



**Department of Teacher Education**

**Program Handbook**  
**Single Subjects Credential Program (SSCP)**  
**Secondary School Teaching**  
**(Middle, Jr, and High Schools)**

**TURLOCK CAMPUS**

**Department of Teacher Education  
Demergasso-Bava Hall, Room 330  
One University Circle  
Turlock, CA. 95382  
(209) 667-3357**

**STOCKTON CAMPUS**

**California State University, Stanislaus  
612 Magnolia Street  
(Magnolia @ California Street)  
Stockton, CA. 95202  
(209) 467-5300**

**Program Coordinators:**

**Karen Breshears, DBH328F, (209) 664-6732,  
kbreshears@csustan.edu  
Robin Hennings, DBH328C, (209) 664-6740,  
rhennings@csustan.edu**

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## Section Overview

Welcome to the Single Subject Program. This handbook will serve as an orientation to the credential program. It is our explicit hope that the information in this document will make the process of earning a credential as understandable as possible. It should be clear from the onset that, providing you complete all pre-program requirements, and providing you successfully complete both the coursework and the fieldwork in the SSCP, after 1 calendar year (i.e. 3 semesters) you will be eligible for a teaching credential. The type of credential you will earn is called a Preliminary Credential with a 2042 Authorization. This is a long way to say that your credential will reflect recent legislation in California as well as No Child Left Behind mandates. This credential replaces the CLAD certificate. In most cases, this credential qualifies you to teach 6-12 grades in your content area. It is also possible to earn a BCLAD authorization, which qualifies you to work in more intensive English Language Development classes in your content area.

The coursework in the SSCP involves a number of classes, each designed for two related purposes: to address a specific dimension of the teaching profession and to meet state standards for credentialing programs.

**The Core Courses (EDSC 4000 or 4100, 4300 or 4350, and 4400 or 4450)** are designed to provide a consistent framework through which credential candidates can process the experiences of learning to teach. These courses address foundational aspects of teaching, such as educational philosophy, learning psychology, and curriculum theory as well as more practical dimensions of teaching such as student assessment, classroom management, and instructional planning. These courses are taught by the field center directors for student teachers and intern directors in the case of the internship program. The directors and coordinators are not only the main instructional presence in the program, but also serve as advisors, liaisons with schools and mentor teachers, and support credential candidates in many ways.

**Fieldwork courses (EDSC 4850 and 4855 or EDSC 4870 and 4875)** are really not courses, but rather experiences in the schools. EDSC 4850 is the first semester of fieldwork for student teachers and typically includes classroom observation, tutoring and working with English Language Learners and Resource students, and some full-classroom teaching. EDSC 4855 is the second semester and will involve student teaching for 2 classes under the guidance of mentor teachers and doing advanced observations and assistance in another class. You will be supervised by contracted professionals during all these field placements, as well as by your field center directors, instructors, and mentor teachers. EDSC 4870 and EDSC 4875 are fieldwork courses for interns only and involve observations by contracted professionals as you fulfill your responsibilities as an employee of a school district.

**Non-Core Program Courses** are designed to fulfill a specific aspect of the teaching profession.

**EDSC 4110** (Multilingual Methods in Secondary Schools), offers methods and perspectives on facilitating English language development in addition to content knowledge.

**EDSC 4115** (Reading and Writing in Content Areas), deals with methods for using literacy development to aid content acquisition as well as English language development. This course is also offered in Spanish for BCLAD credential candidates and is listed as **EDSC 4215**.

**EDSC 4500** (Secondary Education in a Global Society) addresses sustainability and global awareness, two foundational principles of the SSCP at CSU-Stanislaus.

**EDIT 4170** (Education Technology Foundations) focuses on the use of various technologies in classroom instruction.

**EDSE 4160** (Foundations of Special Education), centers on effective teaching of special populations in secondary schools.

**HLTH 4215** (Seminar in Secondary School Health and Safety) examines a wide variety of health and safety issues that secondary teachers face in daily classroom instruction.

