



# California State University Stanislaus

## Program Handbook Multiple Subjects Credential Program (MSCP) Elementary School Teaching

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Please see our web page for resources and links about the Multiple Subjects Credential Program:  
<http://www.csustan.edu/TeacherEd/pages/CredentialDegreeInfo/MultSubjCredProg/index.html>

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## **Frequently Asked Questions**

### **How Long Does It Take to Complete the Program?**

Full-time students can complete the program in one year or less. For example, students who start in summer can be finished by the end of May of the same school year. Students who begin in January can be finished by the middle of December. Part-time students will take longer. The program is 35 units (which includes student teaching).

### **How Much Does It Cost?**

Full-time students will pay about \$8,000 in total tuition (the exact amount varies a little depending on how many courses are taken in summer and winter term). This is the total for the whole program. Books will cost extra (about \$700). These payments are spread out over four pay periods at the beginning of each semester and summer and winter term. For financial aid information go to <http://www.csustan.edu/FinancialAid/>

### **Are Courses Offered at Night or Weekends?**

We offer all credential program courses in the evening in Turlock and Stockton. We also have morning and afternoon options in Turlock. The only part of the program that cannot be completed in the evening is the student teaching which takes place the last 14 weeks of the program. Currently we do not offer weekend courses.

### **Where Can I Take the Program Courses?**

We offer the credential program courses in Turlock and Stockton.

### **Can I Take Only a Few Courses Each Semester?**

Many of our students are taking courses on a part-time basis. Generally we advise students to try to complete at least two courses per semester – but students can take less if this is what is best for them. However, the 14 weeks of student teaching must be completed on a full-time basis.

### **How Long Is Student Teaching? Who Finds the School? Do We Get Paid for Student Teaching?**

Student teaching is 14 weeks long and is the last part of the program. The University finds the placement for the student teacher. It is our goal to place all student teachers in schools near where they live, whenever possible. Student teachers are not paid and need to pay tuition for student teaching units.

### **Do You Have Paid Internships?**

Yes. CSU Stanislaus has intern agreements with most school districts in San Joaquin, Stanislaus and Merced Counties. Intern teachers do not complete student teaching; their paid intern teaching replaces student teaching. Students may also be hired as long-term substitutes and obtain pay and credit for student teaching at the same time (consult the program Handbook for details on this option).

### **Do You Offer Assistance in Passing the TPAs, CSET, and RICA Exams?**

Check with the Grants Office in DBH 300 (667-3589) for information about workshops. You can also go to <http://www.chrisboosalisgroup.com/> for RICA video tutorials developed by Dr. Boosalis in Teacher Education. TPA preparation is integrated into the MSCP courses.

### **Is Your Program Accredited? What Happens If I Want to Teach in Another State?**

CSU Stanislaus is fully accredited by the California Commission on Teacher Credentialing (CCTC) and by the National Commission on Accreditation of Teacher Education (NCATE). Therefore, you can be assured that your program meets the highest State and National Standards. If you go to another county or state, you will have university transcripts that detail the courses and program that you completed. No other program in this region can offer you both national accreditation and university transcripts verifying your program.

### **How Many Students Do You Admit Each Semester? Do You Reject Many Students?**

The State budget crisis has imposed limits on the University and presently we are admitting 120 students in the fall and 90 in the spring. We reject students with low gpa and those who do not pass the interview (lack of commitment to the profession, unsuitability to work with children, etc).



## PATHWAYS TO THE TEACHING CREDENTIAL

Traditional Credential Program	Integrated Program	Internship Program
<p style="text-align: center;"><b><u>Full-time</u></b></p> <p>Semester 1: Coursework Winter/Summer: Coursework Semester 2: Full-time Student Teaching</p> <p style="text-align: center;"><b><u>Part-time</u></b></p> <p>Level 1: Coursework – 5 or more units per semester Level 2: One semester of full-time student teaching</p>	<p>Semesters 1 &amp; 2: Part-time student teaching Winter/Summer: Coursework Semester 1 &amp; 2: Coursework</p> <p><b><u>Option 1:</u></b> Possible Year-Long Schedule: Morning: Student Teaching Afternoon: Paid position at school site Early Evening: Coursework</p> <p><b><u>Option 2:</u></b> Morning: Student Teaching Afternoon: Coursework</p>	<p>Must have 120 hours MSCP coursework or teaching experience before accepted into the Internship Program.</p> <p><b>Option 1:</b> Full-time paid teaching. Two years to complete coursework. <b>Option 2:</b> Complete coursework full or part-time. Internship in lieu of student teaching (14 weeks or 7 weeks): <b>Option 3:</b> The Teaching Foundations Examinations (TFE) tests are used to satisfy one portion of the early completion option of the internship programs. Go to <a href="http://ets.org">http://ets.org</a> for more information on the TFE and other requirements for the early completion internship option.</p> <p><i>*As of June, 2008, CCTC guidelines require student have 120 hours of coursework or teaching experience to qualify for an internship.</i></p>

## Introduction

*This Handbook is designed to provide an overview of the requirements for a Preliminary Multiple Subjects Teaching Credential.*

### Whom to Contact for Information

For general information, contact the Department of Teacher Education at 667-3357 or [Teacher\\_Ed@csustan.edu](mailto:Teacher_Ed@csustan.edu).

For student teaching related questions, contact the Coordinator of Field Services at 667-3230.

For information related to clearing your preliminary credential, contact the Credentials Office at 667-3534.

For information regarding the bilingual emphasis preliminary credential program, contact Dr. Juan Flores at 667-3292.

For information related to the reading credential contact Dr. Susan Neufeld, Coordinator of Reading Programs, at 664-6719.

For information related to Masters Programs, contact Dr. Susan Neufeld, Coordinator of the Masters Program, at 664-6719.

### Program Starts: When to Begin the Program - Winter and Summer Terms

Students at CSU Stanislaus can begin the Credential program at two points during the year. It is recommended that students begin the credential program in the Summer Term and continue taking courses through the Fall Semester and then student teach in Spring Semester. Another option is for students to begin taking courses in Winter Term (January) and continue taking courses through the Spring Semester and student teach in the Fall Semester. If this is not possible, students may begin the program in Fall or Spring Semesters.

## Description and Overview

*NOTE: STUDENTS WHO ENTER IN SPRING 2004 AND BEYOND WILL ENTER AN SB 2042 CREDENTIAL PROGRAM DESCRIBED HERE WHICH IS DIFFERENT FROM THE PREVIOUS RYAN CREDENTIAL PROGRAM.*

**Note:** There are no “**catalog rights**” in credential programs. Requirements, subject to changes, are set by the California Commission on Teacher Credentialing, the California State University, and by CSU Stanislaus. Students must meet the present requirements for the credential. This Pamphlet outlines the present requirements at the time of its revision.

This credential authorizes the holder to teach:

- all subjects in self-contained classes from kindergarten through high school
- “core” classes in middle/junior high school and high school

In practice, most holders of the Multiple Subject Credential teach in grades K-6, with a substantial number teaching “core” classes in grades 7-8. Only a few teach in high schools.

## Emphasis in the Multiple Subjects Credential Program

CSU Stanislaus offers the following emphases (specializations) in the Multiple Subjects Credential for qualified students. These emphases do not require extra courses. They are:

- BCLAD (Bilingual, Cross-cultural, Language, and Academic Development) - prepares holders to teach in bilingual as well as English-only classrooms. BCLAD emphasis is available in Spanish. Candidates for the BCLAD must be able to **speak, read, and write the language** as demonstrated in a test offered by the Department of Teacher Education. BCLAD students must take a language proficiency test to determine entry-level proficiency for the MSC Program. Contact the Department of Teacher Education for test dates, costs, and registration procedures.
- Certificate in Primary Language Support – This certificate has no legal bearing, but can be used in an application to demonstrate preparation to support students who are English learners by providing instructional support in the primary language. Candidates for this certificate must demonstrate ability to speak the languages Spanish, Hmong, Lao, Vietnamese, Cambodian (Khmer), Portuguese, Punjabi or Assyrian, but **do not have to be able to read and write** the language.

## Basic Program Description: Traditional Program

The Multiple Subject Credential Program consists of three parts: 1) Co-requisite Courses, 2) Program Courses, and 3) Student Teaching. Students can complete the program in one year as a full-time student. Students may also complete the program on a part-time basis, but must be prepared to be full-time students during the final semester in order to complete student teaching. Student teaching at CSU Stanislaus requires a placement of 14 weeks at a school site or a year-long part-time placement. All placements begin when the school opens (generally at about 8:00 a.m.). During student teaching, students take a three unit course on classroom management and professional practices. The credential program assigns the school for student teaching and tries to place the student close to residence, whenever possible.

Before students in the traditional credential program can begin student teaching, they must complete all co-requisite requirements, and pass CSET Multiple Subject Examination and CSET Writing Examination (or CBEST with a 41 or better in writing). They must also complete program courses with a "B" average and no grade lower than a "C" in order to advance to the student teaching semester.

Multiple Subjects Credential Program students who have successfully taught for three years in an accredited private school do not need to student teach (Scott Bill). After completing program courses and tests, they can apply for their Preliminary Credential.

## Basic Program Description: Teaching Internship Program

The teaching internship program permits students in the Multiple Subjects Credential Program to obtain employment as a teacher in collaborating school districts while completing the requirements for the Preliminary Credential. Interns must still complete all the courses and tests in the Credential Program. The only difference is that interns do not have to complete student teaching; they receive credit for student teaching from their paid intern teaching position.

Please read the section on Teaching Internships for information on the requirements to be an intern, course sequence for interns, etc.

## Program Mission

It is the Mission of the Teacher Preparation Program to prepare candidates who are:

1. competent in their chosen areas
2. able to integrate subject-matter content with pedagogy appropriate to their field of study
3. culturally responsive and responsible, knowledgeable, and appreciative of the diversity among learners
4. committed to self-assessment and reflection
5. partners, educational advocates, and leaders at the school level and in the wider community, and
6. users of technology that enhances teaching and learning

# Program Requirements

*Please note that there are five sets of requirements: general requirements, competency requirements, pre-requisite requirements, co-requisite course requirements and program course requirements. The general requirements, competency requirements, pre-requisite,*

and co-requisite course requirements may be transferred from other colleges/universities. The program course requirements are the same for each area of emphasis with the exception of the primary reading methods course.

## **I. General Requirements**

### **1. Application & Admission to CSU Stanislaus and the Credential Program – Requires 2 Separate Applications, Fees, and Transcripts**

The application to the University is separate from the application to the Credential Program. Credential applicants must already be CSUS students or have applied to the University at the time they apply to the credential program. Applications to the University must be submitted electronically. Go to the following site to begin the University application process: [http://www.csustan.edu/Grad/educ\\_cred\\_prog.html](http://www.csustan.edu/Grad/educ_cred_prog.html).

Application to the University requires a **separate set of transcripts** and separate fees from the credential application. If students graduate while in the credential program, they must reapply to the University in a timely manner (about six months prior to graduating) and be readmitted as graduate students to continue in the program.

