Program

Basic Teaching Credentials

Service and Specialist Credentials

MA in Education
  MA Options in:
  - Curriculum and Instruction
  - Linguistically and Culturally Diverse Learners
  - Reading/Language Arts
  - Special Education
  - Education Administration (pattern)

Minor in Education

Minor in Special Education

CSU, Chico professional education programs prepare educators to be informed decision-makers. Graduates have developed a high level of competence consistent with the California Standards for the Teaching Profession. They are professionals who work collaboratively to apply the best research-based practices in their fields to enhance and support the learning, growth, and welfare of their students. Those who complete professional education programs at CSU, Chico accept the challenges to remain reflective practitioners, serve as agents of change, exercise responsible leadership, and model lifelong learning.

Basic Teaching Credentials

The Multiple Subject Credential authorizes the holder to teach all subjects in public schools organized in self-contained classrooms, kindergarten through grade twelve. The Single Subject Credential authorizes the holder to teach the subject designated on the credential in schools organized by subject departments, kindergarten through 12.

Multiple and Single Subject Credentials authorize the holder to teach all students in the regular classroom, including English learners.

The Bilingual, Crosscultural, Language, and Academic Development (BCLAD) Emphasis to a Multiple or Single Subject Credential authorizes the holder to provide English language development and specially designed academic instruction in English to English learners as well as to teach learners in their primary language.

The Education Specialist Credential with an emphasis in Mild/Moderate Disabilities authorizes the holder to instruct individuals in grades K-12, and adults, who have specific learning disabilities, mental retardation, other health impairments, and/or serious emotional disturbance.

The Education Specialist in Moderate/Severe Disabilities Credential authorizes the holder to instruct individuals in grades K-12, and adults, with autism, mental retardation, deaf-blindness, serious emotional disturbance, and/or multiple disabilities.

The Multiple and Single Subject and Education Specialist Internship Programs are alternatives designed to meet the credentialing needs of candidates already employed as teachers.

Advanced Credentials

Other programs leading to California Specialist or Service Credentials are available. See the following page for a listing of programs.

Programs for Experienced Teachers

The School of Education offers individual courses and workshops for classroom teachers who wish to enhance their skills in planning, teaching, and evaluating learning. Details about current offerings may be obtained by consulting the department offices. Courses leading to a CLAD (Crosscultural, Language, and Academic Development) certificate are available.

Master of Arts Programs

The MA in Education is available with a variety of options and advising patterns. See the following pages for a complete description.

Career Outlook

California and the nation continue to have unmet needs for fully qualified teachers. The demand is increasing sharply and is expected to continue for many years. Salaries also are rising and recognition of the need for excellence in the profession remains strong. For more specific information, consult the Career Planning and Placement Office, 530-898-5253.

Special Resources

Scholarships and financial aid programs are available to students interested in careers in education. An application for all California State University, Chico scholarships is due February 1 in the Financial Aid Office. A Credential Analyst is available to evaluate coursework for specific credential requirements and for advising out-of-state applicants who wish to obtain a California credential. For individual advising and evaluations, call the office of Credential Services.

Education

College of Communication and Education
School of Education
Dean: Stephen W. King

Education Services Center
Holt Hall 101
530-898-6391
e-mail: edsc@csuchico.edu
http://www.csuchico.edu/edsc/
Director: Terence C. Janicki

Department of Professional Studies in Education
Tehama Hall 401
530-898-3398
e-mail: psed@csuchico.edu
http://www.csuchico.edu/psed/
Chair: James E. Richmond

Department of Education
Modoc Hall 215
530-898-6421
e-mail: educ@csuchico.edu
http://www.csuchico.edu/educ/
Chair: Michael Kotar

Credential Services
Academic Advising Programs
Meriam Library 180
530-898-6455
e-mail: cred@csuchico.edu
Analyst: Roberta Patton
### Professional Education, Teaching Credentials, and Other Programs

