



Alliant International University
California School
of Education

Bilingual Authorization Candidate Handbook

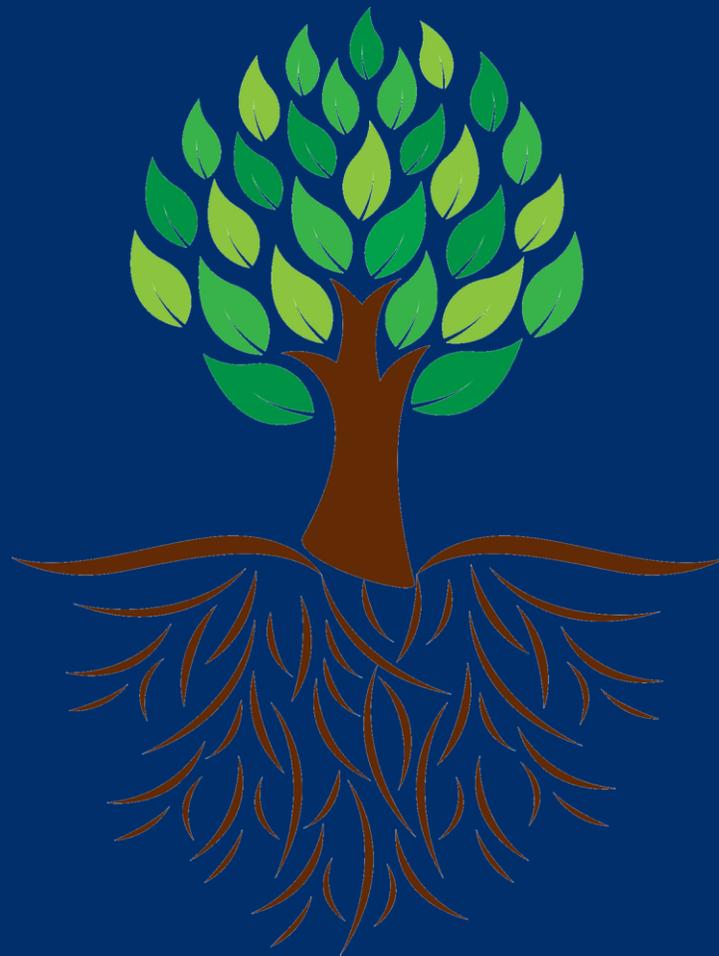


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ALLIANT INTERNATIONAL UNIVERSITY

HISTORY

Alliant International University gets its name from the merger of three legacy institutions: San Francisco Law School founded in 1909, United States International University (USIU) founded in 1927, and the California School of Professional Psychology (CSPP) founded in 1969.

In 2001, USIU and CSPP merged, forming Alliant with San Francisco Law School (SFLS) joining in 2010. From 1909 through today, one constant remains: We specialize in preparing students for careers of impact through our model of academic rigor paired with hands-on training.

VALUES

Our Institutional values are embodied in the mantra of IMPACT.

- ✓ **Inclusion**
We are committed to inclusive, excellence; we value, include, and engage the rich diversity of the Alliant community.
- ✓ **Mentorship**
We foster learning, provide guidance, and create enabling environments that contribute to the success of the students, colleagues, and the University.
- ✓ **Passion**
We bring our enthusiasm, creativity, and authentic selves to work each day.
- ✓ **Accountability**
We are responsible stewards of University time and resources, work with integrity, and embrace the highest of standards.
- ✓ **Communication**
We are responsive, transparent, and respectful in our communication.
- ✓ **Teamwork**
We collaborate across all University domains to develop innovative and multifaceted solutions to student, organizational, and community needs.

OUR MISSION

Alliant International University prepares students for professional careers of service and leadership and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world.

1. **Education for Professional Practice:** Alliant's educational programs are designed to give students the knowledge, skills, and ethical values they need to serve and lead effectively in a variety of professional settings. Alliant graduates are expected to achieve mastery of a body of knowledge and be able to apply that knowledge in professional practice in order to achieve desired and beneficial outcomes.
2. **Scholarship:** Scholarship in the Alliant context includes the discovery of new knowledge; the discovery of new applications of knowledge to solve practical problems; the integration of knowledge in new ways; and innovation in teaching knowledge and professional competencies.
3. **Multicultural and International Competence:** Alliant is an inclusive institution committed to serving diverse populations around the world by preparing professionals to work effectively across cultural and national boundaries, by increasing the number of professionals working in underserved areas, and by understanding and responding to the needs of diverse communities.

4. **Community Engagement:** Alliant’s faculty, students, alumni, and staff are dedicated to making a positive difference in the world through professional education and practice. We measure the success of our university in part by the impact we have, both directly and indirectly, on the welfare of individuals, families, organizations, and communities.

OUR VISION

An inclusive world empowered by Alliant alumni.

ACCREDITATION

Alliant is accredited by the WASC Senior College and University Commission (WSCUC) and offers programs accredited by The American Psychological Association (APA), the California Commission on Teacher Credentialing (CTC), and the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE), among others.

UNIVERSITY POLICIES AND PROCEDURES

All University policies can be found in the University catalog and graduate student handbook. The catalog is available for viewing [online](#) and the graduate handbook is available on the Student and Faculty [Alliant Portal](#).

CALIFORNIA SCHOOL OF EDUCATION (CSOE)

PURPOSE

Alliant International University offers a full spectrum of credential, certificate and degree programs designed to address the educational needs of all learners in the 21st century, from infancy and entry into P-12 education system through adult life. Each program integrates significant, evidence-based, data-driven educational concepts into coursework, focusing on what is successful in education for diverse populations. The California School of Education's mission and vision statements reaffirm our values and commitment to collaboration, diversity, and service to candidates, shared leadership, and the continuous support of the education profession.

CSOE MISSION

CSOE prepares competent, confident, and conscientious educational leaders who will promote and empower personal growth, academic success, and professional achievement for all in a global society.

CSOE VISION

To develop and promote transformative educational experiences that optimize human potential.