Applications to the Multiple Subjects Credential Program must be submitted by mail or in person to the Credentials Processing office in DBH 301 on the Turlock Campus or the Stockton Center in the Acacia Bldg. All students must pay a \$30 credential application fee and a graduate application fee. **All applicants must pay the \$30 credential application fee and a \$55 Graduate application fee.**

### **2. Grade Point Average (GPA) Requirements for Admittance**

The required GPA is 2.75 in the last 60 units OR 2.67 overall. Students with at least a 2.5 gpa in the last 60 units will be considered for Special Admission.

### **3. Tuberculosis Clearance**

Students must show proof of having completed a screening for tuberculosis in the last 4 years.

### **4. Certificate of Clearance**

Applicants must submit fingerprints via “livescan” and be “cleared” before working with students. The clearance is processed through the California Commission on Teacher Credentialing (CCTC). Background checks are conducted by the California Department of Justice and the Federal Bureau of Investigations (FBI). When “cleared,” a student will receive an email verifying the “Certificate of Clearance” (which may take several months to arrive). **Note:** Liberal Studies majors and others who have been fingerprinted, but do not have a “Certificate of Clearance” from the California Commission on Teacher Credentialing, must be fingerprinted again. Applicants with a **valid** Emergency Teaching Credential/Permit **OR** a Child Center Permit already have a “Certificate of Clearance” and do not need to reapply for the “clearance.” To print new copies of the application for “clearance” can go to <http://www.ctc.ca.gov/credentials/leaflets/41-LS.pdf>

To apply for a Certificate of Clearance online simply follow these steps:

1. Obtain a credential application form from the online page of CSU Stanislaus at <http://www.csustan.edu/TeacherEd/pages/CredentialDegreeInfo/MultSubjCredProg/FormsPublications.html> or pick up a packet at the Turlock Teacher Education Office or the Stockton Campus Office.
2. Take the three copies of the Livescan 41-4 form included in the application packet to the operator where the prints will be imaged (the University Public Safety office in Turlock or a County Office of Education). For a listing of Livescan locations go to <http://caag.state.ca.us/fingerprints/publications/contact.html>. To print new copies go to [http://www.ctc.ca.gov/crehttp://www.csustan.edu/Grad/educ\\_cred\\_prog.html](http://www.ctc.ca.gov/crehttp://www.csustan.edu/Grad/educ_cred_prog.html)credentials/leaflets/41-LS.pdf
3. Go to the California Commission on Teacher Credentialing online Direct Application site at <https://teachercred.ctc.ca.gov/teachers/index.jsp>. **CLICK ON “Direct Application (non-Recommendation Only)”** found on the left side of the page.
4. Complete the online application. Using a VISA or Mastercard debit or credit card, pay the authorized transaction fee of \$29.50.
5. Immediately following the successful submission of the online application, an e-mail will be sent containing a confirmation number and a link to the Track Payment web page. **PRINT OUT THIS EMAIL AND PLACE IT IN YOUR CREDENTIAL APPLICATION FORM TO VERIFY THAT YOU HAVE COMPLETED THIS STEP IN THE PROCESS.**

The normal processing time for the fingerprint and character and identification process is one to three days. If the individual must be reviewed by the Commission's Division of Professional Practice, the process will take longer to allow for the review process. The online file will indicate that the application is pending additional evaluation.

Certificates of Clearance issued on or after February 28, 2005 are valid for five-years. Individuals may view the status of their Certificate of Clearance application on the Look-up and Status page at <https://teachercred.ctc.ca.gov/teachers/PersonalSearchProxy>.

Applications submitted prior to 4:00 p.m. PST will display on the website the following day at approximately 2:00 p.m. PST or later. When requirements for issuance of the Certificate of Clearance are completed, an email will be sent informing the individual that the document has been granted and can be viewed in 48 hours on the Look-up and Status page at <https://teachercred.ctc.ca.gov/teachers/PersonalSearchProxy>

Additional information regarding the Certificate of Clearance may be obtained by visiting the CCTC website at <http://www.ctc.ca.gov/credentials/how-to-apply.html>.

## II. Competency Requirements

### 1. CSET Multiple Subjects & CSET Writing Skills Examinations - [www.cset.nesinc.com](http://www.cset.nesinc.com)

With their application, all candidates must submit proof of passage or registration to take three subtests of the CSET Multiple Subject Examination (Submit photocopy/printout of registration) and CSET Writing Exam. Passage is required by the MSCP application deadline. Candidates in the CSUS Liberal Studies programs do not have to pass in order to be admitted at this time, but must submit proof of taking at least **one subset** of CSET Multiple Subjects and also CSET Writing Skills.

**Passage of all three subtests of the CSET: Multiple Subjects and CSET: Writing Skills is required the semester before student teaching.** Passage of CBEST is accepted in lieu of CSET Writing Skills Examination, if writing section is 41 or better.

Note: Candidates who take CSET 2-3 times and are not very close to passing should consider taking courses in the areas tested to improve their skills prior to retaking the test. Candidates should request that CSU Stanislaus receive electronic verification of scores (no paper verification will be necessary). If this is not possible, candidates must submit actual paper transcripts as verification of passing.

### 2. Reading Instruction Competence Assessment (RICA) - [www.rica.nesinc.com](http://www.rica.nesinc.com)

This test assesses a candidate's knowledge of how to teach reading. It is advisable that credential students take this exam only after completing the credential program courses on how to teach reading (EDMS 4110). When you register, request that CSU Stanislaus receive electronic verification of passage (no paper verification will be necessary). If this is not possible, you must submit actual paper transcripts as verification of passing. This test is an exit requirement. It is recommended that students register to take RICA soon after completing the reading methods course.

### 3. California Teacher Performance Assessments (CA TPAs)

Teacher candidates must complete and pass the 4 CA TPA tasks. These tasks are separate, but are interrelated. Each task was designed with a specific sequence in mind as students learn to plan lessons, develop assessment plans, deliver instruction, and reflect and analyze lessons. The coursework within the Credential Program will prepare students for the CA TPAs. TPA orientation meetings are held at the beginning of each semester for students to better understand the process. Also see TPA Handbook available online at <http://www.csustan.edu/TeacherEd/pages/CredentialDegreeInfo/MultSubjCredProg/index.html>

### 4. OPTIONAL – Preliminary Educational Technology Requirement Examination - [www.cset.nesinc.com](http://www.cset.nesinc.com)

In order to obtain your Preliminary Multiple Subject Credential you must meet the Preliminary Educational Technology Requirement. This requirement can be met in one of two ways:

- Pass the two subtests of the **Preliminary Educational Technology Requirement Examination**. [www.cset.nesinc.com](http://www.cset.nesinc.com). OR
- Take EDIT 4170 Educational Technology Foundations course for 2 units after being admitted to the credential program

## III. Pre-requisite Requirements (Prior to Beginning MSCP Courses)

*These requirements must be met prior to taking courses in the credential program, but do not have to be met prior to submitting an application.*

### 1. English Composition

There are three ways to meet this requirement:



- a) Complete an upper-division English composition course that is listed as a "WP" in the CSU Stanislaus course catalog, or having passed equivalent test or completed equivalent course at another university OR
- b) Obtain a passing score on CSET Writing Examination. Score transcripts for the CSET must be submitted to the Credentials Processing Center Office if the CSET score is used to meet this requirement.
- c) Passage of CBEST is accepted in lieu of CSET Writing Skills Examination with a 41 or better in writing.

## 2. Early Field Experience

Students must complete 45 hours of observation and have experience working with students in classrooms (grades K-8) prior to being admitted to the credential program. These 45 hours may be from required observations completed in courses, volunteering in a classroom, or from employment as an instructional aide, tutor, substitute teacher or regular teacher, or other equivalent experience.

## 3. Entry-Level Basic Computer Competency

The California Commission on Teacher Credentialing requires that students applying for entry into Multiple Subject or Single Subject Credential Programs demonstrate proficiency with technology. This requirement can be satisfied in one of two ways: by completing a computer course (almost any computer course counts) or by submitting documentation which demonstrates knowledge of word processing, Internet usage, presentation software, and email usage as noted on Form VI in the Application Packet.

## 4. Pass CSET Multiple Subjects Examination – Candidates must pass at least two subtests of the CSET Multiple Subject Examination. See note above in #1 – CSET for details.

## 5. Take CSET Writing Examination. See note above in #2 – CSET Writing. CBEST is accepted in lieu of CSET Writing Examination with a 41 or better in writing.

## IV. Co-requisite (Concurrent) Course Requirements

*All of these co-requisite courses should be completed prior to admittance to the credential program, but may be taken concurrently.*

### 1. American Government/Constitution - PSCI 1201, *American Government* or equivalent from another university/college. If the equivalent of this course was passed by exam, the results must be posted on an official college transcript and submitted with the Multiple Subject Credential Program application. (Equivalent courses at local Junior Colleges are as follows: MJC - POLSC 101, 102, or 110, HIST 101; Delta College - HIST 17A, 27, or 30A, POLSC 1; Merced College- HIST 17A, POSC 1; Columbia-PLSC 10. **Note: Students who earned their B.A./B.S. at a California State University are automatically given credit for this requirement since it is a requirement to earn the degree.**

### 2. Child Development - PSYC/CDEV 3140, *Human Development I: Childhood OR Nursing 1040 Human Development Over the Lifespan* or equivalent (may be lower division) (Equivalent courses at local Junior Colleges are as follows: MJC – Psych 141 or Child Develop 103; Delta College – FCS 19; Merced College – FSCS 9 or 29, Psych 9 or 29; Columbia – Child 1 or Psych 10)

### 3. Second Language Experience

**Non-BCLAD emphasis (Not doing Bilingual Credential)** - Applicants should consult the “Options for Completing the Second Language Experience” form included in the Program Handbook for alternative experiences that count toward meeting this requirement (there are 16 options). Generally, it is 3 units of foreign or sign language or 2 years of high school foreign language (same language). If you must take a class, Spanish 1000 is recommended and offered summer, fall, and spring terms at CSUS.

**BCLAD Emphasis**– Pass Language Proficiency Exam - Students will take a proficiency test prior to or upon admittance to the program. Check the Teacher Ed web site for information on how to register. There is a fee for taking this test. EDUC 4460 Cultural Views on Bilingualism fulfills the Spanish language proficiency assessment requirement.

