

# TEACHER EDUCATION

## College of Education

### Division of Teacher Education

#### Master of Arts- Education

Available Options:

Curriculum and Instruction

Dual Language Learning

Transitional Kindergarten

#### Preliminary Credential Programs

Multiple Subject Credential Pathways:

Student Teaching Traditional Option

University Intern Option

Integrated Teacher Education Program (undergraduate)

Single Subject Credential Pathways:

Student Teaching Option

University Intern Option

University Intern Option with Urban Teacher Residency

#### Language Authorizations

English Language Authorization

Included in Multiple and Single Subject Credentials

Bilingual Authorization- Spanish

#### Teacher Induction Program (Clear Credential)

#### Certificates

Dual Language Learning

Transitional Kindergarten

## Faculty

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## Emeriti Faculty

Jill Aguilar, Ingeborg Assmann, Joseph Braun, John A. Brownell, James Cantor, Joel Colbert, Lenora Cook, Peter D. Ellis, Suzanne Gemmell (in memoriam), Richard Gordon, Dru Ann Gutierrez, Diane Hembacher, Susan Johnston, Mimi Kalland-Warshaw, Shirley Lal, Ruth Larson, Nada Mach, Cynthia McDermott-LaCorte, John McGowan, Priscilla Porter, R.H. Ringis, Lilia Sarmiento, Kathleen Taira, Diana Wolff

## Program Description

### Master of Arts in Education

The MA program prepares candidates to assume advanced roles in the field of education. The coursework provides broad conceptions of curriculum theories and design, development, and instruction supported with evidence-based best practices. Students develop and engage in real-time intervention studies to demonstrate critical thinking and research writing skills. The program consists of a core of advanced coursework, electives, and a culminating experience (thesis, project, or comprehensive exam) that support 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 the MA program only or apply to both the MA in Education and Multiple Subject or Single Subject Credential. Those students who apply to the combined program must adhere to the requirements for both programs (e.g., GPA, continuous enrollment and

course grade requirements). Students may also apply and complete the MA after completing a credential program.

### Curriculum and Instruction Option

The MA in Education Curriculum and Instruction Option prepares candidates for specialized roles in the field of curriculum and instruction.

### Dual Language Learning Option

The MA in Education Dual Language Learning Option focuses on bilingualism and biliteracy in Spanish in school and societal contexts. The program is designed to prepare teacher leaders to examine and refine their own pedagogy and instruction and to promote social justice through an inquiry approach in Spanish. Providing instruction in two languages, this approach develops students' competencies in bilingualism, biliteracy, and biculturalism/multiculturalism. Students who complete this option can earn their Bilingual Authorization.

### Transitional Kindergarten

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

## Pre-Admission Disclosure for Academic Programs Leading to Licensure or Credentialing

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 tax payer 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 Dean's Office: COE 1490 - (310) 243-3510**.

## Preliminary Credential Programs

The Preliminary Multiple Subjects Credential authorizes its holder to teach in a self-contained classroom, usually grades kindergarten through six. The Single Subject Preliminary Credential authorizes its holder to teach in departmental classes, usually in the middle or high school. Both the Multiple and Single Subject programs fulfill the California state requirements for English Language Authorization and, for qualified applicants, the Bilingual Authorization in Spanish. Certification in other authorized languages is available by examination through CCTC.

Both Multiple Subjects and Single Subject programs offer a traditional student teaching option as well as a university intern option. Candidates enrolled in the University Intern Option are contracted teachers (without a preliminary credential) currently teaching K-12 students and are supervised for fieldwork in their own classroom by trained university supervisors and site-based coaches who provide support and guidance. Candidates enrolled in the Student Teaching Option are not contracted teachers and are assigned to master teachers in a public school setting for their supervised field experiences. In addition, student teachers receive support and guidance from a university supervisor (in some cases, the master teacher also serves as a university field supervisor).

Each program option is organized into phases, university semesters, that include courses and field experiences. The program sequence allows candidates to complete their coursework and exit requirements in one year if the candidate begins the program during the summer, when summer is offered.

Coursework and field experiences effectively prepare candidates to teach K-12 students and understand the contemporary conditions of schooling. Because the majority of teacher candidates enrolled in the TED credential program are, or will be, teaching in urban schools with multicultural and multilingual students, the program's coursework and field experiences are designed to prepare candidates to effectively meet the needs of those students. Courses are designed to address issues of second language learners and diverse styles of learning. The program provides extensive opportunities for candidates to learn to teach the content of the California K-12 academic content standards, to use state-adopted instructional materials, to assess student progress, and to apply these understandings in teaching K-12 students.

Through the carefully sequenced courses and field experiences, candidates develop a series of pedagogical competencies represented by the Teaching Performance Expectations (TPEs). Within each phase of the program, courses are designated to address specific TPEs that must be applied and practiced during each field experience. The TPEs are assessed throughout the program using fair, valid, and reliable methods and measures. There are ongoing formative assessments, embedded signature assignments, and a summative assessment, the California Teaching Performance Assessment (CalTPA).

CSU Dominguez Hills' credential programs are accredited by the California Commission on Teacher Credentialing (CCTC, 1900 Capitol Street, Sacramento, CA, 95814.)

Note: Students who wish to teach in TK classrooms need 24 units in early childhood education.

## Liberal Studies Students (Undergraduate Students)

Qualified undergraduate students may begin Phase One of the student teaching option during their senior year. They must apply and meet the admissions criteria and complete required documentation. They must consult with their undergraduate subject matter advisor and teacher education advisor and attend a College of Education Information Meeting.

Liberal Studies students at CSUDH with catalog rights starting in Fall 2016 complete all of the prerequisite Phase I classes as part of the major and apply to the program and Phase 2 upon graduation.

## Integrated Teacher Education Program (ITEP) - through LBS

The Integrated Teacher Education Program (ITEP) is an option within the undergraduate Liberal Studies major wherein students earn a BA degree in Liberal Studies while also earning a Preliminary Multiple Subject Credential (Student Teaching Option). Students in this program can also earn their Bilingual Authorization. Students in ITEP must complete a "depth of study" and be accepted into the Multiple Subject Credential Program before enrolling in credential courses. The total number of units for the BA and credential is 135. Please see the Liberal Studies section of

the Catalog, as well as an advisor in the Liberal Studies Office, for more details about the ITEP Integrated Option.