CSOE GOALS

The California School of Education has a set of overarching goals that drive the direction of the School's programs and internal and external operations:

1. To provide the education and training of well-rounded professionals who will serve local, national, and global schools and organizations.
2. To engage and partner with communities to translate professional practice and research to meet education needs.
3. To promote an academic culture of support to develop and apply transformative approaches to solve complex societal challenges.
4. To develop analytic skills and sound judgment as applied to content and professional issues.
5. To make warranted and thoughtful decisions about curriculum issues, student-related concerns and leadership that relate to the conduct of the school and the profession.
6. To provide professional educational opportunities for those who aspire to leadership in education settings.
7. To prepare candidates to meet the needs of all learners.

UNIT GUIDING PRINCIPLES

CSOE's guiding principles are anchored in the belief that our mission is realized when our candidates are equipped with the skills to operationalize LEAD. LEAD stands for Leadership (L) Engagement (E) Application (A) and Dedication (D). As leaders, candidates demonstrate social responsibility, ethical action, and a commitment to be agents of change to improve the lives of their communities (L). We highlight for our candidates the value of authentic and collaborative engagement in advancing our communities (E). We train our candidates to be reflective professionals who incorporate theory into best practices; and utilize the knowledge, skills, dispositions, habits of inquiry, and technology that their preparation has honed (A). Courses and assignments are intentionally designed to engage experiences that promote the understanding of theories, concepts, principles, methodologies and approaches which candidates can readily utilize for practice. As candidates in both initial and advanced stages engage in observations, field experiences, and clinical practice, they provide service to their learners/clients, while simultaneously making instructional decisions that are grounded in educational research and/or theory (D).

L= Leadership: Innovation with Accountability

E= Engagement: Active Learning

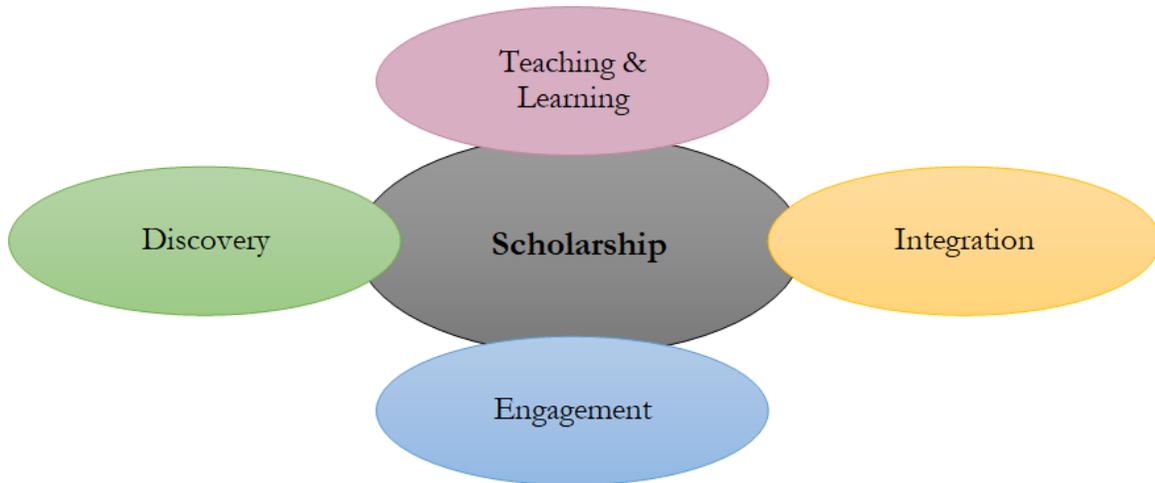
A=Application: Theory to Practice

D=Dedication: Inclusive Excellence

THEORETICAL FRAMEWORK

CSOE is based on two main theoretical frameworks: Boyer's applied scholarship of learning and constructivist theory.

CSOE utilizes Boyer's model of the scholarship of application:



Boyer (1990) asserted the need for all disciplines to move beyond traditional research to engage the full scope of academic work. He posits that in order to advance disciplines holistically and to obtain rewards for professional practice, research should encompass four critical areas:

Discovery: Generating new and unique knowledge

Teaching: Faculty and candidates creatively build bridges between their own understanding and their students' learning

Application: Taking the new knowledge acquired and utilizing to solve society's problems; and

Integration: Using collaborative relationships to uncover new knowledge among disciplines (Boyer, 1990).

These four aspects of scholarship are of paramount importance to CSOE. Each of the four areas informs the guiding principles of LEAD for CSOE.

Scholarship of Discovery (L, E, A, D): We subscribe to the centrality of the need to advance inquiry that produces the disciplinary and professional knowledge that frames our candidate preparation and training (Boyer, 1990). We ensure that our candidates are prepared to foster an environment that supports inclusive excellence with the commitment and understanding necessary to be responsive to all learners (D). Candidates acquire the ability to collaborate successfully (E) with parents, families, school districts, community members, faculty, and staff in order to gain and maintain this disposition.

Scholarship of Teaching (L, E, A, D): CSOE subscribes to Boyer's model that underscores the notion of the scholarship of teaching as inquiry that produces knowledge to facilitate the transfer of the science and art of teaching, counseling and leadership from expert to novice. Thus, we are very intentional in stewarding our mentoring relationships between faculty, school district master teachers, school site supervisors and our advisory boards. We view these relationships as critical to the transfer of teaching knowledge.

Scholarship of Professional Practice (A): Professional practice in CSOE is comprised of all aspects of the delivery of education, counseling, and leadership. Competence in practice is determined in school setting practicums and internships. Professional Practice is also the mechanism through which CSOE provides the environment and skills by which knowledge in the profession is both advanced and applied. In this segment, we also include the mentoring of candidates and leadership roles in developing practice. In all of the above, we highlight the scholarship generated through practice. Our Faculty and candidate professional certifications, degrees, and credentials and other specialty credentials demonstrate CSOE's attainments in this sphere.

