



TEACHER EDUCATION HANDBOOK

TEACHER EDUCATION PROGRAMS

Preliminary Credentials

Multiple Subject

Single Subject

Master of Arts in Education

Curriculum and Instruction

Dual Language Learning

Transitional Kindergarten (currently not offered)

Other Programs

Bilingual Authorization

Dual Language Certificate

Teacher Induction

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INTRODUCTION

Welcome to the Division of Teacher Education in the College of Education (COE) at California State University, Dominguez Hills (CSUDH). The faculty congratulates you on your decision to pursue a teaching credential, master's degree, dual language authorization, or certificate in a quality program that will prepare you to meet the needs of your future students who deserve intelligent, enthusiastic, and dedicated professionals. The faculty will support you in this effort and look forward to the opportunity of helping you reach your goal of becoming a credentialed teacher or to assume advanced roles in the field of education.

Teacher Education Department (TED) consists of 3 main programs, Multiple Subject (MS or Elementary), Single Subject (SS or Middle/High School), and the Master of Arts in Education. The TED handbook is designated for the Multiple and Single Subject credentials. The Division of Teacher Education also offers the programs below:

- [Education Specialist Credentials](#)
- [Bilingual Authorization & Certificate Programs](#)
- [Teacher Induction Program](#)
- Master of Arts in Education:
 - [Curriculum and Instruction](#)
 - [Dual Language Learning](#)
 - Transitional Kindergarten (currently not offered)

The Teacher Education credential program is based on the guidelines set forth by the California Commission on Teacher Credentialing (CCTC), including the California Teaching Performance Expectations (TPEs). The list of TPEs are included in the [Preliminary Multiple and Single Subject Credential Preconditions, Program Standards, and Teaching Performance Expectations](#) document on the CCTC website.

This document includes Teaching Performance Expectations (TPEs) within the 6 California Standards for the Teaching Profession ([CSTP](#)). Each TPE includes a narrative that provides the context and intent of the TPE and a set of elements that identify key aspects of teaching performance, along with a narrative providing context for subject-specific pedagogy. The TPEs comprise the body of knowledge, skills, and abilities that beginning general education teachers have the opportunity to learn in approved teacher preparation programs in California. Beginning teachers demonstrate their knowledge of the TPEs by successfully completing course work, engaging in clinical practice, and passing a Teaching Performance Assessment (TPA) based on the TPEs. Beginning teachers must meet these requirements prior to being recommended for a preliminary teaching credential in California. TPEs guide teacher preparation program development; candidate competency with respect to the TPEs is measured through the TPA.

The TPEs are research-based and aligned to national teaching standards expectations. They link to expectations set forth in California's adopted content standards for students. They require beginning teachers to demonstrate the knowledge, skills, and abilities to provide safe,

healthy, and supportive learning environments to meet the needs of each and every student and to model digital literacy and ethical digital citizenship. In addition, the TPEs explicitly require beginning teachers to know and be able to apply pedagogical theories, principles, and instructional practices for the comprehensive instruction of English learners. They know and can apply theories, principles, and instructional practices for English Language Development to assist students to achieve literacy in English within the content area(s) of their credential(s). They create inclusive learning environments, in person or online, and use their understanding of all students' developmental levels to provide effective instruction and assessment for all students, including students with disabilities in the general education classroom.

Throughout this set of TPEs, reference is made to “all students” or “all TK-12 students.” This phrase is intended as a widely inclusive term that references all students attending public schools.

The TPEs are organized by the [6 CSTP domains](#). Detail about expectations for beginning teacher knowledge and performance is provided through TPE elements and narratives within each of the 6 CSTP Domains:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

The Teacher Performance Expectations (TPEs) embedded in the 6 domains listed above form the basis for course content and assessment of candidate performance.

Handbook Overview

The purpose of this handbook is to provide candidates with necessary information to complete the program. Candidates are expected to read the handbook prior to entering the program and throughout the program as a reference. In order to successfully complete the program, candidates must meet all requirements and procedures described in this handbook, the [University Intern Handbook](#), and [Graduate Student Handbook](#).

Conceptual Framework

The [College of Education's Conceptual Framework](#) provides the basis for the design of the TED program. The framework contains the following elements: Our Vision, Our Mission, and COE Core Values

Our Mission

Through self-examination, collective learning, and research, we construct brave spaces that foster the holistic development of educators. Together, we challenge and dismantle systems of power and privilege in institutions of education. We re-imagine equitable, responsive, and just learning experiences for all learners, especially those from minoritized groups within our college and in our local schools. We are committed to advancing the following:

- a justice-focused agenda
- the pursuit of equity
- innovation in teaching and learning
- rigorous and responsive research
- collaboration with professional, local, and global communities, and student-centered partnerships
- belief in the limitless potential of our work, each other, and those we serve

Our Vision

Grounded in principles of justice, equity, and critical consciousness, we are committed to reflective, responsive, and purposeful praxis in teaching, scholarship, and leadership. Alongside the communities we serve, we prepare critical educators to co-create and enact transformative change.

Our Core Values

Commitment to Advancing Student Learning

The College of Education at CSUDH is uniquely situated to have a lasting and positive impact on public schools and students within the Los Angeles region. We are deeply disturbed by the inequities and achievement gaps that are far too common in many of the schools in our area. Our common effort in initial and advanced credential programs, as well as our MA programs, is to prepare educators who will advance student learning, provide strong leadership, and create supportive learning environments for all students. We are committed to preparing educators who will sustain school improvement and educate all students to the same high learning outcomes.

Commitment to Diversity

The diversity on our campus and in our communities is a remarkable asset, and we draw on this to enhance teaching and learning on campus and in our clinical settings. Faculty and staff appreciate and value this diversity in all its forms: cultural, socioeconomic, religious, gender, linguistic and ability. We are committed to preparing educators who have the dispositions to appreciate and value this diversity among their students, families, colleagues, and communities.

Core Belief Statements

Developed by faculty and centered on key themes in educator preparation, these statements express the strong values that underlie our professional work and that have long been held in the College of Education. These beliefs define our work together even when it branches out into different projects and endeavors. Each theme and statement stems from a strong knowledge base that includes theories and research from each of the disciplines present in our school.

Access: We believe that every child is entitled to caring, competent and qualified teachers, administrators, and counselors every year.

Responsive Pedagogy: We believe that all students can learn when educators know them, have high expectations for them and provide them with appropriate instruction and scaffolding.

Reflection: We believe that our academic programs and fieldwork must integrate current research, significant theory and public policy through reflective practices that result in continuous improvement.

Growth: We believe that education professionals have an obligation to be a force for continual and positive growth for themselves, their students, their colleagues, and their communities. This gives purpose to our practice of continuous assessment and improvement.

Collaboration: We believe that collaboration within and among all stakeholders and communities is integral to learning and to transforming schools.

Teacher Education Knowledge Base

The knowledge base emphasizes the work and scholarship of educational philosophers, researchers, and practitioners embedded in our coursework.

