

Department of Professional Studies in Education Application Packet for the following credential programs: Bilingual Multiple/Single Subject, Multiple/Single with English Learner Emphasis, Concurrent Multiple Subject and Education Specialist, Concurrent Single Subject and Education Specialist or Education Specialist only.

<p>Deadlines for Application: Credential Applications are due in the department office, Tehama 401, by 4:00 p.m. on March 1. <i>Please include this checklist with your application.</i></p>		<p><input type="checkbox"/> One copy of official transcripts from each college/university attended. In addition, CSU, Chico students must also provide an unofficial or portal transcript.</p> <p><input type="checkbox"/> Verification of Basic Education Skills Requirement. Proof of <input type="checkbox"/> CBEST or <input type="checkbox"/> CSET Writing Skills Exam or <input type="checkbox"/> CSU Placement Test (ELM & EPT) or <input type="checkbox"/> Early Assessment Program (EAP – English & Math) or <input type="checkbox"/> Basic Skills exam from another state See program adviser for passing criteria requirements needed.</p> <p><input type="checkbox"/> Early Field Experience. Verification of completion of your 45 hours of early classroom experience verified by a credentialed teacher.</p> <p><input type="checkbox"/> Verification of tuberculosis clearance (must be current).</p> <p>California Subject Matter Competency (SMC) If you are pursuing a Multiple Subject credential program, passage of the CSET Multiple Subject Examination is required prior to application deadline (March 1) for priority consideration.</p> <p><input type="checkbox"/> Photocopy of CSET scores.</p> <p>If you are pursuing a Single Subject or Education Specialist credential, appropriate subject matter competence verification is required prior to application (March 1) for priority consideration.</p> <p><input type="checkbox"/> Photocopy of subject specific CSET scores or SMC waiver form. Subject Matter Advisors will forward SMC waiver forms directly to the Department of Professional Studies in Education.</p>
<p>The following items are required for completion of your application. Use this application checklist form to help organize your materials. We suggest you keep a copy of all documents submitted.</p> <p>1. Complete an application for admittance to CSU, Chico</p> <p>If you are new to CSU, Chico or have been out of school for a semester or more, you must apply to the university.</p> <p>If you are currently a graduate student at CSU, Chico, with a status other than qualifying for a credential, complete the appropriate form to add credential status to your university record.</p> <p>If you are applying to the Graduate School for admission please do all of the following (early application is strongly recommended):</p> <p><input type="checkbox"/> Apply online at: www.csumentor.edu</p> <p><input type="checkbox"/> Submit a check or money order payable to CSU, Chico in the amount of \$55 or Graduate School Fee Waiver Form www.csuchico.edu/gisp/gsf/forms</p> <p><input type="checkbox"/> Submit one official set of transcripts from all colleges or universities previously attended. If you are (or expect to be) a graduate of CSU, Chico, you do not need to submit transcripts to the Graduate School.</p> <p>2. Complete Credential Application Requirements</p> <p><input type="checkbox"/> Photocopy of confirmation sheet (1 pg.) from online Graduate School application. (For post-baccalaureate applicants.)</p> <p><input type="checkbox"/> \$50 credential program application fee made payable to CSU, Chico.</p> <p><input type="checkbox"/> Completed Credential Program Application (attached). (Accurate information is essential to the procession of your application.)</p>	<p><input type="checkbox"/> Three copies of your professional résumé. For assistance you may contact the Career Planning and Placement Office (898-5253, Student Service Center 270).</p> <p><input type="checkbox"/> Handwritten Statement of Professional Goals form (attached).</p> <p><input type="checkbox"/> Handwritten Experience Statement form (attached). Personal summary of your life, including your work experiences with children.</p> <p><input type="checkbox"/> Candidate Disposition Form (attached) should be given to the teacher in whose classroom your early school experience was done. The teacher should complete the form and mail it to the Department of Professional Studies in Education. You must fill in the top portion before giving it to the teacher.</p> <p><input type="checkbox"/> Two original letters of recommendation that attest to the attributes you possess that will contribute to effective teaching. One letter should be from a credentialed teacher who has observed your work in a classroom setting. This may be the teacher with whom you completed your 45 hours of early field experience. The second letter may be from a work supervisor or a professor who can verify your professional abilities. Letters should be current, and on letterhead.</p> <p><input type="checkbox"/> Three (3) Additional References. Provide the names and phone numbers of three people who know you in an educational setting (college professor, teacher, school administrator, church school director, or work supervisor.)</p> <p><input type="checkbox"/> Mail the Certificate of Clearance (fingerprints) to the California Commission on Teacher Credentialing prior to the credential application deadline. Include a copy of the completed Request for Live Scan sheet with your credential application. Failure to be cleared by the California Commission on Teacher Credentialing will postpone your school placement (student teaching). Clearance packets are available online at: http://www.ctc.ca.gov/ Or http://www.csuchico.edu/cme/credential/</p>	

