Key Issues in Integrated Teacher Education Programs Implementation

California State University, Office of the Chancellor
Webinar Topics and Presenters

• *Welcome and Introduction*
  Jose Luis Alvarado, CSU Monterey Bay
  Marquita Grenot-Scheyer, CSU Chancellor’s Office

• *Pathways into the Program/Recruitment Strategies*
  Cynthia Grutzik, CSU Long Beach
  Tara Ribeiro and Katie Olivant, CSU Stanislaus
  Nadine Bezuk, San Diego State

• *Sequence and Student Experience in the Program*
  Frederick Nelson, CSU Fresno
  Pia Wong, CSU Sacramento
  Patricia Stall, CSU San Marcos

• *Field Experience*
  Deedee Perez-Granados, CSU Monterey Bay
  Pia Wong, CSU Sacramento
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Webinar Topics and Presenters

• *Student Teaching, Distinctive Attributes*
  Frederick Nelson, CSU Fresno
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  Katherine Read, CSU Monterey Bay

• *Structure of Bachelor Degrees and Credentials*
  Jessica Pandya, CSU Long Beach
  Diane Fazzi and Andrea Zetlin, CSU Los Angeles

• *Program Size and Summer Enrollment*
  Frederick Nelson, CSU Fresno
  Diane Fazzi and Andrea Zetlin, CSU Los Angeles

• *Wrap Up*
  Oddmund Myhre, CSU Stanislaus
Welcome and Introduction

Marquita Grenot-Scheyer
CSU Chancellor’s Office
mgrenot-scheyer@calstate.edu
Welcome and Introduction

Jose Luis Alvarado
CSU Monterey Bay
alvarado@csumb.edu
Pathways into the Program/Recruitment Strategies

Cynthia Grutzik, CSU Long Beach
cynthia.grutzik@csulb.edu
Liberal Studies ITEP Credential and Graduation Pathways

- ITEP Multiple Subject
- ITEP Multiple Subject – UTEACH (Residency)
- ITEP Multiple Subject – BILA Spanish
- ITEP UDCP (Urban Dual Credential Program)

CSULB Webpage
Pathways into the Program/Recruitment Strategies

Tara Ribeiro and Katie Olivant
CSU Stanislaus
tribeiro@csustan.edu
kolivant@csustan.edu
WHAT ARE YOU INTERESTED IN? Discover what you can learn and where a liberal studies major can take you.

Liberal Studies is a pre-professional program leading to a multiple subject and/or special education credential. Our mission is to ensure that graduates receive a strong subject matter foundation and fieldwork experiences that prepare them for a teaching career. There are two primary program pathways in the major:

- The Bachelor of Arts in Liberal Studies: Elementary Teaching Credential Preparation (122 units) is for students who seek subject matter preparation for elementary teaching as preparation for a post-baccalaureate teacher credential program.
- The Liberal Studies Integrated Teacher Education Program (STEP) (131 units) is for students intending to become elementary teachers who wish to complete the B.A. and credential within four years.

The Liberal Studies program is now a CCTC-approved elementary subject matter preparation program.

*Pending final approval*

FIND OUT MORE

csustan.edu/liberal-studies

facebook.com/cSUSTANCbassc
Pathways into the Program/Recruitment Strategies

Nadine Bezuk
nbezuk@sdsu.edu
Pathways into the Program/Recruitment Strategies

- “Explore SDSU” Open House
- ITEP Letter to Education Partners
- ITEP Calendar
- PE Teacher Credential Flyer
“Explore SDSU”
Open House 2018

Saturday, March 17, 2018, 9:00 a.m. - 2:00 p.m.
San Diego State University and the College of Education is excited to invite local high school students and their families to our annual open house event, Explore SDSU!

Please join us for this FREE event offering information sessions on SDSU’s K-12 teaching pathways.

Learn specifics about positions in Bilingual Education, Special Education, STEM Education and more!

Questions about the event?
Contact: Jackie Fuller, Advisor
SDSU College of Education
jfuller@mail.sdsu.edu
November 2017

Dear Education Partners,

Greetings from the San Diego State University College of Education! As you know, a career in education is one of the most important professions in our society. It is best said by our current Dean, Dr. Joseph F. Johnson Jr. that, “Teaching is the profession that creates all others.” With the teacher demand at an all-time high, we would love for your students to consider following in your footsteps as a K-12 educator.

The College of Education is proud to continue to offer the traditional teacher credentialing program that takes place after the bachelor’s degree, but we are also excited to begin offering our Integrated Teacher Education Programs (ITEPs) beginning next year. The ITEPs will partner with existing undergraduate majors such as Child & Family Development, Liberal Studies, and Mathematics to combine the bachelor’s degree and credential in as little as four years!

