Single Subject Preliminary Credential Program

Traditional Pathway Handbook
2021-22

Department of Secondary Education
Michael D. Eisner College of Education
California State University, Northridge

Table of Contents

Student Teaching Overview

Dear Credential Candidate,

On behalf of the Department of Secondary Education of the Michael D. Eisner College of Education, I extend to you a warm welcome to our credential program. Teaching in middle or high school can be a tremendously rewarding and impactful profession. This has never been truer than today, when secondary schools play a critical role in preparing adolescents for college and career.

Learning to teach is a difficult, career-long process. You won't be "finished" when you earn your Preliminary Credential. But the classes and experiences offered by our credential program will equip you with important tools and understandings for success as a beginning teacher. We'll help you learn the most up-to-date methods and curricular standards that California schools expect from its teachers. And we'll help you develop the capacity to continue to learn on the job and hone your practice in the years to come.

Also, we hope that your partnership with our department and faculty will continue beyond the end of your credential program. Many of our credential graduates stay connected to us, informally, for support from faculty, and formally, returning for our master's degree programs or serving as mentors for our future credential students.

We wish you the best in the program and beyond!

Julie Gainsburg
Chair, Department of Secondary Education

Michael D. Eisner College of Education
California State University, Northridge
Conceptual Framework

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

1. **We value academic excellence in the acquisition of research-based professional knowledge and skills.** We commit ourselves to, and expect our candidates to:
   - Acquire in-depth knowledge of subject matter (aligning with state and national curriculum standards when applicable);
   - Acquire professional and pedagogical knowledge;
   - Acquire pedagogical content knowledge;
   - Use professional standards and empirical research to develop and evaluate programs and guide practice;
   - Capitalize on advancements in technology to promote learning;
   - Communicate effectively using multiple modalities, including speaking/signing, writing, and digital media, in professional and community settings; and
   - Understand, apply, and engage in scholarship and research.

2. **We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.** We commit ourselves to, and expect our candidates to:
   - Develop knowledge and skills that research and evidence have shown to positively impact schools and communities;
   - Acquire knowledge and skills in assessing those we serve, using various indicators including national, state, and institutional standards;
   - Acquire knowledge and skills in identifying and selecting assessment approaches and measures that are reliable, valid, and fair;
   - Develop skills in analyzing, synthesizing, and evaluating data for the purpose of informing practice;
   - Use evidence from multiple assessments to inform and improve practice that will promote learning and growth of all pupils; and
   - Engage in cycles of understanding, learning, application in the field, reflection, and revision of practice.

3. **We value ethical practice and what it means to become ethical and caring professionals.** We commit ourselves to, and expect our candidates to:
   - Engage in inquiry about what it means to be an ethical and caring professional;
   - Adhere to a code of ethics appropriate to professional practice and recognize its relationship to the realities of the contexts in which practice occurs;
   - Assume personal responsibility for developing, demonstrating, and refining the values, beliefs, and assumptions that guide professional practice; and
   - Demonstrate attitudes, dispositions, and behaviors of caring and ethical professionals in daily practice.

4. **We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.** We commit ourselves to, and expect our candidates to:
   - Participate in intra- and interdisciplinary partnerships including the Michael D. Eisner College of Education and the university;
   - Participate in external partnerships with schools, community agencies, other universities, and local, state, and national agencies with common interests;
   - Collaborate with all stakeholders to support the learning and growth of faculty, staff, candidates, and those they serve; and
   - Identify and use professional and community resources.

5. **We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.** We commit ourselves to, and expect our candidates to:
   - Foster a climate in which the meaning and implications of diversity are continuously defined, examined, and addressed;
   - Move from acceptance of diversity, to appreciation of diversity, to becoming agents of change for social justice;
   - Respect and understand the conditions and contributions of communities and schools, and of families from all backgrounds;
   - Develop, use, and promote positive interpersonal skills in an open and inclusive process for making decisions and achieving consensus; and
   - Participate in and be accountable for shared decision making within the academic and service communities in a manner that contributes to supporting diversity.

6. **We value creative, critical, and reflective thinking and practice.** We commit ourselves to, and expect our candidates to:
   - Engage in continuous and critical reflection;
   - Participate in ongoing professional development;
   - Accept feedback and consider implications for practice and program renewal;
   - Refine and apply professional competencies through collegial interaction, including for candidates a variety of clinical practice experiences; and
   - Solve problems, make decisions, facilitate change, and produce knowledge in new and creative ways.

TEACHING PERFORMANCE EXPECTATIONS (TPEs)

All single-subject credential programs at CSUN call for Candidates to have opportunities to learn, practice, and master the Teaching Performance Expectations (TPEs), as required by the California Commission on Teacher Credentialing. Evaluations in the two supervised field experiences, SED 554 and SED 555, are based on the Candidate's performance in the TPEs, as is the Teacher Performance Assessment (edTPA).

The major TPE domains are:

TPE 1: Engaging and Supporting All Students in Learning
TPE 2: Creating and Maintaining Effective Environments for Student Learning
TPE 3: Understanding and Organizing Subject Matter for Student Learning
TPE 4: Planning Instruction and Designing Learning Experiences for All Students
TPE 5: Assessing Student Learning
TPE 6: Developing as a Professional Educator

The full text of all TPE elements is available on the Department website.

Important Contact Information

Credential Office Education Administration Building (EA 103)   (818) 677-2733   credprep@csun.edu
Director, Tina Torres

Department of Secondary Education ED 1208   (818) 677-2580
Chairperson, Julie Gainsburg   (818) 677-2580   julie.gainsburg@csun.edu
SED Office Coordinator, Ellyn Jusay   (818) 677-2580   ellynmae.jusay@csun.edu
Field Office Support Coordinator   (818) 677-2580   maria.mancilla@csun.edu
edTPA Coordinator, David Moguel   (818) 677-4010   david.l.moguel@csun.edu
SED ACT Coordinator, Brian Foley   (818) 677-4005   brian.foley@csun.edu
SED Intern Coordinator, David Moguel   (818) 677-4010   david.l.moguel@csun.edu
Bilingual Authorization Coordinator, Mónica García   (818) 677-4999   monica.g.garcia@csun.edu
Graduate Coordinator, Mira Pak   (818) 677-2181   mira.pak@csun.edu

