

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): 2012 2013 Catalog Copy;10/19/11; rev 11.3.11 (eliminates all references to Autism Authorization); rev 11.18.11

Program Area: EDUCATION

Semester /Year First affected: Fall 2012

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 strikethrough 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 Authorization to accompany
Multiple Subject, Single Subject or ~~SPED: Level 1 Teaching~~ Credential

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

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
- Education Specialist Mild to Moderate Teaching Credential
- Master of Arts In Education
 - Specializations in Educational Leadership
 - Special Education
 - Curriculum and Instruction
- Administrative Services Credential
- Bilingual Authorization to accompany Multiple Subject, Single Subject or
Special Education Credential
- Bilingual Authorization for experienced Credentialed Teachers

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

<p>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.</p> <p>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.</p> <p>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.</p> <p>Program Learning Outcomes</p> <ul style="list-style-type: none"> • 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. <p>Students are reflective and deliberative practitioners.</p> <ul style="list-style-type: none"> • Students link content and pedagogy. • Students actively engage children in their learning. 	<p>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. 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- Students integrate research, theory, and effective educational practice into their teaching.

Credential Office

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Manuel Correia, Ph.D.
 Associate Professor of Education
 Bell Tower East, Room 2809

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Manuel Correia, Ph.D.

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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.

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>.
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

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<p>passing and must be valid upon final completion of the program.</p> <p>4. <i>Prerequisite Courses in Education (16 units, 25-26 units with the Bilingual Authorization)</i>. 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.</p> <p>ENGL 475 Language in Social Context.....3</p> <p>EDUC 510 Learning Theory and Development Applied in Multicultural Contexts.....3</p> <p>EDUC 512 Equity, Diversity and Foundations of Schooling3</p> <p>EDUC 520 Observing and Guiding Behavior in Multilingual/Multicultural and Inclusive Classrooms3</p> <p>EDUC 521 Field Experience.....1</p> <p>PSY 345 Individuals with Disabilities in Society (SPED)3</p> <p><i>For Bilingual Authorization add:</i></p> <p>HIST 361 Modern Latin American History3</p> <p>EDML 617 The Socio-cultural Context of Schooling: Teaching and Learning in a Bilingual- Multicultural Context.....3</p> <p><i>And either:</i></p> <p>CHS 350 Chicana/o History and Culture (HIST) ...3</p> <p><i>Or</i></p> <p>EDUC 445 Chicano Child and Adolescent.....4</p> <p>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.</p> <p>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.</p> <p>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</p>	<p>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.</p> <p>4. <i>Prerequisite Courses in Education (16 units, 25-26 units with the Bilingual Authorization)</i>. 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.</p> <p>ENGL 475 Language in Social Context.....3</p> <p>EDUC 510 Learning Theory and Development Applied in Multicultural Contexts.....3</p> <p>EDUC 512 Equity, Diversity and Foundations of Schooling3</p> <p>EDUC 520 Observing and Guiding Behavior in Multilingual/Multicultural and Inclusive Classrooms3</p> <p>EDUC 521 Field Experience1</p> <p>PSY 345 Individuals with Disabilities in Society (SPED)3</p> <p><i>For Bilingual Authorization add:</i></p> <p>HIST 361 Modern Latin American History3</p> <p>EDML 617 The Socio-cultural Context of Schooling: Teaching and Learning in a Bilingual- Multicultural Context3</p> <p><i>And either:</i></p> <p>CHS 350 Chicana/o History and Culture (HIST) ...3</p> <p><i>Or</i></p> <p>EDUC 445 Chicano Child and Adolescent4</p> <p>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.</p> <p>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.</p> <p>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,</p>
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<p>Center.</p> <ol style="list-style-type: none"> 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. <p>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 Cardiopulmonary Resuscitation (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).</p> <p>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</p>	<p>the County Health Department, or the CSU Channel Islands Student Health Center.</p> <ol style="list-style-type: none"> 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. 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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
EDUC	555	Special Topics in Education Seminar...	3
EDMS	562	Field Experience: Multiple Subject.....	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 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

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, 40 units

Multiple Subject Credential with Bilingual Authorization, 46 units

EDMS	522	Literacy 1: Multicultural/Multilingual	4
EDMS	523	Literacy 2: Multicultural/Multilingual	4
EDMS	525	Modern Methods in Mathematics Teaching to Grades K-3.....	3
EDMS	526	Modern Methods in Mathematics Teaching to Grades 4-6...	2
EDMS	527	History, Social Studies and Integrated Arts	4
EDMS	529	Science, Health & Physical Education ..	4
EDUC	555	Special Topics in Education Seminar...	3
EDMS	562	Field Experience: Multiple Subject.....	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 courses are taught in 8 weeks followed by 8 weeks of student teaching in

Courses are taught over 16 weeks.

