

Program Modification

Program modifications must be submitted by October 15, 2012, and finalized by the end of that fall semester for catalog production.
Enter data in **YELLOWED** areas.

Date (Change date if modified and update the file name with the new date): 10.10.12; rev 10.30.12

Program Area: SCHOOL OF EDUCATION

Semester /Year First affected: FALL 2013

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.

SUMMARY OF CHANGES

New office locations for SOE faculty

New Credential Program: Education Specialist Moderate/Severe

For the Single Subject Program:

1. added EDSS 540: Literacy in the Content Area back into the program as a two unit course
2. changed the high school content methods courses (EDSS 541, 542, 543, 544) from four units to three unit courses due to removal of literacy content focus
3. corrected the total program units to reflect the above changes.
4. Revised content of EDSS 531 to reflect Common Core Standards
5. Changed the names of seminars and student teaching to reflect the level or stage in the program rather than the type of school students are placed

EDUC 520/21 are being combined into a new course EDUC 522.

JUSTIFICATION

For Changes in Single Subject Program; Several years ago, in response to program assessment data, EDSS 540: Secondary Literacy was taken out of the program lineup and a one unit addition was included in the high school methods courses to better integrate secondary literacy content. With new California Core standards based on the National Common Core, that specify literacy requirements for content areas, we have submitted a 2 unit stand-alone course for the literacy content (see EDSS 540). The literacy course will remove the need for

the extra content in the high school methods courses. However, we have kept two literacy objectives in the methods courses so that the content area methods teachers can reinforce good literacy practices. Also, with the emergence of the Common Core National Standards in Mathematics, the curriculum and objectives of those classes have been revised to be in line with the research based document that outlines mathematics teaching and learning in the country.

Additionally, course name changes were necessary for student teaching seminars and field experiences to reflect the performance expectations of candidates rather than name the course for the field placement site.



CURRENTLY APPROVED PROGRAM	PROPOSED PROGRAM
<p data-bbox="86 589 464 634">School of Education</p> <p data-bbox="86 712 342 747">Programs Offered</p> <ul data-bbox="86 750 953 1203" style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Educational Leadership • Special Education • Curriculum and Instruction • Administrative Services Credential • Bilingual Authorization to accompany Multiple Subject, Single Subject or Education Specialist Teaching Credential • Bilingual Authorization for experienced Credentialed Teachers <p data-bbox="86 1235 982 1408">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</p>	<p data-bbox="1014 589 1383 634">School of Education</p> <p data-bbox="1014 712 1270 747">Programs Offered</p> <ul data-bbox="1014 750 1881 1203" style="list-style-type: none"> • 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 • Education Specialist Moderate to Severe Teaching Credential • Master of Arts in Education <ul style="list-style-type: none"> • Educational Leadership • Special Education • Curriculum and Instruction • Administrative Services Credential • Bilingual Authorization to accompany Multiple Subject, Single Subject or Education Specialist Teaching Credential • Bilingual Authorization for experienced Credentialed Teachers <p data-bbox="1014 1235 1908 1408">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</p>

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.

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; and
- Students integrate research, theory, and effective educational practice into their teaching.

Credential Services and Field Placement

Cynthia Coler, Director

Bell Tower East, Room 2807

(805) 437-8936

cynthia.coler@csuci.edu

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Madera Hall, 2901

(805) 437-8936

cynthia.coler@csuci.edu

Faculty

Gary W. Kinsey, Ed D., Professor of Educational Leadership,
Associate Vice President for Academic Affairs and Director of School of Education

Bell Tower East, Room 2814

(805) 437- 2002

gary.kinsey@csuci.edu

Robert E. Bleicher, Ph.D., Professor of Science Education

Bell Tower East, Room 2784

(805) 437- 8508

bob.bleicher@csuci.edu

Merilyn Buchanan, Ph.D., Associate Professor of Education

Bell Tower East, Room 2756

(805) 437-8579

merilyn.buchanan@csuci.edu

Lillian Vega-Castaneda, Ed.D., Professor of Education

Bell Tower East, Room 2848

(805) 437-8872

lillian.castaneda@csuci.edu

Manuel Correia, Ph.D., Associate Professor of Education, Co-Chair School of Education

Bell Tower East, Room 2809

(805) 437-3292

manuel.correia@csuci.edu

Jeanne Grier, Ph.D., Professor of Secondary Education

Bell Tower East, Room 2752

(805) 437-8987

jeanne.grier@csuci.edu

Tiina Itkonen, Ph.D., Associate Professor of Education

Bell Tower East, Room 2844

(805) 437-3294

tiina.itkonen@csuci.edu

Faculty

Gary W. Kinsey, Ed D., Professor of Educational Leadership,
Associate Vice President for Academic Affairs and Director of School of Education