Michael D. Eisner College of Education ED 3121   (818) 677-2590
Dean, Shari Tarver-Behring
Associate Dean, Christine Hayashi

Administration & Records   Bayramian Hall, Student Services Center (BH 100)   (818) 677-3700
                                        http://www.csun.edu/admissions-records

Financial Aid   Bayramian Hall, First Floor   (818) 677-4085
                                        https://www.csun.edu/financialaid

Matador Bookstore   http://www.bkstr.com/csunorthridgestore/home   (818) 677-2932

Klotz Student Health Center   https://www.csun.edu/shc   (818) 677-3666

University Counseling Services   http://www.csun.edu/counseling   (818) 677-2366

Disability Resources and Ed. Services   https://www.csun.edu/dres   (818) 677-2578

National Center on Deafness   https://www.csun.edu/ncod

Student Recreation Center (SRC)   https://www.csun.edu/src   (818) 677-5434

Oasis Wellness Center   https://www.csun.edu/oasis   (818) 677-7373

Your tuition gives you access to Health, Counseling, and Disability Services, the NCOD, SRC, and Oasis at little or no cost!

Frequently Asked Questions

Registration

How late can I add and drop classes?	You may self-enroll for classes in SOLAR any time after your registration appointment has arrived, through the end of Week 3. Beginning with the first day of instruction, you'll need a permission number from your instructor to add a class. You can self-enroll in, and self-disenroll from, classes up to the end of Week 3. After that, paperwork and signatures are required, and the change may not be approved; see: https://www.csun.edu/sites/default/files/Late-Change-in-Academic-Schedule.pdf
How do I know if there is a hold on my registration?	Log into **my Northridge**, locate **My Checklist** (box), and look in the **Incomplete Tasks** section. Hover your mouse over the "hold" message to view details. Common reasons for a hold include immunizations not on record, disqualification, and/or a payment issue.
What happens if I don't submit payment for classes on time?	You will be disenrolled from the classes and will have to complete the registration process again. You may lose your spot in some classes.

Grading Policies

What GPA must I maintain?	You must maintain a minimum 3.0 (B) average in all credential coursework, and a 2.75 in *all* courses taken since admission to the program.
What if I earn a grade of C- or lower in a credential course?	If you earn a C- or lower grade in a credential course, you must repeat the course. If you do not earn a C or better on your second attempt, you may be disqualified from the program.
Can I retake a course?	You may request to repeat a course for the purpose of improving the grade in any course in which you earned a grade of B- or lower, for a total of up to 6 units. Only the most recent grade in a repeated course will count in the grade point average. You must file a Course Repeat Form to replace your grade.
How do I request a grade of Incomplete for a course?	Download the form for Requesting an Incomplete at: http://www.csun.edu/sites/default/files/request_incomplete.pdf *You* must initiate the Request for an Incomplete by filling out this form. *The instructor will not initiate the Incomplete request.* You must have completed a substantial portion of the work in the class and must have a passing grade based on work completed to qualify for an Incomplete. Incompletes are granted for no more than one calendar year from the last day of the semester in which the Incomplete is assigned. The actual time limit is at the discretion of the instructor.
What happens if I stop attending a class but don't officially withdraw?	You may self-disenroll from a course without penalty before the end of Week 3. After that point, if you do not officially withdraw from a class but stop attending, you will receive a WU ("unauthorized withdrawal") on your transcript. The WU is counted as a failing grade for GPA computation. Official withdrawals are only granted in extenuating circumstances; see: https://www.csun.edu/sites/default/files/Late-Change-in-Academic-Schedule.pdf
What does it mean if I receive a grade of IC?	If you were awarded a grade of Incomplete but then failed to complete the required course work within the allowed time limit, you will receive a grade of IC. The IC is counted as a failing grade for GPA computation.

General Information about the Credential Program

What is an Academic Leave or Leave of Absence from the program?	A credential student in good standing may take a two-semester leave of absence. No formal approval is required, but you should contact the Department Chair or a Credential Advisor for advisement. After a leave of more than two semesters, you must reapply to the program.
Is there a time limit for coursework?	CSUN credential coursework more than 7 years old at the time of program completion is considered expired and cannot be used.
For how long are test scores valid for the Credential Program?	Some test scores have expiration dates. See the Credential Office for further information. It is your responsibility to submit all required test scores to the Credential Office.

Where do I get information on financial aid?	https://www.csun.edu/financialaid
May I be credentialed in a second subject area (earn an Added Authorization) at the same time I am working on a Preliminary Credential?	Yes. You must take SED 525XX in the second subject area and pass the CSET in the second subject area. This can also be done after completing the Preliminary Credential Program. For questions about the requirements of the Added Authorization, see your Credential Advisor.
I'm currently working on my credential. Can I begin a master's degree, too?	You can "blend" an MA in Secondary Curriculum & Instruction with the credential program by taking the required MA core courses *after* all credential courses have been passed. Alternately, you can return later for one of our subject-specific, advanced MA programs, which presume more years of teaching experience. See p. 22 of this Handbook and the SED website for more information about our MA programs.

Student Teaching and Field Work

At what point in the program do I begin student teaching?	Normally, your two student teaching experiences come in the final two semesters of the program. PLEASE NOTE: Local schools' semesters may begin 2-3 weeks before CSUN's semester and end later. As a student teacher, you **must follow the school's calendar**.
How do I become eligible for SED 554?	You must meet all requirements for SED 554. You must also submit a Student Teaching Application to the Credential Office well in advance of the semester you wish to take SED 554. Deadlines and the Student Teaching Application can be found at: https://www.csun.edu/eisner-education/credential-office/student-teaching-applications
How do I become eligible for SED 555?	You must meet all requirements for SED 555. To take SED 555 in the semester following the one in which you took SED 554, you do *not* need to submit another Student Teaching Application. If a semester or more has passed since you took SED 554, you must submit another Student Teaching Application.
What if I don't pass SED 554 or 555?	Under certain conditions, you are permitted to retake either SED 554 or 555, but not both. You must submit a new Student Teaching Application before the semester in which you intend to retake one of these courses.
How do I solve a problem related to my eligibility for student teaching?	The Credential Office will notify you of any issues regarding your eligibility for student teaching. It is your responsibility to resolve the issue.
How do I register for the student teaching course and seminar?	Once you have applied for student teaching, you submit an online request for the permission numbers in SED 554/S or 555/S here: https://www.csun.edu/eisner-education/secondary-education/student-teaching
How do I learn the details about my student teaching assignment?	Your Subject Coordinator and Seminar Instructor will guide you through the process. You must also attend Student Teaching Orientation.
What are the time requirements of student teaching?	You will spend about two hours daily at the school site for SED 554. You will be assigned to a school and a Mentor Teacher for one class period, with an additional period for observation, consultation, and preparation. Additional time will be required for planning lessons, assessing student work, and traveling to the school. You will spend about three hours daily at the school site for SED 555: two class periods of teaching and one period for observation, consultation, and lesson planning. Substantial additional time will be needed for planning, assessing, and travel to the school.
How is student teaching arranged? Can I find my own placement?	The department determines where you are placed for student teaching. The decision is made by the department in consultation with you and a school or district administrator. Every Mentor Teacher must meet a number of qualifications in order to assume this role, and CSUN must have a contract with the placement site. It is **not** appropriate for you to speak with school personnel to arrange a placement. Also, you will not be assigned to a school you attended, in which you or a close family member is employed or is a student, or which otherwise poses a conflict of interest.