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<th>Telephone</th>
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<td><strong>Education Services Center</strong></td>
<td>Terence C. Janicki</td>
<td>Holt 101</td>
<td>898-6391</td>
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<tr>
<td>General Information regarding all credentials and programs. . . Christina Moore, Adviser</td>
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<td><strong>School Of Education</strong></td>
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<tr>
<td>M.A in Education with Linguistically and Culturally Diverse Learners Option</td>
<td>Esther Larocco</td>
<td>Siskiyou 143</td>
<td>898-6854</td>
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<tr>
<td><strong>Department Of Education</strong></td>
<td>Michael Kotar, Chair</td>
<td>Modoc 215</td>
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<td>Multiple Subject .......................................</td>
<td>Barbara Conklin</td>
<td>Modoc 208</td>
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<tr>
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<td>Deborah Summers &amp; Maggie Payne</td>
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<td><strong>Service Credentials:</strong></td>
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<td>898-6421</td>
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<td>Education with an Educational Administration</td>
<td>Michael Kotar</td>
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<td>Advising Pattern ........................................</td>
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<td>Integrated Teacher CORE</td>
<td>Darryl Eisele</td>
<td>Modoc 210</td>
<td>898-6169</td>
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<td>Jim Richmond, Chair</td>
<td>Tehama 401</td>
<td>898-5398</td>
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<td>Nancy Williams</td>
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<td>Terri Davis</td>
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<td>Siskiyou 129</td>
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<td>Resource Specialist Certificate ................................</td>
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<tr>
<td>Adapted Physical Education (Physical Educ. &amp; Exercise Science)</td>
<td>Rebecca Lytle</td>
<td>THMA 406</td>
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<tr>
<td>Agriculture Specialist (Agriculture)</td>
<td>Bradley Dodson</td>
<td>PLMS 209B</td>
<td>898-6170</td>
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<tr>
<td>Clinical &amp; Rehabilitative Services (Commun. Arts and Sciences)</td>
<td>Judith Brasseur</td>
<td>AJH 112E</td>
<td>898-6590</td>
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<tr>
<td>Pupil Personnel, including School Psychology ..........</td>
<td>Denise Worth</td>
<td>Modoc 109</td>
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<td>and Counseling (Psychology) .............................</td>
<td>James Wolfe</td>
<td>Holt 252</td>
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Subject Matter Preparation Programs

Subject Matter Preparation Programs are administered through the academic school or department related to that subject. The following Subject Matter Preparation Programs offer courses required for basic credentials. Further information may be obtained by calling the extension listed below or visiting the specific adviser or particular program office, and by reading the appropriate academic planning guide or academic program chapter of The University Catalog.

<table>
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<tr>
<th>Subject Matter</th>
<th>Adviser</th>
<th>Location</th>
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<tr>
<td>Agriculture</td>
<td>Bradley Dodson</td>
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<td>Art</td>
<td>Michael Simmons</td>
<td>AYRS 111</td>
<td>898-4553</td>
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<td>English</td>
<td>Peter Kittle</td>
<td>TALR 218</td>
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<td>Health Science</td>
<td>Mary Portis</td>
<td>THMA 437</td>
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<td>Languages</td>
<td>Armeda Ferrini</td>
<td>BUTE 607A</td>
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<td>Liberal Studies</td>
<td>Contact Department Office</td>
<td>HOLT 101</td>
<td>898-5802</td>
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<td>Mathematics</td>
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<td>Music</td>
<td>Deborah Reinhardt</td>
<td>PAC 104</td>
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<td>Physical Education</td>
<td>Catherine Himberg</td>
<td>AGYM 111</td>
<td>898-5239</td>
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<td>Science</td>
<td>Rebecca Lytle (Adapted)</td>
<td>THMA 406</td>
<td>898-4298</td>
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<td>Scott Roberts (Exercise Phys.)</td>
<td>THMA 417</td>
<td>898-5317</td>
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<tr>
<td>Science</td>
<td>Ailsie McEnteggart (Biology)</td>
<td>HOLT 308</td>
<td>898-6458</td>
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<td>Mina Hector (Chemistry)</td>
<td>PHSC 307</td>
<td>898-5226</td>
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<td>Ann Byker-Kaufman (Geological &amp; Environ. Sci.)</td>
<td>PHSC 219</td>
<td>898-6269</td>
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<td>David Kagan (Physics)</td>
<td>PHSC 106A</td>
<td>898-6259</td>
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<tr>
<td>Social Science</td>
<td>Mark Morlock (Social Sci.)</td>
<td>BUTE 701F</td>
<td>898-5688</td>
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</table>

TEACHING CREDENTIALS

A teaching credential provides authorization to teach in a California public school. Eligibility for a credential requires possession of a baccalaureate (bachelor’s degree); demonstration of subject matter competence in an appropriate major, either earned as part of the degree or established by examination; and successful completion of a professional education program.