Students planning to complete the program in two semesters ~~should~~ enroll in the full-time program ~~36~~ 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+.

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

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 enroll in the full-time program ~~40~~ units (~~46~~ units with Bilingual Authorization). Students planning to take three to six semesters to complete the program (~~42~~+ units, or ~~48~~+ 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+.

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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 Classrooms.....	3
EDUC	521	Field Experience.....	1
ENGL	475	Language in Social Context	3
SPED	345	Individuals with Disabilities in Society.....	3

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

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

<p>CHS/HIST 350 Chicano/a History and Culture3</p> <p>Or</p> <p>EDUC 445 Chicano Child and Adolescent.....4</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>14. <i>Interview.</i> An interview is conducted by the School of Education Admissions Committee once all other portions of the admissions requirements are</p>	<p>And either:</p> <p>CHS/HIST 350 Chicano/a History and Culture3</p> <p>Or</p> <p>EDUC 445 Chicano Child and Adolescent4</p> <p>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.</p> <p>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. 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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: 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
EDSS	581	Student Teaching Seminar-High School	2
EDSS	585	Student Teaching High School	6

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+.

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Single Subject Credential Program, 30 units

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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
EDSS	581	Student Teaching Seminar-High School	2
EDSS	585	Student Teaching High School.....	6

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

Students take two courses from one of the following subject matter areas:
mathematics, science, English, or history/social studies:

Students seeking a single subject credential in mathematics 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 Schools	3
EDSS	542	Teaching Science in High Schools	4

Student seeking a Single Subject Credential in English take the following courses:

EDSS	533	Teaching English in Middle Schools	3
EDSS	543	Teaching English in High Schools	4

Student seeking a Single Subject Credential in History/Social Studies take the following courses:

EDSS	534	Teaching Social Studies in Middle Schools	3
EDSS	543	Teaching Social Studies in High Schools	4

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.

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

Students take two courses from one of the following subject matter areas:
mathematics, science, English, or history/social studies:

Students seeking a single subject credential in mathematics 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 Schools ...	3
EDSS	542	Teaching Science in High Schools	4

Student seeking a Single Subject Credential in English take the following courses:

EDSS	533	Teaching English in Middle Schools	3
EDSS	543	Teaching English in High Schools	4

Student seeking a Single Subject Credential in History/Social Studies take the following courses:

EDSS	534	Teaching Social Studies in Middle Schools	3
EDSS	543	Teaching Social Studies in High Schools	4

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 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>.

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+.

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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

<p>2. <i>CBEST Examination.</i> 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.</p> <p>3. <i>Subject Matter Preparation.</i> 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.</p> <p>4. <i>Prerequisite Courses in Education (16 units, 25-26 units with the BCLAD Authorization).</i> 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.</p> <p>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</p> <p><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 Context3</p> <p><i>And either:</i> CHS/HIST 350 Chicano/a History and Culture3 Or EDUC 445 Chicano Child and Adolescent.....4</p>	<p>http://education.csuci.edu/credentials/appprocess.htm.</p> <p>2. <i>CBEST Examination.</i> 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.</p> <p>3. <i>Subject Matter Preparation.</i> 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.</p> <p>4. <i>Prerequisite Courses in Education (16 units, 25-26 units with the BCLAD Authorization).</i> 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.</p> <p>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 EDUC 521 Field Experience 1</p> <p><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 Context3</p> <p><i>And either:</i> CHS/HIST 350 Chicano/a History and Culture3 Or</p>
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<p>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.</p> <p>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.</p> <p>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.</p> <p>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. 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It is recommended that the Assessment be taken after completion of K-12 Literacy.</p>	<p>EDUC 445 Chicano Child and Adolescent4</p> <p>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.</p> <p>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.</p> <p>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. 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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 Education3
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 I..6
SPED 571	Student Teaching Seminar1
SPED 580	Student Teaching in Special Education II..6
SPED 581	Student Teaching Seminar2

is recommended that the Assessment be taken after completion of K-12 Literacy.