Undergraduate Students may begin Phase One of the preliminary credential program student teaching option during their senior year. They must apply and meet the admissions criteria and complete required documentation. They must consult with their undergraduate subject matter advisor and teacher education advisor and attend a College of Education Information Meeting.

## Concurrent Enrollment in a Preliminary Credential Program and Masters in Education Program

The Teacher Education Division offers both Multiple and Single Subject credentials with the Master's Degree in Education with Options in Curriculum and Instruction, Dual Language Learning, or Transitional Kindergarten. The program meets the needs of college graduates who wish to pursue careers in elementary or secondary education. Credential course work combines theory, methods, and field experiences that enrich candidates teaching practices. Master degree level courses include theory, field assignments, and a culminating experience that enhances candidates' professional expertise. Students who are enrolled in the combined program must adhere to the requirements for both program (e.g. GPA, continuous enrollment, and course grade requirements).

## Teacher Induction Program (Clear Credential)

The California Commission on Teacher Credentialing (CCTC) established a two-tier teaching credential structure. Upon completion of the basic credential requirements, a five-year preliminary credential is issued. 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 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 which may include coursework designed to expand and apply the candidate's skills and knowledge base in the California Standards for the Teaching Profession. The ILP identifies the coursework, experiences, and tasks that must be completed and assessed while guiding the activities to support growth and improvement of professional practice.

## Teacher Induction Program (Clear Credential) Admission Requirements

In addition to the general program admission requirements the following are specific for the Teacher Induction Program (Leading to a Clear Credential)

1. Valid initial credential (e.g., California Level I or Preliminary; out of state candidates must have equivalent credentials);
2. Verification of full-time employment in an appropriate teaching position in a public school district, non-public school (NPS), or charter school;
3. Agreement by employer to provide a site-based mentor;
4. Certificate of Clearance;
5. Tuberculosis test and vaccination verification.

## Features

The location of the University allows an ongoing, intensive interaction with a wide variety of local school districts, providing an excellent opportunity for working with a diverse population. Graduates of basic credential programs and the Masters of Arts in Education are in high demand by principals and superintendents who have come to respect the quality of the programs and the competence of their graduates. Teaching methods classes reflect the most up-to-date and effective approaches to instruction. The program is designed to meet the needs of individuals seeking only a preliminary credential, individuals seeking both a preliminary credential and a master's degree, as well as full-time working professionals seeking a master's degree. Most courses are offered in the late afternoon and evening.

## Academic Advisement

Students will work with an advisor when they are admitted to the Teacher Education Division for a specific program (master's degree, credential, or certificate). Students who are uncertain about which program best meets their professional goals may meet with the department chairperson or faculty advisor to discuss the range of options.

The student must confer with the advisor each semester prior to registration to ensure that the student is taking the appropriate course work in the proper sequence.

## Scholarships

Scholarships and awards are available to students in Basic Credential Programs. Please contact the College of Education for a full description of the requirements for each of the following awards and a description of the application process.

1. **Hilda S. Baca Fetcenko Endowed Memorial Scholarship:** Up to \$1200 to a student enrolled in a College of Education program and working on bilingual certification who has a 3.2 GPA or above and financial need.
2. **Bergen Family Scholarship:** Up to \$1,000 to a full-time student in the Teacher Education Multiple Subject Program who has a 3.5 or above GPA, with preference to those pursuing a Bilingual Authorization and demonstrate financial need.
3. **Naomi Byers Scholarship:** Up to \$1,500 to a student enrolled in the Teacher Education Division, teaching at LAUSD secondary school, preparing for senior subject teaching credential in Mathematics, Life Sciences, or Physical Science.
4. **California Retired Teachers Association, Central Orange County, Division 44:** Up to \$1000 to a student enrolled in student teaching with a 3.0 GPA or above and financial aid.
5. **California Retired Teachers, South Bay Division 46:** Up to \$1,500 to a student enrolled in student teaching or fieldwork with a 3.0 GPA or above, exemplary character and citizenship, and financial need.
6. **Carson Companies Scholarship:** Full tuition to a Liberal Studies Major or LBS graduate with a 3.5 GPA or above and financial need enrolled in an undergraduate or credential program.
7. **College of Education Honorary and Memorial:** Up to \$1,000 to a student in the College of Education who has a 3.0 or above GPA and demonstrates a commitment to teaching.
8. **College of Education Master's Endowed Scholarship:** Up to a \$1000 to a student pursuing a Masters of Education, plans to work in PK-14 education, has a GPA of 3.5 or above. Students must include a

1-2 personal statement that explains how the MA will impact their professional growth and how they will improve PK-14 education.

9. **Doris A. Davis Endowed Scholarship:** Up to \$1500 to a student enrolled in a COE program who graduated from a Compton high school.
10. **Laurence DeVoogd Endowed Scholarship:** Up to \$1000 to a student in Liberal Studies, Teacher Education, or a MA in Education. Must have a 2.8 GPA or above, financial need, and include a 200-250 word statement about how students learn best.
11. **Robert DeVries Memorial Scholarship:** \$500 to a student entering teaching as a second career with an exemplary character and citizenship and average to high academic standing.
12. **Miguel Gallegos Memorial Scholarship:** Up to \$1,000 to a student enrolled in a Teacher Education Program or Master's Degree Program working toward a bilingual (Spanish/English) certification (preference given to initial certification) who has a 3.5 or above GPA and demonstrates financial need. One scholarship per year.
13. **Kaufman Family Endowed Scholarship:** Up to \$1000 to a student teacher intending to teach in an urban school with a 3.0 GPA or above and financial need.
14. **Joette Lavarini Memorial Scholarship:** \$500 to an elementary student teacher with high academic standing, exemplary character and citizenship, and financial need.
15. **Laura E. Settle Scholarship:** \$1,000 each to two students in the teacher credential program who have average to high scholastic standing, exemplary character and citizenship, and financial need.
16. **Gil and Shirley Smith Scholarship:** Up to \$1,000 to a student in the College of Education returning to CSUDH undergraduate with at least one semester of coursework remaining in their pre-teaching or teacher prep program who has a 3.0 or above GPA and demonstrates financial need.
17. **James E. Williams Memorial Scholarship:** \$500-\$1000 to a student teacher who will be teaching in an urban setting.

