

Programs Offered:

The School of Education offers the following credential programs, which are approved by the California Commission on Teacher Credentialing:

Credential Programs

- Multiple-Subject/English Learner Authorization (Elementary)
- Integrated Bachelor of Arts and Multiple-Subject/English Learner Authorization
- Multiple-Subject/Middle Level Certificate/English Learner Authorization
- Concurrent Multiple-Subject and Preliminary Mild/Moderate and Moderate/Severe Disabilities Education Specialist with Master of Arts in Education *in Special Education*
- Single-Subject Credential Program/English Learner Authorization (Secondary) with Option for Preliminary Mild/Moderate Education Specialist
- Multiple-Subject/BLA (Bilingual/Authorization): Spanish Emphasis
- Integrated Bachelor of Arts and Multiple-Subject/BLA: Spanish Emphasis
- Multiple-Subject/Middle Level/BLA: Spanish Emphasis
- Concurrent Preliminary Mild/Moderate and Moderate/Severe Disabilities Education Specialist with Multiple-Subject/BLA: Spanish Emphasis
- Single-Subject/BLA: Spanish Emphasis
- Preliminary Administrative Services Credential Tier I
- Preliminary Mild/Moderate and Moderate/Severe Disabilities Education Specialist with English Learner Authorization
- Reading Specialist Credential

Certificate Programs

- CTEL/CLAD Certificate
- Certificate of Advanced Studies in Multicultural Education
- Certificate of Advanced Study in Biliteracy Education: Spanish
- Certificate of Advanced Study in Education Technology
- Certificate of Advanced Study in Leadership Middle Level Education
- Certificate of Advanced Study in Middle Level Education
- Certificate of Advanced Study in Science Teaching
- Certificate of Advanced Study in Video Production in Education
- Communicative Sciences and Disorders Preparation Certificate
- Computer Concepts and Applications Supplementary Application
- Dual Language Certificate
- Global Teacher Studies and Preparation Certificate

Master of Arts

- Master of Arts in Education, Options:
 - General
 - Education Administration

Doctor of Education

- Doctorate in Education, Educational Leadership
 - Joint program offered by California State University San Marcos and University of California San Diego

The School of Education also offers:

- Prerequisite courses required for entry into credential programs
- Elective courses of interest to both area educators and undergraduate students who intend to enter the teaching profession

GRADE REQUIREMENTS AND ACADEMIC PROBATION

For all credential candidates in the Multiple-Subject, Integrated Credential Program, Special Education, Concurrent Special Education, BCLAD, Middle Level Certificate, and Single-Subject programs, the following grade requirements must be met:

Grading

All courses, except clinical practice, are graded A, B, C, D, F, Credit/No Credit (CR/NC) is given for clinical practice. The minimum acceptable final grade for the courses in the professional education sequence, including prerequisite courses, is C+ (2.3), but a B (3.0) average must be maintained.

For all School of Education programs, including teaching credential, specialist, and advanced credential, and the master's programs, the following academic probation policy is in effect:

Academic Probation, Disqualification and Disenrollment.

A credential candidate will be placed on academic probation if, during any academic term:

1. The cumulative GPA in all coursework in the professional education sequence (prerequisites, credential program, or clear credential courses) falls below 3.0; or
2. The credential candidate has been assigned grades of No Credit, Incomplete, or a letter grade below C+ in any two or more professional courses;
3. Further, a credential candidate will not be allowed to enter the advanced clinical practice if the candidate is (1) on academic probation, or (2) has not successfully completed all professional coursework, or (3) has a grade of "incomplete" for beginning clinical practice, or (4) has not completed subject matter competency, or (5) has not been issued a Commission on Teacher Credentialing (CCTC) Certificate of Clearance, (6) does not provide TB clearance, (7) has not made successful progress in passing the Teaching Performance Assessment (TPA).

Disqualification

A candidate in a credential program may be disqualified for any of the following:

- A Certificate of Clearance is not obtained.



CONCURRENT MULTIPLE-SUBJECT AND PRELIMINARY MILD/MODERATE AND MODERATE/SEVERE DISABILITIES EDUCATION SPECIALIST PROGRAM WITH A MASTER OF ARTS IN EDUCATION OPTION

Admission requirements are the same as the Multiple-Subject Credential.

Concurrent candidates receive both the Multiple-Subject and the Preliminary Mild/Moderate Education Specialist Instruction Credentials with the option to also complete the Preliminary Moderate/Severe Education Specialist Instruction Credential. The Authorization to Teach English Learners is met through coursework and clinical experiences. A bilingual emphasis may be added to the Multiple-Subject Credential for qualified candidates.

The Multiple-Subject Credential authorizes instruction of students in grades K through 8. The Preliminary Education Specialist Instruction Credentials authorize the provision of instruction to students in grades K through 12 and adults with identified disabilities. The Mild/Moderate Education Specialist Credential authorizes instruction of students with a primary disability of Autism Spectrum Disorder, Emotional Disturbance, Mild/Moderate Mental Retardation, other health impairment (e.g. Attention Deficit Disorder), or specific learning disability. The Moderate/Severe Education Specialist Credential authorizes instruction of students with a primary disability of Autism Spectrum Disorder, Deaf-Blindness, Emotional Disturbance, Moderate/Severe Mental Retardation, or multiple disabilities. All credentials authorize instruction of English Learners.

Full-time concurrent candidates may complete coursework and clinical practice for the Multiple-Subject and Preliminary Mild/Moderate Education Specialist Credentials in three semesters. Moderate/Severe Education Specialist coursework and clinical practice requirements may be completed in an additional semester. For part-time candidates, time to completion is longer. Candidates who successfully complete all of the Concurrent Multiple-Subject courses and both Concurrent Multiple-Subject Clinical Practice experiences, the RICA and TPA assessments, and other credentialing requirements may be awarded the Multiple-Subject Credential and apply for admission to the Special Education Master of Arts ~~Option~~ to complete remaining Education Specialist courses and clinical practice experiences as master's candidates. See the Master of Arts in ~~Education - Option in Special Education~~ Preliminary Preparation program description for admissions requirements, and courses and clinical practice that may be applied toward the master's degree.

Concurrent Multiple-Subject Courses	Units
EDMX 511	3
EDMX 512	3
EDMX 521	3
EDMX 543	3
EDMS 544	3
EDMS 545	3
EDMS 555	3
EDMX 622	4

Concurrent Multiple-Subject Clinical Practice	Units
EDMX 570	6
EDMX 571	7
Concurrent Multiple-Subject Total	38

Additional Preliminary Mild/Moderate Education Specialist Courses and Clinical Practice

EDMX 627	3
EDMX 631	3
EDMX 632	3
EDMX 633	3
EDMX 572	7
EDMX 575	2
Concurrent Multiple-Subject and Mild/Moderate Education Specialist Total	59

Additional Moderate/Severe Education Specialist Course and Clinical Practice

EDMX 573	6
EDMX 635	4
Concurrent Multiple-Subject, Mild/Moderate, & Moderate/Severe Total	69

TPA and TPE Assessment

Beginning July 1, 2008, all candidates entering programs that result in the issuance of a Multiple- or Single-Subject Credential must pass all Teaching Performance Assessment (TPA) assessments before an online recommendation for the credential can be submitted to the California Commission on Teacher Credentialing (CCTC) by the CEHHS, Student Services Office.