Madera Hall, 2722

(805) 437- 2002

gary.kinsey@csuci.edu

Mary Adler, Ph.D., Associate Professor of Education and English

Bell Tower West, 1295

(805) 437-8486

mary.adler@csuci.edu

Robert E. Bleicher, Ph.D., Professor of Science Education

Madera Hall, 2405

(805) 437- 8508

bob.bleicher@csuci.edu

Merilyn Buchanan, Ph.D., Associate Professor of Education

Madera Hall, 1361

(805) 437-8579

merilyn.buchanan@csuci.edu

Lillian Vega-Castaneda, Ed.D., Professor of Education

Madera Hall, 2707

(805) 437-8872

lillian.castaneda@csuci.edu

Manuel Correia, Ph.D., Associate Professor of Education, Co-Chair School of Education

Madera Hall, 2623

(805) 437-3292

manuel.correia@csuci.edu

Jeanne Grier, Ph.D., Professor of Secondary Education

Madera Hall, 1341

(805) 437-8987

jeanne.grier@csuci.edu

Tiina Itkonen, Ph.D., Associate Professor of Education

Madera Hall, 2361

(805) 437-3294

tiina.itkonen@csuci.edu

Jill Leafstedt, Ph.D., Associate Professor of Special Education

Bell Tower East, Room 2846

(805) 437-2792

jill.leafstedt@csuci.edu

Elizabeth Quintero, Ed.D., Professor of Education,

Co-Chair School of Education

Bell Tower East, Room 2814

(805) 437-3306

elizabeth.quintero@csuci.edu

Kaia Tollefson, Ph.D., Associate Professor of Education

Bell Tower East, Room 2842

(805) 437-3125

kaia.tollefson@csuci.edu

Contact Information

<http://education.csuci.edu>

education@csuci.edu

Multiple Subject Teaching Credential Program

This program specifically prepares teachers for the diversity

Jill Leafstedt, Ph.D., Associate Professor of Special Education

Madera Hall, 1364

(805) 437-2792

jill.leafstedt@csuci.edu

Carola Matera, Ph.D., Assistant Professor of Education

Madera Hall, 2725

(805) 437-3689

carola.matera@csuci.edu

Elizabeth Quintero, Ed.D., Professor of Education,

Co-Chair School of Education

Madera Hall, 1637

(805) 437-3306

elizabeth.quintero@csuci.edu

Kaia Tollefson, Ph.D., Associate Professor of Education

Madera Hall, 1405

(805) 437-3125

kaia.tollefson@csuci.edu

Contact Information

School of Education

(805) 437-3338

schoolofeducation@csuci.edu

Credential Services and Field Placement

(805) 437-8953

credential.assistant@csuci.edu

<http://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

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 Admissions office 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 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

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EDUC	512	Equity, Diversity and Foundations of Schooling.....	3
EDUC	522	Creating and Managing Classrooms For Diverse Learners	4

EDUC 521 Field Experience1	
PSY 345 Individuals with Disabilities in Society (SPED)3	PSY 345 Individuals with Disabilities in Society (SPED)3
For Bilingual Authorization Add: HIST 361 Modern Latin American History3 EDML 617 The Socio-cultural Context of Schooling: Teaching and Learning in a Bilingual-Multicultural Context3	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
<i>And either:</i> CHS 350 Chicana/o History and Culture (HIST)3 or EDUC 445 Chicano Child and Adolescent4	<i>And either:</i> CHS 350 Chicana/o History and Culture (HIST).....3 or 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 <u>60</u> 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	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 <u>60</u> 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

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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 RICA be taken after completion of the Literacy I 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).

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 Examination 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

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EDMS	527	History, Social Studies and Integrated Arts.....	4
EDMS	529	Science, Health & Physical Education	4
EDMS	562	Field Experience: Multiple Subject	2
EDMS	565	Initial Student Teaching	

EDMS	529	Science, Health & Physical Education.....	4
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
EDUC	555	Special Topics in Education Seminar.....	3

For Bilingual Authorization Add:

EDML	563	Primary Language Schooling in the US, Grades K-12	3
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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 Bilingual Authorization 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.