To spread the word, we have created the enclosed poster calendars for your campus. They would look great hung up in classrooms, workrooms or in public spaces on your campus.

For your current seniors, the calendars can be a helpful reminder that the application deadline is rapidly approaching on November 30th.

For Sophomores and Juniors, the calendars can act as a “save the date” for the university’s annual open house (Explore SDSU) on Saturday, March 17, 2018. Explore SDSU is a FREE event where the entire university community comes together to show off all that SDSU has to offer! There will be presentations on different majors, tabling by student clubs, and campus tours.

For more information about any of the programs mentioned in this letter or for additional copies of the calendar, please do not hesitate to contact me at jfuller@mail.sdsu.edu. Also, visit our website at http://teach.sdsu.edu.

Jackie Fuller
Advising & Recruitment Specialist
College of Education
Office of Student Services, SDSU

P.S. I am always happy to visit your campus to discuss teacher preparation programs and careers in education. Just let me know when would work best!
ITEP Calendar
PE Teacher Credential Flyer

Become a PE teacher
Get your teaching credential at SDSU

Did you know?
San Diego is experiencing a significant teacher shortage.
Local school districts offer competitive salaries plus attractive benefits packages for entry level teachers.
Take all of your courses with other PE teachers in the new performance cohort.
Scholarships, grants, and loan-forgiveness programs specifically for credential students are available.
There is still time to apply for the next Fall cohort. Start the process by submitting your Cal State Apply application by March 1st.

Learn more at: teach.sdsu.edu

College of Education
SDSU Started Here
Sequence and Student Experience in the Program

Frederick Nelson, CSU Fresno
fnelson@csufresno.edu
## Multiple Subject Credential Program at CSU Fresno

### South Valley ITEP

<table>
<thead>
<tr>
<th>Years 1 &amp; 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>College of the Sequoias</strong></td>
<td><strong>Fall 2018</strong></td>
<td><strong>Spring 2019</strong></td>
</tr>
<tr>
<td>General Education</td>
<td>Writing for the K-8 Classroom</td>
<td>Linguistics &amp; Reading</td>
</tr>
<tr>
<td>Major courses</td>
<td>Communication &amp; Learning</td>
<td>Educational Applications of Technology</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>California Studies</td>
<td>Sociology of Race &amp; Ethnicity</td>
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<tr>
<td>Electives</td>
<td>Interdisciplinary Art Studies</td>
<td>Exploring Mathematics</td>
</tr>
<tr>
<td></td>
<td>Physical Education for Children</td>
<td>Environmental Earth &amp; Life Science</td>
</tr>
</tbody>
</table>
## Multiple Subject Credential Program at CSU Fresno

- **ITEP Schedule**

### Fall 2018

<table>
<thead>
<tr>
<th>Cohort 1</th>
<th>TTH 9:30am-10:45am</th>
<th>TTH 11:00am-12:15pm</th>
<th>TTH 1:30pm-2:45pm</th>
<th>TTH 3:10pm-4:00pm (Lecture)</th>
<th>ONLINE</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>SSCI 110</td>
<td>COMM 114</td>
<td>LS 110W</td>
<td>TTH 4:10pm-5:00pm (Activity)</td>
<td>IAS 108</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>KINES 152</td>
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</tr>
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</table>

<table>
<thead>
<tr>
<th>Cohort 2</th>
<th>TTH 9:30am-10:45am</th>
<th>TTH 11:00am-12:15pm</th>
<th>TTH 1:00pm-1:50pm (Lecture)</th>
<th>TTH 3:00pm-4:15pm</th>
<th>ONLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>COMM 114</td>
<td>SSCI 110</td>
<td>TTH 2:10pm-3:00pm (Activity)</td>
<td>LS 110W</td>
<td>IAS 108</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>KINES 152</td>
<td></td>
</tr>
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</table>

### Spring 2019

<table>
<thead>
<tr>
<th>Cohort 1</th>
<th>TTH 9:30am-10:45am</th>
<th>TTH 11:00am-12:15pm</th>
<th>ONLINE</th>
<th>ONLINE</th>
<th>ONLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MATH 100</td>
<td>SOC 111 or SSCI 180</td>
<td>LING 132</td>
<td>NSCI 115</td>
<td>CI 100</td>
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</table>