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SPED 541	Foundations of Special Education3
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 Disabilities..3
SPED 560	Access to Learning: A Focus on Individual Differences.....2
SPED 570	Student Teaching in Special Education I..6
SPED 571	Student Teaching Seminar1
SPED 580	Student Teaching in Special Education II..6
SPED 581	Student Teaching Seminar2

Candidates completing the Education Specialist Level I or Level II programs should add the following class to receive the Autism Spectrum Disorder Authorization (pending CTC approval). See the Special Education Coordinator for further information.

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

+ 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 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

Intern Education Specialist Credential Program, 32-35 units

Intern Education Specialist Credential Program with BCLAD Authorization, 38-41 units

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	547	Autism Spectrum Disorders in the Classroom.....	2
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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

+ 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 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

Intern Education Specialist Credential Program, 32-35 units

Intern Education Specialist Credential Program with BCLAD Authorization, 38-41 units

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	

<p> EDUC 538 K-12 Literacy: Multicultural and Multilingual.....4 SPED 560 Access to Learning: A Focus on Individual Differences.....2 SPED 585* Intern Field Support and Seminar.....3 <i>(repeated each semester for up to 12 units)</i> </p> <p> <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 Context3 </p> <p> <i>And either:</i> CHS/HIST 350 Chicano/a History and Culture3 <i>Or</i> EDUC 445 Chicano Child and Adolescent.....4 </p> <p> 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. </p> <p> * Interns must enroll in SPED 585 each semester. </p> <p> Note: Students must demonstrate competency teaching students in both elementary and secondary school settings. This may occur through field experience, student teaching and prior teaching experiences. </p> <p> Students interested in a part-time or an internship program must consult with the Education Specialist Advisor to plan their course of study. </p>	<p> 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 <i>(repeated each semester for up to 12 units)</i> </p> <p> <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 Context3 </p> <p> <i>And either:</i> CHS/HIST 350 Chicano/a History and Culture3 <i>Or</i> EDUC 445 Chicano Child and Adolescent4 </p> <p> Candidates completing the Education Specialist Level I or Level II programs should add the following class to receive the Autism Spectrum Disorder Authorization (pending CTC approval). See the Special Education Coordinator for further information. </p> <p> SPED 547 Autism Spectrum Disorders in the Classroom.....2 </p> <p> 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. </p> <p> * Interns must enroll in SPED 585 each semester. </p> <p> Note: Students must demonstrate competency teaching students in both elementary and secondary school settings. This may occur through field experience, student teaching and prior teaching experiences. </p> <p> Students interested in a part-time or an internship program must consult with the Education Specialist Advisor to plan their course of study. </p>
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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

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.

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

Autism Spectrum Disorder (ASD) Authorization: Candidates for the autism authorization must have completed the Education Specialist Level I or Level II Credential program plus SPED 547 to qualify for the authorization.

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:
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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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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

The Master of Arts in Education. 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. *Application.* Apply to both the University Admissions Office and the **Education Credential Office**. (see below)
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 Preliminary Administrative Services Credential Program.
3. *CBEST Examination.* 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. *California Teaching Credential.* 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,

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.

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1. *Application.* Apply to both the University **Admissions office** and the **Credential Services office**. (see below)
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3. *CBEST Examination.* 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. *California Teaching Credential.* Copy of a valid California teaching credential