Scholarship of Integration (L, E, A): In this sphere, faculty and candidates engage in the review and analysis of education policy, integrative models across disciplines, literature review and use all these to develop transdisciplinary educational programs and projects. Further, CSOE faculty are active and present at national and international conferences, serve on the leadership of professional organizations and contribute to journal articles. These are examples of how CSOE demonstrates the scholarship of integration. The guiding principles and candidate competencies are framed with the understanding that effective learning environments are social and collaborative in nature (Vygotsky, 1978).

The second theoretical underpinning for CSOE is constructivism. We concur with the assertion that our candidates and their students are active makers of meaning, rather than passive absorbers of knowledge (Dewey, 1944; Vygotsky, 1962; Brosio, 2000).

We expect our candidates to engage social constructivism by utilizing existing knowledge, interests, attitudes, and goals to select and interpret available information. Our faculty recognize the insider knowledge our candidates' bring to our courses and provide the environment for them to utilize their uniquely personal knowledge to create meaning as they integrate these knowledge bases with their diverse cultural, ethnic, social, and economic circumstances through analysis, reflection, and research.

We model a humanistic learning environment that encourages critical inquiry to connect learners with one another (Rodgers, 2002; Greene, 2000; Palmer, 1998; Sergiovanni, 1999). Faculty members create caring environments where candidates are encouraged and supported to reach beyond themselves and to engage various points of view, diversity of ideas and practices.

PROFESSIONAL DISPOSITIONS CHECKLISTS

Throughout the educational experience with Alliant International University, Teacher Candidates should demonstrate growth in each of the CSOE Guiding Principles. These guiding principles are anchored in the belief that CSOE's mission is realized when Teacher Candidates are equipped with the skills to operationalize **LEAD**.

- ***Leadership – Innovation with Accountability:*** As leaders, candidates demonstrate social responsibility, ethical action, and a commitment to be agents of change to improve the lives of their communities
- ***Engagement – Active Learning:*** We highlight for our candidates the value of authentic and collaborative engagement in advancing our communities
- ***Application – Theory to Practice:*** We train our candidates to be reflective professionals who incorporate theory into best practices; and utilize the knowledge, skills, dispositions, habits of inquiry, and technology that their preparation has honed
- ***Dedication – Inclusive Excellence:*** Courses and assignments are intentionally designed to engage experiences that promote the understanding of theories, concepts, principles, methodologies and approaches that candidates can readily utilize for practice. As candidates in both initial and advanced stages

engage in observations, field experiences, and clinical practice, they provide service to their learners/clients, while simultaneously making instructional decisions that are grounded in educational research and/or theory.

Teacher Candidates will be assessed a minimum of once per term and positive assessments will be required for successful completion of each course. During these assessments, the following dispositions will be measured:

- **LEADERSHIP:**
 - Demonstrates social responsibility
 - Exhibits ethical action
 - Displays commitment to be an agent of change
 - Expresses commitment to improve the lives of the community
 - Prepares for change and welcomes new ideas
 - Shows the ability to demonstrate innovation with accountability

- **ENGAGEMENT:**
 - Expresses value of authentic engagement with communities and peers
 - Exemplifies value of collaboration with communities and peers
 - Demonstrates dedication to advancing communities
 - Approaches diversity with a positive attitude
 - Interacts with faculty, peers, and the community using receptive, professional communication
 - Shows the ability to exemplify active learning

- **APPLICATION:**
 - Shows understanding of what it means to be a reflective practitioner
 - Incorporates theory into best teaching practices
 - Utilizes knowledge that pedagogical preparation has honed
 - Applies skills and dispositions from theory courses to the field
 - Uses habits of inquiry while engaged in real-world practices
 - Integrates the use of technology into clinical practice experiences
 - Shows the ability to exemplify theory to practice

- **DEDICATION:**
 - Develops courses and assignments that are engaging for all learners
 - Designs engaging experiences that promote understanding of theories, concepts, and principles
 - Establishes methodologies and approaches that are readily utilized for practice in the field
 - Provides services to students while simultaneously making instructional decisions
 - Exemplifies the ability to make resolutions to lesson plans that are grounded in educational research and/or theory
 - Shows ability to establish inclusive intelligence

PROGRAM OVERVIEW

The Bilingual Authorization program at Alliant International University has as its mission to assure that California teachers are prepared to serve the needs of English learners. The Alliant bilingual teacher preparation program provides teacher candidates with the history of the use of languages other than English in California schools. Candidates must also understand the theoretical underpinnings of educational practices related to bilingual education. Bilingual teacher candidates need to be prepared to recognize and to teach in bilingual program models, whether they serve students who are learning English, or meeting the needs of English proficient students who are developing proficiency in a second language.

Bilingual teachers should understand the need to use both conversational and academic language in English and in the other language of instruction. To this end, they must demonstrate knowledge of language structure, as well as the ability to communicate in both languages through oral, non-verbal, written discourses in a variety of contexts.

Bilingual teachers must also serve as resources to educate their students to be productive members of a global society. They also represent a cultural and linguistic bridge that links the bilingual community to the larger society. They understand that both their students and parents are valuable resources which include language, culture, and interaction styles. This knowledge can be shared by students and teachers and provide culturally relevant opportunities that enhance student learning.

BILINGUAL AUTHORIZATION COURSE RATIONALE

The program courses focus on the broad areas of the Context for Bilingual Education and Bilingualism (CTC Standard 3), Bilingual Methodology (CTC Standard 4), and Culture of Emphasis (CTC Standard 5). To meet these goals, the Bilingual Authorization credential program offers a curriculum that combines research-grounded theories with hands-on classroom applications. The rationale for this approach is a constructivist view that candidates must possess not only the knowledge of theories and concepts but also the skills and strategies required to apply their knowledge to instructional practice. Recognizing that candidates have different learning and teaching styles, a variety of activity formats, strategies, and techniques are employed in the Bilingual Authorization curriculum. Throughout, candidates are encouraged to be reflective practitioners and life-long learners as they examine their own learning and teaching.

