

**Masters of Arts Degree in Education With the Option in  
Correctional and Alternative Education (EDCA)  
STUDENT HANDBOOK—Revised—October 19, 2007**

<b>Contents</b>	
Program Purpose and Individual Charge .....	page 1
Third Generation Program Structure .....	2
Tuition and Fees .....	3
Admission Procedure .....	4
Leadership Roles .....	7
Program Faculty and Staff .....	9
Planning for Program Requirements .....	10
Procedure to Register for Courses .....	12
Advancement to Candidacy .....	13
Recommended Timeline.....	13
Research Tools .....	15
Culminating Activity .....	16
Requirements for Graduation .....	16
Projected Ph.D. Program .....	17

**Program Purpose and Individual Charge**

The purpose of the Correctional and Alternative Education Program is to help develop an army of change agents to improve and consolidate the delivery of educational services for marginalized students—drop outs, “push outs,” and confined learners. The traditional outcomes of education have been knowledge, skills and attitudes in that priority order, but our goal is to reverse those priorities: attitudes, skills, and knowledge. To accomplish this we proclaim three purposes. First, roles are specific to tasks in correctional and alternative education. The role of students is to learn; the role of teachers is to facilitate and monitor student learning; and the role of educational administrators and supervisors is to provide resources and services for teachers, so those teachers can facilitate and monitor student learning.

Program Purpose and Individual Charge, cont'd.

Second, the most relevant tasks of successful correctional and alternative educators can be summarized in the following display:

<b>Tasks of Correctional and Alternative Educators in the 21<sup>st</sup> Century</b>	
<u>Subjective</u>	<u>Objective</u>
NAVIGATE: Steer the self system through constraints and supports to accomplish one's life purpose.	PROFESSIONALIZE: Access useful information; study and learn to support teaching and learning.
<u>Cultural</u>	<u>Social</u>
NETWORK: Mobilize professionals through their schools of thought.	STRUGGLE: For equality, democracy, and freedom; against predatory imperialism, racism, war, sexism, and genocide.

Our work has a profound rationale or meaning—to leave the world better off than it was when we first encountered it, to give back to community so interested individuals and groups can transform their lives by aligning their daily experiences with their aspirations.

Third, we do these things in the most difficult settings for education: among students who are often embittered toward education, frequently with educational disabilities and poorly developed self concepts, and among fellow professionals who are not sure whether or how these students can learn. We improve the world one person and one program at a time.

Master's degree candidates and professors in the Correctional and Alternative Education (EDCA) Program are united in these high aims: teacher as student and student as teacher. Further, we recognize that our ability to attain these aims is enhanced by the credibility of the EDCA Program in the intellectual and field-based communities in which and for which we work. Therefore, we struggle to live up to our responsibility to support each other, even when the systems that employ us default on that responsibility, and we struggle to discipline and dedicate ourselves to the high aims of correctional and alternative education. This is serious business because it is about who and what we want to be, and the attributes of the world in which we want to live.

Third Generation Program Structure

The EDCA Program is the first third generation program to prepare correctional and alternative educators.

1. First generation programs were crafted by “good old boy” authoritarian managers from the local prison and university, usually in back rooms, in response to whatever particular

### Third Generation Program Structure, cont'd.

emphasis they thought would be appropriate for institutional teacher preparation (law enforcement, counseling, adult basic education, elementary education, etc.).

2. Second generation programs were driven by Special Education funds for personnel development; they were based on the mistaken notion that all confined students were disabled learners. Second generation programs were especially during the late 1980s and early 1990s.
3. Third generation programs will be eclectic—based on the concept that the field of correctional and alternative education has a unique literature and history (as reflected in the EDCA Program's correctional and alternative education core courses), and many specialties (areas of specialization in which EDCA candidates can take courses, such as vocational, special, or reading/literacy education, etc.; or courses toward completion of the CLAD certificate in Crosscultural, Language and Academic Development).

Candidates are encouraged to make the 12 units they take in a related field pay off. Plan how you want to develop your career, and schedule the courses on the basis of meaningful inputs. Again, this is serious business. If you schedule a course for a certain night merely because that is the best night for you right now, or enroll in a course taught by a professor you never took the time to visit during office hours or engage in a conversation, you may deserve whatever you get.

