Program Description: Well-educated persons want to share their education with others. It’s no surprise, then, that graduates of liberal arts colleges such as Westmont have historically been attracted in large numbers to elementary and secondary classrooms. A career in K-12 education allows one to share one’s knowledge and wisdom with others, but perhaps even more important—to share oneself. Teaching at any level is a demanding profession, and requires rigorous preparation accordingly. This includes academic and professional preparation, but also something much bigger: becoming the sort of self worth sharing. A liberal arts college such as Westmont, where students are encouraged to develop themselves as whole, well-rounded persons, is an ideal environment to undertake such preparation. The task of preparing teachers becomes in one sense, then, the responsibility of the entire college. All courses and experiences on and off campus are potential contributions to the education of a prospective teacher, and should be approached by students in that spirit. In the Education Department we bear a special responsibility for mentoring prospective teachers and guiding them in the transition from student to teacher. We work closely with other academic departments on campus responsible for the subject matter preparation of teachers. We seek to integrate that subject matter into our lives and to develop skills in sharing subject matter with adolescents and children. The department takes great pride in the reputation we have developed in the community and the region for sending out well-prepared, highly professional teachers.

Program Offerings: Westmont’s Department of Education offers programs leading to both elementary (Multiple Subject) and secondary (Single Subject) credentials.

Prospective elementary teachers at Westmont typically major in Liberal Studies, which in California refers to a multi-disciplinary program specifically designed for elementary teaching candidates. After completing the Liberal Studies major and passing state-required examinations, candidates enroll in a one-year professional program to earn a Multiple Subject (typically used K-6) Credential. At Westmont, students who plan carefully can complete both the Liberal Studies major and the credential program in four years. For details of the Liberal Studies program, please see p. 136.

Prospective secondary teachers generally major in the subject area they wish to teach. In their junior or senior year, they take a general academic competency test (the CBEST) and a specific subject-matter examination in their chosen field (the CSET) in order to enroll in a professional program leading to certification. If schedule permits, secondary teaching candidates are encouraged to qualify for teaching an additional subject beyond their major field.

All teacher candidates, elementary and secondary, should note that requirements for entrance to state-approved credential programs, as well as credential requirements themselves, are subject to change by California’s Commission on Teacher Credentialing.
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(CTC) on short notice. It is imperative to stay in close touch with your academic advisor to stay up on current regulations. Early planning is essential for secondary candidates. Students considering such a profession should alert their academic advisor as soon as possible after arriving at Westmont, and also notify the Education Department chair.

Program Distinctives: With careful planning and (in many cases) extra classes over the summer, it is possible to complete both the subject-area requirements and the Credential program in four years. Personal, one-on-one advising guides candidates through the sometimes bewildering maze of state requirements leading to a teaching credential. Program personnel are consistently available and responsive to individual student questions. A scholarship equal to a 55% reduction in tuition is given during the semester of student teaching to students who have completed the B.A. degree and who live off campus. Note that this is given in lieu of other Westmont scholarships the student may have received previously. Since 1988, Westmont has provided the opportunity to student teach at an American International School in Costa Rica. Other student teachers are placed locally with carefully selected master teachers in our partner schools. In either case, student teachers are supervised directly by full-time program faculty, rather than adjunct faculty or graduate students.

Multiple Subject Credential Requirements
(Elementary)
Candidates for the Multiple Subject Credential typically complete a Liberal Studies major. Whatever major is selected, candidates must achieve passing scores on the CBEST and CSET. Please note that beginning in 2007, the state of California made available multiple options for meeting the basic skills requirement for Multiple Subject candidates. Passage of the California Basic Educational Skills Test (CBEST) remains one of the options. CSET: Writing Skills is another option for credential candidates to meet the state basic skills requirement. Candidates who pass all three subtests of CSET: Multiple Subjects AND CSET: Writing Skills will be considered proficient in the basic skills of reading, writing and mathematics and will not be required to take the CBEST to earn a teaching credential. Depending on your own personal history with tests, it may or may not be in your best interest to combine the two tests. Please see your academic advisor or the program assistant if you have questions about whether to take the tests separately or together.