CREDENTIAL DESIGNATIONS

Multiple Subject Credential:

Authorizes the holder to teach all subjects in the public schools organized with self-contained classrooms, preschool through grade twelve. Credentials available through CSU, Chico programs include the:

- Multiple Subject Credential
- Multiple Subject Credential with BCLAD* Emphasis
- Multiple Subject Credential through Internship Program
- Concurrent Special Education (Education Specialist)/Multiple Subject or Multiple Subject with BCLAD* Emphasis

Single Subject Credential:

Authorizes the holder to teach the subject designated on the credential in schools organized by subject departments, preschool through grade twelve.

Credentials available through CSU, Chico programs include the following:

- Single Subject Credential
- Single Subject Credential with BCLAD* Emphasis
- Single Subject Credential through Internship Program

*BCLAD is an acronym for Bilingual, Cross-cultural, Language, and Academic Development. The holder of a credential with BCLAD Emphasis is authorized to provide English language development and specially designed academic instruction in English to English language learners as well as to teach learners in their primary language.

Education Specialist Credentials:

The Education Specialist in Mild/Moderate Disabilities Credential authorizes the holder to instruct individuals in grades K-12, and adults, who have specific learning disabilities, mental retardation, other health impairments, and/or serious emotional disturbance.

The Education Specialist in Moderate/Severe Disabilities Credential authorizes the holder to instruct individuals in grades K-12, and adults, with autism, mental retardation, deaf-blindness, serious emotional disturbance, and/or multiple disabilities.

Credentials and certificates available through CSU, Chico programs include:

- Preliminary Level I Education Specialist in Mild/Moderate Disabilities
- Preliminary Level I Education Specialist in Moderate/Severe Disabilities
- Professional Level II Education Specialist in Mild/Moderate Disabilities
- Professional Level II Education Specialist in Moderate/Severe Disabilities
- Early Childhood Special Education Certificate

ENTERING A PROGRAM LEADING TO A BASIC CREDENTIAL

Obtain FOCUS ON TEACHING. Application for Professional Education Programs; information and application materials contained in the book will guide you through the process. Application booklet is available at the CSU, Chico Office of Graduate Programs, the Education Services Center, and from professional education programs and School of Education department offices. Check with the department that houses the program of your choice for application deadlines. A $25 non-refundable application processing fee is required when the completed application packet is submitted. Applicants to programs in Professional Studies in Education are requested to contact the department one year in advance of beginning the program for advising and pre-application materials.

NOTICE: Professional education program requirements are governed by legislative action and approval of the California Commission on Teacher Credentialing. Requirements may change between catalogs. Please consult with the Department of Education or the Department of Professional Studies in Education offices for current information.

Applicants to programs must meet the following requirements:

1. Baccalaureate: Prospective teacher candidates should begin to meet credential course requirements as early as possible in their baccalaureate program. While program applicants need not hold a baccalaureate at the time they enter a professional education program, the bachelor’s degree is required to apply for a California Intern, Preliminary, or Professional Clear Credential.

2. Subject Matter Competence: The State of California requires candidates for credentials to know the subject they will teach. To qualify for entry into a Multiple Subject, Single Subject, or Education Specialist Program, an applicant must have a cumulative GPA of 2.67 or a last 60 unit GPA of 2.75.
Multiple Subject Credentials candidates must:

a. complete a Liberal Studies major at CSU, Chico (contact the Liberal Studies Office, Holt 101, 530-898-5802); or

b. complete a California Commission on Teacher Credentialing (CCTC) approved Subject Matter Preparation Program at another university and obtain a verification of progress; or

c. pass the California Subject Examination for Teachers.

A university Liberal Studies Subject Matter Preparation Program must be completed within the past ten years, or you must pass the CSET.

Single Subject Credentials candidates must:

a. complete an approved Subject Matter Preparation Program (designated courses in subject) at CSU, Chico; or

b. complete a California Commission on Teacher Credentialing (CCTC) approved Subject Matter Preparation Program at another university and obtain a verification of progress; or

c. pass the California Subject Examination for Teachers (CSET).