Two principles may be helpful in your selection of an area for the 12 units you can direct to a related field in this Program. First, you will soon be a master. By the time you reach that level you should be able and willing not only to consume the literature of your school of thought, but also to contribute to that literature. The community is investing in your education; CSUSB students now pay 30% of the costs required to put them through the degree program. One way you can give back to community is to help other correctional and alternative educators gain clarity about their work—to write and speak on topics relevant to the field of correctional and alternative education. To accomplish that, you have to select a particular question or area that needs work.

Second, you should have a research agenda by the time you become a master—a focus or theme for which you get “tooled up,” to facilitate your public speaking and professional writing. This approach requires that you approach the theme with different methodologies during different “rounds” of study. Fuel the fire of your curiosity and commitment by selecting your specialization area very deliberately. Learn about it so you can teach about it, thereby moving a step toward your personal/professional aspirations. The field of correctional and alternative education needs all the skill and enthusiasm you can direct toward it. EDCA is a state-of-the-art, third generation Program. Our field requires your state-of-the-art skills, and your productive attitude. Make the most of your opportunities to study by planning carefully.

### Tuition and Fees

Tuition and fees are subject to change without notice. This is not only an economic issue, but a political one about the role of State-supported higher education. The website at which the most current information is posted is <http://admnaccp.csusb.edu/bursar.htm>. The remainder of this

Tuition and Fees, cont'd.

section shows costs for the Fall, 2007 quarter.

Application to the University \$55.00 (undergraduate or graduate)

Undergraduate tuition (includes \$72 parking fee)

0-6 quarter units	\$841.50
6.1 or more units	\$1,229.50

Stateside Graduate tuition (includes \$72 parking fee)

0-6 quarter units	\$965.50
6.1 or more units	\$1,443.50

Through the College of Extended Learning (CEL—undergraduate or graduate)

Approximately \$175.00 per unit, or \$700.00 per four unit course.

EDCA, and CSUSB's other MA programs, use a 13 unit transfer maximum. In practice, this means that university credits for courses taken at another college or university, if approved by the student's Program (EDCA), may be transferred in toward degree completion, usually with a maximum of three courses (12 units). CEL units are treated as if they were from another university because they are outside the regular or Stateside program. The potential savings to registering through CEL should be considered before enrolling because it may or may not be a bargain. For example, if you are only attending a course or two the CEL option might be useful. However, if you want to complete a degree it is always best to go through the Stateside admission procedure and enroll in the regular Program. That procedure involves transcripts, letters of recommendation, and all the other accoutrements of Admission, but it is worth the time and cost.

The main phone for the Financial Aid Office is (909) 537-5227. It is never a good idea to delay tuition payment and enroll during the add/drop period of the quarter. Add/drop technically ends with the student census during the third week of the quarter. This strategy is not advisable because (a) the class may already be closed by the time you enroll, (b) students may not be allowed to participate in the course unless they are properly enrolled, and (c) three weeks is a long time to miss during a ten or 11 week quarter. In summary, students should only enroll before the quarter begins, after they have worked out how they plan to pay the tuition.

Admission Procedure

Follow the steps described below. Preparing your information and paperwork carefully, and keeping copies of all submissions, will help speed and ensure the process.

Admission Procedure, cont'd.

**Step 1—Admission to California State University, San Bernardino (CSUSB)**

Complete the online Admissions Form that you will find at [www.csumentor.edu](http://www.csumentor.edu). There are no longer any paper Admission applications. Be careful to read all the material when you apply. In one part you will identify the master's degree area in which you will be taking courses: Education—Correctional and Alternative. If you need help the Admissions Office's Help Desk phone number is 1-800-468-6927. Within three days of your online application you should receive a letter through the U.S. Post explaining exactly how to get your My Coyote number, and indicating that your application was received and is being processed. The My Coyote number can be used in any subsequent inquiries about how your materials are progressing through the Admissions Office, and to register for courses once you have been admitted.

Six weeks before the quarter begins the University Graduate Application Form must be submitted to the Admissions Office—on or about the first weeks in January and April, and the last week of June and September. The one-time \$55, non-refundable registration fee is payable (a) by check made payable to California State University, San Bernardino, (b) online when submitting the application, or (c) in cash to the Bursar. Put your Social Security number on the check or on the charge card form.