Specifically, candidates will develop an understanding of the political, social, demographic, cultural, and linguistic factors that underlie bilingualism, as well as the constructs of language maintenance and language loss. Foundational theories of bilingualism are explored which posit that the child's language ability must be sufficient to meet the cognitive demands of the classroom and obtain the positive benefits of bilingualism. Thus, teachers must possess a sensitivity about students' language proficiency and the need for them to provide necessary linguistic support for maximum achievement.

As part of this foundational groundwork, historical and current models of bilingual education, including mainstreaming, sheltered instruction, immersion, dual language, and heritage language maintenance will be examined. Taken together, this information will inform candidates' knowledge base of the advantages of bilingual education in terms of higher levels of competency, cultural engagement, biliteracy, and dual language development, as well as cognitive benefits, strengthened identity, and ultimately economic advantages.

The program course work will assist candidates to understand the complexities of defining – and of being – bilingual in the sense that a lay definition a someone who knows two or more languages is too restrictive for the competencies that will be exhibited by their students (and their families). Rather, they will understand that bilinguals perform not only with different competencies when language is used for different purposes, but also that students' abilities in the two languages exist on a proficiency continuum; that is, a monolingual student will over time develop stronger skills in the second language in the process of becoming bilingual. Further, this differentiated and variable set of competencies will vary across the range of language skills (listening, speaking, reading, writing).

Moreover, the bilingual program candidates will develop an ability to evaluate, select, use and adapt state-board adopted and state-board approved materials, as well as other supplemental instructional materials. They will be able to apply criteria for selection of instructional materials, to assess the suitability and appropriateness for local context and to augment resources when they are not suitable or available.

Finally, candidates will explore the country/countries of origin of their chosen language and culture of emphasis, including the various geographic barriers, demographic and linguistic patterns, and trends of migration, immigration and settlement in the United States. Candidates will expand their understanding of the traditions, roles, status, and communication patterns of the culture of emphasis, including understanding cross-cultural, intercultural, and intracultural relationships, as well as contributions of the culture of emphasis in California and the United States.

BILINGUAL AUTHORIZATION COURSES

BLA 64000 Dimensions of Bilingual Education: This course is designed to examine and analyze theories of bilingualism and bilingual education. Course content explores the origins of bilingual education, both in the United States and in California in particular. The course will investigate the cognitive bases and effects of bilingualism and how it develops in an individual's mind. The relationship between a person's first language and development of a second language is explored. Candidates will understand the importance of family and community in the development of bilingualism and the implementation of bilingual educational programs.

BLA 64100 Theory and Method of Bilingual Pedagogy: This course is designed to examine and analyze theories of bilingualism and bilingual education. Candidates will explore the interrelatedness among the four domains of language, as well as language forms and functions. The course allows candidates to develop a variety of instructional and assessment strategies appropriate to students' language proficiency levels, including the selection and adaptation of instructional materials for the linguistically diverse classroom.

BLA 64200 Culture of Emphasis: This course is designed to develop candidates' knowledge of the traditions, roles, status, and communication patterns of the culture of emphasis as experienced in the country or countries of origin and in the United States. Included in that knowledge is the understanding of cross-cultural, intercultural and intracultural relationships and interactions, as well as contributions of the culture of emphasis in California and the United States. Also included is the knowledge of major historical events, political, economic, religious, and educational factors that influence the socialization and acculturation experiences of the target groups in California and the United States. Candidates demonstrate knowledge of country or countries of origin including geographic barriers, demographic and linguistic patterns, and the ways in which these affect trends of migration, immigration, and settlement in the United States.

Bilingual Authorization program candidates, whether in the post-credential track or concurrent credential track, will engage in clinical practice appropriate to their respective path.

WHAT IS CLINICAL PRACTICE?

Clinical Practice is defined by the Commission on Teacher Credentialing (CTC) as follows:

Refers to student teaching, internships, and/or clinical practice that provide candidates with an intensive and extensive culminating activity. Synonymous with Field Work. Within the field-based/clinical experiences, candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing. Field-based experiences are provided to the candidate under the supervision or guidance of an experienced individual who has the knowledge and skills the candidate is working to attain.

CLINICAL PRACTICE STANDARDS FOR CALIFORNIA – Bilingual Education – Concurrent with General Education

A. Organization of Clinical Practice Experiences

The program's Clinical Practice experiences are designed to provide the candidate with a developmental and sequential set of activities that are integrated with the program's coursework and extend the candidate's learning through application of theory to practice with TK-12 students in California public school classrooms.

Clinical supervision may include an in-person site visit, video capture or synchronous video observation, but it must be archived either by annotated video or scripted observations and evaluated based on the TPEs, that produce data that can be aggregated and disaggregated.

B. Criteria for School Placements

Clinical sites (schools) should be selected that demonstrate commitment to collaborative evidence-based practices and continuous program improvement, have partnerships with appropriate other educational, social, and community entities that support teaching and learning, place students with disabilities in the Least Restrictive Environment (LRE), provide robust programs and support for English learners, reflect to the extent possible socioeconomic and cultural diversity, and permit video capture for candidate reflection. Clinical sites should also have a fully qualified site administrator.

C. Criteria for the Selection of Program Supervisors

The program selects individuals who are credentialed or who have equivalent experience in educator preparation. Supervisors should be expert in the content area of the candidate being supervised and should have recent professional experiences in school settings where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population. The program provides supervisors with orientation to the program's expectations and assures that supervisors are knowledgeable about the program curriculum and assessments. In addition, program supervisors maintain current knowledge of effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices.

D. Criteria for the Selection of District-Employed Supervisors

(also, may be known as the cooperating teacher, master teacher or on-site mentor)

The program selects district supervisors who hold a Clear Credential in the content area for which they are providing supervision and have a minimum of three years of content area K-12 teaching experience. The district supervisor must have demonstrated exemplary teaching practices as determined by the employer and the preparation program. The matching of candidate and district-employed supervisor must be a collaborative process between the school district and the program.