Academic departments at CSU, Chico have credential advising officers who help you plan a Subject Matter Preparation Program (see the previous page for a list of programs and advisers).

3. California Basic Educational Skills Test (CBEST): Applicants to CSU, Chico Professional Education Programs must take the CBEST before beginning a program. The CBEST must be passed prior to student teaching.

4. Additional Requirements

For additional information including all credential requirements, contact the department that houses the program of your choice. Prospective teacher candidates may begin to meet requirements during their bachelor's degree program.

PROGRAM SPECIFIC PREREQUISITES

BCLAD Emphasis professional education programs and Education Specialist programs require completion of additional prerequisites. Consult FOCUS ON TEACHING, Application for Professional Education Programs, program, or department offices for information.

Internship Program Requirements for Multiple or Single Subject Credentials

The Multiple or Single Subject Internship Program enables qualified individuals who demonstrate potential for teaching to earn a credential while holding a paid teaching position. For information, contact the Department of Education.

Pre-Internship and Internship Program Requirements for Education Specialist (Special Education) Credentials

Internship opportunities associated with both the Mild/Moderate and Moderate/Severe Specialization programs are available. Specific information related to these opportunities may be obtained from the Special Education Program Office located in Sidney Hall, Room 123, 530-898-5575.

SPECIALIST/SERVICE CREDENTIALS

The university, through the School of Education, offers programs leading to specialist credentials. Some work toward a specialization may be taken concurrently with Multiple and Single Subject programs. However, one must hold a basic teaching credential and have teaching experience prior to being recommended for most specialist or services credentials, except for the Education Specialist Credential.

Potential candidates are advised to confer with program coordinators in planning courses. Specialist or services professional education programs may be coordinated with a Master of Arts program. A listing of specialist and services credentials can be found on the second page of this section of the catalog. Specific course requirements for the specialist and services credentials are available to meet this requirement.

Other Programs

The School of Education participates in a number of projects and programs that provide service to CSU, Chico students and K-14 teachers and students throughout Northern California. Among these programs are: Integrated Teacher CORE, Beginning Teacher Support and Assessment Project, Migrant Education, and the Butte College Reading Connections Project.

Supplementary Authorization

Holders of a teaching credential who complete an additional 20 semester units of courses or 10 semester units of upper-division courses in an additional designated subject area may be eligible to have this subject appear on their credentials as an added authorization so that they may teach that subject in grades nine and below. For more information, inquire in the office of Credential Services, MLIB 180.

CLAD Certificate for Credentialled Teachers

Demographic changes in California schools require that teachers be prepared to meet the special needs of linguistically and culturally diverse students. The Crosscultural, Language and Academic Development (CLAD) Certificate for Credentialled Teachers provides the basic knowledge and practice to prepare teachers to work with diverse student populations.

Course Requirements:

BLMC 218 Lang & Comm Skills 3.0 FA
Prerequisites: Teaching experience and faculty permission

BLMC 236 Intro Multicultural Ed 3.0 FA

BLMC 372 Meth/Strat Sec Lang 3.0 FS
Prerequisites: Possess a single or multiple subject credential, or faculty permission.

BLMC 389A CLAD Practicum 1.0 FS
The above course may be taken three times or the following course may be taken once.

BLMC 389C CLAD Practicum 3.0 FS

In addition, an experience in learning a second language is required. A number of options are available to meet this requirement.

Early Childhood Special Education Certificate

Early Childhood Special Education Certificate is an authorization that may be added to either the Education Specialist Mild/Moderate or Moderate/Severe credentials. Specialists who have completed Levels I and II in either Mild/Moderate or Moderate/Severe will, if they successfully complete all required course work and fieldwork in early childhood special education, receive a certificate authorizing service also to individuals with mild/moderate or moderate/severe disabilities from birth through pre-Kindergarten.
THE MINOR IN EDUCATION

Course Requirements for the Minor: 20 units

The following courses, or their approved transfer equivalents, are required of all candidates for this minor.

The Minor in Education provides opportunity and choice for individuals who are considering the teaching profession or other fields that demand effective communication and instructional skills. It addresses education foundations, communication skills, field experience with children, technology, and diversity awareness. This minor is not intended to substitute for an accredited teacher education program leading to a credential.