## V. Credential Basic Program Course Requirements – Total 35 units

*Note: EDMS 4100 and 4150 may be taken prior to formal admittance to the credential program. All other courses can only be taken after being admitted to the program.*

### Winter and Summer Terms

*Note: These can be taken in any order in Winter or Summer*

EDMS 4100 Foundations of Education in a Diverse Society 3 units

(Note: EDUC 4200 Diversity and the Classroom meets this requirement)

EDMS 4150 Methods of Multilingual Education 3 units

(Note: EDUC 4400 Foundations of Multilingual Education meets this requirement)

EDSE 4160 Foundations of Special Education	1 unit
HLTH 4165 School Health and Safety	1 unit
EDIT 4170 Educational Technology Foundations*	2 units

(\*Note: Passage of the two subtests of CSET Preliminary Educational Technology Requirement Examination meets this requirement – register at [www.cset.nesinc.com](http://www.cset.nesinc.com))

*\*\*In Winter and Summer there are a limited number of sections of EDSE 4160, HLTH 4165, and EDIT 4170. It is recommended students taking them whenever they can fit them into their schedule.*

### **Semester 1 - Fall or Spring**

Reading/Language Arts Methods – Take <b>one</b> reading course, depending on program emphasis:	5 units
EDMS 4110 Reading/Language Arts Methods: English Instruction	
EDMS 4111 Reading/Language Arts Methods: Spanish Bilingual	
EDMS 4112 Reading/Language Arts Methods: Primary Language Support	
EDMS 4121 Mathematics Methods	3 units
EDMS 4130 Science and Health Methods	3 units
EDMS 4140 History/Social Science and Visual and Performing Arts Methods	3 units

### **Semester 2 – After passing CSET and completing co-requisite courses and program courses**

EDMS 4190 Student Teaching Practicum I	3 units
EDMS 4191 Student Teaching Practicum II	5 units
EDMS 4180 Classroom Management/Professional Standards (completed during student teaching semester)	3 units

*(Students are allowed to take EDMS 4100, EDMS 4150, EDIT 4170, EDSE 4160, or HLTH 4165 during student teaching if they were unable to fit one into the previous schedules. However, no more than 3 extra units allowed.)*

## **VI. Credential Program – Bilingual Spanish Course Requirements – Total 35 units**

*Note: EDMS 4100 and 4150 may be taken prior to formal admittance to the credential program. All other courses can only be taken after being admitted to the program.*

### **Winter and Summer Terms**

*Note: These can be taken in any order in Winter or Summer*

EDMS 4100 Foundations of Education in a Diverse Society	3 units
<i>(Note: EDUC 4200 Diversity and the Classroom meets this requirement)</i>	
EDMS 4150 Methods of Multilingual Education	3 units
<i>(Note: EDUC 4400 Foundations of Multilingual Education meets this requirement)</i>	
EDSE 4160 Foundations of Special Education	1 unit
HLTH 4165 School Health and Safety	1 unit
EDIT 4170 Educational Technology Foundations*	2 units
<i>(*Note: Passage of the two subtests of CSET Preliminary Educational Technology Requirement Examination meets this requirement – register at <a href="http://www.cset.nesinc.com">www.cset.nesinc.com</a>)</i>	

*\*\*In Winter and Summer there are a limited number of sections of EDSE 4160, HLTH 4165, and EDIT 4170. It is recommended students take them whenever they can fit into the class schedule. Please note, however, all courses must be complete before student teaching.*

### **Semester 1 - Fall or Spring** *(Spanish Bilingual sections are noted on the class schedule in red.)*

EDMS 4111 Reading/Language Arts Methods: Spanish Bilingual	5 units
EDMS 4121 Mathematics Methods	3 units
EDMS 4130 Science and Health Methods	3 units
EDMS 4140 History/Social Science and Visual and Performing Arts Methods	3 units

### **Semester 2 – After passing CSET and completing co-requisite courses and program courses**

*Note: Students are required to complete student teaching in a bilingual/dual language classroom.*

EDMS 4190 Student Teaching Practicum I	3 units
EDMS 4191 Student Teaching Practicum II	5 units

EDMS 4180 Classroom Management/Professional Standards (completed during student teaching semester) 3 units

*(Students are allowed to take EDMS 4100, EDMS 4150, EDIT 4170, EDSE 4160, or HLTH 4165 during student teaching if they were unable to fit one into the previous schedules. However, no more than 3 extra units allowed.)*

## Teaching Internship Program

### Basic Program Description: Teaching Internship Program

The teaching internship program permits students in the Multiple Subjects Credential Program to obtain employment as a teacher in collaborating school districts while completing the requirements for the Preliminary Credential. Interns must still complete all the courses and tests in the Credential Program. The only difference is that interns do not have to complete student teaching; they receive credit for student teaching from their paid intern teaching position.

The intern program is designed for students to teach full- or part-time and take courses on a part-time basis in the evening, thereby taking up to two years to complete. The actual time depends on the number of co-requisite and program courses which students need to complete at the time they become interns. Interns must maintain a "B" average and have no grade lower than a "C" each semester in order to continue in the program.

Intern teachers do not complete student teaching in the traditional sense. They are supervised in their paid teaching assignment and obtain 8 units of student teaching credit in this manner. They must register for the student teaching courses in order to obtain this required credit.

In order to qualify for the internship, students must meet all of these requirements:

- completed a B.A./B.S. degree
- passed all three sections of CSET- Multiple Subject Examination
- passed college coursework or exam on U.S. Constitution
- complete 120 hours of coursework in the MSCP
- be hired by a school district that is a partner with CSU Stanislaus in the intern program
- have Tuberculosis (TB) clearance
- have background (fingerprint) clearance (Certificate of Clearance)

### Getting a Job as an Intern

CSU Stanislaus does not obtain teaching intern positions for its students. Students who are accepted into the credential program, and meet the requirements listed above, are encouraged to contact the districts that are partners with CSU Stanislaus. If those districts have openings for interns, students apply with the District and must go through the District hiring process including interviews. If hired by one of these partner districts, then students become interns in the credential program.

### Suggested Course Sequence For Interns

The sequence of courses for interns is only suggested because the actual sequence is dependent on courses completed and needing to be completed at the time a student becomes an intern.

#### Option 1 - Internship Begins in First Semester of the Credential Program

This is for students who become interns prior to completing the first semester of program courses.

##### Internship Semester 1 (12 units – 7 course units and 5 student teaching units)

Reading/Language Arts Methods – Take one course, depending on program emphasis	5 units
EDMS 4110 Reading/Language Arts Methods: English Instruction	
EDMS 4111 Reading/Language Arts Methods: Spanish Bilingual	
EDMS 4112 Reading/Language Arts Methods: Primary Language Support	
EDMS 4180 Classroom Management/Professional Practices	3 units
EDMS 4191 Student Teaching Practicum II	5 units*

\* Because interns are responsible for teaching a classroom, they register for Student Teaching Practicum II before Practicum I so that the university supervisor can visit the classroom more frequently and provide additional assistance at the beginning.

**Internship Semester 2 ( 9 units - 6 courses units and 3 student teaching units)**

EDMS 4121 Mathematics Methods	3 units
EDMS 4150 Methods of Multilingual Education	3 units
EDMS 4190 Student Teaching Practicum I	3 units

**Internship Semester 3 (6 units)**

EDMS 4130 Science and Health Methods	3 units
EDMS 4140 History/Social Science and Visual and Performing Arts Methods	3 units

**Internship Semester 4 (5 units)**

EDIT 4170 Educational Technology Foundations	2 units
EDSE 4160 Foundations of Special Education	1 unit
HLTH 4165 School Health and Safety	1 unit
Any other requirement not met	

**Option 2 - Internship Begins After Completing Courses in the Credential Program****Prior to Admittance to the Internship**

Co-requisite courses

EDMS 4100 Foundations of Education in a Diverse Society	3 units
Reading/Language Arts Methods - Take one course, depending on program emphasis:	5 units
EDMS 4110 Reading/Language Arts Methods: English Instruction	
EDMS 4111 Reading/Language Arts Methods: Spanish Bilingual	
EDMS 4112 Reading/Language Arts Methods: Primary Language Support	
EDMS 4121 Mathematics Methods	3 units
EDMS 4130 Science and Health Methods	3 units
EDMS 4140 History/Social Science and Visual and Performing Arts Methods	3 units
EDMS 4150 Methods of Multilingual Education	3 units
EDSE 4160 Foundations of Special Education	1 unit
HLTH 4165 School Health and Safety	1 unit
EDIT 4170 Educational Technology Foundations	2 units

**Internship: One Semester (11 units)- must have completed all courses listed above to be a one-semester intern.**

EDMS 4180 Classroom Management/Professional Standards	3 units
EDMS 4190 Student Teaching Practicum I	3 units
EDMS 4191 Student Teaching Practicum II	5 units

**Option 3: Scott Bill (SB 57) Early Completion Option (ECO) for Interns**

In order to qualify for this option, candidates must be employed as interns in a school district that is a partner with CSU Stanislaus in the Intern Program, and must also meet the following requirements:

- Obtain a Certificate of Clearance
- Pass the CSET Multiple Subjects Exam and CSET Writing Exam
- Meet the US Constitution Requirement
- Pass the Praxis II Teaching Foundations Exam (TFE) - register at [www.ets.org](http://www.ets.org)
- Pass Teacher Performance Tasks 1-4. Contact Dr. Millie Murray-Ward for more information at 667-3472.

Candidates who meet the requirements for the ECO option listed above will then be supervised in their intern teaching experience for one semester. They will register in:

EDMS 4180 Classroom Management/Professional Standards	3 units
EDMS 4190 Student Teaching Practicum I	3 units
EDMS 4191 Student Teaching Practicum II	5 units

In order to qualify for the Preliminary Multiple Subject Credential, candidates must also:

- demonstrate mastery of all the Teaching Performance Expectations (TPEs) via the observation of classroom lessons and evidence collected in Portfolios and Teacher Performance Assessments
- Pass the Preliminary Education Technology Exam or complete EDIT 4170 Educational Technology Foundations
- Pass RICA exam

Candidates who are unable to demonstrate mastery of any TPEs or pass the RICA exam will have an Individualized Plan that stipulates courses and/or experiences that will assist the candidate in meeting the requirements. This plan will be developed by the Coordinator of the Intern Program in consultations with the candidate, the university supervisor, the mentor teacher and the site administrator. For more information about this option, contact the Program Coordinator. Passage of TPAs is required with only three attempts allowed for each.

## MSCP Intern Partner Districts

Alview-Dairyland Union School District Aspire Public Schools Atwater School District Ballico-Cressey School District Banta Elementary School District Byron Union School District California Charter Academy Ceres Unified School District Chatom Union School District Chowchilla Elem. School District Connection Waters-Waterford School District Delhi Unified School District Denair Unified School District Dos Palos-Oro Loma Joint Unified El Nido School District Empire Union School District Escalon Unified School District Galt Joint Union Elementary School Great Valley Academy Gustine Unified School District Hart-Ransom Union School District Hickman Community Charter District* Hilmar Unified School District Holt Union Elementary School District Hughson Unified School District Jefferson Elementary School District Keyes Union Elementary School District Lammersville Elementary School District Le Grand Union Elementary Lincoln Unified School District Linden Unified School District	Livingston Union School District Lodi Unified School District Los Banos Unified School District Manteca Unified School District McSwain Union Elem. School District Merced City School District Merced Co. Office of Education Merced River School District New Jerusalem School District Newman-Crows Landing U.S.D. Oakdale Jt. Unified School District Paradise School District Patterson Joint Unified School District Planada School District Ripon Unified School District Riverbank Unified School District Roberts Ferry Elementary School Salida Union School District San Joaquin Co. Office of Education Snelling Merced Falls School District Stanislaus County Office of Education Stanislaus Union School District Stockton Unified School District Sylvan Union School District Tracy Learning Center Tracy Unified School District Turlock School District Waterford Unified School District Weaver Union Elementary School District West Fresno School Dist. c/o Summit Academy Winton School District
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## Program Term and Semester Offerings

Below is a listing of the courses that are **typically offered** each semester and in summer and winter terms. Note that they are not necessarily offered at all sites.

