

California State University Channel Islands

Program Modification

Program modifications must be submitted by October 15, 2010 for priority catalog review

Date (Change if modified and update the file name with the new date): 2011 2012 Catalog Copy; rev 11.29.10; rev 2.21.11; rev 2.27.11

Program Area: EDUCATION

Semester /Year First affected: Fall 2011

Instructions: Please use this Program Modification form for changes to existing program requirements, units, outcomes, emphases or options, or for other programmatic concerns. For minor changes (faculty or address changes, additions of approved electives, minor editing for clarity, and other minor updates) use the Program Update form, available at the Curriculum website.

Paste the latest approved version of your entire program in the left AND right boxes below. Make your deletions in the LEFT column by using the strikeout feature in Word or underlining, and highlight. Insert new language or other changes to the program on the RIGHT and highlight in **YELLOW** for easy identification. If possible, please align the two columns so that changes appear side-by-side with the original text.

CURRENTLY APPROVED PROGRAM

SCHOOL OF EDUCATION

Programs Offered

- Early Childhood Studies
(See Early Childhood Studies Major)
- Liberal Studies (See Liberal Studies Major)
- Multiple Subject Teaching Credential
- Single Subject Teaching Credential
- Special Education Teaching Credential Level I
- Special Education Teaching Credential Level II
- Master of Arts in Education: Specializations in Educational Leadership and Special Education
- Administrative Services Credential
- Bilingual Cross Cultural Language and Academic Development (BCLAD Certificate to accompany Multiple Subject Teaching Credential)

PROPOSED PROGRAM

SCHOOL OF EDUCATION

Programs Offered

- Early Childhood Studies
(See Early Childhood Studies Major)
- Liberal Studies (See Liberal Studies Major)
- Multiple Subject Teaching Credential
- Single Subject Teaching Credential
- Special Education Teaching Credential Level I
- ~~Special Education Teaching Credential Level II~~
- Master of Arts in Education: Specializations in Educational Leadership and Special Education
- Administrative Services Credential
- Bilingual Authorization to accompany Multiple Subject, Single Subject or ~~SPED Level I~~ Education Specialist Teaching Credential
- Bilingual Authorization for Experienced Teachers

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The School of Education is devoted to the advancement of teaching and learning. Our image for teacher education begins with a vision for pre-kindergarten to grade 12 schools programs in the 21st century. The transformation from an industrial economy to an information society in the U.S., combined with an increasing emphasis on global issues and technology, demands more highly skilled adults to function effectively in the workforce. Young people who complete their schooling are the most educationally, socially and economically advantaged. They become adults who are lifelong learners and have the basic skills necessary for leading a full and rewarding life in an interdependent society and an information and service driven economy. The power of educators to make the fundamental difference in students' lives makes education the most important social service.

The Education Program builds from the foundation of the undergraduate Liberal Studies option in Teaching and Learning. Early Childhood Studies major and academic majors in biology, chemistry, English, mathematics and history/social science (subject matter programs) and extends to Masters of Arts in Education. Our Education Programs contribute to the teaching profession by producing teachers and school administrators who believe that all students have the ability to achieve high standards, who adapt their teaching to reach all students, and who respect the diversity of all students. Our graduates are reflective about their teaching, their attitudes, and their ability to work in collaborative analytical teams. The Master of Arts in Education program focuses on Educational Leadership or Special Education. The Educational Leadership specialization leads to the Preliminary Administrative Services Credential. The Special Education specialization leads to the Educational Specialist Mild/Moderate Level II Credential.

All credential programs have been approved by the California Commission on Teacher Credentialing. Students who are hired by local public schools prior to receiving a credential **s** may be eligible for an internship program. Contact the credential advisor for an internship application.

Program Learning Outcomes

- Students can teach all subjects in their area of specialty.
- Students are able to teach children with English as first or second language.
- Students understand and relate to diversity of languages and cultures in and among children and families.
- Students can meet the diverse needs of all students

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All credential programs have been approved by the California Commission on Teacher Credentialing. Students who are hired by local public schools prior to receiving a credential may be eligible for an internship program. Contact the credential advisor for an internship application.

Program Learning Outcomes

- Students can teach all subjects in their area of specialty.
- Students are able to teach children with English as first or second language.
- Students understand and relate to **the** diversity of languages and cultures in and among children and families.
- Students can meet the diverse needs of all students

- including those with special needs.
- Students are reflective and deliberative practitioners.
- Students link content and pedagogy.
- Students actively engage children in their learning.
- Students integrate research, theory, and effective educational practice into their teaching.

Credential Office

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Manuel Correia, Ph.D.
Assistant Professor of Education

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- Students link content and pedagogy.
- Students actively engage children in their learning.
- Students integrate research, theory, and effective educational practice into their teaching.

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Eric Toshalis, Ph.D. Assistant Professor of Secondary Education Bell Tower East, Room 2840 (805) 437-3304 eric.toshalis@csuci.edu <u>Contact Information</u> http://education.csuci.edu education@csuci.edu Multiple Subject Teaching Credential Program This program specifically prepares teachers for the diversity of languages and cultures often encountered in California's public school classrooms. It prepares candidates to address the needs of students who speak English as a native language and/or as a second language in the elementary school setting. An underlying principle of the program is the belief that all children (regardless of race, ethnicity, gender, ability or economic status) are capable of learning and educators can make a difference in their lives. Emphasis is placed on the K-8 student as actively engaged in his/her learning. Careers The Multiple Subject Credential Program prepares teachers to work with students in grades K-8 with responsibility for all subject areas in a self-contained classroom. Multiple Subject Credential Teachers most often teach in elementary or middle school.	<u>Contact Information</u> http://education.csuci.edu education@csuci.edu Multiple Subject Teaching Credential Program This program specifically prepares teachers for the diversity of languages and cultures often encountered in California's public school classrooms. It prepares candidates to address the needs of students who speak English as a native language and/or as a second language in the elementary school setting. An underlying principle of the program is the belief that all children (regardless of race, ethnicity, gender, ability or economic status) are capable of learning and educators can make a difference in their lives. Emphasis is placed on the K-8 student as actively engaged in his/her learning. Careers The Multiple Subject Credential Program prepares teachers to work with students in grades K-8 with responsibility for all subject areas in a self-contained classroom. Multiple Subject Credential Teachers most often teach in elementary or middle school.
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Admission to the Multiple Subject Teaching Credential Program

1. *Application.* Apply to both the University and the School of Education.
Applications to the School are available in the Credential Office.
2. *Basic Skills Examination.* Students must pass either the California Basic Educational Skills Test (CBEST) or the revised California Subject Examination for Teachers (CSET) Multiple Subjects Examination plus Writing Skills, prior to admission to the Multiple Subject Teaching Credential Program. Students are urged to take either of these examinations at the earliest possible time after deciding to pursue a teaching credential.
3. *Subject Matter Preparation.* The CI Liberal Studies in Teaching and Learning option best prepares students for the subject matter knowledge and skills required for the Multiple Subject Teaching Credential Program. All students must pass the California Subject Examination for Teachers (CSET) Multiple Subjects Examination prior to admission to the Multiple Subject Credential Program. The CSET examination results are valid for five years from the date of passing and must be valid upon final completion of the program.
4. *Prerequisite Courses in Education (16 units, 25-26 units with the Bilingual Authorization).* If taken at CI, the courses must be completed within seven (7) years prior to beginning the program with a grade of "C" or better. If an equivalent course at another college or university has been taken, it must have been completed within five (5) years prior to beginning the program.

ENGL	475	Language in Social Context.....	3
EDUC	510	Learning Theory and Development Applied in Multicultural Contexts.....	3
EDUC	512	Equity, Diversity and Foundations of Schooling	3
EDUC	520	Observing and Guiding Behavior in Multilingual/Multicultural and Inclusive Classrooms	3
EDUC	521	Field Experience.....	1
PSY	345	Individuals with Disabilities in Society (SPED)	3

For Bilingual, Crosscultural, Language, and Academic Development (BCLAD) add:

EDUC	445	Chicano Child and Adolescent.....	4
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Admission to the Multiple Subject Teaching Credential Program

1. *Application.* Apply to both the University and the School of Education.
Applications to the School of Education are available online at <http://education.csuci.edu/credentials/appprocess.htm>.
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EDUC	521	Field Experience	1
PSY	345	Individuals with Disabilities in Society (SPED)	3