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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

		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
EDUC	555	Special Topics in Education Seminar.....	3

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Careers

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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 Admissions office 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.
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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	4
ENGL	475	Language in Social Context	3
SPED	345	Individuals with Disabilities in Society	3

For Bilingual Authorization Add:

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Admission to the Single Subject Teaching Credential Program

1. *Application* — Apply to both the University Admissions office 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	522	Creating and Managing Classrooms for Diverse Learners	4
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-	

<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/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 <u>60</u> 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</p>	<p>Multicultural Context3</p> <p><i>And either:</i></p> <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 <u>60</u> 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</p>
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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: 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

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/CS18_testselection.asp?PageType=PBT#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 - 31 units

Single Subject Credential with Bilingual

Authorization - 37 units

EDSS	530	General Secondary School Methods	3
EDSS	540	Literacy in the Content Areas	2
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	Initial Student Teaching Seminar	2
EDSS	575	Initial Student Teaching	6
EDSS	580	Field Experience High School (Part-time program only)	1
EDSS	581	Advanced Student Teaching Seminar	2
EDSS	585	Advanced Student Teaching	6

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 36 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

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

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EDSS	541	Teaching Mathematics in High Schools	3

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	3

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	3

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	3

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 completing the program in two semesters should enroll in the full-time program 37 units (37 units with Bilingual Authorization). Students planning to take three to six semesters to complete the program should enroll in the part-time program 32-35 units (38-41 units with Bilingual Authorization). Students who are teaching interns must enroll in the part-time program in their first semester of the internship. All students must consult with the Single Subject Program Advisor to plan their course of study.

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 in-service 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 Admissions office and the School of Education. Applications to the School of Education are available online at:

Placements for the **fall** semester will be in local middle schools. **Spring** 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+.

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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.

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Admission to the Education Specialist Teaching Credential Program

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<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 Bilingual 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 Context3 EDUC 512 Equity, Diversity and Foundations of Schooling3 EDUC 520 Observing and Guiding Behavior in Multilingual/Multicultural and Inclusive Classrooms3 EDUC 521 Field Experience1 SPED 345 Individuals with Disabilities in Society3 SPED 530 Typical and Atypical Development3</p> <p>For Bilingual Authorization Add: HIST 361 Modern Latin American History3 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 Adolescent4</p> <p>5. <i>U.S. Constitution</i> — Knowledge of the U.S. Constitution demonstrated by completion of 2 units (semester) of a college level course or college level examination.</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 Bilingual 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 Context3 EDUC 512 Equity, Diversity and Foundations of Schooling3 EDUC 522 Creating and Managing Classrooms For Diverse Learners 4</p> <p>SPED 345 Individuals with Disabilities in Society3 SPED 530 Typical and Atypical Development3</p> <p>For Bilingual Authorization Add: HIST 361 Modern Latin American History3 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 Adolescent4</p> <p>5. <i>U.S. Constitution</i> — Knowledge of the U.S. Constitution demonstrated by completion of 2 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)</p>
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<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 <u>60</u> 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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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 disabilities and 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 complete.</p> <p>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.</p> <p>Certification in adult, infant and child Cardiopulmonary Resuscitation (CPR) competency is required by the CCTC for initial issuance of a teaching credential.</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</p>	<p>of 2.67 or 2.75 in the last <u>60</u> 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. 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 K-12 or special education classroom or an equivalent documented field experience must be completed.</p> <p>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.</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 disabilities and 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 complete.</p> <p>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.</p> <p>Certification in adult, infant and child Cardiopulmonary Resuscitation (CPR) competency is required by the CCTC for initial issuance of a teaching credential.</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 Subject Examinations for</p>
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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	560	Access to Learning: A Focus on Individual Differences	2
SPED	570	Student Teaching in Special Education I	6
SPED	571	Student Teaching Seminar	1
SPED	580	Student Teaching in Special Education II	6
SPED	581	Student Teaching Seminar	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

+Coursework requires field experience (SPED 562, 570, 580, 585, or EDMS 562) and/or observation time at a school site.

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.

Teachers for information regarding CSET: LOTE Subtest III Test Exam The Language of Emphasis, for testing dates:

http://www.cset.nesinc.com/CS18_testselection.asp?PageType=PBT#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	560	Access to Learning: A Focus on Individual Differences	2
SPED	570	Student Teaching in Special Education I	6
SPED	571	Student Teaching Seminar	1
SPED	580	Student Teaching in Special Education II	6
SPED	581	Student Teaching Seminar	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

+Coursework requires field experience (SPED 562, 570, 580, 585, or EDMS 562) and/or observation time at a school site.