<table>
<thead>
<tr>
<th>Cohort 2</th>
<th>TTH 9:30am-10:45am</th>
<th>TTH 11:00am-12:15pm</th>
<th>ONLINE</th>
<th>ONLINE</th>
<th>ONLINE</th>
</tr>
</thead>
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<tr>
<td></td>
<td>SOC 111 or SSCI 180</td>
<td>MATH 100</td>
<td>LING 132</td>
<td>NSCI 115</td>
<td>CI 100</td>
</tr>
</tbody>
</table>
Sequence and Student Experience in the Program

Pia Wong, CSU Sacramento
pwong@csus.edu
### Recruitment to ITEP

Accelerated path to a Liberal Studies BA plus Multiple Subject credential and a Foundational Level General Science Credential (or at least an Introductory General Science Subject Matter Authorization)

<table>
<thead>
<tr>
<th>YEAR</th>
<th>THEMES/Field Experience</th>
</tr>
</thead>
</table>
| One  | **Themes:** Understanding yourself, Who am I?, identity, critical thinking, civic values and responsibilities, multicultural/social justice awareness-building (Horatio Alger activity)  
**Field Experience:** Creating a teacher identity, deep dive into the teaching profession and life of a teacher  
**BE SURE TO BUILD IN SUPPORTS VIA SUPPLEMENTAL INSTRUCTION AND PEER TUTORING, ESPECIALLY FOR MATH** |
| Two  | **Themes:** Differences and similarities, forming and nurturing relationships, advanced critical thinking, local and global perspectives – especially in terms of how education is structured and what teachers do in other countries, deepening multicultural/social justice knowledge base  
**Field Experience:** Children in and out of school (natural lab), families/parents/caregivers, PTHV project training |
| Three| **Themes:** the role of knowledge, multiple literacies, current events/current issues, socio/political context of education, critical thinking with a multicultural/social justice lens  
**Field Experience:** how is the curriculum structured? Long-term and short-term planning. Assessment frameworks. Curriculum is not just information transfer. Teachers make important and consequential decisions about their curriculum. |
| Four | **Themes:** what does it mean to be a professional educator?  
**Field Experience:** one in elementary, one in MS/JRHS  
Capstone project: Present your action research reflection, especially your action steps – this should be done in the fall of Year Four so that they can put their action steps into practice and so that this doesn’t get mixed up with the EdTPA. |
| 4.5  | **Themes:** what does it mean to be a professional educator - continued?  
**Field Experience:** Formal student teaching (or intern teaching) |
CSU Sacramento ITEP Future Teacher

**DISPOSITIONS**

- Cultural competence; caring; persists at forming relationships with students; flexible; creative; humble; committed to providing access to all students and communities; actively values the experiences, voice and history of all students and their communities; holds high standards; reflective; collaborative; actively pursues learning, takes responsibility, sees possibilities and assets

**KNOWLEDGE:** Developmental processes (typical and atypical); K-8 content standards integrated with content pedagogy; age/grade/developmentally appropriate content; community context; instructional technology; sociopolitical and sociocultural factors that impact learning; social dimensions of learning.

**SKILLS:** Organized, easily develops relationships, closely observes others, analyzes content and tasks, thinks logically and systematically, sees relationships between curricular elements, problem solving, critical thinking, communicates clearly with different audiences (students, families, peers, supervisors, general public), listens closely and emphatically, can differentiate based on the learners’ needs and interests, can break complex ideas and processes into component parts so others can understand them, reflects and actively implements insights/feedback, works to recognize own biases and minimize them, pays careful attention to factors that impact learning and addresses them
Sequence and Student Experience in the Program

Patricia Stall, CSU San Marcos
pstall@csusm.edu
Integrated Credential Programs at CSU San Marcos

- Combined BA and Credential program
- 9-15 units a semester per student
- Core courses as a cohort
  - Core courses offered in “blocks” each semester
  - Students take all courses in the block

Integrated Credential Program (IPC) Overview
Field Experience

Deedee Perez-Granados, CSU Monterey Bay
dperez-Granados@csumb.edu
## Liberal Studies ITEP Bilingual Elementary Education (BEED) Concentration