5. <i>U.S. Constitution.</i> Knowledge of the U.S. Constitution demonstrated by completion of two units (semester) of a college level course or college level examination. 6. <i>Grade Point Average.</i> A student must have a cumulative grade point average (GPA) of 2.67 or 2.75 in the last 60 semester units completed to be accepted. If a student does not have the required GPA, conditional admission may be available on a limited basis. 7. <i>Health Clearance.</i> Evidence of a negative tuberculin test is required. The tuberculin test is valid for four 4 years and must be valid through student teaching. The tuberculin test may be completed at a private physician's office, the County Health Department, or the CSU Channel Islands Student Health Center. 8. <i>Certificate of Clearance.</i> Students must possess or apply for a valid Certificate of Clearance as part of admission. A copy of an emergency permit satisfies the clearance requirement. The Certificate of Clearance is a background check and clearance conducted by the Department of Justice and Federal Bureau of Investigation. 9. <i>Official Transcripts.</i> One official set of transcripts from each of the colleges or universities attended must be mailed directly to the CI Office of Admissions and Records. 10. <i>Two Recommendations.</i> Two recommendation forms must be submitted with the program application. Recommendation forms must be completed by faculty members, employers, and/or others knowledgeable about the applicant's personal qualities and potential to work with children. 11. <i>Experience.</i> At least 45 hours of documented field experience in a K-8 classroom or an equivalent documented field experience must be completed. 12. <i>Bachelor's Degree.</i> A Bachelor's degree or all undergraduate academic subjects must be satisfied toward a bachelor's degree before entering a teacher education program. A bachelor's degree is a requirement for teacher certification. 13. <i>Writing Sample.</i> Writing samples are required as part of the application process. The writing sample includes a 500-600 word essay describing the applicant's interest in teaching children with the diversity of languages and cultures represented in California schools. 14. <i>Interview.</i> A panel of School of Education faculty and staff will interview candidates once all other portions of the admissions requirements are complete.	<i>For Bilingual Authorization add:</i> HIST 361 Modern Latin American History 3 EDML 617 The Socio-cultural Context of Schooling: Teaching and Learning in a Bilingual- Multicultural Context 3 <i>And either:</i> CHS 350 Chicana/o History and Culture (HIST)... 3 <i>Or</i> EDUC 445 Chicano Child and Adolescent 4 5. <i>U.S. Constitution.</i> Knowledge of the U.S. Constitution demonstrated by completion of two units (semester) of a college level course or college level examination. 6. <i>Grade Point Average.</i> A student must have a cumulative grade point average (GPA) of 2.67 or 2.75 in the last 60 semester units completed to be accepted. If a student does not have the required GPA, conditional admission may be available on a limited basis. 7. <i>Health Clearance.</i> Evidence of a negative tuberculin test is required. The tuberculin test is valid for four 4 years and must be valid through student teaching. The tuberculin test may be completed at a private physician's office, the County Health Department, or the CSU Channel Islands Student Health Center. 8. <i>Certificate of Clearance.</i> Students must possess or apply for a valid Certificate of Clearance as part of admission. A copy of an emergency permit satisfies the clearance requirement. The Certificate of Clearance is a background check and clearance conducted by the Department of Justice and Federal Bureau of Investigation. 9. <i>Official Transcripts.</i> One official set of transcripts from each of the colleges or universities attended must be mailed directly to the CI Office of Admissions and Records. 10. <i>Two Recommendations.</i> Two recommendation forms must be submitted with the program application. Recommendation forms must be completed by faculty members, employers, and/or others knowledgeable about the applicant's personal qualities and potential to work with children. 11. <i>Experience.</i> At least 45 hours of documented field experience in a K-8 classroom or an equivalent documented field experience must be completed. 12. <i>Bachelor's Degree.</i> A Bachelor's degree or all undergraduate academic subjects must be satisfied toward a bachelor's degree before entering a teacher education program. A bachelor's degree is a requirement for teacher certification.
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Note: The California Commission on Teacher Credentialing (CCTC) requires passing the Reading Instruction Competence Assessment (RICA) for the initial issuance of a Multiple Subject Credential. It is recommended that the Assessment be taken after completion of the Literacy 1 course in the credential program. Certification in adult, infant and child CPR competency is required by the CCTC for an initial issuance of a teaching credential.

BCLAD: Spanish Emphasis Language Assessment

Students who wish to complete the BCLAD Emphasis in Spanish should sign up for the language assessment prior to admission. This must be passed prior to the beginning of bilingual student teaching. Please visit the website of the California

Commission on Teacher Credentialing for information regarding test 6:

The Language of Emphasis, for testing dates:

<http://www.ctc.ca.gov>

Program Maintenance Requirements: As a condition of remaining in the program, students must maintain a grade point average of 3.0 (B) or better, with no course grades lower than a C+.

Requirements for the Multiple Subject Teaching Credential

Full-time Multiple Subject Credential Program

36 - 40 units

EDMS 522	Literacy 1: Multicultural/Multilingual	4
EDMS 523	Literacy 2: Multicultural/Multilingual	3
EDMS 526	Modern Methods in Mathematics Teaching.....	4
EDMS 527	History, Social Studies and Integrated Arts	4
EDMS 529	Science, Health & Physical Education...	4
EDMS 562	Field Experience: Multiple Subject (Part-time program ONLY)	2
EDMS 565	Initial Student Teaching Multiple Subject	7
EDMS 566	Initial Student Teaching Seminar Multiple Subject	1

13. *Writing Sample.* Writing samples are required as part of the application process. The writing sample includes a 500-600 word essay describing the applicant's interest in teaching children with the diversity of languages and cultures represented in California schools.

14. *Interview.* A panel of School of Education faculty and staff will interview candidates once all other portions of the admissions requirements are complete.

Note: The California Commission on Teacher Credentialing (CCTC) requires passing the Reading Instruction Competence Assessment (RICA) for the initial issuance of a Multiple Subject Credential. (It is recommended that the Assessment be taken after completion of the Literacy 1 course in the credential program. Certification in adult, infant and child CPR competency is required by the CCTC for an initial issuance of a teaching credential.) For the initial issuance of a Multiple Subject Credential, CCTC also requires passing the Performance Assessment for California Teachers (PACT).

Bilingual Authorization: Spanish Emphasis Language Assessment. Students who wish to complete the Bilingual Authorization Emphasis in Spanish should sign up for the language assessment prior to admission. This must be passed prior to the beginning of bilingual student teaching. Please visit the website of the California Subject Examinations for Teachers for information regarding CSET: LOTE Subtest III Test Exam. The Language of Emphasis, for testing dates: http://www.cset.nesinc.com/CS16_testselection.asp#lote

Program Maintenance Requirements: As a condition of remaining in the program, students must maintain a grade point average of 3.0 (B) or better, with no course grades lower than a C+.

Requirements for the Multiple Subject Teaching Credential

Multiple Subject Credential Program, 39 units

Multiple Subject Credential with Bilingual Authorization, 45 units

EDMS 522	Literacy 1: Multicultural/Multilingual	4
EDMS 523	Literacy 2: Multicultural/Multilingual	4
EDMS 526	Modern Methods in Mathematics Teaching.....	4
EDMS 527	History, Social Studies and Integrated Arts	4
EDMS 529	Science, Health & Physical Education ..	4

EDMS 575	Advanced Student Teaching Multiple Subject.....	7
EDMS 576	Advanced Student Teaching Seminar Multiple Subject.....	2
For BCLAD Add:		
EDML 563	Primary Language Pedagogy and Literacy 1	2
EDML 564	Primary Language Pedagogy and Literacy 2	2
Most courses are taught in 8 weeks followed by 8 weeks of student teaching in a school arranged by the Director of Field Placements. Students planning to complete the program in two semesters should enroll in the full-time program 36-40 units. Students planning to take three to six semesters to complete the program should enroll in the part-time program 36+ units. All part time students must consult with the Multiple Subject Program Advisor to plan their course of study. Students must be enrolled in either a field placement or student teaching each semester. Placements are arranged by the Director of Field Placements. Program Maintenance Requirements As a condition of remaining in the program, students must maintain a grade point average of 3.0 (B) or better, with no course grades lower than a C+. Part-time Multiple Subject Credential Program - 40 - 44 units Students interested in a part-time or internship program must consult with the Multiple Subject program advisor to plan their course of study. First Semester - 10 - 12 units EDMS 522 Literacy 1: Multicultural/Multilingual4 EDMS 526 Modern Methods in Mathematics Teaching.....4 EDMS 562 Field Experience Multiple Subject.....4		
EDUC 555	Special Topics in Education Seminar....	3
EDMS 562	Field Experience: Multiple Subject (Part time program ONLY)	2
EDMS 565	Initial Student Teaching Multiple Subject.....	6
EDMS 566	Initial Student Teaching Seminar Multiple Subject.....	2
EDMS 575	Advanced Student Teaching Multiple Subject.....	6
EDMS 576	Advanced Student Teaching Seminar Multiple Subject.....	2
For Bilingual Authorization add:		
EDML 563	Primary Language Schooling in the US, Grades K - 12	3
EDML 564	Primary Language Schooling in the US, Grades K - 12	3
Methods Most courses are taught in 8 weeks followed by 8 weeks of student teaching in a school arranged by the Director of Field Placements. Seminars and BCLAD courses are taught over 16 weeks. Students planning to complete the program in two semesters should enroll in the full-time program 36-40 39 units (45 units with Bilingual Authorization). Students planning to take three to six semesters to complete the program (40+ units, or 46+ units with Bilingual Authorization) must consult with the Multiple Subject Program Advisor to plan their course of study. Coursework requires field experience and/or observation time at a school site each semester (EDMS 562, 565, or 575). Placements are arranged by the Director of Field Placements. Program Maintenance Requirements: As a condition of remaining in the program, students must maintain a grade point average of 3.0 (B) or better, with no course grades lower than a C+.		