Knowledge Base Category	Theorists, Researchers, and Practitioners
Democratic Society	John Dewey, Linda Darling-Hammond, Paolo Freire, Antonia Darder
Diversity Issues	James Banks, Cherry McGee, Sonia Nieto, Christine Sleeter, Wayne Au, Geneva Gay, Marilyn Cochran-Smith
Constructivist Approaches	Jean Piaget, Lev Vygotsky, John Dewey, Margaret Wang, Maynard Reynolds, Lilian Katz, Sylvia Chard
Cognitive Approaches	Jean Piaget, Lev Vygotsky, John Dewey, Abraham Maslow, Benjamin Bloom, Alfred Adler, Howard Gardner, David Ausubel, Robert Slavin, Margaret Wang, Maynard Reynolds John Hattie
Language/Reading Development	Noam Chomsky, James Cummins, Stephen Krashen, David Pearson, Patricia Cunningham, Marie Clay, Brian Cambourne, Donald Holdaway, Roach Van Allen, Donald Bear, Shane Templeton, Isabel Beck, Frank Smith, Annemarie Palinscar, Harvey Daniels, Louise Rosenblatt and Lucy Calkins, Doug Fisher Ophelia Garcia, Ernest Morrell, Kris Gutierrez
Curriculum Design	John Dewey, Jerome Bruner, Elliot Eisner, Grant Wiggins, Roland Coloma, Patricia Halagao, Wayne Au
Multiple Assessment Methods	Alfred Binet, Howard Gardner, Benjamin Bloom, Grant Wiggins, Patricia Carini
Reflective Practitioners	Linda Darling-Hammond, Jeff Duncan-Andrade Donald Schon,
Technology	Seymour Papert, Doug Kellner, Jeff Share
Justice And Equity	Daniel Solórzano, Gloria Ladson-Billings, Tyrone Howard, Bree Picower, Allyson Tintiango-Cubales, Patrick Camangian, Alan Luke

TED programs are designed to further the mission and goals in several critical ways. Most graduates work within the greater Los Angeles basin which is one of the most diverse areas in the country. Our programs are dedicated to preparing students to work in urban settings with culturally and linguistically diverse learners. In addition, TED programs blend theory and practice. Course assignments and projects are connected to field experiences. Through school field experiences, TED candidates are provided with opportunities to apply theoretical principles within challenging settings. The TED programs also are based on Teaching Performance Expectations (TPEs), aligned with the California Standards established by the California Commission on Teacher Credentialing.

Preliminary Credential Program Design

The program offers a developmental coursework and field sequence that effectively prepares candidates to teach K-12 students and to understand the contemporary conditions of schools. The Multiple Subject (MS) and Single Subject (SS) programs offer a variety of options that lead to the preliminary credential.

Common Elements Within Our Programs

- Opportunity to understand the historical, philosophical, social, political, and legal foundations of education in schools within our society.
- Program coursework and field experiences are designed to prepare teacher candidates to effectively meet the needs of urban schools with multicultural and multilingual students.
- Method courses are designed to address issues of second language learners and diverse styles of learning to students whose primary language is not English.
- Preliminary credentials include the English Language Authorization (ELA).
- Specific strategies for differentiating instruction are infused throughout the courses to address issues of inclusion and diversity. Candidates learn to pre-assess students and modify content, process, and products to meet the diverse learning needs of children.
- Method courses provides extensive opportunities to learn and teach state adopted K-12 academic content standards to all students.
- Candidates learn to use technology applications in the methods courses including computer applications to manage records (e.g., grade books, spreadsheets, databases); communications through print media (e.g., word processing, newsletter, and graphics), and e-mail/threaded discussion. Candidates examine and use a variety of educational digital media (e.g., internet resources, computer-assisted instruction, and presentation tools) to evaluate materials.
- Candidates receive guidance and mentoring during field experience from university supervisors, site-based master teachers, and mentor teachers.
- A formative, self, and summative assessment system has multiple benchmark criteria embedded throughout the program and is designed to assess candidates TPE performance developmentally throughout the program.
- University supervisors conduct observations and conferences focused on each TPE and offer specific suggestions for improved practice. Candidates are provided with timely, accurate, and complete feedback regarding the progress of their performance.
- To successfully advance into the next Phase within the program and to be recommended for a preliminary credential at the end of the program, candidates must meet specific standards at each benchmark.

Master of Arts in Education Program Design

The Master of Arts (MA) in Education program prepares candidates to assume advanced roles in the field of education. The coursework provides a broad conception of curriculum design, development, and instruction supported with evidence-based best practices, develop and engage in real-time intervention studies to demonstrate critical thinking and research writing skills. The program core consists of advanced coursework, electives, and culminating experience (e.g., comprehensive exam, project, or thesis) that supports advanced study in the field of education. There are 31 units of course work with a minimum of 21 semester units completed in residence. Candidates may apply to both the Master of Arts in Education Degree and Multiple Subject or Single Subject credential at the same time. If applying to both the MA and credential program, the credential must be completed first, followed by the master's.

CANDIDATE RESPONSIBILITIES

The TED credential program is a collaborative effort among the university, school districts, and the credential candidate. The candidate must:

- Download and read the most current [TED Program Handbook](#) .
- Complete all application requirements for admission to the program and University.
- Complete any additional requirements to move forward into each of the phases of the program.
- Check CSUDH e-mail account weekly for messages from instructors, advisor, assessor, Chair, or TED division staff.
- Schedule an advising appointment with a faculty advisor prior to course registration. A list of advisors can be requested at ted@csudh.edu or in the COE lobby. Advisors change each semester.
- Follow program plan for required sequence of courses for each phase of the program.
- Complete and submit all course assignments by the deadlines. Syllabi are available on Canvas for each course unless otherwise stated by the instructor.
- Program admission document requests, announcements, and deadlines are sent via toro email.
- Maintain a 3.0 grade point average (GPA), equivalent to a “B” with no grade lower than a “C” in TED courses. A 3.0 GPA is required to be recommended to CTC for a preliminary credential or to be awarded a master's.
- Graduate and post-baccalaureate students may repeat a course only once. However both grades will be calculated into the total GPA according to the [University Repeat and Cancel Policy](#).

- Program information, application forms, and the contents of this handbook are available on the [COE website](#).
- Candidates are responsible to keep updated regarding all program information and should frequent the [COE website](#) for announcements.
- Candidates must complete all the requirements for the credential within 5 years. This time limit commences with the semester of the earliest course used on the candidates credential program plan and transcripts.
- Obtain current assessment requirements and procedures from [TED Program Handbook](#), [TED University Intern Handbook](#), and [Dual Language Learning Handbook](#).
- Maintain personal copies of all documents used for program applications including forms provided by supervisor, master teacher, and assessor.
- Candidates are expected to follow the [CSUDH student rights and responsibilities](#).
- Candidates are expected to demonstrate commitment, professional ethics, and responsibility.
- Candidates in field experience are expected to follow district and school rules and procedures (e.g., appropriate comportment, attendance/punctuality, proper attire, etc.).
 - **Note:** Candidates may be dismissed for failure to meet university/school district requirements, maintain required GPA, or honor Professional Conduct rules.

APPLICATION DEADLINES

For specific information regarding application requirements, please refer to the [TED Program Requirements Flyer](#).

Priority Deadline

The priority deadline allows the program admissions unit to review and process your application before the final deadline application submissions. Processing time is approximately 4-6 weeks.

Phase I Applications (Preliminary):

Entering Semester	Application Due
Spring	October 1
Fall	May 1

Final Deadline

The final deadline is the last day to submit your university and program application for review and processing. Processing time is approximately 5-8 weeks. Late applications will not be accepted after this date.

Phase I Applications (Preliminary):

Entering Semester	Application Due
Spring	November 1
Fall	June 1

Phase II and Phase III Applications:

Entering Semester	Application Due
Spring	October 1
Fall	March 1

ADVISING AND STUDENT RESOURCES

Advisor

The advisor is a member of the faculty and is responsible for providing support and monitoring candidates' progress. Candidates are expected to schedule an appointment to see an advisor at the beginning of each semester. Advisors are assigned by the TED office. A list of the advisors contact information and office hours are posted on the TED information announcement board located in the main COE hallway before the TED office, COE 1410. Physical copies are also available in the TED office or by email ted@csudh.edu. Please contact your faculty advisor to schedule an appointment.

Student Services Center

The Student Services Center offers a variety of services and information. Hours of operations are Monday - Friday 8am – 5pm in COE 1414. Student Services Center personnel may be reached at (310) 243-3525. The Student Services Center is available to assist candidates with the following:

- Admission and registration deadlines
- Application status
- Information session dates
- Orientation dates
- Pre-admission procedures and requirements
- Assistance with documents and forms
- Testing information:
(e.g., Basic Skills/CBEST, PRAXIS/SSAT, Subject Matter/CSET, and U.S. Constitution Exam).