Required courses:
ED 110 Psychological Foundations of Education (4)
ED 120 Teaching Social Studies and Science in the Elementary School (4)
ED 130 Special Education for the Classroom Teacher (2)
ED 150 Elementary Curricula, Procedures, and Instruction in Crosscultural Multilingual Classrooms—Math Emphasis (4)
ED 170 Reading/Language Arts and Classroom Management in Crosscultural Classrooms (4)
ED 190 Student Teaching (12)
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ED 195 Student Teaching Seminar (3)

**Required support courses:**
(Normally these are taken prior to entering the Credential program, but one of these may also be taken simultaneously with the program):
ED 100 Explorations in Teaching (4)
ED 105 Perspectives on Cultural Diversity and Education (4)
ED 160 Computers for the Classroom Teacher: Elementary (2)
ENG 106 Language Acquisition (4)
KNS 156 Health Education for the Classroom Teacher (2)

Note that candidates must also demonstrate knowledge of the U.S. Constitution (by completing POL 010; or passing an approved examination, available through the Westmont Department of Education) and complete CPR training/certification (infant/child/adult level). Certification must be valid at the time of application for credential—see Program Assistant for details.

Note that in addition to two state tests required for entry to Credential program, elementary candidates must later pass a state examination in reading instruction (the RICA), in order to receive their California credential.

As of the 2007-08 academic year, candidates must pass the California Teaching Performance Assessment (TPA) prior to being recommended for the credential. The candidate’s first response on each of the four tasks of the TPA will be scored for free. If the candidate is not successful on the first attempt, a fee of $75 per task will be applied to the candidate’s College account to cover in part the costs of re-scoring. If the candidate is not successful on the second attempt, he or she must repeat the course in which that particular task was assigned, and will have one final opportunity to pass, at which time an additional $75 fee will be posted. Candidates may not submit a response more than three times.

There is an additional fee for late responses, as noted in the Candidate Handbook.

**Single Subject Credential Requirements**

(Secondary)

Candidates for the Single Subject Credential must achieve a passing score on the appropriate CSET (California Subject Examinations for Teachers) exam.

**Required courses:**
ED 101 Explorations in Teaching: Culturally Diverse Secondary Schools (4)
ED 111 Psychological Foundations of Education (4)
ED 121 Curriculum and Instructional Planning in the Secondary School (4)
ED 151 Secondary Curricula, Classroom Management and Instruction in Crosscultural Multilingual Classrooms II (4)
ED 171 Reading, Writing, and Planning in the Crosscultural Multilingual Secondary Classroom (4)
ED 191 Student Teaching: Secondary (12)
ED 195 Student Teaching Seminar (3)
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Required support courses
(Normally these are taken prior to entering the Credential program, but one or two of these may also be taken simultaneously with the program):
ED 105 Perspectives on Cultural Diversity and Education (4)
ENG 106 Language Acquisition (4)
ED 161 Computers for the Classroom Teacher: Secondary (2)
ED 130 Special Education for the Classroom Teacher (2)
KNS 156 Health Education for the Classroom Teacher (2)

Candidates must also demonstrate knowledge of the U.S. Constitution (by completing POL 010; or passing an approved examination, available through the Westmont Department of Education) and complete CPR training/certification (infant/child/adult-level). Certification must be valid at the time of application for credential—see Program Assistant for details.
As of the 2007-08 academic year, candidates must pass the California Teaching Performance Assessment (TPA) prior to being recommended for the credential. Please see note under Multiple Subject above, regarding policy for re-taking the TPA.

Admission Procedures (For students completing a credential program, elementary or secondary, as part of their Westmont undergraduate degree)

1. File an application with the education department during the junior or senior year by March 15.
2. Obtain a handbook for the credential program (multiple or single subject) from the education department. This booklet provides further details on all requirements.

Formal Admission. The Teacher Education Advisory and Candidate Selection Committee bases admission to the teacher preparation program upon:
1. Academic qualifications (A minimum GPA of 2.75 required, as is a passing score on the appropriate CSET [California Subject Examinations for Teachers] exam and the CBEST or equivalent.)
2. Junior standing or above.
3. Completion of ED 100 or ED 101, or evidence of 100 contact hours with children or adolescents.
4. Personal recommendations by faculty.

Student Teaching. Prior to approval for student teaching, the teacher candidate must:
1. Complete all courses required in the teacher preparation program.
2. Complete all application forms, including the one for student teaching.
3. Qualify for senior status or be officially admitted to the advanced studies program.
4. Complete the health requirement (chest x-ray or PPD test) required by the Commission on Teacher Credentialing.
5. Complete Certificate of Clearance Application required by the Commission on Teacher Credentialing.
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6. Pass California Basic Education Skills Test (CBEST or equivalent).
7. Maintain a 2.85 GPA in the semester prior to student teaching.
8. Pass the appropriate CSET (California Subject Examinations for Teachers) exam or complete an appropriate Waiver Program.

