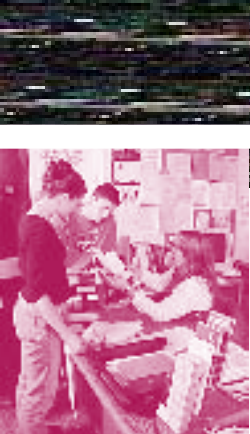




Focus On Teaching

Information and Application for Professional Teacher Education Pro-

11th Edition, February 2007



Important Information

Credential requirements are subject to change; please keep in touch with your adviser and/or coordinator.

<p>Table of Contents</p> <p>Important Information.....2</p> <p>Multiple Subject Credential.....3-4 Program</p> <p>Multiple Subject Credential5-6 Program, Tri-Placement</p> <p>Bilingual (BCLAD) Multiple.....7-9 and/or Single Subject Credential Program</p> <p>Education Specialist Level 110-11 (Special Education) Program</p> <p>Concurrent Education12-13 Preliminary Specialist Level 1 (Special Education) and Multiple Subject Program with BLAD option</p> <p>Single Subject Credential.....14-15 Program</p> <p>How to Complete Your Application16 Packet</p>	<p>About this publication</p> <p>Presented are brief descriptions of the CSU, Chico professional education programs and lists of their prerequisites. To find out more about the programs available to you, plan to attend one of the small group information workshops that are held weekly in the Education Services Center office and/or visit the Web sites listed below.</p> <p>You are encouraged to become as well informed about our various programs as possible before making your decision to apply to a specific program. If you have questions regarding a teacher preparation program, please feel free to visit or call one of the offices listed below.</p> <p>Mission Statement</p> <p>CSU, Chico professional teacher education programs prepare educators to be informed decision makers who provide high-quality learning opportunities for all students.</p>	<p>Types of Basic Credentials</p> <p>A Multiple Subject Credential authorizes the teacher to teach in a self-contained classroom, pre-school through adult. An example is the elementary school classroom in which the same teacher teaches a variety of subjects to the same group of students. Optional Bilingual (BCLAD) Emphasis.</p> <p>A Single Subject Credential authorizes the teacher to teach in departmentalized classrooms, pre-school through adult, in the subject area in which the teacher specialized, teaching that single subject only. Single subjects are taught primarily at the secondary level, but some subjects may be taught by a Single Subject teacher at the elementary level, e.g., art, music, and physical education. Optional Bilingual (BCLAD) Emphasis.</p> <p>The Special Education Credentials have recently become basic credentials, which no longer require a prerequisite Multiple or Single Subject Credential. Credentials offered at CSU, Chico are the Mild-Moderate and Moderate-Severe Disabilities Specialist Credentials, Level I and Level II.</p>
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School of Education

<p>Education Services Center Holt Hall 101 530-898-6391 or 1-800-982-2138 www.csuchico.edu/edsc e-mail: edsc@csuchico.edu</p> <hr/> <p>Department of Education Tehama 101 530-898-6421 www.csuchico.edu/educ e-mail: educ@csuchico.edu</p> <hr/> <p>Department of Professional Studies in Education Tehama 401 530-898-5398 www.csuchico.edu/psed/ e-mail: psed@csuchico.edu</p>	<ul style="list-style-type: none"> • Information about the teacher preparation, specialist, and service programs • Information and Connections • Credential Information Workshops <hr/> <ul style="list-style-type: none"> • Multiple Subject Credential Program • Single Subject Credential Program • Multiple/Single Subject Internship Program <hr/> <ul style="list-style-type: none"> • Multiple Subject Credential Program, Tri-Placement • Multiple/Single Subject Bilingual (BCLAD) Credential Program • Education Specialist (Special Education) Level I and Level II • Concurrent Education Specialist (Special Education) Level I • Multiple Subject Credential with optional BCLAD Emphasis • Special Education Internship
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Multiple Subject Credential Program

www.csuchico.edu/educ

Department of Education
Tehama 101

Contact the Department of Education at 530-898-6421 if you have questions regarding this program.

Program Description

Program leading to a Preliminary Multiple Subject Credential. Candidates may begin in fall, spring, or summer and choose from day, evening, and weekend courses to fit individual schedules.

The Multiple Subject Program focuses on developing teachers who exhibit these characteristics:

- embrace core democratic values and strive to live and teach by them
- know the content of the curriculum, including state-adopted standards, and be able to teach it to a diverse population of students
- design learning experiences based on an understanding of students' physical, intellectual, emotional, social, cultural, and linguistic needs
- utilize assessments to monitor student progress and modify instruction
- create and maintain a democratic learning environment that supports all students' academic and personal success
- develop as a reflective practitioner who exercises legal and ethical responsibility and engages in continuous professional renewal
- understand the role of teachers as moral stewards of the school and community.

Special Features

Candidates can complete programs leading to credentials through a variety of scheduling options. All candidates follow the Education Block System. Faculty advisers assist candidates with program planning.

Early deciders, as early as freshman year, may participate in our Blended Liberal Studies/Multiple Subject option, Integrated Teacher CORE.

Those with paid teaching positions may be eligible for the California Intern Credential and the Internship Program.

Program Requirements

California Subject Matter Competency (SMC)

Applicants to a teacher preparation program must qualify for SMC by passing the California Subject Examination for Teachers (CSET) Multiple Subject.

Grade Point Average

Your GPA must be 2.75 for your last 60 semester units or 2.67 overall. If it is below either of these, inquire at the Department of Education about the GPA appeal process.

Early School Experience

Completion of EDTE 255 (or any approved equivalent) with at least 45 hours of aiding or observing in an elementary classroom. The classroom teacher will complete the Teacher Candidate Disposition Form.