(Part-time program)2	
For BCLAD add: EDML 563 Primary Language Pedagogy and Literacy I2	
Second Semester - 9 units EDMS 523 Literacy 2: Multicultural/Multilingual3 EDMS 527 History, Social Studies and Integrated Arts.....4 EDMS 562 Field Experience: Multiple Subject (Part-time program)2	
Third Semester - 12 units EDMS 529 Science, Health and Physical Education4 EDMS 565 Initial Student Teaching Multiple Subject7 EDMS 566 Initial Student Teaching Seminar Multiple Subject.....1	
Fourth Semester - 9 - 11 units EDMS 575 Advanced Student Teaching Multiple Subject7 EDMS 576 Advanced Student Teaching Seminar Multiple Subject2 For BCLAD add: EDML 564 Primary Language Pedagogy and Literacy II2	
Single Subject Teaching Credential Program This program specifically prepares teachers for the diversity of languages and cultures often encountered in California Public Schools. The program prepares candidates to address the needs of students who speak English as a native language and/or as a second language in the secondary school setting. An underlying principle of the program is that all students (regardless of race, ethnicity, gender, ability or economic status) are capable learners and educators can make a difference in their lives. Currently, Single Subject Credentials are offered in mathematics, English, and the sciences, and history/social studies.	Single Subject Teaching Credential Program This program specifically prepares teachers for the diversity of languages and cultures often encountered in California Public Schools. The program prepares candidates to address the needs of students who speak English as a native language and/or as a second language in the secondary school setting. An underlying principle of the program is that all students (regardless of race, ethnicity, gender, ability or economic status) are capable learners and educators can make a difference in their lives. Currently, Single Subject Credentials are offered in mathematics, English, and the sciences, and history/social studies.

Careers

The Single Subject Teaching Credential Program prepares teachers to work with students in subject specific content areas in departmentalized schools. Single Subject Credential Teachers most often teach in departmentalized middle, junior and high schools.

Admission to the Single Subject Teaching Credential Program

1. *Application.* Apply to both the University and the Education Program. Applications for the Program are available in the Credential Office.
2. *CBEST Examination.* Students must pass the California Basic Educational Skills Test (CBEST) prior to admission to the Single Subject Teaching Credential Program. Students are urged to take this examination at the earliest possible time after deciding to pursue a teaching credential. CBEST must be passed before certification or intern teaching.
3. *Subject Matter Preparation.* Prior to admission to the Single Subject Teaching Credential Program, students may complete a state approved subject matter program in the specific content area from other colleges or universities. Students who have not completed a state-approved subject matter program must pass the California Subject Examination for Teachers (CSET) in the subject matter area of the single subject credential prior to admission to the Credential Program. The CSET examination results are valid for five years from the date of passing and must be valid upon final completion of the program.
4. *Prerequisite Courses in Education 16 units.*
If taken at CI, the courses must be completed within seven (7) years prior to beginning the program with a grade of "C" or better. If an equivalent course at another college or university has been taken, it must have been completed within five (5) years prior to beginning the program.

EDSS	515	Adolescent Development for Secondary Educators.....	3
EDUC	512	Equity, Diversity and Foundations of Schooling.....	3
EDUC	520	Observing and Guiding Behavior in Multilingual/Multicultural and Inclusive Classrooms	3
EDUC	521	Field Experience.....	1

Careers

The Single Subject Teaching Credential Program prepares teachers to work with students in subject specific content areas in departmentalized schools. Single Subject Credential Teachers most often teach in departmentalized middle, junior and high schools.

Admission to the Single Subject Teaching Credential Program

1. *Application.* Apply to both the University and the School of Education. Applications to the School of Education are available online at <http://education.csuci.edu/credentials/appprocess.htm>.
2. *CBEST Examination.* Students must pass the California Basic Educational Skills Test (CBEST) prior to admission to the Single Subject Teaching Credential Program. Students are urged to take this examination at the earliest possible time after deciding to pursue a teaching credential. CBEST must be passed before certification or intern teaching.
3. *Subject Matter Preparation.* Prior to admission to the Single Subject Teaching Credential Program, students may complete a state approved subject matter program in the specific content area from other colleges or universities. Students who have not completed a state-approved subject matter program must pass the California Subject Examination for Teachers (CSET) in the subject matter area of the single subject credential prior to admission to the Credential Program. The CSET examination results are valid for five years from the date of passing and must be valid upon final completion of the program.
4. *Prerequisite Courses in Education 16 units, 25-26 units with the Bilingual Authorization)*
If taken at CI, the courses must be completed within seven (7) years prior to beginning the program with a grade of "C" or better. If an equivalent course at another college or university has been taken, it must have been completed within five (5) years prior to beginning the program.

EDSS	515	Adolescent Development for Secondary Educators	3
EDUC	512	Equity, Diversity and Foundations of Schooling	3
EDUC	520	Observing and Guiding Behavior in Multilingual/Multicultural and Inclusive	

ENGL 475 Language in Social Context3	Classrooms.....3
SPED 345 Individuals with Disabilities in Society....3	EDUC 521 Field Experience1
	ENGL 475 Language in Social Context3
	SPED 345 Individuals with Disabilities in Society ...3
5. <i>U.S. Constitution.</i> Knowledge of the U.S. Constitution demonstrated by completion of two units (from a semester program) of a college level course or college level examination.	For Bilingual Authorization add:
6. <i>Grade Point Average.</i> A student must have a cumulative grade point average (GPA) of 2.67 or 2.75 in the last 60 semester units completed to be admitted into the Single Subject Credential Program offered at CI. If a student does not have the required GPA, conditional admission may be available on a limited basis.	HIST 361 Modern Latin American History.....3
7. <i>Health Clearance.</i> Evidence of a negative tuberculin test is required. The tuberculin clearance is valid for four 4 years and must be valid through student teaching. The tuberculin test may be completed at a private physician's office, the County Health Department, or the CI Student Health Center.	EDML 617 The Socio-cultural Context of Schooling: Teaching and Learning in a Bilingual- Multicultural Context3
8. <i>Certificate of Clearance.</i> Students must possess or apply for a valid Certificate of Clearance as part of admission to the Teaching Credential Program. A copy of an emergency permit satisfies the clearance requirement. The Certificate of Clearance is a background check and clearance conducted by the Department of Justice and Federal Bureau of Investigation.	And either:
9. <i>Official Transcripts.</i> One official set of transcripts from each of the colleges or universities attended must be mailed directly to the CI Admissions and Records.	CHS/HIST 350 Chicano/a History and Culture3
10. <i>Two Letters of Recommendation.</i> Two letters of recommendation from faculty, employers, and/or others who are knowledgeable about the student's personal qualities and potential to work with children must be submitted with the program application.	Or
11. <i>Experience.</i> At least 45 hours of documented field experience in a 7-12 classroom or an equivalent documented field experience must be completed.	EDUC 445 Chicano Child and Adolescent4
12. <i>Bachelor's Degree.</i> A bachelor's degree or, for the student still in his/her last term, all undergraduate academic subjects for a bachelor's degree must be completed or in progress before entering the Single Subject Teaching Credential Program. A bachelor's degree is a requirement for teacher certification.	5. <i>U.S. Constitution.</i> Knowledge of the U.S. Constitution demonstrated by completion of two units (from a semester program) of a college level course or college level examination.
13. <i>Writing Sample.</i> Writing samples are required as part of the application process. The writing sample includes a 500-600 word essay describing the applicant's interest in teaching children with the diversity of languages and cultures represented in California schools.	6. <i>Grade Point Average.</i> A student must have a cumulative grade point average (GPA) of 2.67 or 2.75 in the last 60 semester units completed to be admitted into the Single Subject Credential Program offered at CI. If a student does not have the required GPA, conditional admission may be available on a limited basis.
14. <i>Interview.</i> An interview is conducted by the School of Education Admissions Committee once all other portions of the admissions requirements are complete. Students are not eligible for financial aid as a credential student until	7. <i>Health Clearance.</i> Evidence of a negative tuberculin test is required. The tuberculin clearance is valid for four 4 years and must be valid through student teaching. The tuberculin test may be completed at a private physician's office, the County Health Department, or the CI Student Health Center.
	8. <i>Certificate of Clearance.</i> Students must possess or apply for a valid Certificate of Clearance as part of admission to the Teaching Credential Program. A copy of an emergency permit satisfies the clearance requirement. The Certificate of Clearance is a background check and clearance conducted by the Department of Justice and Federal Bureau of Investigation.
	9. <i>Official Transcripts.</i> One official set of transcripts from each of the colleges or universities attended must be mailed directly to the CI Admissions and Records.
	10. <i>Two Letters of Recommendation.</i> Two letters of recommendation from faculty, employers, and/or others who are knowledgeable about the student's personal qualities and potential to work with children must be submitted with the program application.
	11. <i>Experience.</i> At least 45 hours of documented field experience in a 7-12 classroom or an equivalent documented field experience must be completed.

all admissions requirements are met including the interview.

Note: Certification in adult, infant and child Cardiopulmonary Resuscitation (CPR) competency is required by the California Commission on Teacher Credentialing (CCTC) for an initial issuance of a teaching credential.

