School of

Education

Education Bldg. (02), Room 120
(805) 756-2126

Glen Casey
James L. Gentilucci
Kathleen C. Harris
Anita C. Hernandez
Robert J. Herter
Jodi D. Jaques
Steven Kane
Bonnie Konopak
Donald K. Maas
Shirley J. Magnusson
Patricia A. Mulligan
George J. Petersen
Louis B. Rosenberg
Michael B. Ruef

Affiliated Faculty

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

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

VISION, MISSION AND PROGRAMS

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

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

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

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

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

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

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

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

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

A Doctor of Education degree (Ed.D) in Educational Leadership for working professionals is offered by the School in partnership with the Gevirtz Graduate School of Education at the University of California, Santa Barbara. The program is designed to prepare and support exemplary educational leaders in K-16 settings.

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

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

2009-2011 Cal Poly Catalog
Teacher Education

Education Bldg. (02), Room 130
(805) 756-1503

Multiple Subject Coordinator, Patricia A. Mulligan
Single Subject Coordinator, Jeannine Richison

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

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

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

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

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

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

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

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

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

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

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

The requirements for admission to Cal Poly to pursue a Multiple Subject credential differ slightly from those for the Single Subject credential. All applicants must first apply for admission to graduate studies in Education at Cal Poly by completing an application at www.csumentor.edu.
Preliminary Credential
Admission to the university does not guarantee admission to either teacher education program. Admission to either Preliminary Credential program requires candidates to be in at least their junior year, pass the Basic Skills Requirement, earn a Certificate of Clearance, verify completion of early field experience, and satisfy all other prerequisites for a specific credential program.

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

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

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

Education Bldg. (02), Room 113
(805) 756-7194

Counseling and Guidance Coordinator, Jodi D. Jaques
Educational Leadership and Administration Coordinator, James L. Gentilucci
Joint Doctoral Program Coordinator, George J. Petersen
Special Education Coordinator, Michael B. Ruef

Certificate Program in:
- Educational Technology

Credential Programs in:
- Administrative Services
  - Education Specialist (Mild/Moderate Disabilities)

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

M.A. in Education with Specializations in:
- Counseling and Guidance
- Educational Leadership and Administration
- Special Education

Ed.D. in Educational Leadership

Certificate Program in Educational Technology
This certificate program prepares educators to be leaders in the use of emerging technologies in the classroom. The program is a four-course sequence that includes EDUC 507 Instructional Materials and Technology, EDUC 508 Digital Moviemaking for K-12 Educators, EDUC 509 Robotics for K-12 Educators, and EDUC 500 Independent Project on Educational Technology. At the completion of the sequence, students earn a university certificate and, as credentialed teachers, have the opportunity to earn a supplementary authorization in Computer Concepts and Applications. The supplementary authorization allows educators to teach computer-based classes in grades 9 and below.

Credential Programs

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

ADMINISTRATIVE SERVICES
- Preliminary (Tier I)
- Administrative Intern

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

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

The credential program requires 45 quarter units, most of which are applicable to the MA in Education with a Specialization in Educational Leadership and Administration. The Preliminary Administrative Services Credential authorizes service in any administrative position at any grade level in California.

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

EDUCATION SPECIALIST (Mild/Moderate Disabilities)
- Preliminary Level I
- Clear Level II

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

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

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

A Multiple or Single subject teaching credential is not required for admission. However, some coursework taken for the Single Subject or Multiple Subject Credential program may be applied to the Education Specialist Credential program.
Candidates who complete the Preliminary Level I program are required to obtain a Clear Level II Education Specialist Credential. The program requires 20-28 units and will be delivered on a two-year cycle. Entry requirements include the following:

1) a minimum of a 2.75 GPA over the last 90 quarter (60 semester) units;
2) a valid Preliminary Level I Education Specialist credential or Certificate of Eligibility in Mild/Moderate Disabilities;
3) verification of employment as a special education teacher of students with mild/moderate disabilities in a California school district, non-public school or agency, or county office of education; and
4) two letters of recommendation from persons familiar with the applicant’s teaching ability.

In addition to required university coursework, students are required to work with district personnel to identify an Emphasis Area for their work. The Emphasis Area is pursued through 80 hours of university coursework or non-university activities. Check with the credential program advisor, the credential handbook, and www.soe.calpoly.edu/ to be sure all requirements are completed.

**Master of Arts in Education**

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

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

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

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

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

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

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

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

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

**Advancement to Candidacy**
Advancement to master's degree candidacy requires:

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

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

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

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

Required in the Area of Specialization:.............. 52
   EDUC 555 Intro to the Counseling Profession (4)
   EDUC 556 Multicultural Counseling (4)
   EDUC 557 Career Counseling (4)
   EDUC 560 Counseling Theories (4)
   EDUC 561 Group Counseling (4)
   EDUC 562 Student Dev-Higher Education (4)
   EDUC 564 Legal & Ethical Issues in Counseling (4)
   EDUC 565 Measurement & Assess. Counseling (4)
   EDUC 566 Leadership & Consultation Counsel (4)
   EDUC 568 Counseling Techniques (4)
   EDUC 573 Field Experience, Counseling (12)

MA Education, Specialization in EDUCATIONAL LEADERSHIP and ADMINISTRATION

The fast-track M.A. and Preliminary Administrative Services Credential program allows students to complete their master’s degree and/or credential in 15 weeks (Friday evenings and all day Saturdays) and one summer session during an 11-month period. This rigorous, practical program is designed for those seeking leadership positions in K-12 schools, community colleges, universities, government agencies, and educationally related organizations. Students are admitted once each year in the fall, and they progress through the program as a cohort. The application deadline is MARCH 1. The fast-track program emphasizes applied theories of educational leadership, mastery of practical skills required for effective school administration, and competence in research methods necessary for understanding and assessing learning organizations. While designed primarily for K-16 leaders, the program is beneficial for leaders from other fields. Individuals interested in leading nonprofit organizations are encouraged to apply.