You must also request official transcripts from all postsecondary institutions you attended; they should be sent to the Admissions Office, CSUSB, 5500 University Parkway, San Bernardino, CA 92407-2397. When you submit your application, you should request that official transcripts should be sent to CSUSB immediately. The only alternative to the request for official transcripts from all the postsecondary institutions you attended is that you may submit or mail official transcripts if you have them. If you can do this at the time of your Application, (a) use the unopened, special sealed envelope that is provided, and (b) you do not need to complete the Conditional Admissions Form. Applications will not be reviewed unless official transcripts are received and the Application fee is paid. If you have any questions about the suitability of transcripts, phone Admissions.

**Step 2—Admission to the CSUSB College of Education**

In addition to these general requirements of the University, specific requirements for admission to classified status in the Correctional and Alternative Education Program (EDCA) follow:

1. A valid teaching credential or teaching experience;
2. A cumulative grade point average of 3.0 ("B") in all courses taken in education;
3. Completion of the Graduate Entrance Requirement (the Expository Writing Requirement—see below);

Admission Procedure, cont'd.

4. Three letters of recommendation, one from the school where the candidate has most recently taught or is currently teaching, to be evaluated by faculty members in the Program.

Candidates in the Masters of Arts in Education with the option in Correctional and Alternative Education (EDCA) must submit or mail to Ms. Laura Duarte, in the Records and

Evaluations Office, UH 171, CSUSB, 5500 University Parkway, San Bernardino, CA 92407-2397, the following materials, stapled in a set:

1. An application for admission Form to the EDCA Program with all items stapled to the Form (see below).
2. Verification of a baccalaureate degree from an accredited college or university.
3. Photocopies of the instructional credentials (certifications) held by the applicant.

**The Expository Writing Requirement (Graduate Writing Requirement)**

Candidates must demonstrate writing proficiency by completing one of the following three options:

1. A grade of “B” or better in an Expository Writing Course within the last seven years.

This is the EDUC 306, or some other 306 Expository Writing course (NSCI 306, ENG 306, etc.), formerly 495. A “B” or better in another 306/495, within seven years, can substitute. If you took a similar course at another accredited postsecondary institution, you may submit a University Waiver to the EDUC MA Core Coordinator; the course description or syllabus from that institution should be attached. The Request will be closely examined to identify whether that course is a true substitute.

2. A challenge exam.

The Writing Requirement Exemption Examination (WREE) is administered once each quarter—information can be obtained by calling (909) 537-5041 or online at <http://gradstudies.csusb.edu> . CSUSB accepts only challenge exam results from three other California State University campuses: Fresno, Sacramento, and San Diego. The WREE criteria include the following:

- A. Ability to understand selections from the exam text and show that understanding through written summary, analysis, and integration of ideas and passages in the candidate’s essay.
- B. Ability to develop a single, coherent essay in which the candidate develops and supports an idea of some depth. Good writers often fail the exam by simply summarizing the texts rather

## Admission Procedure, cont'd.

than developing an idea.

- C. Ability to use source material properly—applying a consistent and accepted format for the citation of sources and quotations to support the candidate's ideas (not to substitute for those ideas.
- D. Ability to respond to a specific question in clear prose which does not distract the reader by mechanical or grammatical errors.

### 3. Demonstration of Professional Writing

Requests for this option must be submitted to the EDCA Coordinator, and then to the Graduate Dean. Use the Waiver of University Regulations Petition with a cover letter that explains how the item(s) submitted meet the criteria for the Challenge Exam (A through D above). Candidates must include a copy of one or more of the following:

- A. A significant published scholarly article.
- B. A dissertation or a master's thesis or project.
- C. A senior thesis or major research paper demonstrating knowledge of the discipline's style guide, from a course that is not counted toward the student's current CSUSB degree.
- D. A major study or report written as part of your job responsibilities that clearly indicates that the candidate was the author.

Please note: The Expository Writing Requirement is about technical or professional writing, which is appropriate for research and scholarship in manuscripts or published articles. It is not about creative writing, as may be used for poetry, short stories, or novels. Submissions cannot be course work that is currently in progress. Alternatives to any of these options must follow the standard waiver process and be submitted to a subgroup of the WREE/306 Committee for review, through the regular waiver process.