Beginning January 1, 2011, all candidates entering programs that result in the issuance of a Preliminary Education Specialist Instruction Credential must demonstrate satisfactory performance through coursework and verified clinical practice on the full range of Preliminary Education Specialist Teaching Performance Expectations and develop a written Individualized Transition Development Plan for use in the candidate's Clear Credential Program.

Intellectual Disability

Intellectual Disabilities

Special Education

Clear Credential Requirements

Successful completion of Multiple-Subject requirements results in the issuance of a 5-year Preliminary Multiple-Subject Credential. SB 2042 requires employment as a full-time teacher and completion of an induction program to qualify for a Clear Multiple-Subject Credential. Successful completion of Education Specialist requirements results in the issuance of a 5-year Preliminary Education Specialist Credential that also must be cleared through an induction program to qualify for the Clear Education Specialist Credential. An essential clearing requirement is the development of a written Individualized Induction Plan (IIP) of supported induction and job related advanced professional preparation approved and signed by the clear credential candidate, an employer designee, and a CCTC-approved clear credential program sponsor (e.g., district BTSA program, University, County Office of Education). See the CCTC web site for currently approved clear credential sponsors. The IIP for employed Education Specialists must be written to clear all general and special education preliminary credentials held, may include up to 12 semester units of university coursework, and must be developed within 60 days of employment. Preliminary Education Specialist credential holders not employed in a school setting may complete the clear credential requirements if the parties signing the IIP agree to a setting and professional development activities that allow demonstration of effective teaching to clear all preliminary credentials held.

Candidates in this internship option must also apply with and be selected for employment as an intern with a partnering school or school district.

Authorizations and Course of Study

The Preliminary Specialist Instruction Credentials authorize the provision of instruction to students in grades K through 12 and adults with identified disabilities. The Mild/Moderate Credential authorizes instructional service to students with a primary disability of Autism Spectrum Disorder, Emotional Disturbance, Mild/Moderate Mental Retardation, other health impairment (e.g. Attention Deficit Disorder), or specific learning disability. The Moderate/Severe Credential authorizes instructional service to students with a primary disability of Autism Spectrum Disorder, Deaf-Blindness, Emotional Disturbance, Moderate/Severe Mental Retardation, or multiple disabilities.

Coursework and clinical practice for the Mild/Moderate internship sequence usually takes two academic years to complete, inclusive of summer session offerings. Each intern candidate's course and clinical practice sequence is individually planned with the Education Specialist Intern Program Coordinator or designee.

Credential Courses Completed Prior to Internship Assignment

	Units
EDMS or EDMX 511	3
EDMS or EDMX 521	3

Courses Completed Prior to or During Internship Assignment

EDMS or EDMX 512	3
EDMS or EDMX 543	3
EDMS 555	3
EDMX 575 (Concurrent with EDMX 672)	2
EDMX 622	4
EDMX 627	3
EDMX 631	3
EDMX 632	3
EDMX 633	3

Clinical Practice Completed During Internship Assignment

EDMX 671 (Year 1)	7
EDMX 672 (Year 2)	7
Mild/Moderate Education Specialist Internship Total	47

This Internship Option ONLY:

The Preliminary Education Specialist Instruction Credential(s) may be granted prior to the Multiple-Subject Credential. To be granted the Multiple-Subject Credential, the following courses and clinical experience must be successfully completed.

INTERNSHIP PARTNERSHIP WITH SERVICE AREA SCHOOL DISTRICTS PRELIMINARY MILD/MODERATE AND MODERATE/SEVERE DISABILITIES EDUCATION SPECIALIST PROGRAM WITH MULTIPLE-SUBJECT CREDENTIAL OPTION

This Internship Partnership Option is for credential candidates who do not have a basic (e.g., Multiple-Subject, Single-Subject) credential and who wish to earn the Preliminary Mild/Moderate Education Specialist Instruction Credential(s) with the option to complete the Multiple-Subject Credential and/or the Preliminary Moderate/Severe Education Specialist Instruction Credential. The Authorization to Teach English Learners is met through coursework and clinical experiences.

Intern Eligibility

Eligibility for intern teaching includes:

1. Certificate of Clearance;
2. Bachelor's Degree as evidenced by official transcripts verifying awarding of Bachelor's degree;
3. Completed U.S. Constitution requirement;
4. Basic Skills Exam (CBEST or CSET Writing Skills) passed before intern teaching;
5. All CSET sections passed before intern teaching;
6. Successful progress in program coursework, Teacher Performance Assessment, and Education Specialist Teaching Performance Expectation assessments;
7. Completion of EDUC 350, 364, EDMS/EDMX 511, and EDMS/EDMX 521 or the equivalent; and
8. Tuberculin Clearance.

Additional Courses and Clinical Practice for Multiple-Subject Credential	
EDMS 544	3
EDMS 545	3
EDMX 571	7
Multiple-Subject and Education Specialist Total	60

Additional Course and Clinical Practice for Preliminary Moderate/Severe Education Specialist Credential	
EDMX 673	6
EDMX 635	4
Mild/Moderate and Moderate/Severe Education Specialist Total	70

TPA and TPE Assessment

Beginning January 1, 2011, all candidates entering programs that result in the issuance of a Preliminary Education Specialist Instruction Credential must demonstrate satisfactory performance through coursework and verified clinical practice on the full range of Preliminary Education Specialist Teaching Performance Expectations and develop a written Individualized Transition Development Plan for use in the candidate's Clear Credential Program.

Beginning July 1, 2008, all candidates entering programs that result in the issuance of a Multiple- or Single-Subject Credential must pass all Teaching Performance Assessment (TPA) assessments before an online recommendation for the credential can be submitted to the California Commission on Teacher Credentialing (CCTC) by the CEHHS, Student Services Office.

