

UCI School of Education



Master of Arts in Teaching Handbook 2022-23

Student Handbook
Master of Arts in Teaching
Program

TABLE OF CONTENTS

A Note from the Director	3
Purpose and Use of Student Handbook.....	4
Program Values and Core Commitments.....	5
Vision Statement for UCI Educator and Leadership Preparation Programs.....	7
Program Features & Requirements	8
Student Representation, Voice, and Resolution Policies	15
Campus Resources	16
Ethical and Conduct Expectations.....	17
Responsibilities of Credential Candidates.....	19
Social Media Guidelines	21
Academic Integrity	23
Grading Policy.....	24
Leave of Absence	24
Substitute Teaching.....	24
Advancement to Student Teaching	25
Preliminary Teaching Credential.	25
Clear Credential.....	25
Final Steps for Graduate Students Earning the MAT Degree.....	25
Professional Learning Outcomes	27
Appendix.....	28

A Note from the Director

Enthusiastically, I join Dean Frances Contreras, our faculty, and our staff in welcoming you to the UCI School of Education (SOE) Master of Arts in Teaching Program. We are confident that you will grow and contribute in equal proportion as a member of this vibrant learning community.

The process of becoming a teacher is different from what many outside the profession imagine it to be. Far beyond learning a body of knowledge and mastering a set of skills, it entails an active investment in understanding and applying knowledge of human development, learning theory, and pedagogy. Most important is the application of that knowledge to classroom practice and demonstration of beginning competency in all areas related to the profession. No one becomes a teacher in just one year; in fact, excellent teachers will tell you they never stop learning from their work.

We acknowledge this cornerstone of continuous professional improvement with our program slogan: *Learning to Teach, Teaching to Learn*. As you shape your identity as a teacher, you will participate in multiple professional communities here at UCI and in the schools. We have seen over the years that those who engage most completely in their course work and school-based experiences enjoy success in the program and go on to become teacher leaders.

This is the beginning of a lifetime membership. The UCI experience will be a marker in your professional trajectory. We hear from our graduates for years after the program, and we hope to form a lasting relationship with you as well.

The purpose of this handbook is explained on the next page. While we always welcome your questions, we encourage you to use the handbook as a resource when we're not available.

Sincerely,

Virginia Panish

Virginia Panish, Ph.D.
Director of Teacher Education

Purpose and Use of Student Handbook

The Student Handbook is designed to assist you into and during the program. It contains important information to guide you as you progress through the program. Included are relevant school policies and procedures. Additional program information can be found in the Single and Multiple Subject Handbooks provided by your program coordinator

Scan the handbook and familiarize yourself with its content. Whenever you have questions about program policies, procedures and/or requirements, please contact the credential counselor, program coordinator, or program director to clarify matters for you.

Standards for teacher preparation programs can be found on the California Commission on Teacher Credentialing (CTC) [website](#). Please be aware that University of California programs for professions that require licensure or certification, such as the UCI MAT program, are intended to prepare the student for California licensure and certification requirements ([UCOP Disclosure Statement](#)). While our program design and curriculum are based upon CTC standards, we believe that the UCI experience exceeds these standards and will help you develop the characteristics that will make you *exceptionally* well prepared upon completion of the program.

Other sources of official university information which may be useful include the current registration information found on the [Registrar's Office website](#) and campus-based student resource information such as the [Financial Aid Office](#). This handbook is intended to be used as a guide and does not include all of the information related to graduate student processes and resources. For additional information, visit the [Graduate Division Website](#) or the [UCI Catalogue](#) which are official sources for university policies and procedures.



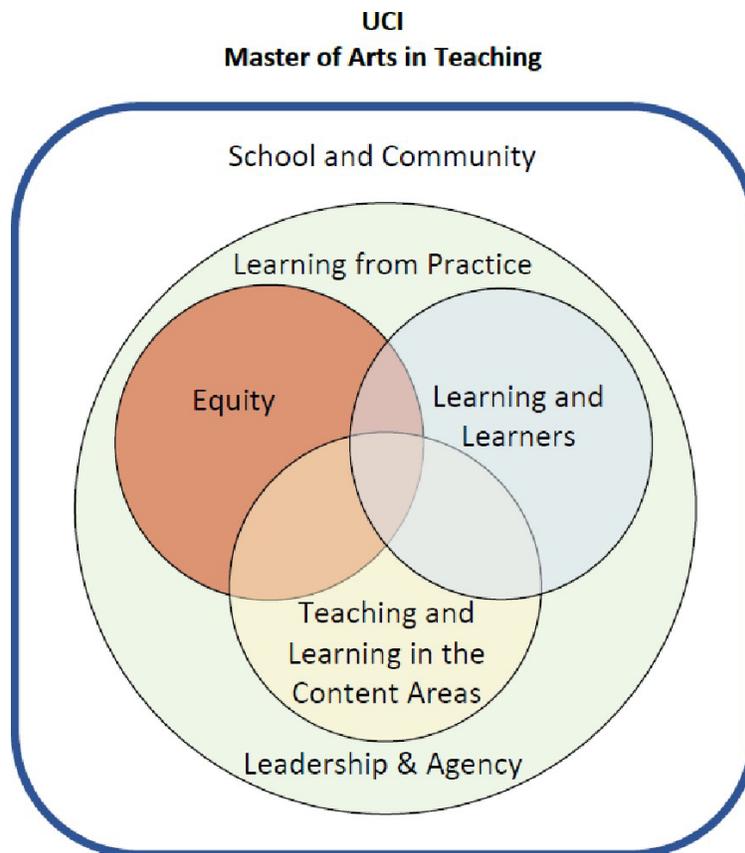
Program Values and Core Commitments The University of California Brand

UCI joins teacher preparation programs at our sister campuses to espouse the following values in our program:

We believe that:

- Schools should be equitable and engaging places of learning for every child.
- Teachers are critical agents of educational innovation and change.
- Teaching is complex; programs must therefore address the multiple dimensions of schooling.
- Effective teaching requires collaborative, inquiry-oriented practices.
- Preparing new teachers to transform educational experiences for children calls for purposeful preparation sustained over time.
- Sustained, authentic partnerships with K-12 schools are essential for high quality teacher preparation.

With the above beliefs in mind, the UCI Master of Arts in Teaching Program is thoughtfully designed to address **five core commitments**:



Equity: We are committed to preparing candidates who understand the challenges that students from traditionally under-served populations experience in school, who develop agency to advocate for underserved student populations and who have a commitment to addressing inequities that reside in the educational system. We draw on research on equity in schooling to

inform the design of courses and learning experiences to support candidates in developing attention to issues of equity in teaching.

Understanding Learners & Learning: We are committed to preparing candidates who focus on learners and learning. We prepare candidates to understand who the learners are in their classrooms and how to design instruction that draws on the competencies and knowledge that students bring to bear on their learning. We also provide candidates with experiences to study theories of learning and development, while also observing and reflecting on those theories in context. Candidates use these experiences to guide instructional planning and decision-making.