- Copies of candidate documents in TED database: (i.e., Phase I-III and University applications, Credential Requests, Course substitutions, Program Plans/Interview sheets, Change of Objectives, and any other document submitted to the Student Services Center or uploaded to your applications in SM Apply.)
 - **Note:** SM Apply documents are available for downloading through your account. We suggest you download your complete application for your records.
 - Documents not available through the Students Services Center can be inquired in the TED office in COE 1410 – (310) 243-3496
- Change of address or name change
- Foreign transcript analysis procedures
- Campus services/directory
- Referral to Graduate Education Division and Liberal Studies program.
- Financial aid support letter
- Credential Analyst and Program Admission appointments

Request for Records

The College archives a variety of documents such as petitions, course substitutions, fieldwork documents, etc. You may request a document by filling out a [Request for Records](#) form at the Student Service Center.

Credential Analysts

Credential analysts are available by appointment and may be reached at (310) 243-3353 Monday - Friday 8am - 5pm. Credential analysts assist with the following:

- Provide advisement on licensing information to out of state/country trained individuals
- Credential request status
- University Intern request status
- Information on approved Subject Matter equivalency programs and examinations
- Added Authorizations
- Credential renewal requirements
- U.S. Constitution course equivalencies and/or exams
- Certificate of Clearance and Livescan process

PROGRAM REQUIREMENTS

TED offers 2 credential programs, Multiple Subject and Single Subject. Each program contains the Student Teaching option and University Intern option. Multiple and Single Subject programs can be taken along with the MA in Education. Candidates enrolled in both the credential and MA program must complete the credential first, followed by the master's.

Student Teaching Option

All candidates will initially be admitted into the student teaching option. After completion of TED 400, TED 414, and TED 507, if a candidate accepts a full-time teaching position, they may be eligible to apply for the Intern option.

Intern Option

Interns teach TK-12 students in their own classroom, rather than in a classroom with a master teacher. Candidates may be accepted into the University Intern option once they are intern eligible and have been offered a contract as a public-school teacher (without a preliminary credential) in a school district within the COE service area. TED staff and faculty do not locate intern positions for candidates.

Candidates will be “intern eligible” after completing the following:

- Obtaining a posted grade with a B average (no grade lower than a C) in:
 - TED 400, TED 414, and TED 507
- After completing subject matter competency

If you would like to apply to the Intern Program, please make an appointment with Dr. Cristina Stephanie at cstephany1@csudh.edu or (310) 243-3118 to verify your school district is within the COE service area and has a current agreement with the University. You will need to request internship by completing the online credential request located within [SM Apply](#). A copy of your current employment contract will need to be submitted. Please allow 1-2 weeks for processing.

If you require a [University Intern Eligibility](#) status letter, you may submit a request at the Student Services Center at COE 1414 or (310) 243-3525. Processing time is approximately 5-7 working days and a requires a \$50.00 processing fee (subject to change). For questions regarding a status letter, please contact the Student Services Center or Credential Analyst at (310) 243-3353.

Please refer to the [Teacher Education Intern Program Handbook](#) on the [TED website](#) for further requirements and policies.

Non-public School

All non-public school candidates must complete the Advising Form for Non-Public Schools option. Please make an appointment with Dr. Cristina Stephany at cstephany1@csudh.edu or (310) 243-3118 located in COE 1477 to complete this form during Phase I. All non-public school candidates will complete Fieldwork I during Phase III and Student Teaching during the summer. Fieldwork must be taken prior to summer Student Teaching.

Preliminary Credentials

The credential program is divided into 3 semesters (phases). Credential candidates are admitted to Phase I by meeting all requirements including [Basic Skills](#) to be accepted into the program.

Phase I

During Phase I you will be required to complete the Phase II application. Candidates must apply for Phase II for the semester they plan to enroll in TED 433 (MS) or TED 453 (SS). If you apply and do not attend, you will need to reapply to Phase II for the following semester.

To complete the Phase II application, all candidates should:

- Complete [Subject Matter Competency](#)
 - Those who have not met Subject Matter are required to complete a [Progress Towards Meeting Subject Matter Form](#) (passcode is 1410). Subject Matter must be completed to enter Phase III. Candidates who are having difficulty meeting Subject Matter should make an appointment to see an advisor.
- Meet with an advisor for the Phase II interview
 - At the conclusion of the interview, the candidate and faculty advisor will sign and date the form. Program Plan/Interview sheets are available through your advisor or in the TED office (COE 1410). The form is to be uploaded to the Phase II application. Please keep the original along with any other documentation requested throughout your program.
- Provide evidence of CPR certification (Adult, Child, and Infant)
- Provide 2 email addresses for letters of recommendations. Interns will also require 1 letter from their principal.
- Provide any expired documents

Candidates can meet [Subject Matter Competency](#) by one of the following options:

- Complete CSET
- Complete a CCTC approved Subject Matter Preparation Program
 - Contact the university that granted your undergraduate degree to determine if you completed an approved Subject Matter Preparation program. If approved, a verification of subject matter equivalency letter will be provided.
- Major Match from your undergraduate degree
- Coursework **or**
- A combination of CSET and coursework

Phase II

Candidates are expected to take all Phase II classes in the same semester.

During Phase II you will be required to complete the Phase III application. To complete the Phase III application, all candidates should:

- Have completed or be in progress to complete all Phase II courses
- Upload CPR card (Adult, Child, and Infant) that is valid for at least 2 more semesters
- Complete [Subject Matter Competency](#)
 - Candidates who have not met Subject Matter must see an advisor
 - If Subject Matter is not met, you will need to submit a Phase III application for the following semester or until Subject Matter is met
- Upload any expired documents

Phase III

Upon completion of the following requirements, you may file for your preliminary credential.

- Successfully completed all Phases of the program
- Current 3.0 or higher GPA
- Pass the California Teaching Performance Assessment ([CaITPA](#))
- Pass [RICA](#) (MS candidates only)

You must complete a [credential request](#) to have your credential recommended to CTC. This does not happen automatically.

Supplementary Authorizations

Candidates holding a Multiple or Single Subject Credential who wish to add subject authorizations to their credential should refer to the [Supplementary Authorization Guideline Handbook](#).

Credential and Master of Arts in Education

- The candidate should apply for the Master of Arts in Education at the same time they apply to the credential program. Failure to apply early may result in additional units to reach 31 units for the master's.
- Maximum of 9 units (12 unit pilot program is currently being offered) may be transferred from the credential program into the MA program. Make an appointment with the Program Coordinator or Master's Advisor to determine which courses are eligible.
- It is required to maintain continuous enrollment for the MA program. Should you require a semester off, please reach out to the Program Coordinator(s) to avoid being dropped from the program.
- Enrolling in TED 600 will be necessary to keep continuous status.

Please refer to the [Graduate Student Handbook](#) for further requirements and policies.

Bilingual Authorization

All candidates pursuing the Bilingual Authorization (BILA) will need to meet the required competencies. Candidates must make an advising appointment with the BILA Program Coordinator to plan how to meet these competencies. Contact the TED office at (310) 243-3496 or email ted@csudh.edu for the BILA Coordinator's office hours and information.

- The Bilingual Authorization (offered in Spanish) licenses the holder to teach in an approved language other than English.
- The candidate must hold a 2042 multiple subject, single subject, or education specialist credential or apply for one of these concurrently with the authorization. In other words, this is not a stand-alone authorization, it can only be added to a credential.