Requirements for the Single Subject Teaching Credential

EDSS	530	General Secondary School Methods.....	3
EDSS	550	Access to Learning: English Language Learners.....	2
EDSS	560	Access to Learning: Special Needs Learners.....	2
EDSS	570	Field Experience Middle School (Part-time program only)	1
EDSS	571	Student Teaching Seminar-Middle School.....	2
EDSS	575	Student Teaching Middle School.....	6
EDSS	580	Field Experience High School Part-time program only)	1

12. *Bachelor's Degree.* A bachelor's degree or, for the student still in his/her last term, all undergraduate academic subjects for a bachelor's degree must be completed or in progress before entering the Single Subject Teaching Credential Program. A bachelor's degree is a requirement for teacher certification.
13. *Writing Sample.* Writing samples are required as part of the application process. The writing sample includes a 500-600 word essay describing the applicant's interest in teaching children with the diversity of languages and cultures represented in California schools.
14. *Interview.* An interview is conducted by the School of Education Admissions Committee once all other portions of the admissions requirements are complete. Students are not eligible for financial aid as a credential student until all admissions requirements are met including the interview.

Note: Certification in adult, infant and child Cardiopulmonary Resuscitation (CPR) competency is required by the California Commission on Teacher Credentialing (CCTC) for an initial issuance of a teaching credential. For the initial issuance of a Single Subject Credential, CCTC also requires passing the Performance Assessment for California Teachers (PACT).

Bilingual Authorization: Spanish Emphasis Language Assessment. Students who wish to complete the Bilingual Authorization Emphasis in Spanish should sign up for the language assessment prior to admission. This must be passed prior to the beginning of bilingual student teaching. Please visit the website of the California Subject Examinations for Teachers for information regarding CSET: LOTE Subtest III Test Exam. The Language of Emphasis, for testing dates: http://www.cset.nesinc.com/CS16_testselection.asp#lote

Program Maintenance Requirements: As a condition of remaining in the program, students must maintain a grade point average of 3.0 (B) or better, with no course grades lower than a C+.

Requirements for the Single Subject Teaching Credential

Single Subject Credential Program, 30 units

Single Subject Credential with Bilingual Authorization, 36 units

EDSS	530	General Secondary School Methods	3
EDSS	550	Access to Learning: English Language Learners.....	2
EDSS	560	Access to Learning:	

EDSS 581 Student Teaching Seminar-High School2	EDSS 585 Student Teaching High School6	EDSS 570 Special Needs Learners2	EDSS 571 Field Experience Middle School (Part-time program only)1	EDSS 571 Student Teaching Seminar-Middle School2	EDSS 575 Student Teaching Middle School.....6	EDSS 580 Field Experience High School (Part-time program only)1	EDSS 581 Student Teaching Seminar-High School 2	EDSS 585 Student Teaching High School.....6
Students take two courses from one of the following subject matter areas: mathematics, science, English, or history/social studies:		For Bilingual Authorization add:						
Students seeking a single subject credential in mathematics take the following courses:		EDML 563 Primary Language Schooling in the US, Grades K - 123	EDML 564 Primary Language Schooling in the US, Grades K - 123	Students take two courses from one of the following subject matter areas: mathematics, science, English, or history/social studies:				
EDSS 531 Teaching Mathematics in Middle Schools.....3	EDSS 541 Teaching Mathematics in High Schools 4	Students seeking a single subject credential in mathematics take the following courses:						
Students seeking a single subject credential in science take the following courses:		EDSS 531 Teaching Mathematics in Middle Schools.....3	EDSS 541 Teaching Mathematics in High Schools 4	Students seeking a single subject credential in science take the following courses:				
EDSS 532 Teaching Science in Middle Schools3	EDSS 542 Teaching Science in High Schools4	Students seeking a single subject credential in English take the following courses:						
EDSS 533 Teaching English in Middle Schools3	EDSS 543 Teaching English in High Schools.....4	Students seeking a single subject credential in science take the following courses:						
Student seeking a Single Subject Credential in History/Social Studies take the following courses:		EDSS 532 Teaching Science in Middle Schools ...3	EDSS 542 Teaching Science in High Schools.....4	Student seeking a Single Subject Credential in English take the following courses:				
EDSS 534 Teaching Social Studies in Middle Schools.....3	EDSS 543 Teaching Social Studies in High Schools4	EDSS 533 Teaching English in Middle Schools3	EDSS 543 Teaching English in High Schools.....4	Student seeking a Single Subject Credential in History/Social Studies take the following courses:				
Students completing the program in two semesters should enroll in the full-time program 30 units units (36 with Bilingual Authorization). Students planning to take three to six semesters to complete the program should enroll in the part-time program 31-34 units (37-40 with Bilingual Authorization). Students who are teaching		EDSS 534 Teaching Social Studies in Middle Schools.....3	EDSS 543 Teaching Social Studies in High Schools4					

interns must enroll in the part-time program. All students must consult with the Single Subject Program Advisor to plan their course of study. Placements for the first semester will be in local middle schools. Second semester placements will be in local high schools. Students must be enrolled in either a field placement or student teaching each semester. Program Maintenance Requirements As a condition of remaining in the program, students must maintain a grade point average of 3.0 (B) or better, with no course grades lower than a C+. Special Education Teaching Credential: Mild/Moderate Disabilities, Level I The program prepares candidates to teach students with mild/moderate disabilities in self-contained special education and general education classrooms. The program specifically prepares candidates for the diversity of languages and cultures often encountered in California's public school classrooms. The program prepares candidates to address the needs of students who speak English as a native language and/or as a second language in the elementary or secondary school setting. An underlying principle of the program is the belief that all children (regardless of race, ethnicity, gender, ability or economic status) are capable of learning and educators can make a difference in their lives. Emphasis is placed on the K-22 student actively engaged in his/her learning. <u>This is a post baccalaureate program that has two levels. Level I prepares candidates for a preliminary certificate. After Level I is successfully accomplished, Level II is completed while working in a special education setting and requires the collaboration of the university preparation program and the candidate's employing school department. Successful completion of the Level II program will result in the candidate's eligibility for a professional certificate.</u> Careers The Education Specialist Program prepares candidates to complete the California Commission on Teacher Credentialing (CCTC) standards for the preparation of teachers of children with mild and moderate disabilities from kindergarten to	Students completing the program in two semesters should enroll in the full-time program 30 units (36 units with Bilingual Authorization). Students planning to take three to six semesters to complete the program should enroll in the part-time program 31-34 units (37-40 units with Bilingual Authorization). Students who are teaching interns must enroll in the part-time program. All students must consult with the Single Subject Program Advisor to plan their course of study. Placements for the first semester will be in local middle schools. Second semester placements will be in local high schools. Coursework requires field experience and/or observation time at a school site each semester (EDSS 570, 575, 580 or 585). Placements are arranged by the Director of Field Placements. Program Maintenance Requirements: As a condition of remaining in the program, students must maintain a grade point average of 3.0 (B) or better, with no course grades lower than a C+. Education Specialist Teaching Credential: Mild/Moderate Disabilities The program prepares candidates to teach students with mild/moderate disabilities in self-contained special education and general education classrooms. The program specifically prepares candidates for the diversity of languages and cultures often encountered in California's public school classrooms. The program prepares candidates to address the needs of students who speak English as a native language and/or as a second language in the elementary or secondary school setting. An underlying principle of the program is the belief that all children (regardless of race, ethnicity, gender, ability or economic status) are capable of learning and educators can make a difference in their lives. Emphasis is placed on the K-22 student actively engaged in his/her learning. This is a post baccalaureate program that has two levels. The initial certification program prepares candidates for a preliminary certificate. After successful completion of the initial certification, districts and counties provide the second level, which is the professional clear induction program for inservice teachers. Careers The Education Specialist Program prepares candidates to complete the California
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grade 12.

Admission to the Education Specialist **Level I** Teaching Credential Program

1. *Application.* Apply to both the University and the Education Program. Applications to the Program are available in the Credential Office.
2. *CBEST Examination.* Students must pass the California Basic Educational Skills Test (CBEST) prior to admission. Students are urged to take this examination at the earliest possible time after deciding to pursue a teaching credential.
3. *Subject Matter Preparation.* The CI Liberal Studies Option - Teaching and Learning best prepares students for the subject matter knowledge and skills required for the Education Specialist Teaching Credential Program. Students may also complete a state-approved subject matter program from other California colleges or universities. Students who have not completed a state-approved subject matter program must pass a California Subject Examination for Teachers (CSET) in any content area prior to admission to the Education Specialist Credential Program. The CSET examination results are valid for five years from the date of passing and must be valid upon final completion of the program Subject matter requirements are currently being revised by the CCTC. Please consult with the Credential Advisor for the latest regulations.
4. *Prerequisite Courses in Education **16** units.* If taken at CI, the course must be completed within seven 7 years prior to beginning the program with a grade of "C" or better. If an equivalent course at another college or university has been taken, it must have been completed within five (5) years prior to beginning the program.

ENGL 475	Language in Social Context.....3
EDUC 512	Equity, Diversity and Foundations of Schooling.....3
SPED 345	Individuals with Disabilities in Society....3
SPED 530	Typical and Atypical Development3
EDUC 520	Observing and Guiding Behavior in Multilingual/Multicultural and Inclusive Classrooms3
EDUC 521	Field Experience.....1

5. *U.S. Constitution.* Knowledge of the U.S. Constitution demonstrated by

Commission on Teacher Credentialing (CCTC) standards for the preparation of teachers of children with mild and moderate disabilities from kindergarten to grade 12.