CREDENTIAL PROGRAM APPLICATION

Department of Professional Studies in Education (PSED)

This form, along with your Graduate School Application, is used by PSED to certify that admission requirements are met for the programs listed below. Please fill out the form **completely** if you wish to be considered for the Professional Studies in Education Credential Programs. Courses in progress should be marked "IP" for grade received.

LAST NAME	FIRST NAME	STUDENT ID #	SOCIAL SECURITY #
Check appropriate box: <input type="checkbox"/> Multiple Subject/BCLAD [MB] <input type="checkbox"/> Single Subject/BCLAD [SB] Subject area: _____			
<input type="checkbox"/> Multiple Subject/Single Subject – English Learner Emphasis [MSE]			
<input type="checkbox"/> Education Specialist (Level I Mild/Moderate) [ES]		<input type="checkbox"/> Education Specialist (Level I Moderate/Severe) [ES]	
<input type="checkbox"/> Concurrent [Education Specialist Level I Mild/Moderate and Multiple Subject] [CM]			
<input type="checkbox"/> Concurrent [Education Specialist Level I Mild/Moderate and Multiple Subject/BCLAD] [CB]			
<input type="checkbox"/> Concurrent [Education Specialist Level I Mild/Moderate and Single Subject-Subject area: _____] [CS]			

Subject Matter Competence	
CSET (Multiple or Single Subject) <input type="checkbox"/> Exam taken, individual scoresheet enclosed <input type="checkbox"/> Exam to be taken or retaken on _____	Program Waiver (Single Subject Only) <input type="checkbox"/> In progress, progress reviewed on _____ <input type="checkbox"/> Signed waiver enclosed or sent to Department of Professional Studies in Education

Basic Skills Tests (CBEST)	
<input type="checkbox"/> CBEST exam taken, individual scoresheet enclosed (<i>Multiple Subject Program applicants who have passed CSET for Multiple Subjects may waive CBEST by passing the CSET Writing Skills Exam</i>)	
<input type="checkbox"/> Exam to be taken or retaken on _____	<input type="checkbox"/> Other (specify ELM/EPT/EAP): _____

Certificate of Clearance (fingerprinting): <input type="checkbox"/> Certificate of Clearance online application submitted on _____ (date)	
<input type="checkbox"/> Fingerprinting completed on _____ (following LiveScan, online application must be submitted) <input type="checkbox"/> Credential(s) Held: _____	

Bachelors Degree: Institution: _____	Major: _____	Graduation date or anticipated date: _____
---	--------------	--

Colleges/Universities attended (list all)	
<input type="checkbox"/> CSU, Chico	<input type="checkbox"/> Unofficial transcript enclosed
_____	<input type="checkbox"/> Official transcript enclosed
_____	<input type="checkbox"/> Official transcript enclosed
_____	<input type="checkbox"/> Official transcript enclosed

Prerequisite Courses Completed (*Equivalent courses must be approved by the department*) [*See italic codes above for program key*]

