School of Education

Education Bldg. (02), Room 120
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Vision, Mission and Programs

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

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

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

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

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

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

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

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

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

Stressing the “learn by doing” philosophy, the School provides opportunities for extensive on-site observation, tutoring, and fieldwork in educational settings. Cal Poly maintains cooperative relations with surrounding school districts and area educational agencies. Within our service area, teacher candidates and master’s students can learn in cross-cultural, city and rural settings.

Teacher Education

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The following credential programs are accredited by the California Commission on Teacher Credentialing (CTC) and the National Council for Accreditation of Teacher Education (NCATE) to prepare candidates and recommend for these credentials.

Teaching Credential Programs

• Agriculture Specialist
• Multiple Subject: English Learner Authorization
• Single Subject: Agriculture
• Single Subject: Biological Science Instruction
• Single Subject: Chemistry
• Single Subject: English
• Single Subject: Geosciences
• Single Subject: Mathematics
• Single Subject: Social Science
• Single Subject: Physics
• Bilingual Authorization
• Education Specialist: Mild/Moderate Disabilities (see Graduate section in School of Education)

Credential programs consist of coursework and field experiences, including the clinical practice known as student teaching, that are required to obtain a preliminary teaching credential in California. Coursework in credential programs in the state of California is required to fit within one year of full-time study. In some instances, candidates are able to take prerequisite courses and enter a credential program prior to the completion of their undergraduate degree.

Application deadlines are established for each specific program. Detailed information about application deadlines and other requirements is available on the School of Education website at www.soe.calpoly.edu.

Multiple Subject Teaching

Multiple Subject teaching refers to instruction in a self-contained classroom, such as an elementary school, and certification at this level permits K-8 instruction in such settings. A student may begin coursework toward a Multiple Subject credential upon completion of an undergraduate degree, as a graduate student, or as a Cal Poly undergraduate in any program leading to a baccalaureate degree. There are several requirements for acceptance into the credential program and some prerequisite courses have specific requirements for enrollment (e.g. senior or graduate standing). Thus, early advising is critical and interested individuals are encouraged to contact the credential office.

During the program, candidates take courses in educational foundations and methods of teaching specific subject matter areas, and they engage in clinical practice (student teaching) in area elementary schools. Special attention is paid to learning how to teach students whose first language is not English. Upon successful
completion of the program, candidates are recommended for a Preliminary Multiple Subject Teaching Credential.

Detailed information about requirements for a Multiple Subject Credential is available on the School of Education website at www.soe.calpoly.edu.

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

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

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

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

The requirements for admission to Cal Poly to pursue a Multiple Subject credential differ slightly from those for the Single Subject credential. All applicants must first apply for admission to graduate studies in Education at Cal Poly by completing an application at www.csumentor.edu (http://www.csumentor.edu).

Preliminary Credential
California has a two-tiered credentialing system. Cal Poly offers a preliminary credential program and upon completion of basic state requirements, a preliminary credential is issued. Admission to the university or completion of an undergraduate degree does not guarantee admission to a credential program. Contact the credential office for program specific admission requirements, which include obtaining a Certificate of Clearance.

To make successful progress through a credential program, teacher candidates must maintain a B average in all professional education courses and complete additional application steps at specified transition points. Check with the pertinent credential program advisor, the credential program handbook, and www.soe.calpoly.edu to determine all requirements to be completed for a specific credential program.

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

Supplementary and Subject Matter Authorizations
A basic teaching credential can be enhanced by adding supplementary and/or subject matter authorizations. These authorizations allow teachers to teach additional subjects without completing a full professional preparation program for that credential and we encourage candidates to consider whether it is possible to add these as part of completing their preliminary credential. To earn an authorization, students must complete a specific number of course credits in the new content area. See www.ctc.ca.gov (http://www.ctc.ca.gov) for specific information on these authorizations and consult with your credential advisor to plan your coursework in order to meet the necessary requirements for any additional authorizations desired.

Graduate Programs
Credential Programs
Credential programs are accredited by the California Commission on Teacher Credentialing (CTC) and the National Council for Accreditation of Teacher Education (NCATE) to prepare candidates and recommend for these credentials.