Admission to the Education Specialist Teaching Credential Program

1. *Application.* Apply to both the University and the School of Education. Applications to the **School of Education** are available online at <http://education.csuci.edu/credentials/appprocess.htm>.
2. *CBEST Examination.* Students must pass the California Basic Educational Skills Test (CBEST) prior to admission. Students are urged to take this examination at the earliest possible time after deciding to pursue a teaching credential.
3. *Subject Matter Preparation.* The CI Liberal Studies Option - Teaching and Learning best prepares students for the subject matter knowledge and skills required for the Education Specialist Teaching Credential Program. Students may also complete a state-approved subject matter program from other California colleges or universities. Students who have not completed a state-approved subject matter program must pass a California Subject Examination for Teachers (CSET) in any content area prior to admission to the Education Specialist Credential Program. The CSET examination results are valid for five years from the date of passing and must be valid upon final completion of the program Subject matter requirements are currently being revised by the CCTC. Please consult with the Credential Advisor for the latest regulations.
4. *Prerequisite Courses in **Education (16 units, 25-26 units with the BCLAD Authorization)*** If taken at CI, the course must be completed within seven 7 years prior to beginning the program with a grade of "C" or better. If an equivalent course at another college or university has been taken, it must have been completed within five (5) years prior to beginning the program.

ENGL 475	Language in Social Context.....3
EDUC 512	Equity, Diversity and Foundations of Schooling3
SPED 345	Individuals with Disabilities in Society ...3
SPED 530	Typical and Atypical Development3
EDUC 520	Observing and Guiding Behavior in Multilingual/Multicultural and Inclusive Classrooms3

completion of two units (semester) of a college level course or college level examination. 6. <i>Grade Point Average.</i> A student must have a cumulative grade point average (GPA) of 2.67 or 2.75 in the last 60 semester units completed. If a student does not have the required GPA, conditional admission may be available on a limited basis. 7. <i>Health Clearance.</i> Evidence of a negative tuberculin test is required. The tuberculin test is valid for four 4 years and must be valid through student teaching. The tuberculin test may be completed at a private physician's office, the County Health Department, or the CI Student Health Center. 8. <i>Certificate of Clearance.</i> Students must possess or apply for a valid Certificate of Clearance as part of admission to the Teaching Credential Program. A copy of an emergency permit satisfies the clearance requirement. The Certificate of Clearance is a background check and clearance conducted by the Department of Justice and Federal Bureau of Investigation. 9. <i>Official Transcripts.</i> One official set of transcripts from each of the colleges or universities attended must be mailed directly to the CI Admissions and Records. 10. <i>Two Letters of Recommendation.</i> Two letters of recommendation from faculty, employers, and/or others who are knowledgeable about the student's personal qualities and potential to work with children must be submitted with the program application. 11. <i>Experience.</i> At least 45 hours of documented field experience in a K-12 or special education classroom or an equivalent documented field experience must be completed. 12. <i>Bachelor's Degree.</i> A bachelor's degree or all undergraduate academic subjects must be satisfied toward a bachelor's degree before entering a teacher education program. A bachelor's degree is a requirement for teacher certification. 13. <i>Writing Sample.</i> Writing samples are required as part of the application process. The writing sample includes a 500-600 word essay describing the applicant's interest in teaching children with disabilities and with the diversity of languages and cultures represented in California schools. 14. <i>Interview.</i> An interview is conducted by the School of Education Admissions Committee once all other portions of the admissions requirements are complete.	EDUC 521 Field Experience 1 <i>For Bilingual Authorization add:</i> HIST 361 Modern Latin American History 3 EDML 617 The Socio-cultural Context of Schooling: Teaching and Learning in a Bilingual- Multicultural Context 3 <i>And either:</i> CHS/HIST 350 Chicano/a History and Culture 3 <i>Or</i> EDUC 445 Chicano Child and Adolescent 4 5. <i>U.S. Constitution.</i> Knowledge of the U.S. Constitution demonstrated by completion of two units (semester) of a college level course or college level examination. 6. <i>Grade Point Average.</i> A student must have a cumulative grade point average (GPA) of 2.67 or 2.75 in the last 60 semester units completed. If a student does not have the required GPA, conditional admission may be available on a limited basis. 7. <i>Health Clearance.</i> Evidence of a negative tuberculin test is required. The tuberculin test is valid for four 4 years and must be valid through student teaching. The tuberculin test may be completed at a private physician's office, the County Health Department, or the CI Student Health Center. 8. <i>Certificate of Clearance.</i> Students must possess or apply for a valid Certificate of Clearance as part of admission to the Teaching Credential Program. A copy of an emergency permit satisfies the clearance requirement. The Certificate of Clearance is a background check and clearance conducted by the Department of Justice and Federal Bureau of Investigation. 9. <i>Official Transcripts.</i> One official set of transcripts from each of the colleges or universities attended must be mailed directly to the CI Admissions and Records. 10. <i>Two Letters of Recommendation.</i> Two letters of recommendation from faculty, employers, and/or others who are knowledgeable about the student's personal qualities and potential to work with children must be submitted with the program application. 11. <i>Experience.</i> At least 45 hours of documented field experience in a K-12 or special education classroom or an equivalent documented field experience must be completed. 12. <i>Bachelor's Degree.</i> A bachelor's degree or all undergraduate academic subjects must be satisfied toward a bachelor's degree before entering a teacher education program. A bachelor's degree is a requirement for teacher
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Note: The CCTC requires passing the Reading Instruction Competence Assessment (RICA) for the initial issuance of an Education Specialist Credential. It is recommended that the Assessment be taken after completion of K-12 Literacy.

Program Maintenance Requirements
As a condition of remaining in the program, students must maintain a grade point average of 3.0 (B) or better, with no course grades lower than a C+.

Requirements for the Education Specialist Level I Teaching Credential
38 units

EDUC	538	K-12 Literacy: Multicultural and Multilingual.....	4
SPED	541	Foundations of Special Education	3
SPED	542+	Managing Learning Environments.....	3
SPED	543+	Curriculum and Instruction for Special Education I.....	4
SPED	544+	Curriculum and Instruction for Special Education II.....	4
SPED	545+	Assessment of Students with Disabilities	3
SPED	560	Access to Learning: A Focus on Individual Differences.....	2
SPED	570	Student Teaching in Special Education I6	

certification.

13. *Writing Sample.* Writing samples are required as part of the application process. The writing sample includes a 500-600 word essay describing the applicant's interest in teaching children with disabilities and with the diversity of languages and cultures represented in California schools.

14. *Interview.* An interview is conducted by the School of Education Admissions Committee once all other portions of the admissions requirements are complete.

Note: The CCTC requires passing the Reading Instruction Competence Assessment (RICA) for the initial issuance of an Education Specialist Credential. It is recommended that the Assessment be taken after completion of K-12 Literacy.

Bilingual Authorization: Spanish Emphasis Language Assessment: Students who wish to complete the Bilingual Authorization Emphasis in Spanish should sign up for the language assessment prior to admission. This must be passed prior to the beginning of bilingual student teaching. Please visit the website of the California Subject Examinations for Teachers for information regarding CSET: LOTE Subtest III Test Exam: The Language of Emphasis, for testing dates:
http://www.cset.nesinc.com/CS16_testselection.asp#lote

Program Maintenance Requirements: As a condition of remaining in the program, students must maintain a grade point average of 3.0 (B) or better, with no course grades lower than a C+.

Requirements for the Education Specialist Teaching Credential
Education Specialist Credential Program, 38 units
Education Specialist Credential with Bilingual Authorization, 44 units

EDUC	538	K-12 Literacy: Multicultural and Multilingual	4
SPED	541	Foundations of Special Education.....	3
SPED	542+	Managing Learning Environments	3
SPED	543+	Curriculum and Instruction for Special Education I	4
SPED	544+	Curriculum and Instruction for Special Education II	4
SPED	545+	Assessment of Students with Disabilities..	3