<table>
<thead>
<tr>
<th>Semester 1 - Fall</th>
<th>Units</th>
<th>Semester 2 - Spring</th>
<th>Units</th>
<th>Semester 3 - Fall</th>
<th>Units</th>
<th>Semester 4 - Spring</th>
<th>Units</th>
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<tbody>
<tr>
<td>FYS 181 or 182 or 183 (GE E)</td>
<td>4</td>
<td>A2/A3 GE Course (Any approved)</td>
<td>4</td>
<td>MATH 100 Quantitative Literacy (GE B4)</td>
<td>3</td>
<td>LING 392 Nature of Lang &amp; Lang Acquisition</td>
<td>4</td>
</tr>
<tr>
<td>HDEV 260 (GE D1)</td>
<td>4</td>
<td>PHYS 121/L Integrated Physical Science (GE B1/B3)</td>
<td>3/1</td>
<td>GEOL 210 Earth Science (GE B1)</td>
<td>3</td>
<td>GS 214 Global Studies (GE C2)</td>
<td>4</td>
</tr>
<tr>
<td>A1 GE Course (Any approved)</td>
<td>4</td>
<td>HCOM 251 US Hist</td>
<td>3</td>
<td>LS 277S Schooling in Modern Society (GE D1, D3)</td>
<td>6</td>
<td>KIN 383/L Health &amp; PE</td>
<td>2/1</td>
</tr>
<tr>
<td>LS 233 Arts in Schools and Community (GE C1)</td>
<td>4</td>
<td>SPAN 102 Beginning Spanish II (GE C3)</td>
<td>4</td>
<td>SPAN 201 Intermediate Spanish I (Depth of Study) (CSUMB Lang. Prof. Requirement)</td>
<td>4</td>
<td>SPAN 202 Intermediate Spanish II (Depth of Study)</td>
<td>4</td>
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**Units**
- 16
- 15
- 16
- 18

<table>
<thead>
<tr>
<th>Semester 5 - Fall</th>
<th>Units</th>
<th>Semester 6 - Spring</th>
<th>Units</th>
<th>Semester 7 - Fall</th>
<th>Units</th>
<th>Semester 8 - Spring</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LS 394S Multicultural Lit SL (GE D4 UDSL)</td>
<td>2</td>
<td>ED 610 Providing Positive Behavior Intervention and Supports in the Classroom</td>
<td>3</td>
<td>ED 611 Teaching &amp; Learning</td>
<td>3</td>
<td>601A Stage 1 Elementary Teaching Seminar</td>
<td>2/5</td>
</tr>
<tr>
<td>MATH 308 Elementary Math – Adv Viewpt A</td>
<td>3</td>
<td>MATH 309 Elementary Math – Adv Viewpt B</td>
<td>3</td>
<td>ED 612 Pedag. For Ling. Diverse Students</td>
<td>3</td>
<td>ED 634 Literacy for Ling Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>LS 390 Cultur Relevant Lit for Child &amp; Adoles</td>
<td>3</td>
<td>LS 300: Major Pro Sem (GE D4 GWAR)</td>
<td>4</td>
<td>SPED 560 Inclusionary Practice (online)</td>
<td>3</td>
<td>ED 609 Math Methods</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 301 Comp/Oral Practice (Depth of Study)</td>
<td>4</td>
<td>SBS 385 CA History (GE D2)</td>
<td>4</td>
<td>ED 540 Science &amp; Health/PE Methods</td>
<td>3</td>
<td>ED 615 Soc Studies &amp; VPA</td>
<td>3</td>
</tr>
</tbody>
</table>

**Units**
- 12
- 14
- 12
- 16

<table>
<thead>
<tr>
<th>Semester 9 – Fall</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>603A Stage 2 Elementary Teaching Seminar (ED TPA - Capstone)</td>
<td>2/7</td>
</tr>
<tr>
<td>ED 603B Stage 2 Sup. Elem. Teaching</td>
<td></td>
</tr>
<tr>
<td>ED 610 Methods and Inquiry or Bilingual Teachers</td>
<td>3</td>
</tr>
<tr>
<td>ED 629 Culture and Education of Latino Students</td>
<td>3</td>
</tr>
</tbody>
</table>

**Units**
- 15

**Total LS ITEP BEED BA + Credential = 134**
Early Fieldwork Experiences: Service Learning in Education

- Two Service Learning (SL) experiences in ITEP programs:
  - Lower Division Course: **LS 277S: Schooling in Modern Society**
  - Upper Division Course: **LS 394S: Multicultural Literature**

- **CSUMB Service Learning Institute**
  - Coordinates vetting of sites in collaborate partner schools and districts
  - Coordinates **SL student placement forms** and **processes**
  - Collects and reports data on SL placements and student SL experiences
DISPOSITIONS

Cultural competence; caring; persists at forming relationships with students; flexible; creative; humble; committed to providing access to all students and communities; actively values the experiences, voice and history of all students and their communities; holds high standards; reflective; collaborative; actively pursues learning, takes responsibility, sees possibilities and assets