The program provides district employed supervisors a minimum of 10 hours of initial orientation to the program curriculum, about effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices. The program ensures that district employed supervisors remain current in the knowledge and skills for candidate supervision and program expectations.

CLINICAL PRACTICE STANDARDS FOR CALIFORNIA – Bilingual post-credential

A. Organization of Clinical Practice Experiences

The program ensures that candidates have planned experiences and/or interactions that reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization. Fieldwork/Clinical experiences are designed to provide candidates with a developmental set of activities integrated with coursework that extend the candidate's learning through application of theory to practice with students in California's education settings.

Fieldwork opportunities for candidates to observe a variety of experiences are embedded within the *Culture of Emphasis* coursework. Fieldwork also provides opportunities for candidates to observe teachers using productive routines and effective transitions for students' academic and socio-emotional growth and development.

WHY IS THIS IMPORTANT FOR YOU AS AN ALLIANT TEACHER CANDIDATE?

Not only is Clinical Practice a requirement per the state of California, but it is also essential to your development as a qualified teacher. Experience demonstrating your abilities will allow you to practice and develop your craft in a series of approved interactions and settings.

MOU PROCESS

Memorandums of Understanding (MOU) are an important part of the university-school/district partnership. This agreement between the partners documents both the responsibilities and liabilities of each party, especially when it comes to Clinical Practice. Whether you are beginning your Classroom Observations as a Student Teacher or entering the program as a teacher-of-record, employed Intern, all settings in which Clinical Practice takes place **MUST** be within a school/district that has a current MOU with Alliant International University.

It is your responsibility to review the [Active MOU List](#) prior to accepting an observation, student teaching, or intern assignment. If your school/district is **NOT** currently on the Active MOU List, you **must** go through the process of formally requesting a new MOU **prior** to entering the classroom. To begin an MOU request process, you must complete the [CSOE Memorandum Of Understanding \(MOU\) Request Form](#). This form is only accessible while using your Alliant student email address.

The status of the MOU for your school/district will be verified upon entry into **each** Clinical Practice course. Should it be discovered that you are currently participating in clinical practice in a school/district that does **NOT** have an active MOU with Alliant International University, you may be removed from the current Clinical Practice course and unable to complete your hours within the given term.

PLANS OF STUDY

All candidates in the Bilingual Authorization program will complete the following courses, as aligned with the CTC Standards:

Bilingual Authorization Plan of Study Scope and Sequence

Standard	Prerequisite to Admission	Term 1	Term 2	Program Completion
Standard 2: Assessment of Candidate Competence	Evidence of language competency determined by passing CSET LOTE III			
Standard 3: The Context for Bilingual Education and Bilingualism		BLA 64000 Dimensions of Bilingual Education		
Standard 4: Bilingual Methodology		BLA 64100 Theory and Method of Bilingual Pedagogy		
Standard 5: Culture of Emphasis			BLA 64200 Culture of Emphasis ***** Field Placement	
Standard 6: Assessment of Candidate Language Competence				Verification of appropriate CSET: LOTE language examination.

Candidates in the Concurrent program format will utilize the following Plan of Study, with courses taken subsequent to their Credential course work:

Term	Course #	Course Name	Units	Grade
<i>Courses Required for Added Authorization</i>				
First Term	BLA 64000	Dimensions of Bilingual Education	3	
Second Term	BLA 64100	Theory and Method of Bilingual Pedagogy	3	
Third Term	BLA 64200	Culture of Emphasis (Spanish or Mandarin)	3	
	EDU 64300 A	Clinical Practice: Bilingual Education	3	
Fourth Term	EDU 64300 B	Clinical Practice: Bilingual Education	3	

Candidates in the Post Credential program format will utilize the following Plan of Study:

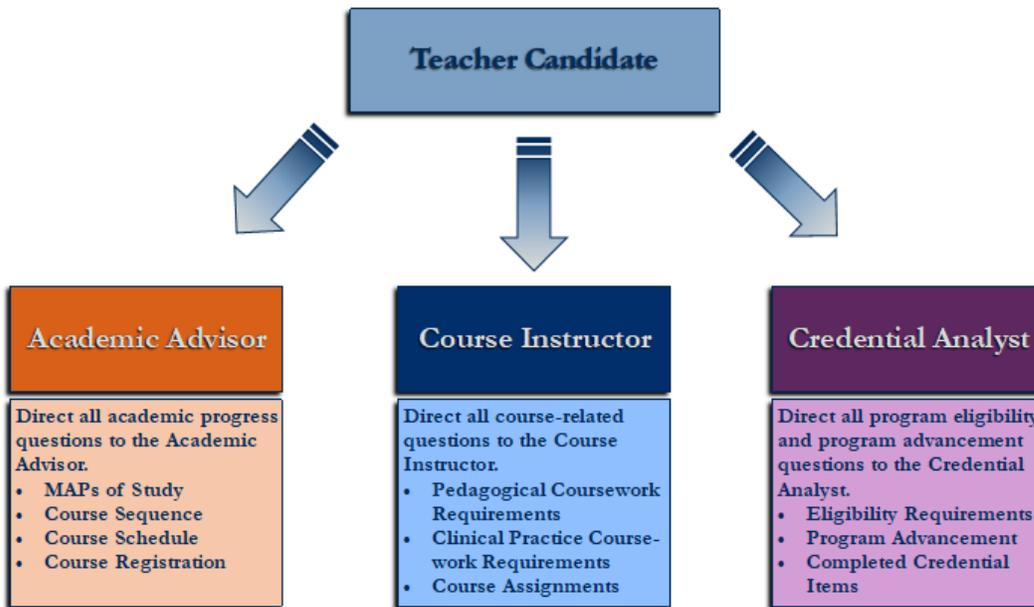
Term	Course #	Course Name	Units	Grade
<i>Courses Required for Added Authorization</i>				
First Term	BLA 64000	Dimensions of Bilingual Education	3	
Second Term	BLA 64100	Theory and Method of Bilingual Pedagogy	3	
Third Term	BLA 64200	Culture of Emphasis (Spanish or Mandarin) <i>Includes Clinical Practice field hours</i>	3	

GETTING STARTED

LINES OF COMMUNICATION

It is important to keep in frequent contact with the California School of Education (CSOE) faculty and staff. Not only are these key personnel responsible for the design and implementation of the program, but they are also available to answer your questions to ensure that you are on track and have the best possible program experience.