Fifth Year: Advanced Studies Program
(Elementary or Secondary)
Graduates of Westmont or other colleges who choose not to earn their credential as part of their four-year program have the option of completing a fifth-year, post-baccalaureate program at Westmont. Teacher candidates planning to enroll in the fifth year program should complete as many of the following requirements as possible, at Westmont or elsewhere, prior to beginning the fifth year. Normally, one to three of these courses (up to 6 credits) may be taken as part of the fifth year.
ED 105 Perspectives on Cultural Diversity and Education (4)
ED 130 Special Education for the Classroom Teacher(2)
ED 160 or ED 161 Computers for the Classroom Teacher (2)
ENG 106 Language Acquisition (4)
KNS 156 Health Education for the Classroom Teacher(2)
Course or test demonstrating knowledge of the U.S. Constitution (Westmont administers a state-approved examination, which may be taken by Westmont students up to two times without cost. There is a fee of $50 for subsequent administrations.)

Admission Requirements for Advanced Studies
1. Hold a baccalaureate degree from an accredited college with a 2.75 GPA (four point scale).
2. Submit application no later than March 15. Application should be submitted directly to the Department of Education. There is no application fee.
3. In addition to the application form, candidates must submit three letters of recommendation.
4. Submit official college transcripts from every institution attended and all relevant test scores to the Education Department. Passing scores on the CBEST or equivalent and appropriate CSET are required (see handbook for details).
5. Contact the Program Assistant to schedule an informal personal interview.
7. Additional requirements are delineated in the single subject or multiple subject handbooks.
8. A $500 deposit to the Office of Admission is due upon acceptance to the credential program in order to reserve your space. Notification of Admission’s decisions typically occurs by mid-May.
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For other details and questions about the fifth-year program, contact the Education Department. Students wishing to apply for financial aid should contact Westmont’s Financial Aid Office directly.

Fifth-year candidates who hold a B.A. degree, live off campus, and are not enrolled in classes on campus, will receive a scholarship equal to a 55% reduction in tuition during the semester they do student teaching.

Course Descriptions

ED 100 Explorations in Teaching: Culturally Diverse Elementary Schools (4) An introduction to contemporary educational issues, with an emphasis on understanding how teaching and learning are impacted by forces outside the classroom. A 40-hour field experience in an ethnically and/or socio-economically diverse classroom in or near Santa Barbara is a major component of the course.

ED 101 Explorations in Teaching: Culturally Diverse Secondary Schools (4) An introduction to contemporary educational issues, with an emphasis on understanding how teaching and learning are impacted by forces outside the classroom. A 40-hour field experience in an ethnically and/or socio-economically diverse classroom in or near Santa Barbara is a major component of the course.

ED 105 Perspectives on Cultural Diversity and Education (4) Introduces students to the changing cultural diversity in California and issues of multicultural education relevant to K-12 schooling. Crosscultural field experiences required.

ED 108 Mexican Schools Field Experience (2) Pre-requisite: Signature of Education Department Chair and current WIM faculty leader. Practicum offered in conjunction with the Westmont in Mexico program. Students interested in exploring teaching study the Mexican educational system and visit a variety of public and private school classrooms, including urban, rural, and indigenous settings. For ten weeks students serve as a teacher’s aide, under the supervision of IUSI professionals.

ED 109 Liberal Studies Seminar (1) Capstone course for Liberal Studies major. Focus will be the preparation and presentation of a comprehensive portfolio wherein student demonstrates academic achievement and reflection upon the major as a whole.

ED 110 Psychological Foundations of Education: Elementary (4) Covers functional concepts of learning and modern theories of education; physical, motor, intellectual, social, emotional, and moral development of the student; observing, recording, and interpreting behavior of children; pupil variability; teaching in the multicultural classroom; and observing in public schools.

ED 111 Psychological Foundations of Education: Secondary (4) Covers functional concepts of learning and modern theories of education; physical, motor, intellectual, social, emotional, and moral development of the student; observing, recording and interpreting behavior of children; pupil variability; teaching in the multicultural classroom; and observing in public schools.
ED 130 Special Education for the Classroom Teacher (2) Covers needs of exceptional children in the area of diagnosis, program development, special learning needs and techniques, cultural and linguistic characteristics, material modification, social and career goals, professional services, and individual educational programs. Attention given to legislative requirements and parent involvement. Encompasses competencies required in Title 5 Regulations: Section 80032.2 and Section 44259 related to special education training for the classroom teacher.