TERM	SUMMER TERMS		FALL SEMESTER	WINTER TERM	SPRING SEMESTER
MEETING DATES	Term 1 Mid-June to Mid-July	Term 2 Mid-July to Mid-August	September to Mid-December	January	Mid-February through May
COURSES TYPICALLY OFFERED IN EACH TERM OR SEMESTER	EDMS 4100 EDMS 4150 EDSE 4160* HLTH 4165* EDIT 4170*  *Limited offerings	EDMS 4100 EDMS 4150 EDSE 4160* HLTH 4165* EDIT 4170*  *Limited offerings	EDMS 4100 EDMS 4110 or 4111 or 4112 EDMS 4121 EDMS 4130 EDMS 4140 EDMS 4150 EDSE 4160 HLTH 4165 EDIT 4170 EDMS 4180 EDMS 4190 EDMS 4191	EDMS 4100 EDMS 4150 EDSE 4160* HLTH 4165* EDIT 4170*  *Limited offerings -one section only	EDMS 4100 EDMS 4110 or 4111 or 4112 EDMS 4121 EDMS 4130 EDMS 4140 EDMS 4150 EDSE 4160 HLTH 4165 EDIT 4170 EDMS 4180 EDMS 4190 EDMS 4191

## Sample Ways to Complete the Credential Program

*Note: These are **only samples** for full-time students. Actual course taken each semester will vary. All courses must be completed before student teaching except EDMS 4180 which is taken during student teaching.*

### OPTION 1– SUMMER START - SAMPLE SCHEDULE

2 SUMMER TERMS	FALL SEMESTER	WINTER TERM	SPRING SEMESTER
EDMS 4100 Foundations *EDIT 4170 Technology *EDSE 4160 Special Ed *HLTH 4165 Survey Health  *Limited sections offered Total Units 7	EDMS 4110 Reading OR 4111 OR 4112 EDMS 4121 Math EDMS 4130 Science/Health EDMS 4140 Social St/Arts  Total Units 14	EDMS 4150 Methods of Multilingual Education   Total Units 3	EDMS 4180 Class Management/Prof Practices EDMS 4190 St. Teaching I EDMS 4191 St. Teaching II  Total Units 11

### OPTION 2 - WINTER START - SAMPLE SCHEDULE

WINTER TERM	SPRING SEMESTER	2 SUMMER TERMS	FALL SEMESTER
EDMS 4100 Foundations   Total Units 3	EDMS 4110 Reading OR 4111 OR 4112 EDMS 4121 Math EDMS 4130 Science/Health EDMS 4140 Social St/Arts  Total Units 14	EDMS 4150 Multilingual EDSE 4160 Special Ed. HLTH 4165 Survey Health EDIT 4170 Technology  Total Units 7	EDMS 4180 Management/Prof Practices EDMS 4190 St. Teaching I EDMS 4191 St. Teaching II  Total Units 11

## Program Sites and Program Options

*Credentials program courses are offered in Turlock and Stockton*

SITE	PROGRAM OPTION	TIMES
Stockton Campus	14 week semester courses	Courses meet Mondays through Thursdays from 4:00-7:00 p.m.
Turlock Campus	14 week semester courses	Semester Long Program –morning courses from 9:15 to 12:15 and early evening from 4:00 to 7:00 p.m. BCLAD Spanish courses BCLAD Southeast Asian reading course

### Integrated Methods and Practice Alternative Program Option

Many students entering the MSCP have had limited contact with students and the classroom. These students benefit from a program that integrates theory and practice for a full year in the Integrated Methods and Practice Program. The concrete experiences in the schools for half a day all year long ground the abstract theory they learn in their methods courses. For these students the RICA assessment would make much more sense because all they are learning in reading would be

#### Student Selection

Students apply for this program with only 30 students per year admitted. Candidates must have passed CSET Multiple Subjects Examination and CSET Writing Examination prior to being considered. Once admitted, students sign a memorandum agreeing that they cannot leave the program until it is done. That is, they cannot become interns for the second semester of the program.

#### Basic Design

Students do student teaching concurrent with methods courses. However, following the intern model, students are assigned to a school for a full year – from the beginning to the end of the school year. However, instead of teaching the whole day, students teach half a day and are paid to work in the classrooms for the other half of the day or take methods courses, if not paid. Because students

are assigned to the school site for the whole year, the program only begins in the Fall Semester and ends in Spring Semester. An additional option is to student teach the full year 2 ½ days a week, leaving 2 ½ days to substitute teach or take courses.

## **OPTIONS – Unpaid Position**

### **1. Tentative Daily Schedule**

Monday to Thursday

8:00 – 12:00 Assigned to site for Student Teaching Practicum -UNPAID

12:45-3:45 Methods courses at University

Friday – Student free time

### **Winter Term**

If not on paid program, student does not have to be at the school during Winter Term.

## **OPTION 2 – Paid Position**

### **Tentative Daily Schedule (Fall and Spring Semesters)**

Monday to Thursday: 8:00 –12:00 -Assigned to site for Student Teaching Practicum - UNPAID

Afternoon – Paid time at school – Hours to be determined by school district

Late Afternoon and Evening - Courses

Friday – student works at school if in a paid position; student free time, if position is not paid.

### **Winter Term**

Work at school site is not required, but can be paid time if negotiated with district. Student are free to take courses.

## **Suggested Course Sequence for Integrated Program Students**

### **Summer Sessions or Winter Term**

EDMS 4100 Foundations of Ed in a Diverse Society, 3 units

### **Semester 1 (15 units – 12 course units and 3 student teaching units)**

EDMS 4110 (or EDMS 4111 or EDMS 4112) Reading / Language Arts Methods, 5 units

EDMS 4121 Mathematics Methods, 3 units

EDMS 4190 Student Teaching Practicum I, 3 units

EDSE 4160 Foundations of Special Education, 1 unit

HLTH 4165 Elementary Health and Safety, 1 unit

### **Winter Term or Summer Sessions**

EDMS 4150 Methods of Multilingual Education, 3 units

### **Semester 2 (14 units - 9 course units and 5 student teaching units)**

EDMS 4130 Science and Health Methods, 3 units

EDMS 4180 Classroom Management/Professional Practices, 3 units

EDMS 4140 Social Studies and Arts Methods, 3 units

EDIT 4170 Ed Tech Foundations, 2 units

EDMS 4191 Student Teaching II, 5 units

### ***BCLAD Students: Spanish Bilingual sections are noted on the class schedule for the following required core classes:***

EDMS 4111, 4121, 4130, 4140. To earn the BCLAD credential, students are required to take all four classes designated for BCLAD students on the Turlock campus.

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## **Professional Dress for School Visits and Student Teaching**

Most schools in which our students do observations and student teaching require teachers to “dress professionally.” The Patterson School District has a stipulated dress code for its faculty, to which our students and student teachers who work in their district must also adhere. This dress code is a good model of how to dress “professionally” for visits to schools and for student teaching.

- No jeans
- No shorts
- No tank tops
- No crew-neck T-shirts
- No leggings
- No sweat pants



## Who Answers Your Inquiries?

Use this guide to help you contact the appropriate office to answer your questions.

### ***Selection & Review Committee – 667-3230***

1. May I have a Leave of Absence for the semester?
2. Does my previous course meet your requirement?
3. Can I take a co-requisite course concurrently with student teaching?
4. I failed a class (or a student teaching placement). May I have another chance to stay in the program?

### ***Coordinator of Instructional Technology Dr. Dawn Poole - 667-3495***

1. What technology courses will be offered in summer or winter terms?

### ***Credential Processing Center Office - 667-3534***

1. What requirements have I been given credit for?
2. Has my certificate of clearance (background check for criminal activity) been completed?
3. When can I apply for my credential?

### ***Teacher Education Office - 667-3357***

1. Has there been a change in the course schedule?
2. When can I meet with an advisor?
3. Have there been any changes in credential requirements?
4. When is the Language Assessment for BCLAD?

### ***Chair of the Department of Teacher Education - 667-3357***

1. My instructor is treating me unfairly. I have spoken to him/her, but nothing has changed. What do I do?

### ***Department of Teacher Education Appeals Committee - 667-3357***

1. I was expelled (dismissed) from the credential program. To whom can I appeal?
2. I was not admitted to the credential program and I feel that I was unfairly singled out. To whom can I appeal?

### ***Field Services Coordinator - 667-3230***

1. When will we have our student teaching assignments?
2. I don't like the cooperating teacher I am with for student teaching; what can I do?
3. Who is my supervisor for student teaching?
4. Can I student teach at this school?

### ***Teacher Performance Assessment Tasks – 667-3472 or 667-3045***

TPA Coordinator – Dr. Millie Murray-Ward      TPA Assessor – Dr. Chris Boosalis

***Coordinator of the Multiple Subject Credential Program – All other questions 667-3357 - [Teacher\\_Ed@csustan.edu](mailto:Teacher_Ed@csustan.edu)***

## Options for Completing the Second Language Experience

1. Completion of three semester units in course work at the college/university level that emphasizes the learning of a language other than English (any language other than English including American Sign Language). A grade of "C" or better, "Pass," or "Credit," must be earned in the course as verified by an official transcript. (Course work in the methodology of teaching a language is not acceptable.)



