

California State University, Channel Islands
Bilingual Authorization
Program Summary

Program Design

The bilingual authorization is led by the Program Coordinator and the Chair of the Teacher Education Department under the direction of the School of Education. The coordinator and chair work closely with the Director of Clinical Experiences and Partnerships to secure high quality field placements for teacher candidates. The program coordinator, who is tenure-track faculty, and one or more full-time lecturer faculty teach courses in the program. The chair assigns faculty to teach classes in the program and leads program faculty meetings and university supervisor meetings (in collaboration with the Director of Clinical Experiences and Partnerships).

The bilingual authorization coursework builds upon our existing and approved Multiple Subject, Single Subject and Education Specialist credential programs. CI students and community partners have multiple opportunities to guide our programs through various channels. Students take course evaluations and informal oral surveys in class. Community partners such as the Dual Language Network, which represents six different local school districts, meet quarterly and have open communication and collegial dialogue at these meetings.

Course of Study (Curriculum and Field Experience)

The following courses are taken in addition to the prerequisite courses for the multiple- and single-subject credential candidates.

- EDML 416: Foundations of Bilingual Education (3)
- EDML 417 The Socio-Cultural Contexts of Bilingual Schooling (3)

PLUS one of the following:

- CHS 349: Chicana/o Latina/o and Education (3)
- CHS 350: Chicana/o History and Culture (3)
- CHS 402: Southern CA Chicana/o History and Culture (3)
- EDUC 445: Chicano Child and Adolescent (3)
- HIST 361: Modern Latin American History (3)

Teacher candidates take the following courses concurrent with multiple- and single-subject programs (6 units).

EDML 563 Primary Language Schooling in the US, Grades K-12 (3)
EDML 564 Primary Language Schooling in the US, Grades K-12 (3)

The program coordinator and faculty advise bilingual authorization teacher candidates.

Fieldwork

Candidates share and practice their evolving knowledge of bilingual practice and select relevant curricula via fieldwork/student teaching experiences (e.g., discussion during student teaching seminars and conferences with the university supervisor, mentor teacher, or residency mentor). Bilingual authorization candidates have multiple opportunities to practice and apply theories related to primary and second language instruction and assessment during class simulations and authentic classroom situations, including fieldwork and student teaching. As students acquire a socio-cultural and socio-linguistic conceptual framework for working with culturally, ethnically, and linguistically diverse students, they begin to apply these in the classroom setting, during fieldwork and student teaching, thus moving from generic and specific notions of culture and the role it plays in learning and instruction.

Teacher candidates who have passed the CSET Spanish III receive a field placement in a Spanish-bilingual classroom for a minimum of 20 hours. Multiple Subject candidates in the concurrent pathway are placed in a Spanish-bilingual classroom for their initial and advanced semesters of student teaching experience (at least 600 hours). In our Dual Credential program, candidates are placed in a Spanish-bilingual classroom for one semester (at least 300 hours). All other candidates (including those seeking a summer add-on authorization post-credential) are placed in a short-term Spanish bilingual classroom, in which their subject area is taught, for at least one school week (20 hours). All candidates are supervised in this placement by a qualified bilingual educator. This experience is described in more detail [here](#).

Assessment of Candidates

Bilingual authorization teacher candidates are evaluated using the CSET Spanish Subtest III to determine their Spanish language proficiency.

The various assessment pieces are formatively documented under the guidance of the candidate's bilingual course instructor in EDML 563 & 564, bilingual university supervisor, and bilingual mentor teacher. Moreover, EDML 563 has a built-in signature assignment that students submit and is assessed through the platform Student Learning and Licensure (SL&L). For those students who are placed in a short-term bilingual placement, a bilingual supervisor is assigned to observe and evaluate their bilingual teaching practice, as described [here](#). This evaluation is included in SL&L within their advanced student teaching course.