Clear Credential Requirements

Successful completion of Education Specialist requirements results in the issuance of a 5-year Preliminary Education Specialist Credential that also must be cleared through an induction program to qualify for the Clear Education Specialist Credential. Successful completion of Multiple-Subject requirements results in the issuance of a 5-year Preliminary Multiple-Subject Credential that requires employment as a full-time teacher and completion of an induction program to qualify for a Clear Multiple-Subject Credential. An essential clearing requirement is the development of a written Individualized Induction Plan (IIP) of supported induction and job related advanced professional preparation approved and signed by the clear credential candidate, an employer designee, and a CCTC-approved clear credential program sponsor (e.g., district BTSAs program, University, County Office of Education). See the CCTC web site for currently approved clear credential sponsors. The IIP for employed Education Specialists must be written to clear all general and special education preliminary credentials held, may include up to 12 semester units of university coursework, and must be developed within 60 days of employment. Preliminary Education Specialist credential holders not employed in a school setting may complete the clear credential requirements if the parties signing the IIP agree to a setting and professional development activities that allow demonstration of effective teaching to clear all preliminary credentials held.

MULTIPLE-SUBJECT CREDENTIAL PROGRAM/ ENGLISH LEARNER AUTHORIZATION WITH MIDDLE LEVEL CERTIFICATE

The Multiple-Subject with Middle Level Certificate Teacher Education Program is designed to prepare teachers to work with young adolescents in grades 5-9. Graduates of the program will hold a Multiple-Subject Credential with Authorization to Teach English Learners as well as a Certificate of Advanced Study in Middle Level Education. The Middle Level Program provides the candidate with the flexibility to teach in elementary and middle schools.

The Middle Level Program provides focused preparation in teaching, learning, and schooling for youngsters in the middle grades. Coursework is taught at a middle school site with class sessions and assignments geared to the particular needs of middle school teachers and learners. Field experiences are planned and coordinated with a small number of partner middle schools. Supervision of the clinical practice is the shared responsibility of a university faculty advisor (a teaching team member assigned to one school) and an on-site supervisor at the middle school (a full-time teacher at the site).

Admission Requirements same as Multiple-Subject.

It is recommended students obtain certification to teach departmentally in a subject area. There are three options currently available:

1. State-approved examination in a single subject content area. Refer to www.cset.nesinc.com, or call (760) 750-4277 for further information.
2. Subject Matter Programs. California State University San Marcos offers some Single-Subject Subject Matter Programs. Please contact the College of Humanities, Arts, and Behavioral and Social Sciences for eligibility.
3. Subject Matter Authorizations. The California Commission on Teacher Credentialing (CCTC) approved requirements for adding Subject Matter Authorizations as an alternative method of demonstrating single subject content knowledge based on specific coursework. Detailed information is available in the CEHHS, Student Services Office and workshops are conducted throughout the academic year. Please call (760) 750-4277 to register to attend Subject Matter Authorization workshop. Supplementary authorizations may also be added. Supplementary Authorizations in core academic areas are not compliant with No Child Left Behind (NCLB). Options 1 and 2 qualify candidates for the Single-Subject Credential upon successful completion of the Multiple-Subject Credential Program with Middle Level Certificate.

Student Learning Outcomes

The student (candidate) learning outcomes are defined by SB 2042 as Teaching Performance Expectations. CSUSM School of Education inserted additional TPEs beyond the state requirements in order to explicitly address concepts stated in the SOE Mission Statement and the needs of young adolescents in middle schools.

Middle Level Certificate Program

First Semester

	Units
EDMI 511	3
EDMI 521	3
EDMI 543	3
EDMI 555	3
EDMI 571	7
Total	19

Second Semester

	Units
EDMI 512	3
EDMI 522	3
EDMI 544	3
EDMI 545	3
EDMI 572 or EDMI 573	7
Total	19

Please Note: Beginning July 1, 2008, all candidates entering programs that result in the issuance of a Multiple- or Single-Subject Credential must pass the embedded Teaching Performance Assessment (TPA) before an online recommendation of the credential can be submitted to the Commission on Teacher Credentialing by the CEHHS, Student Services Office.

Successful completion of the program, and state required assessments, results in issuance of a Preliminary 5-year credential. New 2042 Standards require employment as a full-time teacher and completion of an induction program to qualify for the Clear Credential.

**SINGLE-SUBJECT CREDENTIAL PROGRAM/
ENGLISH LEARNER AUTHORIZATION WITH
OPTION FOR PRELIMINARY MILD/MODERATE
EDUCATION SPECIALIST CREDENTIAL**

Admission

Admission requirements for the Single-Subject (Secondary) Credential Program and Preliminary Mild/Moderate Education Specialist Option are the same as the Multiple-Subject admission requirements.

Subject Matter Competency: Teacher education candidates in California are required to demonstrate competence in the subject matter they will be authorized to teach. Subject matter competency must be completed before beginning the program.

Information, test preparation, and registration are available online at www.ctcexams.nesinc.com.

Program Description

The Single-Subject Credential Program is offered as a day and evening program and may include weekends. The subject areas available are: English, Mathematics, Science, Social Science, Spanish, and Physical Education. A Concurrent Single-Subject and Preliminary Mild/Moderate Education Specialist Option is also available.

Single-subject (high school) teacher education candidates enroll in a program designed to prepare them to teach students in grades seven through twelve. Upon completion of the program, candidates receive a Preliminary Single-Subject Credential. Those who complete the concurrent option also receive the Preliminary Mild/Moderate Education Specialist Instruction Credential that also authorizes instruction to students in grades K through 12 and adults with a primary disability of Autism Spectrum Disorder, Emotional Disturbance, Mild/Moderate ~~Mental Retardation, other health impairment (e.g., Attention Deficit Disorder), or specific learning disability.~~

Intellectual Disability

In the day program two-semester curriculum, candidates take courses in teaching and learning in high schools, discipline and interdisciplinary specific methods, and multilingual/multicultural education. The evening program is designed for individuals who work during the day and take evening and weekend coursework with the exception of student teaching. Coursework is taught by a team of instructors with class sessions and assignments geared to the particular needs of high school teachers and learners. The teaching team is comprised of faculty from both the College of Education, Health and Human Services and College of Humanities, Arts, Behavioral and Social Sciences and is assisted by educators from North County high schools who share expertise and experiences and model exemplary high school practices.

North County public secondary schools serve as sites for single-subject field experiences. Supervision of single subject clinical practice is a shared responsibility of a university faculty advisor and an on-site liaison (a full-time teacher at the school site). Two different opportunities at different school sites constitute the field experience. Within these experiences there are opportunities to practice teaching in a variety of subjects to diverse student populations with varying ability levels. During clinical practice, candidates are encouraged to participate in school faculty activities outside of the classroom in order to gain experience and expertise in the organizational and decision-making characteristics of a high school culture.

An important aspect of the program is the acquisition of the authorization to teach English learners in order to better serve the needs of students from diverse language and cultural backgrounds. Requirements are met through the infusion of content and experience through specific courses and during clinical practice experiences.

The California Commission on Teacher Credentialing has adopted Subject Matter Authorizations as an alternative method to obtain an additional subject area authorization. It is recommended that candidates obtain additional authorizations.

Please attend a Supplementary Authorization and Subject Matter Authorization Workshop as indicated at <http://www.csusm.edu/cehhs/student-services/graduate/sasma-workshops.html>.