	<i>CSU Chico Course</i>	<i>Title of Course</i>	<i>MB</i>	<i>SB</i>	<i>CB</i>	<i>MSE</i>	<i>CM</i>	<i>CS</i>	<i>ES</i>	<i>Semester / Grade Received</i>	<i>Institution</i>	<i>Equivalent Course #</i>
<input type="checkbox"/>	POLS 155	American Government										
<input type="checkbox"/>	CMST 131	Speech Communication Fundamentals										
<input type="checkbox"/>	HCSV 450/451	Health Ed. <input type="checkbox"/> Elem <input type="checkbox"/> Secondary										
<input type="checkbox"/>	EDTE 440	Practicum Multilin/Cul Classrooms					NA	NA	NA			
<input type="checkbox"/>	EDTE 302	Access & Equity in Education										
<input type="checkbox"/>	ENGL 371	Principles of Language										
<input type="checkbox"/>	ENGL 470/471	2 nd Lang. Acq <input type="checkbox"/> Mult <input type="checkbox"/> Sing Subj										
<input type="checkbox"/>	PSYC 355	Child/Adolescent Psychology (MS)		NA				NA				
<input type="checkbox"/>	PSYC 414	Psychology of Teaching (MS)		NA				NA				
<input type="checkbox"/>	SPED 343	Overview of Special Education										
<input type="checkbox"/>	SPED 569	Field Exp: General & Special Ed.	NA	NA								
<input type="checkbox"/>	SPED 561	C & I for Inclusive Settings	NA	NA								
<input type="checkbox"/>	SPED 563	Collab. in Ed & Helping Prof.	NA	NA								
<input type="checkbox"/>	SPED 564	Prin: Inclusive Learning Environs.	NA	NA								
<input type="checkbox"/>		Foreign Language (1 yr high school or 3 units of university credit)										

BCLAD Program Prerequisites: In addition to prerequisites listed above, candidates for BCLAD Multiple and/or Single Subject Programs must complete this section and the Bilingual Alternate Pattern on the next page:

Bilingual/Crosscultural Alternate Pattern Emphasis Completed: Date: _____ College/University: _____

Spanish Language Exam Completed: DATE: _____ SCORE: _____ Culture Exam Completed: DATE: _____ SCORE: _____

I certify that the above and any other information submitted by me in conjunction with my application is accurate and complete.

Applicant's signature _____ Date _____

Local Mailing Address _____

Phone _____ E-Mail _____

CREDENTIAL PROGRAM APPLICATION

Department of Professional Studies in Education (PSED)

Bilingual Alternate Pattern Courses Completed (*Equivalent courses must be approved by the department*) [*See italic codes above for program key*]

	<i>CSU Chico Course</i>	<i>Title of Course</i>	<i>MB</i>	<i>SB</i>	<i>CB</i>	<i>MSE</i>	<i>CM</i>	<i>CS</i>	<i>ES</i>	<i>Semester / Grade Received</i>	<i>Institution</i>	<i>Equivalent Course #</i>
<input type="checkbox"/>	SPAN 201	Third-Semester Spanish				NA	NA	NA	NA			
<input type="checkbox"/>	SPAN 202	Fourth-Semester Spanish				NA	NA	NA	NA			
<input type="checkbox"/>	SPAN 203 or SPAN 303	Reading and Conversation Reading and Composition				NA	NA	NA	NA			
<input type="checkbox"/>	SPAN 301	Grammar and Composition				NA	NA	NA	NA			
<input type="checkbox"/>	LAST 110 or SPAN 332	Intro to Latin Amer. Studies Latin Amer Culture/Civilztn				NA	NA	NA	NA			
<input type="checkbox"/>	HIST 135	Mexican Heritage in US				NA	NA	NA	NA			
<input type="checkbox"/>	CHST 358	Chicanos in Contemporary Society				NA	NA	NA	NA			
<input type="checkbox"/>	BLMC 319	Biling Teach Competence: Lang				NA	NA	NA	NA			

California State University, Chico –Professional Studies In Education Credential Programs
STATEMENT OF PROFESSIONAL GOALS AND AUTOBIOGRAPHICAL BACKGROUND

LAST NAME

FIRST NAME

Part 1: Statement of Professional Goals

Provide a brief **handwritten** statement of your philosophy and professional goals that describes your perception of an effective teacher and how you plan to work toward that ideal. Use only the space provided below.