<p>Library Media Teacher Services, or Clinical or Rehabilitative Services requiring a baccalaureate degree and a profession preparation program including field practice or the equivalent submitted to the Education Credential Office.</p> <ol style="list-style-type: none"> 5. <i>Experience</i>. Documentation of at least three years of full-time successful teaching experience (substitute or part-time service does not apply). 6. <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. 7. <i>Interview</i>. Interview with School of Education Admissions Committee. 8. <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. <p>Prerequisites</p> <ul style="list-style-type: none"> • 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 <p>Masters Core Courses - 7-9 units</p> <p>EDUC 605 Education in a Diverse Society3 EDUC 615 Principles of Educational Research.....3</p> <p>Select either:</p> <p>EDUC 616 Masters Research Thesis/Project..... 1-3 (continuing registration required)</p> <p>or</p> <p>EDUC 618 Comprehensive Examination..... 1-3</p> <p>Required Courses for Specialization in Educational Leadership - 27 units</p> <p>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</p>	<p>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 practice or the equivalent submitted to the Credential Services office.</p> <ol style="list-style-type: none"> 5. <i>Experience</i>. Documentation of at least three years of full-time successful teaching experience (substitute or part-time service does not apply). 6. <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. 7. <i>Interview</i>. Interview with School of Education Admissions Committee. 8. <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. <p>Prerequisites</p> <ul style="list-style-type: none"> • 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 <p>Masters Core Courses - 7-9 units</p> <p>EDUC 605 Education in a Diverse Society3 EDUC 615 Principles of Educational Research.....3</p> <p>Select either:</p> <p>EDUC 616 Masters Research Thesis/Project1-3 (continuing registration required)</p> <p>or</p> <p>EDUC 618 Comprehensive Examination1-3</p> <p>Required Courses for Specialization in Educational Leadership - 27 units</p>
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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	624	Human Resource Management in Education Settings	3
EDPL	625	Building Collaborative, Inclusive Learning Communities	3
EDPL	631	Professional Development/Fieldwork I..2	
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 - 28-30 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

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
EDPL	622	School Finance and Principles of Applied Leadership	3
EDPL	623	Understanding and Influencing Organizations in Diverse Communities	3
EDPL	624	Human Resource Management in Education Settings	3
EDPL	625	Building Collaborative, Inclusive Learning Communities	3
EDPL	631	Professional Development/Fieldwork I..2	
EDPL	632	Professional Development/Fieldwork II....4	

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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 o.
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 Society3
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

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

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

SPED 541 Foundations of Special Education3

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 Services 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 Society3
EDUC 615 Principles of Educational Research.....3

Select either:

EDUC 616* Masters Research Thesis/Project1-3
(continuing registration required)

or

EDUC 618* Comprehensive Examination1-3

* (MA students in the Special Education Specialization must take 3 units of EDUC 616

Special Education.....3

SPED	542	Managing Learning Environments.....	3
SPED	641	Advanced Perspectives in Special Education.....	3
SPED	643	Advanced Assessment and Instructional Practices for Diverse Learners.....	3
SPED	690	Advanced Topics: Special Education	3
EDUC	617	Action Research.....	3

Electives - 3 units

In addition choose one course from the following list:

EDCI	602	Issues in Secondary Education	3
EDCI	610	Research on Teaching.....	3
SPED	655	Historical and Contemporary Portraits of Disabilities and Special Education	3
EDUC	431	Education Policy and Politics (POLS)....	3
EDUC	661	Advanced Teaching with Technology....	3
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
EDPL	622	School Finance and Principles of Applied Leadership 3	3
EDPL	623	Understanding and Influencing Organizations in Diverse Communities .3	
EDPL	624	Human Resource Management in Education Settings	3
EDPL	625	Building Collaborative, Inclusive Learning Communities	3
SOC	418	Sociology of Education.....	3
MATH	511	Functional Analysis	3
MATH	513	Advanced Algebra	3
MATH	565	Research in Math Education	3
MATH	590	Graduate Topics in Math	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+. The progress of students in meeting this requirement and

or 3 units of EDUC 618.)

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

SPED	541	Foundations of Special Education.....	3
SPED	542	Managing Learning Environments.....	3
SPED	641	Advanced Perspectives in Special Education.....	3
SPED	643	Advanced Assessment and Instructional Practices for Diverse Learners.....	3
SPED	690	Advanced Topics: Special Education	3
EDUC	617	Action Research.....	3

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EDUC	661	Advanced Teaching with Technology ...	3
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
EDPL	622	School Finance and Principles of Applied Leadership 3	3
EDPL	623	Understanding and Influencing Organizations in Diverse Communities .3	
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EDPL	625	Building Collaborative, Inclusive Learning Communities	3
SOC	418	Sociology of Education.....	3
MATH	511	Functional Analysis	3
MATH	513	Advanced Algebra	3

