil Personnel Services. Designed to prepare students for counseling and guidance positions in public and private schools in grades K-12. This program stresses applied theory and practical, direct experiences to prepare pupil personnel candidates. A low student-adviser ratio allows for personalized attention. The PPS Credential program has excellent fieldwork placements in K-12 public schools including career centers, continuation schools, and special classes. Required courses are generally offered in late afternoons and evenings.

For more information regarding this program, contact the Coordinator, Counseling and Guidance, University Center for Teacher Education.

Reading/Language Arts Specialist. Designed to supplement the basic multiple subject or single subject credential. The Reading/Language Arts Specialist Credential permits the holder to function as a Reading Supervisor, Reading Specialist or Reading Teacher in grades K-12. In order to qualify for admission to the program the candidate must hold a valid Multiple Subject or Single Subject Preliminary or Life Credential; and have completed a reading methods course or the equivalent. The Reading/Language Arts Specialist Credential program requires two years of full-time teaching experience and successful completion of a final assessment examination before the credential can be awarded.

For more information, contact the Coordinator, Reading/Language Arts, University Center for Teacher Education.

Special Education Specialist. Designed to prepare teachers for two advanced credentials: the Learning Handicapped Credential, and the Severely Handicapped Credential. These credentials enable the teacher to work with students ages 3–21, with mild, moderate and/or severe problems in a variety of settings. The unit requirement for the credential allows the full-time student to complete the requirements in one year. The Special Education program emphasizes a practical orientation to teaching.

In order to be admitted to the program, a candidate must have a baccalaureate degree from an accredited institution, and should have a preliminary teaching credential that is valid in California. Applicants must also meet general personal and professional standards determined by an admission interview and recommendations. Generic courses are open to undergraduate students as per university guidelines.

Units for the Specialist Credential may be applied towards the requirements for a Clear Single or Multiple Subjects teaching credential. It is also possible for qualified students to complete the requirements for the Master of Arts degree in Education while pursuing the Specialist Credential.

Learning Handicapped Specialist Credential

This program is designed to give students the competencies needed to teach mildly handicapped students ages 3–21. This program stresses practical skills across a wide variety of areas. The Learning Handicapped Specialist Credential may be combined with the Reading/Language Arts Specialist Credential.

Severely Handicapped Specialist Credential

This program is designed for those who wish to teach students ages 3–21 with severe handicaps including the trainable mentally retarded, severely emotionally disturbed, autistic, and multiple handicapped. The training emphasis is

upon functional curriculum planning, integration into least restrictive environments, vocational preparation, and community living skills.

The Severely Handicapped Specialist Credential may be combined with the Learning Handicapped Specialist Credential.

For more information regarding this program, contact the Coordinator, Special Education, University Center for Teacher Education.