Depending on the question you have or information you need, it is important to direct your questions to personnel that can provide the best and timeliest response. The first line of communication between a Teacher Candidate and these key personnel should be as follows:



Should you require additional assistance, the following are the points of contact to help you:

Bilingual Authorization Program Director	Dr. Ken Kelch	kkelch@alliant.edu
Senior Credential Analyst	Ms. Gail Sullivan	gail.sullivan@alliant.edu
Clinical Practice & Records Coordinator	Ms. Carmy Preston	carmy.preston@alliant.edu
Academic Advisor	Ms. Emma Tseselsky	emma.tseselsky@alliant.edu
Alliant Clinical Practice Supervisor	Ms. Jaime Pelegrin	
Information Technology (Canvas Support)	Help Desk employee	ithelp@alliant.edu

ACCESSIBILITY

If a candidate has a disability that qualifies under the American with Disabilities Act (ADA) and requires accommodations, he/she/they should contact the [Office of Accessibility](#) for information on appropriate policies and procedures. Candidates will need to self-identify as a person with a disability, requesting accommodations to the **Office of Accessibility**. Self-identification is required for all candidates attending a post-secondary institution that wish to receive accommodations.

Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact the Office of Accessibility if they are not certain whether a medical condition/disability qualifies. Information on accessibility services can be found here: <https://studentservices.alliant.edu/alliant-student-services/accessibility-services/>

ACADEMIC SUPPORT

Alliant academic and tutoring resources are available to students on all campuses and those enrolled in online classes. Students may access convenient online tutoring and academic support or schedule an appointment for face-to-face tutoring. A variety of services are offered, including tutoring and writing support. Information regarding academic support for Alliant students can be found here: <https://studentservices.alliant.edu/alliant-student-services/academic-support/>

GRIEVANCE PROCESS

Alliant International University is committed to maintaining a University environment in which its members can live and work in an atmosphere of acceptance, civility, and mutual respect for the rights, duties, and sensibilities of each individual. Occasionally, however, complaints or concerns arise, the timely resolution of which is important to maintaining the desired University atmosphere. The University will treat each complaint or concern seriously and attempts to resolve issues quickly and effectively using informal processes. Alliant encourages the prompt reporting of complaints so that a rapid response can be made, and appropriate action taken.

Students should use the guidelines and policies that follow if problems arise with Alliant staff, student support services, administrators, faculty, or other students.

The principles that underlie this policy and its related procedures are that:

- ✓ all students should receive fair and equitable treatment
- ✓ relationships among members of the campus community will be conducted with respect, professionalism, and honesty
- ✓ most problems can be resolved informally
- ✓ mistakes or omissions occur on occasion and need to be corrected. Often problems can be resolved quickly by identifying them to the appropriate person for correction or resolution
- ✓ students should take appropriate action as soon as they have a concern that is not being dealt with through the normal channels set up to address the area(s) of concern
- ✓ confidentiality will guide the grievance process to the extent practical and appropriate under the circumstances
- ✓ these guidelines and the University's values obligate everyone to proceed in candor and good
- ✓ faith at all times
- ✓ no students will be penalized for good faith efforts to resolve problems or concerns by using these guidelines and policies

Alliant International University prohibits unlawful discrimination in employment and in its educational programs and activities, including internal promotions, training, opportunities for advancement, terminations, relationships with outside vendors, use of contractors and consultants, and in its admission or access thereto, on the basis of race, ethnicity, national origin or descent, color, creed, religion, socioeconomic status, sex, age, marital status, disability (including physical, disease, psychiatric or psychological disability), medical condition, pregnancy, veteran status, sexual orientation, gender identification or expression, or physical characteristics. The University will conduct its programs, services, and activities consistent with applicable federal, state, and local laws, regulations, and orders.

The following persons are designated to coordinate the University's responsibilities under the law and to ensure compliance with the University's policy against discrimination:

Amber Eckert, Vice President, Student Affairs

amber.eckert@alliant.edu

Melissa Rothmeyer, Interim Human Resources Director

melissa.rothmeyer@alliant.edu

These guidelines and policies are not intended to replace administrative judgment or academic freedom, but instead serve to facilitate the decision-making process in areas of concern or complaint.

Additionally, there are formal policies and procedures for certain issues such as appeals about grades that are governed by specific processes that should be followed. Consult the Alliant University catalog for complete information. <https://studentservices.alliant.edu/current-students/>

Informal Actions to Achieve Problem Resolution

The following steps represent the University's informal dispute resolution process and, as such, outside legal or other counsel may not be present for either the respondent or the complainant. If outside legal counsel becomes involved, the informal problem-solving process ceases.

Step One: Students should first attempt to solve the problem through direct discussion.

The University encourages discussion between the parties directly involved in a dispute, especially in the early stages. When first faced with a concern or problem regarding academic or administrative policy, procedure, decision, or conduct, students should first make a good faith attempt to resolve the problem through one or more discussions about the problem with the person(s) most directly involved.

Step Two: If discussion does not solve the problem, help should be sought.

If direct discussion does not solve the problem, or if the student would like additional help or support in continuing the resolution process or needs advice about how to engage in a discussion about difficult issues, or just feels unsure about what next step to take, the Campus Director (CD) on the student's campus should be consulted. Campus director contact information is available here: <https://studentservices.alliant.edu/alliant-student-services/academic-support/>

The CD or designee on campus will assist students with this process. She/he will work to understand the problem and then will do one or more of the following:

- Provide consultation about next steps.
- Provide direct assistance if the problem is administrative.
- Refer the student to an appropriate academic advisor or administrator, or work with the student to get access to appropriate academic assistance or consultation if the issue is academically related.
- If multiple issues are involved, the CD can work to assemble all the appropriate parties to address the issue.