2. Completion of 3 units or 45 hours of language training in a High Intensity Language Training (HILT) Program as verified by a transcript or certificate of completion.
3. Completion of two years of high school foreign language with a grade of "C" or better as verified by official high school transcripts.
4. Having been born in a non-English speaking country to parents whose first language was not English as verified by a birth certificate, passport, entry visas, US citizenship document or other documents.
5. Passage of a foreign language test offered by the CSU Stanislaus Department of Teacher Education, or the test offered by the CSU Stanislaus Office of Global Affairs, or equivalent test from another agency (for example, passage of the bilingual aide test administered by a school district). Submit an official score report to verify completion.
6. Residence in a non-English speaking country or countries for twelve consecutive months at age 16 or older, verified by passports, work visas, letters from employers, or other documents.
7. Successful completion of the training in a language other than English given by the Peace Corps to volunteers preparing to serve in a non-English speaking country, verified by official Peace Corps documentation.
8. Successful completion of two academic years (over a single period) at age 7 or above at a school in which instruction was provided in all subject areas, and all instruction, except in the subject area of English, was delivered in a language other than English, verified by an official transcript or a letter from the school.
9. Passage of any nationally administered, standardized examination in a language other than English, verified by an official score report. Examples of such exams include the Praxis II Subject Assessments in French, German, and Spanish administered by Educational Testing Service and the Single Subject Assessments for Teaching (SSAT) in French, Spanish, Cantonese, German, Japanese, Punjabi, Russian, and Vietnamese administered by National Evaluation Systems, Inc.
10. A proficiency level of "novice-high" or above on the American Council on the Teaching of Foreign Languages, Inc. (ACTFL: 914-948-5100) Proficiency Guidelines or "0+" (zero plus) or above on the Interagency Language Roundtable (ILR; currently available to government employees) Proficiency Descriptions, verified by an official score report.
11. A score on a College-Level Examination Program (CLEP: 609-951-1026) Examination in a language other than English administered by the College Board equal to or higher than the minimum score recommended by the American Council on Education for awarding credit for two semesters, verified by an official score report. (Minimum score: 39)
12. Possession of a teaching credential from another state that authorizes instruction in a language other than English, verified by a copy of the credential.
13. Passage of an Advanced Placement Examination offered through Educational Testing Service (ETS) at a level for which college credit or advanced standing in a language other than English is awarded. This option must be verified by either an official transcript from a regionally accredited college or university showing credit awarded via the examination, or by an original letter from the institution's registrar's or admissions office indicating that advanced standing was awarded.
14. Passage of a college or university placement examination in a language other than English which satisfies a three unit requirement or serves as meeting a pre-requisite for the second semester course in the same language as verified by a transcript.
15. Passage of an oral interview on speaking a language other than English for which the Department of Teacher Education has people qualified to administer the interview with a score on the SOLOM of 15 (currently, but subject to change, Spanish, Hmong, Lao, Cambodian, Portuguese, Vietnamese, Assyrian, and Farsi).
16. Other life experiences that are equivalent in nature to the options above and that assure proficiency in a language other than English will be considered by the Selection and Review Committee of the Multiple or Single Subject Credential Programs. Submit an explanation and any supporting documentation to the Selection and Review Committee.

## Additional Credential Program Requirements/Information

### 1. Interview

After receiving the application folder (instructions and application forms are included in the last section of this Handbook), the Department of Teacher Education will schedule students for an interview. A committee consisting of both CSUS faculty and public school personnel will interview students individually. Students may be asked to return for a second interview, if needed. Applicants must be recommended for admittance by the Selection and Review Committee in order to enter the program.

Applicants will be notified about two weeks after the interview indicating whether they have been admitted to the Program. Applicants are admitted to the Program for a specific initial enrollment term. Failure to enroll as specified will lead to termination from the Program.

### 2. New Student Orientation

All students entering the Multiple Subject Credential Program (CLAD or BCLAD) **must attend** the New Student Orientation meeting to receive information about the Credential Program. Failure to attend the Orientation may lead to termination from the program. Dates for the Orientation are given when applications are turned in.

### 3. Requirements and Description of Student Teaching

Student teaching is completed in the last semester of the Credential Program. In order to begin student teaching, students must have satisfactorily completed all program courses with no grade lower than a "C" and have a GPA of 3.0 within those courses. CSET Multiple Subject Examination and CSET Writing prior to student teaching. Passage of the complete CBEST is accepted in lieu of CSET Writing with a score of 41 or better in writing.

Intern teachers complete their student teaching as part of their paid teaching assignment, provided the assignment meets the criteria for diversity or BCLAD program (for example, at least 25% of the students in the classroom come from diverse backgrounds, and, for BCLAD, it is a bilingual classroom). In order to continue in the program, intern teachers must maintain a GPA of 3.0 and have no grade lower than a "C".

Student teachers are placed in groups at schools as close to their homes as possible. This is to facilitate support from other student teachers and for ease of university supervision. Credential program students do not make their own arrangements for placements. The university supervisors will visit the school site approximately once per week. During that time the supervisor will meet with the student teacher for pre-conferences, will observe individual lessons, and then hold post-conferences. Intern teachers may be visited once every other week for a period of two semesters.

Student teachers should advise the Coordinator of Field Services if an assigned student teaching placement would bring the student teacher into daily contact with an immediate family member or close friend. Such an assignment can cause disruption for the student teacher and university supervisor, and does not facilitate the critical reflection process that occurs during student teaching. Another placement will be made available for a productive student teaching experience. Failure to comply with this policy may lead to termination from the program.

### 4. Moving Units to Graduate Standing – Post-Baccalaureate Credit

You may request post-baccalaureate credit for any upper division coursework taken the last semester of your senior year that you do not need towards graduation requirements (provided you have over 120 total units of which at least 40 must be upper division). To use these units for salary advancement, you need to file the form "Request For Post-baccalaureate Credit" with Enrollment Services (Admissions and Records Office) at the beginning of the applicable semester. Be advised that not all school districts will honor coursework taken within the B.A. degree as post-baccalaureate credit. You are advised to check with your individual school district as to the impact on the pay scale for the district.

### 5. Recommendation and Application for the Preliminary Credential

Upon successful completion of all requirements for the Credential Program, students may apply, through the Credential Processing Center Office, for a **Preliminary Multiple Subject Credential**. This credential is valid for five years from the effective date. In order to process an application for a Preliminary Credential, the student must have satisfactorily completed all of the following:

- a. All co-requisites and requirements of the Multiple Subject Credential Program
- b. Earned a minimum of a "B" average in all program coursework with no grade lower than "C"

- c. Completed the Credential Application form and Cashier's Check or Money Order for fees made payable to the California Commission on Teacher Credentialing (No 90-day money orders accepted) and submitted to the Credential Processing Center Office.

## 6. Professional Clear Credential

In order to earn the Professional Clear Credential, candidates must complete a two-year BTSA Induction Program. This is done through the school district that employs the candidate, and is generally completed in the first two years of employment. Only candidates who are unable to find employment or who chose not to seek employment may take four courses to earn their Professional Clear Credential. Currently, CSU Stanislaus does not offer these courses.

## 7. 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. A \$16 fee is assessed to all students when they pay their first semester university tuition and fees.

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).

## 8. Selection and Review Committee

The Selection and Review Committee is composed of three professors from the Department of Teacher Education. Among its duties are:

- a. Selecting students to be admitted to the Multiple Subject Credential Program
- b. Granting leaves of absence from the Credential Program
- c. Granting credit for comparable courses taken at other universities
- d. Granting exceptions to the Credential Program procedures, when there is a justifiable reason
- e. Certifying that a student has successfully completed all requirements for the Preliminary Multiple Subject Credential
- f. Granting credit for prior teaching experiences

Students who wish to petition the Selection and Review Committee should do so in writing, preferably using the Petition Form. The petition should be turned in to the Department of Teacher Education. The Committee meets twice per month, except in the summer. Responses to petitions are mailed to the students.

In this packet, there is a form for use in petitioning the Selection and Review Committee. The form is the last page of the Handbook, just prior to the start of the Application Packet.

# Policies of the Multiple Subject Credential Program

## A. Policies Related to Student Teaching

### 1. Student Teaching Application Form

To progress to the student teaching semester, students must submit a Student Teaching Application to the Office of Field Services. This form will be provided at the required Orientation for Student Teaching held mid-semester in Fall and Spring. Contact Field Services office for Orientation dates and deadlines to submit application at 667-3230.

### 2. Student Teaching Orientation

A student teaching orientation is held prior to the beginning of student teaching. It is usually scheduled towards the middle of the semester prior to student teaching. The orientation covers procedures for student teaching and forms to be used. This is mandatory for all students before one can student teach.

### 3. Credit for Prior Teaching Experience

Students who have taught successfully for at least 134 days in the same classroom, either as a teacher on an emergency permit or as a long-term substitute in either a private or public school prior to beginning the student teaching semester may apply to receive credit for 7 weeks of the student teaching requirement. Contact the Program Coordinator for detailed information.

#### 4. Student Teaching in Private Schools

Students can petition to complete half of their student teaching assignments in a private school, if the school meets the following criteria:

- 1) Is an accredited school
- 2) Has classes organized in some kind of grade configuration
- 3) Uses State approved curriculum
- 4) Has credentialed teachers for master teachers

Only students who request to student teach in private schools will be assigned to a private school. The student must petition Selection and Review Committee and must state a reason why this is requested. If Selection and Review approves the petition, then the Coordinator of Student Teaching and/or Office of Field Services will seek a placement in agreement with the decision of the Selection and Review Committee. Note: Students cannot become Intern Teachers in private schools; it is against the law of California.

#### 5. Long-Term Substitute Teaching While Student Teaching

Students in the Multiple Subject Credential Program may be supervised and obtain credit for student teaching while doing a long-term substitute teaching assignment provided the following conditions are met:

- 1) The student teacher has a permit (credential) issued by the California Commission on Teacher Credentialing that permits the student to be placed in such a position.
- 2) The position meets the definition for a legal assignment for a multiple subject credential holder (teaches more than one subject to the same group of students).
- 3) The principal of the school agrees to assign a mentor teacher who meets with the student at least once per week, and preferably more frequently, to offer assistance in lesson planning, lesson delivery, classroom management, and other areas as needed.
- 4) If the long-term substitute placement is for less than 14 weeks, the principal agrees to place the student teacher in a student teaching assignment for the remainder of the time needed to equal to 14 weeks.
- 5) If the long-term substitute position is in a private school, it can meet only 50% of the student teaching requirement. The remaining 50% must be in a public school. The private school must also meet the following criteria: be an accredited school, have a credentialed teacher who will be the mentor, have a grade-level arrangement in the classroom, have students attend all day, and use state adopted curriculum.
- 6) The principal agrees to provide supervision to the long-term substitute/student teacher to include at least one formal observation during each seven weeks.
- 7) Students may use a long-term substitute assignment to meet all or half of their student teaching placements. Students must meet the same timelines as established for intern teachers.
- 8) Schools at which a student may use the position of long-term substitute for student teaching credit must have an agreement with California State University, Stanislaus for the placement of student teachers.
- 9) Students may only obtain credit for student teaching when the long-term substitution is completed at a time when the student has met all criteria for student teaching.
- 10) While fulfilling a year-long substitute teaching position, students may receive student teaching supervision while taking MSCP courses in the second semester of the MSCP program (similar to interns).

#### 6. Student Teaching While Being a Support Teacher/Reading Clinician

Students who are employed in half-time clinician and support teacher roles may receive credit for student teaching under the following conditions:

- 1) The principal agrees to assign the student to a classroom for the other half of the day, where the student works under the supervision of a cooperating teacher.
- 2) The principal agrees to a flexible schedule that allows the student teacher the opportunity to teach all subjects at some time during the placement of 14 weeks
- 3) The principal agrees to certify that the clinician/support teacher has been successful in the current placement and can successfully meet credential exit criteria by completing the half-day in the regular classroom and continue half day as a clinician/support teacher.
- 4) The principal agrees to provide supervision to the clinician for the half day in which the student is employed by the school district.
- 5) The clinician/support teacher position and the half-day student teaching position must meet the definition for a legal assignment for a multiple subject credential holder (teach more than one subject to the same group of students).
- 6) If the clinician/support teacher position is in a private school, it can meet only 50% of the student teaching requirement. The remaining 50% must be in a public school. The private school must also meet the following the criteria: be an accredited school, have a credentialed teacher who will be the mentor, have a grade-level arrangement in the classroom, have students attend all day, and use state adopted curriculum.
- 7) Students may only obtain such credit when the clinician/support teacher role in combination with student teaching is completed at a time when the student has met all criteria for student teaching.