Candidates must fulfill requirements in the following areas:

- Language Proficiency
- Methods
- Culture

- Supervised Bilingual Fieldwork

Verification of competence in all 3 areas and fieldwork must be submitted to the Bilingual Authorization Coordinator. The BILA Coordinator will write a verification letter for all qualified candidates. The candidate is responsible for uploading a copy of the letter to SM Apply to change the program objective.

Please refer to the Bilingual Handbook under the [Dual Language Learning](#) webpage for further requirements and policies.

English Learner Authorization

The English Learner Authorization is embedded within your coursework if you completed a credential after 2009. To add the English Language Authorization to a credential completed prior to 2009, you must do one of the following:

- Pass the CTEL Exam **or**
- Complete a commission approved CTEL program
 - CSUDH does not offer this program

CREDENTIAL COMPLETION

Candidates must submit a [credential request](#) to apply for a preliminary credential within 5 years of completing the program. Candidates must create an account on [SM Apply](#) to complete the credential request application and upload the following:

- CSUDH transcripts
- Evidence of passed [Basic Skills](#)
- Evidence of passed Subject Matter (CSET or Equivalency documentation)
- Evidence of passed [RICA](#) (MS candidates only)
- Evidence of passed [CalTPA](#)

Prior to recommending a candidate for the credential, the credential analysts determine that the candidate has met all legal requirements for the credential, including:

- Possession of a baccalaureate or higher degree other than in professional education from a regionally accredited institution
- Completion of [Basic Skills](#)
- Completion of an accredited professional preparation program
- Completion of the Subject Matter
- Demonstration of knowledge of the principles and provisions of the Constitution of the United States

- Passage of the [CaITPA](#)
- Passage of the [RICA](#) (MS candidates only)

Evaluation of coursework and documents takes approximately 2-3 weeks.

Once the credential recommendation has been received by CTC, an email will be sent directly from CTC. Respond to the email by completing the professional fitness questions and paying the credential licensing application fee.

California State Reading Instruction Competence Assessment ([RICA](#)) is a state requirement to ensure that Multiple Subject and Special Education Specialist Credential candidates possess the knowledge and skills necessary to teach reading effectively. The examination is divided into 5 Domains:

- Domain I – Planning, Organizing, and Managing Reading Instruction Based on Ongoing Assessment
- Domain II – Word Analysis
- Domain III – Fluency
- Domain IV – Vocabulary, Academic Language, and Background Knowledge
- Domain V – Comprehension

For questions regarding test registration, administration procedures, admission tickets, video performance assessment materials, or score reports, contact:

RICA Program Evaluation Systems group of Pearson
1224 N Market Boulevard
Sacramento, CA 95834
Telephone: (800)-793-7999 or (916) 928-4004

Complete services and information, including the [RICA Registration Bulletin](#) are posted on the RICA website. Information may be updated during the program year, so candidates are advised to refer to the CTC/CSET website for the most current information.

For Credential Request application assistance, please contact the Credential Analysts at (310) 243-3353 or Student Services Center at (310) 243-3525.

TEACHER INDUCTION PROGRAM

The [Teacher Induction Program](#) in the College of Education leads to a Clear Credential. The Teacher Induction program focuses on the teacher's needs to expand and deepen knowledge, skills, and abilities targeted to the teacher's employment and career goals in their development as a Multiple Subject, Single Subject, and/or Special Education Specialist teacher. An individual

with a preliminary teaching credential may complete the Teacher Induction Program through the development of an Individual Learning Plan (ILP). The ILP includes appropriate professional development and/or coursework designed to expand and apply the candidate's skills and knowledge based on the California Standards for the Teaching Profession. The ILP identifies the coursework, experiences, and/or tasks that must be completed and assessed while guiding the activities to support the growth and improvement of professional practice. You may schedule an appointment with the Teacher Induction Coordinator, Dr. Patricia Maricich, Ed.D. at pmaricich@csudh.edu or contact the Special Education department in COE 1410 or (310) 243-2779.

Admission Requirements

- 3.0 GPA in the last 60 semester units of upper division and post baccalaureate work
- Valid initial credential (e.g., California Level I or Preliminary; OR out of state candidates must have equivalent credentials).
- Verification of full-time employment in an appropriate teaching position in a public school, non-public school (NPS) or charter school is required.
- Completed and signed [Teacher Induction Employer Support Form](#)
 - Employer must provide candidate with a site-based mentor with “alike” credential

Coursework

The program consists of 4 courses taken over 4 semesters.

- EDU 470 - Individual Learning Plan Development
- EDU 474 - Individual Learning Plan Completion

The program maintains documentation of candidate progress reflecting the learning and professional growth goals indicated within the Individualized Learning Plan and evidence of the candidate’s successful completion of the activities outlined in the ILP.

Program Completion

A recommendation of a Teacher Induction Multiple or Single Subject Credential may be made when the candidate has completed all Teacher Induction Program courses with an overall grade point average of 2.75 with no grade lower than a C.

MASTER OF ARTS IN EDUCATION

TED offers 2 options for the MA program, Curriculum and Instruction (C&I) and Dual Language Learning (DLL). The Transitional Kindergarten (TK) option is currently not being offered.

In addition to the core courses, graduates must also complete the additional requirements for their option.

MA in Education Required Core Courses:

- CUR 518 – Research for the Teacher Scholar
- TED 505 - Educational Psychology
- TED 506 - Multicultural and Social Foundations of Education
- CUR 510 - Process of Curriculum Development
- CUR 519 - Advanced Study in Curriculum Research and Instructional Practices
- TED 560 - MA in Education: Capstone or TED 599 – Thesis

Please refer to the [Graduate Student Handbook](#) for further requirements and policies.

Curriculum and Instruction (C&I)

The MA in Education: Curriculum & Instruction (C&I) option is designed for individuals committed to justice and equity in education. We engage cutting edge interdisciplinary research, critical educational theories, and practical application across all PreK-12 content areas. Develop expertise in curriculum design and instructional practices to examine school systems through frameworks related to power and resistance, intersectionality, critical pedagogies, educational justice, and critical literacies. Course offerings include research methods for the teacher/scholar, trauma/ healing informed pedagogies, ethnic studies & education, and critical race praxis in education.

Additional Requirements

In addition to the core courses, the C&I option includes the following requirements:

One course from the following (3 units):

- CUR 514 – Trauma and Healing Informed Pedagogy
- CUR 515 – Seminar in Curriculum Development in Reading and the Language Arts
- CUR 516 – Seminar in Curriculum Development in Science and Math

Electives (12 units):

Twelve elective units from Education or the teaching subject areas with the approval of an advisor. No more than 9 units may be from level 400 courses or pre-approved graduate level courses. Please see the MA Curriculum and Instruction Coordinator advisor for prior approval.

Dual Language Learning (DLL)

The MA in Education: Dual Language Learning (DLL) option is designed for educators committed to justice and equity in Dual Language/Bilingual - Spanish & English settings. We engage in cutting edge interdisciplinary research, critical educational theories, and practical application across PK-12 content areas. Develop expertise in curriculum design and instructional practices to examine school systems, practices, and policies that promote trans-languaging and multilingualism through frameworks related to power and resistance, intersectionality, critical pedagogies, educational justice, ethnic studies, and critical literacies. All DLL courses are offered in Spanish.

Additional Requirements

In addition to the core courses, the DLL option includes the following requirements:

Required Courses (12 units):

- DLL 520 – Foundations of Critical (Bi) Literacy in Dual Language & Immersion Education
- DLL 521 – Contrastive Linguistics and Assessment for Dual Language Educators
- DLL 525 – Practices and Strategies for Bi-Literacy Development in Bilingual/Dual Settings
- SPE 522 – Teaching Bilingual Learning in Inclusive Dual Settings

Elective: 1 of course below with the approval of an MA Coordinator (3 units):

- DLL 523 – Academic Discourse and Socio-Emotional Learning
- DLL 524 – Emergent Learning for Young Dual Language Learners

Transitional Kindergarten (TK)

The MA in Education: Transitional Kindergarten option prepares candidates for specialized roles in the field of teaching young children.