Note: This form will not be kept confidential. It will be read by university faculty and possibly by public school personnel.

STATEMENT OF PROFESSIONAL GOALS AND AUTOBIOGRAPHICAL BACKGROUND

Part 2: Experience Statement

Provide a brief **handwritten** on an experience from your life and discuss how that experience might influence your work with diverse populations of children (struggling learners, at-risk learners, poverty, low socio-economic, children with special needs). Use only the space provided below

Note: This form will not be kept confidential. It will be read by university faculty and possibly by public school personnel.

SIGNATURE:

DATE:

	Needs Improvement	Developing	Acceptable
Disposition #1			
Appreciates and values human diversity, recognizes community and cultural norms, shows respect for students' varied talents and perspectives, seeks to foster culturally-appropriate communications and demonstrates best practices in his or her field.	Unfairly interacts and responds to students; is unaware of opportunities to enhance cross-cultural understandings; is non-responsive to students' individual differences; misses opportunities to encourage cultural sensitivities and perspectives; is unaware of culturally responsive pedagogical practices	Is aware of the need to interact and respond with all students fairly; responds to opportunities to enhance cross-cultural understandings; recognizes individual differences; attempts to encourage cultural sensitivities and perspectives; is aware of culturally responsive pedagogical practices	Interacts and responds with all students fairly; looks for opportunities to enhance cross-cultural understandings; invites and integrates students' individual differences into the classroom environment; encourages cultural sensitivity and perspectives; models culturally responsive pedagogical practices
Disposition #2			
Believes that all children can learn, appreciates their varying abilities and persists in helping all children achieve success.	Not engaging with students at all levels of student abilities: Easily frustrated when students don't understand; focuses on higher level students only; isn't aware of students who need help	Recognizes and engages all levels of student abilities: Tries to help students that don't understand; attempts to interact all levels of student abilities; seeks to help all students	Looks for and inquires about a variety of strategies to engage all levels of student abilities: Persists with students to try to help them understand; encourages students at all levels; seeks strategies to be more effective with all students.
Disposition #3			
Committed to continuous, self-directed learning, critical thinking and reflection in order to refine instructional practice and deepen knowledge in the academic disciplines.	Rarely asks questions about classroom dynamics; passes by opportunities to discuss teaching practice; demonstrates inadequate knowledge of subject and curriculum, and/or has few ideas to increase his/her knowledge	Asks some questions about classroom dynamics; occasionally engages in thinking about and discussing teaching practice; demonstrates knowledge of subject and curriculum, but is less certain of ways to increase his/her knowledge	Often asks questions about and comments on classroom dynamics; shows a real interest in thinking about and discussing teaching practice by initiating discussions often; demonstrates superior knowledge of subject and curriculum; describes realistic and specific workable plans for increasing his/her knowledge.
Disposition #4			
Demonstrates pride in the education profession and participates in collaborative relationships with colleagues, students, parents, and social and professional communities and agencies.	Dresses inappropriately and/or exhibits inappropriate and/or unprofessional behavior; uses verbal communication that does not foster interaction; Attendance, punctuality, and/or preparation is problematic	Dresses and conducts self appropriately; communicates effectively with students and colleagues; meets scheduled time/hour commitment and is prepared	Models professional dress and conduct; uses verbal communication that enhances interactions with students and colleagues; meets or exceeds scheduled time/hour commitments, arrives promptly and is well prepared
Disposition #5			
Committed to the expression and use of democratic values and is committed to creating a learning environment that fosters active engagement in learning and encourages positive social interaction.	Unaware of the need for interdependent, collaborative social interaction; unresponsive to student ideas; displays little interest or involvement in group work; limited responsiveness to students	Aware of the need for interdependent, collaborative social interaction; listens to student ideas; actively observes group work; responsive to students	Recognizes and values interdependent, collaborative social interaction; values student ideas; facilitates student group work, when asked; very responsive and respectful to all students, both verbally and nonverbally