For more information regarding Complaints or Grievances, please visit the following resources:

- [Complaint Process](#)
- [Problem Solving Procedures](#)

GLOSSARY

Alliant International University Staff Member

Alliant staff dedicated to providing helpful information and guidance to Teacher Candidates. Key staff members can be found in the [Lines of Communication](#) Chart.

Bilingual Authorization

An authorization to provide specialized instruction to individuals for whom English is a second language. Specifically it authorizes instruction for 1) English Language Development (ELD) in preschool, K-12, and adults (restrictions apply to holders of Children's Center Permits, Child Development Permits, and Designated Subjects Teaching Credentials), 2) Specially Designed Academic Instruction Delivered in English (SDAIE) in the subjects and grade levels authorized by the prerequisite credential or permit, and 3) instruction for primary language development and content instruction delivered in the primary language in the subjects and grade levels authorized by the prerequisite credential or permit. May be issued based on completion of course work or examination or a combination of the two. Formerly issued as standalone BCLAD Certificate or BCLAD emphasis added to multiple or single subject credentials.

California Basic Educational Skills Test (CBEST)

A standardized evaluation of basic skills in reading, writing, and mathematics required of all university applicants and California educators. Visit www.cbest.nesinc.com for additional information and test registration.

California Commission on Teacher Credentialing (CTC)

The agency that oversees the credentialing and educational practice of K-12 schools in California. The Commission's website houses official credential records and related information www.ctc.ca.gov.

California Department of Education (CDE)

A department within the State Board of Education whose core purpose is to lead and support the continuous improvement of student achievement.

California Subject Examinations for Teachers (CSET)

These exams evaluate the candidate's proficiency in a chosen subject matter and ensure the level of content knowledge required to provide daily instruction to public school students. Visit www.cset.nesinc.com for additional information and test dates.

Canvas

Learning Management System adopted by Alliant International University for the purpose of providing students, faculty, and staff a more connected learning experience platform.

Charter School

A public school covering grades K-12 which is organized by a group of teachers, community members, parents, or others and sponsored by an existing local public school board or a county board of education.

- ✓ **Dependent Charter School:** A public charter school that is dependent on or “under the umbrella of” another school district or county office of education. In this case, the charter school depends on the parent organization for funding.
- ✓ **Independent Charter School:** A public charter school that is under its own umbrella and free to operate as an independent school or group of schools. In this case, the charter school operates as its own LEA (Local Education Agency) and is directly funded without financial ties to school districts or county offices of education.

Classroom Observation

Being present in another teacher’s classroom as strictly an observer. Little-to-no interaction will take place with students and the observer should not take on at duties within the classroom.

Clear Credential

The level of credential that is earned up on successful completion of an Induction Program while on a Preliminary Credential. A Clear Credential is a teaching credential with no further academic requirements to be completed. Clear credentials may be renewed with only submission of an application and current processing fees.

Clinical Practice

Student teaching, internships, and/or clinical practice that provide candidates with an intensive and extensive culminating activity. Synonymous with Field Work. Within the field-based/clinical experiences, candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing. Field-based experiences are provided to the candidate under the supervision or guidance of an experienced individual who has the knowledge and skills the candidate is working to attain.

Synonyms: Clinical Experience, Field Experience

County Office of Education (COE)

The liaison between the CDE and the school districts within the county to provide training and educational development, monitor funding and ensure compliance with state standards within the districts.

Cross-cultural, Language, and Academic Development (CLAD)

A certification for educators credentialed prior to August 2004 to authorize language development and specially designed content instruction for English learners. CLAD certificates have been replaced by the English Learner (EL) authorization embedded in the current credential standards.

District Support Provider

Fellow teacher at the school site that is able to provide assistance at a moment's notice. Interns, both Standard and ECO, will have a District Support Provider (DSP) assigned to them by the Administrator. The DSP will meet with the Intern at least 5 hours per week. DSPs are veteran teachers with a minimum of 5 years teaching experience as well as a clear credential in the same content area as the Intern.

Early Completion Option (ECO)

An advanced form of the Standard Intern program pathway, ECO Teacher Candidates serve as Intern teachers-of-record in the classroom during their Clinical Practice courses but have a reduced number of requirements when it comes to pedagogical coursework.

English Language Development (ELD)

Instruction designed to teach English learners to understand, speak, read, and write English and to acquire linguistic competencies similar to native English speakers.

English Language Learner (ELL)

A student whose primary language is other than English who has not yet attained full proficiency in English.

English Learner Authorizations (ELA)

Embedded authorization allowing language development and specially designed content instruction for English Learners within the Teacher Candidate's content area. Upon successful program completion, Preliminary Credential holders will have an ELA attached to their credentials indicative of their program track: Education Specialist (ELAE), Multiple Subject (ELAM), and Single Subject (ELAS).

The Teaching Channel

Online tool for video lessons by the Teacher Candidate with the purpose of observation, coaching, calibration, and learning by the University Mentor. Both the University Mentor and Teacher Candidate provide shared detail and meaningful feedback using both annotations within the video and post-observation debrief and discussion.

Languages Other Than English (LOTE) Examination

The CSET series of examinations used to evaluate bilingual competency in the specified language to support the addition of a Bilingual Authorization on a Teaching Credential. Visit www.cset.nesinc.com for details and available test dates.

Master Teacher

Teacher at a Student Teacher's placement that will serve as a supervisor and mentor during Clinical Practice. Student Teachers will work closely with the Master Teacher to complete Clinical Practice observations and assessments. Master Teachers are veteran teachers with a minimum of 5 years teaching experience as well as a clear credential in the same content area as the Student Teacher.

Preliminary Credential

A Preliminary Credential is a teaching or service credential that is valid for five years. Preliminary credentials require the holder to complete a bachelor's degree, an approved educator preparation program, basic skills, subject matter competence, and additional specific requirements. Additional academic requirements must be completed to qualify for the clear credential.