Teaching and Learning in the Content Areas: We are committed to preparing candidates to teach in the content areas and to developing their content knowledge for teaching and pedagogical practices unique to the discipline. Using practice-based approaches to teacher preparation, candidates learn high leverage practices for teaching in the content areas.

Learning from Teaching: We are committed to preparing candidates to learn in and from their practice. Teacher candidates cannot learn all they need to learn in teacher preparation but they can learn how to systematically inquire about teaching and learning, collect data to provide insight on instruction, and use what they learn through professional collaboration to improve their practice.

Leadership: We are committed to preparing candidates who will become leaders in their school. We use innovative approaches to teacher education to cultivate their practices for leading teacher learning once they become teachers. Teaching and Learning in the Content Areas: We are committed to preparing candidates to teach in the content areas and to developing their content knowledge for teaching and pedagogical practices unique to the discipline. Using practice-based approaches to teacher preparation, candidates learn high leverage practices for teaching in the content areas.

Vision Statement for UCI Educator and Leadership Preparation Programs

The UCI School of Education's vision is to improve educational opportunities in the university, community and public schools. We are dedicated to producing innovative, cutting-edge research and cultivating the next generation of educators and leaders who will contribute to a transformational shift in education, ensuring that all students are adequately prepared as successful and productive participants in a democratic society. To this end, the UCI educator certification programs are committed to preparing candidates who:

- Implement research-based practices aligned with the needs of California's diverse learners
- Demonstrate critical agency, advocacy and leadership to improve the educational experiences of underserved students in California public schools
- Reflect critically and consistently about student learning, teaching practice and school-wide systems
- Strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being
- Challenge deficit narratives about diverse students' success at school
- Collaborate with school and local communities to leverage and enhance resources, assets and knowledge.



MAT Program Features and Requirements

Schedule and Time Commitment

Through UCI's 14-month program, you will earn both a master's degree in teaching and a teaching credential. This full-time program includes both course work and fieldwork. In addition to the 600 hours spent at school sites, you will be grading papers, planning lessons, attending UCI courses and completing assignments. Most candidates have found that it is almost impossible to hold a part-time job during the program. Candidates are not able to take time off for vacations or other commitments, except of course, for illness or emergency.

Attendance is required beginning in mid-June for the Master of Arts in Teaching (MAT) Orientation. Summer Session courses begin in the third week of June and continue through early September. Fieldwork in public schools begins in mid-August/early September and UCI fall classes begin in September or early October. Student teaching begins at the end of fall quarter and continues throughout spring quarter, ending in mid to late June. Course work continues during student teaching. You are committed to full-time attendance in the MAT program from orientation in mid-June through the end of Summer Session I the following year.

Calendar for Multiple Subject Pathway and Multiple Subject with Bilingual Authorization Pathway

	Summer 1 Session 1	Summer 1 Session 2	Fall Quarter	Winter Quarter	Spring Quarter	Summer 2 Session 1
Time Frame	5 weeks: Late June-Late July	5 weeks: Early August- Early September	10 Weeks: Late September- Mid Dec.	10 weeks: Early Jan-March	10 weeks: Early April=Mid June	5 weeks: Late June-Late July
Courses and Units	3 courses (10 units)	4 courses (12 units)	7 courses (24 units)	5 courses (16 units)	4 courses (22 units)	2 courses (6 units)
Fieldwork Requirements	Observations in an elementary science program	Begin fieldwork at school site (minimum 16 hours per week)	Continue at school site (minimum 16 hours per week)* December full time co-teaching	Begin student teaching (4 full school days each week)	Begin new student teaching placement (5 full school days per week)	None

Single Subject Calendar

	Summer 1 Session 1	Summer 1 Session 2	Fall Quarter	Winter Quarter	Spring Quarter	Summer 2 Session 1
Time Frame	5 weeks: Late June-Late July	5 weeks: Early August- Early September	10 Weeks: Late September- Mid Dec.	10 weeks: Early Jan-March	10 weeks: Early April=Mid June	5 weeks: Late June-Late July
Courses and Units	3 courses (10 units)	3 courses (8 units)	6 courses (22 units)	4 courses (16 units)	4 courses (20 units)	2 courses (8 units)
Fieldwork Requirements	Conduct observations or interview(s)	Begin fieldwork at school site (minimum 10 hours per week)	Continue fieldwork at school site (minimum 10 hours per week) *December full time co-teaching	Begin student teaching (5 full school days each week)	Continue student teaching placement (5 full school days per week)	None

Public School Placements

A sustained school-based placement occurs in conjunction with coursework during the three UCI MAT with credential programs (multiple subject, multiple subject with bilingual authorization and single subject) to provide a context for guided apprenticeship into practice, application of theory, and completion of course assignments. Our co-teaching model of teacher preparation provides our candidates with the opportunity to collaborate with an experienced mentor teacher while gradually taking on more responsibility in the classroom. Coordinators work with district and school administrators to select qualified mentor teachers.

Mentor teachers for the MAT Single Subject and Multiple Subject programs must have...

- 3 or more years of full-time teaching experience
- the appropriate California teaching credential to support the assigned student teacher
- demonstrated exemplary teaching in or across disciplines and grade levels
- expertise in developing and implementing California State Standards and frameworks
- experience working collaboratively with other teachers
- skillfully coached pre-service teachers and/or beginning teachers in the past (and/or has experience mentoring adults)
- demonstrated a positive impact on student learning
- been identified by administrators as effective teachers

Mentor teachers for the Bilingual program must have...

- 3 or more years of full-time teaching experience *in a dual immersion classroom*
- Appropriate California teaching credential and *authorizations* to support the assigned student teacher
- Demonstrated exemplary teaching in *both languages* in or across disciplines and grade levels
- Expertise in developing and implementing California State Standards and frameworks
- Experience working collaboratively with other teachers
- Experience coaching pre-service *bilingual* teachers and/or beginning *bilingual* teachers in the past (and/or has experience mentoring adults)
- Has demonstrated a positive impact on student learning in a *dual immersion classroom*
- Identified by administrators as an effective *bilingual* teacher

Multiple Subject Placements and Multiple Subject Bilingual Placements (Spanish)

Multiple Subject candidates in both the English and Bilingual programs complete two placements during the MAT Program: one in grades K-2, another in 3-6.* Either one can be first. The first placement begins with the public school calendar and continues throughout fall quarter. Multiple

Subject candidates are placed with mentor teachers in diverse K-6 public school classrooms to become familiar with the processes of instructional planning, student engagement, and formative and summative assessment strategies with native speakers and English learners. Candidates in the Bilingual program are placed in dual immersion classrooms for both placements. All candidates are required to be in fieldwork two days per week during most of fall quarter, transitioning to full-time co-teaching during the last 2-3 weeks of the quarter. University supervisors oversee the experience of candidates in the fall through 4 observations and 4 post observation conferences, including a meeting to review each candidate's progress on the Teacher Performance Expectations.

In winter, candidates move to their new placement and gradually assume the lead role in the co-teaching relationship, with the goal of achieving full autonomy under the guidance of the mentor teacher. With support from a university field supervisor and the mentor teacher, candidates have multiple and systematic opportunities to observe, develop, deliver, and reflect on instruction. University supervisors will observe candidates 4 times winter quarter and engage candidates in a post-observation conference and provide written feedback and an opportunity to discuss plans for next steps.