## Preparation for Credential Programs Multiple Subjects (Elementary)

Students planning to teach children in a self-contained classroom, usually grades transitional kindergarten through six, will need to earn a Multiple Subjects Credential. Students planning to earn a Multiple Subject Credential must meet subject matter by passing the California Subject Examination for Teachers (CSET): Multiple Subject Examinations or by completing an Elementary Subject Matter Program. For undergraduate students, it is recommended that students planning to pursue a Multiple Subjects Credential complete course requirements for the Liberal Studies major, which is a CTC-approved Elementary Subject Matter Program.

## Single Subject (Middle and High School)

Students planning to teach in departmentalized classes, usually at the middle or senior high school levels, will need to earn a Single Subject Credential. Students planning to earn a Single Subject Credential must meet subject matter by passing the appropriate California Subject Examination for Teachers (CSET): Single Subject Examination for their subject matter area or by completing an approved Subject Matter Preparation Program in their area. Undergraduate students should contact the appropriate department in order to seek program advising regarding completing course requirements for one of the Subject Matter Preparation Programs offered on campus. Subject Matter Preparation Programs offered at CSUDH are: English, Chemistry, Mathematics, Music,

Kinesiology, Spanish, Biology, and History/Social Studies. Please see separate entries in the University Catalog for contact information to these departments.

Before admission to all credential programs, students are required to meet the Basic Skills requirement either with a passing score on California Basic Educational Skills Test (CBEST) or by an alternative method (see <https://ctc.ca.gov/docs/default-source/leaflets/cl667.pdf>).

The CSU prepares teachers for positions in California as well as other states. It is in the students' best interest to be knowledgeable about credential or licensure requirements of the state in which they intend to teach.

## Application and Admission into the Teacher Education Programs

### Master of Arts in Education Admission Requirements

- Admission to the university;
- Application to the specific MA degree program; Candidates who are applying to both the MA and Preliminary Credential must do so simultaneously and meet all Preliminary Credential requirements;
- Baccalaureate degree from a regionally accredited college or university;
- Official transcripts of all college course history with degree posted; (one copy for University Admissions and one copy for Program Admissions to be uploaded online);
- A minimum of 2.75 grade point average (GPA) in the last 60 units attempted or a Miller's Analogies Test (MAT) score of 40 or above;
- Two letters of recommendations from individuals who can evaluate the applicant's potential for graduate study (student will provide the email of the recommenders and they will be contacted by email);
- Statement of Intent: 2-4 pages double-spaced stating purpose, relevant experience, qualities/aspirations; connection to justice and equity in our mission; and any relevant additional information for evaluating your preparation and aptitude for graduate study at CSUDH.
- Satisfaction of the Graduation Writing Assessment Requirement. This requirement can be met on the CSU Dominguez Hills campus by obtaining one of the following:
  - a. A baccalaureate degree from an accredited college or university in the United States.
  - b. A baccalaureate degree from an accredited non-US institution where English is the primary language of instruction.
  - c. Graduate students who earned a 4 or above on the analytical writing component of the Graduate Record Examinations (GRE) or the Graduate Management Admission Test (GMAT).
  - d. Students from a baccalaureate program offered in non-English speaking university settings can qualify to enter a graduate program by meeting one of the following options: take the Test of English as a Foreign Language (TOEFL) and achieve a score of: 550 (paper-based); 80 (internet-based); 213 (computer-based); or achieve an International English Language Testing System (IELTS) score of 6.5;

Note: Undergraduate students may take six units towards a MA but must file paperwork with Graduate Studies. These courses may not be counted towards the BA. See an MA Advisor.

### Curriculum and Instruction Option

- Statement of Intent: 2-4 pages double-spaced stating purpose, relevant experience, qualities/aspirations; connection to justice and equity in our mission, and any relevant additional information for evaluating your preparation and aptitude for graduate study at CSUDH.

### Dual Language Learning Option

- Statement of intent: 2 pages written in Spanish;
- Demonstration of bilingual proficiency or six (6) college semester units of Spanish or verified equivalent.

### Classified Standing

- Successful admission to the university with the following conditions:
- Candidates who satisfy all the requirements for university and program admission will be admitted with Classified Standing;
- Candidates accepted with Conditional Standing will have one semester to meet the conditions for Classified Standing.

### Admission Requirements for the Preliminary Credential Student Teaching Options (Multiple and Single Subject)

Follow program advisement procedures. Refer to Teacher Education link on the College of Education website, [www.csudh.edu/coe/](http://www.csudh.edu/coe/) (<http://www.csudh.edu/coe/>) for the most current information.

- University admission;
- Application to specific credential program;
- Official transcripts of all college course history (one copy for University Admissions and one copy for Program Admissions to be uploaded online);
- For post-baccalaureate students, a degree from a regionally accredited college or university is required and should be posted on transcripts. See note below for undergraduate students;
- Evidence of meeting the basic skills requirement (CBEST or see CTC website for other ways to meet basic skills);
- A 2.67 cumulative undergraduate grade point average or 2.75 in the last 60 attempted undergraduate semester units;
- Evidence of meeting the U.S. Constitution requirement;
- Certificate of Clearance;
- Evidence of subject matter competency (CSET or completion of a Subject Matter Preparation Program);
- Current negative tuberculosis test or chest x-ray.

### Additional Phase II Requirements

- Two recommendations from individuals familiar with the applicant's work and character (to be completed before Phase II – candidate provide emails of recommenders on Phase II application).
- Valid CPR card (Adult, Child, Infant). Online CPR certification is not acceptable.
- Interview program plan signed by a TED Advisor. ITEP students should see an LBS advisor.