CBEST

Verification of having taken CBEST must accompany the application. Verification of having passed CBEST is required before Teaching Practicum II or beginning an internship.

Certification of Clearance (COC)

Fingerprint Packet

Certificate of Clearance or a copy of an Emergency Permit must be on file before beginning Teacher Practicum I.

Packets are available at the Credential Analyst office, Meriam Library 180.



Multiple Subject Credential Program

Revised Flex Block System

BLOCK 1 COURSES • (PREREQUISITES) Block 1 requirements must be completed before progressing to Block 2.		
<input type="checkbox"/>	APPLY TO THE CREDENTIAL PROGRAM IN THE SEMESTER THAT YOU WILL FINISH BLOCK 1 COURSES	
<input type="checkbox"/>	EDTE 255 (065)	Introductory School Experience, K-6 (or equivalent) 2 units
<input type="checkbox"/>	EDTE 302 (102)	Access and Equity in Education 3
<input type="checkbox"/>	ENGL 470 (232)	Theory/Practice of Second Language Acquisition (ENGL 371 prerequisite) 3
<input type="checkbox"/>	EDTE 520 (225A)	Fundamentals of Teaching Practice 3

BLOCK 2 COURSES • (CREDENTIAL PROGRAM COURSES) Will take at least 2 semesters. Recommended sequence is shown below; see adviser for alternate sequence.		
<input type="checkbox"/>	EDTE 521	Reading & Literacy Development 3 units
<input type="checkbox"/>	EDTE 522	Reading Comprehension & Content Area Literacy 3
<input type="checkbox"/>	EDTE 525	Teaching Practicum I 3
<input type="checkbox"/>	EDTE 523	Curriculum Theory & Practice: Math & Fine Arts 3
<input type="checkbox"/>	EDTE 524	Curriculum Theory & Practice: Science & Soc. Stud. 3
<input type="checkbox"/>	EDTE 526	Teaching with Technology (basic computer skills required) 1
<input type="checkbox"/>	EDTE 527	Teaching Special Populations 2
<input type="checkbox"/>	EDTE 528	Applications for Democratic Education - Capstone course to be taken in the final semester 2
<input type="checkbox"/>	EDTE 529	Teaching Practicum II (CBEST must be passed, Subject Matter Competence must be verified, and EDTE 225F must be successfully completed before enrolling) 12

FLOATER COURSES (Required for a CSU, Chico recommendation for a credential.) Complete at any time during your university education.		
<input type="checkbox"/>	CMST 131 (011)	Speech Communication Fundamentals (or equivalent) 3 units
<input type="checkbox"/>	EDTE 301 (100)	Democracy and Public Schooling in America 2
<input type="checkbox"/>	HCSV 450 (260)	Health Education for Elementary School Teachers 3
<input type="checkbox"/>	POLS 155 (055)	American Government: National, State, Local (or equivalent/or CSU degree) 3
<input type="checkbox"/>	PSYC 414 (PSYC 214)	Psychology of Teaching (PSYC 355 prerequisite) 3
<input type="checkbox"/>		Foreign Language (6 units or equivalent) 6

Old Course numbers are in ().

Multiple Subject Credential Program Tri-Placement

www.csuchico.edu/psed

Department of Professional
Studies in Education
Tehama 423

Contact the Tri-Placement coordinator at 530-898-6293 if you have questions regarding this program.

Program Description

Program leading to a Preliminary Multiple Subject Credential. Program **begins in fall semester only**. A comprehensive in-depth approach to professional development during one academic year. Three different student teaching placements in 12-week blocks (trimesters) in the Chico and Durham school districts.

The in-depth, comprehensive program prepares candidates to teach in a variety of educational settings with students from culturally and linguistically diverse backgrounds, as well as with special needs students in full inclusion classrooms.

Professional education seminars begin two weeks prior to the university's start-up date and continue through the first trimester, two afternoons per week. Candidates spend the remainder of the week in assigned field experience classrooms.

A full week of seminars occurs near the end of both trimesters I and II. During trimesters II and III, candidates spend one afternoon a week in seminars and the remainder of the week in assigned field experience classrooms.

Faculty believe candidates learn to teach by participating in carefully selected classrooms with the ongoing mentoring, guidance, and support of cooperating teachers and supervisors.

The professional preparation year for this program ends with the close of the public school year for the classroom in which the student teacher is working.

Special Features

Close collaboration between university and public school faculty members in seminar delivery and supervision of candidates.

Extensive/comprehensive field experience (August-June, following public school calendar).

Opportunities to acquire experience working with students with special needs and students from diverse backgrounds, in elementary, intermediate, and senior high schools.

Major emphasis on instructional strategies and content integration and a close tie between seminar content and field experiences.

Extensive work with the California Academic Content Standards.

Opportunities to work with students at all reading levels, including emergent and early readers.

"Open Structure" classrooms available.

Opportunity to earn both Preliminary Multiple and Preliminary Single Subject credentials concurrently (with appropriate subject matter competence).

EDTE 440 serves as the interview for program admission prior to fall semester entry.

Prerequisite Requirements

California Subject Matter Competency (SMC)

Applicants to a teacher preparation program must qualify for SMC by passing the California Subject Examination for Teachers (CSET) Multiple Subject.

Grade Point Average

Your GPA must be 2.75 for your last 60 semester units or 2.67 overall. If it is below either of these, inquire at the Department of Professional Studies in Education about the GPA appeal process.

Early Field Experience

At least 45 hours aiding or observing in an elementary classroom supervised and verified in writing by a credentialed teacher within the last four years.

CBEST

Verification of having taken CBEST must accompany the application.