SKILLS: Organized, easily develops relationships, closely observes others, analyzes content and tasks, thinks logically and systematically, sees relationships between curricular elements, problem solving, critical thinking, communicates clearly with different audiences (students, families, peers, supervisors, general public), listens closely and emphatically, can differentiate based on the learners’ needs and interests, can break complex ideas and processes into component parts so others can understand them, reflects and actively implements insights/feedback, works to recognize own biases and minimize them, pays careful attention to factors that impact learning and addresses them

KNOWLEDGE: Developmental processes (typical and atypical); K-8 content standards integrated with content pedagogy; age/grade/developmentally appropriate content; community context; instructional technology; sociopolitical and sociocultural factors that impact learning; social dimensions of learning.
Field Experience

Calli Lewis Chiu, CSU Bakersfield
clewis19@csub.edu
Dear Cooperating Teacher,

We are pleased to introduce this individual as a California State University, Bakersfield teacher credential candidate. Teacher candidates are required to complete a field work component for 50 hours per term. The hours allow students to observe and assist in diverse classrooms to experience and reflect on a variety of concepts related to teaching and learning.

We greatly appreciate your willingness to work with our teacher candidate. With your help and supervision, the candidate will gain the knowledge and skills regarding effective teaching practices and essential skills to become an effective special education teacher and a good future colleague. Teacher candidates in the CSUB SPED program are advised to work under your close supervision and complete their field work requirements in the least intrusive manner. Some credential courses require the candidates to complete specific assignments within classrooms. In such cases, the candidates will provide you with the course syllabus that will explain all activities to be carried out. A brief overview of course assignments is attached to this letter.

As a supervising/cooperating teacher, you will be asked to complete a form evaluating the candidate’s performance and professionalism in your classroom and at your school at the end of the required hours. Please complete the form and send it in a sealed and signed envelope through the candidate.

Once again, we appreciate you and your school for working with us to provide excellent experiences for our teacher candidates. If you have any questions or concerns, please contact Dr. Calli Lewis Chiu at 661-654-6828.

Sincerely,

Calli Lewis Chiu, Ph.D.
Program Director, Special Education
clewis19@csub.edu
661-654-6828
California State University, Bakersfield
<table>
<thead>
<tr>
<th>Course</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSP 4800 (Early Field experience)</td>
<td>Observation and interaction with students under cooperating teacher's direction.</td>
</tr>
<tr>
<td>EDSP 5250 (Characteristics)</td>
<td>Develop an IEP with a real or a fictitious student. Candidates are provided with case studies.</td>
</tr>
<tr>
<td>EDSP 5230 (Collaboration and Transition)</td>
<td>Completion of a 3-4 page narrative documenting and reflecting on a recent Student Success Team (SST) or IEP meeting where candidate serves as an observer. Alternate assignment is available.</td>
</tr>
<tr>
<td>EDSP 5050 (Classroom Management, PBIS)</td>
<td>Complete behavioral observations. Write behavior goals and objectives on selected behaviors. Implement a behavior project and collect follow-up data under cooperating teacher's supervision.</td>
</tr>
<tr>
<td>EDSP 5100 (Assessment)</td>
<td>Administer academic achievement or adaptive behavior assessment tool under the cooperating teacher's direction/oversight. Write an assessment report.</td>
</tr>
<tr>
<td>EDSP 5450 (M/M Instructional strategies)</td>
<td>Candidate develops an academic intervention plan for students with mild to moderate disabilities under the cooperating teacher's direction/oversight. Collect baseline data across three sessions and intervention data across at least five sessions.</td>
</tr>
<tr>
<td>EDSP 5320 (M/S Instructional strategies)</td>
<td>Candidate develops an academic intervention plan for students with moderate to severe disabilities under the cooperating teacher's direction/oversight. Collect baseline data across three sessions and intervention data across at least five sessions.</td>
</tr>
<tr>
<td>EDSP 5540 (ECSE Field Experience)</td>
<td>Under the cooperating teacher's direction/oversight, design, implement, and evaluate a routine-based instructional plan.</td>
</tr>
</tbody>
</table>
Building Brighter Futures for Children with Special Needs
Integrated Teacher Education Program (ITEP) - Special Education

ITEP - Mild/Moderate (M/M) and Moderate/Severe (M/S) Education Specialist Program

The exemplary Special Education programs at CSU Bakersfield are accredited by the National Council on Accreditation of Teacher Education (NCATE) and the California Commission on Teacher Credentialing (CTC). The Program prepares candidates for a career in teaching K-12 students who have Mild/Moderate (M/M) or Moderate/Severe (M/S) disabilities and receive special education services.

What is ITEP?
ITEP allows undergraduate students to complete a bachelor degree and a special education teaching credential preparation in 4 years.