*Note: CSUDH undergraduate students may start a preliminary credential program, student teaching track before graduation but must apply to the program and meet the other requirements. A baccalaureate degree is required to apply for a California Teaching Credential. Undergraduate students should see a TED Advisor. Liberal Studies students, please see an LBS advisor.*

## Admission Requirements for the University Intern Options (Multiple and Single Subject)

In addition to the general program admission requirements the following requirements are common for all Preliminary Credential Intern Option Candidates:

Follow program advisement procedures. Refer to Teacher Education link on the College of Education website, [www.csudh.edu/coe/](http://www.csudh.edu/coe/) (<http://www.csudh.edu/coe/>) for the most current information;

- University admission;
- Application to specific credential program;
- Official transcripts of all college course history; (one copy for University Admissions and one copy for Program Admissions to be uploaded online);
- Degree from a regionally accredited college or university. The degree should be posted on transcripts.
- Basic skills Verification (CBEST exam or see the CTC website for a list of other ways to meet the basic skills requirement);
- A 2.67 cumulative undergraduate grade point average or 2.75 in the last 60 attempted undergraduate semester units;
- Evidence of the U.S. Constitution requirement;
- Fingerprint Clearance Requirement: Either a valid Certificate of Clearance, valid California Teaching Credential, or a current Substitute Teaching Permit;
- Valid CPR (Adult, Child, and Infant). Online CPR certification is not acceptable;
- Evidence of subject matter competency (CSET or letter verifying completion of a Subject Matter Preparation Program);
- Evidence of current negative TB test results or chest x-ray
- Completion of pre-service courses TED 400 Introduction to Education (3), TED 414 Cultural Ecology in the Classroom (3), and TED 507 Language Learning: Theory and Practice (3);
- A one-year employment contract from a public school;
- A letter from school district personnel indicating that the applicant has been screened and interviewed by human resource professionals;
- Basic knowledge of technology and its appropriate use in various educational settings;
- Evidence that the candidate has successfully completed the district's 40-hour training program prior to assuming a full-time classroom teaching assignment;
- Complete Intern Credential Request application online: <https://csudh-coe-cred-recom.fluidreview.com/>

## Preliminary Credential Bilingual Authorization Applicants

Bilingual Authorization applicants must demonstrate competencies in Spanish by **one** of the following methods:

1. Completion of SPA 280 Grammar for Spanish Composition (3), SPA 341 Advanced Conversation (3), and SPA 351 Contemporary Hispanic Culture: Spanish-Speaking America (3) with Grade of B or better in all courses;
2. Passing scores on CSET: Subtest III & V. (See CSET Website: [www.ctcexams.nesinc.com](http://www.ctcexams.nesinc.com) (<http://www.ctcexams.nesinc.com>));
3. Combination of coursework and CSET exams (e.g. CSET Subtest III and SPA 351 Contemporary Hispanic Culture: Spanish-Speaking America (3)). Passing scores on CSET: Spanish Subtest III.

- Multiple Subject candidates must enroll in the bilingual sections of TED 403 Elementary Reading/Language Arts I: K-3 (3), TED 410 Elementary Mathematics Methods (3), TED 416 Elementary Science Methods (3), and TED 412 Teaching History-Social Studies and Content Area Literacy in the Elementary Classroom (4) and complete fieldwork in a dual immersion classroom setting.
- Single Subject candidates must complete fieldwork in a school with a dual language program.

## Bilingual Authorization Alternate Pathways

1. Masters in Education, Option: Dual Language Learning (31 units)
2. Certificate – Dual Language Learning (12 units)  
Bilingual Authorization applicants must make an advising appointment with the Bilingual Authorization Advisor, Dr. Elexia Reyes-McGovern, at (310) 243-2879, regarding requirements for acquiring the Bilingual Authorization in Spanish.

## Master of Arts in Education

### Degree Requirements: Master of Arts in Education

- Completion of 31 units of course work with a minimum of "B" in all coursework with a 3.0 GPA. No course grade lower than a "C" may be used toward the MA. Candidates must complete coursework in the Core Requirements as well as coursework in one of the Options listed below.
- Continuous Enrollment. Candidates are required to maintain enrollment throughout their MA program. Candidates who have completed the maximum number of required units or have not completed their culminating activity (e.g., thesis, project, or comprehensive examination) must enroll in TED 600 Grad Continuation Course (1) every semester until the degree is awarded. In order to enroll in TED 600 Grad Continuation Course (1), candidates must submit an application form prior to enrollment (see University Policy on Continuous Attendance Requirement). Enrollment in TED 600 Grad Continuation Course (1) for more than two semesters requires permission of the Program Coordinator and the department chair.
- Transfer Credit. A maximum of 9 units of graduate level coursework from an accredited college or university; coursework must be no older than seven (7) years from the date of MA degree completion. However, no courses may apply toward the required number of units of approved graduate work that have been used to meet the requirements of another degree.
- Time Limit on Coursework. Candidates must complete all of the requirements for the degree within seven (7) years. This time limit commences with the semester of the earliest course used on the candidate's program of study. Course work that does not meet the seven-year deadline will have to be repeated and/or replaced by other courses with the approval of the program advisor.
- Capstone Requirement for the Master's Degree. Candidates must complete a comprehensive examination, project, or thesis and are required to make this decision prior to the completion of 21 semester units, including core courses. Candidates may retake the comprehensive examination one time provided the retake is within the 7-year limit. The thesis is not an option for someone who selected the exam option, but was unable to pass.
- In addition to the major requirements, students must meet all university requirements for the master's degree. Students should consult the section of the University Catalog entitled "Requirements for the Master's Degree."

## Completion of Master of Arts in Education

Prior to the completion of 21 semester units (including core courses) the graduate student must select one of the following alternatives unless otherwise specified:

### Alternative I: Course Work and Examinations (31 or more units)

- Complete an approved program of 31 units of course work with at least a "B" (3.0) average (including core courses).
- Pass a comprehensive written examination. After completion of all course work or during the last semester of course work, the M.A. degree candidate will apply to take the comprehensive examination. There is only one retake opportunity.

### Alternative II: Course Work and Thesis/Project (31 or more units)

- Complete approved program with a minimum of 31 units of course work with at least a B (3.0) average (including core courses).
- Complete approved thesis or creative project. See advisor for thesis preparation guidelines. Students must have the approval of a faculty thesis advisor prior to enrolling for thesis credit (TED 599 Thesis (1-6)). Complete Intent to Submit Thesis/project form through the Graduate Studies website <https://www.csudh.edu/gsr/graduate-studies/thesis/>. Note that the thesis is not an option for someone who selected the exam option but was unable to pass.

### Core Requirements 16 units

Students are required to complete the following courses and select one of the options listed below to complete the degree requirements.