Certification of Clearance (COC)

Fingerprint Packet

Evidence that the COC has been submitted to the California Commission on Teacher Credentialing must accompany the application. Packets are available at the Credential Analyst office, Meriam Library 180.

Pre-Application

Submission of a Professional Studies in Education pre-application is recommended one year prior to conditional acceptance to the program. If you miss the deadline (first Friday in October), please call for advising.

Advisement

To meet program requirements in a timely manner contact the program for individual advising.



Tri-Placement Professional Preparation Program (TPP)

Professional Studies in Education (PSED)

MULTIPLE SUBJECT UNSEQUENCED COURSE WORK			
<input type="checkbox"/>	CMST 131 (011) or CMST 132 (012)	Speech Communication Fundamentals	3 units
<input type="checkbox"/>	EDCI 110 (010)	Early Field Experience—45 hours (at least 15 hrs. in a diverse setting) (or equivalent)	3
<input type="checkbox"/>		Foreign Language Requirement (6 units or equivalent)	6
<input type="checkbox"/>	HCSV 450 (260)	Child Health (MS candidates) OR HCSV 261 Adolescent Health (for SS candidates)	3
<input type="checkbox"/>	POLS 155 (055)	American Government: National, State, and Local (or equivalent/or CSU degree)	3

PRE- APPLICATION PROCESS

Submission of Tri-Placement Pre-Application is recommended one year prior to conditional acceptance to the Tri-Placement Program. Pre Application packets are due the first Friday in October.

LAST TWO SEMESTERS COURSE WORK

<input type="checkbox"/>	EDTE 302 (102)	Access and Equity in Education	3 units
<input type="checkbox"/>	EDTE 440 (289C) offered fall & spring	Practicum in Multilingual/Multicultural Classroom Settings (preparation for Tri-Placement Program; recommended to be taken in the last semester) (only available in CSU, Chico)	3
<input type="checkbox"/>	ENG 470 (232)	Theory and Practice of Second Language Acquisition (ENGL 371 prerequisite)	3
<input type="checkbox"/>	PSYC 414 (PSY 214)	Psychology of Teaching (PSYC 355 prerequisite)	3
<input type="checkbox"/>	SPED 343 (143)	Overview of Special Education	3

APPLICATION PROCESS

Completion of Tri-Placement application process is due March 1st prior to program entry.

Professional Preparation Year

PHASE I

<input type="checkbox"/>	EDTE 570	Creating and Maintaining a Supportive Learning Environment	2 units
<input type="checkbox"/>	EDTE 671	Curriculum Development and Instructional Strategies	3
<input type="checkbox"/>	EDTE 672	Teaching Reading/Language Arts in Self-Contained Classrooms	4
<input type="checkbox"/>	EDTE 673	Teaching English Learners: Literacy and Academic Access	3
<input type="checkbox"/>	EDTE 575	Field Experience	4

PHASE II

<input type="checkbox"/>	EDTE 574	Teaching in Inclusive Settings: Preparing to Teach Special Populations in General Education Settings	1 units
<input type="checkbox"/>	EDTE 576	Interdisciplinary Instruction and Assessment	6
<input type="checkbox"/>	EDTE 577	Student Teaching	9

Bilingual (BCLAD*) Multiple Subject and/or Single Subject Credential Program

www.csuchico.edu/psed

Department of Professional
Studies in Education
Siskiyou 128B

Contact a Bilingual coordinator at 530-898-4026 if you have questions regarding this program.

Program Description

Two-semester program beginning in the fall. Multiple Subject placements at two grade levels in traditional calendared and year-round schools in classrooms with appropriately certified teachers.

Single Subject full-time placements at the junior or senior high level in the major discipline and English Language Development (ELD) with appropriately certified teachers.

Semester 1

Ten weeks of seminars on campus with a gradual increase of time in the elementary classroom for Multiple Subject or secondary classroom for Single Subject. A minimum of six full-time weeks at a school site.

Semester 2

First seven weeks have two seminars scheduled on one day; the remaining four days are at a school site. Nine full-time weeks at a school site.

Emphasis on issues of language and culture throughout all course work. Specific primary language methodology.

Preparation to teach in bilingual/cross-cultural classrooms as well as in multilingual and English monolingual classrooms.

Portions of course work taught in the language of the target audience.

Special Features

Elementary or secondary level placements in bilingual (Spanish/English), English Language Development (ELD), and two-way immersion classrooms.

Opportunities to experience working with students from diverse backgrounds and students with special needs.

Cooperating teachers, university supervisors, and seminar instructors collaborate to provide candidates with an integrated, effective program to teach students from mainstream and diverse backgrounds.

Language proficiency and sensitivity to cultural issues in schools are emphasized throughout course work to facilitate candidates' understanding of theory, methods, and materials for Specially Designed Academic Instruction in English (SDAIE), English Language Development (ELD), academic language development in English, and primary language instruction.

15 units of coursework may be applied to a MA in education. Please contact the Program Coordinator for detailed information.

Prerequisite Requirements

California Subject Matter Competency (SMC)

Applicants to a **Multiple Subject** teacher preparation program must qualify for SMC by passing the California Subject Examination for Teachers (CSET) Multiple Subject.

Applicants for a **Single Subject** teacher preparation program may qualify for SMC in one of the following ways:

- complete an approved Subject Matter Preparation Program at CSU, Chico (verified by the subject matter advisor),
- complete a program at another university that is California Commission on Teacher Credentialing approved (must supply Subject Matter Verification from that university), or
- pass the appropriate California Subject Examination for Teachers (CSET).

Grade Point Average

Your GPA must be 2.75 for your last 60 semester units or 2.67 overall. If it

is below either of these, inquire at the Department of Professional Studies in Education about the GPA appeal process.