Who is eligible for ITEP?
- Has a minimum GPA of 2.75
- Completes an on-line application to an ITEP program.

There are two ITEP-SPEd programs at CSUB. One program is housed in the Department of Liberal Studies (SPEd); and the other program is in the Department of Child, Adolescents, and Family Studies (CSFS). Students who are interested in completing special education credential preparation with a bachelor's degree can apply to the ISPED in liberal studies department or CSFS in Child, Adolescents, Family Studies Department.

Special Education Program Overview
Every candidate's individualized program includes 40 semester units of credential course work (including prerequisite courses) in general education and in special education. Students choose either the (M/M) or (M/S) concentration. Students in an ITEP program (M/M or M/S) are eligible to enroll in an Early Childhood Special Education Added Authorization (ECSE-AA) program.

- Mild/Moderate Program (M/M)
- Moderate/Severe Program (M/S)
- Early Childhood Added Authorization Program (ECSE-AA)

Special Education Faculty & Staff
- Dr. Calli Lewis Chiu Director and Professor, (661) 654-8928
- Mrs. Diane McNutt Full-Time Lecturer & AV Coordinator, (661) 654-5099
- Ms. Julia Duvall Admissions & Graduation Advisor (Bakersfield Campus), (661) 654-3193
- Mr. Eric Anderson Admissions & Graduation Advisor (Antelope Valley Campus), (661) 952-5085

Child, Adolescent, and Family Studies Department Faculty
- Dr. Elaine Correa Chair and Professor of CAFS, (661) 654-3066
- Dr. Christie Howell Associate Professor of CAFS, (661) 654-3494

Liberal Studies Department Advisors
- Ms. Pam Connors Director of Advising, (661) 654-3337
- Ms. Dina Hallmark Academic Advisor, (661) 654-0144

Applying to the ITEP program

Students who are interested in completing a special education credential preparation along with their BA degree can apply to the ITEP program.

- Students should fill out an application (admission packet) in the ITEP Program at the beginning of their junior year.
- All ITEP students must complete the application in a timely manner.
- All ITEP students should attend a CSEP program interview session in their junior year or earlier before applying to the ITEP program.

Special Education Program Admission Requirements

All of the following documents should be presented when you apply to the SPEd credential program.

- GPA: Minimum of 2.75 over the last 60 semester units required.
- CBEST: Pass scores (pass or no-pass) or verification of registration. CBEST must be passed prior to supervised student teaching.

Certificate of Clearance: Evidence of Fingerprint Clearance or a valid Emergency or Substitute Permit issued by the Commission on Teacher Credentialing.

TB Certificate: Current certificate of freedom from tuberculosis (chest x-ray valid for 2 years, skin test valid for 4 years).

Professional Liability Insurance: Purchase from a broker.

Mandatory Standards of Conduct: Complete mandatory reporter training.

Special Education Program

Program Road Map Please consult with an academic advisor for approved course plans.

Field Work Requirements: Take a minimum of 50 hours of field work per semester. The SPEd program requires you to be placed in a school district with a placement, and some school districts require a fingerprint clearance.

Subject Matter Competency Verification: Students MUST meet the subject competency requirements for the subject area of the major.

Preliminary Credit Application Requirements

When applying for a credential program, students must:
- Complete and submit the ITEP application form.
- Submit a valid California teaching credential.
- Submit a completed application packet.
- Submit a signed statement of good moral character.

Interview: All applicants are required to attend the group interview session. Dates and times will be notified after you submit an application.

You must submit a complete application packet to be considered for admittance into the Special Education Credential program.

Please Note: CBEST scores are valid for ten years from the date you take the exam. You must apply for your credential within those ten years.
Student Teaching, Distinctive Attributes

Frederick Nelson, CSU Fresno
fnelson@csufresno.edu
What is the South Valley ITEP?

- Integrated Teacher Education Program
- Transfer from College of the Sequoias to Fresno State
- Take all your classes at the Fresno State Visalia Campus
- Complete Liberal Studies BA and Multiple Subject Credential in 2 years
The path to becoming a teacher through South Valley ITEP

High School Teaching Pathway

Lower-Division Coursework at College of the Sequoias

Upper-Division Coursework in Liberal Studies and Teacher Credential Program at Fresno State Visalia Campus

Teacher!

4 years later

2 years

2 years

Kremen School of Education and Human Development – Department of Liberal Studies
Student Teaching, Distinctive Attributes

Cynthia Grutzik, CSU Long Beach

cynthia.grutzik@csulb.edu
Service Learning (SERVE) in Liberal Studies – Early Fieldwork for Credentials

• All Liberal Studies students must complete a requirement of 45 hours of SERVE (Service Learning) in EDEL 200, with an additional 40 hours (totaling 85 hours) in EDEL 300 for ITEP graduates who earn their Teaching Credential and BA simultaneously.