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

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

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

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

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

11-9-11

MA Education, Specialization in SPECIAL EDUCATION

Applicants must meet personal and professional standards, including necessary qualifying examinations, presentation of personal recommendations, and a personal interview. Approved units for the master’s degree program can be applied towards the requirements for a Preliminary Level I Education Specialist Credential. It is also possible for the qualified student to complete the requirements for the Specialist Credential while pursuing the requirements for the Master of Arts degree in Education.

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

Required in Area of Specialization
   EDUC 544 Adv Collaboration and Consultation 
   for Teachers of Pupils with Special Needs .......... 5
   EDUC 545 Characteristics and Instruction of 
   Pupils with Mild/Moderate Disabilities .......... 5
   EDUC 550 Assess Strategies Special Education ..... 5
   Electives (to be selected with advisor's approval) .. 10

        45
Doctor of Education in Educational Leadership (Ed.D.)

The School of Education at California Polytechnic State University, San Luis Obispo and the Gevirtz Graduate School of Education at the University of California, Santa Barbara offer a field-based Ed.D. in Educational Leadership for working professionals. The program is designed to prepare and support exemplary educational leaders who will demonstrate the abilities to:

- Engage in scholarly research and effectively use extant data to make sound, information-driven decisions;
- Critically examine current educational practices and policies from a variety of relevant theoretical perspectives;
- Formulate and implement effective leadership, managerial, and instructional practices that will improve student achievement and organizational productivity; and
- Engage in reflective praxis to assess personal and professional leadership effectiveness.

Graduates typically pursue employment in leadership and administrative roles in K-12 schools, community colleges, universities, government agencies, and other allied organizations.

The program takes advantage of the unique strengths of each institution (research and field-based practice) to provide innovative programmatic features including a focus on non-urban schools, an accelerated time to degree, research in K-14 Professional Development Districts (PDDs), the inclusion of reflective praxis in all elements of the program, and annual dissemination of student research findings at summer institutes. The program is built upon a tripartite relationship among universities, local K-12 school districts, and community colleges. For additional information, please contact Dr. George Petersen and visit our web site: www.education.ucsb.edu/Graduate-Studies/Joint-Doc-Educational-Leadership/home.htm

Admission Criteria

Prospective students must meet UCSB admission criteria. Information about these requirements can be found at www.graddiv.ucsb.edu/admissions. Faculty admit only those applicants who possess the highest potential for successful graduate study and who, with the benefit of doctoral education, will contribute substantially to their academic or professional field through teaching, research, and professional practice. Successful applicants must have:

- Received a master’s degree or its equivalent from a regionally accredited university prior to the quarter for which they seek admission;
- Maintained an upper-division grade point average of 3.0 or above;
- Earned Graduate Record Exam (GRE) scores that indicate sufficient ability for successful doctoral study;
- Shared research and/or practice goals with program faculty;
- References indicating their ability to work productively with others; and
- Writing and speaking ability appropriate for doctoral study.

Program of Study

The program consists of 72 quarter units (minimum) of coursework, field-based research, practicums, summer institutes, and dissertation research and writing. Because the program is time delimited (expected completion within 36-42 months) there are no electives offered in the program. Students are expected to enroll in a minimum of 12 consecutive quarters (fall, winter, spring, summer) and satisfy all requirements for the degree in no more than four years plus two additional quarters after admission. The curriculum is divided into five parts:

1) Three core courses that ground students in the theoretical and empirical work that defines the field;
2) Four methods courses that teach students how to frame research questions and seek answers using a variety of methodological tools;
3) Five specialized seminars and practicums that focus on the application of theory to problems of educational practice;
4) Two summer institutes that provide opportunity for independent study and the presentation of research during the institutes; and
5) A dissertation that is concerned with the application and development of research-based knowledge in the field of educational leadership.

Fees and Residency Requirements

Students are considered UC students for the purposes of academic residency and fee requirements and must pay UC graduate fees for the duration of the program. They must also complete three consecutive quarters of residency in regular session at UCSB before they are permitted to advance to candidacy for the degree. Note: The residency requirement can be satisfied by enrolling as a part-time (8 units) graduate student. Students can remain fully employed and meet the UC residency requirement.

Dissertation

Students are required to research and write a dissertation that integrates theory with practice. Unlike the Ph.D. dissertation that is largely theoretical in nature, the goal of the applied dissertation is to improve educational practice within students’ professional work environment and normally represents the culmination of their prior field-based research in Professional Development Districts.

1 Administrative services credential candidates only.
2 All students are required to complete a comprehensive electronic portfolio and pass an oral examination at the end of the program.