### Co-Requisite Classes

The following classes are recommended to be completed before entering the program, but you may opt to take them the first semester you are in program:

**EDSC 3900** Foundations of Secondary Education

**PSYCH/CDEV 3240** Adolescent Development/Psychology

### Program Models

#### **Fall and Spring Start Field Center for Student Teachers**

Currently, there are fall start field centers in Turlock, Manteca and Ceres, and in the spring, there are field centers in Turlock and Modesto. The basic premise of the field center is that one of the best places to learn to be a secondary teacher is in a secondary school. In these field centers, the “core courses”, namely EDSC 4100, 4300 and 4400 (Secondary Teaching I, II, and III) and EDSC 4850 to utilize the resources of the school (teachers, students, and facilities) and fosters a close connection between the credential candidates and the teachers and administrators with whom they will work. The objective in these field centers is to place credential candidates in the schools local to the field center. Typically, these school placements involve 3 hours of classroom observations/teaching every day. The student teaching assignment follows the public school calendar for the district in which the student teacher is placed.

Field centers are organized so credential candidates go through the program as a cohort. Everyone in the field center is required to take the core courses as a group, and we encourage credential candidates to take the other essential courses in the SSCP in a suggested sequence. The chart below illustrates that suggestion

First Semester	Winter Semester	Second Semester
<b>EDSC 4100</b>	<b>EDSC 4300</b>	<b>EDSC 4400</b>
<b>EDSC 4850</b>	EDIT 4170	<b>EDSC 4855</b>
EDSC 4110	HLTH 4215	EDSC 4115 or
EDSC 4500		EDSC 4215 -BCLAD
EDSE 4160		

In order to offer a more flexible schedule, you can also go through the SSCP taking classes mostly in the evenings. There are also courses offered online or in a hybrid-online fashion.

### **Intern Program**

Internships generally start in the fall. Occasionally, a student teacher credential candidate in a spring start cohort will receive an offer of employment from a school district. That student will continue with the spring start cohort but become an intern on an Intern Credential. Interns must find their own position, although the Intern Director often assists with this process, and they must fulfill all state requirements for an Intern Credential. An Intern is a paid employee of a school district and the teacher of record in the classroom. Interns receive support from a support provider from the school district, a university supervisor, and the other interns in the cohort. Most internships involve full time teaching; a minimum of 3 periods per day is required of part-time interns.

Requirements for an Intern Credential include:

1. Acceptance into the Graduate School
2. Acceptance into the Single Subject Credential Program
3. Completed B.A. or B.S. posted on transcript
4. Passage of CBEST
5. Passage of CSET or completion of a waiver program
6. Completed U.S. Constitution requirement
7. Submitted TB Clearance
8. Completed Live Scan and Certificate of Clearance
9. Completed EDSC 4000, EDSC 4110, and EDSC 3800 ( or 120 semester hours of post BA pre-internship coursework)
10. Approval from program coordinators and/or intern field director
11. Employment offer from a school district

### Intern Cohort – Turlock

Credential candidates in the Turlock intern cohort usually follow the suggested sequence of courses in the SSCP. That sequence below is designed to make the program as coherent as possible while enabling students to find the support and comradeship of students engaged in the same experiences

Summer	Fall	Spring
EDSC 4000	<b>EDSC 4350</b>	<b>EDSC 4450</b>
EDSC 4110	<b>EDSC 4870</b>	<b>EDSC 4875</b>
EDSC 3800	EDSC 4500	EDSC 4115 or
	EDSE 4160	EDSC 4215 – BCLAD
	<b>WINTER</b>	
	HLTH 4215	
	EDIT 4170	

### Modular/Online Intern Cohort – Stockton

The SSCP is offering the intern program at the Stockton campus in a modular/hybrid-online format. The courses are organized as modules; students take one course at a time for a period of 4-6 weeks, depending on the number of units in the course. The fieldwork courses (EDSC 4870 and 4875) are taken for an entire semester. If a student starts with Stockton, it is highly desirable for the student to complete the program and take all courses in Stockton. The sequence of courses below is an example of how the modular program will work.