- 8) Schools at which a student may use clinician/support teacher position for student teaching credit must have an agreement with California State University, Stanislaus for the placement of student teachers.

## **7. Student Teaching While Being an Instructional Aide/Teaching Aide**

Students who are working in a school as instructional aides can continue to work and be paid for their instructional aide positions and may obtain credit for student teaching at the same time under the following conditions:

- 1) The position meets the definition for a legal assignment for a multiple subject credential holder (teaches more than one subject to the same group of students).
- 2) The assignment is in only one classroom.
- 3) Students may enroll in and obtain credit for student teaching units only when they have met all criteria to advance to student teaching.
- 4) The principal and cooperating teacher agree to let the student assume all the duties required of a student teacher, including guided and solo weeks of teaching that are commensurate with those required of regular student teachers.
- 5) If the aide position is for less than a full day, the teacher, principal, and student agree to have the student work the full day in the classroom for a period of 14 weeks, with the understanding that the additional time is not compensated by the district.
- 6) If the aide position is in a private school, it can meet only 50% of the student teaching requirement. The remaining 50% must be in a public school. The private school must also meet the following criteria: be an accredited school, have a credentialed teacher who will be the cooperating teacher, have a grade-level arrangement in the classroom, have students attend all day, and use State-adopted curriculum.
- 7) Schools at which a student may use paid aide time for student teaching credit must have an agreement with California State University, Stanislaus for the placement of student teachers.

## **8. Summer Student Teaching**

The University has not always approved funds for summer student teaching. If funds are approved, then summer student teaching will be available. If the funds restrict the number who can student teach in the summer, then the Selection and Review Committee will make the selection of participants. Selection and Review will give priority to students who meet one of the following criteria:

- Student had a family need or emergency, such as illness, death or childbirth, which prevented the student from finishing both student teaching placements during the regular semester.
- Student is an intern in a district that does not meet the 25% language and ethnic diversity required for the CLAD emphasis credential and needs to do one seven-week student teaching placement in another school.
- Student is a teacher in a private school and needs to complete student teaching when the private school is off in the summer.
- Student is teaching on an emergency permit because he/she does not meet all conditions for an internship, but meets the conditions for student teaching and, therefore, cannot meet the student teaching requirement in their paid teaching position.
- Student is moving out of the area and needs to complete the student teaching before moving.
- Other conditions, as approved by Selection and Review, which do not fall under one of the above categories but is a justifiable reason for this special circumstance.
- Students apply by submitting a Petition to Selection and Review Committee by early February prior to student teaching.

## **9. Policy for Substituting While Student Teaching**

A students in the Multiple or Single Subject Credential Program may substitute for the cooperating teacher, if the following conditions are met:

- 1) The student has a valid substitute teaching credential that authorizes her/him to substitute in that classroom and district.
- 2) The student can only substitute for the cooperating teacher – and not for any other teacher in the school or district.
- 3) The University supervisor and cooperating teacher must agree that this student is ready and capable of assuming responsibility for this class.
- 4) The University supervisor will be informed at the earliest convenient time that the student is substituting for the cooperating teacher on that day.
- 5) The student volunteers to substitute and is not compelled or coerced by the cooperating teacher, principal or University supervisor. If she/he refuses to substitute, no adverse action will be taken against her/him by any party.
- 6) The site principal agrees to assign a credentialed person at the school site to visit the room at least once during the day to ascertain that the classroom is functioning well under the student teacher. (This person may be the principal or a designee who has the flexibility to visit the classroom during instructional time.) If problems are noted, the principal agrees to immediately assign another person to teach the class.
- 7) Substituting under this provision is meant to be only for short term (1-3 days) and not for on-going situations. The student teacher needs to have a cooperating teacher on a daily basis to mentor and guide the student teaching.

## 10. Certificate of Clearance and Student Teaching

Only students who have received a Certificate of Clearance from the California Commission on Teacher Credentialing may advance to student teaching. Students whose Certificate is delayed by CCTC may be delayed by one semester or more, prior to placement in student teaching.

## 11. Completion of Program Requirements and Student Teaching

Students must complete all co-requisite and program course requirements prior to being placed for student teaching. The only exception is passing RICA and EDMS 4180.

In order to begin student teaching, students must have satisfactorily completed all program courses with no grade lower than a "C" and have a GPA of 3.0 within those courses. Students must also pass CSET Multiple Subject Examination and CSET Writing Examination (or CBEST) prior to student teaching.

## 12. Exemption from Student Teaching Under the Scott Bill

Program students who have taught successfully for three years in an accredited private school do not need to complete the student teaching semester as per the provisions in AB 57 Scott Bill. Once the student has completed all program courses and tests, the student may submit the application for the preliminary credential. The principal must submit documentation to verify successful experience. Consult the Commission on Teacher Credential for more details for this option.

## 13. Teacher Performance Assessments (TPAs)

Students are required to successfully complete all four TPA tasks before they can be recommended for a credential. Consult the TPA Handbook for details.

## B. Other General Policies of the Credential Program

### 1. Grade Point Average Requirements To Be Admitted to the Program

The Chancellor's office recently revised the policy on grade point average requirement to enter the credential program. Generally, students who have a GPA of 2.67 overall **OR** 2.75 in the last 60 units, who receive high ratings in the interview, and who have strong letters of recommendation as well as a well-written statement of intent, will be admitted if space allows.

### 2. Policy and Procedures Pertaining to Disabled Students

The College of Education's policy and procedures pertaining to disabled students are available upon request from the Department of Teacher Education. Disabled students who may need special accommodations must inform the Multiple Subject Program Coordinator prior to the start of the program to allow time to plan for the accommodations.

### 3. Continuance in Good Standing

In order to continue in the program in good standing, a Multiple Subject Credential Program student must:

1. Maintain a GPA of 3.0 or better with no grade lower than a C
2. Pass all MSCP course assignments and exams with at least a "C." Students will have the opportunity to redo an assignment or retake an exam once. Failure to obtain a "C" or better in assignments or exams may result in failure of the course.
3. Follow CSU Stanislaus, California Commission on Teacher Credentialing, and National Council for Accreditation of Teacher Education professional and ethical standards in all coursework and fieldwork. Standards of conduct are noted in the University catalog, faculty syllabi, and on the Student Teaching Assessment and include:
  - a. Communicating effectively in university, public school, and educational community related contexts with professionals, colleagues, and parents,
  - b. Demonstrating openness to critical assessments of progress,
  - c. Maintaining an appropriate professional appearance,
  - d. Notifying cooperating teacher/university supervisor/faculty in advance of absences and making appropriate arrangements for classroom activities/instruction during absences,
  - e. Maintaining flexibility in planning and implementing instruction to meet the needs of all students,
  - f. Demonstrating initiative and reliability in successful completion of credential requirements, coursework, lesson planning, instruction, and daily classroom routines,
  - g. Being punctual to classes and fieldwork assignments and maintaining appropriate hours at the placement site or university to plan and implement all appropriate teaching and learning tasks,
  - h. Attending courses regularly and punctually and/or report to field site regularly and punctually.

A review of all students, including current GPA and professional conduct in classes and/or in the field will be conducted by the MSCP Coordinator once grades are posted at the end of each semester.

#### Automatic Recommendation for Probationary Status in MSCP Program

Students will be placed on probation for the following reasons:

1. Failure to maintain appropriate academic progress in credential coursework. A cumulative GPA of 3.0 is to be maintained in all coursework with no grades below a C. A student will be recommended for probationary standing after the first semester in which a grade of C or C- is earned in a MSCP course.
2. Excessive absences/tardies – If a student misses 2 class sessions or is habitually tardy to class, the student shall be placed on probation; all absences need to be made up.
3. A minor violation of an ethical standard of conduct.

A letter will be sent to the student providing notification of probationary status after a review of the student's progress in program by the Program Coordinator or the Selection and Review Committee. Probation will be removed one semester after the student is shown through review by the Program Coordinator or the MSCP Selection and Review Committee to be in regular attendance in the MSCP courses and the student receives all grades of B or better in MSCP courses and the grade point average in MSCP coursework is 3.0 or better.

#### Automatic Recommendation for Removal from MSCP Program

1. A student will be recommended by the MSCP Coordinator for immediate removal from program for lack of academic progress under any one of the following circumstances:
  - a. The student receives a second C or C- in any MSCP course after being on probation
  - b. The student receives a D or F in any MSCP course
  - c. The student maintains a grade point average below 3.0 in MSCP courses
  - d. The student is unable to pass RICA within two years after completing all MSCP courses
  - e. Blended Program students are unable to pass CSET within two years after being admitted to the program.
  - f. The student receives a “No Credit” in any student teaching placement.
2. A student will be recommended by the MSCP Coordinator for immediate removal from program for lack of regular and punctual attendance under any one of the following circumstances:
  - a. The student is habitually tardy to class or field site and does not maintain punctuality after being warned.
  - b. The student has more than a total of five class absences in one semester across all the courses.
3. A student will be recommended by the MSCP Coordinator for immediate removal from program for lack of professional conduct, including failure to follow CSU Stanislaus, California Commission on Teacher Credentialing, and National Council for Accreditation of Teacher Education professional and ethical standards in all coursework and fieldwork.

A letter will be sent to the student providing notification of removal from MSC Program after a review of the student's progress by the Coordinator of the Program. Appeals regarding removal from program should be made to the Selection and Review Committee. Appeals of decisions of the Selection and Review Committee should be made directly to the Department of Teacher Education Appeals Committee. Please read the section on the Appeals Process in the Handbook for specific timelines and procedures. Failure to follow timelines and procedures, as enumerated in the Appeals Process, will lead to automatic denial of an appeal.

## **4. Ethical and Professional Standards for the Multiple Subject Credential Program**

Students are expected to follow the CSU Stanislaus, California Commission on Teacher Credentialing (CCTC), and National Council for Accreditation of Teacher Education (NCATE) professional and ethical standards in all coursework and fieldwork as well as those identified in the National Education Association (NEA) Code of Ethics of the Education Profession. The Program continually evaluates students' suitability for program.

Standards of conduct are noted in the University catalog, student handbook, faculty syllabi, and on the Formative and Summative Student Teaching Assessments and include:

### **1. Professional Attitude**

- a. Demonstrates openness to critical assessments of progress.
- b. Believes that all students can learn.
- c. Values diversity and advocates for social justice: Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background or sexual orientation unfairly exclude any student from participation in any program, deny benefits to any student or grant any advantage to any student. (NEA Code of Ethics)

**2. Absences and tardies**

- a. Attends courses regularly and punctually—if two (2) absences or three (3) tardies occur in the same class, the Student Concern Profile procedure will be initiated.
- b. Notifies cooperating teacher/university supervisor/faculty member in advance of absences.

**3. Late Assignments/Unpreparedness**

- a. Meets deadlines for assignments.
- b. Makes appropriate arrangements for classroom activities and/or instruction during absences.
- c. Is punctual to classes and fieldwork assignments and maintains appropriate hours at the placement site or university to plan and implement all appropriate teaching and learning tasks.