## Leadership Roles

The professionalization of correctional and alternative education requires that we all work to improve the field as leaders and as followers. Candidates in the EDCA Program will be organized into a representative body so they can make their voices heard. This is done through the Correctional Education Association (CEA) and its affiliates:

- A. Tri-County Correctional Education Association (TCCEA), which is a local chapter of CEA Region VII, for interested members in San Bernardino, Orange, and Riverside Counties, California.

## Leadership Roles, cont'd.

B. CEA Region VII, in which California is located.

C. International CEA.

Note: Distance learning students should become active members and/or leaders of the professional association that is most relevant to them—for example, the European Prison Education Association, the Australian Correctional Education Association, or the Alberta Correctional Education Association. Interested students may join alternative education associations, such as the Alternative Education Resource Organization.

Toward this end, EDCA candidates should elect a slate of TCCEA officers and standing committee chairs, to include the following: (1) President, (2) Vice President, (3) Secretary, (4) Treasurer, (5) Public Relations Committee Chair, and (6) Chair of the Committee that liaises with the Center for the Study of Correctional Education; in addition, candidates should elect (7) a Chair to organize the Correctional Education and Prison Reform Research Discussion Group (RDG). The RDG has met at the same time and place as the regular TCCEA business meeting. Typically, these joint meetings take place six times annually, on alternate months, in a specially scheduled room at a restaurant. The participants gather for dinner; then the RDG presentation and discussion take place; then the TCCEA business meeting. The RDG presentations are by TCCEA members or invited guests, on topics of interest in the field of correctional and alternative education. During “off months,” when the TCCEA Business Meeting and RDG is not scheduled, the TCCEA Leadership Group meets: the president, vice president, secretary, and treasurer.

It will be especially important for the TCCEA and RDG to be operational. EDCA Program meetings, and Center planning meetings, should have participating candidate representatives. If EDCA candidates want a voice in the management of their Program, it should be through the TCCEA Leadership Group. The TCCEA president will be invited to attend Program and Center meetings to represent candidate viewpoints and concerns. If TCCEA is not operational, no candidate representative will be invited to these meetings.

In addition, TCCEA, Region VII, CEA, and AERO membership projects may qualify for alternative or extra credit in EDCA courses. For example, projects related to publications, conference programs, or professional development may be organized to align with course themes. To qualify for this option, interested candidates should check with their professor(s) first; projects should be (a) developed at the same time as the course for which they might be counted, (b) be submitted for credit toward completion of one course only, and (c) show evidence of what the interested candidate contributed to the project.

TCCEA membership is open to CEA members who are members in good standing of Region VII. CEA membership costs \$55.00 annually; it includes subscriptions to the *Journal of Correctional Education* and the CEA newsletter *News and Notes*, both of which are quarterly publications, and reduced conference registration. TCCEA membership is \$12.00 annually, or one dollar per month.

## Program Faculty and Staff

The full-time EDCA Program faculty are Drs. Carolyn Eggleston, Thom Gehring, and Randall Wright. Taken together, these three professors have been in the field of correctional education for 88 years. They authored 107 major articles and chapters on aspects of correctional education, most of which appeared in the *Journal of Correctional Education (JCE)*. In addition, since 1983 Dr. Gehring wrote 130 historical vignettes that were in the *JCE*. Together, Drs. Eggleston, Wright, and Gehring have delivered 277 professional presentations on correctional education topics, 152 correctional education inservice sessions, and 29 keynote addresses.

Dr. Wright's dissertation at the University of Calgary was on teacher voices and the professional identity issue in adult confinement institutions. Dr. Eggleston's dissertation at Virginia Commonwealth University (VCU) was on the special education programming at New York State's Elmira Reformatory before the turn of the 20<sup>th</sup> century. Dr. Gehring's dissertation, also at VCU, was on the correctional school district concept, which is the term that applies when a jurisdiction improves its institutional schools so they meet all the statutory and regulatory requirements of any other local education agency.

Dr. Eggleston coordinated the Correctional Education Association's (CEA's) Special/Correctional Education Special Interest Group; she was elected as CEA vice president, served as president-elect, and is now CEA president. Dr. Wright was elected president of the Correctional Education Association of Alberta, and served on the all-Canada correctional education coordinating committee. He was elected director of CEA's Region VII (of which California is a part). Dr. Gehring serves as CEA historian and is co-founder of Tri-County CEA, and of the CEA special interest group on Integral Correctional Education.