By spring quarter, candidates have assumed the lead role in planning and instruction, taking on responsibility for all subject areas. Once again, university supervisors observe each candidate 4 times and provide feedback on progress. The final supervisor observation includes a conference with the mentor teacher to determine each candidate's Individual Induction Development Plan.

**Under certain circumstances, candidates remain at the same placement for the entire year.*

The Single Subject Placement

Single Subject placements are yearlong assignments comprised of fall quarter and at least 600 hours of fieldwork, including a minimum of twenty weeks of student teaching; the middle or high school assignment begins and ends with the public-school calendar. The goal of fall quarter fieldwork is to increase competence in the classroom through increased involvement in co-planning and co-teaching with an experienced mentor. Candidates attend fieldwork 2 days per week for most of fall quarter, and transition to 2 weeks of full-time co-teaching at the end of the quarter. Through this apprenticeship, candidates obtain sufficient comfort and experience with classroom routines, planning and delivery of lessons, and assessment of student learning to assume primary responsibility for two classes in winter and spring quarters. With support from a university field supervisor and the mentor teacher, candidates have multiple and systematic opportunities to observe, develop, deliver, and reflect on instruction. University supervisors oversee the experience of candidates in the fall through 4 observations and 4 post-observation conferences, including a meeting to review each candidate's progress on the Teacher Performance Expectations. In the winter and spring, supervisors conduct 8 observations and engage candidates in a post-observation conferences, following up with written feedback and an opportunity to discuss plans for next steps. The final supervisor observation includes a conference with the mentor teacher to determine each candidate's Individual Induction Development Plan.

In addition to planning and teaching two content-area classes, candidates will serve in an Academic Support Experience at their school site. With a focus on diversity and underserved student populations, this opportunity allows candidates to observe and respond to students with special-needs and non-native speakers. Although the UCI spring quarter concludes in early June, student teaching continues through the end of the K-12 school year.

Course of Study

Candidates are responsible for completing all courses in the course of study. The course of study at the time a student begins the program will remain in effect, even if a break in enrollment occurs. The course of study for each program is listed below:

Multiple Subject Course of Study:

Summer one Session one	Summer one Session two	Fall	Winter	Spring	Summer two Session one
374 (4) Child Development & Learning	202 (4) Outcomes of Schooling/Student Assessment	301 (2) Directed Elementary Field Experiences in Diverse Schools	304 (8) Student Teaching in the Elementary School OR 306 (8) Supervised Teaching in Bilingual Education	304 (12) Student Teaching in the Elementary School OR 306 (12) Supervised Teaching in Bilingual Education	248 (4) Understanding Teacher Agency
241 (2) Children's Sense Making in Science	364 (2) Instructional Design & Education Tech. for the Elementary School Classroom	320 (4) Teaching Physical & Health Education in Elementary School	348A (2) Educational Equity & the Exceptional Learner	359 (4) Curriculum & Methods for Elementary School Social Science & Information Literacy	243 (2) The Policy Environment of Teaching
230 (4) History & Culture of Schooling in the United States	323A (2) Curriculum & Methods for Elementary School Science	322A (4) Curriculum & Methods for Elementary School Mathematics	322B (4) Curriculum & Methods for Elementary School Mathematics	348B (2) Educational Equity & the Exceptional Learner	
	347 (4) Culture, Diversity & Educational Equity	323B (2) Curriculum & Methods for Elementary School Science	325 (2) Teaching the Visual & Performing Arts in Elementary School	247 (4) Teaching Investigation: Exploring the Dilemmas of Practice	
		326 (4) Curriculum & Methods for Elementary Reading	246 (4) Teaching Investigation: Identifying Dilemmas of Practice		
		362 (4) Curriculum & Methods for Elementary English Language Arts & English Language			
Total (10 Quarter units)	Total (12 quarter units)	Total (20 quarter units)	Total (20 quarter units)	Total (22 quarter units)	Total (6 quarter units)

Single Subject Course of Study:

Summer one Session two	Summer one Session two	Fall	Winter	Spring	Summer two Session one
245 (2) Learning Inside & Outside of School	243 (2) Policy Environment of Teaching	302 (2) Directed Secondary Field Experiences	307 (8) Student Teaching in Intermediate/High School	307 (12) Student Teaching in Intermediate/High School	248 (4) Understanding Teacher Agency
361 (4) The Adolescent Learner	202 (4) Outcomes of Schooling/Student Assessment	305 (4) Learning to Learn from Teaching	342A Applied Instructional Strategies in Secondary Schools (Language, Mathematics, Arts, Science, Social Science, Visual Arts, or World Languages)	342B (2) Applied Instructional Strategies in Secondary Schools (Language Arts, Mathematics, Science, Social Sciences, Visual Arts, or World Languages)	206 (4) Design of Learning Environments
230 (4) History & Culture of	358 (2) Media & Information	336-341 (4) Methods of Teaching (Language	349 (4) Theories & Methods of English	348B (2) Educational Equity	

Schooling in the United States	Literacy	Arts, Languages other than English, Mathematics, Science, Social Science, or Visual Arts) in Secondary School	Language Development	& the Exceptional Learner	
	348A (2) Educational Equity & the Exceptional Learner	346 (4) Reading & Writing in the Middle & High School Classroom	246 (4) Teaching Investigation: Identifying Dilemmas of Practice	247 (4) Teaching Investigation: Exploring Dilemmas of Practice	
		347 (4) Culture, Diversity & Educational Equity			
Total (10 Quarter units)	Total (10 quarter units)	Total (18 quarter units)	Total (18 quarter units)	Total (20 quarter units)	Total (8 quarter units)

Examinations and Competencies

Different types of assessments are required by the State of California and the Commission on Teacher Credentialing prior to and throughout the program. They are listed and described below in typical order of occurrence.

Basic Skills Competency in reading, writing, and mathematics: Candidates need to pass the California Basic Educational Skills Test ([CBEST](#)) prior to admission.

Subject Matter Competency: Candidates are required to pass the appropriate California Subject Exams for Teachers ([CSET](#)) prior to the start of the program.

Reading Instruction Competence [RICA website](#). Generally completed right after the fall quarter, the Reading Instruction Competency Assessment (RICA is required for all multiple subject candidates. Though the elementary reading course is much more than a test preparation course, it contributes substantially to readiness for the exam. Candidates will be advised during the elementary reading methods course about the recommended dates for taking the exam.

United States Constitution Competency: Candidates need to verify that they have knowledge equivalent to a college-level course in political science either through prior course work or passing an approved US Constitution exam. This is a credentialing requirement, and as such, can be completed any time prior to applying for the credential.

Life-Saving Competency: Candidates must provide a valid certificate of competence in infant/child/adult cardiopulmonary resuscitation in order to apply for a credential. Opportunity will be provided to take a Saturday training course in spring of each year at a nominal cost, but the certificate can be obtained through any approved entity.