PRELIMINARY MILD/MODERATE AND MODERATE/SEVERE DISABILITIES EDUCATION SPECIALIST "ADD ON" PROGRAM

This Preliminary Mild/Moderate and Moderate/Severe Disabilities Education Specialist "Add On" Program is specially designed for teachers who have completed a basic (e.g., Multiple-Subject, Single-Subject) credential and have satisfied California subject matter competence requirements (an emergency or substitute permit is not a basic credential). The Authorization to Teach English Learners is met through coursework and clinical experiences.

This credential program prepares teachers in advanced skills to instruct students in grades K through 12 and adults with identified disabilities. The program provides the option to obtain a Master of Arts in Education degree with a special education emphasis. See the Master of Arts in Education - Option 3: Special Education Preliminary Preparation program description for admissions requirements, courses, and clinical practice that may be applied toward the master's degree.

The Preliminary Mild/Moderate Education Specialist Instruction Credential authorizes instruction of students with a primary disability of Autism Spectrum Disorder, Emotional Disturbance, Mild/Moderate Mental Retardation, other health impairment (e.g. Attention Deficit Disorder), or specific learning disability. The Preliminary Moderate/Severe Education Specialist Credential authorizes instruction of students with a primary disability of Autism Spectrum Disorder, Deaf-Blindness, Emotional Disturbance, Moderate/Severe Mental Retardation, or multiple disabilities. All credentials authorize instruction of English learners.

Requirements for program admission:

1. A basic teaching credential (e.g., Multiple-Subject, Single-Subject);
2. Submission of the Master of Arts in Education and/or Advanced Credential Programs applications and payment of a \$25 application fee;
3. Interview with the special education admissions committee;
4. Two letters of recommendation from individuals familiar with the candidate's work in the field of education;
5. Statement of Purpose describing the candidate's interest in pursuing the credential(s);
6. GPA according to the university admissions policy;
7. Submission of the Graduate/Post-baccalaureate application to the University and payment of application fee; and
8. Official transcripts.

Subject matter competency and individual requirements for out-of-state trained teachers may be required. Contact the CEHHS, Student Services Office for details (760) 750-4277.

Program Coursework

Units

Corequisite (if equivalency has not been determined)
 Completion of SB 2042 program
 or
 EDST 630 or EDUC 422 3

Preliminary Mild/Moderate Education Specialist Courses and Clinical Practice	
EDMX 572	7
EDMX 575	2
EDMX 622	4
EDMX 627	3
EDMX 631	3
EDMX 632	3
EDMX 633	3
Mild/Moderate Education Specialist Total	25-28

English Learner Authorization

~~Current holders of the SB 2042 credential or a CLAD/CLAD certificate or emphasis do not need the following courses:
 EDUC 852
 EDUC 841~~

Additional Required Courses for Single-Subject Credential Holders:	
EDMS or EDMX 521	3
EDMS or EDMX 543	3

Additional Moderate/Severe Education Specialist Course and Clinical Practice	
EDMX 573	6
EDMX 635	4
Total	35-50

TPE Assessment

Beginning January 1, 2011, all candidates entering programs that result in the issuance of a Preliminary Education Specialist Instruction Credential must demonstrate satisfactory performance through coursework and verified clinical practice on the full range of Preliminary Education Specialist Teaching Performance Expectations and develop a written Individualized Transition Development Plan for use in the candidate's Clear Credential Program.

A passing score on the CTEL examination or obtain CTEL from another institution are required of candidates without an SB 2042 credential or CLAD or EL authorization on basic credential.

Clear Credential Requirements

All teachers holding a Preliminary Education Specialist Instruction Credential must clear the credential within five years of credential issuance by obtaining a Clear Education Specialist Instruction Credential. An essential clearing requirement is the development of a written Individualized Induction Plan (IIP) of supported induction and job related advanced professional preparation approved and signed by the clear credential candidate, an employer designee, and a CCTC-approved clear credential program sponsor (e.g., district BTSAs program, University, County Office of Education). See the CCTC web site for currently approved clear credential sponsors. The IIP must be written to clear all general and special education preliminary credentials held, may include up to 12 semester units of university coursework, and must be developed within 60 days of employment. Preliminary Education Specialist credential holders not employed in a school setting may complete the clear credential requirements if the parties signing the IIP agree to a setting and professional development activities that allow demonstration of effective teaching to clear all preliminary credentials held.

Special

The Preliminary Mild/Moderate Education Specialist Instruction Credential authorizes instruction of students with a primary disability of Autism Spectrum Disorder, Emotional Disturbance, Mild/Moderate Mental Retardation, other health impairment (e.g. Attention Deficit Disorder), or specific learning disability. The Preliminary Moderate/Severe Education Specialist Credential authorizes instruction of students with a primary disability of Autism Spectrum Disorder, Deaf-Blindness, Emotional Disturbance, Moderate/Severe Mental Retardation, or multiple disabilities. All credentials authorize instruction of English learners.

Intellectual Disability

The Authorization to Teach English Learners is met through coursework and clinical experiences. The program provides the option to obtain a Master of Arts in Education degree with a special education emphasis. See the Master of Arts in Education - Option 3: Special Education Preliminary Preparation program description for application information, and courses and clinical practice that may be applied toward the master's degree.

explore ethics sentence in phrase

Special

INTERNSHIP PARTNERSHIP WITH SERVICE AREA SCHOOL DISTRICTS FOR PRELIMINARY MILD/MODERATE AND MODERATE/SEVERE DISABILITIES EDUCATION SPECIALIST "ADD ON" PROGRAM

This Intern Partnership Option prepares teachers in advanced skills to instruct students in grades K through 12 and adults with identified disabilities while working as a special educator. Admission requirements for the program are the same as those described for the Preliminary Mild/Moderate and Moderate/Severe Disabilities Education Specialist "Add On" Program.

Intern Eligibility

Eligibility for intern teaching in this program includes the following:

- Valid teaching credential;
- Bachelor's Degree as evidenced by official transcripts verifying awarding of Bachelor's degree;
- Completed U.S. Constitution requirement;
- CSET passed for subject areas) and grade and developmental levels of students the intern will instruct;
- Successful progress in program coursework and Education Specialist Teaching Performance Expectations;
- Minimum of 120 clocked hours of foundational classroom management and planning, reading/language arts, specialty pedagogy, human development, and teaching English learners; and
- Tuberculin Clearance.

Candidates in this internship option must also apply with and be selected for employment as an intern with a partnering school or school district. Subject matter competency and individual requirements for out-of-state trained teachers may be required. Contact the CEHHS, Student Services Office for details (760) 760-4277.