The Division is currently not accepting students into the MA in Education: Transitional Kindergarten Option.

CERTIFICATE PROGRAMS

TED currently offers the Dual Language Learning (DLL) certificate. The Transitional Kindergarten (TK) certificate is currently not being offered.

Dual Language Learning (DLL) Certificate (12 units)

The DLL Certificate is designed for PreK-12 teachers and other educators to refine their competencies and leadership skills and improve educator effectiveness in dual language and immersion settings. All courses are conducted in Spanish.

Each of the following 3 courses are required:

- DLL 520 – Foundations of Critical (Bi) Literacy in Dual Language & Immersion Education
- DLL 521 – Contrastive Linguistics and Assessment for Dual Language Educators
- DLL 525 – Practices and Strategie for Bi-Literacy Development in Bilingual/Dual

Elective Courses – Select 1 of the following:

- DLL 520 – Academic Discourse and Socio-Emotional Learning
- DLL 524 – Emergent Learning for Young Dual Language Learners
- SPE 522 – Teaching Bilingual Learning in Inclusive Dual Settings

Transitional Kindergarten (TK) Certificate

The [Transitional Kindergarten \(TK\) Certificate](#) is designed for teachers to refine their competencies and leadership skills and improve educator effectiveness in Transitional Kindergarten settings

The Transitional Kindergarten (TK) certificate is currently not being offered.

PROFESSIONAL CLEAR CREDENTIAL

Individuals who complete a Preliminary Teacher Preparation program and receive a 5-year preliminary teaching credential **must** earn a [Clear credential](#). You can clear your credential by completing the [Teacher Induction Program](#) or by other options listed on the [CTC website](#). For individuals with private school experience please refer to the [CTC website](#).

ADDING A CREDENTIAL

Candidates holding a Multiple or Single Subject Credential who wish to add a credential should refer to the [CTC website](#).

Teaching or Content Area to a Single or Multiple Subject Credential

Individuals who hold a Multiple or Single Subject credential may obtain an additional multiple or single subject credential, or add an additional single subject content area, without completing the full professional preparation program for that credential.

Multiple Subject Credential to a Single Subject Credential:

Individuals who want to add a MS credential to a SS credential must do the following:

- Meet the Multiple Subject Matter requirement
- Take TED 403 - Elementary Reading/Language Arts
- Take 1 of the following:
 - TED 410 - Elementary Math Methods
 - TED 412 - Elementary Social Studies and Literacy Methods, or
 - TED 416 - Elementary Science Methods
- Pass RICA

Single Subject Credential to a Multiple Subject Credential

Individuals who want to add a SS credential to a MS credential must do the following:

- Meet the Subject Matter requirement for the single subject credential you wish to obtain.
- Take a subject specific methods course corresponding to the single subject credential you wish to obtain.
(e.g. TED 468 Secondary Teaching Methods II, or for Physical Education - KIN 448 Teaching Effectiveness in Secondary Physical Education).

Subject Area to a Single Subject Credential

Individuals who want to add an additional subject area to a SS credential must do the following:

- Meet the Subject Matter requirement for the subject area you wish to obtain.
- Take a subject specific methods course corresponding to the single subject credential you wish to obtain.
(e.g. TED 468 Secondary Teaching Methods II, or for Physical Education - KIN 448 Teaching Effectiveness in Secondary Physical Education).

CALIFORNIA TEACHING PERFORMANCE ASSESSMENT

Each class has assessments designed to measure the TPEs. These assessments are considered formative and give the department specific feedback on your progress.

The summative assessment TED uses is [CaITPA](#). You may take this up to 2 times.

SUPERVISED FIELD EXPERIENCE

Procedures and Sequence

Coursework and field experiences effectively prepare candidates to teach TK-12 students and understand the contemporary conditions of schooling. The supervised field experience consists of courses taken after Phase I of the program.

Student Teachers

- Complete a minimum of 1 semester of supervised student teaching in a master teacher's classroom in Phase III.
- Multiple Subject:
 - Phase III consists of 1 full semester of student teaching. It includes full-time student teaching (5 days a week) in an elementary teacher's classroom. The TED clinical coordinator will make the placement and assign a master teacher. The university supervisor and master teacher will conduct a minimum of 6 formal observations.
 - **Note:** Supervisors may conduct additional non-assessment observations.
- Single Subject:
 - Phase III consists of 1 full semester of student teaching. It includes full-time student teaching (5 days a week) in a middle school or high school classroom. The TED clinical coordinator will make the placement and assign a master teacher. The university supervisor and master teacher will conduct a minimum of 6 formal observations.
 - **Note:** Supervisors may conduct additional non-assessment observations.

University Interns

- Complete a minimum of 2 semesters of supervised field experience in Phase II and Phase III in their TK-12 classrooms.
- Complete the program in 3 phases if they take the maximum course load allowed during supervised field experience.
- The university supervisor will conduct a minimum of 6 formal observations in each Phase.
 - **Note:** Supervisors may conduct additional non-assessment observations

Non-Public School Candidates

In addition to early fieldwork, approved non-public school candidates complete 1 semester of supervised fieldwork in their own classroom and 1 summer semester (6 weeks) of full day supervised student teaching in a master teacher's classroom in a public school.

Bilingual Authorization Emphasis

To meet the Bilingual Authorization competencies, Bilingual Authorization candidates will have 6 formal observations which include a lesson in Reading in Spanish and an ELD lesson.

Global Student Teaching

Educators Abroad (EA) provides Multiple and Single Subject teacher candidates an opportunity to complete their student teaching in another country. Prospective educators may enroll in a 10 to 16 week school-based experience in either English or another language to develop their teaching skills in a cultural setting outside the USA. Students interested in this experience need to register 1 semester prior to student teaching. For more information, visit the [Educators Abroad](#) website.

- Global student teaching must be approved by the department Chair and COE Dean. Please contact the TED office for further information.
 - Candidates must complete all program course work, including TED 448 or TED 488 before leaving for student teaching.
 - Candidates who participate in an EA internship will register for and receive academic credit through CSUDH.
 - Candidates must provide the coordinator with contact information for the student teaching supervisor at the university in the country where the candidate will be student teaching.
 - When the candidate returns, copies of the formal observations and letters of recommendation must be submitted.

Unsatisfactory Field Experience

Candidates must adhere to all school district requirements.

If a candidate is dismissed by a school district during the field experience, the candidate will receive a grade of No Credit (NC) for the course.

Candidates must receive a final rating of 3.0 for each assessed TPE during their Phase III field experience. Any candidate who does not meet the minimal rating will receive a grade of NC for the course and will be referred to the program coordinator to discuss options.

If a concern develops regarding the appropriate progress of the candidate by either the master teacher and/or university supervisor, a contract may be established that outlines specific TPEs that need to be met within the desired timeline. Candidates who are placed on a contract must meet with the program coordinator.

When a concern arises, the following steps will take place:

- Observation of candidate by university supervisor followed by written observation and individual conference.
- Conference between master teacher and/or university supervisor for concurrence.
- Conference with candidate, university supervisor and coordinator to discuss contract.
- Another university supervisor comes to observe if no credit is recommended.

Candidates who do not meet the terms of the contract must meet with the program coordinator to discuss options.

Work Stoppage

The following governs student teaching and intern field assignments during teacher strikes or work stoppages or other disruptions at public school sites.

It is the responsibility of each candidate to be in regular communication with his/her university supervisor to keep abreast of the situation. Student teachers, interns, and employees of the university are not to participate in the strike situation in any fashion as representatives of CSUDH. Should the strike situation continue for an extensive period of time, reassignment of candidates will be made as necessary to ensure that minimum state and university student teaching and university intern field experience requirements are met.