Mr. Scott Rennie is the staff development coordinator assigned to the Center for the Study of Correctional Education through SB-505—a law passed by the California legislature to get the Statewide California Youth Authority special education program into statutory and regulatory compliance. Mr. Rennie is a graduate of CSUSB's Environmental Education Program and an expert in outdoor and adventure education for youth and young adults.

The Program faculty and staff development coordinator can be reached at the following phones and e-mail addresses:

Carolyn Eggleston—Associate Dean of the College of Education, director of the Center for the Study of Correctional Education, and EDCA Program faculty member  
(909) 537-5654; [egglesto@csusb.edu](mailto:egglesto@csusb.edu)

Thom Gehring—EDCA Program Coordinator and faculty member, and director of the Center for the Study of Correctional Education (909) 537-5653; [tgehring@csusb.edu](mailto:tgehring@csusb.edu)

Randall Wright—Center for the Study of Correctional Education Senior Research Fellow and EDCA Program faculty member (909) 537-5626; [crazycanucks@verizon.net](mailto:crazycanucks@verizon.net)

Scott Rennie—Staff Development Coordinator (909) 537-5436; [rennies@csusb.edu](mailto:rennies@csusb.edu).

## Planning for Program Requirements

The Expository Writing Requirement (EWR—the Graduate Writing Requirement) is a prerequisite; it should come before all other coursework in the Program. See Admission Procedures above. For most candidates, this means taking the EDUC 306 Expository Writing course. Writing is a tool subject. Candidates will apply the things they learn in EDUC 306, or through whatever path they pursue to meet the EWR, in all the subsequent courses.

The EDUC Core Courses are also tool subjects. EDUC 603 Effective Communication in Education is about public speaking, refining one's writing, and the dynamics of interpersonal communication in educational service delivery organizations. EDUC 605 Foundations of Education focuses on the philosophy and history of schooling. EDUC 607 addresses the structure of research reports and introduces the quantitative (numbers) and qualitative (words) approaches. The EDUC 607 workload is about 140-160% of the workload in an average graduate education course at CSUSB. The EDUC Core Courses should be pursued deliberately by EDCA candidates. Do any EDUC Core Course papers or speaking assignments on topics that relate to correctional or alternative education. The same should apply for any extra credit assignments that candidates pursue. A proven strategy for moving through all the required EDUC coursework is to decide early what topic one will pursue for one's thesis or project, or, if you intend to take the comprehensive exam instead, do one's preliminary products as if they were going to take one toward a thesis or project. This strategy, when applied properly, will ensure familiarity with the literature of your topic by the time it has to be addressed, with methodologies that can be appropriately applied.

A useful strategy is to make use of the ancillary themes of the EDUC Core Courses. In EDUC 603 students are encouraged to identify their "school of thought" (SOT), their professional view of their work. EDCA candidate SOTs should be in a branch of correctional and alternative education. In EDUC 605 students have opportunities to explore their SOT through the lens of educational philosophies, and to observe how it played out historically. By the time students get to EDUC 607 they should have a firm idea about their research agenda. They should know the area in which they want to make a contribution to their SOT, so they can approach it incrementally in discrete "rounds" of research and scholarship. This is why the EDUC Core Courses are sequenced—students must successfully complete the EWR before enrolling in EDUC 603. They may take EDUC 603 and EDUC 605 during the same quarter if they choose, but they must have successfully completed the EWR and EDUC 603 and 605 ("B" or better) before enrolling in EDUC 607. This sequence has proven to be genuinely beneficial.

There is another sequence for the EDCA Core Courses. Candidates must complete EDCA 614 Foundations of Institutional Education: History and Literature before embarking on the other EDCA Core Courses, and they must take EDCA 620 Educational Change in Institutional Settings last. This sequence will help candidates maximize their effectiveness at the workplace. The next page displays EDCA Program requirements and the Recommended Timeline, which appears later in this *Student Handbook*, presents a schedule by which those requirements might be pursued.

**MA Degree—48 (600 Level) Quarter Units (Courses Also Offered at 500 Level Toward BA)**

EDUC Core Courses (for all educators in the MA programs, regardless of setting; 12 units)

1. EDUC 603 Effective Communication in Education,
2. EDUC 605 Foundations of Education, and
3. EDUC 607 Introduction to Educational Research.