Early Field Experience

At least 45 hours aiding or observing in an elementary bilingual classroom for multiple subject candidates or secondary discipline specific classroom for single subject candidates supervised and verified in writing by a credentialed teacher within the last four years.

CBEST

Verification of having taken CBEST must accompany the application.

Certification of Clearance (COC)

Fingerprint Packet

Evidence that the COC has been submitted to the California Commission on Teacher Credentialing must accompany the application. Packets are available at the Credential Analyst office, Meriam Library 180.

Pre-Application

Submission of a Professional Studies in Education pre-application is recommended one year prior to conditional acceptance to the program. If you miss the deadline (first Friday in October), please call for advising.

Advisement

To meet program requirements in a timely manner contact the program for individual advising.

*BCLAD is an acronym for Bilingual, Cross-cultural, Language, and Academic Development. The holder of a credential with BCLAD Emphasis is authorized to provide English language development and specially designed academic instruction in English to English learners (ELs), as well as teach ELs in their primary language, or in English-only instructional settings.

Bilingual, Cross-Cultural, Language, & Academic Development (BCLAD)

Multiple Subject Professional Preparation Program Requirements

MULTIPLE SUBJECT UNSEQUENCED COURSE WORK							
<input type="checkbox"/>	CMST 131 (011)	Speech Communication Fundamentals	3 units	<input type="checkbox"/>	CHST 358 (158) /SOCI 358 (158)	Chicanos in Contemporary Society	3 units
<input type="checkbox"/>	ENGL 371 (121)	Principles of Language	3	<input type="checkbox"/>	HIST 135 (035)	Mexican Heritage in the U.S.	3
<input type="checkbox"/>	HCSV 450 (260)	Child Health (MS candidates)	3	<input type="checkbox"/>	LAST 110 (050) SPAN 332 (150)	Intro. to Latin American Studies or Ltn. Am. Culture & Civilization	3
<input type="checkbox"/>	POLS 155 (055)	American Government: National, State, & Local (or equivalent/or CSU degree)	3	<input type="checkbox"/>	SPAN 201 (003)	Third Semester Spanish	4
<input type="checkbox"/>	PSYC 355 (202)	Child and Adolescent Psychology	3	<input type="checkbox"/>	SPAN 202 (004)	Fourth Semester Spanish	4
<input type="checkbox"/>	Early Field Experience (45 hours in a bilingual setting)			<input type="checkbox"/>	SPAN 203 (025)	Reading & Conversation Spanish	3
				<input type="checkbox"/>	SPAN 301 (104A)	Grammar & Composition	3

PRE-APPLICATION PROCESS
Submission of BCLAD Pre-Application is recommended one year prior to conditional acceptance to the BCLAD Professional Preparation Program. Pre-Application packets are due the first Friday in October.

LAST TWO SEMESTERS OF COURSE WORK			
<input type="checkbox"/>	BLMC 319 (219)	Bilingual Teaching Competence: Language	3 units
<input type="checkbox"/>	EDTE 440 (289C)	Practicum in Multilingual/Multicultural Classroom Settings (recommended to be taken in the last semester and concurrently with PSY 214)	3
<input type="checkbox"/>	EDTE 302 (102)	Access and Equity in Education	3
<input type="checkbox"/>	ENGL 470 (232)	Theory and Practice of Second Language Acquisition	3
<input type="checkbox"/>	PSYC 414 (214)	Psychology of Teaching	3
<input type="checkbox"/>	SPED 343 (143)	Overview of Special Education	3

APPLICATION AND INTERVIEW PROCESS
Submit your BCLAD application, due March 1 prior to program entry.

Professional Preparation Year

PHASE I			
<input type="checkbox"/>	EDTE 570	Creating and Maintaining a Supportive Learning Environment	2 units
<input type="checkbox"/>	EDTE 671	Curriculum Development and Instructional Strategies	3
<input type="checkbox"/>	EDTE 672	Teaching Reading/Language Arts in Self-Contained Classrooms	4
<input type="checkbox"/>	EDTE 673	Teaching English Learners: Literacy and Academic Access	3
<input type="checkbox"/>	EDTE 575	Field Experience	4

PHASE II			
<input type="checkbox"/>	EDTE 574	Teaching in Inclusive Settings: Preparing to Teach Special Populations in General Education Settings	1 units
<input type="checkbox"/>	EDTE 676	Interdisciplinary Instruction and Assessment	6
<input type="checkbox"/>	EDTE 577	Student Teaching - Elementary	9

Old Course numbers are in ().

Bilingual, Cross-Cultural, Language & Academic Development (BCLAD)

Single Subject Professional Preparation Program Requirements

SINGLE SUBJECT UNSEQUENCED COURSE WORK							
<input type="checkbox"/>	CMST 131 (011)	Speech Communication Fundamentals	3 units	<input type="checkbox"/>	CHST 358 (158) /SOCL 358 (158)	Chicanos in Contemporary Society	3 units
<input type="checkbox"/>	ENGL 371 (121)	Principles of Language	3	<input type="checkbox"/>	HIST 135 (035)	Mexican Heritage in the U.S.	3
<input type="checkbox"/>	HCSV 450 (261)	Adolescent Health	3	<input type="checkbox"/>	LAST 110 (050) SPAN 332 (150)	Intro. to Latin American Studies or Ltn. Am. Culture & Civilization	3
<input type="checkbox"/>	POLS 155 (055)	American Government: National, State, & Local (or equivalent/or CSU degree)	3	<input type="checkbox"/>	SPAN 201 (003)	Third Semester Spanish	4
<input type="checkbox"/>				<input type="checkbox"/>	SPAN 202 (004)	Fourth Semester Spanish	4
<input type="checkbox"/>				<input type="checkbox"/>	SPAN 203 (025)	Reading & Conversation Spanish	3
<input type="checkbox"/>	Early Field Experience (45 hours in a bilingual setting)			<input type="checkbox"/>	SPAN 301 (104A)	Grammar & Composition	3

PRE-APPLICATION PROCESS

Submission of BCLAD Pre-Application is recommended one year prior to conditional acceptance to the BCLAD Professional Preparation Program. Pre-Application packets are due the first Friday in October.