The Credentialing Process

Apply through Credential Office → Register for classes following suggested program sequence → Maintain required GPAs

Apply for SED 554/S You'll be assigned to a school for 1st-semester student teaching → Continue taking courses → Pass FRED and submit CPR Certification to be eligible for SED 555/S

FinalSemester Take SED 555/S You'll be assigned to a school for 2nd-semester student teaching → Pass the edTPA → Apply for the Preliminary Credential

Acquire a Teaching Position → Complete Induction Program → Apply for Clear Credential

Every Five Years → Participate in & Document Appropriate Professional Development → Renew your Clear Credential

Continue → Professional Growth → Master's Degree Workshops Conferences

IMPORTANT REQUIREMENTS

PHOTO ID CARDS
All new CSUN students should purchase a Photo ID card. To obtain your Photo ID, see instructions here: https://www.csun.edu/admissions-records/photo-id

This card is required:
- For all transactions at Admissions and Records
- To obtain campus services from the Library
- For the Student Health Center
- For the University Student Union
- To vote in Associated Student elections
- To obtain tickets from the Associated Student Ticket Office at reduced rates
- To attend CSUN athletic events and selected other campus programs free of charge.

GPA REQUIREMENT
You must maintain a 3.0 GPA in all credential coursework with a C or better in every credential course.
C- grades are not acceptable, and you will need to retake any credential course in which you earn a C- or lower.
Up to 6 units may be repeated with an approved Course Repeat Form to raise a C- grade or to improve a grade point average. You must also maintain a 2.75 GPA in *all* courses taken since admission to the program.

ENGLISH LEARNER AUTHORIZATION
Requirements for the English Learner Authorization **are met** as a part of the Preliminary Credential Program. You will be authorized to teach English Learners and to provide instruction for English Language Development (ELD) and Specially Designed Academic Instruction Delivered in English (SDAIE) in the subject area of your credential.

CPR REQUIREMENT
Verification of training in Cardio Pulmonary Resuscitation (CPR) that meets the standard set by the American Heart Association or the American Red Cross is needed **prior to SED 555.**

Prior to the semester when you plan to take SED 555, please submit verification (a copy of the front and back of the card) that is **valid and unexpired** to the Credential Office in person, in the mail, or by fax at (818) 677-5722.

Acceptable Types of CPR Certification

American Red Cross: Infant/Child and Adult CPR
> Inquiries about the availability of the American Red Cross' Infant/Child and Adult CPR in the Los Angeles area can be made at (800) 627-7000 or at
> http://www.acrossla.org

American Heart Association: B-Level or Heartsaver
> For information about American Heart Association's B-Level or Heartsaver course, call (877) 242-4277 or go to
> http://www.americanheart.org

There are other organizations and providers with equivalent CPR training. Please check with the Credential Office first to obtain approval **before** completing another organization's training course. Online CPR training is not acceptable.

U.S. CONSTITUTION REQUIREMENT<mark>*</mark>

The requirement of competence in the U.S. Constitution can be met in two ways: by course or by examination. An equivalent course taken at another university or college will be accepted as satisfying this requirement.

The CSUN courses that satisfy this requirement are:

> Political Science (POLS) 155 or 355 (formerly 305)
> Chicano Studies (CHS) 260 or 445
> Africana Studies (AFRS) 161 (formerly 272)
> Asian American Studies (AAS) 347
> Religious Studies (RS) 255

Alternately, candidates may take an examination at other institutions on the principles of the United States Constitution to meet this statutory requirement for certification in California. The institutions listed below offer this examination. You will need to call the individual school for information and to make an appointment. The Credential Office has no further information regarding these schools.

California Lutheran University	**UCLA Extension**
60 West Olsen Road #2600	10995 LeConte Avenue, Suite 639
Thousand Oaks, CA 91360	Los Angeles, CA
(805) 493-3130	(310) 825-4581
Web site: http://www.callutheran.edu/CPE	E-mail: education@uclaextension.edu
	Web site: www.uclaextension.edu/teachers

<mark>* The U.S. Constitution information is subject to change. Please consult the Credential Office for new information.</mark>

Credential Office Information

CREDENTIAL OFFICE WEBSITE
Please become familiar with the Credential Office Website
and all of the information available to you there.
www.csun.edu/eisner-education/credential-office

CREDENTIAL ADVISEMENT
For information regarding program requirements, Credential Progress Reports, Intern eligibility, course substitutions, registration holds, added authorizations, private-school experience, and program changes, please see a **Credential Advisor** in the Credential Office. Advisement is available by appointment. You can schedule an appointment directly online at www.csun.edu/eisner-education/credential-office/advisement with the Advisor assigned to you.

Alphabetical Distribution of Credential Advisors (by first letter of your last name)

A-F	Nicholas Novosel	nicholas.novosel@csun.edu
G-N	Monique Brown	monique.brown@csun.edu
O-Z	Amie Acuna	amie.acuna@csun.edu

For the fastest response regarding the status of your program admission, student-teaching application, re-admission, or program changes, email the **Credential Analyst** assigned to you.

Alphabetical Distribution of Credential Analysts (by first letter of your last name)

A-K	Cathy West	cathy.west@csun.edu
L-Z	Lisa Fercano	lisa.fercano@csun.edu

Please allow 48 hours for a response to email inquiries (and longer during weekends and holiday breaks).