Beginning Teaching Competency:

- All California pre-service teachers must demonstrate beginning teaching competency through a State-approved assessment in order to apply for a credential. This assessment is known as the Teaching Performance Assessment (now called the edTPA). The program will provide multiple and systematic opportunities to develop competency prior to completing the edTPA. Students should be prepared to pay the fee associated with this test (currently \$300.00).
- Candidates will be evaluated on the [Teaching Performance Expectations](#) throughout the program and be provided systematic support to meet these competencies.

System for Evaluating Progress on Teaching Performance Expectations and Providing Support

Performance Task/Assessment	Evaluation or Feedback	Oversight and Support
TPE aligned assignments in methods courses	Assignment feedback and grades (an overall grade of B or better in each course is required to remain in the program)	<ul style="list-style-type: none"> -Instructors meet with students who are struggling to provide support -Instructors communicate with program coordinators and the program director about students who are struggling -Coordinators and director meet with struggling students to provide support. This may involve a referral to the graduate counselor or creating a contract outlining steps the candidate needs to take to meet competencies.
12+ supervisor observations	<ul style="list-style-type: none"> -Post-observation conference to review performance on TPE competencies -TPE aligned evaluation form on Qualtrics -Students track TPE scores on self-assessment form - Identification of action plan for improvement 	<ul style="list-style-type: none"> -Coordinators review qualitative TPE scores through Qualtrics and communicate regularly with supervisors about candidate progress -Coordinators conference with candidates struggling to make progress in their fieldwork and student teaching -Various strategies for support are employed including: <ul style="list-style-type: none"> - Contract with student with outlined steps for improvement - Joint conference with mentor teacher, supervisor and coordinator - Targeted strategies and resources to support a particular area of need - Additional observations by supervisors or program coordinator
Fall and Winter progress conference	-Supervisors review evaluations and meet with candidate to discuss progress on TPEs and talk about next steps for improvement	<ul style="list-style-type: none"> -Supervisors communicate with coordinator if they are concerned about a candidate's lack of progress --Coordinators conference with candidates struggling to make progress in their fieldwork and student teaching -Various strategies for support are employed including: <ul style="list-style-type: none"> - Contract with student with outlined steps for improvement - Joint conference with mentor teacher, supervisor and coordinator

		<ul style="list-style-type: none"> - Targeted strategies and resources to support a particular area of need - Additional observations by supervisors or program coordinator
3 mentor teacher evaluations	<ul style="list-style-type: none"> -TPE aligned evaluation form on Qualtrics -Meeting with mentor to discuss progress 	<ul style="list-style-type: none"> -Coordinators review Qualtrics scores and comments from mentor teachers -Coordinators conference with candidates struggling to make progress in their fieldwork and student teaching -Various strategies for support are employed including: <ul style="list-style-type: none"> - Contract with student with outlined steps for improvement - Joint conference with mentor teacher, supervisor and coordinator - Targeted strategies and resources to support a particular area of need - Additional observations by supervisor or program coordinator
edTPA	-Rubric-based scores provided through Pearson	<ul style="list-style-type: none"> -edTPA coordinator provides seminars to support understanding expectations and rubrics -edTPA coordinator meets with individual students to provide support -edTPA coordinator and methods instructors conference with candidates who need to remediate and resubmit to provide support
Performance in Fieldwork/Student Teacher Seminars (ED 301, 302, 304, 306 and 307)	<ul style="list-style-type: none"> -Course grades are directly linked to performance in fieldwork and student teaching. Candidates must earn a B or better to remain in good standing in the program and retain their placements. -Program coordinators teach these courses during fall, winter and spring quarters and review fieldwork/student teaching assignments and provide feedback on assignments. 	<ul style="list-style-type: none"> -Coordinators monitor fieldwork and student teaching assignments tied to TPEs and program/school site expectations (e.g., fieldwork and student teaching hours). - Coordinators conference with candidates struggling to make progress in their fieldwork and student teaching -Various strategies for support are employed including: <ul style="list-style-type: none"> - Contract with student with outlined steps for improvement - Joint conference with mentor teacher, supervisor and coordinator - Targeted strategies and resources to support a particular area of need

Individual Induction Plan	The candidate, supervisor and mentor teacher meet to review progress on the TPEs and discuss areas of strength and identify areas for growth.	-Induction coordinator reviews document and guides new teachers in creating goals.

Comprehensive Exam: Candidates are required to submit and present an action research project that demonstrates their ability to apply the research and theory they have learned in the program to the analysis of classroom data.

Tracking Progress on Credential Requirements

The director, program coordinator and credential analyst work together to communicate with candidates about credentialing requirements. The MAT admissions website outlines requirements needed for admission and eventual student teaching (e.g., CBEST, CSET, Certificate of Clearance, TB test) and admissions information sessions are provided to answer potential applicants’ questions. The credential analyst meets with candidates early in the program to review credentialing requirements and review the counseling sheet where students can track their progress.*

**See Appendix for Sample Counseling Sheets*

Student Representation, Voice, and Resolution Policies

Student Representation

Each program will select a group of student representatives at the beginning of the year. Representatives will serve as liaison to program directors, coordinators, faculty, and staff. Meetings will be convened regularly to bring student voices to the table and to plan activities for the various cohorts.

Student Voice

Candidates will have opportunities throughout the program to interact with program directors, coordinators, faculty and staff to ask questions, make suggestions, and raise concerns. Program coordinators generally set aside time in seminars to deal with program-related questions and concerns. Student Services counselors also have office hours by appointment. You will receive guidance in providing feedback in a positive and professional manner; this is part of your preparation to be an educator. Our programs are based on the professional knowledge and judgment of experienced university faculty and operate under the [State of California Commission on Teacher Credentialing](#) and [State of California Education Code](#). Your feedback on all aspects of the program will be solicited, carefully considered, and used, as appropriate, for program improvement.

Process for Resolution of Problems

If you have concerns about individual courses or about other aspects of the program, you should follow the process outlined below:

1. Speak with the faculty member who is directly responsible for the course or the program coordinator who is directly responsible for the program.

2. If you do not feel the issue is resolved, make an individual appointment with the program director.
3. If you do not feel the issue is resolved, contact the Associate Dean of the School of Education through the Executive Assistant to the Dean. The assistant can be reached at (949) 824-8026.

At any time, you may consult with your counselor or the [University Office of the Ombudsman](#)

Please be aware that all program personnel have your success in the program as their goal and will do everything possible to assist you in achieving that success.

School and Campus Resources

School of Education faculty and staff are invested in your success and personal well-being and are always willing to provide any help they can. **Please contact your program coordinator or counselors in the SOE Student Affairs Office if you need assistance of any kind ([SOE Directory](#)).**

Name	Title	Email	Phone	Office Location
Virginia Panish	Director of Teacher Education	vpanish@uci.edu	(949) 824-9954	2096 Education Bldg.
Jaycee Chu	Director of Student Affairs	jhchu@uci.edu	(949) 824-4022	2000 Education Bldg.
Myuriel von Aspen	Multiple Subject Coordinator	vonaspen@uci.edu	(949) 824-4172	2082 Education Bldg.
Acacia Warren	Single Subject Coordinator	acaciamw@uci.edu	(949) 824-06381	2078 Education Bldg.
Susan Guilfoyle	Bilingual Coordinator	sguilfoy@uci.edu	(949) 824-6919	2080 Education Bldg.
David Lim	Student Affairs Officer	dklim@uci.edu	(949) 824-3348	2000 Education Bldg.