Summer	Fall	Winter	Spring
<b>EDSC 4000</b>	<b>EDSC 4300</b>	EDIT 4170	<b>EDSC 4400</b>
EDSC 4110	<b>EDSC 4870</b>	HLTH 4215	<b>EDSC 4875</b>
EDSC 3800	EDSC 3900*	EDSE 4160	EDSC 4500
	CDEV 3240*		EDSC 4115 or
			EDSC 4215
			for BCLAD

\* Please note: EDSC 3900 and CDEV 3240 are co-requisite courses to SSCP and although highly recommended be taken prior to entering the program, may be taken during the first semester. This is true for all student teaching cohorts and intern cohorts.

### Bilingual Certification

The SSCP offers a credential with the BCLAD (Bilingual Cross-cultural Language and Academic Development) certificate in Spanish. The requirements are the same as for the regular program courses mentioned about with the following exceptions:

1. Replace EDSC 4115 with EDSC 4215 “Reading and Writing in the Secondary Content Area: Spanish”
2. Take the language proficiency examination or complete EDUC 4460.
3. Take one course on a target culture.

For more information, contact the SSCP coordinator in the Department of Teacher Education.

### Scott Bill – Early Completion

SB 75, the Scott Bill, provides for an early completion option for interns in the content areas of math, science, English and social science. Candidates who are interested in this option must meet the requirements listed above for entering the intern program. In addition, they must pass the Praxis II Teaching Foundations Exam (TFE); see information and register at [www.ets.org](http://www.ets.org).

Candidates are supervised by a university supervisor for one semester in their intern experience where it will be determined they have demonstrated mastery of the Teaching Performance Expectations (TPEs). They must complete EDIT 4170 “Educational Technology Foundations” or pass the CSET entitled Preliminary Education Technology Exam. Candidates must pass all four TPA tasks with a score of no lower than “3” on each. For more information, contact the SSCP coordinator in the Department of Teacher Education.

## Section II - SSCP Policies

A. In order to continue in the Single Subjects Credential program, the credential candidate is required to:

1. Make satisfactory progress and/or complete program requirements of the field center program as defined by the field center director;
2. Participate in the required activities of the program;
3. Demonstrate growing self-direction;
4. Demonstrate positive response to the requirements of the program, especially attempting to meet the needs of learners;
5. Demonstrate overall ethical and professional behavior including behavior in interpersonal situations; and
6. Maintain an overall "B" average while in the program with no lower than a B in the core classes (EDSC 4000/4100, 4300/4350, and 4400/4350).

The SSCP Selection and Review Committee composed of faculty within the SSCP, monitors the progress of all credential candidates enrolled in the Program. The overarching concern and professional responsibility of the SSCP is the academic progress, well-being, and safety of the school children and youth.

All candidates are required to read and sign the SSCP Student Profile Document that outlines professional and ethical standards of conduct for student teachers and interns in our program.

B. The procedure for determining continuance in the SSCP for students not meeting the requirements A1-A5 above is outlined in B1-B5 below:

1. In the case of the credential candidate's unsatisfactory progress as defined by the Field Site Director, the Director shall submit written notification with accompanying explanation and documentation to the SSCP Selection and Review Committee of any one or more of the items listed in "A" above. A copy of the notification shall be given to the credential candidate. The credential candidate may also submit a written statement to the Selection and Review Committee. The Selection and Review Committee may request the credential candidate and/or the field center director to appear in person, normally separately, to provide additional information beyond the written statement submitted by the credential candidate.
2. After receiving written notification from the field center director, the Selection and Review Committee will render a decision, based upon professional judgment, as to whether the unsatisfactory progress is either:
  - a. amenable to remediation in A1-A5 above, so identified as a problem of chronic nature  
OR
  - b. related to a repeated problematic behavior (after warning has been given) that is not amenable to remediation in A1-A5 above, so identified as a problem of acute nature  
OR
  - c. related to an incidence of behavior that has placed a pupil or pupils at risk regarding health and safety concerns that is not amenable to remediation in A1-A5 above, so identified as a problem of acute nature.