LAST TWO SEMESTERS OF COURSE WORK

<input type="checkbox"/>	BLMC 319 (219)	Bilingual Teaching Competence: Language	3 units
<input type="checkbox"/>	EDTE 440 (289C)	Practicum in Multilingual/Multicultural Classroom Settings (to be taken in the last semester)	3
<input type="checkbox"/>	EDTE 302 (102)	Access and Equity in Education	3
<input type="checkbox"/>	ENGL 470 (232)	Theory and Practice of Second Language Acquisition	3
<input type="checkbox"/>	SPED 343 (143)	Overview of Special Education	3

APPLICATION AND INTERVIEW PROCESS

Submit your BCLAD application, due March 1 prior to program entry.

Professional Preparation Year

PHASE I

<input type="checkbox"/>	EDTE 580	Educational Psychology	3 units
<input type="checkbox"/>	EDTE 681	Curriculum Development and Instructional Strategies for Secondary Settings	3
<input type="checkbox"/>	EDTE 682	Teaching Content Area Reading/Language Arts in Secondary Settings	3
<input type="checkbox"/>	EDTE 683	Teaching English Learners in Secondary Settings: Literacy and Academic Access	3
<input type="checkbox"/>	EDTE 585	Field Experience	4

PHASE II

<input type="checkbox"/>	EDTE 584	Teaching in Inclusive Settings: Preparing to Teach Special Populations in Secondary Settings	1 unit
<input type="checkbox"/>	EDTE 586	Subject-Specific Content Instruction and Assessment	6
<input type="checkbox"/>	EDTE 587	Student Teaching - Secondary	9

Old Course numbers are in ().

Education Specialist Level 1 (Special Education) Mild/Moderate or Moderate/Severe Disabilities

www.csuchico.edu/psed

Department of Professional Studies in Education
Tehama 405

Contact the Special Education adviser at 530-898-6887 if you have questions regarding this program.

You may choose to earn a Level I Education Specialist (Special Education) credential only, or you may choose the Concurrent Program and earn a Preliminary Multiple Subject credential simultaneously with an Education Specialist credential. See Concurrent Program information, pages 12-13 in this publication.

Program Description

The Education Specialist program prepares future teachers to serve children, youth, and adults who have special learning or emotional needs. Education Specialist credentials may be used in K-12 resource rooms, special day classes, or alternative settings.

Education Specialists function in public school or private settings as instructors and as consultants to teachers and families. As a student teacher, you may choose to pursue either of the following options:

The Education Specialist Credential in Mild/Moderate Disabilities Level I, which authorizes teachers to instruct individuals in grades K-12 and adults who have specific learning disabilities, mild/moderate mental retardation, other health impairments, and/or serious emotional disturbance.

or

The Education Specialist Credential in Moderate/Severe Disabilities Level I, which authorizes teachers to instruct individuals in grades K-12 and adults with autism, moderate/severe mental retardation, deaf-blindness, serious emotional disturbance, and/or multiple disabilities.

After employment, Level I credential holders have five years in which to complete Level II at this or any other accredited campus.

Optional program extensions you may pursue include:

- Early Childhood Special Education Certificate to serve infants, toddlers, and preschoolers with special needs
- General Education credentialing
- Master's Degree in Education with Special Education Options
- A second Education Specialist credential

Special Features

The CSU, Chico special education program offers state-of-the-art course work and varied relevant school experiences. Talented master teachers, mentors, and university instructors prepare future specialists. The formal program begins mid-August each year and concludes in early June. Introductory core classes are open spring semester without formal admission. This core may be offered June/August for those needing it before beginning the formal programs.

Education Specialist Internship

If you are offered employment as a special education teacher in northeastern California, contact the Special Education Intern Office (530-898-5575) immediately for individual advising and evaluation services. Interns are individuals who have prior classroom experience (usually as general education teachers and/or as instructional assistants) and have been offered employment by a district in the CSU, Chico service area.

Prerequisites

California Subject Matter Competency (SMC)

Any approved area of subject matter competency or exam accepted.

Grade Point Average

Your GPA must be 2.75 for your last 60 semester units or 2.67 overall. If it is below either of these, inquire at the Department of Professional Studies in Education about the GPA appeal process.

Early Field Experience

- 45 hours of early experience in a general education K-12 (cross-cultural, linguistically diverse) classroom setting, supervised and verified in writing by a credentialed teacher on school letterhead within the last 4 years. Students may fulfill this requirement through the course EDCI 110. This 45 hour early experience should be completed prior to or concurrently with enrollment in SPED 569.
- Successful completion of SPED 569 —Field Experience in General and Special Education.

CBEST

Verification of having taken CBEST must accompany the application.

Certification of Clearance (COC)

Fingerprint Packet Evidence that the COC has been submitted to the California Commission on Teacher Credentialing must accompany the application. Packets are available at the Credential Analyst office, Meriam Library 180.

Pre-Application

Submission of a Professional Studies in Education pre-application is recommended one year prior to conditional acceptance to the program. If you miss the deadline (first Friday in October), please call for advising.

Advisement

To meet program requirements in a timely manner contact the program for individual advising.

Education Specialist Program

PREREQUISITE COURSEWORK • Take these courses before applying to the program.
Complete a Pre-Application due the first Friday in October (pre-application available at THMA 401 or Holt 101).
If you miss this pre-application deadline please contact the program advisor at 898-6887.