UCI also has organizations and services that provide more targeted support. Additional organizations and support can be found through the [Graduate Resource Center](#) or [UCI Student Services](#).

If you...	Go to...	Contact Information	Location
...want services and programs for the lesbian, gay, bisexual, transgender community	LGBT Resource Center	(949) 824-3277	G302 Student Center
...are feeling anxious, depressed, stressed	Counseling Center OR Graduate Counselor,	(949) 824-6457 (949) 824-0246	Student Services I, Room 203
...need confidential advice /counseling for sexual assault	Phong Luong pbluong@uci.edu Campus Assault Resources and Education (CARE)	(949) 824-7273	G320A Student Center

...have a disability & need an accommodation.	Disability Services Center	(949) 824-7494	100 Disability Services Center, Bldg. #313
...need help with study habits/ tutoring	Learning and Academic Resource Center (LARC)	(949) 824-6451	Rowland Hall 284
...need help with writing	Center for Excellence in Writing and Communication	(949) 824-8949	193 Science Library
...need help with English (ESL) writing or speaking	Program in Academic English/ESL	(949) 824-6781	335 Humanities Instructional Bldg.
... advice or support related to undocumented status	UCI Dream Center	(949) 824-6390	Anteater Community Resource Center 4079 Mesa Rd. (Parking Lot #5)

Ethical and Conduct Expectations

Teachers are expected to adhere to the highest standards of ethical behavior by the public and by their peers. Likewise, UCI faculty and staff have high expectations for themselves and their students as they model ethical behavior and demonstrate professional communication and conduct, which includes respect, tolerance, maturity, responsibility, reliability, resourcefulness, cooperation, collaboration and commitment.

Moreover the California Commission on Teacher Credentialing ([CTC](#)). Standards for Teacher Preparation Programs requires programs to address professional expectations and ethics as set forth in Teaching Performance Expectation 6, Developing as a Professional Educator:

Beginning teachers:

1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.
2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.
3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.
4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.
5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.
6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.

7. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.

To foster a clear understanding of expectations for academic and professional ethical conduct as they are defined by the CTC and UCI, the following items are included in the handbook: Responsibilities of Candidates, which we ask that you print, sign, and return to your coordinator, and Academic Integrity, which sets forth the norms in various academic endeavors.

UNIVERSITY OF CALIFORNIA, IRVINE
MASTER OF ARTS IN TEACHING
WITH TEACHER CREDENTIAL PROGRAM

Responsibilities of Candidates

All program personnel are committed to the success of all candidates in the program and will endeavor to assist them in achieving that success. It is the responsibility of all students in the Master of Arts in Teaching Program to understand the following information about academic progress and professional conduct. Please read this document carefully and sign and return one copy indicating that you understand its contents.

Candidates enrolled in any of the UCI School of Education MAT Program are not merely graduate students. They are unique in that they must meet the expectations and requirements of three different institutional entities and their respective policies, regulations, and standards: (1) the University and UCI School of Education; (2) the California Commission on Teacher Credentialing (CTC); and (3) the school district to which they are assigned for fieldwork. This unique configuration underscores the importance of the professional roles and responsibilities to which credential candidates aspire.

I. Requirements of the University, the UCI School of Education, and the California Commission on Teacher Credentialing (CTC)

Candidates must meet the requirements of the University of California and its related constituent parts, including the School of Education, at UCI. Candidates enrolled in any of the School's MAT program are subject to all of the policies, regulations and requirements that pertain to other graduate level students in the University. Those policies, regulations, and requirements govern quality of work and grades, academic honesty, and conduct consistent with University expectations and standards. Written descriptions and explication of such policies, regulations, and requirements can be found in various university and school publications and on the university and school web sites. The UCI General Catalogue, the UC Policies Applying to Campus Activities, Organizations, and Students (UCI Campus Implementation), and the UCI Graduate Policies and Procedures handbook supersede any conflicting information that may exist within or between other websites or publications.

A. Academic Requirements/Satisfactory Progress

The UCI School of Education MAT program is required to incorporate the requirements of the California Commission on Teacher Credentialing. In order for students to remain in good academic standing in the MAT program, students must be in compliance with the expectations of the CTC as determined by UCI School of Education faculty. In particular, because effective performance in a public school setting, including meeting conduct requirements, is a required component of earning a credential, this school site performance is deemed to be part of satisfactory academic progress. Assessment of candidate competency and performance in relation to these various standards are matters of both formal assessments and the professional judgment as rendered by program faculty. Moreover, CTC standards regarding candidate competency and performance are set forth in Common Standard 1 on Institutional Infrastructure to Support Educator Preparation, Common Standard 5 on Program Impact and throughout the Teaching Performance Expectations:

From Common Standard 1: "The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements."

From Common Standard 5: The *institution* ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all *students* in meeting state adopted academic standards. Assessments indicate that

candidates meet the Commission adopted competency requirements as specified in the program standards.

Both professional conduct and academic performance are considered when determining if candidates have met competency requirements. In accordance with academic standards for graduate students at UCI, a grade of B or better is required in all courses, including fieldwork and student teaching, for successful completion of the program. In addition, the faculty will exercise their professional judgment in determining whether or not a student is meeting the requirements of the program. Students who are not making satisfactory progress will be notified pursuant to the procedures set forth in Graduate Policies and Procedures. Students whose performance does not improve after being given adequate notice may be dismissed from the program. The policy and procedures for academic disqualification are set forth in [Graduate Policies and Procedures](#)

B. Conduct Requirements

Candidates who engage in conduct that violates the UC/UCI Policies Applying to “Campus Activities, Organizations and Students, UCI Campus Implementation,” may be subject to discipline as set forth in the Policies. Such misconduct also may cause the School of Education faculty to withhold approval for field placement and/or recommendation for a credential and may result in a recommendation to Graduate Division that the student be dismissed from the program.

II. Requirements of Cooperating Schools and School Districts

Candidates must also comply with the standards and requirements of the cooperating schools and school districts wherein UCI credential candidates fulfill fieldwork and student teaching requirements. Credential candidates are allowed to participate at school sites at the pleasure of the cooperating school and school district and can be removed without cause from fieldwork and/or student teaching assignments by the cooperating school or school district. Candidates must meet all expectations of the cooperating school and school district at all times including, but not limited to: dress and grooming standards, professional conduct, and classroom performance. Professional conduct is deemed to include language or behavior in the classroom, publicly accessible images or behavior in social media, or publicly accessible conduct after school hours that would be considered a breach of professional conduct. The University may become informed of these types of infractions through various means, but upon being informed will take necessary action.