This policy would also apply if there were disruptions at a school site with a potential for violence involving issues other than employee-management relations.

APPEALS, PETITIONS, REQUEST FOR RECORDS

Grade Appeals

Students may appeal grades “which they believe were the result of instructor, computational, or clerical error or contrary to procedures established in course syllabi; or were prejudicial or capricious.” Please refer to the [Grade Appeal Policy and Procedure](#).

Student Academic Petitions and Appeals Committee (SAPAC) Petitions

Students may appeal a university rule or regulation by submitting a university [Petition For Exception](#) form. Petitions are reviewed by the university SAPAC committee. Submit petitions for exceptions to the TED office at COE 1410 to obtain the Chair’s and Dean’s signature. Decisions are sent directly to the student via email from Admissions and Records (310) 243-3645.

Teacher Education Appeals/Petition for Exception

Students may file a petition for exception for some TED requirements or regulation including requirements for initial COE program admission, admission to phases, and coursework recency. Students can complete a TED Petition for Exception along with a statement and any supporting documentation. Petitions are reviewed by the TED Chair, with faculty consultation. Petitions are available in the TED office at COE 1410.

Note: For some requirements such as basic skills, certificate of clearance, and intern eligibility, there are no exceptions per CTC regulations and CSU EO 1077.

PROGRAM PLANS

Multiple Subject



Multiple Subject Credential – Program Plan/Interview Sheet

Program Course Requirements (51 units)					
	Course	Description	Units	Grade	Semester
Phase I					
	TED 400	Seminar: Introduction to Education <i>CSUDH-LBS students do not need to take this course (LBS 400)</i>	3		
	TED 413	Elementary Physical Education, Visual & Performing Arts Methods <i>CSUDH-LBS students do not need to take this course. (KIN 425 and LBS 405)</i>	3		
	TED 414	Cultural Ecology in the Classroom <i>CSUDH-LBS students beginning Fall 2016 catalog rights do not need to take this course.</i>	3		
	TED 507	Language Learning: Theory & Practice <i>CSUDH-LBS students beginning Fall 2016 catalog rights do not need to take this course for credential only.</i>	3		
▪TED 400, 414, and 507 are required to become intern eligible.					
Phase I or II (must be completed before Phase III)					
	TED 505	Educational Psychology	3		
	TED 506	Multicultural & Social Foundations of Education	3		
▪CSUDH-LBS students beginning Fall 2016 catalog rights are exempt from these courses for credential only.					
Phase II					
	SPE 482	Educating Students with Special Needs within Inclusive Settings <i>(Course offered through Special Education)</i>	3		
	TED 410	Elementary Mathematics Methods	3		
	TED 416	Elementary Science Methods	3		
	TED 403	Elementary Reading/Language Arts I <i>(Must be taken with TED 433)</i>	3		
	TED 433	Teaching Practices Seminar: Multiple Subject <i>(Must be taken with TED 403)</i>	3		
▪TED 403 and TED 433 must be taken together.					
▪TED 433 requires Phase II approved application to register					
Phase III					
	TED 412	Teaching History-Social Studies and Content Area Literacy in the Elementary Classroom	4		
	TED 435	Student Teaching: Elementary	12		
	TED 448	Teaching Event: Elementary	2		
▪TED 448 and TED 435 must be taken together.					
▪TED 435 requires Phase III approved application to register					
Intern Option Requirement Courses					
Note:					
<i>TED 433 is replaced with TED 445.01 and TED 446 or TED 466 when TED 446 is not available.</i>					
<i>TED 435 is replaced with TED 445.02</i>					
<i>If TED 433 was taken, you do not need to take TED 446 or TED 466.</i>					
<i>All other courses in Phase II and Phase III above must be met.</i>					
Phase II					
	TED 445.01	Fieldwork I: Elementary Interns	6		
	TED 446	Introduction to Internship – MS	1		
Phase III					
	TED 445.02	Fieldwork II: Elementary Interns	6		

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Notes

- Phase II application is semester specific to when you take TED 433
- Phase III application is semester specific to when you take TED 435
- For further information, please refer to the [TED Handbook](#)
- Complete all courses with a 3.0 overall GPA, all grades posted, pass [RICA](#), and [CalTPA](#)
- Submit the Credential request through SM Apply at <https://csudh-coe-cred-recom.fluidreview.com/> to be recommended for your credential.
- Application Assistance please contact Student Services Center at (310) 243-3525.

Interview Statement

I have met with the above-named Credential Candidate as required for admission into Phase II Practicum and Student Teaching and through this personal interview, the candidate has been informed of the course requirements and:

- Understands that it is the student’s responsibility to apply and submit all required documents by the deadline date including passing Subject Matter or equivalency, and the Candidate Interview/Program Plan Verification Form.
- Demonstrated the ability to communicate orally in English at the level required of public-school teachers.
- Demonstrated suitable aptitude and disposition for teaching in public schools.

I understand the above information provided:

Candidate Name: _____ Student ID#: _____

Candidate Signature: _____

Approval

TED Faculty/Advisor Name (please print): _____

Signature: _____ Date: _____

Advisor Notes

Admission into programs leading to licensure and credentialing does not guarantee that students will obtain a license or credential. Licensure and credentialing requirements are set by agencies that are not controlled by or affiliated with the CSU and requirements can change at any time. For example, licensure or credentialing requirements can include evidence of the right to work in the United States (e.g., social security number or taxpayer identification number) or successfully passing a criminal background check. Students are responsible for determining whether they can meet licensure or credentialing requirements. The CSU will not refund tuition, fees, or any associated costs, to students who determine subsequent to admission that they cannot meet licensure or credentialing requirements. Information concerning licensure and credentialing requirements are available from the College of Education Credential Analysts Unit (310) 243-3353.

Single Subject



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Single Subject Credential – Program Plan/Interview Sheet

Program Course Requirements (44 units)				
Course	Description	Units	Grade	Semester
Phase I				
TED 400	Introduction to Education <i>CSUDH-LBS students do not need to take this course (LBS 400)</i>	3		
TED 414	Cultural Ecology in the Classroom <i>CSUDH-LBS students beginning Fall 2016 catalog rights do not need to take this course.</i>	3		
TED 467	Secondary Teaching Methods I	3		
TED 507	Language Learning: Theory & Practice <i>CSUDH-LBS students beginning Fall 2016 catalog rights do not need to take this course for credential only.</i>	3		
<ul style="list-style-type: none"> • TED 400, 414, and 507 are required to become intern eligible. 				
Phase I or II (must be completed before Phase III)				
TED 505	Educational Psychology	3		
TED 506	Multicultural and Social Foundations of Education	3		
<ul style="list-style-type: none"> • CSUDH-LBS students beginning Fall 2016 catalog rights are exempt from these courses for credential only 				
Phase II				
SPE 482	Educating Students with Special Needs within Inclusive Settings <i>(Course offered through Special Education)</i>	3		
TED 468	Secondary Teaching Methods II – Method Specific <i>(PE candidates may use or take KIN 448)</i>	3		
TED 406	Teaching Secondary Reading <i>(Must be taken with TED 453)</i>	3		
TED 453	Teaching Practices Seminar: Single Subject <i>(Must be taken with TED 406)</i>	3		
<ul style="list-style-type: none"> • TED 406 and TED 453 must be taken together • TED 453 requires Phase II approved application to register 				
Phase III				
TED 455	Student Teaching: Single Subject	12		
TED 488	Teaching Event: Secondary	2		
Intern Option Requirement Courses				
<i>Note:</i>				
<i>TED 453 is replaced with TED 465.01 & TED 466</i>				
<i>TED 455 is replaced with TED 465.02</i>				
<i>If TED 453 was taken, you do not need to take TED 466</i>				
<i>All other courses in Phase II& III above must be met.</i>				
Phase II				
TED 465.01	Fieldwork I: Secondary Interns	6		
TED 466	Introduction to Internship – SS	1		
Phase III				
TED 465.02	Fieldwork II: Secondary Interns	6		

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Notes

- Phase II application is semester specific to when you take TED 453
- Phase III application is semester specific to when you take TED 455
- For further information, please refer to the TED Handbook - <https://www.csudh.edu/coe/departments/teacher-education/>
- Complete all courses with a 3.0 overall GPA, all grades posted, and [CaITPA](#)
- Submit the Credential request through SM Apply at <https://csudh-coe-cred-recom.fluidreview.com/> to be recommended for your credential.
- Application Assistance please contact Student Services Center at (310) 243-3525.