3 courses required:
- CDEN 101 Introduction to Communication 3.0 FS
- EDUC 102 Access & Equity in Education 3.0 FS
- PSY 205 Psychology of Learning 3.0 FS

2 units selected from:
- EDCI 010 Field Experience with Youth 1.0-2.0 FS
- EDCI 089 Education Field Experience 1.0-3.0 Inq
- EDTE 055 ITC: K-12 Tutoring Experience 1.0 FS
- EDTE 060 K-12 Intro Classroom Experience 1.0 FS
- EDUC 199 Special Problems 1.0-3.0 FS

1 course selected from:
- EDCI 275 Use of Computers & Instr Media 3.0 Inq
- CDES 152 Media for Instruction/Training 3.0 FS

THE MINOR IN SPECIAL EDUCATION

Course Requirements for the Minor: 22 units

The following courses, or their approved transfer equivalents, are required of all candidates for this minor.

7 courses required:
- EDUC 102 Access & Equity in Education 3.0 FS
- PSY 202 Child/Adolescent Psychology 3.0 FS
- SPED 143 Overview of Special Education 3.0 FS
- SPED 229B Curr & Instruct: Emp Incl Settg 3.0 FS
- SPED 244C Collaboration in Educ & Hlpng Profess 2.0 FS
- SPED 245A Management of Learning Environ 2.0 SP
- SPED 289C Field Exp: Gen & Spec Education 3.0 FS

1 course selected from:
- One 3-unit elective course, approved by the minor adviser. See the minor adviser for recommended course electives.

THE MASTER OF ARTS

IN EDUCATION

Program Mission

The mission of the Master of Arts in Education is to address educational challenges in the belief that School of Education faculty, students, and educational partners will make a difference in the lives of those who learn and teach. The program instills respect for educational research and applications and a commitment to contribute to the heritage of education in the field. The graduate program strives to improve the quality of education at all levels, to promote equality of opportunity for all learners, and to enhance the contributions that education makes to local communities and to society in general.

General Overview

The MA in Education is a professional degree that allows the candidate to study in depth a specific area of interest related to teaching and learning. The MA program provides an opportunity to study both theoretical and pragmatic issues and the interrelationships among these. The degree is designed to enhance the professional abilities of the career professional and to provide advanced preparation for those seeking degrees beyond the MA. MA in Education programs are available in both the Department of Professional Studies in Education and the Department of Education. Please see options and advising patterns below.

Master's Degree Option and Patterns

The Curriculum and Instruction Option is a multidisciplinary program that helps educators broaden their knowledge of learning and the educational concepts, and advance their ability to develop curriculum and plan instruction for the improvement of learning. Contact the department of Education for a program planning guide.

The Linguistically and Culturally Diverse Learners Option is designed to develop a knowledge base and leadership skills that will prepare candidates to address the critical pedagogical and linguistic needs of California's diverse student population—including specially designed academic instruction in English and English language development—and to promote sensitivity to multicultural issues in education. Contact either the Department of Education or the Department of Professional Studies in Education for a program planning guide.

The Reading/Language Arts Option is designed to prepare teachers for leadership positions related to the teaching of reading/language arts in K-14 settings. Courses focus on issues of language development; child or adolescent literature; diagnosis and treatment of learner needs, including clinical practice; knowledge of issues and research. Most courses may be applied to a California Reading/Language Arts Specialist Credential. Contact the Department of Professional Studies in Education for information.

The Special Education (Education Specialist) Option incorporates current master's degree requirements, courses from Level II and the Resource Specialist Certificate, and other options from which the candidate may select. One plan includes the thesis, a second plan includes a creative project, and a third includes research work and oral and written examinations. All inquiries and planning should be made directly with special education faculty. Contact the Department of Professional Studies in Education for information.