If, in accordance with UC and UCI policy, and based on a failure to meet CTC, University, or School of Education academic and professional standards and requirements for satisfactory progress toward a credential or master’s degree, a candidate is removed from a placement by UCI, or if the classroom teacher or school administrator in the public school or school district to which the candidate has been assigned requests that the candidate be removed from that placement, the candidate may be negatively impacted in one or more of the following ways:

- The candidate’s grade(s) may be negatively impacted;
- The candidate may be encouraged take a leave of absence from the program;
- UCI faculty may refuse to recommend the candidate for a credential;
- The School of Education may issue the candidate a notice of unsatisfactory progress; and/or
- The candidate may be recommended for academic disqualification through Graduate Division.

If a candidate is removed from a placement based on alleged misconduct, after conducting an investigation into the allegations, the University may initiate dismissal proceedings with Graduate Division, as outlined in the procedures set forth in Graduate Policies and Procedures.

III. Process for Resolution of Candidate Questions and Concerns

If a candidate has a question or concern about individual courses or about other aspects of the program, he or she should follow the process and order outlined below.

1. Speak with the faculty member directly responsible for the course or the Program Coordinator directly responsible for the program.
2. If the candidate does not feel the question has been answered or the concern resolved, he/she may make an individual appointment with the Director of the program.
3. If the candidate does not feel that the question has been answered or the concern resolved, he/she may make an individual appointment with the Associate Dean or Dean of the School of Education.

Please note that candidates may, at any time, consult with their academic counselor, the Graduate Division Counselor or the University Office of the Ombudsman.

Acknowledgement of Understanding:

I have read the above summary and will familiarize myself and comply with all the requirements and expectations of the University of California, the UCI School of Education, CTC, and the cooperating schools/school districts in which I am placed prior to the beginning of the UCI academic quarter.

Signature of Candidate Name (Print)

Date

I have read and understood the [Licensure and Certifications](#) UCOP statement.

Signature of Candidate

Date

Video, Social Media and Communication Guidelines

Candidates enrolled in the UCI School of Education Master of Arts in Teaching program are expected to utilize technology and social media responsibly. It is crucial to review and comply with all of the acceptable use guidelines for video, social media and communication described below. If you are ever uncertain of how to engage appropriately with technology or social media, please consult with your mentor teacher and/or program coordinator.

Video Recording in the Fieldwork/ Student Teaching Classroom

Candidates may be required to record video of classroom instruction for course assignments or edTPA completion. In order to include students in these instructional videos, candidates are required to obtain permission from the mentor teacher and written permission from parents. These videos are to be used for instructional use only. Videos may only be posted to protected sites approved by the UCI School of Education.

Guidelines Related to Engaging in Synchronous Online UCI Sessions

Please keep the following guidelines in mind when engaging in synchronous online sessions:

- Create a professional backdrop if needed.
- Engage and contribute to discussions just as you would in an in-person class.

- Unless there is a special circumstance, turn your camera on. Inform your instructor ahead of time if there is a particular circumstance for not having your camera on during a classroom session.

Social Media

Engage in social media responsibly. Do not post photos, videos or names of the students or adults from the school placement. Candidates are strongly discouraged from posting negative comments about students, adults, schools, districts, UCI faculty, and courses on social media. Candidates may not invite students from the school placement to join social media circles, and may not accept requests from students, unless it is a school sanctioned platform.

Communication with Students and Parents

Communication with students and parents must be approved by the Mentor Teacher. The Mentor Teacher must be copied on all forms of electronic communication.

Failure to meet any of these guidelines is considered a breach of professional conduct, as defined by the UCI Responsibilities Document and may result in a request for removal from the school placement and subject to the consequences outlined in the document.

The Responsibilities Document, B. II: Professional conduct is deemed to include language or behavior in the classroom, publicly accessible images or behavior in social media, or publicly accessible conduct after school hours that would be considered a breach of professional conduct. The University may become informed of these types of infractions through various means, but upon being informed will take necessary action.

Acknowledgement of Understanding: I have read the above summary and will familiarize myself and comply with all the requirements and expectations of the University of California, the UCI School of Education, CTC, and the cooperating schools/school districts in which I am placed prior to the beginning of the UCI academic quarter.

Name (print) _____

Date _____

Signature _____

Academic Integrity

While it is expected that all candidates will adhere to the highest standards of academic integrity, experience has taught us that we should publish the code of conduct in the following areas.

Plagiarism:

Plagiarism is intellectual theft. It means use of the intellectual creations of another without proper attribution. Plagiarism may take two main forms, which are clearly related:

1. To steal or pass off as one's own the ideas or words, images, or other creative works of another.
2. To use a creative production without crediting the source, even if only minimal information is available to identify it for citation.

Credit must be given for every direct quotation, for paraphrasing or summarizing a work (in whole, or in part, in one's own words), and for information, which is not common knowledge.

Collusion:

Any student who knowingly or intentionally helps another student perform any of the above acts of cheating or plagiarism is subject to discipline for academic dishonesty.

Students have responsibility for:

1. Refraining from cheating and plagiarism.
2. Refusing to aid or abet any form of academic dishonesty.
3. Notifying professors and/or appropriate administrative officials about observed incidents of academic misconduct.

The anonymity of the student reporting the incident will be protected.

Academic dishonesty applies equally to electronic media and print, and involves text, images, and ideas. It includes but is not limited to the following examples:

Cheating:

1. Copying from others during an examination.
2. Communicating exam answers with other students during an examination.
3. Offering another person's work as one's own.
4. Taking an examination for another student or having someone else take an examination for one self.
5. Sharing answers for a take-home examination or assignment unless specifically authorized by the instructor.
6. Tampering with an examination after it has been corrected, then returning it for additional credit.
7. Using unauthorized materials, prepared answers, written notes or information concealed in a blue book or elsewhere during an examination.
8. Allowing others to do the research and writing of an assigned paper (including use of the services of a commercial term-paper company).

Other Dishonest Conduct:

1. Stealing or attempting to steal an examination or answer key from the instructor.
2. Changing or attempting to change academic records without proper sanction.
3. Submitting substantial portions of the same work for credit in more than one course without consulting all instructors involved.
4. Forging add/drop/change cards and other enrollment or *required* documents, or altering such documents after signatures have been obtained.

5. Intentionally disrupting the educational process in any manner.
6. Allowing another student to copy off of one's own work during a test.

Faculty members in the School of Education will follow the procedures outlined by the Academic Senate in dealing with incidents of academic dishonesty. You can find more information about academic dishonesty as well as the procedures in dealing with it on the [Registrar's website - Policies and Procedures](#) under Academic Honesty. You will also find this information printed in the [Schedule of Classes](#) each quarter.

Grading Policy

A grade of B or better is required in all courses, including fieldwork and student teaching courses, for successful completion of the program. In order for candidates to advance to student teaching, they must successfully complete fieldwork and all required coursework. If candidates do not successfully complete fieldwork in the first quarter but show sufficient promise in the judgment of the faculty to warrant additional fieldwork, they can meet with their counselor and coordinator to create an academic contract for continuing in the program.