Program Coursework	Units
Corequisite (if equivalency has not been determined) Completion of SB 2012 program or EDST 630 or EDUC 422	3
Preliminary Mild/Moderate Education Specialist Courses and Clinical Practice	
EDMX 622	4
EDMX 627	3
EDMX 631	3
EDMX 632	3
EDMX 633	3
EDMX 575 (Concurrent with EDMX 632)	2
Clinical Practice Completed During Internship Assignment EDMX 672	7
Mild/Moderate Education Specialist Internship Total	25-28
English Learner Authorization Current holders of the SB 2012 credential or a CLAD/BCLAD certificate or emphasis do not need the following courses: EDUC 602 EDUC 611	3 3
Additional Required Courses for Single-Subject Credential Holders: EDMS or EDMX 521 EDMS or EDMX 543	3 3
Additional Moderate/Severe Education Specialist Course and Clinical Practice EDMX 673 EDMX 635	3 4
Total (with Moderate/Severe credential added)	35-50

- add EDex 660 ... 2

add EDMX 671 ... 7

27 - 37

Add EDMX 673 ... 6

EDMX 674 ... 6

37-59

8. Authorization to Instruct English learners

Option 1: General Option

(30 units)

Candidates must complete the core coursework (6 units), the culminating experience (3 units), and 21 units of 600-level elective courses selected to best suit their interests and goals. Upon faculty approval, up to nine (9) units of 500-level credential coursework taken at CSUSM as a post-baccalaureate student may be applied toward the 21 units of electives; each such applied unit reduces the number of units that may be transferred into the program. The elective courses may be chosen from the following described areas. Optional certificates are also available to those completing certain collections of courses within specified areas.

Option 2: Educational Administration Option*

(30 units)

Advanced Credential Certification Option

In addition to the General M.A. admissions requirements, candidates must also have the following:

- Five years of teaching or professional service experience;
- Completion of the CBEST or an equivalent basic skills examination;
- Completion of the CCTC prerequisite mentioned below.

The Option in Education Administration within the Master of Arts in Education prepares site and district administrators for positions of leadership in the elementary and secondary schools of the 21st Century. The option emphasizes the development of administrative expertise through a sound knowledge base, a student-centered pedagogy, the appropriate integration of theory and practice, capacity for research and critical analysis, collaborative practice, evaluation in school administration and management, and the development of professional and ethical models of leadership. Candidates also qualify for the Preliminary Administration Services Credential.

Administrative Services Tier I Credential

CCTC Prerequisite

A CLEAR TEACHING CREDENTIAL

Course Requirements

EDAD 610	3
EDAD 612	2
EDAD 614	3
EDAD 616A	2
EDAD 616B	2
EDAD 618	4
EDAD 620	3
EDAD 624A	1
EDAD 624B	1
EDAD 626A	2
EDAD 626B	1
Total	24

*Note that changes in the M.A. – Educational Administration/Administrative Services Credential requirements to align the CSU San Marcos curriculum with the CCTC standards are under review at the time the addendum is being published. Once approved, the new requirements will be published in the next catalog addendum and/or the catalog at www.csusm.edu/catalog.

Credential Courses 24 units (see above)	
Additional courses required for the Master's:	
EDUC 622	3
EDUC 698 (Thesis Project)	3
Program Total	30

Option 3: Preliminary Special Education Credential
(31-44 units)

The Master of Arts in Education Preliminary Special Education Credential Option is specially designed for teachers who hold a valid basic teaching credential and who are seeking both a master's degree and a career path in special education by adding on the Mild/Moderate and the Moderate/Severe Preliminary Education Specialist Credential(s).

The Preliminary Mild/Moderate Education Specialist Instruction Credential authorizes instruction of students with a primary disability of Autism Spectrum Disorder, Emotional Disturbance, Mild/Moderate Mental Retardation, other health impairment (e.g., Attention Deficit Disorder), or specific learning disability. The Preliminary Moderate/Severe Education Specialist Credential authorizes instruction of students with a primary disability of Autism Spectrum Disorder, Deaf-Blindness, Emotional Disturbance, Moderate/Severe Mental Retardation, or multiple disabilities. Both credentials authorize instruction of English learners.

Requirements for program admission:

1. A basic teaching credential (e.g., Multiple Subject, Single Subject);
2. Submission of the Application for Master of Arts in Education and/or Advanced Credential Programs applications and payment of a \$25 application fee;
3. Interview with the special education admissions committee;
4. Three letters of recommendation from individuals familiar with the candidate's work in the field of education;
5. Statement of Purpose describing the candidate's interest in pursuing the credential(s);
6. GPA according to the university admissions policy;
7. Submission of the Graduate/Post-Baccalaureate Application to the University and payment of application fee; and
8. Official transcripts.

Subject matter competency and individual requirements for out-of-state trained teachers may be required. Contact the CEHHS, Student Services Office for details (760) 750-4277.

→ See Proposed Catalog Copy

Program Coursework

Pre/Corequisite (if equivalency has not been determined) Completion of SB 2042 program or

EDST 630 or EDUC 422 **Units** 3

Preliminary Mild/Moderate Education Specialist Courses and Clinical Practice

EDMX 572 or 672 7

EDMX 575 2

EDMX 622 4

EDMX 627 3

EDMX 631 3

EDMX 632 3

EDMX 633 3

Core Master of Arts in Education Courses

EDUC 602 3

EDUC 622 3

EDUC 698 3

Master of Arts and Mild/Moderate

Education Specialist Total 34-37

Additional Course and Clinical Practice for the Preliminary Moderate/Severe Education Specialist Credential

EDMX 573 6

EDMX 635 4

English Learner Authorization

Current holders of the SB 2042 credential or a CLAD/BCLAD certificate or emphasis do not need the following course:

EDUC 641 3

Additional Required Credential Courses for Single-Subject Credential Holders

EDMS or EDMX 521 3

EDMS or EDMX 543 3

Total 34-56

TPE Assessment

Beginning January 1, 2011, all candidates entering programs that result in the issuance of a Preliminary Education Specialist Instruction Credential must demonstrate satisfactory performance through coursework and verified clinical practice on the full range of Preliminary Education Specialist Teaching Performance Expectations and develop a written Individualized Transition Development Plan for use in the candidate's Clear Credential Program.

Clear Credential Requirements

All teachers holding a Preliminary Education Specialist Instruction Credential must clear the credential within five years of credential issuance by obtaining a Clear Education Specialist Instruction Credential. An essential clearing requirement is the development of a written Individualized Induction Plan (IIP) of supported induction and job related advanced professional preparation approved and signed by the clear credential candidate, an employer designee, and a CCTC-approved clear credential program sponsor (e.g., district BTSA program, University, County Office of Education). See the CCTC web site for currently approved clear credential sponsors. The IIP must be written to clear all general and special education preliminary credentials held, may include up to 12 semester units of university coursework, and must be developed within 60 days of employment. Preliminary Education Specialist credential holders not employed in a school setting may complete the clear credential requirements if the parties signing the IIP agree to a setting and professional development activities that allow demonstration of effective teaching to clear all preliminary credentials held.