ED 160 Computers for the Classroom Teacher: Elementary (2) Emphasis placed on hands-on experiences with software appropriate for elementary subjects and grade levels. Encompasses competencies required in Title 5 Regulations: Section 80422 related to computer education coursework.

ED 161 Computers for the Classroom Teacher: Secondary (2) Emphasizes hands-on experiences with software appropriate for secondary subjects and grade levels. Encompasses competencies required in Title 5 Regulations: Section 80422 related to computer education coursework required for the classroom teacher.

ED 172 Literature for Children and Adolescents (4) Survey of selected writing for children, representing different developmental stages, a range of world cultures, and major literary genres. Course themes include criteria for evaluating literature, relationship of literature to culture and society, and the utilization of literature in K-8 classrooms.

Enrollment in the following courses is limited to students who have been accepted in the Teacher Preparation Program.

ED 120 Teaching Social Studies and Science in the Elementary School (4) An introduction to developmentally appropriate instructional strategies, curriculum materials, and conceptual frameworks for teaching these subjects in the elementary classroom. Emphasis given to working with California K-6 content standards and adapting instruction to the needs of culturally and linguistically diverse learners.

ED 121 Curriculum and Instructional Planning in the Secondary School (4) An introduction to instructional strategies, curriculum materials, the preparation of instructional plans, and conceptual frameworks specific to candidate’s major content area. Emphasis given to working with California 7-12 content standards and adapting instruction to the needs of culturally and linguistically diverse learners. A field placement in a local secondary school is a major component of the course.

ED 150 Elementary Curricula, Procedures and Instruction in Crosscultural Multilingual Classrooms—Math Emphasis (4) Organization and planning of the mathematics curriculum in the culturally/linguistically diverse elementary school. Emphasizes instructional material and teaching techniques used for mathematics. Clinical instruction for the diverse classroom is an integral part of this course. Includes field experiences.
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ED 151 Secondary Curricula, Classroom Management, and Instruction in Crosscultural Multilingual Classrooms II (4) Functional concepts of learning, curricular content, instructional planning, teaching techniques, classroom management, and methods of diagnosing and evaluating student performance in culturally/linguistically diverse classrooms at the middle and high school levels. Includes exposure to the structure/role of central office administration, building principals and support staff/systems. Through on-site visits, guest lectures and working with practitioners in local schools students develop lessons focusing on their particular subject matter disciplines. Includes field experiences.

ED 170 Reading, Language Arts and Classroom Management in Crosscultural Multilingual Classrooms in the Elementary School (3) Comprehensive survey of instructional methods and materials in elementary reading and language arts. In-depth study of current reading methods including phonetics, techniques to use in a multicultural setting (Specially Designed Academic Instruction in English [SDAIE] and English Language Development [ELD] strategies), analysis of reading needs, materials, and techniques for reading instruction at the elementary level. Culturally and developmentally appropriate classroom management is an integral part of this course. Includes field experiences.

ED 171 Reading, Writing, and Planning in the Crosscultural Multilingual Secondary Classroom (3) Comprehensive survey and in-depth study of current reading methods, including analysis of reading needs, remedial techniques, reading materials, and appropriate methodology for teaching adolescents in culturally/linguistically diverse classrooms to read fluently. Clinical instruction and SDAIE/ELD approaches are an integral part of the course. Includes field experiences.

ED 180 Topics in Education: Elementary (1-4) Prerequisite: approval of the instructor. Content as announced.

ED 181 Topics in Education: Secondary (1-4) Prerequisite: approval of the instructor. Content as announced.

ED 190 Student Teaching Elementary (12) Requires completion of all prerequisites to student teaching. Candidates student teach for a semester in culturally diverse elementary schools. (P/NC grading only)

ED 191 Student Teaching Secondary (12) Requires completion of all pre-requisites to student teaching. Candidates student teach for a semester in culturally diverse secondary schools. Student teaching continues beyond the close of Westmont’s spring semester. (P/NC grading only)

ED 195 Student Teaching Seminar Elementary (3) Registration is concurrent with ED 190 or ED 191. Weekly seminars focus on issues relevant to student teaching in culturally diverse settings.

ED 196 Student Teaching Seminar Secondary (3) Registration is concurrent with ED 190 or ED 191. Weekly seminars focus on issues relevant to student teaching in culturally diverse settings.