NOTE: It is recommended that you review and bring your Credential Progress Report (CPR) when coming in to meet with a Credential Advisor or Analyst. Also, please prepare specific questions in advance.

Credential Progress Reports
Soon after admission, you can expect to receive a Credential Progress Report. This is your official university record that includes all the courses and requirements for the preliminary credential. It is recommended that you review this report soon after you have received it and contact a Credential Advisor if you have trouble interpreting it or if you note any discrepancies.

Refer back to the Credential Progress Report document throughout your program. Contact the Credential Office whenever you have submitted any new materials that update your file. Contact a Credential Advisor to have an updated report printed for you later in your program.

See a sample Credential Progress Report on the following pages.

NAME

CREDENTIAL PROGRESS REPORT

TRADITIONAL SINGLE SUBJECT ENGLISH
PRELIMINARY CREDENTIAL

AT LEAST ONE REQUIREMENT HAS NOT BEEN SATISFIED

**** STUDENT PLEASE READ - IMPORTANT NOTICE ****

THIS IS YOUR CREDENTIAL PROGRESS REPORT. IT HAS BEEN
PREPARED TO ASSIST YOU IN COMPLETING YOUR PRELIMINARY CREDENTIAL
PROGRAM. YOUR CREDENTIAL PROGRESS REPORT IS UNOFFICIAL AND
MAY NOT INCLUDE APPROVED COURSE SUBSTITUTIONS, EXCEPTIONS AND
OTHER ADJUSTMENTS TO YOUR ACADEMIC PROGRAM.

FOR SUGGESTED COURSE SEQUENCING AND ADDITIONAL PROGRAM
REQUIREMENTS, PLEASE VISIT THE BELOW WEBSITE
http://www.csun.edu/eisner-education/credential-office/advisement
AND SELECT SINGLE SUBJECT CREDENTIAL (SECONDARY EDUCATION)

CREDENTIAL REQUIREMENTS AS OUTLINED IN THIS CREDENTIAL PROGRESS
REPORT ARE VALID ONLY IF THE STUDENT HAS BEEN ACCEPTED
TO THE PATHWAY LISTED ABOVE AND MAINTAINS
CONTINUOUS ENROLLMENT. REQUIREMENTS MAY CHANGE
DEPENDING ON STATE REGULATIONS.

STUDENT RESPONSIBILITIES:

- READ AND UNDERSTAND THE ENTIRE CREDENTIAL PROGRESS REPORT.

- SUBMIT ALL NECESSARY COURSE SUBSTITUTION FORMS,
DEPARTMENT VERIFICATION, OFFICIAL TRANSCRIPTS FROM
TRANSFER SCHOOLS AND EXAM SCORES TO THE CREDENTIAL OFFICE.

- REPORT ANY CONCERNS/DISCREPANCIES TO
THE CREDENTIAL OFFICE AND/OR A CREDENTIAL ADVISOR.

- STUDENT TEACHING APPLICATION DEADLINE DATES:
(S ED 554 & S ED 555)
FALL: AUGUST 01
SPRING: DECEMBER 15

- CANDIDATES COMPLETE A PRELIMINARY TEACHING PERFORMANCE
ASSESSMENT AS PART OF SED554 SEMINAR AND THE STATE-
REQUIRED TEACHING PERFORMANCE ASSESSMENT IN SED555S.

- APPLY FOR THE PRELIMINARY CREDENTIAL AT THE START OF YOUR LAST
SEMESTER OF COURSEWORK AS LONG AS YOU HAVE PASSED
ALL REQUIRED EXAMS.

- PROFESSIONAL EDUCATION COURSES COMPLETED MORE THAN SEVEN YEARS
PRIOR TO THE DATE OF COMPLETION OF THE PROGRAM AND APPLICATION

FOR A CREDENTIAL CANNOT BE COUNTED TO MEET CREDENTIAL REQUIREMENTS.

- COMPLETE ALL CREDENTIAL REQUIREMENTS AS OUTLINED.

- COMPLY WITH UNIVERSITY POLICIES AND REQUIREMENTS AS STATED IN THE CATALOG.

- MUST MAINTAIN AN OVERAL GPA OF 2.75 SINCE ADMISSION TO THE CREDENTIAL PROGRAM WITH A CUMULATIVE 3.00 GPA IN PROFESSIONAL EDUCATION COURSES. A GRADE OF "C" OR BETTER IS REQUIRED IN ALL COURSES.

GENERAL INFORMATION FOR THE CREDENTIAL

NO   REQUIREMENTS PRIOR TO STUDENT TEACHING
COURSEWORK & REQUIREMENTS PRIOR TO STUDENT TEACHING
All requirements must be passed prior to or during
application for fieldwork or student teaching

- 1) BASIC SKILLS REQUIREMENT NEEDED
  Passage of CBEST Exam
  For other options refer to the Credential Office
  website.

- 2) WRITING PROFICIENCY REQUIREMENT
  Verification of writing proficiency may be met by
  course,or the Upper Division Writing exam with a score
  of 10 or higher, or the CBEST writing score of 41 or
  better, or CSET Writing Skills exam.
  COURSE LIST: ENGL 305,406 COMS 321

- 3) FINGERPRINT CLEARANCE
  Valid Fingerprint Clearance on file or Valid Emergency
  or Substitute Permit, or Basic Teaching Credential.

NO   SUBJECT MATTER SINGLE SUBJECT ENGLISH
SUBJECT MATTER PROGRAM OR CSET EXAM(S) REQUIRED
Completion of an approved subject matter program or
passage the of appropriate subject matter
examination(s):CSET is required before student teaching.

(NOTE: Passing score(s) on each component of the exam(s)
is valid for ten years. The 10 year limit does not apply
to examination scores that have been previously used for
certification).

