

## Section IV. Certificate Programs

### Community College Teaching Certificate

The purpose of this certificate program is to prepare students to teach in community colleges within the transfer, developmental, vocational, and adult education areas. The program provides students with experiences in curriculum development and evaluation, instructional techniques, methods to meet adult learning needs, and a practical internship in a local community college.

This is an advanced academic certificate at the postbaccalaureate level. Admission requirements are a bachelor's degree from a regionally accredited institution of higher education, with at least a 2.75 GPA in the last 60 units.

Students must complete the following courses with a minimum grade of B in each course and Cr in ARP 760. Courses in the certificate program may be applied to a master's degree if applicable.

ARP 611	Program Development and Evaluation in Postsecondary Education (3)
ARP 631	Seminar in Teaching in Postsecondary Education (3)
ARP 730	Seminar in Adult Learning (3)
ARP 760	Internship in Educational Leadership (3) Cr/NC/RP

For further information, contact Dr. William E. Piland, Department of Administration, Rehabilitation and Postsecondary Education.

### Developing Gifted Potential Certificate

The purpose of this certificate program is to provide teachers and other education professionals with specialized preparation for supporting talent development and providing effective educational services to gifted and talented individuals in a diverse society. The certificate is designed to provide knowledge and skills to (a) encourage the development and expression of high potential, particularly among students currently underrepresented in formal programs for the gifted and (b) provide effective instruction to individuals formally identified as gifted and talented. Hence the program is designed for professionals working in regular and special classrooms settings.

Successful applicants must have completed a bachelor's degree from an accredited institution. A minimum grade point average of 3.0 must be maintained in certificate coursework with no less than a grade of "C" in any course.

Required courses (15 units): Special Education 508, 644, 649, 658, 771. All courses completed with a grade of "B" or better are applicable to the Master of Arts degree in Education with a Concentration in Special Education and a Specialization in Gifted. For further information, contact the Department of Special Education.

### Distance Education Certificate

This certificate program will provide necessary skills to in-service managers, instructors, instructional designers, evaluators, local site coordinators, and other professionals working in distance education systems and programs in higher education, K-12, business, and government, including personnel in law enforcement, and the military. Students who complete the certificate program and meet all other criteria may apply to be admitted to the M.A. program in educational technology. For application or further information, see the program adviser in the Department of Educational Technology.

Prerequisites: A bachelor's degree from an accredited institution with a grade point average of at least 2.75 (when A equals 4) in the last 60 semester (90 quarter) units attempted. A satisfactory score on the verbal and quantitative sections of the GRE General Test (combined score of 950). At least three years of experience in distance, open or extended education, training, HRD or a related field. Mastery in telecommuting and learning new information technology applications.

Required courses (12 units):

EDTEC 550	Introduction to Distance Education (3)
EDTEC 640	Psychology of Technology-Based Learning (3)
EDTEC 650	Distance Education (3)
EDTEC 684	Management of Educational Technology (3)
Electives: (3 units) to be selected from the following with approval of program adviser:	
EDTEC 544	Instructional Design (3)
EDTEC 653	Cyberculture and Learning Systems (3)
EDTEC 670	Exploratory Learning Through Simulation and Games (3)
EDTEC 671	Learning Environment Design (3)

### Early Childhood Special Education Certificate Program

The Early Childhood Special Education Certificate is authorized by the California Commission on Teacher Credentialing. It is designed for individuals who have completed Level II coursework in Mild/Moderate or Moderate/Severe disabilities. Completion of the certificate extends their authorization from birth through 22. Individuals credentialed in other areas such as Deaf and Hard-of-Hearing, Physical and Health Impairments, and Visual Impairments are authorized to serve birth through 22, but may add the certificate for professional growth reasons if desired.

1. Prerequisite: Completion of Level II coursework in one of the Education Specialist credentials and background in early childhood development with focus on infants, toddlers, and preschoolers.
2. Certificate coursework: Special Education 526, 528, 532, 635, 643A, 643B, 970D. (21 units)

### Resource Specialist Certificate of Competence

No new students are being admitted to this program during the 2002-2003 academic year. Contact Special Education Department.

The Department of Special Education offers coursework leading to the California Resource Specialist Certificate. This certificate authorizes the holder to function as a Resource Specialist in special education settings. To be recommended for this certificate by San Diego State University, the candidate must hold a valid Learning Handicapped, Severely Handicapped, or Physically Handicapped credential, have completed three years of teaching in regular and special education settings, and must have satisfied the competencies specified in the four Resource Specialist courses: Special Education 645 or 648, 651, 652, 653.

### Rehabilitation Administration Certificate

The purpose of this certificate program is to provide the student with administrative knowledge and skills needed to develop and supervise rehabilitation programs and services, in collaboration with consumers, in a variety of organizational settings. This academic certificate is designed for individuals who currently function or aspire to function as program coordinators and administrators in state rehabilitation agencies, community rehabilitation programs, disability management programs, and other programs and/or organizations involved in serving consumers with disabilities.

