What does BMED do well? Facilitates BCLAD credentialing, collaboration with schools, recruitment, retention and mentoring of Latino and Hmong candidates, political activism/advocacy

What needs to improve? Student teaching experiences/placements, work with graduates, including preparation for potential high quality student teaching placements, increased emphasis on recruitment, retention and mentoring of candidates who represent the demographics of the region, especially of African American candidates, and long-term commitment to graduates.

**A FIRST DRAFT OF AN ALTERNATIVE MODEL FOR CREDENTIAL PROGRAMS:**

**MULTIPLE SUBJECT AND/OR SINGLE SUBJECT** (Unit allocation should be determined after the sharing and discussion of syllabi and the desired model is established. Everyone would have to be involved in the sharing and discussions; i.e., it is assumed that everyone is capable of understanding the content of any foundation or methods course presently being offered. It is assumed that we are all trained as researchers and believe in some level of constructivism)

**UNDERGRADUATE PREPARATION:** Experiences in public school classrooms, which are culturally diverse, representing diversity in SES, ethnicity, linguistic backgrounds, and learning abilities/disabilities, and that are socially reconstructive/ transformational.

Undergraduate advisors should be involved, and advising should include G.E. and any major advising. Majors should include majors not in the College of Education since no specific majors are required for establishing subject matter competency.

**SEMESTER 1** (Modules may be approximately 8 hours in length. Foundation and Methods Instructors would have to meet to go over syllabi, discuss desired outcomes and negotiate the hours allocated to each content area, which may be flexible)

**Foundation and Methods** including Bilingual and Special Education. Students would be introduced to theoretical foundations/methods (e.g., learning theory/phonics) and programs (assertive discipline/current instructional programs used in districts). The early modules should probably be focused more on programs that the students will be observing/practicing in the classrooms.

**Observation/Participation/Student teaching** (performance evaluation on a regular basis by cooperating teachers, who would be remunerated)

**SEMESTER 2:** Continue from Semester 1

**SEMESTER 3:** Completion of BCLAD, Special Education, and, perhaps Supplementary/Subject Matter Authorizations (may be begin work on M.A. (I know that this is supposedly not an alternative)