#### Required Courses

GED 500 Research Methods in Education (3)  
 TED 505 Educational Psychology (3)  
 TED 506 Multicultural and Social Foundations of Education (3)  
 CUR 510 Process of Curriculum Development (3)  
 CUR 519 Adv Stud in Curric Practices (3)  
 TED 560 MA in Education: Curriculum and Instruction Capstone (1)  
 or  
 TED 599 Thesis (1-6)

### Curriculum and Instruction Option (31 units)

#### A. Select one course from the following (3 units)

CUR 515 Seminar in Curriculum Development in Reading and the Language Arts (3)  
 CUR 516 Sem Curr Dev Science Math (3)  
 CUR 517 Sem Curr Dev Hum Soc Sci (3)

#### B. Electives (12 units)

Select 12 units from Education or the teaching subject areas with the approval of an advisory. No more than 9 units may be below 500-level.

### Curriculum and Instruction Option: Science Education Emphasis (31 units)

The Division is currently not accepting students into the MA in Education Curriculum and Instruction: Science Education Emphasis Option. For more information, please contact the Division of Teacher Education (310) 243-3496.

### Dual Language Learning Option (31 units)

#### 1. Required Courses (12 units)

DLL 520 Foundations of Critical (Bi) Literacy in Dual Language & Immersion Education (3)  
 DLL 521 Contrastive Linguistics and Assessment for Dual Language Educators (3)  
 DLL 525 Practices and Strategies for Bi-Literacy Development in Bilingual/Dual Settings (3)

SPE 522 Teaching Bilingual Learning in Inclusive Dual Settings (3)

#### 2. Select one course from the following

DLL 523 Academic Discourse and Socio-Emotional Learning (3)  
 DLL 524 Emergent Learning for Young Dual Language Learners (3)

### Transitional Kindergarten Option (31 units)

The Division is currently not accepting students into the MA in Education Curriculum and Instruction: Transitional Kindergarten Option. For more information, please contact the Division of Teacher Education (310) 243-3496

#### A. Required Courses (15 units)

SPE 501 Creating Effective Inclusive Settings for Young Children w/ Exceptionalities, Families, & Professionals (3)  
 TED 507 Language Learning: Theory and Practice (3)  
 TKK 501 Dynamics of Early Childhood Development and Growth (3)  
 TKK 503 Mathematical and Scientific Concepts and Reasoning for Young Children (3)  
 TKK 502 Critical Literacy and Social Studies for Young Children (3)

## Multiple Subject Credential - Student Teaching and University Intern Options

The Multiple Subject Preliminary Credential authorizes its holder to teach in a self-contained classroom, usually grades transitional kindergarten through six.

### A. Student Teaching Option (51 units)

Candidates enrolled in the Student Teaching Option are not contracted teachers and are assigned to master teachers in a public school setting for their supervised field experiences. In addition, student teachers receive support and guidance from a university supervisor. In the Student Teaching Option, there are three phases. The program sequence in the Student Teaching Option allows candidates to complete their coursework and exit requirements in one year, if they begin the program in the summer semester.

#### 1. Phase One (12-18 units)

CSUDH LBS students with catalog rights beginning Fall 2016 are exempt from Phase I courses (for credential only). After being accepted to the program, proceed directly to Phase II.  
 TED 400 Introduction to Education (3)  
 TED 413 Elementary Physical Education, Visual and Performing Arts Methods (3)  
 TED 414 Cultural Ecology in the Classroom (3)  
 TED 505 Educational Psychology (3)  
 TED 506 Multicultural and Social Foundations of Education (3)  
 TED 507 Language Learning: Theory and Practice (3)

Note: TED 505 Educational Psychology (3) and TED 506 Multicultural and Social Foundations of Education (3) can be taken in Phase I or Phase II.

#### Requirements for Advancement to Phase Two

- Submit Phase II Student Teaching Application by April 1 for fall and November 1 for spring.
- Include: Program Plan sheet signed by an advisor, verification of completed CSET or Subject Matter Competence Letter
- Provide two emails for letters of recommendations, and valid CPR card (infant, child, and adult) valid for at least two more semesters. Phase II application is semester specific; if you do not attend, you will need to reapply.

- Completed CSET scores for Phase II application (documents only, application must be submitted by phase II deadline) are due by July 15 for fall and November 15th for spring.

## 2. Phase Two (15 units)

TED 403 Elementary Reading/Language Arts I: K-3 (3)  
 TED 410 Elementary Mathematics Methods (3)  
 TED 416 Elementary Science Methods (3)  
 TED 433 Teaching Practices Seminar: Multiple Subject Student Teaching (3)  
 SPE 482 Educating Students with Special Needs within Inclusive Settings (3)

### Requirements for Advancement to Phase Three

Submit Phase III Application by April 1 for Fall and November 1 for Spring. Application is semester specific; if you do not attend, you will need to reapply.

**Note:** ITEP students take LBS 380 Blended Science Methods (4) instead of TED 416 Elementary Science Methods (3).

## 3. Phase Three (15-18 units)

TED 412 Teaching History-Social Studies and Content Area Literacy in the Elementary Classroom (4)  
 TED 435 Elementary Student Teaching (12)  
 or  
 TED 437 Elem Stu Teaching (integrated) (9)  
 TED 448 Teaching Event: Multiple Subject (2)

**Note:** ITEP students take LBS 402 Liberal Studies Integrated Capstone (2) instead of TED 448 Teaching Event: Multiple Subject (2).

## B. University Intern Option (41-50 units)

Candidates enrolled in the University Intern Option are contracted teachers, without a preliminary credential, currently teaching K-12 students. They are supervised for fieldwork in their own classroom by trained university supervisors and site-based coaches who provide support and guidance. There are three phases in the University Intern Option. Courses in each phase must be completed before enrolling in the next phase.

### 1. Phase One (18 units)

CSUDH LBS students with catalog rights beginning Fall 2016 are exempt from Phase I courses (for credential only). After being accepted to the program, proceed directly to Phase II.  
 TED 400 Introduction to Education (3)  
 TED 413 Elementary Physical Education, Visual and Performing Arts Methods (3)  
 TED 414 Cultural Ecology in the Classroom (3)  
 TED 505 Educational Psychology (3)  
 TED 506 Multicultural and Social Foundations of Education (3)  
 TED 507 Language Learning: Theory and Practice (3)

**Note:** TED 505 Educational Psychology (3) and TED 506 Multicultural and Social Foundations of Education (3) can be taken in Phase I or Phase II.