Program Sponsor

A program sponsor is an institution or agency that operates an accredited teacher preparation program or induction program, and/or an approved elementary or secondary subject matter preparation program. The program sponsor for your teacher education program is Alliant International University.

Student Evaluation Review Committee (SERC)

Program-based committees aligned with the relevant accreditation and/or administration of the program. The goal of the SERC process is to uphold academic and professional standards, program standards, and university policies and procedures regarding student evaluation. The Committee guides students toward successful completion of their program and assists with remediation of difficulties brought to the attention of the Committee. Successful program completion requires all students to meet academic standards and standards of professional competence, conduct, ethics, and demeanor required by their program of study.

The SERC becomes involved when concerns are raised about a candidate. The SERC is responsible for review of and recommendations or referrals concerning problematic issues arising from/under student's academic performance and progress, student's professional sustainability/judgment, student's ethical behavior and academic code of conduct.

Support & Supervision

Detailed, one-on-one guidance provided to the Teacher Candidate by the University Mentor, Master Teacher, District Support Provider, and/or Administrator. This guided, observation-based support provides opportunity for deep discussion and collaboration between the candidate and the experienced educator. Included in this guidance is the incorporation of helpful tools and techniques that are meant to advance the candidate's teaching abilities.

Standard Intern

A Teacher Candidate enrolled in a program that serves as a cooperative effort between a school district and an institution of higher education. Intern programs must be approved by the Commission prior to enrolling students and may not be available in all school districts. The program allows credential candidates to be employed while completing a credential program.

State Board of Education (SBE)

The governing and policy-making body of the California Department of Education. The SBE sets K-12 education policy in the areas of standards, instructional materials, assessment, and accountability.

Student Teacher

A Teacher Candidate enrolled in a program which encompasses experiences within a professional teacher preparation program that provide credential candidates with a variety of instructional activities within the school setting. Student teaching must include a specified period of time during which the candidate has whole-class instructional responsibility. At Alliant, the last 2 weeks of each CP III and CP IV are dedicated to instructional responsibility.

Teacher-of-Record

A single designated appropriately certificated permanent teacher contractually responsible for the instruction of the pupils in the classroom and the maintenance of the school record/register as defined in Education Code section 44809. Substitutes cannot act as teachers of record.

Teaching Performance Assessment (edTPA)

While there are varying forms of Teaching Performance Assessments (TPAs), Alliant has adopted the use of the edTPA. edTPA is a formal, summative assessment, designed to be embedded within Clinical Practice. These assessments allow teacher candidates for all program pathways to demonstrate their readiness to enter the classroom on Day One. edTPA is comprised of 3 Tasks: Planning, Instruction, and Assessment.

Visit www.edtpa.com for additional information.

Teaching Performance Expectations (TPE)

The set of knowledge, skills and abilities that beginning teachers are expected to know and demonstrate at satisfactory level of proficiency.

University Mentor

Clinical Practice course instructors responsible for monitoring the progress of teacher candidates in the Teaching Credential Programs.

Synonyms: Clinical Practice Instructor

Video Evaluation

Based on the video lesson provided for observation, formal comments, feedback, and score by the University Mentor using a university-issued evaluation rubric.

Video Observation

Synchronous Teacher Candidate instruction captured on video and shared to InsightADVANCE for the purpose of observation, coaching, calibration, and learning by the University Mentor. Both the University Mentor and Teacher Candidate provide shared detail and meaningful feedback using both annotations within the video and post-observation debrief and discussion.

ADMISSIONS REQUIREMENTS

General Admission Requirements for Intern Pathway Candidates

Program-Specific Admissions Requirements

- Completed online application (fee: \$65)

Bachelor's degree from a regionally accredited institution

- Official Transcripts
- Passing CBEST score or CCTC approved alternative documentation that fulfills basic skills requirement
- GPA Minimum 2.5 from bachelor's degree-granting institution or GPA Exemption Petition
- Low GPA applicants need to complete the following:
 - Submit a GPA Exemption Petition
 - Resume
 - Schedule an interview with the Program Director or Assistant Program Director
 - Submit Two Letters of Recommendation
 - Submit 1-2-page essay
 - A brief autobiographical statement which addresses bachelor's GPA, any graduate level degree or coursework, and relevant experience in teaching or working with children and adolescents and/or within K-12 schools.
- Low GPA applicants are not eligible for the ECO program.

Bilingual Authorization Admissions Requirements

Post-Credential Applicants:

- Post-credential applicants must hold a valid Single Subject, Multiple Subject, or Education Specialist credential at the time of applying for enrollment in the Bilingual Authorization program as an intern.
- In order to be admitted to the program and obtain their Bilingual Authorization, candidates must:
 - Be fluent in Spanish and pass the [CSET Languages Other Than English \(LOTE\) Spanish Subtest](#), **or**
 - Be fluent in Mandarin and pass the [CSET Languages Other Than English \(LOTE\) Mandarin Subtest](#).
- Applicants must verify one (1) of the following:
 - Valid Language Development Specialist (LDS) Certificate, CLAD Certificate, teaching credential with English Learner Authorization or CLAD Emphasis, **or**
 - Eligibility for a CLAD Certificate or teaching credential with an English learner authorization

Concurrent Credential Applicants:

- Must be concurrently enrolled in an Alliant Single Subject, Multiple Subject, or Education Specialist credential program within the Intern Pathway when applying for entry into the Bilingual Authorization program.
- In order to obtain their Bilingual Authorization, intern candidates must:
 - Be fluent in Spanish and pass the [CSET Languages Other Than English \(LOTE\) Spanish Subtest](#), **or**
 - Be fluent in Mandarin and pass the [CSET Languages Other Than English \(LOTE\) Mandarin Subtest](#).

Out-of-State Candidates

For out-of-state prepared individuals with Bilingual Authorization, [apply directly to the CTC](#).