Education—Correctional and Alternative (EDCA) Program Core (16 units)

1. EDCA 614 Foundations of Institutional Education: History and Literature,
- \*2. EDCA 616 Teaching the Institutional Student,
- \*3. EDCA 618 Social and Cultural Dynamics of Institutional Education (Fundamentals),
4. EDCA 620 Educational Change in Institutional Settings.

Culminating Experience (eight units)

Track A Master's Thesis

1. EDUC 600 Master's Thesis or Project (four units).
2. Four units of Electives chosen from the list below (four units each):

EDCA 628 Special Education in Correctional Institutions,  
EDCA 630 Alternative and Correctional Education,  
EDCA 632 Career and Vocational Education in Correctional Education,  
\*EDCA 634 Correctional Education Leadership,  
EDCA 636 Pedagogy and Andragogy (Adult Education) in Correctional Institutions,  
EDCA 638 Organization of Correctional and Alternative Education Service Delivery,  
EDCA 640 Literacy Instruction in Adult Confinement Institutions,  
EDCA 643 Library Services for Alternative and Correctional Students,  
EDCA 644 Pre- and Post-Release Transitions for Correctional Students,  
EDCA 646 Comparative Correctional Education,  
EDCA 684 Special Topics in Correctional and Alternative Education.

Track B Comprehensive Examination

1. EDUC 999 Comprehensive Examination (0 units).
2. Eight units of Electives chosen from the list above.

Area of Specialization, selected from a related field of education, in consultation with advisor. (12 units)

48 TOTAL quarter units for completion

\*Note: These online courses are in the CEA Highly Qualified Correctional Teacher contract.

## Planning for Program Requirements, cont'd.

The EDCA Elective Courses will be offered on a rotating basis. They will not all be offered every quarter. Program faculty are committed to identifying student needs and interests; if there is a particular course(s) you would like to see offered at a given time, please make your request known. Many of these courses will be offered by the regular Center faculty, and others were planned because of opportunities to bring in special, adjunct faculty with particular expertise. This is expected to be an important procedure for bringing in outside experts on a rotating basis.

At least two more suggestions are appropriate for this section. First, there are no “busy work” courses in the EDCA Program. Every course is absolutely essential—if there is an error, it may be that the essentials have been too streamlined to correspond to a traditional MA program. Properly implemented, correctional and alternative education requires more skills, and a more comprehensive repertoire of knowledge than local public school education.

For example, the EDUC Core Courses, despite the fact that they are not tailored for correctional and alternative education, emphasize the meaning of the work of teaching and learning. That theme is aligned with correctional and alternative education, where the meaning of events is often perceived as more important than the actual events themselves. In many real ways, correctional and alternative education represents a quest for meaning in our lives and in our work.

Second, despite the attempt to make this *Student Handbook* as clear and useful as possible, it is not advisable for EDCA educator-students to embark on any of these courses without being in touch with their advisors. As in all service delivery organizations, the rules that regulate successful completion of the Program are subject to periodic change. The more courses you take without being in regular contact with your advisor, the more “out on a limb” you might become. What a shame it would be if, thinking you were moving logically through the Program, you were actually directing time and money to courses that might not be relevant to Program completion. Contact your advisor early and regularly.

## Procedure to Register for Courses

You may register for courses after the materials from the Admission Procedure (above), Steps 1 and 2, have been received and processed. It is always wise to maintain a log of all submissions, and copies for your files.

The *CSUSB Catalog* contains schedules of when each quarter begins and ends, and other important dates. You may pay the appropriate tuition registration each quarter by check, through the webpage, or at [www.cashnetSMARTpay.com/csusb](http://www.cashnetSMARTpay.com/csusb); if you pay after the cut off date a \$25.00 late fee is added. See the section on Tuition and Fees above. The Bursar’s FAX number, and the address to mail a check are included in the Attachments to this *Student Handbook*. Questions related to payments should be directed to the Bursar’s Office, at (909) 537-5158, or at <http://admnacct.csusb.edu/bursar> (click on Bursar to get a list of payment options).