The Advising Pattern in Educational Administration provides professional preparation for school leadership. Courses address communication skills, curriculum, supervision, management of funds and facilities, law, personnel, instructional leadership, and other administrative functions. Contact the Department of Education for a program planning guide.
Requirements for the Master's Degree:
Requirements for the Master's Degree in Education are established by the department, the graduate student's master's advisory committee, and the Office of Graduate Programs. They include:
1. Completion of an approved program consisting of a minimum of 30 units of 200/300-level courses as follows:
   (a) At least 18 units in the discipline of Education.
   (b) At least 18 of the units required for the degree in 300-level courses.
   (c) Not more than 9 semester units of approved graduate-level transfer and/or extension credit.
   (d) Not more than a total of 10 units of Independent Study (EDMA 398) and Master's Study (EDMA 399) may be applied to the degree; and not more than 6 units of Master's Study (EDMA 399) may be applied to the degree.
   (e) Completion of required courses (normally 12 units).
      One course selected from the series:
      EDMA 303-307 Foundations 3.0
      Three courses required:
      EDMA 335A Intro to Inquiry in Education 3.0
      EDMA 335B Research Sem in Education 3.0
      EDMA 399 Master's Thesis/Proj. 3.0-6.0
   (f) Master's degree students are required to be enrolled continuously from the time they begin their program until the degree is awarded. Continuous enrollment may be maintained either through registration as a matriculated student or through adjunct enrollment. See "Regulations Governing Graduate Students" for a full description of continuous enrollment.
2. Meeting the literacy requirement: Students in the MA in Education program demonstrate writing competence by submitting a rationale for their program plan and by completing EDMA 335A.
3. Approval of the culminating activity by the students MA adviser and the department graduate coordinator.
4. Approval of the culminating activity by the students MA adviser and the department graduate coordinator.
5. Recommendation for the degree by the department graduate coordinator and the Graduate Council on behalf of the faculty of the university. All forms and approvals requiring the signature of the graduate coordinator must be processed by the department housing the option or advising pattern.

Admission and Progress:
It is the student's responsibility to meet all requirements and submit application forms for changes in graduate status. Forms for advancement to classified status and candidacy are available from the Office of Graduate Programs and the department offices. Forms must be submitted to the appropriate graduate coordinator for approval.

Graduate Programs Time Limit:
All requirements for the degree are to be completed within seven years of the end of the semester of enrollment in the oldest course applied toward the degree. See "Graduate Education" in The University Catalog for complete details on general degree requirements.

Prerequisites for Admission to Conditionally Classified Status:
1. An acceptable baccalaureate from an accredited institution, or an equivalent approved by the Office of Graduate Programs.
2. Satisfactory grade point average as specified in "Admission to Master's Degree Programs" in The University Catalog.
3. Approval by the department and the Office of Graduate Programs. Students admitted to Conditionally Classified status also must file with the department graduate coordinator a Preliminary Program Plan and a statement describing their rationale for the program plan. These documents must be approved by the program coordinator of the option or advising pattern selected.

Prerequisites for Admission to Classified Status:
Usually no fewer than 9 units or more than 15 units may be taken before admission to Classified Status. In addition to the requirements above, you need to:
1. Successfully complete EDMA 335A: Intro to Inquiry in Education.
2. Form your master's advisory committee.
3. Obtain approval of your master's degree program plan in consultation with your master's advisory committee and file the plan with the department graduate coordinator. Include a rationale statement for the program plan.

Prerequisites for Advancement to Candidacy:
Graduate students having Classified Status and who have completed one-half of their approved program can apply for advancement to candidacy. In addition to the requirements above, you need to obtain the approval of your master's advisory committee (with committee signatures) for your culminating activity and file the proposal with the department graduate coordinator. When applicable, approval for using human subjects must be secured before the proposal is filed.

Graduate Grading Requirements:
All courses in the major (with the exceptions of Independent Study — EDMA 398 and Master's Study — EDMA 399) must be taken for a letter grade, except those courses specified by the department as ABC/No Credit (200-level courses), AB/No Credit (300-level courses), or Credit/No Credit grading only.
A maximum of 10 units combined of ABC/No Credit, AB/No Credit, and Credit/No Credit grades may be used on the approved program (including EDMA 398, EDMA 399, and courses outside the major). While grading standards are determined by individual programs and instructors, it is also the policy of the university that unsatisfactory grades may be given when work fails to reflect achievement of the high standards, including high writing standards, expected of students pursuing graduate study.

Students must maintain a 3.0 grade point average in all courses on the approved master's degree program as well as in all courses taken subsequent to admission to conditionally classified status.