NO   PRIOR TO OR WITH SED 554/554S

- 1) EPC 420 NEEDED

- 2) S ED 511 NEEDED

- 3) CPR CERTIFICATION
  Student must hold an Infant, Child and Adult CPR
  certificate (Online CPR Training is not acceptable)

NO	PRIOR TO OR WITH SED 554/554S COURSE MUST BE IN APPROPRIATE SUBJECT AREA
-	S ED 525EN NEEDED

NO	COURSES TO BE COMPLETED PRIOR TO OR WITH SED 555/555S
-	1) SPED 420 NEEDED
-	2) S ED 521 NEEDED
-	3) S ED 529 NEEDED
-	4) EQUITY AND DIVERSITY COURSE NEEDED COURSE LIST: ELPS 417, AAS 417, ARMN 417, CH S 417, AFRS 417 (Formerly PAS 417)

NO	FIRST SEMESTER STUDENT TEACHING AND SEMINAR SUPERVISED FIELDWORK, SEMINAR AND STUDENT TEACHING REMINDER: Co-requisites must be completed or enrolled in when registering for these courses. Student Teaching Application required.
-	1) S ED 554 & S ED 554S NEEDED

NO	SECOND SEMESTERS STUDENT TEACHING AND SEMINAR REMINDER: C0-requisites must be completed or enrolled in when registering for these courses.
-	1) S ED 555 & S ED 555S NEEDED

NO	TEACHING PERFORMANCE ASSESSMENT (TPA) PRIOR TO CREDENTIAL RECOMMENDATION Verification of completion of TPA NEEDED.
-	1) VERIFICATION OF COMPLETION OF TPA NEEDED

NO	ADDITIONAL COURSEWORK TO BE COMPLETED FOR THE SINGLE SUBJECT CREDENTIAL
-	1) S ED 514 NEEDED
-	2) HSCI 466ADO (FORMERLY HSCI 496AD) NEEDED

NO	ADDITIONAL REQUIREMENTS
-	1) BACHELOR'S DEGREE Student must have a Bachelor's Degree or higher from a regionally accredited institution in the U.S. or the equivalent in a foreign transcript evaluation completed by a CTC approved agency.
-	2) KNOWLEDGE OF THE CONSTITUTION OF THE UNITED STATES Online exams will only be accepted if they have been proctored. Please contact the Credential Office prior to completing a course or exam at another institution to obtain pre-approval. COURSE LIST: AAS 347, CH S 260, CHS 445, PAS 161, POLS 155, POLS 355 or R S 255

NO   MINIMUM GPA REQUIREMENTS

- 1) Students must maintain an overall GPA of 2.75 GPA for coursework taken after admission to the credential program.
  NEEDS: *2.75 GPA*
- 2) Students must also maintain a cumulative 3.00 GPA in Professional Education courses.
  NEEDS: *3.00 GPA*

WITHIN FIVE YEARS OF ISSUANCE OF A PRELIMINARY CREDENTIAL,
COMPLETION OF AN INDUCTION PROGRAM IS REQUIRED BY THE COMMISSION
ON TEACHER CREDENTIALING TO OBTAIN THE CLEAR CREDENTIAL.
IF EMPLOYED PLEASE CONTACT THE DISTRICT'S EMPLOYMENT OFFICE
FOR FURTHER INFORMATION.

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THE PRECEDING INFORMATION IS INTENDED TO ASSIST YOU IN
MEETING YOUR CREDENTIAL REQUIREMENTS, AND IS CONTINGENT UPON
FORMAL ADMITTANCE TO THE CREDENTIAL PROGRAM. THE CREDENTIAL
PROGRESS REPORT IS NOT A CONTRACT BETWEEN CSUN AND YOU. THE
UNIVERSITY RESERVES THE RIGHT TO: WITHDRAW OR CANCEL CLASSES,
COURSES AND PROGRAMS; AND CHANGE REGULATIONS AND REQUIREMENTS
GOVERNING THE AWARDING OF THE TEACHING CREDENTIAL AS
REQUIRED BY THE COMMISSION ON TEACHER CREDENTIALING.

****
** LEGEND **

NO = REQUIREMENT NOT COMPLETE OK = REQUIREMENT COMPLETED
- = SUB-REQ. NOT COMPLETED + = SUB-REQ. COMPLETED
IP = COURSES USED TO MEET REQ. (R)= COURSE REQUIRED
ARE CURRENTLY IN PROGRESS R = SUB=REQ. IS REQUIRED

>R = REPEATED COURSE - COURSE DOES NOT CALCULATE INTO GPA
AND ALL UNITS HAVE BEEN DEDUCTED
>X = UNITS EARNED HAVE BEEN DEDUCTED DUE TO REPEATED COURSE
OR EXCESS INTERNATIONAL COURSEWORK

****
      CREDENTIAL OFFICE LEGEND

********************** END OF ANALYSIS ***********************

14

The Credential Office's Tips for Success

1. **Make copies of everything you submit to the Credential Office. Keep these documents in a well-organized folder.**
   Examples include:
   - Application Packet
   - Original Test Score Reports
   - CPR Card
   - Correspondence
   - Credential Progress Report
   - Admission Letter
   - Student Teaching Evaluations
   - Course Substitution Request Forms
   - Change of Program Forms

2. **Be aware of upcoming deadlines, including:**
   - Student Teaching Application (*submit early in the semester prior to enrollment in student teaching for priority consideration*)
   - Verification of CPR Passage (*submit early in the first semester of student teaching or sooner)*
   - Credential Request (*submit at the beginning of your last semester of coursework, provided that your coursework in progress that semester and the edTPA are all you have left to complete*).

3. **Utilize this Handbook as a reference and to monitor your progress.**

4. **See a Credential Advisor whenever you have questions regarding credential requirements or related regulations and policies.**

5. **Be sure to receive critical information by checking your CSUN email regularly.**
   - CSUN email can be forwarded to another preferred address. Go to www.csun.edu/account, log in, and select "Mail Forwarding."