**4. Academic Integrity**

- a. Plagiarism—All submitted course work must be the student's own work and no one else's, unless expressly permitted by the instructor.
- b. Examinations and Quizzes—Student may not give, receive, or use unauthorized assistance during an examination, from another person's notes or other communication.
- c. Course Work—Student may not present the same work for credit in more than one course, unless all of the instructors involved give express permission. Students must acknowledge all sources of assistance, whether published or unpublished, that are used in writing a report or paper.
- d. Lab, Clinical and Field work—Student may only submit the results of another student's lab, clinic or field work as his/her own, or may only accept help from another student in writing a report, if he/she has received prior permission from the instructor to work jointly with other students in preparing or reporting the work.

**5. Professional Conduct**

- a. Demonstrates openness to critical assessments of progress.
- b. Maintains flexibility in planning and implementing instruction to meet the needs of all students.
- c. Demonstrates initiative and reliability in successfully completing the credential requirements, coursework, lesson planning, instruction, and daily classroom routines.
- d. Reflects and self-assesses to improve practice.
- e. Collaborates effectively.
- f. Practices legal and ethical behavior. Student shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law (NEA Code of Ethics).

**6. Appropriate Professional Appearance**

- a. Maintains an appropriate professional appearance.
- b. Follows the dress code standards set by the school district in which fieldwork or student teaching is taking place.

**7. Effective Communication**

- a. Communicates effectively, orally and in writing, in university, public school, and educational community related contexts with professionals, colleagues, and parents.
- b. Maintains confidences as appropriate to the setting. Student shall not misrepresent, orally or in writing, issues related to students, classrooms or the university programs.

**Procedure for Use of the Student Concern Profile Form**

*Careful documentation should support the use of this form. Documentation should include absences, tardies, and anecdotal information which support your concern.*

Step 1: Discuss behavior privately with the student.

Step 2: If the student behavior(s) persist, complete the Student Concern Profile Form and submit to the Department Chair's office.

Step 3: If Student Concern Profile Forms are received from two faculty members, the Department Chair will call a meeting of the faculty submitting concerns to clarify the concerns and discuss possible remediation.

Step 4: The Department Chair, in consultation with the faculty members who submitted the Student Concern Profile Forms, will meet with the student to write an improvement plan.

Step 5: If the behavior persists after the implementation of the Improvement Plan or new concerns arise, the Department Chair will submit this information to the program's Selection and Review Committee with appropriate documentation. The student may



choose to be present for this meeting or at the student's discretion their interest maybe represented by the ASI Student Advocate at this meeting.

It should be emphasized that this form is to allow and support corrective action on the part of the student. Such intervention seeks to keep promising students within the programs and avoid the necessity of proceedings leading to dismissal from the programs.

## Student Concern Profile Form

To: Department Chair Semester: \_\_\_\_\_ Student ID# \_\_\_\_\_

Student: \_\_\_\_\_

Course: \_\_\_\_\_ Step 1: Issue was privately discussed with student on \_\_\_\_\_.

Area of Concern	Evidence
1. Professional Attitude	
2. Attendance	
3. Late Assignments/ Unpreparedness	
4. Academic Integrity	
5. Professional Conduct	
6. Appropriate Professional Appearance	
7. Effective Communication	

\_\_\_\_\_  
Faculty Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature *Signature does not indicate agreement or disagreement*

\_\_\_\_\_  
Date

***The student has ten (10) days to submit in writing any comments pertinent to this matter to the Department Chair.***

### 5. Leave of Absence Policy

Once admitted to the MSCP, students must take at least **one course** each semester and at **least five units** per semester. If a student does not take a least one course in any semester and a minimum of five units per semester, for any reason, a leave of absence must be requested. Preferably, students will use the Selection and Review Petition Form for all contacts with the Credential Program regarding these matters.

Once admitted to the credential program, students must be continually enrolled or they will be terminated from the program. Students may request a leave of absence to postpone the semester in which they must begin taking courses or to take a leave of one semester once they have been in the program for one or more semesters. Such a request should be directed to the MSCP Selection and Review Committee and should be on the appropriate Petition Form and filed in the Department of Teacher Education Office or Stockton Campus Office. This request must be filed at least one month prior to the semester for which the student is requesting a leave. The Committee may approve or deny the request. The Committee will communicate its decision in writing. Leaves are granted for one semester only. Students must continue to request leaves with the Selection and Review Committee for each additional semester. Failure to comply with this regulation will result in the student's termination from the program.

Students returning after a leave of absence from the Multiple Subject Credential Program may need to meet any new requirements in order to obtain a preliminary credential. Returning students should seek advisement before returning to the program. Students not returning at the end of the approved leave will have to reapply to the program (that is, they must complete a new application,

pay fees, etc). Files of students who do not return from a leave or who withdraw from the program will be held a maximum of one semester and then will be discarded.

**Students should also contact the Graduate Office for policies pertaining to leaves from the University. Receiving approval for a leave from the Credential Program does not automatically mean that the University has granted the student a leave – this requires a separate process.**

Students who have been out of program for two or more years or who have been out of program without a leave of absence must reapply to the program. The Selection and Review Committee will review the application and make its decision on whether to readmit the student. They must complete:

- An application to the university, if necessary.
- Submit Form I of the Credential Application Packet.
- Submit Form II – Statement of Intent of the Credential Application Packet.
- Pay a fee of \$30.
- Submit the packet within the timelines established by the Multiple Subject Credential Program.
- Go through the interview process.

## 6. Complaint Against Faculty

If a student has a complaint against a faculty member in the Multiple Subject Credential Program, the student must follow these steps:

- a. Student speaks to the professor to try to resolve the difference.
- b. If the student has spoken with the instructor and has not been able to resolve the difference or if the student has a good reason for not first speaking with the professor, the student can make an appointment to see the Chair of the Department of Teacher Education.
- c. If the Chair deems it appropriate, he/she can send the student back to talk to the instructor or the Chair can inform the professor of the complaint.
- d. If the student is still not satisfied after talking with the Chair, the student can then follow the University Complaint Procedures as enumerated in the University Catalog.

## 7. Limitation on Time to Complete Program

Students who are admitted to the Multiple Subject Credential Program must complete all requirements in 5 years from the semester of admission and must show continuous progress or be on leaves approved by the Selection and Review Committee.

## 8. Transfer of Credential Courses from Other Universities

The CSU Stanislaus Multiple Subject Credential Program will only grant up to 6 units of credit for methods courses (reading, math, science, social studies) from other universities and only for courses completed in a program with a SB2042 or CLAD/BCLAD emphasis. These courses must have been completed within the 5 years prior to admittance to the CSU Stanislaus credential program. This limitation does not apply to co-requisite course requirements.

## 9. Department of Teacher Education Appeals Process

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

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

1. Admission to program
2. Retention in program

Appeals/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 the DTEAC.

## APPEALS PROCESS

1. Before making an appeal, the student must meet with the Chair or his/her designee of the MSCP/SSCP Selection and Review Committee (SRC) 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 appropriate SRC Chair. The appeal must be made in writing within five (5) academic workdays of the meeting with the appropriate SRC 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 the SRC that rendered the decision the student is appealing 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 polices and procedures are found, the appropriate SRC will be directed by DTEAC to reconsider the case.
5. After a decision is reached, the Chair of the DTEAC will inform the student and the appropriate SRC in writing of its decision within ten (10) academic workdays.
6. No further appeal may be made to DTEAC.

## Conceptual Framework

COLLEGE OF EDUCATION (APPROVED 9-22-00)

### **Our MOTTO:** Advocates for children and their communities

The most exciting and powerful way to ensure our future is to create it. That begins with a vision, and success depends on our ability to align everything we do with fulfilling that vision. Our Vision, Mission, and Aim build on the foundation of our Philosophy that ALL students can learn and that such learning can be enhanced by design. The College of Education (COE) Vision, Mission, Aim, Philosophy, and Learner Outcomes define who we are as members of the learning community. We are committed to the preparation of P-12 educators who exhibit competence, reflection, and a professional passion manifested in their advocacy for children and their communities.

**Our VISION:** The professional preparation programs in the College of Education have a shared vision: To prepare teachers and service personnel who impact positively and optimally on the achievement of all P-12 students in academic and non-academic areas. The attributes that undergird our school-based preparation programs are high standards, academic rigor, and intellectual integrity.

CSU Stanislaus, College of Education has an enduring commitment to the preparation of professionals who are:

- ◆ competent in their chosen areas,
- ◆ able to integrate subject-matter content with pedagogy appropriate to their field of study,
- ◆ culturally responsive and responsible, knowledgeable, and appreciative of the diversity among learners,
- ◆ committed to self-assessment and reflection,
- ◆ partners, educational advocates, and leaders at the school level and in the wider community, and,
- ◆ users of technology that enhances teaching and learning.

**Our MISSION:** The Mission of the College of Education is to undertake the professional preparation of teachers and school service professionals, as identified by state legislative and administrative law. The faculty of the College is committed to meeting the rightful expectations of the public regarding the education of effective and dedicated professionals and creating a student-centered learning paradigm. The College of Education is also committed to broadening and deepening the pool of educators to reflect the diversity of its school populations.

**Our AIM:** Through quality programs with high standards, academic rigor, and intellectual integrity, the College of Education is committed to the preparation of P-12 educators who exhibit competence, compassion, reflection, and a professional passion manifested in their advocacy for children and their communities.

**Our PHILOSOPHY:** Education is the means by which individuals, both singly and collectively, reach goals they might not otherwise attain. The faculty of the College of Education believes that ALL students can learn and that such learning can be enhanced by design. It is our belief, that more than any other variable, students' learning is a function of how they are taught.

The content, goals, and learner outcomes of the professional preparation programs are designed to prepare educators who can make thoughtful and effective choices as they prepare children and youth to meet the demands of today and of the future. Educators must be dedicated professionals who are knowledgeable, ethical, responsible, caring, and lifelong learners. They must be able to manage, monitor, and enhance the learning and development of each child. As members of learning communities, educators must be committed to keeping abreast of new ideas and understandings in their field, value and support professional organizations, and establish personal and professional goals.

### **LEARNER OUTCOMES**

1. Values & Beliefs - The CSU Stanislaus professional education graduate is knowledgeable and values diversity among learners while actively modeling cultural responsibility and responsiveness.
2. Knowledge & Skills - The CSU Stanislaus professional education graduate is competent in his or her chosen area.

3. Performance & Achievement - The CSU Stanislaus professional education graduate impacts positively on the achievement of all P-12 students in academic and non-academic areas.
4. Assessment & Reflection - The CSU Stanislaus professional education graduate is committed to self-assessment and reflection.
5. Advocacy & Leadership - The CSU Stanislaus professional education graduate is a partner, educational advocate, and leader at the school level and in the wider community.

