



**Master's Credential Cohort Program**  
Single Subject Credential and Master of Education  
in Curriculum and Teaching

SCHOOL OF LEADERSHIP AND EDUCATION SCIENCES





## Master's Credential Cohort Program

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### Program Overview

The Master's Credential Cohort (MCC) Program at the University of San Diego (USD) is designed to prepare effective middle and high school educators. The program emphasizes the connection between theory and practice, weaving together university-based coursework and thoughtfully designed field experiences. Candidates in the program develop the knowledge, skills and strategies needed to flourish in their own classrooms, as well as the critical habits of mind and reflective practice that will allow them to grow as educators throughout their careers. Faculty and students in the program are committed to teaching for social justice and promoting educational excellence and equity in all school settings.

### Distinguishing Features

- Opportunity to earn a Single Subject Credential and Master of Education in Curriculum and Teaching in one year.
  - An interdisciplinary focus emphasizing humanities, languages and math/science. Courses within the program are designed to build discipline-specific pedagogical content knowledge while simultaneously encouraging interdisciplinary instruction. Three main content strands are offered focusing on: the humanities (English and history); languages (world languages and literatures; and English language development); and math/science. This interdisciplinary emphasis is responsive to research on cognition and learning as well as recent trends in secondary school curricular design.
  - Integrated fieldwork. Two semesters of high quality student teaching create opportunities for thoughtful application of theory and research. To prepare candidates for the needs of California's diverse student population, candidates spend one semester each at a middle school and a high school. Site placements and cooperating teachers are selected based on knowledge and use of research-based pedagogy, commitment to educational equity for diverse student learners, and dedication to supporting the professional growth of aspiring educators.
  - Cohort model to support collaboration and cooperative learning. The best teachers rarely work alone. Being part of a collaborative cohort-based community allows teacher candidates to learn from their peers, to support one another, and to develop the habits and practices that will support future growth within professional learning communities.
- Action research. Faculty and students at SOLES are actively engaged in investigating best classroom practice through hands-on research. Candidates within the MCC program learn action research strategies that facilitate systematic reflection and professional growth throughout their careers.
  - Personal attention. Small class sizes allow for collaboration and dialogue between faculty and students. Faculty advisers support candidates through the duration of the program. Knowledgeable support personnel provide credential and job-seeking advice.
  - International opportunities. All graduate students at the School of Leadership and Education Sciences (SOLES) are required to participate in an international experience. Candidates in the Master's Credential Cohort Program take part in short-term immersion activities designed to prepare them to recognize and respond to the needs of diverse learners in our increasingly global society.
  - Scholarships and financial aid are available through SOLES. For more information, please visit [www.sandiego.edu/soles/financialaid](http://www.sandiego.edu/soles/financialaid).

## Program Curriculum

The SOLES faculty enrich all programs and course offerings with the values, concepts and themes that we all believe will help students become ethical, civic-minded and committed leaders in their chosen fields. The Master's Credential Cohort Program consists of 45 units taken in the following sequence:

### Summer I (9 units)

EDUC 581	Multicultural and Philosophical Foundations of Education	3 units
EDUC 582	Psychological Foundations of Education in a Diverse Society	3 units
EDU 558XB	First and Second Language Development and Structure for the Classroom Teacher	3 CEU units

### Fall (13 units)

EDUC 532	Curriculum and Methods of Teaching in Secondary Schools Section assignments vary by content area	3 units
EDUC 534	Methods of Teaching Reading in Secondary Schools	3 units
EDUC 584	Methods of Teaching English Language and Academic Development	3 units
EDUC 551	Single Subject Student Teaching	2 units
EDUC 567	Student Teaching Seminar	2 units

### Intersession (3 units)

EDSP 589	Healthy Environments and Inclusive Education	3 units
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### Spring (13 units)

EDUC 535	Curriculum Design and Evaluation Section assignments vary by content area	3 units
EDUC 557	Action Research for Secondary Teachers I	2 units
EDUC 552	Single Subject Student Teaching	6 units
EDUC 567	Student Teaching Seminar	2 units

### Summer II (7 units)

EDUC 510	Cognition and Learning	3 units
EDUC 536	Curricular Innovations	3 units
EDUC 558	Action Research for Secondary Teachers II	1 unit

## Capstone Requirements

Candidates must successfully complete the Performance Assessment for California's Teachers (PACT) teaching event and a classroom-based action research project.

## Admission Requirements

While applicants are evaluated holistically, the successful candidate for the program will demonstrate his or her candidacy in the following manner:

- Submit the Graduate School Admission Application and Statement of Purpose online at: [www.sandiego.edu/admissions/graduate/application.php](http://www.sandiego.edu/admissions/graduate/application.php). The Statement of Purpose should explain reasons for seeking the degree and credential, and information on an applicant's experience working with children or adolescents in school or non-school settings.
- Submit all college or university transcripts. Applicants must submit one official sealed transcript from every college or university attended. A minimum grade point average of 2.75 (on a 4.0 scale) is required in all undergraduate coursework.
- Submit three professional letters of recommendations from current supervisors or university professors attesting to both academic and personal skills, and, if possible, teaching abilities. Please do not submit personal recommendations.
- Submit a resume.
- Submit evidence of a passing score on the California Basic Educational Skills Test (CBEST) or submit a photocopy of the reservation confirmation to take the CBEST on next available date.
- Submit evidence of passing scores on the California Subject Examination for Teachers (CSET) subtests in focus content area or submit a letter from undergraduate institution confirming successful completion of an approved program in focus content area.
- Both the CSET and the CBEST must be passed prior to acceptance into the MCC program. If you have special concerns regarding application requirements or deadlines, please contact the program coordinator.

### Application Deadlines:

Application deadlines vary by semester and students should visit [www.sandiego.edu/soles/admissions](http://www.sandiego.edu/soles/admissions) for the most current deadlines.





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**Contact Information**

**For admissions and general program information:**

Office of Outreach and Recruitment  
Phone: (619) 260-7988  
E-mail: [solesgrads@san Diego.edu](mailto:solesgrads@san Diego.edu)  
[www.sandiego.edu/soles/admissions](http://www.sandiego.edu/soles/admissions)

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**For more information about the Master's Credential Cohort Program:**

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