EDAD 624A (1)**Professional Field Studies Beginning**

Provides the student with basic on-site experiences appropriate to an entry-level administrator. Students will work closely with an on-site administrator and University instructional supervisor in the development and implementation of a plan for field experiences including application of basic preliminary administrative services functions. Students will develop a paper, project, or other product, collaboratively agreed upon with the supervisory team, which integrates learning from the field work and which will be used by the cooperating site. *May be repeated for credit, but only two units may be applied to the program of study. Graded Credit/No Credit. May not be taken for credit by students who have received credit for EDAD 640A. Enrollment restricted to students who have obtained consent of Program Coordinator.*

EDAD 624B (1)**Professional Field Studies Beginning**

Provides the student with basic on-site experiences appropriate to an entry-level administrator. Students will work closely with an on-site administrator and University instructional supervisor in the development and implementation of a plan for field experiences including application of basic preliminary administrative services functions. Students will develop a paper, project, or other product, collaboratively agreed upon with the supervisory team, which integrates learning from the fieldwork and which will be used by the cooperating site. *May be repeated for credit, but only two units may be applied to the program of study. Graded Credit/No Credit. May not be taken for credit by students who have received credit for EDAD 640B. Enrollment restricted to students who have obtained consent of Program Coordinator.*

EDAD 626A (2)**Professional Field Studies Advanced**

Provides the student with basic on-site experiences appropriate to an entry-level administrator. Students will work closely with an on-site administrator and University instructional supervisor in the development and implementation of a plan for field experiences including application of basic preliminary administrative services functions. Students will develop a paper, project, or other product, collaboratively agreed upon with the supervisory team, which integrates learning from the fieldwork and which will be used by the cooperating site. *May be repeated for credit, but only two units may be applied to the program of study. Graded Credit/No Credit. May not be taken for credit by students who have received credit for EDAD 640B. Enrollment restricted to students who have obtained consent of Program Coordinator.*

EDAD 626B (1)**Professional Field Studies Advanced**

Provides the student with basic on-site experiences appropriate to an entry-level administrator. Students will work closely with an on-site administrator and University instructional supervisor in the development and implementation of a plan for field experiences including application of basic preliminary administrative services functions. Students will develop a paper, project, or other product, collaboratively agreed upon with the supervisory team, which integrates learning from the fieldwork and which will be used by the cooperating site. *May be repeated for credit, but only two units may be applied to the program of study. Graded Credit/No Credit. May not be taken for credit by students who have received credit for EDAD 640B. Enrollment restricted to students who have obtained consent of Program Coordinator.*

EDUCATION:**EXCEPTIONAL LEARNERS (EDEX)****College of Education, Health and Human Services****EDEX 550 (1)****San Diego Summer Leadership Institute in Special Education**

This intensive 3-day institute brings international, national, and local speakers together to address current educational issues related to the education of all students. It is designed to provide San Diego and other Southern California county school districts personnel, families, and human service with knowledge and skills to improve educational opportunities for students at risk. Students must attend all days, keynotes, and breakout sessions, and must produce a significant reflection paper. *Appropriate as a professional development experience. Up to three (3) units may be applied toward the Master's program with consent of advisor.*

EDEX 602 (3)**School Communities in a Pluralistic Society**

Focuses on the pluralistic nature of society reflected in the contemporary school. Participants will develop interdisciplinary leadership and organizational skills to support students with diverse communication and learning characteristics and examine current best practices and emerging promising practices in the inclusive delivery of educational services. Students will demonstrate knowledge about certification, specialty recognition, licensure, and other relevant professional credentials.

EDEX 636 (1-3)**Contemporary Professional Issues: Research and Best Practice Seminar**

Examines current issues, concepts, and emerging best practices and research findings related to the education of learners with disabilities and other language and learning difference. *May be repeated for a total of nine (9) units.*

EDEX 637 (3)**Technology and Communication for Special Populations: Autism Spectrum Disorder Emphasis**

Contemporary information and issues for education and agency personnel regarding the use of technologies inclusive of augmentative and alternative communication methods for students with disabilities and other communication challenges. Emphasis is on supporting individuals with Autism Spectrum Disorder. *Requires Laboratory work.*

See
New Title/
Course Description

EDEX 638 (3)**Shared Leadership in Educational Excellence for All**

Participants develop and demonstrate an understanding of organizational systems and systems change agency through an examination of current theory, research, and practice in general and special education school reform. They explore models of and develop skills in leadership and management, advanced interpersonal communication; collaborative learning and consultation; creative problem-solving and conflict resolution; supervision, coaching, and training of others; resource procurement and provision; interagency coordination; and change agency. Participants apply skills to address curricular, instructional, assessment, and systems change challenges in school and community settings.

EDEX 639 (3)**Using Data-Based Instruction to Improve the Learning Outcomes of Students Who are Difficult to Teach**

Enables practicing general and special educators at all levels (preschool-grade 12) to apply principles of data-based decision-making to implement "best practices" to improve the performance of students with learning disabilities; cognitive, emotional, and behavioral challenges; gifts and talents; multiple disabilities; and language difference. *Fulfills the Data-Based Decision Making and Current and Emerging Research and Practice Standards for the Level II Education Specialist Credential. Taught online.*

EDEX 640A (3)**Beginning Process Communication: Reaching All Students**

Introduces the six personality types (i.e., reactor, workaholic, persister, dreamer, rebel, and promoter), the associated perceptions and communication preferences, and methods for communicating and motivating in classroom, work, and community situations. Designed for educators and others concerned with communicating with youth at risk and instructional teams wishing to improve team functioning. *May be repeated once, but can only be applied as an elective in the Master's or credential program with consent of advisor.*

EDEX 651 (3)**Advanced Technology, Transition, and Inclusive Education**

Focuses upon acquisition of skills for advanced application of technologies supporting inclusion and practical applications in the classroom, grant writing, and professional presentations. Meets Professional Level II Education Specialist credential standards for supporting transition across the K-12 continuum and development of a specific area of emphasis in inclusive education, assistive technology, and reflective practice. *Enrollment Restriction: Completion of the Special Education Specialist in Mild-Moderate-Severe Disabilities Level I.*

EDEX 652 (2)**Crisis Prevention and Management**

Students develop advanced crisis prevention management techniques and become proficient in positive behavior support planning and Behavior Intervention Plan development.