### Requirements for Advancement to Fieldwork

- Phase II University Intern Option Application is due April 1 for fall semester and November 1 for spring semester. Completion of Phase One courses with an overall grade point average of 2.75 and no grade lower than C.

- Bilingual Authorization candidates: Completion of written and cultural competencies. (Consult with the Bilingual Authorization advisor for information on how to meet these competencies.)

## 2. Phase Two (16 units)

TED 403 Elementary Reading/Language Arts I: K-3 (3)  
 TED 410 Elementary Mathematics Methods (3)  
 TED 445 Fieldwork: Elementary Interns (6)  
 TED 446 Introduction to Internship: Multiple Subject University Intern (1)  
 SPE 482 Educating Students with Special Needs within Inclusive Settings (3)

### Requirements for Advancement to Phase Three

Submit Phase III Application by April 1 for Fall and November 1 for Spring. Application is semester specific; if you do not attend, you will need to reapply.

## 3. Phase Three (15 units)

TED 412 Teaching History-Social Studies and Content Area Literacy in the Elementary Classroom (4)  
 TED 416 Elementary Science Methods (3)  
 TED 445 Fieldwork: Elementary Interns (6)  
 TED 448 Teaching Event: Multiple Subject (2)

## C. Summary of Multiple Subject Preliminary Credential Requirements

A recommendation of a Multiple Subject Preliminary Credential may be made when the candidate has:

- Completed a bachelor's degree from an accredited university;
- Completed all the education courses for the program with an overall grade point average of 2.75 with no grade lower than a C;
- Completed the CalTPA, successfully;
- Demonstrated subject matter competence;
- Completed US Constitution requirement; and
- Passed the Reading Instruction Competence Assessment (RICA).

## Single Subject Credential - Student Teaching and University Intern Options

The Single Subject Preliminary Credential authorizes its holder to teach in departmentalized classes, usually in the middle or high school. Individuals wishing to teach only physical education, art, or music at either the elementary or secondary level are generally also required to hold a Single Subject Preliminary Credential, as well.

### A. Student Teaching Option (44 units)

Candidates enrolled in the Student Teaching Option are not contracted teachers and are assigned to master teachers in a public school setting for their supervised student teaching field experiences. In addition, student teachers receive support and guidance from a university supervisor. In the Student Teaching Option, there are three phases. The program sequence in the Student Teaching Option allows candidates to complete their coursework and exit requirements in one year if they begin the program in the summer semester.

#### 1. Phase One (12-18 units)

CSUDH LBS students with catalog rights beginning Fall 2016 are exempt from Phase I courses (for credential only). After being accepted to the program, proceed directly to Phase II.  
 TED 400 Introduction to Education (3)  
 TED 414 Cultural Ecology in the Classroom (3)

TED 467 Secondary Teaching Methods I (3)  
 TED 505 Educational Psychology (3)  
 TED 506 Multicultural and Social Foundations of Education (3)  
 TED 507 Language Learning: Theory and Practice (3)

Note: TED 505 Educational Psychology (3) and TED 506 Multicultural and Social Foundations of Education (3) can be taken in Phase I or Phase II.

### Requirements for Advancement to Phase 2

- Submit Phase II Student Teaching Application by April 1 for fall and November 1 for spring.
- Completed CSET scores for Phase II application (documents only, application must be submitted by phase II deadline) are due by July 15 for fall and July 15th for spring.
- Include: Program Plan sheet signed by an advisor, verification of completed CSET or Subject Matter Competence Letter, provide two emails for letters of recommendations, and valid CPR card (infant, child, and adult) valid for at least two more semesters. Phase II application is semester specific; if you do not attend, you will need to reapply.

### 2. Phase Two (12 units)

Physical Education candidates enroll in KIN 448 Tchg Effect Sec PE (3) instead of TED 468 Secondary Teaching Methods II (3).  
 TED 406 Teaching Secondary Reading (3)  
 TED 453 Teaching Practices Seminar: Single Subject Student Teaching (3)  
 TED 468 Secondary Teaching Methods II (3)  
 SPE 482 Educating Students with Special Needs within Inclusive Settings (3)

### Requirements for Advancement to Phase Three

Submit Phase III Application by April 1 for Fall and November 1 for Spring. Application is semester specific; if you do not attend, you will need to reapply.

### 3. Phase Three (14 units)

TED 455 Student Teaching: Secondary (12)  
 TED 488 Teaching Event: Single Subject (2)

## B. University Intern Option (36-39 units)

Candidates enrolled in the University Intern Option are contracted teachers, without a preliminary credential, currently teaching K-12 students. They are supervised for fieldwork in their own classroom by trained university supervisors and site-based coaches who provide support and guidance. There are three phases in the University Intern Option. Courses in each phase must be completed before enrollment in the next phase.

### 1. Phase One (12-18 units)

TED 400 Introduction to Education (3)  
 TED 414 Cultural Ecology in the Classroom (3)  
 TED 467 Secondary Teaching Methods I (3)  
 TED 505 Educational Psychology (3)  
 TED 506 Multicultural and Social Foundations of Education (3)  
 TED 507 Language Learning: Theory and Practice (3)

Note: TED 505 Educational Psychology (3) and TED 506 Multicultural and Social Foundations of Education (3) can be taken in Phase I or Phase II.

### Requirements for Advancement to Phase II

- Submit Phase II University Intern Option Fieldwork Application by April 1 for fall and November 1 for spring.

- Include: Program Plan sheet signed by an advisor, verification of completed CSET or Subject Matter Competence Letter, provide 2 emails for letters of recommendations, and valid CPR card (infant, child, and adult) valid for at least two more semesters. Phase II application is semester specific; if you do not attend, you will need to reapply

### 2. Phase Two (16 units)

Physical Education candidates enroll in KIN 448 Tchg Effect Sec PE (3) instead of TED 468 Secondary Teaching Methods II (3).  
 TED 406 Teaching Secondary Reading (3)  
 TED 465 Fieldwork: Secondary Interns (6)  
 TED 466 Introduction to Internship: Single Subject University Intern (1)  
 TED 468 Secondary Teaching Methods II (3)  
 SPE 482 Educating Students with Special Needs within Inclusive Settings (3)

### Requirements for Advancement to Phase Three

Submit Phase III University Intern Option (Fieldwork II) Application by April 1 for Fall and November 1 for Spring. Application is semester specific; if you do not attend, you will need to reapply.