<p>in progressing toward completion in a timely manner will be monitored at the conclusion of each term.</p> <p>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.</p>	<table><tr><td>MATH</td><td>565</td><td>Research in Math Education</td><td>3</td></tr><tr><td>MATH</td><td>590</td><td>Graduate Topics in Math</td><td>3</td></tr></table> <p>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.</p> <p>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.</p> <p>Master of Arts in Education: Curriculum and Instruction</p> <p>Curriculum and Instruction Specialization 32-34 Units</p> <p>The Master of Arts in Education provides advance preparation for educational professionals and leaders. The specialization in Curriculum and Instruction (C&I) is intended for educators who are seeking to enhance their knowledge and skills in curriculum, teaching and learning, educational research and assessment towards promoting student learning.</p> <p>Careers</p> <p>A Master of Arts in Education with a specialization in Curriculum and Instruction offers the opportunity for PreK-12 teachers to enhance their knowledge and skills as they pertain to the PreK-12 classroom. By combining theory and practice teachers will be able to improve their own classroom practices, be in a position to assume instructional leadership, curriculum design roles, and professional training in their schools or districts. This specialization positions teachers to pursue graduate work at the doctoral level.</p> <p>Admissions Requirements</p> <ol style="list-style-type: none">1. <i>Application.</i> Apply to both the University Admissions office and the Education Credential Services office.2. <i>One set of Official Transcripts.</i> One official set of transcripts from each of the	MATH	565	Research in Math Education	3	MATH	590	Graduate Topics in Math	3
MATH	565	Research in Math Education	3						
MATH	590	Graduate Topics in Math	3						

	<p>colleges or universities attended must be mailed directly to the CI Admissions office. Must have a BA or BS degree. Cumulative grade point average of 3.0 in the last 60 units is required to be accepted into the Master of Education Curriculum and Instruction Specialization.</p> <p>3. <i>Experience.</i> Documentation of at least one year of successful teaching experience.</p> <p>4. <i>Two Letters of Recommendation.</i> Two letters of recommendation from professionals who are knowledgeable of the candidate's professional work, one of whom is the candidate's current school administrator or employer.</p> <p>5. <i>Interview.</i> Interview with School of Education Admissions Committee.</p> <p>6. <i>Writing Sample.</i> A written statement of purpose (500- 600 word essay) describing why the candidate desires to pursue a Master of Education in Curriculum and Instruction. This essay will include reflection on teacher preparation experiences thus far, personal professional goals, and ways in which the candidate's knowledge and skills will be developed to achieve these goals.</p> <p>Prerequisites An approved teaching credential and/or a minimum of one year teaching experience.</p> <p>Masters Core Courses - 7-9 units EDUC 605 Education in a Diverse Society3 EDUC 615 Principles of Educational Research3</p> <p><i>Select either:</i> EDUC 616 Masters Research Thesis/Project.....1-3 OR EDUC 618 Comprehensive Examination Preparation ...-3</p> <p>Required Courses for Specialization in Curriculum and Instruction 10 units EDCI 600 Curriculum: History and Analysis.....3 EDCI 605 Assessment in the Classroom.....4 EDCI 610 Research on Teaching3</p>
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Electives - 15 Units

(6 units must have an EDCI Prefix; 9 units must be 500-level and higher; Up to 6 units may be transferred from credential coursework or 500-level or higher education courses.)

EDCI	630	Advanced Issues in Early Childhood Studies....	3
EDCI	635	Research, Policy, and Practice with Families and Young Children.....	3
EDCI	640	Issues in Elementary Education.....	3
EDCI	641	Advanced Math Methods... ..	3
EDCI	642	Science Education—Advanced Methods.....	3
EDCI	643	English Education—Advanced Methods.....	3
EDCI	645	Issues in Secondary Education	3
EDCI	650	Cooperative Learning	3
EDCI	655	Advanced Classroom Management Theory	3
EDUC	431	Education Policy and Politics (POLS cross listed).....	3
EDUC	650	Critical Friends Group as Professional Learning Community	3
EDUC	661	Advanced Teaching with Technology.....	3
EDML	617	The Socio-cultural Context of Schooling: Teaching & Learning in a Bilingual-Multicultural Context.....	3
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
EDPL	622	School Finance and Principles of Applied Leadership	3
EDPL	623	Understanding and Influencing Organizations in Diverse Communities.....	3
EDPL	624	Human Resource Management in Education Settings	3
EDPL	625	Building Collaborative, Inclusive Learning Communities	3
SPED	655	Historical and Contemporary Portraits of Disabilities and Special Education	3
Select 600 level MA in English courses—with consent of instructor.*			
Select 400 level and above Mathematics courses—with consent of instructor.*			
All 400 level and above Biology courses—with consent of instructor.*			
All 400 level and above History courses—with consent of instructor.*			