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

Administrative Services
• Preliminary (Tier I)
• Administrative Intern

The Educational Leadership and Administration Program offers the California Preliminary Administrative Services Credential for eligible candidates who hold a valid CLEAR California teaching or service credential and who have completed five (5) years of full-time teaching/service with this credential. The Administrative Internship Program is an option for those who are requested by their employing district to concurrently serve in an administrative position while completing the requirements for the California Preliminary Administrative Services Credential.

California Preliminary Administrative Services
This program emphasizes a comprehensive knowledge of K-12 school administration including applied theory, administration and leadership, schools in contemporary society, and effective management related to educational outcomes. As a basis for credential recommendation, the preliminary program emphasizes applied theory with actual experience in fieldwork assignments and an evaluation of administrative competence.

The credential program requires 58 quarter units, all of which are applicable to the MA in Education with a Specialization in Leadership and Administration. The Preliminary Administrative Services Credential authorizes service in any administrative position at any grade level (K-12) in California.
Administrative Intern
This program supports districts that have an immediate need for an administrator and are without suitable candidates. Candidates earn the Preliminary Administrative Services Credential as they serve in an administrative capacity within a one year time frame.

Education Specialist (Mild/Moderate Disabilities)
• Preliminary
This credential authorizes the holder to teach in the following settings: special day classes, special schools, home/hospital settings, correctional facilities, nonpublic schools and agencies, and resource rooms.

The program is designed to prepare candidates to work with pupils with mild/moderate disabilities; mild to moderate mental retardation (intellectual disabilities); attention deficit and attention deficit and hyperactivity disorders; and serious emotional disturbances, and authorizes serving individuals in K-12, and in classes organized for adults through age 22.

A full-time candidate may complete the requirements in one calendar year. The Education Specialist program is heavily field based and requires 82 quarter units, most of which are applicable to the MA in Education with a Specialization in Special Education.

A Multiple or Single Subject teaching credential is not required for admission. However, some coursework taken for the Single Subject or Multiple Subject Credential program may meet prerequisite course requirements for the Education Specialist Credential program.

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

Admission
Admission to the MA in Education degree program minimally requires the following:
• 3.0 GPA in last 90 quarter units
• Letters of recommendation
• Bachelors degree from a regionally accredited college/university

Each specialization below may include additional requirements for the specific program (see the Graduate section (http://catalog.calpoly.edu/graduateeducation) of this catalog for additional information on admission).

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

Candidates must earn a grade of C- or better in all courses, maintain an overall grade point average of 3.0 or better, and remain in good professional standing within their specialization. All candidates must meet the Graduation Writing Requirement.

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

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

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

Advancement to Candidacy
Advancement to master’s degree candidacy requires:
• Completing at least 24 units of program-required courses in residence, specified in a formal program of study, with minimum GPA of 3.0;
• Meeting the university Graduation Writing Requirement;
• Receiving formal recommendation of the graduate faculty;
• Earn a GPA of 3.0 in all coursework included on the formal program of study, and in all coursework completed subsequent to admission to post baccalaureate standing; and
• Meeting all conditions of admission.

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

MA Education, Specialization in Counseling & Guidance
This program prepares students for careers as student affairs professionals and counselors in higher education settings. Admission to the program, which occurs only in spring quarter, requires references, an auto-biographical statement, and an interview. Students who have career goals of working in clinical counseling in agency settings or in private practice should refer to the MS Psychology in the College of Liberal Arts (http://catalog.calpoly.edu/collegesandprograms/collegeofliberalarts).

MA Education, Specialization in Curriculum and Instruction
A Master of Arts in Education with a specialization in Curriculum and Instruction offers the opportunity for PreK-12 teachers to advance their knowledge and practice in working with ambitious curricula.
and complex instructional approaches to foster students’ deep understanding and development of multiple literacies for the 21st century.

Candidates in the program will be required to have at least two years of classroom teaching experience so that they have automated the skills necessary to run a classroom and can build more advanced knowledge and skills upon that foundation. The course of study in the program will support candidates in developing knowledge and experience to take on curriculum design and/or instructional leadership roles or to lead professional development opportunities in their schools or districts. In addition, it will provide foundational experiences that will facilitate graduate work at the doctoral level.

In the program, candidates will be part of a cohort and have collaborative learning opportunities to foster understanding of the theories/principles underlying research-based advanced practices. A culminating experience will be to design and conduct research on the outcomes from trying advanced practices in their own classrooms.

**MA Education, Specialization in Educational Leadership and Administration**

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

**MA Education, Specialization in Special Education**

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