### 3. Phase Three (8 units)

TED 465 Fieldwork: Secondary Interns (6)  
 TED 488 Teaching Event: Single Subject (2)

## C. Urban Teacher Residency Program

The Division is currently not accepting students into the Urban Teacher Residency Program.

For more information, please contact the Division of Teacher Education.

Residents blend the rigor and theory of a master's degree in curriculum and instruction with the practice and pragmatism of a single-subject (secondary) credential in math or science, combined with a year-long residency in the classroom of an experienced, trained mentor teacher in partner schools.

### 1. Phase One (12 units)

TED 400 Introduction to Education (3)  
 TED 414 Cultural Ecology in the Classroom (3)  
 GED 501 Seminar in Learning and Development (3)  
 GED 503 Socio-Cultural Issues in Education (3)

### Requirements for Advancement to the Residency

- Completion of Phase One courses with an overall grade point average of 3.0 and no grade lower than C.
- Bilingual Authorization candidates: completion of written and culture competencies. (Consult with the Bilingual Authorization advisor for information on how to meet these competencies.)

### 2. Phase Two (15 units)

GED 500 Research Methods in Education (3)  
 CUR 510 Process of Curriculum Development (3)  
 TED 453 Teaching Practices Seminar: Single Subject Student Teaching (3)  
 TED 467 Secondary Teaching Methods I (3)  
 TED 407 Languages in Praxis (3)

### 3. Phase Three (23 units)

CUR 516 Sem Curr Dev Science Math (3)  
 TED 406 Teaching Secondary Reading (3)  
 TED 455 Student Teaching: Secondary (12)  
 TED 468 Secondary Teaching Methods II (3)



TED 488 Teaching Event: Single Subject (2)

### D. Summary of Single Subject Preliminary Credential Requirements

A recommendation of a Single Subject Preliminary Credential may be made when the candidate has:

1. Completed a bachelor's degree from an accredited university;
2. Completed all education courses with an overall grade point average of 2.75 with no grade lower than a C;
3. Completed the CalTPA successfully;
4. Demonstrated subject matter competence; and
5. Completed US Constitution requirement.

## Single Subject Credential - Transition to Teaching Online Program

The Division is currently not accepting students into the Transition to Teaching Online Program. For more information, please contact the Division of Teacher Education (310) 243-3496.

### Requirements

#### 1. Term One (15 units)

TED 426 Foundations of Education (6)

TED 427 Content Pedagogy I (6)

TED 428 Early Field Observation and Participation (3)

#### Requirements for Advancement to Term II

1. Completion of Term One courses with an overall grade point average of 2.75 and no grade lower than C.
2. Bilingual Authorization candidates: completion of written and culture competencies. (Consult with the Bilingual Authorization advisor for information on how to meet these competencies.)

#### 2. Term Two (15 units)

TED 429 Supporting All Students (6)

TED 430 Content Pedagogy 2 (6)

TED 431 Lab School Fieldwork Seminar (3)

#### Requirement for Advancement to Term III

1. Application for Advancement to Fieldwork

#### 3. Term Three (15 units)

TED 432 Interdisciplinary Teaching (6)

TED 438 Teaching Event and Assessment (3)

TED 465 Fieldwork: Secondary Interns (6)

## Designated Subject Adult Education Teaching Credential

The Division is currently not accepting students into the Designated Subjects Adult Education Teaching Credential program. For more information, please contact the Division of Extended Education (310) 243-3741.

The Designated Subject Adult Education Teaching Credential Program is designed for students who meet requirements for a Two-Level Preliminary Adult Education Credential and would like to fulfill requirements for a Professional Clear Adult Education Credential. Graduates find employment in public and private schools, community agencies, private industry, health services, government agencies, military settings,

correctional and religious institutions, volunteer agencies, and centers for older adults.

## Requirements for the Two-Level Preliminary Adult Education Teaching Credential

### 1. Qualifying Experience and/or Education

- Academic Subjects
  - English as a Second Language
  - Elementary and Secondary Basic Skills
  - A Language Other Than English
  - English
  - Fine Arts
  - Life Science, including General Science
  - Physical Science, including General Science
  - Mathematics
  - Social Science Qualifying education for an adult education credential authorizing the teaching of an academic subject shall include a baccalaureate or higher degree completed at a regionally accredited college or university and completion of 20 semester units or 10 upper division semester units in the subject to be taught.
- Non-Academic Categories
- Adults with Disabilities
- Older Adults
- Health and Safety
- Parent Education
- Home Economics
- Vocational Education

Qualifying experience, or experience and education, or education, for an adult education credential authorizing the teaching of a non-academic subject shall meet one of the criteria described in the table below:

Yrs of Subject- Related Education and/or Training	Experience Required
High school diploma or equivalent	+ 5 years
24 semester units of college course work	+ 4 years including a minimum of 4 semester units in the subject to be taught
48 semester units of college course work	+ 3 years including a minimum of 8 semester units in the subject to be taught
72 semester units of college course work	+ 2 years including a minimum of 12 semester units in the subject to be taught
96 semester units of college course work	+ 1 year including a minimum of 16 semester units in the subject to be taught
Bachelor's or higher degree completed at a regionally accredited college or university with 20 semester units, or 10 upper division units in the subject to be taught	+ 0 years

2. Knowledge of the Constitution of the United States: Completion of the U.S. Constitution requirement (POL 101 American Institutions (3) or equivalent).
3. Passage of the California Basic Education Skills Test (CBEST). Applicants for the adult credential in **non-academic** subjects are exempt from this requirement.

## Professional Clear Adult Education Teaching Credential (14 units)

The Division is currently not accepting students into the Professional Clear Adult Education Teaching Credential program. For more information, please contact the Division of Extended Education (310) 243-3741.