Candidates who receive a grade below B (including B-) in any required coursework must petition for acceptance of that grade and meet with their counselor and coordinator immediately. Their future status in the program will be determined at that meeting. A B- may be approved to apply to course work, but grades of C or lower must be repeated.

Leave of Absence

With the approval of the program coordinator, the Director of Teacher Education, the Director of Student Affairs, and the Dean of Graduate Studies, a leave of absence may be granted for candidates who have not attained the academic objective for which they were admitted. A leave of absence is limited to a total of three academic quarters and can only be granted if candidates have completed at least one quarter of academic coursework.

An official Academic Leave of Absence form must be completed by the candidate requesting the leave of absence prior to Wednesday of the second week of the quarter for which the student is requesting the Leave of Absence. School approval requires completion of an academic plan. Candidates must meet with a credential counselor in order to finalize an academic plan.

Substitute Teaching During the Credential Program

During the fieldwork and student teaching assignment(s), candidates who hold a permit that would allow them to substitute teach in a local district may do so only under certain circumstances.

- Candidates may substitute teach during fall quarter as long as it does not conflict with UCI coursework, fieldwork or other program requirements.
- In winter and spring quarters, candidates may substitute teach only for their mentor teacher and only for one day at a time. Substituting assignments that extend beyond one day must be approved by the site administrator and program coordinator.
- Requests that candidates substitute must come from mentor teacher and/or a school site administrator.
- Candidates may only serve as a substitute if they are in good standing in all course work and in their student teaching assignment.

- Substitute teaching will not count as hours toward pre-student teaching fieldwork that occurs prior to the beginning of the student teaching assignments.

Please view the [CTC website](#) for more information. The site administrator can inform you of specific district or school site policies. Not all districts allow student teachers to substitute and not all districts have open substitute lists.

Advancement to Student Teaching

The following is required to advance to student teaching:

1. Completion of all required program courses, including fieldwork, with a grade of “B” or higher.
2. A judgment of readiness for student teaching by the program coordinator.
3. Passage of the required CSET exams.

Preliminary Credential

Upon successful completion of all UCI and California requirements, candidates will be eligible to be recommended for a 2042 Preliminary Credential. The following requirements must be successfully completed in order to file for a credential:

- Successful completion of all credential coursework
- Certificate of Clearance
- Tuberculosis Test
- Successful completion of: CBEST, CSET, RICA (MS Only)
- U.S. Constitution
- CPR (Adult, Child, Infant)

Clear Credential

To earn their clear credential in the State of California, new teachers will participate in a state-approved [Teacher Induction Program](#) or the first two years of their teaching career. School districts will either offer or recommend an induction program for new teachers they employ. For new teachers who do not have access to induction programs, the CCTC may offer alternatives to clear credentials.

Upon successful completion of an induction program teachers will be recommended for a clear credential by the district.

All teaching credentials require renewal every five years for the duration of a teacher’s career.

Final Steps for Graduate Students Earning the MAT Degree

Five steps are described that are part of the process of earning a Graduate Degree from the UCI campus of the University of California. Please note that the steps described here are *in addition to* the required courses in the academic program. The five steps are described in the general order in which they occur. This document and the deadlines for each step will be emailed to each graduate candidate in Spring quarter.

1. Filing Diploma and Commencement Form; Ordering Cap & Gown

MAT candidates who will complete the program in the second summer are invited to participate in the University of California, Irvine [Commencement Ceremony](#) that same summer in June. M.A.T. candidates who intend to participate should complete the online *Commencement Form* that will be emailed to them directly by the Commencement office. Commencement robes are ordered through the UCI Alumni House. Instructions will be provided by the commencement office via email in Winter quarter.

2. Advancement to Candidacy

MAT students must Advance to Candidacy for their degree at least 30 days prior to the start of the quarter in which the degree is expected. Generally, advancement forms will be due at a specified date in May of their Spring quarter. Students expecting to complete the MAT degree requirements should complete and submit an *Application for Advancement to Candidacy* to your graduate academic counselor in the office of Student Affairs. Instructions will be emailed or presented in a classroom visit. Once approved, the School forwards the applications to the Dean of Graduate Studies. *Candidates who do not Advance to Candidacy 30 days prior to the start of the quarter in which all requirements are completed, will not have the degree conferred until the end of the following quarter.*

3. Commencement

The Commencement Ceremony is held in mid-June. Candidates are notified by the Commencement office of the exact time and location of the ceremony during the winter quarter preceding Commencement.

4. Final Report for the Master's Degree

Once MAT candidates have successfully met all of the requirements for the MAT program, many are eager to receive official confirmation that they have completed all degree requirements -- for employment purposes. Because official confirmation requires approximately one month from the last day of class, the School of Education can provide an enrollment verification letter while candidates wait for official conferral of their degree. The enrollment verification letter will confirm the candidates' enrollment in the MAT Degree program and state when official verification of conferral is expected. This verification letter is available from an academic counselor.

Although the official transcript with the Master's degree conferral date will be available in late October, the expected degree conferral date will be listed in mid-September per the [UCI Academic Calendar](#).

In the event a student does not successfully complete all course requirements by the end of their second summer with the required level of scholarship required and pass the MAT Comprehensive Exam, then payment of a filing fee for the next regular academic session in fall is mandatory so that the student's candidacy for the degree does not lapse.

5. Conferral of MAT Degree and Certification of Degree Award

The Office of Graduate Studies notifies students by mail of formal *Degree Conferral*; and students may submit a [Request for a Letter of Degree Certification](#). The *Letter of Degree Certification* bears the Dean of Graduate Studies' signature and University Seal. It is the equivalent of the diploma or the official academic transcript for employment and career advancement purposes.

Professional Learning Outcomes

As a graduate program within a research university, the School of Education is committed to implementing a rigorous curriculum to support the development of candidates who share core knowledge, can apply research methods and analysis to problems of practice, demonstrate effective pedagogical practices, engage in scholarly communication, and demonstrate professional behavior.

Core Knowledge. Students will be able to:

- Demonstrate general knowledge of educational research and theory sufficient to critically analyze instructional practices in relation to student learning.
- Demonstrate the ability to collect and analyze data gathered from classrooms and other educational settings
- Demonstrate specialized pedagogical knowledge related to a subject specific discipline
- Demonstrate the ability to identify problems of practice and to locate innovations that can address problems.

Research Methods and Analysis. Students will be able to:

- Design a sound action research study grounded in relevant peer-reviewed research
- Conduct a review of research on specific topics in education in order to inform instructional decision making
- Analyze and compare various theories of curriculum, learning and instruction
- Conduct field-based observations and collect ethnographic fieldnotes
- Develop case studies to inform pedagogical decision-making
- Draw on research-based knowledge to identify and understand school-based problems
- Evaluate their own teaching practices and subject matter knowledge in light of information about the state-adopted academic content standards and relevant research.