The field center director may order the immediate removal and placement on administrative leave of a credential candidate from the field experiences and/or coursework of the program in the case of behavior identified as acute in 2b and/or 2c above pending the outcome of the decision by the Selection and Review Committee in B4 below.

3. In the case that the Selection and Review Committee makes the determination that the problem is chronic (2a above), the committee will make recommendations to alleviate or resolve the issues. Copies of the recommendations will be given to the Field center director and to the credential candidate normally within ten academic workdays after the decision. The credential candidate will implement the plan, and the field center director will monitor the student's progress.
4. In the case that the Selection and Review Committee makes the determination that the problem is acute (2b and or 2c above), the Committee will render a decision based upon professional judgment as to the credential candidate's retention in or dismissal from the program. The credential candidate and the field center director will be notified in writing of the decision within ten academic workdays.
5. A credential candidate may appeal a decision of the Selection and Review Committee only on procedural grounds, not on the professional judgment of the Committee. Such an appeal is made to the Department of Teacher Education Appeals Committee. A university-wide process becomes operational if a grade appeal is involved.

## **Grade Point Average**

Credential Candidates must maintain a grade point average of 3.0 on all graded courses, with no grade lower than a C, and a grade of "Credit" on Credit/No-Credit courses in order to continue in program and to be recommended for the credential. Candidates must obtain a grade of no lower than a B in core classes (EDSC 4000/4100, 4300/4350, and 4400/4450)

## **Attendance, Punctuality, and Absence**

### **A) Attendance and Punctuality:**

Students who do not attend the first class meeting of the coursework will be administratively dropped from the program unless the student contacts the Field Site Center Director in advance of the absence. Permission to be absent on the first few days of program will be granted only in the event of rare and extenuating circumstances.

Students are expected to attend classes regularly and to be punctual. Illness, bereavement and approved (in advance) personal leave are appropriate reasons for missing class. The total number of days permitted for each category of absence is given below:

10 days per year - illness (physician's verification required after the third consecutive day of illness).  
3 days per bereavement (death of family member: spouse, child, sibling, parents, grandparents, grandchildren)  
3 days per year - personal leave (as approved in advance by Field Site Center Director and the cooperating teachers)  
Absence for Jury Duty is excused. In such case, Center Director is to be notified in advance.  
Anything less than full-day attendance is considered 1/2 day absence.

Being on time reflects positively on the future teacher. Punctuality is seen as an indication of real commitment to the program and to teaching. Hence, lack of punctuality reflects negatively on the student in the program and will be noted on student evaluations.

Should problems arise in regard to either the attendance or punctuality requirements, the first step will be counseling by the Center Director and/or the SSCP Selection and Review Committee. Remediation will be prescribed on an individual basis and may include such actions as taking an approved leave of absence from the program, withdrawing from the program, assuming additional duties/responsibilities, etc.

**2) Notification of Absence:** Students are to notify the Field Site Director, university supervisor, and appropriate teachers in advance of any absence which occurs during the school week. Notification is to be done by the student personally, not by the relaying of messages through others. The process of notification will be explained by each Field Site Center Director. Of course, emergencies are expected. The Center Director must be notified in advance of any absences (as outlined above) whether or not there is a university class on the day of the absence.

**3) Leave of Absence:** A leave of absence can be granted only to credential candidates who have been admitted to the program and have met all pre-program requirements. Applicants who have not yet met all pre-program requirements will not be given a leave of absence and must reapply to the program. Requests for leaves of absence must be made in writing to the chair of the Single Subject Credential Program Selection and Review Committee.