This is an advanced academic certificate at the postbaccalaureate level. Admission requirements are a bachelor's degree in rehabilitation or a related field and relevant work experience in a rehabilitation organization or program. The certificate is intended to focus on diversity among consumer populations and service delivery systems within

the student's area of career interest. A focus on disability management is available. A master's degree in rehabilitation counseling, as well as leadership experience in rehabilitation is strongly encouraged. Relevant career or academic training experience may be substituted in lieu of the above admission criteria at the discretion of the program director. A bachelor's degree is required.

This 21-unit certificate includes the following courses:

- ARP 710A Seminar in Rehabilitation (3)
- ARP 745 Internship in Rehabilitation (3-9)

With the approval of the Program Adviser, 12 units selected from:

- ARP 610 Educational Leadership (3)
- ARP 680 Seminar in Administration, Rehabilitation and Postsecondary Education (2-6)
- ARP 710B Seminar in Rehabilitation (3)
- ARP 720 Educational Human Resource Development in Postsecondary Education (3)
- ARP 740 Advanced Seminar in Administration, Rehabilitation and Postsecondary Education (3)
- ARP 747 Educational Leadership in a Diverse Society (3)
- ARP 755 Governance and Policy Development in Postsecondary Education Learning Organizations (3)
- ARP 798 Special Study (1-6) Cr/NC/RP

Contact the Director of the Rehabilitation program at (619) 594-6406 (V/TTY) for further information.

Students must maintain a minimum grade point average of 3.0 in all certificate coursework with no less than a grade of "C" in any course. Only three units of coursework with a grade of "C" will count towards a certificate. Maximum of three units of coursework repeatable. Courses in the certificate program may be applied to a master's degree if applicable.

### **Bilingual (Spanish) Special Education Certificate**

No new students are being admitted to this program during the 2002-2003 academic year. Contact Special Education Department.

This certificate program provides specialized preparation for teachers of learning handicapped children whose primary language is Spanish.

Prerequisites for admission include the following:

1. Completion of, or admission to, the departmental program for the Specialist Credential in Special Education (Learning Handicapped).
2. Special Education 527.
3. Spanish language proficiency at the S-3 (FSI 3) level.
4. Knowledge of the target culture and bilingual teaching strategies. Will satisfy prerequisites for Policy Studies in Language and Cross-Cultural Education 602. Proficiency may be demonstrated by passing the "Test of Culture and Teaching" used by the College of Education bilingual emphasis programs.

Certificate program requirements include the following: Policy Studies in Language and Cross-Cultural Education 553, 602, three units of special education selected with the approval of the department chair, and demonstration of competence in teaching learning handicapped students whose primary language is Spanish.

A grade point average of 3.0 must be obtained in the four courses. Contact the Department of Special Education for further information.

### **Cross-Cultural Language and Academic Development (CLAD) Certificate**

The Cross-Cultural Language and Academic Development (CLAD) Certificate provides an interdisciplinary approach in linguistics and policy studies to prepare credentialed teachers in theory and application of English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) methodology for linguistically diverse students in grades K-12.

- A. Prerequisites: Linguistics 420 or 520.
- B. Certificate Requirements:
  1. Twelve units including: Policy Studies in Language and Cross-Cultural Studies 601, 602; Linguistics 552; Policy Studies in Language and Cross-Cultural Studies 651 or Linguistics 550.
  2. Six units of foreign language at the college level or equivalent.
  3. Completion of program with a 3.0 grade point average.
- C. Candidates who hold valid basic K-12 teaching credentials will also be able to apply directly to the Commission on Teacher Credentialing for the state's CLAD Certificate for public school service.

Apply in the Policy Studies Department, ED-152 or call (619) 594-5155 for more information.

### **Bilingual Cross-Cultural Language and Academic Development (BCLAD) Certificate**

This experimental certificate program meets California Commission on Teaching Credentialing (CTC) competencies for the BCLAD (Spanish/English) Certificate through 12 units of coursework conducted in California and Mexico. It addresses the following three domains:

1. Methodology for Primary Language Instruction
2. The Culture of Emphasis
3. The Language of Emphasis

#### **Admission Criteria**

Candidates must have an intermediate level of proficiency in Spanish and their CLAD credential/certificate to qualify, plus two letters of recommendation from school or district based personnel. Candidates will be administered a Spanish proficiency pre-and post-examination utilized by Long Beach State University and approved for their B/CLAD credential program.

#### **Coursework**

1. Methodology for Primary Language Instruction:  
 PLC 652 Multicultural Methods and Curriculum in Language Arts . . . . . 3 units
2. The Culture of Emphasis: Latin America:  
 PLC 686 Seminar in Multicultural Education: Culture of Latin America . . . . . 3 units
3. Practicum/Field Experience: Hands on experience with primary language teaching in Mexico and California:  
 PLC 686 Seminar in Multicultural Education: Field Experience Seminar in Effective Bilingual Culture in California and Mexico . . . . . 3 units
4. Spanish Language Development, Language of Emphasis:  
 PLC 415 Fieldwork in Bilingual Community Context . . . . . 3 units

## Instructional Software Design Certificate

The purpose of this certificate is to prepare specialists who can develop or assist in the development of software to meet specific instructional, training or management needs. There are two competency areas incorporated in the certificate: instructional design and educational computing. Students must complete a minimum of 18 units with a 3.0 (B) grade point average and no less than a "C" in any course. For application or further information, see the director of the program in the Department of Educational Technology.