<p>Bilingual Authorization for Experienced Teachers (add-on) - 15-16 units</p> <p>Educators who hold MS, SS, ED Specialist or equivalent certification with CLAD, 2042 or equivalent English Learner Authorization may complete the following requirements:</p> <p><u>The Language of Emphasis</u></p> <p>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</p> <p><u>The Following Course Work or Equivalent Must Be Completed:</u></p> <p><u>The Culture of Emphasis - 6-7 units</u></p> <p>HIST 361 Modern Latin American History.....3</p> <p>And Either:</p> <p>CHS/HIST 350 Chicano/A History And Culture.....3</p> <p>or</p>	<p>*See MA in Education Program Advisor for a list of available elective courses in these areas.</p> <p>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+.</p> <p>Graduate Writing Assessment Requirement: Writing proficiency for 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.</p> <p>Bilingual Authorization for Experienced Teachers (add-on) - 15-16 units</p> <p>Educators who hold MS, SS, ED Specialist or equivalent certification with CLAD, 2042 or equivalent English Learner Authorization may complete the following requirements:</p> <p><u>The Language of Emphasis</u></p> <p>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</p> <p><u>The Following Course Work or Equivalent Must Be Completed:</u></p> <p><u>The Culture of Emphasis - 6-7 units</u></p>
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<p>EDUC 445 Chicano Child and Adolescent.....4</p> <p>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</p> <p><u>Bilingual Education and Bilingualism, Intercultural Communication, Instruction and Assessment</u> – 9 units</p> <p>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</p> <p>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+.</p>	<p>HIST 361 Modern Latin American History.....3</p> <p>And Either:</p> <p>CHS/HIST 350 Chicano/A History And Culture.....3</p> <p>or</p> <p>EDUC 445 Chicano Child and Adolescent.....4</p> <p>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</p> <p><u>Bilingual Education and Bilingualism, Intercultural Communication, Instruction and Assessment</u> – 9 units</p> <p>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</p> <p>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+.</p>

SUMMARY OF CHANGES

Multiple Subject

The current course, EDMS 526 (4 units) is being dropped. It is being replaced a required math course in each semester, EDMS 525 (3 units) and EDMS 526 (2 units), each focuses on different grade level content and appropriate instructional techniques. EDMS 525 will include additional content.

MA

Addition of the specialization in Education Curriculum and Instruction with interdisciplinary elective options.

Education Specialist

This program modification updates the Education Specialist credential program to include the autism authorization. Students who complete our Ed. Spec. credential program will need to take one additional course, SPED 547 to complete this authorization.

JUSTIFICATION

Multiple Subject

Including additional content into EDMS 525 will better align the course with state mandated exit Teaching Performance Assessment. Students have repeatedly requested a mathematics methods course in each semester that focuses on content and techniques appropriate to the grade level of their field placements.

MA

The MA in Education Specialization in Curriculum and Instruction was originally scheduled to begin in Fall 2009. We have hundreds of graduates from our credential programs and Early Childhood Studies who are ready and wanting to begin the next step of their professional careers.

Education Specialist

These changes need to be made so the requirements of the autism authorization are clear to our students. SPED 547 was approved last year, however the changes to the program were not completed. Special Education teachers in Ventura county that plan to teach students with autism will be better qualified upon completion of the authorization to teach these students. Additionally, local districts are requiring that teachers complete this authorization prior to teaching students with autism.

Proposers of Program Modification

Gary Kinsey
Merilyn Buchanan
Manuel Correia
Jeanne Grier
Jill Leafstedt
Dawn Witt

October 15, 2011

Program: SOE

The CI program review process includes a report from the respective department/program on its progress toward accessibility requirement compliance. By signing below, I acknowledge the importance of incorporating accessibility in course design.

Program Chair		
	Signature	Date

Curriculum Chair		
	Signature	Date

AVP		
	Signature	Date