## Advancement to Candidacy

You must work with your advisor to formally apply for advancement to candidacy in the EDCA Program after you have completed 15 to 23 units of applicable coursework. In order to be advanced to candidacy a candidate must have:

1. Been admitted to the Master's of Arts in Education with the option in Correctional and Alternative Education, as described in the section on Admission Procedure, Step 2 above.
2. Achieved classified standing (see above).
3. Completed, with a grade point average of 3.0 ("B"), at least 16 quarter units of applicable coursework in graduate standing, at least 12 of which have been taken at this campus and approved by an advisor in the College of Education.
4. Satisfactorily completed EDUC 603 and EDCA 614.
5. Completed and filed a Graduate Approval Program Plan Form with your advisor—it must be approved by the EDCA Program Coordinator. For further information contact your advisor.

## Recommended Time Line

This section is intended to help candidates anticipate some of the major processes you must complete to move through the Program successfully; it is not a substitute for contacting your advisor. Candidates are encouraged to maintain a file of all correspondences they receive from CSUSB, as well as copies of all materials submitted. This will help you to focus on your studies and streamline the paperwork, to facilitate a positive graduate experience. Please note that the sequence of EDCA Program is emerging as this is being written; this section outlines faculty expectations about how the new Program will unfold.

### **Before the First Quarter**

- \_\_\_ Apply for Admission to the University at least six weeks before quarter starts (Step 1).
- \_\_\_ Submit official transcripts to Admissions Office prior to the sixth week of the quarter.
- \_\_\_ Apply to the College (and the Program) before the quarter starts (Step 2).
- \_\_\_ Complete the Graduate Writing Requirement (Expository Writing Requirement).

### **Quarter One**

- \_\_\_ Take EDUC 603
- \_\_\_ Take EDCA 614

### Recommended Time Line, cont'd.

\_\_\_ Contact your advisor so you can anticipate completing your Program Plan Form, before completing 16 units. Continue to contact your advisor at least once every subsequent quarter.

\_\_\_ Start developing what your culminating activity will be: thesis, project, or comprehensive exam. If you plan to do a thesis or project, make sure all the papers you write for courses will help you get familiar with the related literature, so you can prepare your literature review expeditiously when you are finished taking courses. If you plan to take the comprehensive exam, apply this same rule to help prepare for your research agenda.

### **Quarter Two**

\_\_\_ Take EDUC 605

\_\_\_ Take EDCA 616

### **Quarter Three**

\_\_\_ Take EDUC 607

\_\_\_ Take EDCA 618

\_\_\_ Plan your Area of Specialization courses.

\_\_\_ Complete your Advancement to Candidacy Form with your advisor.

### **Quarter Four**

\_\_\_ Take EDCA 620

\_\_\_ Take first course in your Area of Specialization.

### **Quarter Five**

\_\_\_ Take second course in your Area of Specialization.

\_\_\_ Take first Elective EDCA course (if you plan to take the comprehensive exam, you will have to complete a second Elective EDCA course to graduate).

\_\_\_ If you plan to write a thesis or project, select your committee chair and member(s); get your topic approved, and generate your thesis or project proposal and get it approved by the committee.

## Recommended Timeline, cont'd.

### **Quarter Six**

- \_\_\_ Take third course in your Area of Specialization.
- \_\_\_ If you plan to take the comprehensive exam, take a second Elective EDCA course.
- \_\_\_ Submit the completed Grad Check Form with appropriate fee to the Records Office. See the *CSUSB Catalog* for specific deadlines and details.

### **Quarter Seven**

- \_\_\_ Focus on your thesis or project, or take the comprehensive exam (EDUC 999).
- \_\_\_ Remain continually enrolled until completion—see your advisor about the appropriate strategy, which is through EDUC 600 after the quarter in which you first enroll for the thesis or project.

Note: Candidates should not expect to complete the thesis or project in one quarter, but they only enroll in the thesis/project course once. For subsequent quarters they enroll in EDUC 698. When the thesis or project is completed and approved, the committee chair will submit a Change of Grade Form to replace any Satisfactory Progress reports with a letter grade.

### **The Quarter You Graduate**

- \_\_\_ Attend the June Commencement Exercise if you complete the Program before the Fall Quarter.

## Research Tools

For most graduate students in education, electronic indices such as ERIC and Ebscohost provide easy entry into the literature of their respective fields, with abstracts of relevant materials and sometimes full texts. These indices are somewhat useful for correctional and alternative educators, but their coverage of our field is spotty and intermittent at best.