A credential candidate may request a leave for up to one year at a time. If the applicant wants to renew the leave, the renewal should be requested prior to the expiration of the leave. During the time the applicant is on leave, should there be new requirements for securing a credential, the applicant must meet those new requirements. The maximum time a person may be on leave is two years. After that time, a new application to the program is necessary. The applicant should keep a copy of all correspondence regarding her/his request for and granting of the leave. NOTE: Contents of folders not requested to be returned to the applicant after the maximum of two years on leave will subsequently be discarded.

Credential candidates who are not actively enrolled in a minimum of three units of program courses after admission are subject to having to re-apply to program for re-admission. Re-admission is not guaranteed. The Selection and

Review Committee will review the re-admission application and make a decision based on success in program to date and availability of space in a cohort.

### **Policy and Procedures Pertaining to Disabled Students:**

The School of Education Policy and Procedures pertaining to disabled students are available upon request from the Department of Teacher Education. Credential candidates with disabilities are asked to notify the Field Site Director so that appropriate accommodations may be made. The Office of Disabled Student Services provides many resources for qualified students. Their office number is 667-3159.

### **California State University, Stanislaus, Department of Teacher Education Appeals Process**

A student in the Single Subject Credential Program (SSCP) may appeal a decision of the Selection and Review Committee. Such an appeal is made to the Department of Teacher Education Appeals Committee (DTEAC).

DTEAC will review appeals related only to violations of stated program policies and/or procedures for the following:

1. Admission to program
2. Retention to program

Appeals and exceptions to program requirements or deadlines will not be considered.

Grade appeals follow University procedures as stated in the CSU Stanislaus Catalog and are not considered by DTEAC.

### **Appeals Process**

1. Before making an appeal, the student must meet with the Chair or his/her designee of the SSCP Selection and Review Committee to discuss his/her concerns and to receive guidance concerning the appeal process. The problem may be informally resolved at this level.
2. If the problem is not resolved, the student may submit a formal letter of appeal to the DTEAC along with a copy of the letter to the Selection and Review Committee Chair. The appeal must be made in writing within five (5) academic work days of the meeting with the Selection and Review Committee Chair. The student's appeal must specify what policies and/or procedures were not followed and supply written documentation. In addition to a written appeal, a request by the student to make a single oral presentation to DTEAC will be granted.
3. Upon receipt of a student's appeal, the Chair of Selection and Review Committee will forward to the Appeals Committee within ten (10) academic work days all pertinent written documentation regarding the decision the student is appealing.
4. If violations of program policies and procedures are found, the Selection and Review Committee will be directed by DTEAC to reconsider the case.
5. After a decision is reached, the Chair of DTEAC will inform the student and the Selection and Review Committee in writing of its decision within ten (10) academic work days.
6. No further appeal may be made to DTEAC.

## **Section III - Evaluation Procedures**

The Single Subject Credential Program provides a variety of evaluation and assessment methods to assist credential candidates in becoming excellent beginning teachers. The coursework teaches the candidates a number of techniques including self observation, peer observation, and how to reflect on a lesson and unit. Additionally, candidates maintain a portfolio, organized in congruence with the Teaching Performance Expectations (TPEs) and Teaching Performance Assessment (TPA). The portfolios are important documents throughout the program and also during the induction years.

Additionally the program provides credential candidates with feedback on their lessons from their university supervisors and cooperating teachers using the Clinical Supervision Model, described briefly below.

Cooperating teachers and university supervisors also provide formal feedback to credential candidates using instruments provided in this section. That feedback is shared with the credential candidate and is submitted to the Field Site Center Director who uses the information for a quarterly evaluation of each credential candidate. Candidates who are not making adequate progress are referred to the SSCP Selection and Review Committee according to the SSCP Policies outlined above.

At the end of the first phase of program credential candidates have an opportunity to provide feedback to their university supervisors and cooperating teachers. That same feedback process is repeated at the end of the year in program. The instruments are located in this section. Candidates also evaluate their Field Site Center Director twice during the year using the university-approved process for student feedback to instructors.

At the end of the year the Credential Candidates are asked to provide feedback on the program; that feedback is used to continually improve the program.