### LEARNER OUTCOMES ELABORATIONS

1. Values & Beliefs. The CSU Stanislaus professional education graduate is knowledgeable and values diversity among learners while actively modeling cultural responsibility and responsiveness.
  - Collaboration: The educator believes in on-going collaboration and cooperation with others in the field or associated with learning.
  - Cultural Diversity: The educator is sensitive to others and respects both individual and cultural diversity.
  - Learning-focused: The educator promotes, respects, and celebrates learning at all levels and in all forms of engagement.
  - Sense of Purpose: The educator displays a defined sense of purpose on a variety of levels: personal, professional, and public.
2. Knowledge & Skills. The CSU Stanislaus professional education graduate is competent in his or her chosen area.
  - Student Development: The educator recognizes how students develop and learn, and provides settings that assist in their intellectual, physical, social, and individual development.
  - Instructional Enrichment: The educator recognizes the primary need for discipline, knowledge and pedagogical understanding, and constructs learning experiences that make these facets significant to students' comprehension and intellectual enrichment.
  - Variation: The educator recognizes differences in knowledge bases and appreciates the diversity among learners, creating appropriate learning opportunities.
  - Academic Environment: The educator understands the knowledge of the social, political, philosophical, and cultural contexts in which education occurs, including ethical standards, professional practice, and laws and regulations.
  - Technology: The educator integrates informational and educational technology effectively with professional practice.
3. Performance & Achievement. The CSU Stanislaus professional education graduate impacts positively on the achievement of all P-12 students in academic and non-academic areas.
  - Learning Environment: The educator creates an effective learning environment.
  - Integration Across Disciplines: The educator integrates subject matter content with pedagogy appropriate to the field of study.
  - Accommodation: The educator accommodates for a range of differences in culture and developmental levels.
  - Responsive Pedagogy: The educator develops appropriately responsive curriculum to accommodate the diversity among learners that is accessible and meaningful to students.
4. Assessment & Reflection. The CSU Stanislaus professional education graduate is committed to self-assessment and reflection.
  - Awareness: The educator makes well-informed decisions based on continuous research and reflection.
  - Lifelong Learning: The educator actively seeks opportunities and involvement to grow professionally as a lifelong learner.
5. Advocacy & Leadership. The CSU Stanislaus professional education graduate is a partner, educational advocate, and leader at the school level and in the wider community.
  - Professionalism: The educator adheres to high standards of professional and ethical conduct.
  - Communication: The educator collaborates effectively with parents, educators, and various service and support personnel.
  - Activism: The educator leads the learning community as an advocate for equal opportunity and access to education for all students.

Our vision, mission, aim, and philosophy exist only on paper until we put them into action. They come alive when we implement them in all that we do as members of the College of Education. We see their results when we view the outcomes. We have succeeded when our students become educators who impact positively and optimally on the achievement of ALL P-12 students, and become advocates for P-12 children and their communities.

## Course Registration Instructions

*Web Registration is available daily during scheduled dates, except during regular maintenance periods (normally Saturdays from 2 a.m. - 10 a.m.).*

**Web Registration Kiosks are available at these locations:**

Vasché Library Building—1st floor lobby  
Demergasso-Bava Hall—1st floor lobby of South Wing  
MSR Building—outside Enrollment Services Office  
Science Building— 1st floor lobby by North door

**Step 1:** Go to [www.csustan.edu](http://www.csustan.edu).

**Step 2:** Use the “Quicklinks” drop down menu at the upper right of the page and choose “My CSUSTAN”

**Step 3:** You are now at the login page. Click the correct link for the term you are registering: “Student Data Access” for Winter 2009 registration -OR- “My CSUSTAN” for Spring 2009 registration.

Enter User ID

Enter Pin/Password

Click Log-in/Sign-in

The Registration Helpline (209/667-3039) is available to assist with Web registration problems from 8 a.m. to 5 p.m., Monday through Friday during the semester.

### **STANMail and Updates on MSCP Information**

Students should check their STANMail on a weekly basis for important MSCP informational updates. If students desire to consolidate all email messages, it is possible to forward STANMail to another email account. Go to the following link for direction for forwarding your STANMail to another email account:

<http://www.csustan.edu/oit/clientservices/webmailfwd.htm>

# MSCP Selection and Review Request – Petition Form

**Send all copies to: Department of Teacher Education, DBH 330  
801 W. Monte Vista Ave., Turlock, CA 95382**

Student Complete Name \_\_\_\_\_ Date Submitted \_\_\_\_\_

Student ID # \_\_\_\_\_ Day Phone \_\_\_\_\_

Type of Petition (Fill in all areas that apply)

**The decision of the Selection & Review Committee is indicated in the right column.**

<b>Leave of Absence for _____ and return to Program in _____</b> semester /year semester /year		
The Selection & Review committee has reviewed your request for a leave of absence from the Multiple Subject Credential Program. Leaves of absence are approved on a semester by semester basis. You will need to continue to write to us prior to the beginning of each semester to extend your leave of absence. Please be aware that you are held to any new requirements that are instituted until such time as you have completed all requirements for the credential. If you are returning to the program for student teaching, please be aware that all prerequisites, including CSET, must be completed by the specified deadline in order to return. <i>If your leave extends beyond a three – year period, you will be required to re-apply to the program.</i>	<b>Approved</b>	<b>Denied</b>

### Course Substitution

Course Number and Title Requested for Substitution*	Institution Where Taken	Date Taken	CSUS Equivalent Course # and Title	Approved	Denied

*\*Please attach appropriate documentation such as course catalog description, syllabus, etc.*

### Other Requests for Exceptions to Multiple Subject Credential Program Requirements

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MSCP Selection & Review Meeting Date \_\_\_\_\_

Committee Chair Signature \_\_\_\_\_

<b>Please supply name and address here:</b>		
Name _____		
Mailing Address _____		
City _____	State _____	Zip Code _____

**\*Comments (office use only)**

White Copy – MSCP file      Yellow Copy – Student  
Pink Copy – MSCP Selection & Review Chair

## The California Teaching Performance Assessment (CA TPA)

### **What is the California Teaching Performance Assessment?**

The CA TPA is a new assessment requirement for all teacher candidates studying for a Level 1 teaching credential. The assessment is designed to give candidates the opportunity to develop, refine, and demonstrate teaching knowledge, skills, and abilities during the teacher preparation program. The assessment is designed to be both formative and summative.

The CA TPA was developed over a two-year period. Staff and consultants from the California Commission on Teacher Credentialing (CCTC) and Educational Testing Service (ETS) led the development of the CA TPA. Educators (both K-12 and Teacher Education faculty) served on various teams that informed the development of the CA TPA.

### **What is the CA TPA designed to measure?**

The CA TPA is designed to measure aspects of the Teaching Performance Expectations (TPE). The TPEs are a set of standards that clearly outline what beginning teachers should know and be able to do before receiving a preliminary credential. Each task on the CA TPA measures aspects of a number of TPEs and many TPEs are measured in more than one task. The TPEs are measured holistically within each TPA.

### **Is the CA TPA the only way I can provide evidence for my competency in the TPEs?**

No, it is only one component. While the CA TPA is an important assessment instrument, candidates and faculty members in Teacher Education programs must keep in mind that the CA TPA is only one way of demonstrating a candidate's knowledge and skills related to the TPEs.

### **Can I be recommended for a CA preliminary credential if I demonstrate competence in the TPEs in other ways other than passing the CA TPA?**

NO. A candidate must pass all four tasks of the CA TPA in order to be recommended for a preliminary teaching credential even if he/she can produce other evidence from their coursework that they have competence in the TPEs. Passing is considered earning a score of 3 or 4 on each task.

### **How many tasks must a candidate complete for the CA TPA?**

Candidates must complete and pass 4 tasks. These tasks are separate but are inter-related. Each task was designed with a specific sequence in mind. As the tasks increase in complexity, candidates are asked to make more choices and decisions in response to the prompt, as well as provide more detailed evidence to support those choices and decisions.

### **At CSUS, how do I take the CA TPA?**

Candidates complete Task 1 (Subject Specific Pedagogy) during the first semester and practice Tasks 2 & 3 (Designing Instruction & Assessing Learning and Culminating Teaching Activity).

### **Is there a fee for taking the CA TPA at CSUS?**

At this time there is not a fee, but there may be one for later cohorts of students.

### **Do I have to attend a "class" for the CA TPA?**

No. Information for the TPA will be given at the new student orientation and in the classes where the tasks will be completed. You will be given the link to the web site that contains all the information on the TPAs including templates for the tasks and sample responses. Candidates must pay special attention to deadlines and submission guidelines. A TPA candidate handbook will be available on the web site and provided to you in the classes where the TPAs will be practiced or completed.

### **What kind of support should I expect to receive as I complete the CA TPA?**

The CA TPA is an example of an "open assessment system". This means that candidates can ask assistance from any faculty member in the department of Education. The CA TPA Coordinator will give the

primary support for the TPA. In addition to assistance from faculty members, candidates may also seek assistance from their colleagues and practitioners in the field.

Despite all the assistance, however, candidates will be asked to sign a statement certifying that the responses to the CA TPA task are a product of their own effort. In other words, while candidates may seek assistance from others, it is presumed that the actual writing of the response is being done by the candidate.

### **How can I prepare for the CA TPA?**

The coursework within your credential program will prepare you for the TPAs. Candidates should become very familiar with the different CA TPA tasks by reading all the materials that are made available. Furthermore, faculty members in the Education department are familiar with the CA TPA tasks. Faculty members will prepare candidates for the TPA tasks by giving assignments and activities in their classes that serve as practice exercises for the CA TPA.

### **What materials will I have to complete the TPA?**

Candidates will have a wealth of materials available to them. Each candidate will be given a copy of the handbook produced by the California Commission on Teacher Credentialing. The handbook provides an overview of the CA TPA tasks, guidelines, and directions.

Candidates will also have access to benchmark responses. These benchmark papers will give candidates examples of responses that received a score of “4”. These are available online.

Candidates will also download templates for the CA TPA task electronically so that responses can be typed.

### **What are the 4 CA TPAs all about?**

Following is a brief description of each task:

1. Subject Specific Pedagogy Task
  - a. Candidates demonstrate knowledge of principles of content-specific pedagogy and developmentally appropriate pedagogy.
  - b. Candidates will respond to scenarios and will be asked to respond to questions related to assessment, developmentally appropriate pedagogy, adaptation of content for English language learners, and adaptation of content for students with special needs.
2. Designing Instruction Task
  - a. Candidates demonstrate that they are able to collect information about their students and are able to plan a lesson based on these student characteristics.
  - b. Candidates will create lesson adaptations for English language learners and a child with special needs.
3. Assessing Learning Task
  - a. Candidates will demonstrate the ability to plan a unit of study and plan and administer an assessment.
  - b. Candidates will give an assessment, make assessment adaptations for students with specific learning needs and then diagnose student needs based on the assessment.
4. Culminating Teaching Activity Task
  - a. Candidates will design a lesson, make lesson adaptations, implement the lesson and analyze evidence of student learning.
  - b. Candidates will video-record their lesson and include a paper response.

### **Who do I contact for assistance or questions related to TPAs?**

TPA Coordinator–Dr. Millie Murray-Ward–667-667-3472 or TPA Assessor–Dr. Chris Boosalis–667-3045