<input type="checkbox"/>	POLS 155 (055)	American Government: National, State, Local (or equivalent/or CSU degree)	3 units
<input type="checkbox"/>	HCSV 450 (260) or HCSV 451 (261)	Health Education for Elementary School Teachers Health Education for Secondary School Teachers	3
<input type="checkbox"/>	CMST 131 (011)	Speech Communication Fundamentals (or CMST 012, THEA 020, 024, or equivalent)	3
<input type="checkbox"/>	EDCI 110 (010)	Early Field Experience—45 hours (at least 15 hours in a diverse setting)	3
<input type="checkbox"/>	PSYC 414 (214) or PSYC 355 (202)	Psychology of Teaching Child/Adolescent Psychology	3
<input type="checkbox"/>	SPED 343 (143)	Overview of Special Education	

PRE- APPLICATION PROCESS

Submission of Educational Specialist Pre-Application is recommended one year prior to conditional acceptance to the Educational Specialist Program. Pre Application packets are due the first Friday in October.

LAST TWO SEMESTERS COURSE WORK

<input type="checkbox"/>	SPED 569 (289C)	Field Experience in Diverse Settings (Prerequisite: SPED 343 or concurrent enrollment)	3-4
<input type="checkbox"/>	SPED 561 (229B)	Curriculum & Instruction in Inclusive Settings (Prerequisites: SPED 343, SPED 569C)	3
<input type="checkbox"/>	SPED 563 (244C)	Collaboration in Education and the Helping Professions (Prerequisites: SPED 343, SPED 569C)	2
<input type="checkbox"/>	SPED 564 (245A)	Management of Learning Environments (Prerequisites: SPED 343, SPED 569C)	2

APPLICATION PROCESS

<input type="checkbox"/>	March 1 or before	Submit Graduate School and Credential Program Applications (see this Web site for details) Program Interviews and acceptance to the program required before continuing to Phase 1.	
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PHASE 1 COURSES • Fall Semester, Phase 1 requirements must be completed before progressing to Phase 2.

<input type="checkbox"/>	BLMC 518	Language and Communication Skills of Linguistically and Culturally Diverse Children (*optional)	3 units
<input type="checkbox"/>	SPED 560	Methods for Teaching Math: General & Special Education	2
<input type="checkbox"/>	EDTE 672	Reading and Language Arts	4
<input type="checkbox"/>	SPED 692	Classroom Management: Exceptional Needs (for Moderate/Severe Candidates)	3
<input type="checkbox"/>	SPED 598	Seminar for Fieldwork Experience	1
<input type="checkbox"/>	SPED 565	Behavior Management (for Mild/Moderate Candidates)	2
<input type="checkbox"/>	SPED 568	Fieldwork—General Education	3
<input type="checkbox"/>	SPED 530	Practicum—Special Education	3

PHASE 2 COURSES Spring Semester

<input type="checkbox"/>	SPED 671	Technology in Specialized Instruction	2 units
<input type="checkbox"/>	PSYC 516	Assessment & Evaluation in General & Special Education	3
<input type="checkbox"/>	SPED 637	Curriculum & Instruction: Moderate/Severe Disabilities (for Moderate/Severe Candidates)	3
<input type="checkbox"/>	SPED 673	Laws & Regulations in Special Education	1
<input type="checkbox"/>	SPED 672	Curriculum & Instruction: Mild/Moderate Disabilities (for Mild/Moderate Candidates)	3
<input type="checkbox"/>	RDGL 664	Seminar in Classroom Reading: Diagnosis and Remediation	3
<input type="checkbox"/>	SPED 670	Home, School, Community Relations in General & Special Education	2
<input type="checkbox"/>	SPED 598	Seminar for Fieldwork Experience	1
<input type="checkbox"/>	SPED 567	Student Teaching—Mild/Moderate Disabilities (for Mild/Moderate Candidates)	8
<input type="checkbox"/>	SPED 532	Student Teaching—Moderate/Severe Disabilities (for Moderate/Severe Candidates)	8

Old Course numbers are in ().

Concurrent Preliminary Education Specialist Level 1 (Special Education) and Multiple Subject (BCLAD emphasis optional) www.csuchico.edu/pсед

Department of Professional Studies in Education
Tehama 405

Contact the Special Education advising office listed above at 530-898-6887 if you have questions regarding this program.

You may choose to earn a Level I Education Specialist (Special Education) credential only, or you may choose the Concurrent Program and earn a Preliminary Multiple Subject credential simultaneously with an Education Specialist credential. See the Education Specialist credentials program information pages in this publication.

Program Description

Graduates of the Concurrent Program are highly sought after by California schools since they are especially prepared to teach at-risk and special needs students, whether in a general education classroom or in a specialized educational setting.

Preliminary Multiple Subject credential requirements are completed in one calendar year. In addition, graduates meet the requirements for a Level I Education Specialist Credential in Mild/Moderate Disabilities.

The Education Specialist credential may be used in K-12 resource rooms, special day classes, or alternative settings. See previous page for full description of the Education Specialist credentials.

After employment, Education Specialist Level I credential holders have five years in which to complete Level II at this or any other accredited campus.

Optional program extensions you may pursue include:

- Early Childhood Special Education Certificate to serve infants, toddlers, and preschoolers with special needs
- General Education credentialing
- Master's Degree in Education with Special Education Options
- A second Education Specialist credential

Special Features

Multiple credentials offer graduates varied options in the teaching profession.

Supervised teaching experience in exemplary special education classrooms is accompanied by courses in technology, collaboration, diagnosis and assessment, adaptation of curriculum and instruction to meet individual needs, and home, parent, and community relations.