**Prerequisites:** A bachelor's degree from an accredited institution with a grade point average of at least 2.75 (when A equals 4) in the last 60 semester (90 quarter) units attempted. A satisfactory score on the verbal and quantitative sections of the GRE General Test.

Required Courses (18 units):

EDTEC 540	Educational Technology (3)
EDTEC 541	Web-Based Multimedia Development (3)
EDTEC 544	Instructional Design (3)
EDTEC 561	Advanced Web-Based Multimedia Development (3)
EDTEC 671	Learning Environment Design (3)
Electives (3) To be selected with the approval of the program director.	

## Instructional Technology Certificate

Refer to General Catalog.

## Supported Employment and Transition Specialist Certificate

The purpose of this certificate is to prepare specialists who can develop and implement programs in supported employment and adult community living for youth and young adults with disabilities. A student may elect to emphasize programs for people with either moderate and mild or severe and multiple disabilities. Students must complete a minimum of 21 units with a 3.0 (B) grade point average. Students are able to develop additional competencies in instructional interventions, living options, community networking, and assistive technologies.

**Prerequisites:** A bachelor's degree from an accredited institution with a grade point average of at least 2.75 (when A equals 4) in the last 60 semester (90 quarter) units attempted. Introductory disability coursework and experience.

Required courses (9 units)

SPED 501	Typical and Atypical Learning Processes (3) or
SPED 664	Issues Affecting Employment of Individuals with Severe Handicaps (3) or
ARP 684	Introduction to Rehabilitation Process (3)
ARP 687	Placement Practices with Individuals with Disabilities (3)
SPED 771	Directed Internship: Special Education (3) Cr/NC or
ARP 743	Fieldwork in Rehabilitation (3) Cr/NC or
CSP 730	Fieldwork in Counseling (3) Cr/NC

Twelve units of adviser approved Special Education; Administration, Rehabilitation or Postsecondary Education; or Counseling and School Psychology coursework.

Dr. Caren L. Sax, the program adviser in the Department of Administration, Rehabilitation and Postsecondary Education, will meet with each certificate student to design an individualized program of study based on the student's educational background and professional experience. Students may enroll in certificate program and master's degree program concurrently.

## Teaching the Emotionally Disturbed/Behaviorally Disordered Certificate

No new students are being admitted to this program during the 2002-2003 academic year. Contact Special Education Department.

This certificate provides specialized preparation for teachers of children with severe emotional disturbance who have been labeled as severely emotionally disturbed/behaviorally disordered in the school setting, including those children labeled as seriously emotionally disturbed.

Prerequisites to admission to the certificate program include the following:

1. Completion of the departmental program for the Specialist Credential in Special Education (Learning Handicapped or Severely Handicapped).
2. A graduate grade point average of 3.0.
3. Interview with program faculty.

Program requirements for the Certificate in Teaching the Emotionally Disturbed/Behaviorally Disordered include the following: Special Education 529, 634, 647, 648, 677, 771 (3 units, with approval of adviser), and demonstrated competence in teaching emotionally disturbed/behaviorally disordered students.

A grade point average of 3.0 is required for certificate coursework. Contact the Department of Special Education for further information.

## Workforce Education and Lifelong Learning Certificate

The Workforce Education and Lifelong Learning Certificate offers advanced study and field-based research opportunities for educators interested in assuming leadership roles in the development of education and training programs for non-college bound youth and adults. Employment opportunities include positions as training specialists, instructional developers, program administrators, and instructors in community colleges, adult education programs, and job training programs.

Improving the knowledge and skills of families and workers is one of the most important challenges facing American education. Economists note that even if school reform could be rapidly accomplished, it would have minimal influence on productivity, literacy, or quality of life in the work place during the next 20 years because out-of-school youth and adults are not subject to school reform, and they will constitute the vast majority of the American workforce until well into the next century.

Successful applicants must have completed a bachelor's degree from an accredited institution and demonstrate a record of excellence in working with youth or adults in schools, agencies, or employer-sponsored education and training programs. A minimum grade point average of 3.0 must be maintained in certificate coursework.

Required courses (12 units):

EDTEC 544	Instructional Design (3)
ARP 565	Psychological Foundations of Adult and Vocational Education (3)
ARP 631	Seminar in Teaching in Postsecondary Education (3)
ARP 730	Seminar in Adult Learning (3)

Electives: Three units selected with approval of the certificate program director. For further information, please contact Dr. William Piland, the program director in the Department of Administration, Rehabilitation and Postsecondary Education.