6. **Use the services provided by the Campus Web Portal to:**
   - Enroll in classes
   - View your class schedule and grades
   - View unofficial transcripts
   - Check or forward your CSUN email

SINGLE SUBJECT TRADITIONAL CREDENTIAL PROGRAM COURSEWORK

Traditional candidates may begin their coursework in either the fall or the spring semester. The chart below lists the required program coursework for the preliminary credential, with SED courses listed in the order of course numbers, not the order for enrollment. See p. 18 for sample course sequences. You must enroll on a graded basis for all courses except SED 554/554S and SED 555/555S.   **Total units = 36**

SED 511	**Fundamentals of Secondary Education in Multiethnic Secondary Schools** *Provides a general framework and introduction to secondary education and curriculum for diverse learners. Completion of field-based activities required.* Pre- or co-requisite for SED 554/554S and SED 521. Pre-requisite for SED 529.	3 units
SED 514	**Computers in the Instructional Program** *Introduction to website development and the instructional uses of the Internet, word processing, graphics, desktop publishing, educational software, collaborative cloud-based technologies, teacher-support tools, mobile technologies, assistive technologies, learning-management systems, video production, e-assessment, spreadsheets, and other technology tools.*	3 units
SED 521	**Content Area Literacy and Learning in Multiethnic Secondary Schools** *Strategies for teaching reading, writing, listening, speaking, and academic language to promote learning in diverse middle and high school content area classes. Completion of field-based activities is required.* Pre- or co-requisite for SED 529 and SED 555/555S.	3 units
SED 525xx	**Methods of Teaching [Subject] (SED 525EN for English, SED 525A for Art, etc.)** *Courses in this series address objectives, methods, curriculum, assessment, and issues involved in teaching specific subjects in secondary schools.* Pre- or co-requisite for SED 554/554S. *NOTE: SED 525A, SED 525MU, SED 525PE, and SED 525WL offered* **fall semester only**.	3 units
SED 529	**Teaching English Learners in Multiethnic Secondary Schools** *Addresses state and federal legal requirements related to English learners, the California English Language Development (ELD) Standards, school programs serving English learners, language acquisition, teaching materials and strategies for English Language Development and Specially Designed Academic Instruction in English (SDAIE). Also focuses on diagnostic and other assessments for English learners. Completion of field-based activities required.* Pre- or co-requisite for SED 555/555S.	3 units
SED 554	**Supervised Field Experience** *Designed as the introductory field experience for candidates pursuing the Single Subject Teaching Credential in the Traditional, Accelerated Collaborative Teacher (ACT), Four-Year Integrated (FYI-English or FYI-Math), or Junior-Year Entry Integrated (JYI-English or JYI-Math) Programs.* Traditional Program candidates must have already completed or be concurrently enrolled in SED 511, EPC 420, and SED 525xx to enroll in SED 554. *Note that SED 525A, SED 525MU, SED 525PE, and SED 525WL are offered only in the fall semester. As a result, Art, Music, Physical Education, and World Language candidates entering the program in the spring semester will not be able to student teach during their first semester of the program.* *The candidate is assigned to a middle or high school site for two class periods for a school's semester or track to complete specific activities (e.g., structured observations; tutoring small groups; assuming responsibility for planning, teaching, and assessment) under the direction and guidance of a qualified onsite Mentor Teacher and a University Supervisor.* Co-requisite with SED 554S. Pre-requisite for SED 555/555S.	3 units CR/NC only
SED 554S	**Field Experience Seminar** *The candidate meets weekly in a required subject-specific seminar led by a university faculty member, to address student teaching issues. During this seminar, the candidate completes the FRED.* Co-requisite with SED 554. Pre-requisite for SED 555/555S.	2 units CR/NC only

SED 555	**Supervised Practicum** *The Supervised Practicum provides Single Subject candidates with a capstone fieldwork experience in high school or middle school classroom, whichever is different from the SED 554 placement. An onsite Mentor Teacher and a University Supervisor supervise the teacher candidate. The candidate is responsible for teaching 2 classes daily, and remains at the school a 3rd class period daily for observation and conferencing for the school's entire semester or track. Each teacher candidate has experiences teaching English learners.* Co-requisite with SED 555S.	4 units CR/NC only
SED 555S	**Practicum Seminar** *While student teaching, the candidate also meets weekly in a required subject-specific seminar led by a university faculty member. The seminar addresses issues in teaching and guides the candidate in completing the edTPA.* Co-requisite with SED 555.	2 units CR/NC only
EPC 420	**Educational Psychology of the Adolescent** *Study of theory and research in educational psychology for successful teaching of adolescents. Subjects include learning, development, motivation, instruction, assessment, classroom management, individual/group differences, peer interactions, family and community influences. Issues particularly pertinent to adolescence include identity development, self-esteem, suicide, crisis prevention, and conflict resolution. Implications for teaching students from culturally and linguistically diverse backgrounds are considered throughout the course. Students complete two field-based assignments: an adolescent case study and a secondary classroom learning environment analysis.* Pre- or co-requisite for SED 554/554S.	3 units
ELPS 417 AAS 417 AFRS 417 ARMN 417 CHS 417 (select one)	**Equity and Diversity in Schools** *Prepares teacher candidates to examine principles of education equity, diversity, and the implementation of curriculum content and school practices for secondary students. The course focuses on the history and culture of a specific ethnic experience and a comparative analysis is made with other ethnic groups in California. Candidates examine, critique, and reflect on their personal biases regarding children of color.* Pre- or co-requisite for SED 555/555S.	3 units
SPED 420	**Improving the Learning of Students with Special Needs Through Differentiated Instruction and Collaboration** *Candidates learn how to design differentiated instruction that is universally accessible to all learners, and how to provide accommodations and modifications to grade-level instruction in order to meet students' individual needs. Foundational information on disability characteristics, and the potential impact on the inclusive classroom will be introduced, and historical foundations of special education and the inclusive education movement will be presented. The course also focuses on developing the basic principles of positive behavior support, and the communication skills needed to implement the range of collaborative service deliver options for students with disabilities, students who are at-risk, and those who are gifted and talented. Candidates develop foundational knowledge and skills in research-based processes for effective instruction of students with special needs, positive behavior support, and collaboration with other educators, administrators, parents and students to improve student learning.* Pre- or co-requisite for SED 555/555S.	3 units
HSCI 466ADO	**Health Concerns of the Adolescent** *An introduction to the current health concerns of adolescents in the secondary school setting. Emphasis is placed on the role of the teacher in working with students who have special health needs and on conditions and measures that enhance successful learning. Topics include attention to teacher observation skills, mandated health screening and immunizations, parent referral and follow-up procedures, and the contribution of school personnel to a Coordinated School Health Program.* [Also offered in Summer and Winter sessions]	1 unit

Sample Course Sequences for the Traditional Pathway

Note: Other sequences are possible within the constraints of course pre- and co-requisites, as per p. 16-17. Sample sequences do not guarantee that students will complete coursework in a given time period. Program completion depends on a number of factors, including the availability of course offerings and the candidate's time constraints and academic performance.