CSULB Webpage
Student Teaching, Distinctive Attributes

Katherine Read, CSU Monterey Bay
kread@csumb.edu
## Liberal Studies Integrated Special Education (SPED) Concentration

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Units</th>
<th>Semester 2</th>
<th>Units</th>
<th>Semester 3</th>
<th>Units</th>
<th>Semester 4</th>
<th>Units</th>
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<tr>
<td>FYS 181 or 182 or 183 (GE E)</td>
<td>4</td>
<td>A2/A3 GE Course (Any approved)</td>
<td>4</td>
<td>GEOL 210 Earth Science (GE B1)</td>
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<td>LANG 201 (Lang. Prof.)</td>
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<td>HDEV 260 (GE D1)</td>
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<td>BIO 204 Intro to Life Science (GE B2)</td>
<td>3</td>
<td>GS 214 Global Studies (GE C2)</td>
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<td>MATH 308 Elementary Math – Adv Viewpt A</td>
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<tr>
<td>A1 GE Course (Any approved)</td>
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<td>HCOM 251 US Hist</td>
<td>3</td>
<td>LS 277S Schooling in Modern Society (GE D1, D3)</td>
<td>6</td>
<td>KIN 383L Health &amp; PE</td>
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<tr>
<td>LS 233 Arts in Schools and Community (GE C1)</td>
<td>4</td>
<td>LANG 102 (GE C3)</td>
<td>4</td>
<td>MATH 100 Quantitative Literacy (GE B4)</td>
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<td>SBS 385 CA History (GE D2)</td>
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| LS 121L Integrated Physical Science (GE B1/B3) | 3     |

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<tr>
<th>Semester 5</th>
<th>Units</th>
<th>Semester 6</th>
<th>Units</th>
<th>Semester 7</th>
<th>Units</th>
<th>Semester 8</th>
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<tr>
<td>SPED 560 Inclusionary Practices</td>
<td>3</td>
<td>ED 510 Providing PBIS in the Classroom</td>
<td>3</td>
<td>SPED 567 Initial Semester Seminar</td>
<td>3</td>
<td>SPED 577 Final Semester Seminar (ED TPA-Capstone)</td>
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<tr>
<td>LS 390 Cultur Relevant Lit for Child &amp; Adoles LS 384S Multicultural Lit SL (GE D4 UDLS)</td>
<td>3</td>
<td>+ 2 LS 300: Major Pro Sem (GE D4 GWAR)</td>
<td>4</td>
<td>SPED 567A or SPED 567B Initial Semester Practicum Experience (Mild/Moderate or Moderate/Severe)</td>
<td>6</td>
<td>SPED 577A or SPED 577B: Final Semester Practicum Experience (Mild/Moderate or Moderate/Severe)</td>
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<tr>
<td>SPED 571 Teaching and Assessing Students with Autism Spectrum Disorders</td>
<td>3</td>
<td>LING 392 Nature of Lang &amp; Lang Acquisition &amp; LING 392L</td>
<td>4 + 1</td>
<td>ED 540 Science &amp; Health PE Methods</td>
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<td>SPED 585 Transition and Career Development for the Education Specialist</td>
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<tr>
<td>MATH 309 Elementary Math Adv Viewpt B</td>
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<td>ED 634 Literacy for Linguistically Diverse Learners</td>
<td>3</td>
<td>ED 609 Math Methods</td>
<td>3</td>
<td>SPED 564 or SPED 574 Formal and Informal Assessments for Students with Mild/Moderate or Moderate/Severe Disabilities</td>
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<th>Units</th>
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**Course Type Legend**
- LS Core – ESM & Practicum
- SPED Concentration: Emphasis
- SPED Concentration
- Credential: SPED MM/EMS

**Advise Check for Credential Program Admission**
- GPA, Interview, CBEST, etc.
Structure of Bachelor Degrees and Credentials

Jessica Pandya, CSU Long Beach
jessica.pandya@csulb.edu
General Education and Liberal Studies at CSULB

- Alternate General Education program
- Students concurrently satisfy their general education requirements in the Liberal Studies program
Academic Advising

- Liberal Studies Core Requirements
- Transfer Credit Guide
- Graduation 4-year Degree Roadmaps for ITEP MSCP+BA

Academic Advising documents on the College of Education site
Structure of Bachelor Degrees and Credentials