Interview Statement

I have met with the above-named Credential Candidate as required for admission into Phase II Practicum and Student Teaching and through this personal interview the candidate has been informed of the course requirements and:

- Understands that it is the student’s responsibility to apply and submit all required documents by the deadline date including passing Subject Matter or equivalency, and the Candidate Interview/Program Plan Verification Form.
- Demonstrated the ability to communicate orally in English at the level required of public-school teachers.
- Demonstrated suitable aptitude and disposition for teaching in public schools.

I understand the above information provided:

Candidate Name: _____ Student ID#: _____

Candidate Signature: _____

Approval

TED Faculty/Advisor Name (please print): _____

Signature: _____ Date: _____

Notes

Admission into programs leading to licensure and credentialing does not guarantee that students will obtain a license or credential. Licensure and credentialing requirements are set by agencies that are not controlled by or affiliated with the CSU and requirements can change at any time. For example, licensure or credentialing requirements can include evidence of the right to work in the United States (e.g., social security number or taxpayer identification number) or successfully passing a criminal background check. Students are responsible for determining whether they can meet licensure or credentialing requirements. The CSU will not refund tuition, fees, or any associated costs, to students who determine subsequent to admission that they cannot meet licensure or credentialing requirements. Information concerning licensure and credentialing requirements are available from the College of Education Credential Analysts Unit (310) 243-3353.

TED Ready (LBS)



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TED Ready (LBS) – Multiple Subject Credential - Program Plan/Interview Sheet (CSUDH LBS Students Only)

Program Requirements (33 units in addition to LBS/TED Ready Courses in Undergrad)					
	Course	Description	Units	Grade	Semester
Phase I					
	<ul style="list-style-type: none"> Requirements met through undergraduate coursework Program plan provided by undergraduate program Advisor or Chair for Phase II Application Approved university and program application is required in order to continue after BA is awarded 				
Phase II					
	SPE 482	Educating Students with Special Needs within Inclusive Settings (Course offered through Special Education)	3		
	TED 410	Elementary Mathematics Methods	3		
	TED 416	Elementary Science Methods	3		
	TED 403	Elementary Reading/Language Arts I (Must be taken with TED 433)	3		
	TED 433	Teaching Practices Seminar: Multiple Subject (Must be taken with TED 403)	3		
	<ul style="list-style-type: none"> TED 403 and TED 433 must be taken together TED 433 requires Phase II approved application to register 				
Phase III					
	TED 412	Teaching History-Social Studies and Content Area Literacy in the Elementary Classroom	4		
	TED 435	Student Teaching: Elementary	12		
	TED 448	Teaching Event: Elementary	2		
	<ul style="list-style-type: none"> TED 448 and TED 435 must be taken together TED 435 requires Phase III approved application to register 				
Intern Option Requirement Courses					
<i>Note:</i>					
<ul style="list-style-type: none"> TED 433 is replaced with TED 445.01 and TED 446 or TED 466 when TED 446 is not available TED 435 is replaced with TED 445.02 If TED 433 was taken, you do not need to take TED 446 or TED 466 All other courses in Phase II and Phase III must be met 					
Phase II					
	TED 445.01	Fieldwork I: Elementary Interns	6		
	TED 446	Introduction to Internship – MS	1		
Phase III					
	TED 445.02	Fieldwork II: Elementary Interns (TED 445.02 replaces TED 435)	6		

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Notes

- Phase II application is semester specific to when you take TED 433
- Phase III application is semester specific to when you take TED 435
- For further information, please refer to the [TED Handbook](#)
- Complete all courses with a 3.0 overall GPA, all grades posted, pass [RICA](#), and [CalTPA](#)
- Submit the Credential request through [SM Apply](#) to be recommended for your credential
- For application assistance, please contact Student Services Center at (310) 243-3525.

Interview Statement

I have met with the above-named Candidate as required for admission into Phase II Practicum and Student Teaching and through this personal interview, the candidate has been informed of the course requirements and:

- Understands that it is the student’s responsibility to apply and submit all required documents by the deadline date including passing CSET scores or Subject Matter Equivalency Letter, and the Candidate Interview/Program Plan Verification Form.
- Demonstrated the ability to communicate orally in English at the level required of public-school teachers.
- Demonstrated suitable aptitude and disposition for teaching in public schools.

I understand the above information provided:

Candidate Name: _____ Student ID#: _____

Candidate Signature: _____

Approval

Advisor Signature: _____ Date: _____

Advisor Notes

Admission into programs leading to licensure and credentialing does not guarantee that students will obtain a license or credential. Licensure and credentialing requirements are set by agencies that are not controlled by or affiliated with the CSU and requirements can change at any time. For example, licensure or credentialing requirements can include evidence of the right to work in the United States (e.g., social security number or taxpayer identification number) or successfully passing a criminal background check. Students are responsible for determining whether they can meet licensure or credentialing requirements. The CSU will not refund tuition, fees, or any associated costs, to students who determine subsequent to admission that they cannot meet licensure or credentialing requirements. Information concerning licensure and credentialing requirements are available from the College of Education Credential Analysts Unit (310) 243-3353.

MA in Education: Curriculum and Instruction



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MA in Education: Curriculum & Instruction – Program Plan