To help fill this need, the Center faculty prepared several indices especially for EDCA candidates. These include the following electronic resources:

1. A complete index to back editions of the *Journal of Correctional Education* (from 1937), by edition, author's name, and title; the subject index is still being developed.
2. A complete index to the correctional education history vignettes, which began in 1983 (there are about 130 of them at this writing), by title.
3. A complete, full text index of the vignettes.

## Research Tools, cont'd.

4. A complete index to the secondary sources held by the Center Library, called ProCite.
5. A complete index to the out of print and archival materials held by the Center.

Work is in process on a full text index of the back editions of the *Journal of Correctional Education*, but it will probably not be completed for two years. In addition, EDCA candidates will find many useful materials in the campus' Pfau Library, especially in the HV section.

## Culminating Activity

Every master's degree student at CSUSB must complete a culminating activity to graduate. Three types of culminating activities are available: a thesis, a project, or the comprehensive exam. Students who anticipate going for a subsequent degree—and Ed.D. or a Ph.D.—should consider doing a thesis because most Ed.D. or Ph.D. programs consider that the best preparation for the required dissertation.

The formats for theses and projects are described and explained in the College of Education's *Guide for Theses and Projects* (which addresses how to address the relevant content) and in the Graduate Office's *Graduate Thesis and Project Handbook* (which addresses how the document must appear on the page and the schedules for submission and approval). The *Guide...* is available on the Center's website, and the *...Handbook* at <http://gradstudies.csusb.edu>. Essentially, a thesis is a research report, with data gathered and treated either quantitatively (with numbers) or qualitatively (with words). A project is a scholarly activity, usually a plan for a curricular innovation or a professional development activity. The comprehensive examination is a protracted essay exam which requires that the examiner detail and interpret what was learned in the various courses, and apply it all to a workplace milieu.

The EDUC and EDCA courses are designed to help you succeed in the culminating activity. As you develop questions about these procedures, ask your advisor.

## Requirements for Graduation

The purpose of this section is to outline requirements, so candidates can anticipate how to move through the Program successfully. The following graduation standards must be met for completion:

1. A minimum of 48 quarter units of acceptable graduate level work, with a minimum of 35 completed in residence at CSUSB.
2. A minimum of 23 units taken after the candidate has been advanced to candidacy for the degree.
3. A minimum of 26 units in courses numbered 600 or above must be included in the graduate program.

### Requirements for Graduation, cont'd.

4. A grade point average of 3.0 (“B”) in coursework taken to satisfy the Master of Arts degree requirements and grades of “C” (2.0) or better in all courses in the Program.
5. Successful completion of EDUC 600 Thesis/Project or EDUC 999 Comprehensive Examination.

Any additional general requirements not cited above are listed in the “Requirements for a Masters Degree Program” section of the *CSUSB Catalog*. The Program may not include more than 13 quarter units in approved extension and transfer courses from other colleges or universities. The best way to accommodate these requirements, and to count completed coursework in the appropriate categories for graduation, is to be in regular communication with your advisor, and to work with your advisor from an early date to your Program courses and get them approved.

Note: CSUSB will not consider for transfer credit coursework from an institution which will not accept that work in its own advanced degree program.

Traditionally the CSU campuses have not been allowed to have Ph.D. or Ed.D. programs. Recently this rule was adjusted to allow for a multiple-campus Ed.D. at the CSU; CSUSB is among the first campuses that will implement. However, this first Ed.D. program will be in Educational Administration, and the only other program that might be implemented soon will be Special Education.

### Projected Ph.D. Program

Apart from the negotiations discussed in the previous section, faculty at Claremont Graduate University have decided that they would like to implement a Ph.D. program in prison education. Claremont has a wonderful Ph.D. in education infrastructure that has earned an excellent reputation, but it has no expertise specific to prison education. CSUSB has no Ph.D. infrastructure, but the Center for the Study of Correctional Education has earned an excellent reputation for its professional development courses and inservice training. So the two campuses are working out the details for a joint Ph.D. Program in Prison Education. Claremont has had other joint programs with CSUs. Typically, Ph.D. candidates do one year of study at the CSU partner campus, and another at the Claremont campus; faculty from both institutions participate equally in the committee and logistical work that sustains the program.

CSUSB EDCA graduates may be interested in pursuing this Program opportunity. Additional information will be released as it unfolds, so please stay in contact.