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 I** 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 Education Specialist Teaching Credential

Intern Program Education Specialist Credential Program - 32-35 units

Intern Program Education Specialist Credential with Bilingual 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	
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 <u>12</u> units)</i>			

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

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.

The full time Education Specialist 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 Education Specialist Teaching Credential

Intern Program Education Specialist Credential Program - 32-35 units

Intern Program Education Specialist Credential with Bilingual 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	
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 <u>12</u> units)</i>			

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

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 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 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.~~

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.

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/CS18_testselection.asp?PageType=PBT#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+.

Education Specialist Teaching Credential: Moderate/Severe Disabilities

The program prepares candidates to teach students with moderate/severe 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.

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 moderate/severe disabilities from kindergarten to grade 12.

Admission to the Education Specialist Teaching Credential Program

1. *Application* — Apply to both the University Admissions office 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 Bilingual Authorization)* — If taken at CI, the course must be completed within seven 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
EDUC	522	Creating and Managing Classrooms For Diverse Learners	4
SPED	345	Individuals with Disabilities in Society	3
SPED	530	Typical and Atypical Development	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

And either:

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

	<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 2 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. 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 K-12 or special education classroom or an equivalent documented field experience must be completed.</p> <p>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.</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 disabilities and 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 complete.</p> <p>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.</p> <p>Certification in adult, infant and child Cardiopulmonary Resuscitation (CPR) competency is required by the CCTC for initial issuance of a teaching credential.</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 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/CS18_testselection.asp?PageType=PBT#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 Moderate/Severe Disabilities Teaching Credential

Education Specialist Moderate/Severe Disabilities Credential Program - 38 units

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	545+	Assessment of Students with Disabilities	3
SPED	546	Methods for Students with Moderate/Severe Disabilities	4
SPED	560	Access to Learning: A Focus on Individual Differences	2
SPED	580	Student Teaching in Special Education I	6
SPED	581	Student Teaching Seminar	1
SPED	590	Student Teaching	6
SPED	591	Student teaching Seminar	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

+Coursework requires field experience (SPED 562, 580, 590, 585, or EDMS 562) and/or observation time at a school site.

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 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.

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 Education Specialist Teaching Credential

Intern Program Education Specialist Credential Program - 32-35 units

Intern Program Education Specialist Credential with Bilingual 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	545	Assessment of Students with Disabilities.....	3
SPED	546	Methods for Students with Moderate/Severe Disabilities.....	4
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>			

For Bilingual Authorization Add:

EDML	563	Primary Language Schooling in the US, Grades K-12	3
EDML	564	Primary Language Schooling in the US,	

<p style="text-align: center;">Master of Arts in Education</p> <p>The Master of Arts in Education provides advance preparation for educational professionals. Three specializations are offered:</p> <ul style="list-style-type: none"> • Educational Leadership • Special Education • Curriculum and Instruction <p style="text-align: center;">Master of Arts in Education: Educational Leadership</p>	<p style="text-align: right;">Grades K-123</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>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/CS18_testselection.asp?PageType=PBT#Lote</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 style="text-align: center;">Master of Arts in Education</p> <p>The Master of Arts in Education provides advance preparation for educational professionals. Three specializations are offered:</p> <ul style="list-style-type: none"> • Educational Leadership • Special Education • Curriculum and Instruction <p style="text-align: center;">Master of Arts in Education: Educational Leadership</p>
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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

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 School of Education.
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

Educational Leadership Specialization

34-36 units

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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.
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admission to the program. Passage of CBEST is required for certification.	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 practice or the equivalent submitted to the School of Education.	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 practice or the equivalent submitted to the School of Education.
5. <i>Experience</i> — Documentation of at least three years of full-time successful teaching experience (substitute or part-time service does not apply).	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.	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.	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.	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.
Prerequisites	
• Advanced coursework or a component of an induction program focusing on the integration of technology into Education: EDUC 561 Teaching with Technology.....3 or equivalent	
• Advanced coursework or a component of an induction program focusing in Special Education	
Masters Core Courses - 7-9 units	Masters Core Courses - 7-9 units
EDUC 605 Education in a Diverse Society3	EDUC 605 Education in a Diverse Society3
EDUC 615 Principles of Educational Research3	EDUC 615 Principles of Educational Research3
<i>Select either:</i>	<i>Select either:</i>
EDUC 616 Masters Thesis 1-3 (Continuing registration required)	EDUC 616 Masters Thesis..... 1-3 (Continuing registration required)
or	or
EDUC 618 Comprehensive Examination..... 1-3	EDUC 618 Comprehensive Examination..... 1-3
or	or
EDUC 619 Masters Project..... 1-3	EDUC 619 Masters Project..... 1-3

Required Courses for Specialization in Educational Leadership - 27 units

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

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 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.