Sample 1: Three-Semester Program

Semester 1 (fulltime)	Semester 2 (fulltime)	Semester 3 (fulltime)
SED 511	AAS/AFRS/ARMN/CHS/ELPS 417	HSCI 466ADO
SED 514	SED 521	SPED 420
SED 525XX	SED 529	SED 555&555S
EPC 420	SED 554&554S	

Sample 2: Three-Semester Program

Semester 1 (fulltime)	Semester 2 (fulltime)	Semester 3 (part-time)
SED 511	AAS/AFRS/ARMN/CHS/ELPS 417	SED 555&555S
SED 514	SPED 420	
SED 525XX	SED 529	
EPC 420	SED 554&554S	
SED 521	HSCI 466ADO	

Sample 3: Two-Year Program with Summer

Semester 1 (part-time)	Semester 2 (part-time)	Summer (Tseng)	Semester 3 (fulltime)	Semester 4 (fulltime)
SED 511	SED 521	SED 514	SED 529	AAS/AFRS/ARMN/CHS/ELPS 417
EPC 420	SED 525XX	HSCI 466ADO	SPED 420	SED 555&555S
			SED 554&554S	

Sample 4: Two-Year Program

Semester 1 (fulltime)	Semester 2 (fulltime)	Semester 3 (part-time)	Semester 4 (part-time)
SED 511	SPED 420	SED 554&554S	SED 555&555S
EPC 420	SED 514	HSCI 466ADO	
SED 525XX	SED 529		
SED 521	AAS/AFRS/ARMN/ CHS/ELPS 417		
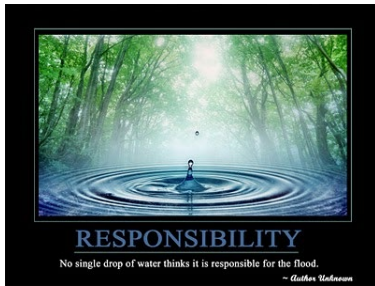
PROFESSIONAL RESPONSIBILITIES

All Credential Candidates must be aware of the responsibilities that accompany participation in a teacher credential program. Important SED course and program responsibilities for Candidates are listed below.

Enrollment

In order to complete the SED program in a timely manner, Candidates must pay attention to pre- and co-requisites as they plan their course sequence.

Course Responsibilities

Candidates must:

- Attend all classes on time and be prepared to participate in class discussions and group activities as required.
- Communicate in effective oral and written Standard English for all course assignments.
- Notify the instructor, by the instructor's preferred method, prior to any anticipated absence or tardiness.
- Maintain a 3.0 GPA in all credential coursework with a C or better in every course. C- grades are not acceptable.
- Maintain a 2.75 GPA in *all* courses taken since admission to the program. Be aware that "elective" courses not required for the credential program contribute to this GPA and could jeopardize your standing in the program.
- As quickly as possible, complete the work for any course in which you have an Incomplete grade so that your progress in the program is not impeded.

Program Responsibilities

- All Credential Program policies and regulations are your responsibility to fulfill.
- Apply for student teaching before the deadline via the online application, found on the Credential Office website: https://www.csun.edu/eisner-education/credential-office/student-teaching-applications
- Read and follow this Handbook and guidelines. It is your responsibility to know program requirements and expectations.
- Meet the eligibility requirements for SED 554/554S, and later for SED 555/555S.

Involuntary Withdrawal

CSUN has developed an "Involuntary Withdrawal" procedure to provide assistance to credential Candidates and protect their rights of free speech and opportunity to respond. At the same time, the Involuntary Withdrawal procedure provides CSUN credential programs with a relevant and appropriate way to remove Candidates who lack suitable aptitude for teaching in public schools, such as personality traits that satisfy the standards of the teaching profession or proficiency in written and spoken English. Involuntary withdrawal from the program is accomplished by the collective action of the Involuntary Withdrawal Committee. An individual faculty member, department, or the Credential Office may not withdraw a Candidate from a credential program.

Student Teaching Overview

At the beginning of SED 554/554S, you must access the Secondary Education website to acquire the Student Teaching Handbook: **http://www.csun.edu/eisner-education/secondary-education/student-teaching**
The Student Teaching Handbook includes all specific requirements and guidelines. You must also attend the Student Teaching Orientation held each semester.

SED 554/554S – Supervised Field Experience & Seminar
SED 555/555S – Supervised Practicum & Seminar

The two student-teaching experiences are a major element of this professional training program. The Candidate first completes SED 554/554S, followed in the next or a later semester by SED 555/555S.

- All supervised field experience requirements are completed in classrooms that have been assigned by department Subject Coordinators. Student teaching experiences and seminars provide Candidates opportunities to implement and discuss best practices in managing and organizing the classroom, as well as planning, teaching, evaluating, and assessing student work.
- Field Experience and Practicum requirements are based on the California Commission on Teacher Credentialing's (CTC) Teacher Performance Expectations (TPEs). The TPEs are the basis for assessing Candidates during credential program coursework and field experiences. TPEs may be viewed at: http://www.csun.edu/eisner-education/secondary-education/student-teaching
- The final field experience (SED 555/S) is an opportunity for Candidates to further refine practices aligned with the state-required Teaching Performance Assessment (edTPA) and the TPEs.

THE FIELD EXPERIENCE TEAM

The candidate's field experiences and seminars are designed and coordinated by a team consisting of the *Subject Coordinator*, the *Field Office Support Coordinator*, the *University Supervisor*, the *Mentor Teacher,* and the *Seminar Instructor*. Members of the team have had supervisory training and experience as classroom teachers. Open communication is a major responsibility of each member of the field experience team. All members are aware of the special role each has to fulfill and that the common goal of the team is the success of the teacher candidate.

TEACHING RESPONSIBILITIES

The Candidate's teaching responsibilities vary throughout the field experiences, to progressively develop professional skills.

SED 554/S:
- Candidates complete assigned tasks at the site placement, **on the school's semester calendar.**
- Candidates gradually assume teaching responsibility for 1 hour-long period daily and are present at the school for an additional period daily for consultation with the Mentor, observations, and supporting activities.
- Candidates are responsible for regular, prompt attendance; thoughtful and timely completion of all assignments, including daily lesson planning; close attention to recommendations of the Mentor and University Supervisor; and active contributions to seminar discussions.