SPED 571 Student Teaching Seminar1 SPED 580 Student Teaching in Special Education II6 SPED 581 Student Teaching Seminar2 + Coursework requires field experience (SPED 562, 570, 580, 585 EDMS 562) and/or observation time at a school site. Note: Students must demonstrate competence teaching students in elementary and secondary settings. This may occur through field experience, student teaching and prior teaching experiences. The full time Education Specialist Level 1 credential is designed as a two semester program. Part time students may complete the program in 3-6 semesters. Part time students must enroll in Sped 562 Field Experience (2) during each semester of the program. Students interested in a part-time or an internship program must consult with the Education Specialist Advisor to plan their course of study. Students must enroll in either a field placement or student teaching each semester. Intern Program Education Specialist Level I Credential Program - 35 units SPED 541 Foundations of Special Education3 SPED 542 Managing Learning Environments.....3 SPED 543 Curriculum and Instruction for Special Education I4 SPED 544 Curriculum and Instruction for Special Education II4 SPED 545 Assessment of Students with Disabilities3 EDUC 538 K-12 Literacy: Multicultural and Multilingual.....4 SPED 560 Access to Learning: A Focus on Individual Differences.....2	SPED 560 Access to Learning: A Focus on Individual Differences.....2 SPED 570 Student Teaching in Special Education 1.6 SPED 571 Student Teaching Seminar1 SPED 580 Student Teaching in Special Education 11.6 SPED 581 Student Teaching Seminar2 <i>For Bilingual Authorization add:</i> EDML 563 Primary Language Schooling in the US, Grades K - 12.....3 EDML 564 Primary Language Schooling in the US, Grades K - 12.....3 + Coursework requires field experience and/or observation time at a school site (SPED 562, 570, 580, 585 or EDMS 562). Placements are arranged by the Director of Field Placements. Note: Students must demonstrate competence competency teaching students in both elementary and secondary school settings. This may occur through field experience, student teaching and prior teaching experiences. The full time Education Specialist Level 1 credential is designed as a two semester program. Part time students may complete the program in 3-6 semesters. Part time students must enroll in Sped 562 Field Experience (2) during each semester of the program. Students interested in a part-time or an internship program must consult with the Education Specialist Advisor to plan their course of study. Students must enroll in either a field placement or student teaching each semester. Program Maintenance Requirements: As a condition of remaining in the program, students must maintain a grade point average of 3.0 (B) or better, with no course grades lower than a C+. Requirements for the Intern Program Education Specialist Credential Program —35 units Intern Education Specialist Credential Program, 32-35 units Intern Education Specialist Credential Program with BCLAD Authorization, 38-41 units
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SPED 585*	Intern Field Support and Seminar.....3 (repeated each semester for up to 12 units)
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The intern program is a four semester program for students without a multiple subject credential. It may be completed in three semesters for interns with a multiple subject credential.

* Interns must enroll in SPED 585 each semester.

Note: Students must demonstrate competence teaching students in elementary and secondary settings. This may occur through field experience, student teaching and prior teaching experiences.

Students interested in a part-time or an internship program must consult with the Education Specialist Advisor to plan their course of study.

Education Specialist: Mild/Moderate Disabilities Level II Credential

The Education Specialist: Mild/Moderate Disabilities Level II Credential Program at CI is an advanced professional training program for Special Education Teachers.

SPED 541	Foundations of Special Education.....3
SPED 542	Managing Learning Environments3
SPED 543	Curriculum and Instruction for Special Education I4
SPED 544	Curriculum and Instruction for Special Education II4
SPED 545	Assessment of Students with Disabilities3
EDUC 538	K-12 Literacy: Multicultural and Multilingual4
SPED 560	Access to Learning: A Focus on Individual Differences.....2
SPED 585*	Intern Field Support and Seminar3 (repeated each semester for up to 12 units)

For Bilingual Authorization add:

HIST 361	 Modern Latin American History	3
EDML 617	The Socio-cultural Context of Schooling: Teaching and Learning in a Bilingual- Multicultural Context	3

And either:

CHS/HIST 350	Chicano/a History and Culture	3
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Or

EDUC 445	Chicano Child and Adolescent	4
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The intern program is a four semester program for students without a **Multiple Subject Credential**. It may be completed in three semesters for interns with a **Multiple Subject Credential**.

* Interns must enroll in SPED 585 each semester.

Note: ~~Students must demonstrate competence~~ **competency teaching students in both elementary and secondary school settings.** This may occur through field experience, student teaching and prior teaching experiences.

Students interested in a part-time or an internship program must consult with the Education Specialist Advisor to plan their course of study.

Bilingual Authorization: Spanish Emphasis Language Assessment:

Students who wish to complete the Bilingual Authorization Emphasis in Spanish should sign up for the language assessment prior to admission. This must be

The California Commission on Teacher Credentialing (CCTC) requires that candidates complete the Level II Credential within five years of completion of a Level I Education Specialist Credential. CI's Level II Program builds on the goals and objectives of our Level I Program. This program focuses on the diversity of students, collaboration between professionals and families, and effective instructional practices for students with disabilities. In alignment with the California state standards, the Level II Program has formed a partnership with local school districts. Candidates for the Level II Credential are employed teachers who, in collaboration with their employing school district and the University, develop an induction plan. The induction plan describes the coursework and non-university related professional development activities in which the candidate will participate. Up to 25% of the student's induction plan may be completed through approved non-university activities. During the induction planning stage, the candidate will identify an area of specialization that will be his/her area of focus. University and non-university activities guide the candidate in developing the expertise in the following areas: data-based decision making; behavioral, emotional and environmental supports; current perspectives in special education; transitions from school to work; advanced assessment techniques; curriculum and instruction; and advanced collaboration and consultation with families and professionals.

Admission to Education Specialist Level II

1. *CBEST verification.*
2. *Education Specialist, Mild/Moderate Disabilities Level I Credential.*
3. *Evidence of employment as a Special Education teacher.* The Educational Specialist: Mild/Moderate Disabilities Credential Level II requires the student to be employed as a Special Education teacher.
4. *Grade Point Average.* Cumulative grade point average of 3.0 in post baccalaureate or graduate work.
5. *Two Letters of Recommendation.* Two letters of recommendation from professionals who are knowledgeable about the candidate's professional work, at least one of whom is the candidate's current supervisor or administrator. Letters from university faculty describing the candidate's ability to successfully complete graduate work are also recommended.
6. *Interview.* Interview with the School of Education Admissions Committee.
7. *Writing Sample.* A written statement of purpose in a 400-600 word essay. This essay includes reflections on personal and professional goals, and how the candidate plans to acquire the knowledge and skills in order to achieve these

passed prior to entering the bilingual internship teaching. Please visit the website of the California Subject Examinations for Teachers for information regarding CSET: LOTE Subtest III Test Exam, The Language of Emphasis, for testing dates: http://www.cset.nesinc.com/CS16_testselection.asp#lote

Program Maintenance Requirements: As a condition of remaining in the program, students must maintain a grade point average of 3.0 (B) or better, with no course grades lower than a C+.

The State of California has changed the standards for special education. There is no longer a Level II credential program at CI. School districts and County Offices of Education will house the professional clear induction program.

goals.

Note: Candidates are required to complete courses in health education and technology and have certification in adult, infant and child Cardiopulmonary Resuscitation (CPR) for CCTC to issue the Level II credential.

Program Maintenance Requirements

As a condition of remaining in the program, students must maintain a grade point average of 3.0 (B) or better with no course grades lower than a C+. The progress of students in meeting this requirement and in progressing toward completion in a timely manner will be monitored at the conclusion of each term as part of the Induction Planning and Evaluation courses SPED 640 & 641.

Requirements for the Education Specialist Level II Teaching Credential

Option 1: Four semester plan - 15 units

First Semester - 4 units

SPED 640	Induction Planning and Support.....	1
SPED 641	Advanced Perspectives in Special Education	3

Second Semester - 3 units

SPED 642	Advanced Behavior and Environmental Support.....	3
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Third Semester - 3 units

SPED 643	Advanced Assessment and Instructional Practices for Diverse Learners	3
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Fourth Semester - 5 units

SPED 646	Advanced Collaborative Partnerships and Effective Communication in School Settings	3
SPED 647	Transition and Career Education	1
SPED 649	Induction Evaluation	1

Option 2: Two semester plan - 15 units

First Semester - 7 units

SPED 640	Induction Planning and Support.....	1
SPED 641	Advanced Perspectives in Special Education.....	3
SPED 643	Advanced Assessment and Instructional Practices for Diverse Learners	3

Second Semester - 8 units

SPED 642	Advanced Behavior and Environmental Support	3
SPED 646	Advanced Collaborative Partnerships and Effective Communication in School Settings.....	3
SPED 647	Transition and Career Education	1
SPED 649	Induction Evaluation	1

Master of Arts in Education

The Master of Arts in Education provides advance preparation for educational professionals. Two specializations are offered:

- Educational Leadership
- Special Education

Master of Arts in Education: Educational Leadership

Educational Leadership Specialization

The Educational Leadership Specialization prepares candidates to complete the California Commission on Teacher Credentialing (CCTC) Preliminary Administrative Services Credential. Completion of this Level I administrative program prepares students to serve in positions of educational leadership in the California Public Schools. Through integration of course work and field experiences students are provided multiple opportunities to learn and practice the California Professional Standards for School Leaders. The program offers students understanding and application of leadership skills related to relationship building, communication, and the ability to apply, model, and analyze curriculum, instructional strategies, assessment, standards-based accountability systems, and data-based school

Master of Arts in Education

The Master of Arts in Education provides advance preparation for educational professionals. Two specializations are offered:

- Educational Leadership
- Special Education

Master of Arts in Education: Educational Leadership

Educational Leadership Specialization - 34-36 units

The Educational Leadership Specialization prepares candidates to complete the California Commission on Teacher Credentialing (CCTC) Preliminary Administrative Services Credential. Completion of this Level I administrative program prepares students to serve in positions of educational leadership in the California Public Schools. Through integration of course work and field experiences students are provided multiple opportunities to learn and practice the California Professional Standards for School Leaders. The program offers students understanding and application of leadership skills related to relationship building, communication, and the ability to apply, model, and analyze curriculum, instructional strategies, assessment, standards-based accountability systems, and data-based school

improvement. The program also develops each student's understanding of basic school administrative responsibilities including resource management, personnel supervision, and daily operational issues related to safety, law, and public policy. Prior to recommendation for certification, University faculty determine eligibility, based on fully documented evidence, that each student has demonstrated satisfactory performance on the full range of standards set forth by the CCTC. A Masters degree is required for CI to recommend a candidate Preliminary Administrative Services Credential. Candidates already possessing a Masters degree who successfully complete the required 30 units will be recommended for the Level I credential without completing a research project. Careers <i>The Master of Arts in Education.</i> Educational Leadership Specialization prepares candidates for leadership positions as school principals and for a variety of school leadership positions for which the Preliminary Administrative Services Credential is required. It prepares educational leaders who can develop, coordinate, and assess instructional programs; evaluate and supervise certificated and classified personnel, facilitate and manage safe and secure school learning environments, manage school site, district, or county level fiscal services; and develop, coordinate and supervise student support services. Admission to the Master of Arts in Education: Educational Leadership 1. <i>Application.</i> Apply to both the University Admissions Office and the Education Credential Office. (see below) 2. <i>One set of Official Transcripts.</i> One official set of transcripts from each of the colleges or universities attended must be mailed directly to the CI Admissions Office. Cumulative grade point average of 3.0 is required to be accepted into the Preliminary Administrative Services Credential Program. 3. <i>CBEST Examination.</i> Copy of card indicating passage of the California Basic Education Skills Test (CBEST) or verification that you have taken the test prior to admission to the program. Passage of CBEST is required for certification. 4. <i>California Teaching Credential.</i> Copy of a valid California teaching credential requiring a baccalaureate degree and a program of professional preparation, including student teaching; or a valid California Designated Subjects teaching credential provided the applicant also possesses a baccalaureate degree; or a valid California services credential in Pupil Personnel Services, Health Services, Library Media Teacher Services, or Clinical or Rehabilitative Services requiring a baccalaureate degree and a profession preparation program including field	improvement. 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practice or the equivalent submitted to the Education Credential Office. <i>Experience.</i> Documentation of at least three years of full-time successful teaching experience (substitute or part-time service does not apply). <i>Two Letters of Recommendation.</i> Two letters of recommendation from professionals who are knowledgeable of the candidate's professional work at least one of whom is the candidate's current school administrator. <i>Interview.</i> Interview with School of Education Admissions Committee. <i>Writing Sample.</i> A written statement of purpose (500- 600 word essay) describing why the candidate desires to be a school administrator serving the children and families of the diverse communities of California. This essay will include reflection on personal professional goals and ways in which the knowledge and skills will be developed to achieve these goals. Prerequisites - Advanced coursework or a component of an induction program focusing on the integration of technology into Education: EDUC 561 Teaching with Technology3 or equivalent - Advanced coursework or a component of an induction program focusing in Special Education Masters Core Courses EDUC 605 Education in a Diverse Society3 EDUC 615 Principles of Educational Research3 <i>Select either:</i> EDUC 616 Masters Research Thesis/Project1 (continuing registration required) or EDUC 618 Comprehensive Examination1 Required Courses for Specialization in Educational Leadership EDPL 610 Foundations of Curriculum, Instruction and Assessment 3 EDPL 620 Instructional Leadership of the Collaborative Inclusive School 3 EDPL 621 Law and School Management 3	practice or the equivalent submitted to the Education Credential Office. <i>Experience.</i> Documentation of at least three years of full-time successful teaching experience (substitute or part-time service does not apply). <i>Two Letters of Recommendation.</i> Two letters of recommendation from professionals who are knowledgeable of the candidate's professional work at least one of whom is the candidate's current school administrator. <i>Interview.</i> Interview with School of Education Admissions Committee. <i>Writing Sample.</i> A written statement of purpose (500- 600 word essay) describing why the candidate desires to be a school administrator serving the children and families of the diverse communities of California. This essay will include reflection on personal professional goals and ways in which the knowledge and skills will be developed to achieve these goals. Prerequisites - Advanced coursework or a component of an induction program focusing on the integration of technology into Education: EDUC 561 Teaching with Technology3 or equivalent - Advanced coursework or a component of an induction program focusing in Special Education Masters Core Courses - 7-9 units EDUC 605 Education in a Diverse Society3 EDUC 615 Principles of Educational Research3 <i>Select either:</i> EDUC 616 Masters Research Thesis/Project1-3 (continuing registration required) or EDUC 618 Comprehensive Examination1-3 Required Courses for Specialization in Educational Leadership - 27 units EDPL 610 Foundations of Curriculum, Instruction and Assessment3 EDPL 620 Instructional Leadership of the Collaborative Inclusive School3 EDPL 621 Law and School Management3 EDPL 622 School Finance and Principles of Applied Leadership3
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EDPL 622	School Finance and Principles of Applied Leadership	3	EDPL 623	Understanding and Influencing Organizations in Diverse Communities	3
EDPL 623	Understanding and Influencing Organizations in Diverse Communities.....	3	EDPL 624	Human Resource Management in Education Settings.....	3
EDPL 624	Human Resource Management in Education Settings	3	EDPL 625	Building Collaborative, Inclusive Learning Communities	3
EDPL 625	Building Collaborative, Inclusive Learning Communities.....	3	EDPL 631	Professional Development/Fieldwork I.....	2
EDPL 631	Professional Development/Fieldwork I.....	2	EDPL 632	Professional Development/Fieldwork II.....	4
EDPL 632	Professional Development/Fieldwork II.....	4	Program Maintenance Requirements: As a condition of remaining in the program, students must maintain a grade point average of 3.0 (B) or better, with no course grades lower than a C+. The progress of students in meeting this requirement and in progressing toward completion in a timely manner will be monitored at the conclusion of each term as part of the Professional Development and Field Experience Courses (EDPL 631- 632.) Graduate Writing Assessment Requirement: Writing proficiency to the awarding of the degree is demonstrated by successful completion of EDUC 605, Education in a Diverse Society, with a grade of B or higher. Master of Arts in Education: Special Education Special Education Specialization - 30 units The Special Education Specialization prepares teachers and professionals for leadership roles in the field of special education and disabilities. Completion of this degree prepares graduates to further expand their knowledge of individuals with disabilities of diverse linguistic and cultural backgrounds. It equips practitioners with the knowledge of best practice and policies for working with students with disabilities and their families. Careers The Master of Arts in Education with the Special Education Specialization prepares graduates for leadership positions in the field of special education and disabilities. These leaders can develop, implement, and evaluate programs and policies for individuals with disabilities; mentor special education teachers and allied professionals; conduct professional development and research; serve on policy committees; and advocate for the rights of individuals with disabilities.		
Program Maintenance Requirements As a condition of remaining in the program, students must maintain a grade point average of 3.0 (B) or better with no course grades lower than a C+. The progress of students in meeting this requirement and in progressing toward completion in a timely manner will be monitored at the conclusion of each term as part of the Professional Development and Field Experience Courses (EDPL 631- 632.) Graduate Writing Assessment Requirement Writing proficiency to the awarding of the degree is demonstrated by successful completion of EDUC 605, Education in a Diverse Society, with a grade of B or higher. Master of Arts in Education: Special Education Special Education Specialization The Special Education Specialization prepares teachers and professionals for leadership roles in the field of special education and disabilities. Completion of this degree prepares graduates to further expand their knowledge of individuals with disabilities of diverse linguistic and cultural backgrounds. It equips practitioners with the knowledge of best practice and policies for working with students with disabilities and their families. Careers					

The Master of Arts in Education with the Special Education Specialization prepares graduates for leadership positions in the field of special education and disabilities. These leaders can develop, implement, and evaluate programs and policies for individuals with disabilities; mentor special education teachers and allied professionals; conduct professional development and research; serve on policy committees; and advocate for the rights of individuals with disabilities.

Admission Requirements

1. *Application.* Apply to both the University Admissions Office and the School of Education Credential Office.
2. *One Set of Official Transcripts.* One official set of transcripts from each of the colleges or universities attended must be mailed directly to the CI Admissions Office. Cumulative grade point average of 3.0 is required to be accepted into the Master of Arts in Education Special Education Program.
3. *Two Letters of Recommendation.* Two letters of recommendation from professionals who are knowledgeable of the candidate's professional work.
4. *Interview.* Interview with the School of Education Admissions Committee.
5. *Writing Sample.* A written statement of purpose (500-600 word essay) describing why the candidate desires to obtain a Master of Education in Special Education. This essay will include reflection on personal and professional goals and the ways in which the knowledge and skills will be developed to achieve these goals.

Prerequisite

An approved teaching credential and teaching experience.