EDEX 660 (2)**Induction Plan Development**

~~Development of a Professional Credential Induction Plan for Professional Level II Mild/Moderate and Moderate/Severe Education Specialist candidates. Graded Credit/No Credit. Enrollment Restriction: Acceptance into the Professional Level II Education Specialist Program.~~

EDEX 661 (2)**Portfolio Review and Site Visitation**

Through a portfolio review process, candidates demonstrate performance of specialist or authorization standards. *Graded Credit/No Credit.*

EDUCATIONAL LEADERSHIP (EDLD)**College of Education, Health and Human Services**

Enrollment restriction for all EDLD courses is admission to the joint doctoral program and consent of Program Coordinator.

EDLD 705 (4 quarter units)**Re-Thinking Leadership**

Presents the evolution of leadership thought and theory, with an emphasis on the distinction between, and interrelatedness of, effective management and leadership. The ethics of leadership practice and epistemological perspectives of emerging leadership styles will be explored, and students will have opportunities to reflect on the nature of leadership as it is practiced in educational settings. Applying critical, self-reflective leadership practice through structured activities is also an element of this course.

EDLD 710 (4 quarter units)**Leadership for Learning**

Explores various models of curriculum and instruction in response to student learning needs. It also will examine models of school organization and the leader's role and responsibility in developing a school culture that promotes student achievement, using evidence-based decision-making. A major emphasis will be on evaluating research upon which theories and practice are based.

EDLD 715 (4 quarter units)**Leadership for a Diverse Society**

Addresses theories and practices for achieving schools and classrooms that are informed by and built around the participation of diverse communities and cultures. Emphasis on how leadership intersects with sociohistorical and sociocultural theories that suggest the organization of schools and instruction is critical to student inclusion and outcomes. A basic premise of this course is that a socially just learning theory begins with using all of the resources and knowledge of families, communities, and cultures in formulating policy and practice.

see new title/
course
description

EDMS 571 (I) (7)**Beginning Elementary Intern Teaching**

Observation and teaching in selected elementary schools under the supervision of a supervisor and intern support provider, with a concurrent student teaching seminar. *Graded Credit/No Credit. May not be taken for credit by students who have received credit for EDMS 561(I). Prerequisite: Admission to the Multiple Subject Internship Credential Program.*

EDMS 572 (7)**Clinical Practice in Elementary Schools II**

Teaching in selected elementary schools under the supervision of a classroom and university supervisor, with a concurrent student teaching seminar. *Graded Credit/No Credit. May not be taken for credit by students who have received credit for EDMS 562. Enrollment Restriction: Admission to the Multiple Subject Internship Credential Program.*

EDMS 572B (6)**Advanced Elementary School Student Teaching**

Observation and teaching in selected schools under supervision of classroom teacher and university supervisor, with a student teaching seminar. *Enrollment restricted to students in the ICP.*

EDMS 572 (I) (7)**Education Specialist Beginning Student Teaching**

Teaching in selected elementary schools under the supervision of a supervisor and intern support provider, with a concurrent student teaching seminar. *May not be taken for credit by students who have received credit for EDMS 561. Prerequisite: Admission to the Multiple Subject Internship Credential Program.*

EDMS 573 (7)**Clinical Practice in Elementary School Bilingual/ ELD Settings**

Observation and teaching in a bilingual setting in selected schools under the supervision of a classroom teacher and university supervisor and participating in a student teaching seminar. *May be repeated once.*

EDMS 575B (1)**Integrated Program Capstone Seminar**

Students demonstrate mastery of the integration of content and pedagogy through performance assessment. Accompanies the required student teaching during the final semester of the integrated Bachelor of Arts and Multiple Subject Credential Program. *Graded Credit/No Credit. Enrollment restricted to students in the ICP. Enrollment Requirement: Successful completion of all program coursework.*

EDUCATION: MULTIPLE SUBJECT/EXCEPTIONAL LEARNERS (EDMX)**College of Education, Health and Human Services**

Enrollment restriction for all EDMX courses is Admission to an Education Specialist Credential Program Option.

EDMX 511 (3)**Elementary Teaching and Learning for Education Specialists I**

Provides an introduction to psychology of learning and instruction; applications of learning theories to educational practice; planning and delivery of meaningful lessons; and utilizing appropriate teaching strategies for accommodating the learning differences of students with disabilities and other language and learning differences. *Enrollment Restriction: Admission to the Education Specialist Credential Program.*

EDMX 512 (3)**Elementary Teaching and Learning for Education Specialists II**

Provides opportunities to apply learning theories to educational practice; to develop universally designed lessons; and to utilize appropriate teaching strategies for differentiating and accommodating learning differences of students with disabilities and other learning challenges. Candidates are introduced to special education pre-referral and referral processes, and characteristics of students with disabilities. *Enrollment Restriction: Admission to the Education Specialist Credential Program.*

EDMX 521 (3)**Elementary Literacy for Education Specialists**

Focuses on developing Education Specialists' understanding of theory, methodology, and assessment of English Language Arts and second language learning in integrated and inclusive elementary classrooms. *Enrollment Restriction: Admission to the Education Specialist Credential Program.*

EDMX 543 (3)**Mathematics Education in Inclusive Classrooms**

Focuses on the scope and sequence of mathematics in the K-12 curriculum, mathematics instructional methods, materials, and assessment. Additional emphasis is provided on assessing student mathematical thinking and developmentally appropriate instructional practices. Methods of cross-cultural language and academic development and strategies for accommodating learners with special educational needs in assessment and instruction are integrated into the course. *Requires participation and observation in public school programs.*

EDMX 570 (6)**Education Specialist – Clinical Practice in Elementary and Special Settings**

Observation and teaching in selected schools with directed special education field experiences under the supervision of a classroom teacher and university supervisor. Includes seminars. *Graded Credit/No Credit. Enrollment restricted to candidates in the Concurrent Education Specialist and Multiple Subject Program Option.*

EDMX 571 (7)

Education Specialist — Clinical Practice: General Education Setting
Observation and teaching in a general education setting in selected K-12 schools under the supervision of a classroom teacher and university supervisor and includes participation in student teaching seminars. *May not be taken for credit by students who have received credit for EDMX 562 or EDMX 571. Graded Credit/No Credit. Enrollment Requirement: Successful completion of program prescribed coursework.*

EDMX 572 (7)

Education Specialist — Clinical Practice: Special Education Setting
Observation and teaching in special education setting in selected schools under the supervision of a credentialed special education teacher and university supervisor. Includes participation in a student teaching seminars. *May not be taken for credit by students who have received credit for EDMX 562 or EDMX 571. Graded Credit/No Credit. Prerequisite: Successful completion of program prescribed coursework.*

EDMX 573 (6)**Education Specialist — Clinical Practice: Moderate/Severe Disabilities**

Observation and teaching of students with moderate and severe disabilities under the supervision of a credentialed special education teacher and university supervisor. Includes seminars. *Graded Credit/No Credit. Enrollment Requirement: Enrollment in or successful completion of EDMX 634.*