Pedagogy. Students will be able to:

- Demonstrate competence in pedagogy as defined by the Teaching Performance Expectations established by the California Commission on Teacher Credentialing. Those skills fall under following broad categories:
 - Making subject matter comprehensible to students
 - Assessing student learning
 - Engaging and supporting students in learning
 - Planning instruction and designing learning experiences for students
 - Creating and maintaining effective environments for student learning
 - Developing as a professional educator

Scholarly Communication. Students will be able to:

- Structure a coherent academic argument that presents and evaluates evidence to support claims
- Understand and properly use styles of citing and referencing found in educational research outlets
- Make clear and cogent oral presentations
- Work collaboratively with peers to develop a research question and design an action research study
- Develop language and practices for communicating with parents, school-based leaders, colleagues and teachers, and students

Professionalism. Students will be able to:

- Demonstrate professionalism as defined by the Teaching Performance Expectations established by the California Commission on Teacher Credentialing.

Appendix A

MAT Multiple Subject Credential Program Counseling Sheet

Name _____

Program Requirements: Check off these requirements/courses as you complete them to track your progress toward credentialing. Bring this sheet with you when meeting with the credential analyst.

TB Test	
Certificate of Clearance	
Degree-posted Transcript	
Basic skills test (AP, SAT, CBEST)	
Subject Matter Verification (CSET, SMPP)	
US Constitution	
CPR Certification	
RICA	
edTPA	

Summer Session 1 (10)

- Ed 230 The History and Culture of Schooling in the United States (4)
- Ed 241 Children's Sense Making (Science) (2)
- Ed 374 Learning and Child Development (4)

Summer Session 2 (12)

- Ed 202 Outcomes of Schooling—Student Assessment (4)
- Ed 323A Science Methods (2)
- Ed 347 Culture, Diversity, and Educational Equity (4)
- Ed 364 Instructional Design and Ed Technology in the Elementary Classroom (2)

Fall (20)

- Ed 301 Fieldwork Seminar (2)
- Ed 320 P.E/ Health (4)
- Ed 322A Math Methods (4)
- Ed 323B Science Methods (2)
- Ed 326 Methods for Elementary Reading (4)
- Ed 362 ELA/ELD (4)

Winter (20)

- Ed 246 Teaching Investigation: Identifying Dilemmas of Practice (4)
- Ed 304/306 Student Teaching Seminar (8)
- Ed 322B Math Methods (4)
- Ed 325 Teaching the Visual and Performing Arts in Elementary School (2)
- Ed 348A Educational Equity and the Exceptional Learner (2)

Spring (22)

- Ed 247 Teaching Investigation: Exploring the Dilemmas of Practice (4)
- Ed 304/306 Student Teaching Seminar (12)
- Ed 348B Educational Equity and the Exceptional Learner (2)
- Ed 359 Social Studies and Information Literacy (4)

Summer 2, Session 1 (6)

- Ed 243 The Policy Environment of Teaching (2)
- Ed 248 Understanding Teacher Agency (4)

Appendix B

MAT Multiple Subject Credential and Bilingual Authorization Program Counseling Sheet

Name _____

Program Requirements: Check off these requirements/courses as you complete them to track your progress toward credentialing. Bring this sheet with you when meeting with the credential analyst.

- Completion of UCI Spanish/English Bilingual Ed. Minor (waives CSET WL 5)
- Year-long Placement in Dual Immersion School with Coursework (waives CSET WL 4)
- Passage of CSET WL Test 3

Option 2:

- Passage of CSET WL Test 5 (Required for Non-UCI Bilingual Ed Minors)
- Year-long Placement in Dual Immersion School with Coursework (waives CSET WL 4)

TB Test	
Certificate of Clearance	
Degree-posted Transcript	
Basic skills test (AP, SAT, CBEST)	
Subject Matter Verification (CSET, SMPP)	
US Constitution	
CPR Certification	
RICA	
edTPA	

Summer Session 1 (10)

- Ed 230 The History and Culture of Schooling in the United States (4)
- Ed 241 Children's Sense Making (Science) (2)
- Ed 374 Learning and Child Development (4)

Summer Session 2 (12)

- Ed 202 Outcomes of Schooling—Student Assessment (4)
- Ed 323A Science Methods (2)
- Ed 347 Culture, Diversity, and Educational Equity (4)
- Ed 364 Instructional Design and Ed Technology in the Elementary Classroom (2)

Fall (20)

- Ed 301 Fieldwork Seminar (2)
- Ed 320 P.E/ Health (4)
- Ed 322A Math Methods (4)
- Ed 323B Science Methods (2)
- Ed 326 Methods for Elementary Reading (4)
- Ed 362 ELA/ELD (4)

Winter (20)

- Ed 246 Teaching Investigation: Identifying Dilemmas of Practice (4)
- Ed 306 Bilingual Student Teaching Seminar (8)
- Ed 322B Math Methods (4)
- Ed 325 Teaching the Visual and Performing Arts in Elementary School (2)
- Ed 348A Educational Equity and the Exceptional Learner (2)

Spring (22)

- Ed 247 Teaching Investigation: Exploring the Dilemmas of Practice (4)
- Ed 306 Bilingual Student Teaching Seminar (12)
- Ed 348B Educational Equity and the Exceptional Learner (2)
- Ed 359 Social Studies and Information Literacy (4)

Summer 2, Session 1 (6)

- Ed 243 The Policy Environment of Teaching (2)
- Ed 248 Understanding Teacher Agency (4)

MAT Single Subject Credential Program Counseling Sheet

Name _____

Program Requirements: Check off these requirements/courses as you complete them to track your progress toward credentialing. Bring this sheet with you when meeting with the credential analyst.

TB Test	
Certificate of Clearance	
Degree-posted Transcript	
Basic skills test (AP, SAT, CBEST)	
Subject Matter Verification (CSET, SMPP)	
US Constitution	
CPR Certification	
edTPA	

Summer 1, Session1 (10)

- Ed 230 The History and Culture of Schooling in the United States (4)
- Ed 245 Learning Inside and Outside of Schools (2)
- Ed 361 The Adolescent Learner (4)

Summer 1, Session 2 (10)

- Ed 202 Outcomes of Schooling—Student Assessment (4)
- Ed 243 The Policy Environment of Teaching (2)
- Ed 358 Media and Information Literacy (2)
- Ed 348A The Exceptional Learner and Educational Equity (2)

Fall (18)

- Ed 302 Fieldwork Seminar (2)
- Ed 305 Learning to Learn from Teaching (4)
- Ed 336-441 Subject Matter Methods (4)
- Ed 346 Reading and Writing in Secondary Classrooms (4)
- Ed 347 Culture, Diversity and Educational Equity (4)

Winter (18)

- Ed 246 Teaching Investigation: Identifying Dilemmas of Practice (4)
- Ed 307 Student Teaching and Seminar (8)
- Ed 342A Applied Methods (2)
- Ed 349 Theories and Methods of ELD (4)

Spring (20)

- Ed 247 Teaching Investigation: Exploring the Dilemmas of Practice (4)
- Ed 307 Student Teaching and Seminar (12)
- Ed 342B Applied Methods (2)
- ED 348B Educational Equity and the Exceptional Learner (2)

Summer 2, Session 1 (8)

- Ed 206 Design of Learning Environments (4)
- Ed 248 Understanding Teacher Agency (4)