### Requirements

1. A valid Preliminary Adult Education Teaching Credential.
2. Verification of Level I completion.
3. Verification of four terms or two years of successful teaching adult learners authorized by the preliminary adult education teaching credential while holding the valid preliminary credential.
4. Completion of Level I and Level II Course work for the Professional Clear Credential

#### A. Level I Courses

TED 418 Methods and Materials of Adult Education, Part I (2)  
 TED 419 Methods and Materials of Adult Education, Part II (2)  
 TED 421 Principles Of Adult Education (2)

Professional clear credential candidates must complete the Level I classes within the first two years of the two-level preliminary credential.

#### B. Level II Courses

TED 420 Computer Literacy for Teachers (1)  
 TED 417 Seminar In Adult Education (1)  
 TED 423 Super Fld Exper: Adult Ed (2)  
 TED 424 Counseling and Guidance for Teachers of Adult Education (2)  
 HEA 300 Health in Public Education (3)

Professional clear credential candidates must complete the Level II classes by the end of the fifth year of the preliminary credential.

## Subject Matter Authorizations

Holders of a Single Subject or Multiple Subject credential issued by the California Commission on Teacher Credentialing may secure an Introductory Subject Matter Authorization that allows the holder to teach the subject matter content typically included in curriculum guidelines and textbooks approved for study in grades 9 and below. This allows an employer to assign a teacher with an Introductory Subject Matter Authorization to teach a class in which the curriculum is for grades 9 and below but the students in the class may be in grades K-12.

To qualify, individuals must satisfy all of the following requirements:

1. Possess a valid prerequisite teaching credential
2. Complete one of the following:
  - 32 semester units of non-remedial course work in the subject, including a minimum of three semester units of course work in each content area. The balance of the units may be in any course within the subject category. (Exception: the subject of Science requires at least six semester units in each of the four science content areas [biological sciences, chemistry, geosciences,

and physics]). (See CCTC website [www.ctc.ca.gov/](http://www.ctc.ca.gov/) (<http://www.ctc.ca.gov/>) for a list of subjects and content areas within subjects.);

- a degree major from a regionally-accredited college or university in a subject directly related to the subject to be listed on the credential.

Holders of a Single Subject or Multiple Subject credential issued by the California Commission on Teacher Credentialing may secure a Specific Subject Matter Authorization that allows the holder to teach the specific subject in grades preschool, kindergarten-12, and classes organized primarily for adults.

To qualify, individuals must satisfy all of the following requirements:

1. Possess a valid prerequisite teaching credential
2. Complete one of the following:
  - 32 semester units of non-remedial coursework (Exception: the subject of History requires a minimum of 16 semester units in both worlds history and U.S. history.) See CCTC website [www.ctc.ca.gov/](http://www.ctc.ca.gov/) (<http://www.ctc.ca.gov/>) for a list of subjects.);
  - a degree major from a regionally-accredited college or university in a subject directly related to the subject to be listed on the credential.

## Course Work Requirements for Subject Matter Authorizations

Acceptable course work must be:

1. Completed with a grade of "C" or better ("credit", "passing", or "satisfactory" grades are acceptable).
2. Applicable toward a bachelor's degree or a higher degree (elective or non-elective, non-remedial).
3. Taken at a regionally accredited institution.
4. Granted regular semester or quarter hour credit.
5. Taken from the subject department of the subject matter authorization being sought.

**The following course work may be used as long as it meets the criteria listed above:**

1. Community college, correspondence, online, or extension course work.
2. Advanced placement unit (requires an official transcript of the course and written verification from the college or university admission or registrar's office that the units were used towards a bachelor's degree and are in the subject category of the requested subject matter authorization).

**Unacceptable course work includes:**

1. Course work that is applicable toward a bachelor's degree or higher degree.
2. Professional development or continuing education units.
3. In-service training or workshop.
4. Education and education methodology course work unless a letter is provided by the chair of the subject area department stating that the course is equivalent to one offered by that department.
5. Course work from a department other than the subject matter authorization being sought unless a letter is provided from the chair

of the subject area department stating that the course is equivalent to one offered by that department.

## Teacher Induction Program

The California Commission on Teacher Credentialing (CCTC) established a two-tier teaching credential structure. A five-year preliminary credential is the first document issued after an individual has met basic credential requirements. 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 special education 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-base 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 growth and improvement of professional practice.

### Teacher Induction Program Admission Requirements

In addition to the general program admission requirements, the following are specific for the Teacher induction Program (leading to a Clear Credential):

1. Valid initial credential (e.g., California Level I or Preliminary; out of state candidates must have equivalent credentials);
2. Verification of full-time employment in an appropriate teaching position in a public school district, non-public school (NPS), or charter school;
3. Agreement by employer to provide a site-based mentor;
4. Certificate of Clearance;
5. Tuberculosis test and vaccination verification.

### Requirements

#### Required Courses

EDU 470 Individual Learning Plan Development (3)

EDU 474 Individual Learning Plan Completion (3)

### Summary of Clear Multiple Subject and Single Subject Credential Requirements

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

## Dual Language Learning Certificate (12 units)

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 will be conducted in Spanish.

### Dual Language Learning Certificate (12 units)

#### A. Required Courses (9 units)

The following courses are required:

DLL 520 Foundations of Critical (Bi) Literacy in Dual Language & Immersion Education (3)

DLL 521 Contrastive Linguistics and Assessment for Dual Language Educators (3)

DLL 525 Practices and Strategies for Bi-Literacy Development in Bilingual/Dual Settings (3)

#### B. Elective Courses (3 units)

Select one of the following courses:

DLL 523 Academic Discourse and Socio-Emotional Learning (3)

DLL 524 Emergent Learning for Young Dual Language Learners (3)

SPE 522 Teaching Bilingual Learning in Inclusive Dual Settings (3)

## Transitional Kindergarten Certificate (24 units)

The Division is currently not accepting students into the Transitional Kindergarten Certificate program. For more information, please contact the Division of Teacher Education (310) 243-3496

### Transitional Kindergarten Certificate (24 units)

#### Required Courses (24 units)

SPE 501 Creating Effective Inclusive Settings for Young Children w/ Exceptionalities, Families, & Professionals (3)

TED 505 Educational Psychology (3)

TED 506 Multicultural and Social Foundations of Education (3)

TED 507 Language Learning: Theory and Practice (3)

TKK 501 Dynamics of Early Childhood Development and Growth (3)