EDMX 575 (2)**Education Specialist — Transition Development Plan Seminar**

Candidates develop an Individualized Transition Development Plan that summarizes strengths and areas for continued professional growth based upon the Education Specialist Teacher Performance Expectations and field experiences. *Graded Credit/No Credit. Enrollment Requirement: Enrollment in or completion of EDMX 572 or 671 or 672.*

EDMX 622 (4)**Literacy for Education Specialists**

Focuses on developing an advanced understanding of theory, methodology, and assessment of K-12 English Language Arts and second language learning in integrated and inclusive classrooms. *May not be taken for credit by students who have received credit for EDMX 641. Prerequisite: EDMX 521.*

EDMX 627 (3)**Assessment for Planning and Instruction**

Focuses on methods for assessing and planning so students with disabilities, language, and other learning differences have access to the general education curriculum. Students administer and interpret formal and informal assessments for Individual Education Program planning, implementation, and evaluation. *Requires participation/observation in the public schools.*

EDMX 631 (3)

Foundations in Law, Ethics, and Procedures of Special Education
Introduction to state and federal special laws regarding special education; ethical issues in special education; concepts of assessment of learners and learning environments; non-biased, nondiscriminatory approaches to assessment; procedures and forms used in California schools to identify and support children and youth eligible for special education; and the Individual Education Program planning, implementation, and evaluation process. Students practice principles of effective collaborative and interdisciplinary teaming and focus on best practices for inclusive educational programming.

EDMX 632 (3)**Technology and Communication for Special Populations**

Terms, trends, history, and current information bases on applications of technology and assistive and adaptive devices for working with children. Use of technologies for learners with mild, moderate, and severe disabilities for education programs in schools and agencies. Identification of interventions for effective learner communication and needed augmentative communication devices. Knowledge of system components and configuration of special and adaptive devices. Competency-based, requiring laboratory work. *Prerequisite: EDUC 500.*

EDMX 633 (3)**Community Access through Supported Environments**

Focuses on methods and strategies for facilitating learner access and growth in academic, social relationship, communication, vocational, personal, recreational, community, and functional life skill domains. Emphasizes the development and implementation of positive behavioral support plans and interventions that address students' behavioral, social, and motivational needs as well as transition planning, family-centered assessment, student empowerment, conflict resolution, and friendship development.

EDMX 635 (4)**Education Specialist — Curriculum and Instruction: Moderate/Severe Disabilities**

Focuses on developing knowledge and skills for effectively educating students identified with moderate and severe cognitive, communication, social/emotional, and physical/health challenges. Emphasis on transdisciplinary teaming in IEP development and delivery and methods for procuring and managing resources to enable students with specialized health care, mobility, sensory, behavioral, and communication needs to participate in school and community experiences. *May not be taken for credit by students who have received credit for EDMX 634. Enrollment Requirement: Successful completion of Mild/Moderate Education Specialist Coursework and Clinical Practice. Prerequisites: EDMX 572, 575, 622, 627, 632, and 633.*

EDMX 671 (7)**Education Specialist — Clinical Practice for Interns I**

Intern teaching in a special education setting in selected K-12 schools under the supervision of a credential special education teacher and university supervisor. Includes participation in student teaching seminars. *May not be taken for credit by students who have received credit for EDMX 572. Graded Credit/No Credit.*

mild/moderate

EDMX 672 (7)**Education Specialist — Clinical Practice for Interns II**

Intern teaching in a special education setting in selected K-12 schools under the supervision of a credential special education teacher and university supervisor. Includes participation in student teaching seminars. *May not be taken for credit by students who have received credit for EDMX 664. Graded Credit/No Credit.*

mild/moderate

→ ADD EDMX 673 + 674 here

**EDUCATION:
SINGLE SUBJECT (EDSS)****College of Education, Health and Human Services**

Enrollment restriction for all EDSS courses is admission to the Single Subject Teacher Credential Program.

EDSS 511 (3)**Secondary Teaching and Learning**

Focuses on developing a preliminary understanding of learning Theory and Instructional practice in integrated and inclusive secondary classrooms.

EDSS 521 (3)**Secondary Literacy**

Focuses on developing a preliminary understanding of theory, methodology, and assessment of English Language Arts and secondary language learning in integrated and inclusive secondary classrooms.

EDSS 530 (3)**Schools for the 21st Century**

Focuses on the concept of the newly evolving model of the secondary school in the 21st Century. Explores issues of professional perspectives, conduct, and obligations; school climate; special needs and equity for students; and interdisciplinary teaming and interpersonal communication skills.

EDSS 531 (3)**The Reflective Practitioner**

Discussion approach to the art of reflective teaching, with a focus on socially just practices and empathetic responses. Support for addressing the EdTPA assessment, required for credentialing, is also included.

EDSS 541 (3)**Interdisciplinary Methods**

Methodology course which provides training in interdisciplinary learning methods. Utilizes pedagogical and practical experiences to prepare teacher candidates in a variety of appropriate strategies to utilize with secondary students.

EDSS 543A (2)**Secondary Mathematics Education A**

Focuses on developing an understanding of theory, methodology, and assessment of Mathematics in integrated and inclusive secondary classrooms: Part A.

EDSS 543B (2)**Secondary Mathematics Education B**

Focuses on developing an understanding of theory, methodology, and assessment of Mathematics in integrated and inclusive secondary classrooms: Part B. *Prerequisite: EDSS 543A.*

EDSS 544A (2)**Secondary Social Studies Education A**

Focuses on developing an understanding of theory, methodology, and assessment of Social Studies in integrated and inclusive secondary classrooms: Part A.

EDSS 544B (2)**Secondary Social Studies Education B**

Focuses on developing an understanding of theory, methodology, and assessment of Social Studies in integrated and inclusive secondary classrooms. *Prerequisite: EDSS 544A.*

EDSS 545A (2)**Secondary Science Education A**

Focuses on developing and understanding of theory, methodology, and assessment of Science in integrated and inclusive secondary classrooms: Part A.

EDSS 545B (2)**Secondary Science Education B**

Focuses on developing an understanding of theory, methodology, and assessment of Science in integrated and inclusive secondary classrooms: Part B. *Prerequisite: EDSS 545A.*

EDSS 546A (2)**Secondary English Education A**

Focuses on developing an understanding of theory, methodology, and assessment of English in integrated and inclusive secondary classrooms: Part A.

EDSS 546B (2)**Secondary English Education B**

Focuses on developing and understanding of theory, methodology, and assessment of English in integrated and inclusive secondary classrooms: Part B. *Prerequisite: EDSS 546A.*

EDSS 547 (3)**Secondary World Languages Education**

Focuses on developing and understanding of theory, methodology, and assessment of World Languages in integrated and inclusive secondary classrooms.

EDSS 547A (2)**Secondary World Languages Education A**

Focuses on developing and understanding of theory, methodology, and assessment of World Languages in integrated and inclusive secondary classrooms: Part A.