SED 555/S:
- Candidates immediately assume teaching responsibility for 2 hour-long periods daily and are present at the school for an additional period daily for consultation with the Mentor, observations, and other supporting activities. **Candidates keep the school's semester calendar.**
- Candidates are responsible for regular, prompt attendance; thoughtful and timely completion of daily lesson plans; close attention to recommendations of the Mentor and University Supervisor; and active contributions to seminar discussions.

The Teacher Performance Assessment (TPA)

All teacher candidates must complete a standardized Teacher Performance Assessment to demonstrate teaching competence. Passing this assessment is a state requirement for earning the teaching credential.

> CSUN has adopted the **edTPA** as its Teacher Performance Assessment.
> For the edTPA, the candidate prepares and teaches a 3-5-day unit or plan,
> assesses students during the unit, videos a lesson, and writes extensive commentary
> and reflection about the experience and student learning.

SED 554/S: The Feedback-Receiving edTPA ("FRED")
1. During the first semester of student teaching, SED 554, Candidates complete the FRED—an abridged version of the edTPA that focuses on a single lesson. Candidates are guided in the preparation of the FRED in the SED 554S seminar.
2. The Mentor Teacher mentors the Candidate as usual during the FRED lesson (e.g., discusses the lesson plan and debriefs the lesson). The Mentor Teacher may also be able to assist the Candidate by checking out school video equipment, if available, assisting with videoing, and helping the Candidate secure required student consent forms.
3. The FRED will be read by the Seminar Instructor and peers, who will provide feedback to help prepare the Candidate for the edTPA
4. Candidates must pass the FRED during the semester they are enrolled in SED 554/S in order to receive credit for those courses.

SED 555/S: edTPA
1. Candidates are guided through edTPA preparation in the SED 555S seminar.
2. The Mentor Teacher mentors the Candidate as usual during the edTPA unit (e.g., discusses lesson plans and debriefs lessons). The Mentor Teacher may also be able to assist the Candidate by checking out school video equipment, if available, assisting with videoing, and helping the Candidate secure required student consent forms.
3. Passing the edTPA is not required to receive credit for SED 555/S. Passing the edTPA, however, is a requirement to be recommended for the Preliminary Teaching Credential.

Costs of the FRED and edTPA
- The edTPA is submitted online to Pearson, where it is scored by one or more subject-area specialists from a national pool of calibrated scorers. Candidates must pay the initial **$300** edTPA/Pearson scoring fee.
- A Candidate who does not meet the passing cut score may resubmit new edTPA Tasks, which cost **$100** each for rescoring.
- A Candidate who needs access to a secondary school in order to redo an edTPA Task after his/her student teaching placement has ended may need to enroll in a one-unit CSUN course (A/R 602) for liability purposes, for an additional tuition fee of about $350.
- There is no additional fee for FRED.

Department of Secondary Education Master of Arts Degree Programs

The MA in Secondary C & I Program is designed to be blended with the Credential Program. All other programs are considered "advanced" and are designed for credentialed teachers with some teaching experience. All programs are 30 units. For more information, contact the SED Graduate Coordinator at mira.pak@csun.edu.

Master of Arts in Secondary Curriculum and Instruction

For teachers who wish to focus on curriculum and instruction from a general perspective. An individualized, non-cohorted program. Candidates may "blend" this program with their Credential Program, using 12 units of Credential Program coursework. Candidates complete six additional, required courses (a total of 18 units), usually in two semesters.

Master of Arts in Educational Technology

For teachers in all academic subject areas at elementary, middle, and high school levels, as well as individuals from higher education and industry who wish to develop expertise with instructional uses of the computer. This program prepares teachers, technology coordinators, and software developers to implement current technology tools in education and to evaluate emerging technologies. A two-year, cohorted program: Candidates complete two courses (6 units) in each of four semesters. Two qualified Credential Program courses (6 units) may be used as electives.

Master of Arts in Multicultural and Multilingual Education in Secondary Schools

For teachers in all academic subject areas seeking to broaden their knowledge of English as a Second Language, bilingual, and multicultural education. Candidates develop skills and knowledge for effectively working with diverse pupils, families, and communities. A two-year cohorted program: Candidates enroll in two courses (6 units) in each of four semesters, and they complete a classroom based research project on a question of interest over three semesters. Two qualified Credential Program courses (6 units) may be used as electives.

Master of Arts in Secondary English Education

For middle and high school teachers of English Language Arts who wish to develop expertise in the teaching of literature, reading, writing, and language. Candidates connect their teaching practice with current research, theory, best practice, and technology for teaching English. A two-year cohorted program : Candidates enroll in two courses (6 units) in each of four semesters; they also complete a classroom based research project on a question of interest over three semesters, and they develop leadership skills. Two qualified Credential Program courses (6 units) may be used as electives.

Master of Arts in Secondary Mathematics Education

For middle and high school teachers of mathematics who wish to develop expertise in the teaching of secondary level mathematics. Candidates study current research, theory, innovative practices, and educational technology. A two-year cohorted program: Candidates enroll in two courses (6 units) in each of four semesters. They also complete a classroom based research project on a question of interest over three semesters, and they develop leadership skills. Two qualified Credential Program courses (6 units) may be used as electives.

Master of Arts in Secondary Science Education

For middle and high school teachers of science who wish to develop expertise in the teaching of biology, chemistry, earth sciences, and physics, including science lab activities and science-related technology. Candidates connect their teaching with current research, theory, and best practice. A two-year cohorted program: Candidates enroll in two courses (6 units) in each of four semesters. They also complete a classroom based research project on a question of interest over three semesters, and they develop leadership skills. Two qualified Credential Program courses (6 units) may be used as electives.

Campus Map

California State University
Northridge

18111 Nordhoff Street · Northridge, CA 91330
Information: 818.677.1200 · Police Services: 818.677.2111
www.csun.edu
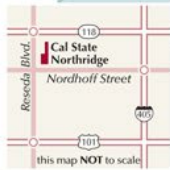
LEGEND

- Parking (orange)
- Event Sites (red)
- Police Services (brown)
- M Metered/Pay-By-Space
- E Employee Only
- Parking
- Emergency Blue Light Phone
- Electric Vehicle Charging Station

To CA 118 Ronald Reagan Fwy

0 250 500 1,000 feet
0 .125 .25 miles

To US 101 Ventura Fwy

To I 405 San Diego Fwy

Cartography: David Deis, Department of Geography · College of Social & Behavioral Sciences · Summer, 2013

23