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

Required Courses for Specialization in Educational Leadership - 27 units

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

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 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.

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.

Admission Requirements

1. *Application* — Apply to both the University Admissions office and the School of Education.
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.

Prerequisites

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 Thesis	1-3
	(Continuing registration required)	
or		
EDUC 618	Comprehensive Examination	1-3
or		
EDUC 619	Masters Project	1-3

* (MA students in the Special Education Specialization must take 3 units of EDUC 616 or 3 units of EDUC 618 or 3 units of 619.)

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.
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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.

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 Thesis	1-3
	(Continuing registration required)	
or		
EDUC 618	Comprehensive Examination	1-3
or		
EDUC 619	Masters Project	1-3

* (MA students in the Special Education Specialization must take 3 units of EDUC 616 or 3 units of EDUC 618 or 3 units of 619.)

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

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
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: 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

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

SPED	541	Foundations of Special Education	3
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EDUC	617	Action Research	3

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In addition choose one course from the following list:

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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
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MATH	511	Functional Analysis	3
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MATH	565	Research in Math Education	3
MATH	590	Graduate Topics in Math	3

Program Maintenance Requirements: 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 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.

Master of Arts in Education: Curriculum and Instruction

Curriculum and Instruction Specialization 32-34 units

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.

Careers

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 educators to pursue graduate work at the doctoral level.

Admissions Requirements

1. *Application* — Apply to both the University Admissions office and the School of Education.
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. 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.
3. *Experience* — Documentation of at least one year of successful teaching experience.
4. *Two Letters of Recommendation* — 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.
5. *Interview* — Interview with School of Education Admissions Committee.
6. *Writing Sample* — 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.

the conclusion of each term.

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.

Master of Arts in Education: Curriculum and Instruction

Curriculum and Instruction Specialization 32-34 units

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.

Careers

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 educators to pursue graduate work at the doctoral level.

Admissions Requirements

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Prerequisites

An approved teaching credential and/or a minimum of one year teaching experience.

Masters Core Courses - 7-9 units

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

Select either:

EDUC	616	Masters Thesis	1-3
or			
EDUC	618	Comprehensive Examination	1-3
or			
EDUC	619	Masters Project.....	1-3

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 Teaching	3

Electives - 15 units

(Six units must have an EDCI Prefix; 2 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

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EDUC	615	Principles of Educational Research	3

Select either:

EDUC	616	Masters Thesis.....	1-3
or			
EDUC	618	Comprehensive Examination	1-3
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EDUC	661	Advanced Teaching with Technology.....	3
EDML	617	The Socio-cultural Context of Schooling:	

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
<i>Select 600 level MA in English courses</i> - with consent of instructor.*																																			
<i>Select 400 level and above Mathematics courses</i> - with consent of instructor.*																																			
<i>All 400 level and above Biology courses</i> - with consent of instructor.*																																			
<i>All 400 level and above History courses</i> - with consent of instructor.*																																			
* See MA in Education Program Advisor for a list of available elective courses in these areas.																																			
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+.																																			
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.																																			
Bilingual Authorization for Experienced Teachers (add-on) - 15-16 units																																			
Educators who hold MS, SS, ED Specialist or equivalent certification with CLAD, 2042 or																																			

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The Language of Emphasis

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

The Following Course Work or Equivalent Must Be Completed:

The Culture Of Emphasis - 6-7 units

HIST 361 Modern Latin American History3

And either:

CHS/HIST 350 Chicano/A History And Culture3

or

EDUC 45 Chicano Child and Adolescent4

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 13

EDML 564 Primary Language Schooling in the US,
Grades K-12 23

EDML 617 The Socio-cultural Context of Schooling:
Teaching and Learning in a Bilingual-
Multicultural Context3

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 Language of Emphasis

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/CS18_testselection.asp?PageType=PBT#Lote

The Following Course Work or Equivalent Must Be Completed:

The Culture Of Emphasis - 6-7 units

HIST 361 Modern Latin American History.....3

And either:

CHS/HIST 350 Chicano/A History And Culture3

or

EDUC 45 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/CS18_testselection.asp?PageType=PBT#Lote

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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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Proposer of Program Modification	Date
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APPROVAL SHEET

Program: [REDACTED]

If your course has a General Education Component or involves Center affiliation, the Center will also sign off during the approval process.

Multiple Chair fields are available for cross-listed courses.

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