Masters Core Courses

EDUC 605	Education in a Diverse Society	3
EDUC 615	Principles of Educational Research	3

Select either:

EDUC 616	Masters Research Thesis/Project	1
	(continuing registration required)	

or

EDUC 618	Comprehensive Examination	1
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Required Courses for Master of Arts: Special Education

SPED 641	Advanced Perspectives in Special Education	3
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Admission Requirements

1. *Application.* Apply to both the University Admissions Office and the School of Education Credential Office.
2. *One Set of Official Transcripts.* One official set of transcripts from each of the colleges or universities attended must be mailed directly to the CI Admissions Office. Cumulative grade point average of 3.0 is required to be accepted into the Master of Arts in Education Special Education Program.
3. *Two Letters of Recommendation.* Two letters of recommendation from professionals who are knowledgeable of the candidate's professional work.
4. *Interview.* Interview with the School of Education Admissions Committee.
5. *Writing Sample.* A written statement of purpose (500-600 word essay) describing why the candidate desires to obtain a Master of Education in Special Education. This essay will include reflection on personal and professional goals and the ways in which the knowledge and skills will be developed to achieve these goals.

Prerequisite

An approved teaching credential and teaching experience.

Masters Core Courses - 9 units

EDUC 605	Education in a Diverse Society	3
EDUC 615	Principles of Educational Research	3

Select either:

EDUC 616	Masters Research Thesis/Project	1-3*
	(continuing registration required)	

or

EDUC 618	Comprehensive Examination	1-3*
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(*MA students in the Special Education Specialization must take 3 units of EDUC 616 or EDUC 618.)

Required Courses for Master of Arts: Special Education -18 units

SPED 641	Advanced Perspectives in Special Education	3
SPED 643	Advanced Assessment and Instructional Practices for Diverse Learners	3
SPED 541	Foundations of Special Education	3
SPED 542	Managing Learning Environments	3
SPED 690	Advanced Topics: Special Education	3

SPED 642	Advanced Behavior and Environmental Supports.....3	EDUC 617	Action Research.....3
SPED 643	Advanced Assessment and Instructional Practices for Diverse Learners3	Electives - 3 units	
SPED 646	Advanced Collaborative Partnerships and Effective Communication in School Settings3	<i>In addition, choose six units one course from the following list:</i>	
SPED 690	Advanced Topics: Special Education3	EDCI 602	Issues in Secondary Education3
EDUC 617	Action Research.....3	EDCI 610	Research on Teaching.....3
Electives		SPED 655	Historical and Contemporary Portraits of Disabilities and Special Education.....3
<i>In addition choose six units from the following list:</i>		EDUC 431	Education Policy and Politics (POLS) ...3
EDCI 602	Issues in Secondary Education3	EDUC 661	Advanced Teaching with Technology ...3
EDCI 610	Research on Teaching.....3	EDPL 610	Foundations of Curriculum, Instruction and Assessment3
SPED 655	Historical and Contemporary Portraits of Disabilities and Special Education.....3	EDPL 620	Instructional Leadership of the Collaborative Inclusive School.....3
EDUC 431	Education Policy and Politics (POLS)....3	EDPL 621	Law and School Management.....3
EDUC 661	Advanced Teaching with Technology....3	EDPL 622	School Finance and Principles of Applied Leadership 33
EDPL 610	Foundations of Curriculum, Instruction and Assessment.....3	EDPL 623	Understanding and Influencing Organizations in Diverse Communities .3
EDPL 620	Instructional Leadership of the Collaborative Inclusive School.....3	EDPL 624	Human Resource Management in Education Settings3
EDPL 621	Law and School Management.....3	EDPL 625	Building Collaborative, Inclusive Learning Communities3
EDPL 622	School Finance and Principles of Applied Leadership 33	SOC 418	Sociology of Education..... 3
EDPL 623	Understanding and Influencing Organizations in Diverse Communities .3	MATH 511	Functional Analysis 3
EDPL 624	Human Resource Management in Education Settings3	MATH 513	Advanced Algebra 3
EDPL 625	Building Collaborative, Inclusive Learning Communities3	MATH 565	Research in Math Education3
Program Maintenance Requirements		MATH 590	Graduate Topics in Math 3
Students must maintain a grade point average of 3.0 (B) or better with no course		Program Maintenance Requirements: As a condition of remaining in the program, students must maintain a grade point average of 3.0 (B) or better, with no course grades lower than a C+.	
		The progress of students in meeting this requirement and in progressing toward completion in a timely manner will be monitored at the conclusion of each term.	
		Graduate Writing Assessment Requirement: Writing proficiency to the awarding of the degree is demonstrated by successful completion of EDUC 605, Education in a Diverse Society, with a grade of B or higher.	

grades lower than a C+. The progress of students in meeting this requirement and in progressing toward completion in a timely manner will be monitored at the conclusion of each term. Graduate Writing Assessment Requirement Writing proficiency to the awarding of the degree is demonstrated by successful completion of EDUC 605, Education in a Diverse Society, with a grade of B or higher.	
	Bilingual Authorization for Experienced Teachers (add-on) - 15-16 units Educators who hold MS, SS, ED Specialist or equivalent certification with CLAD, 2042 or equivalent English Learner Authorization may complete the following requirements: <u>The Language of Emphasis</u> Bilingual Authorization: Spanish Emphasis Language Assessment: Students who wish to complete the Bilingual Authorization Emphasis in Spanish should sign up for the language assessment prior to admission. This must be passed prior to entering the bilingual internship teaching. Please visit the website of the California Subject Examinations for Teachers for information regarding CSET: LOTE Subtest III Test Exam, The Language of Emphasis, for testing dates: http://www.cset.nesinc.com/CS16_testselection.asp#lote <u>The Following Course Work or Equivalent Must Be Completed:</u> The Culture of Emphasis - 6-7 units HIST 361 Modern Latin American History.....3 <u>And Either:</u> CHS/HIST 350 Chicano/A History And Culture.....3 or EDUC 445 Chicano Child and Adolescent.....4 OR alternative to the above Culture of Emphasis courses is:

	Successful passage of the CSET - LOTE Test V: Geographic and Historical Contexts; Sociopolitical and Sociocultural Contexts. For more information on the CSET - LOTE Test V, please go to: http://www.cset.nesinc.com/CS16_testselection.asp#lote Bilingual Education and Bilingualism, Intercultural Communication, Instruction and Assessment – 9 units EDML 563 Primary Language Schooling in the US, Grades K – 12 1.....3 EDML 564 Primary Language Schooling in the US, Grades K - 12 2....3 EDML 617 The Socio-cultural Context of Schooling: Teaching and Learning in a Bilingual-Multicultural Context.....3 Program Maintenance Requirements: As a condition of remaining in the program, students must maintain a grade point average of 3.0 (B) or better, with no course grades lower than a C+.
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SUMMARY OF CHANGES

1) Bilingual Authorization Program

- The Bilingual Authorization program is now offered to MS, SS, ED Specialist candidates and practicing teachers who hold certification in MS, SS, or ED Specialist with CLAD or 2042 English Learner authorization or equivalent.
- EDML 563 – Course title change and 1 unit increase from 2 – 3 units;
- EDML 564 – Course title change and 1 unit increase from 2 – 3 units;
- Addition of 3 required courses to meet the new required bilingual standards: HIST 361, CHS 350 OR CHS/EDUC 445, EDML 617.
- Change in the exam to be taken for the Language of Emphasis (Spanish).

2) Special education

- Level II credential will not be offered at CI beginning Fall 2011.
- SPED 642 and 643 will be removed from required course work
- SPED 541 and 542 will replace those courses
- Thesis, project, and comprehensive examination will be 1-3 units variable, repeatable
- A new course titled masters project is proposed (course proposal form) to separate thesis and project to their own classes

3) Multiple Subject

- EDMS 562 will be reduced by unit to reflect time requirement in weekly school placement
- EDMS 565 and EDMS 575 will be reduced by 1 unit to align with other credential programs

- c. EDMS 566 will be increased by 1 unit to cover new State required performance assessment content
- d. EDMS 523 will be increased by 1 unit to cover intervention programs for middle school
- e. EDUC 555 will be an additional required seminar to include critical issues identified by current candidates and graduates

JUSTIFICATION

- 1) Bilingual Authorization: The California Commission on Teacher Credentialing (CCTC) has phased out the current BCLAD authorization standards. As of December 31, 2010, no more candidates may be admitted to the current bilingual (BCLAD) program. Therefore, we have re-designed our bilingual program based on the new Bilingual Authorization standards.
- 2) Special Education: The state has changed the standards for special education credentials. Level II does not exist any longer, and the induction for professional clear credential is now housed at the districts. This requires a program modification to take out the CCTC requirements and adjusting the MA in Education, special education program. Level I standards have been changed, effective Fall 2010. Content from former level II credential is now part of SPED 541 and SPED 542, thus replacing SPED 641 and 646. The faculty in the School of Education has determined that students require three options to complete the MA degree. These options need to be offered for variable repeatable units to give ample time for the student to complete the culminating experience and credit for faculty time.
- 3) Multiple Subject: Changes to EDMS 565 and EDMS 575 bring all credential programs' field placement requirements into alignment. State requirements for teacher performance assessment necessitated additional units in EDMS 566 and EDMS 576. Finally, EDUC 555 Special Topics Seminar (new course) is needed to address critical issues identified by current candidates and graduates through surveys administered by the CSU.

Proposers of Program Modification

Alex McNeill
Kaia Tollefson
Lillian Vega Castaneda
Merilyn Buchanan
Manuel Correia
Tiina Itkonen

October 15, 2010

Program:

Program Chair		
	Signature	Date

Curriculum Chair		
	Signature	Date

Dean of Faculty		
	Signature	Date