Program Requirements (31 units)					
Course/Description			Units	Grade	Semester
Phase I					
CUR 518 – New F/22	Research for the Teacher Scholar		3		
CUR 595 – Pilot	Special Topics: Research Methods for Teacher Scholar				
GED 500 – Old	Research Methods in Education				
TED 505	Educational Psychology		3		
Phase II					
TED 506	Multicultural & Social Foundations of Education		3		
CUR 510	Process of Curriculum Development (prerequisite - TED 505) Course of Study/Advancement to Candidacy Due to Instructor		3		
TED 599	Thesis - Must apply in Phase II Meet with Program Coordinator prior to selecting Thesis		1		
Phase III					
CUR 514 – New F/22	Trauma and Healing Informed Pedagogy		3		
CUR 595 – Pilot	Special Topics: Trauma and Healing Informed Pedagogy				
CUR 515 – Fall only	Sem in Curriculum Development in Reading/Language Arts				
CUR 516	Sem in Curriculum Development in Science/Math				
CUR 519	Advanced Study in Curriculum Practices (prerequisite - CUR 510)		3		
TED 560	MA Education: Capstone - (Comprehensive Exam students)		1		
*Electives – 12 units required					
Electives - Only 9 out of 12 units can be from 400 level courses. All electives must be pre-approved by an Advisor or Program Coordinator. Courses selected for electives cannot be taken more than 7 years prior to graduation date or have been used for another degree.					
Course	Description		Units	Grade	Semester
CUR 520 <small>Spring only (New F/22)</small>	Seminar in Ethnic Studies in Education		3		
CUR 595 <small>Pilot</small>	Special Topics: Seminar in Ethnic Studies in Education				
CUR 521 <small>Fall only (New F/22)</small>	Seminar in Critical Race Praxis in Education		3		
CUR 595 <small>Pilot</small>	Special Topics: Seminar in Critical Race Praxis in Education				
If not taken as core	Description				
CUR 514 <small>Spring only (New F/22)</small>	Trauma and Healing Informed Pedagogy		3		
CUR 595 <small>Pilot</small>	Special Topics: Trauma and Healing Informed Pedagogy				
CUR 515 <small>Fall only</small>	Sem in Curriculum Development in Reading/Language Arts		3		
CUR 516	Sem in Curriculum Development in Science/Math		3		
CSUDH/COE Transfer Electives (must be verified):					
Units: _____	Grade _____	Semester/Year _____ / _____	Units: _____	Grade _____	Semester/Year _____ / _____
Units: _____	Grade _____	Semester/Year _____ / _____	Units: _____	Grade _____	Semester/Year _____ / _____
Outside Transfer Electives - 9 units max (must be verified):					
University: _____					
Units: _____	Grade _____	Semester/Year _____ / _____	Units: _____	Grade _____	Semester/Year _____ / _____
Units: _____	Grade _____	Semester/Year _____ / _____	Units: _____	Grade _____	Semester/Year _____ / _____
Notes:					
<ul style="list-style-type: none"> Mandatory Continuous Enrollment until the completion of the program. If you are not enrolled in any courses, enroll in TED 600 and for each semester not enrolled thereafter (limit of 2 semesters). If you do not enroll in TED 600, you will be dropped from the program and university losing your catalog rights. 21 units must be completed in residence for the MA in Education. File for Graduation (even if you do not walk). See catalog for application deadlines: https://www.csudh.edu/registrar/graduation/ Please refer to the Graduate Handbook for further information: Graduate Handbook Thesis – Please refer to https://www.csudh.edu/gsr/graduate-studies/thesis/ for forms, policies and procedures. You must have prior approval by the Program Coordinator prior to submitting documents. 					
Signature:					
Student ID: _____				Date: _____	
Name: _____				Signature: _____	
Approval:					
Advisor/Program Coordinator Signature: _____			Date: _____		

Rev. 1-26-2023 (reflects transition, pilot courses no longer available and replaced with new courses)

MA in Education: Dual Language Learning



MA in Education: Dual Language Learning– Program Plan

Program Requirements (31 units)					
	Course	Description	Units	Grade	Semester
Fall Early Start Only (Summer) Courses					
	DLL 520	Foundations of Critical Bi-Literacy in Dual Language and Immersion Ed.	3		
	DLL 521	Contrastive Linguistics and Assessment for Dual Language Educators	3		
Fall Only Courses (to be taken with Phase I)					
	DLL 523	Elective: Academic Discourse and Socio-Emotional Learning	3	(Post under Electives below)	
	DLL 525	Practices and Strategies for Bi-Literacy Development in Bilingual/Dual Settings	3		
	SPE 522	Teaching Bilingual Learners in Inclusive Dual Settings	3		
Phase I					
	CUR 518 – New F/22 CUR 595 – Pilot GED 500 – Old F/22	Research for the Teacher Scholar Special Topics: Research Methods for Teacher Scholar Research Methods in Education	3		
	TED 505	Educational Psychology	3		
Phase II					
	TED 506	Multicultural & Social Foundations of Education	3		
	CUR 510	Process of Curriculum Development (prerequisite - TED 505) Course of Study/Advancement to Candidacy Due to Instructor	3		
	TED 599	Thesis Only- Must apply in Phase II and meet with Program Coordinator prior to selecting Thesis.	1		
Phase III					
	CUR 519	Advanced Study in Curriculum and Research Practices (prerequisite - CUR 510)	3		
	TED 560	MA Education: Capstone - (Comprehensive Exam students only)	1		
Electives: Select One (3units)					
	DLL 523	Academic Discourse and Socio-Emotional Learning	3		
	DLL 524	Emergent Learning for Dual Language Learners	3		
CSUDH/COE Transfer Electives (must be verified):					
	Units: _____	Grade _____	Semester/Year _____ / _____	Units: _____	Grade _____ Semester/Year _____ / _____
	Units: _____	Grade _____	Semester/Year _____ / _____	Units: _____	Grade _____ Semester/Year _____ / _____
Outside Transfer Electives - 9 units max (must be verified):					
University: _____	Units: _____	Grade _____	Semester/Year _____ / _____	Units: _____	Grade _____ Semester/Year _____ / _____
	Units: _____	Grade _____	Semester/Year _____ / _____	Units: _____	Grade _____ Semester/Year _____ / _____
Notes:					
<ul style="list-style-type: none"> Mandatory Continuous Enrollment until the completion of the program. If you are not enrolled in any courses, enroll in TED 600 and for each semester not enrolled thereafter (limit of 2 semesters). If you do not enroll in TED 600, you will be dropped from the program and university losing your catalog rights. 21 units must be completed in residence for the MA in Education. File for Graduation (even if you do not walk). See catalog for application deadlines: https://www.csudh.edu/registrar/graduation/ Please refer to the Graduate Handbook for further information: Graduate Handbook Thesis – Please refer to https://www.csudh.edu/gsr/graduate-studies/current-students/thesis/ for forms, policies, and procedures. You must have prior approval by the Program Coordinator prior to submitting documents. 					
Signatures					
Student ID: _____		Date: _____			
Name: _____		Signature: _____			
Approval:					
Advisor/Program Coordinator Signature: _____			Date: _____		

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Dual Language Learning Certificate

CSUDH | COLLEGE OF EDUCATION
 Teacher Education Division
 COE 1410 • (310) 243-3496

Dual Language Learning Certificate Program Plan

	Course	Description	Units	Grade	Semester
	DLL 520	Foundations of Critical Bi-Literacy in Dual Language and Immersion Ed.	3		
	DLL 521	Contrastive Linguistics and Assessment for Dual Language Educators	3		
Fall Only Courses					
	DLL 523	Elective: Academic Discourse and Socio-Emotional Learning	3	Record under Electives	
	DLL 525	Practices and Strategies for Bi-Literacy Development in Bilingual/Dual Settings	3		
Electives: Select One (3units)					
	DLL 523	Academic Discourse and Socio-Emotional Learning	3		
	DLL 524	Emergent Learning for Dual Language Learners	3		
	SPE 522	Teaching Bilingual Learners in Inclusive Dual Settings	3		
Notes					
<ul style="list-style-type: none"> • Need to add-on a Bilingual Authorization to an existing teacher credential upon completion of the program? Contact the Bilingual Authorization Coordinator for further guidance. • Submit a graduation application in order for DLL Certificate to appear on CSUDH Academic Transcript • https://www.csudh.edu/Assets/csudh-sites/admissions-records/docs/forms/graduation-certification-request-form-fillable.pdf • Refer to the Graduate Handbook for further information: https://www.csudh.edu/Assets/csudh-sites/graduate-studies/docs/Grad-Studies-Handbook/graduate-student-handbook.pdf 					
I understand the above information provided					
Student ID#: _____ Date: _____					
Candidate Name: _____ Candidate Signature: _____					
Approval					
Print Advisor/Program Coordinator Name: _____					
Advisor/Program Coordinator Signature: _____ Date: _____					
Comments					

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CAMPUS INFORMATION AND RESOURCES

University and program information can be accessed from the following websites or Student Services Center at COE 1414 or Phone: (310) 243-3525

- [CSUDH Website](#)
- [College of Education Website](#)
- [Preliminary Credentials & Authorizations](#)
- [Master's Degrees and Advanced Credentials](#)
- [Dual Language Learning](#)
- [Graduate Admissions \(General Information\)](#)
- [University Application](#)
- [College of Education Application](#)
- [Financial Aid](#)
- [Scholarships](#)
- [CSUDH Map and Directions](#)
- [US Constitution](#)
- [Certificate of Clearance](#)
- [International Office](#)
- [Fees](#)
- [Testing Center](#)