The Concurrent Program offers state-of-the-art course work and varied, relevant school experiences led by talented master teachers, mentors, and university instructors. The formal Concurrent Program begins each year in mid-August and concludes in early June. Introductory core classes are open spring semester without formal admission. This core may be offered in June/August for those needing it before beginning the formal program.

Prerequisite Requirements

California Subject Matter Competency (SMC)

Applicants to a teacher preparation program must qualify for SMC by passing the California Subject Examination for Teachers (CSET) Multiple Subject.

Early Field Experience

- 45 hours of early experience in a general education K-6 (cross-cultural, linguistically diverse) classroom setting, supervised and verified in writing by a credentialed teacher on school letterhead within the last 4 years. Students may fulfill this requirement through the course EDCI 110. This 45 hour early experience should be completed prior to or concurrently with enrollment in SPED 569.
- Successful completion of SPED 569—Field Experience in General and Special Education.

Grade Point Average

Your GPA must be 2.75 for your last 60 semester units or 2.67 overall. If it is below either of these, inquire at the

Department of Professional Studies in Education about the GPA appeal process.

CBEST

Verification of having taken CBEST must accompany the application.

Certification of Clearance (COC)

Fingerprint Packet

Evidence that the COC has been submitted to the California Commission on Teacher Credentialing must accompany the application. Packets are available at the Credential Analyst office, Meriam Library 180.

Pre-Application

Submission of a Professional Studies in Education pre-application is recommended one year prior to conditional acceptance to the program. If you miss the deadline (first Friday in October), please call for advising.

Advisement

To meet program requirements in a timely manner contact the program for individual advising.

If you are applying to the Concurrent Education Specialist Multiple Subject with BCLAD* option the following apply:

- All requirements for Concurrent Education Specialist program, plus
- Bilingual/Cross-cultural Alternate Pattern Emphasis courses
- C.E.R.A.S. Spanish Language Exam
- Latino Culture Exam

*BCLAD is an acronym for Bilingual, Cross-cultural, Language, and Academic Development. The holder of a credential with BCLAD Emphasis is authorized to provide English language development and specially designed academic instruction in English to English learners (ELs), as well as teach ELs in their primary language, or in English only instructional settings.

Concurrent Credential Program

TAKE THESE COURSES BEFORE APPLYING TO THE PROGRAM

Complete a Pre-Application due the first Friday in October (pre-application available at THMA 401 or Holt 101.)
If you miss this pre-application deadline please contact the program advisor at 898-6887.

<input type="checkbox"/>	POLS 155 (055)	American Government: National, State, Local (or equivalent/or CSU degree)	3 units
<input type="checkbox"/>	HCSV 450 (260)	Health Education for Elementary School Teachers	3
<input type="checkbox"/>	CMST 131 (011)	Speech Communication Fundamentals (or CMST 012, THEA 020, 024, or equivalent)	3
<input type="checkbox"/>	EDCI 110 (010)	Early Field Experience—45 hours (at least 15 hours in a diverse setting)	3
<input type="checkbox"/>	PSYC 355 (202)	Child and Adolescent Psychology	3
<input type="checkbox"/>	PSYC 414 (214)	Psychology of Teaching	3
<input type="checkbox"/>	EDTE 302 (102)	Social Issues in American Education	3
<input type="checkbox"/>		Foreign Language (6 units or equivalent)	6
<input type="checkbox"/>	ENGL 371 (121)	Principles of Language	3
<input type="checkbox"/>	ENGL 470 (232)	Theory/Practice of Second Language Acquisition	3
<input type="checkbox"/>	SPED 343 (143)	Overview of Special Education	3

PRE- APPLICATION PROCESS

Submission of Concurrent Credential Program Pre-Application is recommended one year prior to conditional acceptance to the Concurrent Credential Program. Pre Application packets are due the first Friday in October.

LAST TWO SEMESTERS COURSE WORK

<input type="checkbox"/>	SPED 569 (289C)	Field Experience in Diverse Settings (Prerequisite: SPED 343 or concurrent enrollment)	3-4
<input type="checkbox"/>	SPED 561 (229B)	Curriculum & Instruction in Inclusive Settings (Prerequisites: SPED 343, SPED 569C)	3
<input type="checkbox"/>	SPED 563 (244C)	Collaboration in Education and the Helping Professions (Prerequisites: SPED 343, SPED 569C)	2
<input type="checkbox"/>	SPED 564 (245A)	Management of Learning Environments (Prerequisites: SPED 343, SPED 569C)	2

APPLICATION PROCESS

<input type="checkbox"/>	March 1st or before	Submit Graduate School and Credential Program Applications (see this Web site for details) Program Interviews and formal acceptance to the program required before continuing to Phase 1.	
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PHASE 1 COURSES • Fall Semester, Phase 1 requirements must be completed before progressing to Phase 2.

<input type="checkbox"/>	EDTE 673	Teaching English Learners: Literacy and Academic Access	3 units
<input type="checkbox"/>	SPED 560	Methods for Teaching Math: General & Special Education	2
<input type="checkbox"/>	SPED 562	Methods for Teaching Science/Social Science/Fine Arts: General & Special Education	3
<input type="checkbox"/>	EDTE 672	Reading and Language Arts	4
<input type="checkbox"/>	SPED 598	Seminar for Fieldwork Experience	1
<input type="checkbox"/>	SPED 565	Behavior Management	2
<input type="checkbox"/>	SPED 566	Student Teaching—Multiple Subject	8

PHASE 2 COURSES Spring Semester

<input type="checkbox"/>	SPED 671	Technology in Specialized Instruction	2 units
<input type="checkbox"/>	PSYC 516	Assessment & Evaluation in General & Special Education	3
<input type="checkbox"/>	SPED 673	Laws & Regulations in Special Education	1
<input type="checkbox"/>	SPED 672	Curriculum & Instruction: Mild/Moderate Disabilities	3
<input type="checkbox"/>	SPED 670	Home, School, Community Relations	2
<input type="checkbox"/>	RDGL 664	Seminar in Classroom Reading: Diagnosis and Remediation	3
<input type="checkbox"/>	SPED 598	Seminar for Fieldwork Experience	1
<input type="checkbox"/>	SPED 567	Student Teaching—Mild/Moderate Disabilities	8

Old Course numbers are in ().