### **Clinical Supervision**

Clinical Supervision is a model for providing feedback to credential candidates about their performance that is based on the philosophy that it is important for candidates to learn to take responsibility for their own professional growth. Instead of using the traditional methods of observation where the observer controls the focus of the observation, clinical supervision calls for a mutual agreement between the observer and the candidate to find the focus for the observation. Essentially clinical supervision uses a three-step process:

1. The pre-conference, where the observer and candidate discuss the context of the lesson, review the lesson plan, and agree on a focus for the observation. The pre-conference should precede the observation by no more than 24 hours.
2. The observation where the observer collects the data agreed upon during the pre-conference. Generally, it is a good idea to provide both qualitative and quantitative data. If, in the professional judgment of the observer, other data needs to be captured besides that agreed to, by all means, do so.
3. The post-conference, which should occur within 24 hours of the observation. Here the observer and candidate discuss the lesson and the observations and agree on goals for improvement for the candidate. These goals should be reviewed at the next pre-conference.

### **Teaching Performance Expectations**

The evaluation process in our Single Subject Credential Program is based on the **Teaching Performance Expectations** (TPEs) from the 2042 legislation as mandated by the CCTC. Final program completion is based on documentation based on the **Teaching Performance Assessments** (TPAs) from the same legislation. The TPEs essentially look for each candidate to:

TPE 1: Demonstrate subject specific pedagogical skills

TPE 2: Monitor student learning during instruction

TPE 3: Interpret and uses results of assessments in designing learning objectives and activities

TPE 4: Make content accessible

TPE 5: Student engagement: engage pupils in the learning process; communicates goals, maintains high time on task, asks stimulating questions

TPE 6: Use developmentally appropriate teaching practices

TPE 7: Teach English learners: Use strategies appropriate for teaching English language learners

TPE 8: Learn about students: understand pupil's abilities, interests, and backgrounds; communicate well with parents; seek ideas from other educational professionals; identify pupil learning needs

TPE 9: Instructional planning: incorporate effective instructional planning (establishes clearly articulated goals and objectives; write objectives that are based on state standards and frameworks; use effective instructional methodologies; organize lessons in a thoughtful way; use differentiated instruction to meet the needs of all pupils.

TPE 10: Instructional time: allocate instructional time to maximize student achievement

TPE 11: Social Environment: develop and maintain a teaching/learning environment that promotes learning and appropriate social behavior.

TPE 12: Professional, legal, and ethical obligations: take responsibility for pupil learning outcomes; value diversity; follow legal guidelines; maintain an appropriate level of confidentiality; follow legal and professional guidelines.

TPE 13: Professional growth: reflect on teaching practices and subject matter knowledge and sets professional growth goals; seek feedback and acts on the feedback.

### **Teacher Performance Assessments**

As of July 2008, all credential candidates are required to pass the Teacher Performance Assessments (TPAs) with a minimum total score of “12” and a “3” or better on each of the four tasks. Those tasks are: Task 1, Specific Subject Pedagogy; Task 2, Designing Instruction; Task 3, Assessing Learning; and Task 4, Culminating Teaching Experience. In order to help you achieve the highest possible score, you will be given the opportunity to complete “practice” responses in several of your program classes. Program classes are designed to help you prepare for submission of your actual task responses. Each of the four tasks has a specific submission date and will be submitted to the CSU, Stanislaus Department of Teacher Education either through hard copy or electronically, whatever the Department deems appropriate at that time.

All candidates are required to attend at least one TPA Orientation at the beginning of the first semester of their program. The purpose of the orientation is to acquaint the candidates with the requirements of each of the four tasks.

### **Section IV - Liability & Workmen's Compensation Insurance**

The University provides professional liability insurance to credential program students. Professional liability insurance aids the student if a situation occurs while working in the public schools. The liability insurance does not cover cases of sexual harassment, child abuse or use of corporal punishment.

The University's Workmen's Compensation Insurance and Safety Act covers students who are in schools for observations or student teaching. Should any injury occur, the student will be covered by the campus insurance (but not by the school district insurance).