Diane Fazzi and Andrea Zetlin
CSU Los Angeles
dfazzi@calstatela.edu
azetlin@calstatela.edu
# Cal State L.A. – B.A. in Urban Learning (Option III Accelerated Dual Credential)

## Year 1  
**GE and Elementary Subject Matter (ESM)**

<table>
<thead>
<tr>
<th>Semester 1 (16 units)</th>
<th>Semester 2 (16 units)</th>
<th>Summer Intersession</th>
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<tr>
<td>COMM 1100 (3 units)</td>
<td>COMM 1200 (3 units)</td>
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<tr>
<td>ENG 100SB/ENGL 1010 (3 units)</td>
<td>HIST 1010 (3 units)</td>
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<td>NATS 1010 (4 units)</td>
<td>CCOE 1010 (3 units)</td>
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<td>CHDV 1400 (3 units)</td>
<td>NATS 1020 (4 units)</td>
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<td>PSCI 1000 (3 units)</td>
<td>MATH 1100 (3 units)</td>
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## Year 2  
**Lower Division Major, GE and ESM**

<table>
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<tr>
<th>Semester 3 (16 units)</th>
<th>Semester 4 (15 units)</th>
<th>Summer Intersession</th>
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<tr>
<td>HIST 2010 (3 units)</td>
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<td>LBS 2340 (3 units)</td>
<td>Math 2250 (3 units)</td>
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<td>ENGL 2700 (3 units)</td>
<td>EDFN 2010 (3 units)</td>
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<td>BIOL 1030 B2 (4 units)</td>
<td>ULRN 2120 (3 units)</td>
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<td>MATH 1150 (3 units)</td>
<td>EDCI 2020 (3 units)</td>
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**CBEST**
## Year 3  Upper Division Major, Upper Division GE, ESM and Credential/Early Fieldwork

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<th>Semester 5 (15 units)</th>
<th>Semester 6 (13 units)</th>
<th>Summer Intersession I (9 units)</th>
<th>Summer Intersession II (8 units)</th>
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<tbody>
<tr>
<td>*ULRN 3000 (2 units) (15 hours observation)</td>
<td>ULRN 4110 (3 units)</td>
<td>EDSP 3010 (3 units)</td>
<td>EDCI 4113 (3 units)</td>
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<td>*EDCI4000 (3 units) (45 hours observation)</td>
<td>EDFN 4131 (3 units)</td>
<td>ULRN 4140 (3 units)</td>
<td>EDIT 4100 (3 units)</td>
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<td>EDCI 4010/EDSP 4010 (3 units)</td>
<td>ULRN 4130 (3 units)</td>
<td>EDSP 4030 (3 units)</td>
<td>Kin 4200 (2 units)</td>
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<td>EDSP 4000 (3 units)</td>
<td>EDSP 4020 (3 units)</td>
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<tr>
<td>EDCI 4111 (3 units)</td>
<td>*EDSP 4060 (3 units) Clinical practice</td>
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## Year 4  Upper Division Major, ESM, Credential and Final Fieldwork

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<th>Semester 7 (12 units+ 2 units)</th>
<th>Semester 8 (9 units)</th>
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<tr>
<td>EDCI 4112 (3 units)</td>
<td>HIST 3480 (3 units)</td>
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<td>EDSP 4257 (3 units)</td>
<td>ULRN 4190 (3 units)</td>
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<td>EDSP 4252 (3 units)</td>
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<tr>
<td>*EDEL 4455 Residency FW (3 units)</td>
<td>*EDSP 4455 Residency FW (3 units)</td>
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<td>EdTPA Prep (suggested - 2 units)</td>
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<td>EDTPA and RICA</td>
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## Cal State L.A. – B.A. in Urban Learning (Option III Accelerated Dual Credential)

<table>
<thead>
<tr>
<th>Year 4.5</th>
<th>Added Bilingual Authorization Only</th>
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<tbody>
<tr>
<td></td>
<td><strong>Summer Intersession 1</strong></td>
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<tr>
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<td><strong>Summer Intersession 2</strong></td>
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<td>Added Authorization (EDCI 5560 (3 units) Bilingual 1)</td>
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<td>Added Authorization – EDCI 5570 (3 units) Bilingual 2</td>
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<td>Added Authorization – EDCI 5580 (1 unit) Bilingual 3 Portfolio</td>
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</tbody>
</table>


Program Size and Summer Enrollment

Frederick Nelson, CSU Fresno
fnelson@csufresno.edu
Program Size and Summer Enrollment

Diane Fazzi and Andrea Zetlin
CSU Los Angeles
dfazzi@calstatela.edu
azetlin@calstatela.edu
Thank You!