Single Subject Credential Program

www.csuchico.edu/educ

Department of Education
Tehama 101

Contact the Department of Education at 530-898-6421 if you have questions regarding this program.

Program Description

Program leading to a Preliminary Single Subject Credential. Candidates may begin in fall, spring, or summer and choose from day, evening, and weekend courses to fit individual schedules.

The Single Subject Program focuses on developing teachers who exhibit these characteristics:

- embrace core democratic values and strive to live and teach by them
- know the content of the curriculum, including state-adopted standards, and be able to teach it to a diverse population of students
- design learning experiences based on an understanding of students' physical, intellectual, emotional, social, cultural, and linguistic needs
- utilize assessments to monitor student progress and modify instruction
- create and maintain a democratic learning environment that supports all students' academic and personal success
- develop as a reflective practitioner who exercises legal and ethical responsibility and engages in continuous professional renewal
- understand the role of teachers as moral stewards of the school and community.

Special Features

Candidates are able to complete programs leading to credentials through a variety of scheduling options. All candidates follow the Education Block System. Faculty advisers assist candidates with program planning.

Those with paid teaching positions may be eligible for the California Intern Credential and the Internship Program.

Early deciders for a Physical Education credential may participate in our Blended Physical Education/Single Subject option. Check with the Department of Physical Education and Exercise Science.

Program Requirements

California Subject Matter Competency (SMC)

Applicants to a teacher preparation program may qualify for SMC in one of the following ways:

- complete an approved Subject Matter Preparation Program at CSU, Chico (verified by the subject matter adviser in that department and sent directly to the Department of Education), or
- complete a program at another university that is California Commission on Teaching Credentialing approved (must supply Subject Matter Verification from that university), or
- pass the appropriate California Subject Examination for Teachers (CSET).

Grade Point Average

Your GPA must be 2.75 for your last 60 semester units or 2.67 overall. If it is below either of these, inquire at the Department of Education about the GPA appeal process.

Early School Experience

Completion of EDTE 255 (or any approved equivalent) with at least 45 hours of aiding or observing in a secondary classroom. The classroom teacher will complete the Teacher Candidate Disposition Form.

CBEST

Verification of having taken CBEST must accompany the application. Verification of having passed CBEST is required before Teaching Practicum II or before beginning an internship.

Certification of Clearance (COC)

Fingerprint Packet

Certificate of Clearance or a copy of an Emergency Permit must be on file before beginning Teaching Practicum I. Packets are available at the Credential Analyst office, Meriam Library 180.



Single Subject Credential Program

Revised Flex Block System

BLOCK 1 COURSES • (PREREQUISITES) Block 1 requirements must be completed before progressing to Block 2.			
<input type="checkbox"/>	APPLY TO THE CREDENTIAL PROGRAM IN THE SEMESTER THAT YOU WILL FINISH BLOCK 1 COURSES		
<input type="checkbox"/>	EDTE 255 (065)	Introductory Classroom Experience, 7-12 (or equivalent)	2 units
<input type="checkbox"/>	EDTE 302 (102)	Access and Equity in Education	3
<input type="checkbox"/>	ENGL 470 (232)	Theory/Practice of Second Language Acquisition (ENGL 371 prerequisite)	3
<input type="checkbox"/>	EDTE 530 (230A)	Fundamentals of Teaching Practice	3

BLOCK 2 COURSES • (CREDENTIAL PROGRAM COURSES) Will take at least 2 semesters. Recommended sequence is shown below; see adviser for alternate sequence.			
<input type="checkbox"/>	EDTE 531	Teaching with Technology (basic computer skills required)	1 units
<input type="checkbox"/>	EDTE 532	Literacy Development	3
<input type="checkbox"/>	EDTE 533	Subject Area Pedagogy I	3
<input type="checkbox"/>	EDTE 534	Teaching Special Populations	2
<input type="checkbox"/>	EDTE 535	Teaching Practicum I	3
<input type="checkbox"/>	EDTE 536	Subject Area Pedagogy II (EDTE 230D must be taken first)	3
<input type="checkbox"/>	EDTE 537	Applications for Democratic Education—Capstone course to be taken in the final semester	2
<input type="checkbox"/>	EDTE 538	Teaching Practicum II (CBEST must be passed, Subject Matter Competence must be verified, and EDTE 230F must be successfully completed before enrolling)	12

FLOATER COURSES (Required for a CSU, Chico recommendation for a credential.) Complete at any time during your university education.			
<input type="checkbox"/>	CMST 131 (011)	Speech Communication Fundamentals (or equivalent)	3 units
<input type="checkbox"/>	EDTE 580 (246A)	Educational Psychology	3
<input type="checkbox"/>	EDTE 301 (100)	Democracy and Public Schooling in America	2
<input type="checkbox"/>	HCSV 451 (261)	Health Education for Secondary School Teachers	3
<input type="checkbox"/>	POLS 155 (055)	American Government: National, State, Local (or equivalent/or CSU degree)	3
<input type="checkbox"/>		Foreign Language (6 units or equivalent)	6

Old Course numbers are in ().