Graduate Advising Recommended:
Advising is recommended each semester for MA in Education students. Upon admittance to the program, graduate students are encouraged to consult with the graduate coordinator of the department which houses their program option or advising pattern.
It is important for you to do this as early as possible. The department graduate or program coordinator helps you in identifying and selecting an MA adviser. All forms and approvals requiring the signature of the graduate coordinator must be processed by the department housing the advising pattern or option.
School of Education Faculty

Department of Education

Brenda L. Aden, 2000, Vice Provost for Human Resourc, Professor, JD, U Iowa.
Anne Rene Elsbree, 2002, Assist Professor, PhD, U WI.
Anita Fernandez, 2001, Assist Professor, PhD, U Arizona.
Andrew P. Hanson, 1972, Professor, EdD, USC.
Hilda Hernandez, 1981, Professor, PhD, Stanford U.
James W. Huff, 1972, Professor, PhD, UCLA.
Mark Keegan, 2000, Assist Professor, EdD, Columbia U.
Judith A. Kerrins, 1991, Professor, PhD, U Colorado.
Michael E. Kotar, 1986, Chair, Professor, EdD, IL State U.
Devon J. Metzger, 1986, Professor, EdD, Indiana U.
Melissa Miller, 2001, Assist Professor, PhD, Stanford U.
L. Maggie Payne, 1998, Assist Professor, EdD, OK State U.
Ann Schulte, 2001, Assist Professor, PhD, U WI.
Paula Selvester, 2002, Assist Professor, EdD, USC.
Deborah Summers, 1998, Assist Professor, EdD, USC.
Edward F. Williams, 2001, Assist Professor, EdD, U San Fran.
Penelope Wong, 2001, Assist Professor, EdD, No Ariz U.

Department of Professional Studies in Education

Victoria L. Bernhardt, 1986, Director, Professor, PhD, U Oregon.
Michelle Cepello, 1994, Assist Professor, EdD, USC.
Lisa R. Churchill, 1994, Professor, PhD, UCLA.
Jesus Cortez Jr., 1980, Professor, PhD, U of WA.
Teresa Michele Davis, 1993, Professor, PhD, U Oregon.
Esther Larocco, 1984, Assoc Professor, PhD, UC Davis.
Paul L. Moore, 1988, Vice President, Professor, PhD, USC.
Carolynn L. Reynolds, 1976, Associate Dean, Professor, PhD, U NM.
James E. Richmond, 1969, Chair, Professor, PhD, UC Berkeley.
Julia A Roth, 1994, Lecturer A, MA, CSU Chico.
Hsuying C. Ward, 2002, Assist Professor, PhD, U Texas.
Nancy L. Williams, 1983, Lecturer A, MA, CSU Chico.
Marilyn A. Winzenz, 1977, Associate Provost, Administrator, EdD, UOP.
Charles Zartman, 1985, Professor, PhD, U Colorado.

Faculty Emeritus

Kathryn Gould Anderson, 1985, Assoc Prof Emerita, PhD, Ohio St U.
Katherine A. Beeler, 1973, Professor Emerita, PhD, Arizona State Univ.
Daniel J. Converse, 1970, Professor Emeritus, PhD, U Delaware.
Eileen G. Cotton, 1978, Professor Emerita, PhD, U Maryland.
Carolyn E. Dankers, 1970, Professor Emerita, EdD, USC.
Theodore W. DeBernardi, Professor Emeritus, EdD, Univ of Northern Col.
George W. Huang, 1969, Professor Emeritus, PhD, U Idaho.
Mary C. Jensen, 1986, Professor Emerita, PhD, U Oregon.
Barbara M. Johnson, 1960, Professor Emerita, EdD, UCLA.
Bonnie J. Johnson, 1985, Professor Emerita, EdD, Oregon State Univ.
Charles L. R. Johnson Jr., 1971, Professor Emeritus, PhD, U Oregon.
Patricia A. Lyons, 1972, Professor Emerita, PhD, Ohio St U.
Edward L. Miller, 1982, Professor Emeritus, PhD, U Pitt.
Arnettha W. Okelo, 1975, Professor Emerita, PhD, U C Berkeley.
Joseph W. Smith, 1960, Professor Emeritus, EdD, COLUM ENGR.